

## **Comparative Study of Curriculum for Secondary/ Undergraduate Teacher Education Programme in United States of America and India**

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### **Abstract**

We are fast moving towards the high tech society of twenty first century. The teacher now is not considered as disseminator of or transmitter of knowledge rather he is considered as a catalyst or facilitator of knowledge. Now a days there is need of reorientation of teacher education programme in India because of the deterioration of the quality of teachers. The present study is an attempt to study and analyse thoroughly the curriculum of teacher education programme in India(developing country) and U.S.A(developed state), so that the comparisons can be made and if possible some suggestions can be given to modify the curriculum of teacher education programme in India. This comparison will be a step towards drawing out a curriculum which can successfully function in developed as well as developing countries.

### **INTRODUCTION**

We are fast moving towards the high tech society of twenty first century. The industrial age that most of us are familiar with is fading away, ushering the era of information. Increase in information technology has clearly neglected the traditional notion of content mastery. The future learner will need to acquire critical thinking, decision making and communication skills with an emphasis on the cognitive process of inquisitiveness and problem solving rather than knowledge acquisition and recall of facts. The shift in emphasis suggests shift in age old traditional concept of teaching-learning. The teacher now is not considered as disseminator of or transmitter of knowledge rather he is considered as a catalyst or facilitator of knowledge. There is a need to switch over to dialogue, brain storming and more interaction between the teacher and taught from mere verbal exposition. But are our future teachers well equipped with the methodologies of utilizing various sophisticated technologies to its maximum extent? Are they trained enough to bear the future shock? Here arises the need of teacher education, a education which can equip future teacher with the strength of intellect. The only means of strengthening one's intellect is to let the mind be open for all thoughts not a selected part. From this open mindedness, sympathy, tolerance, intellectual adaptability and width of interest will develop the essential attributes for successful living and dealing with children. But all this requires a comprehensive philosophy of life and education, a map by which the future teacher may observe himself in relation to other teachers as well as other human beings' activities. The main aim of teacher education programme is to draw out this map and provide best possible qualities in teachers, teacher educators and all those who need and deserve it. This means we are in a world where teaching profession will require radical adaptation to new skills and new demands. How to upgrade and adopt the competencies of millions of practicing teachers in the world today is a massive task and major challenge for the teacher education.

The present study is an attempt to study and analyze thoroughly the curriculum of teacher education programme at secondary level of one developed and one developing country namely United States of America and India.

**OBJECTIVES OF THE STUDY**

1. To study the curriculum provisions for teacher education programme in India.
2. To study the curriculum provisions for teacher education programme in U.S.A.
3. To compare the curriculum of teacher education programme of United States of America and India.

**DELIMITATIONS**

Delimitations are the boundaries of research. Keeping in view the vast world of teacher education programme and constraint of limited time and resources available to the researcher the study is delimited as under:

1. The study is confined to only one developed (USA) and one developing country (India).
2. The study is confined to curriculum aspect of teacher education programme.
3. The study is confined to secondary/undergraduate teacher education programme only.
4. The study is confined to the regular secondary/undergraduate (B.Ed.) programme offered by the various universities of India and America.
5. The study is confined to pre service secondary/undergraduate Teacher Education Programme of India and U.S.A.
6. The study is confined to only eight universities of India and four universities of America.

**SAMPLE**

Due to constraints of time and resources researcher cannot study all the Indian universities that is why eight Indian universities and four American universities are selected.

**Table 1****UNIVERSITIES OF INDIA**

Sr. No.	Name of University
1.	Osmania University
2.	University of Madras
3.	Mohan Lal Sokhadia University
4.	Maharaja Sijirao University
5.	University of Calcutta
6.	Ambedkar University
7.	University of Mumbai
8.	Kurukshetra University

**Table 2****UNIVERSITIES OF AMERICA**

Sr. No.	Name of University
1.	Catholic University
2.	Michigan University
3.	Colgate University
4.	Harvard University

## **CURRICULUM FOR SECONDARY/UNDERGRADUATE TEACHER EDUCATION PROGRAMME IN U.S.A.**

The curriculum of preserves undergraduate/ secondary teacher education programme across different states and universities of U.S.A. may vary in different aspects, such as time allocation institutional context, content areas and the forms of practical experiences for students. In spite of this variability, most programmes show some common curricular features. The curriculum of teacher education programme is generally based on three components.

1. Subject matter studies
2. Foundation of education studies.
3. Professional studies and Practicum

### **1. Subject matter studies:**

Specialization in secondary education leads to certification at the middle and high school level. Candidates who plan to teach in the departmentalized setting in middle, junior or senior high school have to plan a joint major in education and another in Arts and Science department. In this joint major subject matter preparation is responsibility of general education departments like department of Art, Biology, chemistry, Drama, English, History, mathematics and modern languages (Including French, German, Spanish) For the subject matter preparation candidates are required to consult the department in which they wish to specialize. The course which comes under this section is those for which a student teacher is planning to become future teacher. These subjects are called education major and at least two subjects are required for the purpose.

