CHAPTER – VI
SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

“Education is the special manifestation of man”

6.1 SUMMARY OF THE STUDY
Tirunelveli is one of the largest district which provide education both in school level as well as college or higher education level, being the Oxford of South India the researcher has identified five services and made a comparison it with the achievements of students, the findings drawn were significant. Suggestions and recommendations were made on the basis of findings.

6.2 FINDINGS OF THE STUDY
6.2. a Findings on profile of Sample Units and Respondents

Profile of Sample Units
- Majority of the schools are located in Village Panchayat and Municipal area, Only limited schools are located in Municipal corporation area. The reason is in the whole Tirunelveli district is rural
- Majority of the schools are found in Cheranmahadevi educational district followed by Tenkasi and then Tirunelveli.
- Majority of the schools are established between 1941-1980. As Indian Government has taken initial steps to provide education to all and to develop India. During the British rule education was only for high class people and not for all Freedom fighters insisted literacy to be the tool for development of any nation.
• Majority schools are government and aided and Matriculation board is recently originated concept thus limited school have been functioning under this syllabus.

• The awareness of Girls education is more and majority of the schools are Co-education as all the Matriculation schools are Co-education.

• Fees are not collected from students of Government and Aided schools and except matriculation schools were fees is collected very high which is unaffordable for majority of the people living in Tirunelveli district.

• Governments and Aided schools provide free education and Matriculation schools provide Standard education where they get individual attention as the strength is less this may help to produce cent percent result thus the strength of students in Government and Aided are high compared to Matriculation schools.

• More number of teachers are appointed in Matriculation schools where subject are handled by separate teachers and the salary for themselves are provided by the management itself without any Time- scale of payment. The salary given is very low compared to government teachers. In government or aided schools the appointment and fixation of payment of salary is managed by the government of Tamilnadu

• Admission of students in Government and Aided school is done directly and matriculation schools follow different methods such as interview, Knowledge test and so on.

• The courses offered for students are the same by all the school in Tirunelveli District. The important courses offered are four science groups say P/C/B/Comp,
Summary of Findings, Suggestions and Conclusion

P/C/B/Maths, P/C/B/Zoo, P/C/Comp/Maths and two arts group say Comp/Eco/Com/Acc, His/Eco/Com/Acc.

- Only a few Infrastructure facilities are offered in almost all the schools. The modernised facilities are found only in few schools that too mainly in Matriculation schools.

- The non-academic activities that are co-curricular activities, extracurricular activities, additional activities and recreational activities are not equally taught in every School.

- The matriculation school students achieved more academically and non-academically compared to Aided or government school students.

Profile of Service Providers

- Majority of the headmasters are under the age group of above 55 years old. They are mainly male respondents, with M.Phil qualification. Their mode of appointment is through TRB basis and income between Rs/- 40000-50000.

- Out of the teachers surveyed 43% between 40-50 years old, 57% of the teachers are female has 32% PG with M.Ed as qualification, 48% of the teachers income is below Rs/-5000, 59% of the teachers have the experience below 10 year and 71 % of the teachers are temporary workers.

Profile of Service Receivers

- Most of the parents have the opinion that the students are coming from nuclear family and they prefer to have their home within 2Km from the school.

- Majority of the parents under the age group below 40, qualified below SSLC, employed in other jobs and receiving income below Rs/- 5000.
6.2. b Findings on Analysis of Data

**Non-Academic Services**

- The Non-Academic services such as Infrastructure facilities, Extra-Curricular Activities and Recreational Activates are found in every school.
- As the technology has been changing the next question was whether the facilities provided were sophisticated and modernised, 36% of the respondents say they have partially modernised and sophisticated, and 64% of the respondents say attempts are made to modernise.
- Majority of the respondents say that the Non-Academic Services are Supportive and is needed for the Achievement of each and every individual student.
- $H_o$: There is no significant relationship between Results and the Infrastructure facilities provided in the schools for the students, $H_1$: There is significant relationship between Results and the Infrastructure facilities provided in the schools for the students. It is found that the P value is greater than .05, thus the alternative hypothesis $H_1$ is accepted and the Null hypothesis $H_0$ is rejected, i.e there is significant relationship between Results and the Infrastructure facilities provided in the schools for the students. **Proof of evidence wide reference to Table 5.19 to 5.22, page no.138 to 145.**
- $Ho$: There is no significant relationship between Result and the Co-curricular activities offered in the schools for the students. $H_1$: There is significant relationship between Result and the Co-curricular activities offered in the schools for the students. It is found that the P value is greater than .05, thus the alternative hypothesis $H_1$ is accepted and the Null hypothesis $H_0$ is rejected, i.e there is
significant relationship between Result and the Co-curricular activities offered in the schools for the students. **Proof of evidence wide reference to Table 5.23 to 5.26, page no.146 to 150.**

