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by Fp Wr

EDUCATIONAL CULTURAL SHIFTS IN INDIA: THE USE OF THE MOVE FROM PUBLIC TO PRIVATE IN QUESTS FOR CULTURAL HEGEMONY

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Section 1: Introduction

1.1. Background and Research Problem

1.1.1 Background

Privatisation of schools has been taking place across globe and different countries including both developed as well as developing countries are taking part in privatisation of schools. Shift in number of schools from being public schools to private schools is increasing in number over time. Number of public schools in India were 10,32,570 while number of private schools were 3,37,499 between 2019 and 2020 (allschoolsinindia.in, 2022). This shift of schools from being public to private is impacting quality of education in India.
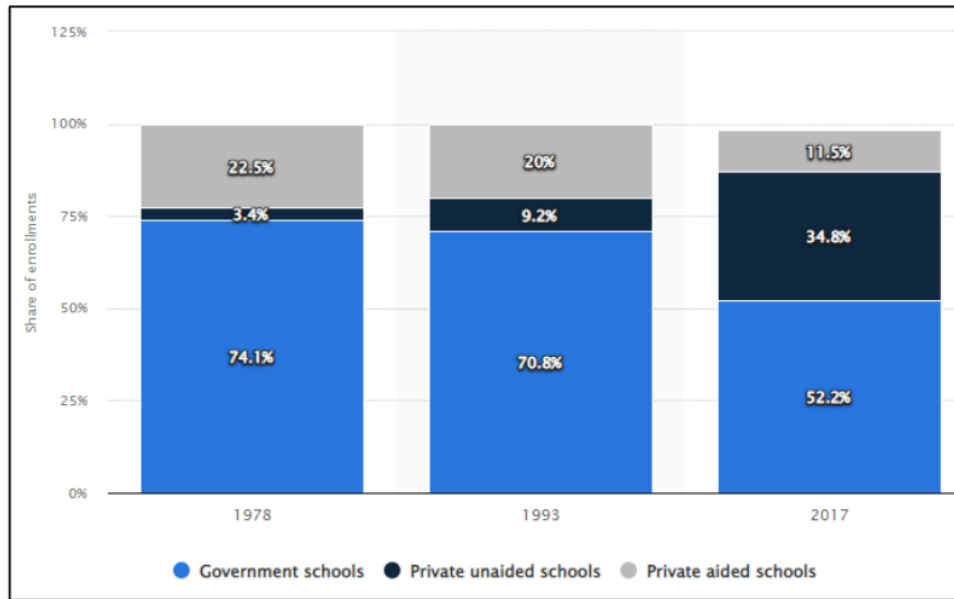
Figure 1.1 Number of schools by type in India

(Source: statista.com, 2021)

Perception of parents has developed to be private schools providing better educational facilities for their children compared to facilities provided in government schools across India. This change in perception among parents is leading towards development of a cultural hegemony associated with privatisation of schools in India. There are three different types of schools present in India which include Government schools, Private schools that are unpaid and private schools that are aided. Private unaided schools do not receive any funding from the government of India. On the other hand, Private aided schools receive funding from the government. This leads to higher fees for unaided private schools compared to that of aided schools. The number of student enrolments has increased for government schools from 74.1%

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in 1978 to 52.2% in 2017 (statista.com, 2021). This significant decrease is due to an increase in the enrolment of students in private schools. Number of enrolments in private schools has increased from 25.5% in 1978 to 46.3% in 2017 (statista.com, 2021). Majority of increases have been witnessed for enrolments in private unaided schools due to perception of these schools providing highest quality of educational facilities.

1.1.2 Research Problem

Changing perspectives of Indian parents about private schools providing better educational circumstances for their children is leading towards development of a cultural hegemony of privatisation in India. However, only positive aspects of privatisation have been perceived by parents due to a lack of evidence about negative impacts associated with privatisation of schools. India is considered to be one of the fastest-growing economies in the world, however, there is a significant amount of economic inequality among people living within India. Household income of the majority of the Indian population is ranging from 12,500 to 50,000 INR per year (statista.com, 2022). This level of income is significantly low for parents to be able to pay for tuition fees of private schools as they are significantly high.
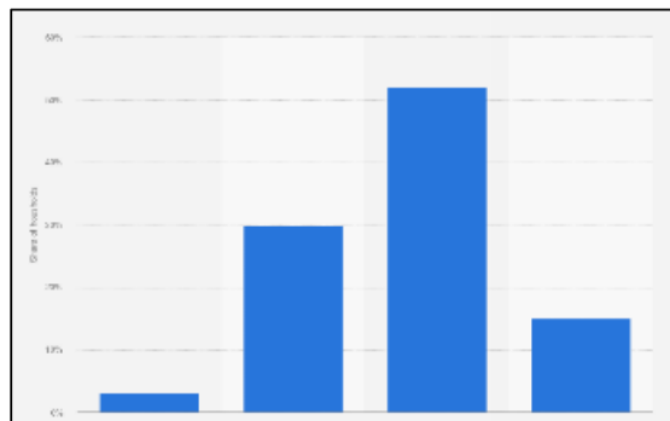
Figure 1.2 Annual Household income in FY 2021 in India

