

CHAPTER – 1

CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

Education plays a vital role in the life of individual as well as society. Education transforms a person to live a better life. It helps a person to show their best by their mind and spirit. A society also develops on the basis of education. As society has grown and developed, the ways of imparting education have also become diversified. There have been changes in the institutions of education, in the content of education and the delivery of education.

1.1 CHANNELS OF EDUCATION

Over the period of time, education is imparted in many ways. Mainly there are three types of education, namely, formal, informal and non-formal.

Formal education

Formal education is imparted in an educational institution - a school or college. In ancient times in India, it was mostly imparted at resident of the teacher. It is consciously and deliberately planned to bring about specific changes in the education or the learner. As such it is synonymous with educational institutions. School and University are agencies of formal education.

It is planned education keeping in view some definite aim. Education is imparted through well planned means or formal lessons. It is education having a definite course to be covered during a definite period. There is a teaching learning process with which the teacher and the learner are acquainted. Education is organised by some agency, say the government or a private enterprise. Education is imparted in an institution having building or premises. It has a specific starting and ending at a particular age. It is education associated with a degree or certificate.

Informal Education

Informal education takes into its orbit all indirect influence of the home and society. It is an unconscious learning. There is no fixed aim, no fixed curriculum, methods of teaching, no organised body or institution behind this process. The press, the libraries, the films and other such agencies are included as agencies of informal education. Their influence is subtle and imperceptible but at the same time very important and significant. Informal education is a lifelong process.

Non-formal education

This is an arrangement wherein flexibility is the key word. The system is an open one with regards to various aspects of education, that is, admissions, place of instruction, curriculum, mode of instruction and the time and duration of instruction. Open University, open learning, correspondence courses and distant education are the various examples of such a system.

It is learner centred education. It is based on the needs of the learners. There is more emphasis on self learning. It is a boon for drop outs of formal education as it provides suitable opportunities to those who on account of one or the other reason are unable to continue their formal education. It is motivated by individual growth. It takes note of the needs of the community and accordingly includes a variety of learning programmes. It provides a variety of opportunities to update one's knowledge and skills. It supplements the system of formal education which is rather expensive. It is provided by part-time schools, open schools, adult education centres, and voluntary agencies.

1.2 FORMAL EDUCATION SYSTEM IN INDIA

The central and most state boards uniformly follow the "10+2+3" pattern of education. In this pattern, study of 12 years is done in schools or in colleges, and then 3 years of undergraduate education for a bachelor's degree. The first 10 years is further subdivided into 5 years of primary education, 3 years of upper primary, followed by 2 years of high school. This pattern originated from the recommendation of the Education Commission of 1964–66. The Government of India allocates a percentage of its annual budget to the education sector and operates educational institutes. In addition to government-run public schools, private investment in

the education sector is seen traditionally in the form of not-for-profit trusts which manage un-aided educational institutions.

1.3 FORMAL EDUCATION AT SCHOOL LEVEL

The formal education system at school level has schools as an important institution of education. It consists of schools catering to the education of children in the age group of five to eighteen years. The number of years of schooling for standard I to X is ten years and for XI and XII is two years. Before the entry into school, children generally take education at pre-primary educational institutions. There are different boards of affiliation for schools like, State Board, Central Board of Secondary Education, Indian Certificate Secondary Education(ICSC), International General Certificate of Secondary Education (IGSCE) and presently there are schools which are affiliated to International Baccalaureate also. There are different types of schools such as Kendriya Vidyalaya, Jawahar Navodaya Vidyalaya, Sainik School, Public Schools, government aided schools and un-aided schools. Also there are chains of schools which are present all over India such as Bhavanss school and Delhi Public Schools. Also there are franchise schools like Billabong school and Kangaroo Kids school.

After the schooling stage, children can enter the world of work or enter the institutions of higher education. There are public examination called the Board examinations at the end of standard X and XII. The board examination and pressure to get admission to professional colleges has created a stress in education at school level. Due to this some of the shortcomings of schools pointed out are too much focus on examination scores, less scope of creativity, not catering to learning styles of different types of students, rigidity in terms of completion of course. Also the schools give emphasis on co-curricular activities which is meant for the overall development of students. The examination focus however makes the students feel co-curricular activities as stressful and time consuming.

1.4 NON-FORMAL EDUCATION IN INDIA AT SCHOOL LEVEL

In order to take care of the problems of formal education system at school level, there are non-formal institutions the National Institute of Open Schooling and home schooling which is slowly emerging as an alternative to formal schooling.

1.4.1 National Institute of Open Schooling (NIOS)

The National Institute of Open Schooling (NIOS), formerly known as National Open School (NOS), was established in November, 1989 as an autonomous organisation in pursuance of National Policy on Education, 1986 by the Ministry of Human Resource Development (MHRD), Government of India. NIOS is providing a number of Vocational, Life Enrichment and community oriented courses besides General and Academic Courses at Secondary and Senior Secondary level. It also offers Elementary level Courses through its Open Basic Education Programmes (OBE). Government of India through a gazette notification vested NIOS with the authority to examine and certify learners registered with it up to pre degree level courses.

1.4.2 Home schooling

The legality of homeschooling in India and a plethora of Alternative Education schools spread over different states has been debated by educators, lawmakers, and parents since the passing of The Right of Children to Free and Compulsory Education Act also known as RTE which makes formal education a fundamental right of every child between the ages of 6 to 14 and specifies minimum norms for schools. However there have been petitions by parents and alternate schools for granting relief.

As prevalent worldwide, homeschoolers in India use a wide variety of methods and materials including their own methods. Though there is no actual data available, most prevalent methods in India are Montessori Method, Unschooling, Radical Unschooling, Waldorf education and School-at-home. Some of these approaches like Montessori and Waldorf are also available in school settings. Many home-schoolers follow formal education methods at home through CBSE, NIOS or NOS and IGCSE

1.5 THE RISE OF A NEW ALTERNATIVE INSTITUTION OF EDUCATION: PARRALEL EDUCATION INSTITUTIONS

In between the formal and non formal educational institutions, there is a rise of parallel education institutes. Parallel education institutes, can be divided into three sections: First pertaining to private tuitions meant to supplement the regular classes at schools or colleges, second catering to the competitive examinations where technically speaking the syllabus is same as the school or college curriculum and

finally third preparing the students for such competitive examinations where the syllabus is different from the regular curriculum. These are significant as the same students who take education at schools also do so in these institutions. Private tuitions at school level were initially meant for the academically weak students and were more common in the classes which culminated in board examinations. However, today parallel education institute have become a fad rather than loathsome even at the elementary level of education.

1.5.1 STRATEGIES OF TEACHING IN PARALLEL EDUCATION INSTITUTIONS

Most of the parallel education institutes in India concentrate on providing regular classes and relevant study material to students, hence instilling in them a sense of discipline. The study material provided by them is more comprehensive - which includes simplified notes of the topic, different types of the questions which can be framed on that particular topic and even the questions which are already asked in Board and competitive exams. This strategy helps a lot to the students because while studying a topic students get a proper idea about the kind of questions normally asked in exam from that particular topic. Apart from pointing out the most important topics and probable questions, they provide strategies for shortcuts, hints and other strategies to sail through various exams easily.

Parallel education institutes are meant for getting good grades in exam they mainly work and focus on simple logic – “How to get maximum marks”, which is very much in tune with today’s competitive era. Their focus is not over all development of students. These days these institutes not only focus on completing the academic aspects but also go beyond to provide other value added inputs. These institutes provide various sessions on personality development, soft skills, general knowledge and other industry-related modules in which experts from diverse fields are invited to interact with students which is not a common phenomenon in schools and colleges.

Many parallel education institutes have the necessary infrastructure and technology to enhance learning. From lab facilities to well-stocked libraries, online labs to audio video aids, all are provided by parallel education institutes to make learning an

enriched experience. Unlike schools and colleges, parallel education institutes prepare the students to confidently face exams by taking simulated tests.

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Parallel education institutes bring students with the same goals and diverse backgrounds on a common platform, so the best advantage that this enhances the student's awareness level, installs a sense of competition and confidence. It gives them an opportunity to interact with peers and share their anxieties, doubts and strategies, thus mutually benefitting all.

1.6FUNCTIONING AND FACILITIES AT PARALLEL EDUCATION INSTITUTES

Parallel education institutes have an organized way of functioning. Some aspects of its functioning are described below.

Time allocation

One of the most important reasons for the success of parallel education institutes is their time management and flexibility in managing time. For instance, average class timing in a parallel education institutes is two to two and half hours, three to four days a week, which is very much sufficient for understanding the topic and to practice in class. Apart from the regular class timings, teachers are available before and after class for doubts and difficulties of students. The working hours can be early morning hours from six in the morning and may continue till late night at nine. The cycles of work are in terms of batches. So there is a repetition of the same activity repeatedly for different batches. The students have the freedom to choose the batch as per their convenience. The number of working days for one batch can sometimes be more than a school's academic year as the course starts before the school begins its academic year. There is no concept of holidays as vacations are specially used and often the batches are termed as vacation batch.

Frequent Testing

Weekly tests are an important feature. This strategy helps students to prepare topics in a definite time period and to identify their grey areas. At the same time it helps parents to know about their child's performance. These kinds of pressures keep students more regular and disciplined with their studies.

Marketing

The major function of parallel education institute is to prepare students for board and competitive examination. It has many characteristics of a business in which marketing is very important. The success of a parallel education institute lies in the number of admission its students secure in professional colleges and the achievement in Board examination. Parallel education institutes prepare the students to confidently face exams by taking simulated tests.

Teachers and their way of teaching

These institutes employ teachers who are experts in their subject. Often the teachers do not have a teacher education degree like Bachelor of Education. Sometimes the teachers of school also teach in the parallel education institutes. In all, the big and reputed parallel education institutes every subject teacher has one or more assistant teacher to support in study material, test paper preparations and for solving doubts of students. Even the weak students are called separately for remedial classes which gives a chance to students to improve their performance.

In some ways it also works like a consultancy also. The consultants provide counseling to their clients on various issues related to their personal or professional life and the coaches or the teachers in parallel education institutes too provide the students education to deal with issues that can make their personal and professional life better.

Infrastructure facilities

Many parallel education institutes have the necessary infrastructure and technology to enhance learning. From lab facilities to well-stocked libraries, online labs to audio video aids, all are provided by parallel education institutes to make learning an enriched experience. Also, the facility of air-conditioners is often used as a strong feature of parallel education institutes.

Preparation for competitive exams with board exam

The institutes for competitive examinations like the ones to engineering and medical colleges where though the syllabus is largely same as the one for the board examinations, but still there remains a huge gap in the level of preparation meant for the two. It is incomprehensible that why must the students prepare for two parallel examinations at the senior secondary level. Though the IITs have brought in certain reforms and with the introduction of AIEEE and other such integrated competitive examinations, the situation has improved but still a lot more needs to be done. CBSE and the other boards must work together with the institutions conducting the entrance examinations under a proactive regulatory authority to bridge the gap between the two.

The biggest share of the market in this segment is held by those preparing the students for CAT and other MBA entrance examinations, and the lucrative market of Civil Services Examinations. Law entrance, fashion designing, NDA, Hotel Management, Bank PO and even tests being conducted by companies during their placement drives are all largely based on aptitude. With the amount of competition the students have to face and the lack of motivational training at the schools and the colleges, they are left with no option but to seek coaching and guidance from outside.

1.7 DEMERIT OF PARALLEL EDUCATION INSTITUTE

Though the parallel education institutes have many features which help students to score well in Board exams as well as in competitive exams, the expense part of it is its demerit. Fees in urban centres vary by level and location. For example, for regular tuitions supplementing the school curriculum, fees can range between Rs. 1,000 and

Rs. 4,000 a month. However, if a high school student gets home tuitions, the charges can go up to Rs. 1,500 an hour per subject. The fees for structured classroom teaching to crack competitive examinations can range from Rs. 1.2 lakh to Rs. 2.8 lakh for two years since students typically start attending these institutes after X standard. The poverty line in the country as per 2011 census is set at Rs. 965 for the urban and Rs. 781 for the rural citizen. The report added that according to a study conducted by the Pratichi Trust, established by noted Nobel Economist Amartya Sen, the increasing demand for private coaching is not only because of rising incomes, but also because of the belief that it is “unavoidable.” In this way it is unfair to the talented students who cannot afford it.