Flexibility of curriculum is a peculiar feature of U.S.A. under graduate/ secondary teacher education programmes. A variety of subjects are offered by the Universities to opt as the educational majors. The main subject which comes under this category are:

### **General Science Subjects**

Chemistry, Physics, Biology, Earth Science, Environment Studies, Mathematics, Physical education, Computer Science, General Science.

### **Art Subject**

Dance, History, Economics, Political science, Political Philosophy, Sociology, Drama. Art, Social Studies, Anthropology, Psychology Economics.

### **Languages**

English, Latin, German, French, Spanish, Russian

### **2. Foundation of Education Studies:**

Foundation of Education studies includes the history, philosophy and sociology of American public schooling plus educational psychology. These foundation courses help students in studying the problem and prospects of education, the nature of function of educational inquiry the process and outcomes of educational practices, the role of educational theory in school practices, and the relation of educational institutions to other social institutions. Educational Psychology course is designed to give an opportunity to understand the application of developmental process and psychological make up of students to educational practice and the nature of interaction between the individual and his or her social, physical, emotional and

cultural environment. This course examines, research and theory of effective teaching which includes understanding of such topics as the learner difference and exceptionalities, social/ emotional learning, motivation, behaviour and assessment.

Courses which come under this category are:

**Educational Psychological courses:** Adolescent development, Childhood education, Educational Psychology, Teaching and learning in schools, school Psychology, Psychology of education.

**Sociological Historical, Philosophical and Political foundation courses:** The American schools, Philosophy of education, Curriculum Theory, History of Native American education, Politics in Education, Women and education, Foundation of schooling and Teaching, Education in a multicultural society, Foundations of education, Curriculum and methods in Adolescent Education.

### **3. Professional Studies and Practice:**

In this programme a collaborative group of student teachers, University teachers and school teachers work together to provide strong and coherent educational experiences to the future teachers. Field experiences and student teaching are basic components of all teacher education programmes professional studies course. Observations, on site visits, lesson plans, reflective journals, action research project, seminars are included in this specific area of field experience.

Student teaching experience generally occurs during a full semester of final year. During this, the student teacher gradually assumes, increasing responsibility for planning and teaching, taking full responsibility for at least for four weeks. During this period student teacher has to participate in as many school related activities as possible like faculty meetings, work planning sessions, departmental meetings, institutes and workshops, faculty events, parent teacher conference, Parents Teacher Association meetings.

## **DISTINGUISHING FEATURES OF U.S.A.'S SECONDARY/ UNDERGRADUATE PROFESSIONAL STUDIES AND PRACTICUM COMPONENT**

**1. Cooperative teacher:** Every student teacher during the period of Practicum development and student teaching works in a close collaboration of cooperative teacher. Cooperative teachers create a safe, supportive collaborative learning environment for teacher interns to explore and develop the skills that will help them become effective teachers.

**2. University Supervisor/Advisor:** University supervisor works as a liaison Between student teacher and university education department as well as he is responsible for monitoring a candidate's progress made during the programme. He also evaluates the work done by the cooperative teacher in order to help the students. Supervisors observe weekly and conference with studies and co-operating teacher time to time.

**3. Lesson plans:** Lesson planning is a joint venture between student and Co-operative teachers. Plans are written on all the lessons taught. Plans are kept for the entire semester and should be available to the cooperative teacher, University

supervisor or advisor and Director of field experiences for the purpose of review and feedback.

**4. Reflective journals :** Candidates need to email or write their supervisors once in a week about the issues and situations that arrive during the practicum period.

**5. Action research projects:** The goal of this project is to identify, through, collaboration with the cooperating teacher, some aspect or dilemma in the classroom environment that might respond to specific instructional strategies over the course of a month.

**6. Student teaching:** This course requires classroom teaching by the teacher candidate in a nearby secondary school under supervision of cooperative teacher, teacher educators and University supervisor for 12 to 14 weeks.

**7. Seminars:** The purpose of these seminars is to provide opportunities for advanced knowledge for practice to students in educational theory to engage in depth analysis of the inter relationship between various variables of educational theory and practice.

**8. Conference:** The reflective thinking of students is improved by organizing various conferences on the current problems of educational structure and theory, practice and problems of students. Cooperative teachers and University supervisor and advisors take part in these conferences to provide proper feed back to student teacher.

## **CURRICULUM FOR SECONDARY/ UNDERGRADUATE TEACHER EDUCATION PROGRAMME IN INDIA**

In India there has been a tradition of putting different components of teacher education curriculum under three broad categories.

