**University of Management and Technology**

**Course Outline**

Course Code ED676 Course Title **Comparative Studies in Teacher Education**

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| Program | MPhil Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | NA |
| Resource Person | Dr. |
| Counseling Timing  (Room# ) |  |
| Contact | (042) 35212801, Ext. |

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**Course Description:**

This course explores educational goals, policies, and practices around the world through a comparative lens. The field of comparative education is built on the foundation that comparisons of education policies and practices across states and countries can help think critically about other systems. We will examine specific cases and discuss their application to other contexts. The course is organized in two main parts: The first part of the course will serve as an introduction to the field of comparative and international education. We will critically examine the colonial and postcolonial roots of comparative education and the distribution of power among the actors in the field, and more generally in education policy design. The second part of the course will focus on examining a range of important topics in the field of teacher education. The focus of the comparative teacher education has shifted in recent years from increasing access to formal schooling to all pre-service and in-service teachers to improving the quality of instruction.

**Learning Objective:**

By the end of this course participants will be able to:

1. Understand the concept of comparative education.
2. Know about the scope of teacher education programs help to develop professional knowledge among the teachers.
3. Interpret the concept of teacher education and analyze the teacher education programs of developed and under-developing countries teacher education programs.
4. Develop foundational concepts related to the field of international and comparative teacher education, and apply them critically to analyzing educational contexts around the world.
5. Realize the importance of teacher education policies and its implication to solve the problem of pre-service and in-service teacher training programs.
6. Understand the changing demands of the modern society from the teaching profession.
7. Review the researchers in modern trend in comparative teacher education programs.

**Learning Methodology:**

The course will be taught using a variety of techniques and modes including lectures, discussions, reading assignments, presentations, groups work, and research project.

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Quizzes 10%

Assignments 10%

Mid Term 20%

Attendance & Class Participation 05%

Term Project 15%

Presentations 10%

Final exam 30%

Total 100%

**Recommended Text Books:**

**References:**

1. Hayhoe, R., Manion, C., & Mundy, K. (2017). ***Why study comparative education*. Routledge.**
2. Watson, K. (2018**). *Key issues in education: Comparative perspectives.*** Routledge.
3. Beech, J. (2016). ***The theme of educational transfer in comparative education: Research in comparative and international education***. Routledge.
4. Han. S., & Buchmann, C. (2016). **Aligning science achievement and stem expectations for college success: A comparative study of curricular standardization**. *The Russell Sage Foundation Journal of the Social Sciences, 2*(1), 192-211.
5. Marshall, J. (2014). ***Introduction to comparative and international education.*** Sage.
6. Rora G. L., & Panda, P. (Eds). (2001). ***Fifty years of teacher education in India***. NCERT.
7. Liberman, M. (1992). ***Building professional culture in schools and colleges***. Teachers college press.
8. NCTE. (1998). ***Competency based and commitment oriented, teacher education for quality college education*.** NCTE.
9. Khan, M. S. (1983). ***Teacher Education in India & abroad.***Himalaya Publishing.
10. Kohli, V. K. (1992). ***Teacher Education in India*.** Vivek.

**Calendar of Course contents to be covered during semester**

Course Code ED676 Course title **Comparative Studies in Teacher Education**

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| **Week** | **Course Contents** | **Reference Chapter(s)** |
| 1 | **Introduction to Comparative Education**   * Concept of comparative Education, meaning, need, and scope * Purpose of comparative Education * Comparative education as an educational science | Chapter 1 |
| 2 | **The history of Comparative Education**   * **Comparative teacher education** | Chapter 3 |
| 3 | **Methods of Comparative Education**   * Principles behind analyses of educational systems in different countries | Chapter 4 |
| 4 | **Elements of Comparative Education (Quantitative dimensions)**   * Objectives * Curricula * Teaching Methodology * Assessment and evaluation (student achievement, examination system) * Facilities * Educational structure * Administrative and financial set up * Teacher education | TBS |
| 5 | **Elements of Comparative Education (Qualitative dimensions)**   * Objectives * Curricula * Teaching Methodology * Assessment and evaluation (student achievement, examination system) * Facilities * Educational structure * Administrative and financial set up * Teacher education | TBS |
| 6 | **Comparative View of Systems of Education in Pakistan**   * Private and Public * Madrassah and formal education * Formal vs. distance and non-formal education | TBS |
| 7 | **Global Issues in Comparative Perspective (focusing on developing countries)**   * Quality Education * Education For All * Recruitment of teachers at elementary and secondary levels * Admission procedure at the higher education level | TBS |
| 8 | Mid Term Exam |  |
| 9 | **Comparative Education in Developed Countries**   * Teacher education in the U.K and U.S.A. * Teacher education in the Japan and Singapore | Chapter 6 & 7 |
| 10 | **Comparative Education in Developing Countries**   * Teacher education in the Pakistan and India * Teacher education in the Malaysia and China | Chapter 8 & 9 |
| 11 | Teacher Education at Pre-primary, Primary and Elementary Level | TBS |
| 12 | Teacher Education at Secondary and Higher Secondary Levels | TBS |
| 13 | Teacher Education Programme at Tertiary Level | TBS |
| 14 | Agencies 0f Teacher Education   * State Institute of Education (SIE) * State Council of Educational Research and Training (SCERT) * State Board of Teacher Education –(SBTE) * University Departments of Education –(UDTE) * Agencies of Teacher Education at National Level * University Grant Commission (UGC) | Chapter 11 |
| 15 | Agencies 0f Teacher Education (Cont.….)   * National University of Educational Planning and Administration (NUEPA) * National Council of Teacher Education (NCTE) * National Council of Educational Research and Training (NCERT) * Agencies of Teacher Education at International Level * United Nations Educational Scientific,Cultural Organisation (UNESCO) * NACTE | Chapter 11 |
| 16 | Final Term Exam |  |

Note= TBS: To be shared via resource person