CHAPTER – III
SERVICES MARKETING AND SCHOOL EDUCATION - AN OVERVIEW

“Education secures honor at the hands of the State, not money”

3.1 INTRODUCTION

Service industries are quite varied. The government sectors, with its courts, employment service, hospitals, loan agencies, and schools, are in the service business. The private non-profit sectors, with its museums, charities, churches, colleges, foundations, and hospitals, are in the service business. A good part of the business sector, with its airlines, banks, hotels, insurance companies, law firms, management consulting firms, medical practices, motion-picture companies, plumbing-repair companies, and real estate firms, is in the service business. Many workers in the manufacturing sectors, such as computer operators, accountants, and legal staff, are really service providers. In fact, they make up a “service factory.”

We define a service as follows: A service is any act or performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything.

Basically the entire market of education service can be divided into: Primary Education, Secondary Education, Higher Education, and Education for people with special needs, Corporate Education, Adult Education, Vocational Education, Physical Education, Spiritual Education, and Professional Education. In this study made Educational Institutions means the schools-Primary, Secondary and higher secondary schools.
3.2 DEFINING SERVICES PHENOMENON

One of the first to define services was the American Marketing Association, which, as early as in 1960, defined services as “activities, benefits, or satisfactions which are offered for sale of goods.” This definition took a very limited view on services as it proposed that services are offered only in connection with the sales of goods.

In 1963, by Regan suggested that: services represent the intangibilities yielding satisfaction directly (transportation, housing), or intangibles yielding satisfaction jointly when purchased either with commodities or other services (credit, delivery)“.

Robert Judd defined services as “a market transaction by an enterprise or entrepreneur where the objects of a tangible commodity”.

In 1973 Bessom proposed that “for the consumer, services are activities offered for sale that provide valuable benefits or satisfactions; activities that cannot perform for him or that he chooses not to perform for himself”.

Stanton in 1974 defined services as “separately identifiable, intangible activities which provide want satisfaction when marketed to consumers and industrial users and which are not necessarily tied to the sale of a product or another service”.

Lehtinen, in 1983, defined services as “an activity or a series of activities which take place in interactions with a contact person or a physical machine and which provides consumer satisfaction”.

Kotler and Bloom, in 1984, defined services as “any activity or benefit that one party can offer to the other that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product”.

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Gummesson highlighted the intangible nature of services defined “services as something which can be bought and sold but which you cannot drop on your foot”.

Gronross proposed a working definition, “a services is a activity or series of activities of more or less intangible nature that normally, not necessarily, taken place in interactions between the customer and service employees and/or physical resources or goods and/or system of the service provider, which are provided as solution to customers problems”.

Recently according to Ivanovie, “a service is the work of dealing with customers, or payment for the work, services is benefits which are sold to customers or client such as insurance, transport and education”

Adrain Payne has defined services as an activity that has an element of intangibility associated with it and which involves the services provider’s interaction either with the customer or with the property belonging to the customer. The service activity does not involve the transfer or ownership of the output.

According to Philip Kotler, service in “any activity of benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product.”

Therefore, it can be said that services are those activities, which satisfy wants. Some services are offered individually while some services are offered as a supplement to a product purchased or a major service consumed by the consumer, Essentially, Services are intangible but sometimes they may involve the use of some tangible goods. In such case, the title of goods doesn’t change from the service provider to the customer.
3.3 SERVICES MARKETING IN EDUCATION

Formal education begins at the school age and depending upon the choice, vocation, and circumstances of the pursuer, matures into intermediates and higher levels of learning, ramifying into professional and specified fields. Apparently, benefits sought from higher and professional or vocational courses are more tangible or measurable in terms of entry qualification to a chosen profession, certification to enable practicing a profession or relative ease of access to a suitable form of livelihood. Education as a service, can be said to be fulfilling the need for learning, acquiring knowledge – providing an intangible benefit (increment in knowledge, aptitude, professional expertise, skills) produced with the help of a set of tangible (infrastructure) and intangible (faculty expertise and learning) means, where the buyer of the services does not get any ownership. He may have tangible physical evidence to show for the services exchange transaction but the actual benefit accrued is purely intangible in nature.\(^45\)

The justification for aligning Education with marketing is on the ground that the Educational institutions are made financially self-sufficient. The programme of expansion can be implemented in time as the Educational institutions prefer to generate internal resources for that purpose. The promotional measures help potential users in getting the required information and making the decision quickly. The main aspect in the Education Services in India today is availability of world-class Service to the users. This is made possible only when an Educational institution offers suitable product mix, keeping in view the changing socio-economic requirements. They need to adopt a pocket-based pricing strategy in which no-income group would get free of cost Services, low-income group would be given subsidized

\(^{45}\) Education, **Facts for You**, Jun 2010, p.36.
Services, and middle-income group would be made available cost-based Services and the high-income group would be made available cost plus subsidy based Services.⁴⁶

Education is a Service that is geared primarily to the consumer market; therefore it can be classified as a consumer Services rather than an intermediate or industrial Service, though packages of industrial training are also designed for the organizational customers for majority of customer for whom Education and pursuit of knowledge are expressive motives. By its very nature Education is essentially a people based Services though some Service delivery systems may make heavy use of technology and equipments. Services have also been classified on the level of personal contact or high contact Services recent developments in open and distance learning system have successfully countered the challenge of constantly maintaining high levels of contact, by creating specialised kinds of user friendly course material and using multi-media and web based technology to gain access to students.⁴⁷