- **Ho:** There is no significant relationship between Result and Extra-curricular activities offered in the schools for the students. **H₁:** There is significant relationship between Result and Extra-curricular activities offered in the schools for the students. It is found that the P value is greater than .05, thus the alternative hypothesis H₁ is accepted and the Null hypothesis H₀ is rejected, i.e there is significant relationship between Result and Extra-curricular activities offered in the schools for the students. **Proof of evidence wide reference to Table 5.27 to 5.30, page no.151 to 155.**

- **Ho:** There is no significant relationship between Result and Additional activities offered in the schools for the students. **H₁:** There is significant relationship between Result and Additional activities offered in the schools for the students. It is found that the P value is greater than .05, thus the alternative hypothesis H₁ is accepted and the Null hypothesis H₀ is rejected, i.e there is significant relationship between Result and Additional activities offered in the schools for the students. **Proof of evidence wide reference to Table 5.31 to 5.34, page no. 156 to 160.**

- **Ho:** There is no significant relationship between Result and Recreational activities offered in the schools for the students, **H₁:** There is significant relationship between Result and Recreational activities offered in the schools for the students. It is found that the P value is greater than .05, thus the alternative hypothesis H₁ is accepted and the Null hypothesis H₀ is rejected, i.e there is significant relationship
between Result and Recreational activities offered in the schools for the students.

**Proof of evidence wide reference to Table 5.35 to 5.38, page no.161 to 165.**

- Entertainment activities are provided only in Matriculation schools and few of aided schools whole of the government schools do not offer these facilities.

**Academic Services**

- Free training programmes is provided to all teachers if any change is brought in the syllabus.
- Science groups are given more importance. Choice of groups is done by the management or Headmasters and not the students.
- 73% of the schools provide free education and 27% of the schools do not provide free education, it was identified that the 73% schools are government and aided schools.
- 100% of the teachers say that they are able to follow the lesson plans, they also say that only if they follow these plans they will be able to complete the portions in time and give students extra training.
- 100% of the teachers provide special training for the slow learners. They also say that this coaching is given after the school hours as tuition for week students in learning.
- 57% of the teachers say they take tuition in private and 43% of the teachers say they do not, the teachers who do not take tuition are mainly government school teachers as there is a rule that teachers are not allowed to take tuition in Private.
Summary of Findings, Suggestions and Conclusion

- Almost all of the teachers adopt punishments, 81% of the punishment is Impossions, 9% Situps, 9% standing and only 15 knee down. Teachers say that while giving Impossions the student is able to memories the subject easily.

- 71% of the teachers follow interactive method, and 29% of the teachers follow One way monotones and interactive together, majority of the teachers say when the class is conducted with interaction the students are able to get not only subject knowledge.

- 100% of the teachers say they up to their level best try to impart General Knowledge to students, in many schools general knowledge, Moral education or value education is a separate subject which forms a part of the curriculum.

- 100% of the teachers say they are trained to take classes if any changes are made in the syllabus.

General Services or Activities

- Majority of the teaching staff receive salary below 5000, majority of non-teaching receive salary below 2000 and 2000-4000, and that government and aided schools receive grant and payment of salary from government.

- Only government and aided schools provide scholarship for students and that they provide both government and endowment scholarships.

- The students themselves elect their school representative and in 54% of the schools the representative is directly appointed by the headmaster and teaching staffs keeping the performance, talent and other advantages of a particular student.
Summary of Findings, Suggestions and Conclusion

- 100% of the respondent’s honor the top holders in studies and in other activities namely- sports and non-academic activities.

