

**Major Research Project Report**  
**On**  
**Role of Coaching Institute in India and its impact in our**  
**Economy**

**Submitted By**

**Ankush Barolia**

**2K18/MBA/06**

**Under the Guidance of**

**DR. Vikas Gupta**

**Assiatant Professor**

**Delhi School of Management, DTU**



**DELHI SCHOOL OF MANAGEMENT**

**Delhi Technological University**

**Bawana Road Delhi 110042**

# Delhi School of Management, DTU



## CERTIFICATE

This is to Certified that this major research project report **“Role of Coaching Institute in India and its impact in our Economy”** is submitted by **“Ankush Barolia (2K18/MBA/06)”** who carried out the project report work under my supervision.

I approve this summer internship project report for submission.

Prof. P.K Suri  
(HOD, DSM)

Dr. Vikas Gupta  
(Assistant Professor, DSM)

# DECLARATION

I, **Ankush Barolia** hereby declare that the work which is being presented in this Major Research Project Report titled “**Role of Coaching Institute in India and its impact in our Economy**” by me, in partial fulfillment of the requirements for the award of Masters in Business Administration (MBA) Degree in “Finance and Marketing”

To the best of our knowledge, the matter embodied in this report has not been submitted to any other University/ Institute for the award of any degree or diploma.

Date:

Ankush Barolia (2K8/MBA/06)

## ACKNOWLEDGEMENT



It gives us immense pleasure to express our deepest sense of gratitude and sincere thanks to our respected guide **Dr. Vikas Gupta** (Assistant Professor, DSM) Delhi Technological University Delhi, for their valuable guidance, encouragement and help for completing this work. Their useful suggestions for this whole work and co-operative behavior are sincerely acknowledged.

**Place: Delhi**

**Ankush Barolia 2K18/MBA/06**

Date:

# Index

<b><u>S.no</u></b>	<b><u>Topic</u></b>	<b><u>Page No.</u></b>
<b><u>1</u></b>	<b>Summary</b>	<b>5-6</b>
<b><u>2</u></b>	<b>Introduction</b>	<b>7-8</b>
<b><u>3</u></b>	<b>Company Profile</b>	<b>8-12</b>
<b><u>4</u></b>	<b>Segmentation</b>	<b>14</b>
<b><u>5</u></b>	<b>Role of Coaching and Market Overview</b>	<b>14-17</b>
<b><u>6</u></b>	<b>Coweb Model and Objectives</b>	<b>17-23</b>
<b><u>7</u></b>	<b>Literature Review</b>	<b>24-27</b>
<b><u>8</u></b>	<b>Research Methodology</b>	<b>27-35</b>
<b><u>9</u></b>	<b>Case Study</b>	<b>39-42</b>
<b><u>10</u></b>	<b>Trend &amp; Strategies</b>	<b>42-46</b>
<b><u>11</u></b>	<b>Strategies Adopted</b>	<b>46-47</b>
<b><u>12</u></b>	<b>Key policies and Initiatives</b>	<b>47-49</b>
<b><u>13</u></b>	<b>Key Industry Organisation</b>	<b>49-50</b>
<b><u>14</u></b>	<b>Exchange Rates</b>	<b>50-51</b>
<b><u>15</u></b>	<b>Final Conclusion</b>	<b>52-53</b>
<b><u>16</u></b>	<b>Glossary</b>	<b>54</b>

<b><u>17</u></b>	<b>References</b>	<b>55</b>
------------------	-------------------	-----------

# 2K18 MBA 006

*by* Research Pdf

---

**Submission date:** 15-Jun-2020 10:16PM (UTC+0530)

**Submission ID:** 1344341182

**File name:** 2K18MBA06\_Research1.pdf (1.31M)

**Word count:** 12750

**Character count:** 75845

# Executive Summary

Education is a term whenever it comes in our mind it also takes various thoughts and topics which is related to this like it keeps first place in our mind coaching industry and secondly comes school and colleges due to this we know that coaching industry is also playing an one of the significant role in our education system and it also helps to grows our country GDP as well as it can also generate an very large no. of employees every year which is working as per their requirement which mean they can join this industry in both manner whether regular basis or part time basis this factor also containing an diversity in this sector and it is an sector which also shows their growth exponentially if we see the previous year data and it also helps to contribute various different sectors because it is an medium which provide knowledge of all the sectors if we see the data of coaching industry in India so we can easily get an idea that it is an industry which is bigger than Hollywood in terms of their revenue because in India everyone wants to invest in this sector for their children that's why it is an sector which can enhance their roots very rapidly in the manner of Socio-Economic way. In India Coaching Industry almost contains \$ 2 billion business that's why the growth of this sector in India is also increasing very rapidly and it also increases the overall growth of our country it is also an one of the opportunistic approach for the youth sector of India if they want to make their career in this sector.

Education is a tool which <sup>5</sup> plays a pivotal role in the overall development in various manner of an individual in a developing country like India. Indian Education system is one of the system of our country which signifies an important place in terms of growing and developing continuously in this Indian Coaching Industry being its significant part. It distributed in the form of Classroom coaching which is the major segment of the Coaching Industry and it is responsible for generating or creating the most significant chunk (or part) of revenue of this industry. The Indian Classroom Coaching Industry contains various segmentation because it consist almost 90% of our Education System and it is also known as backbone of our education system the following are the examples of further segmented into Private Tutorial Industry and Competitive exam preparation.

The initial and most popular level of coaching industry is a Private Tuition Industry that involves students from grade 5 to grade 12 which consist one of the largest sector in this coaching industry, who supplement their formal education along with their regular or alternative coaching classes for various subjects as per their requirement. Competitive Exam Preparation Industry on the other hand involves coaching for various competitive examinations like JEE-Mains, JEE-Advance, AI-PMT, CA, CAT, LAW, UPSC, SSC and other exam levels. This preparation is follow a process that's why it comes under the category of process driven and involves engaging students with proper study materials. This industry witnesses (or shows) fierce competitions with various established market players (who executes coaching institutes) operating and competing with differentiated strategies. This industry is expected to grow further exponentially due to increasing competition for various competitive exams and also the strength of candidates rapidly increasing every year.

The Indian Coaching Industry like classroom Coaching is expected to grow exponentially in the future due to increase in income of people as well as the increase in literacy rate of India every year



so the percentage of their spending on education and increased awareness also one of the challenge for department of Education (or HRD Ministry). Moreover, the growing demand for professional studies like engineering and medical as a career has increased the strength (or number) of students opting for competitive (or entrance) test preparation classes. Increased proportion of literate parents that's why they preferred working is another factor which has motivated the students to take up Coaching (or supplementary coaching) classes as parents can't help due to their busy schedule and assist their Children (or school going students) along with their own professional work.

## How it impacts on our Economy

If we see the data of census with approximately 30 per cent of India's population\* in the age group of 0-14 years so education industry in India for coaching industry provides great growth opportunity.

- The revenue in higher education sector is expected to grow at 20 per cent from ₹49,200 crore (US\$ 6.98 billion) in 2016 to reach ₹ 246,500 crore (US\$ 36.98 billion) in the next 10 years.
- The country like India has more than 2.5 million schools (which is executed by Govt. and Private Institutions) with over 360 million students enrolled till now. School enrolment for the age group 6-14 reached almost 97 per cent 2018.
- In India around 38 million students were enrolled in higher education during 2018-19.
- In India Government target of Gross Enrolment Ratio (GER) of 30 per cent for higher education or professional studies by 2020 to drive investments but due to covid 19 it also adversely affect its growth rate and it may be show this year as negative growth rate .
- The Indian Education Industry is the industry which estimated to reach US\$ 150 billion by 2020 from US\$ 98 billion in 2016.
- In India Higher education sector is expected to increase around US\$ 40 billion by 2025 from US\$ 16 billion in 2018.
- India is the country which has become the second largest market for e-learning after the US due to the high population and literacy rate of India. The sector is currently pegged at US\$ 5 billion and is expected to reach US\$ 9.7 billion by 2020. Users of online education in India are expected to reach around 10 million by 2021 as compare to 1.6 million in 2018.

# **Introduction**

## **Industry Profile**

- **The Education System in India**

### **In the Beginning**

In ancient times, India was one of the country who had the Gurukula system of education in which anyone who wished to study went to a teacher's (Guru) house and requested to be taught. If the Guru accepted the person as a student (Shishya), he would then stay at the guru's place and help or doing all activities at home. This shows not only created a strong tie (or Bond) between the teacher and the student, but also taught the student (or shishya) everything about running a house. The guru trying taught everything the Student (Shishya) wanted to learn, from Sanskrit (is one of the ancient language) to the Holy Scriptures and from Mathematics (Ganit) to Metaphysics (tatvameemaansa). The student (Shishya) stayed to the Gurus home as long as he wished (or wabt to stay) or until the guru (or teacher) felt that he had taught (or covered) everything that is required he could teach. All learning was closely related to the nature (Surrounding) and to life (Jeevan), and not confined (or confirmed) to memorizing some information.

The latest (or modern) school system was brought (or came) to India, including the English language or also accepted new culture of teaching that was started by Lord Thomas Babington Macaulay in the year of early 1830s. The curriculum of study was confined to “modern” (or totally changed) subjects such as science and mathematics are introduced to the academics of students, and subjects like metaphysics and philosophy which were taught earlier were considered as

unnecessary. Teaching was shifted (or confined) to classrooms and the link with nature of study was broken, as also the close bond (or relationship) between the teacher and the student.

In India Uttar Pradesh (U.P) Board is one of the board which provide education in terms of High School and Intermediate Education and it was the first Board set up in India in the year 1921 with the help of jurisdiction Rajputana of Central India and Gwalior. In 1929, the Board of High School and Intermediate Education changes their name and was established properly. Later more boards were established in some of the other states. But eventually in 1952, the constitution of The Education Board was amended and it was renamed as Central Board of Secondary Education (CBSE) which was headed by centrally. All schools in Delhi and some other regions came under this Board. It was one of the function of the Board to decide on things like curriculum, textbooks and examination system for all schools which was affiliated to it. Today there are Lakhs of schools affiliated to this Board, both within India and in many other countries from Afghanistan to Zimbabwe.

As we know as per the amendment of constitution of India Universal and compulsory education for all children which lies between the age group of 6-14 was a cherished dream of the new government which is known as Republic of India. This is an evident from the fact that it is also incorporated as a directive policy in article 45 of the constitution which signifies that how much the education is required for a developing nation. But this objective has remains far away even more than half a century later. However, in the recent past, the government of India appears to have taken a serious note (or action) of this lapse and has made primary education taken as a Fundamental Right of every citizen of India. The pressures of economic and social growth and the scarcity of skilled and trained workers must certainly have played a role to make the government taken such a step in which they worked and get the positive outcome. The expenditure by the Government of India on school education in last few years came around 4% of the GDP, which is also one of the factor which is recognized as to be very low.

As we go through In India deeply few times, several major announcements is announced by GOI related to different schemes of education that were made for developing the poor state of affairs in education sector in India (where the education rate is low), the most notable scheme of education is the National Common Minimum Programme (NCMP) of the Congress which is part of United Progressive Alliance (UPA) government. The following are the announcements;

- (a) It mainly worked as to progressively increase expenditure on education to around 8 percent of GDP.
- (b) It also support to increase in expenditure on education every year, and helps to increase the quality level of education, there would be an imposition of an education cess(Tax) for all central government taxes which is collected by GOI.
- (c) It also maintained to ensure that no one (like education and institutions) is denied of education due to economic backwardness and poverty of the children.
- (d) It also work it on to make right to education a fundamental right according to Article 21A for all children in the age group of 6–14 years.

(e) This Scheme wants to globalize the education through its flagship programmes such as Sarva Siksha Abhiyan (SSA) and Mid Day Meal (MDM).

