private schools have a longer school day, paid much lower salaries. On the other hand, training than public
ers have lower level of formal education and
both a student
It featured a unique two
school choice programme

Choice Experiment in India
A recent study titled http://righttoeducation.in/rte
RTE Matrix for State Rules is available at
private schools vary from state to state. The
conditions of granting recognition to
A. The conditions of granting recognition to
(Question 1)
A. No, all schools must adhere to the norms.
Q. Do the norms/standards of a school apply
only to private schools? (Parent, Jharkhand)
A. No, all schools must adhere to the norms.
Q. Does RTE provide free education to all
children? (Parent, Seelampur, Delhi)
A. RTE Act does not provide free education to
all children. According to section 9 (a), every
local authority shall provide free and compli-
sory elementary education to every child,
except where a child is admitted by his or her
parents or guardians in a private unaided
school in the general category.
Q. What grounds for required for acquiring
government recognition for private schools?
(School Owner, Haryana)
A. The conditions of granting recognition to
private schools vary from state to state. The
RTE Matrix for State Rules is available at
http://righttoeducation.in/rte-matrix (by the

Right to Education Platform). For further
information, please refer to your state’s Pri-
mary Education Act and the RTE rules.

Critical questions to ask are:

Have the various state governments provided
the impacted students any alternate edu-
cation opportunities?
And that RTE was meant to provide educa-
tion for all, then why is it causing the re-
verse; why is it denying education for 12
lakh children who are in a school of their
choice?

editor's pick: DATA ON SCHOOLS BEING CLOSED DUE TO RTE

We compiled an estimate of the number of
schools facing closure/threat of closure due to
non-compliance with RTE norms. Credible
data for Punjab and Haryana where litigation
is underway, and data from media reports for
Andhra Pradesh (AP), Delhi, Jharkhand, Ma-
harashtra, Tamil Nadu (TN) and Uttar Pra-
desh (UP) is available.

 Figures say:
1. Punjab: 931 closed, 219 face threat (10% of
total 9301 private unrecognized schools, with
almost 230,000 students in 1150 schools)
2. Haryana: HC stayed closure of 1372 pro-
tecting interest of 275,000 students
3. 559 closed in AP (529) and TN (30) dis-
placing around 110000 children
4. 6116 schools face threat of closure/ have
been served notice in Delhi (2200), TN
(3000), AP, Jharkhand, Maharashtra and UP
(150-300 each).
5. At an average of 200 per school, the total
number of students who face threat of dis-
placement can be estimated at 12,00,000 in
9200 schools in 8 states. All India figures will
be higher.

featured story: NBER Working Paper

A recent study titled The Aggregate Effect of
School Choice: Evidence from a School
Choice Experiment in India has provided
experimental evidence on the impact of a
school choice programme in Andhra Pradesh.
It featured a unique two-stage lottery-based
allocation of school vouchers that created
both a student-level and a market-level exper-
iment. It was found that private school teach-
ers have lower level of formal education and
training than public-school teachers, and are
paid much lower salaries. On the other hand,
private schools have a longer school day, a
longer school year, smaller class sizes, lower
teacher absence, higher teacher activity and
better school hygiene.

Over the four-year study, it was found that
the mean cost per student in private schools
is less than a third of the cost in public
(government) schools. It was also found that
private schools deliver (slightly) better learn-
ing than the public schools.

Critical questions to ask are:

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ask your lawyer: LEGAL BOUNDARIES

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The role of an enabler, and each child will have its own pathway and pace of learning.

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“The education practice should be brought down to fundamentals of the common things that happen in a classroom or any learning environment. It is a process that essentially consists of a 5As—aim, act, analyze, apply and assess—which should keep going on at any given point of time. Within this process, we should aim at moving from a viewpoint of good (and bad) teachers to good teaching.”

“The use of data to develop optimum solutions right technology and (b) the right analytics. Education sector in the near future would acquire two things will make a difference in the education sector in the near future—(a) the right technology and (b) the right analytics. The teacher in the near future would acquire the role of an enabler, and each child will have its own pathway and pace of learning.”

