

Teacher Education in India and USA: An Analysis Based Study

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Abstract

In recent years, there is a trend has come in the field of education. This trend exerted the pressure on teacher educators to make the teacher education institutions capable of providing top class education to the teacher trainees. But before going to our goal, we often forget our resources and economy. This ground level reality insists us to work according to our resources, need and demand of the society not to the racing with the world. In this direction we take the example of the USA which is at the top of the world in almost all fields including education system. According to a report by Investopedia (Sep 1, 2022), the GDP of America was 23.00 trillion US dollar which was the 23.93 % of the world's total GDP. On the other hand, India's GDP is 3.2 trillion US dollar and had the sixth position among the list. This figure shows the grass root fact about our position. So, we have to make such teacher education system which suits our recourses and needs. In present, the teacher education institutions in India need a boost for the systematic changes. To bring these changes, we can take the necessary helps from the USA's teacher education system. In the present article, the investigator tried to compare the teacher education system of USA and India with respect to objectives, curriculum, status, working conditions and problems and tried to have an insight for the issues of the teacher education.

Keywords: Teacher Education, India, USA, Curriculum, System, Salary, Problem.

The history of teacher education system in India is not very ancient. In old age, the gurukul and ashram system were running in India. Whenever Guru was out of ashram, the senior most student handled the students as a monitor (Bhattacharya, 2006). The process of training a teacher in those time was only such monitorial practices in the ashrams. Sometimes close supervision by gurus also taken place for training. Later on, some of these students who were of the upper caste, can choose the profession of teaching and worked as a

teacher for welfare of the society (Bhattacharya, 2006). When we talk about the formal institutions of teacher training, we find that initial steps in this direction has been taken by the British government in the edge of nineteenth century. In present, UGC (University Grant Commission), NCERT (National Council of Education, Research and Training), CASE (Center for Advanced Studies of Education), NCTE (National Council for Teacher Education), SBTE (State Board of Teacher Education), UDE (Universities

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Department of Teacher Education), CTEC (Continuing Teacher Education Center), DTE (Distance Teacher Education) and CTE (College of Teacher Education) are mainly the national and state level agencies working for promoting and guiding teacher education in India (Sharma, 2002).

Similarly, the existence of teacher education system in USA is not very long away from today. In early nineteenth century, there were no formal agencies established for teacher education in USA. Anyone who had the good knowledge could teach the people. In postcolonial period, the very first school for teacher training was established in 1839 as State Normal School by Massachusetts State. After many years, some of alike schools were running. In 1873, Iowa University started a part time educational training department in the university (Gupta, 1988). In the row, Columbia University also established Teacher's training college in 1887 at New York.

Types of teacher training schools in India and USA

In India, three types of teacher education institutions are running to prepare the teachers for different grades.

Pre-Primary and Primary Teacher Education Institutions:

These institutions give the diploma or certificate after successfully completing the two-year course. The minimum eligibility criteria in these courses, is graduation in any stream of study. DIETs (District Institute of Education and Training) and some private institutions are providing such diplomas and certificate courses in this direction. The main objective of these institutions is to provide pre service and in service education for the teachers to the formal primary and preprimary schooling system (Sharma, 2002). The Head of the DIET is equivalent to the principal of a degree college and other members generally related to the field of elementary or basic education. The selection of the members is done by the state board of education in directing and coordination with NCERT, SCERT and University Departments of education (Bhattacharya, 2006). These institutions receive the major part of their funding by state governments. All the latest technologies and resources and its user guidelines are provided by the DIETs and so it also works as a resource center for the primary school sections.

In USA, initially the Normal Schools were running as ordinary schools and its curriculum was also not very much differ from the normal education.

Previously, one year course was running and later on one more year was added. In 1930, a change was initiated in normal schools and these schools were assumed to be the teacher training colleges (Bhattacharya, 2006). At present time, these colleges train the pupils for the primary and secondary school teachers. There are 4387 courses in teacher training offering in 616 institutions (Gupta, 1988). After completing 10 years of their courses, students can take the admission in these colleges and take training up to 5 years. After successful training of five years, these teacher training colleges provide bachelor degree in the field of teaching.

