



WHY I DON'T NEED PRIVATE TUITION?

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The study attempts to assess the way choice of the stream (Science, Commerce and Humanities) influences the demand for private tutoring among senior secondary school students. This paper also explores the reasons for seeking private tuition. Results draw out why students of some streams do not go for private tuition while private tuition has become a necessity for students in other streams. Data is collected from 150 participants to assess the nature of private tutoring. Student interviews from different streams were conducted to determine the reasons behind attending private tuition. The findings reveal a huge demand for private tuition among science and commerce students. On the other hand, negligible demand for tutoring among humanities students was found. Highly competitive examinations as the selection criteria for admission to institutes of higher education and complex as well as lengthy syllabi in the science stream came out as important factors for the high prevalence of tutoring among science stream participants. Apart from this, parents' influence, social trends, and achievements of seniors and elders are also reasons for the steep difference in tutoring rates among participants of the science and humanities stream.

KEYWORDS: Private Tutoring, Science, Commerce and Humanities Stream, Institutes of Higher Education

INTRODUCTION

Over the centuries, schools have been recognised as authorised providers of education. Schools follow curricula prescribed by government agencies and run according to rules and regulations laid down by lawmakers. Governments also revise policies and regulations periodically to improve accessibility and quality of education in schools. Despite all these efforts by schools and government agencies, another form of education (popularly known as private tutoring) is running in parallel to our mainstream school education. This parallel form of education, that is private tutoring, largely remains outside the purview

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of the policymakers.

In academic literature, private tutoring is termed Shadow Education (Stevenson & Baker, 1992). The term shadow is used because private tutoring follows mainstream education. Like a shadow, it relies heavily on mainstream curriculum, and its size and shape also depend on mainstream education (Bray & Lykins, 2012). Research shows that Shadow Education is prevalent across the globe and is growing rapidly in recent decades (Bray, 2014; Brehm & Silova, 2014; Zhang, 2014). Researchers around the world have defined this global phenomenon in their own social and cultural context regarding their education system.

Lambert and Spinath (2014) describe Private tutoring as an activity where students mainly do their homework, prepare for exams, or repeat the current curriculum. Dang and Rogers (2008) described private tutoring as a fee-based activity that provides supplementary instruction to the children in academic subjects they study in the mainstream education system. Whereas Brehm and Silova (2014) found it to be a mere continuation of government school classes. Sujatha (2014) sheds light on three forms of private tutoring generally observed in Indian society. These are-home tuition provided by tuition agencies or by individuals; group tutoring given by school teachers, retired, unemployed and other types of teachers; and coaching centres or tutorials run by individuals or a group of people.

Sujatha (2014) also reflects on the levels of private tutoring. It was found that though private tutoring exists at all levels of schooling, it is prominently seen at secondary levels. Bhorkar and Bray (2018) also support the above findings stating that private tutoring expands from lower to higher grades and becomes prominently visible at the senior secondary stage. Owing to its popularity at the senior level, the present paper also focuses on private tutoring at the senior secondary level.

The present study begins with a probe into how the choice of a stream influences the demand for private tutoring at the senior secondary level and assesses the reasons for adopting private tuition. Further, the study tries to understand the characteristics of the stream with the lowest demand for private tutoring to understand the reason for students of that stream avoiding private tuition.

REVIEW OF LITERATURE

A review of related literature sheds light on the factors that propel parents and students to the market of private tutoring. Some of them being arising from educational needs while social and cultural beliefs additionally play their part. According to Sujatha (2014), pressure to qualify during entrance exams, a

mandatory step to secure admission to professional institutions of higher education, is one of the factors for seeking private tuition at the senior secondary level.

Chugh (2011), while determining the reasons for high school dropouts, found that when parents could not afford private tuition, they withdrew their children from school. The reason is that they see no academic future for their children if they are unable to supplement their school education with private tuition. Thus, the low faith of parents in school education emerges as another factor. According to Ghoshal (2018), even though school teachers have the good content knowledge and teaching strategies, they do not exhibit good behaviour and lack sincerity towards their students. These factors gradually drive students to private tutoring. While others found curricular load as one of the driving factors for private tutoring (Sen, 2009). Ghosh and Bray (2020) found credentialism, entrance examination and individual motivations for academic achievement as the potential factors for receiving private tutoring.

