

*National Independent Schools Alliance (NISA) is the unified voice of budget private schools (BPS) in India, that aim at improving access to affordable and quality education for the economically weaker.*

## editor's pick: Meta-Study of Literature on Budget Private Schools in India

**B**udget Private Schools (BPS) are privately-run schools that charge very low fees, operating among the poorer sections of the society and have become relevant to the education discourse of India. Such small schools began mushrooming in the late 1980s across developing countries as alternatives to dysfunctional state-run schools and India was no exception. However, in the succeeding two decades, BPS contributed heavily to the soaring enrollment rates in private schools. These schools have been referred to in literature as “low-fee private schools”, “affordable private schools” and “private schools for the poor” among others, and are considered an entrepreneurial response to meet urgent education needs by expanding access to the poorest chil-

dren. Despite lack of infrastructure and facilities, studies over the past decade has shown that learning outcomes in these schools are equal to or better than those of far more resourceful government schools. Despite huge spending over the past decade, the government still faces the challenges of millions of out-of-school children, high dropout rates after elementary education and low female enrolment among other things. It is in this context that existing literature on such low-fee charging private schools is being analysed to gain a better understanding of the situation in different parts of India about the achievements, challenges and overarching role of Budget Private Schools (BPS) in India's school education ecosystem. Studies published from

the late 1990's to as recent as 2014 have been included in the analysis and this meta-study has attempted to capture a wide range of issues related to BPS from learning outcomes and regulations to gender problems and questions of equity while trying to maintain as much geographic coverage as possible. This study aims to understand why parents are increasingly choosing to send their children to BPS even in places with access to government-run schools, how children in BPS are performing relative to government schools and how regulations are affecting the functioning of BPS, besides trying to gain some clarity about the direction in which education in India is headed in this context.

<http://ccs.in/meta-study-literature-budget-private-schools-india>

## Seeing Value in a 'Value Education Program':- An Initiative towards quality Rajesh Malhotra- School Leader

**L**et me begin by saying that had it not been for the continued help and support extended by NISA to school leaders like me, I would have never come to know about this value filled program that I'm going to talk about in a bit. It was during the first of the two annual meetings of NISA that happened in April this year that I got introduced to this wonderful project called 'Eqube'. A project aimed at building values in our young learners the 'Eqube' model is like one that I have never come across before. Needless to say we all feel the imperative need to build values in our children and more so now than ever before. In our school too we have always had moral education as part of the syllabus but it is only when I

had a look at these books titled 'Value Tree, Life Books'. I could see the difference between our regular Moral Education books and these books. A year long course each for grades V-VIII has been designed and developed by Arpitha Associates Pvt Ltd Bangalore, India. Always on the lookout for bringing in something new, credible and of course affordable to my school, I enquired about the details of the project and decided to introduce it for our Grade V students. While I saw value in the way the course material is designed I was apprehensive about the language part of it. Frankly I thought that the language itself would be an issue and that our students would find it difficult to connect to comprehend

the course material leave aside become an active part of the learning process. But I was assured by the representative of the organization Ms. Vandana Malik that none of these issues would crop up and that she has seen how children always surprise us adults.



And surprise as they did. An introductory session by Ms. Malik proved me wrong. Here I was witnessing our Grade V students exhibit immense confidence, interest and participation all throughout the session. The language issue that I was apprehensive about didn't crop up at all.