## **The School System**

Now if we go through the India in sectoral wise as per their geographical and language basis so it is divided into 28 states and 9 so-called “Union Territories”. The states which exist their own elected governments as per the electio<sup>12</sup> which is mentioned in our constitution of India while the Union Territories are ruled directly by the central government (or Government of India) under the leadership of Prime Minister of India, with the help of President of India appointing an administrator for each Union Territory known as an lieutenant Governor. We know that as per the constitution of India, school education was originally a state subject earlier—that means, at past time the states had taken the complete authority on deciding all the education policies and implementing them as per their need. The role of the Central Government of India (GoI) was limited to coordination and deciding the policies as well as their standards of higher education. This all was changed with a constitutional amendment 1976 as per our constitution of India so that education had been shifted to the so-called *concurrent list*. That is why, the initial school education policies or programmes were suggested at the national level by the collaboration of state and central GoI due to this the state governments have a lot of freedom in implementing their programmes which comes under the education policies. A<sup>3</sup> the Policies were announced at the national level periodically in a synchronized format. The Central Advisory Board of Education (CABE) which gives advice to the central govt related all the issues and schemes related to the education was set up in 1935, plays a lead and one of the effective role in the evolution and monitoring of all the educational policies and programmes which is made and decided by the different levels in our Nation.

There is one national organization which plays a key role in developing policies and programmes, related to education system called the National Council for Educational Research and Training (NCERT) it helps to preparing a National Curriculum Framework which exists all the policies and procedure that follow by each and every institute that comes in India. Each state has its own counterpart called the State Council for Educational Research and Training (SCERT) which decides all the procedure of their education system on the basis of state wise. These are the following important bodies that essentially propose educational strategies, curriculum, pedagogical schemes and also helps to the evaluation methodologies to the states' and all the departments of education. The SCERTs mostly follow the guidelines established by the NCERT. But the states also have the considerable freedom in which they implementing the education system of India in state as well as central wise.

In India the National Policy of Education was established at 1986 in Delhi and the Programme of Action (POA) was estd. In 1992 in Delhi envisaged (or Provide) free and compulsory education of satisfactory quality for all children which was below 14 years before the 21st Century. The government of India committed to earmark around 6% of the Gross Domestic Product (GDP) for education of India and it also provide the best way of doing their growth in this half of amount

which would be spent on primary education. The expenditure on Education as a percentage of GDP also rose from 0.7 per cent of overall in 1951-52 to about 3.6 per cent of overall in 1997-98.

The school system in India is categorized has four different levels: first is lower primary level (age 6 to 10), second is upper primary level (11 and 12), third is high level (13 to 15) and fourth is higher secondary level (17 and 18). The lower primary school is further categorized into five “different standards”, upper primary school into two level, high school into three level and higher secondary into two levels. In this Students want to learn a common curriculum which was designed by the centrally government body largely (except for regional changes in their mother tongue) till the end of the high school is mandatory. There is also some amount of specialization possible at the higher secondary level of education in which they can further categorized as per their requirement due to this Students throughout the country have to learn three different languages (namely, English, Hindi and their mother tongue) except in their regions where the Hindi is the mother tongue and in some streams as discussed below.

In Indian Education System there are mainly three streams in schools. In which two of these are coordinated at the national level, of which one is comes under the body of Central Board of Secondary Education (CBSE) and it was originally meant for the children of central government employees who are periodically transferred in their tenure of job and may have to move to any place in the country as per their requirement of job. We easily seen that the number of “central schools” (named Kendriya Vidyalayas) have been established for the purpose in all urban areas in our country, and they also follow a common schedule due to this a student is going from one school to another on a particular day will hardly see any difference which they previously taught by the previous schools and it also maintained the uniformity in the level of education like what is being taught. One subject (Physics, Chemistry, Mathematics, Social Studies, consisting of History, Geography and Civics) is always taught in Hindi as compulsory subject, and also other subjects in English, in these schools. (Kendriya Vidyalayas) also admitted to the other children if the seats are vacant. All of them strictly follow textbooks written and published by the NCERT. In addition to these government-execution schools, a large number of private schools in India also follow the CBSE syllabus which was designed by the central government though they also may use the different text books and always follow different teaching schedules for changing. They may have a certain amount of freedom in which they trying to teach in lower classes. The CBSE also exist 141 affiliated schools in all over India in which 21 are established other countries mainly catering to the needs of the Indian population who worked under the Govt. of India.

In India the second central scheme of education is the Indian Certificate of Secondary Education (ICSE) which also known as another board of education curriculum. It signifies that this was started as a replacement for the Cambridge School Certificate which was given earlier. The idea of this formation was mooted in a conference which was held in 1952 as under the Chairmanship of Maulana Abul Kalam Azad, Ministership. The main purpose of conducting the conference was to consider the replacement of the overseas Cambridge School of Certificate Examination which comes under the All India Examination. In October 1956 in the meeting of the Inter-State Board for Anglo-Indian Education initiated a proposal that was adopted for the setting up of an Indian Council to administer towards the University of Cambridge it also comes under Local

Examinations or Syndicate's Examination in India and to advise the Syndicate is one of the best way to adapt its examination as per the needs of the country. The inaugural meeting of this event conducted by the Council was held on 3rd November 1958 Monday. On the other hand in December 1967, the Council was decided to register as a Society which comes under the Societies Registration Act, 1860. The other Council was listed in the Delhi School of Education Act 1973, as a body which is conducting public examinations. Now a large number of schools come across the country which are affiliated to this Council. All these are Schools which is executed by the private bodies or trust and generally peer to those children who come from wealthy families.

In India Both the CBSE and the ICSE are the council which conduct their own examinations in schools across all over the country that are affiliated to one of the specific board at the end of 10 years of schooling (after high school) and it also come again at the end of 12 years (after higher secondary). In India admission in 11<sup>th</sup> class is normally based on the performance in this all-India examination which was conducted by one of the board in class 10<sup>th</sup>. Since this carry a lot of pressure on the child to perform well in their curriculum, they also contained an suggestions which is used to remove the examination at the end of 10 years of their curriculum of education.

### **Exclusive Schools**

In India this type of schools are further extension to the above, there are a relatively small number of schools and that also follow foreign curriculum in their syllabus that's why so-called Senior Cambridge, though this was largely follow (or superseded) by the ICSE stream. On the other hand some of these schools also offer the opportunity to their students to sit for the ICSE examinations. These were generally very expensive residential schools which can peer very few people in our country in which majority if students are those where some of the Indians working abroad send their children. They normally contained fabulous infrastructure, and also maintained low student-teacher ratio on very few students. Many of them already have teachers from abroad. There are various different other exclusive schools such as the Doon School in uttarakhand which takes a small number of students and also charge an exorbitant fees.

### **State Schools**

In India each and every state has its own Department of Education that execute on its own school system which consist their own textbooks and own evaluation system. As discussed earlier, the curriculum, pedagogy and evaluation method are largely decided by the SCERT in the state, by using the following the national guidelines prescribed by the NCERT.

In India each state having three categories of schools that used to follow the state curriculum. The state government executes its own schools in land and buildings captured by the state government and them paying the staff salary from its own resources. These are known it to be a *government schools* like sarvodaya vidhyalya. The fees of these schools are almost negligible (or quite low) in such schools. The second category of schools in state are privately owned schools which occupy their own land and buildings. The fee Structure of these schools are comparatively very high and

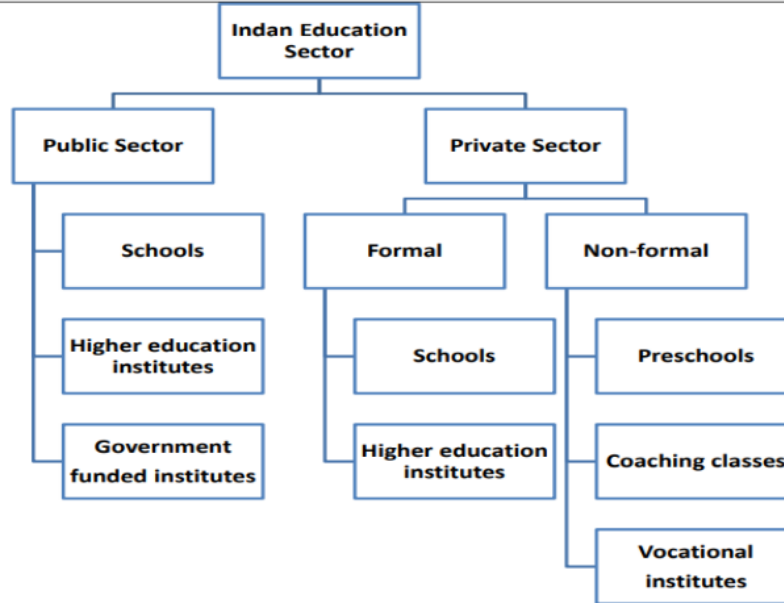
the Staff (or teachers) are paid by the management who executes the school. These schools mostly placed in the urban middle class families. The third category of state schools are consist the collaboration of government and private body that are provided grant-in-aid by the government, though the school was established and executed by a private body or Institutions with their own land and buildings. The grant-in-aid term meant to help to reduce the fees and make it possible for poor families to send their children in private schools which provides a better facilities and high level of teaching. In some states like Tamil Nadu, Karnataka and Kerala these schools are very similar to government schools because the staff (or teachers) are paid by the state government and they would charge the same fees which they charge in government schools.

## Overview

If we talk about globally, the Indian Education sector <sup>7</sup> is one of the largest in terms of network as well as their Revenue generation per year due to this it exist an extensive network of more than **1.6 million schools** (which consist 250 million students enrolled) and we have also contain more than **950 universities and almost 50,000** higher education institutes which is expanding very rapidly in light of rising income levels annually and also growing very high demand for providing quality education in the country like India. Further, India also exists the world's largest population in the **age bracket 5 to 35 years** which highlights the large known market for this sector. Education sector in India is a combination of government-operated & privately-operated educational institutions and they are also exist for allied education which is based on products & services providers. India is a nation which significant advantage which exist a young population which helps to robust education sector to act like a harness potential for overall human capital. This sector is also one of the highly influenced by various central as well as state government schemes and policies launched primarily to enhance the quality of the overall education criteria and the plan<sup>14</sup> expenditure through several schemes which helps to improve the rate. Literacy rate in India is one of the important features of the socio-economic progress rate of the country. **The Indian literacy rate is currently 79% in 2019** (As per the 71<sup>st</sup> Survey of NASSO (National Sample Survey Organization)) compared with the **20% at the end of 1951**. Although there had been a phenomenal increase in India's literacy Rate, it also have the very largest illiterate population rate in the world, with its literacy rate below the **world average of 86%** . , according to various experts, a majority of the graduates from universities are not easily employable. The education sector in India is also act as a witnessed of a quick shift in recent years. Once they operated primarily on a philanthropic body or a nation building activity, it also signifies a transformation in a particular sector at its own right . So far, basic primary education and certain specific institutions for higher education, like the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) have been the prominent parts of the Indian education sector. However, due to an increase in competition coupled with the increasing need to provide quality education and generate positive learning outcomes, the Indian education sector is slowly but steadily moving on the reforms track.

## Segmentation of Indian Education Sector

Chart 1: Indian Education sector – Segmentation



Source: Care Ratings

## • Role of coaching industry in India

**India** is one of the country whose population is second largest among all the other countries. So if a country wants to improve their Economy education is one of the sector which comes first in mind because most of the population of India are comes under the **age less than 35** which mean majority are youth and they want to get good career in their future so they can simply opt for education is one of the medium which helps to gain their goals easily as compare to the other sectors that's why role of coaching is play an very important role because it helps to increase the sustainable growth rate which is very good in terms of developing countries like India.

**Coaching Institutes** is a body which play a very important role in preparing and grooming the students for entrance examinations for Professional or higher education. The one major reason is that curriculum which we follow in schools and colleges are not equipped with students to appear or allowing to seating for an entrance examinations. The Indian educational system which follows in schools and colleges are not match with those who is having expectations of higher education institutes like foreign institutes. In India premier institutes of professional study like **IIT, IIM** are mainly want to tests students' ability that how far they would understood the **concepts of topics** and whether they were able to implement all the concepts in practical.