According to Chingtham (2015) ineffective classroom teaching and rigid curriculum, heavy stress on academic performance, overcrowded classroom and lack of individual attention, examination-oriented school culture, peer pressure, and lack of guidance at home drives students towards private tuition.

Apart from these common factors, some researchers found well-intended government policies, brought in with objectives to establish equality and opportunity for all, as a driving force for private tutoring (Sen, 2009). For example, according to the Right to Education Act (RTE, 2009), private schools are required to admit students from all social strata under the 25% reservation quota scheme. The students have benefitted from such government schemes and are driven to private tutoring to keep up with their peers (Kulkarni, 2016).

A review of previous literature reflects on an array of factors that fuels the demand for private tutoring. Literature also shows that private tutoring is most prominent at the secondary level and among science students (Azam, 2016; Punjabi, 2020; Sujatha, 2014). The present study identifies the role of the stream as a determinant factor for the demand for private tutoring at the senior secondary level. The paper further explores features that contribute to the least demand for private tutoring in a particular stream.

RESEARCH QUESTIONS

The study investigated the demand for private tutoring among senior secondary school students enrolled in three different streams (Humanities, Science, and commerce). The study further seeks to understand the influence of streams on the demand for private tutoring and the reason behind high and low private tutoring demand among students of these streams. The review of

the literature leads to the following questions:

1. What is the ratio of class XII students enrolled in different streams receiving private tuition?
2. What type of tutorial classes do students prefer concerning the cost, class size, mode of teaching, subjects, and service providers/tutors?
3. Why is the ratio of enrolment in private tutoring low for any particular stream?
4. Can any inference be taken from the participants with the least private tutoring to reduce tutoring enrolment among those with a higher enrolment ratio?

RESEARCH OBJECTIVES

The following are the research objectives of the study:

1. To determine the degree of prevalence of private tutoring among students of different streams studying in class XII.
2. To determine the reasons for receiving private tuition by students
3. To understand the reasons for not taking private tuition from the students not receiving private tuition.
4. To analyse the characteristic feature of the stream showing the lowest prevalence of private tutoring.

RESEARCH METHODOLOGY

The research follows a mixed-method approach. An online survey was conducted to collect quantitative data while semi-structured interviews were used to gather data for qualitative analysis. A questionnaire prepared as a google form was mailed to a total of 150 participants. The participants were students of class XII, studying in a private school in Ghaziabad.

The school was selected based on convenience sampling. While the students participating were selected randomly from 8 different sections of class XII. The group of 150 participants include 50 students from three different streams- Humanities, Science and commerce.

For qualitative data, 30 students, 10 from each stream were interviewed (Since data was collected during the lockdown, the interview was conducted telephonically with consent from parents and students).

FINDINGS OF THE STUDY

The first section of the paper presents data collected through an online survey on the nature of private tutoring received by class XII students. Data is classified into three categories as per the stream of students. Later the paper discusses findings from interviews conducted with students, to understand why students of some streams need private tutoring more than others. The Paper also assesses the way students of the stream with the least demand of private tutoring manage without private tutoring.

Nature of Private Tutoring

Science Stream

A questionnaire in the google form was sent to a total of 50 students studying in class XII with science subjects. Information collected is presented in Table 1 and Table 2.

Table 1

Students Receiving Tuition in At Least Three Subjects Out of Five.

