



Available online at: <http://www.advancedscientificjournal.com>

<http://www.krishmapublication.com>

IJMASRI, Vol. 2, issue 1, pp. 14-19, Apr. -2025

<https://doi.org/10.53633/ijmasri>

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY ADVANCED SCIENTIFIC RESEARCH AND INNOVATION (IJMASRI)

ISSN: 2582-9130

IBI IMPACTFACTOR 1.5

DOI: 10.53633/IJMASRI

RESEARCH ARTICLE

CONTEMPORARY APPROACH IN EDUCATIONAL RESEARCH: A STUDY ON ELEMENTARY SCHOOLS IN TAMIL NADU

Sridevi Meenakshi M¹ and Dr Karthikeyan B²

¹Ph. D. Research Scholar, Dept. of History, A.A.Govt. Arts College, Villupuram, Tamil Nadu, India

²Associate Prof and Head, Dept. of History, A.A.Govt. Arts College, Villupuram, Tamil Nadu, India

Abstract

The Research over education has been made by the academicians utilized various techniques and dimensions in History from ancient to Modern period. Earlier the studies often used questionnaires to assess learning education, but now both qualitative and quantitative approaches are used. This study has focused to the contemporary approach in educational research, a study on elementary schools in Tamil Nadu. Administration is an important aspect in any organization. The British initiated efforts to provide state-controlled education to the people of India. They granted money from the state treasury for the purpose of starting and conducting elementary schools in the Province. The system of aided schools continued with new vigor even after independence. The Indian constitution has made arrangements free education at the elementary level as one of the Directive Principles of the State Policy. The administration of elementary schools in Tamil Nadu reflects the legacy of the British system. The rules and regulations framed at the time of the British administration continue today with necessary changes and additions.

Keywords: Education, Policy, Institutions, Subjects, Teachers and Regulations

Introduction

The Research over education has been made by the academicians utilized various techniques and dimensions in History from ancient to Modern period. Earlier the studies often used questionnaires to assess learning education, but now both qualitative and quantitative approaches are used. This study has

focused to the contemporary approach in educational research, a study on elementary schools in Tamil Nadu. Administration is an important aspect in any organization. The British initiated efforts to provide state-controlled education to the people of India. They granted money from the state treasury for the purpose of starting and conducting elementary schools in the Province. The system of aided schools continued with new vigour even after independence. The Indian constitution has made arrangements free education at

14

the elementary level as one of the Directive Principles of the State Policy. The administration of elementary schools in Tamil Nadu reflects the legacy of the British system. The rules and regulations framed at the time of the British administration continue today with necessary changes and additions.

The early developments

The British initiated efforts to provide state-controlled education to the people of India. They granted money from the state treasury for the purpose of starting and conducting elementary schools in the Province. The system of aided schools continued with new vigor even after independence. The Indian constitution has made arrangements free education at the elementary level as one of the Directive Principles of the State Policy. The administration of elementary schools in Tamil Nadu reflects the legacy of the British system.¹ The rules and regulations framed at the time of the British administration continue today with necessary changes and additions.

The introduction of the grants-in-aid system enabled the role of private agencies in elementary education of the Province. There were missionary schools established by Christian missionaries. The natives were interested in the promotion of elementary education. Hence there were three kinds of educational institutions namely the Government Schools established and maintained by the Government wholly, Private Institutions which received aid from the Government and Institutions which did not receive any aid from the Government.² The Government had to take efforts to streamline the administration of all these schools as it had accepted the responsibility to regulate and promote education. The Indian Union Government under the British played a role in regulating the elementary education and education at other levels. In 1882, it appointed a Commission to review the then existing system of education and to recommend necessary steps to be initiated for the promotion of education in the Provinces.³

In a circular letter, dated 10.3.1926 Thomas Monroe for the first time suggested the ways and means to provide education to the people of Tamil

Nadu in an organised way.⁴ He suggested that a committee of Public Instruction could be formed to superintend the establishment of elementary schools, to fix new places to establish new schools, to prescribe books for the pupils and to decide the manner and kind of education to be provided to the pupils at different stages. Based on his note the Government of Madras appointed a Committee on Public Instruction with an instruction to bring about improvement in the education of the people in the territories under the control of Fort St. George. The Government directed the Committee to report to the Government about the results of their enquiries and deliberations. The Government established a School Book Society on the model of the Committee that existed in the Presidency of Calcutta.⁵