- 100% of the respondents say the Fear on subjects – especially English is the reason for dropout, 36% Family customs and tradition, 91% Ill health, 55% Interested to go for job, 45% Marriage proposal, 86% Not interested to study, 68% Poor economic condition of the family, 62% Poor performance in studies, 27% Religious reason and There is only co-education schools (girls), 41% Shift of parents for their job, 23% The school is far away.

- 100% of the HSS and HS teachers say that they maintain a good relationship with students and parents; they also adopt few programmes to maintain relationship such as organising parents meeting once in every month, interaction time after school hours once in every week. Conducting festival fairs were parents are allowed to participate etc.

- 75% of the teachers say Female are more interested, 19% say male and 6% say both. But looking very close female are more interested in learning as the view of thinking regarding any action which is important female will take it serious and male will be a little easy, this is the reason given by many teachers regarding this variation.

- 65% of the teachers say in their school best teachers will be awarded and 35% of the teachers say there is no such activity in their school majority of the teachers say that during that academic year best teachers will be awarded prizes on teacher’s day (September 5), they say that this type of activity will not only
motivate the teachers to work harder but it also creates a good image among students and that the students will respect the teachers.

- The Government and permanent Aided teachers receive the benefits from the government and the rest of the matriculation teachers receive from their management, the facilities identified are Fringe benefits, free transport, leave facilities, Accommodation facilities. Out of the total respondents 30% of the teachers receive FT, 100% LF and 9% AF. These types of benefits are a method of motivation to teachers to do their work seriously.

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**Achievement of students**

- The matriculation schools are doing well in bringing out centum results and this output also supports the study as all the five services are provided to the students to their satisfactory level and thus their results are cent and they maintain consistency.

- The matriculation schools and Aided schools are doing well in bringing out cent results in X standard by providing extra classes and this output also supports the study as, all the five services are provided to the students to their satisfactory level and thus their results are cent and they maintain consistency.
Summary of Findings, Suggestions and Conclusion

- Students studying in institutions situated in urban area achieves more than the students of rural areas.
- Private school students achieve more than the government school students.

6.3 SUGGESTIONS and RECOMMENDATIONS

The following suggestions and recommendations are offered for the findings made for the study

- Admission of students let it be Government or Aided schools it should be done using interview or knowledge test basis, while doing this the week students can be identified and they should be given orientation training before they join the main class.

- Selection of courses should be left over to the choice of the students because the student knows his or her own interest and talent and that when they select their course they get interest to shine in their carrier.

- The infrastructure facilities should be modernised according to the changes in the school system and that each and every school should have the same facilities, this can help the student to improve his standard of living as well as he will be able to achieve more in his carrier.

- To improve the infrastructure facility like visual Learning & E-Learning, provide separate and well equipped class rooms, well developed play grounds, well developed science and computer labs.

- To provide bus passes and free bi-cycles for transport, provide well furnished stationary stores and provide hygiene drinking water
Summary of Findings, Suggestions and Conclusion

- To provide English and Hindi communication skill for facing National and International level competition.
- Fee should be reduced by the private educational Institutions that even below middle class family are affordable to send their children.
- CBSE Syllabus may be introduction in state board and matriculation schools after X, for facing National Level Competitions.
- Educational institutions should take care of each children’s health and mental power.
- Extracurricular activities like karate, yoga, fashion designing, swimming, abacus, silambam, kalari should be given importance in government schools.
- Additional activities like scout & guide, NCC, NSS, RRC, JRC, YSM, NGC should be started in private schools.
- Equal education system should be followed that every children of every religion, cast, and community should receive equal education.

Suggestions for improving facilities and other needs – Services

- There should be an improvement in the services of Library in the form of more relevant books and latest Indian and international journals.
- The facilities of the laboratory (science and computer) should be improved to meet the expectation of the students.
- There should be improvement in the quality of the teaching staff. They should be very alert and empathetic to the students and attend to their needs.
Faculty members should be motivated by various means so that it would increase the standard of services by improving their style of teaching. The faculty should be encouraged to undertake educational research.

The students attach importance to the variety of subjects offered. Hence private institutions should take care to offer the course which is the need of the hour.

The students expect valuable advice from the teaching faculty regarding their academic activities and career growth. The teaching faculty should rise to the occasions and provide valuable advice to the students.

The management of the private institutions and the faculty should interact with the students. They should be taught the cardinal principal that “Customer is not an outsider of the Business; he is a part of the Business”.

