



Privatization of Education and Social Mobility

Dr. Nirmal Kumar Mandal

Professor, Dept. of Education, Radha Govind University, Ramgarh, Jharkhand

ABSTRACT

Around the last several years, one of the few things that has lately ignited significant disagreement all around the world is the impact that privatization has had on education in India and the consequences that it has had for people from a variety of socioeconomic backgrounds. It is possible that privatizing education would not remove obstacles to mobility but rather may hinder mobility and make current class differences even more pronounced. In spite of assertions that private schools are more effective and provide a better-quality education, research demonstrates that they often leave children from disadvantaged backgrounds with less alternatives and turn education into a commodity that can only be afforded by those with greater incomes. Within the framework of education privatization, concerns have been voiced about the possibility that for-profit school firms may undermine the functions of public education. If the only people who can afford decent education are those who are already wealthy, then the danger of the market failing is that education will never again be cheap, and inequality will increase. On the other hand, there are many who are of the opinion that social justice is impossible to achieve in the absence of a solid educational system that is backed by the public. Deregulation, which takes the shape of privatization and institutional autonomy in the educational sector, is considered as a cause of socioeconomic disparity. Centralised education, on the other hand, is seen as a factor that hinders the transfer of educational opportunities from one generation to the next. This research takes a comprehensive look at the debate that has been going on over the privatization of India's educational system.

KEYWORDS: Privatization, education, possibility, socioeconomic and inequality

How to Cite: Dr. Nirmal Kumar Mandal, (2026) Privatization of Education and Social Mobility, European Journal of Clinical Pharmacy, Vol.8, No.1, pp. 2043-2049

INTRODUCTION

A major and often divisive issue in sociology is the notion that educational privatization promotes social mobility. Literacy is a basic skill that helps people overcome social and economic barriers and reach their full potential. A good education opens up more doors, which leads to better jobs, more pay, and a better quality of life. Access to good education is a key aspect in deciding what possibilities will be available in the future, regardless of socioeconomic background. It may help you get into top colleges overseas or lead to jobs that pay well. People often think that education is a key factor that affects social mobility throughout time. Education has a big impact on many parts of our life. It forms and gets us ready to deal with the chances and problems that life throws at us, making us ready for life itself. The amount of education we get has a big impact on our jobs, social status, income, and ability to get a job. Because of this, there will always be a high need for education across the globe.

Many people believe that privatizing schools is the best way to increase efficiency, diversity of thought, and quality of education (Verger et al., 2018). Wherever the state has failed to ensure that all citizens have access to an adequate education, private schools have mushroomed.

Private universities, deemed-to-be institutions, and international partnerships in India's higher education system have grown rapidly in the last few decades. Although its expansion helps close capacity inequalities, it does so at the expense of social justice, accessibility, and opportunity equality, and it widens existing class differences. Education is becoming more and more dominated by private companies, a trend known as privatization. The connection between gender, class, caste, and social mobility has changed as a result of this transition from seeing higher education as a public benefit to viewing it as a commodity in the market. A deeper dive reveals a much more nuanced picture of the connection between education and social mobility. The "marketization" of public systems, such as academies or charter schools, or the expansion of privileged private schools are two examples of privatization. Proponents of privatization claim that competition raises standards, although sociologists often note that it deepens the gap between socioeconomic classes.

REVIEW OF LITERATURE

- There was a significant shift in the study that was conducted between the years 2020 and 2026 about the impact that privatizing schools had on the capacity of children to climb the social ladder. New empirical evidence is gradually pointing to a mobility plateau, which is a phenomenon in which privatization increases access to education but does not result in the disadvantaged being able to move up the social ladder in comparison to their peers (OECD, 2025; UNESCO, 2024). This is in contrast to earlier ideas, which placed an emphasis on choice and efficiency
- There is a phenomenon that is referred to as "cream-skimming," which is shown by UNESCO (2024) and IJEPL (2025). This phenomenon occurs when private schools give preference to students who have high levels of "cultural

capital," while public schools are left with the most challenging student groups. Those who are left in public services that are underfunded are at a disadvantage because of the adverse effects of segregation that this produces.

