

Comparative Study on Private Teachers' Social, Financial, and Mental Problems during & Post Pandemic Scenario

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Abstract

The outbreak of the Covid 19 pandemic in India in March 2020, and the subsequent lockdown and closure of schools, colleges, and universities across the country, dealt a devastating blow to the country's educational system. In the aforementioned pandemic situation, private teachers faced a severe financial crisis due to a number of factors including parents' unwillingness to send their children to tuitions as well as allowing tutors to teach at home for fear of contracting the virus, education boards' reduction of syllabus, automatic promotion of students, and parents' financial constraints. The severe financial challenges that private instructors encountered as a result of the pandemic have received less attention. Due to the decrease in the number of students, private teachers had to work hard to make a living and found it difficult to meet both ends. Many private tutors were compelled to change careers and turn to other fields in order to make a living. The purpose of this article is to investigate the difficulties of survival and financial constraints experienced by private teachers in North Kolkata and the surrounding areas. Purposive sampling was used at the outset, when teachers from the known perimeter were approached, and they then assisted in the recruitment of others in the profession via rolling snowball sampling. Google form was used to create and administer a structured questionnaire. The research revealed some of the realities that teachers face. A large number of private teachers have had severe social, mental, and financial difficulties. Same Google form is used two times to collect primary data from same number of respondent to compare between during and post pandemic time conditions of private tutors'.

Keywords: Pandemic - During & After, Private Teachers, Social Issues, Mental Issues, Financial Issues.

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Introduction:

The Covid 19 pandemic hit the world in December 2019, and India's first lockdown began in March 2020, when all educational institutions were

abruptly closed. This shutdown dealt a serious hit to the country's educational system. Classes switched from real face-to-face classes to virtual online classes overnight. Adapting to the new teaching and learning methods were a huge challenge for both teachers and students.

We no longer see the world as we once did because of the COVID-19 pandemic. Strong social isolation and lockdown measures have been implemented since the outbreak of the pandemic, changing social dynamics and leading to feelings of loneliness and isolation among many people. The rapid spread of COVID-19 over the world has, in fact, had an impact on people's health, as well as their social, psychological, economic, and, of course, educational outcomes.

Few studies that were undertaken during the pandemic examined the manifestations of stress, anxiousness, and depression in teachers, but those that were suggest that they experienced psychological symptoms, which highlights the significance of resuming schools and colleges. However prior studies have demonstrated that using Integrated Communication while conducting work from home might result in feelings of stress, concern, exhaustion, and a lack of job satisfaction. But, in a pandemic, teachers had no other options except to use these.

The fact that perhaps the COVID-19 epidemic has not only caused a health concern but also a profound global economic depression, with particularly devastating impacts in India, especially for private instructors, are another concern that deserves addressing. Another term that is frequently utilized in the Indian setting is private "tuition." The term "tuition" is frequently used by Indian researchers to refer to the practice of academic after-school activities.

There was uncertainty around the secondary level board exams during the Covid-19 pandemic. For a considerable amount of time, the Indian government issued no formal statements or published any notifications regarding the matter. One of the causes of secondary school students' and their families' rising concern is this. The need to find alternatives to teaching-learning methods is

consequently growing. Today, even highly qualified students enroll in private tuition to achieve the 98 percent take scores required by the best universities. This is in contrast to decades ago, when private instructors were hired to assist slow learners. The standard of instruction in learning institutions has not been up to pace as India's educational system became more competitive and exam-focused. The need for individual instruction and instructors has resulted from this.

In India, private tutoring is often used to supplement classroom instruction. Several tutors either come to students' homes to educate or ask students to come to their location for tuition. The unexpected onset of the pandemic altered the way private tutoring was done. Private teachers faced a variety of issues, the most serious of which was financial. Because many families were facing job losses, wage cuts, and severe financial hardships, household expenditures for private tuition for children in the family were also decreased. Many private tutors have lost their jobs, many have had their fees not paid on time, and some have had to force themselves into other occupations that are frequently not respected by society. Private teachers' financial difficulty and lack of financial security resulted in mental illnesses such as sadness, stress, and misery. Social interactions are frequently linked to a lack of financial well-being. When someone is in financial distress, it is common to see friends and relatives avoid them. As a result, private teachers had to deal with a variety of concerns – financial, mental, and social – that posed a significant obstacle in their life.

