ACHIEVING PROFESSIONAL EDUCATION AND EMPLOYMENT BY DALITS AND OBCs: A STUDY OF COACHING AND ALLIED SERVICES SCHEME IN INDIA

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Abstract: *The government has made educational empowerment of the poorer classes a priority in order to mainstream them in development and governance. The weakest parts of society include Scheduled Castes, Scheduled Tribes, OBCs, and Minorities. Pre-metric scholarship, post-metric scholarship, top-class education scheme, Rajiv Gandhi National Fellowship Scheme, Overseas Scholarship Scheme, Book Bank Scheme, Babu Jagjivan Ram Chhatravas Yojana, Coaching and Allied Services Scheme, and other educational development schemes for the weaker sections including students have been launched by the Government of India under the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs, and Ministry of Minority Affairs. The Ministry of Social Justice and Empowerment, Government of India, has announced a Free Coaching and Allied Services Scheme for applicants belonging to Scheduled Caste and Other Backward Classes (OBCs) to provide coaching for competitive test preparation. The initiative has undoubtedly impacted on the educational empowerment of students from underrepresented groups, as well as their general preparedness and achievement in competitive tests; nonetheless, there have been some limitations and drawbacks in its efficient implementation. In light of the foregoing, the current study examines the functioning and performance of the central sector scheme and proposes a roadmap for the scheme's effective operation and achievement of intended goals.*

INTRODUCTION

People's well-being is clearly the ultimate goal of all a country's development endeavours, and the basic aim of human endeavour is to seek a better quality of life. Only through enhancing the living standards of individuals on the margins and in the countryside can citizens' quality of life be effectively improved. In order to achieve this goal, social empowerment is critical. The democratic institution provides a solid framework for balancing social and economic goals. As a result, there are many potential for synergizing economic development programmes within a broad democratic framework to assist attain a higher quality of life in the shortest period possible. India, the world's largest democracy, promises to provide equal opportunity to all of its residents. Discrimination on the basis of religion, ethnicity, caste, sex, or place of birth is prohibited by the country's supreme legislation. Minorities' interests are protected under the Constitution. However, the results have been less than encouraging. The plight of a large number of individuals, including minorities, is inexcusable. Economic development's 'trickle down' effect has not functioned as expected, and the advantages of prosperity have not reached all segments of society equally.

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The Indian social structure is highly stratified. This segmentation has resulted in stark disparities between social groupings. This long-standing social stratification is the product of the existing caste system, which has isolated Dalits (SCs, STs, and OBCs) from the rest of society to the point where they have been denied even the most fundamental human needs and rights. The caste system has built and maintained an uneven opportunity framework, which is diametrically opposed to the egalitarian principles that underpin modern democratic societies. Worse, it exacerbates and perpetuates the disadvantaged groups' suffering and slavery by restricting their access to developmental advantages. Importantly, the SCs were relegated to the lowest rungs of the caste hierarchy, with no opportunity for upward mobility. Furthermore, religious injunctions limit even the meagre resistance options available. The Ministry of Social Justice and Empowerment of the Indian government has launched a Central Sector Coaching and Allied Services scheme for students preparing for competitive examinations in order to empower weaker sectors such as Scheduled Castes and OBCs. The initiative is being implemented by the Ministry in collaboration with NGOs, universities, colleges, and other intellectual institutions. Given the large socioeconomic disparities between SCs and the rest of the population, there is a perceived need to develop a new intervention approach including government, public, and private partners to close the gap within a set time frame. This theme issue requires the creation of a blueprint. Various academic institutes have conducted numerous studies and research surveys to reflect the situation of the scheduled caste in India. These studies are usually carried out at a macro level, but there is a scarcity of empirical data, literature, and research that may be used for micro-level analysis and assessing the impact of programmes and policies on the condition of scheduled castes in India. In light of this, the proposed study aims to investigate the operation and effectiveness of the Schedule Castes and Backward Classes Free Coaching and Allied Services Scheme.