- 1) Theory.
- 2) Teaching Practice.
- 3) Sessional work and other practical activities.

Theory component is mainly consists of

- 1) Compulsory papers/core subjects
- 2) Compulsory optional papers/ Elective Subjects
- 3) Method subjects

### **1) COMPULSORY PAPERS:**

In the studied eight universities following subjects of papers are offered as compulsory. The names of the papers are almost similar as shown below-

- 1) Principal and Techniques of Teaching
- 2) Education in the emerging Indian society
- 3) Foundations of Education.
- 4) Educational Psychology.
- 5) Psychology of Teaching and Learning.
- 6) Development of learner and learning Process.
- 7) Psychological Foundations of Education.
- 8) Personality development and communicative English.
- 9) School management and system of Education.
- 10) Educational system of India and school organization.
- 11) School management and Educational evaluation.
- 12) School organization and management.

- 13) Class room management
- 14) Educational evaluation.
- 15) Information and communication Technologies in education.
- 16) Educational innovations and Technologies.
- 17) Educational Technology and Computers
- 18) Essentials of Educational technology and classroom management.
- 19) Communication modes and special fields in Education
- 20) Computers in Education.

The programme which is designed to prepare an individual to teach at the secondary stage cannot be completed without including subject which provides sound knowledge of the structure of secondary education prevailing in the country. This subject provides detail knowledge of Secondary Education in India with respect to past as well as present. This includes complete knowledge of Secondary Education and School organization related with various aspects of school organization and class room management.

Educational Technology is the systematic application of science and technology in field of education. It is concerned with input, output and process aspect of education. It involves the formulation of learning objectives, developing appropriate strategies of teaching learning and designing evaluation techniques. So in the era of science and technology it is necessary for the teacher to get acquainted with knowledge of technological advancement and their use for the betterment of human knowledge. Communication is anything that carries a meaning that conveys a message. For the exchange of knowledge to provide information and to get information strong communication skills are required. Inclusion of communication in the compulsory papers provide basis for all this. All of three compulsory papers are related with six main areas of education i.e. Psychology, Philosophy, School management and Secondary education Educational Technology, Communication and Computers. These papers are helpful to learner in developing understanding of other areas of educations as well as community or society in contemporary context.

Knowledge of Psychology and Education is helpful in studying behavioural activities of an individual in educational context. It helps in understanding child, his growth and development, his personality and teaching learning process. It helps a person to understand the concept of intelligence, motivation, learning, teaching, interest, attitude, aptitude, creativity, adjustment etc. Thus knowledge of education and psychology is helpful in developing better understanding of learner, teacher and teaching learning environment.

Philosophy provides basis for all human knowledge. Philosophy is theory on which educational practices are based, so education is applied aspect of philosophy. In this way to understand education it is compulsory to understand the philosophical basis and this is the reason for inclusion of this subject in Secondary Teacher Education Programme.

Computer is replacing human beings in various areas. It can't replace the teacher but can act as a strong supportive aid. So the knowledge of computer is necessary for the teachers and this paper serves the purpose.

In this way curriculum of Secondary Teacher Education Programme is based on sound theoretical components. Almost all the areas of knowledge which a teacher should know are included in the curriculum.

## 2) **COMPULSORY OPTIONAL PAPERS/ ELECTIVE SUBJECTS:**

All the Indian Universities have provision for compulsory optional or elective papers. They offer a range of subjects based on different aspects of human knowledge from which a student has to choose one or two subjects accordingly as per university norms. This aspect of theory component caters to the needs based on individual differences interest, attitude and aptitudes of the students in which they have a free will to choose subjects of their interest. This aspect also provides some kind of flexibility in the curriculum.

The main elective subjects offered by the various universities are as follows:

**Table 3**

1) Better school examination	2) Educational vocational Guidance.
3) Institutional Planning and Advanced school administration	4) Value Education
5) Yoga Education	6) Health education
7) Educational for Leadership and Motivation	8) Educational Technology
9) Environmental Education	10) Special Education
11) Humanistic Education	12) Computer Education
13) Futurology in Education	14) Curriculum development
15) School magazine, Designing	16) Basic education
17) Non Formal Education	18) Physical Education
19) School Library organization	20) A.V. Aids
21) Measurement and evaluation	22) Moral education
23) Education for Handicapped	24) Population Education
25) Education Television	26) Adult Education
27) Programme Learning	28) Education for women
29) Education for rural development	30) Human rights Education
31) Education for mentally Handicapped	32) Peace education

Thus in India we have a variety of subjects offered by the various universities as compulsory optional/ elective papers. This provision provides flexibility to the curriculum, because students can opt the subjects of their area of interest.