The main difference in the primary and secondary degree programs in India and USA is that for the same level of teaching in India, the student teacher take 2 year teaching training after his graduation course where as in USA the pupil teacher take four to five years training for the same degree. Instead of doing normal graduation degree, the pupil teacher furnishes the teacher education degree. In India, some changes are made and four-year integrated teacher education program was initiated in recent years. But there are some hurdles remained which can be solved in next some years.

**Secondary Teacher Education
Institutions and Higher Education
Institution Teachers**

For secondary education, the teachers are prepared by teacher education colleges affiliating from universities in coordination with NCTE for its norms and regulations. Some Autonomous, associated and constituent colleges are also providing degree in the field of secondary education teachers. For higher education teaching and practice, the norms and standards are set up UGC (Sharma, 2002). Generally, a master degree with qualifying National level eligibility test, is considered for recruitment in degree level colleges. For university level, the Ph. D. degree with good academic and research work is preferred.

In USA, schools of teacher education or teacher education colleges were running through universities affiliation. Michigan University started the degree courses in the field of education in 1879. At present, these colleges running as the departments of many universities (Bhattacharya, 2006). Those people, who want to enter in these courses should be completed two-year college degree. Along with these courses, departments of education in the university also started pedagogy or

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education as a regular or independent subject in graduation courses. In some universities and colleges, vocational and occupational training are also given to the students.

For teaching in higher education institutions, state law varies for the recruitment. According to European Education Directory (n.d.), the recruitment is done with a Ph.D. degree or equivalent in the subject of specialization along with appropriate qualification and good practice and record in the field of applied research (EuroEducation.net, (n.d.)).

Comparison of Objectives of Teacher Education in India and USA

The major objectives of teacher education in India are to provide the theoretical knowledge of teaching in classes, understanding the basis problems of teaching, develop the teaching attitude and professional ethics required in the teaching. In this way it seems that more focus is given on the theory rather than the practical approach in the profession of teaching.

On the other hand, in USA, more focus is given to skills of teaching. It means practical aspect is somewhat more important than theoretical knowledge of the subjects. Another very important aspect of the teacher education in USA

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is, that teaching is thought to be the same professional as in other fields and that's why everyone should know the importance of the teaching profession there (EuroEducation.net, (n.d.)). Developing the national feeling is also the goal of teacher education.

Selection and Recruitment process

In India, selection process in teacher education institutions are different for different levels.

For students: To get admission in primary or preprimary training programs, the candidate must have acquired at least higher secondary education. The basis to admit in these institutions, is marks aggregated in the last qualifying examinations and also an aptitude test. Some relaxation is provided for the backward classes in both qualifying examination and marks. In secondary level institutions, the norms for a student to admit, depends upon the type of institution in which they applied for. Some institutes organize state level entrance exams while some organizes institute level entrance test. Minimum eligibility criteria is same for both type of institutions (NCTE, 2021).

For Teachers: The eligibility criteria for teaching in these institutions is not very much advanced. In secondary

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level, minimum qualification is master degree in two subjects as M.A. and M.Ed. To encourage the teachers, UGC recommend the increments scale for attaining the Ph. D. degree. In primary level, the criteria for teaching in these intuitions, is graduate degree along with B.Ed. (NCTE, 2021).

In USA, initially no formalities were taking in admitting the students for teacher education courses. After modification the course, new standards were added to the admission in these colleges. A minimum qualification is should be attained by the pupil teacher to get a admission in the colleges. Some teaching experience, good character and recommendation by the head of last institutions are required for the admission. In secondary level training courses, one has to clear a master's degree and some teaching practice certificate to get training in secondary teacher education institution (European education directory (n.d.)). For seeking the teaching jobs, the eligibility criteria is not same at different levels. For teaching in primary level in some states two-year college level education while in other states four-year college level education is essential. For teaching in secondary level, more training and degree courses are required. Generally,

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preferences are given to those candidates who have five-year training course certificates.