1.8 PARALLEL EDUCATION INSTITUTES AS A BUSINESS

The Associated chamber of commerce and Industry of India (ASSOCHAM) survey on “Business of parallel education institutes in India” revealed that parallel education institutes have become a multi-billion rupee industry which recorded a growth of 35 per cent in the last five years in India. The current size of parallel education industry in India is about \$23.7 billion and likely to touch \$40 billion by 2015. Talking about the parallel education industry in India, the report said, “Nationally, a 2008 market survey of companies offering coaching estimated the size of the sector at \$6.4 billion and predicted an annual growth of 15 per cent over the subsequent four years.” The report notes that in 2007-08, students living in both rural and urban India paid an average of Rs. 1,456-2,349 a year for parallel education institutes.

Desire to stay ahead in the global economy and the falling quality of mainstream education system, a whopping 87% of primary school children and up to 95% students in high schools receive parallel education in metros, reveals an exclusive survey by ASSOCHAM. The proportions of children in metro cities and big towns relying on parallel education institutes have increased by 100% for the students of primary schools from 2006 to 2013. On the other hand, secondary school enrolments for parallel education have also gone up by 92% from 2006 to 2013. And in higher secondary enrolment for parallel education have increased 89% from 2006 to 2013. It estimated that 78 percent of parents spend Rs 1,000 to 3,000/-per month on parallel education for each primary-level child, while secondary-level monthly parallel education cost parents about Rs 5,000 and above for do better in their examinations

and prepare them for competitive entrance exams for professional courses. A news report in 2007 placed the coaching industry in India at Rs. 5,000 crore with 20% growth per annum. Another estimate by ASSOCHAM in 2008 gave even more startling figures by claiming that the coaching for admission to the IITs and other engineering colleges alone has acquired the status of Rs 10,000 crores industry. Smriti Irani, the Union Human Resource Development Minister has called it ‘irrational’ while the main opposition party calls it the ‘failure of the government’. Whatever it may be, there is no doubt that the net gainer out of all this hysteria is the parallel education industry which has emerged as a parallel education system in India in the last two decades. The ASSOCHAM Report notes that in 2007-08, students living in rural India paid Rs. 1,456 and those in urban India paid Rs. 2,349 each month for parallel education institutes. In contrast, the poverty line in the country is Rs. 965 for urban citizens and Rs. 781 for rural folk.

1.9 EMERGENCE OF NEW EDUCATIONAL INSTITUTE: CONCEPT SCHOOL

The two institutions, formal schools and the parallel education institutes, functioned simultaneously. At present, there is a new phenomenon wherein there is a merger of the two institutions. With this merger, new institutions called concept schools have come up. Schools contact the parallel education institutes to offer the following courses for their students.

- The School Integrated Course is a course which will help you achieve probably the best in everything that a student can aspire for. Best possible performance in IIT JEE, best possible performance in board exams & developing thorough and healthy personality with all the inputs required for constant success in the world.
- Two Year School Integrated Course prepares a student for IIT JEE, other Engineering Entrance Exams, and International Olympiads and Excellence in Boards.
- This course prepares a student for IIT JEE within a school schedule ensuring top success in IIT JEE as well as XII board exams. What's more, students don't have to compromise on sports and extracurricular activities.

- There are certain colleges that have separate fee counters and timetables for these private sector players. Through this collaboration, classes get recognition and the college or school allegedly gets commission. "A single year course/training amounts to about Rs 3 to 4 lakhs, so the cut could range anywhere between Rs 6,000 – 15,000 per student. The commission depends on the nature of collaboration.
- The official website of Rao IIT Academy has a list of all their Mumbai tie-ups. While sources at RAO-IIT refused to comment on this, institutions figuring on the list deny that they have any partnership with the coaching class. "We had only rented out our classrooms to Rao IIT Academy for coaching students for the IIT entrance," says Harsha Mehta, principal, SIES, which is one of the institutions on the Rao's list.

1.10 INTERNATIONAL SCENARIO TOWARDS PARALLEL

EDUCATION INSTITUTES

The parallel education problem is particularly acute in East Asian countries and territories that have strong Confucian traditions for learning, diligence and effort. These territories include South Korea, Japan, Hong Kong, Taiwan and Singapore. These East Asian territories are highly globalised and competitive. They stress a need for workers to remain ahead in skills and for students to acquire skills relevant to the global economy. Some publicise their performance in global education rankings, spurring more competition.

A brief overview of parallel education institutes in different countries of the world

South Korea

A ban on tuition is on and South Korea did that in 1980. But the ban was overturned by its Constitutional Court in 2000, arguing that it was unconstitutional to stop parents from paying someone to teach their child privately. For 20 years South Korea's government has been waging war on any education that occurs outside the public school system. The government has investigated and fined parents and teachers—and even jailed a few. Research conducted in 1980 found that 13 percent of elementary school students, 15 percent of middle school students and 26 percent of high school

students took private lessons. By 1997, the percentage of students taking private lessons had increased to 70 percent in the elementary schools and 50 percent in the middle and high schools. The spending frenzy on kwawoe started in the 1970s—during Korea’s economic boom—and immediately led to conflicts between the kwawoe-haves and the kwawoe-have-nots. In 1996, Korean parents spent \$25 billion on private education—50 percent more than the government’s education budget. A Korean family today typically spends 15 to 30 percent of its budget on private education. Its middle-school students who are found to have received tuition on the sly will be considered less favourably for enrolment into its high-school programme. Those who are caught having tuition while in high school will not be issued with recommendation letters for university admission.

Ewoo conducts after-school classes, which include those initiated by students who wish to have remedial lessons. Educators also identify gifted pupils and give them additional coaching to stretch their potential. The school also conducts preparatory courses for students taking the university-admission exams. Korean parents are so unimpressed with the education their country has to offer that many of the nation’s most able youngsters have been abandoning the system and the country. According to the Ministry of Education, more than 150,000 Koreans studied abroad in 1998, including 10,738 elementary and secondary school students. The ministry estimates that the latter number exceeded 12,000 in 1999, many of whom are in the United States.

Unhappy with what the government is providing for them, Korean parents have been taking matters into their own hands—and they will surely continue to do so. The result is that the Korean government is at odds with its own citizens, trying to educate its students while balancing inequalities, attempting to save public education while stamping out any perceived threats to it. The Constitutional Court got it right: The law did infringe “upon the basic rights of parents to educate their children.” But the government’s new approach is equally troubling. By putting the burden on parents to avoid tutoring that is “expensive,” the government is asking parents to tie their own hands—and to handicap their children’s educational opportunities in the process.

Singapore

Noticeably, tuition is prevalent in systems which are examination-based. In Singapore, there are tough examinations at the end of primary education and it also streams students largely according to academic ability, says Prof Bray. Such a system adds to parents' anxiety and they turn to the tuition market to give their children the extra push in mathematics, science and languages. Singaporean parents, like those in many other cultures, are competitive, seeking what they perceive to be the best for their children in a competitive system, and thus are trying to add more even though the school system is already delivering much that is already very good.

Hong Kong

In Hong Kong, it was bad enough when parents began sending their children at the kindergarten levels for tuition. They are sending babies as young as six months for lessons on recognising colours. The Hong Kong tuition class sizes have also ballooned with tutors drawing in teenagers by dressing up as glamorous movie stars. In some centres, more than 100 students pack lecture theatres at night, with webcasts for students in adjoining tuition classrooms, he says. His global research shows that once shadow education swells, it cannot be easily made to contract. Other measures include the registration of centres and setting limits on the number of operating hours for centres. Regulation also needs to be tightened on the qualifications of tutors.

1.11 SCHOOLS AND PARALLE EDUCAITON INSTITUTES IN VADODARA

Vadodara city has different types of schools such as aided and unaided, affiliated to state board and CBSE as well as IB board. Vadodara also has a rich legacy of school education as Maharaja Sayajirao III had asked for free and compulsory primary education before independence. With the growth of schools, the number of parallel education institute increased. There are organized parallel education institutes for science like Meridian institutes, Wilson's mathematics, Resonance, IIT aashram, FitJee, Yukti, Edunova and Allan. For commerce there are institutes like You can, You will, and Resonance.

1.12 RATIONALE

Education has different channels of education: formal, non-formal and informal. The formal education at school level is catered to by schools in India. At the end of schools, students appear at the board examination and also competitive examinations for admission to professional colleges. In order to support and supplement the efforts of the school and also due to the over emphasis on scoring high marks in different examinations, students have taken to studying in parallel education institutes. This phenomenon is also observed in South Asian countries like Hongkong, Singapore, South Korea. Some typical features of parallel education institutes are focused attention to subject, repetition and frequent testing. There is no government control and so the time allocation is as per the needs for the preparation of exams.

The parallel education institutes have grown as an industry, “Nationally, a 2008 market survey of companies offering coaching estimated the size of the sector at \$6.4 billion and predicted an annual growth of 15 per cent over the subsequent four years.” The report notes that in 2007-08, students living in both rural and urban India paid an average of Rs. 1,456-2,349 a year for parallel education institute

There are many studies and researches conducted on the problems of students and teachers and parents related to education in schools; and how the interest and trust of parents and students are increasing towards parallel education institutes; and on prevalence and expenses of parallel education institutes. Kojar (2013) has studied about how private tutoring promote them and present them with the help of media, Haseed (2014) has studied in Pakistan private tuition classes produce the positive outcome in academic achievement. ASER report 2013 also has found that private tuition ratio has increased from 38.5% in 2010 to 45% in 2013. Ensor (2013) and Paton(2011) has also studied that there is increased interest in private tuitions as parents want to spent more in private tuitions. Studies on different aspects of schools were on teachers, learning environment, and encouragement to students. Majumdar, (1988),and Chand studied that there are a problems of organization, teachers, parents, and students and unbalancing of them or between them. Gill (1990) found that quality of input has not found in schools which are required at this level. Agrawal(1986) has found that encouragement improves the achievement. The investigator could not identify study conducted on opinion of students for parallel

education institution or a comparison of teaching learning process in schools and in parallel education institutes. Hence the present study is undertaken

The sample of students of standard XI was identified as they have joined very consciously the parallel education institutes.

This study will help the teachers and school management to understand what teaching strategies are used in the parallel education institutes.

1.13 RESEARCH QUESTION

1. How school and parallel education institutes are different?
2. What do students expect from school?
3. What do students expect from parallel education institutes?

1.14 STATEMENT OF STUDY

In order to address these research questions, the present study was planned. It is titled as follows:

“Study of Parallel Education Institutes for Senior Secondary Level in Vadodara City”

1.15 OBJECTIVES OF STUDY

The objectives of the study are

1. To study the teaching learning process in school and parallel education institutes.
2. To study the opinion of students towards parallel education institutes and towards school.

1.16 CONCLUSION

This chapter described the conceptual framework, the need for the study, the statement of problem and the objectives of the study. The next chapter presents the review of related literature.

