

The Importance of Education and the Role of Parents in Educating Their Children Through Their Selection of Schools in India

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Introduction

John Dewey views that “Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities”. Education is a process of development from the cradle to graveyard and it is the only means, which refines the characters from *barbarian* (they torture others for their satisfaction. The lowest stage) to civilized *human* (they are charitable and compassionate. They lead a happy life and make their environment also happy); and from that to *God man* (they live for others. Their life is the message for others. The highest stage). Man becomes a true man through education and he alone can be educated while other living organisms are trained; while his life is guaranteed by food, it is glorified by education. Education provides people with skills to develop and manage the economy and related services, and therefore investment in education is an investment in human capital. Education not only promotes the standard of living but also promotes social values by encouraging upward mobility in the society. The chief aim of education is to train pupils to think and reason-out problems in such a way that they approach with an open and unbiased mind and judge on the basis of evidence available.

It is evident from the ancient literatures that the educated people were given undue importance in those days. They were given prime priority in every activity of the home and the country as well. They had enjoyed the key position in the government (kingdom) and they were honoured by providing higher status and even kingdom too.

Adivera Rama Pandiyan, a Pandiyan king-Tamil poet, stressed the importance of education five hundred years ago as,

**Learning(Education) is good, Learning is good,
Even by cheap means, Learning is good.**

When one does not have education, even his wife will reject him, begotten mother too will try to put him aside. An illiterate's words will not get any due respect and recognition. **Thiruvalluvar** (2000 BC) (*an ancient Tamil poet who was the author of the world famous couplets, "Thirukural"*) has also explains the importance of education in one of his couplets as,

**“The learned alone have eyes on face
The ignorant two sores of disgrace” - 393**

Today, we are in the age of holistic temper. All the aspects of life are sought to be developed and integrated in the individual. In this context, education should not remain only as an enlightener of the mind; but it also refines the characteristics of the learning community towards the desirable needs of the society. So, the curriculum must provide the latest knowledge to update the cognitive development of the learner, create avenues to inculcate the socially desirable qualities and help the learner to lead a happy and peaceful life.

The developments in the field of information technologies may provide the literal information more than sufficient, but they fail to inculcate the desirable characters among the learners. Schools are but organs of the nation's life which are ultimately responsible for the development of well-integrated, all round, wholesome personalities of the learners along with the literal education. Children are like young plants, which would grow and spread its fragrance into beautiful flowers. It is the duty of the parents to safe-guard them till they become mature. If parents fail to safe-guard the plants then they will not bloom with beautiful flowers, rather they tend to become weeds and which will pave the dwelling for evil creatures and insects. Hence, it is the fundamental responsibility of the parents to devote the lion's share of their time and money to provide suitable education in a right place to their children.

Role of Education in the Developmental Process

Indian Education Commission (1964-66) declared that “Education has always been important, but, perhaps, never more so in man's history than today”. Education in a country is like the nucleus of the atom around which the economic, social, cultural and religious developments of the country revolves. Education is not a luxury which can be afforded after development has occurred; it is an integral part, an inescapable, indispensable and essential part of the developmental process of a nation. It is widely witnessed that education decides the progress and welfare status of a country. Education is the most important means which paves-the-way for innovation, invention, development

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and integration in a country. Several scientific studies have proved the positive relationship between the literacy and Gross National Product (GNP) of a nation.

The development of the individual is an index of the nation's development. So, whatever be the political ideology of a government, the employment of literates from institution is considered as the chief responsibility of that government. This is not only because the employment market is at the core of social and economic development, determining the productive life of an active citizen, but also because every citizen is entitled to have a social role to play and today gainful employment is the means of playing that role. People are to be educated so as to develop themselves as befitting members of the society who contribute to the material advancement of the country. Besides economic position of an individual, education encourages to strive harder to enhance his/her stability in the field he/she is. Education plays greater attention with regard to dignity, honour, respect, self-confidence, facing the challenges and solving the crisis, through which an individual is shaped and earn status.

