
COACHING INDUSTRY VIS-À-VIS RIGHT TO EDUCATION: HISTORICAL PERSPECTIVE AND DEVELOPMENT

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ABSTRACT

The rapid expansion of the coaching industry in India has profoundly reshaped the country's educational landscape, giving rise to a parallel system of "shadow education" that operates alongside formal schooling. This article undertakes a historical and socio-legal examination of the coaching industry in India vis-à-vis the constitutional and statutory commitment to the right to education. Tracing the evolution of education policies from the pre-colonial and colonial periods through post-independence reforms, the study situates the emergence of coaching institutes within broader structural transformations in Indian education, including competitive examination regimes, policy-driven access expansion, and persistent quality gaps in formal schooling. The article critically analyses the impact of landmark interventions such as Article 45 of the Constitution, the Right to Education Act, 2009, and successive National Education Policies, culminating in the regulatory framework envisaged under the National Education Policy, 2020. It explores the socio-economic, psychological, and equity-related implications of the coaching industry, highlighting how market-driven supplementary education simultaneously addresses systemic deficiencies while exacerbating educational inequality and commercialization. The study further examines regulatory responses, committee reports, judicial concerns, and the growing influence of EdTech platforms, underscoring emerging challenges relating to access, mental health, standardization, and accountability. By contextualizing the coaching industry within India's constitutional promise of inclusive and equitable education, the article argues for a balanced regulatory approach that recognizes the functional role of coaching institutes while safeguarding the fundamental right to education, student welfare, and substantive equality.

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The landscape of education in India has undergone significant transformations over the past few decades, influenced by socio-economic changes, policy reforms, and evolving societal expectations. Among these developments, the emergence and growth of coaching institutes stand out as a prominent phenomenon. These institutes, often referred to as the shadow education sector, provide supplementary education outside the formal school system, primarily aimed at helping students excel in competitive exams and academic performance. This chapter delves into the historical development of coaching institutes in India, tracing their origins, evolution, and the factors driving their proliferation.

The roots of coaching institutes in India can be traced back to the colonial era when education was a privilege accessible mainly to the elite. During this period, private tutoring was a common practice among affluent families seeking to provide their children with an educational edge. However, it was post-independence, particularly from the 1980s onwards, that coaching institutes began to emerge as significant entities in the educational landscape. The economic liberalization of the 1990s further accelerated their growth, fuelled by increasing competition for limited seats in prestigious higher education institutions and the rising aspirations of a burgeoning middle class.

The history of coaching institutes in India dates back to the emergence of the elite sector of engineering universities, such as the Indian Institutes of Technology (IITs), where coaching has become crucial for student selection.² The right to education in India has been a significant focus, with efforts to provide free and compulsory education, especially for marginalized groups like Dalits, tribals, and women.³ Over the years, various education policies have been implemented to address the country's educational landscape, starting from the Macaulay education scheme during British rule to the recent initiatives like the National Education Policy of 2019, with the formation of committees and commissions playing a vital role in shaping the education system.

As we explore the historical trajectory of coaching institutes, this chapter will examine the socio-economic and educational contexts that contributed to their rise. We will also consider the impact of policy changes, such as the Right to Education (RTE) Act, on the growth and

² Gautam Jayasurya, "Right to Education: The Past, Present and Future," *Social Science Research Network* (2010)

³ Pallvi Pandit, "Education in India: National policies and regulations," *International journal of applied research*, Vol.2 (2016).

regulation of these institutes. Through this historical lens, we aim to understand the complex interplay between formal education and supplementary coaching, and the implications for educational equity and quality in India.⁴

The Right to Education (RTE) Act, enacted in 2009, was a landmark legislative measure aimed at ensuring free and compulsory education for all children aged 6 to 14 years in India. While the Act sought to address fundamental issues of access and quality within the formal education system, its implementation has had a complex relationship with the burgeoning coaching industry. Despite the RTE's emphasis on improving public education and reducing educational disparities, coaching institutes have continued to thrive, driven by persistent gaps in the quality of mainstream education and the intense competition for admission to prestigious higher education institutions. These institutes cater to the growing demand for specialized preparation for competitive exams, such as engineering and medical entrance tests, which are perceived as gateways to successful careers. As a result, coaching institutes have become integral to the educational journey of many students, particularly in urban areas. This dynamic has raised critical questions about educational equity, as access to private coaching often depends on a family's financial resources, potentially exacerbating socio-economic disparities despite the inclusive intentions of the RTE Act.

Recent developments in India's coaching industry reflect a dynamic and evolving sector influenced by technological advancements, regulatory changes, and shifts in educational demands. The emergence of digital learning platforms and online coaching has been particularly transformative, providing enhanced accessibility and flexibility for students nationwide. This trend was notably accelerated by the COVID-19 pandemic, which necessitated remote learning solutions and underscored the potential of educational technology. Concurrently, there has been increased scrutiny and calls for regulation of coaching institutes to ensure quality and affordability. Several state governments have introduced measures to oversee these institutes' operations, focusing on transparency, fee regulation, and service standardization. Additionally, there is a growing emphasis on integrating coaching methodologies with mainstream education to improve overall learning outcomes. These developments signify a transition towards a more hybrid and regulated coaching ecosystem,

⁴ Jakob Williams Ørberg. "Uncomfortable encounters between elite and "shadow education" in India—Indian Institutes of Technology and the Joint Entrance Examination coaching industry." *Higher Education* (2018).

aiming to balance the benefits of supplementary education with the goals of accessibility and equity within the Indian education system.⁵

1. HISTORICAL DEVELOPMENT OF EDUCATION POLICIES IN INDIA

Early educational policies in India were influenced by a variety of socio-economic, cultural, and political factors. The ancient Indian education system was deeply rooted in the pursuit of knowledge (Jnana), wisdom (Pragya), and truth (Satya), focusing on both material and spiritual education. This tradition aimed to enable human life to improve not only economically but also socially, morally, and spiritually. Sociological factors such as caste, gender, religion, and language played significant roles in shaping the access and demand for education. These factors led to inequalities in the educational system, with lower levels of parental education being a major factor affecting preschool attendance.⁶ The influence of ancient educational systems also permeated modern educational strategies, integrating philosophical traditions and aiming to realize the "higher truth". Additionally, post-independence policies focused on expanding educational access while dealing with scarce resources, leading to a reliance on community efforts and entrenching existing inequalities.

The history of educational policy in India dates back to the colonial era, where the British introduced the Macaulay education scheme to serve their administrative needs.⁷ Post-independence, India witnessed the establishment of various committees and commissions like the University Education Commission, University Grants Commission, and the Kothari Commission, which shaped the trajectory of higher education in the country. Subsequent national education policies in 1968, 1986, and 2020 marked significant milestones in the evolution of India's education system, emphasizing social transformation, empowerment, and inclusivity, especially for children with disabilities. These policies aimed to address challenges such as equitable access, relevance of formal learning, and the development of a national identity, reflecting the dynamic landscape of education in India over the years.

Educational policies in India have evolved significantly since independence, influenced by a complex interplay of historical, social, and international factors. The British colonial legacy

⁵ Ramya Subramanian, "Citizenship and the 'right to education': Perspectives from the Indian context" *IDS Bulletin* Vol. 33, No.2 (April, 2002) pp 1-10.

⁶ Taylor, C., Sherman. "Education in early postcolonial India: expansion, experimentation and planned self-help." *History of Education*, Vol. 47 (2018) 504-520.

⁷ R.T. Pardasani. "Education in British India." *Oxford Research Encyclopaedia of Education* (2022).

introduced the Macaulay education scheme, shaping the early education system. Post-independence, the focus shifted towards social transformation, mobility, and empowerment through education, leading to challenges of equitable access and relevance. India's rich educational history, from ancient gurukuls to colonial interventions, has influenced the modern policy landscape, with a mix of public and private institutions emerging. The globalized nature of education policy, marked by international collaborations and conferences, has further shaped India's educational trajectory, culminating in key reform policies like DPEP, SSA, RTE, and the recent NEP, each reflecting a nuanced response to the evolving learning crisis and the contestation of ideas and actors.