- An increasing amount of study (Zhang & Bray, 2024) is describing more private tuition as a "hidden" form of privatization. This is part of the rising corpus of research. Because of this, there is now a "arms race" in which the ability of families to pay for additional tutoring hours is a more important factor in determining mobility than the quality of the school that they attend.
- According to Hertel and Pfeffer (2020), the relative advantage of private education does not vary, even while educational expansion boosts absolute mobility to a greater extent (more people get degrees). The fact that this is the case suggests that social networks, as opposed to academic aptitude alone, are often responsible for a bigger "payoff" for a private degree.

OBJECTIVES

- To discuss the concept of privatization
- To examine how privatization may promote social mobility
- To examine the effects of privatization on social mobility.
- To Analyze the determinants of Privatization and Social Mobility

METHODOLOGY

This work makes use of an analytical methodology. A wide variety of secondary sources, such as books, periodicals, journals, and the internet, are taken into consideration while collecting data.

Significance of the study

Education is the method that is considered to be the most important as it pertains to the process of bringing about change in a nation and the culture that it has. When one is poor in knowledge, it is difficult to develop in one's social standing. This is in contrast to when one is well-informed. As a consequence of this, obtaining a degree is seen to be an essential step on the ladder that leads to ascending the social ladder. The logic that was presented before is the reason behind this. Acquiring a higher level of education and being able to climb the social ladder are two things that are essential for a person to have in order to be successful. It is possible to accelerate the growth and advancement of a nation via the provision of educational possibilities, which is one of the most effective strategies ever discovered. Through the execution of educational programs, it is possible to achieve a balance between social mobility in the upward direction and social mobility in the downward direction.

Presented within the confines of this piece of literature is a theoretical definition of the concept of social mobility. The purpose of this article is not only to provide a comprehensive explanation of the factors that contribute to the phenomenon of social mobility, but it also discusses the role that education plays in the development of people's capacity to advance in their social standing. As part of the investigation into the connection between the privatization of education and social mobility, one of the most important questions that needs to be answered is whether or not education continues to be a great equalizer or whether or not it becomes a positional advantage reserved for the wealthy. This is one of the most important questions that needs to be answered.

Privatization of Education

In the field of education, private schooling encompasses a diverse range of initiatives and methodologies. In this context, "privatization" refers to the process of transferring control of a public or institutional service to private entities, which may include individuals or larger corporations. Privatization can be viewed through two prominent lenses: one perspective frames it as "liberalization," emphasizing the reduction of government oversight on agents, while the other perspective considers it as "marketization," focusing on the establishment of new markers to supplant state allocation systems or public services. The outcomes of school privatization exhibit a range of effects on student learning and the practical application of acquired knowledge in real-world scenarios. There is potential for enhancement in reactivity, inventiveness, and efficiency, which can be considered advantageous. On the other hand, it could distort educational outcomes, exacerbate societal inequalities, and reduce the overall worth of education. Education constitutes a fundamental human right that it is imperative for all contemporary nations to provide to their citizens. This service should be delivered in the most accessible way possible by any welfare democracy. Education privatization can be defined as the process in which a government transfers the management and operation of its educational institutions to private entities or non-governmental organizations, often with the aim of generating profit. This holds true irrespective of the school's classification as public or private. An increasing number of free democracies around the world are now seeking this crucial service.

Social Mobility

Social mobility refers to the ability of individuals or families to ascend or descend the social hierarchy, whether across generations or within a single generation. This serves as a measure of societal openness or closure, reflecting the level of equality present within that society. To maintain societal harmony and promote a sense of justice and equity, the importance of social mobility cannot be overstated. Social mobility refers to the ability of individuals and families to ascend or descend the economic ladder. This represents an opportunity for individuals to improve their circumstances, ascend the social hierarchy, and overcome any intrinsic challenges. The correlation between an individual's capacity to ascend the socioeconomic ladder and the quality of their education is significant, as education has historically been recognized as a crucial factor in facilitating social mobility.

