

Private Tuition and Its Implications on Quality Secondary Education

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Abstract

Provision of quality school education is one of the major challenges before the Government in the present times. Reforms initiated in school education sector are aiming at expansion and creation of an effective and high quality educational environment for all children. At the same time emerging education scenario is highly competitive and market oriented. Phenomenon of private tuitions has gained firm footing for enhancing one's performance in school, public examinations and admission or entrance competitions. Over the years, it has grown from an individual paid job to a professional institutionalised system. Nevertheless, the practice of private tuitions has affected the quality of education system in general and particularly secondary education system in India. The paper attempts to bring forth the factors influencing the growth of private tuitions and their implication on quality of teachers, teaching-learning process, classroom/school environment and other related dimensions.

Introduction

Quality school education is essential for building an open, democratic society, maintaining social structures and values and for improving the quality of life of people in any country. In the post liberalisation period, major political and socioeconomic transformations have taken place leading to reforms in the education systems. The aim of these reforms has been the creation of an effective and high quality educational environment for all children in consonance to the emerging market

needs. Therefore, policy initiatives and interventions on provision of equitable access and quality education have contributed significantly to the ongoing expansion in school education sector. However these reforms have produced unpredicted consequences which are influencing the access and quality of school education. One of such significant practice is private tuitions which has affected the quality of education system in general and particularly secondary education system in India.

Despite the widespread nature of private tuitions, to date there is little

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systematic quantitative research into the causes of the popularity of private tuitions, and its impact on a student's academic performance vis-à-vis quality of secondary education. This paper is based on the results of the study undertaken to explore the nature, causes and consequences of 'Private Tuitions in Delhi'. As per the policy, teachers serving in both the government and private schools are not allowed to give private tuitions. But there is ample evidence indicating that it is taking place on a very large scale. Apart from school teachers, unemployed youth, students, men/women at home all are contributing to this practice. Private tuitions along with formal education system have spread from an individual paid job to a professional institutionalised system. The sample of the study included Class X and Class XII students from central government, state government and privately managed schools. It is in this context the paper attempts to bring forth the factors influencing growth of private tuitions and their implication on quality of teachers, teaching-learning process, classroom/school environment and other related dimensions. This paper begins by briefly reviewing the literature on the extent, causes and impact of private tuitions in Section 2. Section 3 describes the secondary education system in India and the situation of private tuitions. Empirical results of practice of private tuitions in Delhi are then discussed in Section 4 and Section 5 brings forth the implications of private tuition practice on the quality of secondary education and concludes.

Private tuitions: Is it a parallel system of education in making?

Spread

Private tuitions is not an issue unique to developing countries like India. Indeed, it is widespread and can be found in countries as diverse economically and geographically as Canada, Cambodia, Egypt, Greece, Japan, Kenya, Singapore, Taiwan, Morocco, Romania, the United Kingdom, the United States, and Zimbabwe. In Japan private tutoring has a large market, where such centres are called *Juku*, after school classes that prepare youth for competitive exams used for entry into elite universities. The demand for private tuitions is increasing in Western Europe, North America and Australia, where the phenomenon was less prominent earlier (Bray, 1999, p.29). In South Korea, Kim and Lee (2002) find that parents spent an amount approximately equal to 2.9% of the nation's GDP on private tuitions for primary and secondary students. A survey of the extent of private tutoring in selected countries can be found in Dang (2006).

Earlier private tuitions were like a cottage industry, organised in homes and run through personal networks among individual tutors and students. International Encyclopedia of Education also reinforces this description according to which tutoring is a method of teaching in which one student (or small group of students) receives personalised and individualised instruction. Traditionally tutoring was considered to supplement traditional classroom instruction. Various research studies conducted in

different countries have tried to study the international variations in the market demand for tutoring. In some cases private tutoring is rampant where the countries have post secondary entrance exams, major status differences among their post secondary institutions and direct occupational rewards for entry into those institutions (Bray, 1999; Baker et al., 2001; Stevenson and Baker, 1992). The studies conducted have revealed that private tutoring leads to increase in student achievement scores in Columbia, The Dominican Republic, the Philippines, Tanzania and Thailand (Jimenez et al., 1991).