REVIEW OF LITERATURE

It is imperative to expand our territory's educational foundation, but we must also ensure that the education provided is of good quality. Only a few privileged institutions, such as IITs, IIMs, IISc, and Central Universities, can accomplish this (Powar,1998). Liberalization of rules and procedures for establishing private for profit very expensive schools that offer certificates and qualifications of foreign countries; schools that provide facilities such as air conditioned classrooms, buses, and hostels; franchising of school education; the increase in the number of Indian students going abroad for higher education Diversity and hierarchy characterise Indian society. The Indian Constitution recognised caste and tribe as key markers of backwardness, and established a policy of positive discrimination in public sector education and employment in favour of individuals belonging to the Scheduled Castes/Dalits and Scheduled Tribes/Adivasis categories (Chanana, 1993). Women's studies have focused on the clustering of women in specific topics and their occupational segregation later in life (Sharpe, 1970, Deem, 1978; Wolpe, 1978). One of the major problems has been the imbalance in arts vs science at the school level, with girls enrolling in science disciplines at a far lower rate than

boys. They prefer to congregate in disciplines like arts, humanities, and social sciences, which aren't immediately tied to jobs (Chanana, 2000). Social scientists argued that these disparities in subjects needed to be addressed in order to eliminate inequality (Kelly, 1981; Hading, 1986; Whyte, 1986). The notion is that women from the upper and middle classes' topic choices are linked to their socialisation as well as their future societal duties, including their reproductive roles. Women from low-income families have not been targeted as those for whom education has production value.

Various academic institutes have conducted numerous studies and research surveys to reflect the situation of the scheduled caste in India. These studies are usually carried out at a macro level, but there is a scarcity of empirical data, literature, and research that may be used for micro-level analysis and assessing the impact of programmes and policies on the condition of scheduled castes in India. In their study on the socioeconomic growth of scheduled castes in India, Singh and Malik (2001) criticised the low position of scheduled castes. According to them, the scheduled castes in the country are the economically, socially, and culturally disadvantaged portions of society, as a result of neglect and denial of advantages that should have been provided to them. Despite over four and a half decades of planned development, constitutional provisions, and agreed policy priorities, the development effort for scheduled castes has been too limited to have a significant impact on their socio-economic status. As a result, the majority of them remain impoverished and suffer from various ailments. They carried out a SCP research in Haryana to evaluate the impact of various programmes for the development of scheduled castes in the state. Pathak (2002) imagined the present socio-economic situations of scheduled castes in terms of their economic activities, occupational patterns, and source of subsistence in his study on the Special Component Plan in Uttar Pradesh. The research outlined the mechanisms by which the Special Component Plan has operated in Uttar Pradesh, including an examination of the numerous activities for which members of scheduled caste communities receive financial assistance. He stated that there are numerous challenges in implementing SCP. In his study on surplus land allocation and its impact on the socio-economic situation of scheduled castes in Uttar Pradesh, Singh (2001) addressed the concerns of backwardness, poverty, indebtedness, and poverty alleviation programmes for scheduled castes in Uttar Pradesh. He stated that while the surplus land distribution scheme as a poverty alleviation scheme has undoubtedly contributed to improving the socio-economic status of scheduled castes, the benefits of land have not been realised due to poor land quality, inability to cultivate the land, and lack of institutional support. In his work Land Reforms and Rural Poverty: A Study of Surplus Land Distribution in Uttar Pradesh, Singh (2001) stated that poverty in rural regions is more complex and pronounced due to socioeconomic variables. In a large country like India, poverty eradication measures are ineffective and insufficient. As our experience reveals, government programmes aiming at poverty alleviation have failed to make a significant impact in poverty. Importantly, agriculture provides sustenance to a substantial portion of the rural people. However, land ownership has been recorded in favour of the wealthy, while Dalit and weaker parts of society's land holdings are disproportionately small and marginal, with a large proportion of

