



RESEARCH ARTICLE

ENGAGEMENT OF SCHOOL STUDENTS IN SHADOW EDUCATION: PRESENT STATUS IN INDIA & WEST BENGAL

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Abstract

Education has been a fundamental part of society since ancient times. The modes of education, learning, and subject knowledge have been presented in a variety of ways over time. At present, formal education, or school education, is the most important for students. In front of this school or formal education, another education system has emerged, which is commonly referred to as private tuition, and scholars refer to it as "Shadow Education." The recent study is mainly based on three objectives 1. The five highest and lowest states for children taking private tuition based on percentages in India. 2. Percentage of children enrolled in private tuition with respect to their grade, gender, school type, and parents' education in India. 3. The percentage of children enrolled in private tuition by their school type in the State of West Bengal. Documentary analysis is mainly used as a research method, and secondary data is inculcated in this study. The findings of the study are that enrolment rates in the five highest and lowest states with private tuition are increasing over the previous year. The percentage of children taking tuition has improved from the previous years, with respect to grade, gender, school type, and parents' education and hike around 40% in India. In the state of West Bengal, there is an increase in private tuition enrolment among private school students compared to government school students. According to ASER 2021, West Bengal is the highest private tuition-taking state in India at the school level.

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Introduction:-

India is one of the world's largest school education systems with over 1.5 million schools, nearly 9.7 million teachers and nearly 265 million students of pre-primary to higher secondary level from dissimilar social and economic backgrounds. The system endeavors to maintain standards and uniformity through the country while giving liberal scope for the country's different culture and heritage to grow and flourish (UDISE+ 2020-21). Shadow education has developed significantly as a research area over the last 35 plus years since "the detailed research" began from 1980 (Bray & Lykins, 2012, p. 26), but the concept and investigation results are still flurried and cause misperceptions due to various explanations. Shadow education may be a term that has been employed by varied researchers and students for those tutorial activities that are unit utilized to reinforce pupils' knowledge about school curriculum-based examinable subjects (Malik, 2017).

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There have been a lot of misperception restricting from diverse variations of the term as some investigators include all the activities for such purpose regardless of the information if they are unpaid or paid (Baker, Akiba, LeTendre, & Wiseman, 2001; Baker & LeTendre, 2005) whereas some others take in only those undertakings which are for totally profit-making (Stevenson & Baker, 1992; Bray, 1999, 2009).

Although the term shadow education is used widely, it is not always working with consistent meaning. It is therefore necessary at the inception to recognize the parameters of the Shadow education. It is concerned with tutoring in academic subjects that is delivered for a fee and that induce outside standard school hours (Bray & Lykins, 2012, p-1) Kim and Jung (2019) revealed in his book five main arrangements of shadow education: (1) home-visit based private tutoring; (2) institutes based private tutoring, (3) learning programs based on subscribed, (4) private tutoring based Internet, and (5) after-school hour programs.

It is serious to understand why the term "shadow" was adopted to denote private supplemental academic study. The phrase "shadow education system" was chosen because it replicates, imitates, and follows the mainstream education system, and any change in its size, pattern, curriculum, or the shadow education system is impacted by structure as well. (Bray & Lykins, 2012). The phrase "shadow economy" has also been connected to the word "shadow" because most of the "shadow education system" is unregistered, untaxed, and in some cases even illegal (Bray & Kwok 2003).

The metaphorical "Shadow" in this phrase could be given additional dimension. Some "Shadow schools" have been seen to progress into real, full-grown formal schools. Of course, this can only be seen with regard to established private schools. India and other Southeast Asian nations exhibit this pattern. When shadow education centres are established, they may eventually become full-time formal schools if they are successful in drawing students and building a reputation for themselves. The term "shadow education" is new, even though the phenomenon is not. The term did not begin to be used frequently in academic circles until 1991 (Malik, 2017).