(Source: statista.com, 2022)

Diversified socio-economic groups of people live in India throughout its width and breadth based on their level of income. Only 3% of the population including rich people had a household income of over 300,000 per year (statista.com, 2022). This type of difference in income levels of people living in India results in varied accessibility to education provided by private schools. Achieving cultural hegemony would lead to complete privatisation of Indian schools in different states. For instance, schools within the state of Goa consist of 83.3% of private schools and are leading towards the extinction of government schools (statista.com,

2021). This would lead towards reduced opportunities for education for people belonging to lower-income groups.

Apart from economic differences leading to varied educational accessibility, there are other impacts of privatisation of schools leading to poor quality of education in India. Poor quality of services provided to students results due to necessity of making a profit (vittana.org, 2019). These schools being private organisations focus on generating a high number of profits from services provided in these schools. Teachers in these schools are often hired based on salaries preferred by them not based on their educational qualities or teaching capabilities (Rikowski, 2019). Teachers requiring the lowest number of salaries are preferred over skilled educators. This deprives students of getting a higher quality of education.
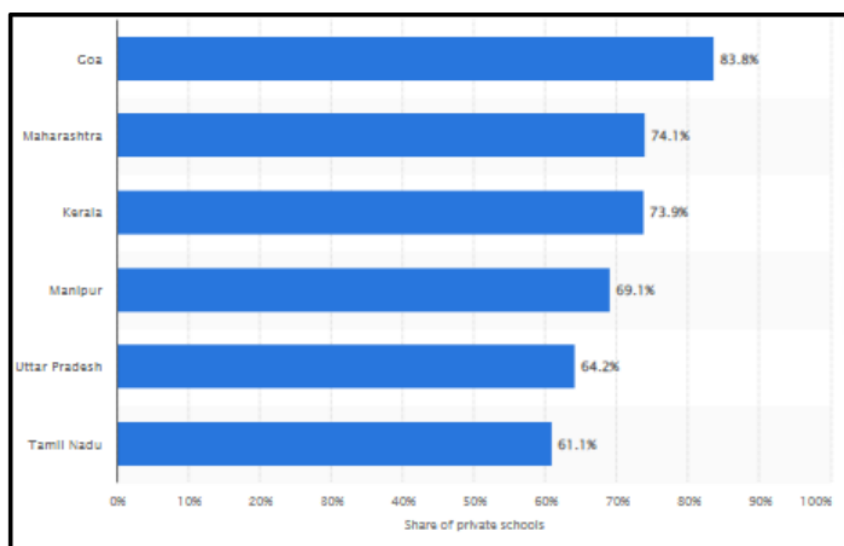
Figure 1.3: Number of Private Schools in different states of India

(Source: statista.com, 2021)

Increasing number of private schools have been aimed at having a cultural hegemony in India for improving quality of education and availability of it. Number of private schools varies significantly across different states of India such as 83.8% private schools are in Goa which is highest among all states (statista.com, 2021). Privatisation of schools has brought multidirectional impacts on quality of education in India. In some cases, privatisation of schools has aided in improving accessibility to advanced technologies. On the contrary to this, issues such as higher costs as well as inefficient teachers are also associated with private schools.

1.2. Aims and Objectives

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Aim of this research is to investigate impacts of the shift from public to private school on quality of education in India.

Objectives of this research are

- To analyse concept of developing cultural hegemony through shift from public to private schools in India
- To identify factors associated with shift of schools from being public to private in India
- To analyse impacts caused by shift of schools from public to private developing challenges in maintaining quality of education in India
- To determine mitigation strategies for challenges faced in maintaining quality of education in India due to privatisation of schools

Research Hypothesis

H_0: *Privatisation of Schools has no negative impacts on quality and accessibility of education in India.*

H_1: *Privatisation of Schools has negatively impacted the quality and accessibility of education in India.*

Null hypotheses have been stated in H_0 which states the positive aspect of the hypothesis and the Alternative hypothesis stated in H_1 signifies the negative aspect of the research hypothesis.