No. of Students	Total Subjects in the Curriculum	Subjects for Which Tuition is Received
25	5 (Physics, Chemistry, Maths, English and Computer science/Physical Education)	Physics, Chemistry, Maths
24	5 (Physics, Chemistry, Biology, English and Computer science/Physical Education)	Physics, Chemistry, Biology
1	5 (Physics, Chemistry, Maths, English and Biology)	Physics, Chemistry, Biology and Maths

N=50

Data in Table 2 shows that all 50 participants in the science stream were receiving tuition. 36 students out of 50 joined the tutorial intending to qualify for engineering entrance exams. The rest 14 students' objective was to score good marks in board examinations. It was observed that for entrance exam preparation, students trust big established tutorials with several franchises in the city and across the country. These tutorials are commonly known as coaching institutes (Punjabi, 2020). Students joined these coaching institutes on the recommendation of their seniors, friends, relatives, and family friends. Participants enrolled in coaching institutes had to qualify for an examination con-

Table 2**Nature of Private Tutoring Received by Class XII Students of Science Stream.**

Type of Tutorial	No. of Students Enrolled	Objective of Taking Tuition	Class Size	Class Duration Per Week	Educational Profile of Tutors
Home Tuition	1	To qualify the entrance exam	1	8 hours per week	Engineering pass out
Small group tutorial in the neighbourhood	5	To score good marks in the board examination.	5-8	Minimum 8 hours/ week, but flexible, can extend when required.	3 different tutors each having post-graduation in the related subject
Coaching centre in the local area	9	To score good marks in the board examination.	18-23	10 hours per week	Tutors with post-graduation in the related subject. 2 tutors with PhD in the related subject.
Coaching institute with a franchise system	35	To qualify the entrance exam	50-60	16-18 hours per week	Tutors with PhD in the related subject, mainly biology and chemistry. Others were IIT graduates and engineers.

ducted by coaching institutes. Based on their scores in that examination, they were allotted study centres and awarded scholarships with a range between 10% and 100%.

7 participants out of 35 (enrolled in coaching institutes) were enrolled in a 4-year programme. They joined coaching in class IX intending to crack the entrance exam. According to them, this helped them build strong fundamentals, trained them to sit and concentrate for long hours and kept them ahead of their competitors as they began studying the class XI syllabus while still in class X.

Rest 29 students joined the 2-year programme. They started in class XI and feel two years are sufficient to prepare for entrance exams. However, some students feel it will require initial few months to get used to sitting for 2-3 hours of classes at a stretch. The workload is tremendous as students must take classes at least 4 days a week, solve hundreds of problems given in workbooks (provided by tutorials) and regularly prepare for weekly and monthly exams. Notes and practice books were provided by tutorials. It is suggested by the faculty at the tutorial that students should not waste time referring to study material other than that provided by the tutorial. During the pandemic, all 35 students enrolled in coaching institutes received online classes from their respective institutes.

Five participants out of 50 were receiving tuition in the small tutorials in their neighbourhood. These tutorials were run by a single tutor at home who gave tuition in one subject only. All five participants had to visit three different teachers for physics, chemistry, and maths/ biology (3 students were from medical groups and 2 from non-medical). During the pandemic also, participants continued to receive face-to-face classes at tutors' homes.

Other nine participants out of 50 were enrolled in a private tutorial centre in the neighbourhood. In these tutorials, different faculty are employed for teaching different subjects. In some cases, these tutorial owners hire faculty of different subjects and in others, 3-4 people jointly run the tutorial, each one expert in one of the subjects. These tutorials follow NCERT books but usually provide notes for quick revisions, give additional questions for practice, and take regular tests. During the COVID pandemic, participants received online classes when there were lockdown restrictions. While face-to-face classes resumed once the lockdown was lifted by the administration, during this period class size was reduced to 10-12 students per batch.

One participant out of 50 was receiving one-to-one instruction at home. Participant aims to qualify for engineering entrance examinations. Therefore, the participant had purchased study material and test series from a reputed coaching institute. But for guidance, the participant has hired a private tutor

who has expertise in the area and has a track record of helping several students in qualifying entrance examinations in the past.