CHAPTER – 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Presented in chapter II is a synthesis of research on the research problem taken up for the study. To be effective, any study needs to be situated in the context of the research already conducted. A review of related literature provided they required content and background for the study, the researches reviewed have been grouped as follows:

As per the objectives of the present study, the review of related literature is organized in the following groups:

- A) **STUDIES RELATED TO PARALLEL EDUCATION INSTITUTES**
- B) **STUDIES RELATED TO VARIOUS ASPECT OF SCHOOL**

2.1 STUDIES RELATED TO PARALLEL EDUCATION INSTITUTES

Olga Kozar (2013) conducted a study titled, “The Face of Private Tutoring in Russia: evidence from online marketing by private tutors”

This study aims to identify what are currently the most popular subjects for private tutoring in Moscow. The article also aspires to obtain information on the background of sought-after private tutors since private tutoring is an unregulated practice without endorsed professional standards and little is known about the providers of private tutoring services. These data are necessary to inform the debate on the effect of private tutoring on society and to provide relevant stakeholders, such as policy-makers or customers of private tutors, with information for effective decision-making

The final focus of the analysis was looking at self-presentation of the top-ranking tutors. This focus is grounded in the idea that self-presentation is a crucial aspect of social behavior and worthy of scientific investigation; tutors need to make a number of decisions regarding their self-disclosure and self-presentation. Even though the websites provide rough guidelines; and the decision on what information to include is

ultimately up to the tutor. The profiles of private tutors present us with an opportunity to analyze tutors' choice of disclosure and which details about them to highlight.

Findings

Even though one cannot state with confidence that the number of online profiles corresponds to the actual number of real-life individuals providing fee-based instruction, the findings from the tutor-listing websites are nevertheless significant as they point, at the very least, to the popularity of private tutoring services in Moscow. In addition, the actual number of tutors who engage in private instruction might be higher, as it is common for students to find tutors via personal referrals (Ireson & Rush forth, 2005); besides, tutors could be promoting their services through other media (billboards, notice boards, etc.) than those analyzed in this study.

Most popular subjects offered for private tuition in terms of the subjects offered for private tuition on the websites, three main categories emerged in the process of analyzing the websites: 1. Tuition in curriculum subjects aimed at school-aged children; 2. Tuition in a foreign language aimed at both school-aged children and adult learners; 3. Tuition in non-curriculum subjects aimed at both school-aged children and adult learners.

BismaHaseeb (2014) analyzed the market for shadow education in Pakistan and how does private tuition affect the learning gap between private and public schools. The Annual Survey of Education Report (ASER) 2012 shows a growing prevalence of a shadow education sector in Pakistan with 34% of private school students and 17% of public school students taking private tuition in Punjab. Further, private tuition is found to have a positive significant affect on learning outcomes. Keeping this in view, it is possible that private tuition rather than a difference in schooling quality is driving the observed learning-gap between public and private schools.

This study used the Learning and Educational Achievement in Punjab Schools (LEAPS) data and analyzes the individuals who switch between taking and not taking private tuition, in a fixed effects framework to quantify the impact of private tuition on learning outcomes in public and private schools. It further analyzed the shadow education market looking at who supplies and who demands private tuition.

The main findings of the study suggest a positive significant affect of private tuition on learning outcomes, specifically for public school students. For the subjects Mathematics and Urdu, the learning-gap between public and private schools would remain even after accounting for private tuition but can be bridged by providing more of such tuition classes to the public school students. In English, the learning-gap would significantly be reduced once tuition is controlled for as private tuition significantly impacts private school students' performance in this subject but not public school students' performance. Further, the study found that tuition is more of a private sector phenomenon with private school teachers more likely to supply such tuition. However, the main stream teachers that provide private tuition do not shirk during regular class hours, as is normally believed, in order to create demand for their tuition classes. In fact, tutors exert similar efforts in school as their non-tutor counterparts. Lastly, tuition is taken as a supplement to formal education rather than as a substitute for low quality formal schooling.

Annual Status Of Education Report (ASER Report) 2013 in its ninth survey found that nationally, there is a slight increase over 2012 in private school enrollment. The proportion of children taking paid private tuition classes has also increased slightly since last year.

As with private schooling, the incidence of private tuition varies across states. The proportion of children in Standard I to V who receive some form of private input into their schooling (private school, private tuition, both) has increased from 38.5% in 2010 to 42% in 2011, 44.2% in 2012, and to 45.1% in 2013.

Ensor, J. (2013) reported the “Incidence of increased interest in the tuition classes by students and parents”. It was found out that : (i) Almost one in four parents are now paying for extra lessons to help boost their sons' and daughters' grades and to win places at the best schools and universities (ii) A survey by the Sutton Trust charity shows there has been a sharp rise in the number of pupils given help outside the classroom in recent years. (iii) Despite a squeeze on family finances, the proportion of pupils receiving private tuition has increased from 18 per cent in 2005 to 24 per cent this year. (iv) Experts blamed the education system, which they said is too geared

towards getting students A*-C grades at GCSE for league tables rankings, while highly able children are not getting the attention they need, pushing parents to pay for outside help. (v) An increasing number of middle-class parents, who have been priced out of private schooling, are now hiring tutors for extra lessons in order to keep up with those at independent schools.

Sutton Trust (2011) in his study titled “**More children being send to private tutors**” found the expenditure on tuition incurred by parents. The specific findings were as follows:

- About a quarter of parents admit to paying for extra lessons to maximize their sons’ and daughters’ grades, it has emerged.
- Children from the most affluent backgrounds are two thirds more likely to be tutored than those from poor homes, figures show.
- Research by the Sutton Trust charity also suggests a sharp rise in the overall number of children being given extra lessons in recent years.
- Despite a squeeze on family finances during the economic downturn, the proportion of pupils receiving private tuition has increased from 18 per cent in 2005 to 23 per cent this year.
- Educationalists have criticized the rise, saying some children are suffering stress-related illness after being put under too much pressure.

eGovernment innovation (2012) studied the shadow education with the aim of finding out if private tutoring really helped. A comparative view of effect of shadow education in different countries was presented. The findings of the study were as follows:

- In India, a 2001 survey of senior secondary school students showed that in the states of Andhra Pradesh, Kerala, Maharashtra, and Uttar Pradesh, more than half, or 58.8 percent of Grade 10 students, were receiving tutoring. In Pakistan, expenditures on tutoring per child averaged the equivalent of \$3.40 a

month in 2011, a significant amount considering 60 percent of Pakistan's population reportedly lives on less than \$2 per day.

- Developed and developing countries have one thing in common when it comes to education: private supplementary education is a million-dollar industry and continues to grow.
- In East Asia, the system is well entrenched and countries have a long tradition of private tutoring. Japan and Korea even have terms for it: juku and hagwon, respectively.
- Japanese families spent \$12 billion on private tutoring. Meanwhile, a 2007 survey showed that a juku(Japanese name for parallel education system) served 15.9 percent of primary school children and 65.2 percent of junior secondary students. This in addition to the 6.8 percent of junior secondary pupils who received tutoring at home, and 15 percent who followed correspondence courses.
- In Korea, the study said nearly 90 percent of elementary students receive supplementary education. In equally prosperous Hong Kong, 85 percent of senior secondary students receive some form of private tutoring that in 2011, spending reached a staggering \$255 million. Meanwhile, a survey conducted in 2001 indicated that in Taipei, 72.9 percent of grade 7 students were receiving tutoring for an average of 6.5 hours per week.
- Parents viewed traditional schooling as not enough to give children the competitive edge in a society that gives premium importance to academic excellence, governments must step in to examine the issues involved.
- Supplementary education is generally believed as something that could raise student academic achievements but not always. While private coaching could contribute to building skills and competencies in some instances when tutors are competent and students are motivated and interested, it's not the usual case in most situations.
- Moreover, when families focus more on the tutorial classes, which often are focused on passing exams or achievement tests in very specific subjects, it negates the concept of a holistic approach to education and often neglects

other areas of study that also contribute to the total development of the person such as sports, music or the arts.

- "Developing Asia," the study concluded, "must pursue education policies and systems that are inclusive and provide opportunities for individuals to achieve their full learning potential and acquire relevant knowledge and skills to effectively serve as members of the society and to contribute to inclusive economic growth."

2.2 STUDIES RELATED TO VARIOUS ASPECT OF SCHOOL

Majumdar, T.R. (1988) in his study titled "**Secondary school education in Calcutta : A study of the total system**" studied various aspect of school.

The objectives of the study were :To make an in – depth study of the secondary school system in relation to its significant components – schools, pupils, teachers, guardians, curriculum, timetable and environment – in order to locate its point of weakness as well as potentialities revealing thereby a real picture of the system.

The data were gathered both from primary as well as secondary sources. Documents and records constituted the primary source of data. A field sample survey based on representative number of all type of secondary schools of Calcutta as samples yielded the primary data which was analysed to arrive at certain definite conclusions.

Major findings :

- Many changes brought about at the stage of school education in west Bengal after independence had often been implanted in haste without the excepted objectives and target could not be achieved.
- Curricular and organizational changes created certain gaps and confusion.
- Pupils faced problem under the pressure of abrupt changes.
- Guardians expressed fears and difficulties in regards to their words education.
- The educational environment in school was found to be far from satisfactory, Lacking in many essential requirements.

- The relationship among the components under study revealed certain discordant features disturbing the equilibrium of the total system and its functioning.
- Teachers orientation and awareness did not tally properly with the process of changes.

Mohapetra, T. (1991) conducted a study titled **“Problems of secondary school teachers :A comparative study of government and private school teachers”**.

The objectives of the study were : To study the structure and Pattern of the secondary of Cuttak town (government and private schools separately) including the total teachers strength. To trace out the teachers image and interaction and also their relation with the school curriculum and circular activities. To critically examine their freedom. Initiative and creativity in relation to textbooks syllabus examination and evaluation. To study their different roles in relation to social change and modernization. To critically analyze their alienation and causes of peustration. To access the importance of the national policy on education (1986) in relation to the secondary school teachers .To examine the aims and objectives of teachers organization in Orissa.

The Methodology of the study were :A purposive random sample of 400 teachers (200 males and 200 females) drawn from 12 schools was so chosen that 100 teachers each were from the government schools and another 100 each from the private managed schools. The tools used included a questionnaire an observation schedule and structured interview.

Major Findings

- Teachers, both male and female came from all classes of society, but the majority of them were from the lower and lower –middle class income groups. As compared to the male teachers most of the female teachers came from families belonging to the higher SES.
- The private school teachers were found more qualified than the government schools teachers in private schools, teachers having higher qualification were found working in a lower cadre due to lack of vacancies in the higher cadres.

- The number of secondary schools in Cuttack town was not adequate to feed the number of students demanding schooling in the urban area. The classrooms of both government and private schools are found to be crowded or even overcrowded in spite of there being a number of sections in each class.
- The infrastructure facilities, such as library facilities, laboratories with equipment, hostel facilities, teachers quarters were found to be better provided in the government schools than in the private schools in the final HSC examinations was also found to be better in the government schools
- As regards the present system of education, about 70 % of teachers felt that the present system of education creates unemployment.
- The majority of teachers did not attach importance to religion.
- About 83.75 % of teachers were found in favour of a materialistic approach for the improvement of our society.
- A majority of teachers did not bother about cordial relationship with their colleagues.
- Teachers did not bother to keep contact with the guardians.
- The vast majority of teachers opined that the prescribed syllabus is not suitable to fulfil the aims and objectives of education.
- As regards the textbooks of secondary schools most teachers expressed dissatisfaction with the existing process of selection of writers and of topics of the text.

Gill, S. (1990) has conducted study titled **“The systems analysis approach to the study of secondary school in the union territory of Chandigarh”**.

The objectives of the study were: To identify the inputs and separate them (theoretically) in order that each of the inputs could be subjected to suitable analysis. To study the students input with reference to the student, social, personal family and academic background ; To study teachers input with reference to the teachers academic professional and Social- economic status; To study the organizational climate; To study the input of the leadership style of the head of the institution; To study the teachers morale; and To study the academic motivation and Study Habits

The Methodology of the study were: As many as 400 teachers (230 male and 170 female) belonging to 130 secondary schools of Chandigarh were randomly selected and these, along with 2580 students of these schools, formed the sample tools used were questioners. Halpin's organizational climate description questionnaire leadership behavior description questionnaire by Halpin and Winer, pursue teachers opinion maire by Ralph Bantly : Junior index motivation scale by Prayag Mehta , study habits inventory by Wren and adaptability scale by Buch. Statistical analysis was done by using mean, SD, Correction technique.