Review of Literature:

Private tuition, according to Bray (1999), is supplemented tutoring that covers things that are previously covered in school, as well as tutoring done by entrepreneurs and individuals for profit. They are frequently regarded as a parallel system

of education in countries such as India, where they are used to augment school instruction and fill in educational gaps that cannot be filled by conventional schools (Sujatha, 2014).

Children may lose motivation for a variety of reasons, which can negatively impact their academic performance and grades. Grades are nevertheless considered important and can influence a child's future decisions and outcomes even though they may not always reflect a child's intelligence and understanding. As a result, parents often think of hiring a private instructor. The advantages of greater future chances for their children are one of the key factors that influence families to choose private tutoring. Better academic performance can create opportunities to better institutions and careers since colleges consider grades. A tutor can incorporate subjects and material that are related to the syllabus material but not covered in it since they can customize private tutoring to each student's needs. By doing so, they can pique kids' interest in the topic and demonstrate practical methods for them to use what they've learned.

Private tuition is widely used in India at all levels of education, but it is most widespread at the secondary school level. The reason for this is that there is a lot of competition at this level, and one's accomplishment in 10th or 12th grade ultimately dictates which stream or job one should pursue. According to Agarwal (2006), private tuitions account for a large share of Indian family expenditure, with home-based tutoring spending levels much exceeding those of desired coaching centers. There is a paucity of literature on the dilemma that private teachers in India are facing. Parents are the only people who truly understand children. They are one of the best tools available to home tutors for making sure that their lesson ideas are effective. To make sure that kids are on the proper track with their academics, parents and

home tutors should cooperate and maintain constant communication. According to the Times of India, private tutors in Patna, Bihar, and Kolkata are facing financial difficulties both during and after the lockdown because they are not allowed inside the houses of their students owing to the virus. Many parents have put their children's tuition on hold because they believe that because schools are offering online lessons, there is no need to spend extra money on private tutoring at this time of economic hardship. Online tuition is also prohibited by guardians, according to the newspaper, because a lot of money is spent on buying smartphones and internet packs for school online classes. All of this has put the city's private teachers in a financial bind. The situation is similar in the other of India's states. Currently, demand for private tutoring in Kolkata has decreased for the 2021-2022 school year, with many private teachers in the city blaming the reduction on automatic student promotion, the Board of Education's reduced curricula, and increased parental budgetary limitations.

There was a threat from the pandemic for everyone. Despite the relative calm after the pandemic, the hazards for children have not changed. Concerning letting their children outside, parents are perplexed. But many people are dissatisfied with the way in which education in schools is developing—essentially it's chaotic. "Children's perceptions of online education have changed as a result of its laid-back atmosphere. Both the teacher and the pupils don't appear to be engaged in the lesson. Examinations are also administered virtually. During the outbreak, private teachers' stress levels and anxiety levels increased as their morale plunged, a volatile mix that might cause them to burn out and quit their positions.

Willson and Holloway's study (2021) in England on supplementary education and the corona virus pandemic also reveals of economic upheavals

occurring in the life of private tutors when educational institutions were closed down abruptly due to the pandemic. Private tutors lost a significant number of their tuitions and their weekly working hours reduced sharply, all indicating challenges to the existence of private tutors. As the demand for private tuitions came down, the tutors either resorted to innovative marketing techniques to increase their visibility and attract students or reduced their fees.

Research Gap:

There have been fewer headlines about the pandemic's severe financial consequences for private teachers. Because of the decrease in the number of students, private teachers had to work hard to make ends meet. Many private teachers were compelled to change careers and turn to other fields to support themselves. The purpose of this paper is to learn about the difficulties of survival and financial obstacles experienced by private teachers during and post pandemic situations in North Kolkata and the surrounding areas. In spite of a large number of students 87% in primary schools and 95% in secondary schools of India resorting to private tuitions, this area of shadow teaching has remained understudied largely. The providers' (private tutors) perspectives have not received much attention in previous studies (Sharma, 2022).