3.4 CHARACTERISTICS AND IMPLICATIONS OF EDUCATION

**Intangibility:** Education like most pure services is an intangible dominant service – impossible to touch, see or feel. Evaluation of this service however can be obtained by judging services content like curricula, course materials, student workload, and constituent faculty and the service delivery system. The consumer, based on these evaluations, has a number of alternative choices before him and may make selection on the basis of his own evaluation referrals; opinions sought from others and of course a brand or corporate image of the organisation providing education. At the end of the service experience, the consumer gets something tangible to show for his effort they are the certificate or a grade card denoting his level of proficiency in the given course. Reasons for mental an palpable intangibility,

- Education cannot be seen or touched and is often difficult to evaluate. It is, therefore, imperative to build in “services differentiation “in the basic product to enable competitive positioning.

- Precise standardisation is difficult. The lack of standardisation also opens up the marketing opportunities of crating highly differentiated need based course packages, suitable to chosen target groups of customers or serving specialised and localized needs.

- Education as a service cannot be patented. This feature implies that course designed or developed at one institution can be replicated and offered at other institutions. Only those discernible strengths which have their basis in the people resource cannot be easily replicated. Hence, the added importance of faculty selection and motivation for educational institutions.
Perishability: Services are perishable and cannot be stored. To an extent education displays this characteristic which results in certain features.

✓ Production and consumption are simultaneous activities. This is true of most conventional teaching institutions where face to face teaching necessitates simultaneous production and consumption. The use of technology, have made possible for production and consumption of the services to be carried out at different times – the use of audio-video inputs and preparation of course materials to the students across the consumption population are designed to meet the challenges posed by the Perishability character of services.

✓ No inventories can be built up. This is true of most services, as well as education, as an unitized services like course on offer, o a lecture scheduled to be delivered cannot be stored, if there are no students enrolling for the course or to attend the lecture. This factor opens up the challenges of managing the services in the face of fluctuating demand. The marketing implication of Perishability necessitate that a better match between supply and demand for educational package would need to be made. Course design and course offered need to be preceded by a need analysis of the target population before the decision to launch them is made. This point towards the use of marketing research techniques for services development and planning but more than that it necessitates a shift from “institutions orientation” to “student’s orientation”. In consonance with the marketing concept, the capability of finding a better fit between the need of society and the design of the offering would define the difference between an effective and non-effective educational institution.
Inseparability: Services are also characterised by the factor of inseparability in the sense that it is usually impossible to separate a service from the person of the provider. In the context of education, this translates into the need for the presence of the performer when the service is to be performed and consumed. The distribution mode is often direct that is no intermediaries are involved; the transfer of knowledge is directly from the provider to the learner, as noted before, open learning system have overcome the characteristics of inseparability by incorporating the teacher into the material and bringing about a separation between the person of the producer and the service. A direct marketing implication of this inseparability is the need for more effective scheduling of operations.

Heterogeneity: Heterogeneity, in the context of service, means that unlike product manufacturing situations where design specifications can be minutely standardised of courses according to some basic “service product” from different institutes vastly different from each other. In terms of marketing implications, the heterogeneity characteristic of educational services necessitates careful personnel selection and planning, constant and careful monitoring of standards which can provide clues to the prospective customers to aid choice of institutions.

Ownership: Ownership or the lack of it also characterises services. In the context of education, the customer only buys access to education or derives the learning benefits from the services provided. There is no transfer of the ownership of tangibility and intangibility which have gone into creation of the services product. Payment of fees is just the consideration for access to knowledge ad for the use of facilities for given tenure.48

3.5 MARKETING STRATEGY IN EDUCATIONAL INSTITUTIONS

While framing a marketing strategy, marketers are required to ensure that the strategy takes into consideration organizational needs and environmental factors. The special features of education service too have a significant influence on framing a suitable marketing strategy. The different steps involved in the marketing of educational services are discussed below:

**Analyzing market opportunities based on the marketing goals:** The first task of a service marketer is to identify the opportunities in the market. Through reliable marketing research and information systems, it can identify buyer wants and expectations and assess the market size. Depending on the attractiveness of the market, the service provider can design and offer services to the identified market segment or the general market.

**Determining Target customers and Identifying their needs and preferences:** Identifying the target customer group is the next step for the marketer. The marketer can in fact, choose to target a specific segment or cater to the general market. For example, when a service provider wants to enter the education market, he needs to identify whether he’s going to cater to the needs of customers of primary education or secondary education or higher or professional education. This also helps him to make the right use of the marketing mix. To design and offer a service that suits customers’ needs, it is important for marketers to first identify their needs and preferences. Customers of an educational service might have varying needs and preferences. They might want a mere certification or real knowledge or knowledge along with assured placement.

**Evaluation of competitors’ strategies:** In this globalize era, no institution can afford to ignore competitor’s strategies. The service provider has to keep a continuous watch on competitors’ strategies and redesign his own accordingly from time to time. For example, when an
engineering/science college stresses more on its excellent laboratory facilities and attracts students, a competitor has to develop a strategy to counter that and perhaps stress on industrial training and exposure to attract the target segment.