Impact on Social Mobility

According to Conflict Theory, privatization, when seen from the standpoint of sociology, helps to further strengthen gender, caste, and class imbalances that were previously existent. This is the perspective that is taken into consideration. According to Bourdieu's theory of cultural capital, families with more financial resources have an unfair advantage since they are able to provide their children with a more advanced education. The advantage that this provides to wealthy households is unfair. In order to protect the status quo, privatization creates an economic "buffer" that makes it harder for the poor to climb the ladder and almost impossible for the rich to fall off it. The privatization of some industries creates a "glass floor" that benefits the children of wealthy families. The prestige and social capital of private universities provide even students with average marks a leg up when applying for high-status jobs. That leaves these roles unfilled, even among students from low-income families who excel academically.

Many countries' prestigious universities and high-paying professions (including medicine, law, and politics) have a disproportionate number of private school graduates. As a result of the very high tuition rates, some schools have achieved a certain level of "social closure," limiting access to higher education to the wealthy. Those in the middle and higher classes often "exit" the public system in favor of private alternatives, taking with them their political influence and tax base. The residualization of public education occurs when students see the public school system more as a safety net rather as a tool to achieve their goals. Providing low-income families with "vouchers" to pay the price of private schooling so that they may attend. Public schools may be under pressure to improve their curricula and operational efficiency if they want to attract enough pupils to compete with private schools. Although privatizing schools may improve overall quality and increase students' opportunities for advancement, in practice, it usually has the reverse impact and makes it harder for students to move up the social ladder. In this stratified system, the type of school a person attends has a greater impact on their future financial potential than their actual academic performance.

There is a significant amount of weight that is placed on the academic qualifications of a person. A strong education not only makes you more appealing to prospective employers, but it also increases the possibility that you will be able to get a wage that is competitive. On the other hand, people can find themselves trapped in poverty, unable to dig themselves out of it because they do not have access to educational possibilities of sufficient quality. The degree to which a person is able to climb the social ladder as a result of their level of education is heavily impacted by the individual's caste as well as their economically status. Even after getting a bachelor's degree, people who come from historically oppressed groups may continue to face systemic barriers that prevent them from gaining access to essential resources and chances for professional advancement. One of the most important factors that enables people to climb the social ladder is having access to higher education of a high educational standard. Earning a degree from a prestigious educational institution has the potential to improve not just your social standing but also your access to financial opportunities. Students who come from wealthy families are likely to have a unique edge in the competitive environment for restricted enrollment, which, when combined with the selective character of these schools, shows that students from wealthy origins have that advantage.

Affirmative action policies play a significant role in the context of campaigning for social mobility. These policies provide historically disadvantaged groups with preferential treatment in terms of job and educational possibilities. Despite the fact that these initiatives have brought about significant progress in redressing past wrongs, there are continuous questions into the manner in which they are implemented and the overall efficacy of their operations. There is a complex and multi-faceted link between the educational possibilities available in India and the barriers that prevent people from moving up the social ladder. Educational opportunities have the ability to dismantle societal structures, give people greater agency, and contribute to the development of a society that is more equal. Education is capable of bringing about a change in people's life; yet, this result is not relevant in all situation. There are a number of elements that contribute to this, some of which include economic disparity, social standing, access to higher education, and the quality of education. In order to effectively address these issues, educational programs that are intended to improve social mobility should employ a comprehensive implementation plan. It is of the utmost importance to properly execute affirmative action measures, expand educational possibilities, and foster job markets that are inclusive. By addressing these obstacles, India may be able to realize the full potential of education as a tool for empowering people from a variety of backgrounds, so assisting them in navigating hurdles and contributing to a society that is more equal.

