Improper Business Practices of Coaching Classes in India

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1. Abstract

Coaching classes have increased massively in cities as well as towns of India in recent times, especially post-2000. There are coaching classes of a very vast and diverse range of things, from classes for cooking, dancing, car driving to education, and in education too of a wide range, such as coaching for Class 10 Board exams, Class 12 Board exams, IIT JEE entrance exams, PMT (Pre-Medical Test) or NEET, CAT (Common Admission Test), MBA CET, Campus Recruitment Training (CRT), Computers, etc. There is a tremendous, cut-throat competition among coaching classes, particularly for the market of IIT JEE, NEET, CAT, MBA CET and such coaching in most places in India.

Coaching classes have various business practices, different modus operandi. The main purpose of this research paper is to identify the bad business practices followed by some coaching classes, which are coaching students for IIT JEE, or 10th or 12th Board exams, or CAT, MBA CET or CRT. There are of course, many gaps in the education system, but here we restrict our analysis of those gaps to merely the shortcomings of the coaching classes. Bad business practices of coaching classes often result in destruction of the careers of many promising and bright students. Class 10 and particularly Class 12 are very important for students, and incorrect guidance in Class 12 often has catastrophic effects. The researcher understood the shortcomings as well as the good business practices of the coaching classes through various methods- survey of students, interviews with the faculties, as well as personal experience.

The paper points out the shortcomings of the coaching classes, as well as some good practices and recommends the institutes to avoid the bad practices and follow good ones.

Keywords:
Coaching classes, business practices, bad, Class 12

2. Introduction

Coaching has been done in India on a professional basis since ancient times. In the Mahabharata, coaches were there for students, like Dronacharya was the teacher for Kauravas and Pandavas, and paid for his services. Several coaching classes for a variety of purposes have now come up in large numbers all over India. The Hindu’s Business Line reported on 22 December 2013 that: “As many as 83 per cent of India’s high school children juggle time around school, extra-curricular activities, and tuitions at these coaching centres, according to a 2012 report by the Asian Development Bank (ADB).”
The Indian Express dated 26 June 2013 reported that: “A survey [of 5,000 students and parents] by the Associated Chambers of Commerce and Industry of India (ASSOCHAM) has revealed that a whopping 87 per cent of primary school and 95 per cent of high school students in metros [namely Bangalore, Delhi NCR, Mumbai, Kolkata, Chennai, Hyderabad, Lucknow, Ahmedabad, Jaipur and Chandigarh] receive private tutoring. This is an industry that grew by 35 per cent in the last six years, ASSOCHAM stated in a publication, ‘Business of Private Coaching Centres in India’… “The current size of the private coaching industry in India is about $23.7 billion (Rs 1.41 lakh crore) and is likely to touch $40 billion (Rs 2.38 lakh crore) by 2015,” the survey added… In the last six years (2006-2013), the number of primary school children taking private tuitions increased by 100 per cent, while the number of high schools students enrolling in tuitions increased by 92 per cent.”

These are indeed high numbers, since at the time of this author who was in Class 8 in the academic year 2001-02, the students really started going to tuitions only from High School (class 8 onwards). Very few students would attend tuitions before Class 7 in his school in the city of Nagpur. The above ASSOCHAM survey reported by The Indian Express is just a survey conducted; not a definite number in absolute terms after interviewing every single citizen, but 87% students of primary school (Class 1 to Class 4) taking tuitions is indeed a high figure.

Some coaching classes are far more important than others. For example, there are classes for students of some subjects of Class 1, but they do not affect a student as much as classes for Class 12, or IIT JEE or NEET/PMT coaching classes at Class 12 level. At Class 12 level, many coaching classes have a tie-up with junior colleges, and as per the tie-up, the students do not have to attend the junior college at all, simply go to their coaching classes. Thus, the students are completely dependent on the classes in Class 12 in such a scenario, and if the classes are not good, a very important year, Class 12 can be ruined. Even without tie-ups, there are very few junior colleges (students in 11th and 12th are considered to be in Junior colleges in India) where students actually learn for their 12th exams, most of the times the learning is only through coaching classes.

In this paper, we will consider only those coaching classes which are very important for a student’s career, e.g. classes of Class 10, Class 12, IIT-JEE, NEET/PMT, CAT, MBA CET etc. Description and analysis of good practices will reveal what should be done, while description and analysis of bad practices will make institutes aware of what should be avoided.