2. PRE-INDEPENDENCE EDUCATION POLICIES

The educational landscape of India, prior to its independence in 1947, was a complex interplay of indigenous traditions and colonial interventions. For centuries, India boasted a rich tapestry of educational practices rooted in its diverse cultural, religious, and linguistic traditions. From the ancient gurukuls and madrasas to the well-established centers of learning such as Nalanda and Takshashila, education in pre-colonial India was deeply embedded in its societal fabric.

This educational landscape varied significantly across regions, reflecting India's rich cultural and linguistic diversity. Temples, monasteries, and other religious institutions were crucial in imparting knowledge, particularly in religious and philosophical domains. Renowned centers like Nalanda, Vikramashila, and Takshashila attracted scholars from across Asia, highlighting India's historical role as a global centre of learning.⁸ In essence, the pre-British education system was a mosaic of different practices, each serving the unique educational needs of various communities, fostering a vibrant intellectual environment that contributed to India's historical and cultural legacy.

However, the arrival of the British in the 17th century marked a significant turning point. The East India Company and subsequently the British Crown undertook a series of educational reforms and policies aimed at reshaping the Indian educational system to serve their colonial interests.⁹ These policies were instrumental in the introduction of Western education models,

⁸Shivali Tukdeo, "Historical Developments, Influences of International Actors, and Education Reforms in India." Oxford Research Encyclopaedia of Education (2022).

⁹ Taylor, C., Sherman. "Education in early postcolonial India: expansion, experimentation and planned self-help." *History of Education*, Vol. 47 (2018) 504-520.

the promotion of the English language, and the establishment of formal educational institutions.

The evolution of pre-independence education policies in India is marked by key legislative acts and influential reports, such as the Charter Act of 1813, the Macaulay Minute of 1835, the Woods' Dispatch of 1854, and the Indian Education Commission of 1882. Each of these milestones reflects the shifting priorities and objectives of the colonial administration, from creating a class of anglicized Indians to balancing the demands for modern education with the preservation of traditional systems.

This period also witnessed the rise of indigenous education movements and the contributions of Indian social reformers who advocated for a more inclusive and equitable education system. Figures such as Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, and Jyoti Rao Phule played pivotal roles in championing educational reforms that sought to uplift marginalized communities and promote women's education.

The pre-independence era of Indian education is thus a fascinating study of contrasts and contradictions. It was a time of dynamic change, marked by the imposition of foreign educational models and the resilient efforts to preserve and adapt indigenous learning traditions. Understanding this historical context is crucial to comprehending the foundation upon which post-independence India built its contemporary educational system.

2.1 EDUCATION POLICIES INTRODUCED BY THE BRITISH

The British introduced several key education policies in India during their colonial rule, each with significant implications for the educational landscape of the country. Here are some of the notable policies:

1. Charter Act of 1813: The Charter Act of 1813 represented a watershed moment as the British East India Company formally entered the realm of Indian education. It introduced a significant shift by allocating funds for education in India, amounting to 100,000 rupees annually, although without clear guidelines on their specific utilization. This ambiguity led to challenges in effectively deploying these resources. Moreover, the act's allowance for missionary activities marked a pivotal change, enabling Christian missionaries to establish schools and colleges across the country.¹⁰ These institutions became instrumental in

¹⁰ Shivali Tukdeo, "Historical Developments, Influences of International Actors, and Education Reforms in India." *Oxford Research Encyclopaedia of Education*, (2022).

disseminating Western education and the English language, particularly in rural and less developed regions. The act's broader impact included fostering social reforms by promoting education among marginalized communities and girls, thereby initiating a more inclusive approach to education in India. Despite its colonial undertones and shortcomings in implementation, the Charter Act of 1813 laid foundational groundwork for subsequent educational policies, significantly shaping the trajectory of Indian education in the colonial era and beyond.

2. Macaulay Minute (1835): Authored by Thomas Babington Macaulay in 1835, the Macaulay Minute advocated for English to be promoted as the primary medium of instruction in Indian education. Macaulay argued that English education would create a class of Indians who, while retaining their Indian identity, would adopt English language, culture, and values, thereby facilitating governance and communication with the British rulers. This policy resulted in the widespread introduction of English-language education across India, particularly in urban centers and among the elite. However, it also marginalized traditional Indian educational systems that had been based on classical languages like Sanskrit and Persian, which were integral to India's cultural and scholarly heritage. The emphasis on English education contributed to a socio-economic divide, as those educated in English gained access to better employment opportunities and social mobility, while those educated in traditional systems faced disadvantages in the modern administrative and educational framework introduced by the British colonial administration.

3. Woods' Dispatch (1854): The Woods' Dispatch of 1854, hailed as the Magna Carta of English Education in India, introduced sweeping reforms that significantly shaped the colonial educational system.¹¹ It presented a comprehensive strategy for expanding education, advocating a systematic approach to meet the diverse educational needs across British India. Central to its recommendations was the establishment of universities in key cities like Calcutta, Bombay, and Madras, aiming to provide higher education opportunities modelled after Western institutions. The dispatch also prioritized the promotion of primary education, emphasizing the need to reach every child with basic schooling. It highlighted the importance of teacher training to improve instructional quality and supported initiatives for the education of girls, marking a progressive step towards gender inclusivity in education. Overall, the Woods' Dispatch laid the groundwork for a structured educational framework that combined Western academic standards

¹¹ R.N. Sharma, and R.K. Sharma. *History of Education in India*. (New Delhi: Atlantic Publishers, 2023).

with local needs, setting benchmarks for subsequent educational policies in India during the colonial period.

4. Indian Education Commission (Hunter Commission) of 1882: The Indian Education Commission, established to assess educational progress following the Woods' Dispatch, played a crucial role in shaping India's educational policies. It emphasized several key areas: Firstly, the commission underscored the importance of primary education in vernacular languages, aiming to make education more accessible and relevant to the local population. Secondly, it proposed reforms for secondary and higher education to enhance their quality and effectiveness in preparing students for advanced studies and careers. Lastly, the commission recognized the significance of technical and vocational education, advocating for practical skills training to meet the growing industrial and economic demands of the nation. By focusing on these areas, the Indian Education Commission aimed to foster a more inclusive, diverse, and robust educational system capable of meeting the diverse needs of India's population and contributing to national development.

5. Government of India Act (1919): The Government of India Act of 1919, also known as the Montagu-Chelmsford Reforms, brought significant changes to the governance structure in British India, including reforms that impacted education policy. One of the key reforms introduced was the concept of dyarchy, which established a dual system of governance in the provinces. Under dyarchy, certain areas of administration, including education, were divided into "transferred" and "reserved" subjects. Education was categorized as a transferred subject, meaning it was transferred from central control to provincial governments. This shift allowed provincial authorities to exert greater autonomy and control over educational policies and institutions, tailoring them to local needs and priorities.¹² The act aimed to decentralize administrative powers, promoting local participation and responsiveness in governance. By placing education under provincial jurisdiction, the Government of India Act of 1919 set the stage for more localized educational initiatives and reforms, marking a significant step towards democratization and decentralization within the colonial governance framework in India.¹³

6. Hartog Committee Report (1929): The Hartog Committee was commissioned to evaluate the state of education in India and provide recommendations for improvement. It emphasized

¹² R.N. Sharma, and R.K. Sharma. *History of Education in India*. (New Delhi: Atlantic Publishers, 2023).

¹³ M. Dash. *Education in India: Problems and Perspectives*. (New Delhi: Atlantic Publishers, 2004).

a shift towards prioritizing quality over mere expansion, underscoring the need to enhance the standards of both primary and secondary education across the country. The committee recognized the alarming dropout rates as a significant challenge and proposed measures to address this issue through targeted interventions aimed at retaining students in schools. Additionally, the committee emphasized the critical role of teacher training in elevating educational outcomes, advocating for better training programs and support mechanisms for educators. By focusing on these areas, the Hartog Committee aimed to lay the groundwork for a more effective and equitable educational system in India, one that would not only increase access to education but also ensure that the education provided was of high quality and relevance to the needs of the nation.