**Positioning a service for the target segment:** Once the marketer has identified the target segment after analyzing the market opportunities and assessed the competition, the next step is to position the service for the identified market segment. Due to their intangibility, positioning becomes a little difficult for educational services. However, building a strong differentiation in the service offering can help the marketer position his service offering can help the marketer position his service uniquely in the customer’s minds.

**Continuous evaluation:** Most education services, especially those in the Indian scenario, are job oriented. Due to the dynamic nature of the industry, the market for education services is also quite dynamic. So, marketers have to continually evaluate the change in the market and revisit their strategies from time to time for their relevance and effectiveness.

However, marketing strategy employed for Educational Services is based on:

- The dominantly intangible nature of Education Service which make the consumer’s choice of competitive offers more difficult.
- In case of delivery system where the performance of the Service demands the presence of the instructor, marketing of Education would need to be localized and offer the consumer a more restricted choice and
- Perishability which add risk and uncertainty to the marketing of Education, especially in the event of fluctuating demand for courses/instructors/disciplines.49

49 *Services Marketing-People, Technology, strategy*: Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee, Pearson Education, Pg: 3 to 24.
3.6 THE MARKETING OF EDUCATION SERVICES

The traditional 4Ps concept developed for marketing of products has been conceptually extended with 3 more Ps to explain the marketing elements used for services. On the whole the 7Ps are Product, Place, Price, Promotion, People, Physical Evidence, and Process. The Educational Services: The ‘basic service package’ describes the bundle of services that are needed to fulfill the needs of the target market. Extending this to the education sector, the basic service package determines the entire package offered which is designed to fulfill the learning needs of a target population. For decision making purpose, it is essential to recognise this basic package as consisting of three elements. They are – the Core service, the Facilitating services and the Supporting service.

Core service is the reason for being in the market. Faculty expertise and the accumulated experience at the institute represent the core resources. In order to make the core services to make possible for students to avail of these services, class schedules, counseling services etc enable the students to make relevant specialisation choices, and library facilities are required so that students are facilitated in deriving the benefits of the core service(learning).

These services are called the Facilitating services, course materials, in the form of books and prepared course notes, instruction manuals, computers, classrooms and class equipments are examples of facilitating goods that help to reach the core benefit. The third element of service that goes to make the basic services package is the Supporting service.

Like facilitating service, they are also auxiliary to the core benefit but their objective does not lie in facilitating the use of core service, rather they are used to enhance the value of

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50 Services Marketing – Text and cases: Rajendra Nargundkar, Tata McGraw Hill, New Delhi, Pg: 1 to 40, 272 to 294.
the core product and to differentiate the service offer from other comparable offers. High quality residential facilities, good network of exchange relationships with business organisations, do not facilitate the learning process but add value to the service offer by adding to the utility derived from the total offer. The basic services package, however, is not equal to the services perceived by the customers. An excellent basic education package, along with its facilitating and support service elements, may be destroyed by the way students are handling or student’s interaction is managed. The education services market, as already discussed, is a dynamic market with immense scope. There are a good number of players entering the market as the entry and exit barriers are not too high. However, both new players and existing players have to choose their marketing mix carefully to survive the tough competition and fluid market conditions and eventually thrive in the market.

**Product in Educational services:** Product in the education service market is the entire package offered to the student in terms of the topics to be covered, the extent of coverage, number of classes the duration of the course, the attention given to each student, etc., For example if an institute offers a training program in communication technology, it is essential that it offers courses on the latest technologies in the industry. This would help the institute attract students and also charge high fees. Therefore, offering the right product assumes a lot of significance. An educational institution has to ensure that it syllabi are comprehensive and up-to-date covering the basics of the subjects and related current issues as well.

**Place in Education Service:** The place in education service includes the distribution channel and the location for service delivery. As discussed earlier, the role of intermediaries is almost non-existent in the case of education services. The tutor delivers the service and the student consumer it simultaneously. However, in recent times, franchising, distance education,
interactive scope learning and correspondence education have created for distribution channels to deliver the service to students.

**Pricing Decision in Education Service:** Pricing decisions are vital as they are directly to the objectives of organizations. Such as achieving a certain ROI or increasing the revenues by a certain percentage. No organization can survive without profits in the long run except the government funded or charitable institutions. So implicitly, price assumes the center stage for any organization. For an education service, the price paid by the customer is known as the fee and generally this is subject to many constraints mainly in developing and underdeveloped countries. In some of the developing countries social and political concern take priority over financial concerns in pricing the service. In these countries education is considered as an amenity to be provided by the government, free of charge or at a subsidized price. The pricing of services offered by educational institutions funded partially or fully by government is generally based on the rules and regulations framed by the government from time to time. Such as the ability of the consumer to pay and some social issues like reservations and fee-concessions for the weaker sections of the society.

**Promotion in Education Service:** Promotion plays an important role in education services marketing today when there is immense competition in the sector. Effective promotion will act as an effective tool for an education institution and help in

- Creating awareness of the organization and the various course offered by it, among the customers
- Communicating the special features of the service like faculty infrastructure etc., to the customers.
- Developing brand equity for the organization and its services
• Persuading the consumers to buy the service by offering different benefits

• Penetrating the existing markets.