Major finding:

- The quality of inputs was not found to be keeping place with the changing demands.
- The quality of output in terms of the Academic achievement of the student and the innovativeness of the schools was found to be just average.
- The secondary schools in Chandigadh were found not functioning smoothly as over 50 % of these had a closed climate.
- The quality of the input of teachers moral was formed to be low.

Verma,B.P. and Tiku,A. (1990) has conducted study titled “**Learning styles of high school students. Effect of socio – economic status and general intelligence**”.

The objectives of the study were: To study the effect of socio economic status on the learning styles of high school students. To ascertain the effect of intelligence on the learning styles of high school students. To analyze the interaction effects of socio – economic status and intelligence on the learning styles of high school students.

The Methodology of the study was: A sample of 300 students was selected from seven institution of Shimla city. The institutions were selected by a random sampling method. Then one section from each institution was selected randomly. Thus the random cluster sampling techniques was employed in the selection of the initial sample.

The tools used included the socio – economic status scale by LokeshKoul, the group test of General Metal Ability, and the student learning Style questionnaire on adapted

from of Anthony Geasha and Sheryl Raichman. A two – way analysis of variance was employed to analyze the obtained data.

Major Finding:

- The main effect of socio – economics status was not found to be significant, not a single learning style out of six, was seen to be affected by the socio economic status of the students
- No significant different was found between – high and low intelligent students on independent, dependent in styles.
- The interaction effect of socio economic status and intelligence was not significant on any of the learning styles of the high school students .

Singhal, J.S. (1988) has conducted study titled “**A study of the perceptions of the secondary school clearing environment by the students, staff and administrators**”.

The objectives of the study were: To study the perception of the learning environment of the school by students,teachers and administrator.

The Methodology of the study were: For this study, the learning environment inventory developed by Walberg was used with adaptations. The learning environment was studies in terms of location of school, type of school; school management, medium of instruction and state of the region. The data were collected on 117 teachers from the four states of the western region – Madhya Pradesh, Maharashtra, Gujarat and Goa. The sample was incidental since all the teachers were undergoing the final year of on the job teacher training course. Teacher’s perceptions of each component were analyzed. However, the students and staff sample were not considered for final analysis. Perception scores on school locality were subjected to analysis of variance and the chi – square test was applied for determining the significance of the different on each item.

Major finding:

- Out of the five components of school learning environment, only two were found to be differential for groups.

- On activity environmental, the school were differentiated by area and medium, whereas in terms of academic environment the school differed by medium alone. The psychosocial dimension of school environment demonstrated that group differences did not exist, but the schools in all groups perceived as highly heterogeneous in psychosocial environment.

Agrawal, K. (1986) has conducted study titled “**A study of the effect of parents encouragement on the educational development of student (secondary Stage)**”

The objectives of the study were: To make a comparative study of the effect of parents encouragement on the educational development of the varied groups of pupils at the secondary stage. To make a district wise comparison of pupils belonging to different groups in relation to the effect of parental encouragement on their educational development ;To compare the different educational groups of the ‘father-absent’ boys & girls in relation to the effect of material encouragement of their educational development; To make a comparison amongst the different educational groups of the ‘mother-absent’ boys and girls in relation to the effect of parental encouragement.

The Methodology of the study were: A straight random sample of 500 boys and 500 girls studding in class XI was chosen from 12 higher secondary schools in the Garhwal region of Uttar Pradesh and divided into three groups – high middle and low educational – development groups based on their previous examination scores in the first division, second division and third division respectively. The data were collected by using the parental encouragement scale development by the investor .the analysis was based on percentage, mean and Product moment correlation.

Major findings:

- Parental encouragement and educational development were found to be positively correlated.
- Parental encouragement was found to have a pervasive influence on the educational development groups’ regards class of gender, district and urban rural variation.

- The urban boys belonging to higher group were found significantly superior to the rural boys in educational development
- Likewise the urban girls belonging to the higher group different significantly from the rural girls of the same group.
- It was found that when sex difference were taken into account, the girls belonging to urban as well as rural areas were significantly higher in parental encouragement in all the three groups as compared to their male counterparts.
- Irregular results were found amongst the different educational groups of pupils in relation to the influence of parental encouragement in the different district of the Garwal region.

2.3 OVER VIEW

There are so many studies and researches conducted over the period on the problems of students and teachers and parents related to education in schools, and how the interest and trust of parents and students are increasing towards parallel education institutes. The studies on parallel education institute were about its prevalence and expenses. Kojar (2013) has studied that about how private tutoring promote them and present them with the help of media, Haseed (2014) has studied in Pakistan that private tuition classes produce the positive outcome in academic achievement. ASER report 2013 also has found that private tuition ratio has increased from 38.5% in 2010 to 45% in 2013. Ensor (2013) and Paton(2011) has also studied that there is increased interest in private tuitions as parents want to spent more in private tuitions. eGovernance the organization,(2012) has studied the prevalence of private tutoring in India and countries of east Asia has high prevalence of it and parents favoured it.

Studies on different aspects of schools were on teachers, learning environment, and encouragement to students. Majumdar, (1988),and Chand studied that there are a problems of organization, teachers, parents, and students and unbalancing of them or between them. And finding from their studies is, there are so many problems from their studies is, there are so many problems as like parents has fears towards education from schools, environment of schools far away from essential requirement. Gill (1990) found that quality of input has not found in schools which are required at this level. Agrawaal(1986) has found that encouragement improves the achievement. In his study he shows how parent's encouragement improves the results of students.

The investigator could not identify study conducted on opinion of students for parallel education institution or a comparison of teaching learning process in schools and in parallel education institutes. Hence the present study is undertaken.

2.4 IMPLICATION FOR PRESENT STUDY

Most of the study has been survey and the survey design was consider appropriate for present study. Some dimension for the tools based on finding of different studies has been taken for present study.

CHAPTER -3

METHODOLOGY

3.0 INTRODUCTION

This chapter discusses methodology used in the present study. It elaborates the statement of the problem and objectives of the study, explains the design of the study, mentions the delimitation of the study, details of the tools and the procedure followed in data collection. It will give a clear picture of how the study was conducted.

3.1 STATEMENT OF THE PROBLEM

The statement of the study is as follows:

Study of Parallel Education Institutes for Senior Secondary Level in Vadodara City

3.2 OBJECTIVES

The objectives of the study are as follows:

1. To study the teaching learning process in school and parallel education institutes.
2. To study the opinion of students towards parallel education institutes and towards school.

3.3 EXPLANATION OF THE TERMS

Parallel Education Institutes

Parallel education institutes refer to institutions for teaching and learning run by group of individuals to provide additional support for academics of the government recognized school system. The major activity is teaching. The clients are students. Though dealing with teaching and learning these are outside the government recognition that is needed for schools. Though such academic support may be provided by group of individuals elsewhere also but for the purpose of this study it refers to those institutions which are formally organized, having an office and a

designated place. These are commonly known as coaching institutes and private tuition classes.

3.4 DESIGN OF THE STUDY

The design of the study is survey.

3.5 POPULATION

The population of the study constituted the following:

- All the English medium schools of Gujarat Senior Secondary and Secondary Education Board and Central Board of Secondary Education Board having higher secondary section, that is, standard XI and XII in Vadodara City Gujarat, in academic year 2014-2015.
- All the students of standard XI of Gujarat Senior Secondary and Secondary Education Board and C.B.S.E. board of all English medium schools in Vadodara City Gujarat, in Academic year 2014-2015.
- All the parallel education institutes imparting their teaching in science stream senior secondary level in the academic year 2014-15.

3.6 SAMPLE AND SAMPLING TECHNIQUE

- Sample was identified by stratified sampling technique for schools:

The strata were board of affiliation. Three schools from C.B.S.E. schools and four schools from GHSSEB schools were identified. Total schools were seven.

- Sample of parallel education institute :

Six parallel education institutes were identified as per the specialization in teaching science subject as follows:

Physics - Four

Biology – Two

Chemistry - Two

Mathematics – One

The number of parallel education institutes for each subject is uneven because all the identified parallel education institutes did not give permission for research.

- Sample of students :
All the students in standard XI enrolled in the six parallel education institutes were the sample. The total number of students was 400.

3.7 TOOLS AND TECHNIQUES FOR DATA COLLECTION

The tools used for the study were as follows:

QUESTIONNAIRE FOR STUDENTS

A close ended and open ended questionnaire was developed for students of senior secondary level by the investigator. It has covered various dimensions of the students' point of view toward school, towards school teachers, towards parallel education institutes, toward teachers of parallel education institutes.

NON PARTICIPANT OBSERVATION OF TEACHING LEARNING PROCESS IN CLASSROOM OF SCHOOL AND PARALLEL EDUCATION INSTITUTES

As there were seven schools identified as sample, there were seven classes each of physics, chemistry, biology, and mathematic. In all the total number of classes observed in school are twenty eight.

There were six parallel education institutes. Physics was observed in four, chemistry in two, biology in two, and math in one parallel education institutes. Thus there were nine classes observed in parallel education institutes. In all the number of classes observed in school and in parallel education institutes were thirty seven.

The focus of observation was the teacher's and student's activities related to teaching and learning. Also, the infrastructure of the classroom was observed. All activities related to these were noted.

DOCUMENT ANALYSIS

Documents related to annual planning of schools and parallel institutions for analysis of allocation of days for teaching and studying.

3.8 VALIDATION OF TOOLS

The tools were validated for the dimensions covered and use of appropriate language by experts. The experts were identified on the basis of their expertise in the field of education and management of schools. The suggestions received from experts were as follows: (i) simplify the language; (ii) some questions were repeated in questionnaire. Both the suggestions were accepted by investigator.

List of experts is enclosed in the appendix.

3.9 DATA COLLECTION

Before the administration of the tools for data collection, formal permission of the principals of schools and of the Head of the parallel education institute was obtained. The data from the student has been collected by administering the questionnaire. Observation of teaching learning process was done seven schools and in four parallel education institutes for science stream. One class each of Physics, Chemistry, Mathematics and Biology Subjects were observed in seven different schools and six parallel education institutes. Thus the total number of classes observed was 37. The criteria for observations were the teacher's and student's activities in the teaching learning period, the infrastructure in classrooms and the time allotted for each. Annual calendar was collected from the schools and the parallel education institutes. Some parallel education institutes did not have a document then the information was orally obtained from the institution's head and from the students.

3.10 ANALYSIS OF DATA

Analysis of data from questionnaire

The responses to close ended questions were analyzed by frequency and percentage. The responses to open ended questions were analyzed by content analysis. The responses were read repeatedly. The points emerging were identified and broad categories were developed from the points of basic similarity.

Analysis of data from observation

The points noted from observation of teaching learning process were organized into six categories: time duration of class, teacher student ratio and infrastructure, major

activity of teacher, major activity of students, teacher and student involvement and significant observation.

Analysis of data from document analysis

The data obtained from documents of annual calendar was counted to arrive at the number of days allocated for teaching, for co-curricular activities and examinations.

3.11 CONCLUSION

Thus, in present chapter discussion about methodology of the present study has been presented. The tools prepared and implemented in the field generated a lot of data needed for the present study. Analysis of data and its interpretation is presented in the next chapter.

CHAPTER -4

ANALYSIS OF DATA

4.0 INTRODUCTION

The present chapter deals with analysis and interpretation of collected data. Data was collected with the help of open ended or close ended questionnaire by observing the class rooms of schools and parallel education institutes. Also, annual calendars and/or schedules were collected for document analyses. Data analysis and interpretation of data is presented objective wise in this chapter.

4.1 ANALYSIS OF DATA

For objective one data was collected by observing classes in schools and in parallel education institutes. For second objective data was collected through open ended and close ended questionnaire. The data was analysed qualitatively employing the technique of content analysis.

4.2 OBJECTIVES OF THE STUDY

1. To study the teaching learning process in school and parallel education institutes.
2. To study the opinion of students towards parallel education institutes and attitude towards school.