Section 2: Literature Review

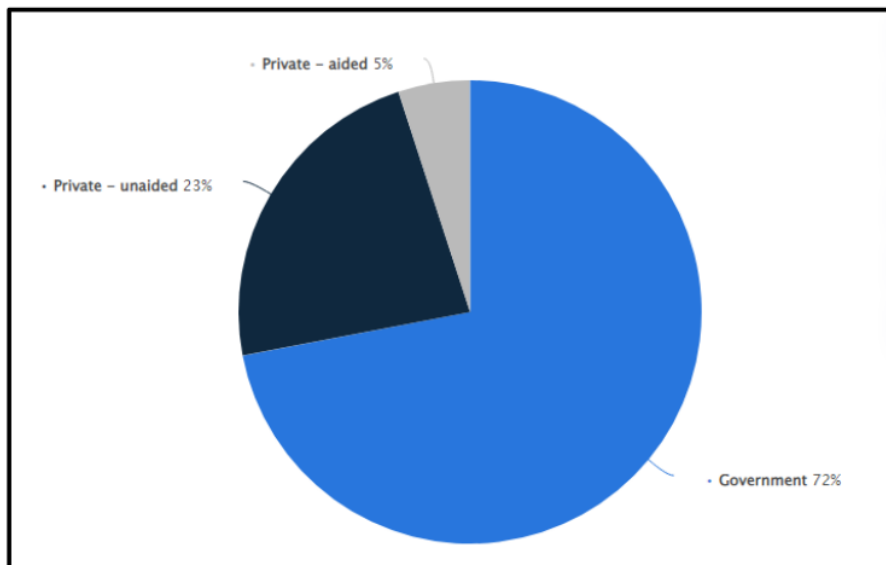**2.1 Concept of Privatisation of Schools in India**

Figure 2.1: Percentage of Private Schools in India

(Source: statista.com, 2022)

Number of schools making a shift from being public to privately own is increasing rapidly over time. About 72% schools in India were government schools while 23% were private unaided and 5% were private aided in 2020 (statista.com, 2022). Concept of privatisation of schools has been developed to meet the changing requirements of society towards education system. These requirements include increasing access to education, enhancement of educational quality and improving outcomes of education system (Lhungdim and Hangsing, 2021). This change in ownership of schools has been mainly focussed on changing future of educational system in India. However, there have been both negative as well as positive impacts caused by this shift of schools from being public to private. These impacts of privatisation on quality of education are required to be identified for understanding efficiency of privatisation of schools in India.

2.2 Concept of Cultural Hegemony and Schooling

Hegemony designates domination based on dominated groups' or people's consent rather than purely on the leader's exerted force or correction. An example of cultural hegemony would be social media or influencer culture. Internationalisation and global communication are integral parts of the program of higher education in India. Most of the participants are likely to enhance their mutual trust in that long-term success (Borck, 2020). Cultural competency is more than acquiring attitudes, knowledge, and skills. This is a capability for interacting respectfully with all the colleagues from the culture and it needs "critical consciousness". Interactions between learners and teachers within the classrooms have impacted the learners' engagement and also have been shown for replicating cultural hegemony rather than any kind of challenges in interactional patterns. On the other hand, Camangian and Cariaga, (2022) assured that hegemony is generally defined as cultural encasement in the education sector. This has been dominant as a culturally diverse society through the ruling class who particularly manipulated the society culture.
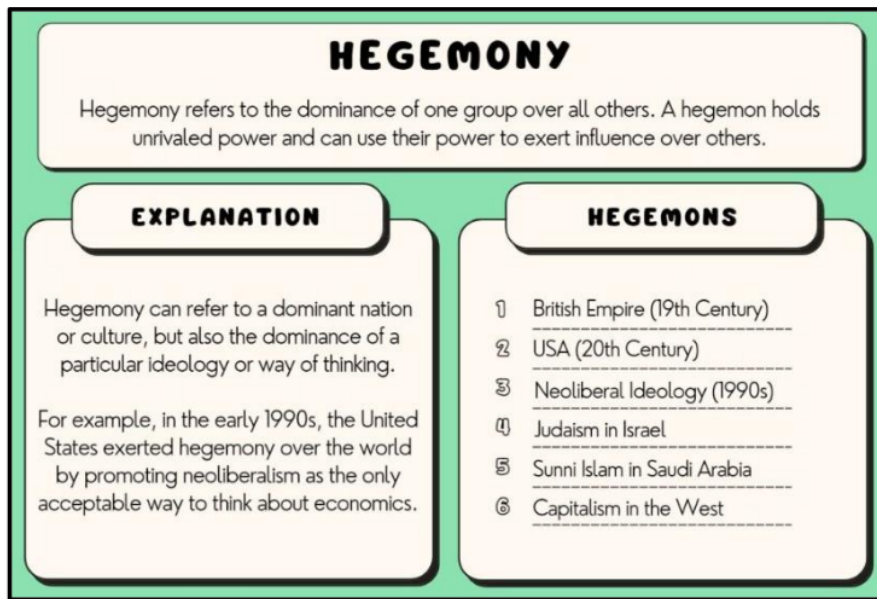
Figure 2.2: Example of the Hegemony

(Source: Influenced by Cushing, 2021)

Gramsci has developed the hegemony notion and its idea has come from his critique writing of "deterministic economist interpretation". In the education sector, the hegemony has pertained in a particular way with competing for the values to forward social policy perspectives related to schooling and school. As cited by Pun and Koo, (2019), in educational organisations, actual power is a broad concept with multiple definitions. There are multiple sources of power in schools that include cohesive power, reward power, referent power, legitimate power, and expert power. In contrast, Cushing, (2021) stated that the overwhelming hold of domination and power of a group is the definition of social hegemony. This education has taken different forms and it as well showing up in the school discipline and student-assignment policies. However, cultural hegemony is a sociological and philosophical concept, which would deal with the proper dominance of a specific ruling social group over some other social group in a diverse society.