Credentialism & Cultural Capital: - Credentialism is a phenomenon that commonly results from the privatization of public universities. Credentialism is characterized by the use of degrees obtained from selective private schools to maintain social inequality. For wealthy families, acquiring admission to these institutions is comparable to making an investment in their future position. These families make use of their distinctive assets, which include specialized language, social networks, and exposure, in order to accomplish their goals.

The Two-Tier System: - A gulf has opened up in our educational system as a result of the establishment of a "Two-Tier" system, in which public schools that are well-funded educate their students who are economically disadvantaged, while private institutions that are elite educate their students who are wealthy. This segregation is the direct cause of the absence of modern infrastructure and instruction in English-medium schools, which are two of the most significant resources that students from low-income families need in order to be able to access lucrative economic opportunities in urban and industrial settings.

Priorities and Resources: It is clear that a significant number of the world's most impoverished pupils are unable to attend even low-fee private schools when priorities and resources are taken into account. Although private education has the potential to provide individuals with a means to transcend poverty, over 60% of rural Indian families believe that the cost of private school tuition is prohibitive.

Obstacles Impeding Social Mobility

Unequal Access: There are ongoing disparities in the availability of high-quality educational opportunities. Rural areas of India often experience a lack of sufficient educational facilities and a prevalence of untrained instructors, impacting a significant segment of the population. The existing socioeconomic disparities are intensified by the differences in educational attainment observed between rural and urban communities.

Challenges from an Economic Perspective: There is a possibility that many people will not be able to afford the cost of education, particularly at the university level. The financial burden of getting extra degrees, which includes tuition fees, books, and other expenses, puts a damper on the mobility opportunities available to students.

Disparities in Employment: There are a number of ways in which India's labor market is defined by inequality. Two examples of these methods include wage discrepancies and limited available opportunities. The presence of prejudice and discrimination in the workplace is yet another element that may slow down the process of social mobility.

Factors Influencing Privatization and Social Mobility

Widening Inequality & Class Barriers: Private institutions mostly serve the wealthy and middle class due to their expensive fees, which makes it difficult for disadvantaged groups and rural people to obtain these services. Public schools serve low-income students despite having less resources, whereas affluent private schools serve the wealthy. This produces a "two-tier" structure.

Low Social Mobility: Social mobility is the chance for individuals to improve their socioeconomic status. When great education is tied to the ability to pay, it restricts social mobility, which is the potential for individuals to improve their socioeconomic standing. Other factors that contribute to the difficulty of achieving equality include the need for expensive private coaching.

Credentialism & Meritocracy Misconception: One of the most widespread misunderstandings about private education is that it promotes "credentialism," which is the notion that one's professional success is determined by one's degree from a private, prominent institution rather than one's ability, hence maintaining privileges that are already in place between different social classes.

Impact of Neoliberalism: As a consequence of neoliberalism, the "commercialization of education" and the expansion of "edubusiness" have emerged as a consequence of a shift in focus away from the public good and toward market forces.

Examination of Quality and Equity: Certain prestigious private schools offer superior facilities; however, numerous others, especially those with lower tuition fees, lack adequately qualified educators. The focus tends to be on profit in the context of the "commodification" of schools, overshadowing the promotion of equal education.

Affirmative Action Elimination: Historically marginalized groups, such as India's Scheduled Castes and Tribes, face diminished opportunities in the commercial sector due to the removal of affirmative action programs and reservations that are present in public institutions.

The Role of Privatization in Promoting Social Mobility

The term social mobility refers to the process by which individuals and families are able to move up the economic ladder. Public schools may be slower to adopt certain vocational skills or high-demand subjects (such as STEM or digital arts) that are prioritized by private schools. This is in contrast to the fact that private schools encourage certain areas of study. These institutions may be able to assist children from low-income households in obtaining well-paying employment more quickly by modifying their educational programs to meet the requirements of businesses in the present day. According to the market argument, private schools are compelled to raise the bar on quality when they compete for students in order to justify the prices that they charge. As a consequence of this, public schools can experience a sense of pressure to boost their academic standards in order to entice and retain students. This might potentially result in an overall improvement in the educational floor for all children. In areas where the public education system is insufficient, Low-Cost Private Schools (LCPS) provide assistance to members of families.

