

# **MAPPING THE PRIVATE SCHOOL CHOICE IN A TELANGANA TOWN: A SOCIOLOGICAL ANALYSIS**

*A Dissertation Submitted to the University of Hyderabad in Partial Fulfilment of  
the Requirements for the Award of*

**DOCTOR OF PHILOSOPHY**

**IN**

**SOCIOLOGY**

**BY**

**SREERAMULU GOSIKONDA**

**[11SSPH08]**



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**2020**



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**DECLARATION**

This is to certify that, I, **SREERAMULU GOSIKONDA** (Reg. No. 11SSPH08), have carried out the research work embodied in the present dissertation titled **Mapping the Private School Choice in a Telangana Town: A Sociological Analysis** under the supervision of **Prof. Nagaraju Gundemeda** in partial fulfilment of the requirements for the award of Doctor of Philosophy in Sociology. I declare that to the best of my knowledge, no part of this dissertation has been submitted for the award of any research degree from any university. I also declare that this is a bonafide research work which is free from plagiarism. I hereby agree that my thesis can be uploaded in Shodhganga/INFLIBNET.

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**CERTIFICATE**

This is to certify that **SREERAMULU GOSIKONDA** (Reg. No. 11SSPH08) has carried out the research work embodied in the present dissertation titled **Mapping the Private School Choice in a Telangana Town: A Sociological Analysis** in partial fulfilment of the requirements for the award of Doctor of Philosophy in Sociology, under the supervision of **Prof. Nagaraju Gundemeda**.

This dissertation is an independent work and does not constitute part of any material submitted for any research degree here or elsewhere.

**Place:** Hyderabad

**Prof. Nagaraju Gundemeda**

**Date:** 10.08.2020

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### **CERTIFICATE**

This is to certify that the thesis entitled '**Mapping the Private School Choice in a Telangana Town: A Sociological Analysis**' submitted by **SREERAMULU GOSIKONDA**, bearing registration number **11SSPH08** in partial fulfilment of the requirements for award of Doctor of Philosophy in the Social Sciences is a bonafide work carried out by him under my supervision and guidance.

This thesis is free from plagiarism and has not been submitted previously in part or in full to this or any other University or Institution for award of any degree or diploma.

Parts of this thesis have been:

A. Published in the following journal:

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| Sl. No. | Course Code | Name                                | Credit | Pass/Fail |
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| 1       | 701         | Advanced Sociological Theory        | 4      | Pass      |
| 2       | 702         | Research Methodology                | 4      | Pass      |
| 3       | 703         | Dissertation – Topic Related Course | 4      | Pass      |

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***With all my heart, I wish to dedicate this thesis to***

***My Father Late Mr. Janardhan...***

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## **CONTENTS**

| <b>Particulars</b>                                                                                      | <b>Page No.</b> |
|---------------------------------------------------------------------------------------------------------|-----------------|
| <b>Declaration</b>                                                                                      |                 |
| <b>Certificate</b>                                                                                      |                 |
| <b>Acknowledgments</b>                                                                                  |                 |
| <b>List of Abbreviations</b>                                                                            | <b>i-iii</b>    |
| <b>List of Tables</b>                                                                                   | <b>iv-v</b>     |
| <b>List of Pictures</b>                                                                                 | <b>vi-vii</b>   |
| <br><b><u>Chapter-1</u></b>                                                                             |                 |
| <b>Introduction</b>                                                                                     | <b>1-25</b>     |
| <br><b><u>Chapter-2</u></b>                                                                             |                 |
| <b>Private School Choice: Conceptual Overview</b>                                                       | <b>26-47</b>    |
| <br><b><u>Chapter-3</u></b>                                                                             |                 |
| <b>School Choice in Telangana from Nizam to Neoliberal Period:<br/>Historical Sociological Analysis</b> | <b>48-75</b>    |
| <br><b><u>Chapter-4</u></b>                                                                             |                 |
| <b>Making of Private School Markets: A Case of Telangana Town</b>                                       | <b>76-125</b>   |
| <br><b><u>Chapter-5</u></b>                                                                             |                 |
| <b>The Functioning of Private Schools: Promises and Practices</b>                                       | <b>126-173</b>  |
| <br><b><u>Chapter-6</u></b>                                                                             |                 |
| <b>Private School Choice and Parental Voice</b>                                                         | <b>174-219</b>  |
| <br><b><u>Chapter-7</u></b>                                                                             |                 |
| <b>Conclusion</b>                                                                                       | <b>220-232</b>  |
| <br><b><u>Bibliography</u></b>                                                                          | <b>233-243</b>  |

## **Appendices**

|                         |                                                            |
|-------------------------|------------------------------------------------------------|
| <b>Appendix – I-XIV</b> | <b>Tables related to Research</b>                          |
| <b>Appendix – XV</b>    | <b>Photographs</b>                                         |
| <b>Appendix – XVI</b>   | <b>Questionnaire on Students’ Enrolment</b>                |
| <b>Appendix – XVII</b>  | <b>Questionnaire on School Information</b>                 |
| <b>Appendix – XVIII</b> | <b>Interview Schedule for School Managers</b>              |
| <b>Appendix – XIX</b>   | <b>Interview Schedule for Management of Closed Schools</b> |
| <b>Appendix – XX</b>    | <b>Interview Schedule for Parents</b>                      |

## **LIST OF ABBREVIATIONS**

|          |                                                                             |
|----------|-----------------------------------------------------------------------------|
| AEO      | Agriculture Extension Officer                                               |
| AO       | Agriculture Officer                                                         |
| APRTC    | Andhra Pradesh Road Transport Corporation                                   |
| APSWREIS | Andhra Pradesh Social Welfare Residential Education<br>Institutions Society |
| BC       | Backward Class                                                              |
| BEd      | Bachelor of Education                                                       |
| BiPC     | Biology, Physics and Chemistry                                              |
| BPED     | Bachelor of Physical Education                                              |
| BTech    | Bachelor of Technology                                                      |
| CAT      | Common Admission Test                                                       |
| CBSE     | Central Board of Secondary Education                                        |
| CCE      | Continuous and Comprehensive Evaluation                                     |
| CCTV`    | Closed-Circuit Television                                                   |
| CSIR-NET | Council of Scientific & Industrial Research – National<br>Eligibility Test  |
| CD       | Compact Disc                                                                |
| CL       | Casual Leave                                                                |
| CTET     | Central Teacher Eligibility Test                                            |
| DEd      | Diploma in Education                                                        |
| DEO      | District Educational Officer                                                |
| DyEO     | Deputy Educational Officer                                                  |
| EAMCET   | Engineering, Agriculture and Medicine Common Entrance Test                  |
| EM       | English Medium                                                              |
| GATE     | Graduate Aptitude Test in Engineering                                       |
| GATS     | General Agreement on Trade in Services                                      |
| GO       | Government Order                                                            |
| GRE      | Graduate Record Examination                                                 |
| GMAT     | Graduate Management Admission Test                                          |
| GNNS     | Grama Nava Nirmana Samithi                                                  |

|             |                                                                                                          |
|-------------|----------------------------------------------------------------------------------------------------------|
| HEH         | His Exalted Highness Hyderabad                                                                           |
| HPT         | Hindi Pandit Training                                                                                    |
| IBPS        | Institute of Banking Personnel Selection                                                                 |
| ICSE        | Indian Certificate of Secondary Education                                                                |
| ICT         | Information & Communication Technology                                                                   |
| IELTS       | International English Language Testing System                                                            |
| IIT         | Indian Institute Technology                                                                              |
| IIT-JEE     | Indian Institute Technology-Joint Entrance Examination                                                   |
| KC          | Kakatiya Canal                                                                                           |
| KG          | Kindergarten                                                                                             |
| KTS         | Krishnaveni Talent School                                                                                |
| LCD         | Liquid Crystal Display                                                                                   |
| LFP         | Low Fee Private                                                                                          |
| LKG         | Lower Kindergarten                                                                                       |
| LPG         | Liberalization, Privatization and Globalization                                                          |
| MAT         | Management Aptitude Test                                                                                 |
| MBA         | Master of Business Administration                                                                        |
| MCA         | Master of Computer Applications                                                                          |
| MEd         | Master of Education                                                                                      |
| MEO         | Mandal Educational Officer                                                                               |
| MJPTBCWREIS | Mahatma Jyotiba Phule Telangana Backward Classes Welfare<br>Residential Educational Institutions Society |
| MLA         | Member of Legislative Assembly                                                                           |
| MPC         | Mathematics, Physics and Chemistry                                                                       |
| NDA         | National Defense Academy                                                                                 |
| NEET        | National Eligibility cum Entrance Test                                                                   |
| NGO         | Non-Governmental Organization                                                                            |
| NIT         | National Institute of Technology                                                                         |
| NKC         | National Knowledge Commission                                                                            |
| NRI         | Non Resident Indians                                                                                     |
| OC          | Open Category                                                                                            |
| OECD        | Organisation for Economic Co-operation and Development                                                   |
| PG          | Post-Graduation                                                                                          |

|         |                                                                                    |
|---------|------------------------------------------------------------------------------------|
| PROBE   | Public Report on Basic Education                                                   |
| RTE Act | Right to Education Act                                                             |
| RMP     | Registered Medical Practitioner                                                    |
| SC      | Scheduled Caste                                                                    |
| SCERT   | State Council of Educational Research & Training                                   |
| SRSP    | Sri Ram Sagar Project                                                              |
| SSC     | Secondary School Certificate                                                       |
| SSC     | Staff Selection Commission                                                         |
| ST      | Scheduled Tribe                                                                    |
| STD     | Subscriber Trunk Dialling                                                          |
| SUCCESS | Strengthening and Universalization quality and access to<br>Secondary Schools      |
| TM      | Telugu Medium                                                                      |
| TMREIS  | Telangana Minorities Residential Educational Institutions                          |
| TOEFL   | Test of English as a Foreign Language                                              |
| TPT     | Telugu Pandit Training                                                             |
| TRSMA   | Telangana Recognized School Managements Association                                |
| TSREIS  | Telangana Residential Educational Institutions Society                             |
| TSRTC   | Telangana State Road Transport Corporation                                         |
| TSWREIS | Telangana Social Welfare Residential Educational Institutions<br>Society           |
| TTWREIS | Telangana Tribal Welfare Residential Educational Institutions<br>Society-Gurukulam |
| UG      | Under Graduation                                                                   |
| UGC-NET | University Grants Commission – National Eligibility Test                           |
| UKG     | Upper Kindergarten                                                                 |
| UM      | Urdu Medium                                                                        |
| UNESCO  | United Nations Educational, Scientific and Cultural<br>Organization                |
| UK      | United Kingdom                                                                     |
| UPSC    | Union Public Service Commission                                                    |
| USA     | United States of America                                                           |

## **LIST OF TABLES**

| <b>Table No.</b> | <b>Name of Table</b>                                       | <b>Page No.</b> |
|------------------|------------------------------------------------------------|-----------------|
| 1.1              | Sample of the Study                                        | 14              |
| 1.2              | Sample Schools selected for Parents' Interview             | 16              |
| 3.1              | Literacy rate in Hyderabad State by Sex & Religion in 1921 | 59              |
| 3.2              | Literacy of Hyderabad State by Caste & Sex in 1921         | 61              |
| 3.3              | Demographic Particulars of Karimnagar District             | 69              |
| 3.4              | Literacy Rate of Karimnagar District                       | 69              |
| 3.5              | Management wise Schools of Huzurabad Mandal (2014-15)      | 71              |
| 3.6              | Demographic Particulars of Huzurabad Town                  | 73              |
| 3.7              | Schools in Huzurabad Town for the Academic Year 2014-15    | 73              |
| 4.1              | Management wise Establishment of Schools                   | 77              |
| 4.2              | Gender wise Enrollment in all Schools                      | 79              |
| 4.3              | Medium wise Enrollment in all Schools                      | 79              |
| 4.4              | Social Category wise Enrolment in all Schools              | 80              |
| 4.5              | Management wise Enrollment in all Schools                  | 81              |
| 4.6              | Medium wise Establishment of Private Schools               | 83              |
| 4.7              | Category of Private Schools                                | 85              |
| 4.8              | Preliminary Details of Private Schools                     | 87              |
| 4.9              | Number of Partners in Private Schools                      | 91              |
| 4.10             | Religious Background of Management Members                 | 92              |
| 4.11             | Social Category of Management Members                      | 93              |
| 4.12             | Professional Qualifications of Management Members          | 96              |
| 4.13             | Type of School Building                                    | 101             |
| 4.14             | Availability of Van Facility                               | 103             |
| 4.15             | Availability of Playground                                 | 108             |
| 4.16             | Availability of Computer Lab                               | 110             |
| 4.17             | Availability of Private Tuition                            | 111             |
| 4.18             | Availability of Hostel Facility                            | 112             |
| 4.19             | Professional Qualifications of Teachers                    | 115             |
| 4.20             | Salary of Teaching Staff                                   | 119             |

|     |                                                         |     |
|-----|---------------------------------------------------------|-----|
| 5.1 | Gender wise Enrollment in all Private Schools           | 129 |
| 5.2 | Students' Enrollment in Private Telugu Medium Schools   | 129 |
| 5.3 | Students' Enrollment in Private English Medium Schools  | 130 |
| 5.4 | Class wise Fee Structure for the Academic Year 2014-15  | 153 |
| 5.5 | Classification of Schools for the Academic Year 2014-15 | 155 |
| 5.6 | Van/Bus Fee per Annum for the Academic Year 2014-15     | 156 |
| 5.7 | Other Fees per Annum (in Rupees)                        | 157 |
| 6.1 | Gender of Respondent Parents                            | 176 |
| 6.2 | Social Categories of Respondent Parents                 | 177 |
| 6.3 | Land Holding of Respondent Parents                      | 177 |
| 6.4 | Educational Levels of Respondent Parents                | 179 |
| 6.5 | Occupation of Respondent Parents                        | 180 |

## LIST OF PICTURES

| <b>Picture No.</b> | <b>Name of the Picture</b>                                                                                                                              | <b>Source</b>                                                                                                                                                      | <b>Page No.</b> |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 3.1                | Telangana State Map                                                                                                                                     | Secondary Data:<br><a href="http://www.mapsofindia.com/maps/tehangana.html">http://www.mapsofindia.com/maps/tehangana.html</a>                                     | 67              |
| 3.2                | Map of Karimnagar District                                                                                                                              | Secondary Data:<br><a href="http://www.mapsofindia.com/maps/tehangana/tehsil/karimnagar.html">http://www.mapsofindia.com/maps/tehangana/tehsil/karimnagar.html</a> | 68              |
| 4.1                | School Building of Sri Saraswathi Shishu Mandir, April 2015                                                                                             | Primary Data: Researcher                                                                                                                                           | 88              |
| 4.2                | Rented school building of Vignan Next Gen School, March 2015                                                                                            | Primary Data: Researcher                                                                                                                                           | 102             |
| 4.3                | Students get into a school van in a village, January 2016                                                                                               | Primary Data: Researcher                                                                                                                                           | 104             |
| 4.4                | Provision of Air Conditioned classroom in Greensedge School, March 2015                                                                                 | Primary Data: Researcher                                                                                                                                           | 106             |
| 4.5                | Rented school building of St. Theresa High School (TM) without playground, February 2015                                                                | Primary Data: Researcher                                                                                                                                           | 108             |
| 4.6                | An advertisement given by Kakatiya Group of Schools for teachers' recruitment, April 2015                                                               | Primary Data: Researcher                                                                                                                                           | 114             |
| 4.7                | A teacher with uniform gets into the school van (free transportation), December 2015                                                                    | Primary Data: Researcher                                                                                                                                           | 118             |
| 4.8                | Teachers engage in preparation of progress reports of the students, April 2015                                                                          | Primary Data: Researcher                                                                                                                                           | 123             |
| 5.1                | A leaflet used for advertisement by Krishnaveni Talent School, April 2015                                                                               | Primary Data: Researcher                                                                                                                                           | 128             |
| 5.2                | Students in attractive uniform with shoe, tie, & belt, March 2015                                                                                       | Primary Data: Researcher                                                                                                                                           | 135             |
| 5.3                | Display of 'Speak in English' in a classroom of Vivekavardhini Model School, April 2015                                                                 | Primary Data: Researcher                                                                                                                                           | 141             |
| 5.4                | Using LCD Projector for pre-primary classes in New Satavahana High School, March 2015                                                                   | Primary Data: Researcher                                                                                                                                           | 143             |
| 5.5                | A teacher monitors students during study hours in Kakatiya High School, March 2015                                                                      | Primary Data: Researcher                                                                                                                                           | 147             |
| 5.6                | The Correspondent of Adarsha School with IIT Ramaiah, April 2015                                                                                        | Primary Data: Researcher                                                                                                                                           | 149             |
| 5.7                | Distribution of prizes to the students on Celebration of Republic Day of India, January 2016                                                            | Primary Data: Researcher                                                                                                                                           | 150             |
| 5.8                | A student performs classical dance during Annual Day Celebrations, April 2015                                                                           | Primary Data: Researcher                                                                                                                                           | 151             |
| 5.9                | An advertisement given by Sri Saraswathi Vidyapeetam for teachers' recruitment to teach in its English medium schools (adoptive mechanisms), April 2015 | Primary Data: Researcher                                                                                                                                           | 163             |

|      |                                                                                                                                                                            |                          |     |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----|
| 5.10 | A hoarding set up by a non-local school at Huzurabad main center, March 2016                                                                                               | Primary Data: Researcher | 165 |
| 6.1  | Parents of Huzurabad town ready to pick up their children from school during lunch hour and some of the students depend on cycles for going home to have lunch, April 2015 | Primary Data: Researcher | 204 |
| 6.2  | A parent from Rampur village ready to take their children to school, January 2016                                                                                          | Primary Data: Researcher | 205 |
| 6.3  | An attractive classroom with beautiful paintings and a rhyme at Sri Kakatiya School, March 2015                                                                            | Primary Data: Researcher | 210 |
| 6.4  | Rented Semi-pucca school building of Navabharathi High School, April 2015                                                                                                  | Primary Data: Researcher | 211 |
| 6.5  | Students engage in doing homework at Adarsha School during waiting hours for the school van, April 2015                                                                    | Primary Data: Researcher | 215 |
| 6.6  | A photo frame of paper cutting on securing seats in IITs/NITs by the alumni of Vivekavardhini Model School, April 2015                                                     | Primary Data: Researcher | 217 |

## **CHAPTER-1**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Though the Kothari Commission (1964-66) advocated for common schools, an overview of educational statistics on children enrollment by school management demonstrates the compartmental model of schools across the states in India in general and Telangana in particular. The education commission believed that social equality can be reached through the common school system. Schools are considered as a means to achieve equality, however, until today, we have not achieved it. Private schools are mushrooming not only in urban areas but also in rural areas across the regions despite different degrees of development. Thus, the private schools represent the highest forms of diversity based on their scope and scale. Multiple factors differentiate private schools from each other; they are the medium of instruction, board of examination, affiliation, fee type, ideology, identity, and goals. The parents and children tend to attach different meanings to private schools based on their ideology and economic capacity while selecting the school. Thus, school choice is a multidimensional concept that demands sociological interrogation.

In this study, an attempt has been made to examine the Sociology of Private School Choice, based on an empirical study conducted in Telangana town. The current chapter aimed to discuss the background of the study, the rationale for the selection of the topic, objectives of the study, methodological protocols used for data collection and analysis. The chapter also presents the experiences of the researcher in the field and encounters with the respondents and parents, while collecting the data from different private schools in the small town in Telangana, which has become an educational hub.

Eminent philosophers of education such as John Dewey and the founder of ‘Sociology of Education’, Emile Durkheim (1956), perceived education as a vehicle for social transformation and means of individual and community emancipation. Various scholars consider education as an investment for nation-building and training human resources. Thus, education is always considered as an instrument for social change

and social mobility (Rao 1967, Weiner 1996, and Tilak 1996). Some of the first generation sociologists of education such as Gore (1982) accorded critical importance to education. For him, education is an important institution in modern society and also an agent of socialization. He felt that school cultivates the child's commitment to socially cherished values and prepare the young person for diverse professions.

According to John Dewey (1859), school is a miniature of society, where certain activities are designed for the overall development of the child. The primary goal of the school is to inculcate the socially desired skills among the children. Although, most of the scholars accept that the formal notion of school as a modern concept, most of the centres of learning across the continents and cultures referred it through different names. The *Gurukula*<sup>1</sup> system is one of the traditional models of learning rooted in ancient India. Madrasa model of education was introduced by the Muslim rulers in medieval India. British rulers were responsible for the introduction of the modern school system in India. After India got independence in 1947, the government of India took several steps to promote education across diverse sections of the society by establishing schools with vernacular language as the medium of instruction.

However, in the case of Hyderabad State<sup>2</sup> in general and Telangana region in particular, the medium of instruction was Urdu only. It was a major obstacle for many of the Telugu speaking children to admit in the state schools. After Telangana became part of the Indian Union on 17-09-1948, many schools were established with Telugu as the medium of instruction. However, due to political reasons, Andhra Pradesh State was formed by combining Telangana with erstwhile Andhra State on 01-11-1956 with the city of Hyderabad as its capital. After wider consultations, the Government of India carved out the Telangana region as the 29th state of India on 02-06-2014.

In order to understand the political economy of schools and the cultural economy of schooling from the Nizam to the neo-liberal times, one has to refer to the historical sociological underpinning of the Hyderabad state policy on education and its implications for the diverse communities of Telangana. An attempt has been made to

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<sup>1</sup>In the Gurukula school system, the students used to stay at the ashramas of Gurus/Rishis in the forests.

<sup>2</sup>Hyderabad state was one of the princely states of India during the British period. It consists of three regions namely, Telangana, Marathwada, and Gulbarga. The Capital of the state was Hyderabad, which located in the Telangana region. It is also known as Hyderabad Deccan.

locate the educational trajectories of Telangana. As the Nizam dynasty ruled the Hyderabad state, their educational policies unleashed multiple implications for diverse sections of the Nizam society, Telangana is not an exception. State played a key role in determining the kind of education that should be taught to the future citizens of it (Vaikuntham, 2004). Though most of the people in the Nizam state were Hindus and the Urdu was not their mother tongue, the Nizam state introduced the Islamic system of education with the Urdu language as a medium of instruction in schools and colleges. The language of the state became the language of education and the public sphere. With the growing influence of the Indian independence movement and the assertion for indigenous cultures and languages, multiple socio-cultural organizations started asserting their cultural and linguistic autonomy. Thus, there was a demand for Telugu as a medium of instruction. However, the Nizam state was not interested to accept the popular demands of the Non-Urdu speakers.

The Government of Hyderabad State<sup>3</sup> had opened schools with vernacular languages such as Telugu, Kannada and Marathi after Hyderabad got independence in 1948. However, in 1956, most of the states in India got reorganized on the linguistic lines, thus the Hyderabad state has been trifurcated, where Telangana has merged with Andhra, Kannada speaking districts with Karnataka and Marathi speaking districts with Maharashtra. The Government of Andhra Pradesh has augmented the establishment of government schools all over the state. Since the official language of the state was Telugu, the government gave priority in the process of recruitment for the people who have studied in Telugu medium. In this way, Telugu got importance in education as it was linked with the job. It's important to note that the reorganization of states on linguistic lines also led to the marginalization of minority languages in the general and language of Muslim minorities in particular. Thus, the language of linguistic fundamentalism led to the non-recognition of multiple dialects and languages of the Adivasi communities across the state.

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<sup>3</sup>After merging of the Hyderabad state in Indian Union through Operation Polo, initially it was ruled by Military Governor from 1948 to 1949. Then the Government of India appointed M.K. Vellodi as the Chief Minister of the state on 26.01.1950. Finally, Dr. B. Ramakrishna Rao was elected as Chief Minister of the state in 1952 and continued till 1956.

One of the key outcomes of the adaption of mainstream vernacular language in schools is the massification of primary education. There was a paradigm shift from elite to emerging shudra peasant castes and aspiring marginal castes such as BC and SC. Another major development is the impact of the green revolution in irrigated pockets of Andhra Pradesh in general and Karimnagar district of Telangana in particular. Thus education acquired critical significance in better-irrigated regions of Telangana. The application of HYV<sup>4</sup> in agriculture led to a shift in the cropping pattern. There was a shift from food crops to cash crops such as cotton, oilseeds, sugar cane, etc., which ultimately gave farming to reap better profits.

Thus the state-sponsored structural changes in the economic and education sector led to the birth of private schools in Telangana. The growth of private schools in Telangana needs to be located within the larger political economy framework of the Andhra region which had experienced multiple school systems during the colonial era, wherein Christian missionaries, and community sponsored schools paved the way for popularization of school education in general and private schools in particular. So, after the formation of Andhra Pradesh state, some of the private organizations have started educational institutions in Telangana region. There were multiple factors responsible for the emergence of private schools across the hinterlands and towns in Telangana.

Though the private school system was primarily an urban phenomenon in Telangana until the 1970s, changes in the agrarian landscape and growing value for employment changed the basic idea of education. Thus, the roots of the privatization of school education reached rural Telangana. As most of the villages have primary schools only, children from rural areas have to depend on nearby schools for secondary education. At the same time, the rural elite recognized that the quality of education was not up to their expectations in the government schools. Hence, they started sending their children to private schools which are located in nearby towns and cities. Even the government employees in general and the government teachers, in particular, looked for private schools. One of the key factors responsible for the privatization of education in the villages across Telangana was higher levels of unemployment and

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<sup>4</sup>High Yield Varieties were developed in various crops in India during its 'Green Revolution'.

underemployment. The proactive policy of the government in permitting the private schools gave a big boost for the strong roots of private schooling in rural Telangana.

However, private education didn't gain mass popularity until the introduction of structural adjustment policies in India during the 1990s. The impact of liberalization, privatization and globalization (LPG) policies is very much evident in Andhra Pradesh. With the neoliberal policies of the state, school education is being influenced by the privatization. As a result, India has been witnessing rapid emergence and growth of low-fee private (LFP) schools<sup>5</sup> among the lower classes of both urban and rural India. After 1991, the LPG policies of the country accelerated the establishment of private schools, which has turned into commercialization. Engineering and commerce education has gained importance due to globalization of economies, culture and education. Globalization of economies also led to the popularization of computer education and the English language.

Parents linked success in higher education with English medium education at the school level. The government schools are not providing English medium education, so, the private English medium schools are being selected by many of the parents. Even the sociological research carried out on the functioning of government schools in India have identified several problems, such as, lack of commitment, teachers' absenteeism, poor quality of education, deficient teaching staff, lack of basic facilities, withdrawal of rural elite from the government schools, etc. These are some of the reasons for not only the poor performance of government schools but also the emergence of private schools. Hence a significant proportion of parents prefer to send their children to private schools (Rao 1967, Srivastava 1997, Lietau G.K.2003, Ramachandran, et al. 2003, Singh 2004 and Vidyasagar 2006).

In this way, the failure of the government school system has resulted in an explosion of low fee private (LFP) schools. Though school inculcates mental, physical, and moral capacities for the comprehensive development of children, parents in India tend to believe in the difference between the government schools and private schools, and linked the educational performance of children to the choice of private schools.

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<sup>5</sup>The LFP concept was popularized by James Tooley. According to him, these schools run in the third world countries to provide education to the poor by collecting fewer fees.

The Right to Children for Free and Compulsory Education (RTE) Act, 2009 enables the poor parents to send their children to private schools. According to the RTE Act, 25% of the seats in all private schools should be allotted to the children belong to socially disadvantaged groups and economically weaker sections, where the government bears the fee incurred towards them. This provision indicates the growing aspirations of the parents towards private schools. Educational experiences, values, culture, and socio-economic conditions of the parents influence their children's schooling. Most of the parents try to choose the best school among the existing schools at their locality within their financial limitations. However, quality of education, infrastructural facilities, reputation, result in public/board examinations, teachers' profile, fee structure, distance from residence, availability of transport facility, the profile of management, discipline, communication skills in English, etc. are the important parameters in selecting a school by the parents.

Globalization changed the sociological understanding of the parents towards the economy and education in Indian society. Telangana is one of the states that is witnessing mushrooming of private schools in general and English medium schools in particular. Due to Globalization, there is a huge demand for English communication or creative knowledge or efficient technical skills or master over computer sciences/natural sciences/applied sciences or a combination of any of these qualities contribute a citizen to become a global citizen. Globalization creates more employment opportunities in the private sector with attractive remunerations which appealed to the middle-class values. At this critical juncture, most of the parents in erstwhile Andhra Pradesh State recognized the importance of English for the better future of the children. Due to this reason, there is a demand for English medium schools in the state in general and towns and cities in particular. Most of these schools started by private management. The government was unable to start English medium schools due to social, cultural, political, and administrative reasons. In this way, the government schools lag in the school educational race in general and English medium schools in particular.

The growing demand for English medium education led to a decline in children's enrollment in government schools over the last three decades. The Government of

Andhra Pradesh came up with SUCCESS<sup>6</sup> schools in 2008, to provide English medium education from 6th class onwards. 6500 Government and Zilla Parishad/Municipal schools of the state came under this scheme. Though the enrollment in English medium schools is satisfactory for the few years, they have not retained the strength. The major problem here is that most of the parents do not believe in government schools. Moreover, parents tend to think that private schools with English medium provide better education. So, most of the parents are interested in sending their children to English medium private schools to ensure better employment prospects for their children. The government policies as well as parents' aspirations on their children are the motivating factors for establishing more English medium private schools in India in general and Telangana State in particular.

As there was a great demand for English medium schools, in 2013, the Government of Andhra Pradesh (united) has started the Model Schools with full-fledged English medium in educationally backward districts, which is a hitherto part of erstwhile APSWREIS (Andhra Pradesh Social Welfare Residential Education Institutions Society) is running in the state of Telangana. After the formation of Telangana state, TSWREIS (Telangana Social Welfare Residential Educational Institutions Society) has formed as an independent entity from the erstwhile APSWREIS. Besides, the Government of Telangana has starting English Medium Residential schools for the children of all weaker sections i.e. BC, SC, ST and Muslim minority. Currently (for the academic year 2020-21), 261 schools are running under MJPTBCWREIS (Mahatma Jyotiba Phule Telangana Backward Classes Welfare Residential Educational Institutions Society), 35 schools are running under TSREIS (Telangana Residential Educational Institutions Society), 230 schools are running under TSWREIS, 77 Schools are running under TTWREIS (Telangana Tribal Welfare Residential Educational Institutions Society-Gurukulam) and 204 schools are running under TMREIS (Telangana Minorities Residential Educational Institutions). All these institutions provide education from Class-V to X and few of them provide education up to Intermediate and above too i.e. Under Graduation. However, its impact on school education has not yet studied either from a sociological or political economy perspective.

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<sup>6</sup>SUCCESS indicates Strengthening and Universalization quality and access to Secondary Schools.

The privatization of education has become a grass-root reality in the era of liberalization and globalization in India, which is an outcome of the New Economic Policy of 1991. The mushrooming of private schools across the rural villages and small towns shows how education is seen as a source of social mobility among the diverse sections of the society. The number of government schools in rural areas is being closed down due to the lack of students. One of the major outcomes of the liberalization, privatization and globalization (LPG) policies and practice is rapid urbanization in Telangana towns and cities. Some of the Mandal headquarters are transforming into education centers. Both urbanization and globalization have a multi-layered impact on the growth of private schools in small towns. Significant improvement in transport facilities, government policies towards better infrastructure not only accelerated the growth of the economic sector under private players but also led to the privatization of education.

Changing social and political values in the post-liberal economic regimes also shaped a new approach towards the image of a public institution in India in general and Andhra Pradesh in particular. Negative sociological imagination of the government schools in the public sphere in the post-1990s worked positively towards mushrooming of private schools in Telangana. However, sociological analysis of the private schools in Telangana reveals that private schools are not homogenous. They are differentiated based on multiple indicators such as the management type, medium of instruction, ideology, affiliation to the board of exam, type of recognition, teacher quality and the fee charged from the students to name few of them are Bharathi Vidya Bhavan, SSC/CBSE/ICSE schools, government/private schools, etc.

The decision on the selection of private schools is determined by multiple factors. Parents and children tend to adopt multiple strategies in the selection of 'better school'. Secondary data reveals that the economic capacity of the parents is the key factor in the selection of school. In order to articulate the concerns of private schools in Telangana, the private schools have started an association named Telangana Recognized School Managements Association (TRSMA), which aims to protect their interests in the context of the rise of educational empires such as Narayana and Sri

Chaitanya<sup>7</sup> across the cities and towns of Telangana over the last three decades. Thus the survival of private schools owned and run by private players belong to Telangana became a political question during the Telangana Movement<sup>8</sup> and post-formation of the state.

The phenomenal growth of private schools in Telangana can be seen from the Statistical Year Book of 2015 and 2016, published by the Government of Telangana. It indicates that there is an increase of 568 schools in the state within one year i.e. from 2013-14 to 2014-15. The academic year of 2014-15 witnesses a decline in all the government schools (including private aided) whereas a significant growth in private unaided schools when compared with the academic year of 2013-14. The data reveals that there is a decline in government schools on one hand and an increase in private schools on the other. In other words, private educational institutions are gradually increasing (Please refer to appendix-I).

The Statistical Year Book (2016) published by the Government of Telangana shows that six types of schools are functioning under different managements in the state for the academic year 2014-15. Out of a total of 43861 schools, about 55.5% of the schools are being run by the Mandal/Zilla Parishad followed by 31% of the schools that fall under Private Unaided management. State government schools consist of 10% whereas central government schools consist of 0.1%, which is the lowest among all types of management schools. Private aided and other schools/special schools consist of 3.3% to the total existing schools. The share of Central schools, Private aided schools and other schools is very less in all types of schools (Please refer to appendix-II).

However, Students' enrollment varies from one type of school to another kind of school. Even the number of teachers also differs in different kinds of schools. When it

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<sup>7</sup>Dr. P. Narayana has started Narayana Junior college in 1979 in the state of Andhra Pradesh. Currently, the Narayana group of institutions spread across 13 states in India with its schools and colleges. Dr. B.S. Rao has started Sri Chaitanya Junior college in 1986 in Andhra Pradesh. Currently, Sri Chaitanya group of institutions has around 600 schools and colleges across 200 cities in India. These schools/colleges are famous for IIT and NEET Coaching along with regular classes. However, the founders of these corporate schools/colleges are not belonging to Telangana.

<sup>8</sup>The second phase of Telangana movement was started in the year of 2001 and continued till 2014 up to the formation of Telangana.

comes to students' enrollment in all types of schools for the academic year 2014-15, boys constitute 51.2% and girls constitute 48.8%. In other words, boys' enrollment is more than the girls' enrollment in all types of schools. However, the percentages of men teachers and women teachers who are working in all types of schools are almost the same (Please refer to appendix-III). When it comes to district wise composition of schools, the majority of central government schools, state government schools, Mandal/Zilla Parishad schools, and private aided schools are located in Rangareddy, Adilabad, Mahabubnagar and Hyderabad Districts respectively. The majority of private unaided schools are located in the Rangareddy district followed by Hyderabad and Karimnagar Districts (Please refer to appendix-IV).

As Karimnagar is one of the prosperous districts in Telangana, the educational achievement of children is better compared to other districts in Telangana, except for Hyderabad, the state capital. The small town selected for the study is Huzurabad. The census data of Huzurabad reveals that its population has been increasing from 1911 to 2011. The population of Huzurabad in 1911 is 4534 whereas in 2011 is 37,665. In other words, the population of Huzurabad in 2011 increased eight times than the population in 1911. Since Huzurabad is headquartered for Taluk<sup>9</sup> and later on for Mandal<sup>10</sup>, it is attracting the population from nearby villages. Sharma (2010) identifies several factors for the development of new cities. Those are industrial, business and agricultural revolutions, increase in the means of transportation, development of communication, political factors, and education centers, growth of population, security, municipal facilities and means of entertainment.

When it comes to educational facilities, the Census 1961 reveals that Huzurabad town has two primary schools, one middle school, one high school and one technical school. Adult literacy centres worked for increasing literacy among adults up to the year 2000. However, as per Census 2011, the town has 78 schools of various levels in addition to 10 pre-primary schools. By 2011, Huzurabad has nine Junior (+2/intermediate) colleges, four under graduation colleges and one management college. An engineering college also located in Huzurabad Mandal, which is 5 km

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<sup>9</sup>Taluk is an administrative division that consists of a cluster of 50-100 villages. It is also called as tehsil.

<sup>10</sup>Mandal is an administrative division, which consists of a cluster of around 20 villages.

away from Huzurabad town. The census data from 1961 to 2011 shows that there is progress in the expansion of educational institutions ranging from schools to colleges in Huzurabad Town.

The sociological analysis of education in the Huzurabad town of Telangana State clearly shows that the making of educational towns across the small towns is an outcome of the mushrooming of private schools. An overview of sociological research on schooling in India shows that most of the scholars have focused on government schools with reference to functioning, infrastructure, the culture of learning, teaching & education and outcomes of children. Hence, the present study aims to map out the political and cultural economy of private schools. The current chapter aims to contextualize the making of private schools in small towns of contemporary India with a special focus on Telangana state.

## **1.2 Context of the Problem**

The present study focuses on the social context and its meanings attached to the private schools with special reference to Huzurabad Town in Karimnagar District of Telangana state. The study is primarily engaged in understanding the relationship between the policies of the government and the establishment of various schools in the town. Hardly few studies were conducted on the school education in the combined state of Andhra Pradesh. Most of these studies focused on the conditions of the government schools and the student's achievement. James Tooley (2006) has conducted studies in Hyderabad city. No research work has been brought out either on the changing trends in school education or on the impact of globalization on school education in Telangana state from a sociological perspective. We hardly come across social science research on the functioning and the culture of teaching-learning in private schools in India with special reference to Telangana state. The current study aims to fill the gap in existing sociological research on private school education in small towns in Telangana.

### 1.3 Rationale of the Study

After the 1990s, India has been witnessing the emergence of low-fee private (LFP) schools as a result of both privatization of school education and failure of the government schools. Nowadays private primary schools in developing countries legitimized in the name of quality education for the poor with a minimum fee. Evidence of mushrooming of LFP primary schools has been a new phenomenon across the rural and urban centres. Scholars of educational studies have ideologically divided in explaining the meaning of quality, accessibility and equity in educational studies in private schools in contemporary India.

Those who support the privatization of education and advocate for LFP argue that it is an important intervention towards achieving Education for All (EFA) goals. This notion has already been explored to some extent in urban areas by Tooley & Dixon (2006 & 2007) and Kingdon (1996). Harma (2010) contributed to the literature by exploring the accessibility and affordability of LFP schools to the rural farming community in the state of Uttar Pradesh, India.

The present study focuses on socio-cultural reasons, besides economic and political contexts, for the changes that have taken place in the system of school education over a period. Huzurabad is not only a Mandal headquarter but also one of the Nagara Panchayats<sup>11</sup> of Karimnagar District in Telangana. It was a Taluk headquarter during the Nizam period. National Highway-563 passes through the town and it locates between Warangal and Karimnagar cities. The town has been witnessing mushroom growth of private schools with English medium. Hence, it is proposed to study the impact of globalization on the expansion of school education from the sociological perspective.

The mushrooming of private schools on one hand and the decline of government schools on the other attracted the researcher to undertake his doctoral research. Most of the studies have conducted on government schools, which are located in urban areas of Telangana state. There are no such studies conducted in small towns, which

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<sup>11</sup>The Nagara Panchayat is a town that transforms from rural to urban area.

are growing currently. Hence, the researcher decided to look into the emergence and growth of private school education in Huzurabad town.

#### **1.4 Objectives of the Study**

The objectives of the study are:

- To understand the political and cultural economy of school education in Telangana,
- To study the rationale of the private school managers for starting the private schools in small towns,
- To examine the wide gap between the promises and practices of private school managements and
- To analyse the parents' perceptions, expectations and experiences with private schools.

#### **1.5 Methodology of the Study**

The present study used both primary and secondary data for the critical analysis of the research problem. To conduct an empirical study, Huzurabad town in Karimnagar district of Telangana State was selected. The survey and interview methods were adopted by the researcher to understand the status of school education in the town. The list of schools in the town was collected from the Office of the Deputy Educational Officer, Huzurabad, which has been affiliated to the Department of Education, Government of Telangana. The researcher got permission from the Deputy Educational Officer to carry out his research in the town. A major portion of primary data collected through surveying the schools. A structured questionnaire was used for collecting data on school information. Interview schedules were used for conducting personal interviews with various types of respondents of the study.

#### **1.6 Sample and Sampling Technique**

The researcher adopted both quantitative and qualitative research methodologies to understand and analyze the problem critically. The researcher adopted a quantitative method to compare the enrollment of students in both government schools and private

unaided schools of the town. Besides, the researcher used the quantitative method for assessing the provision of facilities in all private unaided schools of the town. Based on the medium of instruction, the researcher identified 16 government schools and 25 private unaided schools in Huzurabad town for the academic year 2014-15. There is no private aided school in the town for the same academic year. A questionnaire was distributed to all the (41) schools located in the town to obtain data on enrollment of students for the academic year 2014-15. Another questionnaire was distributed to all the (25) private unaided schools of the town to gather data on school information such as preliminary details, facilities, fee structure and details of management members and teachers.

#### **a. Qualitative Research**

The researcher identified three types of respondents to find out possible solutions for the research problem. Those were the correspondents/management members/principals of the private schools, correspondents of closed down/sold-out private schools and parents of private school students. The researcher adopted qualitative methods to understand the functioning of private schools, factors for closing private schools, and meanings attached by parents to those schools. However, the population (universe) of the study was not the same for all three respondents of the study. Hence, the researcher adopted various sampling techniques to draw a sample from the universe.

**Table No. 1.1 Sample of the Study**

| <b>Sl. No.</b> | <b>Type of Respondent</b>                                       | <b>Population</b> | <b>Sample selected for Study</b> | <b>% to the Total</b> |
|----------------|-----------------------------------------------------------------|-------------------|----------------------------------|-----------------------|
| 1              | Correspondents/Management members/Principals of private schools | 25                | 13                               | 52%                   |
| 2              | Correspondents of closed down/sold out private schools          | 31                | 10                               | 32.2%                 |
| 3              | Parents                                                         | 4129              | 213                              | 5.1%                  |

Source: Field Study

Table-1.1 presents the details related to sample of the study. The study deals with three types of respondents. The researcher conducted face to face in-depth interviews

with 52% of the school managers/principals of private schools and 32% of the correspondents of closed down private schools. Besides, the researcher captured views of the parents to understand the values attached to education.

Ahuja (2011) defines that a sample is a portion of people drawn from a larger population, which would be representative of the population. There are two types of sampling; probability sampling and non-probability sampling. In probability sampling, each unit of the population is being given an equal chance for selection. Hence, probability sampling was used to select the schools for conducting interviews with the parents. However, in non-probability sampling, the researcher can decide the sample to choose from the population. This sampling technique is suitable for qualitative research. The researcher has adopted convenience sampling, quota sampling, and snowball sampling to carry out his fieldwork.

Convenience sampling is also known as random sampling. With this sampling technique, the researcher conducted face to face in-depth interviews with Correspondents/Management members/Principals of private schools and Correspondents of closed down private schools, who were most conveniently available. In quota sampling, the researcher fixes quotas to the samples for conducting the study. As per the quota sampling, the researcher fixed to cover 50% of private schools and 5% of parents from those selected private schools under the study.

In addition to quota sampling, the researcher adopted snowball sampling to identify parents in both Huzurabad town and selected villages. In snowball sampling, the researcher starts the research with few respondents who are available in the field and asks them to give the names of other respondents for completing research. Further, the researcher adopted convenience sampling for selecting the villages/areas. The procedure of drawing samples for parents' interviews has described in the forthcoming paragraphs.

It was evident from the field (please refer to Table-4.8) that 7 Telugu Medium Schools and 18 English Medium Schools were functioning in Huzurabad Town for the academic year 2014-15. To cover 50% of the sample from the universe, four schools (57%) from TM and nine schools (50%) from EM covered for the study. The

following schools were selected as the sample schools for conducting interviews with parents (Please refer to Appendix-V, for more details). 5% of the students selected as samples from each school for parents' interview.

**Table No. 1.2 Sample Schools selected for Parents' Interview**

| Sl. No.              | Name of School              | Total Students | Sample Students |       |       |
|----------------------|-----------------------------|----------------|-----------------|-------|-------|
|                      |                             |                | Rural           | Urban | Total |
| Telugu Medium        |                             |                |                 |       |       |
| 1                    | Sri Saraswtahi Shishumandir | 50             | 0               | 3     | 3     |
| 2                    | VishwapragathiVidyalayam    | 189            | 5               | 5     | 10    |
| 3                    | NavabharathiVidyalayam      | 312            | 8               | 8     | 16    |
| 4                    | AdarshaVidyalayam           | 146            | 4               | 4     | 8     |
| Total                |                             | 697            | 17              | 20    | 37    |
| English Medium       |                             |                |                 |       |       |
| 1                    | Vivekavardhini Model School | 379            | 10              | 9     | 19    |
| 2                    | Tetrahedron Model School    | 1015           | 25              | 26    | 51    |
| 3                    | Krishnaveni Talent school   | 490            | 13              | 12    | 25    |
| 4                    | Ushodaya Talent school      | 121            | 3               | 4     | 7     |
| 5                    | St. Theresa High School     | 132            | 4               | 3     | 7     |
| 6                    | Greensedge School           | 377            | 9               | 10    | 19    |
| 7                    | Sri Kakatiya High School    | 313            | 8               | 8     | 16    |
| 8                    | Sri Gayathri School         | 363            | 9               | 10    | 19    |
| 9                    | Vignan concept School       | 242            | 7               | 6     | 13    |
| Total                |                             | 3432           | 88              | 88    | 176   |
| Grand Total (TM &EM) |                             | 4129           | 105             | 108   | 213   |

Source: Field data

Table-1.2 indicates that the sample students selected from TM schools and EM schools were 5.30% and 5.12 % respectively. Altogether 5.15% of students were selected from both mediums. Half of the parents selected from Huzurabad town (urban) and the remaining half of the parents selected from 22 villages (rural areas) (for a list of town/villages, please refer to appendix-VI). Hence, the researcher conducted face to face in-depth interviews with 213 parents to understand their perceptions, expectations, and experiences with private schools.

The researcher has collected data from both primary and secondary sources.

### **b. Personal Interview**

The researcher adopted personal interview and observation methods to gather primary data directly from the field. The researcher visited schools and conducted personal face to face in-depth interviews with the management of private schools. The researcher visited houses of correspondents of closed down schools and conducted personal face to face in-depth interviews with them. Besides, the researcher visited the houses of parents located in different localities of Huzurabad town and 22 villages to conduct personal face to face in-depth interviews with them.

### **c. Observation Method**

In the observation method, the researcher collects data through personal observations. The researcher adopted the observation method not only to observe the behavior of the respondent but also to observe the material culture of private schools and houses of the respondent parents. The observation method employed by the researcher while visiting the schools and houses to conduct interviews with the respondents. The researcher observed the schools and their infrastructure such as school buildings, office room, classrooms, furniture, toilets, ventilation, fans, discipline, hygiene, playground, laboratories, libraries, etc.

### **d. Secondary data**

The researcher gathered data from various secondary sources such as school records, the Reports/District Census Handbooks published by various independent agencies such as the Imperial Gazetteer of India, the Census of the H.E.H. the Nizam's Dominions, the Census of India and the Government of Telangana, reviews of various committees, G.O.s issued by the governments, books that were written/edited by various authors, articles that were published in journals and newspapers, official websites maintained by different departments of Government of Telangana, private institutions and Non-Government Organisations.

## **e. Tools of data collection**

For the present study, the researcher adopted various tools for gathering data from different types of respondents. The major tools adopted by the researcher were questionnaire and interview schedule.

### **1. Questionnaire**

A questionnaire is a document, which contains a set of questions to be posed by the researcher to the respondents to get answers from them. The researcher used a structured open-ended questionnaire to obtain data on enrollment of students for the academic year 2014-15 from all schools located in the town. Another structured questionnaire comprised of both open and closed-ended questions was used to collect data on school information in all private unaided schools of the town.

### **2. Interview Schedule**

A set of structured questions in which answers are recorded by the interviewer himself/herself is called as interview schedule/schedule. In this study, the researcher conducted personal face to face in-depth interviews with school managers of present private schools, correspondents of closed private schools and parents of private school students. Three separate structured interview schedules consisting of open-ended questions were employed for this purpose. Besides, the researcher maintained fieldwork diaries to record data/information/narrations that came out of his observation in the field site. The dairies also included a description of schools and their infrastructures such as classrooms, buildings, office room, discipline, toilets, etc., the behavior of respondents and their informal conversation with the researcher.

## **f. Methods of data analysis**

For the present study, both primary and secondary sources of data were used. The primary data was collected from the respondents such as school managers and parents. The study used secondary data from various sources like books written by various scholars, census data, school records, internet sources, etc. For the analysis of

quantitative data, the researcher collected the filled-in questionnaires from all the schools. The researcher translated the questions from English to Telugu while collecting the qualitative data from different types of respondents of the study. After that, the responses were translated from Telugu to English. The researcher adopted the Statistical Package for Social Sciences (SPSS) for data entry and generating tables. Finally, the researcher analyzed the data that was recorded in the field diaries as supporting evidence to the quantitative data.

### **1.7 Theoretical Framework**

The liberal policies of the state geared up the mushrooming of private schools all over the country. Besides, the steady growth of private schools happens because of multiple factors. However, the sociologists' understanding of the parental choice examines the nature of the relationship between parent's participation in school selection and the growth of private schools. The present study adopted the concept of 'parentocracy', developed by Philip Brown (1990). He considered compared 'parentocracy' with the third wave, which has been characterized by the rise of the educational parentocracy. According to him, a child's education is dependent upon the wealth and wishes of parents, rather than the ability and efforts of the child. Generally, parents desire to select schools based on their social background, which leads to the privatization of education based on parental choice, educational standards and the free market.

The privatization of education leads to the diversification of schooling for different social groups of society. Most of the studies reveal that parents in India are willing to send their children to private schools for quality education, which is not being guaranteed in public schools for the last few years. Besides, most of the parents in India in general and Telangana State, in particular, prefer English medium schools rather than Telugu/Urdu medium schools due to the emergence of English as a global language in diverse spheres of life. Hence, one can understand 'parentocracy' in India in terms of the bigger role of parents in the selection of private English medium schools within their socio-economic restrictions.

### **1.8 Limitations of the Study**

The present study is limited to private schools in Huzurabad town. The infrastructural facilities, rules and regulations, fee structure, human resources, teaching methods, academic activities, celebrations, examinations and transport facilities for students have been examined in the private schools of the town only hence the interpretation of the results is limited to them only. However, the parental views on private schools and aspirations on their children are limited to surrounding villages of Huzurabad. Hence, the study largely represents the parental choice and voice on private schools in rural and small towns in Telangana state.

### **1.9 Researcher's Reflexivity**

The researcher completed his school education in a private school in Karimnagar District during the 1990s. This was the phase of LPG policies in India. Though these policies apply to all sectors, health and education were the most affected sectors. From the macro perspective, both central and state governments allowed to establish private schools and colleges by interested groups in society. Karimnagar District was not exempted from this phenomenon, as it was one of the developed districts of Andhra Pradesh in agriculture. These dynamics in the education sector in general and school education in particular inspired the researcher to do his doctoral research. Hence, the researcher desired to find out the context and meanings of private schools defined by the parents. For this purpose, the researcher selected Huzurabad, one of the towns of Karimnagar District, which witnessed mushrooming of private schools right from the implementation of neoliberal policies.

Initially, the researcher conducted a pilot study at Huzurabad town in November 2014. The researcher met Deputy Educational Officer (Dy.E.O.) at his office on 08/01/2015 and submitted a letter to get enrollment details from all types of schools and for conducting a field study in all private schools of Huzurabad Mandal (Please refer to appendix-VII). He felt happy with the proposed research work and gave permission immediately by writing on the letter with his endorsement.

The main focus of the study is to find out parental aspirations, and the private schools' response to educational markets in a small town. For comparing the enrolment in private schools with government schools, the researcher gathered enrollment details from all the government schools located in the town. After that, the researcher visited St. Theresa High School on 27/02/2015 and collected data related to enrollment. Then the researcher visited Vignan Public School on 02/03/2015 and Vignan Concept School on 03/03/2015 for data collection. Later on, the researcher visited Tetrahedron Kindergarten School and met Mr. Ramana Reddy, who is one of the management members of Tetrahedron schools. He permitted the researcher to collect data from their two schools. Then the researcher submitted a questionnaire in those two schools. Mr. Srinivas Yadav, the Principal of the Tetrahedron Model School filled the questionnaire patiently.

Then the researcher visited Sri Vivekavardhini e-techno School on 09/03/2015 and Mr. Kumar, the clerk of the school gave the data. The researcher visited Greensedge School on 11/03/2015 and met Mr. Venkateshwar Reddy, the Correspondent of the school. He was very friendly in his conversation with the researcher and supported throughout fieldwork at the school. Mrs. Neelima, the receptionist cum clerk of the school helped by providing data related to research. Later on, the researcher visited Sri Kakatiya School on 14/03/2015 and met Mr. Srinivas, the Correspondent of the school and Mr. Muralidher, the Head Master of the School. They permitted to collect data from their school and gave interviews. Then after two days, the researcher visited Ushodaya High School on 16/03/2015. The Correspondent of the school gave all the details to the researcher desired for the study and spared his time for an interview.

The researcher visited Kerala EM High School on 19/03/2015 and collected data and conducted an interview with management. The Correspondent of the school is very active and talkative. He smiles always and looks very energetic always. He speaks politely while dealing with parents. The researcher found the village wise van fee structure at this school only. With his permission, the researcher noted down the village wise van fee in field notes. Later on, the researcher went to New Satavahana High School on 24/03/2015 for data collection.

Then the researcher visited Vishwapragathi Vidyalayam on 26/03/2015 and collected data and conducted an interview with the Correspondent of the school. Later on, the researcher went to Kakatiya High School on 28/03/2015 and collected school data. On 05/04/2015, the researcher visited Krishnaveni Talent School and met the clerk to meet the Correspondent. After waiting for some time, Mr. Ravinder Reddy, the Correspondent of the school called the researcher into his chamber and inquired about the reasons for his arrival at the school. He did not show any interest in the research. However, the researcher convinced him by explaining the objectives of the study and handed over the questionnaire. Due to the busy schedule of the Correspondent, the researcher interviewed him several times. Interestingly, he became the key informant of the study and invited the researcher for the annual day celebrations of the school.

Later on, the researcher visited Navabharathi Vidyalayam on 09/04/2015 to collect data from the school. Then the researcher went to Sri Saraswathi Shishu Mandir on 16/04/2015 to collect school data and interviewed Mrs. Kantha, the Head Mistress of the school. The school did not have considerable strength and even it did not have a van. Hence, the school provided instruction to the students in English medium unofficially. After that, the researcher went to Montessori High School on 17/04/2015 and collected data from the school. Mr. Ravinder, the Director of the school gave his interview the next day. Meanwhile, the researcher met Mr. Prasad, the Correspondent cum Principal of Vivekavardhini Model High School. He had a negative attitude towards research. Finally, the researcher convinced him to provide school data and obtained the same on 19/04/2015. On next day, the researcher visited Navabharathi School and interviewed the Correspondent. Then the researcher met Mr. Kiran Kumar, the Correspondent cum Head Master of Adarsha School on 21/04/2015 and took his interview on the same day. The researcher collected data from the school during his earlier visit to the school. Finally, the researcher went to Sri Gayathri School on 22/04/2015 and collected data.

The researcher observed that most of the school management felt that the teachers were lacking dedication. Most of the trained teachers were recruited for secondary classes whereas most of the untrained teachers were recruited for primary classes. It was observed that most of the school management gave priority to women in teacher appointments.

The researcher submitted a photocopy of the permission letter issued by the Dy.E.O along with identity cards to all the schools to indicate the management officially that he was doing the fieldwork for research purposes only. Some of the management said that research would not be useful to anybody so that it was not necessary to provide the data. Very few of the managements were not ready to help the researcher and suggested him to fill the questionnaire on his own. Then the researcher requested them that they have to provide genuine data to get accurate results. The researcher did not force them at any point during his visits to schools rather convinced them and gave them enough time either to provide data or to spare time for interviews. The researcher succeeded with his assurance that the data collected by him would be used purely for research purposes only.

Some of the school managements were hesitant to provide both actual salaries of the teachers and fee particulars. Also, some of them checked the documents filled by other schools to decide whether they could give or not. Finally, enrollment details, school information and profile of the management and teachers were collected from all the schools. However, some of the Correspondents/management members did not show interest in giving an interview. Hence, the researcher conducted interviews with those management members, who had shown interest. According to the time given by the school managers, the researcher conducted the interviews. Getting permission from the Dy. E.O made the researcher's job easier in accessing schools and obtaining data related to the topic. In this way, the researcher completed the fieldwork.

The researcher identified the managements which had closed down their schools or handed over to others. Detailed interviews with the owners of nine closed schools were conducted from September 2015 to November 2015. The long interviews with these failed school managers opened a number of policy issues and changing parental perceptions on the idea of private schools in small towns in Telangana.

After collecting school-related data from all schools and completing interviews with the school management, the researcher conducted interviews with parents from 25/12/2015 to 15/05/2016. As the researcher collected data for the academic year 2014-15, he identified the parents, who were sending their children to the same school

for the academic year 2015-16 in selected areas (Huzurabad town and 22 villages). Parents were sending their children to private schools not only due to lack of quality of education but also lack of transportation in government schools. Most of the parents lost confidence in government schools. Parents were ready to pay for their children's education. They wanted to give the best to their children within their financial limits. Parents viewed school education as a stepping-stone towards creating a gateway for the bright future of their children.

During the fieldwork period, the researcher stayed at Huzurabad town. The researcher visited all the schools by walk to meet the Correspondent/Principal for getting permission, collecting data, and conducting an interview with Correspondent/Principal/management member(s). The town spreads a 1 km radius from the bus station/center of the town. The researcher visited houses of all respondents of parents by walk in the town. Whenever the researcher went to villages to conduct interviews with parents, he used to go by bus/an auto-rickshaw. Within the village, the researcher visited the houses of respondents by walk. The researcher completed the fieldwork within 9 months.

### **1.10 Organization of the Thesis**

The thesis has been divided into seven chapters. The first chapter describes the introduction of the topic including its rationale and objectives of the study. The chapter deals with the methodology of the study, which describes the sample and sampling techniques employed for conducting the study, various sources of data, tools of data collection, and methods of data analysis. The chapter also provides the theoretical framework of the study. Besides, it covers the limitations of the study and the experiences of the researcher in the field. The second chapter presents the sociological theories on school choice with special reference to India. The chapter covers the sociological debates on the status of public and private schools and the rise of English medium schools in India. The third chapter provides a historical sociological account on the history of education in India in general and the political economy of educational history in Andhra and Telangana in particular.

Chapter four presents the enrollment patterns of students in both public and private schools of Huzurabad town. It captures the social background of the private school owners in small towns and explored the reasons for the mushrooming of these schools. It examines the physical infrastructure that is available in private schools. Besides, the chapter also explores the recruitment procedures of teachers adopted in private schools. The fifth chapter critically examines the educational promises and empirical educational practices of the private school managements in small towns. The chapter discusses the social background of students, who are studying in private schools. The chapter also dwells upon the organization of academics & non-academic activities and various types of fees collected in private schools. Besides, it narrates how private schools adopt different mechanisms to sustain in the educational market. The sixth chapter maps out the private school choice from the perspective of the parents. The chapter aims to capture the aspirations of parents and their means and methods of negotiation in the selection of private schools in rural spaces. The seventh chapter concludes with the major findings of the study.

### **1.11 Summary**

The researcher identified a wide gap in the sociological literature on the private educational system in small towns. The objectives of the study are to find out the social context of private schools from the perspective of school owners and parents. The researcher used both primary and secondary sources for identifying, understanding, and analyzing the research problem. The quantitative and qualitative methods were used by the researcher for data collection and analysis.

