

Thinking Beyond Words: Evaluating Critical Thinking Skills in Scheme of BS English Program at PU and GCUF, Punjab, Pakistan

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Abstract

The study dives deep into the need of dissecting the scheme of studies nuances of the BS English programs at Punjab University Lahore and Govt. College University Faisalabad to gauge cognitive and critical thinking prowess. Existing literature has flagged a research gap in dissecting critical thinking skills within the BS English program's framework. This inquiry probes how the curriculum structures of these prestigious universities fortify students' cognitive and critical thinking acumen and their competitive edge in the BS English program arena. The research methodology adopts a quantitative lens intertwined with content analysis. Cluster sampling pinpoints key cities in Punjab, stratified sampling steers premier university selection, and purposive sampling drills down into course objectives. The Critical Thinking Evaluation Model acts as the litmus test for gauging cognitive to critical thinking skills levels. The discoveries unfurl that both institutions place a premium on a gamut of skills, kicking off from foundational knowledge and traversing through comprehension, conceptualization, implementation, analysis, evaluation, creativity, and self-directed learning. Curriculum developers predominantly spotlight implementation-centric skills, trailed by comprehension and foundational knowledge. Other proficiencies garner relatively less focus, particularly in bolstering robust concepts linked to everyday scenarios and domain-specific issues. The study accentuates the urgency for higher education establishments to mindfully evaluate and tailor

their BS English program curricula to enrich learners' critical thinking prowess in sync with the demands of the 21st century. This exploration stands as a beacon for higher education institutions to recalibrate their BS English program curricula, nurturing critical thinking skills vital for students to thrive in the contemporary landscape. Moving forward, it is recommended that universities integrate more experiential learning opportunities, interdisciplinary approaches, and real-world problem-solving tasks to further hone students' critical thinking abilities and prepare them for the dynamic challenges of the future.

Keywords: Teaching and Learning, Critical Thinking Skills, BS English Program, Scheme of Studies

Introduction

The research article aims to evaluate the scheme of studies for BS English at Punjab University and Government College University Faisalabad. The study assesses the level of critical thinking skills among students using the Critical Thinking Evaluation Model. This model comprises eight levels: Background Knowledge, Comprehension, Conceptualization, Implementation, Analysis, Critical Evaluation, Creativity, and Independent Learning. By utilizing this comprehensive framework, the research intends to provide valuable insights into the critical thinking abilities of students in the English programs at these institutions. Giroux (1978) emphasized critical thinking in education for challenging oppressive systems. Freire (1970) highlighted education's role in confronting oppression, advocating for student participation. This approach fosters learning, empowering students to analyze societal structures.

Brookfield (2005) stressed integrating critical thinking in education for adaptability. Rodzalan and Saat (2017) showed critical thinking enhances information processing skills, offering practical benefits. Infusing critical thinking across academic activities is crucial for its development. Critical thinking is vital in education, driving skills across academic, workplace, and civic areas (Halpern, 2011). Teaching methods, communication skills, and CT are shaped by teachers' experience and student learning perceptions (Lai, 2011). Students improve performance through CT application. Education, psychology, and philosophy explore CT (Paul, 2005). CT aids task completion, enhancing academic performance (Paul, 2005; Phan, 2010), and speeds up course material comprehension (McGregor, 2007). Problem-solving fosters CT

appreciation. Lovatt (2014) highlighted prior knowledge's impact on CT. Balancing application, prior knowledge, and CT is crucial for student development. To enhance students' success, identify challenges and create solutions with parents and stakeholders (Allmnakrah & Evers, 2019). A BS program's curriculum is crucial, outlining courses, credits, and requirements. Smith and Johnson (2018) highlight that a well-structured curriculum ensures students grasp their field thoroughly. Brown and Williams (2020) note that a good curriculum aids in efficient course planning. Thus, a strong curriculum guides students towards academic excellence and career readiness.

Cotton (1991) foresaw challenges in enhancing students' critical thinking skills amid evolving thinking paradigms. Larsen (2002) emphasized curriculum complexities as the primary obstacle to teaching critical thinking, necessitating skilled educators, planners, and time. Cultural and political barriers in the Saudi education system impede critical thinking development, aligning with Vision 2030's objectives of overcoming cultural obstacles for promoting critical thinking (Essa & Harvey, 2022). Recognizing the significance of critical thinking, education, curriculum, study plans, and educational materials, it is essential to carefully design objectives to achieve outcomes like decision-making, problem-solving, and field-specific skills. Existing literature recommends analyzing study plans, especially for critical thinking skills, to address research gaps, as no analysis of the BS English program's study plan in the top two universities of Punjab, Pakistan, has been conducted yet. The present study aims to analyze the levels of critical thinking skills, which were being focused by the designers of scheme of studies for BS English program at Punjab University, and Govt. College University Faisalabad in Punjab, Pakistan. For the purpose following research questions were answered.

- How many objectives are formulated to improve knowledge, understanding, concept mastery, application, analysis, evaluation, creativity, and independent learning in the study plans utilized at Punjab University (PU) and Government College University Faisalabad (GCUF) in Punjab, Pakistan?
- To what extent do the study plan for the BS English program at top two universities including Punjab University (PU) and Government College University Faisalabad (GCUF) in Punjab, Pakistan, align and diverge from each other?