• Capturing new markets

• Attracting the best student as they add value to the institution

Education service providers are continuously developing innovative promotional strategies to beat the heat of competition in the market and attract more and better students.

Some of the strategies adopted by them are discussed below.

• Conducting career planning seminars in hotels and community halls, which are geographically accessible to all for instance, various coaching institutes conduct this type of seminar.

• Conducting student counseling sessions.

• Conducting demo classes that give an overview of the course and the teaching methodology.

• Providing scholarship and fee concessions to attract the best students.

• Issuing prospectus free of cost for example IIPM gives its prospectus free of cost to the students.

• Offering foreign exposure through exchange programs. The IBA offers and overseas corporate tour’ to its students to attract them.

• Advertising innovatively and effectively.

• Adopting a good PR (Public Relations) strategy and staying in the news.
People and Education Service: People in this case, the faculty, play a role of unparalleled importance in marketing educational service. The quality of education delivered by an educational institute is dependent on the faculty among other factors like infrastructure. It is not the qualification and experience of the faculty alone, but their ability to relate to students and ably guide them that builds their reputation and attracts students.

Process and education service: There are several processes in educational institutions, starting from the admission of students, to conducting examinations and from recruitment of faculty to conducting classes. Any error in any of these processes will have an effect on the performance and reputation of the organization. Each of these processes consists of some sub-processes, which have to be taken care of.

Physical Evidence in Education service: In education service, physical evidence can be provided in the form of infrastructure like the classrooms, the laboratories, a well-equipped library, good hostel facilities, displayed trophies and shields won by the students displayed certificates of alliance, etc. Like in the case of any service physical evidence is very important to market the service to the customers, given the intangibility of the service. The growing awareness of the importance of education among the masses, Corporation of education, innovations in technology and privatization of educational services have led to dramatic changes in the field. Gone are the days when students joined the nearby school or college and decided to earn a bachelor’s degree to secure jobs. Today’s youth are keen on having a good career and making a mark. The importance of having a good education and building a career is the dream of most youngsters. Their parents also share their dreams. Also they have so many options to choose from, the subsidized and government owned institutions, private as well as foreign educational institutions.

51 Marketing of Services: Bidhichand, Rawat publication, Jaipur, Pg: 17 to 23.
3.7 SCHOOL EDUCATION

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Etymologically, the word education is derived from educare (Latin) "bring up", which is related to educere "bring out", "bring forth what is within", "bring out potential" and ducere, "to lead". Teachers in educational institutions direct the education of students and might draw on many subjects, including reading, writing, mathematics, science and history. This process is sometimes called schooling when referring to the education of teaching only a certain subject, usually as teachers at institutions of higher learning. There is also education in fields for those who want specific vocational skills, such as those required to be a pilot. In addition there is an array of education possible at the informal level, such as in museums and libraries, with the Internet and in life experience. Many non-traditional education options are now available and continue to evolve. A right to education has been created and recognized by some jurisdictions: since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.  

Collins concise encyclopedia (1977) defines Education as a process of training and developing knowledge, skill, mind and character. In a way education is development of desirable habits, skills and attitudes, which make an individual a good citizen. In the process of education, the teacher tries to shape the behavior of younger children in accordance with aims and goals of national life.

3.8 HISTORICAL BACKGROUND OF INDIAN SCHOOL EDUCATION

Traditional Indian education boasts of the Vedas, the Puranas, the Ayurveda, the Arthasashtra, and many more and is a marvel of the Indian intellect. In the system of Gurukula (ancient Indian system of dispersing knowledge) the adolescent boys stayed in the house of the teacher (guru) to gain knowledge over a stipulated time-period. The Brahmacharya (celibacy) state was observed till a certain age while women and lower caste people had no access to education in the Middle Ages. The reform movement spread by the Sufi, Bhakti, Jain and Buddhist religions reduced the pain of the oppressed segments of the society and educational reforms gained eminence in the nineteenth century. After independence, education for all was the mission of the government. The unhealthy practice of discriminations was removed by the 86th Constitutional Amendments and education has been made compulsory for the age group 6 to 14. The significant gap between the rate of urban and rural literacy is being bridged and the UGC was set up in the year 1953 to regulate the processes of educational development in the country. Currently, there are 17000 plus colleges, around 20 universities (central), 217 universities (state), and many deemed universities as well as national institutions. The national institutions of international fame are the IIT's and the IIM's. The Indian School of Business (ISB) in Hyderabad holds a global rank of 15 in the field of management education. However, the efforts of upgrading the standards of Indian Education are not meeting with success, due to hurdles in accessibility, poverty and other factors. Due to widespread poverty the government of India is not able to achieve higher success in the implemented projects. The 11th 5- year plan alleviates the importance of development in the education sector and primary education as well as higher education is given equal importance in this plan.
Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: federal, state, and local. Child education is compulsory. Western education became ingrained into Indian society with the establishment of the British Raj. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government. India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress especially in Higher education, Scientific research has been credited to various public institutions. The private education market in India is merely 5% although in terms of value is estimated to be worth $40 billion in 2008 and will increase to $68 billion by 2012. However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. As of 2008, India's post-secondary high schools offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree. As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education.53

3.9 EDUCATION SYSTEM OF INDIA

Till the recent past it was believed that premier education is not available in India, but the current development in the educational sector has led to the belief that quality education is indeed available in India. Research done in the past has highlighted loopholes in the curriculum and methodologies but these criticisms had acted upon and amendments were made. These included changes in the syllabus, introduction of new courses and dynamic methodologies. Modern infrastructures and teachers with adequate training are facilitating cutting-edge delivery of content; connected E-learning (called C-learning) is in vogue and today, India is attracting students from South Africa, China, Canada, France, Germany, Canada, Australia, UK and USA. This unbelievable progress in the educational scenario also includes low costs of tuitions as compared to the western countries. The basic divisions in the academics include primary, secondary, senior secondary and higher education. Elementary education is till standard 8 while secondary and higher secondary education consists two years each. Graduation is between three to five years depending on the course after which there is an option for post-graduation (a two-year course) and research.