Figure 2.3: Counter-cultural Hegemony

(Source: Influenced by Pun and Koo, 2019)

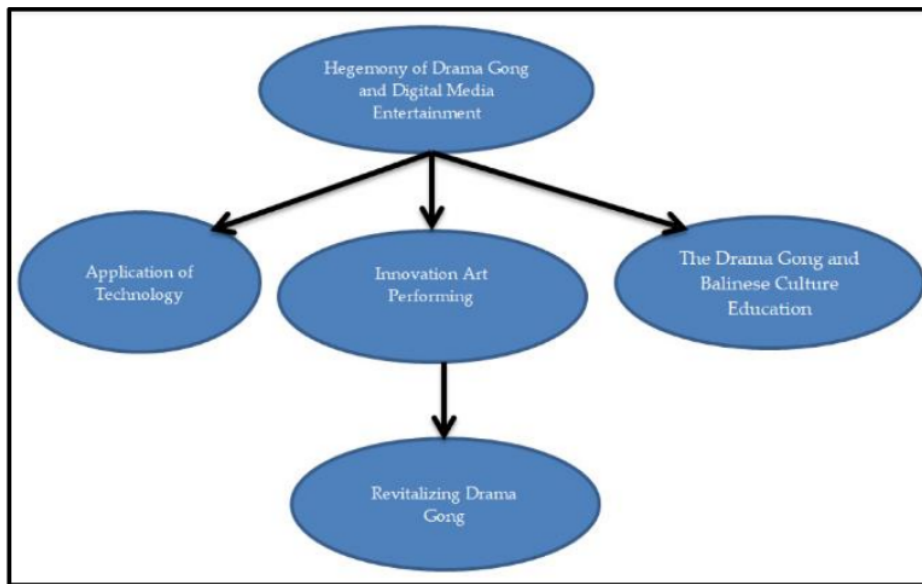Cultural hegemony has been derived from "hegemony", which is a method of getting dominance by the leader state over subordinate states. As per the view of Bhatty and Sundar, (2020), the import of hegemony has evolved over a particular time from having militaristic dominance. The actual concept of hegemony has been to imply the dominance of this custom-made culture that particularly meets the requirements of the majority. On the other hand, Hunehäll Berndtsson and Odenbring, (2021) asserted that it also involves careful manipulation of all kinds of social institutions by dominant groups. Such a cultural state has led to an acceptance of resulting economic, social, and political discrepancies. Social construct and its turn are being viewed as beneficial and natural to the larger population. At this time, hegemony has become a foundational mass media. Moreover, the media has been viewed as impartial and independent. Media broadcasting in a specific state has as well followed the set protocol and guidelines while making any particular news form.

2.3 Role of cultural hegemony towards facilitating cross-cultural Dialogue in Education

Acquiring reflective ability and critical consciousness is not too easy, because not all members of society are equal in accessing money, knowledge, or public communication. In the opinion of Reza *et al*. (2022), cultural hegemony in education has been referred to as dominant or maintained cultural or ideological means. This is generally achieved by social institutions that allow that hegemony in the power to influence the norms, values,

worldviews, expectations, and behaviour of society. On the other hand, Li and Yang, (2023), the hegemonic globalisation in the education sector minimally engages the decisions and participation of all the local populations. National and cultural entry as well as its dominance is frequently limited to the privileged industries.

Superstructure

Political Society (Rules through force)	Civil Society (Rules through consent)
Government Military Police	Culture Media Education System Family Religion

↓ War of Manoeuvre

↓ War of Position

Frontal Attack Goal is Winning Quickly Aims to gain control of the state, military, police	Indirect Attack Long Struggle Aims to gain control of civil society through cultural and ideological struggle

Figure 2.4: Culture Hegemony's Notion

(Source: Influenced by Li and Yang, 2023)

The focus on global interaction and integration is vivid in the higher education domain, as is the effort on developing global dimensions. Higher education now unfolds amidst a quick development range that certainly connects national, global, and local dimensions as closely and together. The term internationalisation is conflated and used interchangeably which as well results in how internationalisation has been seen as a consequence and catalyst of globalisation. The internationalisation of higher education has been inclined to integrate