Significance of the Study

The significance of investigating the study plans for the BS English program at Punjab University (PU) and Government College University Faisalabad (GCUF) in Punjab, Pakistan, lies in its multifaceted impact at individual, social, and state levels.

At an individual level, understanding the alignment and disparities between the study plans can offer students insights into the quality and depth of education they receive. By examining the objectives designed to enhance various skills like critical thinking and creativity, students can make informed choices about their academic pursuits, ensuring they acquire a well-rounded education that prepares them for future challenges.

On a social level, comparing the study plans can shed light on the educational standards and practices within institutions. Identifying similarities and differences in the objectives set by PU and GCUF can help in benchmarking educational quality, fostering healthy competition, and encouraging continuous improvement in curriculum design and delivery. This, in turn, can contribute to the overall enhancement of the educational landscape in Punjab.

At a state level, analyzing the study plans is crucial for policymakers and educational authorities. Understanding the nuances of the study objectives can aid in curriculum development, accreditation processes, and policy-making decisions aimed at enhancing the overall educational system. By recognizing the strengths and weaknesses in the study plans of these prominent universities, state-level stakeholders can work towards standardizing and improving the quality of education across institutions in Punjab, thereby contributing to the state's educational advancement and competitiveness in a global context.

Literature Review

Alhowail and Albaqami (2024) conducted a study on critical thinking in Saudi secondary education, focusing on students and teachers in Riyadh. They used both qualitative and quantitative methods, collecting data through questionnaires and interviews. Findings revealed varying CT skills among students, with factors like gender and GPA influencing CT development. Teachers emphasized the importance of collaborative programming and active student engagement to foster CT. Recommendations were made to enhance CT in Saudi secondary education, including curriculum improvements and teacher training. Moreover,

Adeyemi (2012) emphasized the cognitive abilities of upper high school students in developing critical thinking (CT) skills, noting their capacity to analyze theories effectively. Nigerian secondary school students need higher cognitive skills like problem-solving, synthesis, and text evaluation to engage in CT. Adeyemi also highlighted CT's role in facilitating inquiry and fact-based reasoning in children's learning. To improve CT, students should address personal biases and recognize how individual perspectives influence CT. Adeyemi emphasized the significance of real-world experiences in developing cognitive skills, suggesting that learning CT should extend beyond the classroom to various environments like home and social settings. Furthermore, the study by Mawaddah et al. (2018) on critical thinking (CT) abilities among students in Indonesia and Hong Kong revealed influences on students. Male and female students showed proficiency in discussing and analyzing issues in their native language. A gender gap was observed, with male students offering fewer appropriate solutions than female students. The study suggested that female brains may have more efficient neuron circuits for organizing brain connections, challenging traditional views on cognitive capabilities. However, the specific factors contributing to the superior performance of female students remain unclear, indicating the need for further research in this area.

On the other hand, Rohmani and Kusuma (2016) emphasized the significant role of culture in the enhancement of critical thinking (CT) skills, particularly in the context of Indonesian culture. While industrialized nations prioritize CT skills over memorization, Indonesian culture values explanations and information dissemination. The study by Rohmani and Kusuma (2016) also highlighted the influence of family background, cultural intricacies, and preferred learning methods on CT development, suggesting that limited proficiency in a second language could contribute to lower CT levels.

Cheung et al. (2001) investigated the impact of parental roles on students' CT abilities in Hong Kong. The research revealed a notable positive correlation between parents' occupations, particularly fathers', and the advancement of their children's CT skills. Interestingly, paternal work status appeared to have a more significant impact than maternal work status. In contrast, maternal education did not show a clear influence on students' CT capabilities.

Alfani (2013) identified challenges faced by Nigerian educators in integrating critical thinking (CT) into classroom instruction and evaluations. Similarly, Ilyas (2015) discovered a lack of profound comprehension and implementation of CT among Indonesian teachers. These collective findings underscore the central obstacle in nurturing CT skills in students, which revolves around addressing teachers' deficiencies in this domain. Consequently, there is a pressing need for specialized training programs to equip educators with the necessary skills to grasp and impart CT effectively. Such initiatives represent the initial stride towards cultivating a future generation of adept 'critical thinkers.

Theoretical Framework

The Critical Thinking Evaluation Model (CTEM) framework, as adapted by Fayyaz (2019), serves as a valuable tool for designing and assessing curricula, syllabi, textbooks, lesson plans, and other educational materials. This model encompasses objectives, learning outcomes, activities, exercises, and assessment questions across various levels of critical thinking, including background knowledge, comprehension, conceptualization, implementation, analysis, critical evaluation, creativity, and independent learning. The framework was utilized to analyze the objectives aimed at enhancing critical thinking skills within the BS English program at premier universities such as PU and GCUF in Punjab, Pakistan. The table below outlines the description and array of action verbs corresponding to each level of critical thinking skills within the CTEM framework.

