

## Privatisation of Primary Education in India: A Perspective from Semi-urban Localities

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**Abstract:** The idea of privatization has been deciphered and converted into instructive practice from various perspectives and the structures that privatization goes up against various levels of training shifts crosswise over frameworks. The fast ascent sought after for instruction around the globe, and a relatively all-inclusive responsibility by governments to guarantee Basic education for every child, an instructive framework that is subsidized solely through people in general satchel is not any more a practical alternative. There is a steady thought around private schooling, eminently revenue driven instruction, prompting the commercialization of The education sector despite the way that it is perceived as an open decent. Without a doubt, entanglements of moderateness and access have never-endingly, distressed. The school education system in India. Notwithstanding the unbounded research on privatization of instruction, extremely minor research centered to comprehend the observations and the effect of private tutoring at semi-urban level where the greater part of them originate from country regions. Given this unique situation, this present paper fundamentally offers how privatization of instruction impact the general population from semi-urban and rustic zones where the standard of the families under less pay have advance ramifications on education. It tries to explore what are the real thought processes to pick private tutoring either as 'volunteer' or 'upheld' decision, regardless of different inconveniences in numerous viewpoints. The paper likewise discovers that since education can never again be only upheld and conveyed by the express, the enquiry is less about regardless of whether a private commitment in instruction is respectable, however more about the greatness to which the private performing artists ought to be synchronized by the state, how this ought to be, and to what end.

**Keywords:** Primary Education, Privatisation, Quality concerns, Cost-effective and State Role.

### INTRODUCTION

The 21st century has seen that administrations over the world embrace the commitment of tutoring as an all-inclusive, widely giving fundamental right. As needs be, all nations, for the most part, on the planet have embraced the UN Tradition on the Privileges of the Youngster, pronouncing, "States perceive the privilege of the kid to training and they should, specifically, make essential instruction obligatory and allowed to all" [1]. In identify with the significance of training, Aristotle, who was the prestigious logician once expected 'a socialized society is one where great individuals turn out to be great natives' [2]. It additionally lay accentuation on the sole motivation behind training to people and it as a state obligation to accommodate every one of its kids. In a cultivated society, each companion assumes the subsequence to be upgraded in extremely aspects and the part of schools, for this reason for existing, is principal. Truth be told, the diligence of instruction is to yield individuals who are strong intensely, really and mentally as well as versatile in beguile. They ought to have the capacity to

confront numerous circumstances with certainty. In another sense, schools randomly of whether it is controlled by either government or private are the focuses of formal training. Consequently, they have the feeling of obligation to acknowledge to it that the imminent natives of this incredible nation are given the best of the care to change them into great and profitable residents. The idea of instruction is, for an individual, the confirmation of discharging their natural planned. In fact, training, for government, is the critical to continuance and achievement. In the entire educational framework, the best and the most basic piece of the adolescence are spent in essential instruction. As a truth, the essential instruction is base for the advancement of educational framework in any nation.

In case of India, the future of the nation is not being scripted in boardrooms or industrial foliage. And the nation indicators of in the near future success are not GDP or the mounting stock markets. But India's future is besieged in its classrooms, covering behind and on the edge of dropping out. With this objective, it

has been realized by the nation that there is a need to democratize education in order to secure India's future. If we look into the past, Mahatma Gandhi, in 1931, mocked the indication that India might have universal primary education 'inside of a century' [3]. To contradict to this, since 1980 the share of Indian teenagers who have had no schooling has dropped from about half to less than once in every ten. That is a big, if deferred, success for the country with more school-age children, which accounts 260 million [4]. The cause for this circumstance is that India's first designated leaders afterward independence expanded this system by pouring money into top-notch colleges to supply engineers to state-owned industries. By contrast, Asian tigers such as South Korea and Taiwan focused on school education system. However, India has made an attempt by late to help the children those left out of school. As a result, spending on schools increased by about 80 per cent in 2011-15. Besides, the literacy rate has climbed from 52 percent in 1991 to 74 per cent in 2011. The government came up with numerous initiatives to ensure every child to be in school. These initiatives include free school lunches which is one of the world's largest nutrition schemes with the aim of helping millions of pupils who might otherwise be too hungry to learn.