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intercultural and global dimensions towards scholarship and teaching. However, globalisation frequently implies "Western cultural hegemony" and internationalisation is generally based on respect for overall cultural diversity (Kopish *et al*. 2019). Therefore, any kind of uncritical internationalisation pursuit could result in the reproduction of Western hegemony on globalisation. On the other hand, Varga *et al*. (2020) stated that internationalisation has initiatives and has conventionally structured across the student mobility notion that has been augmented by neoliberal policies.
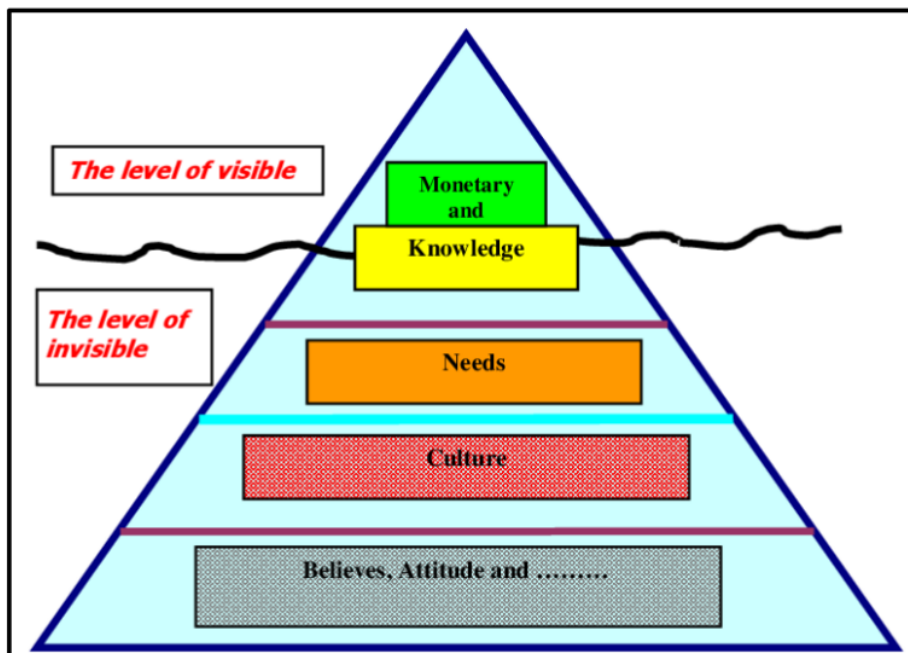

Figure 2.5: Higher Education in cultural hegemony

(Source: Influenced by Varga *et al*. 2020)

Cultural hegemony has strongly manifested when the education sector was ruled by a dominant group; it was believed that social and economic conditions in society are inevitable and natural. As cited by Li, (2020), Gramsci has elaborated on the role that the overall education system plays in achieving the process to rule by the cultural or consent hegemony. The "educational cultural hegemony" has been defined as the "educational practices" where most teachers assume that their task and content is "culture free". The implicit has been as well discouraged to bring in the overall cultural context as personal.

2.4 Factors Driving the Need for cultural hegemony in Education

Culture is generally customs, beliefs as well as the way to live shared by specific communities or societies that as well refer to shared norms and values. As per the view of

Getie, (2020), culture could influence how it would be seen in the whole world and the community in that people live. Being cultural influences, the learning culture has determined to a great extent teaching and learning style. There have a few important of cultures in student life that is followed,

- Culture teaches beliefs, values, and traditions.
- Culture has influenced the social interactions with siblings, parents, teachers and peers (Choudhry *et al*. 2019).
- This has as well influenced their communications and languages.
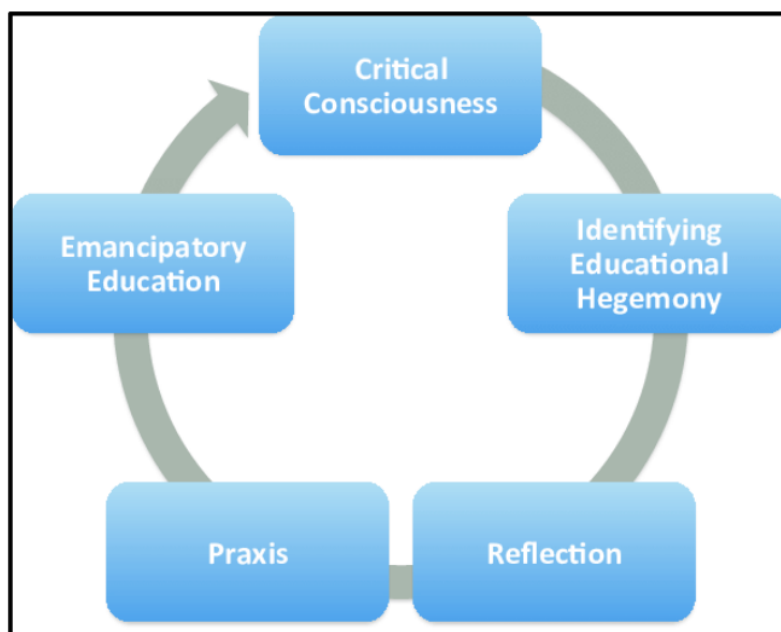
Figure 2.6: Cultural Hegemony in Medical Education