Causes

There are several possible reasons for the growing existence of private tutoring. First, private tutoring can be considered some form of private supplementary education: it thrives in countries where the public education system fails to satisfy the needs of the students—as is the case not just in most developing countries (Glewwe & Kremer, 2006), but also in South Korea (Kim & Lee, 2002; Kim 2005) or Canada (Davies, 2004). In this role, private tutoring is also popular in countries where passing examinations becomes the gateway to further education and advancement in society (Bray, 1999; Dore, 1976). Second, private tutoring can result from corruption in the education system in some developing countries, where teachers require their students to go to their extra classes to supplement their income because they are poorly paid and monitored (Biswal, 1999; Buchmann, 1999). Last but not least, cultural factors can play an important role in the

development of private tutoring. Most of the high school graduates in Vietnam prefer to continue their education at college rather than do something else (Dang & Le, 1999); consequently, they are fully prepared to attend private tutoring classes to get admitted to college. Competition in all the fields including education is another factor, which is influencing the practice of private tutoring. The achievement in education is also associated with 'rate of returns'. There is a view that if supplementary tutoring helps people to stay in education systems longer then for those people it may be a very good investment (Psacharopoulos and Patrinos, 2004). As a result it is observed that the society in which education influences the living standard; the private tutoring enhances the benefits. Another factor, which influences the extent of private tutoring, is the existing examination oriented system as the students have to perform in examinations to transit over to other levels of education. It is also observed that in teacher-centred education system also private tutoring is more prevalent. Research studies have revealed that private tutoring is more prevalent in urban areas as compared to rural areas for instance in Cambodia it is 60.6% in urban areas as compared to 9.1% in rural areas (Bray, 1999); In Malaysia 59% of students in urban school receive tutoring as compared to 28.5% in rural areas (Chew and Leong, 1995).

Impact

Private tutoring phenomenon may have significant impact on the different aspects of education system. It may

significantly affect the dynamics of teaching and learning in the mainstream classes. It is observed that private tuitions can significantly help students to understand their lessons better by catering to their individual needs. Private tutoring also enables the children to undertake remedial teaching, the need for which can arise due to number of factors such as availability of experienced and qualified teaching staff, teacher absenteeism, ineffective teaching and negligence on the part of teachers or biased behaviour. "Effective private tuition may help overcome these gaps or deficiencies in students learning and build their confidence enabling them to compete with others and experience a happy and pleasant life" (De Silva, 1994, p.5). Supplementary tutoring may also benefit the brighter/good students to get more out of their mainstream classes. For instance (Yiu, 1996, p.78) reported that Hong Kong teachers provided positive feedback about the supplementary tutoring in study of upper secondary classes. On the other hand, private tutoring may impede the teaching-learning process in the mainstream classes. Describing the situation in Kuwait it was reported that the students who take supplementary tutoring show lack of interest and even tend to disturb the classes during the classroom processes. They feel that they can get the required help for passing examinations by paying the tutors. Classroom presence is also affected, since there is tendency to attend regular classes only when they are required to do so due to school rules and regulations (Hussien, 1987). Most students tend to rely on private tuitions

for everything including homework and exam tips. As a result classroom attention tends to suffer creating discipline problems for schoolteachers. Supplementary or top up teaching is becoming more important than the synergistic classroom experience (in Bray, 2003, p.30).

Impact of supplementary tutoring is not only reflected in students approach towards mainstream classes but also on the teacher's attitude. Efficiency of the tutors as well as students who take tuitions is also affected. Most of the students who receive supplementary tutoring go straight from mainstream to supplementary class. As a result supplementary tutoring produces fatigue in teachers and students. In this context referring to situation in Sri Lanka, de Silva (1994) stated that due to fatigue both teacher and pupil might relax when at school, thereby reducing productivity of that part of each day. Similar observations were made with regard to situation in Malta (de Silva, 1994; cited in Fenech and Spiteri, 1999).

Another significant aspect of school education, which is affected due to private tutoring, is teaching-learning transaction process for achievement of goals set (curricular and co-curricular) for the particular grade level by the education departments. The teaching strategies in tutorial classes/institutes are examination oriented, they transact the curriculum/content according to what they perceive is relevant for success in examination. As a result their approach towards education differs from mainstream schooling and can lead to difficult experiences for the child. For

instance it is reported that in Taiwan “government efforts to introduce constructive approach that enhance the understanding of mathematics have been undermined by the fact that many tutors teach students how to secure correct answers through mechanical implementation of formulae.” Foondun (1992) reported that in Mauritius the average hours per week spent on tuition by primary students stood at 5.7 and by secondary pupils at 5 hours (Joynathsing et al., 1988, pp 3 & 6). Since such a considerable amount of student’s time is devoted to studies, it is bound to have impact on physical and social development of the child. In fact it was pointed out that children are made to work for longer hours than their parents.