#### **Futile Pampered Pedagogues and Primary Education**

Then again, there are different difficulties which are in charge of the pitiful state of essential instruction in India. The most stressing test to the radiance of an essential training framework in India is nature of instruction of the students. Since the nature of schools stays as an embarrassment because of different reasons, for example, numerous educators are just not capable thus. As far back as 2011, when the administration presented a test for yearning educators, upwards of 99 for each penny of candidates have flopped every year [5]. While syllabuses are over-eager remains of a period when just a chosen few went to class. Since students mechanically climb every year, instructors don't stress to affirm that they comprehend their lessons over tremendous educators association which, as a result, are ensured situations in some state lawmaking bodies and it exacerbates the situation. Moreover, educators' compensations, at show high, have dramatically increased in the course of the last two rounds of pay interviews a few instructors, having paid fixes to be enlisted in any case, regard the activity as a simple ride, a quarter play truant every day. Despite considerable engrossment on admittance to schooling, the dropout rates and low levels of learning continue defies for both the state and central governments. In many ways schools are not equipped to handle the full population that include there is a teacher shortage of 689,000 teachers in primary school, only 53 percent of schools have functional girl's toilets and 74 percent have access to drinking water [6]. Additionally, the quality of learning is a major issue and reports show

that children are not achieving class-appropriate learning levels. According to Pratham Annual Status of Education 2013 report, close to 78 percent of children in Standard III and about 50 percent of children in Standard V cannot yet read Standard II texts [7]. Arithmetic is also a cause for concern as only 26 percent students in Standard V can do division problem. At right now, the India has the biggest understudy populace on the planet more than 230 million and low education rate is a noteworthy test and required prompt consideration [8]. Likewise, there is a short supply of instructed labor which is employable, then again Administration of India (GOI) substances to ensure rudimentary training to each kid between the ages of 6 to 14 years, and esteem included advanced education additionally, which necessities to upsurge permission to training and advance the prominence of training. In the satisfied of the present moving social and financial point of view of the nation, the most recent worldview change in the Indian economy and political perspective has gone to the demand of private organization as to address the difficulties. Actually, the pattern has moved to the commercialization of instruction. Accordingly, the possibility of Privatization of school instruction has gotten both positive and negative counter from random groups of the country with complex thought processes.

#### **Privatisation and School Education**

In this unique circumstance, the procedures of globalization have added to the developing notoriety of privatization. These procedures are progressively influencing the political elements and arrangement needs of country states, even as these are verbalized and redirected through their nearby particulars. While this method of reasoning has turned out to be comprehensively prevailing, privatization strategies in view of market standards have not prompted an indistinguishable arrangement of practices. Irrefutably, the neoliberal soundness has offered ascend to different types of privatization. As per Tilak, the term 'privatization' encompassed by equivocalness on account of the distinctive implications it has in connection to the wellsprings of financing and how much both open and private parts inside a similar national framework [9]. Tilak, further, orders the wonder of the privatization of training in view of different kinds: from an extraordinary type of privatization, where instruction is viewed as a business and benefits are made by private organizations; to pseudo privatization, which incorporates establishments oversaw completely secretly, yet financed for the most part by the administration. Some of these privatization activities are little and neighborhood, yet a more substantive part of the privatization of instruction is the ascent of a worldwide training industry. These incorporate revenue driven associations setting up schools. Further, it demonstrates that how the privatization motivation has now turned out to be installed inside the worldwide training space.

As all around driving as privatization in training has moved toward becoming, it is a thought that has been deciphered and converted into instructive practice from numerous points of view. The structures that privatization takes at various levels of instruction shift crosswise over instructive frameworks, as do the justifications used to legitimize them. Likewise challenged is the issue of the degree to which open financing should supplement private venture. Thusly, discusses encompassing privatization, its appropriateness to and allure in training, have been both far reaching and extreme. Through the world, the pattern of enabling private on-screen characters to wind up dynamic players in the advancement and conveyance of social projects is developing marvels which are eluded as privatization. To have an exact comprehension, the privatization procedure includes the 'exchange of advantages, administration, capacities or obligations which were, prior, possessed by the state under the control of private performing artists [10]. In a more noteworthy setting, privatization is regularly proposed as a method for decreasing the dependence on governments in the arrangement of administrations with two reasons: to begin with, the legislature is not any more ready to meet the cost of administrations and second is that the legislatures are ideological sense of duty regarding limit the administration part in conveying administrations [11]. For the most part, these two contemplations frequently assume an overwhelming part for the privatization of instruction. In any case, the private division has dependably been associated with training, with family, religious establishments and generous association assuming a critical part in its subsidizing and administration.