landlessness. Surplus land distribution as a rural poverty reduction scheme began in the state of Uttar Pradesh in 1975-76. It has improved the lives of rural impoverished people while simultaneously reducing their reliance on agricultural land. In his paper on Social Justice and Reservation Policy in Uttar Pradesh, Singh (1995) concluded that while the state has served as a nerve centre for Indian politics, the scheduled castes, scheduled tribes, and OBCs (roughly 60% of the population) continue to experience alienation, inferiority, and socio-economic status. Despite reservations in the government, public sector, and private sector, the share of SCs and OBCs in comparison to high castes has been found to be quite low. The ruling elite is still made up of higher castes, particularly Brahmins. Because economic and political growth are two of the most fundamental pillars of social justice, social justice will not be accomplished in the actual sense unless the poor are given their fair part in these areas. Singh (2001) claimed in his study on casteism and its implications for national integration that notwithstanding protective measures, Dalits continue to be stigmatised as inferior and have a low socioeconomic status. He believes that a variety of socioeconomic and legal measures are required to accelerate the general development of SCs, particularly the economically disadvantaged. In a country like India, social democracy must be secured in order for each caste, large and small, to participate equally in the decision-making process. Singh (2004) raised the topic of educational empowerment of SCs in his work A Study of The Functioning of Coaching and Allied Services Scheme under SC and ST Component in Tamil Nadu , he discussed the impact of educational development programmes on the educational development of SCs in the state. He also looked at how the coaching and allied services scheme for civil service aspirants from reserved castes worked. He bemoaned the scheme's low performance and restricted coverage. In his study Challenges Concerning Vulnerable Groups: Vision 2020, Saxena (2004) discussed demographic changes, the development process, new economic policy and its impact on SCs and STs, as well as other issues. According to him, the process of gaining education, economic diversification, economic progress, empowerment through involvement in political processes, and employment with the government has unavoidably resulted in the emergence of an elite class among the scheduled castes. In their study Advancement and Empowerment of India's Disadvantaged People, Bhuimali and Biswas (2004) found that scheduled castes and scheduled tribes are significantly behind the rest of the population in terms of literacy and educational development. Students from the scheduled caste have low enrolment rates. Some states have benefited from the post-matric scholarship scheme. The employment of scheduled castes and scheduled tribes in government services and public sector undertakings is not proportional to their population share. They went on to say that those who are disadvantaged cannot benefit from globalisation, liberalisation, or privatisation. They are, in reality, the hardest affected by the reform regime in terms of gaining work possibilities. In her paper Dalit Assertion And the Unfinished Demographic Revolution in Uttar Pradesh, Sudha Pai (2002) noted that the BSP's recent emergence has been one of the most significant events in the political and social landscape of Uttar Pradesh. Many praised it as a revolutionary movement aimed at ending the caste system and bringing about social change. However, the BSP has been unable to remove upper caste

elements and, in some cases, has made concessions to them. Its leaders are currently faced with a difficult choice. She looked at the BSP's emergence, ideology and programmes, mobilisation techniques, electoral success, and political relevance in the context of a significant wave of Dalit assertion in Uttar Pradesh. In his study on Dalit women in Uttar Pradesh, Singh (2000) focused on the socioeconomic situations of scheduled caste female sweepers and scavengers in municipal authorities. He bemoaned the state's inadequate treatment of scheduled caste women and the rehabilitation of SC female sweepers and scavengers. In his study on Scheduled Castes Development Programmes in India, Chetty (1991) claimed that the failure of the big industries model forced Indian planners to transition to a growth with social justice strategy, which necessitated programmes to reduce absolute poverty. In his research of the IRDP in Andhra Pradesh, Chetty discovered that the majority of scheduled castes in rural regions continue to work in low-status jobs and possess relatively little land. He discovered that the loan amount granted to this group was insufficient, and that some of the beneficiaries had tough time generating surplus revenue. He also called attention to the lack of programme follow-up and loan recovery. In their study on programmes for scheduled caste labourers, Laxhmaiah et al. (1995) looked at whether development benefits are reaching the targeted group and evaluated the performance of existing programmes. In his book Political Sociology of Dalit Assertion, Louis (2003) addressed caste discrimination, constitutional provisions, dalit identity, dalit discourse (in and after Durban), and Dalit assertion and emancipation. According to Louis, institutionalised discrimination and deprivation degraded Dalits and the oppressed to a state of lesser existence, where they exist solely for the benefit of the ruling caste and class. Not only have illiteracy, poverty, starvation, and ill health become the Dalits' lot in life, but they have also been reduced to resources, helpless, and worthless individuals. A volume on the Restoration of Human Rights and Dignity to Dalits was edited by Singh and Gadkar in 2004. Human rights issues were studied in the context of changes in the country's socioeconomic structure in this volume. It recounts the Dalits' ambitions and achievements throughout the last five decades of freedom while evaluating the crimes committed against them. The status of scavengers in several Indian states is also discussed in this book. It focuses on concerns surrounding the emancipation and rehabilitation of scavengers in various sections of the country. The package of macroeconomic policies recommends the disengagement of state intervention in the social sectors, according to Jog dand (2000) in his edited volume on New Economic Policy and Dalits. Evidence suggests that this has had negative consequences for marginalised groups. Papers on economic reforms and Dalits, as well as economic reforms and their impact on employment and status, were included in the anthology. Shah (2001) addressed problems like as caste system and economic equality, Dalit struggle, Dalit identity, political consciousness, and elected mobilisation of scheduled castes in his edited volume on Dalit Identity and Politics. One of the fundamental transformations in contemporary Indian society, according to Michael (1999) in his edited volume on Dalits in Modern India, has been the emergence of a new sense of identity among the Dalits. Singh (2015) has undoubtedly examined the performance and operation of Free Coaching for Minorities in 12 Indian states. He believes the plan