4.3 OBJECTIVE WISE ANALYSIS

Description of analysis has been presented here objective wise. There are two objectives presented here, by which investigator tried to find out or understand the difference of teaching learning process between schools and parallel education institutes, by observing the classes in both the institutions. And investigator tried to know the opinion of students towards parallel education institutes or towards school, by filling up the questionnaire from students.

4.3.1 Observation of teaching learning of physics, chemistry, biology, and mathematics has been done in schools and parallel education institutes.

Teaching learning process has been presented here in the form of observation of classes in school and in parallel education institutes, the yearly schedule for teaching and learning and the infrastructure facility available to facilitate teaching and learning.

Observation of teaching learning process in classroom of school and parallel education institutes:

1. As there were seven schools identified as sample, there were seven classes each of physics, chemistry, biology, and mathematic. In all the total number of classes observed in school are twenty eight.
2. There were six parallel education institutes. Physics was observed in four, chemistry in two, biology in two, and math in one parallel education institutes. Thus there were nine classes observed in parallel education institutes. In all the number of classes observed in school and in parallel education institutes were thirty seven.

➤ **Observation of teaching learning of Physics in schools**

Table – 1: Description of teaching learning process of Physics in school

Schools	Time duration of class	Teacher student ratio & Infrastructure	Major activity of teacher	Major activity of students	Teacher and student Involvement	Significant observation
School-1	30 minutes	Teacher- 1 Students- 40 Board-1 Light - 4 Fans-6	Teacher gave examples. Teacher was aggressive.	Some students were giving attention, but some students were murmuring too.	Teacher was trying to involve with students but students did not seem interested, they were not responding.	Teacher seemed frustrated, as he remarked; <i>tuition par jaatahaitoh ye nahi k meri class me dhyaannahide ga.</i>
School-2	30 minutes	Teacher- 1 Students- 40 Board-1 Light - 4 Fans-4	Teacher gave examples, and tried to make student understand	Students were not attentive.	Only certain students were participating.	Teacher was busy in writing on board rather than explaining.
School-3	30 minutes	Teacher- 1 Students- 50 Board-1 Light - 6 Fans-6	Teacher used diagrams to explain.	Students were disciplined. And giving attention.	All students were not responding.	Teacher revised previous topic broadly.
School-4	30 minutes	Teacher- 1 Students- 45 Board-1 Light - 4 Fans-7	Teacher Solved numericaln dclearing doubts.	Students were solving but murmuring too.	Students were responding to teacher.	Most of time used for solving numerical.

School-5	30 minutes	Teacher- 1 Students- 30 Board-1 Light - 4 Fans-4	Revised previous chapter and asked cross questions.	Students were asking their doubts.	Teacher and students were interactive.	Teacher was taking care of every student.
School-6	30 minutes	Teacher- 1 Students- 40 Board-1 Light - 5 Fans-6	Teacher used live examples, to relate to students.	Students seemed to enjoying learning with teacher.	Teacher was interactive and students were responding.	Teacher used initial 10 minutes in explaining exam-syllabus.
School-7	30 minutes	Teacher- 1 Students- 38 Board-1 Light - 4 Fans-6 a.c.-2	Teacher used most of time in discussing only.	Students were listening and quickly writing.	Students were less interactive.	Teacher didn't utilize the entire time of teaching.

➤ **Observation of teaching learning of Physics in parallel education institutes:**

Table – 2: Description of teaching learning process of Physics in parallel education institutes:

Parallel education institution	Time duration of class	Teacher student ratio & Infrastructure	Major activity of teacher	Major activity of students	Teacher and student Involvement	Significant observation
Parallel education institution -1	1 Hour	Teacher- 1 Students- 35 Board-1 Light - 15 Fans-6 Air conditioner.-4	Teacher marked all the important formulas for exam.	Students were listening, copying with murmuring.	Teacher and students both were not interactive.	Teacher was only busy in teaching.
Parallel education institution -2	1 Hour	Teacher- 1 Students- 110 Board-2 Light - 15 Fans-4 Air conditioner.-4	Teacher used practice sheet, and make them solve.	Students tried to solve, and at last copied the solution.	Teacher student interaction was not there.	Teacher revise previous topic.
Parallel education institution -3	1 Hour	Teacher- 1 Students- 80 Board-1 Light - 10 Fans-6 Air conditioner.-2	Teacher was solving doubt of all students, without getting angry.	Students were taking interest and asking questions.	There was a lot of discussion between teacher and students.	For some time, students were not attentive.

Parallel education institution -4	1 Hour 10 Minute s	Teacher- 1 Students- 30 Board-1 Light - 15 Fans-5 a.c.-2	Teacher was busy in explaining content only.	Students only seemed to be copying the notes.	Interaction was lacking.	Class was bit slowly in content delivery.
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➤ **Observation of teaching learning of Chemistry in schools:**

Table – 3: Description of teaching learning process of Chemistry in school:

Schools	Time duration of class	Teacher student ratio & Infrastructure	Major activity of teacher	Major activity of students	Teacher and student Involvement	Significant observation
School-1	30 minutes	Teacher-1 Students-40 Board-1 Light - 4 Fans-6	Most of time teacher was discussing about exams.	Students were murmuring and copying from board.	Teacher and student involvement was very less.	Teacher was interested in talking with researcher. And class was murmuring.
School-2	30 minutes	Teacher-1 Students-40 Board-1 Light - 4 Fans-4	Teacher read out text book.	Students were murmuring, and seemed not interested reading text book.	No interaction.	Nil.
School-3	30 minutes	Teacher-1 Students-50 Board-1 Light - 6 Fans-6	Teacher draws diagrams, and used formulas.	All students were not giving attention.	Teacher tried to interact but all students were not interacting	Teacher guide them for self studies at home.

School-4	30 minutes	Teacher-1 Students-45 Board-1 Light - 4 Fans-7	Teacher draw diagrams and solve the formulas on board, and explain every single point.	Most of the time students were coping.	Teacher tried to interact but student were busy in coping.	Teacher was taking care of every student.
School-5	30 minutes	Teacher-1 Students-30 Board-1 Light - 4 Fans-4	Teacher used examples. And use board. Teacher gave brief introduction of chapter, before starting it.	Students were discussing and solving formulas with teacher.	Students and teacher was interacting.	Teacher was serious about studies.
School-6	30 minutes	Teacher-1 Students-40 Board-1 Light - 5 Fans-6	Teacher explain every single term during explanation. Teacher asked question to students randomly.	Students were giving attention. And asking doubts.	Teacher was very interactive. That make student attentive.	Teacher was randomly asked to students.
School-7	30 minutes	Teacher-1 Students-40 Board-1 Light - 4 Fans6 a.c. 2	Teacher was dictating, discussing, and using board also.	Students were paying attention. And noted down everything.	Interaction was not in the class.	Teacher cover a lot of section in very small time.

➤ **Observation of teaching learning of Chemistry in Parallel Education**

Institutes:

Table – 4: Description of teaching learning process of Chemistry in parallel education institutes:

Parallel education institution	Time duration of class	Teacher student ratio & Infrastructure	Major activity of teacher	Major activity of students	Teacher and student Involvement	Significant observation
Parallel education institution -1	1 Hour	Teacher- 1 Students- 120 Board-1 Light - 15 Fans-6 a.c.-4	Use lots of examples .	Students silently listening. And noted down the notes.	There was a lack of interaction between teacher and student.	Teacher was strict, so all students were attentive.
Parallel education institution -2	1 Hour	Teacher- 1 Assistant teacher-1 Students- 50 Board-2 Light - 15 Fans-5 a.c.-2	Till teacher explained no student was allowed for writing.	Students silently listening, and noted down the notes.	Interaction was less in class.	Teacher was covering competitive exams also.

➤ **Observation of teaching learning of Biology in schools:**

Table – 5: Description of teaching learning process of Biology in school:

Schools	Time duration of class	Teacher student ratio & Infrastructure	Major activity of teacher	Major activity of students	Teacher and student Involvement	Significant observation
School-1	30 minutes	Teacher- 1 Students- 40 Board-1 Light - 4 Fans-6	Teacher draws diagrams.	Students understanding quietly and copied the diagrams.	Teacher was interacting. But all students were not responding.	Initial ten minutes used for revising last topic.
School-2	30 minutes	Teacher- 1 Students- 40 Board-1 Light - 4 Fans-4	Teacher was checking the papers.	Students were talking.	There was no interaction.	Teacher was busy in her own work.
School-3	30 minutes	Teacher- 1 Students- 50 Board-1 Light - 6 Fans-6	Teacher used board, and explains every point.	Students asking and noticing whatever teacher taught.	Teacher student interaction was there.	Teacher explains the importance of self learning.

School-4	30 minutes	Teacher- 1 Students- 45 Board-1 Light - 4 Fans-7	Teacher was using examples diagrams animation and short clippings	Students were taking interest. And noticing all In note book.	Teacher and students were interacting.	Computer screen was small so it was not visible for all.
School-5	30 minutes	Teacher- 1 Students- 30 Board-1 Light - 4 Fans-4	Teacher solved all doubts one by one. Teacher revised previous topic.	Students studies sincerely.	Teacher was interactive and students were responding.	Nil.
School-6	30 minutes	Teacher- 1 Students- 40 Board-1 Light - 5 Fans-6	Teacher explain broadly, and using live examples.	Students were continuously asking, if they had any doubt.	Teacher and students both are interactive.	Teacher used projector to show animation.
School-7	30 minutes	Teacher- 1 Students- 38 Board-1 Light4Fans-6	Teacher explainin g and dictating.	Students listening and noting down.	No interaction.	Teacher is focusing in teaching the topic only.

➤ **Observation of teaching learning of Biology in Parallel Education Institutes:**

Table – 6: Description of teaching learning process of Biology in parallel education institutes:

Parallel education institution	Time duration of class	Teacher student ratio & Infrastructure	Major activity of teacher	Major activity of students	Teacher and student Involvement	Significant observation
Parallel education institution -1	1 Hour 15 Min.	Teacher- 1 Students- 40 Board-1 Light - 15 Fans-6 Air conditioner.-4	Teacher was explaining in detail.	Students were understanding, and asking doubts.	Class was interactive.	There was a discussion between teacher and students.
Parallel education institution -2	1 Hour 5 Min.	Teacher- 1 Students- 30 Board-1 Light - 13 Fans-6 Air .conditioner.-4	Teacher gave printed notes and use model of Skelton for explanation.	Students paying attention, and noted down whatever teacher explaining .	Class was interactive.	Teacher was not very strict, so there was some disturbance in class.

➤ **Observation of teaching learning of Math in schools:**

Table – 7: Description of teaching learning process of Math in schools:

Schools	Time duration of class	Teacher student ratio & Infrastructure	Major activity of teacher	Major activity of students	Teacher and student Involvement	Significant observation
School -1	30 minutes	Teacher- 1 Students- 40 Board-1 Light - 4 Fans-6	Teacher continuously solving sums.	Students copied all solutions from board.	Class was interactive.	Teacher didn't teach new topic, but clear doubts only.
School -2	30 minutes	Teacher- 1 Students- 40 Board-1 Light - 4 Fans-4	Teacher is only writing on board.	Not all students were giving attention.	Class was not interactive.	Students reply to teacher very roughly.
School -3	30 minutes	Teacher- 1 Students- 50 Board-1 Light - 6 Fans-6	Teacher was solving sums very fast.	Students copying all solutions, and some were discussing too.	All students were not involved.	Teacher was fast, and at one place student corrected teacher's mistake.

School -4	30 minute s	Teacher- 1 Students- 45 Board-1 Light - 4 Fans-7	Teacher continuousl y solving sums till the period ends.	Students were solving with teacher or may be copying.	There was a lot of interaction between students and teacher.	Teacher's speed was bit fast.
School -5	30 minute s	Teacher- 1 Students- 30 Board-1 Light - 4 Fans-4	Teacher was asking to every student, that all are understandi ng or not.	Students were solving and asking continuou sly.	Students were responding properly.	After clearing doubts, teacher gave sums to students, to solve on their own.
School -6	30 minute s	Teacher- 1 Students- 40 Board-1 Light - 5 Fans-6	Teacher cleared all the doubts of students.	All were solving and tried to solve by own.	Class was interactive.	Students were talking, laughing and solving sums.
School -7	30 minute s	Teacher- 1 Students- 40 Board-1 Light - 4 Fans-6 Air .conditione r.-2	Teacher was solving sums with discussion.	Students solving with teacher, and asking their doubts.	Class was disciplined and interactive.	If some students were not able to answer, teacher punish them to write it 5 times.