Table 1: The representation of Critical Thinking Evaluation Mode

Background Knowledge	<p>Background Knowledge refers to the fundamental understanding and expertise required for learning critical thinking, practical skills, and problem-solving. Mastery of subject knowledge and skills is essential at this foundational level.</p>
<ul style="list-style-type: none"> • identify, name, underline, cite, list, show, recite, describe, recognize, answer memorize, state, outlines, record, recall, repeat, circle, order, match, point, remember, reproduce (pronunciation etc), label, record, write, define, read 	
Apprehension	<p>After learning a subject, understanding key points is crucial for the second level of critical thinking skills. To apply knowledge effectively, grasp the subject's essence.</p>
<ul style="list-style-type: none"> • summarize, contrast, restate, paraphrase, determine, respond, discuss, review, report, distinguish, select, demonstrate, interpret, locate, indicate, estimate, extend, defend, compare, express, explain, tell, translate, generalize, reorder, convert, retell, choose, illustrate. 	
Conceptualization	<p>Conceptualization comes after apprehension in learning. While apprehension is about understanding specific phenomena, conceptualization allows learners to create new ideas using their knowledge for daily activities</p>
<ul style="list-style-type: none"> • think over, relate, think, gather, deduce, reason, resolve, peer, compare, consider, provoke, recreate, represent, precaution, passionate. 	
Implementation	<p>The implementation stage of critical thinking encompasses the practical application of educational theories in real-world contexts. Refined cognitive abilities such as Background Knowledge, Apprehension, and Conceptualization are fundamental for success in critical thinking.</p>
<ul style="list-style-type: none"> • find, act out, act, rewrite, sketch, verify, transfer, produce, manipulate, prepare, employ, generalize, solve, prove, operate, schedule, divide, practice, complete, develop, show, use, change, select, support, calculate, add, apply, utilize. 	
Anatomization	<p>Anatomization serves as the foundational step in acquiring advanced critical thinking skills. Through the utilization of lower-order critical thinking skills, learners can dissect, analyze, scrutinize, investigate, interpret, and draw conclusions about specific subjects.</p>
<ul style="list-style-type: none"> • distinguish, deduce, order, discriminate, diagram, formulate, examine, detect, classify, propose, value, conclude, break down, hypothesize, modify, separate, compose, connect, inspect, generalize, blend, survey, differentiate, organize, subdivide, categorize, analyze, plan, relate, verify, initiate, investigate infer, unite. 	
Critical Evaluation	<p>Critical evaluation follows anatomization in the progression of mastering critical thinking skills. Once students have honed their analytical abilities, they must advance to critically evaluate, assess, and judge real-world scenarios.</p>
<ul style="list-style-type: none"> • decide, debate, validate, consider, prioritize, evaluate, standardize, rate, defend, justify, attach, criticize, select, grade, value, contrast, measure, rank, assess, test, judge, critique, choose, appraise choose, support. 	

Creativity

Creativity signifies the pinnacle of students' critical thinking abilities, enabling them to innovate and explore new concepts. A robust foundation in various skills like background knowledge, comprehension, and critical evaluation is essential for fostering creativity.

- device, design, formulate, collect, compose, produce, relate, synthesize, arrange, organize, originate, construct, manage, systematize, invent, modify, develop, reorganize, combine, propose, rearrange, create, plan, predict, make, reconstruct.

Independent Learning

Independent learning, characterized by self-direction, is vital in navigating the demands of our swiftly evolving landscape. This approach empowers learners to surpass those reliant solely on educators. Independent learners possess the ability to investigate, strategize, and pinpoint their educational requirements.

- selfregulate, identify, needs, take, responsibility, formulate, frame, questions, predict, performance, research, selfmonitor, reflect, generalize knowledge, describe how to, construct knowledge, develop a learning, plan, create a plan, transfer knowledge, set goals, inquire
Selfassess, analyze.

In aligning the Critical Thinking Evaluation Model (CTEM) framework with the analysis of objectives in the Scheme of Studies for the BS English program at universities like PU and GCUF in Punjab, Pakistan, we can categorize these objectives into different levels of the CTEM framework to ensure a comprehensive and structured approach to curriculum assessment.

For instance, objectives related to acquiring foundational knowledge and understanding key concepts in literature and language studies would correspond to the Background Knowledge level of the CTEM framework. Tasks such as defining literary terms, identifying major literary movements, or listing key figures in English literature align with this level.

Objectives that involve interpreting and summarizing literary works or linguistic theories would fall under the Apprehension level, emphasizing the importance of comprehension and interpretation in critical thinking. Describing the themes of a novel, explaining the significance of a linguistic theory, or summarizing a critical essay are examples of objectives suited for this level.

Conceptualization would encompass objectives that require students to compare and contrast different literary works or language structures, fostering connections and synthesis of

information. Objectives like comparing two literary theories, contrasting different writing styles, or classifying types of poetry would fit within this level.

Implementation objectives would focus on applying theoretical knowledge to practical contexts, such as analyzing a literary text using a specific critical lens, applying linguistic theories to language analysis, or illustrating the impact of historical events on literature.