But in India educational institutions, students were taught only from the examination point of view. The System of education in India is not as much practical knowledge oriented it is based on more examination oriented. There is one side system of examination which is controlled by the central government and on the other hand there is no system of education in India. Students who memorize the concepts and they produce that in the examination by giving the answer of question. Examination are mainly tests the student's memory power and then it gives the feedback of it. But it doesn't signifies that where do they prepare for professional entrance examinations? Now here the role of Coaching Institutes take place. With the help of institutes we teach students the concepts of physics, mathematics, chemistry and similar subjects by providing the various benefits of coaching centers, there also arise some big issues too. Obviously through these institutes, students trained well in all their learning skills and concepts. But the **fees of the course** they are charging are **exorbitant**. A recently central government report says that nearly **10000 million rupees every year** is spend by all students who want to get training in these type of institutes. We can't blame Coaching Institutes for charging these high fees, because they are paying handsome salary to their faculties who is backbone of these Institutes and also helps to provide the better future of student. Additionally, these coaching institutes are mainly situated in metros or tier-2 cities, rural students are not able to grab this opportunity due to their financial crises.

## Effects of Education and Training in Economy

Why do most workers with college degrees earn so much more than those without degrees? How does a nation's education system compare or making a relation with its economic performance? How we will classify Knowing education and training interact with the economy can help you better understand why some workers, businesses, and economies flourish, while others falter.

As the labor supply increases, more downward pressure is placed on the wage rate. If the demand for labor by employers does not keep up with the supply of labor, wages usually fall. An excess supply of workers is particularly harmful to employees working in industries with low barriers to entry for new employees, i.e., they don't have a degree or any specialized training.

As we know conversely these industries with providing professional or higher education and training requirements tend to pay their employees higher wages. These increment in their paying job is due to a smaller workforce supply and capable of all the operating task in those industries, and they are also required to take education and training carries on their significant costs.

### KEY TAKEAWAYS

- The knowledge and skills of all the employee available in the workforce supply is a key determinant for both business and their economic growth.
- All the Industries which requires higher education and training tend to pay employee higher Salary.

- The following Differences mentioned in training levels is a significant factor that can easily separates and developed all the developing countries.
- An Indian economy's productivity always rises as the number of educated employees increases as per their skilled workforce can perform all the tasks more effectively and efficiently.

## **Benefits of Education in a Nation**

Globalization and international are the trades which requires countries and their economies to compete with each other. Economically successful countries are those which holds the competitive and comparative advantages over other economies, though a single country rarely specializes in a particular industry. A developed economy are those which include various industries with different competitive advantages and disadvantages in the global or international marketplace. The education and training of a country's workforce is the only major factor which determining how well the country's economy will perform.

## **Training**

A successful economy is that which exist workforce capable of operating industries at that level where it holds a competitive advantage among the economies of other countries. Nations may try incentivizing training through various reasons like tax breaks, providing facilities to train workers, or a variety of other means designed to create a more skilled workforce. While it's not that kind of economy that hold a competitive advantage in all industries, it can focus on a number of industries in which employees are categorized on the basis of their skills skilled professionals are more readily trained.

As we know Differences in their training levels is also a one of the significant factor that easily separates for the developed and developing countries. Otherwise all the other factors are rapidly in play, such as geography and all the available resources which is having better-trained workers which creates spillovers throughout the economy of our country and positive externalities. An outsidership or externality is also a one of the positive effect in our economy which exist a well-trained workforce. On other words, all companies are benefitted from the external factor of having a skilled labor pool from which is responsible to hire employees. In some cases, the highly-skilled labor force might be concentrated on a specific demographic region. On the basis of this as a result, similar businesses may cluster in the same region because of those skilled workers.

## **For Employers**

Ideally, employers want those workers who all are productive and which require less management. Employers must consider many factors at the time of deciding whether or not to pay for employee training.

- Will the training program helps to increase the productivity of the all the workers?

- Will the increase in productivity warrant the cost of paying for all or part of the training?
- If the employer pays the amount of training, will the employee leave the company for a competitor after completing the training program is complete?
- Will the newly trained employee which is just skilled now be able to command a higher wage?
- Will the employee skill gain can increase in bargaining power or leverage for a higher wage?
- If increases in pay are warranted as a result of the training, will the increases in productivity and profits be enough to cover any pay raises as well as the overall cost of the training program?

While employers should be wary about newly trained workers leaving, many employers require workers to remain with the firm for a certain amount of time in exchange for the paid training.

Businesses may also face employees who are unwilling to accept training which is provided by the companies to enhance the knowledge of the employees. This can happen in industries which is dominated by unions since increased their job security could make it more difficult to hire skilled or trained professionals or fire less-trained employees. However, unions may also want to negotiate with employers to ensure its members are better trained their skills and thus more productive, which reduces the likelihood of employees job being shifted overseas.

## **For Workers**

Workers increase their earning potential in terms of money or savings by developing and refining their capabilities as per the requirement of the scenario and they also enhance by learning different skills which is required for their job and the need of their daily life. As we know the more they know about a particular job's function, the more they understand a particular industry, also they more valuable they become to an employer. Employees want to learn advanced techniques or new skills if they want to a higher wage. Usually, employees can expect their wages to increase at a smaller percentage every year or a certain interval of time due to which the productivity gains by employers. The worker must consider a number of factors which helps to deciding whether to start a training program:

- How much amount of extra productivity would he or she expect to gain?
- Is there any cost to the employee for the training program which is paid by their own?
- Will the worker wanted to increase their wage that would deduct the cost of the program?
- What are the workers market conditions for improving the trained professionals in their field?
- Is the labor market significantly saturated with trained labor already for that specialty?

Some employers pay for all or a portion of the training expenses, but this is not always the case. Also, the worker may lose their income in terms of their monthly wages or bonus if the program is unpaid or not gaining any revenue and prevents the workers from working as many times as was done previously.

## **For the Economy**

Many countries have placed greater emphasis on developing an education system that can produce workers able to function in new industries, such as science and technology. This is partly because earlier industries which come under developed economies were becoming less competitive, and thus they were less likely to continue dominating the industrial landscape. Also, the Government of India is taking an initiative to start a movement which helps to improve the basic education of the population emerged, with a growing belief that all people had the right to an education.

When economists speak of "education," the focus is not strictly on those who obtain college degrees.

Education is often broken into various specific levels:

- **Primary**—elementary or primary school in India
- **Secondary**—middle school, high school, and preparatory school
- **Post-secondary**—university, community college, vocational schools

A country like India's economy becomes more productive in terms of growth as the proportion of educated employees increases since educated employees can more efficiently carry out tasks that require literacy and critical or deep thinking. However, obtaining a higher level or professional education also carries a high cost but which acts as an investment like we invest in each and every business and they can also give ROI in a very short span of time. A country that doesn't have to provide an extensive network of colleges or universities to benefit from education in their initial stage of growth; it can also provide basic literacy programs and still see good economic improvements.

Countries like India which exist second highest population in which a greater portion of their population attending and graduating from schools see faster economic growth than countries with less-educated workers. As a result, many countries which come developing nations provide funding for primary and secondary education to improve economic performance. In this sense, education is an investment in human capital, similar to an investment in better equipment or it also gives a better future.

According to HRD (Human Resource Development) Ministry of India, which handles the education department of India shows that the ratio of the number of children of official secondary school age enrolled in school to the number of children of official secondary school age in the population (referred to as the enrollment ratio), is higher in developed nations like the US than it is in developing ones like India.

The enrollment ratio of student every year differs as a metric from calculating education spending as a percentage of GDP, which doesn't always correlate or exist strongly with the level of education in a country's population. GDP (Gross Domestic Product) which represents the output of goods and services for a nation or a whole country. Therefore, a country spending a high proportion of its GDP on education doesn't necessarily ensure that the country's population is more educated because it also shows the various factors.

For businesses, an employee's intellectual ability can be treated as an asset<sup>13</sup> of the company or the employee growth. This asset can be used to create products and services that can be sold in the form of making or delivering various products. The more well-trained workers employed by a firm, the more that firm can theoretically produce. An economy in which employers treat education as an asset is often referred to as a knowledge-based economy because it is known as a skilled based economy.

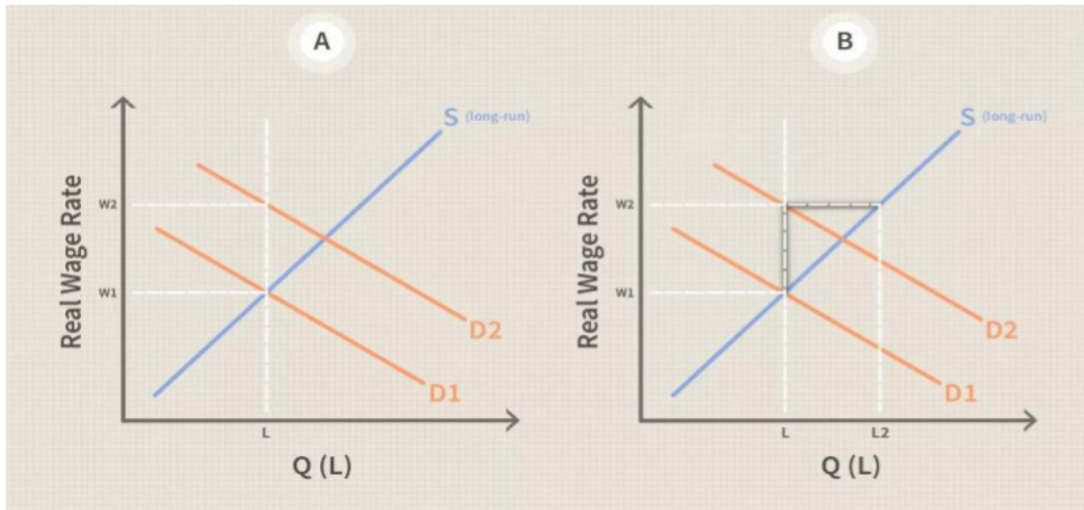
Like any decision for investment in education involves an opportunity cost for the worker. Hours spent in the classroom means less time working and earning income in initial stage. Employers, however, pay more wages when the tasks required to complete a job require a higher level or professional of education. As a result, although an employee's monthly income which they earn from their skills might be lower in the short-term to become educated, wages will likely be higher in the future, once the training is complete or the employee enhance the skills.

## **Cobweb Model**

The Cobweb Model helps to explain the effects of employees learning new skills which helps to the growth of the employees in terms of income or their basic knowledge. This model shows how wages or income fluctuate as employees learn a new skill, but also how the supply of employees is impacted over time.

The model shows that as employees learn a new skill which gives higher income occur in the short-run. However, as more employees get trained over time and enter the workforce, to chase the higher income, the supply of employees increases. The result is lower income due to the excess supply of employees. As employees fall, fewer employees are taking interest in their job leading to a reduction in the supply of employees. The cycle begins again with training more employees and increasing their income in the short run.

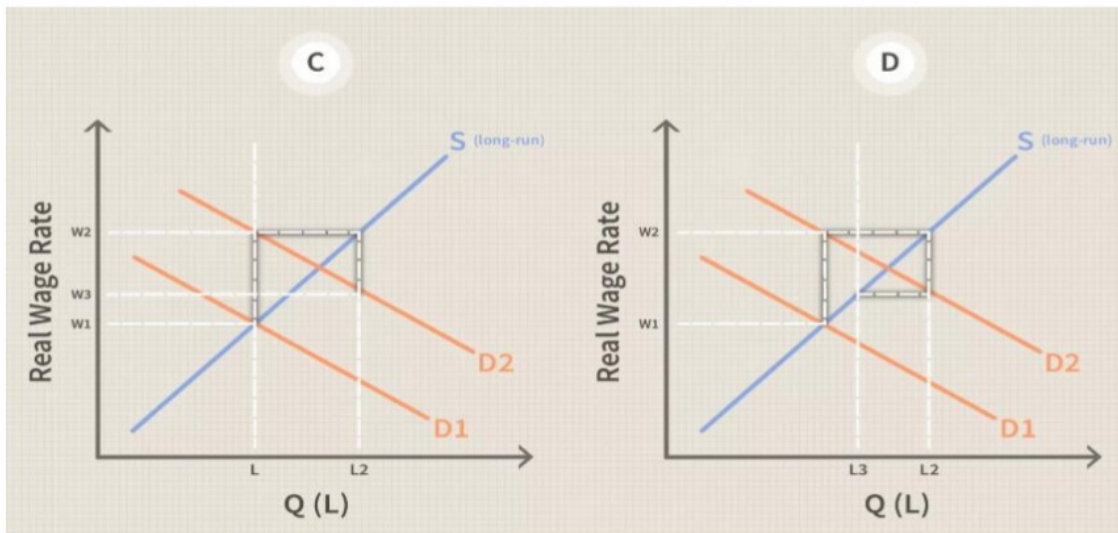
So training and education are the primary tool which takes time to complete, shifts in the demand for particular types of employees or workers have different effects in the long and short term. Economists demonstrate this shift using a cobweb model on the basis of workers supply and labor demand. In this model, the supply of employee is analyzed over the long term, but the shifts in demand and wages are viewed or considered in the short term as they move toward a long-term equilibrium.