has a favourable impact on professional education and employment, but it also has administrative flaws. In eight Indian states, Singh (2013) analysed the performance of the Free Coaching Scheme for Scheduled Castes. He cited the scheme's low success rate and asked for its successful execution by carefully selecting coaching institutions and establishing benchmarks for monitoring the scheme's impact and performance. Beteille (2010) believes that university expansion in India began soon after independence. Universities' breadth and scope make it impossible for them to function as meaningfully as communities of scientists and scholars still believe they should. Although the new colleges and universities are producing a high number of graduates and doctorates, they have not been able to meet the expanding demand for university degrees. According to Beteille (2006), the focus of research in sociology and related social science disciplines has shifted from delayed to immediate returns. University social scientists frequently lament the lack of funding for social science research. This isn't completely accurate. There is more money for research now than there was 50 years ago, but the majority of it is for research that will yield rapid results. The funding agencies have shifted their focus to outcomes. Although the forms of research are preserved in terms of sample size, questionnaire design, and so on, the results are frequently inconsequential and lead to few new insights. Shils (1992) believes that university administrators compromise on a regular basis. To meet the needs of higher education, the connection between universities, government, and society must be explored. Shils (1997) defined the mass university as a university with more than 20,000 students and remarked that the mass university has attracted many young people whose primary, if not sole, goal is to get a degree and enter a remunerative career.

## OBJECTIVES AND RESEARCH METHODS

The present paper is based on a major research study carried out by Hi-Tech Institute of Information Technology , Ghaziabad, Uttar Pradesh under the auspices of Ministry of Social Justice and Empowerment , Government of India , New Delhi to examine the functioning and performance of central sector scheme and suggesting a roadmap for effective functioning of the scheme and achieving desired results. Present study is mainly empirical in nature and based on primary data. The Universe of the study covers 15 states, 36 Institutes imparting coaching for various competitive examinations and job oriented trainings, 1100 beneficiary students and 108 faculty members. Field survey was conducted in states of Andhra Pradesh & Tamil Nadu from South Zone, Punjab, Haryana & Delhi from North Zone, Uttar Pradesh & Madhya Pradesh from Central Zone, Maharashtra & Rajasthan from Western Zone and West Bengal, Jharkhand & Odissa from East Zone & Manipur, Assam & Tripura from North-East Zone   Primary data has been collected with the help of a set of structured interview schedules for coaching institutions, beneficiary students, faculty members and other concerned officials. The focus of the paper is on Coaching Centres only .

DISCUSSION OF RESULTS

The performance of the Free Coaching Scheme may be measured in terms of success

rates against the enrollments of students. In this part of the report, an attempt has been made to analyze the success rates against enrolments of students in various courses in coaching institutions in selected states. Overall, 2859 students were enrolled in different courses by the selected coaching institutions in selected states. Out of enrolled students, more than 3/4th students were found enrolled in Finishing Courses or Job Oriented Courses. This was found more pronouncing in Tripura, Manipur, Assam, Odisha, Jharkhand, West Bengal and Tamil Nadu as all the students were found enrolled in these courses. About 9 per cent students were found enrolled in Entrance Examinations for Engineering, Medical and Professional courses while about 5 per cent students were found enrolled in Officer's Grade Examination. Thus, enrollment of students in higher courses of competitive examinations was found low. Enrollment of students in Group A and B examination conducted by UPSC / SSC / RRB was found significant in the state of Delhi followed by Andhra Pradesh and Punjab while enrolment of students in Group A and B examinations conducted by State PSCs was reported only in Maharashtra. Out of total enrolled students, more than 2/3rd students were found belonging to Scheduled Caste while about 1/3rd students were from backward communities. The proportion of Scheduled Caste students was found higher in higher courses of competitive examinations while proportion of OBC students was recorded high in Entrance Examinations for Engineering, Medical and Professional courses as well as Officer's Grade Examination conducted by banks, insurance companies and PSUs. As per survey of coaching institutions, success rate against the total enrolment of students has been analyzed. Out of total enrolled students, about 73 per cent students got success (Chart 1) . This was recorded significantly high in Tripura, Odisha, Tamil Nadu, Manipur, Assam and West Bengal. The success rate was recorded significantly high in finished courses or job oriented courses as against other courses. Success rate in such courses was recorded high in Tripura, Odisha, Jharkhand, Uttar Pradesh, Rajasthan, Madhya Pradesh, Tamil Nadu and Manipur. Success rate was recorded low in Group A and B examinations conducted by UPSC / SSC / RRB (Prelim).