Anatomization objectives would involve breaking down complex literary or linguistic concepts into smaller components for in-depth analysis, such as analyzing the structure of a poem, deconstructing a narrative technique in a novel, or examining the elements of a rhetorical argument.

Critical Evaluation objectives would challenge students to critique and evaluate arguments, literary interpretations, or language use critically. Objectives like evaluating the effectiveness of a persuasive speech, critiquing a literary analysis, or justifying a thematic interpretation of a play would fall under this level. Creativity objectives would encourage students to generate original ideas and solutions, such as designing a new literary genre, inventing a creative writing form, or creating an innovative language teaching method.

Independent Learning objectives would empower students to conduct research, investigate topics independently, and explore areas of interest within the field of English studies, fostering self-directed inquiry and scholarly exploration. By categorizing the objectives of the BS English program into these different levels of the CTEM framework, educators can ensure a holistic and structured approach to curriculum development and assessment, effectively enhancing students' critical thinking skills and overall academic growth in the field of English studies.

Methodology

Quantitative data analysis was employed to examine the quantity of objectives crafted by the specialists to improve learners' critical thinking abilities at various stages, ranging from foundational knowledge to self-directed learning. The study utilized content analysis as a research methodology to scrutinize and categorize the objectives based on distinct sections or tiers of critical thinking skills. Cluster sampling technique was utilized to select two major cities, Lahore and Faisalabad. Stratified sampling was employed to choose the two primary

universities, Punjab University and Govt. College University Faisalabad. Simple random sampling was used to obtain the curriculum for BS English programs from the premier universities, Punjab University and Govt. College University Faisalabad, which were retrieved from the official website. Lastly, purposive sampling technique guided the selection of the content designed to outline the objectives for each subject in the BS English curriculum at Punjab University and Govt. College University Faisalabad.

The scheme of studies for the BS English program at Punjab University and Govt. College University Faisalabad was downloaded from their websites. The dataset was carefully curated, excluding all materials except the objective contents. Separate files for Punjab University and Govt. College University Faisalabad were saved in MS Word format. These MS Word files were then converted into text files for further analysis using Antconc 3.4.2 version to extract the frequencies of each level of Critical Thinking Evaluation Modal.

The data analysis process involved the utilization of the Critical Thinking Evaluation Modal (CTEM) to discern the objectives aimed at fostering critical thinking skills across various levels, ranging from imparting knowledge to cultivating independent learners. An Excel spreadsheet was meticulously crafted to document the frequencies associated with each level alongside the corresponding action verbs. This meticulous categorization facilitated the classification of objective contents into distinct sections or levels of the critical thinking evaluation modal.

Subsequently, tables and graphs were generated based on the analyzed data within separate MS Excel sheets for Punjab University (PU) and Govt. College University Faisalabad (GCUF). Furthermore, a dedicated sheet was formulated to juxtapose and analyze the objectives outlined in the BS English programs of the different universities, PU and GCUF, allowing for a comprehensive comparison and contrast of their respective educational objectives.

Data Analysis

In the research, the focus lies on analyzing the study plans of Punjab University (PU) and Government College University Faisalabad (GCUF) in Punjab, Pakistan. The first research question examines the objectives formulated within the study plans to enhance various cognitive domains such as knowledge, understanding, concept mastery, application, analysis,

evaluation, creativity, and independent learning at PU and GCUF. This analysis aims to quantify the objectives dedicated to each domain, providing insights into the educational priorities of these institutions. The second research question delves into the alignment or divergence of the study plans for the BS English program at PU and GCUF. By comparing the study plans of these top universities in Punjab, Pakistan, the study seeks to identify similarities and differences in their educational approaches and objectives. This comparative analysis offers valuable insights into the educational strategies and curriculum structures of these academic institutions.

The graph presented depicts the breakdown of objectives within the scheme of studies for the BS English program at Punjab University. The graph provides a detailed categorization of objectives related to knowledge, understanding, concept mastery, application, analysis, evaluation, creativity, and independent learning. Each category is quantified to show the emphasis placed on different cognitive domains within the program.

The graph visually represents this data, illustrating the distribution of objectives across the various cognitive domains. This visual aid enhances the understanding of how the objectives are structured within the scheme of studies at Punjab University for the BS English program. By analyzing both the table and the graph, one can gain a comprehensive overview of the educational priorities and focus areas within the program, shedding light on the approach to improving knowledge, understanding, and skill development in students pursuing the BS English degree at Punjab University.