The administrative structure of the School has to be defined from the level of elementary education. The Government had introduced necessary modifications from time to time. But the general structure of the organizations has remained more or less the same. The Indian educational system has retained many features that are British by birth. In educational institutions two kinds of administration namely the administration of academic matters and the administration of nonacademic matters are important.⁶ The admission of students, allocation of subjects and classes to teachers, supervising the teaching work, conducting examinations, promoting students from one class to the other, issuing record sheets, granting casual leave to the teachers and the other employees in the school are some of the important responsibilities of academic work concerned with the administration of a school. The establishment of a school as per the rule and regulations of the Government, construction of necessary buildings, providing facilities such as furniture and other materials, appointment of teachers, claiming the salary to the teachers and other employees and disbursing the same, claiming the grants to the institution permissible as per the code of the Government and other authorities and maintenance of the accounts for it are some of the important responsibilities associated with the non-academic administration of the school.⁷ The administration of any institution is to be supervised by the Government machinery, to keep a proper watch on

the utilization of the public funds and to regulate the functioning of the institutions. A very good system of supervision and inspection had been established even under the British administration. This has undergone many changes during different periods of time after independence. The above aspects are dealt with here.⁸

Elementary School

An elementary school has been described as a school with five classes starting from the first standard. At the time of introduction of organised system of elementary education under the British, the classes were called Classes and Forms. The first Class was the first Class in which a pupil studied. After passing through the fifth Class, the pupil was admitted in the first Form. On completion of study in the IH Form, the pupil had to write a public examination called Elementary School Leaving Certificate Examination, which was shortly referred to as E.S.L.C exams. The names of the Classes were changed into Standards in 1959-1960.⁹ Hence, the elementary school is a school with eight classes from the first Standard to the eighth Standard. Many of the elementary schools have only five Standards i.e., from the First Standard to the Fifth Standard. In 1967 the schools with classes from first Standard to fifth Standard were called the Elementary Schools.¹⁰ The Schools with classes from the first Standard to eighth Standard or classes from VI Standard to VIII Standard were called the Middle Schools. The Schools with classes from I Standard to X Standard or from sixth Standard to tenth Standard or with DC and X only called High Schools. Initially the pattern of education was 5-1-5 + 2 + 3 for a graduate. He had to spend at least ten years in the High School and if he passed, entered the College and spent two years of Intermediate Study in the college and after passing the course successfully he had to spend three years for his graduation. This was done on the basis of the recommendations of the Secondary Education Commission headed by A.L. Mudaliar. This was changed into 5+ 6+1+3 in 1959.¹¹ The one -year course after the successful completion of the study at High School was called the Pre-University Course. For the purpose of the present study, the Schools with classes up to Fifth Standard alone have taken to mean the Elementary Schools. The above change of patterns did not affect the system in the Elementary Schools.

The Tamil Nadu Educational Rules have classified the educational institutions as the Public and Private institutions. The Schools recognized under the Elementary Education Act of 1920 were the Public Schools. All the other institutions were Private institutions, The Public institutions were of two kinds viz., institutions under the management of Government or local Boards or Municipal Councils and those under the management of private associations. Public institutions classified into aided and unaided institutions. The unaided institutions did not receive any financial grant from the Government. Thus within the purview of the elementary education there were different categories of schools based on the establishment and financial administration.

Directives of the Union Government

The subject of primary education has left with the hands of the States as per the Indian constitution. It directs the Government of the Union to provide free and compulsory education to all those below fourteen years of age. This is provided in the article 45 under the Directive Principles of State Policy. To deal with the relationship between the Government and Local Bodies in the administration of primary education the Union Government appointed the B.G.Kher Committee in 1951.¹²

Review Committees

The R.V.Parulekar Committee appointed in 1953 and the Elementary Education Reforms Committee established in 1954 widened the scope of executing reforms in the administration and functioning of elementary education in Tamil Nadu.¹³ The Parulekar Committee suggested ways and means for the increase in the number of students and effective changes in the curriculum. The modified scheme of education suggested by it, the introduction of programmes for teachers, taught, parents and officials, the inclusion of crafts etc., are measures, which involved administrative modifications.¹⁴

The RM.Alagappa Chettiar Committee appointed by the Government of Tamil Nadu paved the way for the inclusion of changes in the administration. To attract students, to improve the existing education, to convert the general elementary

school into basic schools and to deal with the incidental problems pertaining to elementary education, this Committee recommended certain administrative efforts. The integration of the elementary education of eight years duration, the review of the existing syllabus the gradual conversion to basic education,, introduction of a standard and uniform managing committee. The government's

efforts in introducing changes, to take steps for the supply of midday meals, to create library facilities, to offer training to teachers and to create parent teachers' associations require ample administrative procedures. The Government by introducing the Elementary Education Manual was able to streamline the administration of elementary education.¹⁵