➤ **Observation of teaching learning of Math in Parallel Education Institutes:**

Table – 8: Description of teaching learning process of Math in parallel education institutes:

Parallel education institution	Time duration of class	Teacher student ratio & Infrastructure	Major activity of teacher	Major activity of students	Teacher and student Involvement	Significant observation
Parallel education institution -1	1 Hour	Teacher- 1 Assistant Teacher-2 Students- 225 Board-2 Light - 20 Fans-8 a.c.-8	Teacher was solving sums with explaining the formulas.	Students silently solve sums with teacher.	Teacher was interactive, but students were quite.	Class was disciplined, no student were murmuring.

INTERPRETATION

It can be stated that on the basis of data in table one, table two, table three, table four, table five, table six, table seven, and table eight, that teaching learning process is similar in both school and parallel education institutes. This similarity is based on the general activities of teacher – discussion, explanation, writing on board, solving numerical. Students’ attention and involvement observed in two different types of institutions is also similar.

The point of difference is in teacher pupil ratio. In school it ranges from 1:38 to 1:50, while in parallel education institutes it ranges from 1:35 to 1:110.

The duration of one teaching period is of thirty minutes in schools while it is of sixty minute and in one institute of seventy minutes.

The infrastructure to facilitate teaching learning is different. Except one school, there was air conditioner in parallel education institutes. For the student strength of 100 and above, there were two boards.

4.3.2 Yearly Schedule for Teaching and Learning in School and in parallel education institute

The yearly schedule of school is presented in table and that of parallel education institutes is also presented in table.

Table -9: Yearly Schedule for Teaching and Learning in School

School	No. of days for teaching	No. of days for Co -curriculum activities	No. of days for Assessments	No. of days for Holidays
School-1	151	11	36	105
School-2	150	10	30	175
School-3	146	11	30	167
School-4	160	9	40	170
School-5	192	7	30	136
School-6	152	15	40	123
School-7	182	5	40	138

Yearly Schedule for Teaching and Learning in parallel education institutes

The yearly schedule of parallel education institute is presented in Table 10

Table-10: Yearly Schedule for Teaching and Learning in parallel education institutes.

PARALLEL EDUCATION INSTITUTES	Holidays	Co curriculum activities	Weekly test	Teaching
Parallel education institutes-1	60	0	52	222
Parallel education institutes-2	50	0	52	230
Parallel education institutes-3	55	0	52	240
Parallel education institutes-4	40	0	52	225
Parallel education institutes-5	50	0	52	263
Parallel education institutes-6	45	0	52	255

ANALYSIS

On the basis of data given in Table nine, and Table ten, it can be stated that time is used differently for teaching by schools and by parallel education institutes. From the data it can be stated that the number of days for teaching in the school are distributed for teaching, assessments, co-curricular activities and holidays. The holidays in schools comprise of summer vacation, winter vacation, and other public holidays. The number of days for teaching in parallel education institutes is distributed for teaching and assessments only. The holidays in parallel education institutes for summer break and winter break is very short. Very few public holidays are given. The large part of summer break and winter break is used for teaching.

Interpretation:

On the basis of the data given in table nine, and table ten, it can be stated that the number of days for teaching is more in parallel education institutes then number of days for teaching in school. Therefore it can be stated that the teaching time in parallel education institute is more as compared to school. Also the time is used is a focus manner for teaching as there is no other activity than teaching, in both institutes.

4.3.3 Analysis and interpretation of data with respect to study of opinion and attitude of students towards parallel education institutes and towards school.

Opinion of students towards parallel education institutes:

On the basis of description of responses of students it can be stated that such percent of students say yes or such percent of students say no for the same statement

TABLE: 11: opinion of students towards parallel education institutes.

Opinion of students towards parallel education institutes:			
Sr. no.	Opinion cited in statement	Statements in %	
		Yes	No
1.	Do you think parallel education institutes helps you in getting good marks in exam	98.05 %	1.62 %
2.	While attending class in parallel education institutes – I. You feel relaxed & calm-	85.06 %	14.61 %
	II. You feel stressed-	72.08 %	27.60 %
3.	Do parallel education institutes help you in getting good score in board exams?	97.08 %	2.60 %
4.	Do parallel education institutes help you in getting good score in entrance exams of competitive exams?	91.56 %	8.12 %
5.	Do parallel education institutes help you in getting good score in both exams – board and entrance exam of competitive exams?	93.51 %	6.17 %
6.	Is there any difference in teaching pattern between parallel education institutes and in school?	95.13 %	4.55 %
7.	Parallel education institutes increase your burden on studying and make you feel stressed.	30.19 %	69.48 %

8.	Do parallel education institutes decrease your stress?	66.23 %	33.44 %
9.	Do parallel education institutes help you in your regular studies?	95.13 %	4.55 %
10.	Do parallel education institutes make your study easy?	95.45 %	4.22 %
11.	Is parallel education institutes an important part of your education?	95.78 %	3.90 %
12.	Do parallel education institutes teachers help you in your exams preparation?	95.78 %	3.90 %
13.	Are the teachers of parallel education institutes approachable?	94.81 %	4.87 %
14.	Do you complete your parallel education institutes assignment regularly?	80.19 %	19.48 %
15.	Do you think going to parallel education institutes is not necessary?	14.94 %	84.74 %
16.	Are you regular student in your parallel education institute?	96.10 %	3.57 %
17.	Does your teacher of parallel education institutes's explain every topic clearly?	97.08 %	2.60 %
18.	Does your teacher of parallel education institutes explain topic with examples?	97.73 %	1.95 %
19.	In parallel education institutes, do teacher create pressure by taking frequent examination?	45.78 %	53.90 %
20.	Do the teachers of parallel education institutes, solve your difficulties promptly?	94.16 %	5.52 %
21.	Is the teaching style easy to understand in parallel education institutes?	98.38 %	1.30 %
22.	Is the course completed on time in parallel education institutes?	90.91 %	8.77 %
23.	Is the infrastructure comfortable in parallel education institutes?	93.83 %	2.92 %

24.	Are the teachers knowledgeable in parallel education institutes?	99.03 %	0.65 %
25.	Do teachers repeat teaching without getting angry if you ask them in parallel education institutes?	93.51 %	6.17 %

The data in table 11 indicate the following:

- 98.05% of students say yes, that parallel education institutes help them in getting good marks in exam.
- 1.62% of students say no that parallel education institutes don't help them in getting good marks in exam.
- 85.06% of students say yes, that they feel relaxed & calm in parallel education institutes.
- 14.61% of students say no, that they don't feel relaxed & calm in parallel education institutes
- 72.08% of students say yes, that they feel stressed in parallel education institutes
- 27.60% of students say no, that they don't feel stressed in parallel education institutes
- 97.08% of students say yes, that parallel education institutes help them, in getting good score in board exams.
- 2.60% of students say no, that they don't help them, in getting good score in board exams.
- 91.56% of students say yes, that parallel education institutes help them in getting good score in entrance exams or competitive exams.
- 8.12% of students say no, that parallel education institutes doesn't help them in getting good score in entrance exams or competitive exams.
- 93.51% of students say yes, that parallel education institutes helps them in getting good score in both exams – board and entrance exam of competitive exams.
- 6.17% of students say no, that parallel education institutes doesn't helps them in getting good score in both exams – board and entrance exam of competitive exams.

- 95.13% of students say yes, that there is a difference in teaching pattern between parallel education institutes and in school.
- 4.55% of students say no, that there is no difference in teaching pattern between parallel education institutes and in school.
- 30.19% of students say yes, parallel education institutes increase our burden on studying and make us feel stressed.
- 69.48% of students say no, parallel education institutes doesn't increase our burden on studying and make us feel stressed.
- 66.23% of students say yes, parallel education institutes decrease our stress.
- 33.44% of students say no, parallel education institutes don't decrease our stress.
- 95.13% of students say yes, parallel education institutes help us in our regular studies.
- 4.55% of students say no, parallel education institutes don't help us in our regular studies.
- 95.45% of students say yes, parallel education institutes make our study easy.
- 4.22% of students say no, parallel education institutes don't make our study easy.
- 95.78% of students say yes, parallel education institutes are an important part of our education.
- 3.90% of students say no, parallel education institutes are not an important part of our education.
- 95.78% of students say yes, parallel education institutes teachers help us in our exams preparation.
- 3.90% of students say no, parallel education institutes teachers don't help us in our exams preparation.
- 94.81% of students say yes, the teachers of parallel education institutes are approachable.
- 4.87% of students say no, the teachers of parallel education institutes are not approachable.
- 80.19% of students say yes, we complete our parallel education institutes assignment regularly.

- 19.48% of students say no, we don't complete our parallel education institutes assignment regularly.
- 14.94% of students say yes, we think going to parallel education institutes is not necessary.
- 84.74% of students say no, we don't think going to parallel education institutes is not necessary.
- 96.10% of students say yes, we are regular student in parallel education institutes.
- 3.57% of students say no, we are not regular student in parallel education institutes.
- 97.08% of students say yes, teacher of parallel education institutes's explaining every topic clearly.
- 2.60% of students say no, teacher of parallel education institutes's doesn't explain every topic clearly.
- 97.73% of students say yes, teacher of parallel education institutes explain topic with examples.
- 1.95% of students say no, teacher of parallel education institutes doesn't explain topic with examples.
- 45.78% of students say yes, in parallel education institutes, teacher create pressure by taking frequent examination.
- 53.90% of students say no, in parallel education institutes, teacher doesn't create pressure by taking frequent examination.
- 94.16% of students say yes, teachers of parallel education institutes, solve our difficulties promptly.
- 5.52% of students say no, teachers of parallel education institutes doesn't, solve our difficulties promptly.
- 98.38% of students say yes, teaching style is easy to understand in parallel education institutes
- 1.30% of students say no, teaching style is not easy to understand in parallel education institutes.
- 90.91% of students say yes, course is completed on time in parallel education institutes.

- 8.77% of students say no, course is not completed on time in parallel education institutes.
- 93.83% of students say yes, infrastructure comfortable in parallel education institutes.
- 2.92% of students say no, infrastructure comfortable in parallel education institutes.
- 99.03% of students say yes, teachers are knowledgeable in parallel education institutes.
- 0.65% of students say no, teachers are not knowledgeable in parallel education institutes.
- 93.51% of students say yes, teachers do repeat teaching without getting angry if ask them in parallel education institutes.
- 6.17% of students say no, teachers do repeat teaching without getting angry if ask them in parallel education institutes

TABLE-12: Priority of selection from parallel education and school

Sr.no.	Opinion cited in statement	Parallel education institute.	School.
1.	If the tests of school and parallel education institutes are conducted almost at the same time. Your preference will be for :	82.14%	17.53%
2.	If you have freedom, either attend school or either attend parallel education institutes, your preference will be for -	88.64%	11.04%

The data in table 12 indicate that:

Opinion of the students for parallel education institutes:

- 82.14% of students say that if the tests of school and parallel education institutes are conducted almost at the same time. Their preference will be for parallel education institutes.
- 17.53% of students say that if the tests of school and parallel education institutes are conducted almost at the same time. Their preference will be for school.
- 88.64% of students say that if they have freedom, either attends school or either attends parallel education institutes, their preference will be for – parallel education institutes.
- 11.04% of students say that if they have freedom, either attend school or either attend parallel education institutes, their preference will be for – school.