Another major concern emerged as a result of phenomenon of private tuition relates to equity issues in terms of opportunities and affordability of education. It appears that rich people are able to reap more benefits as compared to the poor. This also reflects the prevalent attitude that the more the investment in education larger would be the gains. On the other hand in spite of enormous negative influence of supplementary tutoring it can be argued that since higher levels of education leads to higher economic gains, it may be considered in same light as mainstream schooling (Bray, 2003, p.36).

Thus, the literature reveals that private tuitions is the most common form of tutoring and follows the curricula of mainstream/formal school system and therefore referred as ‘shadow education’ (Stevenson and Baker, 1992; Bray 1999; Baker et al., 2001). It has assumed the

proportions of a parallel system of education to enhance the student’s formal school career on the one hand and prepares them for further/higher education. Based on the complex nature and impact of supplementary tutoring on the society as a whole it is felt that this area calls for a wider debate and extensive research in order to understand its implications on quality of school education.

School education in India and private tuitions

School education constitutes twelve years of schooling. While most of the states have accepted the 5+3+2+2 (10+2) pattern of school education, i.e. five years of primary schooling, three years of upper primary education, two years of secondary and higher secondary education each as recommended by the Kothari Commission and suggested by National Policy on Education (1986). Nevertheless, the implementation of 10+2 pattern has not been uniform across states. Some states have attached the +2 stage to tertiary level of education, while others have made it a terminal stage of school education. There is a common curriculum for first 10 years of schooling and at higher secondary stage diversification into different streams of humanities, commerce and sciences takes place.

School education is imparted through schools managed by government, local bodies, state governments and private organizations/societies/trusts, etc. Central government also manages schools at secondary and higher secondary level namely Kendriya

Vidyalayas, Navodaya Vidyalayas, Sainik Schools, Military schools, etc. which are spread across the country. The number of secondary/senior secondary institutions has increased from around 7500 in 1950-51 to more than 1.6 lakhs in 2005-2006 while the enrolment at secondary and senior secondary stage has increased from 1.5 million to 38.4 million in the same period (MHRD, 2008). Despite the enormous expansion of secondary and senior secondary system data reveals that around 45% children who join schools do not complete even ten years of schooling.

Secondary education is the crucial stage of the schooling system in India. It serves as a gateway to higher education and the labour market. Presently there is a public examination at the end of Class X and the successful candidates are admitted to +2 stage. They are allotted different streams of subjects based on their choice, performance and availability of places. Demand for various subjects is also influenced by the perceptions related to their relevance to future employability prospects. At the end of +2 stage i.e. Class XII again there is a public examination for admission to higher education. These examinations are conducted by National/Central and State Boards of Education established in most of the States. However due to lack of equivalence in the evaluation processes followed by different Boards management of quality aspects of secondary and senior secondary education is a continuing challenge. In addition to this public examination, admissions to most of the institutions of higher education conduct entrance

examinations for entry in to reputed professional courses/educational programmes such as engineering, medical, business administration, and also for almost all the academic subjects. These competitive exams are conducted jointly at all India level or individually by the institutions.

During the last two decades along with the mainstream school education, phenomenon of private tuitions has also become widespread to supplement school education. In 1970s and 1980s accessing private tuitions or coaching was limited to academically challenged students and students whose parents were not able to guide their children. There was a social stigma attached to those who needed private tutors for passing their examinations. Yet on the other hand the high performing students also used to attend tuitions but for competing in entrance examinations and that also usually prior to examinations. This was aimed to assess their approach, confidence and preparation for the examination. Thus, during that period these coaching classes fulfilled a need and benefited many. Moreover, the retired experienced teachers, educated family members, students specialising in the required subjects and a few school teachers used to provide private classes. Slowly the scenario changed, more and more school teachers joined the tuition brigade during 1980s. It started emerging as a lucrative practice to earn more money, and students taking tuitions were favoured with the information and content of question papers so that they can secure more marks. This strategy attracted more

students for tuitions. It was also observed that teachers reserved better notes and study material for the students taking tuition from them while during the school hour's extent and standard of teaching declined. This practice further flourished due to our examination oriented education system where marks reigned supreme since examination oriented coaching became a convenient means to get better results. On the one side was regular schools meant for providing holistic education and on the other extreme was coaching/tuition centres catering to only examination needs. As a result the equilibrium started shifting towards these coaching classes and presently the practice of taking tuitions has reached to an extent that attendance in schools is only meant for obtaining official entry tickets for taking examinations.