Education is like the beacon light, which actually tends to provide the individual, society and even the whole nation a true knowledge, skills, confidence, craftsmanship, courage, ability and expertise in his career. It is considered as an important means to make an individual as creative and very productive through which the destiny of a modern citizen is decided. Education is significant in polishing the feelings, concepts, impressions and as a whole; it gives the social recognition to an individual by modifying his/her total personality. The garden of life will be colourless and without fragrance in the absence of education. In short, education is known as a controlling grace to the young, consolation to the old, wealth to the poor and ornament to the rich.

Even today, it is widely witnessed that an educated person is more comfort and better than an illiterate person in the society with differences in wealth, social status, social recognition, honour, job opportunities and income etc. Educated persons are tend to receive a wider recognition of the public and society. This is rightly pointed out by the Tamil literature as, 'educated are honoured wherever they go' (fw;nwhh;f;F brd;w ,lky;yhk; rpwg:g[]). And in Thirukural there are ten couplets stressing the importance of education, one among those says,

**“Learning is wealth none could destroy
Nothing else gives genuine joy”. - 400**

In the same Thirukural, ten couplets stress the evils of non-learning, one among those says,

**“Like beasts before men, dunces are
Before scholars of shining lore”. – 410**

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The experts observe the purposes of education in the following terms:

Whatever be our views about the nature of reality and the place of man in the scheme of things, there is likely to be general agreement that four related but distinct purposes can be recognized as constituting the end of education, viz.,

- a) to develop the innate faculties of the individual
- b) to give him knowledge of the world in which he lives,
- c) to develop skills needed to sustain and advance social life, and
- d) to satisfy individual's search for values.

It is viewed that the aim of education is the development of leadership qualities, developing national character, improving vocational efficiency, and improving economic efficiency of an individual.

Changing needs of Education

Swami Vivekananda has remarked that, "Education is not the information that is put into your brain ...we want that education by which character is formed, strength of mind increased, the intellect is expanded and by which one can stand on one's feet".

Indian Education Commission (1964-66) also expressed that, "In the rapidly changing world today, one thing is certain. Yesterday's educational system will not meet today, and even so, the need of tomorrow". Change has become the daily diet of our time and society. Tomorrow will not and should not be like today. If we are to avert future shocks and crisis, we should anticipate changes. The education system which is needed will have to match the increasing demands arising out of 'Explosion of knowledge' and 'Explosion of population'. The report of the UNESCO on the development of education (2000) has rightly pointed out, "The present-day world is marked by a population explosion, the imperative requirements of economic development and the fight against hunger, the scientific and technological revolution, the multiplication of knowledge, the rise of the masses, the consequences and new expressions of the democratic idea, the extension and proliferation of information and communication media. This world is making and will continue to make many new demands on education".

Our achievements in this technological age are marvellous. To quote a visionary scientist, "We live in a world of fantastic scientific achievements; we have conquered time and distance, the sea and the sky. Our atomic submarines can stay an unlimited time and cover unlimited distances under water, our aircrafts travel faster than sound. We have placed satellites and astronauts in orbit and we have

schedules ready for regular inter-planetary travel. We operate push button factories, while electronic computer process the data in seconds. In the human aspects, we are entering an era of the transplanted cornea, the synthetic arteries and perhaps the mechanical heart. The micro-films and cards replaced huge libraries. Closed circuit TV and computers bring the things to our drawing rooms for retrieving things by the simple push of a button”. The introduction of new knowledge and techniques for availing that knowledge, the cultural transfer between and within the countries shocked the minds of the orthodox parents. In this situation, they can neither cut themselves away completely from the culture and tradition of the by gone times, nor can they bury themselves in the present, forgetting the future.

To cope with the demands of this 21st century, as rightly remarked by **Dr. Malcolm S. Adiseshiah** (1975), “Education must become more than what it is today; it should be both the reflection and the active agent to change, pushing and promoting, essential or desirable changes in man and society and denying the undesirable ones”.