Findings From the Interview

Qualitative data was collected from ten participants studying in class XII with science stream using a semi-structured interview. Seven participants out of ten were enrolled in different coaching institutes that have a franchise in Delhi and NCR. Two participants were enrolled in coaching centres in their locality. While one participant was receiving tuition in a small group tutorial run by a single tutor at her home. Participants gave an array of different reasons for receiving private tuition.

Reasons for Receiving Private Tuition

Participants enrolled in franchise model tutorials cited entrance examination preparation as the major reason for receiving tuition. Participants trust coaching institutes more than schools when it comes to preparation for entrance exams. Success stories of their seniors and elders in families inspire them to join tutorials for clearing entrance exams. All seven participants aspired to get admission to IITs for higher education and for them coaching seems to be the only ladder to reach their dreams. Participants admitted that the decision of joining the tutorial was obvious to them as everyone around them was doing that and they simply followed the trend prevalent in society.

'Our seniors, elder cousins, neighbours, everyone took coaching to qualify entrance examinations. Everyone takes coaching. It's a must. Tutors share several success stories of previous students. This gives me hope that I will also succeed'

No participant cited peer pressure or parental pressure as the reason for joining the tutorial. However, five participants admitted that their parents had advised them to join tutorials and guided them in the process of selection by tutorial. While other two participants told their parents about their decision of joining the tutorial and later elder cousins in the family guided them in the selection by tutorials.

The focus of most of the participants enrolled in the science stream was to qualify for entrance examinations and preparation for boards examination is a lower priority for them. The reason is the tough selection criteria for admission in the institutes of higher education. Since the pattern of the entrance examination is quite different from the board examination, they joined acclaimed tutorials for its preparation.

'School teachers are good for board examinations but the kind of practice one needs for qualifying entrance examinations cannot be expected from school teachers. Entrance exams are objective in nature and school teachers focus more on subjective questions'

'School does not focus on entrance examinations. Their only agenda is to give good results in board exams. I could get admission to a good engineering college only by qualifying entrance examination, even 98% in the board examination will not serve the purpose'

Some other reasons cited by participants for joining coaching institutes include the competitive environment at coaching centres, disciplined classrooms, like-minded classmates and immense support from tutors. Even in online mode, participants felt that coaching classes are better managed and disciplined. Tutorials arrange separate sessions for doubt discussions, therefore classes run without interruption, unlike school classes where students frequently ask teachers to repeat the explanation or clear their doubts. Tutors use technologically advanced gadgets while taking online classes, unlike school teachers who put the focus of their cameras on the paper as they solve the questions.

Participants receiving tuition from tutorials in their locality cited a sudden jump in the complexity level of science subjects in class XI and limited time in schools as the major reason for receiving tuition.

'In 10th class, we had less syllabus in science and maths, and it was not that tough. The XI-XII syllabus is vast and very complex to understand. A steep dip in my marks in the first few tests in class XI scared me and my parents and then I decided to get some help from outside the school'

'School teachers are good but cannot give as much time as tutors. School teachers had to explain the concept, solve numerical problems, clarify doubts, and sometimes need to discuss some mandatory activities at school in the limited class timings. As soon the bell rings indicating the time for class is over, the teacher must leave the class. While in the tutorial, the tutor decides the class timing, not the bell'

'In online classes, we hardly get a chance to contact teachers after zoom meetings are over whereas tutorials arrange separate doubt classes. Tutors also encourage us to contact them for personal queries or doubts any time over WhatsApp'

Teachers work in a fixed and regulated environment in the school. They need to fulfil norms and routine duties mandated by school administration along with teaching duties. Students could clarify their doubts during free periods and after school hours. Free periods are limited and by the end of the day, both teacher and students are usually exhausted. Therefore, when it comes to some additional guidance, students generally prefer tutorials.