The faculty employed must be dynamic and must be capable of meeting challenges faced by educational institutions.

The communication between students and teacher should be improved and encouraged.

The teachers should give individual attention to the students without any partiality.

The students should be encouraged and motivated to perform well, tests should be conducted regularly to improve the performance of the students.

The student’s skill could be improved by conducting courses on personality development. The communication and technical skills of students should be developed.
Summary of Findings, Suggestions and Conclusion

- The student’s should be given opportunities to participate in extracurricular activities, community development and social service.
- There should be transparency in the usage of the money collected as fees by the students. The fines collected could be used as scholarship for deserving students.
- The classes should be well scheduled; the classroom teaching could be enhanced with the use of power point presentation or E-devices.
- The students should be given access to the internet facilities, they should also be taken on industrial tours so that they are able to gain extra knowledge apart from academic activities.
- Parents – teachers association should be organised which should undertake the special programmes for the potential dropouts and initiate interest in the underachievers. The associations should expand guidance and counseling activities and services (like special coaching to weak students) for potential dropouts and repeaters.
- There is absence of extra-curricular activities like essay competitions, cultural activities, games-sports, may be organised regularly to influence sustained interest among children in school.
- Taking into account the role of teacher’s in-service training and orientation programmes should be organised to increase the competence of the teachers. Encouragement to initiative and experimentation on the part of teachers is essential which will lead to dynamic methods of teaching as teaching of the teachers affects to a greater extent the performance of students in the case of education.
Demand for education is strongly influenced by the economic variables such as income, poverty etc, rather than social variables. Hence, availing the higher education by the low income groups has become different nowadays. In order to achieve equality in higher education, the higher educations may be subsidised so as to enable the lower income groups to avail higher education atleast to some extent.

While determining the target groups of educational facilities and assistance, income of the household may be considered as the rational criteria rather than social classification. If income is considered as criteria, we can establish equity in education at least to some extent.

Education is provided both by the government and private sector, those who can afford to pay the cost, and they receive education provided by the private institutions where the infrastructure is relatively better. But the poorer section of the society and left to receive education at government institutions where infrastructure is poor in most of the cases. It results in less competitive skill among the students coming out of the need of the hour to strengthen the infrastructure in government institutions. It will help the poorer section of the society to receive better education.

Parents education is must for the improvement of the children.

Nature Club in schools is must for achieving environment education.
Suggestions to Service Providers – Headmaster and Teachers

- The service providers should give foremost consideration to the pupil's well-being.
- The service providers should direct his whole professional effort to assist the pupil to develop his whole personality including his ability to work.
- The service providers should foster in his pupils honesty, integrity, and consideration for others and should do nothing, by precept or example, to discredit these qualities.
- The service providers should act, and should be seen to act, with justice.
- The service providers should exercise authority in accordance with the law of the land and with evolving concepts of the pupil's needs and rights.
- The service providers should recognize that each child is an individual and that children can differ in what is required for the promotion of their education.
- The service providers should recognize an obligation to assist all pupils under his charge to develop their talents suitably and to the fullest extent feasible.
- The service providers should recognize that he should work with parents to promote the welfare of pupils, particularly by consulting and involving parents, whenever this is desirable.
- The service providers should make reasonable effort to protect the pupil from conditions harmful to learning or to health and safety.
- The service providers should not intentionally expose the pupil to embarrassment or disparagement.
Summary of Findings, Suggestions and Conclusion

- The service providers should not use professional relationships with pupils for private advantage.
- The service providers should not disclose information about pupils obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law.
- The service providers should respect the professional standing and opinions of his colleagues and should maintain in his relations with them the highest standards of professional courtesy.
- The service providers should be prepared to help in all possible ways junior colleagues and those in training. They should accept the authority of senior professional colleagues while retaining the right to express professional opinion.
- The service providers should recognize his obligation to advance the causes of education and hence the causes of the teaching profession. There should recognize his obligation to improve his effectiveness as service providers in every possible way.
- The service providers should recognize his responsibility for his own actions and judgments and he should be prepared to stand by their consequences.
- The service providers should recognize his duty to manifest responsibility, individual initiative, and integrity in his teaching and other professional actions within guidelines laid down for the profession.
- The service providers should not knowingly make a false statement concerning the qualifications and competence of a candidate applying for a position. The
service providers should not accept gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

- The service providers should not attempt to influence the Minister, the Department of Education, or an educational board on matters affecting service providers unless so expressly requested by the Minister, Department, or educational board in his official capacity. It should not be correct for any senior professional colleague or any service providers to censure other service providers or to criticize their work in the hearing of pupils and/or the general public. It should not be correct for any service providers by public statement to bring the profession, his school, or the department in which he works into disrepute.

