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## Elementary Education and Its Limitations in India

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**Abstract:** For people who enjoy working with children and are adaptable to changing circumstances, a career as an elementary school teacher may be intriguing. Teachers in elementary schools have distinct challenges and rewards than those in higher grade levels since they work with younger students. Understanding the advantages and disadvantages of teaching at this level of school may help you decide if it's the right career path for you. In this article, we discuss this teaching job as well as some common advantages and disadvantages of becoming an elementary school teacher. An elementary school teacher is a teacher who works in a classroom with younger kids. Their job generally involves kindergarten through sixth grade, depending on the location. Right now, there is an urgent need to recalibrate the educational system. An education system is the cornerstone that symbolizes the strength of a country. Nevertheless, the pillar has been dismantled as a result of the Covid-19 Pandemic. India has a long history of advancing education and human capital development. Education has shaped our nation's strength and sense of pride. If India is to recover its glorious past, administrative fortification must come first. The Indian government should implement a practical plan that prioritizes education-based skill development and bridging the digital divide. In the next years, it should be the top priority of education authorities to ensure that education functions as a ladder of opportunity rather than just a platform for learning.

**Keywords:** *Elementary Education, educational system, learning, Rig Veda.*

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A job as an elementary school teacher may be appealing to those who like dealing with kids and can adjust to different obstacles. Since elementary school teachers interact with younger pupils, they have different difficulties and incentives than those in higher grade levels. Determining if teaching at this level of education is the perfect vocation for you might be aided by learning about the benefits and drawbacks of the profession. We address this teaching position in this piece, along with some typical benefits and drawbacks of working as an elementary school teacher. An educator who works with younger students in classrooms is known as an

elementary school teacher. Depending on the locale, they usually work in classes from kindergarten through sixth grade.

One of the world's oldest educational systems is found in India. Sanskrit is one of the oldest languages in the world, and the Rig Veda is still regarded as the world's oldest composition. When the kids reached that age, parents would send them to the "Guru's" (teachers' homes), also known as "Gurukul's." The products of education included the four Vedas (the Sama, Yajur, Atharva, and Rig Vedas), as well as the Upanishads, Puranas, Brahmanas, Aranyakas, and Vedangas, among other texts. The Vedic era is when the world's oldest epic, the Ramayana, and its longest epic, the Mahabharata, were written. The goal of the learning process was to become enlightened about oneself. Later, Buddhism and Jainism greatly expanded the sphere of education. During this time, the Buddhist educational institutions Taxila (Takshashila) University, Nalanda University, and Vikramshila University were well-known worldwide. Subsequently, the works of a number of well-known writers and poets demonstrated the improvement of the Ancient Indian educational system. The writings of several academics, including Aryabhata, Aswaghosh, Banbhata, Chanakya, Charaka, Kalidasa, Katyayana, Panini, Patanjali, Shridhara, Susruta, Valmiki, Vararuchi, Varahamihira, Ved Vyasa, Yativrsabha, and many more, demonstrated the benefits of Indian education. In the early era of the eighth century, the Indian population had seen many Muslim incursions. A lot of libraries and schools were being targeted. Several Muslim kings reigned over the northern region of the Indian subcontinent starting in the early 13th century. Akbar, the Mughal emperor, created various excellent educational initiatives among them. Maktabs and madrasas served as educational hubs during the Middle Ages. All pupils have to take a course on the Islamic faith. Akbar broke with this custom and instituted the study of Hindu philosophy and religion at several madrasas. For Sanskrit students, Vedanta, Jurisprudence, and Patanjali were required readings. There were introductions to astrology, economics, geography, history, law, mathematics, medicine, philosophy, and political science.

Elementary school instructors frequently assist students in learning a variety of courses while in their classrooms, in contrast to upper grades when students may have teachers for each subject. Among the typical responsibilities of an elementary school teacher are:

- Creating and revising instructional materials
- Establishing norms for the classroom
- Keeping the classroom in order
- collaborating on projects and activities for the entire school with other educators
- Attending school-related meetings

- updating parents on the growth and grades of their children
- settling disputes in the classroom
- Getting pupils ready for national assessments
- grading assignments, examinations, and homework
- Attending workshops for professional development

To have an early impact on children is one of the key motivations for becoming an elementary school teacher. It's possible that you had an early childhood teacher who encouraged you to read or who helped you gain confidence; you might wish to provide kids the same kind of support. Having an influential profession like this may keep you engaged and make you feel satisfied, especially because a lot of what pupils acquire in elementary school lays the groundwork for their success in subsequent grades and in the real world. In primary school, students may be more involved with the resources and activities. These kids may be more motivated and curious even if they are distracted by other pupils, sounds, and unforeseen circumstances. You may come up with imaginative lesson plans and exercises that encourage students to remain interested in what they are studying.