## **CHAPTER-2**

### **PRIVATE SCHOOL CHOICE: CONCEPTUAL OVERVIEW**

#### **2.1 Introduction**

Private schools are the outcome of a demand driven approach, wherein the market cultures and markers of identity such as gender, class, religion, region, language and ethnicity tends to play a crucial role. It's important to understand the roots of school diversity and ownership. Who has the right to own and manage the educational system; State or private players? This debate divides the scholars into pro-state and pro-market. This chapter attempts to examine the sociological debates on the social context of school choice. However, private ownership is against the public interest. The present chapter aims to present sociological debates on school choice. The chapter starts with the sociological overview of school choice followed by the review of empirical studies conducted on school choice across the countries with special reference to India. Though the pro-state education model dominated the public policy and sociological scrutiny until the 1970s, there has been a paradigm shift in intellectual articulations in the post-liberalization era on the state-owned schools and schoolings. In order to provide the social context of school choice, an attempt has been made to presents some of the key sociological theories on the sociology of education with reference to school choice.

#### **2.2 Sociological Overview of School Choice**

According to Shah (2012), the sociology of education deals with the social organization of the school as a social system, which includes adult social structure and the student social structure. It studies how both these sub-structures are organized and interrelated in the school system to achieve its objectives. The adult social structure is composed of two roles, teachers as the educators and headmaster, principals, and members of management members as the administrators. The sociological approaches to education have been organized into three schools of thought. Those are the functionalist approach, the Marxist approach, and micro-sociological theories. In the context of India, sociological studies on education were contributed by the sociologists of education over the last fifty years spread across the academic

institutions (Nambissan & Rao, 2013). However, the school choice research in India gained significance over the last two decades.

#### **a. Aims of School Choice**

According to Hirsch (1994) school choice fulfills the multiple aims of parents. Choice opens scope for parents for choosing a better one among different types (private and public) of schools available. School choice promotes not only educational pluralism but encourages better performance among public schools. He makes an important distinction between demand-led/competitive choice policies, whose aim is to encourage competition and supply-led/pluralistic choice policies. It aims to increase the range of schools to be available. Competitive choice assumes that there would be a common agreement of parents about a good school, where all of them wish to send their children (Adler, 1997: 305-306).

#### **b. Limits on School Choice**

The basic element of enrolment policy is to give parents the right to send their children to any school. However, it may be limited in many ways despite the ideals of ideal choice theory. However, in practice, the choice is also closed as rich parents might choose popular schools. The choice tends to weaken the sense of community, resulting in increased social segregation, and reduce the pressure to improve the educational system (Ibid.).

The choice is a situation in which parents can choose the schools between public and private schools. Parental choice of schools is nothing but ensuring the availability of various types of schools and open to the parents' interests and concerns. Parental choice has two components. One of the components is parents' dissatisfaction with the present school. The second component is that authorities/managers of schools seek parental support by attracting them to select their school. In this way, parents of different social backgrounds choose schools of varying quality for their children's education. However, parental choice leads to social stratification in a given educational setting (Lee et. al 1994: 434-435).

### **c. Rational Choice Theory**

According to March (1986), the rational choice theory involves uncertain future consequences as well as preferences. Parental choice is linked with negative experiences of children's schooling. For example, if the child's school experience is positive, there is no question of making a choice. As per the rational choice theory, the choice would be more popular among families, which witness negative experiences about their children's schooling. However, expanded access through choice could reduce educational stratification. Even choice is available to everyone, only a few families would choose better schools for their children, which results in social stratification. Though there are different views on school choice, one can understand that it is a belief in freedom for individuals to make choices in general and for meritorious individuals in particular (Ibid.). However, Merrifield (2000) views that education of weaker sections' children is undermined due to the privatization of education.

### **2.3 School Choice in Western Countries**

In Western society, schools play a vital role in people's lives as they spent more time there. School prepares an individual to take responsibility during his/her adult life. Valuation of the pupils in various subjects and rewarding academic ability is considered as an elitist view of education. However, one can observe that gifted students enjoy a higher status than the less abled students. Talcott Parsons in his essay 'The School Class as a Social System' (1959) explains four functions of schools. The school works for the emancipation of the child from the family and teaches social values and norms. The school selects and allocates human resources for various roles as per their achievements. In the whole system of the school, the teacher is considered as an agent of the adult society.

In Britain, children were segregated and education was imparted only for the rich until the 19th century. As per the Forster Act 1870, several voluntary educational institutions were started to provide compulsory education for all. However, it has been marked by segregation and differentiation by various categories such as wealth, religion, ability, age, sex, and social class. According to Shipman (1971),

modernization is the outcome of education, which has included both industrialization and urbanization. He views that because of modernization, there is an increase in usage of science, a decline in the importance of religion, and a growth of impersonality in interpersonal relationships. Hence, the school occupies a key role in the maintenance of social order in modern societies (Reid, 1978: 113-150).

Education is a private enterprise, in which its control derives directly from its owner. In turn, ownership is concentrated in dominant sections of society. Whenever educational control is rooted in private ownership, the same relationship is produced between education and the rest of society. If one restricted group monopolizes formal instruction and assures educational access to only to a dominant elite of the social structure. As it is impossible for any one group to monopolize the resources fully, they evolve mechanisms to preserve its monopoly by preventing others from converting financial and human assets into schools and teachers.

Monopolization of educational facilities, protective constraints, and legitimation of ideology are necessary factors for the maintenance of domination. On the same lines, in the case of France, the Church controlled teaching under the supervision of either the clergy or a Catholic lay teacher, who certified by the regional bishop. Even the post-elementary education was provided by various types of colleges, which were owned, operated, and staffed by different priests of the Roman Catholic Church such as Barnabites, Doctrinarians, Jesuits, Oratorians, etc. These colleges were aimed to bring out religious conformity and intellectual homogeneity of the ruling class by their teachings of Catholic doctrine and literary classicism respectively (Archer, 1984: 1-42).

However, if private ownership gives way to state systems and mono-integration to multiple integrations, educational interaction will acclimatize in a different way. People's perception of education and their experiences and encounters while accessing it can bring change in the educational system. Finally, state systems will play a role in the development of a new educational system, where the supremacy of private ownership is going to be ceased (Ibid.).

According to Brown (1981), 'first wave' involved the development of elementary state education for the 'lower orders'. This schooling of the working-class was primarily concerned with the inculcation of basic information and knowledge as per their ascribed position in society. The 'second wave' is characterized by the achieved status, where age, aptitude, and ability are taken into consideration. In contrast to the first wave of education, here, the individual merit and achievement are given much priority, which determines one's educational and occupational career. The second wave provides equal opportunity for all irrespective of their social class for accessing both education and employment. However, the meritocracy never promises equality rather it rationalizes inequalities in the name of equality of opportunities. The 'third wave' is associated with the ideology of parentocracy, which involves a major program of educational privatization under the slogans of parental choice, educational standards, and the free market (Brown, 1990: 66-74).

The right school is a complex process that decided by family and structural limitations. The choice is affected, not only by the number of resources own by parents but also by the values that they uphold. The choice is influenced by academic success, local report, and reputation, travel time to school, and networks. Although the discourse of choice suggests that equal opportunities are open to all, the parental choice is governed by social class, resources, and lifestyle. According to Vincent (2001), parental choice within the middle class is not the same. School choice for some parents is based on one dominant factor, for others, it is a combination of several factors. For instance, some parents wish to choose a local school as it is near to their residence whereas some other parents desire to choose a non-local school as it has a network with family. Parents not only bring their economic capital into the educational process but also their cultural capital which includes their educational qualifications as well as their insider knowledge of the education system. However, choices of parents depend either on their childhood experiences or an emotional attachment towards their local school (Walker and Clark: 4-27).

Australia is considered a world leader in the market reform of schooling in terms of school autonomy and school choice. In 1975, most of the Australian secondary school students attended government high schools. However, in the 21st century, Australia has one of the largest non-government sector enrolments in the Organisation for

Economic Co-operation and Development (OECD) countries, especially in secondary schools. In Australia, public schools are owned and managed by the state departments of education and private schools are run by non-government bodies such as churches and corporations. Besides, non-government schools outside the Catholic systems are called as independent schools. Generally, parents in Australia choose a secondary school for their child is called 'school choice' in which public vigilance of parents and market mechanisms assure educational quality. Hence, less-performing schools have to improve themselves to sustain themselves in the market.

According to Lingard (2010), the competition between schools and parental pressures will increase standards and accountability. According to Strober (2003), parents are the customers and make rational, objective, and self-interested choices among available schools, which promote competition among schools. Thus, children are considered as human capital, and education is the commodity in which families invest in the future of their children. Economic status and awareness of parents play an important role in children's academic achievement. Thus, the involvement of parents is inevitable. However, school choice has certain limitations. Choice leads to not only prioritize the demands of parents, who are well informed and well-resourced but also schools and children become considered as commodities as it depends on the financial capacity of parents (Meagher and Goodwin, 2015: 322-326).

There has been a movement to give a choice to parents in deciding schools for their children. According to Hirsch (1994), political and social influences have shaped the parental choice in the UK. The political influence has been neo-liberal ideology implemented from the 1990s, which advocates depending on free markets rather than public finance in which schools should depend on parents for their resources. The state believes that this type of mechanism creates competition among schools for their better performance. The socio-economic and educational development among parents and the importance of credentialism have reshaped the whole notion of school, which is a means to the economic and social success of students. Hence, finding the right school for their children becomes very important for parents (Adler, 1997: 305).

Ostet. al (2013) refer to Bernelius' study (2005) reveals that school choice in Helsinki increases differentiation in the composition of students. He adds that school

choice favors students from privileged backgrounds to occupy a large share in a school. He finds that educational performance is significantly better among the students, who choose a school outside their catchment area. Milton Friedman (1955) has proposed the voucher-based independent schools to decrease the role of government and expand the opportunities for free enterprise. He believed that competition among schools would lead to performing schools better. However, in Sweden, by expanding school choice, the differences among schools have increased on one hand and its comparative performance has declined on the other hand (OECD, 2010). It is observed that school choice as one of the neo-liberal thoughts was unable to deliver the results promised by policymakers.

David (1997) quotes a report entitled 'School: a Matter of Choice' published in 1994 revealed that parents' involvement in their children's education is growing steadily. He views that the responsibility of parents on their children's school activities is shifting to the school itself. Parents who are opting for private schools think that it is the primary responsibility of the schools to educate their children. However, educational reforms in the direction of choice, markets, and diversity, do not produce equity on the grounds of gender.

Teelkenet. al (2005) find that diversity and accessibility play a major role in school choice. It is also argued by some of the scholars that a certain amount of educational diversity can prevent increased segregation among the schools. However, in some of the countries like the Netherlands, England, and Scotland, a hierarchy of schools was created. Saporito (2009) finds that private school enrollment rates among Asian, Black, and Hispanic students do not vary much with community racial composition. An OECD report on parental choice in six countries such as Australia, England, the Netherlands, New Zealand, Sweden, and the USA confirms that school choice decisions are often determined by race considerations (Bagley, 1996).

Supply flexibility, fees from students, and independent management of schools are the three essential elements in a school choice program. Supply flexibility means schools can open when there is a demand. The second essential element of school choice is that the fee paid by a student must be equal to the cost of the student's education. When there is a sufficient demand to add full classrooms or add a campus, the fee

should be sufficient to make that possible. Hence, supply flexibility will not occur if funds do not follow students. Then the third element is that schools must have independence in terms of its management and administration, recruitment of staff and their payments, adoption of pedagogy, and allocation of financial resources (Hoxby, 2006: 6-10.).

## **2.4 Growing Importance of English in School Curriculum**

The identification of multiple language markets in modern nations can reveal constructions of language, nation, and citizen. Language, conceptualized as capital, presupposes different dispositions toward how the nation might be realized and how one might be associated with its realization. The efforts of the Government of India toward national linguistic integration imagine the nation as a market in which the ability to cross-linguistic boundaries by federal states provides citizens with capital (LaDousa, 2005: 472).

The study of English is a common feature of a standardized global curriculum. Tsui and Tollefson (2007) stress that globalization is affected by technology and English. Hence proficiencies in these two components have been referred to as global literacy skills. They found that 72% of the world's secondary schools taught English as a modern foreign language in the early 1990s. They strongly believe that English is the language of the global economy and education in the modern era. Huntington (1996) argues that English today has become de-ethnicized and is no longer associated with any particular culture. Vaish (2005) study reveals that English in today India is studied mainly for economic purposes, to participate in the global economy. Spring (2006) argues that English is now the language of a global industrial-consumer culture. Neoliberal discourses and the GATS have pushed for global privatization of educational services. As the role of English is growing in global commerce, teaching English is included in many national curricula. The culturists conclude that as local people acclimate to educational practices as per local needs and culture, one can witness the emergence of hybrid educational practices that combines both the local and the global (spring, 2008: 351-352).

Thus the foregoing studies inform that rise of the school choice movement is an outcome of neoliberal policies in the context of Western societies.

## **2.5 School Choice in Asia**

Singh (2010) finds that ethnic minority students belong to the Uyghurs community in Xinjiang in China face a problem in choosing either Chinese education or education in their language. However, career prospects are more for those, who study in Chinese. Besides, Chinese modern education is more costly, and at the same time added the Chinese state keen to promote Han culture. Thus, there is an existence of increasing division between Uyghurs and the Chinese state. However, the use of the Chinese language as a medium of instruction at school level is seen as an attempt at forceful Sinicization and hence, is opposed by the Uyghurs.

Kim & Hwang (2014) find that the implementation of school choice in Korea does not have a strong relation with parental school participation. Parental school participation is influenced by individual factors such as gender and academic achievement of children, socio-economic status of parents, and their involvement in children's education. They observe that parents in Korea who participate actively in school activities are highly educated mothers. The supporters of school choice argue that a competitive environment would encourage low performed schools to make themselves as high performed schools to be chosen by students and parents. However, it has been pointed out that most parents and students choose schools based on previous records such as admissions and achievement.

Mbiti (2016) finds that private school enrollment rates have been growing slowly but steadily in many developing countries. In the South Asia region, private schools account for one-fifth of all primary school enrollments. Andrabi, Das, and Kwaja (2008) argue that private schools are being considered the best for quality education with accountability, which lacks in public schools. Besides, private schools are performing better in terms of the learning outcomes of students.

Private education in Pakistan leads to the emergence of two classes; the English medium for elite and the vernacular Urdu medium for masses. The rise of private

schooling in rural areas bring rural and urban areas closer in terms of quality education, while at the same time increasing disparities within rural and urban areas. However, the Ministry of Education, Government of Pakistan (2004) reveals that private schools charge high fees, locate mostly in urban areas and serve to an elite population. Das et al. (2006) reported that test scores in private schools of Pakistan are considerably higher than in government schools (Andrabi et. al 2008:331-354).

The foregoing studies highlight that private schools are gaining prominence across Asian countries. The following pages present the scholarly debates on the making of private schools and choice in the Indian Society.

## **2.6 School Choice in India**

In India, broadly three types of schools exist. The first category is the government school, which is possessed, sponsored, operated, and managed by the government, without any autonomy at the school level. The second category is the private aided school, which is a quasi-government, started by private management but gets grants-in-aid from the government. The third category is the private unaided school. According to the UNESCO, private school is controlled and managed by a non-government organization such as NGOs, faith-based organizations, communities, and commercially-oriented private entrepreneurs. Most of the private schools are small and being run by a private individual by collecting fees from parents. These schools have complete autonomy in terms of management, hiring staff, and pedagogic practices (Harma, 2010: 3).

At present, the private unaided sector in India is highly heterogeneous in terms of accessibility and quality. According to Levin (1991), private choice results in higher quality and lower costs through market competition. However, its affordability and social equity are questionable as private schools charge fees. All types of schools must get recognition from the government to function, to enable students to both receive government stipends and write board examinations, and to allow schools to issue transfer certificates. Though most private schools do not fulfill all the conditions required for recognition, the Government gives its approval due to various reasons.

Besides, unrecognized schools exist in India, which are not included in official statistics (Ibid.).

India has been witnessing both a variety of government schools and evidence of a sharp increase in the number of private schools since 1990. This large-scale growth in the number of government and private schools across the country is a major contributing factor to the significant improvement in not only literacy rate but also school enrolment rate among primary school children (Hill et al, 2011; 98-105).

## **2.7 Determining Factors of School Choice in India**

The choice is used between a government school and a private school when a limited number of private schools are available. However, nowadays, the choice is between competing private schools due to the rapid expansion of private schools. The choice is supposed to bring out better service provision at lower levels of cost. The ideal market in education is nothing but fully informed parents choose the school from a range of available schools, which leads to enhance accountability and quality. Voice and exit are the two types of reactions when customers are dissatisfied. However, people tend to exercise exit, where choice is available. Thus, the basic assumption of the educational market is to raise the standards to satisfy and retain their clients (Harma, 2010: 4).

However, the experience of parents of Rasola village in Jhunjhunu district of Rajasthan expressed a preference for government schools. They felt that the private schools charge more excessive fees, and expressed concern about the low standard of teacher qualifications in private schools. At the same time, parents were troubled by the declining standard in government schools. The parental preference for private school reflects the rising aspiration of rural parents and the social status associated with attending a private school. Private schools tend to be dominated by upper-caste groups. Some private schools offer fee concessions for families with more than one child enrolled. Most of the girl children were enrolled in government schools while boys were enrolled in private schools. Hill found that the child with less aptitude needed to send private school. However, gender plays a major role in school choice.

Parents were unhappy with the quality of teachers and high fees at private schools, so they decided to enroll their children in a government school (Hill et al, 2011: 99-103).

Emergence and growth of private schools not only reflect the demand drive for literacy but the declining quality of public schools. Female teachers represent better teacher attendance and better quality of education. Economic prosperity is expected to have a positive impact on enrolment rates. The costs of education at the primary level seem to be much higher when all the costs such as uniforms, notebooks, transport costs and pocket money are included. The costs range from about Rs. 400 to about Rs. 800 per annum in the case of government schools. The educational expenses are about four times higher in the case of private schools (Reddy and Rao, 2003: 1242-1250).

The growth of private schools in rural India is also linked to the agrarian revolution from the perspective of production. The green revolution increased agricultural production in Hoshangabad district of Madhya Pradesh state and put more money into the hands of farmers. After the 1970s, wealthy farmers of villages started sending their children to schools and colleges in nearby towns and cities. Several students of joint families stay in rented houses in Hoshangabad town with an adult member accompanying them to take care of food and other requirements (Sunny, 2011: 26-27).

The mushrooming of private education in recent years reflects the ever-increasing demand for educational service on the one hand, and the state's inability to provide quality education on the other. According to Kumar (2008), public-private partnership (PPP) in India promotes privatization as a means of reducing the government's responsibility to increase the number of schools (Datta, 2009: 76).

In Andhra Pradesh, the aided sector has always remained depressed especially in rural areas and private schools operate mainly in urban areas. It seems that government schools are meant for rural areas whereas private schools are meant for urban areas. Corrupt practices are being followed by management in getting grants-in-aid system and teacher recruitment in aided schools. Even the schools are socio-economically stratified that the government schools become 'Dalit' schools, while unaided schools remain elitist (Majumdar, 2005: 2354-62).

Children of different socio-economic backgrounds have separate access to different types of schools. In other words, private schools reproduce existing social structures instead of challenging them. Parents hope that quality schooling improves their children's position in society. In India, sons are hoped to acquire regular employment for getting a stable income, which results in social mobility among the families of wage laborers and small farmers. Distribution of textbooks and uniforms, providing mid-day meals and scholarships make free education in public schools. However, parents view that the direct costs of schooling such as buying notebooks, pens, pencils, slates, chalks, and school bags, examination fees, contribution to national celebrations, and buying extra clothes for children to wear at home are high. Annual expenditure incurred for one child, who studies primary education can easily represent an adult's monthly wages (Leclercq, 2003:1865-66).

The educational consciousness and concerns among the parents and the desire to educate their children are expressed in the expenditure incurred on education against several odds. Though primary education in India is free and compulsory, parents are forced to spend some amount on their children's education. Important items of expenditure include textbooks, notebooks, stationery items, bags and shoes. Because of this reason, disadvantaged families would face financial problems even though they select government schools for their children (Chugh, 2014: 46).

Private schools offering primary education have grown at a rapid rate in India. According to Mehta (2006), 25% of all enrolment in primary education is in private schools. 30% of the villages have access to a private school within the village itself. Poor quality of education in government schools is considered as a major factor for the rapid growth of private schools. Parents perceive private schools as more accountable and offering better quality education by paying the fee. Learning outcomes in private schools are on average better than that in government schools. Though the government school system is expensive, it fails in imparting even minimum skills to students. Besides, private schools not only perform better but also provide education at a much lower unit cost than public schools (Goyal & Pandey, 2012: 67).

The education system was more differentiated, where the poor were pushed into low-quality schools in terms of infrastructure and teachers. This gave rise to a new trend of 'hierarchies of accesses' wherein, a child's caste, community, and gender accompanied access to schools. Government schools are not providing a common shared space for children of different backgrounds. Hence, children grow up without getting an opportunity to mix with children from other social groups. It is also observed that children from the middle class and wealthy families have greater access to the global media by attending high-quality schools whereas the majority of the poor children have little access to the media by attending low-quality schools. In this way, poor children suffer from double disadvantages of poverty and low quality of education. Thus, there is a need to link education to life, livelihood, peace, and social justice (Ramachandran, 2007: 3917-3979).

James Tooley (2007) argues that poor families are ready to pay for 'budget schools' as they provide quality education. India has a highly stratified private school system, where separate schools exist for elites, middle class, and lower class. On the other hand, government schools occupy with poor and marginalized communities. As per the Institute for Human Development Survey-2005, Dalits, Adivasis, and Muslims have higher rates of enrolment in government schools. Budget schools produce quality education by running at low-cost and charge low tuition fees. These schools meet the demand of poor families for good quality and English medium education.

Chaudhury et.al (2006) survey in India and found that about 40 percent of teachers were not present at the time of unannounced school visits. As per Kremer and Muralidharan (2006), 28 percent of the Indian villages had access to a private school within their villages. The primary education system in India is functioning very inefficiently. Better infrastructure provides a stronger incentive to attend school on a particular day. Regular monitoring, strict inspection, and local ties decrease the absence of teachers in government schools (Andrabi et al, 2008: 331)

## **2.8 Demand for English Medium Schools in India**

A study conducted in three villages of Haryana, Uttar Pradesh, and Rajasthan revealed that there was no new government school was established for 10 years whereas 70

percent of the private unaided schools were established for the same period. Many government schools in urban areas function in rented and old buildings. As education is linked with employment opportunities and upward mobility, private schools focus more on teaching. These schools prepare students to read English nursery rhymes, alphabets, numbers, etc. English teaching is the major attraction of private schools. Unemployment among educated people and government policies are the main factors for starting private schools. Though private schools did not have the basic infrastructure such as playground and laboratory, the low-income groups prefer private schools by paying fees (De et. al 2002: 5230-5236).

Rao (2008) recognizes that English becomes an important language both in education and official transactions in India. He quotes the NKC Report (2006), which stresses the importance of English in determining access to higher education, employment, and social opportunities. Even the poor and working classes aspire for English education for their children to achieve mobility and social status. Children and parents seem to construct their images of global opportunities through English. He argues that the aspiration for English education is strongly rooted in the market principles that operate in education.

According to Muralidharan and Kremer (2008), higher teacher attendance and greater teacher activity in private schools are the indicators of a better quality of teaching. Many studies revealed that distance is a key factor in the choice of schools for very young children and girls. The aspiration for English medium instruction among low-income parents is an important factor for the rapid growth of private schooling. On the other hand, government schools impart education in the regional language, which makes the parents less attractive. The majority of low-income parents believe that if their child could speak English, he/she would be guaranteed a middle-class job. Besides, parents feel a sense of pride and social status in sending their children to English medium schools. However, the quality of instruction is debatable, where most of the teachers are not perfect in English. Sometimes, parents choose a private school for the elder child and government school for the younger child as they cannot afford private education. One can understand that most of the parents prefer private schools as government schools are failing.

Nambissan (2010) argues that the elite public/private schools are catering to the education of the upper and middle classes. Exclusive English medium private schooling is seen as the gateway to elite status and better life chances. Desai et al. (2010) find that private schools have grown as the lower middle classes and working classes aspire for English medium schools. Even the state-run schools, which have regional language as the medium of instruction also started English medium sections to meet parental demand. Nambissan and Ball (2011) highlight that in India the state-supported vouchers were introduced to enable poor children to access private schools of their choice (Nambissan: 9-10).

Lack of transport and toilet facility affects the girl enrolment in government schools. The management and teachers of government schools have failed in attracting the children of educated and upper castes parents. The preference for English medium schools and parental aspirations result in the decline of enrolment in government schools. The state fails to set proper institutional mechanisms for ensuring the quality of education and quantity of food required for school children (Gundemeda, 2014: 8-16).

## **2.9 Status of Private Schools in India**

The private sector has contributed to achieving education for all in general and the lower classes in particular. However, the private budget schools are facing financial problems in addition to restrictive government regulations. Due to a lack of effective government schools, parents prefer to enroll their children in private schools, which are catering to various income groups. However, low-income families are not able to fully support their children's education. Private schools operate with a low initial investment, which aims to maximize student enrolment and retention for economic viability. These schools use the surplus amount for school development to ensure effective learning and achievements (Joshi, 2008: 4).

There is a notion that private schools are catering to the needs of upper strata is replaced with the emergence of low-cost private schools, which are meeting the demands of poor households with low quality of education. The PROBE Team (1999) report that poor parents send their children to private schools as they are unhappy with

public schools. According to Aggarwal (2000), unrecognized private schools in Haryana are operating in both urban and rural areas and often located adjacent to a government school. Venkatanarayana (2004) finds that the failure of public schools to meet parents' expectations in rural Andhra Pradesh has led to a demand for private schools.

As per the Human Development Report (2003), poor households in India cited that teacher absenteeism in public schools is the main reason for choosing private schools. The private sector is certainly a significant provider for the poor. The census in notified slums of three zones of Hyderabad city in India found that 60 percent of the 918 primary and secondary schools were private unaided, with as many as unrecognized private unaided schools. 65 percent of total enrolment in the slums is in the private unaided sector. Hence, private unaided schools are contributing to the universalization of primary education. Private schools help some of the poorest children by providing informal scholarships. However, targeted vouchers might help poor families, who wish to choose private schools for their children. The infrastructure, facilities, teacher activity, and pupil-teacher ratios are better in private unaided schools than public schools. Sanctioning of loans to improve infrastructure, teacher training, and establishment of improved regulatory environments are some of the ways to improve quality in private unaided schools (Tooley et al. 2007: 539-540).

Chudgar (2012) observes that villages with private schools are likely to have road access, electricity, and other private services such as STD services, private health clinics, and banking services. A greater proportion of private school children are likely to be able to read letters, words, and text, and recognize numbers and perform mathematical operations, compared to their public school counterparts. Boys outperform girls only in the advanced mathematics task (Chudgar, 2012: 56- 57).

Low-income parents wish to move their children often between schools for getting a good education. But they face the problems of availability, cost, and sustainability of those types of schools. Lall's (2000) study of small private schools in Jaipur highlights that teachers are mainly young women, who consider teaching is a time pass activity as well as a stepping stone to some other vocation. The study also reveals that very few teachers are trained and draw low monthly salaries ranging from Rs.

400 to Rs. 2,000. Besides, teachers are working on contract and their salary is linked to classroom presence. The teachers who are being paid a fraction of the salary that regular government school teachers receive have more teaching workload than the latter (Nambissan, 2012: 56-57).

After the 1990s, there is an increase in the number and type of schools in India, in which households can choose a school as per their wealth and wishes. However, school choice is not always a free choice but governed by household and social characteristics. Parental choice is influenced by supply, quality, cost, social barriers to entry, and gender. Parents are aware that the government and private school market is highly heterogeneous. The quality in private schools is associated with the fee structure. There is a common notion in the society that if a school collects a high fee, it will ensure a high quality of education. Private schools dominate with children from higher castes and economically advanced communities whereas government schools dominate with children from lower castes and economically disadvantaged communities (Hill et al, 2011: 98-105).

Parents make decisions on their children's schooling. The parental decisions are influenced by their financial ability, knowledge of available schools, and value on education. Children in private schools belong to more prosperous and educated families when compare to public schools. According to Muralidharan and Kremer (2006), the low performance of public schools is due to teacher absence and non-teaching activity that resulted in the rapid growth of private schools in India. Pal (2010) argues that private schools are more popular in areas where government school teachers have lower attendance rates. The government-sponsored infrastructure plays an important role in establishing a private school. However, private schools are being established not simply because of dissatisfaction with government schools but to local situations whether ease or cease of the functioning of such schools (Chudgar, 2012: 52- 53).

English as both a medium of instruction and social status is the main reason for the expansion of private schools in India. Private schools have added other features desired by parents such as tuition after school hours, uniforms with ties and shoes, and excessive discipline. The parents wish to protect the linguistic advantages of English

in the new globalized economy by attending private English medium schools. Indian private school managements give free and concessionary seats to the children of teachers. Parents of private schools are willing to have extra periods to teach English. The provision of desks and chairs in private schools is often associated with status symbols. However, low salaries of teachers in private schools harm the quality of education (Sarangapani and Winch, 2010: 509-512).

## **2.10 Markets in Elementary Education**

Nambissan and Ball's (2011) study found that the UK and USA based organizations are propagating a free-market philosophy for the schooling of the poor in India. Though the Centre for Civil Society, Liberty Institute and Educate Trust are the pioneers in promoting school vouchers and parental choice, few of the corporate players are entering into the low-cost education market to invest in budget schools. Low-cost private schools have started rapidly in African countries like Kenya and Ghana to target low-income families. These schools are projected as a successful model globally. Garg (2011) finds that in 2007, Chandler, Career Launcher, the SKS<sup>12</sup> Microfinance group, and Reddy Labs established the Rumi budget schools, the Indus Budget Academies, Bodhi Academics and Pudami schools respectively in Andhra Pradesh. By 2012, the corporates come up with 'Affordable Private Schools' (APS), to cater to the near bottom of the economic pyramid to reap more profits than budget schools.

Even low-income parents are searching for computer training and private tuitions. Career Launcher has set up K-12 Indus World Schools in tier-2 cities. SONG advisors have invested in Gowtham and Chaitanya schools. Multinational companies such as SONG, Omidyar, and Pearson are also involved in school chains for the poor in Africa and India by targeting low-income and middle-class parents. Omidyar Network, Grey Ghost Ventures, Kellogg Foundation, and Bridge International Academies (BIA) companies have an interest in the private school sector in India. Tooley, who led the budget school advocacy in India, is actively involved with these school chains. Omega schools are another for-profit school chain in Ghana in which

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<sup>12</sup>Swayam Krishi Sangham means the self-help group. Now the SKS changed its name as Bharat Financial Inclusion Limited (BFIL).

Pearson invested \$15 million in the ‘Pearson Affordable Learning Fund’ (PALF) to improve access to quality education for the poor families in the world (Nambissan, 10-14).

### **2.11 Impact of Private Schools on Society**

The PROBE Team (1999) argues that the failure of the government schools in India led to the rise of LFP schools. Tooley (2001) and Dixon (2004) stress that private schools have great potential and serving the needs of the poor. The higher standards and greater classroom activity of LFP schools are directly linked to the accountability of the school to parents. Tooley and Dixon (2006) argue that the LFP schools in India are pro-poor. Srivastava (2007) finds that the head teachers or managers were often neglectful of quality matters. Dreze and Gazdar (1996) find that private school teachers are poorly trained. The PROBE Team (1999) finds that 80 percent of private school teachers were untrained. Vasavi (2003) argues that the rise of private schooling will harm government schools by occupying with children of the poorest and the low-ranked caste groups that result in the ghettoization of schooling based on gender and class. De et al (2002) state that the quality of government schooling would suffer, if children from well off families leave them. At the same time, their exit from the system, may or may not generate healthy and efficient competition between private and government schools (Harma, 2010: 5-6).

Quality, accountability, and accessibility are the key factors for the growth of LFP schools in India. Tooley (2001) and Tooley and Dixon (2006) acknowledge that private schooling is not accessible to all. Affordability is essential to the school choice, in which a family should be able to pay for their children’s education to the same standard and same type of school, without restricted spending on other essential areas such as food, medicine, shelter, etc. Schooling is not affordable if families reduce expenditure on essential items. The majority of the parents are willing to educate their children by scarifying their essential spending. Besides, the affordability of parents to send their children to LFP schools is positively related to small size families. Hence, private schools should perform better than public schools (Ibid.).

Patterns that emerge from school choice are like demand for English medium education or expecting good performance at Mathematics/science or demand for a religious institution run schools or schools with children from similar socioeconomic backgrounds, etc. School choice can lead to both positive outcomes like increased plurality as well as negative, where ideological, religious, race-based, or socio-economic segregation increases. India's experience with such school-opportunities is a complex issue because of the complex levels of stratification across income, religion, caste, and gender. However, the educational market does not function as ideally portrayed and improves neither quality nor equity (Ibid.).

Dreze and Sen (2002) argue that access to private schools is favored to sons as they stay in the family as part of patrilineal marriage practices. Kingdon (2005) and Bhartia & Kingdon (2007) have found that there is a pro-male gender bias in rural LFP school enrolments, particularly in Uttar Pradesh. Jeffery et al. (2005) argue that the upper castes in Uttar Pradesh have successfully defended their privileges and used their disposable incomes to buy privilege through private schooling for their children. In the Indian context, caste and wealth are closely correlated. Furthermore, the affordability of private schooling is associated with household wealth (Harma, 2009: 154-155).

## **2.12 Summary**

The seeds of privatization have sown in the Western countries in the form of a voucher system to provide parents multiple school options based on their needs and aspirations on their children. Many of the parents across the globe consider education as an investment for their children's bright future. There are three waves of education. At present, the world is witnessing the third wave, which is also called as educational parentocracy. In this wave, a child's education is dependent upon the wealth and wishes of parents, rather than the ability and efforts of children. The main feature of parentocracy is that the social background of the parents decides the type of education that is being provided to their children.

The supporters of school choice argue that competition and free-market principles are important factors for improving the education system. School choice not only breaks

the monopoly of public schools by allowing private schools but allows full responsibility of parents in school selection as well as leads to an accountability system. This type of school choice helps good schools to survive whereas poor standard schools vanish from the market. On the other hand, the equity effects of the market in education have a negative impact, where the exit of all wealthier families more capable of exercising voice to the private sector leads to the ghettoization of government sector with the poorest and most marginalized in society. Those accessing government schools are not achieving meaningful learning. When the parental choice applies to India, children belong to advanced communities enjoy the fruits of the private schools whereas girls and children belong to the landless, low castes, religious minorities and large families access low-quality education in public schools. Besides, some of the scholars notice that caste-based discrimination is continuing in the schools, which leads to denial of full access to cultural and symbolic resources and social relations including dignity and social respect.

The failure of government schools resulted in the rapid growth of private schools. Agricultural development also has a positive impact on the development of private schools. The LFP schools in India emerge based on the principles of quality, accountability, and accessibility. Parental belief in English medium private schools as means of employment opportunities in the global economy also accelerated the growth of private schools in rural Telangana.

## **CHAPTER-3**

### **SCHOOL CHOICE IN TELANGANA FROM NIZAM TO NEO-LIBERAL PERIOD: HISTORICAL SOCIOLOGICAL ANALYSIS**

#### **3.1 Introduction**

The British raj ruled India for 200 years whereas the Nizams ruled Telangana as part of Hyderabad princely state for over 200 years. This is the primary difference between Telangana and other regions of India. The provinces that were colonized have had a tremendous influence on the education system. It is difficult to comprehend the education system, without referring to the political economy during the Nizam period in Telangana. To understand educational development in Telangana, one needs to examine the status of education in India in general and Andhra Pradesh in particular. As education is part of the concurrent list of the Indian Constitution, both central and state governments involve in making educational policies. This chapter aims to analyse the history of education policy in Telangana at different historical phases from the Nizam to the neo-liberal era.

The objectives of the chapter are to understand the history of school choice in the pre-independent era and aims to map out the growth of private educational markets in the erstwhile Andhra Pradesh. The chapter has divided into three sections. The first section deals with the history of school education in India as well as in Andhra, the second section describes the history of education in Telangana and the third section deals with the political economy of Karimnagar District and field site.

#### **SECTION-1**

##### **HISTORY OF SCHOOL EDUCATION IN INDIA AND ANDHRA**

According to Sharma (2000), elementary schools in pre-colonial India primarily focused on inculcation of reading, writing, accounting, and religious knowledge, which supported agriculture, rural administration, trade, and religious & social needs of the people. Generally, children from the Brahmin and trader communities are the main stakeholders of this education system.

Permission was not required for running a school. It is the interest of a teacher to run a school by receiving fees from parents in the form of cash or kind or any other privileges. The schools were run at homes, temples, masjids, and chaupals<sup>13</sup>. Communities and parents were responsible for providing life skills to the children. However, children who belong to underprivileged sections were not allowed to enjoy the fruits of education. The mass schooling was not the character of pre-colonial India. The seeds of modern education were sown during the British period. As per the Charter Act of 1813, the East India Company decided to promote modern education. Slowly, there was a demand for English education in Bengal. Later on, the Macaulay Minute of 1835 emphasized the significance of western education with English as a medium of instruction. Changes in the language of administration and the government policy to allow Indians for subordinate jobs in 1844 also led to the demand for education among the Indian middle and upper classes.

### **3.2 The School System and the Indian National Movement**

Sharma (2000) argues that the Indian freedom fighters realized the significance of mass education for all during British rule. The mood of the Indian nationalist reflected in Gokhale's demand for education bill (1911) seeking 'free and compulsory elementary education' was rejected by the British parliament. The Indian National Congress called not only for a boycott of all educational institutions recognized by the British government but also wanted to start national schools and Vidyapeeths by emphasizing on charkha<sup>14</sup> with Hindi as the medium of instruction. However, in 1935, 'Basic Education'<sup>15</sup> was implemented in schools. Finally, the Sargent Committee-1944 ensured the spreading of elementary education with trained teachers.

### **3.3 The School System in Independent India**

The national leaders and constitution framers recognized the importance of education in Independent India and included free and compulsory elementary education up to

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<sup>13</sup> A common place in rural areas, where people meet regularly to chit chat as well as to discuss various issues of the village.

<sup>14</sup> Indian national leaders view Charkha, which is used for spinning cotton as a basis for economic development.

<sup>15</sup> Proposed by Gandhiji and focused on the development of vocational skills according to the needs of children.

the age of 14 in the directive principles of the Indian constitution. Sharma (2000) views that many of the states recruited trained teachers to strengthen the education system in India. Though the government expanded schools as per the demands in the society, parents were unhappy with the government schools due to several reasons such as quality, teachers' commitment, and medium of instruction. During the 1980s and 1990s, the medium of instruction at the school level became a major factor among middle-class parents. In this scenario, private schools gained importance. Currently, elites are choosing high fee private schools in cities, middle class and working class are choosing low fee private schools in urban and rural areas and government schools are primarily dominated by the children belong to lower economic strata of society who also share the shaded of multiple social marginalities. However, schooling with English medium and computer education has gained much importance across India as the parents view it as a means for social mobility.

Nambissan (2013) views that the government is providing free education and free textbooks in public schools to attract poor children. The introduction of mid-day meals in schools helped not only to overcome the hungry among children but also improved enrolment and retention rates. She finds that majority of the children who discontinue from schools belong to lower socio-economic families and first-generation families. She views that inadequate facilities, unattractive curriculum, chalk and talk pedagogy, and rote learning fail to inculcate the culture of hope on education as an emancipatory project among the downtrodden children.

With the foregoing brief account on the progress of education in India, an attempt has been made to analyse the social and economic factors responsible for the origin of school education in Telangana through the historical lens of Nizam and Andhra Pradesh.

### **3.4 History of Education in Andhra**

Vaikuntham (2004) views that the missionaries took initiative in introducing western education in Madras Presidency during British rule. The Government and private institutions played a key role in promoting English education. The aided schools also played a role in spreading primary and secondary education in Andhra. As per the

Hunter Commission (1882) recommendations, English was given critical importance. However, English education was imparted from the third standard. Besides, English was also introduced as an optional subject in vernacular schools in 1887. There was a demand for English education as it had an advantage in securing any job.

The study of English among school children was increased by fifty percent by 1893. The construction of Krishna and Godavari anicuts<sup>16</sup> changed the agrarian structure in Andhra. People witnessed changes in their socio-economic and cultural spheres due to the commercialization of agriculture and the growth of rice mills. English education led to social transformation in the Andhra region. The emergence of middle classes and new professional groups led to occupational mobility among the traditional caste system in Andhra. The growth of urbanization and modernization played a significant role in shaping the social structure of Andhra. However, the educational status of women was very low in Andhra due to the existence of socio-economic and cultural restrictions. The Christian Missionaries played an important role in promoting both education and empowerment among women.

According to Vaikuntham (2004), the first women school in Andhra was established in Visakhapatnam in the year 1868. The British India Government also initiated several steps for promoting women's education by establishing model primary schools for girls, increasing teacher training schools for women, and recruiting women inspectors in school administration. Kandukuri Veeresalingam (1848-1919), a great reformer of Andhra, dedicated himself to the empowerment of women through education. He started girls' schools at Dhavaleswaram and Rajahmundry. Ananda Gajapathi, the Raja of Vizianagaram had shown special interest to start schools in Madras, Vizianagaram, and Rajahmundry for the students of all castes. The Raja of Pithapuram started two schools for girls at Kakinada and Pithapuram. Besides, Raghupathi Venkataratnam Naidu, Unnava Lakshminarayana, and Unnava Lakshmibayamma were rendered their services for promoting women's education in Andhra.

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<sup>16</sup>A dam that built in a stream for irrigation purposes.

Vaikuntham (2004) highlights some of the important strategic plans introduced by the Government of Madras in 1893 for promoting education among the *Panchamas*<sup>17</sup>. Few of them were setting up special training schools, sanctioning of additional stipend of Rs. 2/- per month for the student, the establishment of special schools by local boards, allotment of government lands to Panchama schools free of cost, increasing stipends to the Panchama students by 50 percent, opening of night schools for labor class, exemption of fees, provision of special scholarships and supplying books, and the appointment of Inspectors who were sympathetic to their educational aspirations unleashed significant implications in changing the lives of the untouchable communities across the Madras state. Hence, these directives were referred to as the 'Magna Carta' of the Panchama education. The government insisted upon shifting schools in 1918 for better access to the children of lower castes. The Government made it clear that no construction of school buildings was permitted unless it was certified that the locality was accessible to the lower castes. In 1919, the Government stressed on its policy and directing the District Boards to admit students of lower castes without imposing any caste-restrictions.

Vaikuntham (2004) also examined the social dimension of education. He views that the development of modern communications such as railways, roads, cheap printing and newspapers, the spread of education, and rising prosperity contributed to the strengthening of caste. The advancement of marginalized groups led to the formation of caste associations that fought against social inequalities. Besides, caste reforms gained importance under colonial rule. The various castes of Andhra that formed associations were Vishwa-Brahmins, Arya-Vysyas, Goudas, Kammas, Reddy/Kapus, Yadavas, Malas, Niyogi-Brahmins, Kshatriyas, Velamas, etc. All of these caste associations were aimed to improve the conditions of the people, who belong to their castes. Many of the educated people challenged the traditional caste occupations and joined Government services. Bhagya Reddy Varma (1888-1939), a leader from Hyderabad State presiding over Panchama Mahasabha at Vijayawada in 1917 and demanded to implement compulsory elementary education for their upliftment.

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<sup>17</sup>The Panchamas include Malas, Madigas, Adi-Andhras, etc., who come under Scheduled Caste.

The foregoing analysis informs that the marginal social groups were not given an opportunity for education in the pre-colonial era, due to the initiatives of the Madras government and Local Rajas across the Andhra paved the way for educational advancement among the marginal groups in general and panchamas in particular<sup>18</sup>.

## **SECTION-2**

### **HISTORY OF EDUCATION IN TELANGANA**

The decline of the Mughal Empire in India led to an internal disorder that paved the way for the European trading companies to interfere in local politics. Hyderabad State<sup>19</sup> was no exception from it, where it lost Northern Circars<sup>20</sup> because of the Carnatic wars and ceded districts<sup>21</sup> because of its subsidiary alliance with the British. Hence, Circars and Ceded districts were ruled by the British as part Madras Presidency, which led to various changes in these areas such as administration, revenue, education and social policies. However, these developments were not materialized in the Hyderabad state.

#### **3.5 Status of Education in Telangana under the East India Company**

Rao (1979) finds that indigenous schools are found in the state, where the teacher focuses on reading, writing, and arithmetic. The teacher is paid in kind, whose income varies according to the size of the village and the importance given to education by its parents. The Nizam maintained good relationships with the English East India Company due to various political reasons. Hence, the British Residency was established in Secunderabad and Christianity spread in few parts of Hyderabad state. The St. George's Grammar School, which was the first English Public school at Hyderabad city, was established in 1834 by the Church of England for the European children. Later on, in 1839, the Resident set up a Medical school at Bolarum. Then, the Roman Catholic Mission started a school in Hyderabad in the year of 1855, which was converted into the All Saints School to prepare secondary school teachers.

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<sup>18</sup>Uma Ramaswamy (1978), Non-Brahmin movement in Andhra.

<sup>19</sup>It is also known as Hyderabad Deccan, which was an Indian princely state.

<sup>20</sup>Northern Circars were referred to as from Srikakulam to Guntur Districts.

<sup>21</sup>Kurnool, Kadapa, Ananthapur, and Chittoor districts are called as ceded districts.

Initially, the school was started to impart education to the children of the Nizam's Army staff and later on admitted children of all castes.

Rao (1979) explains the role of the State in promoting education. A Madrasa was started at the Juma Masjid in Hyderabad city in 1830. Later on, in 1859, the State of Hyderabad decided to open two schools in every Taluk<sup>22</sup> and three schools in every district. Persian and vernacular schools were opened in Taluks whereas Persian, English, and vernacular schools were opened at district headquarters. Monthly fees in Taluk and District schools were one and two annas<sup>23</sup> respectively. However, the children who belong to the agricultural class were exempted from paying fees.

Rao (1994) finds that the City High School and the Chaderghat High School were established in 1870 and 1872 respectively. The School of Engineering was established in 1870 to produce technical personnel that requires for the public works department. The state was appointed a Director of Vernacular Education in 1871 to improve the system of District schools.

However, the management of education was under the control of the revenue department. 125 vernacular schools run by the state in all the districts in 1872. Besides, 16 schools were functioned in the same year in Hyderabad city and suburbs, in which one school taught English. In 1875, the management of education transferred to the Department of Public Instruction by appointing five deputy inspectors. An Anglo-vernacular school was started for the first time in Aurangabad during the same period. Madrasa-i-Aliya was established for the children of the nobles and Madrasa-i-Aizza was opened for the children of the Royal family in 1873 and 1878 respectively under private management with English teachers. The state made compulsory payment of fees in the District schools in the year of 1878. The City English High School and the Chaderghat High School were merged in 1877. The Chadarghat high school was affiliated to the Madras University as a second-grade college in 1880. Eventually, the Nizam College was established in 1887 by merging the intermediate classes of the Chaderghat High School with Madrasa-e-Aliya.

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<sup>22</sup>Taluk is also called as tehsil, which is an administrative division.

<sup>23</sup>It is a currency unit used in British India, which equals 6.25 paise (1/16 of one rupee).

### 3.6 History of School Education in Hyderabad State during the Nizam Period

Vaikuntham (2004) viewed that the extension of British authority over Hyderabad State began with the conclusion of the Subsidiary Alliance in 1798. In the process, the British Raj influenced education, appointments, culture, ceremonies and court practice of Hyderabad state. The traditional education was imparted in Madrasahs<sup>24</sup>, Mokhtabs<sup>25</sup> and Khanqahs<sup>26</sup> under ulemas, Sufis and Muslim scholars in Arabic, Persian and Urdu mainly to the Muslims; while temples, Mutts<sup>27</sup>, Ghatikas<sup>28</sup>, Khangis<sup>29</sup> and Agraharas<sup>30</sup> schools imparted education to the Hindus. Missionaries were established in English medium schools in Hyderabad city, Aurangabad, Warangal, and Gulbarga. They include general, technical, and professional schools. Western education gained importance due to the recruitment of non-mulkis<sup>31</sup> in administration from Aligarh, Madras, Bombay, Bengal, etc. especially under Salar Jung-I.

#### a. The Response of the State to the Societal Needs

Raj (1987) reveals the role of the state in meeting the educational needs demanded by society. She finds that Darul-ulum/Oriental College was established in 1854 at Hyderabad city with Arabic and Persian as a medium of instruction. Physics, Chemistry, Mathematics, and Astronomy were taught as part of the curriculum. The first City English medium High School was opened in 1857, where English, Arabic, Persian, Hindustani, Telugu, Marathi, and Kanarese were taught. The Telugu Normal School (started by the Wesleyan Mission) and Elizabeth Stanley Girls' High School, which are located in Hyderabad imparted training to Telugu teachers. The state granted stipends to the students and appointed bullock carts for their conveyance to and from the school. Fazelat Jung Bahadur<sup>32</sup> (1848-1917) founded the Jama-i-

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<sup>24</sup>Muslim schools/college/universities, which are part of the mosque.

<sup>25</sup>Muslim elementary schools.

<sup>26</sup>Known as ribat (Islamic monastery) used for gatherings of Sufi brotherhood and also place for spiritual and character building.

<sup>27</sup>Also called as math or matha, which means institute/college or a monastery in Hinduism.

<sup>28</sup>It is a center of higher learning especially for Brahmins; it is also called an educational institution of the ancient Tamil.

<sup>29</sup>A private school run by a teacher on his interest to teach local children.

<sup>30</sup>Agrahara referred to as a grant of the land offered by a king to the Brahmins to maintain temples and sustain their families.

<sup>31</sup>Non-mulkis were referred to non-locals of Hyderabad State.

<sup>32</sup>It was the title given by the Nizam to Shaykh al-Islam Imam Muhammad Anwarullah Khan Farooqui.

Nizamia University in 1876 to provide courses in the important branches of learning based on the model of the Al-Azhar University of Egypt.

#### **b. Religious Education: A Demand from the Community**

Raj (1987) analyses the status of religious education in the state of Hyderabad during the Nizam period. The Madrassa-i-Deeniya was started in 1882 to impart religious training to Muslim youth. A Sanskrit school called the Vedic Dharma Prakashika started at Hyderabad in 1894 to impart religious training to Hindu boys. Another Sanskrit school, which was aided by the state established at Hyderabad in 1899. Dharmwant High School and Mufedul-Anam High School were the first two private schools that inculcated western education with English medium in the old city, which were founded by the Malwala Kayasth family and the leaders of the Khatri caste in 1880 and 1882 respectively. Asafia High School was established in 1895 to impart both secular and moral education among Muslim children. The Vivek Vardhini Pathasala, which was the first private Marathi school founded in Hyderabad in 1901 whereas the first Telugu school was started by Ranga Rao Kaloji in Chaderghat in 1904. The Anwar Uloom High School was founded by Moulvi Muhammed Abdul Razzak in 1909.

#### **c. Role of the State in Promoting Girls' Education**

Raj (1987) views that the unwillingness of Muslims to send their daughters to schools, early marriages among Hindus, and the absence of trained women teachers were the main barriers to the progress of female education during the Nizam period. The first government Zenana<sup>33</sup> school was opened during the period of Nizam-VI. Dr. Aghoranath Chattopadhyaya<sup>34</sup> started a Hindu Anglo-vernacular school (also known as Gloria School or Chaderghat School) in 1877 to educate both Muslim and Hindu girls. The Wesleyan Mission started girls' schools at Secunderabad and Chaderghat in 1882. Syed Hussain Bilgrami established a school for Muslim girls in 1885 with qualified staff. Needlework, domestic science, Arabic, Persian, and English were taught to girls as part of the curriculum. An institution for girls was opened at

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<sup>33</sup>Zenana refers to 'related to women'.

<sup>34</sup>He was the first Indian to achieve D. Sc. in Biochemistry from the University of Edinburgh, the United Kingdom. He was the father of Sarojini Naidu, one of the Indian freedom fighters and a poet.

Bolaram during the 1880s. The Nampally Girls' School was established in 1890, which was the first government middle school for girls in Hyderabad state. The Stanley Girls' School was started in 1895. Later on, it upgraded as a High School in 1908 and four girls appeared for the school-leaving examination in 1911. The Mufeedul-Anam High School started a primary section for girls during the 1890s.

#### **d. Role of the State in Promoting English Education**

Vaikuntham (2004) reveals that the western-educated people were dominating the social and political life in Hyderabad City by the middle of the 19th century. All immigrants from British India were favoring the modernization of society and education. Mohaboob Ali Pasha<sup>35</sup> promoted English education by recognizing its importance. Though the literacy, on the whole, was poor when compared to the other Indian territories, preference was given to English education. Employment opportunities, social status, national and international recognition were the reasons for increasing enrolment in English medium schools. Oriental culture, which was preserved through Persian and Urdu, was slowly replaced by English. Christian Missionaries played a vital role in establishing English medium schools in twin cities of Secunderabad and Hyderabad.

#### **e. The Question of Language in Education**

Rao (1994) views that the Nizam government made compulsory proficiency in Persian or Urdu for Hindu students to go to England for higher studies. In this way, the Hindus of the Hyderabad State faced cultural humiliations and political inequality. Hence, the Arya Samaj established in Hyderabad in 1892 to protect the rights of the Hindus. Joseph (2006) views that the impact, which education had in Andhra as a part of the Madras Presidency was a lack in Nizam's Hyderabad. She reveals that the state promoted Urdu as the official language in administration by neglecting other languages such as Telugu, Marathi, and Kannada that were spoken by the majority of people (86%) in Hyderabad state. Besides, the Nizam directed that state-aided education was given only through Urdu or English. Even the primary objective of Osmania University was to provide higher education for only Muslim students.

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<sup>35</sup>Mahaboob Ali Pasha was the sixth Nizam of Hyderabad State.

Moreover, the government did not allow private institutions to impart education in the language of the people. The above-mentioned practices had led to oppress the language and culture of this region.

Rao (1994) reveals that several activists worked through organizations for the promotion of Telugu in the Telangana region during the Nizam rule. Kommaraju Lakshmana Rao established 'Sri Krishnadevaraya Andhra Basha Nilayam' at Hyderabad in 1901. Two Telugu libraries namely 'Sri Rajaraja Andhra Basha Nilayam' and 'Andhra Samvardhini Grandhalayam' were established in 1904 and 1905 at Hanumakonda and Secunderabad respectively. The Arya Samaj played a vital role in establishing Vivek Vardini Pathasala to impart education through Marathi and English. Subsequently, the Vignana Chandrika Grandha Mandali at Hyderabad published popular literature in Telugu.

The foregoing historical data highlight people's love for Telugu language and Telugu medium schools.

### **3.7 Status of Education in Hyderabad State during Nizam period**

As per the Census of the H.E.H. The Nizam's Dominions 1901, the Hyderabad state was divided into four divisions namely, Medak Gulshanabad, Warangal, Aurangabad, and Gulbarga. Each division was divided into districts and each district was subdivided into Taluks. The entire state was divided into 17 districts. Atraf-I-Balda, Nizamabad, Medak, Nalgonda, Mahabubnagar, Warangal, Karimnagar and Adilabad districts were part of Telangana region and remaining nine districts were part of Marathwada region.

#### **a. Status of Education among Low Castes**

The inspectors were given powers to give full attendance to the children, whenever their services are required in the fields for various agricultural operations. Though the Gonds and Lambadis constitute the majority among the tribes in the state, their children were not enrolled in schools. The Bhils of Aurangabad Division sent their children to school. The schools are open to children of all castes. However, the upper

caste people did not permit the children of marginal sections to the schools due to social prejudices. As per the state census 1901, only 23 tribal boys and 626 children belong to deprived classes were at school.

#### **b. Literacy in Hyderabad State in 1921**

As per the Census of the H.E.H. The Nizam's Dominions 1901, 2.4% of the school-going age children were attended primary schools whereas 1.5% of the school-going age children were attended secondary schools in Hyderabad state. According to the Census of the H.E.H. the Nizam's Dominions 1921, the literacy rate of Hyderabad State is only 3.3%. If we compare with other provinces and states, it stands last both in general education and in literacy in English. English literacy rate (0.3%) of the state is much lower than the Presidencies of Bombay (1.2%) and Madras (1.1%). Hyderabad State literacy rate is far behind than other Indian states such as Travancore (27.9%), Cochin (21.4%), Baroda (14.7%), and Mysore (8.4%).

**Table No. 3.1 Literacy Rate in Hyderabad State by Sex & Religion in 1921**

| Sl. No.       | Religion  | Literacy Rate |      |        | Literacy Rate in English |      |        |
|---------------|-----------|---------------|------|--------|--------------------------|------|--------|
|               |           | Total         | Male | Female | Total                    | Male | Female |
| 1             | Hindu     | 2.6           | 4.7  | 0.4    | 0.2                      | 0.3  | 0.1    |
| 2             | Muslim    | 8.9           | 14.0 | 3.5    | 0.9                      | 1.6  | 0.1    |
| 3             | Animist   | 0.8           | 1.0  | 0.5    | -                        | -    | -      |
| 4             | Christian | 25.2          | 30.8 | 18.8   | 16.1                     | 21.0 | 10.3   |
| All Religions |           | 3.3           | 5.7  | 0.8    | 0.3                      | 0.6  | 0.1    |

Source: Census of the H.E.H. The Nizam's Dominions 1921

The table 3.1 shows that the literacy rate of females is very low when compared to the literacy rate of males across the religions. The total literacy rate in the Telangana region is 4.2% with 7% of male literates and 1.2% of female literates whereas the total literacy rate of the Marathwada region is 2.4% with 4.4% of male literates and 0.4% of female literates. The number of English literates is very less between both males and females. Telangana has 0.82% of male English literates whereas Marathwara has 0.27% of male English literates. Telangana has 0.15% of female English literates whereas Marathwara has 0.02% of female English literates. The Christians occupy the first place both in general literacy and English literacy followed by Muslims. The Hindus occupy third place in general and English literacy rates.

### **c. Education of Women in Hyderabad State in 1921**

According to the Census of the H.E.H. The Nizam's Dominions 1921, the education of girls' was backward. There was not even a single Government High School for girls until the end of the 19th century. Only three girls' middle schools were running under missionaries. However, by 1910-11, 6249 girl students were under instruction in 91 schools. There were five high schools with 590 students, five middle schools with 436 students, 80 primary schools with 5081 students, and one special school with 142 students run exclusively for the girls under the management of both government and missionaries.

### **d. Literacy by Caste and Sex in Hyderabad State in 1921**

The Hindu population is a heterogeneous mass composed of various castes. 29% of the literates were Brahmins whereas none of the literate found in Velamas. The Census of the Nizam's Dominions-1921 revealed that Komatis (Vaishyas) had 16% of literates, Sunars had 11.8%, Lohar had 10.3% and Satani had 9.1% literates. At the lower levels of literates, Madigas had 0.1%, Chambhars, Mahars, Mangs, and Vaddaras had 0.2%, Kolis had 0.3%, Upparas had 0.4% and Dhangars had 0.5%. Among the Muslims, the Syeds had 11.3% literates whereas the Sheikhs had 4.7% literates.

It is interesting to note that the census were collected based on religion and caste within and across the religion and sub-caste/clans. The literate proportion of the Sheikh is higher than 36 Castes out of 44 selected Hindu Castes. This shows that literacy among the Muslims was far better compared to the Hindu Castes. The Christians show a higher proportion of literacy than the rest of other religious groups (except the Brahmin). The Animists are on par with the depressed castes of the Hindus, both showing very low proportions.