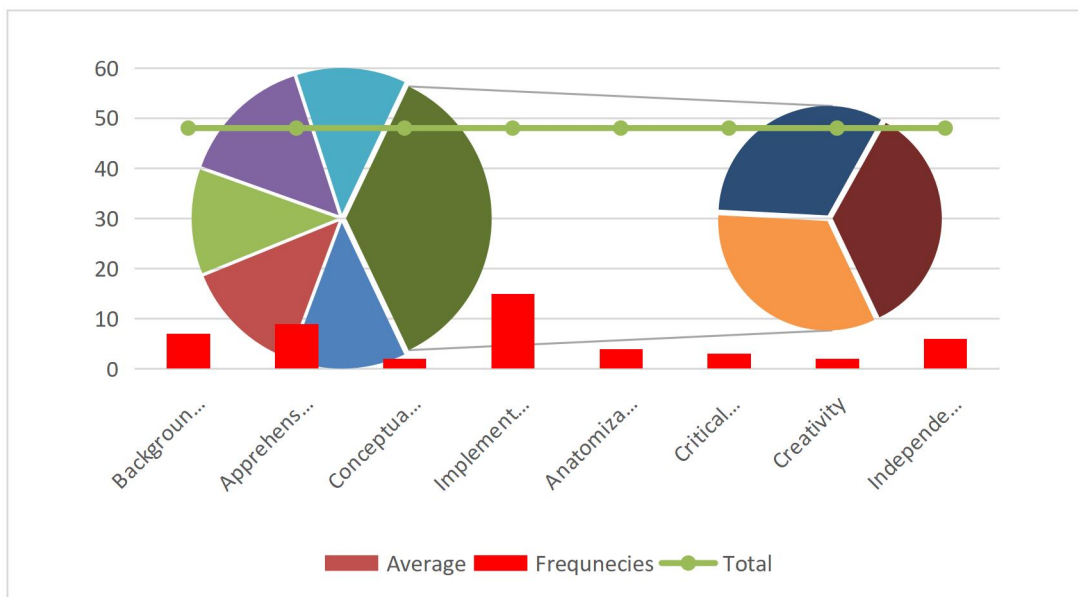


Figure 1: Critical Thinking Based Objectives designed in Plan for BS English in PU.

The criticality level that exhibited the highest frequency within the scheme of studies for the BS English program at Punjab University PU was Implementation, with a notable frequency of 15 occurrences. This level, characterized by its emphasis on the practical application and execution of critical thinking skills, boasted an impressive average score of 31.5, significantly contributing to the total score of 48 in the academic curriculum.

In dissecting each level of critical thinking based on the objectives delineated in the scheme of studies for the BS English program at Punjab University PU, a comprehensive understanding of the cognitive demands and educational priorities of the program emerges. Firstly, the level of Background Knowledge, with a frequency of 7 and an average score of 27.5, served as the bedrock for effective critical thinking, requiring students to establish a solid foundational understanding and information base to navigate the complexities of the academic discourse.

Secondly, the critical level of Apprehension, with a frequency of 9 and an average score of 28.5, demanded a keen ability to grasp and interpret intricate concepts, highlighting the significance of analytical prowess and cognitive flexibility within the academic framework. Despite its lower frequency of 2 instances, Conceptualization, with an average score of 25, played a pivotal role in the synthesis and organization of information to facilitate a cohesive

understanding of the subject matter, nurturing students' critical thinking capacities. Moreover, Anatomization, with a frequency of 4 and an average score of 26, underscored the importance of dissecting and analyzing complex ideas and arguments, fostering a nuanced comprehension of the academic material within the BS English program at Punjab University PU.

The critical level of Critical Evaluation, with a frequency of 3 and an average score of 25.5, tasked students with the critical assessment and appraisal of information, encouraging evaluative thinking and discernment within the academic domain. Furthermore, Creativity, with a frequency of 2 and an average score of 25, promoted innovative thinking and originality in problem-solving approaches, cultivating a creative mindset among students to tackle academic challenges with ingenuity and flair.

Lastly, Independent Learning, with a frequency of 6 and an average score of 27, championed self-directed learning and autonomy in academic pursuits, empowering students to take ownership of their educational journey and foster a culture of lifelong learning within the BS English program at Punjab University PU.

Upon examining the data regarding the critical thinking evaluation modalities integrated into the scheme of studies for the BS English program at Govt. College University Faisalabad (GCUF), a profound understanding of the objectives based on different levels of critical thinking emerged. This analysis delved into the structured approach that GCUF had adopted to nurture critical thinking skills among students enrolled in the BS English program. By exploring the objectives aligned with diverse levels of critical thinking evaluation, a nuanced insight was gained into the educational framework and priorities set by GCUF to enhance students' cognitive capabilities and analytical acumen within the realm of English studies.