This is very important for Institutes to survive and grow in a market where there is cut-throat competition. Even in markets where there is no cut-throat competition, it will help institutes give better service to students. Ultimately, the best service to the students is what matters.

3. Improper business practices

The author has observed many coaching institutes, both as a faculty and as a student. Along with that, he has done a lot of primary research taking views of students of various coaching institutes,
to identify and highlight improper practices done by coaching institutes. In this part, let us see what things coaching institutes must avoid.

3.1 Conducting too many tests without proper teaching, too frequently

One of the numerous mistakes coaching institutes often do is, conducting too many tests, far too soon and far too often.

Here let us take the example of ABCD Institute (name changed). This Institute was launched in a major city of Central India in 2004. This was at a time when there was only one unrivalled Institute teaching students for IIT JEE entrance exam in that particular city. ABCD was desperate to put students in IITs, and emerge as a rival to that hitherto unrivalled Institute.

ABCD launched its class too early, from 1 May 2004, when students were not mentally ready to plunge into studies so soon, just after their Board exams of Class 10 had ended, and year in which they had worked very hard. The class was of 4 hours every day, 2 hours for Maths and 2 hours for Chemistry. Right from the first day, there were daily tests, and also weekly tests every Saturday. This was a totally inappropriate way, and it reduced the credibility of the tests, made a mockery of them.

The daily test was objective. The test contained questions on topics which had not even been taught to the students. In the test itself students could not even differentiate between the options and thought many are same. For example, the options said: (a) \((0, \infty)\) (b) \([0, \infty)\) (c) \((0, 1)\) (d) \((0, 1]\)

The students could not distinguish between options (a) and (b) and between options (c) and (d) as they were not taught that the round bracket means non-inclusive while the square bracket means inclusive. Holding such frequent tests without even teaching the topics will have no value, it will only damage students’ confidence. A subjective test on all topics of all subjects every Saturday too was held, and it too was not proper at that stage.

Since it was a new class, their first batch, and students coming for the first time, it should have begun slowly. Students should have been given time to adjust to the class within 15 days to 1 month. Then tests should have been taken only on the whole topic, after its coaching was fully over. And in the coaching, care should have been taken that the students understand what is taught. Students were unable to understand anything that was being taught in Maths, as there was a total mismatch between the Faculty and the students. The Faculty was a former teacher in a CBSE school, and the students were mostly of the Maharashtra State Board. This was a major reason for them not being able to understand.

There are other institutes where tests are held continuously after 1-2 days. This is improper. Students should be given enough time to prepare, and their minds also need relaxation, not continuous burden of test after test. Such mistakes must be avoided.
3.2 Not conducting enough tests properly

The opposite of this is equally true too. Not holding chapter-wise tests in case of subjective exams or even objective exams like IIT-JEE, NEET or AIEEE is incorrect. There was a very reputed coaching class of 10th standard state board (say, ASK). The ASK class also gave full length test series on all subjects of 10th Standard starting from the month of November, till February, before the Board exams in March.

In its routine class, the course of two subjects, namely Science I and Science II was not finished by the time the full length test series began in early November. Therefore, no test was conducted on 5 chapters (out of total 16) of Science II and 1 chapter of Science I (out of 11). This resulted in those chapters of almost all students remaining weak. This was a big mistake on part of ASK. The class should have ensured relatively early completion of the course, at least before the Test Series began, or should have postponed the test series, but ensured that all chapter-wise subjective tests are held.

Many institutes conduct tests just for the sake for it, with no seriousness. This should also not happen.

3.3 Lack of proper benches and desks

This seems to be a minor issue, but it is not. It has a huge impact on the performance of the students. At the reputed ASK institute mentioned above, the benches in the classroom were arranged in slightly increasing order of height, which was not so apparent. The last bench was the highest, but not too high. This resulted in everyone being able to see clearly, even sitting on the last bench. This resulted in far better concentration of the students in class. The author personally experienced it. This should be attempted to be done by all coaching institutes.

On the contrary, at another institute, the benches were all of the same length, which resulted in students at the back being unable to see what was happening in front, in a crowded class of 80 students. At some other institutes, there were not even any desks, only benches and students had to put their notebooks on their laps to write. And there was a heavy crowd of students. In that, the students often would get hidden, unable to see the Faculty himself. At times, some students would even get drowsy in the early morning batch. In such circumstances, it is very easy to have a lack of concentration from students.

All institutes must ensure that this does not happen. The benches should be arranged exactly as they were at ASK institute.