**Figure 1.1: Short-term shifts in demand and wage rate**

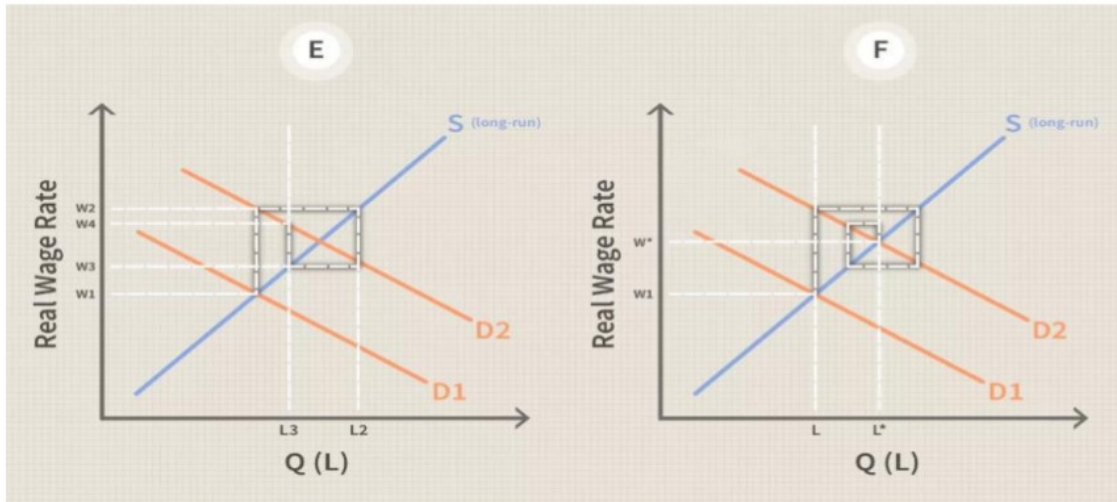
In the short-run, the increase in demand for better-trained workers results in an increase in wages above the equilibrium level (graph A). We can see the shift in increased demand ( $D2$ ) and where it intersects  $w2$  representing the increased wages. However,  $L$ , which represents the short-term worker or employee curve, also intersects  $w2$  and  $D2$ .

Instead of the increase in wages being along the long-run labor supply curve ( $S$ ), it's along the more inelastic short-run labor supply curve ( $L$ ). The short-run curve is also exist more inelastic because there is a limited number of employees who have or are able to immediately train for the new skill set. As more and more workers are trained (graph B), the supply of labor shifts right ( $L2$ ) and moves along the long-run labor supply curve ( $S$ ).



**Figure 1.2: New worker's or employee effect on wage or income rates.**

With the increase in the availability of new workers, there is downward pressure on the wage rate, which falls from  $W_2$  to  $W_3$  (graph C).



**Figure 1.3: New wage or income equilibrium is established**

As of the falling wage or income rate, fewer workers or employees are interested in training for the skills demanded by employers. As a result, wages rise (up to  $W_4$ ), although the increase in wages is coming in smaller and smaller increments. This cycle of wage increases and labor increases continues until it has reached equilibrium: the original upward shift in demand meets the long-run supply of labor (graph F).

**Segments of the Indian Coaching Market**

- Entrance Exam Preparation Industry
- Private Tuition Industry

**Types of Coaching**

- Medical Exams Preparation
- Engineering Exams Preparation
- CA Preparation
- MBA Preparation
- Law Preparation
- Other Govt. Exam Preparation Like SSC, Railway, CTET, etc.

- Civil Services Exam Preparation
- Private tuitions for 10th and 12th board exams
- Supplementary coaching classes for 5th to 10th grade students

### **Company Coverage**

- FITJEE
- MT Educare
- Career Launcher
- T.I.M.E
- Resonance
- Aakash Institute
- Aleen
- Bansal
- Vajiram and Ravi
- Vision IAS
- Paramount
- KD Campus
- Byju's

## **Engineering Exam Preparation Coaching Institutes**

- **FIITJEE:** is one of the cram school which is founded by Dinesh Kumar Goel. It exist a pan-India network of 84 branches in over 50 cities. It offers courses for students of grades 6 to 12 aspiring to appear in JEE (previously AIEEE and IITJEE), SAT, NTSE, KVPY, JSTSE and various other examinations.

FIITJEE Annual Revenue 2019 is ₹500 Cr. Which is around 62% less as compare to previous years due to covid19 so we can easily judge that how big this sector is and how it affect our country's economy.

FIITJEE also contributes so many social activities like they can offer free education for poor students and they can also offer scholarship for talented students.

## **CAT or MBA Entrance Coaching Institutes**

**TIME:** Established way back in the year 1992, the TIME institute (Triumphant Institute of Management Education Private Ltd) was initially headquartered in **Hyderabad**. However, with time, this institute has emerged as one of the prestigious and well known CAT coaching institutes with more than 200 odd centers all over India. One of the major factor why TIME institute has become most popular over the years is because of its knowledgeable or



highly skilled, well read and experienced faculty members who are largely exist doctorates, post-graduates and graduates degrees from the premier institutes like IITs, IIMs, XLRI and such other premier institutes in the country.

Apart from CAT (Common Admission Test) TIME institute also guides for various other similar exams for students on MAT, GMAT, XAT, GRE etc. TIME institute offers Classroom Program along with mock Test Series which is designed by highly qualified faculty. Apart from conducting mock tests, TIME institute also organizes a number of seminars touching and covering almost every aspect of CAT in student perspectives. These seminars are worth attending.

## **UPSC CSE Entrance Coaching Institute**

M/S Vajiram & Ravi is the name which comes first in mind whenever we think about the UPSC Preparations It is also India's well-known Institute preparing candidates for the Civil Services Examination which is conducted every year at all the three levels – Preliminary Test, Main Examination and Personality Test. This Institute was established in 1976 by Professor P. Velayutham who had to his credit various numerous academic distinctions which comes from India and abroad, including a diploma on International Law, awarded by the ICJ(International Court of Justice) The Hague. Since its inception the Institute has helped over 5000 students every year to enter the Civil Services including I.A.S., I.F.S., I.P.S. and other Central Services. Every year some of our students have secured positions amongst the first ten successful candidates or Rank Holders. The teaching faculty of the Institute has been drawn or hired from highly qualified and experienced teachers of the Central Universities like DU and other reputed Institutes of India. To provide quality of education and guidance normally a minimum of two teachers are engaged or required for each subject. In General Studies, 10 teachers are guiding the candidates which helps in first 4 papers of mains it also provide an the reading materials for the correspondence courses, the Institute has an exclusive center for Correspondence Education which employs all the latest techniques of distance education to cater fully to the needs of the candidate and it also exist the one of the premier Institute of the country.

### **Place of functioning:**

The Institute provides guidance at New Delhi and Chennai centers only. The Institute have only branch office in New Delhi & Chennai for providing guidance for the UPSC Civil Services Examination.

### **Objectives of Study**

- To understand the factors why students choose to join coaching classes
- To analyze students' decisions on whether or not to enroll in coaching classes
- To understand the reason of popularity and relevance of coaching classes
- To gauge the views of students on the competence of faculty in colleges

- To analyze the expectations of the students which they want from coaching classes

## **Literature Review**

- **Popularity of Coaching “Classes” In India**

There is hardly any available literature to study the relationship between enrolment in a coaching class and examination results. Also, it is difficult to come across studies examining the psychological physical or intellectual repercussions. Data collected by the Joint Entrance Exam Cell (for Engineering Colleges) based in Mumbai shows that 60% of the students who were admitted into the seven old Indian Institutes of Technology in recent years opted for some kind of coaching. A survey by the Associated Chamber of Commerce and Industry of India found that 87% of primary school children and up to 95% of high school students in metropolitan cities opt for private tuitions.

## **2. Jahangir Barucha**

The research problem that this project aims at throwing light on is the relevance and popularity of coaching classes with respect to graduate level courses in Mumbai by surveying such students studying in various institutions in the city of Mumbai. The results of this research can help educational institutions, to which these students belong, understand their shortfalls and guide them to make improvements in a direction that can eliminate the need for students to require extra coaching. Apart from educational institutions, coaching classes can understand how they are perceived and work on their strengths and weaknesses accordingly.

- **Marketing Strategies Adopted by Private Coaching Classes in Marathwada Regio**

Keller P., & Fox K. (1995); Discusses the proposed marketing mix. The last two decades have attracted a great deal of attention and attention to marketing education. Marketing education is important because it covers almost everything a social network does. The product responds to market research containing quality information about student preferences. Market research also provides guidance for the development of new degree programs based on new market requirements. In addition, new technologies need to be strengthened to reach new students. Marketing is an article because the product can be traded, bought or sold. The required marketing planning process and implementation of the strategy is to achieve greater expansion<sup>1</sup>.

**2. Al-Fattal (2010);** The need for marketing is more important in the last few decades to achieve organizational efficiency. It shows that the marketing presence and the important role in the educational context, although some may overlook it, and so it is important to understand the stakeholders and enhance their education rather than ignore or avoid it.

**3. Smith, P. R. & Taylor, J. (2014);** The promotion includes all communications and sales activities to ensure future prospects for enrolment in the program. Organized, ongoing promotion plans should be organized for both institutions and individual programs to attract students, staff and financial resources. There are several advertising methods that organizations use, including:

- (1) Paid advertising, for example, newspapers and magazines.
- (2) Free publicity; For example, the public relations department provides positive information about the organization through a press release.
- (3) Community and professional involvement; For example, faculty members are encouraged to talk to local communities and business groups to create a 'word of mouth' that will attract a large number of potential students and employers.
- (4) Open house, information day, counselling day and recruitment day to interact with potential students, parents and employers.
- (5) Personal sales, which include sales, interaction with students, parents and other stakeholders in higher education.

**4. Masterson, R. & Pickton, D. (2010);** The role of the Marketing manager is the employees. Free courseware, for example, tastes distance learning on the Internet for prospective students. Short courses of tuition fees are an effective tool for programs. These 'location' and 'promotion' marketing strategies should be designed to align organizations and programs with the desired image so they can be realistic, attractive and distinctive in a positive way for departments and people. People 'refers to all education and administrative staff through whom service is served and customer relationships are created. People include current and former students of the organization. This is because prospective students have a tendency to ask about current and former students and to know their opinions. When planning a marketing strategy, it is recommended for an organization to start developing its employees.

**5. Wright (1999);** Believed that the success of an organization depends more on the attitude, commitment and skills of the entire workforce than on any other element. The shared beliefs and objectives of these strategies ensure that the organization is customer oriented. In addition to that, the idea of creating a positive relationship with customers has a powerful role.

**6. Mukerjee, K. (2017);** Explained that if a customer is satisfied and trusted with a particular provider, then it will be difficult for competitors to disrupt the relationship. This is related to relationship marketing, where the university empowers its relationship with the market. Examples of this are teachers who keep track and track of each student, not just at every academic

level but at a very personal level. In fact, it has excellent evidence that reflects existing student perceptions.