7. Wardha Scheme of Basic Education (1937): The Wardha Scheme of Basic Education, also known as Nai Talim, was a visionary educational initiative proposed by Mahatma Gandhi and supported by British authorities. This scheme revolutionized the educational approach by advocating for craft-based learning as a means to foster self-reliance and vocational skills among students. Nai Talim aimed to integrate practical work with academic learning, offering a holistic educational experience that emphasized experiential learning over rote memorization. By encouraging students to engage in productive labour alongside their studies, the scheme aimed to cultivate a deeper understanding of societal needs and promote values of community service and responsibility. This approach was seen as a means to empower individuals economically and socially, aligning with Gandhi's broader vision of education as a tool for personal development and nation-building. Despite its initial support from British authorities, Nai Talim faced challenges in implementation and sustainability over time, yet its principles continue to influence educational philosophies advocating for a more balanced and practical approach to learning.

These policies collectively shaped the educational infrastructure of pre-independence India, influencing the curriculum, medium of instruction, and accessibility of education across different regions and communities.¹⁴

3. POST-INDEPENDENCE EDUCATION POLICIES IN INDIA

Since independence, India's educational policies have evolved significantly, driven by socio-

¹⁴ R. T. Pardasani. "Education in British India." *Oxford Research Encyclopaedia of Education* (2022).

economic changes and the imperative to provide equitable access to quality education. The enactment of the Right to Education Act (RTE) in 2009 stands out as a pivotal milestone, mandating free and compulsory education for children aged 6 to 14 years and emphasizing inclusive practices. Concurrently, the proliferation of coaching institutes has addressed gaps in mainstream education, particularly for competitive exams, yet has also raised concerns about educational equity and commercialization. These dual dynamics underscore India's ongoing challenge to balance accessibility, quality, and relevance in its education system. As the nation navigates these complexities, the interplay between legislative reforms like RTE and the influence of coaching institutes continues to shape educational policy and societal aspirations towards achieving inclusive and excellent education for all.

The Constitution of India, enacted in 1950, includes Directive Principles of State Policy that outline socio-economic goals for the state to pursue. **Article 45** specifically mandates the state to provide free and compulsory education for children up to the age of 14 years. While not legally enforceable like fundamental rights, Article 45 underscores India's commitment to ensuring universal access to education, aiming to eradicate illiteracy and promote socio-economic development. This constitutional provision serves as a guiding principle for policymakers, prompting the formulation of educational policies and initiatives aimed at expanding educational access, improving infrastructure, and enhancing educational standards across the country.¹⁵ Over the decades, Article 45 has influenced significant educational reforms, reflecting India's ongoing efforts to fulfil its constitutional promise of equitable and inclusive education for all children.

1. University Education Commission (1948): After gaining independence, India aimed to address the challenges posed by its diverse society and colonial legacy. The first major step in this direction was the establishment of the University Education Commission in 1948, chaired by Dr. S. Radhakrishnan. This commission focused on restructuring university education to meet the needs of a post-colonial nation. Its primary objectives were to ensure comprehensive development and democratization of education. The commission sought to make higher education accessible to all sections of society, irrespective of caste, gender, and region, and to promote a system that would enhance the general prosperity of the country, foster an effective and functional democracy, and reduce socio-economic inequalities. By doing so, the commission laid the groundwork for creating universities that would not only impart

¹⁵ R.N. Sharma, and R.K. Sharma. History of Education in India. (New Delhi: Atlantic Publishers, 2023).

knowledge but also wisdom, contributing to the holistic development of individuals and the nation.¹⁶

2. Secondary Education Commission (1952): Established in 1952, the Secondary Education Commission chaired by Dr. A. Lakshmanaswami Mudaliar was pivotal in addressing India's post-independence educational challenges. Focused on enhancing the efficiency and relevance of secondary education, the commission recommended diversifying the curriculum to cater to varied student interests and aptitudes. This shift aimed to move beyond a uniform education model towards offering vocational and technical courses, crucial for supporting the nation's industrial and economic development. Despite some criticisms for not being innovative enough or sufficiently addressing systemic issues, such as gender disparities and marginalized communities' educational needs, the commission's recommendations laid a foundational framework. They underscored the importance of curriculum flexibility and technical training, shaping subsequent educational reforms in India. The commission's legacy continues to influence policy discussions, advocating for adaptable educational approaches that better prepare students for diverse career paths and national growth.¹⁷

3. Indian Education Commission (1964-66): The Indian Education Commission, led by Dr. D.S. Kothari from 1964 to 1966, aimed to unify and reform India's fragmented education system inherited from the colonial era. Emphasizing education as a catalyst for societal and economic progress, the commission's recommendations were pivotal in shaping national development goals. It advocated for equitable access to education, particularly for marginalized groups, and emphasized the role of education in fostering social justice and reducing socio-economic disparities. The commission's vision included proposals for a common school system, integrating practical experience into education, and promoting mother tongue instruction in primary schools. It also called for increased financial investment in education to support long-term development objectives. The Kothari Commission's insights and reforms have left a lasting impact on Indian education policy, highlighting education's transformative potential and its crucial role in advancing a more inclusive and prosperous society.

The Kothari Commission's report was a landmark in the history of Indian education, as it laid

¹⁶ J.C. Agarwal. *Development of Education System in India*. (New Delhi: Shipra Publications, 2007).

¹⁷ J.C. Agarwal. *Development of Education System in India*. (New Delhi: Shipra Publications, 2007).

the foundation for several key reforms that followed.¹⁸ It introduced the concept of a common school system, advocated for the integration of work experience with education, and emphasized the importance of mother tongue instruction in primary education. Additionally, the commission called for significant investments in education, recommending that a substantial portion of the national budget be allocated to this sector to ensure sustained development. The principles and recommendations of the Kothari Commission continue to influence Indian education policy and underscore the enduring importance of education in shaping the nation's future.¹⁹

4. National Policies on Education (1968, 1986, 1992): India's National Policies on Education have evolved significantly over the decades, each reflecting changing societal needs and educational goals. The 1968 policy was a response to the Kothari Commission's recommendations, which aimed to promote regional languages and establish universal education access across the country. This policy laid the groundwork for prioritizing education as a fundamental right and set the stage for future reforms aimed at broadening educational opportunities.²⁰

In contrast, the 1986 policy marked a shift towards educational equity, especially for marginalized communities. It emphasized the expansion of educational facilities and introduced initiatives like open universities, exemplified by the establishment of IGNOU (Indira Gandhi National Open University). This policy aimed to reduce disparities in access to education and enhance opportunities for those traditionally underserved by formal educational institutions.

By 1992, India's education policy had evolved further to prioritize quality enhancement and moral education. This policy focused on improving the overall standard of education across all levels, from primary to higher education, by introducing measures to enhance curriculum relevance, teacher training, and infrastructure development. Additionally, moral education became a significant component, aiming to instil values and ethics among students to foster responsible citizenship and societal contributions.

¹⁸Shivali Tukdeo, "Historical Developments, Influences of International Actors, and Education Reforms in India." *Oxford Research Encyclopaedia of Education*, (2022).

¹⁹ R.P. Pathak. *Development and Problems of Indian Education*. (Noida: Pearson Publishers, 2012)

²⁰ M. Dash. *Education in India: Problems and Perspectives*. (New Delhi: Atlantic Publishers, 2004).

In summary, India's National Policies on Education from 1968, 1986, and 1992 have each played crucial roles in shaping the country's educational landscape. From promoting regional languages and universal access to education, to ensuring equity and quality enhancement, these policies reflect India's ongoing commitment to improving educational opportunities and outcomes for all its citizens.

5. Sarva Shiksha Abhiyan (2000-2001): Initiated in 2000-2001, The Sarva Shiksha Abhiyan (SSA), was a pivotal initiative in India's educational sphere, aiming to achieve universal elementary education. It focused on eliminating infrastructure gaps and enhancing access to quality schooling in remote and underserved areas by establishing new schools, recruiting additional teachers, and providing essential facilities like classrooms, sanitation, and safe drinking water. SSA emphasized inclusive education, targeting marginalized groups such as girls, Scheduled Castes (SCs), Scheduled Tribes (STs), and children with disabilities. Efforts included improving enrolment rates through initiatives like mid-day meals and scholarships, addressing nutritional and financial barriers. The program also prioritized teacher training and curriculum development to elevate educational standards and learning outcomes. By promoting community involvement and decentralized planning, SSA empowered local stakeholders in educational decision-making, contributing to its effective implementation and fostering equity in elementary education. Overall, SSA significantly advanced India's elementary education landscape, setting a robust foundation for future educational developments.