3.4 Overburdening students needlessly with crazy work, hiding the full truth

At ABCD Institute (mentioned above), along with the daily and weekly tests, there was a special homework given to students to solve 50 problems of Maths every day. This was right since the beginning of the class. The 50 problems could be from any book, but there had to be 50
problems shown every day. The logic they gave was “The Maths Faculty’s son who did his engineering from IIT used to do 100 problems every day. You are being given half of that.”

There is nothing wrong in even giving 50 problems to do at an appropriate time, in a proper way. But not when the class has just began in May, when the students were not mentally ready, and there was absolutely no point in ‘somehow writing 50 problems in the register and giving it to check’.

In a proper way, the 50 problems should be, say, of 5 different types, with each type having 10 exactly similar practice problems. That would make those 5 concepts of the student very strong. Instead of such planned, random work was given, focusing on quantity (50 problems somehow), rather than quality.

Later, it was proved that the claim of the Faculty’s son doing 100 problems a day was not fully true. He did 100 problems a day of all 3 subjects combined, namely Physics, Chemistry and Maths, not of Maths alone, and that too after the entire course was over, in the second half of his 12th standard. As against this, ABCD institute gave 50 problems to do every day (from anywhere), with no course done, not even a single topic being taught fully and properly, in the month of May, even before Class 11 began, just after the Class 10 Board exams.

And this too was hiding the full truth of the person in whose name the work was given. This is a bad business practice, and should not be done.

3.5 Doing personal insult of students

At the reputed ASK institute, there was a policy that any student securing lesser than cutoff marks in a test would have to bring the signature of both parents by the side of marks of the answer paper, the next day. If he did not bring the signature, he was sent home. It was a huge personal insult in front of everyone. In such a case, punishment could have been given as making him stand for the whole lecture. Such needless insults of students should not be done. Fair and constructive criticism is ok, personal insults are not.

At another institute, on one occasion, two students sitting at the back were criticized by the teacher, who was also the Director of the institute preparing students for IIT JEE. The next day, those two students came and sat on the front bench, but the owner/ Director of the Institute did not allow them to sit there, and ordered them to sit on the last bench, after insulting them personally, and telling them that are not worthy of sitting on the front bench, and the last bench is their proper place.

This is very inappropriate, and such behavior must be avoided by the Coaching Institutes.

The names of students who have not paid the full fees are often mentioned loudly in the class in front of everyone. This should be avoided and it should be mentioned in private to the concerned student, to pay off his dues.
3.6 Discriminating between students on basis of performance

At some institutes, there are many batches. Continuous evaluation of students is done on basis of various tests, and they are placed in batches depending on performance. Students of the top batches are treated differently, and those in the lower batches are often treated with disdain, contempt. Such discrimination must never be done. Classification is fine, but all students must be treated with equal respect.

At school level coaching, some institutes even discriminate between students on basis of their schools! Students from some schools are given preferential treatment, while those from others are not. This will cause tremendous damage to the coaching institutes too, apart from the students.

3.7 Not teaching properly, teaching very fast and without clearing basics

There are institutes who aim to coach students for high-level exams like IIT, AIEEE or CAT. While coaching students for such exams, the faculties often teach very fast and do not clear the basics. First, concepts of low level should be taught. Only after the basics are mastered (subjective tests too should be held on the basics which will help in mastering them), should the higher level be taught. In many classes, the topic is taught randomly, making absolutely nothing clear and leaving every concept weak.

A faculty of Maths who took coaching for Class 12 and/or AIEEE and/or IIT said to this author that he always started with the difficult part of the topic, since earlier the concentration of students is high, and then the concentration reduces, so he took the easy part later. Such a strategy in teaching will have disastrous results, and this is exactly what it had. This left students unclear about everything.

While teaching Mathematics in particular, each and every step needs to be written and explained properly. The above-quoted Maths faculty used to write only some steps, skipping the others. For example, if a problem had to be solved in 12 steps, he would only write Step 1, Step 4, Step 7, Step 10 and Step 12, leaving the students guessing about what happened in between. He himself would say ‘I know you haven’t understood anything. I know I teach too fast and skip the missing steps. If I write those steps you will understand.’ Such an attitude can only be called as ‘sadism.’ Yet, it was a marketing wonder that such a faculty had a good word of mouth (as a ‘good teacher’) for many years. We will try to discuss this marketing wonder in another paper later. Any coaching class must ensure that such business practices are not followed by absolutely anyone.