**7. Gibbs and Cannap (2012)**; added position of the physical space contributes greatly to the image of the organization. For example, the technology used, cleaning the rooms, carpeting, regular cleaning of the washroom are all references in which the individual learner understands who or what is in the context of the learning experience. Customers have a positive function in addition to looking at physical facilities as they support the teaching and learning process. An example is the use of visual representation and information technology to facilitate and improve learning outcomes.

## **Research Methodology**

**The following are the methods which we used to complete the Research**

- 1) **Primary Data.**
- 2) **Secondary Data.**
- 3) **Power BI Tool.**
- 4) **Google Analytics tool.**
- 5) **Search Engine Optimization.**
- 6) **Digital Marketing Strategy.**
- 7) **Porter's Five Forces Model.**
- 8) **Analyze the data on financial report of different Institutes.**
- 9) **Use different Financial Modelling Tools to find the projections of the data.**

**Primary Data:** Primary data is a type of data that is collected by researchers directly from main sources through interviews, surveys, experiments, etc. Primary data are usually collected from the source—where the data originally originates from and are regarded as the best kind of data in research. The sources of primary data are usually chosen and tailored specifically to meet the demands or requirements of a particular research. It also gives a better chance for choosing a data collection source which mean it can help to managing the data and all the things which like the main aim of the research and all the target population which need to be identified.

For example, when doing a market survey, the goal of the survey and the sample population need to be identified first. This is what will determine what data collection source will be most suitable—an offline survey will be more suitable for a population living in remote areas without internet connection compared to online surveys.

### **Advantages of Primary Data**

The Main advantage of the primary research information, is that the data which we want as per our project requirement has been collected personally. Therefore, it relates directly to the researcher's study. As they also Depending if their quantitative or qualitative research which have been worked as per the requirement it can also consist a part of a considerable size of subjects or smaller one if

they required by the user. Another important advantage is that the researcher is want to take full control of how and where he collects the information.

**6**  
**Secondary Data:** Secondary data is the data that has already been collected through primary sources and made readily available for researchers to use for their own research. It is a type of data that has already been collected in the past.

In this a researcher may also use to collect the data for a particular project, then they made it available which is also used by another researcher. The main data may also have been collected for a general use in which no specific research purpose like in the case of counting population with the help of national census.

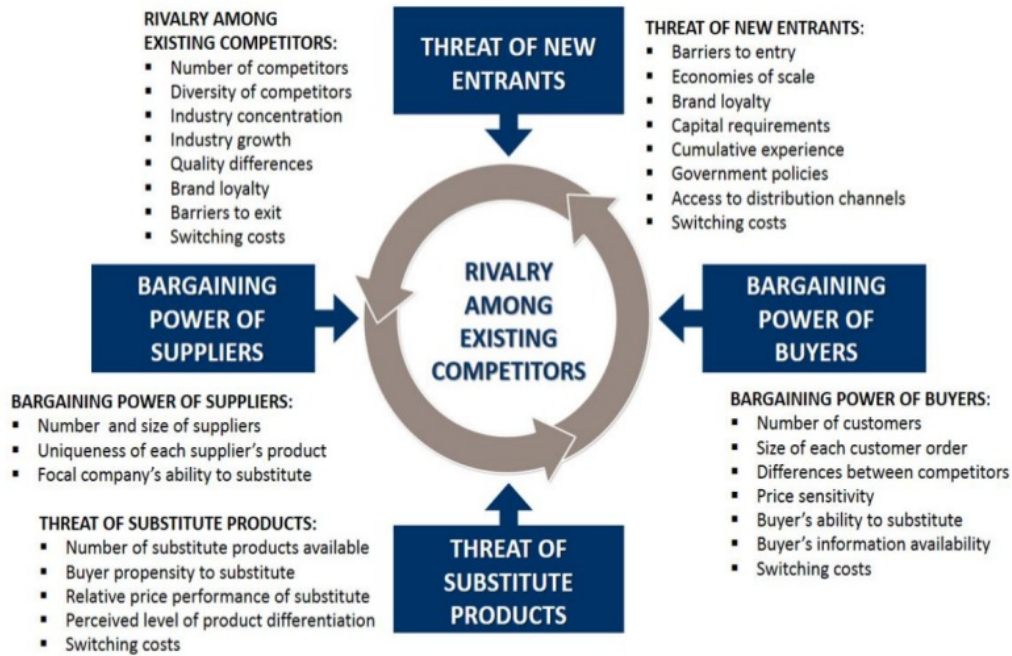
A data which is classified as secondary for a particular research may also be said to the primary Research for another research. This is the case when a data is being reused, making it a primary data for the first research and secondary data for the second research it is being used for.

### **Sources of Secondary Data**

The following are the sources of Secondary Data which is Highlighted Below.

- Books
- Published Sources
- Unpublished Sources
- Newspapers
- Websites
- Blogs
- Diaries
- Government Records

### **Porter's Five Forces Model**



**Source:** <https://www.google.co.in/search?q=porter's+5+forces+model&sxsrf=ALeKk01oiTpzK19n2G4nXXgpu7DfVKhy4w:1588063380897&source=lnms&tbn=isch&sa=X&ved=2ahUKEwiewsuN3YrpAhVTwjgGHWazCg0QAUoAXoECBcQA&biw=1366&bih=655#imgrc=fsmGqojUDRB8pM>

**The following figure shows that Implication of Porter's Five Forces Model on Coaching Institutes**

### **Bargaining Power of Supplier**

High – This shows Bargaining power of quality education institutes remain high. Significant shortage of teachers has increased the bargaining power.

### **Threat of Substitutes**

High – Due to many institutions offering specialised and skill based courses, it is easy for students to switch to courses that better meet their needs.

### **Competitive Rivalry**

Low – It is because of the demand-supply gap. However, with limited number of institutes offering quality education and institutes compete to attract best students to their respective campuses.

### **Threat of New Entrants**

Moderate – It helps to minimal infrastructure requirements allow start-ups to venture into the pre school and vocational study.

### **Bargaining Power of Buyers**

Low – It shows High demand-supply gap has weakened the bargaining power of the student.

## **Analyze the data on financial report of different Institutes.**

- 1) **Byju's Annual Report 2018-19:** Edtech unicorn is a parent company of Byju's has reported a 173 per cent increase in revenue from Rs 500 crore in FY18 to Rs 1,366 crore in FY19 while expenses also shot by 156 per cent as compare to the previous year which is from Rs537 crore to Rs1376 crore during the said period. Losses, however, if we went down by 76 per cent as per last year data that was almost Rs37 crore to Rs8.82 crore for FY18 as compare to FY19 respectively, according to the consolidated ROC filings sourced from different business signals platform Paper.vc. "They acquired a Company osmo last year but they were not profitable as their expectation due to this we losses are on account of this acquisition almost 15% of our annual growth revenue," MS. Anita Kishore, Chief Strategy Officer (CSO), of Byju's told Financial Department Online.

Osmo was one of the US-based maker of educational games that was bought for \$120 million in January this year as it aligned with Byju's K-3 product to give better returns. However, on a standalone or individual basis, the revenue for Byju's core India business increased from Rs 490 crores in FY18 to Rs 1341 crore on the other hand FY19 with a net profit of Rs 19.63 crore in FY19, according to the filing shared by Byju's with Financial Express(which comes under Financial Department) Online. The Financial Growth came on the basis of an increase in paid user base (or large customer base), which was more than doubled from 1.26 million in June 2018 to 2.8 million in June 2019 so after that along With 60 per cent of our students based outside the metros or tier-2 cities, the aspiration of this type of growth and need for quality learning has never been higher before byju's. In the current financial year, we are on track to double our revenue to Rs 3000 crores as compare

to previous years. We will also be launching BYJU'S Online Tutoring which will further accelerate growth and profitability in the coming year or it also help to maintained an competition in Market," Mrinal Mohit, Chief Operating Officer(COO), Byju's said in a statement. The major contributors of byju's annual expenses were employee benefits expense that went up from Rs106 crore to Rs273 crore in 2019, purchases of stock-in-trade (including ESOP) were worth Rs61 crore in FY18 that also increased to Rs237 crore in FY2019, and depreciation, depletion and amortization expense also shot up to Rs68 crore from Rs30 crore in FY 2019. The majority share of the company was of other expenses including rent, rates and taxes excluding taxes on income, travelling conveyance, advertisement promotion for brand management and other miscellaneous expenses that also came from north India almost Rs340 crore to Rs814 crore. The company spent almost Rs450 crore on advertismnt promotion and brand management during FY19 up from Rs188 crore in the preceding fiscal year.

### **Reasons for enrolling in a Coaching class**

<b><u>Reasons</u></b>	<b><u>No. of Responses</u></b>	<b><u>% of Responses</u></b>
Appearing for Board/University examinations and prefer to have a backing	26	48
Think they help to get good grades and gain a competitive advantage	20	30
The subject is difficult	17	28
The faculty at the college is unsatisfactory	17	28
Influence of friends	15	24
Opting not to attend college	10	15
Extensive participation in extracurricular activities so unable to attend college	14	7
Pressure from Parents	12	6
Lured by the marketing strategies of coaching classes	1	2
Other	1	2

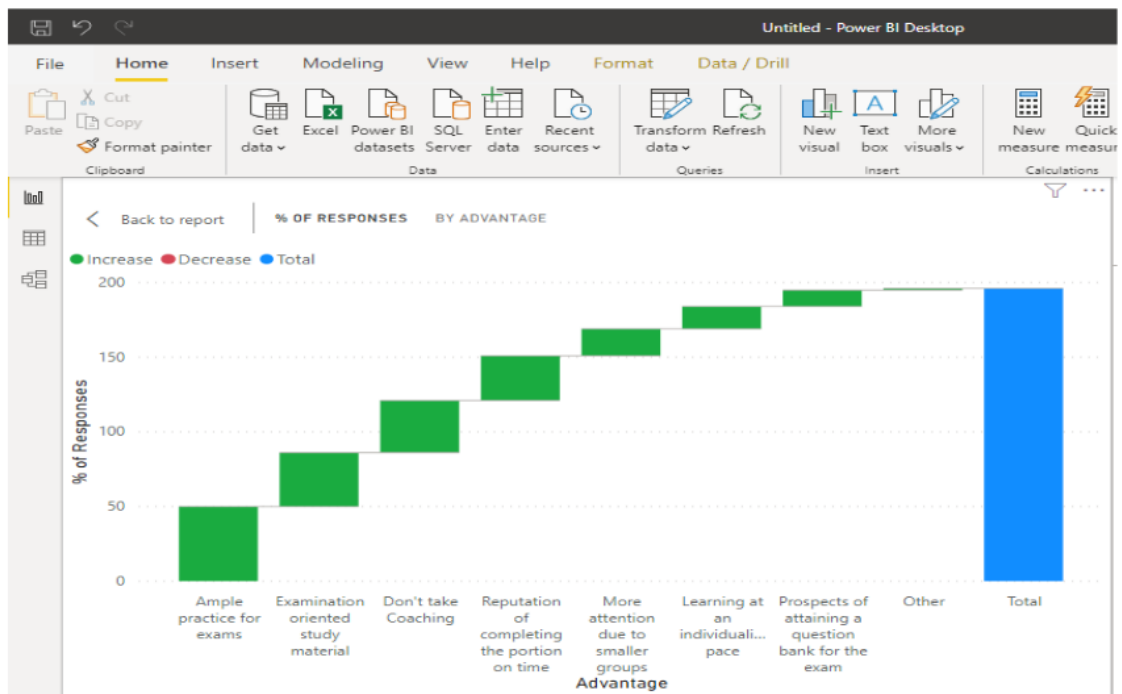
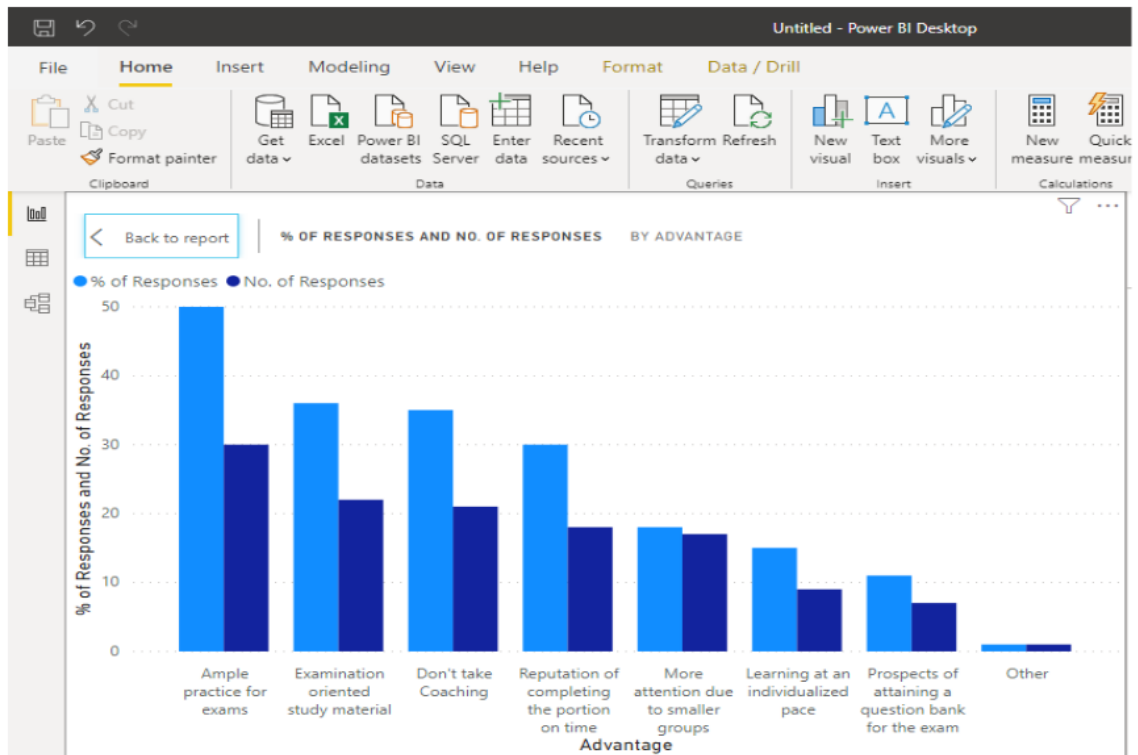
From amongst the students who have opted to enrol in coaching classes (65%), a substantial (45%) do so because they appear for Board/University examinations and do not wish to take any kind of risk. It found to be noticed that even if students are more confident to their ability of study by themselves, so they can lack the confidence in the ability of the faculty to complete their portion on time. 30% respondents think that tuitions will help boost their grades while almost 27% opt to join coaching classes because they find the subject in question is difficult to study. Educational institutions should note that 27% of the respondents cited the reason for needing additional coaching to be an unsatisfactory level of teaching in the colleges. On the other hand when it came to the marketing strategies of coaching classes which is one of the important part of