The School Voucher Programs offered by the government make it possible for students who would not otherwise be able to afford private school to attend such a school. One example of a revolutionary teaching paradigm that private organizations may test out is the combination of artificial intelligence-driven technology with classroom learning. Private companies often have the financial resources and less red tape to implement such a paradigm. It is feasible for students to complete their degrees even if they are required to work part-time due to financial constraints. There is a substantial correlation between the alumni networks provided by private colleges and the strength of those provided by public schools. The most effective method for privatization to assist individuals in climbing the social ladder is to supplement the programs that are already in existence, rather than completely replacing them. A collaborative effort between the public and commercial sectors, via initiatives like as vouchers and scholarships, may make it possible for talented individuals from all walks of life to get access to top resources. It has the potential to be an effective instrument for social mobility when government scholarships are made available in sufficient quantities and privatization is used to fill in specific gaps (for example, high-tech vocational training).

In the event that it becomes a two-tier system, in which those who are affluent are able to attend private schools and those who are poor are forced to depend on a social safety net that is unstable, it is not beneficial to anybody. The contentious but potentially significant privatization of India's educational system has made it feasible to expand access to educational possibilities, as well as to foster innovation and variety in those options. In spite of the fact that it makes it easier for institutions and modern skills to expand at a quick pace, it also poses the risk of leading to an increase in inequality as a consequence of high fees, which might prohibit those who are economically disadvantaged from climbing the social ladder.

Beneficial Effects on Mobility: Increased access to specialized courses, which may improve job prospects, income levels, and opportunities for upward mobility, has contributed to the fast expansion of private institutions, especially in the realm of higher education (with private unaided universities expected to capture more than 41% of the market by 2019–2020).

Novelty and Options: Private schools, which are in competition with one another, frequently have better facilities, more current teaching techniques, and more options for parents than overcrowded public schools, which means that those who can afford it may get a superior education.

Issues and Considerations: When tuition rates are excessively high, educational institutions may begin to view students from lower socioeconomic backgrounds as mere commodities rather than unique individuals, leading to a situation where financial capability overshadows academic merit in assessing the quality of the school.

Different Levels of Society: Research on social stratification indicates that exceptional education may transform into a commodity rather than a public benefit due to excessive commercialization, potentially exacerbating existing social inequalities.

Requirement for Equilibrium: A mix of public and private systems, together with stringent regulation to ensure equal access and quality, is required in order for education to function as a meaningful catalyst for social mobility in India. This includes ensuring that all students have equal access to education. It is clear from the pattern that private education has the potential to open doors to higher opportunities; but, wealthy individuals should not rely on it as a short-term solution; considerable public investment is required.

CONCLUSION

Both the quantity and the quality of the money that is spent on education are significantly impacted by privatization, which is an essential factor in the process of enhancing social mobility. For the purpose of comprehending social and economic stratification, the concept of social mobility is essential since it enables us to comprehend the functioning of societies and the manner in which individuals move around inside them. Some of the factors that have a significant influence include social stratification, educational success, and personal initiative. There is a possibility that education in India will assist individuals in climbing the social ladder by removing obstacles and presenting them with new chances to lead better lives. The term "social mobility" refers to the process by which individuals or groups move up or down the social ladder, which corresponds to a change in their economic status. There is a direct correlation between whether or not a person is successful in school and how successful they are in life. When it comes to a nation's prosperity and progress, the quality of its educational system is a significant factor. The technological capabilities of a number of prosperous countries in the modern age seem to have reached a point of saturation, rendering any further advancements unfeasible. These nations have a great deal of control on the social mobility of their citizens.