6. The Right to Education Act (2009): Enacted in 2009, The Right to Education Act (RTE) stands as a landmark legislation in India aimed at ensuring free and compulsory education for children aged 6 to 14 years. This act underscored the fundamental right of every child to receive quality education without financial burden, emphasizing the government's responsibility to provide equitable access to educational opportunities. By making elementary education a legal entitlement, RTE aimed to eliminate barriers such as poverty, social discrimination, and gender disparities that often-hindered children from marginalized communities from accessing education.²¹

One of the key pillars of the RTE Act was its focus on inclusive education, which mandated that schools must admit and provide adequate support to children from diverse backgrounds, including those with disabilities and belonging to disadvantaged groups such as Scheduled

²¹ Florian Matthey Prakash, *The Right to Education in India*. (New Delhi: Oxford University Press, 2019).

Castes (SCs) and Scheduled Tribes (STs). This provision aimed to foster a learning environment that respects and accommodates the unique needs and abilities of every child, promoting social integration and equality within the educational system.²²

Furthermore, RTE placed significant emphasis on improving the quality of education through measures such as the appointment of trained teachers, development of child-friendly learning materials, and upgrading school infrastructure. It sought to enhance learning outcomes by implementing standardized norms and guidelines for curriculum development, assessment practices, and teacher-student ratios across schools nationwide. By setting these benchmarks, RTE aimed to raise educational standards and ensure that every child received an education that was not only accessible but also of meaningful quality.

Moreover, the RTE Act introduced mechanisms for monitoring and accountability to ensure its effective implementation. It established local authorities and committees responsible for overseeing compliance with the act's provisions, addressing grievances, and monitoring the progress of educational institutions in meeting the stipulated standards. This framework aimed to promote transparency, accountability, and continuous improvement within the education sector, fostering a culture of commitment towards achieving universal elementary education and fulfilling children's right to education.

In summary, the Right to Education Act of 2009 represented a significant step towards realizing the constitutional promise of equitable access to education for all children in India. By mandating free and compulsory education, promoting inclusive practices, enhancing educational quality, and ensuring accountability, RTE aimed to transform the educational landscape and create opportunities for holistic development and empowerment among the country's future generations.

7. The National Education Policy (NEP) 2020: The NEP 2020 marks a comprehensive reform initiative aimed at transforming India's education system to meet the challenges of the 21st century. Approved after nearly three decades, NEP 2020 seeks to address the shortcomings of previous policies and align education with the needs of a rapidly evolving global landscape. One of its key objectives is to provide universal access to quality education from early childhood to higher education, ensuring equitable opportunities for all learners regardless of

²² J.C. Agarwal. *Development of Education System in India*. (New Delhi: Shipra Publications, 2007).

their background or location.²³

NEP 2020 introduces several foundational changes, including a shift from a 10+2 structure to a more flexible 5+3+3+4 structure for school education. This restructuring aims to promote holistic development and critical thinking by focusing on early childhood care and education (ECCE) and reducing curriculum load in the early years. It emphasizes a multidisciplinary approach and promotes experiential learning to foster creativity, problem-solving skills, and a deeper understanding of subjects among students.

Another significant aspect of NEP 2020 is its emphasis on vocational education and skill development from the secondary school level onwards. The policy aims to integrate vocational courses into mainstream education to prepare students for the demands of the modern workforce and entrepreneurial opportunities. This approach not only enhances employability but also promotes lifelong learning and adaptability in a rapidly changing economic environment.

NEP 2020 also addresses issues related to teacher training and professional development. It proposes rigorous certification processes and continuous professional development programs to ensure that teachers are equipped with the necessary pedagogical skills and subject knowledge. The policy emphasizes the role of technology in education, advocating for the use of digital resources, online learning platforms, and adaptive assessments to enhance educational delivery and accessibility across diverse socio-economic backgrounds.

Furthermore, NEP 2020 envisions a transformed higher education system that is more flexible, multidisciplinary, and aligned with global standards. It encourages universities to focus on research and innovation while promoting autonomy and accountability through institutional accreditation and ranking mechanisms. The policy also aims to internationalize higher education by attracting foreign students and faculty, fostering global collaborations, and promoting academic exchanges.

In conclusion, the historical development of education policies in post-independence India has been marked by significant milestones and reforms aimed at addressing various educational challenges and aligning with socio-economic goals. India's first education policy, introduced

²³ Ajitkumar N. Shukla, "Indian National Educational Policy 2020 Fallout on Tier-II Institutions", *Journal of Engineering Education Transformations*, Volume 36, No. 3 (January 2023).

in 1968 under Indira Gandhi's government, laid the foundation for subsequent reforms, emphasizing inclusiveness and national unity.²⁴ The Kothari Commission (1964-66) played a pivotal role in shaping the education policy by advocating for universal education and the development of scientific and technical education.²⁵ Over the decades, various national policies and commissions, such as the University Education Commission (1948) and the University Grants Commission (1956), continued to evolve the education landscape, addressing issues of access, equity, and quality.²⁶ The influence of international actors and global policy trends also shaped India's education reforms, particularly in the 1990s, fostering a more inclusive and modern educational framework. The National Education Policy 2020 represents the latest comprehensive effort to overhaul the education system, incorporating modern pedagogical trends and aiming to make India a global knowledge superpower.

4. DEVELOPMENT OF COACHING INDUSTRY IN INDIA

The landscape of education in India has undergone significant transformations over the decades, marked by a dynamic interplay between formal education systems and the burgeoning coaching industry, often referred to as "shadow education." The coaching industry, encompassing private tutoring, test preparation centers, and supplementary educational services, has grown exponentially, reflecting both the aspirations and the pressures faced by students and parents in a highly competitive academic environment.

The roots of the coaching industry in India can be traced back to the colonial period when the British educational policies laid the foundation for a formal education system. However, it was in the post-independence era, particularly from the 1970s onwards, that the industry began to flourish. The increasing emphasis on high-stakes examinations, such as the Indian Administrative Service (IAS), Indian Institute of Technology Joint Entrance Examination (IIT-JEE), and medical entrance exams, created a fertile ground for the proliferation of coaching centers.²⁷ These institutions promised not only academic success but also socio-economic

²⁴ Nirmala Sahu., Harekrushna Behera. "National Education Policy 2020: A Historical Perspective." *International Journal for Science Technology and Engineering*, 10 (2022).:3767-3773.

²⁵ Vinod Kumar. "Overview Policies, Problems and Prospects of Higher Education in India." *Journal of Advanced Research in Education*, (2024).

²⁶ C. Syed Aalam, Sen Selvan. "Education Policies in India since Independence: A Review." *International Journal for Science Technology and Engineering*, 10 (2022).:4158-4160.

²⁷ Jakob Williams Ørberg, "Uncomfortable encounters between elite and "shadow education" in India—Indian Institutes of Technology and the Joint Entrance Examination coaching industry" *Higher Education* 76, 129–144 (2018).

mobility, becoming integral to the educational aspirations of millions.

The Right to Education (RTE) Act, enacted in 2009, aimed to provide free and compulsory education to all children between the ages of 6 and 14. This landmark legislation was a significant step towards ensuring equitable access to quality education. However, the rise of the coaching industry has highlighted the persistent disparities and challenges within the formal education system.²⁸ While the RTE Act focuses on inclusivity and universal access, the parallel growth of shadow education underscores a dichotomy where access to quality education often depends on one's ability to afford private tutoring.

The relationship between the coaching industry and the right to education is complex and multifaceted. On one hand, coaching centers fill gaps left by an overburdened and often under-resourced formal education system. They provide specialized training, personalized attention, and resources that many schools cannot offer. On the other hand, the reliance on coaching perpetuates educational inequality, as only those with financial means can afford these supplementary services.²⁹ This raises critical questions about the efficacy of the RTE Act in bridging educational divides and ensuring that every child, regardless of socio-economic background, has an equal opportunity to succeed.