**Table No. 3.2 Literacy of Hyderabad State by Caste & Sex in 1921**

| Sl. No. | Caste/ Community | Percentage of Literates |        |
|---------|------------------|-------------------------|--------|
|         |                  | Male                    | Female |
| 1       | Brahmin          | 48.2                    | 7.2    |
| 2       | Komati           | 30.7                    | 1.2    |
| 3       | Sunar            | 20.8                    | 2.1    |
| 4       | Satani           | 18.7                    | 1.4    |
| 5       | Lohar            | 18.6                    | NA     |
| 6       | Rajput           | 14.2                    | 2.4    |
| 7       | Lingayat         | 8.9                     | NA     |
| 8       | Hatkar           | NA                      | 4.3    |
| 9       | Syed             | 17.2                    | 5.0    |
| 10      | Moghal           | 14.7                    | 4.6    |
| 11      | Pathan           | 13.8                    | 3.0    |
| 12      | Sheikh           | 7.9                     | 1.5    |
| 13      | Indian Christian | 21.9                    | 13.8   |

Source: Census of the H.E.H. The Nizam's Dominions 1921

Table-3.2 reveals that male literacy is high the female literacy across castes and communities. The traditional upper castes such as Brahmins and Vaishyas achieved better literacy levels compared to other Hindu castes. Interestingly, different sub-groups among Muslims such as Syed, Moghal and Pathan were leading compared to other lower-class Muslims. The Muslim classes have also fallen off in male literacy and so has the Indian Christian community too. In female literacy, the Hindu castes have a much lower percentage than males. Only in a few castes, the proportion of the female literates exceeds 1%. Among the Animists, the Gond presents 0.6% of female literates whereas the Lambadi presents 0.2% of female literates.

#### **e. Developments in Education in Hyderabad State during 1933-1937**

The Memorandum on the progress of Hyderabad from 1933 to 1937 reveals that the Government of Hyderabad initiated to re-organize the education system for improving employment opportunities to the educated people. As per the new system, education in the state would be organized into four stages such as the primary stage, secondary & vocational stage, high & technical stage, and university stage with four specific aims. The Government of Hyderabad established the Board of Education for controlling and supervision of secondary and high school education. There has been a growth in both the number of schools and the percentage of students. The number of

Government Schools was increased by 289 (from 4541 to 4830) and the number of students was increased by 35,244 (from 326906 to 362150) during the above-mentioned period. The Government also took initiation to improve the condition of the marginalized sections by eradicating ascribed social prejudices in public schools and established 100 special schools for them. Osmania University was the only university in Hyderabad state, which was founded in 1918 with Urdu as the medium of instruction. English was taught as a compulsory language in all courses.

#### **f. Literacy Rate in Hyderabad State in 1941**

According to the Census of India, H.E.H. Hyderabad Dominions, 1941, the literacy rate of Hyderabad State is 9.3% with 14.4% male literates and 4.3% female literates. The literacy rates of Travancore, Madras Presidency, and Mysore are 58%, 20.5%, and 19.3% respectively. Hyderabad state occupies the lowest position in literacy rate when compared to Travancore, Madras Presidency, and Mysore regions. Despite Hyderabad state's initiations in the field of education, its literacy rate was low due to less commitment of the state to improve the educational facilities.

#### **g. Role of Organizations and Great Personalities in Promoting Education in Telangana**

Though education for all was not allowed in Ancient India, British India took an initiation for modernizing the education not only in terms of the content but also allowing the children of any caste. However, education in Hyderabad state provided on a religious basis as the government-controlled it and limited to provide education through Urdu, Arabic, Persian, and English and ignored the language of the majority. At this critical juncture, few administrators, some of the organizations, and few patriots worked for modernizing education in Hyderabad state by opening schools in various mother tongues spoken by the majority of the people. The contributions of prominent organizations and renowned personalities for promoting education are discussed in the forthcoming paragraphs.

## **1. The Andhra Jana Sangham**

‘Andhra Pitamaha’ Madapati Hanumantha Rao, B. Ramakrishna Rao, M. Narasinga Rao, Adiraju Veerabhadra Rao, and others established the Andhra Jana Sangham (AJS) for the social, economic and cultural revival of the people of Telangana region. The first meeting of the AJS was held at Hyderabad on 14/02/1922 under the president ship of Konda Venkata Ranga Reddy. The Sangham opened Telugu schools, libraries, published Telugu books, and promoted historical research. From 1928 onwards, the Sangham showed a special interest in women's education and started Andhra Balika High School at Hyderabad. However, the students took the examination at Karve Institution, Bombay as the Osmania University refused to recognize the school (Rao, 1994).

## **2. The Arya Samaj**

The state controlled the entire education system in Hyderabad state during the Nizam's rule. The government ignored the cultural norms, values and practices of the Hindus whereas the government promoted the cultural and religious interests of the Muslims. Moreover, the Hindus were not allowed to look after their educational interests. Eventually, the Arya Samaj of Hyderabad was started in 1892 to protect the interests of Hindus. However, the state did not allow the Samaj to celebrate any functions, religious ceremonies, literary activities and functioning of schools. The Arya Samaj demanded the Government of Hyderabad to withdraw the circular that prohibits the opening of Akharas<sup>36</sup> and private schools in the state. Hence, the Samaj decided to take up productive work in the field of education and set up educational institutions.

## **3. The Vivek Vardhini Educational Society**

The Vivek Vardhini Educational Society played a vital role in promoting education through the mother tongue. People in the state of Hyderabad during Nizam's rule demanded the state to inculcate school education through their mother tongue as Urdu was dominated in both education and administration. Few freedom fighters like

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<sup>36</sup>A training hall used for teaching and practicing Indian martial arts or a monastery/place for religious renunciates with the residential facility.

Justice Keshav Rao and others established the Vivek Vardhini Educational Society in 1907 for opening separate schools based on mother tongues that were spoken by the majority of the people. The Society is functioning even today as it is responding to the ever-changing needs of the student community in Telangana state.

#### **4. Syed Hussain Bilgrami (1844-1926)**

Syed Husain Bilgrami was an educationalist, administrator and civil servant in the Nizam's dominions. He was instrumental in establishing Madarsa- i- Aizza for the children of the nobles as well as a girls' school in 1885, where girls were trained in domestic activities in addition to the regular subjects. He started English medium schools. He also initiated arranging bullock carts for the transportation of girls from traditional families to attend schools. Besides, he took the initiation to establish three industrial schools in Hyderabad, Aurangabad, and Warangal as well as the State Central Library in Hyderabad (Raj, 1987).

#### **5. Raja Bahdur Venkata Ram Reddy (1869-1953)**

Raja Bahadur Venkata Rama Reddy served as Kotwal (Police Commissioner) for 14 years during H.E.H the Nizams rule. He was instrumental to establish Narayanguda Girls' High School (renamed as Madapati Hanumantha Rao School) and Raja Bahadur Venkat Ram Reddy (RBVRR) Women's College, Narayanguda in 1928 and 1954 respectively. He actively involved in starting Paropakrini Girls' School, Excelsior Middle School for Boys, Rifai-AM School, etc. Besides, he established a boys' hostel (Reddy Hostel) at Abids and a girls' hostel (Reddy Hostel) at Narayanaguda in 1918 and 1933 respectively to provide accommodation for the students belong to Reddy community to study in Hyderabad. At present, the RBVRR women's college is the second oldest women's college in Hyderabad, which is functioning even today by offering various programs both at UG level and PG level including a technical course like MBA and MCA.

## **6. Salar Jung-II (1862-1889)**

Salarjung-II<sup>37</sup> took an initiation for reforming the education system for the effective administration of the state, which aimed to prepare trained employees. He was instrumental in establishing Darul-ulum High School in 1885, which imparted education in Persian, Urdu, and English languages. He established several schools for teaching English and imparting Western education, which created the intellectual elite in the city of Hyderabad. Besides, he rendered financial assistance to Sir Syed Ahmad Khan (1817-1898) for establishing educational institutions at Aligarh (Vaikuntham, 2014).

## **7. Bhagya Reddy Varma (1888-1939)**

Bhagya Reddy Varma was a political leader and social activist. He was known as the 'Father of Dalit Movement in Andhra Pradesh'. He fought for establishing schools for the children of most marginalized sections of the society during the Nizam's rule. He established few schools for Dalit children in Hyderabad city. He believed that education could change the lives of marginalized people.

### **3.8 Developments in Hyderabad State for the First Six Months of Freedom**

The Hyderabad state became independent from Nizam and merged with Indian Union on 17.09.1948. The caretaker Government of Hyderabad state considered education as an important means for economic development and social transformation. The caretaker government identified 17,000 villages in the state, which did not have primary schools and came up with a seven-year plan to establish 8,000 primary schools and a ten-year plan for the training of primary school teachers. The caretaker government also gave much importance to the training of women teachers by providing stipends. To encourage girls' education, the Government has amended the Education Code that permitted the Headmasters of boys' primary schools to admit girls in their schools.

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<sup>37</sup>Salarjung II was the name of Mir Laiq Ali Khan Salar Jung II, who was a former Prime Minister of Hyderabad State.

### **a. Instruction through Mother Tongue**

Since there was a public demand for imparting education through the mother tongue, the caretaker government has made a provision for instruction through Telugu, Marathi, and Kannada in the lower secondary stage of instruction (for the classes of V-VII) in all Government middle schools and high schools. Parallel classes were arranged in regional languages in all cities and towns of the state. The caretaker government planned to use textbooks in both Hindustani-in Devanagari script<sup>38</sup> and Persian script for classes I to VI by June 1950. Accordingly, the government gave instructions to all teachers to familiarize themselves with the Devanagari script.

The foregoing analysis highlights the educational initiatives of the state, private organizations and individuals. Though the Nizam state accepted modern education, it was the language policy and lack of state commitment led to the educational backwardness in Hyderabad state during the Nizam rule compared to other princely states and British India.

## **SECTION-3**

### **POLITICAL ECONOMY OF KARIMNAGAR DISTRICT AND FIELD SITE**

The present section describes the historical profile of Karimnagar district in general and Huzurabad town in particular. The district is famous for its cultural pluralism. It's a center of Telugu literature and political awakening since the Nizam era.

### **3.9 Profile of Telangana State**

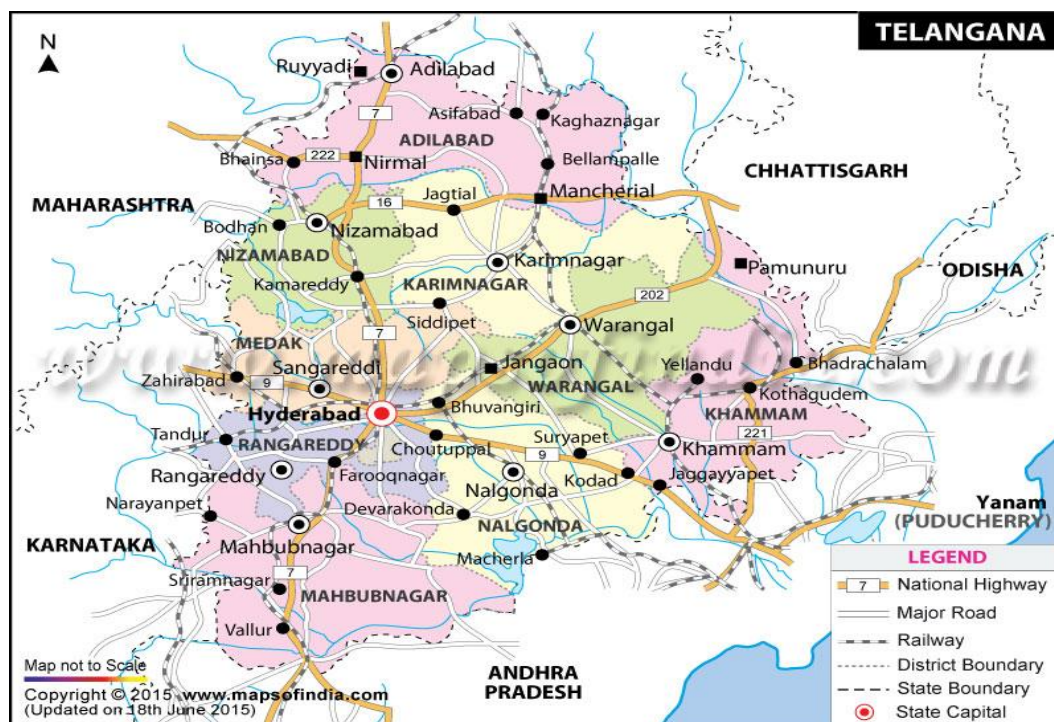
The state of Telangana emerged as 29th state in the Indian Union as per the Andhra Pradesh Reorganization Act, 2014 (No. 6 of 2014) came into existence with effect from 02/06/2014. The area of the state is 1, 12,077 sq. km. The state is bordered by the states of Maharashtra, Chhattisgarh to the North, Karnataka to the west, and Andhra Pradesh to the south, east, and northeast. The major cities in Telangana state

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<sup>38</sup>Hindustani-in Devanagari script is nothing but the Hindi language. If Hindustani is written in the Devanagari script, it is called Hindi. The Devanagari script represents the sound of the Hindi language and most of the Hindi alphabets are written in this script. However, if Hindustani is written in the Nastaliq script, it is called as Urdu.

include Hyderabad, Warangal, Mahabubnagar, Karimnagar, Nizamabad, and Khammam.

**Picture No. 3.1 Telangana State Map**



Source: Maps of India, at <http://www.mapsofindia.com/maps/telegana.html>

#### **a. Demographic Profile of Telangana State**

As per the Census 2011, the total population of Telangana state is 3, 50, 03,674 in which 61% of the population is living in rural areas and 39% of the population is living in urban areas. The population in the age group of 0-6 years of the state is 38,99,166 which comprises 11% to the total population. The population density of the state is 312 per sq. km. The sex ratio of the state is 1008 females for 1000 males. The SC population and ST population of the state are 15.4% and 9.1% respectively. As per census 2011, the literacy rate of Telangana is 66.54 where the male literacy rate is 75 and the female literacy rate is 58. The total workers of the state are 1, 63, 42, 942 that comprises 46.69% to the total population.

### **3.10 Education and Culture of Karimnagar District**

Karimnagar District forms the northern part in Telangana State and lies to the South of mighty river Godavari. The Sri Ram Sagar Project (SRSP) is the major irrigation

source in the District having an ayacut of 5.42 lakh Acres. The upper Manair Project, Boggulavagu project, Shanigaram project are the medium irrigation sources of the district. Apart from these projects, Tanks, Dug wells are also available to provide irrigation. Paddy, Maize, Cotton, Groundnut, and Chilli are the major Crops grown in the district. The total geographical area of the district is 11.82 lakh hectares in which 21.20% of the land (2.50 lakh hectares) covered by forest. The net area sown/total cropped area in the district is 5.11 lakh hectares, which consists of 43.20% to the total geographical area.

**Picture No. 3.2 Map of Karimnagar District**



Source: Maps of India, at  
<http://www.mapsofindia.com/maps/telangana/tehsil/karimnagar.html>

#### **a. Demographic Particulars of Karimnagar District**

As per Census 2011, the area of Karimnagar District is 11823 sq. km. The density (persons per square km) of the District is 319. The sex ratio (number of females per 1000 males) of the District is 1008. Table-3.3 shows that the total population of the district is 37,76,269 where the female population (50.20%) is more than the male population (49.80%).

**Table No. 3.3 Demographic Particulars of Karimnagar District**

| Particulars      | Male    |       | Female  |       | Total   |       |
|------------------|---------|-------|---------|-------|---------|-------|
|                  | Persons | %     | Persons | %     | Persons | %     |
| Total Population | 1880800 | 49.80 | 1895469 | 50.20 | 3776269 | 100   |
| S.C. Population  | 352481  | 18.74 | 357276  | 18.85 | 709757  | 18.80 |
| S.T. Population  | 53495   | 2.84  | 53250   | 2.81  | 106745  | 2.83  |
| Rural Population | 1401950 | 74.54 | 1423094 | 75.08 | 2825044 | 74.81 |
| Urban Population | 478850  | 25.46 | 472375  | 24.92 | 951225  | 25.19 |
| Total Workers    | 1049463 | 55.80 | 827305  | 43.65 | 1876768 | 49.70 |

Source: Census of India 2011, District Census Handbook: Karimnagar Part XII- B, Page No. 26 -27

Table 3.3 reveals that 18.8% of the population of the district belongs to SC category and 2.8% of the population of the district belongs to ST category. The percentage of the urban population of the District is 25.19%. The total workers in the district are 49.70% of the total population.

**Table No. 3.4 Literacy Rate of Karimnagar District**

| Particulars | Male      |       | Female    |       | Total     |       |
|-------------|-----------|-------|-----------|-------|-----------|-------|
|             | Literates | %     | Literates | %     | Literates | %     |
| Total       | 1257238   | 73.65 | 949591    | 59.15 | 2206826   | 64.15 |
| S.C.        | 217364    | 65.29 | 165033    | 47.70 | 382397    | 56.38 |
| S.T.        | 28820     | 58.94 | 20090     | 40.28 | 48910     | 49.57 |

Source: Census of India 2011, District Census Handbook: Karimnagar Part XII- B, Page No. 27 & 103

Table-3.4 shows that the total literacy rate of the district is 64.15% where the SC literacy rate is 56.38% and the ST literacy rate is 49.57%. The female literacy rate of the district is less than the male literacy rate. Karimnagar district consists of 57 Mandals. Karimnagar Mandal occupies the first position in total literacy rate (80.4%) and Ramagundam Mandal occupies the second position with a literacy rate of 72.4%. Huzurabad Mandal occupies the third position with a literacy rate of 70.1%. Karimnagar Mandal occupies the first position in the SC literacy rate with 72.0%, whereas Sircilla Mandal occupies the first position in the ST literacy rate with 67.1% (Please refer to appendix-VIII for Mandal wise literacy rate in Karimnagar District).

**b. Enrolment and Teachers Employed in Schools in Karimnagar District  
(2014-15)**

Statistical Year Book 2016 published by the Government of Telangana reveals that for the academic year 2014-15, Karimnagar District has more number of Primary schools followed by Upper Primary with Secondary Schools and Primary with Upper Primary Schools. The enrollment of boys is more than the enrollment of girls in all types of schools. The enrollment of boys is more in the schools, which have the classes of I-V, I-VII, I-X, and VI-X whereas the enrollment of girls is more in the schools, which have the classes of I-XII and VI-XII. Women teachers are more in Primary Schools whereas men teachers are more in remaining schools. However, Male teachers are more than the women teachers in all types of schools in the district (Please refer to appendix-IX).

**3.11 Profile of Huzurabad Mandal**

As per Census 2011, the area of Huzurabad Mandal is 13775 hectares with 19899 households. The Mandal has 12 inhabited villages including Huzurabad town. Minor minerals like color granite and stone & metal are available in the Mandal. The net area sown in the Mandal is 7440.9 hectares. Total irrigated land (area) of the Mandal is 7308.3 hectares in which 2532 hectares of land cultivated through canals, 4746.3 hectares of land cultivated through wells/tube wells, and only 30.4 hectares of land is being cultivated by depending on tanks/lakes (Census of India 2011, District Census Handbook).

Census of India 2011 reveals that the total population of Huzurabad Mandal is 74721 where 55.5% of them are males and 49.5% of them are females. 20.5% of the population of Huzurabad Mandal belongs to SC category and 0.9% of the population of the Mandal belongs to ST category. The total literacy rate of the Mandal is 70.17% in which the male literacy rate is 79.42% and the female literacy rate is 60.79%. The literacy rate among SCs and STs of Huzurabad Mandal is 65.1% and 64.35% respectively (Please refer to appendix-X). The major crops that cultivate in the Mandal are paddy, cotton, maize, and different types of vegetables.

### a. Educational Facilities in Huzurabad Mandal

The Mandal has well-established schools and colleges under both government and private managements. Nine Junior (Intermediate/+2) Colleges, five Degree (UG) Colleges, one Education (B.Ed.) college, one Engineering College, and one Management college are functioning in the Mandal. The details of schools for the academic year 2014-15 have given in table-3.5.

**Table No. 3.5 Management wise Schools of Huzurabad Mandal (2014-15)**

| Sl. No. | Category       | State Government |     | Mandal & Zilla Parishad <sup>39</sup> |      | Private Un-aided |      | Total  |      |
|---------|----------------|------------------|-----|---------------------------------------|------|------------------|------|--------|------|
|         |                | Number           | %   | Number                                | %    | Number           | %    | Number | %    |
| 1       | Primary School | 1                | 3.0 | 31                                    | 94.0 | 1                | 3.0  | 33     | 38.4 |
| 2       | Upper Primary  | 0                | 0   | 7                                     | 43.8 | 9                | 56.2 | 16     | 18.6 |
| 3       | High School    | 2                | 5.4 | 16                                    | 43.2 | 19               | 51.4 | 37     | 43.0 |
| Total   |                | 3                | 3.5 | 54                                    | 62.8 | 29               | 33.7 | 86     | 100  |

Source: Field Study

Table 3.5 shows that Huzurabad Mandal has state government schools, Mandal/Zilla Parishad schools, and private unaided schools offering three levels of education. The Mandal has neither the central school nor a private aided school. The primary school offers education from Nursery class to fifth class, Upper primary school provides education from Nursery class to seventh class and high school includes sixth class to the tenth class.

The data reveals that the majority of the schools in the Mandal are being run under the management of local bodies such as Mandal Parishad and Zilla Parishad followed by the management of private unaided. However, schools run by both government and local bodies are considered as government management only. Therefore, 66.3% of the schools are government schools whereas 33.7% of the schools are private unaided schools. The data reveals that high schools are more in Huzurabad Mandal followed by primary schools. The data reflects that government schools (both local body schools and state government schools) are contributing more to the spreading of

<sup>39</sup>Mandal Parishad and Zilla Parishad are considered as local bodies and their one of duties is to run schools in their territorial area.

primary education levels whereas private unaided schools are dominating at the upper primary school level. However, there is no much difference between government schools and private unaided schools in contributing to high school level education. Among all the schools of the Mandal, 41 schools (47.1%) are located in Huzurabad town and the remaining 45 schools (52.9%) are located in its villages (for the list of schools in Huzurabad Mandal, please refer to appendix-XI).

### **3.12 Profile of Huzurabad Town**

Huzurabad is a headquarters of Huzurabad Mandal. It locates about 40 km to the southeast of Karimnagar City and lies on the highway leading to Warangal. The headquarters of Taluk was shifted from Jammikunta to Huzuarabad in the year of 1913 when probably the old Yedulapuram village might have been renamed as Huzurabad after the Nizam of Hyderabad, who was also called as Huzur or the king. It continued to be the headquarters of a Taluk until the Mandal system was introduced in 1984. The Government of Andhra Pradesh notified Huzurabad as a Nagara Panchayat on 03/09/2011. Currently, Huzurabad is being administered by Nagara Panchayat.

As per Census 2011, the area of Huzurabad town is 3229 hectares with 9117 households. The town has five hamlet villages such as Rampur, Rangpur, Pedda Papaiahpally, Dammakkapet, and Ippala Narsingapur. The town has one community health center, two primary health sub-centers, and one veterinary hospital. The net area is sown as well as the total irrigated land area of the town is 1673.4 hectares (51.8% to the total area) in which 597 hectares of land (36% to the total irrigated area) cultivated through canals whereas 1076.4 hectares of land (64% to the total irrigated area) cultivated through wells/tube wells. The major crops of the area are paddy, cotton, maize, and vegetables (Census of India 2011, District Census Handbook).

**Table No. 3.6 Demographic Particulars of Huzurabad Town**

| Particulars     | Male    |       | Female  |       | Total   |       |
|-----------------|---------|-------|---------|-------|---------|-------|
|                 | Persons | %     | Persons | %     | Persons | %     |
| Population      | 19208   | 51.0  | 18457   | 49.0  | 37665   | 100   |
| Literacy        | 14734   | 83.99 | 11407   | 67.16 | 26141   | 75.71 |
| S.C. Population | 3258    | 17.1  | 3302    | 17.8  | 6560    | 17.4  |
| S.T. Population | 167     | 0.9   | 184     | 0.9   | 351     | 0.9   |
| Total Workers   | 9913    | 51.60 | 5220    | 28.28 | 15133   | 40.17 |

Source: Census of India 2011, District Census Handbook: Karimnagar Part XII- B, P. No. 44-45 & 474

Table-3.6 shows the male and female population of Huzurabad town is 19208 (51.1%) and 18457 (49.0%) respectively. The SC and ST population of the town is 17.4% and 0.9% respectively. The literacy rate of Huzurabad town is 75.71% where male and female literacy rates are 83.99% and 67.16% respectively. The total workers of the town are 15,133 that consist of 40.17% of the total population. The majority of the workers are engaged in non-agricultural activities. Among the working population, cultivators constitute 4.31%, agricultural laborers consist of 11.46%, household industry workers constitute for 2.02% and other workers consist of 22.34%.

#### **a. Educational Facilities in Huzurabad Town**

The town has well-established schools and colleges under both government and private managements. Nine Junior (Intermediate/+2) Colleges, four Degree (UG) Colleges, one Education college, and one Management college are functioning. The details of schools have given in table-3.7.

**Table No. 3.7 Schools in Huzurabad Town for the Academic Year 2014-15**

| Sl. No. | Category             | State Government |      | Mandal & Zilla Parishad |      | Private Un-aided |      | Total  |      |
|---------|----------------------|------------------|------|-------------------------|------|------------------|------|--------|------|
|         |                      | Number           | %    | Number                  | %    | Number           | %    | Number | %    |
| 1       | Primary School       | 1                | 11.1 | 7                       | 77.8 | 1                | 11.1 | 9      | 21.9 |
| 2       | Upper Primary School | 0                | 0    | 2                       | 20.0 | 8                | 80.0 | 10     | 24.4 |
| 3       | High School          | 2                | 9.1  | 4                       | 18.2 | 16               | 72.7 | 22     | 53.6 |
| Total   |                      | 3                | 7.3  | 13                      | 31.7 | 25               | 61.0 | 41     | 100  |

Source: Field Study

Table-3.7 shows that Huzurabad town has state government schools, Mandal/Zilla Parishad schools, and private unaided schools offering three levels of education. Primary schools provide education from Nursery to fifth class, Upper primary school offers education from Nursery class to seventh class and high school includes sixth class to the tenth class. The data reveals that 61% of schools of Huzurabad town are private un-aided schools whereas 39% of the schools are government schools. Within government schools, local body schools are more. Among different levels of schools, the majority of the schools are high schools followed by upper primary schools. The data reveals that government schools (including both local body schools and state government schools) are dominating at primary school level whereas private unaided schools are dominating at upper primary and high school levels.

### **3.13 Summary**

The study observed that the historical progress of education in modern India in general and modern Hyderabad, in particular, had different historical trajectories in unfolding the nature and direction of school education. The Nizam state established few schools in Hyderabad city and headquarters of Districts and Taluks with Persian, Urdu, and English as a medium of instruction. The educational history of Hyderabad state with special reference to Telangana revealed that the process of modernization was relatively slow due to the regressive education policies adopted by the state during the Nizam period. Though, common people desired to have education in their mother tongue, the Nizam state promoted the Urdu language as the official language of the state and medium of instruction in educational institutions.

However, few of the Christian Missionaries, administrators, educationalists, social activists, patriots and organizations worked for promoting education in Hyderabad state by opening schools and colleges with a provision of the medium of instruction in various languages such as Telugu, Hindi, Sanskrit, English, Kannada, and Marathi. The Christian Missionaries played a vital role in establishing English medium schools in twin cities of Hyderabad and Secunderabad and other important cities such as Aurangabad, Warangal, and Gulbarga. Some of the administrators of the state such as Syed Hussain Bilgrami, Salarjung-II and Raja Bahadur Venkata Ram Reddy,

Educationalist Dr. Aghoranath Chattopadhyaya and social activist Bhagya Reddy Varma have rendered their valuable services for opening schools and colleges.

In the post-1948, the Telangana witnessed the development of education from the perspective of growth in the number of schools sponsored by the government. One of the defining moments of this era is the use of people's language in government schools as the medium of instruction. However, due to LPG policies over the last three decades, Telangana has witnessed a sharp decline in all the government schools (including private aided) and a drastic growth of the private unaided schools.

It is found out from the study that the majority of the schools in Huzurabad Mandal are being run under the management of local bodies. 66.3% of the schools in the Mandal are government schools whereas 33.7% of the schools are private unaided schools. Among all the schools located in the Mandal, 41 schools (47.1%) are located in Huzurabad town and the remaining 45 schools (52.9%) are located in its villages. Huzurabad town has state government schools, Mandal/Zilla Parishad schools, and private unaided schools. The town has neither the central school nor a private aided school. Huzurabad town has three different levels of schools, in which the majority of the schools are high schools. It is observed that government schools are dominating at the primary school level whereas private unaided schools are dominating at the upper primary and high school level.

**CHAPTER-4**  
**MAKING OF PRIVATE SCHOOL MARKETS:**  
**A CASE OF TELANGANA TOWN**

**4.1 Introduction**

As we have discussed in the previous chapter about the historical development of school education in Telangana from Nizam to Neo-liberal times, it is important to understand the multiple factors contributing towards the mushrooming of private schools across the villages and small towns in Telangana. Thus, we need to explore and revisit some of the questions about the processes associated with the growth of private schools in the context of Telangana.

Why the government schools are lagging behind the private schools in attracting the children? What are the key factors motivating private players to start private schools? What is the socio-economic and educational background of the managers of these privately managed schools in small towns? What is their agenda for assuring quality education and social equity? These are some of the questions aimed to examine in this chapter. The present chapter has been divided into four sections. The first section presents the enrollment patterns of students in both government and private schools of Huzurabad town. The second section dwells upon the profile of management members of private schools. The third section deals with the physical infrastructure of private schools. The fourth section describes the recruitment procedures of teachers that follow in private schools.

**SECTION-1**  
**ENROLMENT STATUS OF STUDENTS IN GOVERNMENT AND PRIVATE**  
**SCHOOLS**

Though the government schools used to attract a large proportion of children in rural areas until the pre-liberalization era, over the last three decades, the proportion of private management schools has increased phenomenally. As the focus of the study is to examine the sociological exploration of the political economy of state education policy and structural adjustment policies and its implications for a tilt towards the

private sector, an attempt has been made in the following pages to map out the roots of private schools and enrollment patterns in Huzurabad town. The state has been playing a critical role in promoting school education. In many places, the government started the first school and was able to dominate in terms of enrollment. Later on, private management entered slowly into the school education sector and was able to dominate school education. The section aims to look at the enrollment patterns of students in government and private schools in Huzurabad town.

#### 4.2 Year of Establishment of Schools

The study found that 39% of the schools are running under government management whereas 61% of the schools are running under private management. Table-4.1 represents the historical evolution of schools in Huzurabad town.

**Table No. 4.1 Management wise Establishment of Schools**

| <b>Management of School</b> | <b>Year of Establishment</b> |                  |                  |                  |                  |                  |                  |                  | <b>Total</b> |
|-----------------------------|------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------|
|                             | <b>Before 1947</b>           | <b>1947-1960</b> | <b>1961-1970</b> | <b>1971-1980</b> | <b>1981-1990</b> | <b>1991-2000</b> | <b>2001-2010</b> | <b>2011-2014</b> |              |
| <b>Government</b>           | 1                            | 3                | 0                | 3                | 2                | 2                | 5                | 0                | 16           |
| <b>%</b>                    | 6.3                          | 18.8             | 0.0              | 18.8             | 12.5             | 12.5             | 31.3             | 0.0              | 39           |
| <b>Private Unaided</b>      | 0                            | 0                | 1                | 0                | 5                | 4                | 9                | 6                | 25           |
| <b>%</b>                    | 0.0                          | 0.0              | 4.0              | 0.0              | 20.0             | 16.0             | 36.0             | 24.0             | 61           |
| <b>Total</b>                | 1                            | 3                | 1                | 3                | 7                | 6                | 14               | 6                | 41           |
| <b>%</b>                    | 2.4                          | 7.3              | 2.4              | 7.3              | 17.1             | 14.6             | 34.1             | 14.6             | 100          |

Source: Field study

The data reveals that the Nizam government established one school before 1947. It is interesting to note that until 1960 only three government schools used to cater to the educational needs of the children in the independent Telangana that got freedom from Nizam in 1948. Even after independence, there were no private schools in the town. The first private school was established during the decade of 1961-1970 and the government has not started any school for the same period. During the decade of 1971-1980, 19% of the government schools were established and none of the private schools started for the same period. Around 12% of the government schools were

started during the decade of 1981-1990 whereas 20% of the private schools were established for the same period. With the supply of irrigation water from the Sri Ram Sagar Project (SRSP), this region witnessed agricultural development in the same period.

The impact of irrigation facilities enhanced the economic potential of the farmers, thus the majority of the landowning farmers were in a position to send their children to private schools. Around 12.5% of the government schools came into existence during the decade of 1991-2000 whereas 16% of the private schools have started functioning for the same period. Again, there is a great jump in the establishment of both government and private schools (31.3% and 36% respectively) between 2001 and 2010 as there is a demand for English medium schools. No government school was established during 2011-2014; however, 24% of the private schools came into existence for the same period. The government tried to establish schools according to the population of the town. At the same time, due to higher levels of unemployment among educated persons lead to the establishment of private schools in the town. The data reveals that the majority (34.1%) of the schools including government and private have established during the decade of 2001-2010 followed by the decade of 1981-1990.

The above table (4.1) informs that until 1960 only the government schools were considered as the centres of learning, though there was a steady growth in the government and private sector schools, by the year 2000, one could see the phenomenal growth of the private schools and by 2014, the private management schools accounted for 60% compared to the government sectors.

#### **4.3 Patterns of Students' Enrollment in All Schools for the Academic Year 2014-15**

The study found that 85% of the enrolled children in all schools in Huzurabad town are in private management whereas only 15% of the enrolled children are studying in government schools. It indicates that private schools have the majority of the students' enrollment, which reflects the preference of the parents for private schools.

**Table No. 4.2 Gender wise Enrollment in all Schools**

| Management of School | Gender of Student |       | Total |
|----------------------|-------------------|-------|-------|
|                      | Boys              | Girls |       |
| <b>Government</b>    | 666               | 847   | 1513  |
| %                    | 44%               | 56%   | 15%   |
| <b>Private</b>       | 4628              | 3795  | 8423  |
| %                    | 55%               | 45%   | 85%   |
| <b>Total</b>         | 5294              | 4642  | 9936  |
| %                    | 53%               | 47%   | 100%  |

Source: Field study

Table-4.2 shows that 53% of enrolled children are boys and the remaining 47% of enrolled children are girls. The data reveals that there is a difference in the enrollment of boys and girls. The data also reveals that the girls' enrollment is more (22%) than the boys' enrollment in government schools whereas the enrollment of boys is more (18%) than the enrollment of girls in private schools. The data indicate that parental attitudes in providing education to the son and daughter are different. Girl's domination in the government schools and boy's domination in the private schools demonstrates the inbuilt attitude of gender discrimination among the parents in rural Telangana.

**Table No. 4.3 Medium wise Enrollment in all Schools**

| Management of School | Medium of Instruction |      |         | Total |
|----------------------|-----------------------|------|---------|-------|
|                      | Telugu                | Urdu | English |       |
| <b>Government</b>    | 1068                  | 122  | 323     | 1513  |
| %                    | 70.5%                 | 8.0% | 21.3%   | 15%   |
| <b>Private</b>       | 1067                  | 0    | 7356    | 8423  |
| %                    | 12.6%                 | 0%   | 87.3%   | 85%   |
| <b>Total</b>         | 2135                  | 122  | 7679    | 9936  |
| %                    | 21.4%                 | 1.2% | 77.2%   | 100%  |

Source: Field study

The mother tongue of the majority of the people in Telangana is Telugu, followed by Urdu. As we have discussed in chapter three, Urdu was the official language of state and ideological state apparatuses in institutions such as courts, schools, and markets. As Urdu is considered as the medium of language among Muslims, most of the first generation educated classes studied in Urdu medium schools and universities (Osmania University), it is interesting to examine the pattern of enrolment based on the medium of instruction. Table-4.3 shows that 77% of enrolled children are studying

in English medium schools whereas 22% of enrolled children are studying in Telugu medium schools. Only 1% of enrolled children are studying in Urdu medium schools. The data reveals that the importance of English medium in school education is increasing when compared to both Telugu and Urdu mediums. The data shows that the majority of the enrolled children in government schools are being attended Telugu medium schools followed by English medium schools. 8% of enrolled children in government schools have chosen the Urdu medium. When it comes to private schools, almost (87.3%) of enrolled children have opted English medium whereas the remaining 12.6% of children have chosen Telugu medium. Interestingly, no private school is providing education in Urdu medium. The data clearly shows that private schools have more students in the English medium whereas government schools have more students in the Telugu medium.

What is the nature of the relationship between school type and social background of children? Though the above table (4.3) highlighted the gender dimension of enrollment according to the school type, it is important to examine the caste dimension of the enrollment across the schools in Huzurabad town.

**Table No. 4.4 Social Category wise Enrolment in all Schools**

| Management of School | Social Category |     |      |     |      |     |     |     | Total | %   |
|----------------------|-----------------|-----|------|-----|------|-----|-----|-----|-------|-----|
|                      | General         | %   | BC   | %   | SC   | %   | ST  | %   |       |     |
| <b>Government</b>    | 85              | 5   | 902  | 14  | 492  | 33  | 34  | 22  | 1513  | 15  |
| <b>Private</b>       | 1724            | 95  | 5560 | 86  | 1021 | 67  | 118 | 78  | 8423  | 85  |
| <b>Total</b>         | 1809            | 100 | 6462 | 100 | 1513 | 100 | 152 | 100 | 9936  | 100 |

Source: Field Study

Table-4.4 shows uneven enrolment patterns in government (15) and private (85) schools. An overall enrollment pattern based on caste shows that the majority (65%) of the children enrolled in all schools of Huzurabad town belongs to the BC category, General category children account for 18%, and SC children consist of 15%, and tribal children account for less than 2%. The micro-level analysis of the data based on enrollment within each category informs the social perceptions in shaping private school choice. The children from the general category almost disowned (5%) the

government schools and shifted towards private schools (95%). As the majority of the respondents belong to the BC category, their preferences in school selection represent the essence of the school choice. Hardly 14% of BC children enrolled in government schools whereas 86% of them are studying in private schools. In the case of SC, 33% are in government schools and 67% are in private schools. Almost 78% of ST children are in private schools and 18% are in government schools. The key finding of the study is that though the upper caste children have almost withdrawn from the government school, children from the BC, SC and ST are also shifting towards private schools.

What is the gender background of the children studying in government and private schools? Gender discrimination is one of the defining features of Indian society, it is important to understand the responses of each social group towards their sons and daughters. The following table (4.5) attempts to examine the patterns of gendered school choices across the social categories.

**Table No. 4.5 Management wise Enrollment in all Schools**

| <b>Social Category</b> | <b>Government Schools</b> |          |              |          | <b>Private Schools</b> |          |              |          | <b>Total</b> | <b>%</b> |
|------------------------|---------------------------|----------|--------------|----------|------------------------|----------|--------------|----------|--------------|----------|
|                        | <b>Boys</b>               | <b>%</b> | <b>Girls</b> | <b>%</b> | <b>Boys</b>            | <b>%</b> | <b>Girls</b> | <b>%</b> |              |          |
| <b>General</b>         | 33                        | 38.8     | 52           | 61.1     | 892                    | 51.7     | 832          | 48.3     | 1809         | 18.2     |
| <b>BC</b>              | 402                       | 44.5     | 500          | 55.4     | 3085                   | 55.5     | 2475         | 44.5     | 6462         | 65.0     |
| <b>SC</b>              | 218                       | 44.3     | 274          | 55.7     | 580                    | 56.8     | 441          | 43.2     | 1513         | 15.2     |
| <b>ST</b>              | 13                        | 38.2     | 21           | 61.8     | 71                     | 60.2     | 47           | 39.8     | 152          | 1.5      |
| <b>Total</b>           | 666                       | 44.0     | 847          | 56.0     | 4628                   | 55.0     | 3795         | 45.0     | 9936         | 100      |

Source: Field study

Table-4.5 shows that among the enrolled children in all government schools, girls are more than the boys irrespective of caste. It indicates that parents are choosing government schools for educating their daughters across the castes. Within the private schools, the enrollment of boys is more than the enrollment of girls across the castes. The data indicates that the parents of all the castes are showing the attitude of discrimination towards their daughters by not sending them to private schools like their sons. However, the micro-level data analysis within each category highlights the significant gap between the boys and girls in government schools, whereas less gap in private schools. Among the general and tribal categories, the gap is 20% whereas in

the case of BC and SC categories it is 10%. Thus, the gender gap in government school enrolment and less gender gap in private schools indicates the class differences of parents. Those who can't afford the fee and school expenses tend to prefer government schools compared to the relatively better-off who prefer private schools for both sons and daughters.

The foregoing analysis on the enrollment patterns demonstrates the social context of school choice on diverse indicators such as type of management, the medium of instruction, gender and social background of the children studying in government and private schools in Huzurabad town in Telangana.

#### **4.4 Mapping the Patterns of Private Schools in Huzurabad Town**

Singh (2016) observes that India has the largest primary school education system in the world. Education is considered as one of the instruments for social mobility. The low performance of public schools in India led to the entry of private players into school education. However, nowadays setting up a school becomes a business activity to earn profits. Low-fee private schools are good examples of the commercialization of education in India. Levin (2013) argues that private schools will not only lead to the segregation of the children based on socio-economic background. However, corrupted public education systems, high absenteeism among teachers, and other dysfunctional features are responsible for the establishment of private schools in India.

As one of the primary objectives of the thesis is to trace out the roots of private schools in Huzurabad town, it is important to understand the making of a private school in different historical phases. The following table explains the patterns in the development of private schools based on the medium of instruction. As the study conducted in the academic year 2014-15, the data on private schools covered up to 2014-15.

**Table No. 4.6 Medium wise Establishment of Private Schools**

| <b>Medium of School</b> | <b>Year of Establishment</b> |                  |                  |                  |                  |                  | <b>Total</b> |
|-------------------------|------------------------------|------------------|------------------|------------------|------------------|------------------|--------------|
|                         | <b>1961-1970</b>             | <b>1971-1980</b> | <b>1981-1990</b> | <b>1991-2000</b> | <b>2001-2010</b> | <b>2011-2014</b> |              |
| <b>Telugu</b>           | 1                            | 0                | 4                | 2                | 0                | 0                | 7            |
| <b>%</b>                | 14.3                         | 0.0              | 57.1             | 29               | 0.0              | 0.0              | 28.0         |
| <b>English</b>          | 0                            | 0                | 1                | 2                | 9                | 6                | 18           |
| <b>%</b>                | 0.0                          | 0.0              | 5.6              | 11               | 50.0             | 33.3             | 72.0         |
| <b>Total</b>            | 1                            | 0                | 5                | 4                | 9                | 6                | 25           |
| <b>%</b>                | 4.0                          | 0                | 20.0             | 16.0             | 36.0%            | 24.0             | 100          |

Source: Field study

As we have discussed in the previous tables (4.1), the first private school in Huzurabad town was started in 1969 with the Telugu medium. Table-4.6 highlights the patterns of a shift in private schools from the perspective of the medium of instruction in schools. It is interesting to note that most of the private schools until 1990 used Telugu as a medium of instruction. The shift is evident in the post-1990s and gained momentum by the year 2000, and reached a peak in the academic year 2014-15. As the data indicates there are only 28% Telugu medium schools whereas English medium schools account for 72% in Huzurabad town.

Data reveals that the first private school was established in the decade of 1960s and most of the Telugu medium private schools were established during 1981-1990. It is important to observe that not a single Telugu medium school under private management was started after 2000. With LPG policies there was a huge demand for English medium schools. The first English medium school was started in the decade 1981-1990. 50% of the existing English medium schools were started in the decade of 2001-2010. 33.3% of the English medium schools have started in between 2011-2014. Thus, an overview of the table (4.6) highlights the different phases of privatization tied with the medium of instruction over the last 60 years.

The study observed a positive relationship between the culture of agriculture and the culture of learning in Telangana. The supply of water for irrigation purposes from dams and canals changed the fate of farmers in Karimnagar District in general and Huzurabad Mandal in particular. One of the major outcomes of these irrigation projects is the conversion of wasteland into agricultural land. The Kakatiya Canal

brought several changes in agriculture. The farmers started cultivating various cash and food crops. Some of the farmers purchased tractors as part of mechanization in agriculture. The banks have also sanctioned loans to the farmers. Some of the progressive farmers consulted A.E.O.<sup>40</sup> and A.O.<sup>41</sup> for adopting innovative methods to increase production. In this way, ranging from small farmers to large farmers get economic benefits through the canal. Even agricultural laborers also got good employment in the agricultural fields. Even the number of employees has increased because of government recruitment in various state departments. One of the major outcomes of the agrarian change is steady growth in enrollment in government schools. With the growing importance of education, most of the government schools became overcrowded. However, it has brought many challenges. The structural issues and challenges faced by the government schools opened new spaces for the emergence of private schools in Huzurabad. Sense of ownership, administrative flexibility and the short and long term policies and programs initiated by the private management schools tends to attract the children and parents.

On the other hand, private schools tried to maintain quality by following new management and administration techniques. The fee is also very low in private schools during the 1990s, which ranges from Rs. 50 to Rs.100 per month. The parents who have studied and parents who can read and write send their children to private schools. The majority of the parents want to see their children as government employees in general and government teachers in particular during the initial years of the emergence of private schools.

#### **a. Category of Private Schools**

The government categorizes all schools based on offering classes to the students. Even the government permits any school initially to run classes up to either the primary level or upper primary level. Later on, it upgrades the level of the school to either to the upper primary level or secondary level. Basically in Telangana, the

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<sup>40</sup>Agriculture Extension Officer, whose duty is the development of agriculture with special reference to farmers at the village level by transforming innovative technology.

<sup>41</sup>Agriculture Officer, whose duty is agricultural development at Mandal level by giving guidance and monitoring the activities of AEOs.

primary school offers classes from KG to V, the upper primary school offers classes from KG to VII and the secondary school offers classes from VI to X. The following table explains the category of private schools.

**Table No. 4.7 Category of Private Schools**

| <b>Medium</b>  | <b>Category of School</b> |                      |                  | <b>Total</b> |
|----------------|---------------------------|----------------------|------------------|--------------|
|                | <b>Primary</b>            | <b>Upper Primary</b> | <b>Secondary</b> |              |
| <b>Telugu</b>  | 1                         | 0                    | 6                | 7            |
|                | 14.3%                     | 0.0%                 | 85.7%            | 28.0%        |
| <b>English</b> | 0                         | 8                    | 10               | 18           |
|                | 0.0%                      | 44.4%                | 55.5%            | 72.0%        |
| <b>Total</b>   | 1                         | 8                    | 16               | 25           |
|                | 4.0%                      | 32.0%                | 64.0%            | 100.0%       |

Source: Field study

Table-4.7 presents the various categories of private schools in Huzurabad town for the academic year 2014-15. The study found that among the private Telugu medium schools, the majority of them were secondary schools whereas only 14% of them were primary schools. Besides, there was no upper primary school in Telugu medium. This indicates that the parents were not showing any interest towards Telugu medium schools even under private management. The data reveals that among the private English medium schools, the majority of them were secondary schools whereas the remaining 44% of them were upper primary schools. Besides, there was no primary school in the English medium. The data demonstrate that among all the private schools, the majority of them were secondary schools, followed by upper primary schools (32%) and primary schools (4%).

The private managements tend to take permission for upper primary school only as it includes classes offered by the primary school also. Hence, there was an existence of less proportion of primary schools in the town. The private secondary schools can have classes from KG to X by having two separate permissions for each primary school and secondary school. Besides, the managements wish to retain their students till completion of the 10th class. Hence, there was evidence of a high proportion of secondary schools in the town. As revenue generation is most important for the smooth functioning of private schools, the management prone to increase the number

of students within the available structural mechanisms like getting permission for either secondary school or upper primary school.

#### **b. Private Schools and their Nomenclature**

What is the significance of the school name? Does it convey identity and ideology? Does it attract the parents? Though private school is used in general terms, a sociological understanding of the naming patterns unveils multiple meanings and imaginations. For the academic year 2014-15, 25 private schools were functioning in this small town. The first Telugu medium school was established in the year of 1969 whereas the last Telugu medium school was established in the year of 1996. The first English medium school was started in the year of 1989 whereas the last English medium school was established in the year 2013.

**Table No. 4.8 Preliminary Details of Private Schools**

| S. No. | Name of the School                 | Medium  | Year of Estd.* | Classes      | Strength | % to total strength |
|--------|------------------------------------|---------|----------------|--------------|----------|---------------------|
| 1      | Sri Saraswathi Shishu Mandir       | Telugu  | 1969           | I-V          | 50       | 0.6                 |
| 2      | Vishwapragathi Vidyalayam          | Telugu  | 1986           | VI-X         | 189      | 2.2                 |
| 3      | Navabharathi Vidyalayam            | Telugu  | 1987           | VI-X         | 312      | 3.7                 |
| 4      | Kakatiya High School               | Telugu  | 1988           | VI-X         | 169      | 2.0                 |
| 5      | St. Theresa High School            | Telugu  | 1989           | VI-X         | 110      | 1.3                 |
| 6      | St. Theresa High School            | English | 1989           | Nursery-VI   | 132      | 1.5                 |
| 7      | Ushodaya High School               | Telugu  | 1993           | VIII-X       | 91       | 1.1                 |
| 8      | Kerala EM High School              | English | 1993           | Nursery-X    | 522      | 6.2                 |
| 9      | Vivekavardhini Model High School   | English | 1995           | Nursery-X    | 379      | 4.5                 |
| 10     | Adarsha Vidyalayam                 | Telugu  | 1996           | III-X        | 146      | 1.7                 |
| 11     | Tetrahedron Model School           | English | 2001           | Nursery-X    | 1015     | 12.1                |
| 12     | New Satavahana High School         | English | 2004           | Nursery-X    | 466      | 5.5                 |
| 13     | Vignan Public School               | English | 2005           | Nursery-X    | 588      | 7.0                 |
| 14     | New Kakatiya Model School          | English | 2006           | Nursery-VIII | 440      | 5.2                 |
| 15     | Tetrahedron Kindergarten School    | English | 2007           | Nursery-VI   | 298      | 3.5                 |
| 16     | Krishnaveni Talent School          | English | 2007           | Nursery-X    | 490      | 5.8                 |
| 17     | Greensedge School                  | English | 2010           | Nursery-IX   | 377      | 4.5                 |
| 18     | Montessori High School             | English | 2010           | Nursery-X    | 1127     | 13.4                |
| 19     | Adarsha Concept School             | English | 2010           | Nursery-VI   | 78       | 0.9                 |
| 20     | Navabharathi Public School         | English | 2011           | Nursery-VII  | 275      | 3.2                 |
| 21     | Sri Kakatiya School                | English | 2012           | Nursery-VII  | 313      | 3.7                 |
| 22     | Sri Vivekavardhini E Techno School | English | 2012           | Nursery-V    | 130      | 1.5                 |
| 23     | Vignan Concept School              | English | 2013           | Nursery-VII  | 242      | 2.9                 |
| 24     | Ushodaya Talent School             | English | 2013           | Nursery-VI   | 121      | 1.4                 |
| 25     | Sri Gayatri High School            | English | 2013           | Nursery-VIII | 363      | 4.3                 |

\* Establishment

Source: Field study

Table-4.8 shows that 7 TM schools and 18 EM schools were functioning for the academic year 2014-15. The data reveals that the first private school i.e. Sri Saraswathi Shishu Mandir has started in the year of 1969 under the Sri Saraswathi Vidyapeetam. The school strength is 50 for the academic year 2014-15. The last school i.e. Sri Gayatri High School with English medium was established under the private management in the year 2013. The school has 363 students for the academic year of 2014-15. The data also indicates that the growth of English medium schools accelerated after the year 2000 whereas the establishment of Telugu medium schools stagnated after the year 2000. Due to the demand for English medium education, many of the educated people have established private schools.

**Picture No. 4.1 School Building of Sri Saraswathi Shishu Mandir, April 2015**



Source: Researcher

One can find a corresponding relationship between the time and naming of the schools. Most of the first generation private schools represent the spirit of Saraswathi, the Goddess of Education. School names such as Nava Bharathi reflect the zeal of new India whereas Kakatiya & Satavahana highlight the glorious past of Telangana Kingdoms. Some of the schools were known for representing the broader ideological spirit of humanism. Thus we can notice some schools with names such as Ushodaya and Adarsha, which means Sunrise and ideal respectively. Christian schools are

known for imparting quality education with discipline. Kerala teachers were famous in private school education before the emergence of educational empires such as Narayana and Chaitanya in the undivided Andhra Pradesh. Hence, management has established Kerala English Medium School as they come from Kerala and distinguish their identity from other schools. They also included the English medium in the name itself to denote that the school provides education through English only.

In the name of Vivekavardhini, two schools have established. Another management has started schools with new and different names of Tetrahedron and Tetrahedron Kindergarten. Krishnaveni and Montessori schools have statewide branches and these two schools indicate river name and famous teaching method proposed by Maria Montessori respectively. Another school started in the name of Green Sedge, which means a grass-like plant that grows in wetlands. One management has started two schools with Vignan and Vignan Concept, which means knowledge/science. The younger school is Gayatri, which denotes the Goddess of Hindu. One can understand that the names of the private schools have gone through tremendous changes. During the initial decade of establishing private schools, the management used to give indigenous names like Saraswathi, Bharathi, Kakatiya, Satavahana, Adarsha, Vivekavardhini, etc. Due to Globalization, the majority of private schools are trying to use English names like Tetrahedron and Green Sedge. However, school managements are very particular about giving names to maintain a unique identity and attract parents and students.

The foregoing section highlighted the making of private schools, perceptions of naming, and patterns of enrolment between the government and private schools in Huzurabad. An overview of tables informs that the majority of the parents prefer private schools compared to the government schools. An important sociological question to be explored is who are the key players in the private sector? What is their social background? Why do they establish private schools? In the following section, an attempt has been made to explore some of the possible answers to these questions.

## SECTION-2

### SOCIO-DEMOGRAPHIC PROFILE OF MANAGEMENT MEMBERS

The educational policy in general and learning achievements, in particular, are determined by the culture of teaching and learning cultivated by the school management. As discussed in the previous pages, private schools represent the highest degree of diversity; single teacher school to one lakh school chain is functioning in two Telugu states. The current study also shows the management diversity and ideological complexities in defining the manifest and latent functions of private schools in contemporary Telangana. This section attempts to capture the socio-economic backgrounds of the management. It gives a clear picture of the people, who are entering into the private education sector as the managers/proprietors of private schools. This section presents the demographic profile of the management members of private schools in Huzurabad town. Besides, it portrays various physical facilities available in private schools.

#### 4.5 Partnership Culture in Private Schools

Management partners play an important role in the development of the school. If the partners are less, there will be more scope for quick decision making. However, a closer analysis of the data reveals that most of the schools are managed by multiple partners as private school demand investment in the initial years. It is evident from the field that only Sri Saraswathi Shishu Mandir has been run by the Society. Three schools such as Krishnaveni Talent School, Montessori School and Sri Kakatiya Schools have been run by franchise<sup>42</sup> system with local partners. The franchise schools are also labeled as ‘group of schools’. Sri Gayathri School has been run by a single person belong to Hanamkonda without having any partners from Huzurabad. He runs two more schools with the same name at Hanamkonda and Husnabad. The remaining 20 schools have been run by either single person or the partnership at the local level.

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<sup>42</sup>A school (franchisee) that purchases licenses from a corporate school (franchiser) to use its knowledge, trade name, and trademark for running school at their locality.

**Table No. 4.9 Number of Partners in Private Schools**

| Medium  | Number of Partners |       |       |       |       |       |       | Total |
|---------|--------------------|-------|-------|-------|-------|-------|-------|-------|
|         | Society            | 1     | 2     | 3     | 4     | 5     | 6     |       |
| Telugu  | 1                  | 3     | 0     | 1     | 0     | 2     | 0     | 7     |
|         | 14.2%              | 42.8% | 0%    | 14.2% | 0%    | 28.5% | 0%    | 100%  |
| English | 0                  | 6     | 2     | 2     | 3     | 3     | 2     | 18    |
|         | 0%                 | 33.3% | 11.1% | 11.1% | 16.6% | 16.6% | 11.1% | 100%  |
| Total   | 1                  | 9     | 2     | 3     | 3     | 5     | 2     | 25    |
|         | 4.0%               | 36.0% | 8.0%  | 12.0% | 12.0% | 20.0% | 8.0%  | 100%  |

Source: Field study

Table-4.9 shows that only one school is being run by the society. Remaining 96% of the schools are functioning under private management with either single person or partners. The maximum number of partners in school management is six. The data reveals that 60% of the schools (both Telugu & English medium) run under have the partnership mode. 43% of the Telugu medium schools have more than one member in the management whereas 67% of the English medium schools have more than one member in the management.

The data shows that the management of private schools needs partners, as one person may not be able to take care of the school. It is observed from the field that most of the private schools were established by a single person due to unemployment or under-employment during the 1970-1990s. However, the post LPG era witnessed significant demand for private schools, and the expenditure for opening a private school has increased phenomenally. That is why the majority of the schools have multiple partners.

It is noticed from the field that 36.6% of the management members are in the age group of 25-34. 29.5% of the members are in the age group of 35-44. 30.9% of the members are in the age group of 45-54. The management members who are above 55 years are only 2.8% of the total management members. The table indicates that the majority of the management members of the private schools are young, as they perceive it as a better employment opportunity. It is observed from the field that 97% of the management members are male and the remaining 3% of the management members are female. It is noticed that only two schools have two women partners, out of 71 partners of all private schools. However, these two women are not independent but they are working along with their husbands. It indicates that female participation

is less in the management of schools. Male dominance, family constraints, and lack of rights on ownership of property are some of the reasons for the low participation of women in the management of private schools.

#### 4.6 Religious Background of Management Members

Religion is one of the defining features of Indian Society. According to Durkheim school is the reflection of society. Religious beliefs and values play a significant role in shaping the religious ecology of knowledge transmission in schools. As Telangana was ruled by Nizam rulers for three hundred years, the timetable of the school was designed on the Islamic calendar. In post-independent India, the constitution is committed to secularism; however, it is the ideological commitment of management that shapes the degrees of adherence to sacred and secular traditions in the schools on different occasions.

**Table No. 4.10 Religious Background of Management Members**

| Medium  | Religion |       |              | Total |
|---------|----------|-------|--------------|-------|
|         | Hinduism | Islam | Christianity |       |
| Telugu  | 15       | 1     | 0            | 16    |
|         | 93.7%    | 6.2%  | 0%           | 100%  |
| English | 51       | 1     | 3            | 55    |
|         | 92.7%    | 1.8%  | 5.4%         | 100%  |
| Total   | 66       | 2     | 3            | 71    |
|         | 92.9%    | 2.8%  | 4.2%         | 100%  |

Source: Field study

Table-4.10 shows that the majority of the management members are Hindus (93%), about 3% of the members belong to the Muslim community and 4% of the members follow Christianity. The data reveals that Christian and Muslim managed private schools are less, of course, their less proportion also coincide with their population in Huzurabad town. Moreover, the networks in villages are less to the Muslims and Christians when compared to Hindus. The Hindu population is dominating most of the villages. Though official data on religion in Huzurabad town is not available, it is observed from the field that the town is dominated by the Hindu population. In order to understand the background of the teacher, an attempt has been made to capture the religious profile of the teachers.

The study found that the majority (85%) of the teachers are the followers of Hinduism followed by Muslims (11%) and Christians (4%). The representation of teachers from Islam religion is more than the representation of school managers from the same religion. Though the Muslim population is considerable in Huzurabad town, they are not entering into the school sector as managers rather they are continuing in their own business that has followed by their father and other family members. However, Malvankar (2016) found in her study conducted in Goa that the majority of the school teachers came from the locality and represented the religious community of the managing body of the school.

#### 4.7 Social Background of Management Members

What is the social background of the private school management? Does the social background play any role in the success and failure of private schools? Is there any space for the Dalits and Tribes in the private school management? In order to understand these questions, one needs to examine the social background of private school managers across the rural and urban areas in India in general and Telangana in particular. The following table (4.11) attempts to highlight the social location of management in the sample Town.