On the other hand, developing and underdeveloped nations such as India provide a great deal of opportunities for career advancement and social mobility. It should come as no surprise that the rate of social mobility in these nations is directly proportional to the level of education that is available. If India's schools were privatized, it may lead to more innovative ideas and a higher quality of education. The disparity between the wealthy and the impoverished is likely to widen significantly over the next several years if we do nothing to address the fundamental roots of the issue. In light of the fact that we are moving closer and closer to a future in which education is more than just a commodity, it is essential that educational policy encourage inclusion and fairness. When everything is said and done, we will have accomplished our objective of ensuring that every Indian kid, regardless of the number of financial resources their families possess, receives a quality education. It is essential to have a clear understanding that this partnership is not straightforward and comes with its own set of challenges. The widespread structural inequalities that exist inside India are shown by the commercialization of higher education in the country. Despite the fact that this move could make access simpler in terms of quantity, it might be detrimental to fairness and quality outcomes. Privatization has emerged as a result of people's desire for it, despite the fact that it often makes it more difficult for individuals to advance in society. It is thus vital for the government to exercise stringent oversight in order to guarantee that everyone has equal access.

It is vital to have a sociological framework that is comprehensive in order to avoid education from serving as a means of maintaining class privilege and instead act as a means of facilitating social mobility. In spite of the fact that privatization raises the height and brightness of the social mobility ladder (absolute growth), it simultaneously makes the lower rungs of the ladder more inaccessible and the higher rungs more exclusive. The process of privatization often results in education being transformed from a "right" into a "luxury"; for those who are rich, education is a tool of social reproduction. To effectively address these problems, educational programs that have the objective of fostering greater social mobility need to adopt an all-encompassing strategy.

It is imperative that affirmative action policies be effectively implemented, that educational opportunities be extended, and that

inclusive job markets be developed. If India takes on these challenges, it will be able to realize the full potential of education to better the lives of people and to build a society that is more fair. Even while privatization may improve efficiency and labor-market alignment in the short term, it runs the risk of producing a system that is fragmented, unequal, and excessively commercialized if it is not accompanied by strong monitoring and a robust public education sector. If we are to survive the ecological calamities, political conflicts, and ethical challenges that are presented by our most powerful technologies, then the modern education system must do more than merely educate individuals for the employment. In addition to having strong moral values, graduates should be able to think critically, engage effectively in society, and express their opinions. If the system is completely privatized and driven largely by profit, then it is impossible for it to execute the goal in an effective manner. There is a possibility that privatization will be accompanied with robust scholarship programs or voucher systems that make admission decisions based on talent rather than financial means. This will aid with social mobility. It is more probable that privatization will function as a method of preserving wealth rather than as a way of facilitating mobility in the absence of these safeguards.

Recommendations

The privatization of education is neither fundamentally helpful nor damaging; yet, if it continues to spread unrestrained and uncontrolled, it may hinder social mobility. In general, education privatization is neither beneficial nor negative. The purpose of this is to guarantee that the process of upward mobility is facilitated by private education rather than impeded by it. It is necessary for the government to keep an eye on a variety of features of private schools, such as the fees charged, the facilities available, and the credentials of the teaching staff. If we are serious about achieving genuine educational equality, it is absolutely necessary for us to have public schools that have been upgraded to the point where they are able to compete directly with one another with private schools. It is vital that schools that are operated for profit work as missions rather than as machines geared to maximize profits in order to guarantee that all children have access to education of a high level. This is the only way to guarantee that all children have access to education.

Implications

Individuals who originate from economically challenged circumstances and possess skill have the opportunity to enhance their social position beyond that of their family via the use of education as a significant outlet. Students are able to move about more freely within their own class when schools are privatized; nevertheless, they are unable to climb the social ladder as a whole. This is the general trend. In the absence of robust scholarship programs and stringent government monitoring, the marketization of education does not succeed in eliminating socioeconomic inequities; rather, it serves to prolong inequality in the educational system. However, this potential has been severely constrained as a result of the privatization of schools in India. The continued cycle of poverty and restricted chances for children living in disadvantaged areas is perpetuated by privatization, which creates a system in which access to excellent education is determined by financial resources based on the availability of those resources.