This socio-legal study seeks to explore the historic development of the coaching industry in India, its impact on the right to education, and the broader implications for educational equity and policy. By examining the evolution of shadow education alongside the implementation of the RTE Act, this research aims to shed light on the challenges and opportunities inherent in balancing formal education with supplementary private tutoring in the pursuit of an inclusive and equitable educational landscape in India.

5. NEED FOR COACHING

Education and learning are interconnected concepts, where formal educational systems offer structured learning opportunities while shadow education supplements these by addressing gaps and aiding in exam preparation. Shadow education, despite its historical roots and significant impact on student outcomes, has received comparatively less research attention than

²⁸ Achala Gupta, "A 'Shadow Education' Timescape: An Empirical Investigation of The Temporal Arrangements of Private Tutoring Vis-à-vis Formal Schooling in India" *British Journal of Educational Studies*, 70(6) 771–787.

other educational topics.³⁰ This form of education encompasses out-of-school learning and raises concerns about educational equity, particularly in countries like India. The COVID-19 pandemic underscored the pivotal role of shadow education as formal education systems globally faced unprecedented disruptions. In response, the Government of India has recognized the pervasive 'coaching culture' influenced by current assessment strategies in secondary education, prompting calls for reform.

Shadow education not only provides supplementary support but also shapes educational practices and student outcomes. The article examines how it has become integral to educational landscapes, especially in competitive exam-driven societies.³¹ It also delves into emerging trends in shadow education, including its digital transformation and the evolving roles of technology and private tutoring platforms. By exploring these dynamics, the paper aims to highlight the complexities and implications of shadow education for educational policy and practice.³²

6. CHARACTERISTICS OF COACHING INSTITUTES

1. Integral Part of Daily Life for Students Worldwide: Shadow education, encompassing private tutoring, coaching centers, and online classes, has become indispensable for students globally. This phenomenon transcends borders and educational systems, meeting the universal demand for additional academic support. Students from diverse backgrounds rely on these resources to enhance their learning, stay competitive, and excel academically.

2. Driven by Market Demands: The expansion of shadow education is driven by market dynamics. Amidst fierce competition for academic achievement and entry into prestigious institutions, parents and students increasingly seek out supplementary education services. This demand fuels a robust market where providers offer tailored solutions to meet various academic needs. The commercialization of education has democratized access to these services, making them widely available and accessible.

³⁰ Gurbinder Kaur," Private Coaching Centres in India: A Document Analysis of JEE-Advanced Preparation Centres on the Lives of Students in Kota" retrieved from <<https://dr.library.brocku.ca/handle/10464/14931>> visited on 10.04.2024 at 01:00 p.m.

³¹ Jehangir Bharucha, "Popularity of Coaching "Classes" In India" *International Business Education Journal* Vol. 9 No. 1 (2016) 27-36.

³² Niharika Panda," Shadow Education: Prevalence and Implications" *AMIER Journal* Vol. 10 No. 4 (Jul-Aug 2021).

3. Lack of a Standardized Curriculum: Unlike formal education governed by standardized curricula, shadow education operates without uniform guidelines. Providers design their programs based on market trends and student needs, allowing for rapid adaptation to educational shifts. However, this variability can lead to disparities in educational quality and content across different providers.

4. Heavily Influenced by Consumer Demands: Consumer preferences significantly shape the offerings of shadow education. Providers tailor programs to address specific academic weaknesses, prepare for standardized tests, or enrich school curricula. This customer-centric approach ensures that services remain relevant and appealing, fostering ongoing demand and innovation in the sector.

5. Variability by Provider, Service Mode, and Learner Level: The diversity of shadow education is evident in:

- Provider: Ranging from individual tutors to large educational institutions, each offering unique expertise and resources.
- Service Mode: Includes traditional classrooms, one-on-one tutoring, and online platforms, catering to diverse learning preferences and needs.
- Learner Level: Tailored programs for primary to university-level students, adapting content and intensity to match educational stages and specific requirements.

Encompassing Virtual, Classroom, and Blended Learning

Recent developments in shadow education include:

- Virtual Learning: Increasingly popular online tutoring and courses offer flexibility and accessibility from any location.
- Classroom Learning: Traditional face-to-face settings provide structured interactions with instructors and peers.
- Blended Learning: Integrating online resources with classroom methods enhances flexibility and enriches learning experiences.

Therefore, Coaching Industry's growth stems from its adaptability, personalized services, and diverse learning modes. It complements formal education, supporting students in achieving academic success despite the lack of standardized curricula. While challenges such as quality disparities persist, the sector's responsiveness to market demands ensures its relevance and expansion in global education.

7. REASONS FOR THE PREVELANCE OF COACHING INSTITUTES

1. Filling Gaps Left by Formal Education: Formal education systems often have limitations, such as large class sizes, standardized teaching methods, and a rigid curriculum. These constraints can result in gaps where individual student needs are not fully addressed. Shadow education steps in to fill these voids by offering personalized attention and tailored learning experiences. This ensures that students receive the specific help they need, whether it's understanding difficult concepts or receiving additional practice.

2. Catering to Diverse Student Needs: Students come from varied backgrounds with different learning styles and paces. Shadow education recognizes this diversity and provides flexible learning solutions that can be customized to suit individual student requirements. This personalized approach helps in catering to the unique educational needs of each student, which is often not possible in a one-size-fits-all formal education system.

3. Providing Additional Attention: In many formal education settings, teachers may not have the capacity to give each student the individual attention they require. Shadow education, through tutoring and coaching, ensures that students receive more focused and dedicated instruction. This additional attention helps in reinforcing concepts, providing clarity, and addressing any learning challenges that students may face in their regular school environments.

4. Addressing Parental Anxieties: Parents often worry about their children's academic performance and future prospects. Shadow education provides a sense of reassurance by offering extra support and resources to help their children succeed academically. This supplementary education can alleviate parental concerns about their children falling behind or not performing to their potential.

5. Supporting Exam Preparation: Examinations are a significant aspect of the educational journey, and performing well in these assessments is crucial for students' academic progression

and opportunities. Shadow education is particularly effective in preparing students for exams by offering targeted practice, test-taking strategies, and intensive review sessions. This focused preparation helps students perform better in exams, enhancing their overall academic achievements.

6. Enhancing Learning Experiences: Shadow education often employs innovative teaching methods and advanced learning technologies that can make learning more engaging and effective. By supplementing formal education with these enriched learning experiences, shadow education not only helps in improving academic outcomes but also fosters a more profound understanding and appreciation of the subject matter among students.

7. Boosting Academic Achievements: The ultimate goal of shadow education is to improve students' academic performance. By addressing weaknesses, reinforcing strengths, and providing a comprehensive support system, shadow education helps students achieve better grades and develop a deeper understanding of their subjects.³³ This boost in academic achievements can open up more opportunities for higher education and career prospects.

In summary, shadow education thrives because it effectively addresses the shortcomings of formal education, meets the varied needs of students, provides essential additional support, alleviates parental concerns, enhances exam preparation, enriches learning experiences, and ultimately boosts academic performance.

8. IMPACT OF COACHING INSTITUTES

The proliferation of informal coaching institutes in India has significantly impacted the formal education system, creating both opportunities and challenges. Here are the key insights from recent studies:

1. Supplanting Secondary Education: Informal coaching institutes have increasingly become a prerequisite for admission into elite institutions like the Indian Institutes of Technology (IITs). This shift has led to a situation where performance in secondary education is often overshadowed by the results achieved in these coaching classes, raising concerns about the

³³ Mousam Singh, "Current Issues and Challenges in the Indian Education System," *Journal of Emerging Technologies and Innovative Research* (February, 2020)

ability of formal educational institutions to autonomously select students based on merit.³⁴

2. Parallel Education System: The growth of private tuition and coaching centers has created a parallel education system that caters to the high expectations of parents and students. These centers often promise better outcomes in competitive exams, which has driven their popularity. However, this trend has also led to questions about the equity and effectiveness of the formal education system in meeting the needs of all students.³⁵

3. Economic and Social Implications: The coaching industry has grown into a significant economic sector, with substantial investments flowing into it. This growth reflects a broader trend of privatization and commercialization of education, which has implications for access, equity, and quality of education in India.³⁶

4. Impact on Student Life and Aspirations: The intense focus on entrance exam preparation in coaching institutes affects students' overall development and well-being. The pressure to succeed in these highly competitive environments can lead to stress and a narrow focus on rote learning, rather than holistic education.³⁷

5. Challenges to Formal Education: The rise of coaching institutes challenges the formal education system's role in providing comprehensive education. This phenomenon raises debates about the fairness and necessity of such parallel systems, especially considering the potential for these institutes to create disparities in educational opportunities.