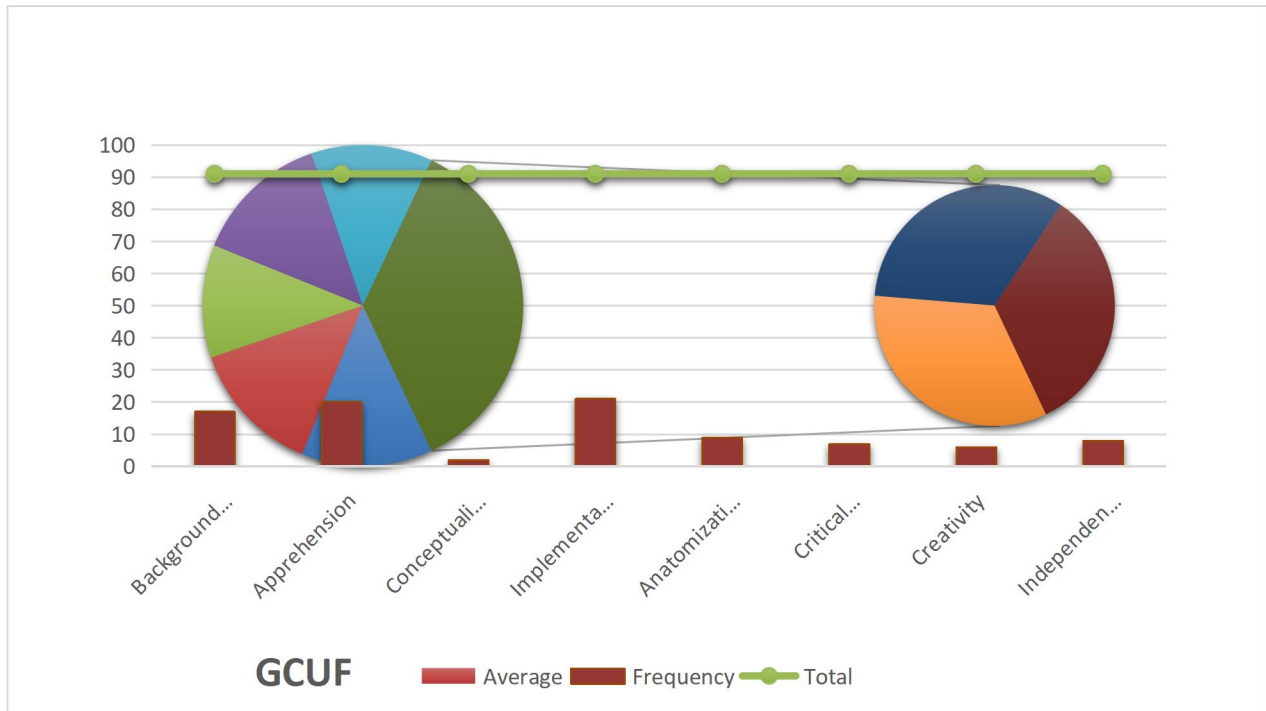


Figure 2: Critical Thinking Based Objectives designed in Plan for BS English in GCUF.

Diving into a comprehensive analysis of the graph depicting criticality levels in the Bachelor of Science (BS) English program at Government College University Faisalabad (GCUF), a thorough investigation was conducted to unveil the intricacies of each criticality level's frequencies, averages, and their collective impact on the overall score. The visual representation provided a nuanced insight into the multifaceted dimensions of critical thinking assessment embedded within the program's framework.

Commencing with Background Knowledge, this criticality level exhibited a frequency of 17 occurrences, with an average score of 54, contributing significantly to the total score of 91. The emphasis on foundational knowledge underscored its pivotal role in shaping the cognitive landscape of students enrolled in the BS English curriculum at GCUF. Similarly, Apprehension, characterized by a frequency of 20 instances and an average score of 55.5, emerged as a crucial element in fostering analytical abilities and cognitive agility among learners. Exploring Conceptualization, despite its lower frequency of 2 instances, displayed a notable average score of 46.5, emphasizing its substantive importance in the academic context. Noteworthy is the salience of Implementation, with a frequency of 21 instances and an average score of 56,

solidifying its foundational status within the pedagogical paradigm of the program as a cornerstone for enhancing critical thinking competencies.

Moreover, the facets of Anatomization, Critical Evaluation, Creativity, and Independent Learning each contributed uniquely to the holistic development of students' critical thinking skills. The varying frequencies and average scores associated with these criticality levels collectively enriched the academic landscape within the BS English program at GCUF, culminating in a robust total score of 91 that encapsulated the comprehensive evaluation of critical thinking abilities.

The detailed breakdown of criticality levels depicted in the graph not only elucidated the strategic prioritization given to diverse aspects of critical thinking within the curriculum but also underscored GCUF's steadfast dedication to fostering a dynamic educational environment that nurtures intellectual acumen and cognitive agility within the domain of English studies. In scrutinizing the study plans for the BS English program at Punjab University (PU) and Government College University Faisalabad (GCUF) in Punjab, Pakistan, a thorough analysis of the graph presented below was imperative. This graphical representation delineated the distribution of critical thinking levels within the curriculum of both universities, offering insights into the alignment and discrepancies inherent in the educational frameworks of these prestigious institutions. Through a meticulous examination of the frequencies and average scores associated with each critical thinking level, a comprehensive comparison could be drawn to elucidate the degree to which the study plans at PU and GCUF converged and diverged in shaping the academic landscape for English students.