REFERENCES

1. Abrol, M. (2016). Emerging Trends of Privatization of Education in India, *International Journal of Educational Administration*. 8(1), 1-6.
2. Brooks, R. (2025). *Degrees of Difference: Higher Education and Social Mobility across 20 OECD Countries*. Centre for Global Higher Education.
3. Choudhary R (2016) The corridor to privatization of higher education in India. *Academic Discourse* 5: 76-80.
4. Education Privatization : Causes, Consequences and planning implications by United Nations Educational, Scientific and cultural organization ISBN : 92 : 803 : 1239-1
5. Fitz, J., & Beers, B. (2002). Education management organisations and the privatisation of public education: A cross-national comparison of the USA and Britain. *Comparative Education*, 38(2), 137–154.
6. Hertel, F. R., & Pfeffer, F. T. (2020). "How Has Educational Expansion Shaped Social Mobility Trends in the United States?" *Social Forces*.
7. Hub Sociology. (2025). *Privatization and the quality divide: Assessing social mobility in 21st-century India*. Hub Sociology Research Series.
8. Kingdon, Geeta Gandhi (2020). "The Private Schooling Phenomenon in India: A Review". *The Journal of Development Studies*. 56 (10): 1795–1817.
9. Kumar R (2017) Privatization in Indian education. *International Journal of Physical Education, Sports and Health* 4: 266-268
10. L. Datta and U. Kundu (2021) *Int. J. Soc. Sc. Manage.*8(2): 352-358
11. Mainul Hoque (2023). Impact of Education in Fostering Social Mobility. *International Journal of Emerging Knowledge Studies*. 2(2), pp. 44-47.
12. OECD (2025). *Education at a Glance 2025: OECD Indicators*. OECD Publishing.
13. Ravi SS (2015) Impact of privatization of education in Indian society. *Journal of Culture Society and Development* 6:22-26.
14. Santalova, A., & Hogan, A. (2024). *Privatization in and of Public Education*. Oxford Academic Press.
15. Singh K. (2015), "Right to Education Report", published by HRC, 29 session June 10, 2015.
16. Singh, S (2018) "Role of Privatization in Education and Its Impacts on Society : An Analysis of Patna " *International Journal of Scientific Research in Science and Technology(IJSRST)*, Online ISSN : 2395-602X, Print ISSN : 2395-6011, Volume 4, Issue 7, pp.1246-1253.
17. Soni H. H. (2023). Education and Social Mobility in India: A Sociological Inquiry. *International Journal of Social Impact*, 8(1), 173-185.
18. Stephen Aldridge. 2001. "Social Mobility: A Discussion Paper". Performance and Innovation Unit. London.:

- Admiralty Arch.
19. UNESCO (2024). *The Privatization of Education in Developing Countries: Evidence and Policy Implications*.
 20. Verger, A., Fontdevila, C., Zancajo, A. (2018). Constructing Low-Fee Private Schools as an Educational Model for the Global South: From Local Origins to Transnational Dynamics. In Verger, A., Novelli, M. and Altinyelken, H.K. (eds). *Global Education Policy and International Development: New Agendas, Issues and Policies* (2nd edition). London: Bloomsbury, pp. 255-276.
 21. Zancajo, A., Verger, A., & Fontdevila, C. (2022). Education privatization: Expanding spaces and new global regulatory trends in educational privatization. In F. Rizvi, Lingard, B. & Rinne, R. (Eds.), *Reimagining Globalization and Education* (pp. 105-119). New York/London: Routledge.
 22. Mian L (2023) The Role of Education in Promoting Social Mobility. *Social and Crimonol.* 11: 281.
 22. Zhang, W., & Bray, M. (2024). Equalising schooling, unequalising private supplementary tutoring: Access and tracking through shadow education in China. *Oxford Review of Education*, 50(1).