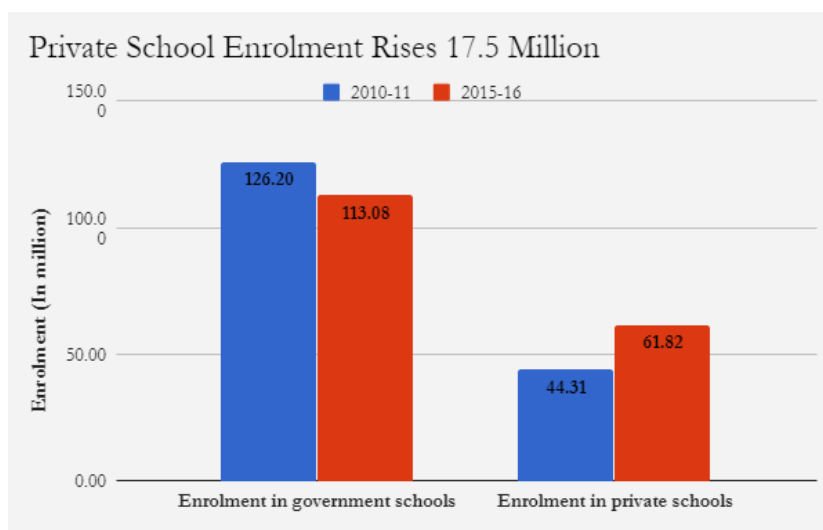
### **Progression of Private Sector in School Education**

Privatization of school training has extended its significance in the contemporary years and is now and then seen as a peaceful upset occurring in India. The extent and effort of the private part in the field of school training have been noteworthy. It began picking up force in the 1990s with the take-off of advancement arrangement, however tuition based schools have existed ideal from autonomy in a negligible scale. Normally, the spread of tuition based schools is, frequently, seen by numerous as a response to the different deficiencies of government schools. In various writing that managed the issue of privatization of instruction portrayed the state supported schools. As examined before, the scholarly proof demonstrates that there is a rising parental interest for private tutoring because of decrease in the nature of the administration educational system [12]. The reasons referred to were complex that incorporates absence of responsibility of educators, poor physical offices, deficiency of instructors, high instructor student apportion, et cetera. Nonetheless, non-public schools are likewise condemned by researchers on different grounds. The regularly referred to feedback leveled against tuition based schools is that they take into account the

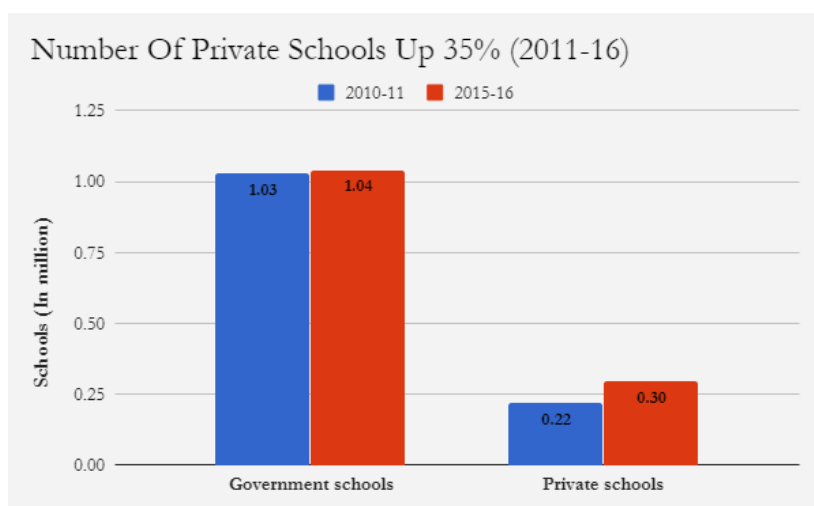
requirements of the elites, upper standings, young men, and are kept to urban territories. As Tilak [9] contended that unaided tuition based schools do give some money related alleviation, yet at colossal monetary and social cost and the unfavorable impacts incorporate complementing dualism, elitism and class imbalances. What's more, few examinations detailed that there are issues of access and quality in non-public schools [13]. These schools are not available crosswise over financial gatherings, and therefore tuition based school instruction is viewed as a grown-up toy. It is likewise contended that the concurrence of these two parallel schools guarantees that offspring of the happier are isolated ahead of schedule from the offspring of poor people [14].