While teaching, it must be remembered that different students in a class have different levels of understanding. Those who are bright and sharp will be able to understand fast teaching, but those who are not so sharp will not. So care must be taken to ensure that everyone in the class understands. If teaching is done at fast pace, the less sharp students will not be able to
understand, but if it is done at a slow pace, the bright students as well the less sharp students, will both understand.

3.8 Employing bad teachers, though management is well-meaning

There are various institutes where the management has nothing to do with the teaching. ABCD Institute as stated earlier, or many other institutes are founded by entrepreneurs who are more of businessmen, but not actual teachers.

In such cases, the faculties employed by them should be hired very carefully. Firstly, those with experience and proven track record should be chosen, not amateurs who have no experience. Some institutes who employed teachers with some experience too failed badly, because they were teachers of CBSE Board, teaching State Board students. So, experience is necessary but not sufficient. Other factors too need to be considered before hiring even experienced teachers.

Another institute (say PP) started in Nagpur in January 2017 had a very good concept. It was to get engineering graduates, who were pass outs of Nagpur University but had not been selected in any company, trained to be placed in companies. This required coaching for two things- Aptitude and Technical. PP Institute’s management had absolutely nothing to do with teaching; in fact it did not have anything to do even with the education industry. Their group was a big business group, involved in various businesses like construction, etc. It was their first foray into the education sector.

PP Institute’s management hired a consultant/adviser or simply a friendly guide who was a professor and Head of Department at an engineering college. On his advice they fired two faculties- one for Aptitude and one for Technical.

The Aptitude Faculty was good, being an honest, competent and sincere man. He was actually regarded as one of the best in the city, and had an experience of many years in teaching Aptitude. But there were continuous complaints from the students about the Technical faculty, who had absolutely no experience in teaching. So the faculty had to be changed. But then, there were complaints against him too, resulting in he being changed as well. This was done as many as 4 times (in all, 4 faculties taught Technical), and still there was no improvement. The overall result was that there was a very bad word of mouth from the first two batches itself, and the institute had to close down soon.

The reason for that was that every time they changed the Faculty, they brought in another fresher with absolutely no experience of teaching. Therefore, the same problem continued.

Despite having a very good concept, enough finance, the PP Institute closed down soon simply due to poor business practices. Such mistakes done by PP must always be avoided.
3.9 Management being unaware of the happenings, not in contact with students

This is a big problem in many institutes.

In one of the franchise-owned national brands, the local franchise owner had absolutely no idea what his faculties were doing in the institute. The students were not even aware who the local head was. The star faculty of the institute had left, and there were new appointments made. The new faculties were absolutely incapable of making students understand, batches after batches were creating a bad word of mouth, and the local franchise owner, who was the local head of the institute, had no idea even of all this happening!

After being informed by another faculty of the institute who was good, the owner talked to the students himself, revealed himself to be the local owner of the institute, and asked the students to tell all problems faced by them. This he should have done right from the first day of class, and taken a regular feedback of the students about the teachings, and had regular interactions with the students.

The same happened at PP Institute, where no one knew who the owners were till the last moment. The students were never interacted with, by the owners. The management had no touch with the faculty either, nor was it open to eve considering good suggestions from them which would have grown the institute.

It also had absolutely no touch with the receptionists. One of the receptionists doing administrative work scolded students of the first batch at PP Institute and told them not to come again to the institute. This was at a time when the course of the first batch was over, and the second batch was on. The first batch was coming for practice. There was interaction between the first batch and the second batch students and bad word of mouth was spread about the class. This made the receptionist tell the first batch to not come again. The management had no idea of what was going on. Such verbal instructions resulted in a lot of anger among the students of the first batch, and even worse feedback going to the second batch. When the management finally came to know of it, it gave a warning to the receptionist, but the damage was done.

Such lack of communication and awareness of what is going on must never happen.

3.10 Treating employees badly, making people leave

In his famous book “The 7 habits of Highly Effective People”, Stephen Covey states that a boss should treat his employees exactly as he wants them to treat his customers. There are many institutes who exploit their employees.

A local franchise owner of a national brand gave very low salary to his employees, demotivated them, cut their salary arbitrarily, gave them a 7-day work week schedule, no holidays and looked for excuses to cut money. This resulted in a severely high attrition rate, in fact except for one or two people, no one could stay in the institute for one year.
The owner had no expertise at all, neither in teaching a single subject, nor in management, nor in marketing. He just was the son of a rich man, and had the money to purchase a franchise. When employees are the only ones giving profit, all attempts should be made to motivate them, rather than demotivate them. (Even if the employees are not the only ones giving profit, they should always be motivated.) There should be financial incentives given to them for success in work. On the contrary, the policy of exploiting workers, overworking and underpaying them and demotivating them, results in killing the goose that lays the golden eggs.