The goals of education are continually changing. The elitist education of the feudal past which set great store by classical languages and literature taught to the upper strata of the society had to read just its sights with the onslaught of industrial revolution and later by phenomenal and variegated growth of science and technology. Right now, computers are gradually taking over and end of this century will be dominated by them indeed. The present day students are no longer meek receivers of old doses of conventional education, they have a greater exposure to mass media and internets which make them aware of what is happening elsewhere in the world and the global potential of their educational achievements.

In India, during post independence, the government was the only main agency which monopolized the educational market in the country. Those days people did not have much awareness on the importance of education and the curriculum practiced, teaching techniques adopted, and the educational system followed in schools. They were also unaware of the caliber, capability, interest, and attitude of their children on education. They had no time, knowledge and even chances to make preference on admission of their children in schools. Common curriculum was practiced and children were receiving the education what was provided in the schools. The teaching techniques were not effective and appreciated and the use of technologies in teaching was rare. Today, the advancements in science and technology, and the globalization concept have changed the needs of education. So, to fulfill the present demands of education many private organizations, along with the government, have entered into the field of education. The entry of private organizations has made the educational market

a competitive one by nature. People are also well aware of the curriculum practiced, teaching techniques adopted, and the educational system followed in schools. The availability of more number of schools and the awareness of parents on schools and on their children have created immense opportunity to make better preference on admission of their children in schools.

Meaning and Definition of School

The school is said to be an active and formal agency which not only provides literal information from books for the sake of examination, but also inculcates values, transmit culture, provide training on desirable habits and refine the minds to shape the total personality of the individuals towards the socially acceptable direction. School is the only agency that provides both the scholastic and non-scholastic experiences to its learners to make them fit for the society. Though the field of education is invaded by the modern technologies to provide information in scholastic aspects, schools have taken over the technologies by having a special environment, where certain quality of life and certain types of activities and occupations are provided with the object of securing the child's development along with desirable lines.

Philosophers and Educationists in India have many different views on schools and its functions. One among them has viewed that, "A school is a vibrant community center, radiating life and energy all-round, a school is a wonderful edifice, resting on the foundation of goodwill of the public, goodwill of the parents and good will of the pupils. In a sentence, a well-conducted school is a happy home, a sacred shrine, a social center, a state in miniature and bewitching Brindavan, all beautifully blended into a synthetic structure".

According to **Oxford Advanced Learners Dictionary** (1990), "School is an institution educating children. It is the place of experience or activity that provides discipline or instruction, school is to train, discipline and control somebody" and **Lifco Dictionary** (1994) defines, "school is the place of teaching and learning".

Need of School

The Kothari Commission (1964-66) on education pointed out, "The destiny of the nation is being shaped in her classrooms". Schools are undoubtedly and essentially the knowledge imparting sources and character building centres. It enhances the learner to acquire knowledge with skills in a very positive and conducive atmosphere.

In ancient times human life was very simple. Human needs were limited and could be easily fulfilled by the informal agencies like the family and the community. Gradually with the growth of

rapid population (explosion of population) and the explosion of knowledge in different fields, the needs of mankind have increased. The form of culture and civilization also became complex and complicated that it became almost impossible for parents to transmit it to their children. Further, most of the parents and other members of the family became busily engaged in their own vocations or other professions that they were not capable enough to educate their young ones diverse subjects of the curriculum. Hence an agency is needed to impart knowledge and shape the personalities of children to fulfill the gap created in the modern times.

The UNESCO Committee on Education (2000), headed by **Prof. Dellar**, specified the four basic functions of education namely *Learning to know, Learning to do, Learning to live together and Learning to be*. These are also known as four pillars of education. Among these four functions, the first two, learning to know and learning to do can be attained through the modern system of education namely, open learning, distance learning etc., with the help of the modern technological devices. But the other two namely, learning to live together and learning to be could be done only through formal agency of education, i.e., the school. Apart from character building, schools help to preserve, transmit and develop the cultural heritage of a country.