Curriculum of Teaching

In India, the curriculum of teacher education is divided into two categories.

Category (1) Compulsory subjects- Under this category, common theoretical knowledge is provided to the pupil teachers irrespective of their previous subjects. The basic aim of teaching in these subjects, is to develop a critical thinking in the students for future teacher. This category generally contains- Theory (Philosophy of Education), Educational Technology (ICT and its uses in education), Development of teacher education (problems and issues), Psychology of Education (NCFTE, 2009).

Category (2) Optional Subjects- Optional subjects are given to the pupil teachers according to their interests. Some of them are administration, counseling and guidance, measurement and evaluation, environmental studies etc. Two compulsory school subjects are also offered to each of the pupil teachers (NCFTE, 2009).

In USA, the curriculum setting is approximately same in the sense that it is also categorize into two sections-

General Education- The course content of this head is same as in the Indian

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settings. It contains theory of education, educational psychology, teaching technology.

Teaching Training and Activities-

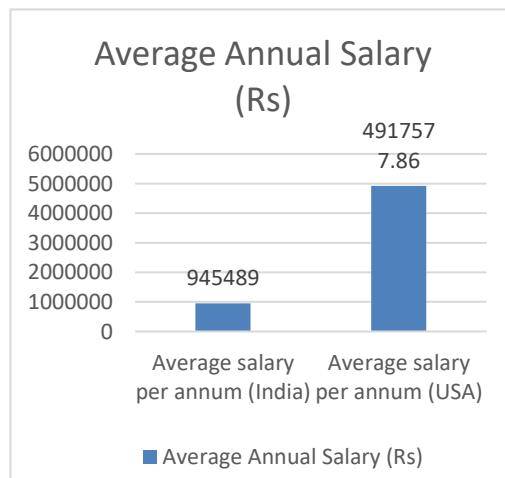
This head constitutes teaching practices in the classrooms, skills development, drill works, interest activities etc. Organization of community awareness programs, development of teaching aids and supporting devices are also the part of this head. Almost all the states follow these course settings. In four-year, degree, the first two years are devoted for the general education and the remaining two years spend in the teaching and professional skills development (EuroEducation.net, (n.d.)).

Status of Teachers

According to Global Teacher Status Index (2018) the Status of teachers is highest in China and Malasia which scored 100 and 93 out of 35 countries. USA placed at 16 with the score of 39 and India ranked 8 with the total score of 58. So it may be said that the reputation of teachers in India is somewhat better than USA but in other matters like salaries, promotions, health and medical services, difference can be measured easily. In India, the teacher works six days in a week. His salary is being given by the state funds in

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government institutions while privately managed institutions give the salary according to their purpose. Pension facilities also provided by the government before 2005.

The average salary in private sector of a teacher at different levels is 16,820 Rs. per month. While in public school teacher at primary level entry 35,370 rupees per month and high school teachers 51,420 rupees (*7th pay commission salary, 2015*). The average annual salary in USA is 59428\$ (Wong, 2023) while in India, it is 11426\$ (Tambe, 2023) per annum. Status of the teacher in Indian society is much better in ancient time but now it goes down slowly and gradually. DIET, SCERT and other agencies are working for the improvement of the status of the in-service teachers.