'We cannot call or message school teachers after school hours whereas tutors are available round the clock most of the time. I can message my tutor even at midnight and can clarify my doubts'

'I can ask my tutor to repeat any chapter or concept. I do not have this liberty with

my school teacher as they have to complete the syllabus and for them, it will be a time waste of other students'

'My mother wanted me to join the tutorial as all her relatives' children were doing well academically. She thinks some additional help from the tutor will help me score better in the board exam'

Parents' influence and expectations could not be ignored in the decision of receiving private tuition. Freedom to contact tutors anytime, flexible hours and unconditional support from tutors attract students towards tutorials. Trends prevalent in society, and success stories of seniors, elder cousins and siblings in the family also influence the decision of receiving private tuition by science students. The difference in the examination pattern between the board and entrance tests for admission to higher education institutes and the highly competitive nature of these exams draws students towards coaching institutes with an established name in the market, offer IIT graduate faculty and charge hefty fees. Since almost everyone is taking coaching from a tutorial, it becomes a norm in society and seems to be the basic requirement for aspiring students and their parents.

Commerce Stream

An online survey was sent to a total of 50 students studying in class XII with commerce subjects. Information collected is presented in Table 3 and Table 4 respectively.

Table 3

Students Receiving Tuition in at Least Three Subjects Out of Five.

No. of Students	Total Subjects in the Curriculum	Subjects for Which Tuition is Received
1	5 (Economics, Accounts, Maths, English and business studies)	Maths
19	5 (Economics, Accounts, Maths, English and business studies)	Accounts, Maths
7	5 (Economics, Accounts, English and business studies and Maths)	Accounts, Maths, Economics

Continued on next page

Table 3 continued

23	5 (Economics, English and studies Science/Physical Education)	Accounts, business studies, Economics and Computer
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N=50

Table 4

Nature of Private Tutoring Received by Class XII Students of Commerce Stream.

Type of Tutorial	No. of Students Enrolled	Objective of Taking Tuition	Class Size	Class Duration Per Week	Educational Profile of Tutors
Small group tutorial in the neighbourhood	3	To score good marks in the board examination.	5-6	3 hours/week (flexible, can extend when required).	3 different tutors each having post-graduation in the related subject
Coaching centre in the local area	47	To score good marks in the board examination.	25-30	3 hours per week (flexible, can extend when required).	Tutors with post-graduation in the related subject. 2 tutors with chartered accountancy experience in the past.

Data in Table 4 shows that in the commerce stream, all 50 participants were taking tuition. Out of 50, there was one participant who was taking tuition in only one subject, maths, as support for accounts and other subjects were available at home (mother was an accounting teacher). 19 participants were receiving tuition in two subjects: math and accounts. 7 participants were tak-

ing tuition in three subjects, namely- math, accounts, and economics. 23 participants were receiving tuition for accounts, economics, and business studies. 21 students out of 26 students who are not taking tuition for business studies informed that they would take a 2-3 months crash course for business studies towards the end of the session. The remaining five participants feel that they could manage without tuition in business studies. Most of the participants (47) were receiving private tuition in coaching centres in their locality. Only a few of them were receiving tuition in small group tuition in the neighbourhood.

Findings From the Interview

Ten students receiving tuition from coaching centres in the local area were selected as participants. Three participants were receiving tuition in two subjects - Math and Accounts. Five participants were receiving tuition for Math, accounts, and economics. The remaining two students were receiving tuition for accounts economics and business studies.

Reasons for Receiving Private Tuition

Participants found subjects in the commerce stream as new and unfamiliar. They felt math and accounts are tough and have different types of complex questions. School teachers do not have enough time to explain each type of question during fixed school hours. Some participants felt school teachers are not consistent. Sometimes they complete one chapter in two weeks. At other times, when they find exams or tests are approaching, they would rush to complete the syllabus covering two chapters within a week. Few also cited the trend or practise of taking tuition as their reason for receiving tuition, but they feel it was the right decision as otherwise, they would not have got the clarity of concepts.