At the same time, the formal schooling system has emerged as an instrument for developing academic, social and life skills and is being considered as an investment. Written examinations have become the determiners of success/failure as well as opportunities for better placement. Consequently, the present competitive examination oriented educational system has led to seeking learning alternatives like private tuitions/coaching for enhancing academic achievement. The phenomenal increase in the number of private institutions/teaching places in India (and other countries), which operate outside the system of formal education and exist parallel to the regular schools and colleges has taken place. It was stressed

that although on the one hand they seem to perform supplementary role but on the other side certainly reflect the inadequacy of the regular/formal education (Singh, 1996). Growing number of students are seeking additional help in maintaining or raising their marks through private tutoring. As a result, large numbers of coaching institutes, tuition bureaus have been established even in the interiors of the country. Some of these institutes provide specialised coaching for various competitive examinations at different levels while others work as supplementary tutoring agencies for mainstream education. Although the phenomenon is widespread in urban areas it is growing fast in rural areas. Private coaching has become a big business, totally commercialised with extensive resource mobilisation and employing many people. Apart from the expenses incurred for the mainstream schooling parents invest large sums on private coaching too depending upon the courses taken up by their children. The practice of facilitating private tuition to the children is prevalent not only in case of the students going to government or local body schools but also in private schools. Thus, it appears private tuition system has emerged as a parallel education system with ever increasing demand.

Private tuitions in Delhi

Background

Delhi schools present a highly differentiated composition in response to differentiated demands for school

education. These schools are local body, and government schools; government-aided schools; private unaided schools established by different trusts, private organisations and religious bodies, etc. Besides this there are Kendriya Vidyalayas, Navodaya Vidyalayas, Sainik schools that are established under various centrally sponsored schemes. Thus even among the government run schools there is a large variation in terms of management by Municipal Corporation, Delhi Administration, New Delhi Municipal Corporation and Kendriya Vidyalaya Sangathan and others. These schools include all types of schools such as primary schools, upper primary schools, secondary schools and senior secondary schools. Further the secondary schools under private management have developed their own criteria for school management and functioning under the guidelines provided by Delhi Education Act, 1973, which has been modified in 1990. The private unaided schools except for the curriculum and the final board examinations enjoy a large degree of freedom and autonomy. Government-aided schools in the city and in other states also enjoy some degree of freedom and autonomy in some aspects such as locally elected management committees manage such schools, in many cases teacher recruitment is school based and so on within the rules and regulations provided by the concerned state's statutes (Mukhopadhyay, 2002, p.11). In sharp contrast the government schools are directly under the states' control. In general private schools are for those people who can buy education. Among

the private schools also there is large variation in terms type and quality of education they provide. The other group constitutes Kendriya Vidyalayas and Navodaya Vidyalayas, established by central government and they are being developed and promoted as pace setters and role models for other schools. Government schools are the major providers of school education to the masses in the city. Efforts for improving the quality of education provided by them are ongoing though goals are still elusive. For instance, in order to provide continuous education some of the middle and secondary government schools being run by Delhi Administration are now converted to schools having all the sections, i.e. from Class I to Class XII and are called as Sarvodaya Schools. In addition some government-managed schools are being developed as Model schools and Prathibha Vikas Vidyalayas to provide quality education.

Sample

This paper is based on the data collected for a study on private tuition in Delhi. As pointed out earlier there is a large variation in education providers in terms of educational institutions namely schools, colleges and universities, large number of coaching centres and tuition bureaus in the city of Delhi and elsewhere. In addition this practice is found to be prevalent at all the levels of education whether it is preparatory stage for school education, elementary stage, secondary or higher education stage. Even for getting jobs, which involves preparation for interviews, coaching is sought by the prospective candidates.

