

**GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION**

**RAJYA SABHA
UNSTARRED QUESTION NO. 212
ANSWERED ON 24.07.2024**

Regulation of Coaching institutes

212. Shri K.R.N. Rajeshkumar:

Will the Minister of *Education* be pleased to state:

- (a) whether Government is aware of the excessive fees charged by coaching institutes for school students appearing in various competitive exams conducted by NTA, and if so, the details thereof;
- (b) whether Government is aware of the disproportionate impact of highly expensive coaching institutes on students from weaker social and economic backgrounds;
- (c) if so, the measures taken by Government to address this issue by regulating the coaching institutes; and
- (d) whether it is a fact that students conventional school education learning is affected by coaching institute-based learning and, if so, the details thereof?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(DR. SUKANTA MAJUMDAR)

(a) to (d): Keeping in view the growth in number of unregulated private coaching centers in the country in the absence of any laid down policy or regulation; instances of such centers charging exorbitant fees from students; undue stress on students resulting in students committing suicides and many other malpractices being adopted by these centres, Ministry of Education has circulated a Guidelines for Regulation of Coaching Center to States/UTs on 16.01.2024 for consideration by way of appropriate legal framework. The Guidelines for Regulation of Coaching Center inter-alia provides that the fee charged for courses / curriculum shall be fair and reasonable; under no circumstances the fee shall be increased during the currency of the course; easy exit policy and refund of fee on pro-rata basis; laying emphasis on significance of mental well-being, advocating for the prioritization of counsellors and psychologists' support within coaching centres; no batch segregation etc. Further, coaching centers shall conduct coaching classes in a way that it is not excessive for a student and also provides that the coaching classes for those students who are also studying in institutions / schools shall not be conducted during their institutions / schools' hours, so that their regular attendance in such institutions / schools remains unaffected and also to avoid dummy schools. Education being in the concurrent list, the State and UT Governments need to take further action by way of appropriate legal framework.

National Education Policy 2020 (NEP 2020) aims to ensure that no child loses opportunity to learn and excel because of the circumstances of birth or background. It has taken into account the concerns of the Socio-Economically Disadvantaged Groups (SEDGs) which includes female and

transgender individuals, Scheduled Castes, Scheduled Tribes, OBCs, minorities and other categories. This policy aims at bridging the social category gaps in access, participation, and learning outcomes in school education. NEP 2020 recognises that the current nature of secondary school exams, including Board exams as well as entrance exams is compelling the students as well as parents to opt for coaching for better results. It is replacing valuable time for true learning with excessive focus on coaching only for passing examination/entrance test through rote learning and memorization. In this context, it suggests introducing greater flexibility, student choice, and best-of-two attempts, assessments that primarily test core capacities and develop further viable models of Board Exams that reduce pressure and the coaching culture.

National Education Policy 2020 (NEP 2020) recommends for regular formative assessments to foster a deeper understanding of subjects and skills among students, moving away from rote learning and exam-centric preparation. It also aims to alleviate the immense pressure students face from high-stakes exams, thereby nurturing their overall development and critical thinking abilities. Accordingly, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) has been set up for setting standards for student assessment across all school boards in India. It endeavours to align assessment patterns with the evolving demands of the 21st century.

For higher education, entrance examinations like CUET, JEE, NEET etc. are conducted based on learning level in core subjects studied in Board level examinations. JEE exams are conducted twice a year and student has option to appear in these examinations and the best of two results is considered. CUET, JEE and NEET are available in 13 Indian languages for ease of students' comprehensibility.

SATHEE platform has been launched to provide high-quality content for the competitive examinations like JEE and NEET, along with providing an online assessment module for students. It leverages Web Platform, Mobile Application, YouTube live sessions & DTH channels for delivery. More than 10,000 Hours of Learning Content is available across topics and subjects for the learners. The platform recently hosted a 45-day JEE crash course in 5 languages including English, aimed at providing intensive preparation and revision.