'Everybody is taking tuition. Nobody takes school teachers seriously. We do not care to complete questions given by the school teacher as home assignments. Teachers also do not have time to check individual homework. But I make sure that I practice questions taught by the tutor during the tuition otherwise I will struggle during the next class. The tutor usually gives one or two questions based on the previous class topic to solve before beginning the next class'

'As soon as I finished my 10th class examination, my parents started looking for tuition for maths and accounting subjects without assessing if I needed it or not. I also did not doubt their decision as all my friends were following the same approach. My elder sister also took tuition after class X'

Participants also admitted that in tutorials, classes are more interactive due to smaller class strength. They feel more connected to the teacher and can discuss their academic problems at any time. Participants found tutorial classes to be more disciplined as tutors segregate students into different batches based on their seriousness and intellectual level.

Students are sometimes not satisfied with school teachers, but they do not complain as they feel that it might affect their internal marks. But in the case of tutorials, they do not have such an obligation. They continue the tutorial only if they are satisfied otherwise, they approach someone else.

'I am taking tuition for accounts and maths only. My accounts teacher in school hardly picks chalk in his hand and explains all the numerical verbally. How could anyone understand accounts only through a lecture? He also teaches us economics. His approach to explaining concepts verbally works well in the case of economics. I think he has expertise in economics, but he is not the right person to teach accounts'

Along with academic benefits, students also enjoy the social life of tutorials. They get to meet their friends in the tutorial. After tuition classes, they spend some time talking to their friends or roaming around in the streets. Sometimes they walk together to and from the tuition centre.

Humanities Stream

Data were collected from 50 class XII students studying humanities. The data is presented in Table 5.

Table 5
Students Receiving Tuition in Humanities.

No. of Students	Total Subjects in the Curriculum	Subjects for Which Tuition is Received
37	5 (History, Geography, Political Science, Psychology/ Economics/ French and English)	None
6	5 (History, Geography, Political Science, Psychology/ Economics/ French and English)	Economics
4	5 (History, Geography, Political Science, Psychology/ Economics/ French and English)	CLAT (Common Law Admission Test) Coaching
1	5 (History, Geography, Maths, Economics and English)	Maths

Data in Table 5 shows that in the humanities stream, only 6 participants were receiving private tuition for Economics. One student with Math as the combination was receiving private tuition for math. Four participants out of 50 were enrolled in CLAT (Common Law Admission Test, national level entrance

examination for admission to National Law Universities in India) coaching institutes. The remaining 37 students in the humanities stream were not receiving private tuition in any of the subjects.

Out of 6 students receiving tuition in economics, two students were doing it based on their parents' suggestion. The other two students opted for tuition due to their low performance in economics. Four participants joined coaching for CLAT as they aim to get admission to a reputed law college after XII. According to them, it is not possible to crack law entrance tests without coaching. In school, teachers emphasize more on subjective questions more while the entrance test is objective. Therefore, they could not depend on school teachers for entrance test preparation.

Findings For the Interviews

37 participants in the humanities stream were not taking any private tuition. Findings reveal that student participants in the humanities stream do not face any pressure from parents or peers for taking tuition. They are not bound by any social trend. They take inspiration from seniors in the school who managed to score well without private tuition. They trust their school teachers and follow their instructions seriously as they know they have no fall-back option. Their good academic result without any private tuition motivates them and gives them the confidence that they could do well in boards exam under their school teachers' guidance.

'There is no pressure from my parents, and I can cope well'

'I can understand in school and managed to score a good percentage in XI'

'I did not feel the need for tuition as I am scoring well. Most of my friends who opted for science in XI told me that their percentage suddenly dropped in class XI and their parents panicked. There is no such case with me. In fact, my percentage improved in class XI'

'Our seniors did not receive any tuition. Many of them scored 95% or above in board exams. This gives me hope that I can also score well without external help. I have full faith in my teachers'

Participants admit that they do not need to refer to several books unlike their counterparts in science. They found NCERT books and sample papers sufficient for board examination. However, participants did not agree that humanities are an easy subject as they have their challenges. But school teachers have a fairly good idea about the challenges of the subject and can guide the students to handle them appropriately. Participants revealed that their teachers usually explain concepts with the help of examples. They discuss and contextualise textual information with present-life scenarios. Teachers make the students aware of the technicalities of answer writing. They pose

situational questions and explain how to deal with situational and application-based questions. Few teachers also share notes and give important pointers to them.