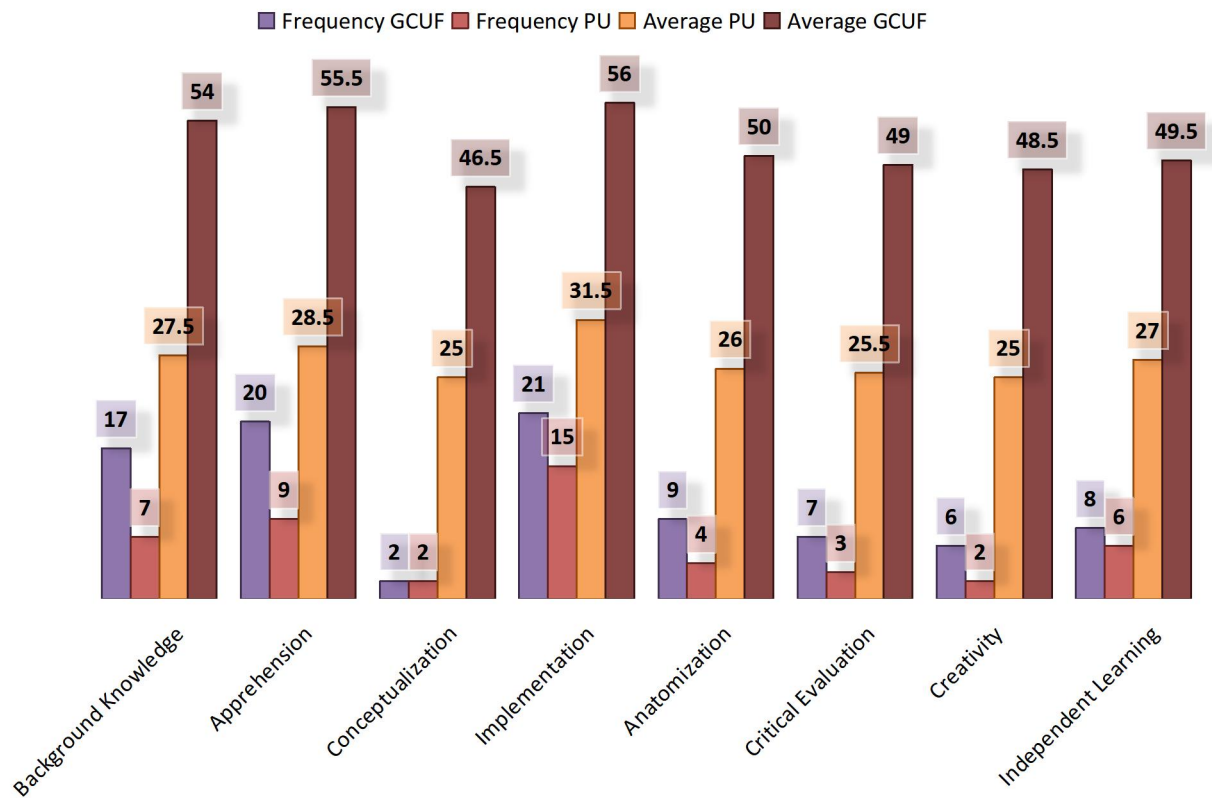


Figure 3: Comparison between scheme of studies enhancing critical thinking Skills in PU and GCUF

In analyzing the study plans for the BS English program at Punjab University (PU) and Government College University Faisalabad (GCUF) in Punjab, Pakistan, a comprehensive comparison reveals both areas of alignment and points of divergence in their approach to critical thinking levels.

Upon examining the data provided, it is evident that both PU and GCUF shared a common emphasis on foundational critical thinking levels, namely Background Knowledge, Apprehension, and Independent Learning. These fundamental skills serve as the bedrock for academic success and were consistently reinforced in the curriculum of both universities. The frequencies and average scores for these levels were notably similar, underscoring a mutual commitment to nurturing essential critical thinking abilities among students.

Nevertheless, a closer inspection of the data unveiled distinctions in the treatment of advanced critical thinking levels between Punjab University (PU) and Government College

University Faisalabad (GCUF). PU displayed a higher concentration of students in critical levels like Implementation and Anatomization, indicating a pronounced focus on honing advanced analytical and evaluative skills. Contrarily, GCUF demonstrated a more balanced distribution across critical levels, with an emphasis on Conceptualization and Critical Evaluation, showcasing a broader approach to skill development.

In conclusion, while both institutions aligned in cultivating foundational critical thinking skills, they diverged in their strategies concerning advanced critical thinking abilities. Punjab University (PU) showcased a specialized emphasis on higher-order thinking skills, particularly in Implementation and Anatomization, distinguishing itself with a focus on analytical and evaluative proficiencies. In contrast, Government College University Faisalabad (GCUF) adopted a more even-handed approach across critical levels, reflecting a comprehensive spectrum of skill development. This nuanced analysis underscores the distinct strengths and educational philosophies of each university in shaping the academic landscape for English students in Punjab, Pakistan.

Discussion

In the examination of the study plans at Punjab University (PU) and Government College University Faisalabad (GCUF) in Punjab, Pakistan, the formulated objectives play a pivotal role in enhancing various facets of student learning (Smith, 2020). These objectives encompass the improvement of knowledge acquisition, understanding of concepts, mastery of key principles, application of learned theories, analysis of information, evaluation of arguments, fostering creativity, and promotion of independent learning among students pursuing the BS English program.

As the research questions delve into the comparison of study plans at Punjab University and Government College University Faisalabad, it is imperative to assess the alignment and divergence between the two institutions (Smith, 2020). While both universities prioritize similar objectives aimed at enhancing student learning outcomes, potential variations may exist in the specific strategies, assessment methods, and course structures utilized to achieve these educational goals. By comprehensively understanding the intricacies of the study plans at PU and GCUF, valuable insights can be gleaned into the distinct approaches each institution

employs to deliver a high-quality education in the BS English program, thereby shedding light on the academic landscape of higher education in Punjab, Pakistan.