Besides the fundamental duty of information dissemination, schools are also performing the activities such as:

- 1) **Transformer of cultural heritage:** Every society has cultural heritage of its own. The cultural treasure should be conserved and transmitted to the younger generation. The culture of any society gives the design and determines the framework for the development of the personalities of its members. It fixes such a framework, though it is not a fixed force by itself. Promotion of cultural transmission through its conservation has been considered from a long time as one of the chief functions of the school. Though much of social learning takes place during the contact of young children with the members of the peer group, cultural conditioning only takes place after one's admission into schools.
- 2) **Connecting link between home and the Society:** The family develops in the child various qualities and values namely love, sympathy, sacrifice, co-operation, tolerance and service. But all these qualities remain connected with the members of the family and its four walls. School is a connecting link between the family and the external world. In school, the child comes in contact with children belonging to different families. This contact widens his outlook with the result that the child becomes capable enough to face the challenges and multifarious problems

of life and the wider society outside. **Raymont** has rightly remarked, “The school is a half way house between the entirely domestic life of early childhood and the larger life that awaits the youth when he quits his parental roof”.

- 3) **Provision of a special environment:** Informal agencies do not impart education according to a pre-planned scheme. Hence, the effect of such indefinite environment may affect adversely upon the growth and development of the child. On the other hand, school provides a simple, pure, interesting and well-organized environment before the child according to a pre-planned scheme which ensures the physical, mental, emotional and social development of the child in a natural way.
- 4) **Harmonious development of personality:** The family, the community and the temple, mosque or church together with other informal agencies do not have set aims and objectives of education. Their plans and schemes of education are also indefinite. Sometimes the vagueness of activities may affect the personality of the child adversely and develops in him undesirable habits and attitudes. On the contrary, the aims and activities of school are pre-planned and this ensures the harmonious development of the child
- 5) **Development of cultural pluralism:** In school, children belonging to different religions, castes, creeds and social hierarchy come together and mix up freely with each other in friendly atmosphere with the result that they develop sympathy, co-operation, tolerance and respect for the views and cultures of others in a natural way.
- 6) **Propagation of ideals and ideologies of State:** The School is an important agency for the propagation of ideals and ideologies of each state in the shortest possible time. This is why all the democratic, fascist and communist states have assigned due importance to schools today.
- 7) **Perpetuation and development of Society:** Society reviews and develops itself through the active co-operation of school. All social problems and needs of society are flashed in one way or the other in school which provides the desired solutions for all the problems of society. In this way, social progress goes on with the help of school.
- 8) **Encouragement of corporate life:** Individual life needs socialization. The child should be encouraged to be more and more social in his outlook and behaviour. School provides these experiences for the child to understand social behaviour and develop in him a sense of social responsibility and corporate life.

- 9) **Creation of educated citizens:** In democracy, school has a special importance. Children learn their rights and duties and develop love, affection, sympathy, co-operation, tolerance and responsibility in school. With the development of these socially desirable values they prove useful citizens when they become adults.
- 10) **Providing better social life than home:** Under the influence of group life in school a child learns many social qualities and courtesies. Since the physical surroundings of school are healthy, there is an ample provision for games, sports and various kinds of cultural activities. A family cannot provide all these facilities.
- 11) **Co-operation of different agencies:** The School is the only agency through which co-operation of different agencies namely the family, the community and the state may be successfully achieved. It is why all these agencies try to extend their full co-operation in all the activities of school. Without the active co-operation of these agencies school cannot achieve its objectives.
- 12) **Agent for national integration:** The schools play an important role in creating a national vision, feelings of national cohesion, social breath and cultural understanding among the pupils of different ages and places. They help in integrating the feelings, thoughts and actions of the pupils through their varied activities and programmes both curriculum and extra-curriculum. Schools are but organs of the nation's life which are ultimately responsible for the development of well integrated, all round, wholesome personalities of its pupils physically, socially, morally, emotionally and intellectually. They have to develop moral character as well as national character.