Due to inadequate pay, a major contributing reason to the gradual extension of compulsory schooling is a shortage of instructors. Nobody who is highly qualified wants to work as an elementary school teacher because of the low pay. The lack of instructors is felt more acutely in rural regions since there are no other options for teachers to augment their income. In metropolitan areas, on the other hand, the lack of teachers is less severe because there are other resources available. When it comes to female instructors, this issue is much more severe. India, a nation mostly made up of villages, is particularly hurt by this circumstance. Since British administration, the primary education burden has primarily been borne by local entities. It is regrettable that this approach, which the British devised purely to mislead Indians, is still in place. Since democratic governance was established in the nation, the only change that has happened is that local bodies now get 33% instead of 30% of their funding for educational purposes. Given their limited financial means, it is just not feasible to expect local government entities to continue administering the mandatory primary education programme properly. Happily, though, elementary school teachers' salaries have been covered by state governments since 1975—roughly fifteen years ago.

In practically every State, municipal and district boards, or local entities, bear the responsibility for basic education. Constitutionally, district boards could not be subjected to pressure to advance elementary education. In addition, these bodies' members and chairman are chosen representatives of the populace. They don't want to lose support and burden the already impoverished populace more. So, these organisations' attempts to

increase mandatory education usually fail. In the area of primary education growth, despite an increase in the number of schools, there is still a dearth of qualified administrators, reading materials, and essential school supplies. There were flaws in the previous elementary school curriculum. It did not support the student's acquisition of practical knowledge and offered no opportunity for the growth of his creative and constructive capabilities. The elementary education has been restructured to become a basic education, and the course of study has altered to reflect this, however the execution has not been successful due to the high cost. As a result, this field has not yet seen the anticipated level of success.

The core of a teacher's competency or excellence is their subject knowledge. Pre-service training must thus provide educators with current, relevant information and practice in innovative teaching methods. For teachers to be effective in any situation where they lack the necessary skills and topic knowledge, well-designed in-service training is crucial. Hiring instructors with the necessary training and instructional abilities should be the focus of recruitment efforts, and measures should be taken to ensure that choices about appointments, transfers, and promotions are made only on the basis of qualifications. Explicit rules controlling the placement of teachers are required. This is especially problematic in rural locations, where instructors often face isolation, smaller rent allowances, and worse health care. Teacher preparation should be redesigned, using a national framework and measuring it against international norms. Building knowledge networks would benefit from the District Institutes of Education and Training and Block Institutes of Teacher Education being strengthened and equipped. Redesigning teacher preparation to focus on fundamental reading and numeracy skills for the early grades.

According to a number of studies, children who fall behind in the existing educational system's core reading and numeracy classes typically have flat learning curves for years, making it impossible for them to make up<sup>9</sup>. Too many talented students are trapped in this sad black hole and unable to escape. This is becoming a common excuse given by many students for skipping class or quitting altogether<sup>10</sup>. Therefore, in order to complete basic education in schools and provide pupils the chance to get a high-quality education, it is essential to confront this learning issue head-on and right now.

Language problems that frequently occur between instructors and pupils when teachers are from outside the region also contribute to youngsters falling behind. Low learning outcomes are the result of children's inability to grasp concepts in the language they are being taught and their inability to pay attention while they are struggling to understand the language. It is often known that when kids are taught in the language in which they feel most at ease, they learn best, especially in the early years (MHRD, 2019). Encouraging the community to monitor school performance is essential for ensuring accountability, which in turn guarantees children's learning results. Quality improvement is impossible without the community's active participation in school

administration (MHRD, n.d.). In order to do this, all schools are required by the Indian government to have SMCs or Village Education Committees. The goal of these committees is supposedly to promote accountability by empowering communities to take charge of the educational process and participate.

The "top schools" in India have students who learn by rote and who score relatively better on procedural problems that don't need a deeper comprehension or application of topics. Not enough emphasis is placed on the development of practical skills like reading maps, writing well, measuring, and general knowledge of well-known information. In a variety of areas, students appear to have several misunderstandings. While the majority of students continue to hold onto the same misconception as they move up to higher classes, overall performance does not improve. This suggests that if a student picks up a misconception in a lower class, it is more likely to persist in higher classes as well without being addressed (Educational Initiatives, 2012).

The current imperative is for the educational system to be immediately recalibrated. The cornerstone that represents a nation's strength is its education system. However, the Covid-19 Pandemic has caused the pillar to be disassembled. India has a great history of developing human capital and education. Our strength and the pride of our country have been established by education. Administrative fortification must be given first priority if India wants to reclaim its great past. The Indian government ought to adopt an empirical strategy that emphasizes closing the digital gap and developing skills via education. Education officials should prioritize making sure that education serves as a ladder of opportunity rather than merely a platform for learning in the upcoming years.

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