9. SOCIAL AND PSYCHOLOGICAL IMPACTS

The rapidly growing coaching industry in India has become a pivotal element in the educational sphere, providing targeted training for competitive exams and additional academic assistance. These coaching centers have played a crucial role in enhancing the academic achievements of numerous students. However, they have also brought about various social and psychological effects. These effects are complex, affecting students' mental health, self-esteem, and overall

³⁴ Patanjali Mishra and Bhupendra Singh, "Clash of Competitions: A Study on Coaching Classes of Kota" *European Academic Research* (September 2017).

³⁵ H. Srimathi and A. Krishnamoorthi, "Non-Formal Education Sector in India," *International Journal of Scientific & Technology Research* Vol. 9, Issue 02 (February, 2020).

³⁶ Jinny Sharma and Anjali Mehra and Ajaz Ahmad Ganaie, "Coaching as business: exploring its growth in India" *International Journal of Sustainable Society (IJSSOC)*, Vol. 14, No. 4, (2022)

³⁷ Manabi Majumdar, "The Shadow School System and New Class Divisions in India," *TRG Poverty & Education: Working Paper Series* (2014).

well-being, and extending to wider societal issues like educational inequality and the commercialization of education. This chapter explores the dual aspects of the coaching industry, analysing both its beneficial contributions and the challenges it presents to students and society as a whole.

Coaching centers often help students build confidence by providing thorough preparation and practice for competitive exams. This increased preparedness can boost students' self-esteem and belief in their abilities. The structured environment and rigorous schedules of coaching centers instil discipline and a strong work ethic, enhancing students' motivation and drive.

However, the intense pressure to perform well in competitive exams can lead to high levels of stress and anxiety among students. The constant demand for high academic performance often results in emotional strain, manifesting in physical symptoms like headaches and fatigue, and emotional symptoms such as irritability and mood swings.³⁸ Prolonged periods of intensive study can result in burnout, characterized by physical and emotional exhaustion, reduced academic interest, and decreased performance.³⁹ The high expectations and fear of failure associated with coaching can contribute to depressive symptoms, negatively impacting students' self-esteem and leading to feelings of inadequacy and diminished self-worth.⁴⁰

The demanding schedules of coaching centers often limit students' time for social interactions and extracurricular activities, leading to social isolation and loneliness.⁴¹ Additionally, the rigorous study schedules and long hours of preparation often result in inadequate sleep, adversely affecting students' mental and physical health.

The coaching industry in India has experienced exponential growth over the past few decades, becoming an integral part of the educational ecosystem. With the increasing competition for entrance exams and professional courses, coaching centers have emerged as a popular solution for students seeking to enhance their academic performance and secure coveted positions in prestigious institutions. These centers offer specialized training, tailored study materials, and

³⁸ Lakshmi Srinivasan. "Stress and Anxiety among Students in Coaching Centers." *Journal of Mental Health Studies*, vol. 17, no. 1, (2021)45-59.

³⁹ Priya Sharma. "Burnout in Students Attending Coaching Classes." *Journal of Educational Psychology*, vol. 23, no. 4, (2018)27-38.

⁴⁰ Rajesh Kumar "Self-Esteem Issues among Students in Competitive Coaching Institutes. " *International Journal of Psychology*, vol. 14, no. 3, (2019) 34-46.

⁴¹ Anil Gupta. "The Impact of Coaching Centers on Student Psychology." *Journal of Education and Learning*, vol. 9, no. 2, (2020) 45-58

rigorous practice sessions, promising to boost students' chances of success. However, this rapid expansion of the coaching industry has not been without its consequences. The intense focus on academic achievement has led to significant social and psychological impacts on students.

One of the primary social impacts of the coaching industry is the perpetuation of educational inequality. High fees for coaching services make them inaccessible to many students from lower-income families, thereby widening the gap between the affluent and the underprivileged. Additionally, the commercialization of education has led to a scenario where profit motives often overshadow educational values, further exacerbating disparities in access to quality education.⁴²

Psychologically, the pressure to excel in competitive exams can have detrimental effects on students' mental health. High levels of stress and anxiety are common among students attending coaching classes, as they grapple with the expectations of parents, teachers, and society. Studies have shown that this relentless pressure can lead to burnout, depression, and other mental health issues.⁴³ Furthermore, the focus on exam preparation often comes at the expense of holistic development, with students missing out on extracurricular activities and social interactions, leading to feelings of isolation and loneliness.

The judiciary has also played a crucial role in regulating the coaching industry, ensuring that it adheres to ethical standards and does not exploit students. Landmark cases have highlighted the importance of transparency and accountability in the industry, calling for measures to protect students' rights and well-being.⁴⁴

In summary, while the coaching industry in India has undoubtedly contributed to academic success, it has also brought about significant social and psychological challenges. Addressing these issues requires a balanced approach that maximizes the benefits of coaching while mitigating its negative impacts. This chapter will delve into the multifaceted nature of the coaching industry, examining both its positive contributions and the challenges it poses to students and society at large.

⁴² Anil Gupta, "The Impact of Coaching Centers on Student Psychology." *Journal of Education and Learning*, vol. 9, no. 2, (2020) 45-58.

⁴³ Lakshmi Srinivasan. "Stress and Anxiety among Students in Coaching Centers." *Journal of Mental Health Studies*, vol. 17, no. 1, (2021) 45-59.

⁴⁴ FIITJEE Ltd. v. Dr. Minati Rathi, NCDRC, 2018.

9.1 SOCIAL IMPACTS

The coaching industry has significant social impacts, both positive and negative. Here's an overview of these impacts:

Positive Social Impacts

Coaching centers provide additional educational resources and support, helping students prepare for competitive exams and enhancing their chances of success in fields such as engineering, medicine, and civil services. This additional support often leads to better academic performance and more opportunities for higher education and employment. Moreover, coaching institutes often focus on developing specific skills like problem-solving, critical thinking, and time management, which are valuable in both academic and professional contexts.

Coaching centers can help bridge educational gaps by providing students from underprivileged backgrounds with access to quality education and resources that they might not have in their regular schools. This can contribute to social mobility and reduce educational inequality. Additionally, the coaching industry creates numerous job opportunities for teachers, administrative staff, and support personnel, contributing to economic development. Coaching institutes also raise awareness about various career options and educational opportunities, helping students make informed decisions about their futures.

Negative Social Impacts

Despite these benefits, the coaching industry also has several negative social impacts. The intense focus on performance and competition in coaching centers can lead to high levels of stress, anxiety, and mental health issues among students. This pressure to succeed in competitive exams can lead to severe mental health problems, including depression and burnout, and in extreme cases, it can lead to suicidal tendencies.

Access to coaching services is often limited by high costs, making them inaccessible to students from lower-income families and exacerbating educational inequality. The commercialization of education is another concern, where profit motives overshadow educational values and objectives. This can lead to a scenario where education is viewed more as a business than a service to society.

The intense focus on exam preparation in coaching centers can also lead to the neglect of other important aspects of education, such as extracurricular activities, moral education, and overall personality development. Furthermore, the emphasis on coaching can undermine the formal education system, with students and parents viewing regular schools as insufficient for academic success, leading to a devaluation of school education.

The competitive culture fostered by coaching centers can create rivalry and comparison among students, affecting their social relationships and sense of community. Addressing these challenges requires a balanced approach that maximizes the benefits of coaching while mitigating its negative impacts through regulation, support systems, and inclusive practices.

9.2 PSYCHOLOGICAL IMPACTS

The coaching industry in India exerts a profound psychological impact on students, with both positive and negative effects. These impacts shape students' mental health, self-esteem, and overall well-being, highlighting the complex role coaching centers play in their academic and personal lives.