**Table No. 4.11 Social Category of Management Members**

| Medium  | Category |       |      |    | Total |
|---------|----------|-------|------|----|-------|
|         | OC       | BC    | SC   | ST |       |
| Telugu  | 5        | 11    | 0    | 0  | 16    |
|         | 31.2%    | 68.7% | 0%   | 0% | 100%  |
| English | 27       | 26    | 2    | 0  | 55    |
|         | 49.1%    | 47.2% | 3.6% | 0% | 100%  |
| Total   | 32       | 37    | 2    | 0  | 71    |
|         | 45.1%    | 52.1% | 2.8% | 0% | 100%  |

Source: Field study

Caste is one of the major defining features of Indian Society. Caste is directly linked with the social status that related to economic strength and landholding. Hence, there is a need to look into the social category of private school managers. This social auditing helps one to understand and analyse the role of caste in owning private schools. Though official data on caste in Huzurabad town is not available, it is observed from the field that the town has dominated with backward castes followed

by upper castes. Within the backward castes, Padmashali, Mudiraj, and Toddy tappers (Goud) populations are more significant.

Table-4.11 shows that the majority of the private schools are managed by social groups belong to BC category. Within the BC category, people from Goud, Yadava, Dasari, Padmashali, Munnuru Kapu, Mudiraj and Rajaka are in school management. A sociological examination of the BC castes managing the private schools informs that only the relatively prominent BC castes are dominating the private education sector whereas most BC castes were not even aware of the private entrepreneurship. The management members belong to the General category own 45% of private schools. The majority of the OC members belong to Kapu (Reddy), Velama, and Vaishya. It's interesting to note that not a single Brahmin is part of any school management that shows the marginalization of Brahmins in private school education in small towns. Only 3% of the management members belong to the Madiga and Mala community from the SC category. Not a single member belongs to the ST category is part of school management. The data reveals that the representation of marginal sections is very less in private school management.

An attempt has been made to examine the nature of the relationship between the caste of the school management and the caste of the teachers. However, the private school management claims that they recruit the teacher based on the availability of vacancy in a particular subject and competency of the teacher. The study found that 59% of the private school teachers belong to BC category and 32.5% belong to the OC category. Only 8 % of the teachers belong to the SC category and less than 0.5% of them belong to ST category. Another interpretation of the over-representation of teachers from BC and OC category is linked to the social background of school managers. This gap is possible due to two reasons. The first one is the majority of the educated youth who are choosing the teaching profession belong to the marginal and backward castes. The second one is these teachers have limited economic resources either to run a school or to take partnership in any school.

Thus, the study highlights the indifferent approach of private schools towards the SC and ST teachers. Though they have adequate educational qualifications, based on the

data, the study infers that the private sector has not prepared to open its door to the margins of the marginal social groups in Telangana educational town.

Having agricultural land in India is considered as a key economic source and symbol of social status. The people, who have agricultural land can avail loans from the bank by keeping the land documents. In general, people in India believe in people who have agricultural land, when they lend money to others. The moneylenders also have enough confidence in the landowning customers. Thus agricultural land gives a sense of confidence for investment in private school education. The study finds that 55% of the management members have agricultural land whereas 45% of the management members do not have any agricultural land. The data reveals that owning agricultural land is an additional boost for investing in the private school sector, which also motivates the people by enhancing confidence levels on their returns. However, the majority of the agricultural land in India is in the hands of peasant communities of upper castes. Less agricultural land is in the hands of marginal sections and backward caste people. In simple words, the holding of land depends on the rank of the caste in the typical hierarchical social structure. However, the private educational sector attracts educated people to run the schools.

#### **4.8 Qualifications and Teaching Experience of Management Members**

What is the educational profile of private school managers? Do they possess professional qualifications? These questions gain significance in the context of the mushrooming of private schools across the cities, towns and villages. It is noticed from the field that all the management members are graduates, in which 79% of them are postgraduates whereas 21% of them have completed their graduation. However, only one management member has an M.B.A degree. It is also observed that the majority of the managers of private schools are well educated, which can help them in running the school in a better way. Professional educational qualifications and credentials improve awareness of various educational concepts and enable the management members to think in alternative ways to improve the educational achievements of children.

**Table No. 4.12 Professional Qualifications of Management Members**

| Medium  | Professional Qualification |             |         | Total |
|---------|----------------------------|-------------|---------|-------|
|         | None                       | B.Ed/ M.Ed. | TPT/HPT |       |
| Telugu  | 1                          | 13          | 2       | 16    |
|         | 6.2%                       | 81.2%       | 12.5%   | 100%  |
| English | 15                         | 33          | 7       | 55    |
|         | 27.2%                      | 60.0%       | 12.7%   | 100%  |
| Total   | 16                         | 46          | 9       | 71    |
|         | 22.5%                      | 64.8%       | 12.6%   | 100%  |

Source: Field study

Table-4.12 shows that the majority (77.5%) of the management members have undergone different types of teacher training courses. The study found that 65 % of the management members have completed B.Ed. course in which 7% of them have also studied M.Ed. course. 12.6% of the management members have completed other teacher training courses like TPT, HPT, etc. However, 22.5% of the management members do not have any professional qualifications, which indicate that school education is being turned into a commercial enterprise. In other words, educated youth are willing to invest in the school education sector for economic returns. If the management member undergoes a teacher-training course, he/she will understand various issues and challenges involved in school education, which helps him/her to apply at his/her school.

Besides acquiring educational and professional qualifications, teaching experience helps the management members to understand the dynamics of the classroom and various principles involved in effective teaching. It is noticed from the study that the majority (94.4%) of management members have teaching experience, which varies from one year to 20+ years. The data reveals that after teaching in a school for several years, the majority of the teachers started investing in the private school sector. Hence, the majority of the school managers have teaching experience either in schools or in colleges.

Thus, the foregoing analysis highlights the socio-demographic profile of school management. However, the functioning differs from school to school as every school has its own goals, which are being determined by the management members. Policies related to teachers, academic system, daily rituals, dress code, teaching methods, and

fee structure differs from school to school. In simple words, there is no uniformity between any two schools.

#### **4.9 History and Goals of Private Schools**

According to Kumar (1985), the economic status of parents is a significant determinant of school selection. He argues that private schools run by a variety of interests ranging from business concerns to religious and ethnic bodies, which claim to impart certain types of skills such as drawing and fluency in English. Philosophical, ideological, and material factors motivate the people for establishing school. Every school has its educational society and based on its principles, school functions. Hence, every school has its reasons for establishing a school. However, the Saraswathi Shishu Mandir School functions under the management of Sri Saraswathi Vidyapeetam, which is affiliated to the Vidya Bharathi – Akhilabharatiya Shiksha Samsthan. The Samsthan is an all India Voluntary Organization that aims to provide quality education with an emphasis on the all-round development of the child. The franchise schools have their objectives to start the schools, which have been designed by the founders of those schools. In other words, the objectives of the franchise schools are fixed and common to all school branches. Hence, the local partners of franchise schools have to run their schools accordingly. The study noticed that remaining 21 private schools could frame objectives independently to run their schools.

Indian tradition and state policy approach education as a service. However, the private school management approaches to education consist of multiple interests and concerns. As discussed in the previous tables, the majority of the management members of private schools have established schools as one of the permanent sources for livelihood, for some, it is purely a business aimed to accumulate profits and for some private schools, service is the core agenda. The private school management has to invest a lot of money for the construction of buildings and to provide basic infrastructure. There is a gradual shift in the socio-economic profile of the private school managers. Until the 1990s, for the majority of management, the private school was a source of employment. However, an overview of the contemporary trends in Huzurabad town reveals competing interests between livelihood, service and profits.

In the following pages an attempt has been made to map out the multiple meanings behind the growth and popularity of private schools.

Mr. B. Ramana Reddy, aged 57, belongs to a Hindu upper peasant caste named (Kapu). He is working as the Chairman of Tetrahedron Schools, says that he established a Telugu medium school named Navabharathi Vidyalayam at Huzurabad in 1987 due to employment reasons. After a few years, the management of four leading Telugu medium private schools (Navabharathi, Vishwapragathi, Nagarjuna, and Arunodaya) decided to start an English medium school to provide quality education to the children. Instead of opening four EM schools separately by four managements, they decided to open a single school not only to avoid competition among them but also to get a chance to invest more money and mobilize funds collectively for the development of one school at Huzurabad. At present, they have three EM schools, namely Tetrahedron High School, Tetrahedron Kindergarten School, and Tetrahedron Residential School.

Mr. Raju, aged 34, belongs to one of the Backward Castes named BC-D (Yadava), is the Director of Ushodaya Schools. He says that providing good education to children and self-employment are the main reasons for starting school. He considers educating children as a service. Mr. Veera Swamy, the former Correspondent of Ushodaya School was selected for a government teacher job and decided to hand over the school to them. Three of his friends and he decided to take over the school. They have been working in private TM schools for more than five years with meager salaries. Moreover, they do not have any job security due to the crisis in TM schools, which resulted in low enrolment of students or sometimes stagnation in enrollment (zero enrollments). This is the main reason for taking over the school, which has 120 students in TM. More than 250 students have joined the school with their efficient canvassing. They also decided to start EM school to sustain themselves in the education market field. Hence, they established EM school by taking permission from the government and gathered students for the classes up to second. They invested Rs.8 lakhs collectively with an equal share.

Mr. Vincent George, aged 51, follows Christianity hails from Kerala, working as the Correspondent of Kerala EM High School. He said that he discontinued Post-Graduation due to financial problems. Their family occupation is agriculture and he worked as an electrician for a few years. He saw a newspaper advertisement about the recruitment of teachers in Vijayawada through an agency. He applied for that and was appointed as a teacher at Sathupally of Khammam District. Nevertheless, he did not join there. However, after one month, he got another appointment as a teacher at Maharishi Vidyalaya at Sircilla of Karimnagar District and worked there for three years (from 1990 to 1992). Then he worked at Sri Srinivasa Avasa Vidyalayam at Jammikunta of the same district for one the academic year of 1992-1993. Then he decided to start an EM school with colleagues, who came from Kerala in small towns such as Jammikunta and Huzurabad. The rationale

behind establishing these EM private schools is not only to provide quality education but also to get permanent employment.

Mrs. Kantha, aged 37, belongs to Dalit (Madiga caste), working as the Head Mistress of Sri Saraswathi Shishu Mandir. She said that the main objective of Saraswathi Vidyapeetam is to transform Indian culture and civilization from one generation to another generation and promote the Sanskrit language through education. This school was established in 1969 at Huzurabad, which is the first private school in this town. Now they are finding difficulty in attracting children due to the growing demand for EM education. Though they have the potential to start the EM section in the existing TM schools, they don't want to deviate from the primary objectives of their schools. The Vidyapeetam is ready to teach in EM from sixth class onwards as it gives priority to teaching in mother tongue up to fifth class.

The foregoing personal narratives of the management members of private schools highlight employment, capital accumulation, and service to the society. Thus it is the ideological background of private school management that proactively sets their aims and goals. The ideas of the management members reflect in the form of goals and values of the school, which varies from school to school. Their perception of education matters a lot in running the school. The uniqueness of the school determines its caliber in the educational market in terms of admissions of the students, recruiting efficient teachers, specific teaching methods, and so on. Here, in this study, the majority of the management emphasized their notion of quality education within their limitations. Every school management conceives and perceives their idea of quality, discipline, and moral values.

Some of the management members have their interest to run the school. A very few of the management members have passion and ambition to start a school, in which qualitative education is imparted for all-round development of the children. Due to failure in getting any government job in general and government teacher position in particular, the majority of the management members have entered into the private school sector. Some of the schools have a unique aim to start a school to provide coaching for NEET<sup>43</sup>, IIT-JEE<sup>44</sup>, and EAMCET<sup>45</sup>. The majority of the members have

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<sup>43</sup>The National Entrance cum Eligibility Test is the entrance examination that conducted at all India level for admission to various medical courses offered by all Indian medical colleges in India.

<sup>44</sup>Indian Institute of Technology- Joint Entrance Examination is the entrance examination that conducted at all India level for admission to various engineering courses in the Indian Institute of Technologies.

teaching experience at either school level or college level. Some of the management members, who are getting benefits by running a private school, are opening branches within the town. Due to the crisis in private Telugu medium schools, the management members are opening English Medium schools. Some of the experienced teachers, who are financially well off are starting private schools. Nevertheless, the new edupreneurs find it difficult, when compared to the existing edupreneurs. Two decades ago, schools run without getting permission from the government. The unemployed educated youth started primary schools in villages for their livelihood. Later they used to send their students to nearby private schools for higher classes. Now, there are no students in many of the TM schools, though they have permission.

The majority of the management members have worked as teachers in private schools and fed up with meager salaries there. Besides, they view investment in a private school as a permanent source of income due to their failure in securing a job in the government sector. The management of Telugu medium schools is starting English medium schools to survive in the educational market. However, over the last three decades, the functioning of private schools became commercialized.

An overview of the foregoing accounts highlights some of the core reasons for establishing private schools in Telangana small towns like Huzurabad. Private school managers brought multiple strategies adopted by these players in the popularization of private schools. Though most of the first generation private schools were started due to unemployment, wherein the owners consider schools as a source of livelihood, over a period of time, the business interests started dominating the service motive and philanthropic culture.

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<sup>45</sup>Engineering, Agriculture and Medicine Common Entrance Test is an entrance test for admission to various engineering, agriculture, and medical courses in Telangana state.

### SECTION-3

#### PHYSICAL INFRASTRUCTURE IN PRIVATE SCHOOLS

The school building, physical facilities, teaching materials, library, and various types of laboratories are part of the physical infrastructure of any school. A major share of expenditure goes for the improvement of the school's infrastructure in order to ensure basic facilities and to attract the children and parents.

#### 4.10 Type and Ownership of the School Building

The school building plays an important role in attracting parents. That is why most of the private schools invest a significant proportion of capital for constructing a good building. Though government schools have permanent concrete school buildings, parents are not happy with these as they are running in old buildings without proper maintenance. Though all the private schools do not have their building, parents are sending their children.

**Table No. 4.13 Type of School Building**

| Medium  | Type of Building |            |       | Total  |
|---------|------------------|------------|-------|--------|
|         | Pucca            | Semi-pucca | Mixed |        |
| Telugu  | 3                | 0          | 4     | 7      |
|         | 42.9%            | 0.0%       | 57.1% | 100.0% |
| English | 13               | 2          | 3     | 18     |
|         | 72.2%            | 11.1%      | 16.7% | 100.0% |
| Total   | 16               | 2          | 7     | 25     |
|         | 64.0%            | 8.0%       | 28.0% | 100.0% |

Source: Field study

Table-4.13 shows that the majority of the schools of both media have concrete buildings. 28% of the schools have mixed accommodation with concrete building/s and semi-pucca buildings. Remaining 8% of the schools run in semi-pucca buildings only. The status of the building plays a major role in attracting parents among private schools. The majority of the management invests money in constructing a good building for running schools. Interestingly most of the English Medium schools have concrete buildings compared to Telugu medium schools.

When it comes to the ownership of private school buildings, the majority (64%) of the schools have been run in rented buildings whereas only 28% of the schools have their building. Remaining 8% of the schools run in both their buildings and rented buildings. If the management has their school building, they enjoy freedom in extending school buildings according to their needs and they can save money by avoiding paying rent. However, in this study, it is found that the majority of the schools are being established because of not having any strict rules on the ownership of the school building, which needs a lot of investment. Surprisingly, parents do not choose government schools; though they have concrete and permanent building rather they choose private schools, which have neither a proper concrete building nor a permanent building.

**Picture No. 4.2 Rented school building of Vignan Next Gen School, March 2015**



Source: Researcher

It is observed from the field that very few schools have trees within their premises. One school has grass on its premises. Very few schools have playing materials for children. All the schools have enough rooms for all the classes. It is observed from the field that all classrooms of the majority of private schools are equipped with sitting

tables with desks, fans, and blackboards. However, some low fee schools and TM schools have only benches for students. Majority of the schools have classrooms decorated with attractive paintings and different types of colorful pictures like domestic and pet animals, wild animals, birds, flowers, vegetables, vehicles, alphabets in three languages i.e. Hindi, English and Telugu, numbers, symbols of various mathematical operations, various types of charts, globe, specimens, models, political maps of World, India, Telangana, etc. are also seen. Besides, all the schools have staff rooms, but not with all facilities.

#### 4.11 Transportation as Incentive

Without transportation facilities, the majority of the schools will not get adequate student admissions. The majority of the parents do not want to take risks and they are not interested in looking after their children's transportation on their own. They are ready to pay for transportation also. Thus the parental demand led to the expansion of private schools transportation. Even local parents are also choosing a van for sending their children to school, which is located within the town. The students from the villages prefer the school bus/van. The private schools have to provide a van for students' transportation to sustain in the market of school education.

**Table No. 4.14 Availability of Van Facility**

| Medium  | Van    |       | Total  |
|---------|--------|-------|--------|
|         | Yes    | No    |        |
| Telugu  | 6      | 1     | 7      |
|         | 85.7%  | 14.3% | 100.0% |
| English | 18     | 0     | 18     |
|         | 100.0% | 0.0%  | 100.0% |
| Total   | 24     | 1     | 25     |
|         | 96.0%  | 4.0%  | 100.0% |

Source: Field study

Table-4.14 shows that 96% of the schools have van facilities for transportation of students. All the English medium schools have van facilities. The data reveals that it is compulsory to have a van for running a private school. Providing transportation facilities is the responsibility of the school management. The majority of private schools depend on villages for the admissions of students. Without having a van, the

admissions of the students would be less. Even within the town also, the majority of the parents prefer the schools, which have proper transportation van facilities.

**Picture No. 4.3 Students get into a school van in a village, January 2016**



Source: Researcher

It is observed from the field that private school managements are operating with 50 vans for students' transportation. The study finds that 44% of the schools have one van and 20% of each school has two and three vans. 8% of the schools have four vans and the remaining 4% of the schools have six vans. The coverage of the villages by one school depends on both the number of vans it has and the number of students from those villages. Besides, all the schools operate van services in the local areas of Huzurabad town. The maximum and a minimum number of villages covered by one school is 30 and 3 respectively. Based on the demand from the parents, the schools try to increase the number of vans.

The parents are confident that safety and security would be provided to their children by sending them in private school vans. If any school does not have a van, it should depend on the children belong to town only, where the enrollment would be less as the town has many schools. Moreover, if the school has a van facility, it can operate

the van in the surrounding villages, where the enrollment would be more. In other words, enrollment of the school depends on the van facility. The more vans the school has, the more enrollments are possible within the limitations of its popularity and existing networks. That is why private schools must have vans for their running.

#### **4.12 Total Numbers of Rooms**

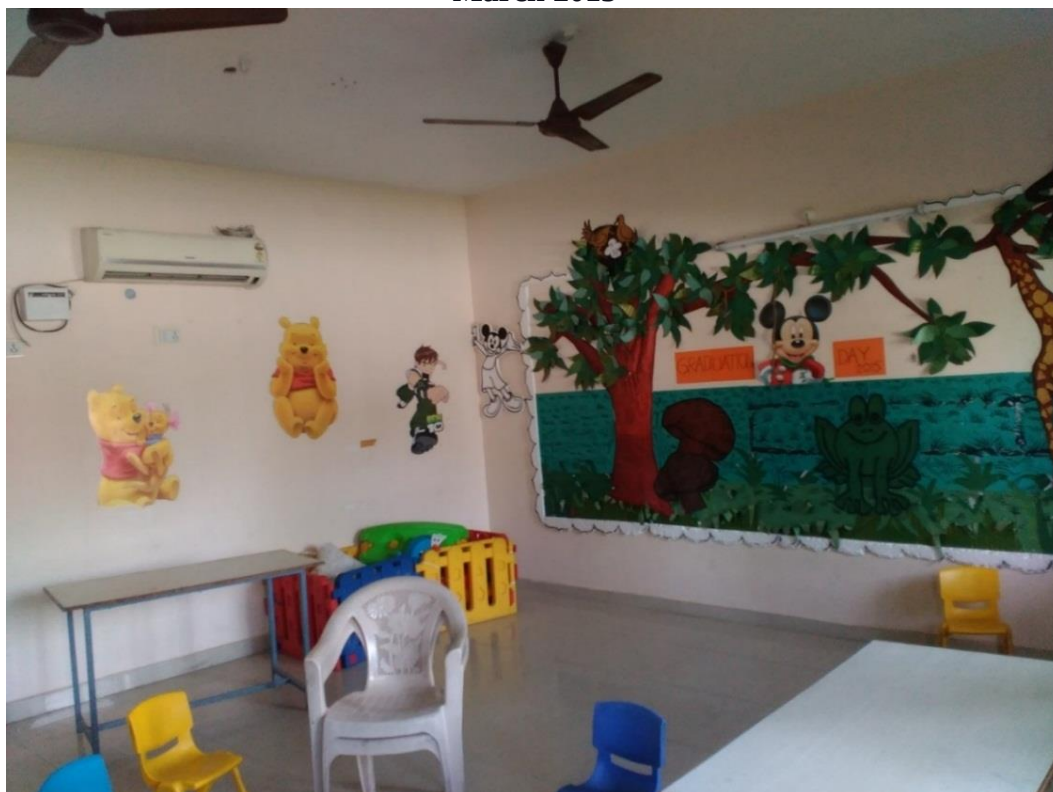
There was evidence of the scarcity of rooms in government schools in the past. As a result, two classes were adjusted in one room only. However, after implementing the DPEP<sup>46</sup> in the country, the number of rooms has increased in all the schools. When it comes to private schools, they have enough rooms for running all classes. The study finds that the majority of private schools have rooms between 11- 20. The majority of the Telugu medium schools have rooms in between 5-10 only whereas the majority of the English medium schools have rooms in between 11-20. The maximum rooms in a Telugu medium school are 20 whereas the maximum rooms in an English medium school are 50.

It is observed from the field that the majority of the schools have rooms for teaching purposes is in between 5-10. The majority of the Telugu medium schools have rooms for teaching purposes in between 5-10 only whereas the majority of the English medium schools have rooms in between 5-20. The maximum teaching rooms in a Telugu medium school are 15 whereas the maximum teaching rooms in an English medium school is 40. All schools have enough classrooms for teaching purposes. Based on the students' strengths of the schools, they have classrooms. All the private schools have a separate room for each class, which is another attractive feature of these schools over government schools. However, some of the rooms are vacant in Telugu medium schools due to declining enrollment rate.

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<sup>46</sup>DPEP refers to the District Primary Education Programme, which was started by the Government of India in 1994 to achieve universal primary education by improving access to all children.

**Picture No. 4.4 Provision of Air Conditioned classroom in Greensedge School, March 2015**



Source: Researcher

#### **4.13 Provision of Drinking Water**

Safe drinking water is a basic need for citizens. Safe drinking water ensures better health conditions for children. Very recently, some of the schools are practicing ‘water bell’<sup>47</sup> to inculcate the habit of drinking water among the children periodically. It is noticed from the field that all of the schools are depending on bore wells for providing drinking water to the children. Hence, the majority of the children bring their water bottles from home. Even the schools are not having a tap water facility within the school premises. The management is not taking care of providing mineral water to their students. Even the parents are also not demanding the management to provide such a facility. Each student brings one water bottle, which contains only one liter of water. Here the question is how a student could survive with a single water bottle for the whole day in the school. Even the government has given rules to provide safe drinking to the students. In reality, none of the schools has such a provision.

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<sup>47</sup>Water bell has been implementing by several states to habituate school children to drink optimum water during their school hours.

Though private schools charge fees, they do not bother to provide safe drinking water to the students.

#### **4.14 Availability of Toilet Facility**

Having a toilet facility is one of the major features of any school in the modern era. The civil society and both central and state governments are stressing on hygienic toilets to promote health to the school children. Though the majority of the government schools have toilet facilities, their maintenance is a major problem. However, private schools give much priority to have toilets with proper maintenance. The study finds that all the private schools have toilet facilities within the school premises, which are also in functioning condition. Separate urinal and lavatory facility is available for both boys and girls. All the schools appointed/hired staff to clean on an everyday basis. It is evident from the field that some of the schools do not have enough toilets.

#### **4.15 Status of Physical Education**

‘A sound mind lives in a sound body’ reflects the importance of physical fitness in improving one’s intellectual and moral development. The recent initiative of the Government of India ‘the Fit India movement’<sup>48</sup> stresses the importance of physical education for everyone. Physical education contributes to not only physical fitness but also physical efficiency, mental alertness, and the development of certain qualities like perseverance, team spirit, leadership, and obedience to rules, moderation in victory, and balance in defeat.

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<sup>48</sup>Prime Minister of India has launched the ‘Fit India Movement’ on 29/08/2019 to encourage people to remain healthy and fit by including physical activities and sports in their daily lives.

**Table No. 4.15 Availability of Playground**

| Medium  | Playground |       | Total  |
|---------|------------|-------|--------|
|         | Yes        | No    |        |
| Telugu  | 4          | 3     | 7      |
|         | 57.1%      | 42.9% | 100.0% |
| English | 6          | 12    | 18     |
|         | 33.3%      | 66.6% | 100.0% |
| Total   | 10         | 15    | 25     |
|         | 40.0%      | 60.0% | 100.0% |

Source: Field study

Table-4.15 shows that 40% of the schools have a playground facility whereas the remaining 60% of the schools do not have a playground facility. The data reveals that the majority of private schools are neglecting to train the students in games and sports. Some of the schools do not have enough space even for morning assembly. Though some of the schools have playgrounds, they are also not giving priority for the games and sports and do not allow students for playing. The majority of the schools are focusing on academics rather than physical education and games and sports.

**Picture No. 4. 5 Rented school building of St. Theresa High School (TM) without a playground (February 2015)**



Source: Researcher

It is observed from the field that only 24% of the schools have physical education teachers whereas the remaining 76% of the schools do not have teachers for physical education. Some schools assign the task of physical education to the interested teachers, even though they have not studied Physical education courses. That is why physical education teachers are very less in private schools. Schools organize sports competitions among the students at the time of either Republic day or School annual and the winners are rewarded with the prizes. The majority of the management thinks that the physical education teacher is needed during these days only. However, the study found that Kho-kho, kabaddi, tennicoit, tennis, caroms, volleyball, cricket and chess are some of the major games played by the students in private schools of Huzurabad town. In reality, the majority of the government schools have a playground and physical education teachers. However, parents are not attracting to government schools.

#### **4.16 Availability of Science Laboratories**

Though government schools at a higher level maintain laboratory, most of the private schools hardly bothered to provide lab facilities to the high school children. The key reason for private management indifference to the maintenance of the laboratory is financial investments and maintenance demands expenditure towards lab equipment, tools and chemicals. Moreover, one teacher/lab assistant has to take care of the laboratory regularly. Even the schools that have laboratory facilities also do not have full-fledged laboratory but they have some apparatus, instruments, and chemicals.

Due to a lack of laboratories, students are unable to get exposure in practical science that results in a lack of scientific temper among them. The majority of the students are unable to understand complex ideas and critical theories in physical and biological sciences. Students would get practical knowledge if their school provides a laboratory with proper functioning and maintenance. Further, there is no provision of marks for practical; no school is ready to have laboratories. Thus private schools hardly bother to inculcate the scientific temper due to their myopic approach to knowledge. It is observed that these schools function according to the marks and markets not on the long term educational goals.

#### 4.17 Computer Lab: Policy and Practice

The usage of computers and computer literacy play an important role nowadays. Computers have entered all sectors. It is very difficult to get employment without knowing the use of computers. Even to work in any supermarket after completion of schooling, they should be familiar with working on computers. Hence, the school should have a computer laboratory to give training to children on computers.

**Table No. 4.16 Availability of Computer Lab**

| Medium  | Computer Lab |        | Total  |
|---------|--------------|--------|--------|
|         | Yes          | No     |        |
| Telugu  | 0            | 7      | 7      |
|         | 0.0%         | 100.0% | 100.0% |
| English | 11           | 7      | 18     |
|         | 61.1%        | 38.9%  | 100.0% |
| Total   | 11           | 14     | 25     |
|         | 44.0%        | 56.0%  | 100.0% |

Source: Field study

Table-4.16 shows that only 44% of the schools have a computer lab facility whereas 56% of the schools do not have computer lab facilities. Around 61% of the English medium schools have computer labs whereas none of the Telugu medium schools has it. Since the computer is a modern teaching aid, the majority of the schools are trying to have at least one computer lab. The teachers, who know about computers, are teaching basics in computers. Some of the reputed schools recruit teachers for computer education. Two periods per week are assigned for computer education to the students of class VIII to class X. The majority of the schools include fees for computer education in the tuition fee itself.

Though computer education is not a part of the curriculum, most of the schools try to provide it to attract children to appease the parents. It is noticed from the field that some of the high fee-charging schools have set up a public address system in the corridors and LCD projector in few classrooms as management tactics. Besides, some of the schools have installed CCTV cameras on school premises for security purpose

and very few schools have the same provision for each classroom to monitor both students and teachers.

#### 4.18 Private Tuition after School Hours

Private tuition is another important strategy used by private schools to attract children and convince parents. Some of the schools claim that they have the provision of tuition for the students to decrease the burden on the parents. However, private tuition is no more a source for revenue generation to the private school management, but it is a source of additional income for the interested teachers. Parents feel comfortable if their children get tuition at school premises that are run by a known teacher to both the parents and children.

**Table No. 4.17 Availability of Private Tuition**

| Medium  | Private Tuition |        | Total  |
|---------|-----------------|--------|--------|
|         | Yes             | No     |        |
| Telugu  | 0               | 7      | 7      |
|         | 0.0%            | 100.0% | 100.0% |
| English | 5               | 13     | 18     |
|         | 27.8%           | 72.2%  | 100.0% |
| Total   | 5               | 20     | 25     |
|         | 20.0%           | 80.0%  | 100.0% |

Source: Field study

Table-4.17 shows that only 20% of the schools are providing private tuition facilities within their schools whereas 80% of the schools do not have private tuition facilities. However, based on the parents' demand only, private tuitions come into existence. Organizing tuition at a teacher's residence or any other place is different from this type of school-centered tuition. School-based tuition is gaining popularity in private schools. The interested teacher in a particular school runs the private tuition to the interested students, in which the parents of those children pay a monthly fee to the teacher. The private teacher gets an opportunity to earn additional money by running private tuition within the school premises after the school hours by taking permission from the management. According to Heyneman (2011), private tuition is also called as shadow education. He argues that private tuition creates an inequality in society as it is privately financed. He views that private tuition is against the public education

system that provides education for all children irrespective of socio-economic background.

#### 4.19 Availability of Hostel Facility

Andhra Pradesh is one of the first states to start government residential schools and colleges for students for the last fifty years. Most of the successful private schools also follow the residential school model. Parents prefer schools, which have a hostel facility. Especially parents from an agricultural background and/or rural areas give priority to the hostel to keep their children.

**Table No. 4.18 Availability of Hostel Facility**

| Medium  | Hostel |       | Total  |
|---------|--------|-------|--------|
|         | Yes    | No    |        |
| Telugu  | 4      | 3     | 7      |
|         | 57.1%  | 42.9% | 100.0% |
| English | 7      | 11    | 18     |
|         | 38.9%  | 61.1% | 100.0% |
| Total   | 11     | 14    | 25     |
|         | 44.0%  | 56.0% | 100.0% |

Source: Field study

Table-4.18 shows that 44% of the schools have hostel facilities for students whereas 56% of the schools do not have hostel facilities. Of course, the hostel facility in a school helps in getting more admissions. However, all the school management is not in favour of running hostels as the majority of them are operating vans to the surrounding villages. Besides, the geographical boundary of Huzurabad is limited and the majority of the parents prefer day scholar schools as the schools have van facility.

The managements have different opinions on keeping students in the hostel at school level itself. Based on the interest of the management and demand from the parents' side, private schools provide hostel facilities. Parents with agricultural background prefer to keep their children in the hostel as they are busy with various farming operations always. Some of the parents prefer to keep their children in the hostel during their X class as they have to concentrate on their studies. School management and teachers assure proper care of preparing the children for public examinations.

The school managers recruit various staff, which is an essential requirement for the functioning of the school. The forthcoming paragraphs depict about the status of human resources in private schools of Huzurabad town.

#### **SECTION-4**

#### **RECRUITMENT OF TEACHERS**

Teachers are the backbone of the education system. Government schools follow the rules and regulations of the state in teachers' recruitment. However, private management schools, known for using, misusing and abusing the lack of control on teacher recruitment. It is observed from the field that the majority of private schools prefer to recruit trained teachers for higher classes and untrained teachers for lower classes with low salaries. Untrained teachers can be hired with lower salaries than the trained teachers. At present, there is no scarcity for trained teachers. So that trained teachers are being appointed in most of the schools. Trained teachers are good at classroom management, blackboard skills, explanation skills, and preparing a lesson plan. Experienced teachers mastered in dealing with students and the presentation of the subject in an effective manner. Both the training and experience of teachers improve their profession.

#### **4.20 Recruitment of Teachers**

The teacher occupies a central position in the whole process of schooling. Teachers play an important role in the development of students. The academic performance of the students depends upon the professional efficiency of the teacher. If the teacher motivates and inspires well, the student learns himself. Simply, the reputation of the school depends on the quality of services rendered by its teachers. Hence, each school management evolved its policy on teachers' recruitment, which meets the values and goals of the school.

The franchise schools appoint teachers through 'centralized recruitment' by giving advertisements in leading newspapers. The majority of the schools recruit local teachers according to their needs and demands. There is no compulsion that a person, who wishes to work as a teacher, should undergo for teacher training. However, the

schools give priority to trained teachers and/or experienced teachers. Franchise schools have a statewide policy for recruitment of teachers whereas each local school has its policy of teachers' recruitment. Overall, 14% of the full teachers are working in Telugu medium private schools whereas 86% of the fulltime teachers are working in English medium private schools. Besides, all the Telugu medium schools and a few of the English medium schools hire part-time teachers due to their low economic condition.

**Picture No. 4.6 An advertisement given by Kakatiya Group of Schools for Teachers' Recruitment, April 2015**

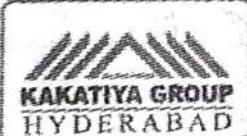
The Following posts are required for reputed school having 60 branches across Telangana State.

**WANTED**

- Principals, Vice-Principals
- Pre-Primary, Primary, High School Teachers (All Subjects)
- Accountants and Receptionists

SALARY RANGE-6000/- to 30,000/- P.M, FLUENCY IN ENGLISH IS MUST

Walk In Interview / Demo with original Certificates on  
11th & 12th April-2015 (Saturday & Sunday) 9.00 am to 5.00 pm  
Mail your C.V to [principalkts.knrtechno@gmail.com](mailto:principalkts.knrtechno@gmail.com)

 **KAKATIYA**  
GROUP OF SCHOOLS-TELANGANA

Our Branches in Karimnagar Dist : Vavilalapally, Kattarampur, Laxminagar, Mankam-mathota, Manthani, Godavarikhani, Peddapally, Huzurabad, Begumpet, Kataram  
Venue : Kakatiya Techno School, Vavilalapally, Karimnagar.  
Contact: 8498088702, 9948336559, 9666222301

Source: Researcher

#### 4.21 Qualifications for Teaching Staff

Educational qualification of teachers plays a major role in presenting the subject matter. The government set up minimum educational qualifications for those, who want to work as a teacher in any school whether it is government or semi-government or private. The government follows these rules strictly, whereas the private managements might not follow these rules. It is noticed from the field that 99% of the

teachers are graduates, in which 50% of them are post-graduates, 40% of them have studied traditional degree courses and 9% of the teachers have studied other technical courses such as B.Tech. M.B.A., M.C.A., etc. The entry of other professionals into private schools indicates the severe condition of unemployment in the society. However, professional qualifications are very important to work in any school as teachers.

**Table No. 4.19 Professional Qualifications of Teachers**

| Medium  | Professional Qualification |       |       |         |       |       | Total |
|---------|----------------------------|-------|-------|---------|-------|-------|-------|
|         | None                       | D.Ed. | B.Ed. | B.P.Ed. | M.Ed. | Other |       |
| Telugu  | 4                          | 0     | 27    | 0       | 1     | 8     | 40    |
|         | 10.0%                      | 0%    | 67.5% | 0%      | 2.5%  | 20.0% | 14.1% |
| English | 80                         | 13    | 114   | 6       | 3     | 27    | 243   |
|         | 32.9%                      | 5.3%  | 46.9% | 2.4%    | 1.2%  | 11.1% | 85.9% |
| Total   | 84                         | 13    | 141   | 6       | 4     | 35    | 283   |
|         | 29.6%                      | 4.6%  | 49.8% | 2.1%    | 1.4%  | 12.3% | 100%  |

Source: Field study

Table-4.19 shows that the majority (70%) of teachers have undergone teacher training courses at different levels. The study finds that 50% of the teachers have completed B.Ed. course and 12.3% of them have completed other teacher training courses such as TPT, HPT, etc. 4.6% of teachers studied D.Ed. Of course, 2% of teachers completed B.P.Ed and 1.4% of teachers study M.Ed. course. However, 30% of teachers do not have any professional qualifications, which indicate the negligence attitude of private school managements to recruit trained teachers in their schools. If anybody undergoes a teacher-training course, he/she will understand objectives, various types of teaching methodologies, and evaluation techniques in selected subjects. Besides, he/she can be able to prepare lesson plans, unit plans, and annual plans. However, the Young Lives<sup>49</sup> research, carried out on Indian schools in 2012 revealed that among principals, 45% had a master's degree and 43% had a college degree whereas among teachers, only 19% had a master's degree and 58% had a college degree.

Some informal perceptions tend to guide the recruitment policy of teachers in private schools. The following narratives highlight some of the key guiding principles in mediating teacher recruitment.

<sup>49</sup>Young Lives research on childhood poverty in India, Vietnam, Ethiopia, and Peru.

Mr. Vincent George, aged 51, the Correspondent of Kerala EM High School claimed that they had invited qualified teachers from Kerala State to work in their school. He said that the Kerala teachers would not take leaves until unless they have any urgent work or health issues. They do not have any relatives in the local areas so that they need not attend any cultural events/festivals. The teaching profession is only the source of income for the teachers, who are coming from Kerala. So they work with dedication and commitment when compared to the local teachers. Teachers play a major role in inculcating good education.

Mr. Venkateshwar Reddy, aged 47, the Chairman of Greensedge School said that they recruit teachers by giving advertisements in the newspapers. An interview and a demo would be conducted for the applied candidates. Preference would be given to those, who have undergone teacher training as well as having teaching experience. He claims that Mathematics and English are the high salaried subjects in the school. He adds that they do not find any scarcity of teachers in any subject as they are paying good remuneration to teachers. He feels proud that the majority of the teachers, who are working in their school, are coming from Warangal.

#### **4.22 Subjects and Teachers' Salaries**

Government school teachers have a uniform salary structure based on the level of the school that they teach. Teaching subject of a teacher does not have any impact on his/her salary structure. It is observed from the field that private schools are known for practicing the highest form of discrimination regarding teacher's salary fixation, respect and dignity in the schools. Most of the private school teachers hardly get 30% of the government school teacher's salaries. Every school has its parameters in determining the salaries of its teachers. There are no clear-cut directions from the government on the salaries of teachers in private schools. Hence, the school management decides the salaries of private school teachers. Having a certificate of teacher training course, fluency in English, teaching experience, way of teaching and explanation, command over the subject, and controlling the classroom are some of the important factors of determining salaries of private school teachers.

It is observed from the field that a teacher's salary is fixed based on the classes and subjects they teach. The pre-primary, primary, and secondary teachers draw different salaries. The teachers, who teach the secondary section, get higher salaries than the teachers, who teach to pre-primary and primary classes. It is also recorded that

management gives different salaries for different subject teachers. Hierarchy is visible in the salaries drawn by various subject teachers at the secondary level. Telugu and Hindi Teachers get less salary when compared to other subjects. Most of the schools are paying high salaries to English and Mathematics teachers. It is also noticed that some of the schools are paying better salaries to the teachers of Physical Sciences. Then Biology teachers and Social Studies teachers get good salaries but less than the salaries of the teachers, who teach English, Mathematics and Physical Sciences.

Mr. Ravinder Reddy, aged 42, the Director cum Correspondent of Krishnaveni Talent School says that Science subjects like Mathematics, Physics, Chemistry, and Biology are high salaried subjects and languages are being paid fewer salaries in their school. The teachers for sciences generally have teaching experience in the colleges and they can teach for competitive exams such as IIT-JEE, EAMCET, etc. Hence, they are paying better salaries to them. Besides, the science teachers should be compensated with their salary in the colleges. From the VII class onwards they teach and recruit separate teachers for science subjects. A biology teacher may not be an expert in Physics and vice versa. In the competitive exams, each subject is important and that is why the school is giving a foundation for these subjects. He claims that Physics is the rank deciding subject in IIT-JEE and EAMCET. Therefore, a separate teacher is required for science subjects. Since the management is paying good salaries, few of the high school teachers are commuting to Huzurabad from nearby cities like Karimnagar and Warangal. Even though, the management is facing a scarcity of social studies teachers. Different branches of Krishnaveni Schools send teachers to the required branches. The central office of KTS takes care of the transfers of teachers among its branch schools. Even the vacancies and recruitment of the teachers of a particular branch will be finalized only after completing the transfers of the teachers. Involvement in the academics & school activities, showing interest in the development of students, motivating students to work on their own and sincerity are the factors for getting increments in the salaries. Experienced teachers competitively teach classes.

The above observation of the school correspondent highlights the private management approach towards the different categories of teachers. The salary is linked to the market demand for the subject.

#### **4.23 Provision of Incentives to the Teachers**

It is important to understand that despite the low salary why trained and untrained teachers continue to work in private schools. This is where one needs to understand

the private schools' approach to attract the teachers. They tend to offer several monetary and non-monetary benefits to the teachers to retain them in the same school. It is evident from the field that monthly one Casual Leave (CL) is available for all teachers working in all the schools. The majority of the school managements do not give salary to the teachers for summer vacation. None of the school grants leave for the sick and sickness. It is observed from the field that all management of private schools gives the concession to the children of their teachers if they study in the same school. The concession varies from school to school. For instance, Tetrahedron Model School provides free education to 1 child or 50% of fee concession to two children of any teacher whereas Greensedge School provides 25% of fee concession to two children of any teacher. Besides, free transportation is provided to the teachers, if the school operates van to his/her area/village. However, there is no concession in the van fee for the children of teachers.

**Picture No. 4.7 A teacher with uniform gets into the school van (free transportation), December 2015**



Source: Researcher

The study also finds that some of the schools have the provision of payment for the Provident Fund (PF)<sup>50</sup>. Neither the school managements nor the teachers show interest

<sup>50</sup>Provident Fund is also known as a pension fund, which aims to provide employees with a lump-sum amount at the time of leaving/retiring from a job.

in availing the PF. Though the majority of the teachers are getting meager salaries, they are contributing it to meet the essential needs of their families. However, the salary of private school teachers is not meeting their monthly expenditure. A teacher, who is getting more than Rs.10,000/- is also not interested to have a PF facility. Another important hurdle is job insecurity. The majority of the teachers think that they might not continue in the same school for the coming academic year as it depends on the willingness of the management. If the teacher gets a better opportunity in any other school, he/she will leave school. Hence, the majority of the teachers are not interested to pay for PF. On the other side, the management has to contribute 50% of the amount for the PF of teachers. That is why the majority of the management does not show interest in having a PF facility for their teachers. The following narrative informs the priority of providing PF to the teachers.

**Table No. 4.20 Salary of Teaching Staff**

| Medium  | Salary per month (in Rupees) |            |             |             |        | Total |
|---------|------------------------------|------------|-------------|-------------|--------|-------|
|         | < 5000                       | 5000-10000 | 10001-15000 | 15001-20000 | >20000 |       |
| Telugu  | 21                           | 19         | 0           | 0           | 0      | 40    |
|         | 52.5%                        | 47.5%      | 0%          | 0%          | 0%     | 100%  |
| English | 85                           | 124        | 28          | 5           | 1      | 243   |
|         | 34.9%                        | 51.0%      | 11.5%       | 2.0%        | 0.4%   | 100%  |
| Total   | 106                          | 143        | 28          | 5           | 1      | 283   |
|         | 37.4%                        | 50.5%      | 9.9%        | 1.7%        | 0.3%   | 100%  |

Source: Field study

Table-4.20 shows that the majority (88%) of the teachers, working in private schools draw a monthly salary up to Rs. 10,000 only. Among them, 37% of the teachers are getting less than Rs. 5000 as a monthly salary. 10% of the teachers' monthly salary varies between Rs. 10001-15000. Only 2% of the teachers are drawing more than Rs. 15000 per month. The maximum salary of Telugu medium school teachers is in between Rs. 5,000-10,000 only whereas the maximum salary of English medium school teachers is above Rs. 20,000. The average monthly salary of the teacher is Rs. 5748.92 Ps. (Rs. 191.63 Ps. per day) where average monthly salaries of Telugu medium school teacher and English medium school teacher are Rs. 4727.37 Ps. (Rs. 157.58 Ps per day) and Rs. 6146.18 Ps. (Rs. 204.87 Ps. per day) respectively. It is surprising to know that the majority of the schools do not pay summer salaries to their teaching staff.

Kingdon (2007) finds as private schools pay fewer salaries to their teachers, they have lower unit costs than public schools. Kingdon (2006) finds that private school teachers' monthly salary in 2002 was only about 20 percent of regular government teachers' salaries. According to Muralidharan and Kremer (2006), the range of salary of a rural private school teacher is one-fifth to one-tenth that draws by a regular government teacher. They view that private teachers' salaries are less due to the oversupply of educated people in India. Besides, the private school management pays based on market demand whereas government and aided schools pay salaries based on the pay scale that set up by the government from time to time. Even teacher unions of government school teachers play a vital role to look after their welfare in which increments and other benefits are included.

The study finds that the lowest and highest salaries of the Telugu medium school teachers are Rs. 2800 and Rs. 7000 respectively whereas the lowest and highest salaries of the English medium school teachers are Rs. 2500 and Rs. 24000 respectively. The data reveals that the lowest and highest salary per day of the Telugu medium school teachers is Rs. 93.33 Ps. and Rs. 233.33 Ps. respectively whereas the lowest and highest salary per day of the English medium school teachers are Rs. 83.33 Ps. and Rs. 800 respectively. The data indicates that the lowest salary of the Telugu medium schoolteacher is higher than the lowest salary of the English medium school teacher because the majority of the Telugu medium schools do not have primary classes and teachers have more experience in the same school. However, as there is a demand for English medium, some of the management is offering good salaries to the teachers whereas it is very difficult for the management of Telugu medium schools to pay minimum salaries to teachers, as there is no demand for those schools.

The monthly salaries of Anganwadi teachers and workers in the state of Telangana are Rs.10,500 and Rs. 6000 respectively. The Expert Committee on 'Fixation of National Minimum Wage' recommends Rs. 9,880 per month (Rs. 380 per day for 26 days) for workers in Telangana irrespective of sectors, skills, occupations, and rural-urban locations for a family comprising of 3.6 consumption units. Besides, the committee has recommended introducing an additional house rent allowance up to Rs. 1,430 per month for urban workers. Even the workers who work under the Mahatma Gandhi

National Rural Employment Guarantee Scheme (as per the MGNREG Act, 2005) get Rs. 211 per day from the Financial Year 2019-20. The Supreme Court judgment on 'Equal Wage for Equal Work' also stresses the importance of paying salaries to the private employees on par with government employees.

However, private school teachers are not getting minimum salary compared to any one of the above-mentioned categories like Anganwadi teachers, Anganwadi workers, laborers, workers, etc. Nowadays a Mason gets Rs. 500/- per day and other manual laborers, who help the mason, get an amount of Rs. 300/- at least. A woman, who engages in agricultural operations, gets a minimum of Rs. 200/- per day. Nevertheless, some of the private school teachers get less than Rs. 3000/- per month. Even the drivers of private school vans get more salary than the primary teachers. It indicates the pathetic condition of teachers' salaries in private schools. Some of the teachers say that working in the unorganized sector is better than working as a teacher in a private school. However, having good qualifications, they are not willing to work in the unorganized sector. Even society mocks at them if they do it.

Teachers have more responsibilities. The class teacher has to remind the students to pay the fee regularly. The teacher, who goes to a particular class for the first period is considered as the class teacher of that respective class and he/she should go to the same class for the last period. In the last period, the teacher should make the students study one subject daily by focusing on LSRW<sup>51</sup>. He/she should check the school diary daily. The class teacher has more responsibilities in maintaining the class silence and keeping it neatness with creativity. The teachers have to prepare a lesson plan and year plan, which will be shown to the Head Master. The teacher has to teach all classes by standing only. Even a chair is not available in the classroom. The teacher should make the student's silence and discipline at the time short breaks and lunch hours. Some of the schools give orders to the teachers that they have to take lunch along with students to avoid noise in the classroom and monitor the students during lunch hours. Some of the schools are implementing uniforms to the teachers. Among them a very few of the schools are giving it, free of cost. However, other schools take money for teachers' uniforms. The teachers of few schools do wake-up calls early in

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<sup>51</sup>LSRW indicates Listening, Speaking, Reading, and Writing.

the morning to students at the time of examinations and instruct the parents to prepare their children for exams.

The oversupply of trained teachers and educated people into private schools has weakened the bargaining power of teachers on one side and strengthened the management power to fix the lower salaries on the other side. The managements exploit this situation, as there are no other employment sources for the educated youth within their locality, which is also available easily. The majority of the teachers are ready to work for meager salaries, as they cannot do any other work in society. They have completed higher education with great aspirations but struck up by the market demands and enter into the private school sector. In this way, most of the teachers are working in private schools for fewer salaries as the ‘modern slaves’ despite having better educational qualifications. There is no mechanism from the government side to monitor this kind of exploitation in private schools. If any teacher raises any queries related to salary, he/she will be terminated from the job. Even private school teachers do not have any association to fight for their rights in general and salaries in particular.

#### **4.24 Less Salary but More Responsibilities: The Teacher as Informal Labourer?**

Discipline is the main responsibility of the teacher in all private schools. Since the majority of the parents view private schools are meant/renowned/synonyms for discipline, most of the private school managements give priority for the maintenance of discipline in their schools. No class will be left without a teacher. Teachers should accompany all the classes for all periods/hours. The teacher has to be there in every class to control the students and maintain discipline. Teaching the students is the main duty of the teacher. Besides, motivating the students to study in the classroom is another duty of the teacher. The teacher should not sit idle in the school. The teacher should be involved in any work related to either students or school.

A teacher, who goes to a particular class for the 1st period is considered as the class teacher as well as in charge of that class. The class teacher has to collect marks list of students in all subjects after completion of the examinations. He/she has to prepare a progress report for all the students in the class. The class teacher has to motivate the

students to be regular and punctual to the school. If any student is irregular to the school, the class teacher should inform the same to management and concerned parents. Absentees list has to be prepared by the class teacher and sent to the management. The homework of students has to be checked by focusing on backward students in academics. After all classes, 30 minutes has to be allotted to check the homework assigned by various subject teachers to the students. The class teacher should take care of completing homework by the students before leaving the school daily.

**Picture No. 4.8 Teachers engage in preparation of progress reports of the students, April 2015**



Source: Researcher

The study observes that some of the school managements are implementing a dress code for the staff also. Teachers and other staff of Tetrahedron High School, Montessori High School, Vignan Concept School, Sri Kakatiya School, and Navabharathi Public School have to wear the prescribed uniform. The management of all these schools feels that it is a step to improve the unity among the teachers, which motivates the students to come with uniform daily. It also indicates the brand of a particular school and a mechanism for publicity/advertisement. The school

managements distribute sarees/cloths to the teachers and deduct a small amount from their salaries every month.

Mr. Kasim, aged 33, belongs to Muslim, working as the Correspondent cum Head Master of St. Theresa School explains various duties of teachers such as daily checking of regularity, uniform, and diary of respective class students, maintenance of attendance register, preparing, issuing and collecting progress reports of respective class students, checking of parents' signature on diary and progress reports and the majority importantly maintenance of discipline.

Mr. Venkateshwar Reddy, aged 47, the Chairman of Greensedge School says that 25% of the tuition fee would be given a concession to the children of any teacher (maximum two children). Academic and co-curricular activities would be taken care of by the class teacher. He says that committed teachers would work for the all-round development of students. All the teachers should commit to their profession. He classifies the teaching community into two types; those are floating and sticking communities. The sticking community has committed teachers. Punctuality, management of the classroom, and inculcation of discipline among the students are the main duties of the teacher. He says that each teacher has to take six periods daily. However, each teacher has one leisure period daily.

The management members opined that the majority of the teachers don't work with commitment. Teachers do not have the dedication to their profession. Some of the teachers are choosing this profession as a stepping-stone to get into other jobs. Some of them are coming to schools just for time pass, as there is no job available in the market other than this, which also needs less effort. They claim that the private school sector is providing good employment to the educated youth at the local level. So that some of the educated youth are choosing this profession. They felt that majority of the teachers do not have teaching skills in the subject that they study. Poor communication skills and unwillingness to learn from their seniors are some of the problems with the teachers. Besides, many of the teachers do not show love and affection to all students. Thus, most of the managers of private schools blame the teachers.

#### 4.25 Summary

What is the driving force of private schools? How do these schools attract children compared to government schools? This chapter aimed to capture the views of private school managers in small towns. The study found that for the academic year 2014-15, 85% of the enrolled children of all schools of Huzurabad town are in private schools whereas only 15% of the enrolled children are in government schools. Parents across all the castes are showing discrimination towards their daughters by sending them to government schools. The study found that 7 Telugu medium schools and 18 English medium schools are functioning under private management. The data shows gender discrimination in the selection of private English medium schools. Enrollment of boys is more in private English medium schools across the castes. BC students are more in private Telugu medium schools followed by SC students.

It is evident from the field that the facilities that are available in English medium private schools are better than that of Telugu medium private schools. The study found that only one school is being run by the society and remaining schools run by private managements. The majority of the management members are Hindus and the majority of them belong to the BC category followed by the OC category. Only 3% of the managers belong to SC category. 55% of the management members have agricultural land whereas 45% of the management members do not have any agricultural land. All the members have completed at least graduation and 77% of them have professional qualifications. Most (94%) of the members have at least one year of teaching experience either in school or in college. It was also found that each school has its objectives and goals to start school. Wherever partners are running schools, division of labor is visible for the smooth functioning of the school. Franchise schools/statewide schools have their policies for the recruitment of teachers whereas each local school has its policy for teachers' recruitment. Though teacher training is mandatory to work in any school, the private school management did not consider it seriously. Physical Sciences, Mathematics, and English teachers draw better salaries than other teachers do.

## **CHAPTER-5**

### **THE FUNCTIONING OF PRIVATE SCHOOLS: PROMISES AND PRACTICES**

#### **5.1 Introduction**

The functioning of private schools depends on the adaptation of effective and innovative methods that attract both students and parents. Though students are the main stakeholders in the school system, parents choose schools on behalf of children. Daily practices, syllabus, examination pattern, discipline, and study hours are some of the defining features of private schools. Revenue is another important factor for the smooth functioning of private schools. In other words, the fee structure plays a vital role in its development. However, some of the schools cannot run for a long time due to various reasons.

The present chapter aims to dwell upon the promises and practices associated with the function of private schools. The chapter describes how the concept of ‘survival of the fittest’ is applicable in the private education market. The present chapter has been divided into two sections. The first section presents the profile of students and organization of academics in private schools. The second section describes various financial resources of private schools.

#### **SECTION-1**

##### **PROFILE OF STUDENTS AND ORGANISATION OF ACADEMICS**

The present section describes the admission procedure, the profile of students, academics, and the evaluation system in private schools. It describes various components of private schools such as daily routine, dress code, discipline, almanac, teaching methods, the hierarchy of knowledge, steps to improve communication skills in English, conducting study hours, provision of coaching for various entrance examinations, the celebration of festivals and organizing excursions.

## **5.2 Student Admission Policy and Practice**

Students are important stakeholders for any school. Without students, schools have to close down whether it is government or private. However, for private schools, student admission is a great thing and also retaining them until completion of schooling is another important issue. Student admissions are directly linked to the economic stability of the schools. Based on the number of the students only, the management able to improve physical facilities, recruit additional hands of teaching and non-teaching staff and decides the increments to staff every year. Hence, the majority of the management adopts various techniques to get students. Private schools adopt diverse strategies to attract parents for children's admission.

### **a. Canvassing**

Most of the schools adopt canvassing methods for student admissions. Management and teachers visit houses of the school-going children and explain the merits of their school to the parents. The performance of the school in SSC results for each year plays an important role in canvassing. Usually, the canvassing happens in April, May, and June every year. In addition to this, the distribution of pamphlets, advertisements through hoardings on main centers, advertisements in newspapers, and cable TV are some of the frequently used strategies of the private school management to attract students as well as parents.

### **b. School Result as Means to Attract Parents**

The results of the school, the reputation of the school in local and surrounding areas/villages, the discipline of the school, profile of school management and teachers, unique teaching methods, availability of coaching for important examinations, focusing on communication skills in English, co-curricular and extra-curricular activities, fee structure, infrastructural facilities like school building, playground, computer lab and science laboratories, availability of transport facility for students, availability of local teachers, availability of relatives and friends (networks) of management and teachers and availability of previous and present students and their feedback on school are some of the important factors that bring student admissions to a school.

Parents are looking for schools which have a good reputation in the society. Their alumni should get good ranks at the state level as well as national level entrance examinations like EAMCET, NEET, and IIT-JEE. Before joining their children in any school, they consult their relatives, friends, and neighbors to enquire about the best school in their locality. If they do not satisfy with the existing school, they change school. Some of the parents prefer to send their children to the school run by their community (caste) members whereas some of the parents give priority to the teachers' profile.

**Picture No.5.1 A leaflet used for advertisement by Krishnaveni Talent School, April 2015**



Source: Researcher

### c. Who Goes to the Private Schools?

It is noticed from the field that 87% of enrolled children of private schools have opted English medium whereas the remaining 13% of children have chosen Telugu medium, which indicates that private schools are dominating with English medium than Telugu medium. Interestingly, no private school is providing education in the Urdu medium whereas the government runs three Urdu medium schools.

**Table No. 5.1 Gender wise Enrollment in all Private Schools**

| <b>Social Category</b> | <b>Enrollment in all Private Schools</b> |          |              |          |              |          |
|------------------------|------------------------------------------|----------|--------------|----------|--------------|----------|
|                        | <b>Boys</b>                              | <b>%</b> | <b>Girls</b> | <b>%</b> | <b>Total</b> | <b>%</b> |
| <b>General</b>         | 892                                      | 51.7     | 832          | 48.2     | 1724         | 20.4     |
| <b>BC</b>              | 3085                                     | 55.5     | 2475         | 44.5     | 5560         | 66.1     |
| <b>SC</b>              | 580                                      | 56.8     | 441          | 43.2     | 1021         | 12.1     |
| <b>ST</b>              | 71                                       | 60.2     | 47           | 39.8     | 118          | 1.4      |
| <b>Total</b>           | 4628                                     | 54.9     | 3795         | 45.1     | 8423         | 100      |

Source: Field study

Table-5.1 shows the patterns of enrollment of students in all private schools. The data reveals that the enrollment of boys is more (>10%) than the enrollment of girls in private schools. The data reveals that enrollment of BC children is more (66%) followed by the General category (20%) children, SC children account for 12%. In other words, the majority of the students who are attending private schools belong to BC and General Categories. When it comes to gender-wise analysis, the enrollment of boys is more than the enrollment of girls across the castes. The data indicates the existence of a gender gap in choosing private schools by the parents. However, the gender gap is not the same in private Telugu Medium Schools and private English Medium schools.