Chart 1: State-wise **Success Rate against Total Enrolment**
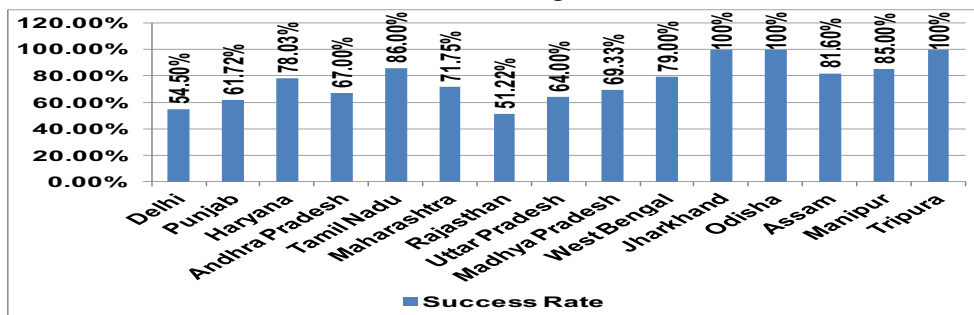
About 2/5th students get success in the entrance examinations (IIT, AIEEE, AIPMT, CAT, MAT and CLAT). This was found more pronouncing in Haryana (62 per cent) followed by Maharashtra (60 per cent). About 38 per cent students get success in Officer's

Grade Examination (Chart 2) . This was recorded significantly high in Maharashtra (94 per cent).

Chart 2 :Course-wise Success Rate Against Enrolment of Students
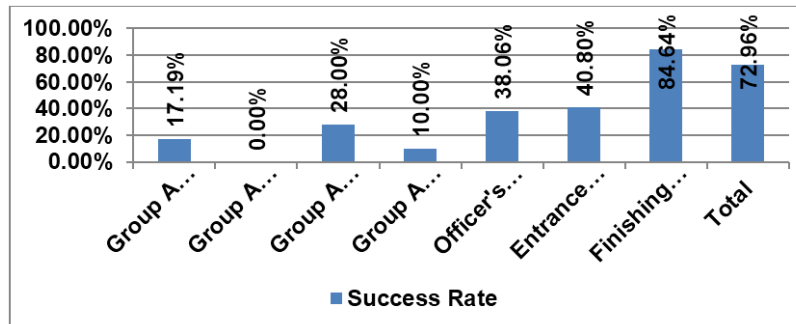
The success rate among Scheduled Caste and OBC students was reported more or less same. However, success rate among the social groups has variations across the various courses. Success rate among the Scheduled Caste students was recorded high in Finishing Courses / Job Oriented Courses, Entrance Examination for Engineering, Medical and Professional Courses as against OBC students. The success rate among the OBC students was recorded comparatively higher in Group A and B Examinations conducted by UPSC / SSC / RRB and Group A and B examinations conducted by State PSCs (Chart3) .