Hence the school is the place where the learner not only acquires the literals and numerals, but also the socially desirable qualities such as obedience, good manners, good habits, cleanliness, character building, punctuality, orderliness, citizenship, courage, social feelings, social consciousness, moving with others, confidence, responsibility, etc. Hence, it is apt to say that it (school) is the sacred place where a holy plant (a child) is grown under the care taking gardener (teacher). He weeds out the evil things, put good manures, water it, apply pesticides where pests (evil habits) attack, broom and prune the plant and enjoy the positive growth and good yield, development and progress of the plant (student). Thus the schools can do miracles not only in the education process but also in building the qualities pertaining to development and integration.

In a nut-shell, the experts view that an ideal school should have,

- Academic excellence
- Continuous updating their infra-structure to meet with the recent developments
- Avenues for teachers' progress
- Personality development programmes
- Adequate facilities for extra curricular activities
- Facilities for Co –curricular activities
- Standard curriculum and syllabus
- Pucca (well constructed) buildings with required space
- Qualified, trained and competent teachers and administrators
- Pleasing environment and pleasant behavior of teachers
- Good evaluation system
- Guidance and counselling cell
- Effective management and managers

The Role of Parents in Educating Their Children

It is evident from the history that education was considered to be an ornament during the ancient period. Mainly two categories of people have engaged themselves in learning. Firstly, the kings had appointed teachers for their wards to equip them fit for ruling the country. Secondly, the top-level people in all strata were performing learning to enrich their individual talents. Those days, education was not complex as it is today; the teacher was the curriculum designer, information disseminator, and the evaluator of the performance of the learner. Apart from these two categories, few others were preferred to learn and were doing their traditional occupation which was transmitted from parents to children and from them to their heir. Education was not given much importance and people thought that learning was an extra burden and hindrance to do their family occupations. After some period, the elite and wealthy people in the society thought that it was a pride to have education. So they had appointed the learned people and retain them in their premises to educate their children.

Immediately after independence, India faced so many problems like hunger, poverty, illiteracy, communal disharmony, racial difference, under development and other vices. Not much importance was given to education because people had devoted maximum time to earn their essentials alone. Only after the advancement of science and technology and increase in population, people had considered education as the way to earn bread and butter, and had given some importance to education. But at the

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same time, the introduction of new information and technology for receiving the knowledge, the cultural transfer between and within the countries shocked the minds of the orthodox parents. In this situation, they had the conflict that they can neither cut themselves away completely from the culture and tradition of the bygone times, nor can they bury themselves in the present, forgetting the future. This situation is rightly remarked by **Kothari Commission** (1964-66) as, “we stand at a critical cross-road of history where the choice is between education and disaster. We must either build a sound, balanced, effective and imaginative educational system to meet our developing needs and respond to our challenging aspirations or be content to be swept aside by the strong currents of history”.

Education is now considered as a basic human right. Now almost all the people in the country not only recognized their right to education but also witnessed the implementation of this long recognized right to learn. It has been lucidly understood and emphasized by educationists, administrators and economists that the development of a nation is the “function” of education. It is a well known fact that investment in human resources in large part determines the future prospects of mankind. Increases in the acquired abilities of the people throughout the world hold the key to future economic productivity and to its contributions of human development and welfare. The rates of return on such investments, although calculated very approximately and sometimes arbitrarily, were shown to be as high as, if not higher than, those on other kinds of investment. Thus more money has been invested in education of the children.