Apart from this, there is the basic issue of paying salaries on time. There was another institute, again a local franchise of a national brand, which was once No. 1 in the city of Nagpur, not just No. 1 but almost unrivalled. Its local franchise owner often did not pay salary to his faculties for 2-3 months and at one time it was for 6 months. After this, almost the entire staff left the institute which was left with only 3 employees including the owner.

After this, the teaching was badly affected. With a huge number of students and only 3 faculties to teach (the owner here was able to teach at least one subject very well, English and another subject moderately well-Maths) classes could only be held for 3 days a week for one batch. The whole syllabus had to be covered up, that too for a very crucial exam like CAT. In Maths, they did not teach anything at all, and asked students to already read and come, and that they would only take problems in class! This was very bad.

Such mismanagement resulted in massive decline of the institute next year itself, and within 3 years it became very small, and in another 2 years had to close down totally. It is not as if it did not have the money to pay, it simply mismanaged its finances.

Such blunders must never be done by institutes.

### 3.11 No personal attention to students

It is a shortcoming in many coaching classes that once the fees is paid, there is no personal attention given to students. Often, institutes pay personal attention to only some students, those who are among the top performers. This should not be done. Personal attention should be given to every single student. This is possible even in a large class.

In some institutes, no personal attention is given to anyone, once the fees is paid, not even to some intelligent students. While in some institutes, it is a common complaint that only those sitting on the first few front benches are given attention.

This also means that there should not be too many students taken in one class. There are classes where as many as 250 to 400 students sit at once. This should be avoided. The author has seen personal attention being provided to a class with 120 students at maximum. That can be the maximum upper limit. Ideally, a class should not have more than 70-80 students. Even in a
class with 70-80 students, care must be taken to ensure that the benches are in ascending order of height, so that everyone can see and no one is feels lost.

Lack of personal attention and giving personal attention make a huge difference to the performance of the students, as well of the class.

3.12 Too many hours of coaching in a day

Several institutes make this mistake. There are institutes which take classes for 5 hours in a row, or more. This is ok in case of one-day workshops where an entire unit is to be finished in one day. But not in case of regular coaching. The students do not have an infinite capacity to sit and absorb what is taught, hours on end.

Besides, sufficient time needs to be given to students for self-revision and self-study. The entire time must not go in homework and attending classes, or even studying for class tests. Learning should be fun for students, not too much pressure, though a small amount of pressure is good.

Hence, coaching classes must not take too many hours of coaching in a day.

3.13 Not giving useful assignments in respect of the content and pattern

This problem too is present in many institutes. Assignments given are too difficult, too irrelevant to the topic, and on topics which have not been taught in class. Assignments must always be to strengthen what is taught, and make the basics clear first, and then the advanced part. Only after the basics are made clear can the assignments be given of difficult level problems, but they should be limited in number and not too many, which would make it impossible for students to solve.

For example, if one concept is taught in class, and 2 practice problems are taken in class, then an assignment of 10 problems of the same pattern and concept could be given so that the concept becomes very strong. Like this, if 5 concepts are covered, a total assignment of 50 problems of the same pattern could be given to make the concepts strong. Randomly giving irrelevant problems of any topic, or even of the same topic but with different concepts should not be done.

3.14 Making false promises with exaggeration

One must always promise what one can deliver. Delivery may be even more than promise. But false promises are very damaging for the coaching class as well as the students.

False promises include false claims like ‘extra back up classes will be taken’. Some institutes take fake guarantee of the students that ‘Score of students in Physics, Chemistry and Maths in 12th will be more than 90%’ while the reality happens to be totally different. Some institutes promise 250+ hours of teaching, but actually deliver only 80 hours. Actually delivering very
poor teaching, not making concepts clear, while promising to clear all concepts and teach well, not preparing properly for either Board exams or entrance exams while claiming to be able to prepare properly for both board and entrance exams, etc are some of the numerous false promises. In one incident, an Institute promised that a certain faculty XYZ will teach 40% of the course, but he did not teach even 1% in the one year he was present, of the two year course and actually left the institute itself after one year.

PP Institute mentioned earlier promised students actual placements in companies at the end of their course. But it could not be delivered. In fact, when the students asked for it, the Institute denied having ever promised the same! There was a lot of bad blood due to it. Institutes often make promises like ‘Our Faculties are permanent employees who will not leave and will not be changed’ but in reality do opposite of that when the time comes. All such false promises must be avoided.