Chart 3: Social Class-wise Success Rate Against Total Enrolment
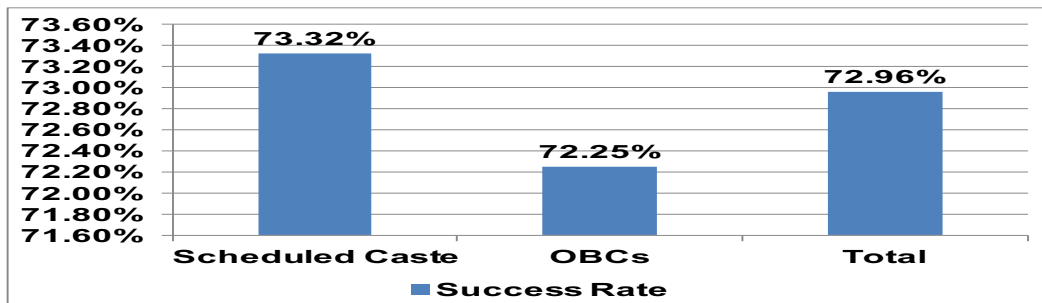
The success rate among male students was recorded significantly high as against female students. Success rate among female students was recorded 57.85 per cent as against the success rate of 76.66 per cent among the male students. Success rate among male students was recorded high in Finishing Courses / Job Oriented Courses (88.14 per cent) as against female students (68.81 per cent). Success rate among male students was also recorded high in Entrance Examination for Engineering, Medical and Professional Courses as well as Group A and B Examinations (Chart 4) .

*Chart 4: Gender-wise Success Rate Against Total Enrolment*
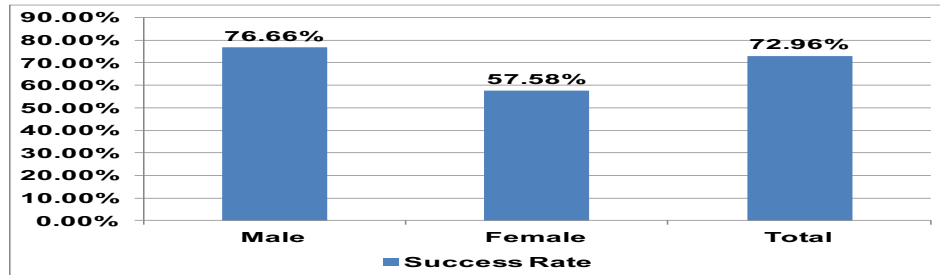
Overall success rate was reported to be 75.91 per cent. This was recorded high Haryana (90.67 per cent) followed by Manipur (87.5 per cent), Maharashtra (84.57 per cent), Assam (82.35 per cent), Tamil Nadu (76.92 per cent) and Madhya Pradesh (76.19 per cent). Success rate was recorded significantly high in Finishing Courses or Job Oriented Courses as against other courses. This was recorded more pronouncing in Madhya Pradesh (92.59 per cent) followed by Haryana (92.31 per cent), Maharashtra (89.89 per cent), Manipur (87.5 per cent) and Jharkhand (86.67 per cent). More than 3/4th students get success in Officer's Grade Examinations. This was found more pronouncing in Maharashtra followed by Madhya Pradesh and Rajasthan. About 2/3rd students get success in Group and B Examinations conducted by UPSC / SSC / RRBs (Main). This was reported in Andhra Pradesh (Chart 5) .

Chart 5: State-wise Success Rate Against Enrolment of Students in Various Courses
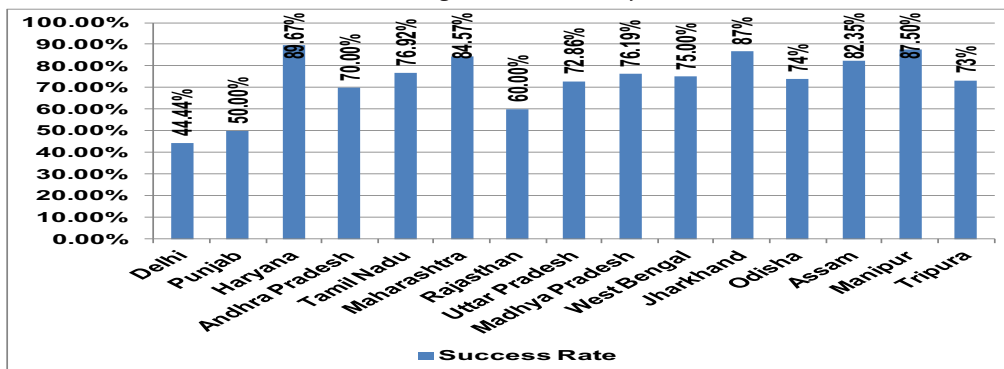
Success rate was recorded slightly higher among the students from urban and semi-urban areas while it was found low among the students coming from metropolitan cities. Again, success rate was recorded much higher in Group A and B Examinations conducted by UPSC / SSC / RRB (Prelim) among the students coming from metropolitan cities against students from rural areas. However, success rate was recorded higher among the students from rural areas enrolled in Officer's Grade Examination, Entrance Examination, Group A and B Examinations conducted State PSCs (Prelim) and Main exams (Chart 6).