TABLE -13: Remedial classes conducted in parallel education institutes:

Sr .no.	Opinion cited in statement	weekly	Monthly	Daily	When required	Never
1.	How often remedial classes are conducted in parallel education institutes?	8.77%	3.57%	7.14%	74.35%	5.84%

The data in table 13 indicate that:

Opinion of the students for parallel education institutes:

- 8.77% of students say that remedial classes are conducted in parallel education institutes weekly.
- 3.57% of students say that remedial classes are conducted in parallel education institutes monthly.

- 7.14% of students say that remedial classes are conducted in parallel education institutes daily.
- 74.35% of students say that remedial classes are conducted in parallel education institutes when required.
- 5.84% of students say that remedial classes are conducted in parallel education institutes never.

4.3.4 Opinion of students for parallel education institutes obtained by open ended questionnaire

Questionnaire has been distributed among 500 students but open ended questions have been filled by only 150 students.

The opinion of students towards parallel education institutions that emerged is described in four categories:-

- (1) Teaching style.
- (2) Assessments.
- (3) Purpose for joining.
- (4) Self improvement.

Each category is explained by samples as follows:-

(1) **Teaching style:** Teaching style has been explained as; nice way of teaching pattern, easy and comfortable method, systematically teaching with strategy, regular practice or teaching, teachers helpful, active, experienced, and qualified, parallel education institutes teachers teach with interest and dedication, proper guidance, good teaching methods or tricks to remember topics, their lectures are better than school, only for board not for competitive level, daily assignments, not getting board, easy and shortcut method to solve multiple choice questions, teachers are cool and calm, proper interactive sessions, some time teachers don't understand student's priorities.

(2) **Assessments:** Assessments have been explained as; solving of extra questions or topics.

(3) **Purpose for joining:** Purpose for joining has been explained as; weekly test, regular test, good study material, every topic and concept clear, base strong, easy to understand, quality education with examples, helps in getting good score, completion of course on time, enough practice time, helps in self studies, for studies and career, coaching hour's worth for studies, enjoying study in parallel education institutes environment which is relaxing, make study interesting, preparing for competitive exams too.

(4) **Self improvement:** Self improvement has been explained as; bring confidence in self, helps in concentration, personal attention, create competition in students.

Interpretation:

On the basis of data analyzed, the opinion of students towards the parallel education institutions is founded favorable in relation to that of school. The major reasons for the favorable opinion were better teaching, better methods, better teachers, better preparation, better practice and guidance, better preparation for examination of school, board and competitive exams, and for personal attention to students.

4.3.5 Opinion of students towards school:

TABLE 14: Opinion of students towards school:

Opinion of students towards School :			
Sr. no.	Opinion cited in statement	Statements in %	
		Yes	No
1.	Do you think school helps you in getting good marks in exams	31.82%	65.91%
2.	While attending class in school, indicate your behaviour.		
	(i) You feel relaxed & Calm.	59.74%	37.99%
	(ii) You feel stressed	39.94%	58.12%
3.	Does school help you getting good score in board exams?	39.94%	58.12%
4.	Does school helps you in getting good score in entrance exams or competitive exam?	31.49%	65.91%
5.	Does school help you, getting good score in both exams – board and entrance exam or competitive exams?	14.29%	83.12%
6.	Is there any difference in teaching pattern between school and parallel education institutes?	14.61%	83.12%
7.	Does school increase your burden of study and make you feel stressed?	91.23%	5.84%
8.	Does school decrease your study stress?	42.86%	54.22%
9.	Does school helps you in your regular studies?	22.73%	74.35%
10.	Does school make your study easy?	27.27%	69.81%
11.	Does school teacher help you in your exam preparation?	24.03%	73.05%
12.	Is school teacher approachable?	41.56%	55.52%
13.	Do you complete your school assignments regularly?	56.49%	40.58%
14.	Do you think going to school is not necessary?	33.44%	63.64%
15.	Are you regular student in your school?	65.58%	31.49%
16.	Does your teacher of school explain every topic clearly?	31.17%	65.91%
17.	Does your teacher of school explain every topic with example?	23.38%	73.70%

18.	Does school teacher create pressure by taking frequently examinations?	27.27%	69.81%
19.	Does the teacher of school, solve your difficulties promptly?	32.47%	64.61%
20.	Is the teaching style easy to understand in school?	45.78%	51.30%
21.	Is the course get completed on time in school?	25.00%	72.08%
22.	Is the infrastructure is comfortable in school?	32.79%	64.29%
23.	Are the teachers knowledgeable in school?	63.31%	33.77%
24.	Does teacher repeat teaching without getting angry, if you ask them in school?	61.04%	36.04%

The data in table 14 indicate that:

Opinion of the students for school:

- 31.82% of students say yes, that school helps in getting good marks in exams. 65.91% of students say no, that school doesn't helps in getting good marks in exams.
- 59.74% of students say yes, that while attending class in school, they feel relaxed & calm.
- 37.99%.of students say no, that while attending class in school, they don't feel relaxed & calm.
- 39.94% of students say yes, that school help getting good score in board exams.
- 58.12% of students say no, that school doesn't help getting good score in board exams.
- 31.49% of students say yes, school helps in getting good score in entrance exams or competitive exam.
- 65.91% of students say no, school doesn't help in getting good score in entrance exams or competitive exam.
- 14.29% of students say yes, school help in, getting good score in both exams – board and entrance exam or competitive exams.
- 83.12% of students say no, school doesn't help in, getting good score in both exams – board and entrance exam or competitive exams.

- 14.61% of students say yes, there is a difference in teaching pattern between school and parallel education institutes.
- 83.12% of students say no, there is not a difference in teaching pattern between school and parallel education institutes.
- 91.23% of students say yes, school does increase burden of study and make feel stressed.
- 5.84% of students say no, school does not increase burden of study and make feel stressed.
- 42.86% of students say yes, school does decrease study stress.
- 54.22% of students say no, school does not decrease study stress.
- 22.73% of students say yes, school does help in regular studies.
- 74.35% of students say no, school does not help in regular studies.
- 27.27% of students say yes, school does make study easy.
- 69.81% of students say no, school does not make study easy.
- 24.03% of students say yes, school teachers do help in exam preparation.
- 73.05% of students say no, school teachers do not help in exam preparation.
- 41.56% of students say yes, school teacher is approachable.
- 55.52% of students say no, school teacher is not approachable.
- 56.49% of students say yes, complete school assignments regularly.
- 40.58% of students say no, doesn't complete school assignments regularly.
- 33.44% of students say yes, going to school is not necessary.
- 63.64% of students say no, going to school is necessary.
- 65.58% of students say yes, regular student in school.
- 31.49% of students say no, doesn't regular student in school.
- 31.17% of students say yes, teacher of school explain every topic clearly.
- 65.91% of students say no, teacher of school doesn't explain every topic clearly.
- 23.38% of students say yes, teacher of school explain every topic with example.
- 73.70% of students say no, teacher of school doesn't explain every topic with example.
- 32.47% of students say yes, teacher of school, solve difficulties promptly.

- 64.61% of students say no, teacher of school doesn't solve difficulties promptly.
- 45.78% of students say yes, teaching style easy to understand in school.
- 51.30% of students say no, teaching style is not easy to understand in school.
- 25.00% of students say yes, course get completed on time in school.
- 72.08% of students say no, course is not get completed on time in school.
- 32.79% of students say yes, infrastructure is comfortable in school.
- 64.29% of students say no, infrastructure is not comfortable in school.
- 63.31% of students say yes, teachers are knowledgeable in school.
- 33.77% of students say no, teachers are not knowledgeable in school.
- 61.04% of students say yes, teacher do repeat teaching without getting angry, if ask them in school.
- 36.04% of students say no, teacher do not repeat teaching without getting angry, if ask them in school.

TABLE-15 REMEDIAL CLASSES CONDUCTED IN SCHOOLS

Sr .no.	Opinion cited in statement	weekly	Monthly	Daily	When required	Never
1.	How often are remedial classes conducted in School?	1.30 %	1.30 %	4.87 %	28.57 %	60.71 %

The data in table 15 indicate that

- Opinion of the students for school:
- 1.30% remedial classes conducted in school weekly.
- 1.30% remedial classes conducted in school monthly.
- 4.87% remedial classes conducted in school daily.
- 28.57% remedial classes conducted in school when required.
- 60.71% remedial classes conducted in school never.

4.3.6 Opinion of students for school getting by open ended questionnaire

The opinion of students towards school that emerged is described in four categories:-

- (1) Teaching style.
- (2) Assessments.
- (3) Not worth for studies.
- (4) Purpose for joining.

Each category is explained by samples as follows:-

- (1) **Teaching style:** Teaching style has been explained by samples as; not proper teaching, teachers are not capable, schools only for board exams, course not completed on time, concept not clear, not regular studies, school explains properly particular topic or subject, teaching pattern is different from parallel education institute in giving examples, explaining topic, school only finish course without understanding, lack of proper teaching pattern, teachers are helpful, for some subjects good enough but not up to level, doesn't give enough practice, do not provide study materials, no extra teaching, no proper guidance, don't focus on students, examples not given, disciplined not maintained, topics are being revised, teachers are rude, they threaten us.
- (2) **Assessments:** Assessments have been explained by sample as; only for practical exams, conduct test unnecessary, daily test, unnecessary assignments.
- (3) **Not worth for study:** Not worth for study has been explained by sample as; waste of time or time pass or for fun, deficiency of time, cultural activities decreased study time, school is not for studies, nothing is taught, get bore in school, no atmosphere of studies, so difficult to concentrates, school teachers known that we go to parallel education institute, so they don't bother, infrastructure is bad, atmosphere is bad, school teachers teach for money, teacher believes in their own reputation.

- (4) **Purpose for joining:** Purpose for joining has been explained by samples as; prefers school because friends, sports, other cultural activities, prefer school because of high school fees.

Interpretation:

On the basis of data analyzed, the opinion of students towards the school is founded unfavorable in relation to that of parallel education institutes. The major reasons for the unfavorable opinion were; deficiency of time, teachers are not helpful, no extra teaching, no practice, no preparation for any competitive exams, no extra material for solving, unnecessary co curriculum activities, no proper teaching, no guidance, and no personal attention.

4.4 CONCLUSION

This chapter presented data analysis and interpretation of data objective wise. The next chapter presents summary, findings, discussions of findings and suggestions for future research

CHAPTER- 5

SUMMARY

5.0INTRODUCTION

Education is imparted through formal, non-formal and informal channels of education. The formal system of education in India at school level consists of the institutions which cater to the education of children in the age group of six to eighteen. There are various types of school like aided, non-aided; of different media; and affiliated to different boards like state board, CBSE, ICSE, IB. Along with formal schools, there are non-formal schools also like NIOS.

Education system in India at school level has become very competitive and very examination oriented. Students need to score more at board exams and also in entrance exams. For this they take help of parallel education institutes.

Parallel education institutes have risen as alternative to teaching in schools. They are very organized forms as well as small groups engaged in giving personal tuitions. “Nationally, a 2008 market survey of companies offering coaching estimated the size of the sector at \$6.4 billion and predicted an annual growth of 15 per cent over the subsequent four years.” The report notes that in 2007-08, students living in both rural and urban India paid an average of Rs. 1,456-2,349 a year for parallel education institutes. Desire to stay ahead in the global economy and the falling quality of mainstream education system, a whopping 87% of primary school children and up to 95% students in high schools receive parallel education in metros, reveals an exclusive survey by ASSOCHAM The proportions of children in metro cities and big towns relying on parallel education institutes have increased by 100% for the students of primary schools from 2006 to 2013. On the other hand, secondary school enrolments for parallel education have also gone up by 92% from 2006 to 2013. And in higher secondary enrolment for parallel education have increased 89% from 2006 to 2013. As an international scenario also it can be notice as an increasing issue. In South koria ;A ban on tuition is on and South Korea did that in 1980. But the ban was overturned by its Constitutional Court in 2000, arguing that it was unconstitutional to

stop parents from paying someone to teach their child privately. For 20 years South Korea's government has been waging war on any education that occurs outside the public school system. The government has investigated and fined parents and teachers—and even jailed a few. In Singapore; Noticeably, tuition is prevalent in systems which are examination-based. In Singapore, there are tough examinations at the end of primary education and it also streams students largely according to academic ability. Such a system adds to parents' anxiety and they turn to the tuition market to give their children the extra push in mathematics, science and languages. Hong Kong; In Hong Kong, it was bad enough when parents began sending their children at the kindergarten levels for tuition. They are sending babies as young as six months for lessons on recognising colours. The Hong Kong tuition class sizes have also ballooned with tutors drawing in teenagers by dressing up as glamorous movie stars. In some centres, more than 100 students pack lecture theatres at night, with webcasts for students in adjoining tuition classrooms. In Vadodara city the present scenario of education institutes; Vadodara city has different types of schools such as aided and unaided, affiliated to state board and CBSE as well as IB board. Vadodara also has a rich legacy of school education as Maharaja Sayajirao III had asked for free and compulsory primary education before independence. With the growth of schools, the number of parallel education institute increased. There are organized parallel education institutes for science like Meridian institutes, Wilson's mathematics, Resonance, IIT aashram, FitJee, Yukti, Edunova and Allan. For commerce there are institutes like You can, You will, and Resonance.