Some definitions of "shadow education" are very general, while others are overly specific. Zhang & Bray (2015) said that the shadow metaphor implies that the existence of formal education is the sole reason this type of coaching is possible. The curriculum in the shadow is somewhat similar to that in the classrooms, and as the normal system evolves, so do the shadow sector's dimensions. Bray in his book *'The Shadow Education System: Private Tutoring and Its Implications for Planners'* (1999), shows that

"First, private supplementary tutoring only happens because mainstream education exists; second, as the size and shape of the mainstream system change, so do the size and shape of supplementary tutoring; third, in almost all societies much more public attention focuses on the mainstream than on its shadow; and fourth, the features of the shadow education system are much less distinct than those of the mainstream system" (p. 17).

In India's perspective, investigators view that, "shadow education" are an education system outside of school or formal education where students are accepted to fulfil their academic aspirations and private tuition is a main part of shadow education.

Knowing the relationship between shadow education and private tutoring is very important for us. How the term "shadow education" is used in relation to tutoring, private tutoring, and private supplemental tutoring is significant. Numerous academics equate or interchange the terms "private tutoring" and "shadow education" (Zhang & Bray 2015, Bray & Lykins, 2012, Kim & Jung 2019). However, this is not the end of the issue. According to Kobakhidze (2014) argued, "Free tutoring is another dimension of shadow education" (p. 465). Malik (2017) said Private tutoring is the same as teaching in that instructions are given outside of arranged class times and other teaching obligations (by individuals or institutions that are not affiliated with a formal school, or by teachers who are but privately).

We find different types of arguments from different literatures. So it can be said that Shadow education is that which exists outside of formal education organizations or individuals and is formed to help students learn more effectively through the flexibility of school curriculum and examinations. It is frequently referred to as private tuition.

Objectives:-

1. To find out the five highest and lowest states for children taking private tuition based on percentages.

2. To know the percentage of children enrolled in private tuition by their grade, Gender, school type, and parents' education in India.
3. To identify the percentage of children enrolled in private tuition by their school type in the State of West Bengal.

Methodology:-

The nature of the current research is qualitative and done through Document analysis. Authors mainly used secondary data. Secondary sources include articles, reports of various committees, government policies, and research reports like ASER reports 2021, ASER 2021 in West Bengal and UDISE+ 2020-21 etc.

Research Questions:

1. What are the five highest and lowest states for children taking private tuition based on percentages?
2. What are the percentages of children enrolled in private tuition by their grade, Gender, school type, and parents' education in India?
3. What are the percentages of children enrolled in private tuition by their school type in State of West Bengal?

Results&Findings:-

Objective No. 1) to find out the five highest and lowest states for children taking private tuition based on percentages.

Table 1:- Five highest States children are taking private tuition (%) in INDIA.

Highest Ranking States	Name of Five highest States children taking private tuition	Five highest States children taking private tuition In Percentage (%)			AVERAGE (FROM 2018 TO 2021) In Percentage (%)
		ASER 2018	ASER 2020	ASER 2021	
1	WEST BENGAL	75.8	73.5	76.5	75.26667
2	BIHAR	65.4	64.3	73.5	67.73333
3	ORISHA	57.5	52.4	66.2	58.7
4	JHARKHAND	41.1	52	57.6	50.23333
5	MANIPUR	46.2	32.1	49.1	42.46667

Sources: Annual Status of Education Report (Rural) 2021(ASER)

Table No. 1 displays the state of West Bengal as the highest state for children taking private tuition, with an average of 75.27% from 2018 to 2021, according to the ASER report. Then Bihar, Orissa, Jharkhand, and Manipur are ranked 2nd, 3rd, 4th, and 5th, respectively, from higher to lower.

Table 2:- Five Lowest States children are taking private tuition (%) in INDIA.

Lowest Ranking States	Name of Five Lowest States children taking private tuition	Five Lowest States children taking private tuition In Percentage (%)			AVERAGE (FROM 2018 TO 2021) In Percentage (%)
		ASER 2018	ASER 2020	ASER 2021	
1	TELANGANA	5.9	5.3	9.6	6.933333
2	CHHATTISGARH	3.6	5.5	12.5	7.2
3	RAJASTHAN	5.1	11.9	15.3	10.76667
4	HIMACHAL PRADESH	7.9	10.4	14.7	11
5	TAMILNADU	13.9	8.4	16.6	12.96667

Sources: Annual Status of Education Report (Rural) 2021(ASER)

Table No. 2 shows the state of Telangana as the lowest state for children taking private tuition, with an average of 6.93% from 2018 to 2021, according to the ASER report. Then Chhattisgarh, Rajasthan, Himachal Pradesh, and Tamilnadu are ranked 2nd, 3rd, 4th, and 5th, respectively, from lower to higher.