Chart 6:Ecological Background-wise Distribution of Success Rate Against Enrolment
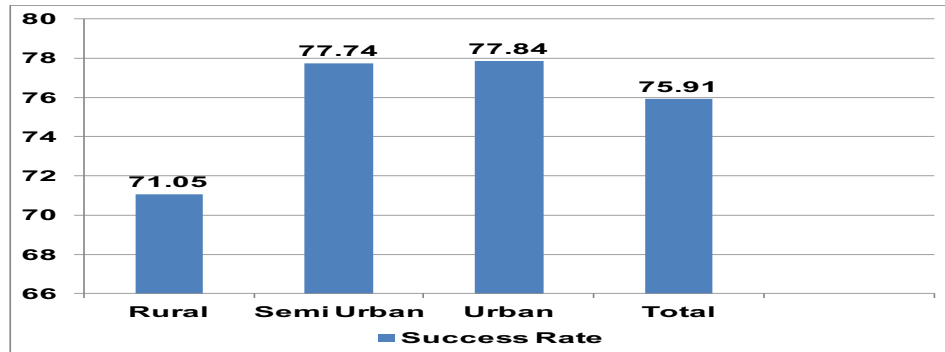
Overall analysis demonstrates that most of the students were enrolled for lower courses. This is because of the fact that the scheme has also included Finishing Courses or Job Oriented Courses. More than 3/4th students were found enrolled in Finishing Courses or Job Oriented Courses. In some of the states, coaching institutions have enrolled students under this course only. Delhi, Punjab, Andhra Pradesh and Maharashtra enrolled students for higher courses of competitive examinations. Out of total enrolled students in coaching centres, more than 2/3rd students were from Scheduled Caste communities and most of them were male students. The enrolment of surveyed students also simply demonstrates that they were mainly enrolled for Finishing Courses or Job Oriented Courses and lower competitive examinations. However, a higher proportion of female students were found enrolled in higher courses of competitive examinations. The success rate also demonstrates that slightly less than 3/4th students get success. This is because of the fact that success rate for the Finishing Courses or Job Oriented Courses was found significantly much higher. The success rate for higher courses was found low. Success rate was recorded slightly higher among Scheduled Caste students as compared to OBC students. Success rate as per survey of beneficiary students was also reported significantly high. However, success rate for Finishing Courses or Job Oriented courses was found higher as compared to other courses. Success rate among female students as compared to male students was recorded slightly higher. Success rate among the students coming from urban and semi-urban areas was found higher as compared to the students coming from rural areas.

Effectiveness of coaching was assessed with the help of feedback on eighteen (18) aspects consisting of Environment, Helpful in Awareness of Trend, Access to Online Reference Material, Sharing of Information about career Opportunities, content and relevance of coaching, domain of training, opportunity to implement knowledge, suggestions provided, bringing out change in behavior, or in technique, support in maintaining contact, meeting expectations, motivation, increase in knowledge, information about career opportunities. Kindly see Table 17 .Based on grading on each aspect from 1 to 5 as above the overall effectiveness has been examined. It has been found that the overall grading is above "Very Good" taken together for all aspects. The aspects which have been given much higher level of appreciation include Environment

of Coaching, Awareness of trend, Satisfaction about Content of Training, Satisfaction on domain, increase in knowledge, help in career, help in motivation, for which the grade of feedback was much higher than Very Good. On some other aspects the feedback was just above Very Good, which include change in behavior, relevance of training, and opportunity to implement knowledge. However on some aspect the feedback was quite below "Very Good Mark" which includes access to reference material, sharing information on career opportunities, availability of information on career opportunities in the coaching centre, and maintaining contact with the institution. It is therefore recommended that special emphasis may be laid in future courses on these aspects for more effectiveness of the coaching courses.