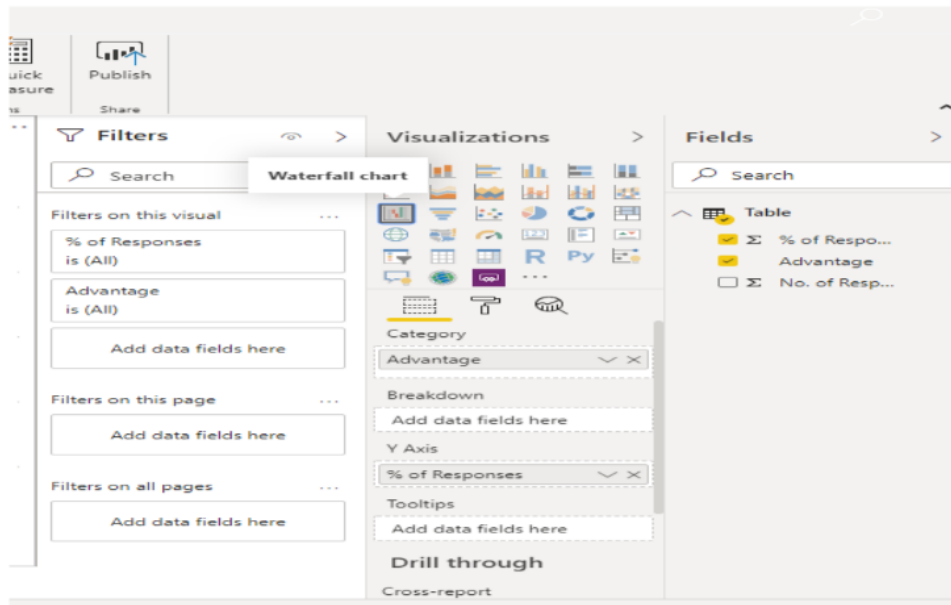


each and every business, in this less than 2 % of students claimed that they were easily lured to join all the classes as per their promotional offers like discounts and packages. Coaching classes should note that perhaps trying to spread positive word of mouth or concentrating on quality would work wonders as opposed to offering discounts.

Table 2

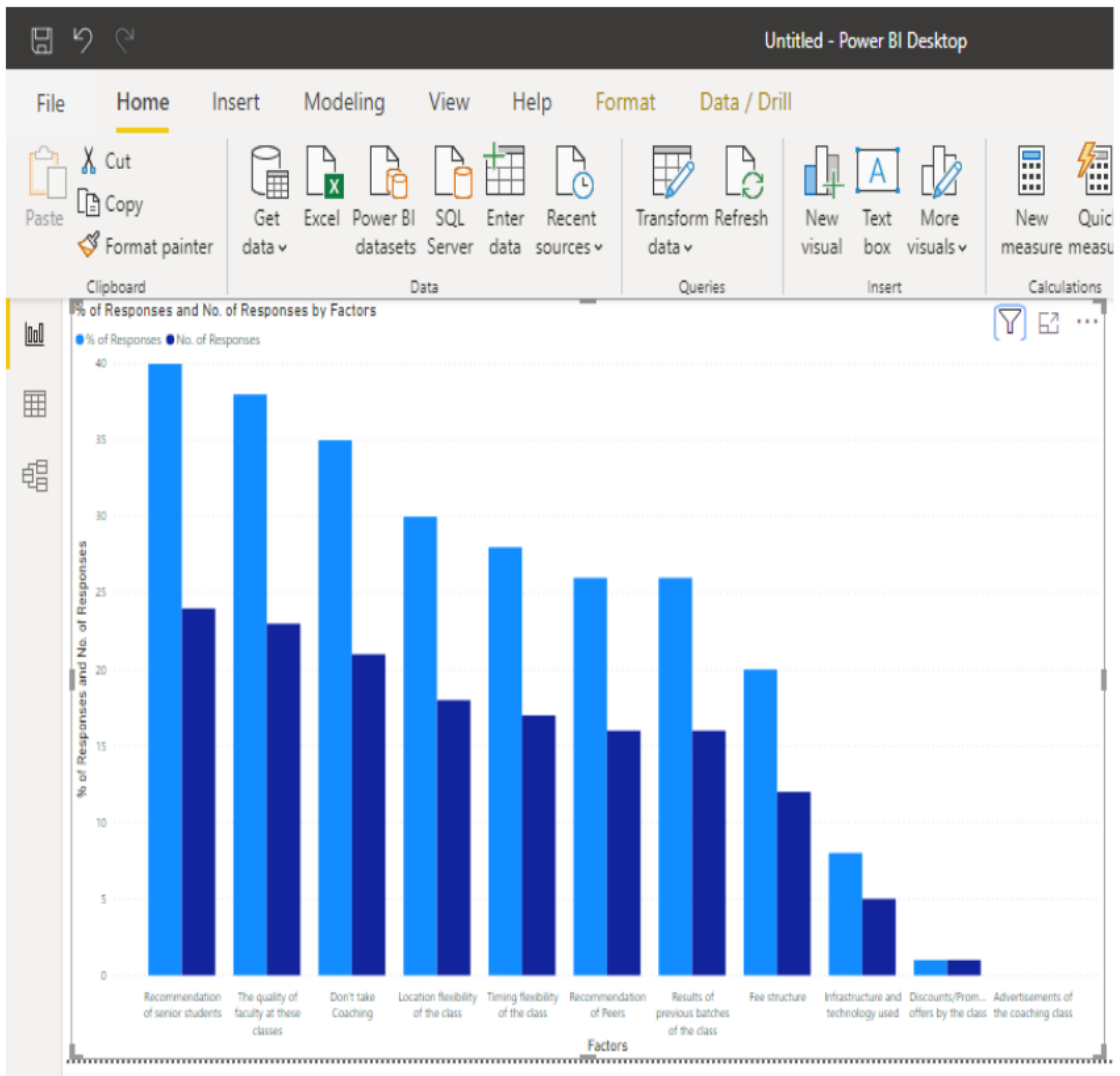
<b><u>Advantage</u></b>	<b><u>No. of Responses</u></b>	<b><u>% of Responses</u></b>
Sample Papers practice for exams	31	51
All Examination oriented material for Student	21	35
Maintaining Reputation of completing the course on time	19	29
More Interaction or attention due to smaller student groups	16	19
Learning at an individualized pace	10	14
Students Prospects of regarding a question bank for the exam	6	10
Others	2	02
Those who Don't want to take Coaching	20	36

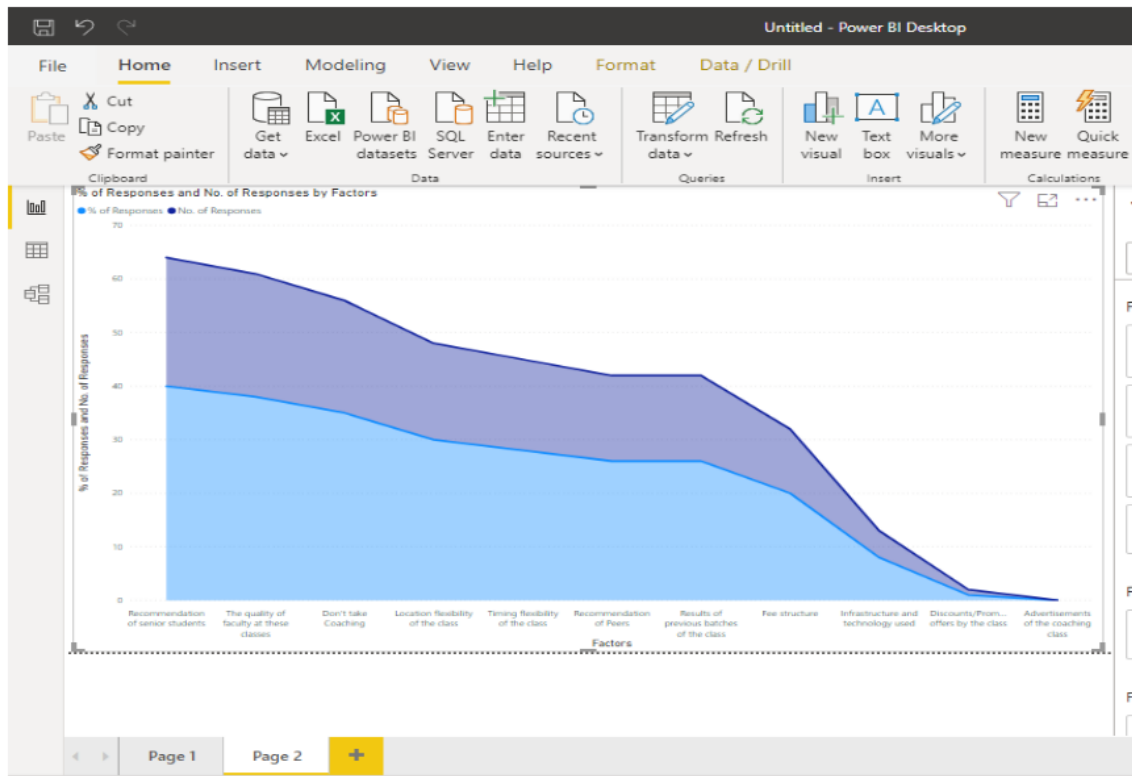




**Table 3: Factors considered in choosing a coaching class**

<b>Factors</b>	<b>No. of Responses</b>	<b>% of Responses</b>
senior students recommendations	25	40
The faculty quality on these class	22	39
Location of these coaching class	19	29
Class Timing flexibility as per student Requirement	16	27
Last Year Result of coaching students	17	28
All Peers Recommendation	15	24
Fee structure of Coaching Classes	11	20
Infrastructure and technology used	6	9
Discounts/Promotional offers given by the class to interact more strength	2	2
Advertisements like a brand on the coaching class	0	0
Don't want to take Coaching	20	34