- The service providers should appreciate that, while as a professional person he must accept responsibility for his actions; his duty should be to carry out reasonable instructions from senior professional colleagues.

**Recommendation in General**

The findings of the present study directed to derive the following recommendations

- There are more than 200 courses offered for the students, the students should be given the list and they have to select the course they are interested after which the Government, the management of Aided and Matriculation schools should appoint teachers and provide the basic facilities for that particular course.

- The Government or the Management should be aware of the new infrastructure facilities for the students and immediately such changer should be bought to school. This can help the student for his improvement.

- As every Non-academic activity is equally important to Academic activity all the students Government, Aided or Matriculation school students should be thought
variety but uniform activities, so that on or other way they can exhibit, shine or develop themselves.

- The government should take initiative to improve libraries and laboratories in all institutions – A full time librarian and a lab assistant should be appointed in all schools.
- Co-curricular activities like discussion, seminars, and exhibitions should be organised in schools.
- The students from rural areas may be given better opportunities in the school to develop better study habits.
- Adequate and relevant practical work should be given for students this helps to improve their thinking and creative skill.
- Guidance and counseling centers should be started in schools so that the students can be helped to solve their educational problems.
- Teachers should adopt effective methods of teaching so that the students may develop interest in the subject.
- To make the achievement to high level efforts must be taken to strengthen the school environment.

The following requires immediate and focused attention on education services:

- The appearance of the institution’s physical facility, personnel and communication materials
- The caring, individualized attention, no partiality the institution provides its students
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- The ability of the institution to perform the promised service dependably and accurately.

The following strategies are suggested to improve services in educational institutions:

- Aggressive introduction of modular course on emerging fields of interest and based on the development on technology.
- Organizing seminars, conferences, lectures by experts on any emerging news for imparting knowledge for the students.
- Creating infrastructure that is on par with global standards.

The school must endeavor to alleviate the following ills plaguing the system:

- Limited number of core faculty – one teacher managing all subjects.
- Poor quality of faculty in terms of incompetence, insufficient qualification and lack of experience.
- Improperly structured courses and course materials.
- Admission norms and eligibility criteria greatly relaxed to accommodate larger number of students regardless of quality.
- Assessment procedures and criteria not properly defined with faculty following their own style.
- No good number of retired academicians to occupy prime positions and decision making posts exhibiting a lack of vision and enthusiasms.

Education system must also ensure that:

- Institutions do not abandon quality management after initial success.
- Faculty retention is given importance that talented faculties are not lost.
- Technology is integrated with the curriculum.
Summary of Findings, Suggestions and Conclusion

- Practical learning is fostered.
- Tuition and fee levels are within an affordable range or are supplemented by scholarships.
- Emphasis is on quality of learning and not just testing (examination oriented).
- All facilities must be created for holistic development that includes co-curricular, extra-curricular and community-oriented activities.
- The Government must develop the infrastructure facilities. The Government schools are not having enough infrastructure facilities like in private schools.
- It most of the rural schools the teacher student ratio in too low (5 classes: 2 teachers). Merely introducing common syllabus we can't expect uniform education development in all schools. The state Government should came forward to allocate more finance to the education development.
- Most of the politicians expect the State Government should come forward to provide LKG and UKG education to all the rural students. Because, all the urban area students are going in the 1st standard after completing these courses. But most of the rural students are joined without these courses. So far four committee are arranged to analyze Indians education position. All these committees are recommends one thing severally that is "nearby schools with mother tongue common schools".
- A child should get its education without going long distance. For that Government should construct more no. of schools in rural areas. So for the Government didn't explained about the nearby schools construction.
Government school teachers are getting more salary than the private school teachers. But the pass percentage is too lower than the private schools. Government didn't give more attention to praise the teachers and also punishing then when they are mislead.