The analysis in this paper will be restricted to secondary and senior secondary stage specifically at Class X and Class XII level where the students appear at public examination. The sample of the pilot study consisted of children studying in Class X and XII of a group of schools who allowed collecting of data related to private tuitions since every school as a policy advocates and insists students not to take private tuitions. These six schools included three government managed (GS) and three private unaided (PUA) schools. The findings are presented and discussed separately for sample of Class X and Class XII students.

Methodology

This study was undertaken to explore different aspects of the phenomenon of shadow education, i.e. private supplementary tutoring or private tuitions taking place in Delhi. This study was conducted in Delhi as it has diverse education providers at school level especially at secondary and senior secondary level. Six schools which allowed collection of data constituted the sample of study. A questionnaire was designed for collection of data from the students. A brief opinionnaire was developed for exploring teachers, views regarding private tuitions. Collected data was then analyzed for both Class X and Class XII students.

Findings from responses of students studying in Class X

The sample consisted of 269 students studying in Class X from five different schools who responded the questionnaires.

As pointed out earlier out of the five schools constituting the sample, two schools namely GS2 and GS3 are run by government authorities while the remaining three PUA1, PUA2 and PUA3 are privately managed institutions. The proportion of girls in the sample is 43.5 %.

- Phenomenon of taking private tuitions is common to 83% of students irrespective of the management of school;
- Situation of students taking tuitions was not much different among differently managed schools; yet nearly all the students of GS2 were taking tuitions as compared to others. However gender bias was not indicated;
- Disparities exist in expenditure on private tuitions; 67 % students of GS2, 40 % students of GS3, 53 percent students of PUA1, 40 % of PUA3 were spending around Rs.750 per month on tuitions while 66 % of student's of PUA2 were spending more than Rs.1000 per month on tuitions;
- Type of private tuitions availed by the students are influenced by the paying capacity of the parents. Nevertheless it was observed that parents with low family income spend much larger amount on private tuitions as compared to what they pay for government school education;
- Perceptions regarding difficulty and importance of subjects determines the choice of subjects for taking private tuitions; English (11%), Hindi (2%), Mathematics (72.5%), Science

- (55%), Social Studies (2%);
- At the secondary level, i.e. Class X level better understanding and early completion of courses for increased achievement is driving force for taking tuitions; on an average students spend around eight hours per week on tuitions; further taking tuitions in smaller groups is preferred.

Findings from responses of students studying in Class XII

The sample of Class XII consisted of the students from all the six schools namely GS1, GS2, GS3, PUA1, PUA2 and PUA3 studying in arts, commerce and science streams. The total sample size was 648 students containing 275 girls and 373 boys.

- Phenomenon of taking private tuitions is common to 77% of students irrespective of the management of school; private tuitions in arts, commerce and science stream was found to be 62%, 84% and 78% respectively;
- Gender wise distribution of students taking tuitions in Arts stream was 58% boys and 68% girls; in commerce 88% boys and 78% girls and in science stream 46% of girls and 55% of boys were found to take tuitions. Around one third of students studying in science stream indicated that they would be joining the new batches starting next month for their tuitions, however gender bias was not indicated;
- Situation of students taking tuitions was not much different among differently managed schools;
- Type of private tuitions availed by the students are influenced by the paying capacity of the parents. Nevertheless it was observed that parents with low family income spend much larger amount on private tuitions as compared to what they pay for government school education. Nearly one fourth were spending more than Rs.1200 per month; on an average each student was spending between Rs.750–Rs.1000 per month on tuitions. Expenditure made by 35% of girls was around Rs.1000 per month and 21% were spending more than Rs.1200 per month. Only 3% of students pointed out that they have enrolled in coaching institutes for competitive examinations and have paid exorbitant sums in the range of Rs.40,000/–Rs.60,000 for Class XI and XII;
- Perceptions regarding difficulty and importance of subjects determines the choice of subjects for taking private tuitions; English (12%), history (6%), Business Studies (6%), Political Science (11%), Accounts (80%), Physics (79%), Chemistry (65%), Biology (15%), Mathematics (70%), and Economics (45%);
- At the Senior secondary level, i.e. Class XII level increase in achievement and success in competitive examinations is the motivating factor for taking tuitions; time spent varies from students studying in arts, commerce and science streams and is largest for science students; Students prefer to study in groups;
- Expenditure on private tuitions is much higher at senior secondary

stage and expenditure in case of students studying in science stream was higher than commerce students. Students studying arts stream were found spending the least;

- Students studying arts and commerce subjects reported better understanding and solving of individual difficulties as the major reason for taking tuitions while in case of science students in addition to solving of difficulties, preparation for competitive exams was the determining factor.
- The study revealed that private tuition system is running after school hours on the working days and during weekends and holidays;
- Parents and teachers are in support of private tuitions due to existing competitive environment and argue in favour of specialised coaching as educational achievements at this stage determine the future prospects.