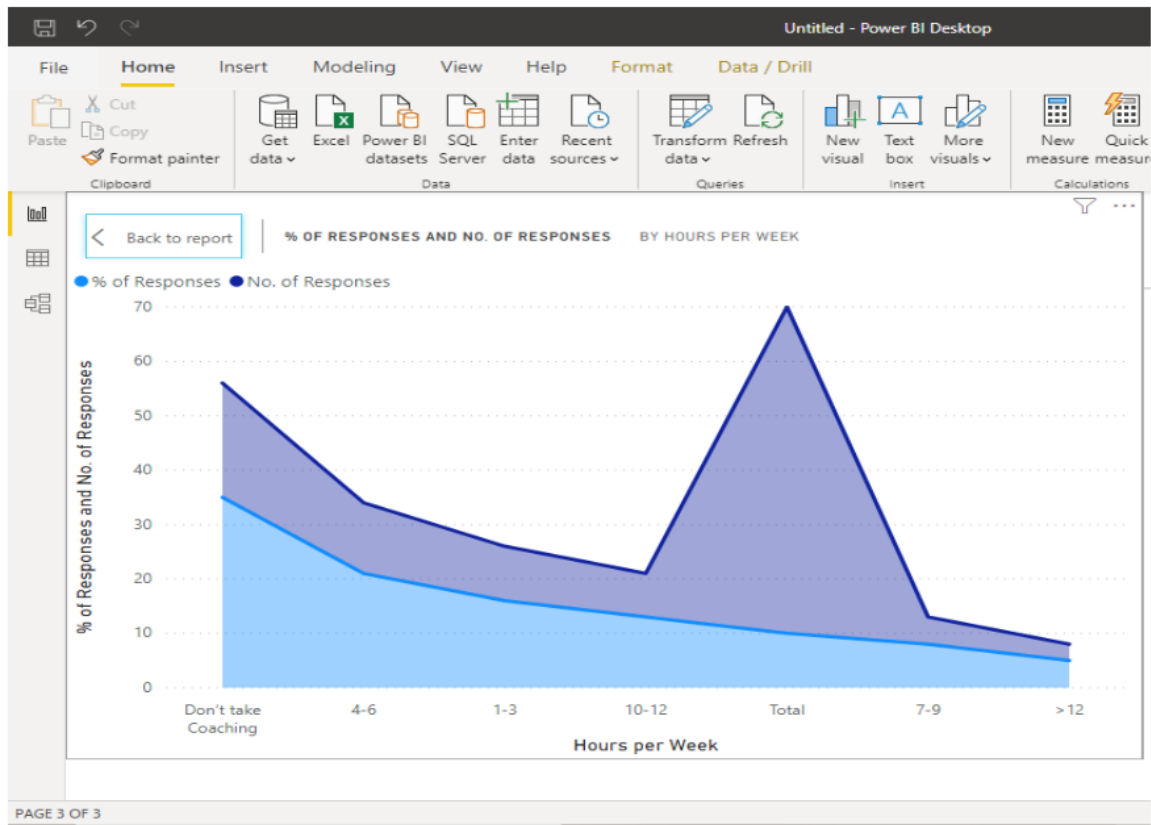




**Table 4: Hours per week spent IN the coaching class**

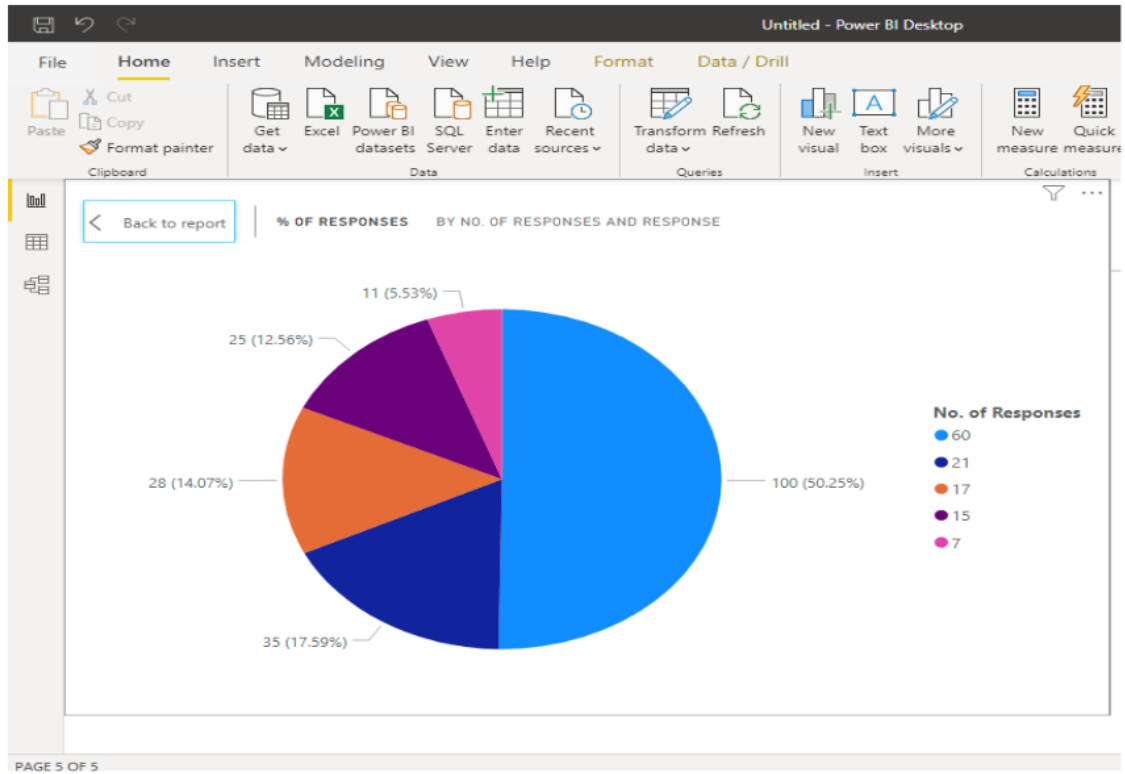
Hours per Week	No. of Responses	% of Responses
1-3	11	16
4-6	12	20
7-9	4	9
10-12	9	12
>12	4	6
Don't want to take Coaching	20	34
Total	60	10

The survey reveals that used to reveal that 20% students spend around 4 to 6 hours per week attending coaching classes apart from the daily routine of college. While on the other hand 16% spend 1 to 3 hours per week and used to attending such classes, only 9% spend greater than 10 hours in there need. It is also found in the survey that these students are the ones attending classes for multiple subjects or are in the process of completing their different competitive examinations. Most of the students have used to sacrifice and participating in extracurricular activities and all the festivals which exist in their college, which were also an integral part of their college life.



**Table 5: Opinion of the respondents whether they would rather take coaching from a faculty in the college**

Response	No. of Responses	% of Responses
Yes	8	10
Maybe	16	26
No	18	29
Don't take coaching	20	34
Total	60	100



**Table 6: Consultation on whether to enroll for coaching classes**

Status	Response	No. of Response	%
Take Coaching	Yes	34	59
	No	04	5
Don't take Coaching	Yes	12	19
	No	11	15
Total		60	100

**Table 7: People consulted before enrolling for coaching classes**

Status	Person Consulted	No. of Responses	%
Take Coaching	Parents	13	21
	Peers	20	33
	Seniors	27	45
	Teachers	4	6
	Siblings	13	21
	Internet Search	2	6
	Did not Consult	4	6

Don't take Coaching	Parents	9	15
	Peers	4	6
	Seniors	9	15
	Teachers	4	6
	Siblings	3	5
	Internet Search	0	0
	Did not Consult	10	16

It appears in the above table data that a majority (50%) of students who were enrolled in their coaching classes, which consult the all senior students who comes under the 35% rely on the advice of peers while other one having the 22% who consult their parents for an equal number take suggestions from their siblings. It is interesting to note though that when it comes to students who do not enroll for extra coaching, majority of them consult seniors and their parents before arriving at a decision. While researching on the reasons students joins coaching classes it is found that a major reason is the perception of the students of the unsatisfactory performance of the faculty in college, among other things. Oral interviews revealed that this is a major concern, even for some students who did not seek any kind of external assistance.

Table 8: Problems encountered with college faculty

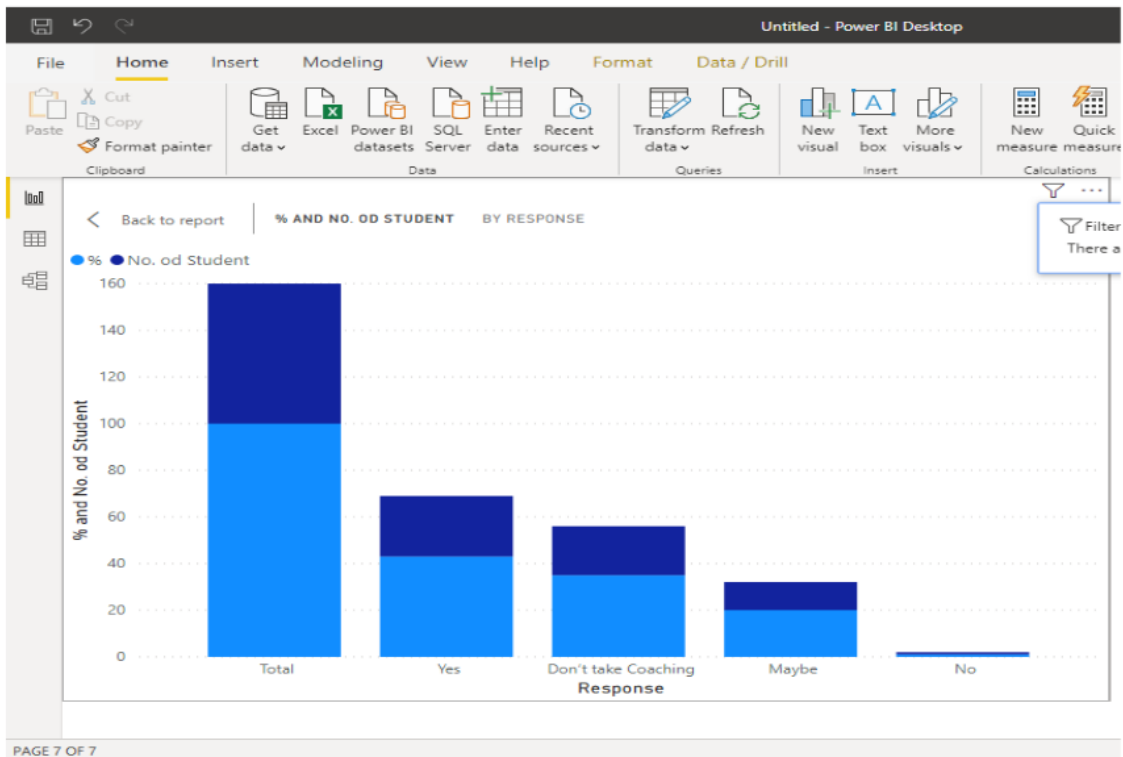
Status	Problem	Never	Sometimes	No. of Students			Total
				Half of the time	Always	Most of the time	
<b>Taking Coaching</b>	The faculty rushes through the portion	2	10	16	9	2	39
	The faculty unable to complete the portion	9	20	6	2	2	39
	The faculty leaves the college Mid Sem	12	22	4	0	1	39
<b>Not Taking Coaching</b>	The faculty rushes through the portion	0	12	7	2	0	21
		3	14	3	1	0	21



