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Teachers Education at various level in India:

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Since ancient time the teachers are respected in India like God in our vedas it's said गुरुर्ब्रह्मा गुरुर्विष्णुः गुरुर्देवो महेश्वरः, गुरुः साक्षात् परब्रह्म तस्मै श्री गुरवे नमः it means The guru is Brahmā, the guru is Viṣṇu, the guru is Maheśvara (Śiva), the guru is the self-revealing limitless Brahman. Salutations to that revered guru. even Kothari commission said, "Future of India is building in its classroom". Teachers are those who gives birth to other professions therefore importance of teachers becomes more important by which education a person become teacher is known as teachers education and those people who teach students in teachers education that how to become teachers are known as teachers educators .The history of modern teacher education in India is given by Britishers The first normal school was established under the management and with the finances of the British government in Madras(Chennai) in June 1826. At the beginning it was prepared teachers for district schools. Later, this normal school developed into the Presidency College. Bombay(Mumbai) started a normal school in the year 1847 in the Elphinstone Institution and Calcutta(Kolkata) also started a normal school in the year 1849 Wood's Despatch 1854, on education brought out the need for teachers' training, as it desired" to see the establishment of training schools and classes for masters in each presidency in India." The grant- in-aid rules framed made a provision of salary grant to those schools only having teachers who had obtained a certificate of teacher training. The lady Irwin College set-up in New Delhi. Andhra University stated a new degree in teachers education named B.Ed in 1932. Bombay launched a post Graduate degree in M.Ed in 1936. In 1937, M.K. Gandhi convened Wardha Educational Conference and propounded a new system of education popularly known as 'Basic Education'. Gandhiji felt the need of making teacher-training more practical and functional. He introduced craft-centred education for child, correlated with life situations. With this, the emphasis in teacher-training now shifted to the type of education which was practical and based on the needs of the pupils and the community. This basic Education stated by Mahatma Gandhi leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad .While after independence all teachers training courses were

controlled by N.C.E.R.T later on after the recommendations of Education Commission 1966 an autonomous body was set up in 1973 to regulate teachers education and after Education policy of the 1986 and 1991 N.C.T.E has become statutory body at present time every teacher education course has to be recognized by N.C.T.E . Following are some programs of teachers education which are approved by N.C.T.E

Programme Recognised by NCTE

NCTE notified revised Regulations and Norms and Standards on November 28, 2014 for the following Teacher Education Programmes:

Diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE).

Elementary teacher education programme leading to Diploma in Elementary Education (D.El.Ed.).

Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education (B.El.Ed.) degree.

Bachelor of education programme leading to Bachelor of Education (B.Ed.) degree.

Master of education programme leading to Master of Education (M.Ed.) degree.

Diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.).

Bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) degree.

Master of physical education programme leading to Master of Physical Education (M.P.Ed.) degree.

Diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.).

Bachelor of education programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.

4-year Integrated programme leading to B.A.B.Ed./B.Sc.B.Ed. degree.

Bachelor of education programme 3-year (Part Time) leading to Bachelor of Education (B.Ed) degree.

3-year Integrated programme leading to B.Ed., M.Ed (Integrated) degree.

With the help of above list we can classify teachers education programs in India these various levels

Pre Primary Level: Pre Primary Education refers to that education typically designed for children from 3 years of age to the start of primary school to become teacher in this level one has to do Diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE).

Primary level : This level is also known as elementary education, also called primary education, the first stage traditionally found in formal education, beginning at about age 5 to 7 and ending at about age 11 to 13. Elementary teacher education programme leading to Diploma in Elementary Education (D.El.Ed.). Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education are popular course in India

Upper Primary School level: Upper Primary education refers to that education in which students are taught between the classes of 6-8, to become a teacher a person can do D.El.Ed, B.El.Ed, B.Ed integrated B.Ed and M.Ed, B.A B.Ed, B.Sc B.Ed

Secondary level: In India secondary education refers to the education of class 9 and 10 to become a teacher one can do integrated B.Ed and M.Ed, B.A B.Ed, B.Sc B.Ed, and B.Ed.

Higher Secondary Level: India higher secondary level refers to class 11 & 12 the person who wants to teach at this level should do integrated B.Ed and M.Ed, B.A B.Ed, B.Sc B.Ed

Degree Level: To teach at a higher level a person should do P.hD or clear N.E.T examination whereas for being a teacher educator a person should clear N.E.T examination or P.hD along with M.Ed and a postgraduate degree.

Problems of Teacher Education in India

Lack of Awareness It is found that most of the students are not aware about teachers education programs they do not have an idea which teacher education program is suitable for them in rural areas some students even do not know about new courses like B.El.Ed or I.T.E.P

Poor Salary : Poor salary is one of the biggest problems of teacher education in other fields even in the teaching field teacher educators are paid less in comparison of other teachers in the private sector.

Poor Infrastructure: Poor infrastructure is the problem of teacher education even NCTE accepts that most of the teacher education institutions are having poor infrastructure.

Deficiencies in Selection Procedure: The selection procedure of admission in a teacher education program is not adequate the admissions are done either by the academic marks or entrance marks but it does not test teaching skill and demonstration.

Problem of Practice of Teacher: Practice of teaching is a major problem of teacher education institutions most of the institutions do not have schools therefore they have to face the problem of practice of teaching.

Conclusions: With the help of the above points we can say that teacher education in India is vast and diversified according to levels, language, area and regions besides that teacher education is facing a lot of problems at present time but by improving the salary structure and admission procedure it can be further improved.

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