Between 2010-11 and 2015-16, understudy enrolment in government schools crosswise over 20 Indian states fell by 13 million, while tuition based schools gained 17.5 million new understudies, as indicated by another investigation that offers bits of knowledge into India's government funded school training emergency. As it is apparent that a normal enrolment in government schools crumbled from 122 to 108 understudies for every school in five years while the enrolment ascended from 202 to 208 [15]. Shockingly, the educators in government schools are paid, overall, compensation four times higher contrast and those in China [15]. Regardless of having this photo, there are, yet, around 65 percent of all school-going kids in 20 states which tallies about 113million, keep on getting their training from government schools [12]. There have been sharp endeavors to comprehend the reasons that kids or their folks' choice out of India's administration schools, which instruct poor people and most defenseless understudies until the age of 14 for nothing and moving to expense charging private foundations in such expansive numbers. As indicated by DISE information, the reason followed that this understudy relocation to the conviction among guardians that tuition based schools offer better an incentive for cash and preferred educating over government schools. Various assessments subsequent to controlling for understudies' home foundations demonstrate that 'youngsters' learning levels in tuition based schools are no more awful than, and in numerous investigations superior to, those in government schools [15]. Notwithstanding expansive spending (almost 1.16 lakh centers) on Sarva Shiksha Abhiyan (SSA), the nature of learning declined in the vicinity of 2009 and 2014 [16]. Short of what one out of five grade teachers in India are prepared and a large portion of Indians feel that 'better condition for learning' as a main consideration for choice for non-public schools [17]. In any case, the inclination for non-public school training and the distinctions in learning results of private and government schools fluctuate between states. For example, in 2015-16, in UP, more than 50 for each penny of kids considered in tuition based schools, while

in Bihar; fewer than 4 percent of youngsters went to non-public schools [12].



**Chart 4.1: The Rise of Private School Enrolment**  
Source: District Information System for Education data, 2015-16.



**Chart 4.2: Growth of Private Schools (2011-16)**  
Source: District Information System for Education data, 2015-16.

In the supply-demand framework, the level of child schooling in a region or state depend upon supply and demand factors with respect to schooling. In other words, one may say, the phenomenon of educational deprivation of children arises out of lack of or inadequate demand for and inadequate supply of schooling. Demand, in general, arises out of willingness and affordability and these in turn depend upon the perceived values of education and costs of schooling, both direct and indirect [18]. The socio-economic conditions at the household level and its location are of paramount importance in raising demand for child schooling [19]. As regards to supply of schooling, it may be seen in terms of availability of and access to and the quality of schooling. However, both the demand and supply of schooling are a necessary but not sufficient condition individually for increasing the levels of schooling. In the welfare state context, the state is the

prime mover in the provision of schooling facilities while addressing the socio-economic differences in a society and thereby affordability. In the market economy, supply of schooling depends upon demand, which in turn involved with affordability. In general, the state provided public schools are the main source of schooling facility for many; especially the poor and the market based private schools are a source for those who are affordable. However, the increasing perceived value of education, especially quality education raised the demand for private schooling due to perceived low quality of education in public schools when compared with private ones. The poor quality of public schools has created preferences for private schools even among the poor parents, wherein now the choice is either to send the child to private schools or no schooling at all. This trend has severe implications for the poor,

particularly it relates to the burden of private expenditure on education.

### **Background of the Study**

As of late, the Andhra Pradesh government move to close around 6000 government, including 3778 grade schools under the justify framework has pulled in enormous feedback from understudy and appropriate to instruction (RTE) activists [14]. The contention emerged that the fall in enlistment can't be motivation to close schools. It is the administration's obligation to keep the enlistment up. In Chittoor Locale, the training division has chosen to shut down 105 of the 3771 government schools [17]. Where the activists requested that the administration not just revive every one of the schools that were shut, however open some more schools to give access to instruction to offspring of the denied segments. In the event that the legislature picked the easy method for shutting schools without enhancing them, number of schools would be arranged for conclusion consistently on the affection that there were insufficient understudies and educators. The new government rules, notwithstanding, may turn out to be a dampener the fantasies of thousands of youngsters in keeping tutoring in light of the fact that the administration choice to close a great many schools with the move of 'think'. In spite of the present investigation makes an endeavor to comprehend different viewpoints from the respondents, it, to a great extent, accentuated to comprehend the angles which are very impacted the guardians to pick private tutoring as decision to the youngsters.