**Table No. 5.2 Students' Enrollment in Private Telugu Medium Schools**

| <b>Social Category</b> | <b>Enrollment</b> |          |              |          |              |          |
|------------------------|-------------------|----------|--------------|----------|--------------|----------|
|                        | <b>Boys</b>       | <b>%</b> | <b>Girls</b> | <b>%</b> | <b>Total</b> | <b>%</b> |
| <b>General</b>         | 65                | 47.1     | 73           | 52.9     | 138          | 13.0     |
| <b>BC</b>              | 387               | 48.7     | 408          | 51.3     | 795          | 74.5     |
| <b>SC</b>              | 61                | 52.1     | 56           | 47.9     | 117          | 10.9     |
| <b>ST</b>              | 13                | 76.5     | 4            | 23.5     | 17           | 1.6      |
| <b>Total</b>           | 526               | 49.3     | 541          | 50.7     | 1067         | 100      |

Source: Field study

The study finds that 74% of enrolled students of Private Telugu medium schools belong to the BC category followed by the General category (13%). 11% of the enrolled students of the same schools belong to SC category. Only 2% of the students of private Telugu medium schools belong to ST category. The data reveals that BC students dominate in Telugu medium private schools. It is clearly understood from table-5.2 that there is no much difference between the enrollment of boys and

girls in all Telugu medium private schools. However, these schools have witnessed more enrollments of girls from General, BC categories, and more enrollments of boys from SC and ST categories.

The study observes that enrollment in private Telugu medium schools are decreasing from Class X to Pre-primary. In other words, Telugu as a medium of instruction is losing its importance. The enrollment of students is high in the higher classes (Class VI to Class X) whereas the enrollment of students is very low in the primary classes (Class I to Class V). Zero enrollments were witnessed in pre-primary classes, which show that the parents were not showing interest to send their children to Private Telugu medium schools also.

**Table No. 5.3 Students' Enrollment in Private English Medium Schools**

| <b>Social Category</b> | <b>Enrollment</b> |          |              |          |              |          |
|------------------------|-------------------|----------|--------------|----------|--------------|----------|
|                        | <b>Boys</b>       | <b>%</b> | <b>Girls</b> | <b>%</b> | <b>Total</b> | <b>%</b> |
| <b>General</b>         | 827               | 52.1     | 759          | 47.9     | 1586         | 21.5     |
| <b>BC</b>              | 2698              | 56.6     | 2067         | 43.4     | 4765         | 64.8     |
| <b>SC</b>              | 519               | 57.4     | 385          | 42.6     | 904          | 12.3     |
| <b>ST</b>              | 58                | 57.4     | 43           | 42.6     | 101          | 1.4      |
| <b>Total</b>           | 4102              | 55.8     | 3254         | 44.2     | 7356         | 100      |

Source: Field study

The study finds that 65% of enrolled students of private English medium schools belong to the BC category followed by the General category (22%). Around 12% of the enrolled students of the same schools belong to SC category. Only 1% of the enrolled students of the same schools belong to ST category. The data reveals that BC students dominate in Private Telugu medium schools. It is clearly understood from table-5.3 that the enrollment of boys (56%) is more than the enrollment of girls (44%) in all Private English medium schools. The data also reveals that Private English medium schools have more enrollments of boys than the enrollment of girls irrespective of caste. One can understand that boys are dominating in Private English medium schools across the castes. It indicates that within the private schools, parents prefer English medium for their sons.

The study observes that enrollment in private English medium schools is increasing year after year. In other words, English as a medium of instruction is gaining its importance. The enrollment of students is low among the higher classes (Class VI to Class X) whereas the enrollment of students is high among the primary classes (Class I to Class V). There is a considerable enrollment in pre-primary classes of all private English medium schools.

The majority of the students of all schools belong to Huzurabad town and various villages of Huzurabad Mandal. Interestingly, most of the students belong to agricultural families, self-employed families, service caste families, employees working in both private and government sectors, and business families. Some of the students hail from the families of daily wage laborers and agricultural laborers. Based on the economic status of the parents, they choose the school in the town. The study noticed that private schools are being categorized into three types - those are low fee schools, moderate fee schools, and high fee schools.

Mr. Muralidhar, aged 30, the Head Master of Sri Kakatiya School says that they start canvassing for students from the 15th of April every year. In the evening times, teachers go to the respective villages, where their van is going already. The teachers would prepare a list of students in the village that they visit. He agrees that since the management does not give salary to the teachers for May, they would not ask them to participate in the canvassing for the same month. Hence, the management members do the canvassing in May. With the help of the present students of their school, they go to the houses of other school students as well as children who have not yet joined any school. They meet the parents and tell them about the innovative teaching methods adopted by their school. They circulate the school pamphlets and explain about infrastructural facilities of the school like pucca building with a peaceful atmosphere, enough space for playgrounds, playing instruments for kids, computer lab, etc. They also inform the parents about the fee structure of the school.

Mr. Kasim, aged 33, the Head Master and Correspondent of St. Theresa School says that canvassing for student admission would be started in June. The management along with staff would be divided into two groups and visit villages as per the schedule. They do canvassing both in morning and evening sessions. He explains that results in SSC examinations for the current year and their present students' feedback about school have a great impact on getting new admissions. He adds that friends and relatives of management members play an important role in the admission process of new students.

Mr. Gopala Krishna, aged 46, the Managing Director of Vignan Public School says that all the teachers should participate in canvassing for admissions in May every year as they pay salaries to all staff of the school for the same month. Networks with students, parents, and friends of management play an important role in getting student admissions. The majority of the students of the school belong to middle-class families of Huzurabad town and surrounding villages. He adds that the majority of their students belong to peasant families.

Mr. Vincent George, aged 51, the Correspondent of Kerala EM High School says that the management members visit the houses of old students and with their feedback about the school they get new admissions. Nowadays, there is no need of going for canvassing because the parents are enquiring about good school and take decisions accordingly. He adds that the parents have much knowledge of schools.

Mr. Venkateshwar Reddy, aged 47, the Chairman of Greensedge School says that they do not go for canvassing for student admissions. The parents, who know about their school, could come to the school and consult the management for admissions. If the seats were available, they would give admission to the students. The maximum intake of students for each class is 36 only. There is no provision of adding sections for any class, as 'one section for one class' is the philosophy of the school. This method is very flexible and comfortable to the management, which also needs less accommodation. 90% of the students of the school belong to Huzurabad town. The majority of the children belong to families of government employees including government teachers and business class. He feels proud to say that two NRIs are sending their children to their school. They want to provide education to local students, where the majority of the parents are educated and take personal care about their children at home. He adds that they do not want to send any van for the transportation of village students.

Mr. Ravinder Reddy, aged 42, the Director cum Correspondent of Krishnaveni Talent School says that old students, who studied in their school, are important in getting admissions. The management and teachers ask them to inform their friends about the quality of education in their school. 50%-60% of the students are from Huzurabad local and each class has limited enrollment. Distribution of pamphlets, advertisements in newspapers, and city cable (TV) are some of the methods in canvassing. He feels proud to say that some of the students, who studied in their school, got a good rank in the IIT-JEE and EAMCET (Medicine) after their intermediate. One student selected for IIT and two students secured medical seats. He claims that with the foundation course given in their school, they can secure a good rank in those examinations. The management uses this achievement and uses the photos of those students in various types of advertisements.

The above responses of the school managers reflect that they adopt different strategies for getting student admissions. They highlight the results of SSC students in both canvassing and advertisement in mass media. The majority of the managements go for

door to door campaigning. They use their social networks while visiting various villages/localities to meet parents/students. It is the responsibility of management members, to get new admissions to sustain in the school market. If they do not have enough strength, they have to close down their school. However, some of the school managements use services of teachers in summer vacation for canvassing by giving salary. It is noticed from the field that in some schools, increments of teachers depend on the number of student admissions that they bring every year.

### **5.3 Daily Rituals in Private Schools**

The school starts with daily rituals and ends with it. Every school has its procedure for daily rituals. Singing the National Song & National Anthem and taking Pledge (Telugu/Hindi/English) is performed in all schools as part of daily rituals. Each school has its prayer song. For instance, ‘God bless mummy, God bless Daddy, God bless Teacher, Help me always, to make them happy’ is the prayer song practiced in St. Theresa High School. ‘Oh my God, Give me knowledge’ is the prayer song practiced daily in Vignan Public School. Some of the school students sing Telangana State Song. Besides, news reading, posing general knowledge questions to the students, quotation and wishing the students, who have birthdays on a particular day are some of the common formalities practiced by the private schools as part of daily rituals. Finally, the management also announces any news related to school, teachers, and students. Due to the non-availability of ground for organizing morning/evening assembly, some of the schools keep the students in their respective classes to complete the daily rituals.

Mr. Ravinder, aged 45, belongs to one of the backward castes BC-B (Padmashali-Weavers), working as the Director of Montessori High School says that due to lack of enough space for performing morning prayer/assembly, they conduct it biweekly. He recalls that the Telangana state song ‘Jaya Jayahe Telangana’ was being sung in the school at the time of the Telangana movement was going on for the creation of a separate state. However, they are not singing/playing this song in the school currently, as there is no order given by the government.

The order of the prayer, which is being practiced by the majority of the schools, has given below. The study notices that there are no clear-cut orders from the Government of Telangana regarding the daily rituals of the school. Besides, ‘Jaya Jaya he

Telangana' song was not recognized as the official song of the state therefore, no school management is implementing it seriously. Even the song was not published in any textbook, which has been published by the Government of Telangana.

#### **5.4 Daily Routine, Dress Code and Discipline**

The daily allotment of time among the several subjects, activities, and classes is called the school timetable. It is a plan, which can be shown in a chart. A timetable is a necessary tool for the effective functioning of a school. Its primary objective is to provide and allocate time for suitable and various learning experiences for all children. It avoids a waste of time and saves from the confusion, deviation, and replication. Therefore, it is a very important element in the internal economy of the school. The timetable is also considered as the 'second clock' of the school, which helps in its smooth functioning. As per the schedule, the school starts and ends. It helps in maintaining uniformity among the various classes of the school. According to the timetable, teachers engage in their respective classes. The daily routine reflects the whole activities of the school.

The study notices that all schools conduct (7) periods for all classes daily for 50 minutes each, in which one period is allotted for games/leisure. However, the games/leisure period is not available for the higher classes as the General Science subject has been divided into two subjects i.e. Physical Sciences and Biology. During the summer season, schools work for half-day as per the government orders. Generally, half-day schools start from March 15 of every year, where each period consists of 30 minutes. The school starts at 9.30 AM and ends at 4.00 PM daily. However, the school timings are different during the summer season (half day), where it starts at 8.00 AM and ends at 12.30 PM. Besides, a short break is given to students and teachers during morning and evening sessions. The lunch break is for 50 minutes.

The study observes that each school has its dress code/uniform to the students. If one management runs both media schools, a separate uniform is used for each medium to identify them easily. Telugu medium schools have traditional uniforms whereas English medium schools follow modern uniforms. All the students should wear uniforms along with ties, belts, and badges. The parents have to buy a tie, belt, and

badges at the school itself. Besides, students have to wear specific color shoes daily. The parents have to buy uniforms and shoes for their children from any shop. However, all the English medium schools provide uniforms to the students of pre-primary and primary classes by collecting amount. All schools allow their students to wear a civil dress on every Wednesday. The majority of the schools have their dress code every Saturday whereas few of the schools ask their students to come in a white dress every Saturday. Some of the schools collect a fine of Rs. 2 – Rs. 10 from students, if they do not wear a uniform, which is being prescribed by the school management on regular days.

**Picture No. 5.2 Students in attractive uniform with shoe, tie & belt, March 2015**



Source: Researcher

It is noticed from the field that schools collect the amount from parents by selling tie, belt, and badge. The amount differs from school to school. Besides, the majority of the managements collect a lot of amounts from the parents by selling uniforms to the students of pre-primary and primary classes. Having a prescribed uniform on a particular day is mandatory for the students. Without having any of these, some of the schools do not allow the students into the classes for the first hour. That is why to

avoid this problem; the parents have to buy all the materials, which are being prescribed by the management. However, at the present majority of the schools are practicing to collect fine from the students, if they violate the dress code on any day.

### **5.5 Organization and Adoption of Academic System**

Young (1999) defines curriculum as an educational process where knowledge and learning situations are interlinked together. The curriculum is nothing but outlining activities to reach pre-designed objectives. Here, objectives are ideas about what we expect from our younger generation. However, these are deviated by focusing on grades and standards. The curriculum of the school has a special status that focuses primarily on the organization of knowledge in schools.

Private schools have the freedom to use their interested textbooks for primary classes, which have been published by private publishers. However, from sixth class onwards all the schools have to follow the state syllabus, where the textbooks jointly published by the SCERT and Department of School Education, Government of Telangana. It is observed from the field that all the schools are following the Telangana State syllabus pattern and the Board of Secondary Education, Hyderabad issues the certificate to the students after completion of their SSC.

Besides, private schools use different textbooks of various publications for the primary classes and each school chooses one publisher among the leading publishers. Few of the schools use more than one publication too. Holy faith, Oxford, Asia book house, Lilliput, Black stone, Toddler, Crescendo, e-power, Goyal, Apple, Macmillan, Vikranth, Vikram, Shirdi Sai, Erudite, Krivi, etc. publishers' textbooks are being used by the private schools. The parents have to buy these textbooks within their school by paying whatever the amount fixed by the management. The publishing companies give concessions to the management to promote their textbooks and increase sales in the market. However, none of the private school management gives concessions to the parents while they sell textbooks. In this way, management is making profits by selling textbooks. Moreover, the parents are not allowed to buy these textbooks outside of the school. Even, there is no mechanism from the government side to stop this modern exploitation. These types of unethical practices prove that private school

management is working for making profits, whatever the reasons it may so. It is nothing but cheating the parents, which is an outcome of the commercialization of private schooling. However, the parents outside the school, where the government fixes the rates, can purchase textbooks for the classes of VI to X. Generally, the rates of government textbooks are much lower than the rate of private textbooks.

It is observed from the field that St. Theresa High School uses textbooks published by Vikranth, Vignan Public School follows Holy faith, Vikranth, Vikram and Apple CDs, Tetrahedron schools follow Crescendo and Oxford publication textbooks, Sri Kakatiya School adopts Krivi publication textbooks, Montessori High School uses Holy faith and Oxford publication textbooks, Adarsha Concept School follows Holy faith publication textbooks and Kerala EM High School uses the textbooks of Holy faith, Vikram, Shirdi, Asia, Vikranth and Goyal publications. All the schools are following the Telangana state syllabus from VI class to X class. However, the charges for buying any textbook in any private school are a financial burden on parents whereas the government supplies any textbooks, free of cost to the students if they study in any government school.

## **5.6 Almanac for the Academic Year 2014-15**

The school starts in June and closes in April. All the schools observe all Sundays and second Saturday in every month as holidays. It is observed from the field that all schools follow guidelines given by the Department of School Education, Government of Telangana regarding working days, schedule of examinations, holidays, short vacations, summer vacations, etc. However, the TRSMA also involves the declaration of holidays for private schools. All the member schools should follow the decisions taken by the TRSMA.

It is noticed from the field that all private schools have opened on 12/06/2014. After the schools functioned for 221 days, they closed on 24/04/2015. During the functioning of the school, it observes short vacations and general holidays. Generally, the summer vacation comes after the completion of the current academic year and before starting the new academic year. When it comes to short vacation-1, it has given

on Bathukamma<sup>52</sup>/Dasara festival. The Department of School Education, Government of Telangana has declared holidays for 15 days on the Bathukamma festival, which is a State Festival. Earlier the holidays were given for one week. However, after the formation of Telangana State, the state government gave much priority for the preservation, transformation, and promotion of Telangana culture. As part of creating awareness on Telangana culture and festivals among the students, the government has declared the holidays for all the days, when the celebration of Bathukamma festival is taking place. The short vacation-2 has given for nine days at the Sankranthi festival. In addition to the above-mentioned two short vacations, all the schools remained close on general holidays as declared by the Government of Telangana as shown in appendix-XII.

It is noticed from the study that 17 days observed as general holidays by all the schools. In addition to two short vacations, all the schools of Huzurabd town remained close on the days of Ramzan, Ganesh Chaturthi, Gandhi Jayanthi, Diwali, Moharram, Christmas, New Year, Mahashiva Rathri, Holi, Ugadi, Sri Rama Navami, Good Friday, Dr. Babu Jagjeevan Ram Jayanthi and Dr. B.R. Ambedkar Jayanthi, which are the general holidays declared by the Government of Telangana. It is also noticed that the majority of private schools were used to function on a particular day, though the government declared it as a holiday.

The private school managements try to work for more days to compare themselves with government schools, which function according to government rules. Their main intension is to project that they are working even on several holidays to attract parents. However, in the changing scenario, no private school is functioning on holidays declared by the Government of Telangana. This is an outcome of not only strict implementation of rules by the government but also mechanism to decrease the financial burden involved in operating vans on holidays specified by the government.

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<sup>52</sup>Bathukamma is the State Festival of Telangana state, which is celebrated with the decoration of flowers predominantly by the women for 9 days.

### **5.7 Test-Test and Test: Everyday Assessment of Students' Academic Performance and Rewards**

Evaluation is the best indicator for assessing knowledge of any student. The evaluation also helps to know the progress of students from time to time. All private schools focus on conducting tests periodically. The private management gives clear instructions to teachers for conducting tests as many as possible in their respective subjects. The majority of private schools believe that writing slip tests would help the students for writing final examinations well. In simple words, students get perfection by writing tests frequently. This method is suitable for slow learners also. It is observed from the field that all private schools conduct slip tests, unit tests, and term examinations. All the private schools conduct term examinations such as quarterly, half-yearly, and annual examinations as per the schedule given by the government. They use government question paper for the classes of VI-X as they follow the state syllabus of Telangana state.

For the primary classes, they use their question paper as the syllabus differs from the state syllabus. In the same manner, all the private schools conduct four unit tests as per their convenience by preparing and using their question papers. Besides, all the private schools conduct slip tests by the respective subject teacher. However, while assessing the academic performance of the student, weightage is being given to unit tests and term examinations as per the CCE<sup>53</sup> model. All the schools take special interest to conduct as many as examinations for the students of SSC. All the school managements believe that if their students get good marks in the SSC public examinations, their school would get not only a good name but also more admissions. After the declaration of results of every examination, the toppers in each class are being given badges as a symbol of motivation and recognition. This is a common practice in all the private schools in the town. These kinds of motivating methods inspire other students to perform better.

It is evident from the field that private schools conduct four unit tests as part of formative assessment and three-term examinations as part of summative assessment.

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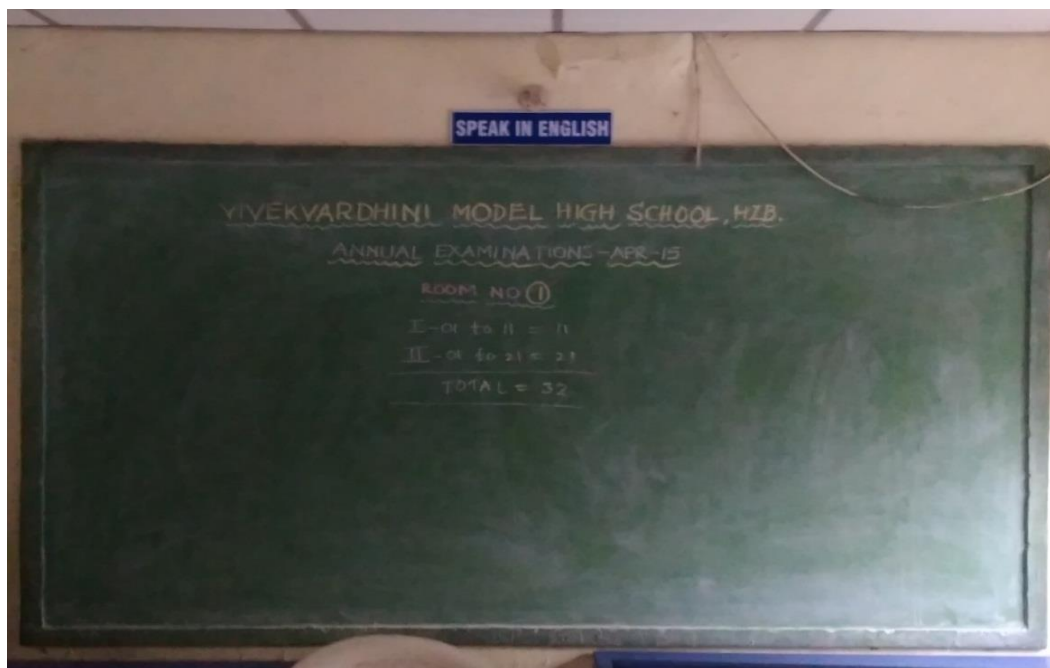
<sup>53</sup>CCE refers to the Continuous and Comprehensive Evaluation, which has been implementing in Telangana state from 2014-15.

Based on the performance of students in all types of examinations, the teachers identify clever, average, and dull students and try to improve their academic performance. The top rankers from each class are appreciated. However, importance is given to the annual examinations/overall performance. All private schools adopt different retention strategies by rewarding meritorious students in various fields. After completing each exam, the parents are intimated about the academic performance of their child/children in the form of progress reports, where they can see the grades/percentage of marks and attendance. The parents have to sign on the report and send it back to the school. In this way, all the private schools inform the progress of their students to the parents periodically. Hence, the parents can able to know the strengths and weaknesses of their children and take a decision accordingly. If their children are found to be weak in academics, parents try to give extra time or send them to private tuition. If their children are found to be outperforming in academics, they provide additional material. This kind of mechanism adopted by private schools helps them to maintain relations with the parents regularly. If the parents do not satisfy with the academic progress of their child/children, they question the management as they are paying fees.

### **5.8 Steps to Improve Attendance and Spoken English among Students**

Private school managements follow strict rules to ensure regularity among its students. They believe that the regularity of students helps in improving academic performance. Hence, the private school managements do not entertain the absenteeism among students. Some of the schools collect fines from the children if they absent from school. If any student finds absence regularly, the school management informs concerned parents and tries to find out reasons. They give counseling to the parents to send their children to school regularly. They will not allow writing SSC examinations if any student finds a shortage of attendance. The management believes that irregular students might not pass in the SSC examinations, which affects the overall percentage of results of the school.

**Picture No. 5.3 Display of ‘Speak in English’ in a classroom of Vivekavardhini Model School, April 2015**



Source: Researcher

Mr. Ravinder Reddy, aged 42, the Director cum Correspondent of Krishnaveni Talent School says the toppers in each class of primary section would be given a badge by the class teacher. Prizes would be distributed to the toppers. He explains that improving writing skills (handwriting) and communication skills in English are given more priority in their school. The class teacher and English teacher find out the students, who speak well in English. Students would be handed over first Rank, second Rank, third rank, and Class Leader badges according to their performance in academics and extra-curricular activities. He stresses that the Correspondent/Principal would announce the names of students, who maintain 100% attendance for every month in each class as well as distributed prizes during the morning assembly. He mentions that the class leader would collect fine from the students, who absent on a particular day. If they take leave on specific cultural events, then only they would be exempted from paying fine. He feels proud to say that they would organize elocution competitions every month for improving communication skills, where distributing prizes would honor the winners. Students are being encouraged to communicate in English on the school premises.

Mr. Vincent George, aged 51, the Correspondent of Kerala EM High School says that the students are advised to strictly speak in English only during the school hours. He explains that they would give basic training (LSRW) to the students to improve communication skills in English. He believes that imitation and practice help in learning any language. Therefore, he encourages the teaching community to speak in English, and then only the students could be able to speak and learn English. He stresses that even though the students

commit mistakes, the management encourages them to speak in English only, which is the right way to learn English.

Similarly, private schools follow the same rules for promoting the culture of spoken English among students. The private school managements believe that collecting fines is the better way to habituate the students to communicate in English. Moreover, private schools are focusing more on spoken English, which is an attractive feature for many of the parents.

### **5.9 Teaching Methods Adopted by Private Schools**

Ramachandran (2009) argues that the early years of schooling plays a key role in the development of a child. Hence, schools require both competent and sensitive teachers, who can nurture and inspire students to bring out their intellectual and creative skills. Mbiti (2016) observes that the teachers are not interacting with students while they teach lessons. He found that most of the time of teachers was used for drawing science diagrams on the blackboard without interacting with the students. Besides, whenever students are asked to solve problems, then the teacher sits idle without any interaction with students.

Teaching aids help in understanding the lesson easily to the students. They also attract students. The majority of the schools are following the ‘chalk and talk’ method in the classroom. Very few schools are adopting ICT enabled teaching. Some schools are using smart classes for pre-primary classes too. However, few schools set up a projector in every class, but they are not using regularly. Blackboard, chart, map, globe, specimens, and models are some of the important teaching aids that are being used by many of the schools.

**Picture No. 5.4 Using LCD Projector for pre-primary classes in New Satavahana School, March 2015**



Source: Researcher

Mr. Ravinder Reddy, aged 42, the Director cum Correspondent of Krishnaveni Talent School says that the 'play-way method'<sup>54</sup> is followed for teaching to the pre-primary classes. Objects, charts, maps, instruments (working parts), color identification, and models are being used for teaching pre-primary classes. Blackboard teaching is also used for these classes where ever is necessary. The school has only one projector room for conducting Digi classes for all classes. The teachers have to adjust the timings, while they use a projector. He explains that Digi classes would be conducted for a few topics, which are critical and unable to understand in the regular classes. Structure of atom in Chemistry, different concepts of light like reflection, refraction, and structure of eye and camera in Physics, the functioning of heart and lungs in Biology, solar system in social studies, etc. would be explained through Digi classes and he shows interest to cover as many as tough topics through Digi classes. However, he feels that students are not habituated to learn through Digi classes when compared to conventional teaching methods.

Mr. Venkateshwarlu, aged 49, the Correspondent of New Satavahana School says that they have adopted a play way method for pre-primary classes. He adds that all the pre-primary classes are equipped with a projector for playing videos on various rhymes and stories. The school bought several CDs for this purpose. Alphabets and numbers should be taught through various audio-

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<sup>54</sup>It was developed by Henry Caldwell Cook, which brings overall development among children. It not only gives freedom in learning but also allows children to learn based on their interests and aptitude.

visual aids. He appreciates that some of the companies like X-SEED<sup>55</sup> are developing teaching material according to the changes taken place in society.

The study noticed that the majority of the schools follow the conventional lecture method for teaching all subjects. However, some of the schools adopt new teaching methods for pre-primary sections. If teaching is done by using a computer and already available software material, then it is called a Digi class. Several companies are coming with software packages that are useful for school level students. However, based on the financial status of the management of the school, they are ready to buy and use software packages in their classrooms. Furthermore, the teacher should have experience in dealing with operating an LCD projector/computer. Nowadays the majority of the parents look for technology-based education. Based on the fee-paying capacity of the parents, some schools are adopting Digi classes slowly.

Even though 70% of the teachers have undergone teacher training at various levels, they are not able to follow a particular method to explain certain topics. The availability of teaching aids, science laboratory, and computer laboratory is very essential for an effective explanation of the topics in a few subjects. Nevertheless, the main problem of the teachers is that they have neither teaching aids nor laboratories. Very few schools have a laboratory facility. Another problem is that, if the teachers follow the teaching method model, the syllabus will not be completed. Most importantly, neither the school managements nor the teachers have the interest to teach according to the prescribed teaching method. The majority of the teachers follow the lecture method irrespective of any subject/class. Teachers are hard to practice any method that improves self-learning and creativity among the students. However, the schools are practicing project method, where the student learns independently. It is observed from the field that some of the teachers make the classroom live with their teaching techniques. Even though they have an interest, due to the lack of required material, they are unable to teach the students perfectly. A humorous teacher makes the classroom more attractive.

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<sup>55</sup>It is an education company founded by Ashish Rajpal, which works on a research-based academic method of teaching and learning.

### 5.10 Hierarchy of Knowledge: Making of Superior and Inferior Subjects

The school should work for laying a better foundation among the children by giving equal priority to all subjects, which are being taught at school. There is a saying that ‘Today’s Children are Tomorrow’s Citizens’ and the Kothari Commission (1964-66) acknowledges that India’s future depends on its classrooms. In other words, children can be mold into better citizens by the schools. Different subjects have different teaching objectives as per the goals set up by the country. For instance, languages inculcate moral values, mathematics improves analytical power & logic, science promotes reason & scientific temper, and social sciences preserve and transform heritage and culture of society from one generation to other and pave way for aesthetic sense, appreciate and understand the supreme constitutional values like liberty, equality, and fraternity. If the school neglects any subject, students may lack receiving, understanding, and responding to many concepts of a particular subject. Hence, it is mandatory to give equal priority for all subjects at the school level to prepare better citizenship among the children.

However, it is observed from the field that the majority of the school managements and parents are giving much preference to science subjects only and neglecting social sciences and languages. Most of the teachers argue that the hierarchy of subjects has been starting from the school level itself. Subjects like Telugu, Hindi and Social Studies are given less priority in schools and the teachers, who teach these subjects, get low salaries. Both parents and students think that if anybody studies these subjects at the intermediate/graduation level, he/she would have fewer employment opportunities. Hence, these subjects are called as ‘inferior subjects’. On the other hand, Mathematics and Physical Sciences are gaining importance in many of the schools as these subjects lay the foundation for getting seats in various prestigious engineering institutions such as IIT, NIT<sup>56</sup>, etc. after completing intermediate. The division of Physical Sciences into Physics and Chemistry happens at the Intermediate (+2) level only. However, some of the schools, which are giving foundation courses, are recruiting separate teachers for the subjects of Physics and Chemistry.

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<sup>56</sup>The National Institute of Technology offers Engineering courses in India, which comes next to the IITs in terms of quality.

Besides, Biology subject has its importance within science subjects as it lays the foundation for getting seats in various professional courses like medicine, veterinary, agriculture, pharmacy, nursing, etc. after completing intermediate. Furthermore, a very recently English subject gains importance at the school level due to globalization. In this way, subjects like Mathematics, Natural Sciences (Biology and Physical Sciences) and English are given more priority in schools and the teachers, who deal with these subjects, get high salaries. Both parents and students think that if anybody studies these subjects at the intermediate/graduation level, he/she would have high employment opportunities. Hence, these three subjects are called as 'superior subjects'. However, the same trend is evident among the students also and the majority of the students try to concentrate more on superior subjects at the school level, which forces them to choose the same subject in further studies. It is nothing but killing the interest of students to choose their interested subject.

Rajan (2003) stresses that study of subjects such as History contributes students to a better understanding of social processes. She argues that private schools in India are facing a major crisis as students are hardly choosing humanities after secondary education. George (2008) concerns that none of the good schools in Hyderabad and in the state of Andhra Pradesh is offering the humanities and social sciences stream at intermediate/plus two-level as no student wishes to take admission in this stream. He adds that those who cannot choose science streams can choose the commerce stream. Hence, the courses in humanities are not considered as the natural choice of the majority of students. He predicts that due to the genocide of humanities at the plus two-level, there would not be any graduates in languages and social sciences in Andhra Pradesh at least to teach subjects like Telugu, English, history, and civics at the high school level.

### **5.11 Provision of Conducting Study Hours in Private Schools**

All the private schools adopt the study hour method daily after completion of the regular classes. The class teacher monitors the students during study hours and clarifies their doubts. Toppers in higher classes also guide the educationally backward students. For the 10th class, daily one subject teacher monitors the students and

clarify their doubts. The study hour method of private schools is one of the important factors, which attracts the parents to send their children to these schools.

**Picture No. 5.5 A teacher monitors students during study hours in Kakatiya High School, March 2015**



Source: Researcher

All the schools, which have X class focuses much on SSC examinations and try hard to get good results in the examinations. So that the managements take, various steps to not only achieve the highest marks in the town but also get a cent percent result. For achieving it, all the schools take special classes to complete the syllabus of X class by December/January. The remaining time is used for preparation for examinations. All the schools conduct study hours to the SSC students under the supervision of one subject teacher daily. The management supervises the activities of teachers and students all the way. Some of the schools conduct night classes (up to 10 PM) also for the students. Parents give their support to all the activities of the school.

### **5.12 Provision of Coaching to Entrance Tests**

Providing coaching for foundation courses to the students at the school level is usually an urban phenomenon. However, due to the knowledge explosion, even the private schools in small towns are also chanting this foundation mantra, in which very

few parents are attracting to this. Some of the schools used to give coaching to the interested students of primary classes for the Navodaya<sup>57</sup> Entrance test. Some of the schools conduct special classes for EAMCET/IIT-JEE and Medical foundation courses to the students of secondary classes. It is observed from the field that the majority of the schools didn't have any provision for coaching because of their busy regular schedule of the school.

Mr. Muralidhar, aged 30, the Head Master of Sri Kakatiya School says that they celebrate all the festivals irrespective of religion. Besides, they celebrate National Colour Day<sup>58</sup> in the school. He says that using technology is the best way to make the students understand clearly, which also saves the time of teachers. Nevertheless, the teacher should be familiar with the usage of computers and other equipment. He adds that they conduct IIT/Medical foundation classes to all the students of VI to X standards without collecting any additional fee. Coaching would be given to the students biweekly in the subjects of Mathematics, Physics, Chemistry, and Biology. Subject teachers provide additional material to advanced learners.

Mr. M.S. Prasad, aged 45, belongs to a Hindu upper-caste (Vaishya), working as the Correspondent of Vivekavardhini Model High School says that their school has IIT-SPAES facility, in which they get books and material from the society founded by IIT Ramaiah<sup>59</sup>. He adds that their students settled in 40 countries as engineers, software engineers, and doctors.

The above responses of the school managers indicate that they are providing coaching for IIT-JEE/Medical foundation courses. It is evident from the field that few parents wish to have these kinds of facilities within the town. The study found that only three schools are giving coaching to interested students. The managements include the fee for foundation courses in tuition fees itself. However, the parents have to buy private textbooks for this purpose, which is an additional financial burden to them. Because of having public examinations for SSC students, none of the schools conducts foundation classes for them. One can understand that private schools are making profits by exploiting the expectations and emotions of parents.

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<sup>57</sup>As per the recommendations of the National Policy on Education – 1986, Jawahar Navodaya Vidyalayas are started in India with the residential facility to provide quality education to the rural children.

<sup>58</sup>October 22 is observed as the National Colour Day to appreciate the natural colors.

<sup>59</sup>IIT Ramaiah is another name of Dr. Chukka Ramaiah. He is famous for establishing and running IIT Study Circle in Hyderabad to give coaching for IIT-JEE.

**Picture No. 5.6 The Correspondent of Adarsha School with IIT Ramaiah, April 2015**



Source: Researcher

### **5.13 Celebration of Festivals and National & International Days of Importance**

Schools are considered agents for cultural transmission from one generation to another. The celebration of various festivals and cultural events reflect the secular nature of the school. Students can understand the importance of various festivals. Besides, the annual day and farewell days are part of the school cultural system. The study finds that 72% of the schools are celebrating the annual day, which is a common thing nowadays. It is noticed from the field that few of the schools are organizing annual day along with farewell day<sup>60</sup>. Usually, schools celebrate these events in February/March every year. However, some of the schools organize annual day celebration after completion of SSC examinations. On the other hand, some of the schools do not want to organize a farewell day due to the uncontrollable behavior of SSC students. The majority of the management uses these celebrations as a platform to show the performance of schools as well as students to the parents.

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<sup>60</sup>It is given to the outgoing students (SSC/10th class) by the students of 9th class and school management.

All the private schools celebrate national festivals like Independence Day, Republic Day, Teachers' Day, and Children's day. All the schools conduct cultural programs on these important occasions to inculcate nationalism and patriotism among students. Prizes are distributed to the winners of various competitions. The majority of the schools conduct quiz competitions and/or essay writing competitions on the days of national and international importance like National Science Day, National Mathematics Day, World Environmental Day, World Non-violence Day, World AIDS Day, etc. All the schools celebrate local festivals as part of creating cultural awareness among the children.

**Picture No. 5.7 Distribution of prizes to the students on Celebration of Republic Day of India, January 2016**



Source: Researcher

The majority of the schools are organizing farewell day to the outgoing (X class) students. However, the majority of the schools give priority to celebrate the annual day of the school every year, where all the parents are invited to watch the performance of their children in all activities. The school management invites one guest from the department of education. Recently, some of the school management invited Minister, MLA<sup>61</sup>, local political leaders, etc. The school managements take it

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<sup>61</sup>Member of the Legislative Assembly.

as a challenge to make the annual day a grand success than any other event of their school. Some of the important national festivals that have celebrated in the schools for the academic year 2014-15 are given in appendix-XIII.

**Picture No. 5.8 A student performs classical dance during Annual Day Celebrations, April 2015**



Source: Researcher

#### **5.14 Organization of Picnics and Excursions**

The purpose of the excursion is to supplement curricular activities. Students can learn best in the excursion, which cannot be learned in the school. Students feel free as they come out of school from regular tedious activities. Students get enjoyment by not only their discovery but also observing natural beauty. They can also get exposure to the dignity of labor by visiting different types of industries. Students can get fun and learn the importance of working together for a cause. Excursions help the students to understand the culture and history of visited places. Students can learn by seeing. All the schools are taking their students to picnics to the nearby places. Nevertheless, the majority of the schools are not showing interest in taking their students to either study tours or excursions.

The school management is worrying about the risk involved in organizing excursions. However, the majority of the schools organize excursions to high school level students. As part of excursions, some of the places visited by the students and staff of various schools are Warangal, Basara, Kuntala waterfalls, Kadem irrigation project, Bhadrachalam, Laknavaram lake, Pakhala lake, Ramappa, Alampur, Hyderabad, Tirupati, Annavaram, Srishailam, Manthralayam, Nagarjuna Sagar, Vijayawada, Mahanandi, Ahobilam, Vizag, Burra Caves, Araku, Bangalore, Mysore, Ooty, Kodai Canal, Chennai, Mahabalipuram, Ajantha Caves, Shirdi, etc.

All the schools encourage the students to participate in science exhibitions at Mandal, District, and State levels. The school managements instruct teachers to guide interested students to set up innovative and creative stalls. Getting prizes in science exhibitions brings recognition and appreciation from various stakeholders. All the schools take the children to movies acted by children and other movies that promote national integration.

## **SECTION-2**

### **FINANCIAL RESOURCES AND PROBLEMS OF PRIVATE SCHOOLS**

The school managers spend money to establish a school. Later on, the managers look for returns not only to get back what they invested but also to run the school. Therefore, private school managements take wise decision in fixing fee structure, as it is the only source of revenue for them. The development of private school depends on its revenue collection every year. If the revenue of any private school is less than its expenditure, it will close down in the school market.

Jha (2016) considers that the tuition fee is the only financial source of the private school. Hence, the majority of private schools collect admission fees that vary from school to school. Besides, private schools insist to buy particular brands of uniforms and shoes, learning resources, and sports equipment. After implementing CCE pattern in schools, some of them are also selling projects. In the private educational market, the consumers are the voiceless children. Hence, parents feel insecure and would like to invest more to make their children's future secure and bright.

### 5.15 Structure of Tuition Fee

There is no uniformity in fee structure among the private schools as it depends on the class, medium of instruction, and management. The different fee structure is maintained for each class, each medium of instruction, and each school. The fee structure for a particular class of Telugu medium school differs from the same class of English medium school. Hence, a separate fee structure is there for the schools, which have both Telugu and English media. Even if a management has more than one school, they fix different fee structures for their schools. All the schools have their fee structure for all the classes. However, the study observes that there is no uniformity while collecting fees from student to student.

According to the understanding between the parent and school management, the fee may vary. Of course, some of the schools do not stick to follow their fee structure and there is a possibility of flexibility while collecting fees from parents. The decision of the Correspondent/any other member among the management is final in collecting fees from the parents. The tuition fee excludes admission fees (only once at the time of admission), van fee (for students' transportation), exam fees, charges for textbooks, belt, tie, badge, and uniform. The schools that have hostel facilities collect a separate fee for that purpose. Table-5.4 gives the maximum and minimum annual fee structure for each class in both media (Telugu and English) for the academic year 2014-15.

**Table No. 5.4 Class wise Fee Structure for the Academic Year 2014-15**

| Class   | Telugu Medium Fee (Rs.) |         | English Medium Fee (Rs.) |         |
|---------|-------------------------|---------|--------------------------|---------|
|         | Minimum                 | Maximum | Minimum                  | Maximum |
| Nursery | -                       | -       | 2500                     | 12000   |
| LKG     | -                       | -       | 3000                     | 12000   |
| UKG     | -                       | -       | 3500                     | 12000   |
| I       | 3500                    | -       | 4000                     | 14000   |
| II      | 3500                    | -       | 5000                     | 14000   |
| III     | 4200                    | 5500    | 5000                     | 14000   |
| IV      | 5100                    | 6500    | 5500                     | 16000   |
| V       | 6000                    | 7000    | 6000                     | 16000   |
| VI      | 6500                    | 7500    | 6500                     | 18000   |
| VII     | 7000                    | 8000    | 9000                     | 18000   |
| VIII    | 8400                    | 9000    | 10000                    | 20000   |
| IX      | 9000                    | 10000   | 12000                    | 20000   |
| X       | 10000                   | 11000   | 12500                    | 22000   |

Source: Field study

Table-5.4 shows that the difference between a minimum fee and maximum fee for a specific class in the Telugu medium is less whereas the difference between a minimum fee and maximum fee for a specific class in the English medium is high. The data reveals that the minimum fee and maximum fee for Class-X in Telugu medium is Rs. 10,000 and Rs. 11,000 respectively and the minimum fee and maximum fee for Class-X in English medium are Rs. 12,500 and Rs. 22,000 respectively. The data reveals that the fee structure for the primary classes of the Telugu medium is low. There is no provision of pre-primary classes in Telugu medium except Nursery class, in which there is no enrollment. It is observed from the field that six Telugu medium schools out of seven TM schools are facing zero enrolments in primary classes. For instance, one TM school has zero enrollments up to seventh class, four TM schools have zero enrollments up to fifth class and one TM school has zero enrollments up to second class.

The minimum and maximum average fee structure in Telugu medium Private schools are Rs. 4562 and Rs. 9000 respectively whereas minimum and maximum average fee structure in English medium Private schools are Rs. 5000 and Rs. 15500 respectively. Based on the average fee structure, the schools are being categorized into three types - those are low fee schools, moderate fee schools, and high fee schools.

**Table No. 5.5 Classification of Schools for the Academic Year 2014-15**

| Sl. No. | Range of Average Fee  | Category of School | No. of Schools | Name of the Schools                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|-----------------------|--------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | Rs. 4562 – Rs. 8208   | Low Fee            | 9              | Adarsha Vidyalayam (TM), Ushodaya High School (TM), Vishwapragathi Vidyalayam (TM), Kakatiya High School (TM), Sri Saraswathi Shishu Mandir (TM), New Kakatiya Model School (EM), Navabharathi Public School (EM), St. Theresa High School (EM)& Ushodaya Talent School (EM)                                                                                                                                       |
| 2       | Rs. 8209 – Rs.11854   | Moderate Fee       | 13             | St. Theresa High School (TM), Navabharathi Vidyalayam (TM), Tetrahedron Kindergarten School (EM), Tetrahedron Model School (EM), Sri Kakatiya School (EM), Sri Gayatri High School (EM), Sri Vivekavardhini E-Techno School (EM), Vignan Public School (EM), Vignan Concept School (EM), Kerala EM High School (EM), Krishnaveni Talent School (EM), New Satavahana High School (EM) & Adarsha Concept School (EM) |
| 3       | Rs. 11855 – Rs. 15500 | High Fee           | 3              | Greensedge School (EM), Montessori High School (EM) & Vivekavardhini Model High School (EM)                                                                                                                                                                                                                                                                                                                        |

Source: Field study

Table-5.5 shows that five Telugu medium schools and four English medium schools are falling under the ‘low fee’ category. Two Telugu medium schools and 11 English medium schools are falling under the ‘moderate fee’ category. Only three English Medium Schools are falling under the ‘high fee’ category. The data reveals that the majority of the Telugu medium schools are ‘low fee’ schools whereas the majority of English medium schools are ‘moderate fee’ schools. All ‘high fee’ category schools are English medium schools only, which indicates the parental demand for those schools.

### **5.16 Van/Bus Fee Structure for Transportation**

The van fee depends on the distance from school to the area/village of the student. Except for one school, all the schools located in Huzurabad town operate vans for students’ transportation. To bring uniformity among the schools in the collection of van fee, the TRSMA has prepared a common fee structure for all its member schools. However, there is flexibility in payment of van fee too. It is the discretion of the

Correspondent/one member among the management in deciding how much van fee should be collected from the parents per student. The details of van fee per annum are given below.

**Table No. 5.6 Van/Bus Fee per Annum for the Academic Year 2014-15**

| Category | Fee (Rs.) | Distance from Huzurabad | Name of Area/Village                                                                                                                                                                                                                                                                      |
|----------|-----------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I        | 2500      | 0-2 km                  | Huzurabad Local                                                                                                                                                                                                                                                                           |
| II       | 3500      | 3-6 km                  | Rangapoor, Sirsapally, Ippal Narsingapur, Katrapally, Penchiklapet, Dammakkapet, KC Camp, Pedda Papaiahpally, Chinna Papaiahpally, Kothapally, Thummanapally, Singapur, Rajapally, Elabotharam and Bornapally                                                                             |
| III      | 4000      | 7-9 km                  | Jupaka, Bothalapally, Kanukulagidda, Kandugula, Jeelgula, Kothagattu, Kothulanaduma, Manikyapaur, Lingapur, Chelpur, Venkataopally, Pothireedypet, Ramulapally, Agraharam, Jagirpally, Godishala, Yellampally, Valbhapur, Rampur, Shanthinagar, Gujjulapally, Chinthalapally and Saidapur |
| IV       | 4300      | 10-12 km                | Uppal, Dharmarajupally, Metpally, Amudalapally, Vennampally, Jagannadpur, Suraram, Bommakal, Dandepally and Molangur                                                                                                                                                                      |

Source: Field study

The table-5.6 shows that van fee has divided into four categories based on the distance of the area/village from Huzurabad town. The van fee ranges from Rs. 2500 to Rs. 4300 per annum. Though the van fee is fixed by the TRSMA, the majority of the school managements take fewer fees at the time of payment by the parents. However, it is observed from the field that the majority of the schools do not collect fees separately for tuition and van. Some of the schools do not collect van fee from the parents to increase or retain the students.

### **5.17 Other Fees in Private Schools**

Besides, tuition fees and van fees, the majority of the schools collect other fees such as admission fees, exam fees, textbook fees, school diary, charges for tie, belt & badge, etc. Though the schools, which are imparting computer education, they are not collecting any fee. However, the computer fee is included in the tuition fee itself.

Some of the schools distribute uniforms to the students by collecting fees. The school that has a hostel facility collects hostel fees from residential students only.

**Table No. 5.7 Other Fees per Annum (in Rupees)**

| Type of Fee                    | Telugu Medium |         | English Medium |         |
|--------------------------------|---------------|---------|----------------|---------|
|                                | Minimum       | Maximum | Minimum        | Maximum |
| Admission                      | 0             | 500     | 200            | 1000    |
| Examination                    | 200           | 800     | 500            | 1000    |
| Text books for primary classes | 300           | 600     | 1000           | 3500    |
| School Diary                   | 100           | 200     | 100            | 200     |
| Uniform per pair               | NA            | NA      | 500            | 1000    |
| Tie, Belt & Badge              | 200           | 200     | 200            | 400     |
| Hostel                         | 10000         | 16000   | 10000          | 18000   |

Source: Field study

Table-5.7 presents the range of various fees (other than tuition and van fees) that collected in private Telugu and English medium schools for the academic year 2014-15. School Diary plays an important role in private school education, where the parents can able to know the assignments given to their children daily. Parents can guide and help their children at home based on the activities mentioned in diary and they have to sign every day to acknowledge that their children are working under their guidance and familiar with the assignments given to them. It is observed from the field that the schools that are claiming that they are giving coaching to the IIT-JEE/NEET examinations are not collecting any additional fee as they include it in the tuition fee itself. However, parents have to buy textbooks for this purpose. Because of this kind of expenditure, the majority of parents withdraw themselves from this type of coaching.

If any student does not have proper dress code, textbooks, diary, uniform, etc., he/she will face some problems in the classroom. The class teacher and other teachers will not allow the students to sit in the classroom. Even if any student fails to pay any type of fee such as tuition, van, examination, hostel, etc., he/she will not be allowed to sit in the classroom. Sometimes, the management sends the students to home for getting a fee from the parents or to bring parents to the school. Some of the students, who understand the economic condition of their family will not reveal anything to their

parents and try to habituate to take any kind of action from the management side. They do not want to pressure their parents by hiding the issues happening to them at school. In this way, the majority of the schools show discrimination on economically backward students by not allowing them to listen to the classes, which harms their academic performance.

### **5.18 Harvest and School Fee Connection**

The fortune of private schools based in rural areas that depend on rains. Since the majority of the students belong to agricultural background/rural areas, their family income depends on agriculture. If the area gets adequate rains, the farmers would get more agricultural production, and agricultural laborers also get work in the fields. Then only they can pay the fee to the management on time. If the area faces drought for any season, the school will suffer a lot financially. On the other side, the private school managements attract the parents by saying that they collect only tuition fees, which is affordable to all types of parents. However, in reality, the managements collect various types of fee on the name of imparting quality education and discipline among the children.

If we calculate all the expenditure incurred in a private school, it will be more burden on the parents. Purchasing of stationery items like notebooks, pens, pencils, charts, print outs for submitting projects, etc. are an additional burden on parents. Excursions are very expensive, where the parents have to pay the entire fee. Besides, parents have to bear all the expenses for their children, who stay in the hostel. Generally, the hostel fee is equal to the tuition fee and some times more than the tuition fee too. Hence, the majority of the parents have to make sacrifices to meet the expenditure involved in educating their children in a private school. The visible fee is tuition fees only but hidden fees are more in private schools. Because of the high expenditure in private schools, some of the parents are unable to continue their children in private schools and forced to join them in government schools.

### **a. Provision of Fee Concession to the Students**

The study finds that the majority of the private school managements give fee concession to the students based on both merit and socio-economic background of the family. Besides, they give fee concession to the children of teachers, who work in their school. Some of the schools give concession to the journalists too. However, the provision of concession to the students depends on the own policies framed by the management of the respective school. It is the discretion of the management to provide fee concession to the deserving students as not only a token of motivation to them but also a decreasing financial burden on their parents. These offers/concessions inspire other students to study well. Even the management gets a good name if these types of students show outstanding performance in the public examinations including various types of entrance tests. Some of the schools are distributing required material like textbooks to the poor students. However, Greensedge School is not providing any concession to the students except to the children of staff.

The school expenditure includes salaries of the staff (both teaching and non-teaching), maintenance of school and vans, rent for building (if the school runs in the rented building), and repayment of loans if any. Generally, the parents pay fee term wise like for every three months. If they are farmers, they will pay twice after the harvesting seasons of Kharif<sup>62</sup> and Rabi<sup>63</sup>. The school collects most of the fee dues at the time of examinations. The majority of the parents pay the full fee just before the annual examinations. However, the expenditure is more than the income among the low fee private schools. In such cases, the management has to adjust money to meet expenditure. The members of management adjust finance themselves to run the school effectively. If not possible, they consult private financial firms for debts where they have to pay high rates of interest.

Mr. Sridhar Rao, aged 32, the Correspondent cum the Head Master of Navabharathi Vidyalayam says that 90% of the students of their schools belong to rural areas, whose parents depend on agriculture. Hence, the parents try to pay the fee in two terms according to the harvest seasons. He says that the parents would pay 80% of the fee in November/December and they would pay the remaining fee in March/April (at the time of annual examinations). He

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<sup>62</sup>Kharif season starts in June/July and ends in October/November.

<sup>63</sup>Rabi season starts in November/December and ends in April/May.

claims that they give fee concession to the poor students. He adds that 20% of the fee concession is given to the students, whose parents pay the fee in July itself. Those, who are unable to pay the fee in July, they have to pay the full fee in three terms.

The above response of the management member indicates that they are giving fee concession to the poor and deserving students. In the same line, many of the schools are extending this facility, which shows the humanistic face of the private school managements. Fee concession gives relief to parents whether it is a considerable amount or not. This is one of the proactive policy tends to attract the parents towards private schools. This kind of concession brings a good name to the schools in the surrounding areas. The students, who get a concession, try to work hard to get good marks. This type of financial help inspires other students to perform well in studies.

#### **b. Private Schools Complaint against Parents' Unwillingness to Pay the Fees in Time**

As per the government rules, every school should constitute the Parent-Teachers' Association (PTA) and the Governing Body. Through these platforms only, parents, teachers, and managements exchange their ideas for both development of the school and imparting quality education to the students. Few of the schools hold Parent Teacher Meetings (PTM). Nevertheless, the parents do not show interest in such meetings. Management and staff attend the cultural ceremonies/parties of students, whenever parents invite. It helps to maintain relations with parents by the management and staff. However, Mbiti (2016) reveals that parental engagement could play a complementary role in the education production of children. Parents could hold schools and teachers accountable by raising their voice or by the exit from the present school and entry to another school. They could not only contribute to school economically but also engage with their children at home. Many parents do not seem to be well informed. However, growing parental involvement in school management could potentially improve accountability.

Mr. Kiran Kumar, aged 44, the Correspondent cum Head Master of Adarsha Vidyalayam says that parents are not paying fees regularly and no parent is asking about coaching for the Navodaya examination. He adds that if the management asks parents about payment of fees strictly, they would send their

children to other schools, which is a common phenomenon in primary classes of low fee schools.

Mr. Raju aged 34, the Director of Ushodaya Schools says that parents want a good education for their children by paying a low fee. Even though some of the management provides good education with a reasonable fee structure, few of the parents ask for concession/bargain while paying the fee. However, to incorporate schools, parents are ready to pay the full fee without asking for concessions, where there is no chance to meet the correspondent. Nowadays, parents are in a dilemma, whether they have to send their children to a government school or private school. Nevertheless, they do not trust government schools so that they are sending their children to low-cost private schools. He argues that even though it is a low fee, they are not paying it regularly. The parents also should think about the problems of the management to run the school. He says that 90% of their students belong to surrounding villages. He adds that some of the parents do not want to pay anything and send their children to another school for the coming academic year. They come for TC but do not want to clear the dues also.

The study found that all the low-fee school managements complain that the majority of the parents do not pay the fee regularly whereas managements of moderate fee schools and high fee schools argue that few of the parents pay fees irregularly. Because of the different offers given by other schools, some of the parents do not send their children to the same school for the coming academic year. As most of the parents have just two children they do not wish to punish their children by the teachers. The majority of the parents do not visit schools regularly, for attending meetings, to pay fees, or even to know about the progress of their children. For the primary section, some parents are changing school without paying the school fee for the preceding year. Since there is no need of taking TC (Transfer Certificate) from the school, they are shifting their children to other schools easily. Many of the management worry that the majority of the parents ask for a concession in tuition fees but not considering the quality of education. Parents are not caring if their children are absent for several days. Because of personal reasons, the students may misguide parents regarding school.

### **5.19 Law of Survival of the Fittest**

The study notices that few of the managements have established other branches. The management of Tetrahedron School has three schools (two in the town and another one in the suburbs of the town) whereas the management of Vignan School has two

schools within the town. Hence, private schools seem to be running effectively. On the other side, many of the private schools have closed down due to various reasons for general and economic reasons in particular. To attract the parents, some of the schools say that they exempt tuition fees for one student if they send two of their children to a particular school. Since private schools are facing tough competition among themselves, some of the management follows this kind of method. They try to convince the parents by saying downgrading the image of another school. The majority of the management believes in strengthening their schools by attracting as many parents as possible by different methods. Some of the schools give concession in transportation also. Their main aim is to increase the enrollment of students to sustain in the educational market.

The study noticed that there is a competition between the Telugu medium and English medium. Hence, all the management of Telugu medium schools has started English medium schools to survive in the educational market. The managements of Navabharathi, Adarsha, Ushodaya and Kakatiya Schools have opened English medium schools as there is stagnation in the enrollment in Telugu medium schools. Even Sri Saraswathi Shishu Mandir has shown willingness to open English medium school as a response to the present needs of parents. It is observed from the field that low fee schools face competition from moderate fee schools whereas moderate fee schools face competition from high fee schools. However, all the private schools of Huzurabad town have to face competition from the schools located at Karimnagar and Warangal cities.

Picture No. 5.9 An advertisement given by Sri Saraswathi Vidyapeetam for teachers' recruitment to teaching in its English medium schools (adoptive mechanisms), April 2015

**WANTED TEACHERS (ACHARYAS)-98492 64194**

**SRI SARASWATHI VIDYAPEETAM**  
**KARIMNAGAR**

Requires a well qualified and efficient Teachers to teach in E/M (English Medium) Schools from Pre-Primary to Class-IX. Interested candidates can attend the interview at nearest centre.

**INTERVIEW CENTRES - DATE**

|               |             |          |             |
|---------------|-------------|----------|-------------|
| Karimnagar    | on 5-4-2015 | 10-00 AM | 92478 79125 |
| Jagityal      | on 6-4-2015 | 10-00 AM | 99481 18496 |
| Huzurabad     | on 7-4-2015 | 10-00 AM | 73864 85944 |
| Godavarikhani | on 8-4-2015 | 10-00 AM | 95817 45176 |

**INSTRUCTIONS TO BE FOLLOWED**

1. **Registration Fee** - Rs.100/-.
2. **Qualification** - Degree and above (E/M background).
3. Attend with original certificates along with a set of Xerox.
4. To be bring a self addressed envelop cover affix with postal stamp
5. One passport size photo.

EXPERIENCED ADMINISTRATORS ARE ALSO APPLICABLE TO THE INTERVIEW.

Cell No. **98492 64194**

Sd/- **Secretary**

Source: Researcher

The forthcoming paragraphs describe the views of present private school managers on their financial problems.

Mr. Venkateshwarlu, aged 49, the Correspondent of New Satavahana School says that they operated van to Raikal and Rangaiahpally villages of Saidapur Mandal a few years ago when the number of students is 60 students. He adds that at the time of fieldwork, 10 vans of different schools are going to these two villages to get 10 students in each van. He argues that if vans are sent to pick up a few students, the maintenance cost of vans would be more, which leads to loss for the schools. He assumes that to avoid this problem, in the future, there is a possibility of having 'tie-up' among the private schools regarding the transportation of students.

Mr. Kiran Kumar, aged 44, the Correspondent cum Head Master of Adarsha Vidyalayam says that lack of dedication among the teachers is the major problem nowadays. Low-fee private schools prefer part-time teachers, who complete the syllabus only. After that, another teacher should take care of a particular class for revision, conducting examinations, and evaluating their

performance. Some of the graduates, who studied technical and management education like B.Tech. MBA and MCA courses are also applying for teaching jobs in private schools. He adds that the majority of the schools are in a financial crisis. The principle 'survival of the fittest' is suitable to explain the situation of private schools in Huzurabad town.

Mr. Sridhar Rao, aged 32, the Correspondent cum the Head Master of Navabharathi Vidyalayam says that competition is more among the private schools. All schools are going to the houses of parents as part of canvassing. Some of the schools give incentives to the parents if they join their children at their school. Now parents are playing a key role in school education. Based on the knowledge of the parents in schools, they choose a good school for their children.

Mr. Raju aged 34, the Director of Ushodaya Schools says that their school does not have a playground for children. The school management depends on part-time teachers as they have fewer income sources on one side and higher expenditure on the other side. Nevertheless, the majority of the parents look for good infrastructural facilities available in the school, where the management is unable to focus on this due to limited financial resources. In this severe competition, the school might be closed down in the future due to losses/financial crisis. On the other side of private schooling, some of the managements are starting schools area wise within the town. They are not giving chance to others for entering into school education, as they want to monopolize the private school education system.

During canvassing in the villages, the managements meet parents, who occupy a crucial role in the process of schooling of children. Managements try to convince the parents by visiting their houses. Even parents feel pride and honor as many school managements come to their doorstep. The management with their impossible promises would misguide some of the parents. After taking admission in a particular school for their children, the management is considered as king as the parents have to request the management and remind them about their promises. Finally, one can say that this kind of competitive environment is visible among the private schools at the time of students' admissions only. Though the TRSMA is active in the town, it has failed in not only controlling competition among the schools but also regulating schools by bringing out a common fee structure in all schools. Because of these reasons, one school management tries to attract other school students. It is observed from the field that some of the private schools have been taken over by other managements, some of the private schools have merged with other schools and some of the schools have completely closed down due to low enrollment, financial, managerial, personal, and other reasons.

