

Review Form 1.7

Journal Name:	Asian Journal of Education and Social Studies
Manuscript Number:	Ms_AJESS_94996
Title of the Manuscript:	Competency-Based Teaching in Teacher colleges: Current Practices and Prospects
Type of the Article	

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<https://www.journalajess.com/index.php/AJESS/editorial-policy>)

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PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<p>Compulsory REVISION comments</p> <ol style="list-style-type: none"> Is the manuscript important for scientific community? (Please write few sentences on this manuscript) Is the title of the article suitable? (If not please suggest an alternative title) Is the abstract of the article comprehensive? Are subsections and structure of the manuscript appropriate? Do you think the manuscript is scientifically correct? Are the references sufficient and recent? If you have suggestion of additional references, please mention in the review form. <p><u>(Apart from above mentioned 6 points, reviewers are free to provide additional suggestions/comments)</u></p>	<p>Is the manuscript important for scientific community? East African countries are grappling with a shift from a subject based curriculum to a competence based one. Lessons shared in this manuscript are a good eye opener to other countries rolling out CBT like Uganda and Kenya. Hence, the study theme and findings are timely. Most interventions in the education system target practicing classroom teachers and teacher educators are left on the periphery. Thus, a study that targets teacher educators' practices and competences in the implementation of the CBT is very much welcome.</p> <p>Is the title of the article suitable? The current study title is "Competency-Based Teaching in Teacher colleges: Current Practices and Prospects". After reading through the manuscript, you realize that the word prospect is redundant, no data or study objective targeted it. The data collected and reported in the manuscript alludes to: "Pedagogical and Assessment Practices in the Competence Based Curriculum at Teacher Training Colleges in Tanzania." Possibly, authors might need to think around this and rephrase their title.</p> <p>Is the abstract of the article comprehensive? Yes, Are subsections and structure of the manuscript appropriate? Yes, Do you think the manuscript is scientifically correct? To a large extent the manuscript is scientifically correct. However, there are some factual errors highlighted in the manuscript to be addressed by the authors: For example, authors should clearly state whether there is a distinct difference between terminal and final examinations, among others. Are the references sufficient and recent? If you have suggestion of additional references, please mention in the review form. Authors used a blend of reference materials that have been published up to 2021. The only challenge, they are too much localized to local contexts of Tanzania, possibly they can add on more global, Africa and other East African reference materials e.g., the special issue of <i>Journal of Educational Assessment in Africa</i> Volume 12, 2017 and 8. Buluma, A. Najjuma, R. & Ezati, B. (2020). Adopting the Use of Low-Cost Assessment Strategies in Resource-Constrained Higher Education Institutions. <i>Interdisciplinary Journal of Education</i>, 3 (2), December 2020. Pg. 94 – 111.</p>	
<p>Minor REVISION comments</p> <ol style="list-style-type: none"> Is language/English quality of the article suitable for scholarly communications? 	<p>To a large extent, the quality of language is appropriate. Though, there are some areas that have been highlighted for the authors to double check and put them right.</p>	
<p>Optional/General comments</p>	<ol style="list-style-type: none"> Might need to consider assessment as one of the key words below the abstract As much as possible to write relatively shorter sentences for the readers to remain focused on the key idea/ message you are talking about. Clarify whether tests and papers on page 2, last paragraph are forms of assessment as well If you truly used mixed methods, did you test any hypotheses in your study? If yes, which hypotheses did you measure? How statistically significant is this sample is the sample of 50 respondents? How did the authors arrive to this sample? Clarify on the total number of students that participated in the FGD and how many students constituted each FGD? In reference to Table 1, What message do you really need the reader to take home by using this verb? To what extent do the constructs presented in Table 1, help you measure the variable of "understand"? I think it is appropriate to guide your readers by rewriting the actual opening question/ sentence or instructions that guided respondents to choose appropriate alternatives for Table 1 responses. Clarify more on what you meant by a "punctuated lecture" as well as Think Ink Pair share techniques Write a section on the context of teacher education in Tanzania. 	

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PART 2:

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
Are there ethical issues in this manuscript?	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

Reviewer Details:

Name:	Alfred Buluma
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