3.15 Incorrect counseling of students

At some institutes, the people hired for counseling are incompetent. They don’t know how to motivate the students to not only join the class, but also to prepare for the intended exam. They often end up demoralizing students, saying “You are too late” or through other means. Counseling of younger children until Class 11 and 12 is very important. This is due to lack of realization of importance of counseling.

Coaching classes must realize that counseling is very important, and always do it properly and professionally, not amateurishly by keeping incompetent people as counselors.

3.16 Change of faculties

At various institutes, faculties are changed repeatedly. This happens for a lot of reasons. Not paying salaries is a very bad act on part of the management. But there are other issues like conflicts on amount of salary, personal bitterness etc too due to which faculties leave.

Institutes should try to minimize the attrition rate of faculties, at least during an academic session. There are various other reasons too for change of faculties, which include finding cheaper substitutes. Such reasons for change of faculties must be avoided, and if at all cheaper substitutes have to be hired, they should be hired after an academic session ends, and only if they are professionally better than the earlier faculties.

Various institutes hire unproven freshers who are relatively cheaper, and then they have to be replaced due to poor student feedback. Some hire engineering college pass outs, who join as visiting faculties until their joining in their companies comes, which again results in high attrition rate. The repeated change of faculties must be avoided. Permanent and high quality faculties are needed to have a high credibility of the institute.
3.17 Having good faculties for some subjects and bad for other subjects

In several institutes this is a big problem. For example, institutes preparing students for engineering entrance exams have to teach 3 subjects of Maths, Physics and Chemistry. Very often it happens that the Physics faculty is good (say), Maths faculty is just average while the Chemistry faculty is bad. This same problem exists across categories of coaching institutes. For example, in an institute coaching students for Aptitude, similar situation could be there for subjects of Maths, Data Interpretation, Logical Reasoning and English.

The management needs to ensure that all subject’s faculties are good. There has to be a proper staff for everything, i.e. counseling, administration, teaching, homework checking etc.

3.18 Mismanaging the institute, no proper planning

There are certain chapters which need to be covered before taking others (for example, in Mathematics Permutations and Combinations must be covered first, before taking Probability). If no proper planning is done and lectures are taken at random, then there are cases where earlier chapters are taken later, and chapters which need to be taken later are taken earlier. And very often, the teachers do not have a full lecture plan ready, they take anything that comes to mind. As against this, the lecture must be planned beforehand with the agenda for the lecture decided in advance.

The classes must start on time and end on time. In case of institutes where faculties come late, everything gets delayed and mismanaged. The week’s schedule must be ready beforehand. There are cases where the schedule for the next day is decided just one day before, and that too is often not followed. Such mismanagement results in dysfunction.

3.19 No tracking of student attendance

There are institutes where no tracking of the student’s attendance is done. Once the fees has been paid, no attention is paid to attendance. This should not happen.

On the other hand, several institutes are too strict. If they have their place in a building, they instruct all other establishments in the building not to allow students of their class to sit. Far too much rigidity too should be avoided.

But institutes must take care to call and inform parents/guardians that their ward is not attending the classes if he or she is absent. Many institutes do not do that.

3.20 Allowing indiscipline, not checking homework

There are institutes where the faculties are too lenient, allow indiscipline in class. By indiscipline, it means there is too much disturbance, talking, commotion. Students are allowed to keep mobile phones with them, which causes them to be distracted. All these are unhealthy practices. Mobile phones should not be allowed inside the class in any mode.
Institutes should always check the homework every day. They should hire a professional homework checker. There must be submissions of assignments given to students. There are institutes which do not do this. As a result, the students do not do the homework religiously. It is actually the institute’s ‘homework’ to check the homework.

[The names of all institutes have been changed.]

4. CONCLUSION

Coaching classes have become very popular, and are almost necessary at certain stages, such as for preparation for exams like CAT, IIT JEE, PMT/NEET etc. In many cases, students are totally dependent on coaching classes. This increases the responsibility of the classes even more. However, the coaching classes have many shortcomings, and are far from perfect, as we have seen.

Many of the coaching classes are run by their owners more as a business, than as a means for serving and helping students to the best of their ability. Such a mentality results in poor service, and in many bad business practices being followed by the institutes. Hence, it is recommended that any coaching institute should view its operation as an educational service more than as a business, and guard itself against following incorrect business practices, which have been explained in this paper.

REFERENCES