The faculty unable to complete the portion	7	12	2	0	0	21
The faculty leaves the college Mid Sem						

**Table 9: Perception of whether attending coaching classes help in attaining a higher score**

Response	No. od Student	%
Yes	26	43
No	1	1
Maybe	12	20
Don't take Coaching	21	35
<b>Total</b>	<b>60</b>	<b>100</b>



**Table 10: Amount spent on coaching classes**

<b>Amount Per Year INR</b>	<b>No. of Students</b>	<b>%</b>
4-10	11	18
11-30	15	25
31-50	6	10
51-80	7	11
Don't take Coaching	21	35
<b>Total</b>	<b>60</b>	<b>100</b>

**Table 11: Whether respondents would recommend coaching classes to other students**

<b>Status</b>	<b>Response</b>	<b>No. of Students</b>
<b>Take Coaching</b>	Yes	29
	No	1
	Maybe	9
<b>Don't take Coaching</b>	Yes	2
	No	10
	Maybe	9
<b>Total</b>		<b>60</b>

**Table 12: Reasons for not enrolling in a coaching class**

<b>Reason</b>	<b>No. of students</b>	<b>%</b>
Confident to study by self	<b>16</b>	<b>26</b>
Subjects to study are easy	<b>15</b>	<b>25</b>
Repetition of concepts from previous years	<b>10</b>	<b>16</b>
College faculty satisfactory	<b>9</b>	<b>15</b>
No time to go for extra coaching	<b>8</b>	<b>13</b>
Think it is a waste of money	<b>6</b>	<b>10</b>
Access to notes of the tuition from a different source	<b>6</b>	<b>10</b>
Feedback from seniors that classes are not required	<b>3</b>	<b>5</b>
Presence of a mentor (older sibling, parents) at home	<b>2</b>	<b>3</b>
Financial constraints	<b>1</b>	<b>1</b>
No coaching classes near residence	<b>0</b>	<b>0</b>

Seats unavailable i.e. class fully booked	0	0
No peer joined any classes	0	0
Fear of being looked upon as a below average student	0	0
<b>Taking Coaching</b>	<b>39</b>	<b>65</b>

## Exchange Rates

- Fiscal Year

<u>Year</u>	<u>INR equivalent of 1US\$</u>
2004-05	44.81
2004-05	44.14
2005-06	45.14
2006-07	40.27
2007-08	46.14
2008-09	47.42
2009-10	45.62
2010-11	46.88
2011-12	54.31
2012-13	60.28
2013-14	61.06
2014-15	65.46
2015-16	67.09
2016-17	64.46
2017-18	62.29
2018-19	64.29

- Calendar Year

<u>Year</u>	<u>INR equivalent of 1US\$</u>
2004	43.98
2005	45.18
2006	41.34
2007	43.62
2008	48.42
2009	45.72
2010	46.85
2011	53.46
2012	58.44
2013	61.03
2014	64.15
2015	65.46
2016	67.21
2017	64.46
2018	65.73
2019	64.29

## Conclusion and Result

If we talk about globally, the Indian Education sector <sup>7</sup> is one of the largest in terms of network as well as their Revenue generation per year due to this it exist an extensive network of more than **1.6 million schools** (which consist 250 million students enrolled) and we have also contain more than **950 universities and almost 50,000** higher education institutes which is expanding very rapidly in light of rising income levels annually and also growing very high demand for providing quality education in the country like India. Further, India also exists the world's largest population in the **age bracket 5 to 35 years** which highlights the large known market for this sector. Education sector in India is a combination of government-operated & privately-operated educational institutions and they are also exist for allied education which is based on products & services providers. India is a nation which significant advantage which exist a young population which helps to robust education sector to act like a harness potential for overall human capital. This sector is also one of the highly influenced by various central as well as state government schemes and policies launched primarily to enhance the quality of the overall education criteria and the planned expenditure through several schemes which helps to improve the rate. Literacy

rate in India is one of the important features of the socio-economic progress rate of the country. **The Indian literacy rate is currently 79% in 2019** (As per the 71<sup>st</sup> Survey of NASSO (National Sample Survey Organization)) compared with the **20% at the end of 1951**. Although there had been a phenomenal increase in India's literacy Rate, it also have the very largest illiterate population rate in the world, with its literacy rate below the **world average of 87%**. , according to various experts, a majority of the graduates from universities are not easily employable. The education sector in India is also act as a witnessed of a quick shift in recent years. Once they operated primarily on a philanthropic body or a nation building activity, it also signifies a transformation in a particular sector at its own right. So far, basic primary education and certain specific institutions for higher education, like the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) have been the prominent parts of the Indian education sector. However, due to an increase in competition coupled with the increasing need to provide quality education and generate positive learning outcomes, the Indian education sector is slowly and also steadily moving on the reforms track.

The initial and most popular level of coaching industry is a Private Tuition Industry that involves students from grade 5 to grade 12 which consist one of the largest sector in this coaching industry, who supplement their formal education along with their regular or alternative coaching classes for various subjects as per their requirement. Competitive Exam Preparation Industry on the other hand involves coaching for various competitive examinations like JEE-Mains, JEE-Advance, AI-PMT, CA, CAT, LAW, UPSC, SSC and other exam levels. This preparation is follow a process that's why it comes under the category of process driven and involves engaging students with proper study materials. This industry witnesses (or shows) fierce competitions with various established market players (who executes coaching institutes) operating and competing with differentiated strategies. This industry is expected to grow further exponentially due to increasing competition for various competitive exams and also the strength of candidates rapidly increasing every year.

The Indian Coaching Industry like classroom Coaching is expected to grow exponentially in the future due to increase in income of people as well as the increase in literacy rate of India every year so the percentage of their spending on education and increased awareness also one of the challenge for department of Education (or HRD Ministry). Moreover, the growing demand for professional studies like engineering and medical as a career has increased the strength (or number) of students opting for competitive (or entrance) test preparation classes. Increased proportion of literate parents that's why they preferred working is another factor which has motivated the students to take up Coaching (or supplementary coaching) classes as parents can't help due to their busy schedule and assist their Children (or school going students) along with their own professional work.

### **How it impacts on our Economy**

If we see the data of census with approximately 30 per cent of India's population\* in the age group of 0-14 years so education industry in India for coaching industry provides great growth opportunity.

- The revenue in higher education sector is expected to grow at 20 per cent from ₹49,200 crore (US\$ 6.98 billion) in 2016 to reach ₹ 246,500 crore (US\$ 36.98 billion) in the next 10 years.
- The country like India has more than 2.5 million schools (which is executed by Govt. and Private Institutions) with over 360 million students enrolled till now. School enrolment for the age group 6-14 reached almost 97 per cent 2018.
- In India around 38 million students were enrolled in higher education during 2018-19.
- In India Government target of Gross Enrolment Ratio (GER) of 30 per cent for higher education or professional studies by 2020 to drive investments but due to covid 19 it also adversely affect its growth rate and it may be show this year as negative growth rate .
- The Indian Education Industry is the industry which estimated to reach US\$ 150 billion by 2020 from US\$ 98 billion in 2016
- In India Higher education sector is expected to increase around US\$ 40 billion by 2025 from US\$ 16 billion in 2018.
- India is the country which has become the second largest market for e-learning after the US due to the high population and literacy rate of India. The sector is currently pegged at US\$ 5 billion and is expected to reach US\$ 9.7 billion by 2020. Users of online education in India are expected to reach around 10 million by 2021 as compare to 1.6 million in 2018.

## Glossary

- CAGR: Compound Annual Growth Rate
- FDI: Foreign Direct Investment
- FY: Indian Financial Year (April to March)
- GER: Gross enrolment Ratio
- GOI: Government of India

- HRD: Human Resource Development
- AICTE: All India Council of Technical Education
- INR: Indian Rupee
- RTE: Right of Children to Free and Compulsory
- RMSA: Rashtriya Madhyamik Shiksha Abhiyan
- UGC: University Grants Commission
- US\$ : US Dollar
- Wherever applicable, numbers have been rounded off to the nearest whole number

## **References**

- [http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay/txt\\_minute\\_education\\_1835.html](http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay/txt_minute_education_1835.html)
- [http://varnam.org/blog/2007/08/the\\_story\\_behind\\_macaulays\\_edu](http://varnam.org/blog/2007/08/the_story_behind_macaulays_edu)

- [http://en.wikipedia.org/wiki/Central Board of Secondary Education](http://en.wikipedia.org/wiki/Central_Board_of_Secondary_Education)
- <http://www.dnaindia.com/academy/report-the-great-indian-tuition-and-coaching-industry-1973985>
- <http://www.thehindubusinessline.com/industry-and-economy/the-coaching-class-industry/article5490245.ece>
- <http://www.newindianexpress.com/cities/bengaluru/Private-tuitions-now-a-multi-billion-rupee-industry-Survey/2013/06/26/article1653569.ece>>
- <http://www.careratings.com/upload/NewsFiles/Studies/Overview%20of%20the%20Indian%20Education%20Industry%20June%202018.pdf>
- Keller P., & Fox K. (1995); Strategic Marketing for Educational Institutions (2nd ed.), Englewood Cliffs, N.J.: Prentice-Hall.
- Al-Fattal, A. (2010); Understanding Student Choice of University and Marketing Strategies in Syrian Private Higher Education. Thesis: Doctor of Philosophy, School of Education, UK: University of Leeds.
- Smith, P. R. & Taylor, J. (2004). Marketing Communications an Integrated Approach (4th Ed). London, UK: Kogan Page Limited.
- Masterson, R. & Pickton, D. (2010); Marketing: An Introduction. London, UK: SAGE Publication.
- Lovelock, C & Wright, L. (2010); Principles of Services Marketing and Management. New York, USA: Pearson Education, Inc.
- Mukerjee, K. (2007); Customers Relationship Management: A Strategic Approach to Marketing. New Dehli, India: Prentice Hall.
- Gibbs, P., & Knapp, M. (2002) ; Marketing Higher and Further Education: an Educator's Guide to Promoting Courses, Departments and Institutions. London: Kogan Page.
- Wright, R. (1999); Marketing: Origins, Concepts and Environment. London: Business press .
- [http://notesdesk.com/notes/marketing/the-marketing-mix-4-ps-of-marketing/\(25-01-2012 at 4:00 pm\)](http://notesdesk.com/notes/marketing/the-marketing-mix-4-ps-of-marketing/(25-01-2012%20at%204:00%20pm))



ORIGINALITY REPORT

---

4%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

4%

STUDENT PAPERS

---

PRIMARY SOURCES

---

1

Submitted to Chetana's R.K. Institute of Management and Research

Student Paper

<1%

2

Submitted to BPP College of Professional Studies Limited

Student Paper

<1%

3

Submitted to Symbiosis International University

Student Paper

<1%

4

Submitted to University of South Africa

Student Paper

<1%

5

Submitted to Visvesvaraya Technological University, Belagavi

Student Paper

<1%

6

Submitted to Amity University

Student Paper

<1%

7

Submitted to UNIVERSITY OF LUSAKA

Student Paper

<1%

8

Submitted to University of Rajasthan

Student Paper

<1%

---

9	Submitted to University of Wollongong Student Paper	<1%
10	Submitted to University of the Western Cape Student Paper	<1%
11	Submitted to Stratford University Student Paper	<1%
12	Submitted to Damodaram Sanjivayya National Law University Student Paper	<1%
13	Submitted to International School of Management and Technology (ISMT), Nepal Student Paper	<1%
14	Submitted to Rivers State University of Science & Technology Student Paper	<1%
15	Submitted to South Bank University Student Paper	<1%
16	Submitted to Nelson College London Student Paper	<1%
17	Submitted to Jagran Lakecity University Student Paper	<1%
18	Submitted to NALSAR University of Law Hyderabad Student Paper	<1%

19

Submitted to The University of the West of  
Scotland

Student Paper

<1%

---

20

Submitted to Chester College of Higher  
Education

Student Paper

<1%

---

21

Submitted to Sharda University

Student Paper

<1%

---

Exclude quotes      On

Exclude matches      < 8 words

Exclude bibliography      On