**The recent initiative of the government towards School Education includes:**

- An Information Technology teacher should be appointed in every school.
- The ICSE and CBSE curriculums have gained eminence.
- Unit tests from Class 1 till Class 8 has been done away with in Maharashtra.
- Foreign universities are being given green signals to open campus in India. These universities are also collaborating with Indian institutions to disperse combines curriculums.
Most education services are targeted at the consumer segment, though Education services are offered to corporate customers too. This can also be a basis for classification of education services. Education can be classified into primary, secondary and higher education. Another classification is made based on buyer’s intentions and motives in using the service.

Services can also be classified into people based service and equipment based service. Education is a people based service, where the role of the instructor is invaluable and his interaction with the student, inevitable. Even though modern systems make use of equipment like LCDs, communication systems like the internet and computer systems, the role of the teacher cannot be ignored. Some authors classify services into low contact and high contact services. Education is a high contact service in its traditional form. However, the interaction is becoming insignificant with the introduction of open and distance learning systems, multimedia based tutorials and online training. Management educational programs in specialized areas like insurance, banking and finance and technology programs through the distance mode are examples of low contact service.

Basically the entire market of education service can be divided into: Primary Education, Secondary Education, Higher Education, and Education for people with special needs, Corporate Education, Adult Education, Vocational Education, Physical Education, Spiritual Education, and Professional Education.
3.10 STRUCTURE OF FORMAL EDUCATION

Today education system in India can be divided into many stages.

Chart 3.1
Structure of Formal Education
• **Pre-Primary** - It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.

• **Primary** - It includes the age group of children of 6-11 years studying in classes from first to fifth.

• **Middle** - It consists of children studying in classes from sixth to eighth.

• **Secondary** - it includes students studying in classes ninth and tenth.

• **Higher Secondary** - Includes students studying in eleventh and twelfth classes.

• **Undergraduate** - Here, a student goes through higher education, which is completed in college. This course may vary according to the subject pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a simple graduate degree can be attained in three years.

• **Postgraduate** - After completing graduation a student may opt for post graduation to further add to his qualifications.

The top schools of India are either affiliated to the Central Board of Secondary Education (CBSE) or Council for the Indian School Certificate Examinations (CISCE). Some of the top schools are also affiliated to the respective state education boards. The top schools in India are best known for their world class infrastructure, academic facilities, qualified teachers and other facilities. The residential and boarding schools in India have also earned a special place in the field of school education over the years. The top schools in India follow the 10+2 pattern of education. Apart from education, a lot of stress is also given on the extra-curricular activities, sports and other activities. Tirunelveli district, which is called 'Oxford of South
India’, has a rich tradition in education. The district has a large number of educational institutions both in the government and the private sector.

### Table 3.1

**Stages of Schools in India**

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<th>MANAGEMENT WISE</th>
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</table>

Source: Secondary Data
Primary Education: Primary school in open air. Teacher (priest) with class from the outskirts of Bucharest, around 1842. Primary (or elementary) education consists of the first 5–7 years of formal, structured education. In general, main education consists of six or eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising. Under the Education for All programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory for children to receive primary education. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education are mostly referred to as primary schools. Primary schools in these countries are often subdivided into infant schools and junior school\(^5\).

Secondary Education: In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school for adults. Depending on the system, schools for this period, or a part of it, may be called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies

from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years. In the United States, Canada and Australia primary and secondary education together are sometimes referred to as K-12 education, and in New Zealand Year 1-13 is used. The purpose of secondary education can be to give common knowledge, to prepare for higher education or to train directly in a profession. The emergence of secondary education in the United States did not happen until 1910, caused by the rise in big businesses and technological advances in factories (for instance, the emergence of electrification), that required skilled workers. In order to meet this new job demand, high schools were created and the curriculum focused on practical job skills that would better prepare students for white collar or skilled blue collar work. This proved to be beneficial for both the employer and the employee, because this improvement in human capital caused employees to become more efficient, which lowered costs for the employer, and skilled employees received a higher wage than employees with just primary educational attainment. In Europe, the grammar school or academy existed from as early as the 16th century; public schools or fee paying schools, or charitable educational foundations have an even longer history.

Higher Education: Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic
degrees. Higher education includes teaching, research and social services activities of universities, and within the realm of teaching, it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as graduate school). Higher education generally involves work towards a degree-level or foundation degree qualification. In most developed countries a high proportion of the populations (up to 50%) now enter higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right, and as a source of trained and educated personnel for the rest of the economy.