Research Objectives:

- To look at the social, economic, and mental issues that private teachers encounter.
- To investigate the reasons those contribute to private tutors changing careers.
- To draw a comparative analysis between during pandemic and post pandemic social, economic, and mental issues of the private

teachers.

Research Methodology:

Sample Population & Sample Size:

A representative sample for proportions has been determined using the Slovin's (1960) Formula: $n = N / (1 + Ne^2)$, where n is the sample size, N is the population size, and e (0.5) is the margin of error. A self-completion questionnaire was supplied to 51 (N) respondents in and around North Kolkata (In absence of sample frame). So as per Slovin's (1960) formula minimum required sample size: 14

The questionnaire was completed by 40 of the respondents. 4 respondents did not participate and 7 incomplete responses were rejected. Hence $n=40$

Sampling Type: Purposive sampling was utilized as the sample approach.

Primary Data: Primary data was collected with the help of a self-completion questionnaire.

Scale used: Nominal Scale (Yes/No/ Cannot Say)

Secondary Data: External secondary data was gathered from public sources such as articles, journals, books, the internet etc.

Analytical Tool Used: Frequency, Number and Percentage were used.

Period of Study: Data collection done in two phases.

- First phase - During Pandemic: took approximately two month (December, 2021- January 2022).
- Second phase - Post Pandemic: took approximately three months (November,

2022- January 2023).

from North Kolkata who took part in the survey are listed in table number 1 below.

Demographic Profile of Respondents:

The demographic profiles of the respondents

Table – 1: (n=40)

Gender	No. of Respondents
Male	32
Female	8
Age (years)	No. of Respondents
21-30	10
31-40	19
41-50	8
51 and Above	3
Highest Educational Qualification	No. of Respondents
Graduate	21
Post Graduate	10
Diploma / Others	9
Marital status	No. of Respondents
Married	29
Unmarried	8
Widowed/divorced	3
Place of offering tuition	No. of Respondents
Own place	28
At students home	12
Monthly Income	No. of Respondents
Upto Rs. 15,000/-	9
Rs. 15,001/- Rs. 25,000/-	28
Rs. 25,001/- & above	3
Level at which tuition is given	No. of Respondents
Primary	12
Secondary	22
Higher Secondary	6
Job Conversion Decisions	No. of Respondents
Exploring other avenues along with tuition	29
Thinking of quitting tuitions altogether & switching to a different profession	11

Source: Primary survey data

Analysis & Discussion:**Table-2: (n=40)**

	(a) DURING PANDEMIC			(b) POST PANDEMIC		
	Yes	No	Cannot Say	Yes	No	Cannot Say
Statements Financial Safety						
I am facing difficulties in meeting my normal monthly living expenses	36	3	1	5	32	3
Financial distress						
Very often I do worry about food, housing, or health expenses	35	2	3	4	34	2
Mental well-being						
I have been sad or depressed for a prolonged time	33	2	5	10	29	1
Social well-being						
I have very little freedom to decide what I want to do	34	4	2	6	33	1

Source: Primary survey data

The replies of the survey respondents with regard to their financial, mental, and social well-being throughout the pandemic are summarized in Table 2 (a). Out of 40 respondents, 36 (90%) acknowledged having trouble paying their regular monthly bills. Out of 40 respondents, 35 (87.5%) said they worry about paying for their food, housing, and medical care. Out of 40 respondents, 33 (82.5%) said they had experienced depression for a long time. Out of 40 respondents, 34 (85%) agreed that they lack the flexibility to choose what they wish to do. The responses of the study's

respondents are compiled in Table 2(b) post pandemic with regard to their financial, mental, and social well-being. Out of 40 respondents, 32 (or 80%) said they were not having trouble paying their regular monthly bills. Out of 40 respondents, 34 (85%) stated that they are unconcerned about the cost of their food, housing, and medical care. Out of 40 respondents, 29 (72.5%) said they had not experienced depression in a long time. Out of 40 respondents, 33 (82.5%) agreed that they do have the freedom to choose what they want to do.