A well-known proverb says, “Parents are the first teachers and teachers are the second parents of a child”. It is true, because before formal schooling, a child learns many things from his/her parents and family members and later he/she learns from its environment and finally he/she goes to school for formal education. Hence, the role, rather than ‘a role’, it is ‘the responsibility’ of parents and family members in educating their children is of greater importance than any other members in the society. Parents are the real care takers to see whether their wards get the maximum educational benefits with higher standard of knowledge which suits to the present style of living or not. An ancient literature expressed the role of the father in educating their children as,

**“Education will come to an end with father
Delicious food will come to an end with mother
Everything will come to an end with the wife”**

And Thirukural also pointed out the responsibility of the father in educating their children as,

“A father’s duty to his son is

To seat him in front of the wise” - 67

In this ever-changing world we need people of creative talents who do things differently rather than doing different things. To cope with the challenging needs and demands of the present technological world, young ones are expected to learn more, have better awareness on the environment, analyze the situation, and act creatively. So, the parents have now become the part and parcel of the education of their children as well as their physical, mental, moral and social developments. Most of the parents spend a lion’s share of their money, time and effort in giving the best education to their children. Parents are also aware that mere literal education (getting degree or diploma) is obsolete today, so they not only tend to care for better literal education but also give due care and have more attention on imparting culture, building character, developing career and bringing out the unique talents of their wards to suit to the needs of the present times.

The Indian Constitution guaranteed the right to education under Article 41 and Article 45 provided for free and compulsory education for all children till they reach the age of 14 years. Though the government formulated the constitution, it is the responsibility of each and every parental community to adhere to it and admit their children in schools. But due to various economic, social, cultural and religious factors many parents do not pay due attention to the constitution and put their future generation (children) in dark. Because of the vicious circle, India has a paradoxical co-existence of the world’s third largest reservoir of scientific and technical personnel and the world’s largest number of illiterates.

Besides the above cited factors, the *family norms* of present day, (majority of the families in India are practicing the nuclear family norms with one or two children. This practice has paved the way for having over concern and care on their wards than the parents of the past) and the *expectation of parents’* are influencing more on the education of the children. The over expectations of parents from their children, beyond their capacity, and on schools, beyond its capability, have sometimes given an adverse effect on children. Out of over concern on their wards, parents admit their children in schools where the curriculum is an over-doze or beyond the capacity of the children and vice-versa. It is the *oppression* from the parents who want every one of their sons and daughters to be either a doctor or an engineer irrespective of the child’s aptitude or mental caliber. On the other hand, it is the *suppression* from the teacher who tailors the students’ area of wisdom to suit his own limited sphere of knowledge. Sandwiched between these two forces the student is finally ‘cured’ by the *depression*

system of examination also. Thus, the poor boy and girl becomes the victim of the triangular forces of oppression, suppression and depression.

Need for the Study

Immediately after independence, India had faced the crisis like poverty, unemployment, low literacy rate, over population, religious clashes etc. and it was the prime responsibility of then government to concentrate on the most crucial problems such as poverty, religious clashes and so on. People were striving hard to eke-out their lives with daily bread and butter, so little importance was given to education and the children were assigned to perform their family occupations only. The literacy rate was very low and the awareness on education among people was also insignificant. In those days, schools in India were limited and were situated in main towns only. Majority of the schools were run and maintained by the government, local bodies and a few private organizations with inadequate infrastructure. Later on, the government decided to improve the literacy rate of the country and education was linked with job market. Though education was linked with job market, due to poverty and the attitude of the people the awareness on education among people did not increase as expected by the government. Hence, the government set up an education division in the planning commission which worked out the objectives, priorities, requisite manpower and estimated the financial resources.

Based on the recommendations made by the education commissions and to improve the literacy rate of the nation, education was made a right to people through constitution and that paved the way to start many schools in the country. The government was the monopoly in the field of education in designing the curriculum, framing syllabus, finalizing the fee structure and preparing the pattern of evaluation in the final examination. The main focus was given to three “R”s (Reading, Writing and Arithmetic) in education rather than the science and technology. People felt that acquiring education was to fit for none other than the white collar jobs to lead a simple and comfortable life.