Positive Psychological Impacts

Coaching centers often help students build confidence by providing thorough preparation and practice for competitive exams. This increased preparedness can boost students' self-esteem and belief in their abilities. When students feel well-prepared and knowledgeable, they tend to approach exams with greater confidence, which can lead to improved performance and a positive self-image.

The structured environment and rigorous schedules of coaching centers instil discipline and a strong work ethic in students. The focus on goal-setting and achievement enhances motivation and drive. Students learn to manage their time effectively, prioritize tasks, and develop a disciplined approach to studying, which can be beneficial in both their academic and future professional lives.

Negative Psychological Impacts

Despite the benefits, the coaching industry also has significant negative psychological impacts. The intense pressure to perform well in competitive exams can lead to high levels of stress and

anxiety. Students often experience significant emotional strain due to the constant demand for high academic performance.⁴⁵ This stress can manifest in various forms, including physical symptoms like headaches and fatigue, as well as emotional symptoms such as irritability and mood swings.

Prolonged periods of intensive study and preparation can result in burnout, characterized by physical and emotional exhaustion, reduced academic interest, and decreased performance. Burnout not only affects students' academic outcomes but also their overall health and well-being. The relentless pursuit of academic success can sometimes overshadow personal well-being and happiness, leading to feelings of emptiness and disillusionment.

The high expectations and fear of failure associated with coaching can contribute to depressive symptoms in students. Continuous comparison with peers and the pressure to meet high standards can negatively impact students' self-esteem. Failure to achieve expected results can lead to feelings of inadequacy and diminished self-worth.⁴⁶ These feelings can be exacerbated by the competitive environment of coaching centers, where students constantly measure their performance against that of their peers.

The demanding schedules of coaching centers often limit students' time for social interactions and extracurricular activities, leading to social isolation and loneliness.⁴⁷ The lack of a balanced lifestyle can deprive students of opportunities to relax, socialize, and engage in activities that foster personal growth and happiness. Social isolation can further contribute to mental health issues such as depression and anxiety.

Additionally, the rigorous study schedules and long hours of preparation often result in inadequate sleep, which can adversely affect students' mental and physical health.⁴⁸ Sleep deprivation can impair cognitive functions, reduce concentration, and negatively impact academic performance. It can also lead to mood disturbances, irritability, and a weakened immune system.

⁴⁵Lakshmi Srinivasan. "Stress and Anxiety among Students in Coaching Centers." *Journal of Mental Health Studies*, vol. 17, no. 1, (2021)45-59

⁴⁶Rajesh Kumar "Self-Esteem Issues among Students in Competitive Coaching Institutes. " *International Journal of Psychology*, vol. 14, no. 3, (2019) 34-46.

⁴⁷Anil Gupta, "The Impact of Coaching Centers on Student Psychology." *Journal of Education and Learning*, vol. 9, no. 2, (2020) 45-58.

⁴⁸Nitin Verma, "Sleep Deprivation and Its Effects on Student Performance." *Journal of Health Psychology*, vol. 15, no. 2, (2019) 42-53.

While coaching centers can provide valuable academic support and foster a strong work ethic, the associated psychological pressures can have serious implications for students' mental health. It is crucial to address these issues through supportive measures such as counselling, stress management programs, and creating a balanced approach to education that prioritizes mental well-being alongside academic achievement. By fostering a more holistic approach to education, the negative psychological impacts of the coaching industry can be mitigated, allowing students to thrive both academically and personally.

10. RECOGNITION OF COACHING INSTITUTES

Ashok Mishra Committee Report

The Ashok Mishra Committee was established by the Ministry of Human Resource Development (MHRD) in India to address the burgeoning influence of private coaching institutes on the country's entrance examination system. The committee observed that the proliferation of coaching centers was adversely affecting school education, as students were prioritizing coaching classes over regular schooling. This shift not only compromised the quality of school education but also placed a significant financial burden on families, especially those from economically weaker sections. To mitigate these issues, the committee recommended reforms to the entrance examination system to reduce students' dependence on coaching institutes. These reforms included making entrance exams more holistic by incorporating school performance and focusing on assessing students' aptitude rather than rote learning.

Furthermore, the committee emphasized the need for improving the quality of school education to prepare students adequately for competitive exams without the need for external coaching. They suggested integrating entrance exam preparation into the regular school curriculum and enhancing the academic support provided within schools. The committee also called for the establishment of a regulatory framework to oversee the functioning of coaching institutes, setting standards for fees, curriculum, and teaching practices to ensure consistency and fairness. Additionally, it recommended public-private partnerships and government-funded coaching programs to provide affordable coaching options for economically disadvantaged students. Addressing student well-being was also a key recommendation, with the committee advocating for counselling and support services to help students manage exam-related stress.

Justice Roopanwal Commission of Enquiry

The Justice Roopanwal Commission of Enquiry was formed to investigate the circumstances surrounding the suicide of Rohith Vemula, a PhD student at the University of Hyderabad, and to address the broader issue of student suicides in Indian higher education institutions. The commission's recommendations aimed at creating a supportive and inclusive educational environment to prevent such tragedies. One significant recommendation was the establishment of robust counselling services within educational institutions to provide psychological support and guidance to students. The commission also stressed the importance of peer mentoring programs, where senior students could support and guide their juniors, helping them cope with academic and personal challenges.

In addition, the commission recommended setting up effective grievance redressal mechanisms to ensure timely and fair resolution of students' complaints and concerns. Regular sensitization programs on discrimination, mental health, and inclusivity were also suggested to raise awareness among faculty, staff, and students. To alleviate academic pressure, the commission proposed providing additional academic support, such as tutoring and remedial classes for struggling students. They also emphasized the need for developing and implementing inclusive policies to support marginalized communities and ensure that financial constraints do not add to students' stress. Forming crisis intervention teams and launching awareness campaigns about available support services were other crucial recommendations aimed at improving student welfare and creating a more responsive educational environment.

The National Education Policy 2020 (NEP 2020)

The National Education Policy 2020 (NEP 2020) was announced on July 29, 2020, following extensive consultations with stakeholders. A core principle of NEP 2020 is the emphasis on regular formative assessment for learning, contrasting with the summative assessments that currently fuel the prevalent coaching culture. This shift aims to address the limitations of the existing examination system and reduce reliance on coaching institutes.

NEP 2020 recognizes the detrimental impact of the current secondary school exams, including Board and entrance exams, and the resulting coaching culture. According to Paragraph 4.36 of NEP 2020, this coaching culture adversely affects students and the education system. To combat this, Paragraph 4.37 suggests reforming the existing Board and entrance examination

system to eliminate the necessity for coaching classes. The policy proposes introducing greater flexibility, student choice, and a best-of-two attempts system, as outlined in Paragraph 4.38. This approach aims to test core capacities and develop viable models of Board exams that reduce both pressure and the coaching culture.

In Paragraph 4.42, NEP 2020 extends these principles to university entrance exams. It states that the National Testing Agency (NTA) will implement high-quality common aptitude tests and specialized exams in various subjects, including sciences, humanities, languages, arts, and vocational subjects, at least twice a year. These exams will assess conceptual understanding and the ability to apply knowledge, with the goal of reducing the need for coaching. Students will have the option to choose the subjects for their tests, and universities will be able to review each student's individual subject portfolio to admit students based on their interests and talents.

The **National Education Policy (NEP) 2020** introduces rigorous regulatory measures aimed at addressing longstanding issues within India's coaching institute sector. Historically marked by unchecked growth and varying standards, these institutes have raised concerns about educational quality, ethical practices, and student well-being. The NEP seeks to remedy these challenges by establishing a comprehensive legal framework that mandates transparency, accountability, and ethical conduct among coaching institutes.

Central to its objectives is the enhancement of overall education quality and student welfare. By standardizing enrolment practices, fee structures, and tutor qualifications, the policy aims to promote fairness and accessibility across diverse socio-economic backgrounds. Moreover, the NEP emphasizes the role of coaching institutes in supplementing formal education while ensuring they operate ethically and responsibly. These measures are intended not only to improve educational outcomes but also to support holistic student development and align coaching institutes with broader national educational goals.⁴⁹ Through these reforms, the NEP aims to create a regulated environment where coaching institutes contribute positively to India's educational landscape, fostering equitable access to quality education and safeguarding the interests of students. Some of the key aspects of the guidelines for coaching institutes as outlined in the National Education Policy (NEP) 2020:

1. Age Restriction: Coaching centers are mandated not to enroll students below the age of 16.

⁴⁹ Kalpana Mahajan, Manoj Saxena, and Qazi Mazhar Ali, (eds.), *National Education Policy 2020: Reflections from Stakeholders*. (Mohali: White Falcon Publishing,2020).