Table-3: (n=40)

Statements/Factors Influencing Job Conversion	(a) DURING PANDEMIC			(b) POST PANDEMIC		
	Yes	No	Cannot Say	Yes	No	Cannot Say
I do not get timely payment of tuition fees	37	2	1	8	28	4
I experienced sharp decline in number of my students	38	1	1	3	36	1
Parent's unwillingness to allow me as outsider inside home / allow students to come at my place	36	3	1	1	37	2
Parents & students are preferring online tutoring apps over conventional private tutoring	30	2	8	12	26	2

Source: Primary survey data

The responses are compiled in Table 3 (a) [during pandemic] in terms of the variables that affect job conversion. 37 respondents (92.5%) firmly agreed that their tuition payments were not paid on time. 38 responses (95%) firmly concurred that the number of their students fell off dramatically. 36 respondents (90%) firmly agreed that parents of pupils were averse to letting them into their homes or for their children to visit the tutor. 30 respondents (or 75% of them) firmly agreed that they favored using online tutoring applications over traditional private tutoring. The replies are compiled in Table 3(b) post pandemic in terms of the factors that affect employment conversion. 28 respondents (70%) firmly agreed that their tuition was paid on time. 36 responses (90%) firmly concurred that the number of their students increased significantly. 37 respondents (92.5%) firmly agreed that parents of students were now open to letting them inside houses or allowing their wards to visit the tutor's location. The preference for online tutoring applications over traditional private tutoring was expressed by 26 respondents (65%), who strongly agreed.

Research Findings:

During Pandemic

Table 2 (a) during pandemic summarizes the

responses of the respondents of study with respect to their financial, mental and social well-being.

- 36 respondents (90%) out of 40 agreed that they are facing difficulties in meeting normal monthly expenses.
- 35 respondents (87.5%) out of 40 opined that they worry about their food, housing and health expenses.
- 33 respondents (82.5%) out of 40 agreed that they have been subjected to depression for a long time.
- 34 respondents (85%) out of 40 agreed to the fact that they do not have the freedom to decide what they want to do.

Table 3 (a) summarizes the responses in terms of factors that influence job conversion.

- 37 respondents (92.5%) strongly agreed that they did not get timely payment of tuition fees.
- 38 respondents (95%) strongly agreed that they experienced a sharp decline in the number of their students.
- 36 respondents (90%) strongly agreed that

parents of students were unwilling to let them inside homes or allow their wards to visit the tutor's place.

- 30 respondents (75%) strongly agreed that the online tutoring apps were more preferred than conventional private tutoring.

Post Pandemic:

Table 2 (b) post pandemic summarizes the responses of the respondents of study with respect to their financial, mental and social well-being.

- 32 respondents (80%) out of 40 agreed that they are not facing difficulties in meeting normal monthly expenses.
- 34 respondents (85%) out of 40 opined that they are not worried about their food, housing and health expenses.
- 29 respondents (72.5%) out of 40 agreed that they have been no more subjected to depression for a long time.
- 33 respondents (82.5%) out of 40 agreed to the fact that they do have the freedom to decide what they want to do.

Table 3 (b) summarizes the responses in terms of factors that influence job conversion.

- 28 respondents (70%) strongly agreed that they did get timely payment of tuition fees.
- 36 respondents (90%) strongly agreed that they experienced a sharp rise in the number of their students.
- 37 respondents (92.5%) strongly agreed that parents of students were now willing to let them inside homes or allow their wards to visit the

tutor's place.

- 26 respondents (65%) strongly agreed that the online tutoring apps were more preferred than conventional private tutoring.

Conclusion:

Private tutoring, often known as shadow teaching, is an integral aspect of a country's educational system. Outside of the formal education system, private tutors make up a considerable number of teachers. With the advent of the Covid 19, schools all across the world were closed, and the entire educational system experienced a transformation. Individuals who work as private instructors have been particularly badly struck as a result of this.