5.1 RATIONAL

Education has different channels of education: formal, non-formal and informal. The formal education at school level is catered to by schools in India. At the end of schools, students appear at the board examination and also competitive examinations for admission to professional colleges. In order to support and supplement the efforts of the school and also due to the over emphasis on scoring high marks in different examinations, students have taken to studying in parallel education institutes. This phenomenon is also observed in South Asian countries like Hongkong, Singapore, South Korea. Some typical features of parallel education institutes are focused

attention to subject, repetition and frequent testing. There is no government control and so the time allocation is as per the needs for the preparation of exams.

The parallel education institutes have grown as an industry, “Nationally, a 2008 market survey of companies offering coaching estimated the size of the sector at \$6.4 billion and predicted an annual growth of 15 per cent over the subsequent four years.” The report notes that in 2007-08, students living in both rural and urban India paid an average of Rs. 1,456-2,349 a year for parallel education institute

There are many studies and researches conducted on the problems of students and teachers and parents related to education in schools; and how the interest and trust of parents and students are increasing towards parallel education institutes; and on prevalence and expenses of parallel education institutes. Kojar (2013) has studied about how private tutoring promote them and present them with the help of media, Haseed (2014) has studied in Pakistaan private tuition classes produce the positive outcome in academic achievement. ASER report 2013 also has found that private tuition ratio has increased from 38.5% in 2010 to 45% in 2013. Ensor (2013) and Paton(2011) has also studied that there is increased interest in private tuitions as parents want to spent more in private tuitions. Studies on different aspects of schools were on teachers, learning environment, and encouragement to students. Majumdar, (1988),and Chand studied that there are a problems of organization, teachers, parents, and students and unbalancing of them or between them. Gill (1990) found that quality of input has not found in schools which are required at this level. Agrawaal(1986) has found that encouragement improves the achievement. The investigator could not identify study conducted on opinion of students for parallel education institution or a comparison of teaching learning process in schools and in parallel education institutes. Hence the present study is undertaken

The sample of students of standard XI was identified as they have joined very consciously the parallel education institutes.

This study will help the teachers and school management to understand what teaching strategies are used in the parallel education institutes.

5.2 RESEARCH QUESTION

1. How schools and parallel education institution are different?
2. What do student expect from school?
3. What do student expect from parallel education institutes?

5.3 STATEMENT OF THE STUDY

The statement of the study is as follows:

Study of Parallel Education Institutes for Senior Secondary Level in Vadodara City

5.4 OBJECTIVES

The objectives of the study are as follows:

1. To study the teaching learning process in school and parallel education institution.
2. To study the opinion of students towards parallel education institutes and attitude towards school.

5.5 REVIEW OF RELATED LITERATURE

There are so many studies and researches have been conducted over the period on the problems of students and teachers and parents related to education in schools.

There are so many studies and researches have been conducted over the period on the problems of students and teachers and parents related to education in schools, and how the interest and trust of parents and students are increasing towards parallel education institutes. The studies on parallel education institute were about its prevalence and expenses. Kojar (2013) has studied that about how private tutoring promote them and present them with the help of media, Haseed (2014) has studied in pakistaan that private tuition classes produce the positive outcome in academic achievement. ASER report 2013 also has found that private tuition ratio has increased from 38.5% in 2010 to 45% in 2013. Ensor (2013) and Paton(2011) has also studied that there is increased interest in private tuitions as parents want to spent more in private tuitions. eGovernance the organization,(2012) has studied the

prevalence of private tutoring in India and countries of east Asia has high prevalence of it and parents favoured it.

Studies on different aspects of schools were on teachers, learning environment, and encouragement to students. Majumdar, (1988), and Chand studied that there are a problems of organization, teachers, parents, and students and unbalancing of them or between them. And finding from their studies is, there are so many problems from their studies is, there are so many problems as like parents has fears towards education from schools, environment of schools far away from essential requirement. Gill (1990) found that quality of input has not found in schools which are required at this level. Agrawaal(1986) has found that encouragement improves the achievement. In his study he shows how parent's encouragement improves the results of students.

The investigator could not identify study conducted on opinion of students for parallel education institution or a comparison of teaching learning process in schools and in parallel education institutes. Hence the present study is undertaken.

5.6 EXPLANATION OF TERM

Parallel Education Institutes

Parallel Education Institutes refer to institutions for teaching and learning run by group of individuals to provide additional support for academics of the government recognized school system. The major activity is teaching. The clients are students. Though dealing with teaching and learning these are outside the government recognition that is needed for schools. Though such academic support may be provided by group of individuals elsewhere also but for the purpose of this study it refers to those institutions which are formally organized, having an office and a designated place. These are commonly known as coaching institutes and private tuition classes.

5.7 METHODOLOGY

The design of the study is survey.

5.8 POPULATION

The population of the study constituted the following:

- All the schools of Gujarat Senior Secondary and Secondary Education Board and Central Board of Secondary Education Board having higher secondary section, that is, standard XI and XII in Vadodara City Gujarat, in academic year 2014-2015.
- All the students of standard XI of Gujarat Senior Secondary and Secondary Education Board and C.B.S.E. board of all schools in Vadodara City Gujarat, in Academic year 2014-2015.
- All the parallel education institutes imparting their teaching in Senior secondary level in the academic year 2014-15.

5.9 SAMPLE AND SAMPLING TECHNIQUE

- **Sample was identified by stratified sampling technique for schools:**

Sample of schools: The strata were board of affiliation. Three schools from C.B.S.E. schools and four schools from GHSSEB schools were identified. Total schools were seven.

- **Sample of parallel education institute :**

Six parallel education institutes were identified as per the specialization in teaching science subject as follows:

Physics - Four

Biology – Two

Chemistry - Two

Mathematics – One

The number of parallel education institutes for each subject is uneven because all the identified parallel education institutes did not give permission for research.

- **Sample of students :**

All the students in standard xi enrolled in the six parallel education institutes were the sample. The total number of students was 400.

5.10 TOOLS

The tools used for the study were as follows:

- **QUESTIONNAIRE FOR STUDENTS:**

A close ended and open ended questionnaire was developed for students of higher secondary level by the investigator. It has covered various dimensions of the students' point of view toward school, towards school teachers, towards parallel education institutes, toward teachers of parallel education institutes.

- **NON PARTICIPANT OBSERVATION:**

Non participant observation was used to observe the teaching learning process in the schools and in the parallel education institutions.

- **DOCUMENT ANALYSIS**

Documents related to annual planning of schools and parallel institutions for analysis of allocation of days for teaching and studying.

5.11 DATA COLLECTION

Before the administration of the tools for data collection, formal permission of the principals of schools of and of the Head of the parallel education institute was obtained. The data from the student has been collected by administering the questionnaire. Observation of teaching learning process was done seven schools and in four parallel education institutes for science stream. One class each of Physics, Chemistry, Mathematics and Biology Subjects were observed in seven different schools and six parallel education institutes. Thus the total numbers of classes observed were 37. The criteria for observations were the teacher's and student's activities in the teaching learning period, and the time allotted for each. Annual calendar was collected from the schools and the parallel education institutes. Some

parallel education institutes did not have a document then the information was orally obtained from the institution's head and from the students.

5.12 ANALYSIS OF DATA

Analysis of data from questionnaire

The responses to close ended questions were analyzed by frequency and percentage. The responses to open ended questions were analyzed by content analysis. The responses were read repeatedly. The points emerging were identified and broad categories were developed from the points of basic similarity

Analysis of data from observation

The points noted from observation of teaching learning process were organized into six categories: time duration of class, teacher student ratio and infrastructure, major activity of teacher, major activity of students, teacher and student involvement and significant observation.

Analysis of data from document analysis

The data obtained from documents of annual calendar was counted to arrive at the number of days allocated for teaching, for co-curricular activities and examinations.

5.13 MAJOR FINDINGS OF STUDY

The major findings of the study are presented objective wise:

Objective 1: To study the teaching learning process in school and parallel education institution.

There are similarities as well as differences in the teaching learning process in school and parallel education institutes. The similarities are based on the general activities of teacher – discussion, explanation, writing on board, solving numerical. Students' attention and involvement observed in two different types of institutions is also similar. The teacher pupil ratio is also similar.

The differences are on the duration of one teaching period, the infrastructure to facilitate teaching learning is different. The time devoted for teaching in an academic

year and in one period is longer in parallel education institutes than in school. The infrastructure facilities are better in parallel education institutes than in schools.

Objective 2: To study the student's opinion towards parallel education institution and schools.

The opinion of students towards parallel education institutes is favorable as compared to their opinion towards school. The major reasons are cited as follows:

- Focused teaching which is helpful for preparation for different examination.
- Teaching methods are interesting and easy to remember.
- Teachers give personal attention.

The opinion of students towards school is unfavorable as compared to their opinion towards parallel education institutions. The major reasons are cited as follows:

- Teaching is not helpful in scoring well in different exams.
- There is lack of practice and time available for teaching learning is less, mainly because of co curricular activities.

5.14 DISCUSSION

Finding of the present study can be discussed in view of studies done earlier. Parallel education institutes now a days has an increasing their influence in society. The opinion of students finding about parallel education institutes find more favorable and students gets better outcomes as Hasseb (2014) analyzed the shadow education in Pakistan and how it fill the gap between public and private, the finding of the study was that there is a positive significant affect of private tuition on learning outcomes. Tuition is taken a supplement to formal education rather than a substitute a low quality formal schooling. Now a days parents also willing to spent more on education as Ensor 2013, and Paton 2011 has also found that there is increased interest and trust in private coaching and the parents were willing to spend more on private tuition. eGovernment 2012 has studied in different countries of the world, the prevalence of private tutoring in India and countries of east Asia, the study found high prevalence of it . The favorable opinion of students in the present study also supports this.

Majumdaar 1988 has studied secondary school system in relation to Encouragement affects student's achievement positively. (Agarwal, 1996). In the case of study of Agrawal, it was parent's encouragement. While in the case of present study it is the encouragement and personal attention of teacher's in parallel education institutes which was preferred by students.

5.15 IMPLICATION OF PRESENT STUDY

- The study will be beneficial to school management to help them change school's time table as per demand of examinations.
- The study will be helpful to policy makers who lay out the purpose of schools.
- The study will be helpful to teachers who can modify their teaching styles and way of dealing with students.

5.16 SUGGESTIONS FOR FURTHER STUDIES

- A study can be conducted on opinion of students towards school in which teaching time is similar to teaching time of parallel education institutes.
- A study on the relevance of co-curricular activities for class X and XII can be conducted.
- An experimental study can be conducted to study the effect of favorable infrastructure facilities on learning.
- Survey can be conducted to find out how students who have not joined parallel education institutes have scored in exams.
- Case study of parallel education institutes can be conducted to identify best practices in teaching learning.
- Study of concepts schools can be conducted to identify its effectiveness in managing the benefits of parallel education institutes and school.