Taking nothing away from the facilitator I must say that I was mighty impressed with the way our students conducted themselves and dived into the session. They answered beautifully the questions put forth by the facilitator and also asked some very intelligent questions of her. That day I was totally convinced that we should move ahead with the program starting with Grade V this year and including Grades VI-VIII from next year onwards. To give you a glimpse of the program, it begins with a three day workshop that the facilitator conducts for the class teacher and other school teachers who may be interested. From building a background for facilitative learning and the role and skills of a good teacher to the art and skill of conducting this year long course it is all touched upon during these three days. A casual interaction with our teachers post the three-day workshop showed that they learnt a

lot and saw value in this new method of teaching values to the young of teaching 'values' to the young learners of today. Further each student gets a copy of the book 'Value Tree, Life Book -I' and gets to work through it with the help of the facilitator. To me the uniqueness of this course book lies in the fact that it allows students to warm up to the 23 value learning sessions that they would have with their facilitator through the year. So they first spend some time personalizing their respective copies of the book, agreeing and signing a mutual agreement with their facilitator and parents becoming an equal party to it and then fill out a page that reads 'Know me better.' From 'What I fear, to 'What confuses me' to 'What bores me' to 'What do I enjoy doing' students try and find individual answers to all these very thoughtful questions that form part of the 'Know me better' page. Also another striking feature of this value book is a page that shows a tree with some leaves on it and a few lying on the ground below. The page reads 'My value tree....' Here the students as they progress with the course material have to identify with the values they wish to keep (the leaves still on the tree) and those they wish to shed

(Leaves lying on the ground) . Also there is a huge Value Tree poster that comes along with these books. This is to be put up on the wall in the classroom and as the course progresses students pick out and paste the value stickers on the respective leaves. The poster stays up on the wall for the students to see and ponder through the week. Lastly to the core part of the course - it teaches values through short stories where the emphasis is on evolving a value rather than reading it out as is the case with most of our moral education books. The facilitator leads the students to think and answer questions that follow each of these stories rather than state the value that is being taught through the respective story.

I would end by saying that the 'Proof of the pudding is in eating it' and so as we progress along we shall see how this course benefits our students. That said I'm happy to have taken the leap and hope that this very different 'Value Education Program' helps enhance our school culture and pushes our students and teachers to think beyond the obvious.



## Free to Choose Medium of Instruction

Aishwarya Gupta - NUJS Kolkatta

The Hon'ble Supreme Court, in the case of *State of Karnataka & Anr v. Associated Management of (Government Recognised – Unaided – English Medium) Primary & Secondary Schools & Ors*, (2014) 9 SCC 485, held that the right to freedom of speech and expression under Article 19(1)(a) included the right of a child to be educated in the medium of instruction of her choice (or on her behalf, her parent's or guardian's choice). Further, it observed that such a regulation would violate the fundamental right of the unaided schools to do business under Article 29(1) and 30.

### Facts

The Government of Karnataka in 1994 issued an order which provided that the medium of instruction in all the Government recognized schools for classes I to IV must in the mother

tongue or in Kannada. It further said that the students may change over to English or any other language as a medium of their choice. The Associated Management of Primary and Secondary Schools in Karnataka (Respondents) challenged this Order. The Karnataka High Court quashed the order in so far as it was applicable to unaided primary and secondary schools and the State of Karnataka (Appellants) subsequently appealed this decision to the Supreme Court. The Division Bench of the Apex Court referred the matter to the Constitutional Bench.

### Contentions

The Respondents contended that the right to choose the medium of instruction was the fundamental right of a child under Article 19(1)(a) and 21A. The Respondents also argued that the even the schools have this right under Ar-

ticle 19(1)(g), 26, 29 and 30(1).

The State (Appellant) relied upon the decision of the Apex Court in *English Medium Students Parents Association v. State of Karnataka*, [(1994) 1 SCC 550] to argue that such regulation on the medium of instruction is in exercise of the regulatory power of the State with respect to primary education.

The State also placed emphasis on Article 350A which casts a duty on the State to provide adequate facilities for instruction in mother tongue at primary stage of education.

### Judgment

The Hon'ble Apex Court held that the freedom of choice has been guaranteed under Article 19(1)(a). It relied upon *Secretary, Ministry of Information & Broadcasting*, or education by a citizen was part of his right to freedom of





speech and consequences, on the basis of freedom of speech and expression. On the basis of these, the Court opined that freedom of speech and expression under Article 19(1)(a) includes the freedom of a child to receive primary education in a language of his (or his parents') choice. The Court also held that the State cannot infringe upon this right simply because it is of the opinion that a particular language is beneficial for the child.