### **Technique of the Investigation**

Since Chittoor is one of the locale with high development of non-public schools and the quantity of government funded schools close down with the procedure of 'defense', the present investigation has picked two Mandal central command (Semi-urban): Pakala and Chandragiri, with the end goal of field think about. For more enhanced comprehension of the respondents, the exploration has picked two schools in each Mandal. To embrace the destinations of the investigation, as assigned over, the examination has utilized elucidating and diagnostic strategies. Generally, the examination utilized both auxiliary and essential information. If there should be an occurrence of optional information, the investigation depended on books, articles in refereed diaries, reports and archives of various branches of government and non-legislative associations and daily papers. For essential information, a field work was done by utilizing quantitative information gathering strategy. The specialist depends on that a quantitative report offers adequate degree to go into all viewpoints the respondents. The investigation incorporates a study of 100 (50 in each Mandal), through a definite poll. It finds that all respondents (guardians of the kids) situated in a few towns close to the school. The scientist utilized an assortment of systems to access the respondents. The

examination took after consistency in dispersing the example estimate among each bunch. To the extent the respondents were concerned; the survey was taken up by the guardians within the sight of their youngsters to know broad perspectives. Further, the specialist stratified the aggregate example structure into two sub-bunches by utilizing sexual orientation as a variable. With the end goal of information Gathering, the field contemplate was done at two levels. In the primary stage, the pilot study was directed in April 2015 in the chosen mandals of the area. The pilot study helped the researcher to build up an approach in gathering the information identified with various components that impact youngsters and their folks. At the second level, the essential field contemplate was led amid September to December 2016. The investigation utilized diverse strategies to gather information, for example, appropriation of survey to get information from the respondents.

### **Field Data Analysis and Discussion**

Based on the perceptions from the respondents through questionnaire, the study analyses and discussed them in very descriptive method. Despite, the respondents given diverse responses for various question raised by the researcher, only significant propositions taken into account for detailed discuss. There are '*five propositions*' which are highlighted in the study and they are here:

### **Computer Education**

In the modern era of globalization, computer education is schools playing an important role in student's career development. Being in a technology driven society, it is believed that computer education is the most powerful device that students can use to learn new skills and more advanced version of current lessons. From this perspective, schools are around the globe teaching student's basics of computers and internet. Moreover, the parents want their kids to be intelligent and creative. Mostly, the parents do not want to see their kids do not know about computers when others kids know very well. As the study also found that the respondents (86 per cent) expressed the computer education is one of the key reasons for choosing private schools. Surprisingly, 23 per cent of the respondents who expressed computer education as reasons to send their children to private schools, are illiterates. It shows that computer education has the larger impact on parents in choosing the private schooling where it missed in public schools. As a result, parents want to send their kids to schools where the highest level of education and schools have enough infrastructures such as computers in schools. That is why specifically private schools are leading in education and taking a higher fee because of the importance of computer education. It also indicates that the parents believe computers and the internet not only help students to explore creativity and imagination but also help to understand technologies. Most of the respondents (86



per cent) felt that computer education is one of the most important subject if you compare with current technological updates and demands of computer knowledge in various governed and private sector jobs. While the public schools are in a position of inability to utilize computers, which is donated by the corporate companies under Corporate Social Responsibility (CSR) due lack of awareness on computers.