The feedback was taken on eighteen aspects including, Location, Adequacy of Infrastructure, Quality of Infrastructure services, Adequacy of Basic Amenities, Adequacy of stock in Library, Quality of Stock in Library, Qualification & Experience of Faculty, Teaching aids, Behaviour of faculty, Duration of Library Services, Organization of Guest Lectures, Quality of Reading Material, Efforts for Placement, Placement Rate, Availability of information about Career Opportunities, Availability of Public Conveyance, Availability of Hostel Facilities. Based on the overall grading on all aspects together it can be stated that Slightly over "Very Good" grade was reported. Aspect-wise, it may be stated that Quality of Trainer, Environment of Training, and Infrastructure Available received much higher than "Very Good" score. Besides Infrastructure Quality, Teaching Aids, Placement Efforts, and Reading Material Quality were also graded significantly higher than "Very Good" On the other hand the most lowly graded aspects were Stocks in Library, Duration of Library Services and information on career opportunities. The remaining aspects were graded overall just about equal to "Very Good". It can therefore be stated that Overall most of the aspects were well covered and Grading is about Very Good w.r.t. rating of training centres. However on some aspects, e.g. library stock and its duration of services, information on career opportunities, and more emphasis may be placed for improvement in quality and standard of training centres for future training courses (5.13).

The above analysis simply demonstrates that infrastructure in the coaching institutions is somewhat adequate. The amenities and facilities in the coaching institutions were also reported to be somewhat adequate. However, there is vast scope for improvement in infrastructure and amenities for the students in order to ensure quality of learning and teaching.

SUGGESTIONS

- Minority students registered in various coaching institutions would be provided with proper and enough hostel amenities. Enrolled students should have access to a proper and consistent meal service, as well as a library with a diverse collection of books, journals, and other periodicals. Students should have access to the internet at the library and computer centre so that they can download quality resource books from numerous websites and digital libraries.

- Funding for combined classes such as SCs, STs, OBCs, and Minorities may be offered to coaching institutions. This will necessitate special provisions for releasing cash, and resources from the Ministries of Tribal Affairs, Minority Affairs, and Social Justice and Empowerment will be pooled. Furthermore, such institutions may seek the state government for assistance in maintaining coaching facilities. As a result, combined courses will give SC, ST, OBC, and Minority pupils an equal chance to integrate with kids from other castes and classes. Coaching institutes should be allowed to accept non-reserved category students on a professional basis so that they can engage quality teachers, enhance teaching methods, expand library stock, and improve infrastructural facilities.

- Funds should be supplied to coaching institutions on a timely basis; however, the Central Government may consider the recommendations of state officials when releasing the second installment. The quality of coaching and other services may suffer as a result of the delay in providing the second installment of coaching centres.

- Coaching institutes should be allowed to diversify their programmes, with civil services, province civil services, state level entrance examinations, and other topics included. Importantly, coaching for civil services and provincial civil services may begin at the state level, whereas such programmes may be inhibited from beginning in backward districts due to a lack of qualified instructors. Other competitive tests coaching, on the other hand, may be supplied to such centres. Again, coaching centres should make quality teaching available through contract classes and capsule classes taught by renounced faculty members who can take a succession of schedules in the centre at once.

- Universities and well-established institutes of learning, education, and research, as well as non-governmental organizations (NGOs), may be encouraged to open coaching institutions because they have a large number of experienced, qualified, and competent faculty, as well as well-equipped and enriched libraries, hostels, and other infrastructural facilities.

- Coaching institutes should hire core faculty and improve their libraries. It is also suggested that photo state versions of high-priced, high-quality, and rare books be arranged by issuing such volumes from well-known libraries and preserved at institutions for student consultation.

- Accountability should be enforced in terms of the various programmes' success rates. Professional institutions with the necessary facilities should be given priority.

- It is proposed that each coaching institution appoint a Knowledge Manager/Information Officer on a contract basis, with the responsibility of developing quality resource literature for various competitive examinations through internet searches, consulting books, periodicals, and journals, as well as translating into vernacular languages for easy comprehension of the enrolled students.

- Performance indicators for assessing the overall success of coaching institutions should be developed, and government assistance for those coaching centres that do not meet the minimum qualifying marks in terms of success rate should be discontinued. Furthermore, coaching institutions should insist on students enrolling for certain examinations exclusively, and enrolled students should be prohibited from taking many competitive examinations because it interferes with their concentrate on one exam.

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