In addressing the research questions concerning the study plans at Punjab University and Government College University Faisalabad, the objectives set forth in these institutions are designed to enrich various aspects of student learning (Smith, 2020). These objectives are crafted with the intention of enhancing knowledge acquisition, fostering understanding of concepts, cultivating mastery of key principles, facilitating the application of learned theories, promoting critical analysis of information, encouraging the evaluation of arguments, nurturing creativity, and fostering independent learning among students enrolled in the BS English program.

When evaluating the study plans at Punjab University and Government College University Faisalabad, it is essential to consider the congruence and disparities between the two educational institutions (Smith, 2020). While both universities share a common goal of improving student learning outcomes through similar objectives, potential differences may arise in the specific methodologies, assessment approaches, and curriculum structures employed to realize these objectives. By gaining a comprehensive understanding of the nuances within the study plans at PU and GCUF, valuable insights can be obtained into the distinctive pedagogical strategies adopted by each institution to provide a comprehensive and enriching educational experience in the field of English studies.

Conclusion

Based on the research inquiries focusing on the objectives aimed at enhancing knowledge, understanding, concept mastery, application, analysis, evaluation, creativity, and independent learning in the study plans of Punjab University (PU) and Government College University Faisalabad (GCUF) in Punjab, Pakistan, and the comparison of the alignment and divergence in the BS English program study plans at these prestigious universities, the conclusions derived from the data depicted in the provided graphs are as follows:

Firstly, the analysis reveals that a comprehensive set of 8 objectives have been meticulously formulated within the study plans of both Punjab University and Government College University Faisalabad. These objectives are strategically designed to foster holistic

student development by targeting various cognitive domains such as knowledge acquisition, critical thinking skills, creativity, and self-directed learning.

Secondly, the comparative evaluation of the study plans for the BS English program at Punjab University and Government College University Faisalabad indicates a blend of alignment and divergence. While both institutions share common goals in enhancing student learning outcomes, distinct differences are discernible in the emphasis placed on certain educational aspects and the methodologies employed to achieve these objectives.

These findings underscore the significance of acknowledging the nuanced variations in educational strategies between Punjab University and Government College University Faisalabad. By recognizing these differences, educational stakeholders can leverage this insight to refine curriculum structures, pedagogical approaches, and assessment practices, thereby fostering continuous improvement in the quality of education offered in the BS English program at these esteemed universities in Punjab, Pakistan.

Implication of the Study

The implications of the study conducted on the study plans of Punjab University (PU) and Government College University Faisalabad (GCUF) in Punjab, Pakistan, focusing on the objectives to enhance various aspects of learning and comparing the BS English program study plans at these institutions, are profound and multifaceted.

By scrutinizing the formulated objectives aimed at improving knowledge acquisition, critical thinking skills, creativity, and independent learning in the study plans of PU and GCUF, educational policymakers and curriculum developers can gain valuable insights. These insights can guide the refinement of existing study plans to better address the diverse educational needs of students, ensuring a more comprehensive and effective learning experience.

Furthermore, the comparison of the alignment and divergence in the study plans of the BS English program at PU and GCUF provides a basis for fostering collaboration and sharing best practices between the two institutions. Identifying areas of convergence can facilitate the exchange of successful teaching methodologies and assessment strategies, promoting a culture of continuous improvement and innovation in higher education.

Ultimately, the implications of this study extend beyond the academic realm, influencing the broader landscape of educational practices in Punjab, Pakistan. By leveraging the findings to enhance curriculum design, teaching approaches, and student assessment methods, both Punjab University and Government College University Faisalabad can elevate the quality of education and better prepare students for the challenges of the modern world.

Recommendation

In addition to the proposed recommendations for Punjab University (PU) and Government College University Faisalabad (GCUF) regarding their BS English program study plans, several future research avenues can be explored to further enrich the educational landscape:

- Conducting a longitudinal study to track the academic and professional outcomes of graduates from the BS English programs at PU and GCUF can provide valuable insights into the effectiveness of the current curriculum in preparing students for their careers.
- A comparative analysis of the BS English program study plans at PU and GCUF with renowned international institutions can offer a global perspective on curriculum design, pedagogical practices, and student outcomes, guiding future enhancements.
- Research focusing on the integration of multidisciplinary approaches within the BS English curriculum can shed light on innovative ways to foster interdisciplinary thinking, creativity, and holistic learning among students.
- Investigating the impact of incorporating experiential learning opportunities, such as internships, research projects, and community engagement initiatives, within the BS English programs can provide insights into enhancing practical skills and real-world application of knowledge.
- Future research could explore the effectiveness of emerging technological innovations, such as virtual reality simulations, artificial intelligence tools, and online learning platforms, in augmenting the teaching and learning experiences within the BS English programs.

By delving into these future research areas, PU and GCUF can continue to evolve and refine their educational offerings, ensuring that their BS English programs remain at the forefront of academic excellence and student development.

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