**Adult Education:** Adult education has become common in many countries. It takes on many forms, ranging from formal class-based learning to self-directed learning and e-learning. A number of career specific courses such as veterinary assisting, medical billing and coding, real estate license, bookkeeping and many more are now available to students through the Internet.

**Alternative Education:** Alternative education, also known as non-traditional education or educational alternative, is a broad term that may be used to refer to all forms of education outside of traditional education (for all age groups and levels of education). This may include not only forms of education designed for students with special needs (ranging from teenage pregnancy to intellectual disability), but also forms of education designed for a general audience and employing alternative educational philosophies and methods. Alternatives of the latter type are often the result of education reform and are rooted in various philosophies that are commonly fundamentally different from those of traditional compulsory education. While some have strong political, scholarly, or philosophical orientations, others are more informal
associations of teachers and students dissatisfied with certain aspects of traditional education. These alternatives, which include charter schools, alternative schools, independent schools, and home-based learning vary widely, but often emphasize the value of small class size, close relationships between students and teachers, and a sense of community.

**Indigenous Education:** Increasingly, the inclusion of indigenous models of education (methods and content) as an alternative within the scope of formal and non-formal education systems has come to represent a significant factor contributing to the success of those members of indigenous communities who choose to access these systems, both as students/learners and as teachers/instructors. As an educational method, the inclusion of indigenous ways of knowing, learning, instructing, teaching and training, has been viewed by many critical and postmodern scholars as important for ensuring that students/learners and teachers/instructors (whether indigenous or non-indigenous) are able to benefit from education in a culturally sensitive manner that draws upon, utilizes, promotes and enhances awareness of indigenous traditions. For indigenous students or learners, and teachers or instructors, the inclusion of these methods often enhances educational effectiveness, success and learning outcomes by providing education that adheres to their own inherent perspectives, experiences and worldview. For non-indigenous students and teachers, education using such methods often has the effect of raising awareness of the individual traditions and collective experience of surrounding indigenous communities and peoples, thereby promoting greater respect for and appreciation of the cultural realities of these communities and peoples.\(^{55}\)

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3.11 STRATEGIES AND FACTORS DETERMINING SCHOOL EDUCATION

Institutional time is fixed as not less than 180 days a year for face- to–face instruction with the duration of the day of 6 hours and the class period of 40 min. Adequate time allocations are indicated for extracurricular activities, co-curricular activities, additional activities, library and other academic activities. The scheme of studies for the students include, Mother tongue, Regional languages, English, Scientific Tamil, Science (physics, chemistry, biology, botany, zoology) and Technology, social studies ( History, Civics, Geography), Health and Physical education, Art education and Work experiences, environmental studies, Moral studies and Computer application. These discipline based courses are chosen not only for the basic knowledge content but also as vehicles of imparting many skills and values. In addition to the formal class room interaction, school projects, assignments, seminars, field visits and laboratory training are indicated in the detail of syllabus for each course.\(^5^6\) There are several factors that play important role in determining educational status from house hold to national level. They are,\(^5^7\)

- Family income
- Parent’s education especially mothers education
- Employment
- Health and nutrition
  - order of birth
  - size of the family
- Parent’s knowledge, attitude and involvement

\(^5^6\) Michael J. Worth. “Elements of the Development Program.”New Strategies for Educational Fund Raising. Westport, CT:
\(^5^7\) G.Srikanthan(2009) A comparative study of factors determining education quality in the universities in developed nations, department of mechanical and manufacturing engineering, rmit university
• Gender
• Ability of the students
• Role of teachers
• Geographical area
• Educational infrastructure development
• Government policies
• Resource allocation for Education

N.B: The factors above mentioned were kept in mind while framing the Questionnaire and Interview Schedule.

3.12 GOVERNING BODIES OF SCHOOL EDUCATION

We have in this country today, divergent types and categories of schools. Broadly speaking, we have five to six types of schools. First category is the schools run by the states and union territories, these are largely vernacular medium schools. Second is the centrally administrated kendriya vidyalayas and novodya vidyalayas, Third is the private schools called the ‘public schools’ where English is the medium of instruction. We also have other types of schools affiliated to international boards like the international baccalaureate, Geneva. These schools are affiliated to various types of boards, which in turn differ in their curriculum, teaching learning materials etc. The kendriya vidyalayas affiliated to the central board of secondary education (CBSE), are created to later to the central government employees wards who are to move from place to place due to transfer of their parents. Nauodaya vidyalayas, created to nurture rural talents and also quite a number of private public schools are affiliated
to CBSE. There is also an ICSE, which follows its own curriculum. In our state Tamilnadu, the matriculation board where English can alone be the medium of instruction, has a little over 1000 schools affiliated to it. Every state also has its own board (state board), which follows its own curriculum and textbooks. A few states like Kerala follow the NCERT’s model curriculum and syllabi.  

The Central Board of Secondary Education (CBSE): This is the main governing body of education system in India. It has control over the central education system. It conducts exam and looks after the functioning of schools accredited to central education system.

The Council of Indian School Certificate Examination (CISCE): It is a board for Anglo Indian Studies in India. It conducts two examinations 'Indian Certificate of Secondary Education' and 'Indian School Certificate'. Indian Certificate of secondary education is a k-10 examination for those Indian students who have just completed class 10th and Indian school certificate is a k-12 public examination conducted for those studying in class 12th.