Every year Chennai Municipality receives Rs. 70 crores as education tax. As per 1st April 2009 situation the idle amount is Rs. 120 crores with his amount the Chennai municipality can improve the 250 corporate schools to star category. Government should concentrate on spending collected amount towards school education development.

Even though the Government schools are giving free lunch, no fees, free uniforms and free text books, still most of middle a low class peoples are interested to get the appoint form the private schools. The Government should give been attention towards this actions it should find the reason.

Most of the rural students are stopped their education in between (nearly 70% of the students stop their education with in 10th STD) classes. The reason is poverty and also the schools infrastructure education plan, test formation and also job opportunity from the education. The Government should try to change the education system of our state. The every student should be assured with job opportunity.
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Recommendations to Various Groups

- **To the Government:** Government can give some prior opportunities to the government schools in political. While designing any plan, the government can consider the issues of government schools. The opinions of government school service receivers could be respected by the government while taking crucial decisions regarding development of the school.

- **To the Curriculum Designers:** Curriculum designers can include the topics like personality development in every discipline of studies. They can split the entire units in small logical sequence in such a way that it could be easily understood and learnt by all the students irrespective of their level of discrimination. This will definitely enhance the positive self evaluation of the late adolescents.

- **To the Administrators - Headmaster:** The school administrators can provide a good exposure to the students in the society. They can encourage the students to participate in social activities by engaging them in programmes like NSS, NCC. The college management can conduct programmes or events to endeavor the individuality of the students. It could provide equal opportunities for all the students to take some responsibilities in few administrative works. Also the administration has to give rights to the students to raise any questions against its activity.

- **To the Teachers:** The role of teachers in molding the personality of students is much essential. By giving proper encouragements to the students in academic, athletic and social aspects, their professional ethics can be improved. By allotting them in some responsible tasks like monitoring, guiding to peer group members, enrolling them in some leadership activities, their self worth can be realized by
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their own selves. As teachers are considered as second parents of students, care should be extended to the students in order to feed for their affective domain. Students should be trained to make right decisions by exploring all possible alternatives. For this the teacher should give proper guidance. By giving the tasks according to their level of ability, and providing possible encouragements to them, the self esteem of the students could be enhanced. Originality of the students should be respected by the teachers.

- **To the Parents:** Parents can give some responsible tasks to their teacher and should trust them in all aspects. They should help their children to explore what is good and bad. They should accept the positive changes that are taking place in their children and must help them to channelize those changes in a proper way. Encouragements should be given by the parents while their teacher is in interaction and depression. Appreciation and sufficient support must be given to the adolescents while they take good decisions. Parents should spent adequate time with their children in order to make them to realize their responsibilities in home and society. Parents should cheer up the minds of adolescents with positive thoughts.

- **To the Students:** Students themselves can find out some special talents hidden in them by participating in some extracurricular activities and can continue to practice it to enrich that skills. Students should learn to find out good qualities in others and should practice to appreciate others. This will help not only others but also their own self to improve their personality. Students can have good role models who were succeeded in their lives, to overcome depressions. Every
individual should take time to analyze their own self and should try to find out their own strengths and weaknesses. They should think about how their strength could be enriched and what all the ways to eliminate their weakness are. Above all they should learn to accept themselves as they are. To improvement in students behavior activity of the involvement to the teacher ethics.

6.4 CONCLUSION
In the present era, it is not natural resources or natural wealth which distinguishes an affluent society from a backward one – it is the accumulation and development of the knowledge resources. Education was never as important a utility as it is today. People, however, differ in the benefits they seek from the educational services offered to them. It is important, then, in order to be able to satisfy these needs and wants effectively, that a marketing orientation be applied to the conceptualization, design and delivery of the educational service. This is even more imperative in a developing country like India where resources are scarce and better match between needs to understand the behavior of the target population and the criteria they use to exercise choice. The education service offered by the institutions must reflect the organisation’s response to the identified needs and wants of the target segment in a given socio-economic context.