(Source: Influenced by Robson and Wihlborg, 2019)

Education that is generally culture-based is the proper approach in that learning and teaching happen that are based on the beliefs, values, and practices of cultural foundation. In education, every student with their diverse cultures and backgrounds is frequently marginalised as they all are exposed to such a curriculum with the bias of predominant culture. On the other hand, Robson and Wihlborg, (2019), asserted that there has not been catered to the culture that all of them are familiar with cultural hegemony Teachers are significant aspects of culture-based learning and most of them should work to motivate the students. As per the view of Kotb *et al*. (2019), it is not just academically, but it also motivates culturally, socially, spiritually, and psychologically. A classroom as culture

responsive is a specific classroom where all the students feel safe and respected for learning and participating. In imperialism practice, cultural hegemony has occurred when working as well as the pleasing classes accept and believe that prevailing norms of the society describe the natural things in the society. Dominance, power, and leadership are three major features of cultural hegemony that are also related to the educational sector.

2.5 Challenges Associated with cultural hegemony in Education

Various challenges have been faced as a result of establishment of cultural hegemony in education. An increase in the number of private schools in India would gradually lead to a scenario where there would be complete privatisation of schools. This situation can be considered as cultural hegemony in the educational system of India concerning privatisation of schools (KP, 2019). Achieving this type of cultural hegemony has been perceived to be making improvements to the quality of the education system of India. However, various underlying factors would lead to the development of various challenges from the development of such cultural hegemony in India.

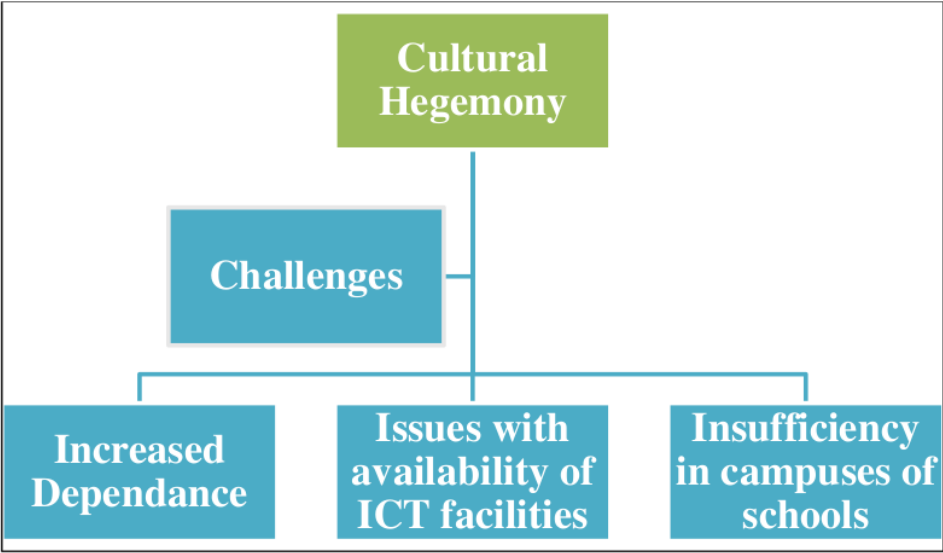**Figure 2.7 Challenges of Cultural Hegemony in regards to privatisation of Schools in India**

(Source: Created by Author)

Increased Dependence

Cultural hegemony in respect of privatisation of schools has resulted in increased dependence on educational system of India. Significant dependence has been identified on Western texts and educational elements such as metric systems. Influence of Western education can be

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identified in educational systems of private schools. According to Varman (2014), educational tools such as scales, cases and questionnaires reflect the influence of the Western educational system on the educational system of India. Hence, a significant amount of dependence can be identified in educational system of India resulting from cultural hegemony of privatisation of schools.

Issues with availability of ICT facilities

Private schools aim at providing a higher level of educational facilities through incorporation of advanced technologies in schools. However, cultural hegemony can be achieved depending on availability of ICT facilities in these schools (Lhungdim and Hangsing, 2021). This is a significant challenge faced by private schools due to the lack of technological equipment available. On the other hand, there is also a lack of ICT skills among educators of these schools which results in poor utilisation of advanced educational technologies (Carrasco and Gunter, 2019). Hence, this challenge results in development of constraints in achieving cultural hegemony of privatisation of schools in India.

Insufficiency in campuses of schools

Privatisation of schools also aims at providing advanced facilities to students which require advanced school campuses. However, private schools face the issue of developing such campuses for students due to the lack of resources required for developing such campuses (Skerritt and Salokangas, 2020). This issue results in development of hurdles in establishment of cultural hegemony in the Indian education system. This issue is required to be prevented to achieve cultural hegemony and avoid adverse impacts of privatisation of schools in the Indian educational sector.