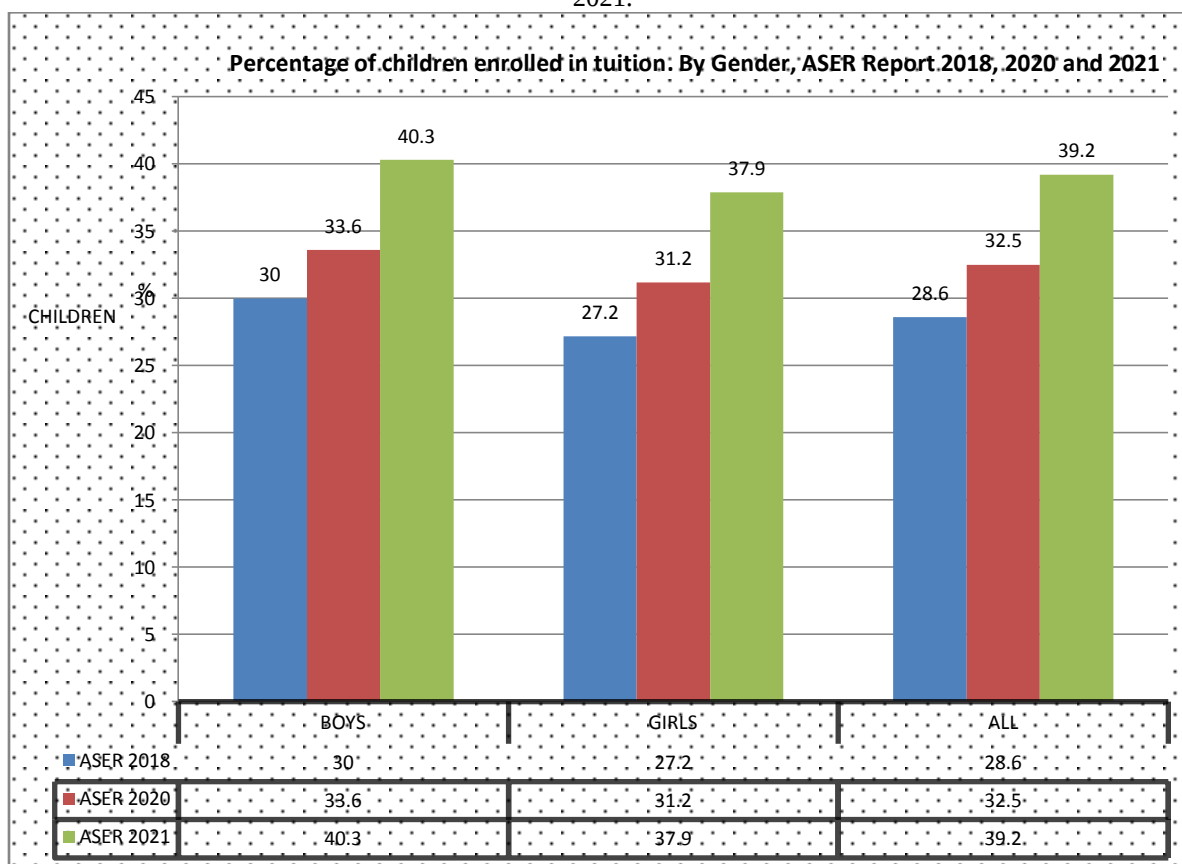
Objective No. 2) to know the percentage of children enrolled in private tuition by their grade, Gender, school type, and parents' education in Indian.

Table 3:- Percentage of children enrolled in Private tuition. By Grade in India, ASER Report 2018, 2020 and 2021.