**Picture No. 5.10 A hoarding set up by a non-local school at Huzurabad main center, March 2016**



Source: Researcher

#### **a. Closures, Mergers, and Selling of Private Schools**

The study found that about 25 private schools are running in Huzurabad town at the time of fieldwork (for the academic year 2014-15). Further, it is noticed that all private schools are not run by the same management, which has established them. Some of the schools have taken over by other managements. It is observed from the field that seven schools managements have handed over their schools to other managements due to various reasons. Four Telugu Medium schools (Kakatiya High School, Navabharathi Vidyalayam, Ushodaya High School & St. Theresa High School) and three English medium schools (Vignan Public School, Ushodaya Talent School & St. Theresa High School) were taken over by other managements in between 2006 to 2014.

The interested management comes forward to take over the school from the existing management. The new management overcomes the problems involved in establishing a new school such as getting permission from the government, providing infrastructure, recruiting human resources, gathering students, etc. The earlier

management of school gets monitorial benefits from the new management. In this way, both the managements get advantages in the process of ‘taking over a school’. In other words, it is nothing but a kind of selling/purchasing of school with its name.

### **1. Details of Merged Schools with Other Schools**

The study finds that three private schools function in the town, which have taken over other schools and merged with them. Kenwood School (EM) merged with Sri Gayathri School (EM), Arunodaya Gurukula Vidyalayam (TM) merged with Navabharathi Vidyalayam (TM) and Nagarjuna High School (TM) merged with St. Theresa High School (TM). Merging of one school into another school helps the management to increase the enrollment in the existing school, where the name of the merged school will not exist. Generally, interested school management approaches another school management, who are unable to run the school due to various reasons. The management of merged school gets some amount from the other management, which runs the school. In this way, both the managements get advantages in the process of ‘merging school’. It is also a kind of selling/purchasing of school without its name.

### **2. Details of Closed Down Schools**

The study finds that Huzurabad town has been witnessing the closing down of schools from the last few years. It is noticed from the field that about 21 private schools were closed down due to various reasons between 1995 to 2014 (Please refer to appendix-XIV for a list of closed down schools). The forthcoming paragraphs describe the case studies of the management of closed down/merged schools. Their personal experiences help one to understand the dynamics in the school education system during those days. The researcher conducted in-depth interviews with those managements to find out reasons for both establishing and closing down their schools.

Mrs. VasanthaJayapal aged 70, belongs to the Christian religion and hails from Hanamkonda of Warangal District. She studied B.A. and B.Ed. She explained that the government schools were available at Huzurabad to impart education through the Telugu medium only. One of the Pastors suggested her father to establish an English medium school at Huzurabad. After she completes her education, she worked as a teacher at St. Paul’s School,

Hanamkonda. Later on, she established St. Paul's School on 1 August 1977, which is the first English medium school at Huzurabad. She reminds us that Huzurabad was like a village by the time. The government has permitted to run the school up to the fifth class. She describes that only local children used to come to her school, as it imparts education through English medium. She felt that English medium schooling is not popular in those days either at Huzurabad local or in surrounding villages. However, some of the children belong to upper caste and employee families used to join the school from 1977 to 1990. The employees of SRSP, who resided at KC Camp, also sent their children to this school. There was no admission fee and the monthly tuition fee was like Rs. 10/- for first standard, Rs. 20/- for the second standard, etc. Getting a few students into school was a great thing during those days. She admires that there was healthy competition among private schools. Now the number of schools has increased under both government and private managements so that the management of various schools is following different mechanisms and techniques to attract parents. In this competitive situation, she also purchased a van for students' transport. However, in the end, she was unable to adopt new management techniques to get new admissions. Even the school suffered from efficient management, as there was a quarrel among her offspring regarding taken over the school. Later on, the strength has decreased, which resulted in an imbalance between income and expenditure of the school. Hence, she decided to close down the school in the year of 2010.

Mrs. K. Shyamala Rao aged 60 belongs to the Christian religion and hails from Nizamabad. She completed post-graduation. She explained that as part of the Kakatiya Canal (KC) construction, 100 families have stayed at Huzurabad. All of them are the employees recruited by the government. Her husband has appointed as Junior Assistant at KC Camp in 1978. After completion of quarters' construction for employees at KC Camp, the employees resided at the quarters allotted for them. The camp is 3 km away from Huzurabad. However, there was no school for the children of employees at the Camp. They have to send their children to Huzurabad only. The parents have to drop their children at school in the morning and pick up them in the evening, as there was no vehicle available for students' transportation. It created problems for the parents in general and fathers in particular, who were employees at the Camp. She reminds us that even auto-rickshaws were not available during those days. Hence, the students have to attend the school either by traveling in APSRTC buses or depending on their parents. The majority of the students join Sri Saraswathi Shishu Mandir, which is the first private school at Huzurabad. After completing the seventh class, the students used to join any one of a government school for studying higher classes. The available schools at Huzurabad by the time were Government High School, ZPHS (Boys), and ZPHS (Girls).

Mrs. K. Shyamala Rao has worked as a teacher at St. Paul's School in 1979, the first private English medium school at Huzurabad. She used to go by a rickshaw daily from the Camp. Her salary was Rs. 125/- per month. Since there was no school at the Camp, some of the parents requested her to teach their children instead of sending them to Huzurabad. Hence, she started a school for the children of employees in 1980 at the Camp itself. She appointed

two women teachers from the families residing at the Camp. They run the school up to the fourth class from 1980 to 1990. The strength of the school was reached to 200. The majority of the employees sent their children to school. However, the school has neither name nor recognized by the government. After completing the fourth class, the majority of students used to join any one of the private school located at Huzurabad. The available private schools by the time were St. Paul's School (EM), Vidyanikethan Vidyalayam (TM), and Sri Saraswathi Shishu Mandir (TM).

Mr. Sabbani Ravinder (55, M) belongs to the Hindu religion and Padmashali caste (OBC). He hails from Katrapalli of Huzurabad Mandal. He completed M.Sc. (Physics) in 1984. Then he has started tuitions for Intermediate students at Huzurabad. During 1985-87, students of Government Junior College have attended his tuition. At that time, he has an enthusiasm to start a high school at Huzurabad, where there was no private high school. Hence, he along with Mr. U. Rajaiah has established 'Kakatiya High School' in 1988, which is the first private high school at Huzurabad. However, he has come out from the management of Kakatiya High school and established another school called 'Nalanda High School' in 1990. He did canvassing along with the staff. He approached the parents of Sri Saraswathi Shishu Mandir students, who were in search of high school after completion of seventh class by their children. He also approached parents of Government schools of nearby villages for getting admissions. The school has 40 students in each class. Since private school is a new concept, he collected a very less fee during those days. He claims that he gave fee concession to the poor students. The majority of the students belong to the peasant community and employee families. The school secured 95% result in SSC examinations, which is more than government school during initial days of school establishment.

Mr. Sabbani Ravinder says that the good results have motivated parents to join their children at his school. He adds that his school reached 100% result in SSC examination within a short period with the support of teachers, students, and parents. He viewed that majority of the peasant communities' parents were able to bear the low fee for their children's education by changes in agriculture of the region. The majority of the students came by the APSRTC bus only during those days. Low fee structure, good results with highest marks, dedication & discipline, and organizing study hours are some of the main (pull) factors for attracting parents to join their children at Nalanda High School. On the other hand low results with fewer marks, lack of basic facilities, and lack of dedication among teachers are some of the main (push) factors for leaving the students from the government schools during those days. He reminds that majority of the private Upper Primary Schools of Huzurabad have upgraded to High Schools. Hence, the students' strength has come down in Nalanda High School. Though he bought a van for students' transport in 1997, the school has 80 students only. Finally, he decided to close down the school in the year 2000. The financial crisis, lack of feedback either from parents or from students, competition among private schools, and establishment of government high schools in a few villages are the main reasons for the closing down of the school. Due to less strength, he was unable to give salaries to the teachers too. He issued Transfer Certificate (TC) to all

students and submitted all documents and records to the MEO as per government rules and regulations. Since he has qualifications, he did not fear his future employment and he has the confidence to work in any private college.

Mr. Mukunda Reddy (53, M) belongs to the Hindu religion and Kapu caste (OC). His native place is Gaddapaka village of Shankarapatnam Mandal. He studied B.A. and B.Ed. After completing his education, he worked as a Supervisor in 1990 for Adult Education Programme carried out by the Grama Nava Nirmana Samithi (GNNS), Jammikunta. As part of night campaigns in the villages, they educate the rural people. They focus on the improving health conditions of rural people by taking nutritious food in their daily meals. They also motivate adults to get minimum literacy. They stressed the importance of education in one's life. He worked as a night school teacher at Marripalligudem village of Kamalapur Mandal from 1988 to 1989. He observed that the majority of the parents are illiterates and they used to take alcohol daily. They made a group for every 20-30 members and teach them daily at a fixed time. He has to sign every day in the register. The adult education project of the GNSS has stopped due to a lack of sufficient funds so that he lost his job. Then he thought of starting a school at Huzurabad to change the lives of children. His friends Rajamouli, Mallaiah, and his brother Satyanarayana Reddy joined hands with him by contributing Rs. 6000/- each. After that, they discussed the name of the proposed school. Finally, they decided to give a name to their school as 'Huzurabad Public School' by imitating the names of famous schools such as Hyderabad Public School and Warangal Public School. With his old networks, he gathered students from various villages. They got permission from the government for upper primary school and started school in 1990. They also started another school namely Srinivasa High School (EM) at Jammikunta. Finally, Huzurabad Public School has taken over by him in the year of 1993.

Mr. Mukunda Reddy says that the construction of SRSP has started in 1979 and completed in 1984. He views that before the construction of the SRSP, 25% of the agricultural land cultivated by rainfall and wells whereas after completion of the construction of SRSP, 80% of the agricultural land cultivated by the farmers of this region. By 1990, the SRSP fulfills the irrigation needs of the region and supplying water to the maximum ayacut. As a result, the majority of the rural people engaged in agriculture and allied sectors, which increased money circulation among them. On the other side, private schools achieved more pass percentages with the highest marks in board examinations, which have attracted parents to send their children to private schools. Their school has more students belonging to OC and BC categories with agriculture as the main occupation. Those parents, who are either busy with agriculture or having a good land holding, have chosen, hostel for their children. 40% of the children belong to Huzurabad local and the remaining 60% of the children belong to surrounding villages. Students come by APSRTC buses from various villages of Huzurabad, Jammikunta, Kamalapur, and Shankarapatnam Mandals. At the time, the school management has no responsibility for students' transportation rather it was the responsibility of parents. Whenever the school has taken the responsibility of

students' transportation, then the school management suffers from mental tensions. Even the parents are ready to send their children to those private schools, which have van facility. The expenditure for running a school became a very difficult task for the management due to the maintenance of the van. Then the managements have to collect the fee for both tuition and transportation/van. However, the parents assume that management is collecting a huge fee for getting profits. He had also taken a van for students' transportation, as there is no chance of running school without a van. He opined that lack of efficient and faithful driver; diesel charges and repairs are the main problems in operating van. He adds that if the van meets with an accident, there will be a huge loss to the school. He observes that the region has witnessed drought in the years 1992, 1996, 2000, 2006, and 2009, in which the majority of the farmers not get even their investment and did not pay the fee regularly. Therefore, the school runs into losses, and finally, he decided to close down the school in the year of 2009.

Mr. Meesa Ramesh (42, M) belongs to the Hindu religion and Perika caste (OBC). He hails from Kothagattu of Shankarapatnam Mandal, which is 9 km away from Huzurabad. He completed Diploma (Polytechnic) and M.Sc. After completing his education, he joined as a tutor at Sidhartha High School, Huzurabad. With this experience, he has taken over Priyadarshini High School as the fourth management. The school established by Mr. Pasha and family in 1991 and they ran it up to 1995. Later on, Mr. Bhaskar Reddy has run the school for one academic year, and then Mr. Jaipal Reddy and team have run the school for another academic year. Finally, he has taken over the school from the last management in 1998. He recalled that there was a boom for private schools during the 1990s due to parental demand. He thought that his working experience at Sidhartha School would help him in running a private school as a source of livelihood for him. Besides, he received less salary by working in the school. He felt that running an existing school is easy when compared to start a new school. Moreover, one has to wait for a few years to get permission from the government, if he/she wanted to start a school. Hence, he decided to take over Priyadarshini School. He met parents with his networks and friendship circles in and Huzurabad. Slowly, in 2004, he gathered 400 students; in which the majority of the students came from villages. At the same time, competition has increased among private schools. Some of the unemployed youth started establishing schools at Huzurabad as a source of employment.

Mr. Meesa Ramesh says that the majority of the schools have introduced a van for getting students from the villages. However, he did not purchase a van due to the economic condition of the school. Because of that, the number of children from villages started to decline and the strength has decreased to 150. Then he realized the importance of van to run the school and purchased it. He adds that if the school does not have a van, the students will not come but on the other hand, if the school does van, the expenditure will increase. He feels that there is no healthy competition among private schools. The majority of the schools started door to door canvassing for getting children into their schools. Parents are getting confused about finding a suitable school for their children. Even the parents do not want to see and talk to the management of

private schools as many of the management and teachers are approaching them. He reminded us that when they were meeting the parents, they use to give good respect to the management of private schools during 1990-2000. Now the parents are not giving such kind of respect, as schools are running for profit-making. The managements belong to peasant castes have their networks in villages so that they are dominating in the private school sector. Because of all these reasons, the strength of Priyadarshini School has come down and run in losses. Hence, he closed down the school in 2012.

The above case studies reveal that initially private schools started in searching for getting employment whereas some of them started on philanthropic line, passion, and societal demand. Few of the managers were liberal while collecting fees from the parents. They run the schools smoothly for a few years; later on, they were not able to run them effectively. The study finds that the managers who closed down/merged their schools due to various reasons such as getting a government job, increased number of private schools, low enrollment, lack of social capital, losses, and purchasing, operating, and maintenance of van. The study finds that the majority of the managers, who closed their schools, are working in various fields whereas few of them took retirement.

The above responses of the managers of the present and closed down private schools reveal that they are facing a lot of competition from other schools. If they do not have proper administrative and managerial skills, they have to close their school. They have to respond immediately according to the market needs. The majority of the young teachers are coming into this sector as the managers to get permanent employment. Nevertheless, their success depends on the effective functioning of their school.

They have to face a lot of risk in running a school. Generally, those who estimate market demand and catch the pulse of parents; they will fit in the market and survive for a long time. Some of the schools emerge, grow like a banyan tree, and shine for several decades whereas some other schools decay and go into the darkness just after a few years of their emergence. Fishing among the schools is a common practice, where one school tries to get another school's students or one school merges with another school. In simple words, few schools run effectively with or without establishing branches whereas some other schools run ineffectively, which may lead

to shut down in the larger educational market. Hence, one can apply Charles Darwin's principle 'Survival of the fittest' to understand the functioning of private schools of Huzurabad town.

### **5.20 Summary**

The study revealed that all private schools adopt canvassing for getting student admissions by highlighting the SSC results. The networks of the teachers and management members help in getting new admission to private schools. Parents who engage in government & private sectors, business, self-employment, and agriculture are sending their children to private schools. However, daily wage laborers and agricultural laborers are also sending their children to low-cost private schools. All the private schools implement strict rules to students on the maintenance of dress code like wearing specific uniforms along with shoes, tie, belt, and badges. The study found that all the schools are following the Telangana state syllabus pattern for higher classes and using different textbooks published by various publications for the primary classes. All schools conduct slip tests, unit tests, and term examinations like quarterly, half-yearly, and annual examinations. None of the schools is giving Navodaya coaching to the students as there is no demand from the parents at present. Few schools are claiming that they are giving IIT/Medical foundation coaching to the interested students. However, in reality, they are providing material to the students by collecting some additional fees and conducting a few classes while they are in VIII & IX classes only.

The study found that tuition fees, van fee, and other fees are the main financial sources of private schools. All the schools have their fee structure for all the classes. Telugu medium schools have low fee structure when compared to English medium schools. All the schools give fee concession to the children of teachers and the majority of the school managements give free education or fee concession to the poor meritorious students. The majority of the schools also collect admission fees, exam fees, textbook fees, charges for tie, badge & belt, etc.

The study found that 21 private schools were closed down by the management at Huzurabad in between 1995 to 2014. Five schools are being taken over by the

interested management and three schools have merged with other schools. Hence, not all private schools run effectively. Though some of the educated youth are coming forward to invest in the educational market, there is no guarantee for the benefits. The private school managements feel that the proposed scheme 'KG to PG' of Government of Telangana, might affect the existence of private schools in general and low-cost private schools in particular. The main aim of the scheme is to provide free education to students from Kindergarten to post-graduation. 'Survival of the fittest' is also applicable in the educational market. The majority of the private schools have membership in the Telangana Recognized School Managements Association (TRSMA). All the schools follow directions given by the association from time to time.

## **CHAPTER-6**

### **PRIVATE SCHOOL CHOICE AND PARENTAL VOICE**

#### **6.1 Introduction**

Parents play a crucial role in determining the future of the children by setting goals. The views of the parents are very important in school education. The socio-economic status and educational levels of the parents influence their aspirations on children. The present chapter uncovers the private school choice among the parents. The chapter has been divided into three sections. The first section presents the socio-demographic profile of the parents. The second section highlights the aspirations and the experiences of parents with private schools. The third section describes the views of the parents on various facilities and functioning of the school attended by their children.

Singh (2016) believes that education can pave the path for a better society by developing solidarity and the spirit of mutual respect and understanding among the children. Learning to know, learning to do, learning to live together, and learning to be are the four pillars of education, which are propounded by the International Commission on Education for the Twenty-First Century (1996) are essential elements in any society for bringing harmony among the citizens. Mueller (1987) finds that educated parents play a vital role in the educational programs of their children. There are six reasons for parents' involvement in the school. Those are, education of children lies with family, students learn more when their parents are involved in their education, the choice for parents means empowerment and voice, parents' satisfaction with schools increases as their influence on their children's school environment grows, parental choice makes more accountability and choice allows public schools to become more diverse. A choice among public schools would reduce the demand for non-public schools and home tuition.

Though scholars in Sociology of education conducted several studies on the functioning of government schools, we hardly find sociological studies on the functioning of private schools from the perspective of parents. This study aims to fill this intellectual gap.

## **6.2 Selection of Parents for the Study**

The private schools in the town are offering only Telugu and English as the medium of instruction. Hence, the private schools are classified into two categories based on the medium of instruction. It is evident from the field (Table-4.8) that 7 Telugu Medium Schools and 18 English Medium Schools are functioning in Huzurabad Town. To cover 50% of the sample from the population, four schools (57%) from TM and nine schools (50%) from EM covered for the study. Based on the random sample, 13 schools were selected as the sample schools for parents' interview (details of the selection process outlined in table-3.2). 5% of the students selected as samples from each school for parents interview. 213 parents from the selected schools were interviewed from both mediums. Parents belong to 23 areas/villages were covered under the study. Half of the parents interviewed from Huzurabad town (urban) and the remaining half of the parents interviewed from 22 villages. The first section of the chapter explains the aspirations of parents on their children.

### **SECTION-1**

#### **ASPIRATIONS OF PARENTS ON CHILDREN**

It is noticed from the field that the majority of the parents expect the school to feed their children with education. At the same time, they do not welcome punishment in schools. They want their children to get more marks in all the subjects. Some of the parents give clear instructions that their children do not need any games. However, they take less responsibility in educating and clarifying doubts of their children at home. This trend is more visible in rural areas than in Huzurabad town. The present section aims to provide a socio-demographic profile of parents, who choose private schools. The section aims to present the perceptions of parents on education, schools and the government school.

## **6.3 Socio-Demographic Profile of Respondent Parents**

As there is a clear shift in school enrolment based on the class in the post 1990 across the cities and towns in Telugu states, it is important to examine the socio-economic and educational profile of parents who choose private school for their children. The

study also aims to examine their aspirations about the future of their children and expectations from the schools. The review of literature on school choice reveals that educated parents are more prone to select private schools, which are not homogenous in terms of fee structure, management, discipline, priorities, etc. Hence, it is important to look at the background of parents, who are sending their children to private schools. One has to understand which type of parents select what type of school.

**Table No. 6.1 Gender of Respondent Parents**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------|------------------|-------------------|
| Female        | 25               | 11.7              |
| Male          | 188              | 88.3              |
| Total         | 213              | 100.0             |

Source: Field study

Table-6.1 shows that the majorities (88.3%) of the parents are male and only 11.7% of the parents are female. It is recorded from the field that majorities (93.4%) of the parents are Hindus and the remaining 6.6% of the parents are Muslims. The survey on parents shows that 35.7% of the parents' age varies in between 36-40. 28.6% of the respondents' age varies from 31-35. 6.1% of the respondents' age is varying 25-30. 25.4% and 3.8% of the respondents' age varies 41-45 and 46-50 respectively. The data reveals that the majority of parents who have selected private schools are young.

#### **a. Family Composition**

The present study collected data on the number of children in each of the respondent families. The study finds that 92% of the families are nuclear families, in which two parents and their children live together. The composition of daughters among respondent families is as follows. The study reveals that 52.5% of the families have one daughter; 19% of the families have two daughters and 0.5% of the families have three daughters. Remaining 28% of the respondent families do not have daughters. The composition of sons among respondent families is as follows. The study reveals that 61.5% of the families have one son; 22.5% of the families have two sons and 1% of the families have three sons. Remaining 15% of the respondent families do not have sons. Altogether, the families which have one child, two children and three children are 11.6%, 78.4% and 10% respectively. The data indicates that majority of

the families have two children. The family composition determines the school choice of children. The less the family size, the more scope for parental invest on their children's education.

**Table No. 6.2 Social Categories of Respondent Parents**

| Category | Frequency | Percentage |
|----------|-----------|------------|
| OC       | 45        | 21.1       |
| BC       | 142       | 66.7       |
| SC       | 21        | 9.9        |
| ST       | 05        | 2.3        |
| Total    | 213       | 100.0      |

Source: Field study

Table-6.2 indicates that the majority of the parents belong to the BC community followed by 21% of parents from the OC category. 10% of the parents belong to the SC category and 2.3% of the parents belong to the ST category. It is recorded from the survey/field that the sub-castes of BC parents belong to different castes such as Dasari, Mangali (Barbar), Chakali (Washerman), Gouda (Toddy tapper), Padmashali (Weavers), Gandla, Carpentry (Vadrangi), Kammara (Blacksmith), Kanchara (Brassworker), Mera (Tailors), Arekatika, Converted Christian, Vaddera (stone cutters), Mudiraj, Yadava, Munnurukapu, and Muslims (BC-E category). The sub-castes of OC parents are Brahmin, Vaishya, Velama, and Kapu (Reddy). The sub-castes of SC parents are Mala and Madiga. The sub-caste of ST parents is Lambada.

**Table No. 6.3 Land Holding of Respondent Parents**

| Range of Land Holding      | Frequency | Percentage |
|----------------------------|-----------|------------|
| Nil                        | 100       | 46.9       |
| Less than 1 Acre – 2 Acres | 65        | 30.5       |
| 2.1 – 5 Acres              | 35        | 16.4       |
| 5.1 – 7 Acres              | 11        | 5.2        |
| 7.1 Acres & Above          | 2         | 0.9        |
| Total                      | 213       | 100.0      |

Source: Field study

The land is one of the basic elements of any economic structure. The land is considered as the source of power in the context of Indian society. It determines economic, social and political power in society. Agricultural land can be useful in

cultivating different crops, where the owner can get the amount by selling its produce. Sometimes, the owners can give their land to others for lease also. In this way, the owners of agricultural land are able to get an assured income, if provided various requirements. Besides, land has a market value. Hence, the more a person holds land, the more prestige he/she enjoys. Various studies find that there is a positive relationship between the landholding of the family and private schooling of children. However, most of the farmers are marginal farmers with smallholdings. Table-6.3 demonstrates that 47% of the parents do not have any agricultural land. 30.5% of the parents have agricultural land up to 2 acres. 16% of the parents have 2.1 -5 acres of agricultural land. 5% of the parents have 5.1-7 acres of agricultural land. Only 1% of parents have more than seven acres of land.

One of the striking observations of the study is that 47% of parents are landless, remaining 47% of parents fall under the marginal and small farmer categories, and just 6% of parents come under medium farmer category. Thus the data shows, most of the parents who send their children are either landless people or marginal and small farmers. Students enjoy relative advantage based on their access to economic capital compared to others who are deprived of the in the context of rural society.

#### **b. Educational Levels and Occupational Profiles of Respondent Parents**

Ramachandran (2012) argues that highly educated parents spend time with their children and guide them in studies. She views that especially educated mothers could guide their children. If they do not get time to look after their children in academics, they will send them to private tuitions. However, poor children cannot get any guidance from their parents due to their lower educational levels. In fact, many of the research studies reveal that the educational achievement of children depends on socio-economic background of their family. Further, based on family background, parents choose different kinds of schools. In simple words, social capital sponsors children's academic performance. Thus family poverty, location, caste/community identity, gender, and parental occupation are deciding factors in shaping the educational achievements of the children in India.

**Table No. 6.4 Educational Levels of Respondent Parents**

| <b>Education</b>          | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------|------------------|-------------------|
| Illiterate                | 6                | 2.8               |
| Up to Secondary education | 83               | 39.0              |
| Intermediate              | 43               | 20.2              |
| Graduation                | 51               | 23.9              |
| Post-graduation           | 29               | 13.6              |
|                           | 1                | 0.5               |
| Total                     | 213              | 100.0             |

Source: Field study

Table-6.4 shows that the majority of the parents are literates and only 2.8% of the parents are illiterates. 39% of the parents completed schooling at various levels. 38% of the parents are graduates (including engineering) in which 13% of them have completed their post-graduation where 20% of the parents studied intermediate. The data revealed that the majority of the parents are literate but not well educated. The study also found that majority of the spouse of respondent parents are literates and only 6.1% of them are illiterate. Within the literate/educated parents, most of the spouse of respondents has completed their secondary schooling.

Students can access more social capital and cultural capital from the parents, who have higher educational qualifications. Well-educated parents can guide their children very well when compared to less-educated parents. They can guide their children while doing homework, preparing for examinations, involve in project works, etc. They can also send their children for tuition if needed. They monitor the activities of their children daily. They can also provide all the requirements for out-performance of their children in academics and other school-related activities. They can keep in contact with the teachers and management. They take decisions on their own.

It is observed from the field that the majority of the respondents have studied in government schools with Telugu as a medium of instruction. Some of the respondents have studied in both types of schools like primary schooling in a government school and secondary schooling in private schools. Some of the respondents have discontinued from the school due to poverty and lack of guidance from their parents. However, the majority of the parents, who studied in government schools,

remembered their school days and acknowledges the commitment and services rendered by their teachers, but feel unhappy with the pathetic situation of present-day government schools.

**Table No. 6.5 Occupations of Respondent Parents**

| Occupation          | Frequency | Percent |
|---------------------|-----------|---------|
| Government Employee | 21        | 9.8     |
| Private Employee    | 40        | 18.8    |
| Caste Occupation    | 25        | 11.7    |
| Labourer            | 9         | 4.2     |
| Farmer              | 43        | 20.2    |
| Self-employed       | 22        | 10.3    |
| Business            | 37        | 17.4    |
| Politician          | 9         | 4.2     |
| Homemaker           | 7         | 3.2     |
| Total               | 213       | 100     |

Source: Field study

Table 6.5 shows that 20% of the parents are farmers followed by private employees (19%). The data reveals that the majority of the parents engage in business, traditional caste occupation, and self-employment. Around 12% of the respondents are engaged with their caste occupation and 10% of the respondents are working in government sector. 4% of each, the parents is labourers and local politicians. Besides, only 3% of parents are homemakers. One of the key findings of the study is that hardly 30% of the parents are working either formal or private employment; remaining 70% parents are engaged in diverse occupations which do not have fixed economic assurance on monthly basis.

The study captured the various jobs/occupations that performed by the respondents. The government employees include government schoolteacher, welfare officer, Gram Panchayat (Village) Secretary, Village Revenue Assistant (VRA), Village Revenue Officer (VRO), police, the employee in Life Insurance Corporation of India (LIC), Anganwadi teacher, etc. Private employees include private school teachers, private college lecturers, clerk, salesman, medical representative, journalist, theatre operator, lab technician, school van driver, lorry driver, etc. Caste occupation includes stone cutting, tailor, toddy tapper, carpenter, barber, washer man, etc. Labourers include agricultural labourers, daily wage labourers/coolies engage in various fields/sectors, beedi workers, workers (hamali) in rice mill, mason, etc.

It is observed from the field that the majority of the farmers are from traditional peasant castes. However, some of the farmers belong to other castes too. In other words, other caste people are also entering into agriculture field due to the changes in political economy of modern India. On the other side, the majority of the traditional service caste occupations have lost their importance due to industrialization, modernization and globalization. Hence, they are selecting several fields such as engaging in self-employment and doing business. In this way, the diversification of occupations is taking place. Self-employment includes electricians, owning a petty Kirana shop in a village, RMP<sup>64</sup> Doctor, TV Repairer, dish operator, fruit vendor, owning tent house, owning xerox center, running auto-rickshaw, painter, etc. The business includes running a finance firm, running a hardware shop, running harvester, running foot ware shop, running Kirana shop in town, owning a welding shop, stone business, travel business, fruit business, etc. Politicians include ward members, Sarpanch, councilors, various cadres of activists involved in different parties, etc.

The study also looked into the occupational profile of spouse of the respondents. The study found that majority (53.5%) of the spouse of respondents is home makers followed by agricultural labourers. 9.3% of the spouses of respondents are engaged in self-employment. 5.6% and 3.2% of the spouse of respondents are private teachers and private employees respectively. 3% and 0.5% of the spouse of respondents are government teachers and other government employees respectively. Besides, some of the spouses of respondents are labourers, beedi workers and farmers. In addition to this, some of the spouses are engaged in caste occupation and business.

Children inherit the social networks from the parents, if they do prestigious jobs either in government or private sector. The majority of the parents have diversified their occupation due to globalization. Therefore, they expect that their children's occupations would be more diversified, where education plays a vital role, unlike the past. In other words, the occupation of the parents decides the future occupation choice of their children.

Government employees want to see their children as doctors, engineers, and civil servants. Parents who are doing business also do not want to see their children as

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<sup>64</sup>Registered Medical Practitioner.

business man. Private employees wish to see their children as government employees as they are getting meagre salaries and availing fewer benefits when compared to government employees. Self-employed parents stand on their legs and want to see their children as either government employees or private employees. Political leaders of village/local/Mandal level are enjoying prestige and status in the society as they control the power politics at local level want to settle their children in the prestigious jobs.

Farmers always find it difficult to get minimum support price (MSP) for their agricultural production, in addition to natural calamities. Parents who engage in various caste occupations, agricultural laborers, and other labouring classes strongly aspire for social mobility by changing the occupation of their children by ensuring quality education. In this way, all the parents irrespective of their occupation are aspiring for a better position for their children than what they have now. None of the parents were willing to welcome their children to do the same occupation, what they are doing now. Besides, an attempt has been made to look into the educational and occupational background of parents of respondents.

### **c. Educational Levels and Occupational Profiles of Parents of Respondents**

The study found that 34% of the respondents' fathers are illiterates and 14.5% of the respondents' fathers are semi-literates. 44% of the respondents' fathers have completed schooling at various levels. 5.5% and 2% of the respondents' fathers have completed intermediate and graduation respectively. The study found that majority of respondents' mothers (68%) was illiterates. 10% of the respondents' mothers are semi-literates. 10% of the respondents' mothers have completed primary and upper primary schooling each. Only 2% of the respondents' mothers have completed secondary schooling.

The study found that 30.5% of the respondents' fathers were farmers. 29.5% of the parents' fathers were engaged in caste/traditional occupations such as weaving, toddy tapping, sheep rearing, etc. 11% and 7% of the respondents' fathers were agricultural labourers and labourers respectively. 8% of the parents' fathers engaged in business. 7.5% of them were government employees in addition to 1% of the government

teachers. 1.5% of them were private employees. 4% of the fathers of parents are self-employed. None of respondents' father worked as private teachers. The study found that 47% of the respondents' mothers were home makers followed by agricultural labourers (41%). 6% and 4% of respondents' mothers were labourers and engaged in caste occupation respectively. Only 1.5% of the respondents' mothers were employees served either in government or private sector. Just 0.5% of each respondents' mothers were beedi workers, farmers and self-employed.

The educational levels and occupational profile of respondents' father reveal that majority of them were experienced just school while in mothers' case it was negligible and majority of the parents engaged in various traditional occupations including agriculture. The data indicate that most of the respondents were belonging to first generation families in terms of both getting education and engaging in diversified occupations.

The foregoing analysis shows the socio-economic and occupational profile of the parent respondents. The data informs that most of the parents who send their children to private schools hail from the unorganized sectors such as agriculture or self-employed occupational groups. In the following pages an attempt has been made to present the view of parents on the significance of education for children future.

#### **6.4 Views of Parents on Education**

The majority of the first generation parents view education as a vehicle for upward social mobility, which can provide a bright future to their children. Parents view that education and discipline are inseparable and see discipline as a synonym for education. Education is also viewed as gaining knowledge that helps their children to engage in any vocation. Some of the parents are particular about the education of their children because they have not studied much. In simple terms, the majority of the parents give utmost priority to educate their children with greater investment as it reaps a better future.

Some of the parents shared their experiences that they did hard work to get food daily during their school days so that they did not think about school. They believe that if their children get quality education, they would live at any cost. They do not want to

see their children do hard work like them. The majority of the farmers worry about the uncertainty in the farming sector, which affects the lives of their children. The future of traditional occupations is also pessimistic. Hence the majority of the rural parents wish to change the occupation of their children with the help of modern abstract tool i.e. education.

The meanings attached to education by urban parents are somewhat different from the rural parents. Since the majority of urban parents are educated and performing modern professions, they see education as a compulsory vehicle to facilitate their children's aspirations. The urban parents are confident that their children would be benefitted with help of education. As the present generation parents are living in the information world, where they are witnessing the rapid changes through modern science and advanced technology, they are a little bit ahead than the parents of previous generations to take a wise decision on their children's education.

Mr. Prabhakar, aged 33, belongs to a Hindu backward caste engaging in agri-business says that knowledge is very important to lead dignified life in the society. Self-confidence should be developed among the children. Education helps the children to stand on their legs. The school should develop common sense and life skills among children. Schools should inculcate moral and social values, impart discipline, and build character among the children. The school should also give the training to solve problems at the time of critical situations. School should provide knowledge beyond the textbooks by interlinking with society.

Mrs. Jayasudha, aged 35, belongs to a Hindu backward caste, working as a beedi worker says that education is necessary for human beings, which is useful in many ways. Education gives knowledge, teaches manners, and brings jobs. Schools should teach many things to children like knowledge on various subjects and health. All the issues of society would be addressed, discussed, and taught in the school. The home would not able to teach many things to the children. Hence, the school should teach many things.

Mr. E. Prathap Reddy, aged 44, belongs to a Hindu upper-caste called Kapu, working as a government schoolteacher says that education improves scientific knowledge. Education paves way for getting a permanent livelihood. Education teaches the importance of co-operation and moral values for the survival of human beings. He adds that nowadays getting a job is linked with education.

The above response of parents indicates that education does not simply provide a job but a means for leading a quality life in society. Parents feel that education should

inculcate discipline, moral, and social values like honesty and respecting parents, teachers, and elders. It seems from the above responses that school is giving only bookish knowledge; hence, they wish to include social problems to create awareness among the children.

### **6.5 Expectations of Parents from the School**

The majority of the parents opined that all-round development of the children should be the main aim of the school. The school should help in developing children physically, mentally, and spiritually. Preparing future citizens, inculcating moral values, and transferring culture from one generation to another are also coming under the aims of the school. The parents think of school with buildings, classrooms, children, teachers, textbooks, games, and blackboards, etc. The majority of the parents expect excellent training from school and their children should perform well in all the subjects. Hence, the school should provide a good education. They expect that school should teach their children and make them ready to take future responsibilities in economy and society.

Some of the parents want to provide facilities for the participation of children in games. Besides, good communication skills in English are the main expectation of parents nowadays. They want to see their children in a higher position in the future. Hence, the majority of the parents consider the school as a platform to prepare children for the future by making them as intellectuals. Schools should focus on textbooks, general knowledge, and current affairs and discipline while teaching to the children. The majority of the farmers expect that school should prepare children to do jobs in the future other than agriculture. Parents expect that knowledge, stories, encyclopedia, grammar in three languages, biographies, and autobiographies of great persons should be taught to the children in schools.

Mr. Srinivas, aged 32, belongs to a Hindu backward caste, and running an auto-rickshaw says that he is sending their children to private school for better settlement in the future. The teachers should not teach simply what is there in the textbooks but link subject matter with society. The school has to impart life skills among children. The students should be motivated to select their interested profession. He stresses that school should emphasis on ‘dignity of labour’ so that students should not feel inferior to do a particular work/job.

They should ready to do any job if the situation demands. He adds that the school should prepare mentally sound students.

Mrs. Atheefa Mohamood, aged 43, belongs to the Muslim religion, a homemaker says that education is important to create awareness on society and teach the students about good and bad in society. General knowledge should be taught in schools. Teachers should connect the current issues with the subject. The school should facilitate the students to know the unknown.

Mr. K. Srinivas, aged 42, belongs to a Hindu backward caste, and working as a government schoolteacher says that the aim of education is gaining knowledge. Education helps human beings to stand on their legs. Education brings self-confidence and helps in doing a job. The orientation of school changed from rote memory to understanding level. At present, the schools are focusing on questioning, group discussion, and the development of various skills among students. The practical method is being followed in schools. According to the abilities and interests of children, they should choose one sector.

Mr. Ch. Hari Krishna, aged 42, belongs a Hindu backward caste, running general stores says that school should inculcate moral values and discipline for character building among children. Schools should also teach how to mingle with others and how to respect elders. The school should develop communication skills among children.

The above response of parents reveals that schools should train up students to solve the problems encountered by the different types of people in a society. The school should inculcate critical thinking and scientific temper among the students. The majority of the parents aspire that the school should impart subject knowledge by connecting with society. Besides, they expect that school should inculcate character, discipline, and train up them in games, songs, dance, and other cultural activities.

## **SECTION-2**

### **PARENTAL CHOICE: MULTIPLE VOICES**

Parental choice varies from parent to parent. Personal experience, family composition, awareness on current trend in the society, networks, and knowledge on local schools among the parents influence their selection of a school for children. The present section maps out the experience of parents on their children's schooling. The section deals with what type of school and which medium have opted by the parents. It is presented through the personal narratives of parents. This section describes the key factors for choosing private schools, English medium schools, and modes of transport

for their children. It unearths the views of the parents on hostel accommodation. Besides, the section aims to map out the aspirations of the parents on their children.

According to Majumdar & Mukherjee (2016), family commitments for educating children are often rooted in 'choice'. The ability and willingness of family to pay for their children's education are called as 'parentocracy'. Estevan (2015) argues that parents choose private schools for their children not only to avoid interaction with poor children but also to get benefit from the peer effects of richer children. Gupta (2012) argues that educational decisions are family decisions. Although science and engineering degrees bring in greater prestige and job opportunities, majority of families are less motivated to invest family resources in academic achievements of daughters than sons are. It is assumed that after marriage, the benefits of their daughters' education would accumulate to their husband.

## **6.6 Perceptions of Parents on Government Schools**

The government schoolteachers want private schools for their children on the one hand and they encourage others to join government schools on the other hand. This kind of behavior of teachers also makes the parents to prefer private schools rather than government schools. Ramachandran (2012) argues that economically well off families prone to choose private schools rather than government schools. Even the poor families choose low-cost private schools. She views that government schools have all resources such as human, physical and finance. But no one cares about whether those schools function or not. Further, there was an evidence of declining quality in government schools, whenever the parents from dominant and rich families left them.

Mr. K Kumara Swamy, aged 40, belongs a Hindu backward caste; a farmer says that lack of supervision, lack of punctuality and lack of dedication are some of the problems of government schools. He views that government teachers do not have unity due to various reasons like membership in different teachers' unions. He feels unhappy that government school teachers are not sending their children to government schools, which creates many doubts among the common parents.

Mrs. Jayasudha, aged 35, belongs to a Hindu backward caste, working as a beedi worker feels that majority of the government teachers are careless. They

think that their duty is teaching only and they never bother about their moral obligations towards children. She shares her experience that the majority of the government teachers use mobile phones in the school hours due to a lack of strict supervision. She questions the attitude of the government in giving permission to the private schools on one hand and asking the parents to send their children to government schools on the other hand.

Mr. M. Srinivas Reddy, aged 34, belongs to a Hindu upper caste; a business person says that since the government teachers get salaries regularly without considering their performance, they do not take care of students properly. He argues that government teachers and government employees do not send their children to private schools whereas the government asks other parents to send their children to government schools. He feels that it gives the wrong notion to the parents.

It is observed from the field that parents have a negative attitude towards government schools in general and government teachers in particular. Parents do not pay any fees in government schools. Since the government recruits teachers in government schools, they are considered government employees. In other words, government school teachers are accountable to the government only. Therefore, parents do not come forward to question teachers, though their children's performance is poor in academics.

The parents' view on the government school is different from the private school. Some parents say that a few decades ago, there was no private school, and every child used to study in government school only, where they also got jobs and settled in life. They also view that commitment of government schoolteacher was good when the teachers stayed at the working place. They feel that whenever the teachers left the working place and stayed at nearby towns and cities, the commitment levels have decreased. They add that SSC pass percentage of government schools is lower than of private schools.

### **6.7 Type of School Chosen by Parents for their Children**

It is observed from the field survey that 4.5% of the families are sending their daughters to government schools whereas only 1% of the families are sending their sons to government schools. It is also noticed from the field that 93.5% of the families are sending their daughters to private schools whereas 98.3% of the families are sending their sons to private schools. Besides, 2% of the families are sending their

daughters to both government and private schools whereas only 0.6% of the families are sending their sons to both government and private schools. The data indicates that there is an existence of gender discrimination in the selection of types of schools. It is evident from the study that daughters are sent to government schools than sons among the respondent families, who are sending at least one child to private school.

### **6.8 Parental Choice: Factors for Choosing Private School**

Ramachandran (2012) finds that administrators, political leaders, and the middle classes have chosen government schools for their children. According to her, government teachers tend to send their children/grand-children to the private English medium school. They believe that private schools maintain discipline. However, the government teachers want English medium for their own children whereas they try to glorify vernacular instruction in the government schools.

Sindhi and Shah (2013) argue that teacher absenteeism and low levels of effort are detriments of school learning in India. One can observe the difference between government schools and private schools with reference to teacher attendance and output. Another important difference is that government schoolteachers recruited by state governments as permanent employees and get attractive salaries whereas private schools recruit teachers were appointed by the managements on contractual basis with meager salaries. Moreover, government schoolteachers get salaries based on seniority rather than performance-based. Therefore, teachers in government schools are not motivated to perform well. Besides, there is no strict mechanism to supervise and monitor government schoolteachers. Singh (2015) finds that there is an effect of private schools on students' learning outcomes in English, but limited effects on Mathematics and Telugu. Private schools in India hire low qualified teachers that results in low-quality education. Mbiti (2016) finds that low levels of learning, high rates of teacher absenteeism, ineffective school monitoring systems, and poor parental engagements are the major problems of the education system in developing countries like India.

The majority of the parents agree that they have chosen private schools for their children, even though the government schools are giving free education. The parents

are attracting to private schools by giving multiple reasons. The discipline, individual care, hygiene, toilet facility, transport facility, availability of teachers for all subjects, a good result in public examinations, and efficient management are the strengths of private schools, and lacking these are the weaknesses of government schools. Even though the government schools have highly qualified and trained teachers, parents are not considering it. Moreover, parents are comparing the results of government schools with private schools. Besides, the English medium is the main attracting feature of private schools.

The majority of the parents question the dedication of government teachers for not sending their children to government schools. When there is a vacant position in any government school, that position will not be filled immediately. The vacancy will be filled with either transfers of the teachers or the recruitment of new teachers. Both these decisions are not in the hands of school management rather taken by the government at the state level. Subject wise teachers are not available in the government schools at the primary school level. There is no strict supervision of government schools. In one of the selected villages of the study called Dammakkapeta, parents depend on private schools only due to the non-availability of a government school. Even the government employees in general and government teachers, in particular, are not ready to send their children to government schools due to social status. People attach lower status to the government schools and higher status to the private schools. Within the private schools, low fee private schools are considered as low status whereas high fee schools considered as high status. The majority of parents have multiple factors for choosing private schools.

The study based on the perception of the parents, identified some of the key factors for choosing private schools despite free education in government schools. Those are

1. **Academic Factors:** Organization of classes daily, strict rules on students' attendance & discipline, giving assignments and homework to students regularly, maintenance of diary, conducting study hours, intimating progress of the children to the parents periodically by conducting examinations, etc.
2. **Factors of Medium of Instruction:** Availability of English medium from nursery class itself.

3. **Factors of Teaching of Languages:** Telugu, Hindi, and English are introduced from the first class onwards by using private textbooks, which are printed in multi-colors.
4. **Pedagogic Factors:** Using audio-visual aids in the teaching-learning process.
5. **Social Factors:** study in private schools as symbol of pride and social status
6. **Factors of Smart Look:** Smart appearance of children by wearing a uniform, shoes, tie, and belt.
7. **Factors related to Coaching:** Provision of foundation coaching for several competitive examinations such as EAMCET, IIT-JEE, NEET, etc.
8. **Personal Factors:** Parents choose a private school if they studied in government schools.
9. **Infrastructural Factors:** School building with neatness and proper maintenance, a separate classroom for all classes, clean and hygienic toilets for boys and girls separately, etc.
10. **Factors related to Human Resource:** Dedication of teachers, individual care on each student, availability of teachers for all subjects, immediate recruitment of teachers in vacant positions, etc.
11. **Factors of Transportation:** Availability of school van, safe transport of students, children's long duration of staying at school, pick up & drop at doorstep, etc.
12. **Managerial Factors:** Accountability, strict supervision & monitoring, affordable fee structure, good administration skills, decentralized decisions, keeping contact with parents regularly, etc.
13. **Public perception:** Negative attitude of government teachers to choose government schools for their children.

The majority of the parents claim that the government school teachers do not take proper care whereas private school teachers take care of children. They feel that neither study is good nor students follow discipline in government schools. Some of the parents, who sent their children to the government school in the past complained that teachers did not teach well there and their children lack the discipline that resulted in low or no progress in studies.

One of the villages of the study called Dammakkapet witnessed the closing down of government school due to a lack of required strength as per the government norms. Wherever the government school is available, it is imparting education through Telugu as a medium of instruction. Nevertheless, the majority of the parents would like to send their children to English medium schools only as of the increased dominance of English for getting any job in the future.

Another important attractive feature of the private school is a flexible transportation facility, where children can be picked up and dropped at their doorsteps. This facility is not available in government schools. Because of these reasons, parents are sending children to private schools. In this kind of critical situation, some of the correspondents or teachers of private schools, who are familiar to the parents, visit the houses so that they prefer private schools to send their children. Parents feel happy and feel proud whenever the private schools teachers and management members visit their homes. Nevertheless, the government school teachers hardly visit the houses of the students.

Some of the parents shared their experiences that the government school teachers are neither strict in maintaining discipline nor follow punctuality. They feel that students play games always and will not write anything. The government schools close early in the evening without concentrating on students' academic activities, which shows the negligence of government school teachers. In private schools, students have fear and with this, they learn something and they come late to the home daily in the evening. Students complete all work in the school itself so that parents need not guide their children at home. Hence, the majority of the parents opined that private schools are better than government schools. The responses of parents for choosing private schools are described in the forthcoming paragraphs.

Mr. A. Ravindar, aged 35, belongs to a Hindu backward caste (Munnurukapu), engaged in agriculture states that no parent is sending their children to government school nowadays. He argues that they do not have any government school in their village. Due to a lack of sufficient strength, the government school has been closed down five years ago. Even though they have a school at KC Camp, it has a primary section only. Hence, they decided to send children to Huzurabad. They are sending their two daughters to private

EM school. They want to give them good education and expect that society should recognize them with their talent.

Mrs. Laxmi, aged 45, belongs to Hindu religion and Madiga caste, an agricultural labourer says that education is very important for children to stand on their legs during their adult life. She has one son and he was going to the government school in their village. Often, some of the students were quarrelling with her son at school. That is why he was not attending school regularly. He did not have the fear of either parents or teachers while he went to a government school. However, in private schools, they would take care of children from attendance to imparting education. Her neighbours are sending their children to Navabharathi School, which is a private Telugu medium school. Hence, she is also sending her son to the same school.

Mr. E. Prathap Reddy, aged 44, belongs to a Hindu upper-caste called Kapu, working as a government teacher says that government schools get more holidays due to the involvement of teachers in various election duties and conducting several surveys, transfers of teachers and non-availability of the subject teacher. The government organizes training programs and meetings for teachers frequently, which disturbs the regular classes in government schools. Hence, children who study in government schools seem to play always. Besides, the majority of the government teachers, who acquired higher educational qualifications, do not have satisfaction because they are teaching at the lower level. Lack of English medium in government schools pushes many parents to send their children to private schools.

Mr. Md. Saleem, aged 40, belongs Muslim religion, engaging in fruit business says that the transport facility is not available in government schools. Though government teachers are taking more remuneration, the majority of them are not duty minded. Government teachers are sending their children to private schools, which show their negative attitude towards government schools. On the other hand, though private schools are collecting fees, they are teaching well. Since parents are paying the fee, they can question the private schools regarding the academic performance of their children. Private schools provide English medium teaching with good maintenance.

Mrs. Renuka, aged 30, belongs to a Hindu upper-caste called Kapu, a homemaker says that government school is very near to their home. If they send children to a government school, they would come home frequently during short breaks and lunch breaks and makes noise at home. She adds that there is no supervision on children at home, as they go to agricultural fields daily. Hence, they decided to send them to private school as children go school in the morning before their parents go to the field and reach in the evening after their parents reach home daily (6 am to 6 pm). Children are happy about traveling in the school van. She argues that government teachers get salaries regularly but they do not bother about students whereas parents could question the management of privets schools as they collect fees.

Mrs. Atheefa Mohamood, aged 43, belongs to the Muslim religion; a homemaker feels that school building, its maintenance, and management are

not up to the mark in government schools whereas those are good in private schools. She views that one kind of negative attitude has developed in a society that if children study in government schools, they would not get an education. Moreover, parents developed a notion that if their children study in private schools, then only they would get good marks and better ranks. She wishes that schools should develop skills among students to solve the problems of society. He adds that school should help the children to develop their motherland. He says that government schools do not provide English medium education. Hence, he is sending his daughters to Vivekavardhini Model School, which is a reputed school at Huzurabad. Standard education, discipline, games, and foundation coaching for IIT-JEE is the main features of Vivekavardhini Model School.

The foregoing responses reveal that parents are attracting to private schools due to various factors. Some of the respondents select private schools due to the non-availability of a government school in their locality, for some lack of English medium in government schools, for some discipline of the children and dedication of the teachers. Most of the parents believe that private schools stand for accountability. It is also noticed from the study that sending children to private school became the status symbol in the society.

#### **6.9 The Medium of Instruction Opted by Parents for their Children**

It is observed from the field survey that 14.5% of the families are sending their daughters to Telugu medium schools whereas 9.5% of the families are sending their sons to Telugu medium schools. It is also noticed from the field survey that 83.7% of the families are sending their daughters to English medium schools whereas 90% of the families are sending their sons to English medium schools. Besides, 2% of the families are sending their daughters to both Telugu and English medium schools whereas only 0.5% of the families are sending their sons to both Telugu and English medium schools. The data indicates that there is an existence of gender discrimination in the selection of medium of instruction. It is evident from the study that daughters are more prone to choose Telugu medium than sons among the respondent families, who are sending at least one child to private school.

## 6.10 Parental Choice: Factors for Choosing English Medium School

The study finds that English education becomes the trend that is witnessing all over the third world countries. Scholars have conducted several studies and found that globalization is the main cause of the English trend. For instance, Rao (2008) views that the poor and working-class parents in India choose English medium education for their children to access global opportunities for accelerating mobility and social status.

The study finds multiple factors for selecting English medium schools by the parents. Those are

1. **Social Factors:** English medium as a symbol of status in the society, parents aspire for occupational mobility, etc.
2. **Psychological Factors:** Imitating close relatives, friends and neighbors, fear of unable to grab world opportunities in the future (fear of becoming backward in the world employment race in the future), etc.
3. **Personal Factors:** Parents choose English medium schools if they studied in Telugu/Urdu (vernacular) medium schools.
4. **Economic Factors:** Wider job opportunities due to globalization, growing aspirations of parents on their children to send them foreign for doing prestigious jobs such as software professionals, engineers, scientists, doctors, teachers, other professionals, etc.
5. **Linguistic Factors:** English is emerging as the global language, growing aspirations of parents on their children to send them to foreign countries for higher education, various international examinations like GRE, GMAT, TOEFL, IELTS, etc. are conducted in English to get eligibility for admission into various foreign universities, higher education is imparted through English medium, several examinations conducted in India such as IIT-JEE, NEET, MAT, CAT, GATE, CSIR-NET, UGC-NET, CTET, etc. are held in English for getting admission into various courses or doing research or getting jobs, various recruitment tests conducted by IBPS, SSC<sup>65</sup>, NDA, UPSC, etc. (All national level examinations in India are conducted in both languages i.e. Hindi

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<sup>65</sup>Staff Selection Commission.

and English. However, the South Indians prefer to give examinations in English).

6. **Fashion/Trend Factors:** Parents are crazy to follow the new trend in society.
7. **Mass Media Factors:** Projection of mass media on high salaried employees in general and first-generation achievers in particular.

The majority of the parents want to follow the current trend in educating their children. Since the majority of the parents choose private schools for English medium, others also choose the same schools to get benefits in the future. Without a second thought, the majority of the parents preferred English medium schools by imitating others. They are not considering the problems faced by children in the future if proper support and guidance are not available after school hours. The responses of parents for choosing private English medium schools are described in the forthcoming paragraphs.

Mr. Md. Mohammad Navab Pasha, aged 41, belongs to Muslim; a businessperson says that he did not get a job by studying in Telugu medium. Urdu is useful to work in Arab countries only whereas English is the international language. Moreover, Urdu medium colleges are not available at Huzurabad. After completing X standard in the Urdu medium, children have to go to Karimnagar for studying intermediate in the same medium. He argues that to avoid this problem majority of Muslim parents prefer private schools that have English medium instruction. He believes that the future of children would depend on English only.

Mr. Srinivas, aged 32, belongs to a Hindu backward caste, and running an auto-rickshaw says that English Medium (EM) trend is going on for the present generation students. He stresses that as he studied in Telugu medium, their children should study in the English medium. They also take it as a symbol of status in society. If children complete schooling in EM, they would get success in higher studies.

Mr. Mahender, aged 40, belongs to a Hindu backward caste engaging in agri-business views that English is emerging as a global language so they expect perfection in English among their children. He argues that parents should not worry about the settlement of their children just because of a lack of communication skills in English.

Mr. K. Srinivas, aged 42, belongs to a Hindu backward caste, and working as a government schoolteacher explains that even though he is a government teacher, he is not sending his children to the government school due to social status. He fears that if he sends their children to the government school, society would treat him as a miser/greedy person. In simple words, society

defames those, who are getting good salaries and choose government schools for their children. He feels that children would be habituated to study in English medium from the school stage itself to avoid any trouble in higher education.

The foregoing responses of the parents reveal that they believe in the English language, which helps their children to get jobs easily. English medium is the present trend in society and the majority of the parents follow the trend, which is novel and adopted by other people. The majority of the parents are imitating their neighbors and relatives in sending their children to English medium schools. They are expecting that their dreams of their children should be fulfilled through English medium schools. The majority of them consider education as a ladder for upward social mobility. Moreover, parents think that English medium schooling helps their children to get success in higher education. At present, the software industry in India provides huge employment to educated youth with a high salary. The software industries look for talented engineering graduates with good communication skills in English. Hyderabad is one of the cities, which is attracting several software companies in the state of Telangana. Hence, many of the Engineering colleges have established in and Hyderabad city. Therefore, the majority of the parents think that their children should go to Hyderabad for studying engineering courses. Even for getting jobs in the banking sector, English plays a major role. Because of all these reasons, the majority of the parents prefer English medium schools.

Both Telugu medium and Urdu medium schools have lost their importance in school education. As Urdu medium colleges are not available in Huzurabad, the students have to go to nearby towns such as Warangal, Karimnagar, and Jagtial for completing the Intermediate course. Then the children have to depend on TSRTC buses and commute daily from home. As a result, they do not concentrate on studies due to fatigue. Besides, Post-graduation colleges with Urdu medium are available in Hyderabad only, in which the children need accommodation. That is why Muslim parents do not show interest to choose Urdu medium school for their children. The majority of the parents, whose mother tongue is Urdu, argue that their children could get opportunities in Arab countries only if they study in Urdu medium. However, they have positive expectations of English medium schooling, where their children get chances worldwide.

### **6.11 Parental Choice: Factors for Choosing Government School/Telugu Medium for Daughters**

It is found from the field that 4.5% of the parents are sending their daughters to government schools and 14.5% of the parents are sending their daughters to Telugu medium schools due to financial and cultural reasons. It is clear from the study that if parents choose private schools, the majority of them do not look for government schools. However, parents choose different mediums of instruction for their children based on gender. They choose Telugu medium for daughters and English medium for sons. In general, if the elder child is going to the government school, the younger child is going to private school. This kind of situation is happening according to the trend in society at the time of joining the kid in the school. Among kids, all of them may be daughters or sons or maybe a combination of daughters and sons. If parents choose a private school for elder children and government schools for younger children, then the reasons are the financial only. The responses of few parents for choosing government schools and/or Telugu medium schools for their daughters are described in the forthcoming paragraphs.

Mr. T. Srinivas, aged 37, belongs to a Hindu backward caste, and working as a toddy tapper says that they have two daughters and one son. Initially, they sent their daughters to Telugu medium private school. However, due to the financial burden, they changed daughters to the government school. He says that fee is very important for them. Because of fees, they are sending only one child to private school. He feels that they are facing problems in paying the fee on time, though they selected a low fee English medium private school.

Mr. Sammaiah, aged 46, belongs a Hindu religion and Mala caste, working as a Mason says that they sent their daughter to Sri Saraswathi Shishu Mandir, a Telugu medium school that focuses on inculcation of Indian heritage, culture, and values among children. However, the greatness of the school in local has decreased after a few years. Hence, he is sending their son to Vignan School, which is an English medium private school.

The foregoing responses of some parents reveal that parents choose either Telugu medium or English medium for their children based on the trend in the local area. However, some of the parents choose the Telugu medium for daughters and English medium for sons within private schools. Since the English medium is costly when compared to the Telugu medium, parents try to decrease the financial burden by

sending their daughters to Telugu medium school. After experiencing with elder children's educational expenditure, parents get an idea about younger children's education. If they feel that they can bear expenses of all their children, they will send them to private English medium schools. If they have little hopes to overcome future expenses, they will choose private Telugu medium school. If they do not have any hopes on future expenditure, simply they will select government school with Telugu medium majority probably or English medium, if the school has a provision. Parents try to find many options and calculate the suitability of those options in the school market and finally take an appropriate decision based on their personal experience.

Parents are also choosing schools and mediums based on the ability of their children. Parents expect motivation from teachers for their children's development in education. They know that the motivation levels of teachers in government schools are less than the motivation levels of teachers in private schools. Though they know the reality, they are compromising themselves by selecting government schools on one hand and aspiring for private schools with English medium on the other hand. Hence, parents are searching for the reasons for rejection and appraising themselves for acceptance of compromising. The majority of the parents are not looking for schooling in terms of returns. If any family has two daughters, they are sending them to private schools or one daughter to a private school and another daughter to a government school. Parents' awareness of education has increased a lot so that they want to invest money in their children schooling irrespective of gender across the various cultural, social, and economic groups.