The pandemic caused financial anguish and a lack of financial security for private teachers. Their income became erratic, and pay cuts and a reduction in the number of tuitions rendered them unable to meet both ends. Many people suffered from depression and other mental illnesses as a result of their financial concerns.

The study also discovered certain contributing elements that influenced private teachers job conversion decisions. In a situation of uncertainty, where they don't know if their jobs will be there in the future, a significant number of respondents considered it advisable to work other jobs in addition to their tuitions to supplement their income, while others considered quitting their tuitions entirely and seeking alternative employment.

On the other hand we have seen the private tutors coming back with full potential and opportunity in post pandemic situation. Private tutors are back and ready to help develop child's full potential. According to the Annual Status of Education Report 2022 (ASER) on students' schooling and learning in rural India, the proportion of students

from classes 1 to 8 opting for private tuitions have increased by a whopping 4% in 2022 from pre Covid 19 levels with U.P, Bihar and Jharkhand showing maximum increase (Hindusthan Times, February, 2023). A similar report is seen from the city of Bhubaneswar where demand for private tutors and coaching centers have significantly increased posts pandemic. Private tutors are being considered essential in bridging the gaps in learning of children that had resulted from the closure of school and online classes during the pandemic. Most private tutors are noted to make the most of this demand by charging higher payments than they used to charge before and during pandemic. So, with their hands full and hearts content they are ready to help children in their learning pursuits. (Times of India, April, 2022).

When financial difficulties started to suffocate them, many tuition teachers made the decision to start teaching again in August and September. But they faced a host of fresh difficulties. Because of the pandemic, they were unable to allow pupils to socialize freely. They were also dealing with a significant backlog to catch up on and little time on their hands.

In post pandemic world, private tutors are highly valuable and powerful. They can help the students in improving their grades, building confidence and self-esteem, enhancing job skills, getting competitive advantage in the new economic environment.

Pandemic situation has generated a lot of trauma, mental stress, financial hardships and social isolation. Private tutors already started overcome these difficulties. With the increased demand for private tutoring, overcome social, financial and mental trauma in post pandemic situation.

Recommendations:

- Private tutors' ought to combine online and offline instruction. It is a productive technique to accomplish this. Teachers can improve students' chances of learning in this way. Private tutors' goal will be to increase their interest in their work rather than just educating them because our teaching technique always depends on the students' interests.
- In order to regain their mental power and focus on quality in order to make money, private tutors should get in touch with their former pupils as well as seek expert assistance. They must exercise patience, draw lessons from their mistakes, and confront the issue squarely.
- In India, private tutors must step up to fill the void left by the decline of in-person instruction and the unfamiliarity of distant learning programs. In order to ensure that pupils can follow the directions, it is essential to lay forth clear and comprehensive guidelines. By doing this, their learning objectives are protected from being derailed by a lack of comprehension.
- Each lesson's goals, structure, and activities must be thoroughly understood by the pupils, and private tutors must make sure they are making good progress by periodically checking in with them.
- To make sure that their kids are progressing academically, parents and private tutors should cooperate and establish regular communication.
- Private tutors have to constantly promote honest discussions about the subjects covered in earlier courses. Asking students how they

feel about the learning process, understanding their feelings, and incorporating their input into subsequent lessons are all crucial.

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- Private tutors need to build up a digital infrastructure at their places and be digitally ready with state of art pedagogy to serve their students.
- In this era of digitization, the private tutors are expected to make their presence in the social media and thus promote themselves.

Limitations:

- The study is based on a small sample size.
- It's possible that respondents have their own biases when it comes to answering the questions.
- The method of non-parametric sampling was utilized; generalization should be done with caution.

Scope for Future Research:

The current research was carried out during pandemic and post pandemic situation and focused on the social, economic, and mental stressors. With the changing circumstances, as the pandemic's influence lessens, it's more important than ever to double-check and investigate the future state of this lucrative, yet challenging and understudied field of private tuition and private teachers. The private tutors' adoption of new technology and digital infrastructure at their places to cope up with the new teaching –learning process is also a perspective to ponder upon in future.

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