

**EDUC-6317****Comparative Education****3(3+0)**

The course highlights the analysis of the education system from comparative perspectives. Comparative Education analyses the educational system using data and techniques from other countries and designs policies to improve education. The education system in a country does not isolate from the education systems of other countries. With the requirement of equivalence in a global world, it is essential to compare Pakistan's education system with those of other developing and developed countries. Knowledge about the education systems of various countries helps policymakers reflect on education in the context of competition and excellence. It is, therefore, important for Instructors to be aware of the objective, curricula, teacher education, admission criteria, and staff recruitments of the education systems of other developed and developing countries. In this course, a comparison among various streams of education presents for the students. The study also provides an insight into the qualitative and quantitative methods of comparison

**Learning Outcomes**

After studying this course, the students will be able to:

1. Describe the meaning and significance of comparative education
2. Know the elements of comparative education
3. Understand different approaches within comparative education and be able to use and evaluate other methods in comparative studies
4. Compare different systems of Education in Pakistan
5. Compare the education systems of selected developed countries
6. Compare the education systems of selected developing countries
7. Analyze the education system of Pakistan critically

**Course Outline****1. Introduction to Comparative Education****1.1.** Concept of comparative Education, meaning, need, and scope**1.2.** Purpose of comparative Education**1.3.** Comparative education as an educational science**2. The history of Comparative Education**

**3. Methods of Comparative Education**

**3.1.** Principles behind analyses of educational systems in different countries

**4. Elements of Comparative Education (Both qualitative and quantitative dimensions)**

**4.1.** Objectives

**4.2.** Curricula

**4.3.** Teaching methodology

**4.4.** Assessment and evaluation (student achievement, examination system)

**4.5.** Facilities

**4.6.** Educational structure

**4.7.** Administrative and financial set up

**4.8.** Teacher education

**5. Comparative View of Systems of Education in Pakistan**

**5.1.** Private and Public

**5.2.** Madrassah and formal education

**5.3.** Formal vs. distance and non-formal education

**6. Comparative Education in Developed Countries**

**6.1.** The U.S.A.

**6.2.** The U.K.

**6.3.** Japan

**6.4.** Singapore

**7. Comparative Education in Developing Countries**

**7.1.** India

**7.2.** China

**7.3.** Malaysia

**7.4.** Pakistan

**8. Comparative Education in Under developing Countries**

**9. Global Issues in Comparative Perspective (focusing on developing countries)**

**9.1.** Quality Education

**9.2.** Education For All

**9.3.** Recruitment of teachers at elementary and secondary levels

**9.4.** Admission procedure at the higher education level

***Recommended Texts:***

Hayhoe, R., Manion, C., & Mundy, K. (2017). *Why study Comparative Education*. London: Routledge.

Watson, K. (2018). *Key Issues in Education: Comparative perspectives*. London: Routledge.

***Suggested Readings:***

Beech, J. (2016). *The Theme of Educational Transfer in Comparative Education: Research in Comparative and International Education*. London: Routledge.

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.

Marshall, J. (2014). *Introduction to Comparative and International Education*. London: Sage Publishing