Table No.1: Number of school Education Institutions

Year	Primary Schools	Upper Primary Schools	High/ Secondary Schools	Intermediate/ Senior Secondary Schools	Total Schools
1950-51	209671	13596		7416	230683
1955-56	278135	21730		10838	310703
1960-61	330399	49663		17329	397391
1965-66	391064	75798		27614	494476
1970-71	408378	90621		37051	536050
1975-76	454270	106571		43054	603895
1980-81	494503	118555		51573	664631
1985-86	528872	134846		65837	729555
1990-91	560935	151456		79796	792187
1991-92	565786	152077	61576	20171	799610
1992-93	572541	153921	62984	21102	810548
1993-94	572923	155707	65255	23156	818041
1994-95	581305	163605	68065	24187	837162
1995-96	590421	171216	71065	27069	859771
1996-97	598354	176772	73127	29056	877309
1997-98	610763	185506	76230	30870	903369
1998-99	626737	190166	79648	32790	929341
1999-2000	641695	190166	82273	34547	956519
2000-01	638738	206269	87675	38372	971054
2001-02	664041	219641	914345	42057	1017159
2002-03	651382	245274	90760	46447	1033863
2003-04	712239	262286	99140	46822	1120487
2004-05	767520	274731	101777	50272	1194300
2005-06	772568	288493	106024	53643	12207228
2006-07	784852	305584	112165	57403	1260004
2007-08	787827	325174	113824	59166	1285991
2008-09	778825	365643	122081	64229	1330778
2009-10	819945	394126	122208	71680	1407959
2010-11	748547	447600	131215	72046	1399408
2011-12	763370	478756	128321	85389	1455836

Source¹⁶

The grants-in-aid code, inspection code, the elementary education rules, and the Tamil Nadu Educational Rules guide the administration of

elementary schools. All the above have been framed before independence. They have undergone periodic changes. The basic structure and nature of administration reflect the features of British bureaucracy. In spite of the prescription and application of so many rules and regulations, there are different problems at all levels. The written rules and codes are not fully implemented. The lack of commitment on the part of the persons concerned with elementary education, corruption and other factors contribute to the lack of proper condition of elementary education. However, the administration has enabled the progress of elementary education from 1920 to 1967.¹⁷ The distinctive aspects of administration of the elementary education prove that they are utilized effectively. It is obvious that the sound and solid administrative procedures followed in the elementary schools of Tamil Nadu have widened the scope of education.

Contemporary approach

In education, research methods are frequently standardized, and qualitative data is gathered using numerical methods. Questionnaire is a particular type of numerical question with dimensions. However, the focus of the modern approach has switched to collecting theoretical data, which includes the historical and economic backgrounds of the pupils, the results of their elementary education, and a regional analysis of dropout rates. The term "quantitative" is ambiguous and can be applied to many different contexts and intellectual contexts. With the ways those quantitative research methods and its attendant procedures obvious in experimental and survey research, qualitative research methods are becoming more and more popular—Giltin referred to this as a "tremendous flood out of a particular concerned." Furthermore, it was frequently proposed that only quantitative methodologies could test hypotheses and provide the necessary knowledge, whereas qualitative research might originate and suggest hypotheses.¹⁸ The progress of this method can visualize the educational system into new dimension.

Conclusion

Education is the biggest tool to develop the society in wise people, and utilize the possibility to

live the life into scientific phenomenon. For analyzing the educational importance of India and Tamil Nadu, through applying the quantitative approach results the reality of the status. The Numerical data has given the result of the students, and GER report leads the progress of the same. However, the theoretical concepts are cannot focused in this study. Hence, the qualitative research should do in the medium of modern approach given new vision to the research methodology. The Government and private concern taking this result to modify and plan to schemes and programmes to enhance the educational institutions over the years.

References

1. *Extracts from the Education Commission's Report, Government of India, 1882, p. 103*
2. *Printed Parliamentary Papers relating to affairs of India General Appendix,*
3. *Government of India, 7932, pp.506-507.*
4. *The Madras Elementary Education Manual, Government of Madras, 1940, p.14.*
5. *Ibid. p.15.*
6. *Decennial Review of Education 1937-1947 Vol. I, Government of India, p.33.*
7. *Madras Elementary Education Manual, Op.Cit., p.6.A Review of Education in India 1947-1961, NCERT, New Delhi, p 402.G.O.Ms.No.990 (Education) dated May 15, 1963.*
8. *Tamil Nadu Educational Rules, Government of Tamil Nadu, 1966, p.33.*
9. *Report of the Secondary Education Commission, Government of India, 1953, pp.1-32.*
10. *G O, Ms.No.990 (Education) Op.Cit., The Madras Legislative Council Proceedings Vol. III1937, Government of Madras, Madras, pp.58-813, 1937.*
11. *Durga Das Basu, Introduction to the Constitution of India, Prentice Hall Ltd, New Delhi, 1989, p 138.*
12. *Report of the Committee on the relations between State Government and Local Bodies in the Administration of Primary Education, Government of India, 1954, p7.*
13. *G.O.Ms.No.1988 (Education) dated August 20, 1953.*

14. *Statistics of School Education, 2011-12*, 30th September 2011, Government of India, New Delhi, 2014.
15. G O.Ms No. 1714 (Education) dated December 4, 1954.
16. Peter Free body, *Qualitative Research in Education*, Sage publications, New Delhi, 2003,p.34