### **English Medium**

The private schooling in India has shown that in recent years there has been a rapid migration of students towards private schools, deserting state schools for the perceived benefits of private school education. It is also witnessed that the number of private schools increased by over four times the number of state schools and the actual number of students in state schools decreased by 11.1 million students between 2010-16 [20]. In contrast, the number of students enrolling in private schools increased by 16million over the same time period. Till few years back, the migration from government to public schools in urban areas was unsurprised phenomenal. In recent years, this trend started in rural areas by changing the approach of parents to send their children to near Semi-urban areas. As reflection to this argument, there are only 62 per cent children attend government primary schools in 2014 compare to 72 per cent in 2008 [21]. Basically, private schooling is a demand-driven in India as parents choose it because they believe of better and quality education in private schools. Further, supply-side factors have a slight statistical relationship to private schools and it believed that private school's existence merely based on demand from parents. As the study found the reason for preferring private schools, the respondents (almost 98 per cent) exposed that 'English Medium' is one of the main reasons for choosing these schools. The respondents underlined that the future belongs to those who has better command in English language. The common notion among the respondents is identified by the researcher that there is job opportunities, economic success and the English language which push them to opt English medium schools. From this perspective, it can be understood that they believe the choice of English-language advantage would lead 'knowledge economy' of their children. The respondents (about 92 per cent) also felt that lack English language push their children for low-end jobs with poor opportunities. Though the government of Andhra Pradesh decided to make English mandatory in all primary schools (around 39,000), the migration of pupils from public to private schools in the name of the English language, is irresistible due to no sincerity of the government in execution of the policy.

### **Enhanced Infrastructure**

Despite of the private model of education is purely commercial motive, why people of middle class and below middle class are attracting towards private schools and sending their children to them? As it is

mentioned above, the present study tried to assess from this perspective. In fact, a good infrastructure of school such as renewed spaces makes it possible for children to improve the attendance and interest among students in learning. The respondents of the study felt that physical conditions can have an effect on the student's all-inclusive development. These physical infrastructures include proper school buildings, classrooms, playgrounds and libraries are the most important aspect of school infrastructure. About 89 per cent (out of 100) respondents emphasized that schools, to the children, are second home because they spend their maximum time in schools. It is also assumed that the school serves a number of purposes in a child's life. In contrary to the common prejudices among the respondents, there are instances where irrespective of poor infrastructure, students perform meritorious and produced good result in public schools. Though the private schools claim that they better teacher-student ratio, it cannot be disregarded the qualifications or eligibility of the teachers in private schools. As MHRD reiterates that there are nearly 10 lacks unskilled or untrained teachers working in private schools which is against the Right to Education Act of 2009 [13]. In a way, it can be understood that how private school managements created and propagated with publicity that private schools have better infrastructure than public schools. However, the basic infrastructure such as proper school building, trained teachers, playground and others which are lacking in few government schools cannot completely ignore.

### **Cost-Effective**

Privatization dogmas in education are prophesied on the conventions of economic self-interest and they too risk generating unsustainable patterns of social inequality. Of course, inequities have always been a module of educational systems and privatization puts in place structures that have the potential of extending them. These structures institutionalise access to a range of educational practices based on the ability to pay. In any case, formal access to education facilitated by private investment, philanthropic agencies does not guarantee equality of educational experiences and outcomes. Schools remain highly discerned, and privatization policies often serve to not only perpetuate, but also extend social disparities. It has, often, been argued that privatization has the potential to improve the quality of educational provision. It is also argued that getting education in private schools always an economic burden, but the receiver's dream to be studies their children in private school. Huge commercial publicity often tempts parents to opt for private schools in the expectation that their children will receive a better education. They believe that private schools are more efficient, and that competition improves outcomes. Since, these schools are profit motive; they try to save costs by hiring ill-trained teachers and running larger classes in insufficient school buildings. The cost of privatizing education lies not just with

schools fees, but also with the damage done for the public good. Fees, however small, hit the poorest and the most vulnerable hardest.

As the study perceived that 97 per cent of the respondents assumed about the high cost. Further, the management of obvious resolution for 5-10 percent fee hike on every year has a subsequent effect on the family. Sometimes, this means the oldest son receives an education while daughters stay at home. Inequalities in society grow when the poor are excluded [22]. Having this scenario, the researcher poses the question that why does choose private school as a choice despite the high cost-effect on the family. The surprising response from the respondents that there are 32 percent of the respondents sending their children to private school because government schools are closed in their village and no other option for their children's education. As a UN study emphasized that most of these schools follow rote learning which kills the ability of pragmatic understanding child [23].