The State Government Boards: Apart from CBSE and CISCE each state in India has its own State Board of education, which looks after the educational issues.

The National Open School: It is also known as National Institute of Open Schooling. It was established by the Government Of India in 1989. It is a ray of hope for those students who cannot attend formal schools.

The International School: It controls the schools, which are accredited to curriculum of international standard.

3.13 BOARDS AVAILABLE FOR SCHOOLS IN TAMILNADU

- Anglo Indian Schools
- CBSE Schools
- ICSE Schools
- Matriculation Schools
- Play Schools
- State Board Schools

Table 3.2
Category of schools in India

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>RELATED CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Air Force Schools</td>
<td>-Schools for Blind &amp; Deaf</td>
</tr>
<tr>
<td>-Army Schools</td>
<td>-Schools for Gifted Children</td>
</tr>
<tr>
<td>-Catholic Schools</td>
<td>-Schools for Physically Challenged</td>
</tr>
<tr>
<td>-International Schools</td>
<td>-Sports &amp; Training Centers</td>
</tr>
<tr>
<td>-Military Schools</td>
<td>-Tuition &amp; Coaching Class</td>
</tr>
<tr>
<td>-Montessori Schools</td>
<td>-Educational Supplies</td>
</tr>
<tr>
<td>-Play Schools</td>
<td></td>
</tr>
<tr>
<td>-Private Schools</td>
<td></td>
</tr>
<tr>
<td>-Public Schools</td>
<td></td>
</tr>
</tbody>
</table>
CBSE: The Central Board of Secondary Education

CBSE is the leading school education board in India that conducts annual examinations all over the country for students of class 10 and 12 to assess their performance. There are over 5000 schools in India and abroad that are affiliated to CBSE. Besides conduction exams, the board also prepares syllabus for all the schools affiliated to it. Successfully clearing the exam is essential if a student wants to pursue a promising career in any field. It is one of the distinguished names in providing education to all students across India and beyond. The annual CBSE exams can become a tough nut to crack if students do not prepare well for the exams. At Merit nation, we realise the importance of the CBSE exams in the life of a student, so, keeping this in mind we have designed study courses to help them easily tide over these exams.

**CBSE Governance:** The Central Board of Secondary Education (CBSE) functions directly under the Government of India's Ministry of Human Resources Development. The Board has several statutory committees whose proposals are put before the governing body which takes the final call in implementing the suggested measures. CBSE has regional offices in Chennai, Allahabad, Guwahati, Ajmer, Delhi and Panchkula. The headquarter constantly monitors the work and functioning of the regional offices so that they maintain a certain standard. The
board primarily functions as a self financing body and the financial requirements are met through affiliation fee, annual examination charges and admission fee for PMT.

**Objectives of CBSE:** One of the primary objectives of the board is to bring about innovations in teaching and learning methodologies. This focus is being achieved by bringing about student centric and student friendly paradigms, and also through reforms in the exams and the evaluation process. The Board also works towards fulfilling the education requirements of students whose parents are employed in transferable job, the board ensures that the education of the students do not suffer at any cost. Thousands of students all over India and abroad have benefited from this.  

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**ICSE: Indian Certificate of Secondary Education**

Indian Certificate of Secondary Education (ICSE) examinations represent the annual class X examinations conducted by the Council for the Indian School Certificate Examination (CISCE), a non-government board. The examination is conducted throughout India across select schools affiliated to CISCE through English medium. ICSE essentially extends uniformity to the system of evaluation for general education, like AISSE examinations by CBSE. However, the CBSE and ICSE differ in terms of their content and approach. ICSE is generally considered the toughest board examination in India. Merit nation understands the

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59 http://www.indiastudychannel.com/schools/Index.aspx?BoardId=1
importance of good marks for a student when appearing for ICSE examinations. This why we offer some specially-designed study courses for students that make ICSE examinations seem a lot easier.

**Objective of ICSE**: The purpose of ICSE has been more than just examining the general education of students in CISCE affiliated schools. While the Council remains attentive to concerns of the students, ICSE division implements solutions to the concerns by improving syllabi, frameworks (for curriculum) and systems of assessment.

**Scope of ICSE**: Council for the Indian School Certificate Examinations (CISCE) board conducts ICSE examinations annually through English medium. It is a non-governmental and private board of education in India for grade 10. The board conducts ICSE examinations at various states/territories nationwide. The aim of the examination is to assess a student’s proficiency in general education (comprising of 7 subjects). The examinations are based on the curriculum prescribed by CISCE Board. The framework of the examinations is largely based on the recommendations of the New Education Policy 1986 (India). ICSE examinations are conducted for seven subjects that classified into three groups. Each subject may have 1 to 3 papers, thus the total number of papers in any ICSE examination ranges between 8 and 12 papers. Group I consists of four compulsory subjects including English and Social Science. Group II consists of 10 subject to choose any two, including Mathematics, Science, Economics and Computer Science. Group III consists of 13 subjects to choose any one, including Computer Applications, Art, Performing Arts, Home Science, Fashion Designing, Yoga and Foreign Language. A student is supposed to choose any two from Group II and any one from Group III. All papers from Group I are compulsory.\(^{60}\)

The Directorate of Matriculation Schools was set up in Tamil Nadu with the aim of providing quality education to students in the state. About 5% of the total schools in Tamil Nadu and an overall student population of a little over 25% come under the purview of the Tamil Nadu Matriculation Board. The students studying under this board follow a unique curriculum till class X, formulated by the Board of Matriculation Schools. The revision of the curriculum and syllabi of Tamil Nadu Matriculation Board schools had been brought into effect in a phased manner in the period from 2005-2008. With this, several macro as well as micro level changes were introduced, such as dividing the entire 14 years of schooling into distinctive stages with age-appropriate learning strategies and providing for seamless transitions between those stages, introducing computers at the primary stage etc.  