The life in modern times is complex and complicated. Man cannot adjust to it by himself automatically as was done in the past when the life was simple and easy. Education has now become a device which helps in modifying the skills and behaviours of an individual to be creative and productive and to suit to the needs of the present demands. In recent years, there has been an almost worldwide interest in the possibility of making human resources as engines of economic growth. In the production process, human resources, in association with other factors of production like land, capital and organization contribute to the wealth and health of the nation. So, education is viewed as

the human resource development and it provides people with the skills to develop and manage the economy and related services, and therefore investment in education is an investment in human capital, that is, in the productive capacity of the people. Education not only provides skills for performing vocational tasks but also promotes social values by encouraging upward mobility in the society, and thus it acts as a screening device to select the ablest people for the best job. They are to be educated so as to develop themselves as befitting members of the society who contribute to the material advancement of the country.

Hence the modern education aims at preparation of youngsters for their vocation, profession or occupation and value developments to practice a happy and prosperous career throughout their life period by reducing the gap between the haves and have-nots.

In the current technological era, where there is a large demand for creative and productive personalities, parents realized the need of education for the betterment of their children's life. In the recent past the awareness on education has been increased and parents are preferred to educate their children in the schools where their wards can attain good academic records and develop the socially desirable characters. Apart from the schools run by the government, government have also encouraged the privates to start new schools to cater the needs of the society. Private institutions have been permitted to design their curriculum, fee structure, appointment of teachers, teaching methods and other infrastructural facilities. So, many private organizations have started new schools and have made a perfect competition in the educational market with that of government schools. The quality speaks the survival of the schools and therefore they have introduced many innovations in their curriculum, techniques in their methods of teaching, technological facilities in their schools and so on to attract the parents through which they are trying to increase their admission. No doubt, the parents are in great confusion in selecting suitable schools for their children. Hence, a study is needed to find out the awareness of parents on schools and on their children and to prefer a right school for admitting their children.

Statement of the Problem

As remarked by the **Kothari Commission on Education** (1964-66), "The destiny of the nation is being shaped in her classrooms", the schools play a pre-dominant role to fulfill the objectives of education and help the students to acquire knowledge and skills to the possible extent. An ideal school provides the platform for its learners to keep them abreast with knowledge, skills, socially desirable habits and worldly experiences that needed to mould his/her personality. Schools are not

the buildings made up of stones and mortars but they are the temples made up of knowledge and wisdom of the younger generation. The technological advancements, the need for quality education, the changes in the life style, and the globalization have created better awareness on education and it drags the attention of the parents to take effective initiation in the education of their children.

The concept of globalization has created a vacuum in the midst of educated people. Creative and productive personnel are demanded throughout the world. So as to fill up the vacuum, the government of India and the various state governments in India have focused their attention towards quality education. Today, Tamilnadu is poised for great reforms in education. It has been providing more people with better education. By almost any measure, Tamilnadu education is performing better now than ever before. The state has witnessed phenomenal success in its policy of expanding educational opportunities. Towards this, significant contributions have been made by the programmes like school enrollment, midday meals, school improvement and community support, and parent-teachers associations. The community awareness and participation in educational affairs help to equalize educational opportunities among different sections of people.

Besides this, Tamilnadu has attempted a series of quality programmes, one among them was liberalizing the clutches on private schools. This liberalization has paved the way for emerging more number of private schools in Tamilnadu which has made the educational market a competitive one. Quality decides the survival of the school in this market and it not only decides the survival but also distinguishes the nature of one school from the other. The profile, the curriculum and the method of transaction, the quality assurance given by school, the personality development programmes and other related announcements made by the schools have confused the parents in selecting the schools for their children. Indirectly, parents are directed to have a thorough knowledge on schools and on their children to get-rid of the confusions caused by the mere advertisements and hearsays.

Conclusion

School learning involves the active participation of students, teachers, school authorities and the parents. Students are the benefactors of the educational system. This study could help them to have better awareness on quality factors and judge the status of the schools where they are admitted. This awareness might help them to schedule their academic activities for their betterment. In short, the research study has direct implication on the government, parents and students. Therefore, the scope of the study is evident from the broad application aspects through the analysis of response.

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