This regulation aims to shield younger students from the intense academic pressures often associated with coaching institutes. By setting this age limit, the NEP seeks to promote a balanced approach to education and prevent premature exposure to competitive and stressful environments that may adversely affect students' mental and emotional well-being.

2. Prohibition of Misleading Practices: The NEP prohibits coaching institutes from making misleading promises or guarantees regarding academic outcomes such as high ranks or marks. This measure is crucial in curbing unethical marketing practices that exploit student and parental anxieties about academic success. By enforcing transparency and honesty in advertising, the policy aims to foster a more trustworthy educational environment where decisions are based on realistic expectations and genuine educational support.

3. Educational Qualifications for Tutors: The policy mandates that tutors at coaching centers must hold at least a graduation degree. This requirement ensures a baseline level of educational qualification among instructors, thereby enhancing the quality of instruction provided to students. Qualified tutors are better equipped to deliver effective teaching methods and academic support, aligning coaching institutes more closely with educational standards and objectives.

4. Student and Mental Health Focus: Coaching centers are required to establish mechanisms for mental health support, including mandatory counselling systems. This provision acknowledges the significant psychological impact of academic pressures on students and aims to provide necessary support systems. Additionally, guidelines recommend conducting classes in ways that minimize undue stress on students, promoting a conducive learning environment that prioritizes holistic student well-being alongside academic achievement.

5. Infrastructure and Registration: All coaching centers are mandated to register within three months of the implementation of the guidelines. They must maintain transparent websites detailing tutor qualifications, offered courses, fees, and other pertinent information. This transparency fosters accountability and helps prospective students and parents make informed decisions.⁵⁰ By standardizing registration and disclosure practices, the NEP aims to ensure that coaching institutes operate responsibly and adhere to regulatory standards.

6. Fair and Reasonable Fees: The NEP stipulates that coaching centers must charge fair and

⁵⁰ Nishi Tyagi. *National Education Policy 2020 and Role of Teachers*. (Delhi: New Century Publishers, 2021).

reasonable tuition fees. Additionally, there are provisions for refunds if students discontinue courses mid-term. These measures protect students from financial exploitation and ensure that coaching services remain accessible without undue financial burden. By regulating fee structures, the policy aims to promote equity in access to supplementary education and prevent economic barriers that could limit educational opportunities.

7. Monitoring and Enforcement: State governments are tasked with monitoring the activities of coaching centers and ensuring compliance with the new regulations. Violations of these guidelines can lead to penalties, including fines and potentially revoking registration. This enforcement mechanism reinforces adherence to standards and promotes accountability within the coaching industry. By actively monitoring compliance, authorities aim to safeguard student interests and uphold the integrity of educational practices.

In conclusion, these regulatory measures outlined in the NEP 2020 are designed to standardize the coaching industry, protect student interests, and ensure that coaching centers contribute positively to the overall educational ecosystem in India. By addressing key issues such as age restrictions, misleading practices, tutor qualifications, mental health support, transparency in operations, fair fees, and enforcement of regulations, the policy aims to create a more balanced and supportive environment for students pursuing supplementary education through coaching institutes.

The Department of Higher Education under the **Ministry of Education** in India has introduced *comprehensive guidelines* for the recognition and regulation of coaching institutes.⁵¹ These guidelines mandate that each coaching centre branch must register with local authorities, ensuring compliance with specified infrastructure standards such as adequate space per student, safety measures, and proper facilities. Tutors are required to have at least a graduate qualification, and students below 16 years old are prohibited from enrollment. Transparency in fee structures is enforced, with coaching centers required to publish detailed prospectuses and provide refunds within ten days if a student withdraws. Additionally, a code of conduct is stipulated, including limits on batch sizes, student-teacher ratios, and measures to support students' mental health while prohibiting misleading advertisements. Inclusivity is emphasized, with prohibitions on discriminatory practices during admissions and discouragement of

⁵¹ GUIDELINES FOR REGULATION OF COACHING CENTER, Department of Higher Education, Ministry of Education, Government of India (January, 2024).

academic batch segregation. Furthermore, coaching centers must implement grievance redressal mechanisms and ensure that students have access to necessary support and fair treatment.

The rise of EdTech in India has been fuelled by various factors, including heightened demand, investor attention, and the profound impact of the COVID-19 pandemic. The pandemic significantly hastened the adoption of online education due to widespread school and university closures. It is observed that this surge in demand has prompted a closer examination of the factors contributing to the success or failure of EdTech companies. There have been certain obstacles faced by EdTech startups, pinpointing cultural and financial challenges as significant barriers.⁵² Furthermore, critically evaluates the socio-economic ramifications of the rapid shift to online education, underscoring its potential to exacerbate existing inequalities. Finally, there is the crucial role of business analysts in navigating the dynamic terrain of India's EdTech sector.

The regulation of EdTech platforms in India encounters several critical challenges due to the intricate nature of the sector and rapid technological advancements. Recent research highlights the following key challenges:

1. Data Privacy and Protection: A significant challenge revolves around ensuring robust data privacy and protection for students. EdTech platforms often collect extensive personal data, necessitating stringent safeguards against breaches and misuse. Concerns persist over inadequate privacy policies, particularly concerning children's data.

2. Regulatory Frameworks: Existing regulations are frequently outdated and ill-equipped to address the unique dynamics of digital education platforms. Developing agile and comprehensive regulatory frameworks capable of adapting to the fast-paced evolution of EdTech is imperative.

3. Platform Monopoly and Fair Competition: The dominance of a few major EdTech companies can foster monopolistic practices that hinder competition and innovation. Regulatory authorities must ensure fair competition and curb monopolistic tendencies.

⁵² Baba Gnanakumar P. and M.K. Baby, "Tracks and Trails of Ed-Tech Firms in India". *International Journal of Research -GRANTHAALAYAH*, Vol. 11 (3, Apr. 2023)110-121.

4. Quality Assurance and Standardization: Maintaining the quality and standardization of educational content across diverse platforms poses a significant challenge. Standardized guidelines are essential to guarantee that all EdTech platforms offer high-quality educational content while upholding educational integrity.

5. Ethical Concerns and Digital Literacy: Addressing ethical dilemmas arising from the use of AI and other advanced technologies in education is critical. Moreover, enhancing digital literacy among educators and students is essential to enable effective utilization of these platforms.

The challenges highlighted emphasize the critical necessity for thorough regulatory reforms capable of adeptly managing the intricacies within India's EdTech sector. Currently, existing regulations often struggle to keep pace with the rapid advancements and unique characteristics of digital education platforms. To address this, comprehensive regulatory reforms are essential.

CONCLUSION

The recognition of coaching institutes within the context of the right to education reflects a complex interplay of socio-legal dynamics. These institutes, increasingly supplementing formal education systems, have emerged as pivotal in enhancing academic achievements. Their role, however, is not without challenges. Issues such as accessibility—particularly for economically disadvantaged students—quality assurance of educational content, and the need for effective regulatory oversight remain significant hurdles. These factors influence how coaching institutes are integrated into the broader educational framework in a manner that upholds principles of fairness and equal opportunity.

Striking a balance between harnessing the benefits of coaching institutes and ensuring inclusivity and educational equity is imperative. This requires proactive measures such as fostering ongoing dialogue among educators, policymakers, and stakeholders to address concerns and streamline practices. Moreover, refining existing regulatory frameworks to adapt to the evolving educational landscape is essential. Transparent policies and procedures can mitigate risks associated with the proliferation of coaching institutes, thereby safeguarding the integrity of the educational process.

Ultimately, the goal is to ensure that coaching institutes contribute positively to educational

outcomes without compromising the fundamental right to education for all. By promoting transparency, accountability, and accessibility, stakeholders can collaboratively navigate these complexities and optimize the role of coaching institutes in supporting holistic educational development.