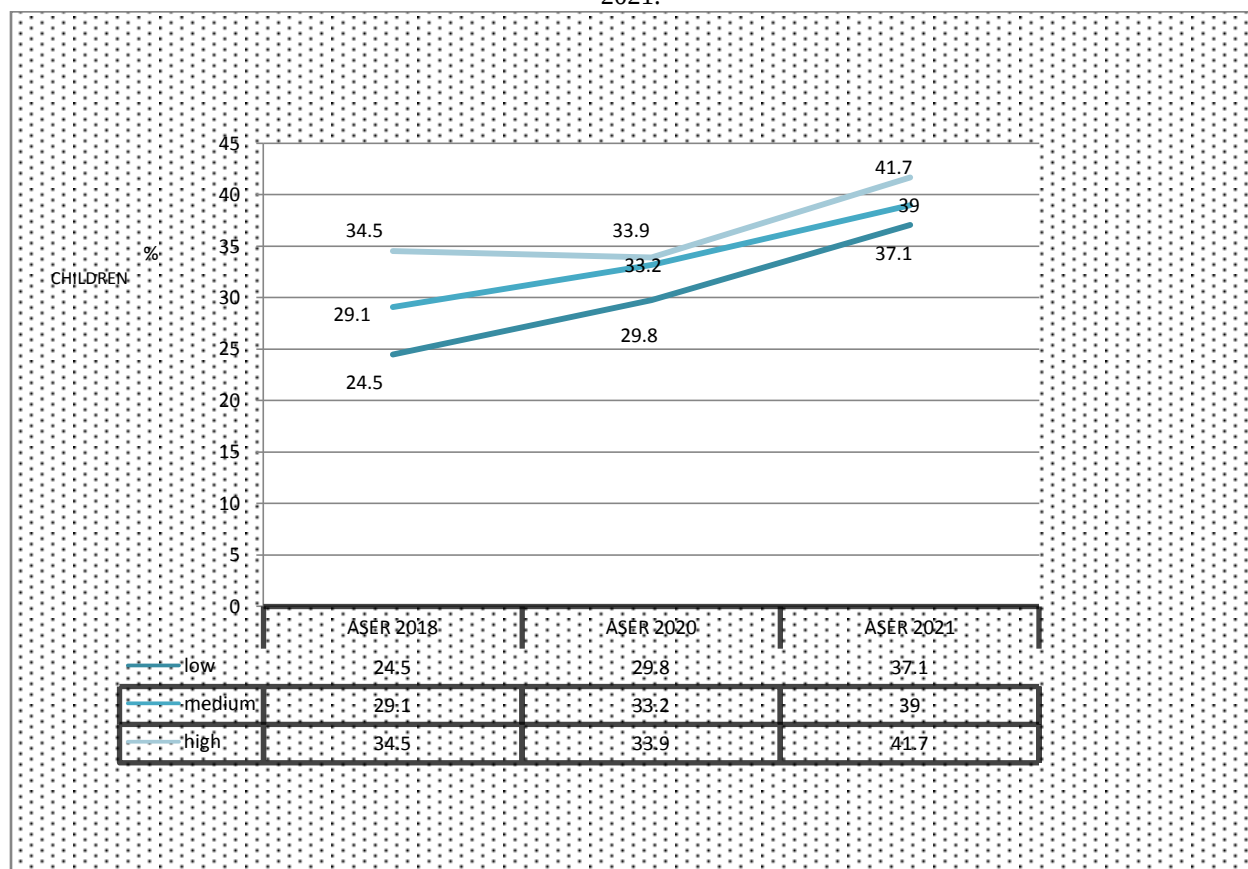
Grade Standard/ Studies in class	ASER 2018	ASER 2020	ASER 2021
Std I-II	24.2	33.2	37.0
Std III-V	27.7	32.9	39.4
Std VI-VIII	28.6	30.7	38.9
Std IX & above	35.5	33.6	41.1
All	28.6	32.5	39.2

Sources: Annual Status of Education Report (Rural) 2021(ASER)

Bar graphs no 1:- Percentage of children enrolled in tuition_By Gender in India, ASER Report 2018, 2020 and 2021.



SOURCES: Annual Status of Education Report (Rural) 2021(ASER)

Chart no 1:- Percentage of children enrolled in tuition_byParents educationIn India, ASER Report 2018, 2020 and 2021.