## 3) **METHOD SUBJECTS:**

Method subjects are those subjects in which a teacher is being prepared to teach at secondary stage.

All universities offer a student to choose any two subjects on the basis of his/ her graduation to opt as method subjects. The range of method subjects also vary from university to university, but the method subject can be classified in the following categories-

**1) Language:**

There are three categories of languages- International languages as English and French, national language like Hindi, Urdu and Sanskrit and regional languages like Sindhi, Marathi, Tamil, and Gujrati etc.

**2) Science:**

In this category subjects like Physical sciences, Life sciences, Biological sciences, Physics, Chemistry, Home science and Agriculture are included.

**3) Social Science:**

History, Geography, Psychology, Philosophy, logic, Sociology, Political science and General science comes under this category.

**4) Commerce and Economics, Book Keeping and Accountancy is another category for the method subjects included in secondary teacher education programme.**

**5) Art:**

This category includes drawing, fine arts, music and other related subjects.

**6) Along with these subjects in some universities computers educations is also included in method subjects.**

**Table 4**

**Language Subjects**

Hindi	English	Sanskrit
Tamil	Gujrati	Sindhi
Urdu	Marathi	French
Punjabi		

**Science Subjects**

Biological sciences/ Life sciences	Physics	Chemistry
Home science	Agricultural	Social Science
General science		

**Arts Subjects**

History	Geography	Psychology
Philosophy logic	Sociology	Art education
Drawing	Political Science	Mathematics

**Other Subjects**

Commerce	Book keeping and Accountancy	
Computer Education	Commerce and Accountancy	Economics

**COMPARISON OF CURRICULUM PROVISIONS OF TEACHER EDUCATION PROGRAMME IN U.S.A AND INDIA**

- Traditional under graduate /secondary education programme in India is of one year duration while in United States it is of four years duration.
- Students seeking admission in secondary/ under graduate teacher education programme in India are required to hold a graduate degree in science, art, commerce, or any other discipline for which they can apply for the content specialization in

teacher education programme. In United States generally graduate degree in content specialization subject and education go hand to hand that is the reason for designing the programme duration for four years.

- As the basic requirements of qualification are different in both countries, it is natural to have different curriculum provisions for the programme.
- While in India, curriculum for teacher education programme for undergraduate courses has two components as Theory and Practicum, in United States curriculum is comprised of mainly three components.
  - (1) Subject matter studies
  - (2) Education foundation studies
  - (3) Practicum
- Theory component of curriculum in India consists of education foundation courses and methodology of two teaching subjects. Practicum includes psychological tests, case studies, practical related to the technology in education, field experiences and students teaching. Duration of student teaching in India is approximately one month.

Subject matter studies in United States are courses designed to provide sound theoretical and practical knowledge to the candidate about the subject for which in future they want to become a teacher. This programme is offered in the department of science, art, commerce, and languages etc.

Education foundation courses are those courses which help a student to understand the social, psychological and philosophical aspects of American education. Practicum of undergraduate secondary teacher education programme has two components field experiences and student teaching, which is a universal requirement for teacher certification. The duration of student teaching in America is from 12 to 14 weeks, which is almost a semester of the course.

Foundation courses of education are included in curriculum of both countries, but here in India, philosophical, sociological, psychological and technological foundation of education are designed according to the Indian context and in America these foundation courses are designed according to the American social context.

- The student teaching component of Indian secondary teacher education programme is entirely different from that of the United States. First is the duration of the component, which is quite large in U.S.A. as compared to India, and second is the design of the student teaching programme. In U.S.A. students follow a strategy of increased responsibility in which they start from simple observation of class room teaching and ends the programme after assuming complete responsibility of the class and school which includes curricular as well as co-curricular activities of the school.
- Although theoretically we have so many similarities in Indian and American secondary/ undergraduate teacher education curriculum, yet the implementation of the curriculum in U.S.A. is quite different from India.

- In India main aim of curriculum designing and implementation is simple understanding of the different curriculum components, while reflective thinking is mainly emphasized in U.S.A. with the help of curriculum transaction.
- Cooperative teacher and university supervisor provided to each candidate for help and manifesting in field experiences and student teaching is a very unique and important feature of United States teacher education programme. In India teacher education programme don't have this kind of provision.

### **CONCLUSION**

On the basis of above comparison it can be concluded that curriculum of teacher education programme of both the countries is comprised of theory and practicum but in India knowledge and experiences provided in the theory component are entirely different from the practicum and professional demand of the course. So, opportunities should be provided to each candidate where he/she can relate his theoretical knowledge with practical aspects of teaching. Duration of student teaching should be at least one semester like U.S.A. because professional training for any course cannot be completed in one month. Each student teacher should be attached with method master as cooperative teacher in U.S.A. who will help them to achieve mastery over the teaching skills.

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#### **Website**

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