Source: Forbes (2023)
<https://www.forbes.com/advisor/in/business/average-salary-by-age/>
<https://www.forbes.com/advisor/business/average-salary-by-state/>

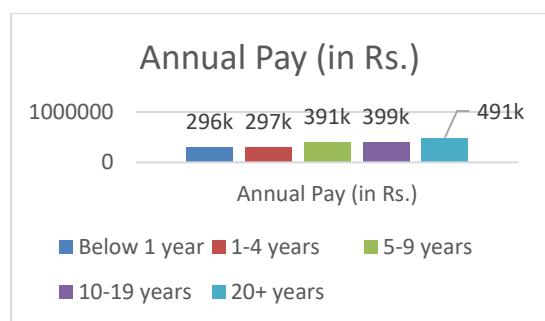
The average pay by experience for high school teachers in private sector are shown in the table (1) and their increments with experience is shown in bar diagram-

Table 1

Year of Experience	Annual Pay (in Rs.)
Below 1 year	2,96000
1-4 years	2,97000
5-9 years	3,51000
10-19 years	3,99000
20+ years	4,91000

Source:

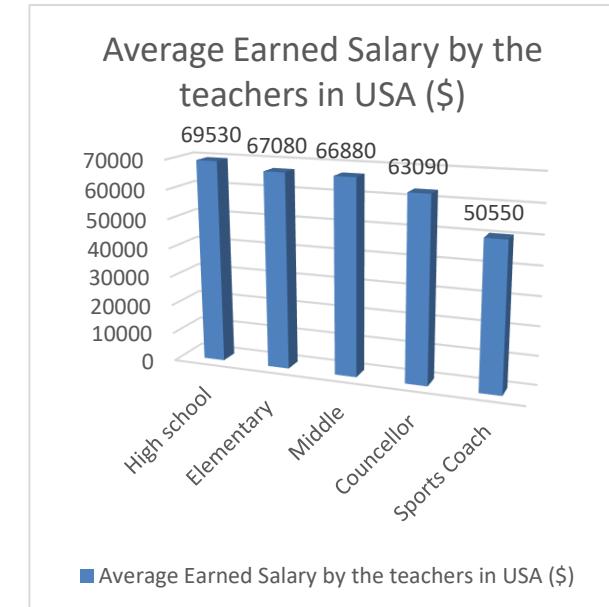
https://www.payscale.com/research/IN/Job=High_School_Teacher/Salary



Source:

https://www.payscale.com/research/IN/Job=High_School_Teacher/Salary

On the other hand, status of teachers in USA is quite good as compare to India. The teacher in USA works five days in a week. They are equal to the other professionals and their growth, pensions, medical services are also provided by the states. The lower limit of the salary of a teacher is fixed in USA whether he is teacher of primary, secondary or higher level. According to U.S. news (2023), the average earned salary of high school teacher, elementary school teacher, middle school teacher, school counselor and sport coach is 69530, 67080, 66880, 63090 and 50550\$ respectively.



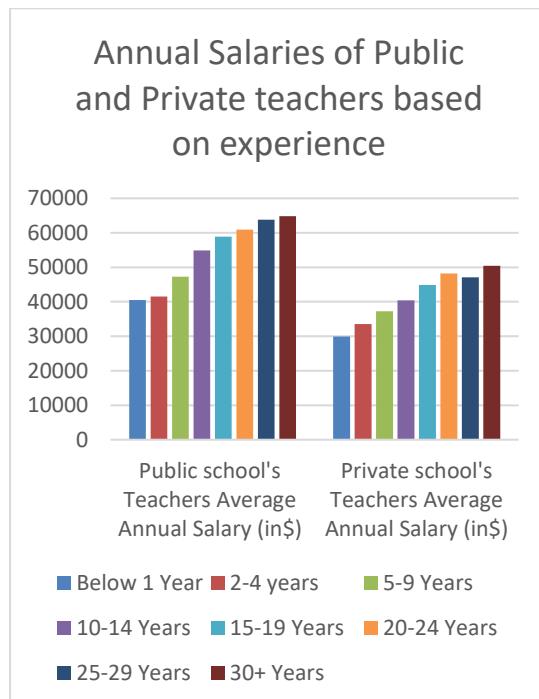
Source: <https://money.usnews.com/careers/best-jobs/high-school-teacher/salary>

In publics and private sector schools, the salary difference is not very much large. According a Niche report the average secondary school teacher base salary is 53520\$ and of primary school teacher's 52620\$ (Teacher salaries in America. (n.d.)) in public schools. In private sector average secondary school and primary school base salary is 44720\$ and 36260\$ (Teacher salaries in America. (n.d.)) respectively. Regular increments are also given as per the experience and qualification. The increment in public and private schools' teachers is very attractive according to the experience.