SOURCES: Annual Status of Education Report (Rural) 2021(ASER)

Table 4:- Percentage of children enrolled in Private tuition. BySchool types In India, ASER 2018, 2020 and 2021

School types	ASER 2018	ASER 2020	ASER 2021
Government	29.6	33.0	39.5
Private	26.7	31.2	38.2
Government & private	28.6	32.5	39.2

Sources: Annual Status of Education Report (Rural) 2021(ASER)

Above Tables 3 and 4, Bar graphs 1 and Chart 1 no. discovered the amount of children taking tuition has amplified from 2018 to 2021, irrespective of grade, Gender, school type, and parents' education. Currently, almost 40% children take funded private tuition classes. For the largest increases in the proportion of children taking tuition are seen among children from the most disadvantaged households. Taking parental education as a proxy for economic status, between 2018 and 2021, the percentage of children with parents in the 'low' education category who are taking tuition increased by 12.6% points, as opposed to a 7.2 % point upsurge among children with parents in the 'high' education category. (ASER Report 2021, rural)

Objective No. 3) to identify the percentage of children enrolled in private tuition by their school type in State of West Bengal.

Table 5:- Percentage of children enrolled in Private tuition. BySchool types in West Bengal, ASER 2016, 2020 and 2021.

School types	ASER 2016	ASER 2018	ASER 2021
Government	74.1	75.2	70.1
Private	69.9	70.6	73.0

Sources: Annual Status of Education Report West Bengal 2021(ASER)

Table No. 5 describes children's enrollment in private tuition by school type in the State of West Bengal. From the ASER report 2016, 74.1% and 69.9% of government school and private school children enrolled in private tuition, respectively. According to the ASER (2018) report, 75 percent and 70.6 percent of government and private school children are enrolled in private tuition, respectively. The 2021 (ASER) report says 70% of children enrolled in private tuition are from government schools, and 73% of children are enrolled in private schools.

Conclusion:-

This study focuses on presenting how school children are now enrolled in private tuition in India. School education is very important to a student for their academic achievement. Currently, private tuition and school education in India are given equal importance by students and their parents to accelerate their academic success. The study shows that among the five highest private tuition-taking states in India, more than half of students (>50%) are taking tuition in four states, which is noteworthy. About 37%-41% of students in almost all grades or classes in India take private tuition. There is not much difference between boys and girls in taking private tuition in India. However, Analysis from ASER 2021 study states that both girls' and boys' enrolment in private tuition climbed by 10% between 2018 and 2021. According to ASER 2021, between 2018 and 2021, higher-educated parent children received more private tuition than middle- and lower-educated parent children. Analysis from ASER 2021 report, government school students receive private tuition at a rate of 39.5% and private school students at a rate of 38.2%. From ASER 2018 report, both government and private school students take private tuition at a rate of 28.6%. But, now 39.2% of, both government and private school students are taking private tuition, according to the 2021 report, a 10% increase between 2018 and 2021. West Bengal has the highest number of private tuition-taking students in India. As per the ASER 2021 report, 71.1% of government and 73% of private school students are taking private tuition.

Past few decades' Private tuition has become an important part of education. Most school students study school subjects outside of school for better results and also academic achievement. In the case of Private tuition, school students can be benefited in several aspects like personal attention from the private teacher, fulfillment to achieving academic achievement, good study habits, and better classroom performance in school. There are also some negative sides of taking private tuition such as high cost, less extracurricular activities, being bound only to the school syllabus, and no space for self-analysis. On the other hand, taking private tuition has dramatically deteriorated the level of academic accountability among school teachers and also indifference in their parents. It is observed that private tuition enrollment has steadily increased over time. The States with lower enrollment in private tuition has also increase in the enrolment from previous years. Private tuition needs to be carefully monitored by governments, private institutions, and policy-makers. If necessary, new laws should be introduced so that students do not have any social or economic inequality in receiving education and do not have any academic pressure put on them by the academic subjects. Effective use of private tuition has to require positive intervention by the government. Also, other private organization sectors should come forward to steer private tuition in the right direction.

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