2.6 Theoretical Perspective
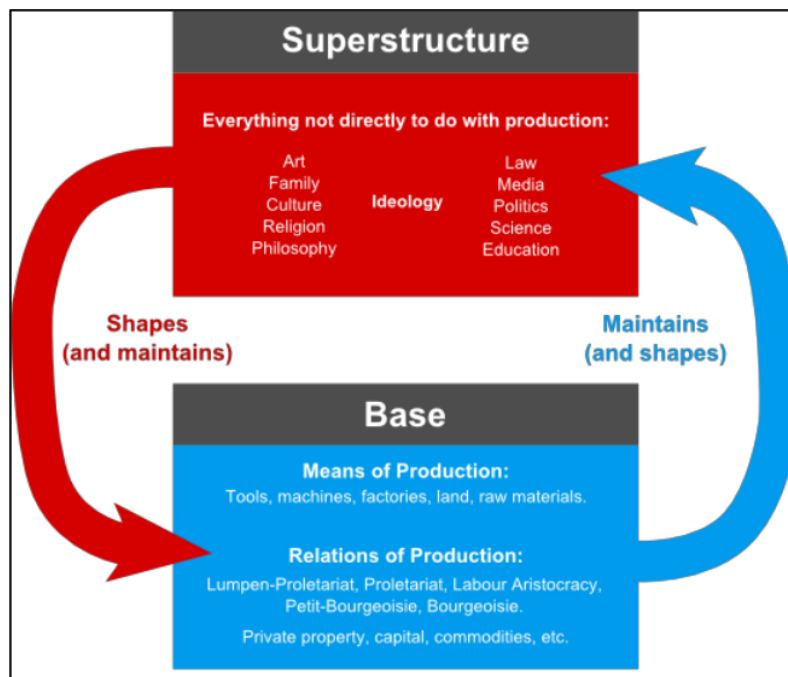
Theory of Cultural Hegemony

Figure 2.8 Cultural Hegemony Theory

(Source: Biswas, 2022)

Cultural hegemony is associated with defining the ruling of dominant beliefs prevailing within a society. These beliefs are developed based on preferences of ruling class or a majority of people living in a society. This theory is closely related to the cultural hegemony of privatisation of schools in India (Biswas, 2022). Changes in perspective of parents towards perceived benefits of private schools have resulted in a majority of parents preferring private schools. As a result of this dominant belief within Indian society has shifted to preferring privatisation of schools. However, various underlying causes have led to the development of such a dominant belief among Indian parents. Poor facilities provided in public schools, absence of teachers in various public schools and the lack of advanced facilities have resulted in development of such beliefs (newsclick.in, 2022). This is significant towards the aim of achieving cultural hegemony in the Indian educational sector.

Various issues are lying with the development of cultural hegemony in the Indian schooling system towards complete privatisation. Dominant belief of parents about having cultural hegemony of privatisation lacks insights about outcomes of privatisation. For instance, perceived beliefs of parents bringing their children would be provided teaching in the English language (scroll.in, 2022). However, in many private schools' education is provided in regional languages which are not in line with perceived benefits of parents.

2.7 Literature Gap

This research would be focused on analysing impacts of achieving cultural hegemony through privatisation of schools in India. A gap in the literature has been identified as existing pieces of literature focusing on the impacts of privatisation and changes in preferences for privatisation. However, issues with cultural hegemony towards privatisation of schools have not been explored in any existing literature in the context of the Indian schooling system. The findings of this research will address this identified gap with findings of existing literature about cultural hegemony in Indian schools towards privatisation of them.

Section 3: Methodology

Research approach

There are mainly three different research approaches including the Inductive approach, the Abductive Approach and the Deductive Approach of proceeding with the research. New theories are developed in research incorporating an Inductive approach to doing research (warwick.ac.uk, 2022). However, new theories are not required to be developed in this research, hence, this approach will not be used in this research. On the other hand, the abductive approach is associated with making improvisations on existing theories (Karlsen *et al*. 2021). This research will also not contribute to existing theories for their improvement. Therefore, this theory will not be incorporated into this research also.

Selection of a suitable research approach is important for guiding a research to a specific path for its successful completion. Deductive approach of doing research has been incorporated in this research for analysing existing theories on impacts of education (Pearse, 2019). Existing theories will be analysed for understanding impacts of privatisation of schools on quality of education in India.

Research Method

Success of research depends on choosing suitable methods of collecting data as well as selecting the type of data that would be collected in research. There are mainly two types of information collected within research that includes qualitative information as well as quantitative information. Qualitative information is collected in research requiring development of a specific concept by gathering relevant information about a certain topic (ukdataservice.ac.uk, 2022). This research is associated with analysing impacts of cultural hegemony on the educational sector of India due to privatisation of schools, hence, qualitative information would not be suitable for this research. On the other hand, quantitative information is collected for performing statistical analysis about a specific

phenomenon. Therefore, collection and analysis of quantitative information would aid in analysing impacts of cultural hegemony by analysing public opinion.