### **6.12 Parental Choice: Factors for Choosing Present School**

The study finds that the majority of the parents choose private schools based on a good name in the town. Good name and reputation come through results in public examinations. Parents prefer nearby schools when their children are ready to go to school (during early childhood). Hence, for the pre-primary section, parents choose nearby schools. Some of the parents prefer schools, which have van facility. Even to avoid paying van fee, some of the parents prefer nearby schools. In villages, the teacher plays a major role in attracting parents of kindergarten (pre-primary) children.

Parents think that local teachers would take care of their (early childhood) children at school as well as getting them into the van at school.

Based on the economic status of parents, they choose a suitable school. The fee is the main factor for rural parents in choosing a school. Besides, caste plays a major role in attracting rural parents. Correspondent, Principal, and partners of any school use their networks in getting students into their school. They approach their relatives and friends in any area for new admissions. As part of canvassing, the management of schools also approaches parents for sending their children to school. The majority of the parents said that the management has approached them for student admissions. Some of the parents send their children along with either their relatives' children or their friends' children. The majority of the parents have multiple factors for choosing a private school within the available schools of the town.

The study finds that fee structure plays a vital role in selecting a school by the parents of both rural and urban backgrounds. The majority of the parents opined that fee is not a matter for them if the school is giving good education to their children. The parents inquire about the fee structure in various schools and decide which school is suitable for their economic status. The responses of a few parents for choosing a present school are described in the forthcoming paragraphs.

Mr. Shyam, aged 32, belongs to Hindu religion and Madiga caste, running an auto-rickshaw says that if the children educated well, they will have a good future by doing any job. The majority of the children are going to EM schools so that they are also sending children to EM school. The Correspondent of Vignan School belongs to his village so they are sending children to the school. He likes the building and classrooms of the school. He said that the school management would not allow their children for writing examinations if they do not pay the fee on time.

Mr. Yadagiri, aged 48, belong to a Hindu backward caste, running a general store says that IIT coaching is available in Krishnaveni Talent School (KTS). He adds that the school not only performs better in SSC results but also has van facility. The school management visited their home as part of canvassing. Therefore, they are sending their son to KTS.

Mr. Thirupati Reddy, aged 34, belongs to a Hindu upper-caste called Kapu, a farmer says that the Correspondent of Vignan Concept School is one of his friends. The school imparts quality education and it operates van to his village. Hence, he decided to send their children to school. He feels that the fee

structure is not important in choosing the school. He claims that they are ready to bear fee whatever it might be but, the school management has to maintain standards and they should feel themselves that they are justified students according to the fee that they are collecting.

Mr. Narasimha Swamy, aged 45, belongs to a Hindu backward caste, and working as an RMP Doctor says that good education, discipline, brand image, individual care, and affordable fee structure are the main reasons for sending their sons to Vivekavardhini Model High School. He says that he believes quality education and an all-round development of children are two key for choosing the present school, he says that, the fees charged school is not big issue for him. They are ready to spend money even by taking debts if their children study well and the school inculcates good education. He feels happy that the class teacher would make calls to the parents to wake up students at the time of examinations.

Mr. Chandra Reddy, aged 31, belongs to a Hindu upper-caste named Kapu, a farmer says his cousin is sending their children to Tetrahedron School, which has a van facility. To habituate school to his children, he has sent his children to the same school along with them. The majority of their relatives are sending their children to the same school. He does not want to change school, as the performance of their children is good in Tetrahedron school.

Md. Jamaluddin Apsar, aged 52, belongs to the Muslim religion and runs a Xerox shop says that he has studied in a government school with Telugu medium so that he is sending children to English medium school to get perfection in English. Kerala EM School has Kerala teachers, who could teach in English as well as have more teaching experience. He feels that the school focuses more on spoken English when compared to other schools. Hence, students would be habituated to learn English by practice. He is confident that students would not speak in Telugu/Urdu as the teachers will not understand.

Mr. Md. Saleem, aged 40, belongs Muslim community, engaging in fruit business says that his children are going to Montessori school as it has Kerala teachers. Even though the students do not understand easily with teaching in the English medium, they can improve communication skills in English. Since the teachers do not know Telugu, they ought to speak in English while teaching in the classroom as well as interacting with the students. This kind of teaching by non-Telugu teachers makes the students learn English by practicing daily in the school. Good discipline, priority to sports and cultural activities are the strengths of the school.

The foregoing case studies reveal the reasons for choosing present private school by the parents. The main factors for choosing the present school by the parents are, serious schooling reflected in the form of quality education, discipline, brand image, good reputation and best results. Due to various reasons, parents are ready to invest in their children education because of flexible mode of fee payment. One of the key

factors that guide school choice is social networks. The social networks are connected through the same village, caste and kinship contacts did play significant role in mediating schools choice.

### **6.13 Parental Choice: Views of Parents on Hostel Accommodation**

The parental preference of the hostel for their sons is different from daughters. It is observed from the field that 1.5% of the respondent families are keeping their daughters in hostels. 2.5% of the respondent families' daughters are staying at the hostel and at home, which means one daughter might stay at the hostel and another at home. 96% of the respondent families are sending their daughters to schools from their home itself (day scholar). The data reveals that the majority of the parents are not giving preference to the hostel for educating their daughters but prefer day scholar.

It is also evident from the field that 6.5% of the families are keeping their sons in hostels. 3.5% of the respondent families' sons are staying at the hostel and at home, which means one son might stay at the hostel and another at home. 90% of the respondent families are sending their sons to schools from their home itself (day scholar). The data reveals that the majority of the parents are not giving preference to the hostel for educating their sons but prefer day scholar. The data indicates that the majority of the parents do not prefer hostel because not only the majority of schools provide transport facilities but also near the location of villages from town. However, among the parents who select hostel, give preference to sons than daughters due to socio-cultural and economic reasons.

The hostel is the best option for the parents, whose children are either unable to study at home due to various reasons or unable to control at home. Some of the parents treat that hostel is the best place for educating their children in a better way. Some of the parents, who are busy with agriculture, want to keep their children at a hostel. They think that they may not do justice for their children in clarifying doubts, which results in low performance in academics. Some of the illiterate and semi-literate parents also want to keep their children at a hostel. Because of the English medium, some of the parents consider hostel as the best place.

The majority of the parents of rural areas want to keep their children at the hostel when their children reach the 10th standard to get good marks at board examinations. However, the majority of the parents from town do not prefer hostel because of having fewer children due to changed family composition/structure. They opined that the hostel is best for children after completing the primary education (fifth class) only. As the children get some knowledge after their primary schooling, then they should be kept in hostels.

#### **6.14 Parental Choice: Mode of Transport opted by the Parents**

The study finds that parents give priority to the schools that have van facility. The majority of the parents depend on vans for sending their children to school for their pre-primary and primary schooling. Though some of the villages have TSRTC bus facility, school locates far away from the bus stop. Therefore, parents prefer school vans only, even though they charge van fee separately. If the school is near to home, parents drop their children at school in the morning and pick up them in the evening by providing lunch box. The majority of the parents prepare lunch for their school-going children in the morning itself. The children take the lunch box along with them when they leave home in the morning. Few of the parents fetch lunch boxes for their children during the lunch hour itself if school locates near to their house.

Besides, some of the mothers carry the lunch box along with them and feed their children, who belong to the pre-primary and primary sections. If it is not possible, the women attendees take care of those kids while they have lunch. The majority of the parents do not prefer the hostel. However, some of the parents, who engage in business, government sector, politics, and farming (large farmers), prefer schools with hostels, which are located in Karimnagar/Warangal. A very few parents belong to surrounding villages of Huzurabad, whose economic condition is somewhat better are choosing the schools located at Huzurabad for keeping their children at hostel.

**Picture No. 6.1 Parents of Huzurabad town ready to pick up their children from school during lunch hour and some of the students depend on cycles for going home to have lunch, April 2015**



Source: Researcher

It is observed from the field that some of the students, whose house locates near to the school, only reach school daily by walk. However, the distance from school to the house is only one of the parameters in selecting school by the parents. Hence, the majority of parents depend on various means of transportation for sending their children to school daily. Some of the important means of transportation are school van, dropping by the parents, bicycles, private vehicles like auto-rickshaws and the TSRTC buses.

Mr. V. Thirupathi, aged 34, belongs to a Hindu backward caste; an electrician says that their sons went to Tetrahedron School by an auto-rickshaw in the past. However, it was met with an accident. Therefore, they have changed school and sending them to Krishnaveni Talent School, which is having van facility to their village.

Mr. Bhaskar Reddy, aged 46, belongs to a Hindu upper-caste called Kapu, working as a government teacher says that their daughter is studying X standard so that she has classes in the morning and study hours in the evening. Hence, he drops her at school at 8 AM and picks up at 8 PM daily. He feels that study hour should be organized during daytime in the regular classes.

The responses of parents show that even the timings of the van also lead to shifting the school of children. Though the school does not have a van facility, the parents are sending their children by hiring private vehicles like auto-rickshaws. In the second case, they depended on private vehicles and now changed to the school, which has a transport facility. However, parents do not trust auto-rickshaws due to irregularity, accidents, and security reasons. As there were incidents of misbehavior of auto drivers with school-going (adolescent) girls in the past, the majority of parents preferred the transportation provided by the schools. These two cases reflect that if parents trust any school, they can send their children on their transport also. It is observed from the field that having van by a school is compulsory to cope up with the present school market.

**Picture No. 6.2 A parent from Rampur village ready to take their children to school, January 2016**



Source: Researcher

### **6.15 Parental Choice: Aspirations of Parents on Children**

Parents have a clear opinion of their children's future. The majority of the parents aspire that their children should become software engineers and doctors. Interestingly, rural parents say that children can choose any sector according to their interests.

Moreover, rural parents do not think about their children's future until they complete secondary schooling. The majority of the parents do not have any aspirations for their very younger children, who are going to pre-primary and primary classes. They say that as the younger children grow they can get awareness on various career opportunities and can be able to recognize their interests in choosing the career finally. Hence, the parents of rural areas are giving priority to the children's interest and they claim that doing a job and selecting a better career depends on how the children perform in studies.

Parents are creating awareness and giving guidance to the children about future careers after completing their school education. Some of the parents want to compensate for their unachieved dreams through their children. The majority of the time, the goal of the children coincides with the parents' goals. In rural areas, the parents prefer teachers, police, and other government jobs. The parents of urban areas prefer software engineers, doctors, civil servants, and bank employees.

The study observes that the parents have a clear idea about how to achieve their children's goals. The majority of the parents are aware of the course of study, which should be opted for their children at intermediate level and/or at graduation level according to the goal set by them/their children. They are aware of the alternative source, if they fail in achieving their pre-set goal. They are ready to send their children to coaching. They have a clear idea about expenditure on regular classes and coaching. They always motivate their children to study well by giving examples of other students/relatives/familiar people, who achieved their goals. They are ready to give guidance and counselling to their children when they face any kind of problem.

Mrs. Jyothi, aged 28, belongs to a Hindu backward caste; an agricultural labourer says that they would like to see their two daughters as teachers and son as a software engineer. Though they have dreams to make their daughters as engineers, they compromise to see them at least as teachers due to financial constraints.

Mr. M. Rama Chandar, aged 40, belongs to Hindu religion and Madiga caste, a business person says that based on his children's interest; they could choose their own goal. He wants to see his son as a doctor. He adds that there is no compulsion that his son has to become a doctor only, but whatever the profession he likes, he is allowed to choose that in the future.

Mr. Ravi, aged 43, belongs to a Hindu backward caste, working as a toddy tapper says that their children should take their own decision regarding job/goal which they like the majority and have an interest. He says that his daughter wants to become a doctor and his son wants to become an engineer in the Singareni Collieries Company Limited (SCCL)<sup>66</sup>.

Mr. Ashok, aged 38, belongs to a Hindu backward caste; a businessperson says that they would like to see their son as an engineer from IIT. Even his son wants to become an engineer. Since their daughter is in lower classes, they have not decided on her career. He adds that they are ready to pay the amount if their children perform well in academics. He feels that they support children and motivate them towards reaching goals and fulfilling their dreams. He says that the MPC group should be opted at the Intermediate level for getting a seat in IIT, which also needs a lot of investment.

Mr. Rafi, aged 50, belongs to the Muslim religion, working as a government school teacher who says that he would like to see their sons as doctors. However, he claims that importance should be given to their children's interests and choices. He wants to guide them in the selection of their interesting profession. He adds that there is no force on their children that they have to select the path shown by them.

The foregoing parental reflections reveal that parents are particular in setting the goals for their children. Doctor, software engineer, an engineering graduate from IIT, scientist, civil servant, bank employee, police, and the teacher are some of the jobs/professions preferred by parents for their children. Family background plays a major role in not only setting goals but also achieving it. Family support and student interest have a positive impact to reach goals by students. However, nowadays the majority of the parents wish to achieve their dream through their children without considering their interest. The parents try to impose their pre-determined goals on the children. The majority of the parents want to see their children in a prestigious job in the society. They are ready to provide all the facilities needed for achieving the goal of their children. The majority of the parents are ready to sacrifice their needs and want to invest more in their children's education for their better future. This kind of attitude of parents is appreciable but considering their children's interest is also equally important.

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<sup>66</sup>The Singareni Collieries Company Limited (SCCL) is a government-owned coal mining company in India, which is jointly owned by the Government of Telangana and the Union Government of India.

It is noticed from the field that parents are aspiring for upward social mobility. The majority of the parents hope that their children should get high salaried jobs to occupy better social status. In other words, they would like to see their children in a respectable position. In the past, there is no clear idea of doing a job and the preference will be given to securing any government job. Nowadays for almost ten years, the preference for getting a government job has decreased. The majority of the parents want to see their children as software professionals followed by Doctors, engineers, Chartered Accountants, and Agricultural officers. The majority of the newspapers highlight the success story of software engineers, who are getting the best salary for their services in the leading multinational companies. The parents get motivated by reading this kind of news and decide to see their children as software engineers. However, majority of the rural parents prefer government jobs. The parents want to see their children earn more money with less duration of education. They wish that their children should settle as soon as possible. They do not want to see their children like them because of the nature of hard work that they perform either in the agricultural fields or in any traditional occupation, where they gain nothing ultimately.

### **SECTION-3**

#### **VIEWS ON FACILITIES AND FUNCTIONING OF THE SCHOOL**

There is a mismatch between the promises and practices of private management schools. They promise many things to attract children. In reality, they fail to fulfill their promises. Even the parents expect many things from the schools as they are paying. In other words, it is observed from the study that ‘small schools are selling big dreams’. To sustain in the educational market, managements adopt various mechanisms and tactics. This section aims to find out the views of the parents on both the facilities available and facilities to be improved in the present private schools that have chosen by them for their children. It also reveals views of the parents on homework, punishment and the attitude of management towards parents. Besides, it presents the views of parents on the provision of coaching facilities for various types of competitive examinations at the school level.

It is observed from the field that the school facilities are not adequate when compare to the fee taken by the school management. The majority of the parents opined that school fees should be less than the existing structure. They feel that the fee structure of some of the school management is not matching with the facilities provided by them. The majority of the parents want to improve other facilities in schools within the existing fee if it is not possible to decrease fees. In addition to the school subjects/textbooks, they want computer education, physical education, and organization of cultural activities within the school. The parents want to establish science laboratories by the school management for improving practical knowledge among the students. The parents think that there is a mismatch between the facilities provided by the school and school fees charged from the parents. The majority of the parents said that they like few facilities provided by the school, where their children are studying. They claim that because of these facilities only they are sending their children to a particular school. The facilities which attract the parents are given below.

1. **Academic:** Discipline and good education.
2. **Infrastructure:** School building and classrooms.
3. **Teachers:** Profile of teachers and the individual interest of teachers on students.
4. **Teaching methods:** Innovative teaching methods and field visits.
5. **English Language:** Communication skills in English.
6. **Transport facilities:** Flexible timings of school van (especially arrival).
7. **Management:** Good management skills.
8. **Other services:** Taking care of peons/attenders/ayas.

**Picture No. 6.3 An attractive classroom with beautiful paintings and a rhyme at Sri Kakatiya School, March 2015**



Source: Researcher

The views of parents on facilities and functioning of private schools are described in the forthcoming paragraph.

Mr. Venu Madhava, aged 47, belongs to a Hindu and Madiga caste, a government employee sends their children to Vignan Public School (EM), which is very near to his residence. He says that children get knowledge from education to stand on their legs. Education makes children's futures as good as possible whether they do a job or business. He says that English is emerging as a global language hence the majority of the jobs would be linked with English in the future. He feels that teachers of the school show more interest in children in general and dull children in particular.

Besides, the study captured suggestions of parents for improving facilities in the school, where their children are studying. The study found that majority of the parents opined that the school should provide guidance and counselling to the children. They felt that management should appoint a Psychologist to motivate the children. Whenever any student faces any problem related to academic or personal or familial, he/she should consult the Psychologist, who is available in the school. They wished that school should conduct awareness programmes for preparing students to decide their future careers based on their interests. On the other hand, few of the parents wanted to start IIT foundation courses by the schools for the interested students at the

secondary school level. They stressed that the school should give priority to games and sports. Some of the parents want to have a pucca building, where their children are studying in semi-pucca buildings.

**Picture No. 6.4 Rented Semi-pucca school building of Navabharathi High School, April 2015**



Source: Researcher

### **6.16 The Attitude of the Management towards Parents**

Receiving parents with respect plays an important role in private schools. The principal/management shows interest to listen to the parents. The majority of the parents said that management has a positive attitude towards them. Whenever they go to school to discuss their children's academic performance, they explain everything to them with patience. But, whenever, the parents fail to pay the fee on time, the management harasses the children and parents for payment of the fee. The management sends fee slips to the children through children as reminders. Then the parents have to pay a fee before starting of any examination. Otherwise, the parents have to meet principal/management and explain the reasons for their failure in payment of fee on a stipulated time.

Parents opined that there is no discrimination based on caste either from the management side or from the teachers' side towards them and their children. Some of

the parents want to change their children to Model schools, started by the Government of Telangana. These schools provide free English medium education with the residential facility. A very few parents want to change their children to other school as the present school does not provide any type of coaching to children.

The personal experiences of parents on attitude of management towards them/children are described in the forthcoming paragraphs.

Mr. K. Anil, aged 42, belongs to a Hindu backward caste, and working as a tailor says that if the parents do not pay the fee on time, the management would not allow students to write examinations and ask them to stand in the classroom on the day of examination. He feels unhappy that the management pressurizes parents for payment of fees at the time of examinations. He would like to change school and join his children in Model school, where the teachers have the talent and studied in the English medium. Homework should be given to the children moderately. They should get time for playing at home.

Md. Jamaluddin Apsar, aged 52, belongs to the Muslim religion, running a Xerox shop says that his children go school daily in the school van. They take lunch boxes along with them. He says that the actual fee (including tuition and van fee) for two children is Rs. 32,000/-. However, he agreed to pay Rs. 22,000/- only at a time and the remaining amount of Rs. 10,000/- should be waived off as concession. He feels that there is no need for any private tuition as his wife and himself take care of children at home in academics.

Mr. Thirupathi Reddy, aged 41, belongs to a Hindu upper-caste named Kapu, a farmer says that the school management should not pressurize either parents or students for payment of the fee. He feels that the management should make a call to the parents regarding fee payment. If parents are unable to pay fees on time, they should be allowed to pay on installment basis. Hence, he requests that the management should give some time for fee payment.

Mr. Ravindar, aged 40, belongs to a Hindu backward caste; a businessperson says that if the fee is not paid on time, the school management asks those students to stand outside of the classroom after the prayer. He adds that school management sends fee due receipts to parents before 10 days of commencement of every examination. If parents do not pay a fee, they would not give a hall ticket to those students for not allowing them to write examinations.

The foregoing responses of the parents reveal that the school management should understand the problems of parents in general, farmers, and low-income families in particular. The management should give some extra time for the payment of fees. The management should encourage the meritorious students of poor families by giving

them concession in fee. The management should run school based on humanitarian grounds and service mode but not on commercial grounds. However, running the school by management members is a source for livelihood but it should not be seen as a source for getting benefits. Parents wish that management should spend more money to improve the facilities of school from whatever the surplus/benefits they get. Management should not ask children about fee payment and should not ask for standing students in the classroom that make them feel inferior among their classmates. Instead of that, they should inform directly to the parents by making calls or sending messages. However, the majority of the parents from farming backgrounds and low-income families feel unhappy with the attitude of management for not allowing their children to write examinations if they do not pay the fee in a stipulated time.

#### **6.17 Opinion on Home Work, Students' Performance and Guidance at Home**

Homework is necessary for its great educational benefits. It allows the students to plan and perform work themselves. It is a valuable means of study without the restrictions of class-work and supplements the teaching work done in the class. Homework helps the students to use books and resources in a better way. It also develops the moral and intellectual qualities of self-reliance and self-direction.

Katz et al. (2010) say that homework has been a part of and parcel of schooling in many countries for generations. Educationalists consider homework as an important learning activity, which also works as a bridge between home and school. By engaging in homework, students can develop self-regulation skills and positive academic attitudes, which accelerate their academic performance. However, the majority of students do not show interest in doing homework. They feel that engaging in homework as a sense of duty; desire to get reward and recognition from the teacher, and to avoid punishment. They argue that extrinsic motivation has been associated with low learning and achievement and with a greater risk of dropping out of school whereas intrinsic motivation has been associated with a host of positive outcomes such as creativity, performance, and positive emotions and interest in school. Kingdon (1996) finds that there is an evidence of rapid growth in India in the tuition-taking culture, which shows the parental demand for quality education by paying additional

fee. The private tuition is also called a subsidiary market that runs in the evenings usually.

The majority of the parents think that teachers are giving more homework to children. Of course, homework is given for improving the academic standards of students; but the teachers should remember the age and intellectual capacity of students. Homework should not be mechanical formality but it should improve the writing and cognitive skills of the students. 'One-time writing is better than hundred times reading' reflects the importance of assigning homework to the students. The memory power will be increased by concentrating on completing homework sincerely.

The majority of the parents opined that there is a progress in the academic performance of their children in the present school. The parents evaluate the academic performance of children by marks secured in various subjects. If the children perform well in academics, the parents satisfy. The parents are looking for academics only. For getting good marks in academics, the children should be given proper guidance at home. In most of times, the mother takes care of their children at home for completing homework and other school-related activities. In rural areas, siblings and children of neighbours will help the students. The majority of the students are going to English medium schools nowadays. However, the majority of the parents are unable to explain their children properly at home due to a lack of knowledge in English. Hence, the parents are requesting the school managements to make their children complete homework in the school itself either by allotting an extra hour or after the school timings. In town, the majority of the parents depend on private tuition and they send their children to the tuition centres in the evening to complete their homework. The majority of the parents opined that private tuition plays a major role in a good understanding of classroom topics and clarifying doubts.

**Picture No. 6.5 Students engage in doing homework at Adarsha School during waiting hours for the school van, April 2015**



Source: Researcher

The narratives of parents on guidance, homework, and their children's performance are described in the forthcoming paragraphs.

Mr. M Raji Reddy, aged 41, belongs to a Hindu upper-caste named Kapu, a businessperson says that to keep children on studies after coming to the home, a moderate homework should be given to them, which completes within an hour. His son wants to take tuition within the school, which is being conducted by a teacher by taking Rs.100/- per month. Based on his interest he is sending him for tuition. He feels that if parents teach at home, students would get good marks. He argues that if parents do not clarify doubts, children would not understand lessons and complete homework. He adds that if the parents do not have time, then the parents should send their children to private tuition.

Mr. Bhasker, aged 42, belongs a Hindu backward caste, a government employee says that homework should be in application mode and it should not be writing a particular matter many times. Based on assigning homework to the children, he could estimate the performance of teachers. The opinion of children and progress reports of children reflect the performance of teachers. There is an improvement in academics among their children, which satisfies both the parents. He feels that if parents are illiterates or unable to spend time with their children, they should be sent to private tuition.

Mr. Md. Kareem, aged 31, belongs to the Muslim religion, working as a private school teacher says that if parents are educated, they could help their children at home daily by clarifying doubts. Then only the children could understand the lessons very well and complete homework daily.

Mr. Ashok, aged 33, belongs to the Hindu and Madiga caste, and working as a painter says that he does not know English to explain his children anything in studies. He feels that if the parents do not know English, children would face difficulty in completing their assignments at home. If the parents are not taking care of children at home, then they should be sent to private tuition. He feels that children, who are studying in English medium private schools, should be given proper guidance at home. He adds that children might not understand all the concepts, which are being taught in English so that they need help either from family members or from others like tuitions.

The above reflections from the parents reveal that students are completing their homework at school itself, which also decreases the burden on the parents. Some of the parents ask for the help of the neighbours who are going to school/college. Otherwise, the parents have to guide their children in completing their homework. The homework should inculcate a positive attitude and sense of duty among the students rather than completing it mechanically.

The foregoing response of the parent indicates that there is no need for any kind of tuition. Parents believe that private schools impart education to children very well. The majority of the parents argue that if they choose private tuition, there is no use of selecting a private school. The parents think that since they are paying for schooling, the school should impart quality education. If they have to depend on private tuition, again it is a financial burden to them. However, some of the parents do not want to miss any chance to train up their children in academics and try to invest more intuitions too. Those who have time to take care of their children, they do not want to send their children to any tuition.

### **6.18 Views of Parents on Coaching for Foundation Courses**

It is observed from the field that the majority of parents do not want any kind of coaching for their children from the school level itself. They are bothering that on the name of giving coaching for IIT-JEE/NEET/EAMCET/Civil Services foundation courses, the school managements are collecting an extra fee. Hence, the majority of the parents suggest that schools should arrange special classes for the students, who are wishing to take coaching and collect the extra fee from them only. The majority of the parents feel that schools are collecting more fees for tuition, which is mismatching with the facilities provided by the school. A very few parents want to start various

foundation courses on par with regular classes, which will help them to avoid sending their children to other towns/cities. Anyhow, the coaching is for children's academic improvement only.

**Picture No. 6.6 A photo frame of paper cutting on securing seats in IITs/NITs by the alumni of Vivekavardhini Model School, April 2015**



Source: Researcher

The views of parents on provision of coaching for foundation courses are described in the forthcoming paragraphs.

Mr. Surendra Chary, aged 43, belongs to a Hindu backward caste; a businessperson says that school should start IIT foundation coaching for the students of higher classes. He feels that they have to send their children to other cities like Warangal or Hyderabad for this purpose. He suggests that management could collect extra fees from the students who attend these types of classes. He adds that her daughter continues in the same school but he would like to change school for his son due to lack of coaching for the IIT foundation in the existing school.

Mr. Md. Kareem, aged 31, belongs to the Muslim religion, working as a private school teacher says that the school should give coaching for writing

competitive examinations. Basic knowledge should be imparted to children for writing all kinds of examinations.

Mr. Kondal Reddy, aged 41, belongs to a Hindu upper-caste called Kapu, Sarpanch of Dammakkapeta village felt that giving IIT coaching to high school children is good but correct coaching should be given. He adds that coaching should not be just for namesake and not for collecting more fees from the parents. He suggests that qualified teachers should be recruited in the school for this purpose.

The responses of parents show their happiness in getting coaching for IIT-JEE/NEET foundation courses from the school level itself. The parents view that the schools should take responsibility for preparing their children for writing various types of competitive examinations. Apart from subject knowledge, the schools should provide classes on general knowledge, general awareness, mental ability, arithmetic, reasoning, logic, communication skills, life skills, etc.

### **6.19 Summary**

The chapter captured narratives of the parents. Parents viewed that private schools lay foundation for getting success in higher education. The study found that 92% of the families are nuclear families. It is also evident that majority of the families have two children and 53% of the parents have agricultural land, which ranges from 1 acre to 7 acres. The study revealed that the majority of the parents are literate but not well educated. The study found that hardly 30% of the parents were engaged in formal whereas remaining 70% parents were engaged in other occupations. Though majority of the respondents were studied in government schools with Telugu as a medium of instruction, they have a negative attitude towards government schools. The majority of the first generation parents view education as a vehicle for upward social mobility, which can provide a bright future for their children. The study found a difference between rural and urban parents on the perception of education. The majority of the rural parents view education as a tool for occupational and social mobility whereas the majority of urban parents view education as vehicle for achieving their aspiration of their children. The study noted that there are multiple factors responsible for parental choice of English medium schools. Those are social, psychological, economic, linguistic, fashion, and mass media factors. Parents in the town guide their children in completing homework. Since the majority of the parents do not has

knowledge in English in the villages, all of the children of the same school sit together and complete their homework in the evenings. However, few of the schools take care of completing homework at the school itself.

The family background and occupation of the parents influence the aspirations of the parents on their children. The majority of the parents belong to government service, upper and middle castes and economically well-off families aspire to see their children in prestigious professions such as a doctor, civil servant, software engineer, bank manager, and Chartered Accountant. They also think of IIT education. In rural areas, the parents prefer teachers, police, and other government jobs. It is noticed from the study that the majority of the parents expect a better position for their children in the future.

## **CHAPTER-7**

### **CONCLUSION**

School is a reflection of society, where access is directly dependent on the existing social structure of the society. Though education is one of the ideological state apparatuses, the state tries to control the nature of education by setting the occupation and educational goals to its citizens. Though there were several sociological studies conducted on the functioning of government schools, we hardly find the studies on the functioning of private schools in India in general and the low fee private schools in the rural areas and small towns in particular. This study aimed to fill the gap in the broader area of Sociology of school choice.

The thesis has been divided into seven chapters. The first chapter introduces the background of the study, rationale for the selection of the topic followed by the objectives and methodology of the study. India witnessed the rapid growth of private schooling across urban and rural areas. Private schools are divided into recognized and unrecognized schools. Government recognition is needed for approval of any private school by fulfilling a number of conditions. But in reality, many of the private schools don't have all the facilities, which shown at the time of taking recognition.

Kingdon (2007) views that private schools lead to increasing inequality in accessing quality education. The expansion of private schooling indicates that parents trust in these schools than government schools. He observes that private school students perform better than government school students. Ramachandran (2009) argues that hierarchies of access to school are directly linked to the socio-economic background of the children. The state's budget allocation to the government schools affects the education of the poor children, who belong to Dalit, tribal and migrant categories. However, the majority of the enrolled students in government schools are girls only, which indicates the feminization of government schools. However, Singh (2016) argues that the privatization and commercialization of education results in widening disparities in education, which is against the principles of social justice and equality of opportunity as per the Constitution of India. Hence, safeguarding education against

the forces of commercialization and preserving education as a public good are the legal responsibilities of the government, which is also a moral imperative.

The present study contributes to the literature on the school choice in small towns of India. Telangana, which was a part of Hyderabad state, has a unique feature in India as it was ruled by the Nizams for over 200 years and merged with the Indian union in 1948. Later on, the region was a part of Andhra Pradesh from 1956 to 2014. A separate state of Telangana was formed in 2014. The education system of Telangana was influenced by the Nizam and Andhra education system, which was influenced by British India. Hence, Telangana witnessed several changes in education in general and school education in particular during its different historical phases.

Urdu was imposed by the Nizam state though people demand Telugu in the schools. After independence, Telugu has given priority, and many schools established by the government to spread education to the masses. Both the government and private schools have run Telugu as the medium of instruction. Due to the green revolution during the 1960s, most of the people got employment not only in the agricultural sector but also in its allied sectors, which increased the circulation of capital across the diverse social groups including the common man also. Hence, most of the parents belong to peasant castes, other upper castes, and some other dominant castes in particular villages started sending their children to private schools. However, by the time, the medium of instruction was not at all a problem rather it was the key concern among the parents whether they are sending their children to free school or fee school. In simple terms, the parents were looking for alternative education systems due to push factors like low quality in public schools, teachers' absenteeism, and lack of basic infrastructural facilities such as school building, teaching-learning material, and toilets with hygiene and pull factors like witnessing prosperity due to the green revolution.

As per the Socio-Economic Outlook -2018 released by the Government of Telangana, out of 58.66 lakh enrolled children in the state of Telangana, 51 percent enrolled in private schools and 49 percent enrolled in government schools. The number of private schools is less but the enrolment is more whereas the number of government schools is high but the enrolment is low. This scenario is emerging in the school education for

the last two decades, private schools are attracting more students and government schools are losing students.

In the contest of the phenomenal growth of the low fee private schools in Telangana, the present study worked with the following objectives. Firstly, to understand the political and cultural economy of school education in Telangana. Secondly, to study the rationale for starting private schools in small towns. Thirdly, to examine the wide gap between the promises and practices of private school managements. Finally, to analyze the parents' perceptions, expectations and experiences with private schools. The study was conducted in the Huzurabad town of Karimnagar District in Telangana. The present study used both primary and secondary data for the sociological analysis of educational development in a small town from the Nizam period to the neo-liberal period. The researcher adopted both quantitative and qualitative research methods to understand and analyze the problem.

The second chapter discusses the sociological overview of school choice and reviewed the empirical studies conducted on school choice across the countries with special reference to India. The literature on school choice revealed that school choice advocates competition and free-market principles, which promotes quality in education. At present, the world is witnessing the educational parentocracy, in which a child's education is dependent upon the wealth and wishes of parents without considering the aptitude and interests of children. On the other hand, school choice has a negative impact, in which ghettoization of government schools with the poorest of the poor. However, studies found that the failure of government schools and agricultural development resulted in the rapid growth of private schools in India. The LFP schools in India emerged based on quality, accountability, and accessibility whereas the English medium private schools emerged based on social status and growing importance for English in higher education as well as employment opportunities in the global economy. The literature on parental choice in India highlights that the children belong to advanced communities enjoy the fruits of the private schools whereas girls and children belong to the landless, low castes and religious minorities access low-quality education in government schools.

The third chapter presents the history of school education in the pre-independent era with special reference to Andhra and Telangana. Besides, the chapter covers the political economy of the Karimnagar district and field site. The educational system in both British India and Andhra region was directly influenced by the East India Company's education policies. The study submits that the process of modernization in Hyderabad state with special reference to the Telangana region was very slow during the Nizam period. Several studies revealed that people who desired to have education through their mother tongue was negated by the Nizam state. However, over 60 years, Telangana has witnessed a decline of enrollment in government schools (including private aided) and an increase in private unaided schools. The study found that the majority of the schools in Huzurabad Mandal are being run under the management of local bodies. Among all the schools located in the Mandal, 41 schools (47%) are located in Huzurabad town and the remaining 45 schools (53%) are located in its villages. Huzurabad town has state government schools, Mandal/Zilla Parishad schools, and private unaided schools. The town has neither a central school nor a private aided school. Huzurabad town has three categories of schools, in which the majority of the schools were high schools. It is observed that government schools were dominating at primary school level whereas private unaided schools were dominating at upper primary and high school levels.

The fourth chapter presents the status of enrolment in both government and private schools in Huzurabad town. The chapter presents the preliminary details of private schools, the profile of management members, dwells upon physical infrastructure, and explains the recruitment procedures of teachers in private schools. The study found that 39% of the schools were running under government management whereas 61% of the schools were running under private management. 85% of the enrolled children of all schools of Huzurabad town were in private schools. The study noticed gender discrimination in the selection of schools, where girls were being sent to the government schools, and boys were being sent to private schools. Telugu and English medium schools were being functioned under private management. Private schools have more students in the English medium whereas government schools have more students in the Telugu medium. Government schools have more students from BC and SC categories whereas private schools have more children from BC and general categories. Parents of all the castes were showing discrimination towards their

daughters by sending them to government schools. However, most of the parents prefer private schools irrespective of their social category.

The study found that the first private school (Sri Saraswathi Shishu Mandir) was started in 1969 with the Telugu as a medium of instruction in Huzurabad town. The first private high school with Telugu medium (Kakatiya High School) was established in 1984. The first English medium private school (St. Paul's School) was established in 1979 that was closed down. The second English medium private school (St. Theresa School) was established in 1989 that was functioning for the academic year 2014-15. School managements are very particular about giving names to maintain a unique identity and attract parents and students. During the initial decade of private schools, the managements use to give indigenous names like Saraswathi, Bharathi, Kakatiya, Satavahana, Adarsha, Vivekavardhini, etc. Due to Globalization, the majority of private schools are trying to use English names like Tetrahedron and Greensedge. The majority of the private schools are managed by BCs followed by OCs. 55% of the management members have agricultural land. All the management members are the graduates and the majority of them completed B.Ed. 94% of the management members have teaching experience either in schools or colleges and 18% of management members have more than 20 years of teaching experience.

The study found that 7 TM schools and 18 EM schools were functioning for the academic year 2014-15. It is noticed that only one school is managed by the Society, three schools have been run by the franchise system, and remaining 21 schools have been run by the private management either with single person or with partnership. The partnership is inevitable as the huge investment is needed for infrastructural development in the school. Every member of the management has their duty to perform for the smooth functioning of the school. Besides, working as Head Master/Principal and Correspondent by some of the management members, administration, financial matters, admissions, examinations, students' transportation, and parental relations are some of the works looked after by remaining management members. In some of the schools, Head Master/Principal is recruited along with teachers and he/she is responsible for the smooth functioning of the school.

The study found that unemployment, self-employment, voluntary service, passion, and government policies, are the main reasons for the expansion of private schools. Good name in the society, financial resources, and having an interest in investment are some of the prerequisites for opening a private school. Some of the members have worked as teachers/lecturers in private schools/colleges whereas some of them have completed B.Ed. to secure government teacher jobs. In searching for permanent employment, some of the private teachers motivated to start a new school or taken over the existing school. The study also noticed that some of the experienced private school teachers were not happy with meager salaries, therefore, they started school. The majority of the private schools were established on philanthropic lines before the 1970s, later on, most of the private schools established in search of the permanent source of livelihood from 1980 to 2000. Since the year 2000, different people have established the schools to make profits. The entry of corporate culture and franchise system are the important features of private schools in the post LPG era.

The study found that the government is neither monitoring its schools properly nor establishing enough schools according to the growing population in towns/cities. Hence, the majority of parents prefer private schools. Even the government is not providing jobs to all the educated youth in general and teacher aspirants in particular. Therefore, the youth finds opening a school is the right choice to get not only permanent employment but also to employ others. The study found that the majority of the schools are running in rented buildings without having a playground. All the schools have enough rooms for all the classes equipped with sitting tables with desks, fans, and blackboards. However, some low fee schools and TM schools have only benches for students. The majority of the schools have classrooms decorated with attractive paintings and different types of colorful pictures. All the schools have van facilities for students' transportation except Sri Saraswathi Shishu Mandir. 50 vans were operating by all the schools. Parents view that students' transportation is the responsibility of school management due to safety and security reasons. When it comes to drinking water, none of the schools is providing safe drinking water for its students. Hence, most of the children bring water bottles from their homes.

The study noticed that all private schools have separate toilets for boys and girls with proper maintenance. The management takes appropriate measures for the hygienic

condition of toilets by cleaning daily. However, the number of toilets in some schools is not sufficient for the strength of the schools. Hence, they have to increase the number of toilets. Only 40% of the schools (10 schools) have a playground facility. Though 24% of the schools (6 schools) have Physical Education teachers, they are not active in giving coaching to the students in games and sports.

The majority of the schools don't consider laboratories as an important source for 'learning by doing' rather they view it as an expensive as well as not useful to the school students. 44% of the schools have computer labs but most of them are not giving computer education to the students. Though school-based tuition is a major feature of private schools, only 20% of the schools have that provision. Further, the study found that 44% of the schools have hostel facility in the same building, where the schools are functioning. All the hostels have poor facilities. Besides, it is observed from the field that high fee schools have a public address system and LCD projector.

Franchise schools have their policy for recruitment of teachers whereas every local school has its policy of teachers' recruitment. The schools give advertisements in local newspapers for the recruitment of teachers. Managements give priority to trained teachers and/or experienced teachers. The school management decides the salaries of private school teachers. There is a hierarchy in the salaries of the teachers based on the class and subject that they teach. English, Mathematics, and Physical Sciences are the high salaried subjects due to less availability of teachers. Biology and Social Studies teachers draw good salaries whereas other teachers, who teach languages like Hindi and Telugu, get low salaries. Most of the schools are facing a scarcity of teachers in Social Studies. The majority of the school managements don't pay salaries to the teachers for summer vacation and there is no provision of availing sick leaves. Private teachers get concessions for their children's education, which varies from school to school. Provision of Provident Fund (PF) is available in a few schools.

The study found that 75% of the teachers have completed their school education in government schools and 89% of the teachers have completed school education with Telugu as a medium of instruction. Male teachers are more in Telugu medium schools whereas female teachers are more in English medium schools. 99% of the teachers have completed higher education and 70% of the teachers have undergone different

levels of teacher training courses. The study observed that some of the graduates, who completed M.B.A., M.C.A., and B.Tech. were also working in private schools due to employment reasons. 75% of the teachers have more than two years of teaching experience. The study found that the majority (88%) of the teachers, working in private schools draw a monthly salary up to Rs. 10,000 only. Among them, 37% of the teachers are getting less than Rs. 5000 as a monthly salary. The average salary of the teacher is Rs. 5748.90 Ps. where average salaries of Telugu medium school teachers and English medium school teachers are Rs. 4727.30 Ps. and Rs. 6146.10 Ps. respectively. It is observed that very few schools pay summer salaries to their teaching staff by involving them in the canvassing. Besides, the study revealed that private teachers are suffering from several problems like meager wages, heavy workload, lot of pressure from management, restricted leaves, unavailability of maternal/paternal leaves, participation in canvassing for students' admissions, lower status, job insecurity, lack of promotion, low increments, lack of health and medical facility, lack of pension scheme and lack of teachers' union.

The fifth chapter examined the promises and practices associated with the functioning of private schools. The study found that the majority of the schools adopt a canvassing method for admissions in April, May, and June months. Management and teachers visit houses of the school-going children to meet their parents and highlight the merits of their school including SSC results. Distribution of pamphlets, advertisements through hoardings, banners, newspapers, and cable Television are other strategies in canvassing. The study found that 87% of enrolled children of private schools have opted English medium whereas the remaining 13% of children have chosen Telugu medium. The study found that the majority of the students who were attending the private schools belong to BC (66%) and OC (20%). It is noticed that the enrollment of boys is more (>10%) than the enrollment of girls in private schools. However, the gender gap is not the same in private TM Schools and private EM schools. There is evidence of gender discrimination in the enrollment of children in private English medium schools. Enrollment of boys is more in Private English medium schools across the castes. BC students are more in Private Telugu medium schools followed by SC students. The majority of the students of all private schools belong to Huzurabad town and various villages of Huzurabad and its surrounding manuals. Most of the students belong to agricultural families, self-employed families,

service caste families, employees working in both private and government sectors, and business families. Some of the students also belong to the families of daily wage laborers and agricultural laborers.

The study found that every school has its procedure for daily rituals. Singing the National Song, National Anthem and Pledge (Telugu/Hindi/English) is performed in all schools as part of daily rituals. Each school has its prayer song. Each school has its dress code (uniform) to the students. If one management has both media schools, the separate uniform is maintained for each medium school, in which Telugu medium schools have traditional uniforms whereas English medium schools follow modern uniforms. Belt, tie, and the badge should be worn by the students along with the uniform. It is noticed from the field that schools collect the amount from parents by selling tie, belt, badge, and uniform. The amount varies from school to school. If the students don't come with the dress code of the school, they have to pay fines. Schools follow strict rules for improving communication skills in English. All schools conduct (7) periods daily for 50 minutes each. The management takes care of engaging all periods in all the classes. They don't keep any class without engaging any teacher or any activity. All the private schools follow the state syllabus of Telangana State. However, for the primary classes, they follow private textbooks, which have been published by various leading publishers. It is observed from the field that all schools follow guidelines given by the Department of School Education, Government of Telangana regarding working days, schedule of examinations, holidays, short vacations, summer vacations, etc.

The study found that the majority of the schools follow the conventional lecture method for teaching all subjects. However, some of the schools adopt new teaching methods for pre-primary sections. It is also observed from the field that the majority of the school managements and parents are giving much preference to science subjects and neglecting social sciences and languages. All the private schools follow CCE pattern, conduct four unit tests as part of formative assessment and three-term examinations as part of summative assessment. Besides, all the schools conduct slip test/s daily. All the schools take special interest to conduct as many as examinations for the students of SSC for getting good marks in the SSC public examinations. All the private schools adopt the study hour method daily after completion of the regular

classes. Hence, the main features of private schools were engaging all the classes, conducting examinations, and study hours daily. Few schools claimed that they were giving IIT/Medical foundation coaching to the interested students. However, in reality, they were providing material to the students by collecting some additional fees, conducting a few classes while they are in VIII & IX classes only.

Tuition fees, van fees, admission fees, exam fees, and textbook fees are the main financial sources of the private schools. All the schools have their fee structure for all the classes. Telugu medium schools have low fee structure when compared to English medium schools. Some of the schools don't stick to their fee structure and there is a possibility of flexibility while collecting fees from parents. However, the study noticed that the minimum and maximum fee for Class-X in Telugu medium is Rs. 10,000 and Rs. 11,000 respectively whereas the minimum and maximum fees for Class-X in English medium is Rs. 12,500 and Rs. 22,000 respectively.

Based on the average fee structure of each school, the private schools were classified into the low fee, moderate fee, and high fee schools. The study revealed that five Telugu medium schools and four English medium schools are falling under the 'low fee' category which ranges from Rs. 4562- Rs. 8208. Two Telugu medium schools and 11 English medium schools are falling under the 'moderate fee' category which ranges from Rs. 8209 – Rs. 11854. Only three English Medium Schools are falling under the 'high fee' category, which ranges from Rs. 11855 – Rs. 15500. The study noticed that all the schools give fee concession to the children of teachers and most of the school managements give free education or fee concession to the poor meritorious students. Most of the school management worries about irregularity in fee payments by many of the parents. The study found that 21 private schools were closed down by the different managements at Huzurabad from 1995 to 2014. Besides, five schools were taken over by the interested management and three schools were merged with other schools. Hence, not all private schools run effectively. Private schools have to face not only internal competition from the private schools of the town but also external competition from nearby cities such as Warangal and Karimnagar as well as Hyderabad, the capital city of Telangana state. Hence, the 'Survival of the fittest' theory is applicable in the private school educational market. The majority of the

private schools have membership in the TRSMA. The study noticed that none of the private schools were implementing RTE Act – 2014.

The sixth chapter discussed the aspirations and experiences of parents with private schools. The study found that 92% of the families were nuclear families in which the majority of the families have two children. 53% of the parents have agricultural land ranging from 1 acre to 8 acres. The majority of the parents were literate but not well educated. The study found that hardly 30% of the parents were engaged in formal occupations whereas the remaining 70% of parents were engaged in other occupations. Though the majority of the respondents were studied in government schools with Telugu as a medium of instruction, they have a negative attitude towards government schools. The majority of the first generation parents view education as a vehicle for upward social mobility. The majority of the parents viewed that the major problem of the government schools was lack of discipline.

Based on the views of the parents, the study identified that lack of basic facilities, commitment among teachers, lack of proper management & supervision, lack of proper infrastructure, lack of enough subject teachers, lack of individual care on students, transfer of teachers, delay in recruiting teachers, the low percentage of SSC results, distance location of the school, lack of transport facility, non-availability of English medium sections/schools, and non-availability of efficient teachers to teach EM classes were main factors for not choosing government schools. In government schools, there is no presence of management except Head Master. Adequate manpower is not being recruited by the government to supervise the government schools. Besides, the majority of parents argued that when government school teachers do not send their children to government schools, how they could send their children. Hence, parents lost confidence in government schools.

The study revealed that parents are being attracted to private schools by a combination of several factors. Based on the views of the parents, the study identified that discipline, good education, good results in SSC, availability of van, better infrastructure, toilets with proper maintenance, individual care, availability of teachers for all subjects, strict monitoring & supervision, accountability, networks, and social status were the main factors for choosing private schools. As the management is

available within the school premises, minute to minute supervision is possible in private schools. Besides, the management is strong and has authority in all matters of school administration and functioning. Private schools recruit enough teachers for all subjects/classes and all classes engage with teachers for all periods. Parents check the students' performance daily in the form of classwork and homework. If their child doesn't get an education or any teacher is not teaching well, they can question the management. Parents want to send their children to school by van without getting any physical strain. They feel proud and happy to see their children in smart appearance by wearing a uniform, shoe, tie, and belt.

Parents in the town guide their children in completing homework whereas rural children complete homework on their own. However, few of the schools take care of completing homework at the school itself. Most of the parents have a positive opinion on the personal interest taken by the teachers on their children. The study observed that the people of Telangana demanded education through their mother tongue during the Nizam period whereas they aspire for English education in the neoliberal era. They hope to change the occupation of their children with the help of English education. The study found that parents are being attracted to the (private) English medium schools by a combination of several factors such as social status and economic opportunities. The majority of the parents defend their priority for the English medium as it has become market language. However, few of the parents attracted to English medium schools as it is a considered sign of modernity. Further, the study observed that parents consider choosing a private English medium school for children is a matter of prestige and social status. They think that English medium schooling helps their children to improve communication skills in English, which are essential for either pursuing higher studies or doing any modern job anywhere in the world. Even poor parents wish to send their children to private EM schools. The parents consider expenditure on their children's education as an investment, though the returns come after their higher education. They want to lay a better foundation for their children by sending them to a private EM school.

The study found that management did not allow children to write examination whenever parents fail to pay the fee on time. The family background and occupation of the parents influence the aspirations of the parents on their children. The majority

of the parents belong to government service, upper castes, and economically well off families aspire to see their children in prestigious professions such as a doctor, civil servant, software engineer, bank manager, and Chartered Accountant. They also think of IIT education. Most of the parents opined that they don't want any kind of coaching for their children from the school level itself as the school managements collect an extra fee. In rural areas, the parents prefer teachers, police, and other government jobs. It is noticed from the study that the majority of the parents expect a better position for their children in the future.

The study found that franchise and corporate schools are spreading across rural and urban places including in slums. People are crazy about English medium schools and parents are not giving priority for Telugu medium school. If the present trend goes on, there is a bleak picture for the development of Telugu medium schools. Though the schools are providing fee concession, it is very minimal. Some of the schools are opening other branches with higher fees exclusively for the economically advanced sections in the locality. Hence, the private school management follows a meticulous approach in running their school/s. The majority of the management of low fee private schools was worrying about the new EM school policies of the Government of Telangana. They express their agony as the policies might affect the functioning of their schools directly.

Thus the study argues that private schools present a complex picture. The scale and scope of the private schools in small towns is being determined by their multiple promises to the parents. Once they admit the children, they try to use multiple methods to extract the profits in the name of fee diversity. The children who fail to pay in the fee are subjected to multiple forms of discrimination and humiliation. Though the Government of India enacted the RTE Act in 2009, not a single private school of Huzurabd town admitted students from the poor families as per the act. The study submits that the privatization of schools leads to the reproduction of social inequalities within and across the castes and communities.

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## **APPENDICES**

### **APPENDIX – I**

#### **VARIATION IN ALL SCHOOLS IN TELANGANA STATE FOR THE YEARS OF 2013-14 & 2014-15**

| Sl.No | Year      | Central Government | State Government | MPP/ ZPP | Private Aided | Private Unaided | Other Schools | Total |
|-------|-----------|--------------------|------------------|----------|---------------|-----------------|---------------|-------|
| 1     | 2013-14   | 51                 | 4494             | 24706    | 790           | 13252           | -             | 43293 |
| 2     | 2014-15   | 47                 | 4361             | 24346    | 778           | 13675           | 654           | 43861 |
|       | Variation | -4                 | -133             | -360     | -18           | +423            | NA            | +568  |

Source: Statistical Year Book 2015, Government of Telangana, pp. 250-267 and  
Statistical Year Book 2016, Government of Telangana, pp. 250-267

### **APPENDIX – II**

#### **MANAGEMENT WISE SCHOOLS IN TELANGANA STATE FOR THE YEAR 2014-15**

| Sl. No | Institution*         | Central Government | State Government | MPP/ZPP | Private Aided | Private Unaided | Other Schools | Total |
|--------|----------------------|--------------------|------------------|---------|---------------|-----------------|---------------|-------|
| 1      | PS (I-V)             | 4                  | 2705             | 17067   | 370           | 4703            | 440           | 25289 |
|        |                      | 0.01%              | 10.7%            | 67.5%   | 1.5%          | 18.6%           | 1.7%          | 100%  |
| 2      | PUPS (I-VII/VIII)    | 1                  | 180              | 3181    | 117           | 3607            | 177           | 7263  |
|        |                      | 0.01%              | 2.5%             | 43.8%   | 1.6%          | 49.7%           | 2.4%          | 100%  |
| 3      | PUPSHS (I-XII)       | 15                 | 101              | 0       | 0             | 16              | 0             | 132   |
|        |                      | 11.4%              | 76.5%            | 0%      | 0%            | 12.1%           | 0%            | 100%  |
| 4      | UPSHS (VI-XII)       | 11                 | 185              | 0       | 0             | 8               | 0             | 204   |
|        |                      | 5.4%               | 90.7%            | 0%      | 0%            | 3.9%            | 0%            | 100%  |
| 5      | PUPSS (I-X)          | 10                 | 279              | 14      | 3             | 688             | 14            | 1008  |
|        |                      | 1.0%               | 27.7%            | 1.4%    | 0.3%          | 68.2%           | 1.4%          | 100%  |
| 6      | UPSS (VI-X)          | 6                  | 911              | 4084    | 288           | 4653            | 23            | 9965  |
|        |                      | 0.06%              | 9.1%             | 41.0%   | 2.9%          | 46.7%           | 0.2%          | 100%  |
|        | All types of Schools | 47                 | 4361             | 24346   | 778           | 13675           | 654           | 43861 |
|        |                      | 0.1%               | 9.9%             | 55.5%   | 1.8%          | 31.2%           | 1.5%          | 100%  |

\*Codes: PS-Primary School; PUPS-Primary with Upper Primary Schools; PUPSHS-Primary with Upper Primary, Secondary & Higher Secondary; UPSHS- Upper Primary with Secondary & Higher Secondary Schools; PUPSS- Primary with Upper Primary & Secondary Schools; UPSS-Upper Primary with Secondary Schools

Source: Statistical Year Book 2016, Government of Telangana, pp.250-267

### APPENDIX – III

#### ENROLMENT AND TEACHERS EMPLOYED IN TELANGANA STATE FOR THE YEAR 2014-15

| Sl. No.              | Institution*         | Number of Enrolments |         |         | Number of Teachers |        |        |
|----------------------|----------------------|----------------------|---------|---------|--------------------|--------|--------|
|                      |                      | Boys                 | Girls   | Total   | Men                | Women  | Total  |
| 1                    | PS (I-V)             | 1185606              | 1129180 | 2314786 | 35674              | 48473  | 84147  |
|                      |                      | 51.2%                | 48.8%   | 100%    | 42.4%              | 57.6%  | 100%   |
| 2                    | PUPS<br>(I-VII/VIII) | 555641               | 506261  | 1061902 | 21834              | 24023  | 45857  |
|                      |                      | 52.3%                | 47.7%   | 100%    | 47.6%              | 52.4%  | 100%   |
| 3                    | PUPSHS<br>(I-XII)    | 35568                | 55203   | 90771   | 916                | 1365   | 2281   |
|                      |                      | 39.2%                | 60.8%   | 100%    | 40.2%              | 59.8%  | 100%   |
| 4                    | UPSHS<br>(VI-XII)    | 38676                | 40234   | 78910   | 1792               | 1374   | 3166   |
|                      |                      | 49.0%                | 51.0%   | 100%    | 56.6%              | 43.4%  | 100%   |
| 5                    | PUPSS (I-X)          | 208253               | 175496  | 383749  | 4783               | 5406   | 10189  |
|                      |                      | 54.3%                | 45.7%   | 100%    | 46.9%              | 53.1%  | 100%   |
| 6                    | UPSS (VI-X)          | 1127068              | 1096224 | 2223292 | 54718              | 39775  | 94493  |
|                      |                      | 50.7%                | 49.3%   | 100%    | 57.9%              | 42.1%  | 100%   |
| All types of Schools |                      | 3150812              | 3002598 | 6153410 | 119717             | 120416 | 240133 |
|                      |                      | 51.2%                | 48.8%   | 100%    | 49.9%              | 50.1%  | 100%   |

\*Codes: PS-Primary School; PUPS-Primary with Upper Primary Schools; PUPSHS-Primary with Upper Primary, Secondary & Higher Secondary; UPSHS- Upper Primary with Secondary & Higher Secondary Schools; PUPSS- Primary with Upper Primary & Secondary Schools; UPSS-Upper Primary with Secondary Schools

Source: Statistical Year Book 2016, Government of Telangana, p.249

### APPENDIX – IV

#### MANAGEMENT WISE SCHOOLS IN TELANGANA STATE FOR THE YEAR 2014-15

| Sl. No | District     | Central Government | State Government | MPP/ ZPP | Private Aided | Private Unaided | Other Schools | Total |
|--------|--------------|--------------------|------------------|----------|---------------|-----------------|---------------|-------|
| 1      | Adilabad     | 2                  | 1267             | 2692     | 35            | 829             | 37            | 4862  |
| 2      | Nizamabad    | 1                  | 225              | 2042     | 44            | 856             | 75            | 3243  |
| 3      | Karimnagar   | 3                  | 249              | 2853     | 38            | 1545            | 45            | 4733  |
| 4      | Medak        | 3                  | 194              | 2809     | 10            | 808             | 48            | 3872  |
| 5      | Hyderabad    | 9                  | 712              | 0        | 291           | 2195            | 184           | 3391  |
| 6      | Rangareddy   | 17                 | 123              | 2237     | 48            | 2888            | 55            | 5368  |
| 7      | Mahabubnagar | 2                  | 298              | 3569     | 54            | 1212            | 53            | 5188  |
| 8      | Nalgonda     | 2                  | 247              | 3019     | 86            | 1263            | 51            | 4668  |
| 9      | Warangal     | 5                  | 532              | 2742     | 108           | 1434            | 55            | 4876  |
| 10     | Khammam      | 3                  | 514              | 2383     | 64            | 645             | 51            | 3660  |
| Total  |              | 47                 | 4361             | 24346    | 778           | 13675           | 654           | 43861 |

Source: Statistical Year Book 2016, Government of Telangana, p. 249

## APPENDIX – V

### A. RANDOM TABLE FOR SELECTING TM SCHOOLS

| <b>Part of a<br/>Table of Random Numbers</b> |       |       |       |
|----------------------------------------------|-------|-------|-------|
| 61424                                        | 20419 | 86546 | 00517 |
| 90222                                        | 27993 | 04952 | 66762 |
| 50349                                        | 71146 | 97668 | 86523 |
| 85676                                        | 10005 | 08216 | 25906 |
| 02429                                        | 19761 | 15370 | 43882 |
| 90519                                        | 61988 | 40164 | 15815 |
| 20631                                        | 88967 | 19660 | 89624 |
| 89990                                        | 78733 | 16447 | 27932 |