Further, the Court held that this regulation will affect the rights of minority schools under Article 29(1) and 30(1). It reasoned that the choice of the minority school under Article 30

(1) need not be limited to imparting education in the language of the minority community. The Court also ruled out the application of Article 350A on the minority institutions. While relying upon *TMA Pai Foundation v. State of Karnataka*, it observed that the right of occupation of the private unaided schools under Article 19(1)(g) includes the right to establish a school for imparting education in a medium of instruction of his choice. The Court disregarded the contention of the State that the power to provide regulations for maintaining the standards of education includes the

power to prescribe the medium of instruction.

### Analysis

Through this decision, the Court has given a wide interpretation to Articles 19(1)(a), 19(1)(g), 29 and 30. The child now has a right to be educated in the medium of instruction of his or his parent's choice. It provides autonomy not only to the minority institutions but also the non-minority private institution. This judgment rules out the possibility of imposition of regional languages on primary classes by the political parties in furtherance of their own political interests.

## NISA State Representatives and Secretariat In Advocacy Initiatives



Mr. R C Jain, President NISA and DSPSMA Association met Mr. Arvind Kejriwal - Chief Minister Delhi and submitted the charter of demands on DSEAR 1973.



Mr. Sashi Kumar, KAMS Association and NISA Karnataka State Representative submitted the memorandum on language policy to Hon'ble Governor Karnataka.



Mr. Sashi Kumar, KAMS Association and NISA Karnataka State Representative submitted the memorandum to Education Minister, Karnataka.



Mr. Kulbhushan Sharma, Vice President Advocacy NISA, visited the Karnataka KAMS association at Bangalore.



Mr. Amit Chandra visited PUSMA association and BPS schools in Mumbai.



Mr. Kulbhushan Sharma Vice President, Advocacy NISA and Founder member NISA and School Leader Mr. Rajesh Malhotra and Thomas Antony of NISA Secretariat discussed on State Memorandum.

photo: NISA MEMBERS at TNPMHSSM association conference - Chennai.



## events

NISA Association

National Conference | 26-27 September 2015, Goa  
 Edu Vision India-2020 organizing by AGGRUSA-Goa  
 AGGRUSA Goa association is organizing a two day all India conference for unaided schools on Edu Vision India 2020 on 26th September 2015

## newsreel

THE RTE PLATFORM

Times of India | 25 June 2015  
**74 schools shut down in Visakhapatnam district, Andhra Pradesh**  
<http://timesofindia.indiatimes.com/city/visakhapatnam/74-schools-shut-down-in-district/articleshow/47696990.cms>

Bhaskar | 12 August 2015  
**Ease of Opening Schools- Need more than a dozen documents**  
<http://digitalimages.bhaskar.com/cph/epaperimages/12082015/jld-a2186891-large.jpg>

Goan | 16 August 2015  
**Goa unaided schools need little push from Gov**  
<http://www.readwhere.com/read/565782/The-Goan-Everyday/The-Goan-Everyday#page/2/2>

Times of India | 17 August 2015  
**RTE may span school education from nursery to grade x**  
<http://timesofindia.indiatimes.com/home/education/news/RTE-may-span-school-education-from-nursery-to-grade-X/articleshow/48503080.cms>

Times of India | 18 August 2015  
**Allahabad HC orders UP officials, politicians to send their kids to government primary schools**  
<http://m.timesofindia.com/india/Allahabad-HC-orders-UP-officials-politicians-to-send-their-kids-to-government-primary-schools/>

Courtesy: **RightToEducation.in**

### Reminder:

- NISA requests all the state associations to complete the data collection of school data forms.
- Resolution to follow the minimum quality norms in all state association schools.



NISA has presence in Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Odisha, Punjab, Tamil Nadu, Uttarakhand, Uttar Pradesh, Rajasthan and Sikkim.



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