Table (2) shows the salary in public and private sector school teachers' average salary with their experience and graph shows the increment with respect to the experience in public and private sectors –

Years of experience	Public Schools	Private Schools
1	\$40,540	\$29,940
2-4	\$41,480	\$33,540
5-9	\$47,300	\$37,220
10-14	\$54,860	\$40,440
15-19	\$58,880	\$44,820
20-24	\$60,930	\$48,170
25-29	\$63,780	\$47,070
30+	\$64,820	\$50,390

Source: <https://www.niche.com/blog/teacher-salaries-in-america/>



Source: <https://www.niche.com/blog/teacher-salaries-in-america/>

After retirement the teacher has better position in the society and get fixed amount as a pension.

Problems of Teacher Education: The major problems of teacher education in India belongs to different aspects. Firstly, the teacher education is isolated at different levels like primary, secondary and higher level. Teachers do not want to interact and share their problems with each other. Even university level teachers discriminate with college teachers. Secondly funding of teacher education institutions is also a great concern for the

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teacher educators. In some places, state government depends upon the center to release funds for the betterment of the institutions. Some privately managed institutions have not very much resources and ultimately their outcomes affected, which in turn lowering the standards of the training college. Lack number of practicing schools is also the problem for these training programs. Many of the schools do not allow the pupil teachers to practice in their schools. Recently the government show the interest in this direction and advised the institutions to allow the practice or internship for the pupil teachers.

On the other hand, in USA, the nature of teacher education problems is quite different. There is no financial matter in the teacher education colleges. Instead of nature of course is different in the states. In some states two-year degree course is running while in other states four year. This makes the contradiction in the duration of the courses which limits the chances for the teachers to teach throughout the states. Lack of model and practicing schools is also the problem in USA. Less coordination between the teachers of different subjects also makes some adjustment issues in the schools.

Suggestions

- First of all, it is quite needed to reform the current objectives of the teacher education syllabus. Theory should be less emphasized in comparison to practical aspect.
- The working status of teachers in India is also not very good. States should give the special facilities for the teachers as other services. State should give the medical and other services for the teachers as well.
- The practicing schools should be attached to the teacher education institutions so that pupil teachers could not worry about the practice teaching.
- Some incentives should be given to the teachers so that they might also feel proud as a teacher. Government initiated in this direction which is a good sign for the pupil teachers.
- Isolation among the teachers is also a great issue. It should be overcome by organizing meetings, seminars and conferences between the teachers of different levels. So that they could discuss the issues and problems of each other.
- In National Education Policy 2020, it is also emphasized that teacher education syllabus should be composite because a teacher has to

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prepare the students for different fields that's why he/she should also have the knowledge of broad area of different branches. It is also recommended that if anyone want to become a teacher, he/she should mentally prepare for this and he has to do four-year course to develop the necessary teaching skills for the profession. Rest of all other teacher education courses should be checked.

▪ Being a responsible person of the society, teacher should also have the capability to cope up the ground level hurdles and should try to remove it on his level first. This profession needs the support from all the level and hence it also can be said social responsibility.

▪ Government has announced that more budget will be spend for the welfare of the education, students and teachers. It will be very beneficiary that the raised fund should also be disbursed for the working conditions of the schools and upon the salary of the teachers. This will motivate them for better performance and output will surely uplift.

Conclusion

After analyzing all the aspects, it may be said that the basic criteria in

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both the countries is somewhat similar but content, qualification and financing systems are so much different. If seriously think about the problems, we may easily solve them. We have to make the teachers more respectful, link with different levels and ensure direct involvement in the course and content preparation. These are some suggestions which may be helpful in improving the conditions of teacher education and teachers in India.

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