This research has been done including Primary Quantitative data collection method for collecting relevant information. Application of primary quantitative data collection method has aided in collecting numerical statistics that would be crucial for meeting with objectives of this research (Pandey and Pandey, 2021). Information has been collected by conducting a survey including 21 participants which included teachers of private and public schools along with parents of students.

Analysis

Techniques of data analysis used in research are dependent on the type of data collected in it for meeting the objectives of that research. Thematic analysis is performed in research including qualitative data collection techniques for analysing qualitative information (scribbr.co.uk, 2022a). Qualitative data analysis will not be included in this research as only quantitative information will be collected. On the other hand, quantitative information is analysed using methods such as SPSS and Content analysis (subject guides.york.ac.uk, 2022). Content analysis techniques will be applied for analysing quantitative information collected through a survey.

Primary quantitative information collected by conducting a survey has been analysed for meeting with objectives of this research. Statistical analysis techniques will be implemented for analysing information collected through the survey. This will involve using figures, charts, graphs and percentages for effective analysis of the gathered data.

Issues of reliability, validity and generalizability

Reliability of collected information will be maintained by considering application of certain specifications. For instance, participants in a survey will be selected by applying Simple Random Sampling Technique. Application of a simple random sampling technique will aid in avoiding any possibility of bias being present within collected information from the survey (scribbr.co.uk, 2022b). This would aid in improving reliability of the findings of this research. Apart from this, generalizability will be avoided through application of diversification such as selecting teachers from different types of schools as participants. This will aid in gathering diversified perspectives into consideration and improve research outcomes. The validity of this research will be maintained by applying relevant tools and techniques for this research. Apart from this, for literature review key words such as privatisation, cultural hegemony and India will be utilised. This has aided in selection of suitable articles for developing understanding in the literature review section of this research.

Issues of reliability, validity and generalisability will be considered while proceeding with this research. Reliability of this research has been maintained by following research guidelines (Mishra and Alok, 2022). Different tools and techniques required for doing research will be appropriately implemented.

Ethics

This research will include participation of teachers as well as parents in the survey procedure which will be conducted for collecting relevant information. Consent of these participants will be collected before they participate in the survey procedure. Apart from this, any critical information about any private or government organisation that would bring harm to their reputation would be kept discreet throughout the research procedure. Academic integrity would be maintained by avoiding any kind of academic misconduct such as issues of plagiarism. Proper credit would be provided to information collected for constructing the literature review section of this research. Wellbeing of people associated with this research will be taken into consideration for avoiding any issues or safety concerns. Ethical considerations associated with a research are important for maintaining genuinity of findings of a research and avoiding ethical issues. Secrecy of personal information of survey participants has been maintained to prevent any impacts on them. Guidelines of The Data Protection Act (c.12) will be followed for avoiding legal issues in this research (gov.uk, 2023). These strategies have aided in maintaining ethics of this research and avoiding any issues such as legal issues.

Section 4 – Timeline

[Refer to Appendix]

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Appendices

Appendix 1- Timeline

Activities	Week 1	Week 2 to 5	Week 6 to 12	Week 13 to 17	Week 18-21	Week 22 to 23	Week 23
Topic selection	■						
Planning process		■	■				
Existing literatures are reviewed			■				
Research plan Development			■				
Choosing techniques of research			■	■	■		
Conducting Survey				■	■		
Analysis of collected data					■	■	
Collecting findings						■	

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Conclusion and recommendation								
Development of rough overdraft of the project								
11 Submission								

Appendix 2- Survey Questionnaire

Question 1- Do you know about privatisation of Schools?

- Yes
- No
- Not sure

Question 2- Which schools are better for students, private or public?

- Public
- Private
- Not sure

Question 3- Which schools are more in number in India?

- Public
- Private
- Not aware about this

Question 4- Children in India get proper education in Public Schools.

- Strongly agree
- Agree
- Not sure
- Do not agree
- Strongly disagree

Question 5- Children in India get proper education in Private Schools.

- Strongly agree
- Agree
- Not sure
- Do not agree
- Strongly disagree

Question 6- Do you want all schools in India to become private?

- Yes
- No
- Does not have any opinion

Question 7- Are you aware of the positive impacts of privatisation of schools in India?

- Yes
- No
- Not sure

Question 8- Are you aware of the negative impacts of privatisation of schools in India?

- Yes
- No
- Not sure

Question 9- Do you think the learning environment is better in Public Schools?

- Obviously
- Not at all
- Not sure about this

Question 10- Do you think the learning environment is better in Private Schools?

- Obviously
- Not at all
- Not sure about this

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