Implications of private tuitions on quality of secondary education

The findings of the study revealed the large extent to which practice of private tuitions has spread. The increasing trend of availing private tuitions indicates strongly about the lack of quality of education provided in the educational institutions. Consequently, the phenomenon of private tuitions has major implications on the following dimensions of school education system to improve the quality of secondary education system in the country:

- The rigidity of formal school education system may be one of the reasons encouraging parents to

invest resources in private tuitions for their children. This has significant impact on equity, equal opportunities and access issues in education. There is need to develop inherent flexibility so that students have more choice in selecting courses as per their aptitudes. In addition provision of quality education in all schools could be realized through relevant policy formulations and effective implementation of these planned interventions for reducing gender bias and promoting equity.

- Curriculum and content of the syllabi of different grades need to be reviewed and restructured regularly to make it relevant and skill oriented to cater to the present needs and restricts promotion of rote-learning/memory based education.
- In order to reduce the demand for private tuition need for change in the existing examination oriented education system is reflected. Subject-specific interventions and strategies need to be developed for reducing the dependence of learners on private tuitions. The shift from examination oriented education system to learning competencies to face the challenges of increasing competitiveness for gaining admissions to institutions of higher learning.
- Employment opportunities and better carrier options are associated with the quantity and quality of education received. The study reveals that private tuition is gaining popularity even among the high achievers to improve and maintain their high performance. Moreover it appears

that tendency to take the private tuitions is increasing in all the students whether they are in high achieving private schools (mostly high fee charging) or in government schools. Therefore a system at national level may be developed for transition to higher education level instead of differentiated institutional policies and practices. In depth analysis for the need for private tutoring is ascertained to formulate policies for unhealthy practices in private tuitions.

- Strengthening of the available classroom teaching learning facilities is essential. But this will only be possible when concerted efforts would be undertaken to improve the existing situation of education facilities through efficient management and sound monitoring system. Initiatives for peer tutoring could also restrict the need to go for private tuitions.
- The demand for private tuitions comes from both parents and students. In case the tuition providers are teachers of the schools one of the reason cited specially in case of private schools includes supplementing their low salaries. In this context government should look into ways of sufficiently remunerating teachers in order to enhance their motivation. Secondly when mainstream teachers provide tuitions to the students other than they teach in mainstream system, they are no different from any other entrepreneur who could and with skills also provide the service. In

such cases teachers may be tempted to relax during normal teaching hours and if their salaries are not based on specified and measurable outcomes, it is important to develop a clear monitoring system, if private tuition is accepted as a policy option.

- High student teacher ratio in the classroom also promotes private tuitions. This calls for regular in-service training to improve teaching learning methods for incorporating active interventions during curriculum transaction.
- Independent entrepreneurs like students, educated unemployed youth, and educated housewives represent a different class of tutors. In some cases tuition provided by them is well recognised but in other cases there is no means of benchmarking. There is need to develop standard benchmarks within which tuition providers operate. There is need to take steps for its legitimisation and regulation in the existing educational set up.
- The initiatives by the different state governments to ban private tuitions by mainstream schools teachers have not delivered the desired results. The context in which private tuitions are ongoing should be considered critically before supporting or condemning the widespread phenomenon of shadow education.

Thus, concerns related to quality of provisions and processes in the schools raise their heads again every year when National and State Board examinations results and process of admissions to

higher education institutions begin. Nearly half the students are not able to achieve even the basic minimum required for passing the secondary and higher secondary stage. In view of the fact that around one third of the persons of the relevant age group join secondary schooling this trend is quite disturbing. Further the still smaller proportion i.e. around 10-12 percent of persons going to higher education has to struggle through various competitive examinations. The ills of private tuitions

contribute significantly to this situation. Time and again it has been emphasized that although quality of education is an elusive concept, yet provision of good physical and academic infrastructure along with supply of high quality human resources, both for imparting instruction and for governance of the system, are critical to achieve good quality education. However, the widespread practice of private tuitions is evidence that we have failed miserably in providing quality secondary education.

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