### B. RADOM TABLE FOR SELECTING EM SCHOOLS

|    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | 8 | 0 | 9 | 4 | 2 | 5 | 2 | 5 | 8 | 2  | 4  | 7  | 1  | 3  | 4  | 7  | 7  | 4  | 3  | 3  | 3  | 6  | 2  | 0  | 1  | 8  | 9  | 7  | 2  | 1  | 3  | 4  |
| 2  | 3 | 5 | 6 | 3 | 2 | 1 | 9 | 8 | 8 | 2  | 1  | 1  | 9  | 0  | 4  | 5  | 2  | 6  | 1  | 8  | 2  | 7  | 5  | 1  | 2  | 6  | 2  | 7  | 1  | 0  | 9  | 5  |
| 3  | 1 | 3 | 3 | 0 | 6 | 3 | 3 | 1 | 3 | 7  | 5  | 3  | 9  | 6  | 9  | 3  | 8  | 7  | 3  | 8  | 6  | 6  | 1  | 5  | 1  | 5  | 3  | 8  | 8  | 5  | 4  | 3  |
| 4  | 3 | 5 | 6 | 5 | 0 | 0 | 1 | 6 | 2 | 2  | 4  | 3  | 6  | 4  | 3  | 2  | 4  | 7  | 9  | 6  | 6  | 0  | 9  | 5  | 5  | 2  | 8  | 3  | 1  | 6  | 2  | 0  |
| 5  | 7 | 8 | 5 | 0 | 5 | 9 | 2 | 5 | 5 | 5  | 8  | 8  | 7  | 3  | 1  | 1  | 2  | 1  | 9  | 2  | 4  | 5  | 4  | 5  | 3  | 5  | 3  | 0  | 5  | 5  | 8  | 9  |
| 6  | 4 | 4 | 9 | 0 | 5 | 4 | 1 | 7 | 9 | 7  | 2  | 7  | 6  | 1  | 5  | 3  | 5  | 9  | 0  | 1  | 4  | 8  | 7  | 8  | 9  | 9  | 8  | 0  | 9  | 8  | 7  | 7  |
| 7  | 6 | 5 | 4 | 5 | 9 | 1 | 0 | 4 | 9 | 3  | 1  | 8  | 8  | 8  | 1  | 9  | 7  | 5  | 3  | 7  | 2  | 7  | 8  | 5  | 9  | 3  | 7  | 3  | 2  | 4  | 4  | 5  |
| 8  | 3 | 6 | 2 | 6 | 5 | 9 | 9 | 5 | 1 | 2  | 1  | 5  | 9  | 7  | 5  | 3  | 9  | 2  | 2  | 3  | 5  | 6  | 5  | 8  | 2  | 9  | 4  | 4  | 2  | 8  | 9  | 9  |
| 9  | 4 | 6 | 6 | 5 | 4 | 8 | 2 | 0 | 7 | 5  | 5  | 4  | 0  | 6  | 1  | 2  | 9  | 6  | 8  | 3  | 4  | 2  | 5  | 1  | 9  | 1  | 3  | 8  | 1  | 7  | 0  | 9  |
| 10 | 6 | 4 | 9 | 8 | 7 | 5 | 1 | 9 | 0 | 4  | 7  | 4  | 7  | 8  | 1  | 8  | 6  | 8  | 3  | 2  | 9  | 6  | 8  | 3  | 9  | 8  | 7  | 2  | 4  | 0  | 9  | 0  |
| 11 | 6 | 7 | 2 | 2 | 9 | 8 | 6 | 9 | 9 | 3  | 6  | 1  | 7  | 8  | 7  | 5  | 4  | 8  | 8  | 3  | 1  | 3  | 1  | 5  | 9  | 6  | 7  | 9  | 8  | 8  | 3  | 4  |
| 12 | 9 | 7 | 4 | 8 | 5 | 9 | 3 | 2 | 5 | 1  | 1  | 5  | 2  | 7  | 2  | 1  | 0  | 0  | 3  | 3  | 9  | 3  | 0  | 3  | 9  | 7  | 1  | 3  | 4  | 0  | 1  | 2  |
| 13 | 5 | 6 | 4 | 1 | 1 | 4 | 1 | 7 | 1 | 4  | 1  | 9  | 7  | 4  | 3  | 4  | 8  | 1  | 6  | 5  | 7  | 3  | 6  | 8  | 1  | 2  | 1  | 8  | 5  | 0  | 3  | 9  |
| 14 | 7 | 4 | 4 | 4 | 9 | 2 | 0 | 0 | 6 | 8  | 4  | 0  | 5  | 8  | 8  | 2  | 4  | 3  | 9  | 8  | 3  | 9  | 0  | 4  | 9  | 1  | 9  | 9  | 9  | 3  | 3  | 6  |
| 15 | 8 | 2 | 7 | 9 | 3 | 0 | 1 | 9 | 4 | 6  | 7  | 2  | 3  | 7  | 4  | 3  | 3  | 9  | 7  | 9  | 4  | 6  | 8  | 9  | 9  | 0  | 2  | 1  | 6  | 9  | 9  | 0  |
| 16 | 0 | 1 | 6 | 1 | 7 | 6 | 1 | 7 | 1 | 0  | 2  | 4  | 2  | 3  | 8  | 7  | 2  | 8  | 9  | 1  | 6  | 6  | 7  | 7  | 1  | 5  | 8  | 5  | 2  | 4  | 8  | 2  |
| 17 | 7 | 3 | 8 | 8 | 9 | 7 | 5 | 9 | 7 | 5  | 5  | 5  | 6  | 8  | 2  | 4  | 9  | 9  | 7  | 7  | 2  | 0  | 0  | 8  | 5  | 5  | 9  | 6  | 9  | 7  | 4  | 0  |
| 18 | 7 | 8 | 3 | 0 | 4 | 7 | 1 | 4 | 3 | 8  | 9  | 5  | 2  | 9  | 1  | 9  | 1  | 8  | 0  | 4  | 4  | 0  | 4  | 4  | 1  | 0  | 3  | 4  | 2  | 5  | 9  | 7  |
| 19 | 9 | 8 | 8 | 7 | 4 | 2 | 1 | 6 | 6 | 5  | 2  | 6  | 4  | 5  | 3  | 5  | 8  | 4  | 3  | 0  | 5  | 2  | 7  | 0  | 9  | 6  | 0  | 5  | 0  | 7  | 8  | 8  |
| 20 | 1 | 2 | 6 | 1 | 2 | 5 | 1 | 6 | 8 | 5  | 6  | 9  | 2  | 3  | 1  | 0  | 3  | 9  | 3  | 9  | 8  | 7  | 0  | 3  | 9  | 8  | 4  | 1  | 0  | 3  | 5  | 3  |
| 21 | 3 | 9 | 4 | 7 | 4 | 9 | 3 | 7 | 7 | 6  | 3  | 4  | 2  | 5  | 4  | 3  | 6  | 2  | 3  | 9  | 7  | 4  | 5  | 5  | 2  | 0  | 5  | 5  | 7  | 7  | 9  | 5  |
| 22 | 4 | 5 | 5 | 0 | 8 | 1 | 0 | 3 | 1 | 2  | 5  | 0  | 2  | 3  | 0  | 4  | 1  | 1  | 3  | 8  | 9  | 7  | 8  | 8  | 9  | 1  | 4  | 4  | 4  | 5  | 2  | 6  |
| 23 | 1 | 3 | 4 | 4 | 9 | 6 | 9 | 7 | 2 | 3  | 8  | 3  | 6  | 9  | 7  | 6  | 6  | 2  | 5  | 1  | 4  | 2  | 0  | 1  | 2  | 0  | 3  | 8  | 6  | 5  | 5  | 2  |
| 24 | 8 | 9 | 7 | 6 | 5 | 8 | 2 | 3 | 8 | 4  | 8  | 7  | 0  | 4  | 5  | 0  | 3  | 1  | 0  | 8  | 9  | 1  | 6  | 6  | 2  | 7  | 1  | 7  | 7  | 8  | 0  | 1  |
| 25 | 7 | 7 | 1 | 0 | 9 | 9 | 4 | 3 | 6 | 9  | 7  | 8  | 8  | 2  | 7  | 3  | 9  | 7  | 1  | 4  | 9  | 7  | 0  | 0  | 1  | 5  | 6  | 6  | 2  | 8  | 8  | 9  |
| 26 | 6 | 9 | 5 | 9 | 6 | 0 | 0 | 8 | 8 | 4  | 4  | 2  | 2  | 2  | 8  | 2  | 1  | 5  | 2  | 4  | 2  | 5  | 1  | 7  | 5  | 8  | 1  | 8  | 0  | 0  | 8  | 1  |
| 27 | 7 | 9 | 4 | 1 | 2 | 3 | 1 | 2 | 2 | 4  | 3  | 1  | 6  | 7  | 0  | 2  | 9  | 9  | 8  | 4  | 3  | 4  | 6  | 9  | 3  | 0  | 8  | 5  | 4  | 7  | 6  | 2  |
| 28 | 2 | 2 | 8 | 4 | 0 | 8 | 9 | 8 | 9 | 1  | 0  | 7  | 5  | 5  | 4  | 2  | 7  | 3  | 1  | 9  | 3  | 7  | 8  | 2  | 1  | 0  | 6  | 8  | 9  | 5  | 7  | 4  |
| 29 | 9 | 5 | 9 | 4 | 7 | 4 | 1 | 6 | 9 | 3  | 6  | 5  | 6  | 0  | 4  | 5  | 1  | 1  | 8  | 3  | 5  | 9  | 1  | 6  | 9  | 5  | 9  | 9  | 1  | 1  | 4  | 3  |
| 30 | 4 | 6 | 1 | 3 | 8 | 5 | 4 | 9 | 6 | 3  | 6  | 9  | 3  | 2  | 0  | 8  | 5  | 1  | 0  | 9  | 9  | 6  | 8  | 0  | 1  | 1  | 6  | 8  | 6  | 1  | 3  | 3  |

## **APPENDIX – VI**

### **LIST OF TOWN/VILLAGES COVERED FOR PARENTS' INTERVIEW**

1. Huzurabad Town
2. Penchikalpet
3. Dandepally
4. Jupaka
5. Veerananarayanapur
6. Bornapally
7. Ghanpur
8. Chelpur
9. Rajapur
10. Venkateshwarlapally
11. Jeelugula
12. Kandugula
13. Godishala
14. Kothakonda
15. Elabotharam
16. Dharmarajupally
17. Valbhapur
18. Yellampally
19. Pothireddypet
20. Kothapally
21. Dammakkapet
22. Rampur
23. Rangapur

## APPENDIX – VII

### PERMISSION LETTER FROM DEPUTY EDUCATIONAL OFFICER FOR CONDUCTING STUDY

Hyderabad,  
Date: 08.01.2015

To  
The Deputy Educational Officer,  
Huzurabad,  
Karimnagar District.

Sub: Seeking permission to conduct field work in private schools in Huzurabad Mandal  
of Karimnagar District - reg.

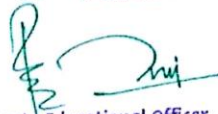
Respected Sir,

I am Sreeramulu Gosikonda, pursuing Ph.D. Sociology at Hyderabad Central University.  
My Ph.D. topic is "*Cultures of Learning: A sociological Study on School Education in  
Telangana*". The primary aim of the study is to examine the changing trends in school  
education in Telangana with special reference to Karimnagar District.

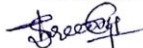
I would like to start the fieldwork in Huzurabad Mandal of Karimnagar District in order  
to understand the status of private schools, privatization of education and innovations in  
the teaching and learning processes. I will visit private schools located in the mandal for a  
holistic understanding of education. I also needs data related to education policy,  
enrollments and retention in government and private schools of the Mandal. Therefore, I  
am requesting you to give me permission to access the data from your department and  
also to visit and conduct field study in all the private schools of Huzurabad Mandal.

Thanking you

permitted to internet  
with management and Teachers for  
the related to Research work

  
Deputy Educational Officer  
Huzurabad Dist. Karimnagar

Yours Sincerely

  
Sreeramulu Gosikonda,  
Ph.D. Research Scholar,  
University of Hyderabad,  
Mobile No. 92484 24384.

## APPENDIX – VIII

### MANDAL WISE LITERACY RATE OF KARIMNAGAR DISTRICT

| Sl. No. | Mandal                   | Population |        |        | Literacy Rate |      |        |      |      |
|---------|--------------------------|------------|--------|--------|---------------|------|--------|------|------|
|         |                          | Persons    | Male   | Female | Total         | Male | Female | SC   | ST   |
| 1       | Ibrahimpattanam          | 52759      | 25569  | 27190  | 56.8          | 67.9 | 46.4   | 54.0 | 46.9 |
| 2       | Mallapur                 | 53870      | 26080  | 27790  | 54.6          | 65.8 | 44.1   | 54.0 | 44.2 |
| 3       | Raikal                   | 63907      | 31140  | 32767  | 57.6          | 68.6 | 47.2   | 53.6 | 45.2 |
| 4       | Sarangapur               | 45006      | 21909  | 23097  | 49.6          | 60.3 | 39.6   | 47.0 | 45.6 |
| 5       | Dharmapuri               | 78365      | 38285  | 40080  | 55.7          | 65.9 | 46.0   | 49.0 | 44.2 |
| 6       | Velgatoor                | 51719      | 25824  | 25895  | 54.8          | 64.2 | 45.4   | 51.3 | 43.0 |
| 7       | Ramagundam               | 277041     | 140527 | 136514 | 72.4          | 79.8 | 64.8   | 68.3 | 59.0 |
| 8       | Kamanpur                 | 75072      | 38076  | 36996  | 67.0          | 74.8 | 59.0   | 64.4 | 59.9 |
| 9       | Manthani                 | 54669      | 27141  | 27528  | 63.3          | 71.1 | 55.6   | 58.4 | 51.1 |
| 10      | Kataram                  | 37336      | 18617  | 18719  | 58.7          | 68.5 | 49.1   | 51.2 | 55.2 |
| 11      | Mahadevpur               | 38489      | 18986  | 19503  | 58.7          | 61.5 | 43.4   | 43.8 | 40.6 |
| 12      | Mutharam<br>(Mahadevpur) | 26312      | 13187  | 13125  | 52.3          | 62.1 | 41.7   | 49.8 | 48.7 |
| 13      | Malharrao                | 25343      | 12685  | 12658  | 51.9          | 63.9 | 46.0   | 48.8 | 48.7 |
| 14      | Mutharam<br>(Manthani)   | 31567      | 15653  | 15914  | 54.8          | 34.1 | 46.9   | 53.8 | 38.9 |
| 15      | Srirampur                | 41956      | 21125  | 20831  | 59.4          | 68.4 | 50.3   | 56.6 | 39.1 |
| 16      | Peddapalle               | 101776     | 50767  | 51009  | 65.6          | 73.6 | 57.7   | 60.2 | 54.2 |
| 17      | Julapalle                | 27661      | 13705  | 13956  | 56.3          | 65.1 | 47.8   | 52.6 | 43.0 |
| 18      | Elgaid                   | 22342      | 11127  | 11215  | 59.8          | 69.2 | 50.5   | 56.9 | 48.3 |
| 19      | Dharmaram                | 54087      | 27035  | 27052  | 56.5          | 65.7 | 47.4   | 54.0 | 51.6 |
| 20      | Gollapalle               | 44951      | 22029  | 22922  | 53.7          | 64.1 | 43.8   | 48.7 | 41.7 |
| 21      | Mallial                  | 47373      | 23125  | 24248  | 58.8          | 68.9 | 49.2   | 52.6 | 63.5 |
| 22      | Jagtial                  | 169064     | 83887  | 85177  | 68.7          | 78.1 | 59.5   | 57.7 | 69.9 |
| 23      | Medipalle                | 51209      | 25268  | 25941  | 56.5          | 67.1 | 46.2   | 56.2 | 51.2 |
| 24      | Koratla                  | 108346     | 53724  | 54622  | 68.6          | 78.3 | 59.1   | 55.8 | 57.1 |
| 25      | Metpalle                 | 86692      | 42891  | 43801  | 67.4          | 77.6 | 57.4   | 59.7 | 52.0 |
| 26      | Kathlapur                | 43986      | 20891  | 23095  | 54.0          | 65.2 | 44.1   | 51.6 | 42.9 |
| 27      | Chandurthi               | 43596      | 21694  | 21902  | 58.8          | 69.7 | 48.1   | 58.6 | 48.8 |

|                |                          |         |         |         |      |      |      |      |      |
|----------------|--------------------------|---------|---------|---------|------|------|------|------|------|
| 28             | Kodimial                 | 43685   | 21358   | 22327   | 57.6 | 68.5 | 47.2 | 55.9 | 52.2 |
| 29             | Pegadapalle              | 47981   | 23839   | 24142   | 55.1 | 65.7 | 44.6 | 52.2 | 47.1 |
| 30             | Gangadhara               | 49251   | 24538   | 24713   | 59.2 | 70.0 | 48.6 | 55.6 | 52.0 |
| 31             | Ramadugu                 | 48253   | 23985   | 24268   | 60.4 | 71.0 | 50.1 | 58.0 | 56.7 |
| 32             | Choppadandi              | 51288   | 25813   | 25475   | 61.3 | 71.3 | 51.2 | 58.5 | 55.4 |
| 33             | Sultanabad               | 63454   | 31465   | 31989   | 62.9 | 71.4 | 54.6 | 60.3 | 53.1 |
| 34             | Odela                    | 42211   | 20964   | 21247   | 59.2 | 68.6 | 49.9 | 55.9 | 47.3 |
| 35             | Manakondur               | 67854   | 33999   | 33855   | 61.2 | 70.4 | 52.1 | 58.7 | 52.3 |
| 36             | Karimnagar               | 363106  | 182609  | 180497  | 80.4 | 87.2 | 73.6 | 72.0 | 64.5 |
| 37             | Boinpalle                | 39240   | 19569   | 19671   | 62.1 | 72.5 | 51.7 | 57.9 | 59.3 |
| 38             | Vemulawada               | 80475   | 40268   | 40207   | 64.6 | 74.5 | 54.8 | 57.9 | 42.6 |
| 39             | Konaraopet               | 40587   | 19873   | 20984   | 57.7 | 69.9 | 46.2 | 58.0 | 43.0 |
| 40             | Yellareddipet            | 59633   | 29750   | 29883   | 59.1 | 70.4 | 47.8 | 56.2 | 50.5 |
| 41             | Gambhiraopet             | 46878   | 23064   | 23814   | 61.2 | 71.8 | 51.0 | 57.6 | 54.3 |
| 42             | Mustabad                 | 44217   | 22046   | 22171   | 57.6 | 68.8 | 46.5 | 52.5 | 47.4 |
| 43             | Sircilla                 | 142676  | 70795   | 71881   | 69.3 | 79.8 | 59.1 | 61.7 | 67.1 |
| 44             | Ellanthakunta            | 51278   | 25556   | 25722   | 60.9 | 71.5 | 50.4 | 56.7 | 55.8 |
| 45             | Bejjanki                 | 53945   | 26930   | 27015   | 61.6 | 72.2 | 51.1 | 58.8 | 51.0 |
| 46             | Timmapur<br>(LMD Colony) | 49026   | 24149   | 24877   | 60.0 | 69.9 | 50.4 | 56.4 | 57.1 |
| 47             | Veenavanka               | 49041   | 24389   | 24652   | 61.6 | 71.8 | 51.6 | 60.9 | 48.2 |
| 48             | Jammikunta               | 103429  | 52395   | 51034   | 66.9 | 75.8 | 57.7 | 61.4 | 54.7 |
| 49             | Shankarapatnam           | 45302   | 22689   | 22613   | 62.7 | 72.7 | 52.7 | 59.2 | 58.0 |
| 50             | Chigurumamidi            | 41859   | 20984   | 20875   | 60.6 | 71.1 | 50.2 | 57.1 | 54.6 |
| 51             | Koheda                   | 44645   | 22334   | 22311   | 62.1 | 73.4 | 50.8 | 61.2 | 49.7 |
| 52             | Husnabad                 | 78793   | 39593   | 39200   | 62.4 | 71.8 | 53.0 | 61.1 | 51.6 |
| 53             | Saidapur                 | 40801   | 20394   | 20407   | 60.6 | 70.9 | 50.4 | 59.6 | 55.2 |
| 54             | Huzurabad                | 74721   | 37702   | 37019   | 70.1 | 79.4 | 60.8 | 65.1 | 64.3 |
| 55             | Kamalapur                | 61413   | 31104   | 30309   | 62.9 | 73.7 | 51.8 | 60.1 | 59.3 |
| 56             | Bheemadevarapally        | 55886   | 27899   | 27987   | 62.5 | 72.2 | 53.0 | 60.6 | 53.3 |
| 57             | Elkathurthy              | 40577   | 19800   | 20777   | 63.0 | 72.6 | 54.0 | 60.1 | 60.6 |
| District Total |                          | 3776269 | 1880800 | 1895469 | 64.1 | 73.6 | 54.7 | 58.8 | 51.4 |

Source: Handbook of Statistics: Karimnagar District 2015, Page No. 31 and 34-37.

## APPENDIX – IX

### ENROLMENT AND TEACHERS EMPLOYED IN SCHOOLS IN KARIMNAGAR DISTRICT FOR THE YEAR 2014-15

| Sl. No.              | Institution*      | Total Schools | Number of Enrolments |        |        | Number of Teachers |       |       |
|----------------------|-------------------|---------------|----------------------|--------|--------|--------------------|-------|-------|
|                      |                   |               | Boys                 | Girls  | Total  | Men                | Women | Total |
| 1                    | PS (I-V)          | 2488          | 88172                | 81677  | 169849 | 3577               | 3912  | 7489  |
|                      |                   | 52.6%         | 51.9%                | 48.1%  | 100%   | 47.8%              | 52.2% | 100%  |
| 2                    | PUPS (I-VII/VIII) | 870           | 56665                | 50278  | 106943 | 2876               | 2386  | 5262  |
|                      |                   | 18.4%         | 53.0%                | 47.0%  | 100%   | 54.7%              | 45.3% | 100%  |
| 3                    | PUPSHS (I-XII)    | 12            | 2752                 | 3793   | 6545   | 81                 | 58    | 139   |
|                      |                   | 0.2%          | 42.0%                | 58.0%  | 100%   | 58.3%              | 41.7% | 100%  |
| 4                    | UPSHS (VI-XII)    | 47            | 8442                 | 10068  | 18510  | 491                | 289   | 780   |
|                      |                   | 1.0%          | 45.6%                | 54.4%  | 100%   | 62.9%              | 37.1% | 100%  |
| 5                    | PUPSS (I-X)       | 82            | 12925                | 12053  | 24978  | 347                | 255   | 602   |
|                      |                   | 1.7%          | 51.7%                | 48.3%  | 100%   | 57.6%              | 42.4% | 100%  |
| 6                    | UPSS (VI-X)       | 1234          | 113175               | 112031 | 225206 | 7089               | 3291  | 10380 |
|                      |                   | 26.1%         | 50.2%                | 49.8%  | 100%   | 68.3%              | 31.7% | 100%  |
| All types of Schools |                   | 4733          | 282131               | 269900 | 552031 | 14461              | 10191 | 24652 |
|                      |                   | 100%          | 51.1%                | 48.9%  | 100%   | 58.7%              | 41.3% | 100%  |

\*Codes: PS-Primary School; PUPS-Primary with Upper Primary Schools; PUPSHS-Primary with Upper Primary, Secondary & Higher Secondary; UPSHS- Upper Primary with Secondary & Higher Secondary Schools; PUPSS- Primary with Upper Primary & Secondary Schools; UPSS-Upper Primary with Secondary Schools

Source: Statistical Year Book 2016, Government of Telangana, pp.250-267

## APPENDIX – X

### DEMOGRAPHIC PARTICULARS OF HUZURABAD MANDAL

| Particulars      | Male    |       | Female  |       | Total   |       |
|------------------|---------|-------|---------|-------|---------|-------|
|                  | Persons | %     | Persons | %     | Persons | %     |
| Total Population | 37702   | 50.5  | 37019   | 49.5  | 74721   | 100   |
| S.C. Population  | 7659    | 20.3  | 7695    | 20.7  | 15354   | 20.5  |
| S.T. Population  | 343     | 0.9   | 356     | 0.9   | 699     | 0.9   |
| Total Workers    | 20037   | 53.15 | 13516   | 36.51 | 33553   | 44.90 |

Source: Census of India 2011, District Census Handbook: Karimnagar Part XII- B, Page No. 44-45

## APPENDIX – XI

### A. LIST OF GOVERNMENT SCHOOLS IN HUZURABAD MANDAL

| Sl. No. | Name of School                                      | Name of Locality/Village |
|---------|-----------------------------------------------------|--------------------------|
| 1       | Mandal Parishad Primary School (MPPS)               | Singapur                 |
| 2       | MPPS                                                | Ippalapally              |
| 3       | MPPS<br>(District Primary Education Programme-DPEP) | Sirsapally               |
| 4       | MPPS                                                | Sirsapally               |
| 5       | MPPS                                                | Venkatrao pally          |
| 6       | MPPS                                                | Chelpur                  |
| 7       | MPPS                                                | Thokalapally             |
| 8       | MPPS                                                | Shalapally               |
| 9       | MPPS                                                | Rajapally                |
| 10      | MPPS (DPEP)                                         | Chelpur                  |
| 11      | MPPS                                                | Indira Nagar, Chelpur    |
| 12      | MPPS                                                | Bothalapally             |
| 13      | MPPS (DPEP)                                         | Kandugula                |
| 14      | MPPS (Kapuwwada)                                    | Kandugula                |
| 15      | MPPS                                                | Pedda papaiahpally       |
| 16      | MPPS (DPEP)                                         | Pedda papaiahpally       |
| 17      | MPPS                                                | Bornapally               |
| 18      | MPPS                                                | Jupaka                   |
| 19      | MPPS                                                | Rampur                   |
| 20      | MPPS                                                | Kandugula                |
| 21      | MPPS                                                | Kanukulagidda            |
| 22      | MPPS                                                | Dharmarajupally          |
| 23      | MPPS                                                | K.C. Camp                |
| 24      | MPPS                                                | Kothapally               |
| 25      | Mandal Parishad Upper Primary School<br>(MPUPS)     | Thummanapally            |
| 26      | MPUPS                                               | Pothireddipeta           |
| 27      | MPUPS                                               | Ippala Narsingapoor      |
| 28      | MPUPS                                               | Rangapur                 |
| 29      | MPUPS                                               | Katrapally               |
| 30      | Zilla Parishad High School (ZPHS)                   | Bornapally               |
| 31      | ZPHS                                                | Chelpur                  |
| 32      | ZPHS                                                | Jupaka                   |
| 33      | ZPHS                                                | Kanukulagidda            |
| 34      | ZPHS                                                | Kandugula                |
| 35      | ZPHS                                                | Peddapapaiahpally        |
| 36      | ZPHS                                                | Rampur                   |
| 37      | ZPHS                                                | Singapur                 |
| 38      | ZPHS                                                | Sirsapally               |

|    |                                          |                            |
|----|------------------------------------------|----------------------------|
| 39 | ZPHS (EM)                                | Bornapally                 |
| 40 | ZPHS (EM)                                | Chelpur                    |
| 41 | ZPHS (EM)                                | Peddapapaiahpally          |
| 42 | MPPS                                     | Tenuguwada,<br>Huzurabad   |
| 43 | MPPS                                     | Prathapwada,<br>Huzurabad  |
| 44 | MPPS                                     | Mamindlawada,<br>Huzurabad |
| 45 | MPPS                                     | Ganesh Nagar,<br>Huzurabad |
| 46 | Government Primary School (GPS)          | Huzurabad                  |
| 47 | MPPS (UM)                                | Islampura, Huzurabad       |
| 48 | MPPS                                     | Gandhinagar,<br>Huzurabad  |
| 49 | MPPS (UM)                                | Huzurabad                  |
| 50 | MPUPS                                    | Huzurabad                  |
| 51 | MPUPS                                    | Indira Nagar,<br>Huzurabad |
| 52 | Government High School (GHS)             | Huzurabad                  |
| 53 | Zilla Parishad High School (ZPHS) (Boys) | Huzurabad                  |
| 54 | ZPHS (Girls)                             | Huzurabad                  |
| 55 | ZPHS (Urdu Medium)                       | Huzurabad                  |
| 56 | GHS (EM)                                 | Huzurabad                  |
| 57 | ZPHS (Girls) (EM)                        | Huzurabad                  |

\* MPPS-Mandal Parishad Primary School; MPUPS- Mandal Parishad Upper Primary School; ZPHS- Zilla Parishad High School; GPS- Government Primary School; GHS- Government High School; DPEP- District Primary Education Programme

Source: Field study

## B. LIST OF PRIVATE SCHOOLS IN HUZURABAD MANDAL

| Sl. No. | Name of School                                        | Place                 |
|---------|-------------------------------------------------------|-----------------------|
| 1       | Skanda Upper Primary School (EM)                      | Singapur              |
| 2       | Jayabharathi High School (TM)                         | Indira Nagar, Chelpur |
| 3       | Mathrusri e-techno School (EM)                        | Thummanapally         |
| 4       | Tetrahedron e-techno school (EM)                      | Dammakkapet           |
| 5       | Sri Vivekavardhini E-Techno Upper Primary School (EM) | Huzurabad             |
| 6       | New Kakatiya Model School (EM)                        | Huzurabad             |
| 7       | Ushodaya High School (TM)                             | Huzurabad             |
| 8       | Adarsha Vidyalayam (TM)                               | Huzurabad             |
| 9       | Kerala English Medium High School (EM)                | Huzurabad             |
| 10      | Tetrahedron Model School(EM)                          | Huzurabad             |
| 11      | Adarsha Concept School (EM)                           | Huzurabad             |
| 12      | Vivekavardhini Model High School (EM)                 | Huzurabad             |
| 13      | Navabharathi Vidyalayam (TM)                          | Huzurabad             |
| 14      | Sri Saraswathi Shishumandir (TM)                      | Huzurabad             |
| 15      | Vishwa Pragathi Vidyalayam (TM)                       | Huzurabad             |
| 16      | Kakatiya High School (TM)                             | Huzurabad             |
| 17      | St. Theresa High School (TM)                          | Huzurabad             |
| 18      | New Shathavahana High School (EM)                     | Huzurabad             |
| 19      | Tetrahedron Kindergarten School (EM)                  | Huzurabad             |
| 20      | Vignan Public School (EM)                             | Huzurabad             |
| 21      | Krishnaveni Talent School (EM)                        | Huzurabad             |
| 22      | Montessori High School (EM)                           | Huzurabad             |
| 23      | Vignan Concept School (EM)                            | Huzurabad             |
| 24      | Greensedge School (EM)                                | Huzurabad             |
| 25      | Sri Kakatiya School (EM)                              | Huzurabad             |
| 26      | Sri Gayathri School (EM)                              | Huzurabad             |
| 27      | Ushodaya Talent School (EM)                           | Huzurabad             |
| 28      | Navabharathi Public School (EM)                       | Huzurabad             |
| 29      | St. Theresa High School (EM)                          | Huzurabad             |

Source: Field study

## APPENDIX – XII

### LIST OF GENERAL HOLIDAYS OBSERVED BY THE SCHOOLS

| Sl. No. | Date       | Festival                          |
|---------|------------|-----------------------------------|
| 1       | 08.07.2014 | Tholi Ekadasi                     |
| 2       | 29.07.2014 | Ramzan                            |
| 3       | 08.08.2014 | Varalaxmi Vratam                  |
| 4       | 29.08.2014 | Ganesh Chathurthy                 |
| 5       | 02.10.2014 | Gandhi Jayanthi                   |
| 6       | 23.10.2014 | Diwali                            |
| 7       | 04.11.2014 | Moharram                          |
| 8       | 06.11.2014 | Karthika Pournami                 |
| 9       | 25.12.2014 | Christmas                         |
| 10      | 01.01.2015 | New Year                          |
| 11      | 17.02.2015 | Mahashiva Rathri                  |
| 12      | 06.03.2015 | Holi                              |
| 13      | 21.03.2015 | Ugadi                             |
| 14      | 28.03.2015 | Sri Rama Navami                   |
| 15      | 03.04.2015 | Good Friday                       |
| 16      | 05.04.2015 | Dr. Babu Jagjeevan Ram's Jayanthi |
| 17      | 14.04.2015 | Dr. B. R. Ambedkar's Jayanthi     |

Source: Field study

## APPENDIX – XIII

### LIST OF NATIONAL FESTIVALS/EVENTS CELEBRATED BY SCHOOLS

| Sl. No. | Date       | Festival/Event   |
|---------|------------|------------------|
| 1       | 15.08.2014 | Independence Day |
| 2       | 05.09.2014 | Teachers' Day    |
| 3       | 14.11.2014 | Children's Day   |
| 4       | 26.01.2015 | Republic Day     |

Source: Field study

## APPENDIX – XIV

### LIST OF CLOSED DOWN SCHOOLS AT HUZURABAD

| Sl. No | Name of the School                           | Medium  | Year |
|--------|----------------------------------------------|---------|------|
| 1      | Vidyanikethan Vidyalayam (Aided)             | Telugu  | 2012 |
| 2      | Vivekananda Vidya Vihar                      | Telugu  | 2000 |
| 3      | Nalanda High School                          | Telugu  | 1998 |
| 4      | Huzurabad Public School                      | Telugu  | 2001 |
| 5      | Priyadarshini (Sadhana) Vidyalayam           | Telugu  | 2006 |
| 6      | Sri Saraswathi Shishu Mandir<br>(Vidyanagar) | Telugu  | 2000 |
| 7      | Shanthinikethan School                       | Telugu  | 1995 |
| 8      | Sidhartha High School                        | Telugu  | 2008 |
| 9      | Kakatiya Upper Primary School                | Telugu  | 2006 |
| 10     | Arunodaya Gurukula Vidyalayam                | Telugu  | 2014 |
| 11     | Nagarjuna High School                        | Telugu  | 2014 |
| 12     | St. Paul's High School                       | English | 2010 |
| 13     | Immanuel School                              | English | 1996 |
| 14     | Little Flower School                         | English | 1997 |
| 15     | Blue Birds School                            | English | 1996 |
| 16     | Vasavi Public School                         | English | 1995 |
| 17     | Nethaji School                               | English | 1995 |
| 18     | MVC School                                   | English | 1995 |
| 19     | Chaithanya Public School                     | English | 2012 |
| 20     | KRM Multipurpose School                      | English | 2012 |
| 21     | Kenwood School                               | English | 2012 |

Source: Field study

## APPENDIX – XV

### PHOTOGRAPHS FROM THE FIELD

The following photographs have been captured by the researcher during the field work in Huzurabad town and Huzurabad Mandal of Telangana State.



Picture No. 1. Own School Building of Montessori High School without playground



Picture No. 2 A poster on prohibition of manhandling at Greensedge School



Picture No. 3 Availability of playing tools in Sri Kaktiya High School



Picture No. 4 A showpiece of ICT enabled teaching in Tetrahedron Model School which was disabled for the academic year 2014-15

**WANTED TEACHERS**

To teach classes 1st to 10th for all Subjects.  
Candidates must have Fluency in English and efficiency in subject.

**You can Walk in Interview and Demo from  
19th May to 23rd May 10.00 am to 1.00 pm**

**VENUE: TETRAHEDRON MODEL SCHOOL  
VIDYANAGAR, HUZURABAD**

**9440488609, 9618731712, 9866260213, 9866260214**

**TETRAHEDRON SCHOOLS  
HUZURABAD**

Picture No. 5 Advertisement given by Tetrahedron Schools for teachers' recruitment



Picture No. 6 Photograph of students and management with Mr. Rosaiah, Former Chief Minister of Andhra Pradesh



Picture No. 7 Advertisement of a Non-local school (Hanamkonda) on the TSRTC Bus



Picture No. 8 Researcher with the Correspondent of St. Theresa High School  
(February, 2015)

## APPENDIX – XVI

### QUESTIONNAIRE ON STUDENTS' ENROLMENT

1. Name of the school:.....
2. Year of establishment.....
3. Management of the school ..... 1. Government 2. Private Unaided
4. Category of school: ..... 1.Primary 2. Upper primary 3. Secondary
5. Type of school: ..... 1. Co-education 2. Girls 3. Boys
6. Medium of instruction: .....1. Telugu 2. English
7. Classes taught in school: from ..... to .....
- 8. Details on enrolment of students in the school as on 31<sup>st</sup> July 2014 (2014-15)**

| Class       | Total |   |   | SC |   |   | ST |   |   | BC |   |   | OC |   |   |
|-------------|-------|---|---|----|---|---|----|---|---|----|---|---|----|---|---|
|             | B     | G | T | B  | G | T | B  | G | T | B  | G | T | B  | G | T |
| Nursery     |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| LKG         |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| UKG         |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| I           |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| II          |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| III         |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| IV          |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| V           |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| VI          |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| VII         |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| VIII        |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| IX          |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| X           |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| Total       |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| Grand Total |       |   |   |    |   |   |    |   |   |    |   |   |    |   |   |

### 9. Details of Staff of the School

1. No. of Teaching staff: .....
2. No. of Part time Teachers: .....
3. No. of Non-Teaching staff: .....
  - a. No. of Clerks/Administration In charge/Warden: .....
  - b. No. of School Van Drivers & Cleaners .....
  - c. No. of Attenders & Ayas: .....

## APPENDIX – XVII

### QUESTIONNAIRE ON SCHOOL INFORMATION

1. Name of the school: .....
2. Year of establishment .....
3. Year of new management taken over the school ..... (If management change)
4. Category of school: .....1.Primary 2. Upper primary 3. Secondary
5. Status of school building ..... 1. Pucca Building 2. Semi pucca 3. Mixed
6. Ownership of school building ..... 1. Owned 2. Rented 3. Rent free
7. Total number of rooms in the school .....
8. Number of rooms used for teaching purpose .....
9. Does the school have hostel accommodation? .....1. Yes 2. No
10. If yes, how many students stay in the hostel? .....
11. Does the school have van? ..... 1. Yes 2. No
12. If yes, how many vans have the school? .....
13. What are the areas/villages covered by the van? .....
14. How many students come by vans? .....
15. How many students come by RTC Buses? .....
16. Details of drinking water facility in the school for students ..... 1. Mineral water 2. Tap water 3. Bore well water 4. Any other
17. Does the school have urinals? ..... 1. Yes 2. No
18. If yes, are there separate urinals for boys and girls? ..... 1. Yes 2. No
19. If yes, are there separate lavatory for boys and girls? ..... 1. Yes 2. No
20. Does the school have playground facility? ..... 1. Yes 2. No
21. If yes, what are the sports/ games played in school? .....
22. Does the school have Physical Education Teacher? .....1. Yes 2. No
23. If yes, s/he organizes games daily? ..... 1. Yes 2. No
24. Does the school organizes annual day & farewell day celebrations?..... 1. Yes 2. No
25. If yes, in which month annual day and farewell day celebrations taken place? .....
26. Does the school arrange sports/games/quizz competition?..... 1. Yes 2. No
27. If yes, what is the occasion? ..... 1. Republic Day 2. Annual day 3. Any other day
28. Does the school have electric connection?..... 1. Yes 2. No
29. Does every class room/room has electric connection?..... 1. Yes 2. No
30. Does the school have library? .....1. Yes 2. No
31. Does the school have science laboratories? .....1. Yes 2. No
32. Does the school have computer lab? ..... 1. Yes 2. No
33. If yes, for which classes computer classes taken? .....
34. How many periods allotted for computer classes per month?.....
35. Does the school arrange any picnic/study tours/excursions?..... 1. Yes 2. No
36. If yes, what are the places visited earlier? .....
37. What are the teaching aids used by the teachers? ..... 1. Black board 2. Chart/map 3. White board 4. Globe 5. Models 6. Power points 7. Science kits 8. Smart class teaching 10. Audio visual aids 11. Others
38. Does the school organize special classes for educationally backward students? ..... 1. Yes 2. No

39. Does the teacher organize private/ special tuition for students within the school?  
 ..... 1. Yes 2. No

#### 40. Socio-Demographic Profile of Management of the School

40.1. Total number of management members .....

40.2. Details of management members

| S. N. | Name | Designation | Sex | Age | Religion | Caste | Sub Caste | Marital status | Land Holding | EQ * | PQ ** | TE # | TE in this school | Salary p.m. |
|-------|------|-------------|-----|-----|----------|-------|-----------|----------------|--------------|------|-------|------|-------------------|-------------|
| 1     | 2    | 3           | 4   | 5   | 6        | 7     | 8         | 9              | 10           | 11   | 12    | 13   | 14                | 15          |
|       |      |             |     |     |          |       |           |                |              |      |       |      |                   |             |
|       |      |             |     |     |          |       |           |                |              |      |       |      |                   |             |
|       |      |             |     |     |          |       |           |                |              |      |       |      |                   |             |

**Codes:** Caste: 1-OC, 2-OBC, 3-SC, 4-ST, 5-MM; \*Educational Qualification: 1-Inter, 2-UG, 3-PG; 4-Other (B.Tech./MBA/MCA/MPhil/Ph.D.) ; \*\*Professional Qualification: 1-DEd, 2-BEd, 3-BPED/ MPed, 4-MEd, 5-Other (TPT/HPT); # TE- Teaching Experience

#### 41. Socio-Demographic Profile of Teaching Staff of the School

| S. N. | Name of the Teacher | Sex | Age | Religion | Caste | Sub Caste | Marital status | E. Q. * | P. Q. ** | Teaching Subjects | TE # | TE in this school | Salary p.m. |
|-------|---------------------|-----|-----|----------|-------|-----------|----------------|---------|----------|-------------------|------|-------------------|-------------|
| 1     | 2                   | 3   | 4   | 5        | 6     | 7         | 8              | 9       | 10       | 11                | 12   | 13                | 14          |
|       |                     |     |     |          |       |           |                |         |          |                   |      |                   |             |
|       |                     |     |     |          |       |           |                |         |          |                   |      |                   |             |
|       |                     |     |     |          |       |           |                |         |          |                   |      |                   |             |
|       |                     |     |     |          |       |           |                |         |          |                   |      |                   |             |
|       |                     |     |     |          |       |           |                |         |          |                   |      |                   |             |
|       |                     |     |     |          |       |           |                |         |          |                   |      |                   |             |

**Codes:** Caste: 1-OC, 2-OBC, 3-SC, 4-ST, 5-MM; \*Educational Qualification: 1-Inter, 2-UG, 3-PG; 4-Other (B.Tech./MBA/MCA/MPhil/Ph.D.) ; \*\*Professional Qualification: 1-DEd, 2-BEd, 3-BPED/ MPed, 4-MEd, 5-Other (TPT/HPT/PPTTC); # TE- Teaching Experience

41.1. Highest Salary.....,

42.2. Lowest Salary.....

43.3. Average Salary.....

#### 42. Socio-Demographic Profile of Non-Teaching Staff of the School

| S. N. | Name | Sex | Age | Religion | Caste | Sub Caste | Marital status | E. Q. * | Name of the job | TE @ | TE in this school | Salary p.m. |
|-------|------|-----|-----|----------|-------|-----------|----------------|---------|-----------------|------|-------------------|-------------|
| 1     | 2    | 3   | 4   | 5        | 6     | 7         | 8              | 9       | 10              | 11   | 12                | 13          |
|       |      |     |     |          |       |           |                |         |                 |      |                   |             |
|       |      |     |     |          |       |           |                |         |                 |      |                   |             |
|       |      |     |     |          |       |           |                |         |                 |      |                   |             |
|       |      |     |     |          |       |           |                |         |                 |      |                   |             |

**Codes:** Caste: 1-OC, 2-OBC, 3-SC, 4-ST, 5-MM; \*Educational Qualification: 1-Illiterate, 2-Primay schooling, 3- secondary schooling, 4-Inter, 5-UG, 6-PG, 7-Other; @TE- Total Experience in the field

### 43. 1. Fee Structure

| Class   | Fee in Rupees |         |          |          |      |        |       |
|---------|---------------|---------|----------|----------|------|--------|-------|
|         | Admission     | Tuition | Computer | Textbook | Exam | Hostel | Total |
| Nursery |               |         |          |          |      |        |       |
| LKG     |               |         |          |          |      |        |       |
| UKG     |               |         |          |          |      |        |       |
| I       |               |         |          |          |      |        |       |
| II      |               |         |          |          |      |        |       |
| III     |               |         |          |          |      |        |       |
| IV      |               |         |          |          |      |        |       |
| V       |               |         |          |          |      |        |       |
| VI      |               |         |          |          |      |        |       |
| VII     |               |         |          |          |      |        |       |
| VIII    |               |         |          |          |      |        |       |
| IX      |               |         |          |          |      |        |       |
| X       |               |         |          |          |      |        |       |

### 43.2. Village wise Van Fee

| Sl. No. | Van Fee (Rs.) | Name of the Villages |
|---------|---------------|----------------------|
|         |               |                      |
|         |               |                      |
|         |               |                      |
|         |               |                      |
|         |               |                      |

**APPENDIX – XVIII**  
**INTERVIEW SCHEDULE FOR THE SCHOOL MANAGERS**

**A. ORGANIZATIONAL STRUCTURE**

**1. History and Goals of the school**

- a. What are the Philosophical, ideological & material reasons for establishing school?  
(Specific Reasons/ thought for establishing school)
- b. What is the name and details of the society?
- c. How many members are there in the society?

**2. Details of School Management**

- a. What are the rules for establishing school/ for getting recognition/ renewal?
- b. What are the problems, issues and challenges in opening a new school?
- c. What is the background / earlier profession of the management?
- d. What is the initial investment of the management for establishing school?

**3. Division/ In charge of work by the management**

- a. What are the different roles/functions of the management?

**4. Internal Structure & Responsibilities**

- a. What is the process of Decision Making in the school?
- b. When the meetings of school management are going to be held?

**5. Teachers' Recruitment**

- a. What is the process of teachers' recruitment?
- b. What is your opinion on teacher education? (Priority for trained/untrained teachers)
- c. What are the factors/determinants of teachers' salaries?
- d. What are the high salaried subjects?
- e. Is there any scarcity of teachers in a particular subject? Why?
- f. What are the benefits get the teachers of your school?
- g. What is the provision of PF for teachers? What are the rules for getting it?

**6. Duties of Teacher**

- a. What are the duties and responsibilities of teachers?
- b. What is the status and commitment of the teacher towards profession?
- c. How many periods per day for a teacher?
- d. Whether leisure period is available for teachers?

**7. Responsibilities of Class teachers**

- a. What are the duties and responsibilities of class teachers?  
(Preparing student reports and taking care of whole Class)

**8. Staff Meetings – Decisions**

- a. When the staff meetings are going to be held?
- b. What are the issues discussed and addressed in the staff meetings?

**9. Student Admissions**

- a. What is the process of Canvassing and role of teachers in this process?
- b. What are the key factors in admissions of children? (Key role in admissions- good name, networks of management, teachers, parents and students, relatives, friends, role of caste)

**10. Students**

- a. What are the places/villages most of the students are coming to the school?

**11. Physical & Human Resources**

- a. What is the availability of physical resources? (Teacher-pupil ratio, building, furniture, ventilation, play-ground, computers, labs and library etc.)

**12. Academic System**

- a. What is the publication used for primary school text books? What is the amount for that?
- b. How do you evaluate students' academic performance? (Slip/unit/term examinations)
- c. How do you encourage/motivate students for good academic performance/ leadership?
- d. What are the steps to improve performance of educationally backward students?
- e. What is the status of co-curricular and extra-curricular activities in the school?
- f. How many working days per year? (Teaching classes, exams, holidays, optional holidays and other holidays)

**13. Fee Structure**

- a. What is the method of payment of fee by the parents? (Monthly/ term/yearly)

**14. Fee concession**

- a. Is there any provision of Fee concession for students? If yes what are the rules for that?

**15. Dress Code & Discipline**

- a. What are the rules for maintaining discipline and uniform?
- b. When the students exempted from wearing school uniform?
- c. What are rules for improving attendance and spoken English among students?

**16. Daily Rituals**

- a. What are songs sung by the students in the Morning & Evening Assembly and in classroom?

**17. Daily Routine/ Timetable**

- a. What is the Time table of School? (In summer and also at the time of SSC examinations), (periods per day, duration of 1 period, interval, lunch hour leisure/games period, activities of students in leisure period, etc.)

**18. Teaching Methods**

- a. What kind of innovative teaching and learning mechanisms did you evolve and institutionalize in the school? (Methods of teaching in different subjects for different classes)
- b. What are the merits and demerits of CCE Model?
- c. What is the status of Digi classes/ e-learning in the school?

**19. Teaching Methods for Pre-Primary Section**

- a. What are the Teaching Methods for Pre-primary classes? (Kindergarten, Montessori and paly way methods)

**20. Study Hours**

- a. What is the provision of conducting study hours? (Timings, specific focus on SSC students, role of subject teacher daily/weekly)

**21. Ceremonies/Parties/Cultural events**

- a. What are the ceremonies celebrated in the school? (Celebration of Independence day, Republic day Teachers' day, farewell day and annual day, celebrations of festivals any other cultural events etc.)

**22. Steps to get good results in SSC Examinations**

- a. What kind of strategies do you enhance to children's academic capabilities?
- b. What is the highest grade of SSC students achieved last year?
- c. What are the highest grades of SSC students achieved since the formation of school?

23. Is there any provision for coaching to Primary Classes (Navodaya) & higher classes (Like IIT & EAMCET)?

24. What are the Picnics/ excursions/ cinemas/exhibitions attended by the students?

25. What is the provision of attending parties/dinners/marriages/cultural events/ cultural festivals by management/staff/students/parents?

**26. Participation of Parents**

- a. When the parents participate in the school?
- b. What is the status of parents meeting in the school?

**27. Financial Adjustments**

- a. What is the total expenditure per month? (Building rent and advance (if rented), salaries of staff, maintenance of school and vans etc.)
- b. What is the total collection of money from students?
- c. If the collection is less than expenditure, how you adjust finance for school?

**28. TRSMA**

- a. Is the school a member of TRSMA?
- b. What are the duties and functions of TRSMA?

**29. Status of RTE Act-2009**

- a. What is the status of RTE Act-2009 in the school?

**30. Any other**

- a. What are the other features/facilities of the school (if not covered above)?

**B. TRENDS IN SCHOOL EDUCATION**

1. What are the reasons for establishing school/goals/thought
2. What is the motivation from family side? (opinion of family members on this field)
3. What is the background/previous job of the members of the management?
4. What do you think about school? And what are the aims of the school?
5. What do the parents want/aspire from schools in the past and present?
6. What do the parents expect from their children? And what are the jobs preferred by the parents now and then?
7. What are the problems from teachers' side?
8. What are the problems from students' side?
9. What are the problems from parent's side?
10. What are the problems from other schools?
11. What are the problems from Govt. /DEO/Dy. EO/MEO?
12. What is the difference between trained & untrained teachers and more experienced & less experienced teachers?
13. What are the reasons for declining/ closing down of TM Schools?
14. What are the reasons for increasing demand for EM Schools?
15. What are the reasons for starting e-techno schools/Digi schools?
16. What are the reasons for establishing more campuses of one school within the town?
17. What are the reasons for transforming/ starting EM within the TM schools?
18. How the migration is a reason for expansion of private schools?
19. What are the main factors (employment) for expansion of private schools?
20. What are the reasons for closing down/ changed management school?
21. What is the need, necessity and benefit for taking over of an existing school?
22. What is the process of merging school in another school? And what is the benefit for both the parties?
23. What is the difference between govt. schools and private schools?
24. A. Most of the parents sending their children to private schools only. Why?  
B. Most of the parents sending their children to EM private schools only. Why?
25. What is the difference between TM & EM within private schools?
26. What are the key factors in admission of students?
27. What is the interrelation between urbanization and expansion of schools?
28. What is your opinion on introducing moral education in schools?
29. What is the importance of games & sports/ GK/soft skills/computer education to the students? What is the status of these in the school?
30. What is the reason for introducing van for students' transportation?
31. Explain your overall experience on school system in Huzurabad town.
32. What is the relationship between teacher and student in the past and present?

## APPENDIX – XIX

### INTERVIEW SCHEDULE FOR MANAGEMENT OF CLOSED SCHOOLS

1. Name of the respondent: .....
2. Name of the closed down school: .....
3. Age: .....
4. Gender: .....
5. Religion: .....
6. a. Social Category: ..... b. Sub category:.....
7. Educational qualification: .....
8. Marital status:.....
9. If married, education qualification and occupation of spouse:.....
10. Present Occupation: .....
11. Native place:.....
12. Educational qualifications of parents: .....
13. Occupational details of parents: .....
14. Land holding if any: .....
15. What were the reasons for establishing a school?
16. How the SRSP canal and agricultural development has linked to the emergence of private schools?
17. What are the main failures of Government schools while you are establishing a school?
18. What are the changes that took place in schooling?
19. What was the commitment of teachers during your establishment of school and nowadays?
20. What was the socio-economic background of children who came to your school?
21. What were the expectations/aspirations of parents from private school?
22. Do you find any changes in the attitudes of parents towards their children's education?
23. Do you find any changes in the attitude of students?
24. What is the status and importance of moral education in schooling then and now?
25. How do we understand the changes in school education that taken place in Telangana state?
26. Is it important to keep a regulation for giving permission to private schools based on population of town/city? If yes/no, why?
27. What is the difference between Government school and Private school?
28. What are the reasons for closing down school?

## APPENDIX – XX

### INTERVIEW SCHEDULE FOR PARENTS

#### I. Socio-Demographic Profile of the Respondent

1. Name: .....
2. Age: .....
3. Gender: .....
4. Religion: .....
5. a. Social Category: ..... b. Sub category:.....
6. Land Holding:.....
7. a. Educational Qualification: ..... b. Occupation: .....
8. a. Educational Qualification of Spouse ..... b. Occupation of Spouse.....
9. a. Educational Qualification of Father ..... b. Occupation of Father.....
10. a. Education Qualification of Mother..... b. Occupation of Mother.....

#### II. Experiences of the Parents on School Education Experience on the Schooling of Children

11. What is the importance of the education?
12. Narrate your experience of schooling. (Govt. / Private. If not completed why?)
13. What do you think about school and what are the aims of the school?
14. What you are expecting from school/ why are you sending your children to school?
15. Details of Children's education: Narrate schooling of your children.

| Sl. No. | Particulars              | Daughter(s) | Son(s) |
|---------|--------------------------|-------------|--------|
| 1       | No. of Children          |             |        |
| 2       | Name of School           |             |        |
| 3       | Type of School           |             |        |
| 4       | Medium of Instruction    |             |        |
| 5       | Class of Studying        |             |        |
| 6       | Day scholar/ Residential |             |        |

16. Why have you chosen private school even though the govt. gives free education?
17. Why have you chosen govt. school for your daughters? (If applicable)
18. Why have you chosen EM for your children? (If applicable)
19. Why have you selected hostel for your children? (If applicable)
20. Why are you sending your children to that particular school only? (Near to home, good name/education, teachers, van, fee, children's friend, relatives school, network etc.)
21. Anybody has suggested you to join your children in the particular school? Say Yes / No.....
22. If yes, who?..... 1. Relative(s) 2. Friend (s) 3. Others
23. Whether you have approached the school management or they have approached you? How?
24. What is the importance of fee structure in choosing particular school?

### **Views on Facilities of the School**

25. How do your children reach school daily? Why? (RTC Bus/Van/Cycle/Parents dropping/by walk/hostel)
26. How do your children take lunch?
27. What are the features you like in that/those schools?
28. Are you satisfied with the school facilities and fee structure?
29. What are your suggestions for improving quality in the school? (Facilities)
30. What are the merits and demerits of the school(s)?
31. What is the attitude of the management towards you? (Respect)
32. What are the consequences, if the fee has not paid in time?
33. Is there any caste discrimination from the management and staff towards you and your children? Say Yes /No .....
34. Do you want to change the school of your children? Say Yes/No..... Why?

### **Views on Learning Experience of Children**

35. Are you satisfied with the present syllabus & CCE Model? Say Yes/No .....
36. What is your opinion on assigning home work to the children?
37. How the teachers take personal interest/care on your children?
38. How do you rate/ evaluate the teachers' performance? ( teaching method, homework and children's opinion on teacher)
39. Do you find any progress in academic performance of your children? If Yes/No, Why?
40. Who takes care of children at home? (Mother/father/siblings/others/ private tuition)
41. What is the importance of private tuition?
42. What is the role of parents/home in students' achievement?
43. What is your opinion on punishment to the children?
44. What is your opinion on present & past school education system? Which is the best?

### **Views on the Aims/Goals of the Children**

45. What do you want from your children (which job/profession)? Why?
46. What is the goal of your children?
47. How do you help your children to reach his goal? (Idea/Awareness/Planning of education, choice of course, coaching, guidance, motivation, expenditure etc.)
48. What is your opinion on keeping children in the hostel for school education?

### **Views on the School System**

49. How the school should be?
50. How the management should be?
51. What are the qualities the teacher should have?
52. Do you support giving coaching for IIT/Medicine/EAMCET/Civil Services from the school itself?
53. What is the status of Govt. school Teacher?

54. What is the status of Private school teacher?
55. Where the qualified, talented and efficient teachers available? (Govt./Private)
56. Where the dedicated teachers available? (Govt./Private)
57. According to you what is the percentage of qualified, talented, efficient and dedicated teachers available in the town?
58. What is the relationship between teacher and student in the past & present?
59. What is your opinion on performance of government schools and commitment of teachers in the past and present?
60. What is your opinion on performance of private schools and commitment of teachers in the past and present?
61. What is your opinion on performance of TM Schools and EM Schools? (difference)

### **Views on Co-curricular and Extra Curricular Activities**

62. What is the importance of character and discipline in and out of school?
63. What is the importance of games and sports to the children?
64. What is the need and necessity of inculcating moral values among the children?
65. What is the importance of developing communicative skills among the children?
66. What is your opinion on computer education?
67. What is the importance of organizing cultural activities in the school?
68. What is your opinion on giving training in dance, music, drawing and drama (fine arts) to the children?
69. What is the importance of Yoga and Meditation to the children?
70. What is the need and necessity of organizing science exhibitions, study tours, excursions, picnics, annual days and farewell days by the school?
71. a) If your children get employed, do you think that it has possible because of foundation in the school is good?  
 b) If your children not get employed, do you think that it has happened because of foundation in the school is not good?  
 c) If your children get failed/discontinued in SSC/Inter/Higher education, do you think that it has happened because of foundation in the school is not good?

# Mapping the Private School Choice in a Telangana Town: A Sociological Analysis

*by* Sreeramulu Gosikonda

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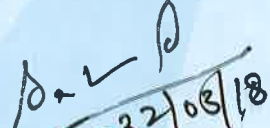
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Dear Sreeramulu Gosikonda

This is to inform that your article titled 'Understanding the Patterns of Students' Enrolment: A Sociological Study on Government and Private Schools of Telangana State' has been accepted for publication in the January 2017 (Backlog Issue) of The Primary Teacher Journal.

(Varada Nikalje)  
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The Primary Teacher

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### RESEARCH ARTICLE

#### INCULCATION OF MORAL VALUES AMONG SCHOOL CHILDREN IN TELANGANA: THEN AND NOW.

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moral values, status of teacher, punishment, discipline, student, Telangana.

#### Abstract

School is an important agent of socialization process to the human beings. That is why school education plays an important role in one's life. It is the foundation for development of any society. The teacher is the renowned person in the process of education. According to Hindu mythology, teacher is called as Guru, who is treated as Lords Brahma, Vishnu and Maheshwara. The Guru used to train his disciples at his 'Ashrams' which were also called as 'Gurukula' during Vedic period in India. The teacher has given utmost priority and received great respect from the society during those days. A Sanskrit shloka, 'Mathrudevobhava, Pithrudevobhava, Acharyadevobhava, Athididevobhava' indicates that mother, father, teacher and guest are treated like god. Only the Brahmins were eligible to work as teachers during ancient period. After India got freedom from the British, educational facilities were expanded in a massive manner throughout the country. So that most of the educated youth belong to various castes have chosen the teaching profession by interest. Hence there is a shift in the teaching profession in India i.e. 'from Brahmin to Bahujan'. But in the case of Telangana region, which formed as 29<sup>th</sup> State of Indian Union on 2<sup>nd</sup> June, 2014, the teaching community has been changing for the last several decades. During the Nizam period, where Telangana was part of Hyderabad state, majority of the teachers were Muslims. After it was merged with Indian Union in 1948, the government has recruited Hindu teachers as part of promoting Telugu as medium of instruction at school level. Currently, most of the parents are sending their children to private schools. According to Durkheim society is the source of all moral authority. Man is a rule-making animal, and the customs, laws, maxims and opinions of the group are the basis of morals. He sees teacher as the representative of the authority of society, who must take the role of a leader, and develop in his students a taste for the morality of group life. The school itself is a small society acting as a link between the family and outside world. He proposed a model of the teacher today is that of a fellow worker with his pupils, a planner of learning situations and one who works with far less assurance of the desired result than the teacher of the past.

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