61 http://www.pallikalvi.in/
Tamil Nadu Board of Secondary Education was established in 1910, is under the purview of the Department of Education, Government of Tamil Nadu, India. Up to and ending at the secondary (class 10) level, the following streams of education are offered: the SSLC (Secondary School Leaving Certificate) stream, the Anglo-Indian stream, the Oriental School Leaving Certificate (OSLC) stream and the Matriculation stream. And for higher secondary (classes 11 and 12) there is single unified stream leading to the award of the Higher Secondary Certificate (HSC). The Tamil Nadu State Board of School Examination evaluates students' progress by conducting two board examinations—one at the end of class 10 and the other at the end of class 12. The scores from the class 12 board examinations are used by universities to determine eligibility and as a cut-off for admissions into their programmes. The jurisdiction of the board extends to schools located in the state of Tamil Nadu. Schools can choose to affiliate themselves to the Tamil Nadu Board of Secondary Education or to other boards—the CBSE or the ICSE—that are authorized to conduct secondary (class 10) and higher secondary (class 12) final examinations and award certificates to successful candidates. H.S.S. Lawrence is regarded in Tamil Nadu to be the Architect of Higher Secondary Education in Tamil Nadu.\(^{62}\).

\(^{62}\) [http://www.pallikalvi.in/](http://www.pallikalvi.in/)
3.14 SCHOOL ADMINISTRATION:

Chart 3.2

The School Administration

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>NON-ACADEMIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>SCHOOL</td>
</tr>
<tr>
<td>STUDENTS' AFFAIRS:</td>
<td>FACULTY AFFAIRS:</td>
</tr>
<tr>
<td>-Discipline</td>
<td>-Discipline</td>
</tr>
<tr>
<td>-Uniform</td>
<td>-Meeting</td>
</tr>
<tr>
<td>-Notes</td>
<td>-Records</td>
</tr>
<tr>
<td>-Exams/tests</td>
<td>-Knowledge</td>
</tr>
<tr>
<td>-Continuous assessment</td>
<td>-Library</td>
</tr>
<tr>
<td>-Motivation</td>
<td>-Dress regulations</td>
</tr>
<tr>
<td>-Special classes</td>
<td>-Working hours</td>
</tr>
</tbody>
</table>

EXTERNAL:
- Public relation
- Marketing
- Investments
- Parents association, Alumni
- Other institutions, Publicity

INTERNAL:
- Security
- Office administration
- Hostel
- Campus Environment
- Canteen, Water, School buses, Stores, Drainage, Class room, Furniture, Labs – science computer, Expansions
3.15 GENERAL ADMINISTRATION STRUCTURE OF THE SCHOOLS

Chart 3.3

Administration Structure of the Schools

- CHIEF MINISTER
- EDUCATION MINISTER
- SECRETARY
- DIRECTOR
- JOINT DIRECTORS
- CHIEF EDUCATION OFFICER
- DISTRICT EDUCATION OFFICER
- HIGHER SECONDARY SCHOOL HEAD MASTERS
- TEACHING STAFF
3.16 CONCLUSION

Education is very important among all of us, the fact which is commonly nothing to deny among any. It’s the education which transforms a person to live a better life and more importantly in a socially well being. It educates us with all the needed attributes in leading our life in a proper lifestyle. Education does make a remarkable effect on one’s personality. Getting educated and finally earning a professional degree prepares you to be a part and contribute in good organizations, companies or institutions. Education is the one which provides us the thrust in getting ahead and doing something constructive in our near future. Education involves gathering of knowledge in whatever aspects. It helps a person to draw the best out of their mind and spirit.

Education plays a vital role in the personal growth and the social development among all of us. It imparts us with all the power and necessities in making a noticeable mark in any of the field. In all in all, it is one’s education which decides what one can make out in their life. With the high urgency of education among all people, many of the nations have already come up with their ideas in maximizing the literacy among all. It becomes a quite challenging factor among many of the developing countries in spreading the awareness of education.63

On account of the high importance of education among everyone, steps taken by respective governing bodies have eventually led a high literacy rate among many regions. It is on imparting education among all by which one can learn to get civilised and leading their life in a healthy way. Today’s school is giving attention to a child’s health, hygiene, sanitation and safety. In addition, recreational games and activities are being increasingly and intelligently designed and promoted for the purpose of wholesome physical development, good citizenship,

character education, manners and courtesy. The development of worthy emotions and feelings, heightened inspirations and wholesome aspirations are also provided in schools. By so doing the school is able to extend its service to pupils by providing them with many kinds of experiences, by helping them to assume social; and civic responsibilities, and by making worthy use of their leisure time and on the whole producing a quality product (students) that can withstand in the competitive market (higher education or job place)\(^{64}\).