Education is considered as the physical intellectual emotional and ethical integration of the individual into a complete man, every child that enters the portals of education, enters it with a cultural heritage, with a particular psychological trait bearing within him the effects of his family environment and social surroundings. At present education is provided both by the government and private sector, those who can afford to pay the cost, they receive education provided by the private institutions where the
infrastructures relatively better. But the poorer sections of the society are left to receive education at government institutions where infrastructure is poor in most of the cases. It results in less competitive skill among the students coming out of government institutions. Hence it is the need of the hour to strengthen the infrastructure in government institutions. It will help the poorer section of the society to receive better education.

When the study was started by the researcher education was one among the services sector later while the course of the completion the researcher found and it was evident that education was services sector only in books and theories and not in practical or reality, the situation is that only the higher class and higher income group is able to provide quality education for their children where as the rest remain the same though knowing the importance of education still bounded as slaves not physically but mentally. A situation should arise where there should be a tough completion in admitting their children in government schools that provide quality education, good coaching high standard of infrastructure facilities, this period will be the real independent day for our nation where all other nations will turn back to see how we have grown and will seek help from our nation for Education.

Educational institutions, public or private, are supposed to accelerate the rate of human capital formation. This is possible when they have a defined goal, a set target and well thought strategy. Right from the first stage of learning to the last stage of developing knowledge, they are supposed to sub serve the social interest, vis-à-vis organisatonal and the national interest, of course, both are inter-related. The crying need of the hour is to
innovate education and to market it in such a way that institutions and students both are found benefited.

Since a strong foundation can only allow us to construct a strong building bearing the efficiency of facing threats and challenges albeit in a rough weather. For activating the process for socio-economic transformation, it is pertinent to increase the rate of human capital formation. The educational institutions bear the responsibility of accelerating the rate by improving the standard of education. But here they also bear the responsibility of protecting the culture. The Time-tests norms are required to be maintained and every chance of an invasion on culture is to be checked. This is not only to protect our cultural heritage, to safeguard the civilization but also to promote ethical values, work culture, organisational culture and national excellence. If educational institutions do not assign due weightage to these components, how can we expect a statesman showing dedication and a sense of commitment to nation, the team of policy makers having a social-orientation an executive formulating a sound mix for the time honored and cost effective implementation of policy decisions, the persons engaged in white-collared jobs working honestly and efficiently, and a teacher playing a decisive role in developing quality human resources and transforming the society. In a true sense, culture is the most sensitive device to promote excellence and ethical values. For the whole study is clear that only education can change the whole economy, thus our country can become a developed country only when our education system reaches a position called standard and quality education to all without any caste or creed.

To sum up, the growing needs of Indian Service industries can only met through the development of professional and Educational Services in India. It is a fact that
software consultants are internationally accepted for their excellence. Again Service sectors constitute nearly 51% of the GDP and India became the fourth largest economy in the world just because of its superior and competent young talents. India is having the largest pool of technologies trained man power in the world and is going to become theirs country with most talented youngest population below 30 years of age. This talented young generation should and is found and developed in their higher stage itself “The Service Providers.”

The service providers should have the right to protest against instructions. Senior professional colleagues should give a service providers all support and help that is in their power to make the service provider’s work effective, consult and inform him on matters affecting his work and treat him with justice and dignity, not least when it becomes necessary in the interest of pupils and other colleagues to attain greater efficiency and more ethical professional behavior. The service providers should recognize the right of a parent to consult him, through proper channels, on the welfare or progress of a pupil. The service providers should recognize the right of a parent to be consulted about any matter which concerns the future development of his child. The service providers should do nothing to undermine lawful parental authority, but should be prepared to give advice which, in his professional view, is in the best interest of the pupil. The service providers should make every effort to encourage parents to interest themselves actively in the education and welfare of their children. The service providers should act within the community in a manner which enhances the prestige of the profession.
Summary of Findings, Suggestions and Conclusion

6.5 FUTURE AGENDA FOR FURTHER RESEARCH

- A study on services marketing of educational institutions in Tamilnadu
- A study on services marketing of educational institutions in Tamilnadu
- A comparative study on services marketing of educational institutions in Kerala and Tamilnadu (other states also)
- A study on services Quality rendered by various educational institutions in Tamilnadu
- A comparative study on services Quality rendered by various educational institutions in Kerala and Tamilnadu (other states also)
- A study on the quality gap in education.
- A comparative study on the quality gap between two different services industries (e.g. Education and hospital, hospital and tourism etc.)
- Common syllabus and its impact on students education