### **Common School System**

The idea of common school system, in the modern era, is not completely new one. The Education Commission of India (1964-66) which is also known as Kothari commission recommended the establishment of a common school system for all children irrespective of their class, caste, religion or any other contextual. The commission recognized that this was the only way that the nation can promote social harmony and equality of education opportunities to all [24]. In fact, the present school system inherited from the colonial rule and developed on the principle of homogeneity to respond the needs of an industrial and hierarchical society in the west. While the education commission (1964-66) argued for the concept of neighborhood schools for better education with two reasons: first, these schools provide good education because children share life with common people; secondly, the establishment of such schools will compel rich and privileged to take interest to improve public education [24]. Having much significance of common school system in the circumstance of commercialization education, the study made an attempt to understand the opinions of the respondents about the common school system. It is found that about 97 per cent of the respondents expressed that they have no knowledge about the idea of common school system. But they expressed their contentment for the model of common school system after knowing it in detail from the researcher. Further, they all added (100 respondents) who want take the burden of private schooling with highly cost effect, if the state or government provided better education with improved quality. It found that almost 23 percent out of 100 respondents elucidated that they are sending their children to private school because the public school is shut down in their village due to 'retionalisation' process by the government. It indicates that government, whose duty to ensure the basic right of

every child under 14 years, often forcing child to opt private education irrespective of their affordable economic ability.

The notion of common school system (CSS) is again coming into the lime light in the context of rapid commercialization of school education on one hand and right to education act on the other. As eminent activists like Sadgopal argued that CSS is one of the most possible solutions to the social evils of Indian society. The present study also made an attempt to assess the need of inclusive approaches such as CSS which can provide common space for all children in learning with social harmony.

### **CONCLUSION**

The development of any nations hinges on principally on the principles of its educational system. For the reason that education is the most powerful and effective appliance of nation's social economic and cultural development. At the beginning of the new millennium, the international community made a commitment to achieve universal primary education for all. At present, it can be found that huge gap between these obligations and actuality whereas about 58 million children still do not have access to schools, particularly in countries like India which is having large of children below 15 years of age. On the one hand, private education providers are mushrooming by capitalizing on the lack of ability of government to cope with the mounting demands on public learning. It can view as a condemnation of governments that have failed to meet their obligations to provide universal, free and high-quality education for all. Moreover, privatization cripples the notion of education as a universal human right and by aggravating marginalization and exclusion which is also against the fundamental principle of human right law. As per the constitution, education is not a privilege of the rich and well to do and it is the inalienable right of every child which is supposed to be ensuring by the state. Due to the growth of privatization of education, the admission policy is based on the ability to pay and on the socio-economic background of parents. Consequently, private schools absence the diversified system of learning and cultural multitude that is hence essential currently. Fundamentally, the private players are aimed to promote, market economy values than the humanist mission of education. In recent years, the media has been throbbing with stories of the exploitative fees of private schools and the efforts of some state government to arbitrate. In relate the same, the parents of various private schools across the state have demonstrated, protest over unscientific hike of fees. Meanwhile, much of the discussion, from pro-privatisation sections, went on the lack of infrastructures, and poor quality in public schools and they assume that private schools are better in terms of quality. Most importantly, much discussion about privatization of education was limited urban and metropolitan to the perception that it meant for elite

sections. As a result the causes and consequences of private schooling at semi-urban areas are highly ignored and most of the children here come from very remote or rural areas with diversified socio-economic backgrounds.

Despite it is realized that private schools are cost-effective, the present study tried to assess that perception of parents on choosing private schooling as their choice. As they assumed that there are three major reasons include *computer education*, *English medium* and *better infrastructure* which influence them in choosing the private schools. Further, the majority of the respondents emphasized that these schools, though they are in semi-urban localities, are highly cost-effective. In addition, all the respondents ratified that the idea of *common or neighborhood schooling* could be the best model, if state organize them with high quality and equal opportunities to all irrespective of their socio-economic and cultural backgrounds. The discussion of the study puts forward that the universal trend in the direction of privatisation of education is followed by particular severe challenges for the future of individuals and communities. It also leads to the society at the erroneous end of the social hierarchies to which the neoliberal prudence has assumed upsurge. Lastly, privatisation is not a free choice of the parents rather than pushes or force option with multiple reasons such as state failure in ensuring the basic right of education, poor infrastructure and lack of quality in public schools and shut down of schools for rationalisation process. Hence, the state must realize its duty which reiterates through the constitution obligation of right to education in order to ensure inclusive, free and compulsory education in India.

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