“The conclusive case for school choice
http://articles.timesofindia.indiatimes.com/2013-11-14/mumbai/25770831.cms
Implementing RTE will stop trafficking
Forbes India | November 7, 2013
Impact of the RTE shutdown of schools
LiveMint | October 22, 2013
The conclusive case for school choice
http://www.livemint.com/Opinion/LL8HU3WD2LsgNO8lPVyhgK/The-conclusive-case-for-school-choice.html
DNA | October 21, 2013
RTE: Pvt schools yet to be reimbursed

Gray Matters Capital
Siddharth Ajith
Grey Matters Capital

Muni International School
Ashok Thakur

iDiscover
Shiladitya Ghosh

nisa at work: GROUND REALITIES OF RTE IN KARNATAKA
Shashi Kumar D, Secretary of Karnataka Private Schools Joint Action Committee (KAPJAC) shares issues of admissions under 25% reservation quota of RTE in the state:

1. The process of receiving applications at the school level doesn’t have a closing date; which means increased confusion for parents and managerial burden for schools. Many parents apply for more than five schools, leading to allotment of multiple seats to a single child.

2. Few elite schools are in high demand and are flooded with applications, while others get lesser applications, and many government-aided schools got none. Thus, seats get filled very quickly, with many schools giving away admissions. Some schools neglect the Act or take shelter in the skin of minority schools.

3. Many parents produce fake certificates. The management’s plea to mandate a BPL Card as selection criteria got no attention by the Minister and Education Department. Courts observed that 70-80% parents announced their incomes to be within INR 11,000 a month (many reported no income!). Genuine parents who can’t get their children seats protest and say, that one could easily get fake certificates by bribing Tehsildars for INR 500-2000. KAPJAC submitted 15+ samples of such certificates to the Commissioner.

Recommendations:
1. Firstly, the governments must work closely with private school management associations to ensure that needy and deserving get an education of choice within the mandates of RTE. They should together look into genuine grievances, and minimize harmful publicity and harassment by un/semi-informed NGOs, who often trespass school boundaries and threaten school management and teachers.

2. Secondly, governments should own failure of imparting quality education through public (government) schooling system. They should look into matters which keep learning from happening in classrooms. They should ensure that teachers stay in schools more and spend less time in data entry, school dropout and census surveys, Pollo programmes, election duties and other such activities.

3. Thirdly, governments should ensure that private schools are reimbursed in time. The systems of calculating cost per child and reimbursements should be rational and fair. The new Karnataka Government hasn’t entertained a single request for a meeting with the private school associations, despite repeated attempts and several representations.

Write to Shashi at braincenter73@gmail.com

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180+ delegates at the NISA SLS 2013 were asked a few questions (answers in parantheses): (a) how many people run or work for budget private schools? (80%); (b) how many believe that budget private schools can deliver quality education? (90%); and (c) how many believe that quality means where the child learns? (100%). More at www.nisaindia.org/sls2013.

Then, we discussed the factors that go into running great budget private schools across the world? We spoke to a few policy experts and practitioners. Here’s what they say:

“The education practice should be brought down to fundamentals of the common things that happen in a classroom or any learning environment. It is a process that essentially consists of a 5As—aim, act, analyze, apply and assess—which should keep going on at any given point of time. Within this process, we should aim at moving from a viewpoint of good (and bad) teachers to good teaching.”

“Only two things will make a difference in the education sector in the near future—(a) the right technology and (b) the right analytics. The use of data to develop optimum solutions for learning enhancement would be the thing of the future. The teacher in the near future would acquire the role of an enabler, and each child will have its own pathway and pace of learning.”

“Every child should be learning at grade level. It would be of no use to bring up an educated generation that is not able to demonstrate and apply all the theoretical gyaan it has to solve practical problems that we come across on a day to day basis.”

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