'People think that arts are an easy subject. Therefore, parents do not insist on taking tuition. Rather, they discourage their children to take tuition saying why do you want to take tuition for such easy subjects. Arts subjects are subjective hence one cannot score marks freely like math and accounts unless the answer is exceptionally good. So, it is a myth that arts are an easy subject, and one does not need tuition. If not taught well in school, one would need to take tuition to score good marks in board exams'

'While teaching, the teacher gives some pointers indicating the important topics for the board examinations. They suggest the writing style that should be followed to score good marks on boards. All these steps are very helpful. We also have 10 years and sample papers available in the market'

Participants in the humanities stream also require additional support sometimes. During the COVID pandemic times when classes were conducted in online mode, students could not approach their teachers during free periods or after school hours. Hence, students have made doubt groups on WhatsApp with subject teachers where they can post their doubts and the teacher connect to the student concerned as per their availability. Further, participants admit that they have never come across any advertisement for tuition in the arts subjects and have not even heard from friends or relatives taking tuition for history or geography. However, they have heard from their seniors that they used to study together at home or after school hours in school during which they used to discuss important concepts and topics together. Participants revealed that they also arrange zoom sessions for discussion with classmates sometimes, especially before class tests or exams.

'Tuition are not easily available in the market. Even if available, they do not match the expertise level of school teachers. Most of our teachers hold PhD degrees'.

'I wanted to take tuition for French language but there are very few options available and are very expensive. Still, I joined one private tuition class but later found that my teacher at school was far better than the tutor. Tutor had no idea regarding the board examination.'

Participants in humanities focus on board examinations only because the selection criteria for admission in good Universities/colleges is based on percentage in board examination (since participants were based in Ghaziabad, they all aimed for universities in and around Delhi).

'I can get admission to a good university based on board percentage. School teachers are competent enough for board preparation'

CONCLUSIONS

Social Trends and Perceptions: People usually take decisions based on the prevalent practices in society. Practices followed by a majority of people in society become a trend and others start following them without understanding their needs. This is also applicable in the case of private tutoring. When students observe that their peers and elders are receiving tuition and getting good results, they start following them. This is the primary reason for the trends in society like nearly 100 % enrolment in private tutoring at the senior secondary level among science and commerce students. Though, in humanities there are no such practices prevalent in society. Humanities students see their seniors and elders managing well without tuition and take inspiration from them. They too concentrate on school studies and work hard to secure good marks without tuition.

Teachers Support: Schools employ well-qualified teachers for all three streams. All the teachers are bound by the same rules and regulations of the school. Science and commerce teachers are also expected to extend their full support to the students even after school hours but hardly any student approaches them for their doubts or query as students usually have a fallback option in the form of tutors. Since there is a huge demand for private tuition in the market, science and commerce teachers are usually engaged in taking tuition during their personal time. Therefore, they do not encourage school students to approach them after school hours. Whereas in humanities, students do not have any other support system except school teachers, so they pay full attention to school work and take their school teachers seriously. When in need, students approach teachers for the help required. Teachers also extend their full support as they do not usually have any other professional engagements.

Admission Criteria to Institutes of Higher Education: Science students aspiring to get admission to engineering and medical colleges must qualify for national-level entrance examinations to get admission. The college and stream allotted depend on the student's merit in these examinations. The nature of these examinations is entirely different from board examinations. School teachers focus on board examinations only therefore students look for outside help for the preparation of these examinations. Due to the highly competitive nature of the examination, students start their preparation early. Mostly, students get enrolled in class IX itself. Whereas in the case of the commerce stream, students usually take a crash course of just a few months for preparation for entrance examinations. In humanities and for some subjects in the commerce stream, the criteria for admission in the institutes of higher education is based on board percentage. Therefore, students focus entirely on-board examinations. For good results in boards examination, students

trust school teachers as they have both expertise and experience in the area.

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