

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: Unity of Budget Private Schools

It has been generally found that school associations in general are not so strong as workers unions, Roadways unions, Bank Employees Unions, Chemists Associations and don't fully participate in mass actions. Many of the schools don't even actively take part in mass movements. They tend to think that when the association secures some benefit, it will come to them even if they keep away from the Association. But NISA is trying to create a different milestone in Unity of Budget Private Schools.

Request from President for a stronger NISA, it is imperative that the State Associations are strong. That is where responsibility lies on the shoulders of us, state leaders. We must devote

time to interact with the schools and bring maximum number of schools to the fold of District. Strong State Associations would lead to a much stronger unity of Budget Private Schools across the Country.

The problems of schools are manifold and state governments in their mistaken zeal for child welfare or to improve the quality of education etc., formulate policies which become a hindrance in those very objectives and lead to closure of vast numbers of private schools. To overcome these problems, it is imperative that we strengthen NISA as well as state and district associations. To realize these goals, following steps may be considered. Now this is the time to show the Budget Private Schools strength and also prove we are really a com-



Kulbhushan Sharma
President NISA

munity based educational institution. It is important to understand that these schools are addressing a pressing need in society and are increasing the choice and quality of education available to diverse and disadvantaged sections of society.

NISA—New Education Policy

Keep Students First!

19 December 2015, New Delhi: India is gearing up for its New Education Policy (NEP) after 23 years since country's education policy was last reviewed. A lot has changed during this period in terms of status and social and eco-



nomical context of school education in India. In recent years discourse on quality of education along with access and equity of education has gathered momentum, particularly after reports such as ASER, 2014 and NAS 2014 brought learning crisis of sorts to our notice. In light of this, the 7th School Choice National Conference of 2015 organized by Centre for Civil Society (CCS) & National Independent Schools Alliance (NISA) aimed to discuss important contemporary issues in education such as Learning Outcomes, Right to Education or Right to Learning and School Autonomy and make some concrete recommendations for the New Education Policy.

The objective of the upcoming NEP therefore is to meet the changing needs of quality education, innovation and research. In this context, the 2015 School Choice National Conference was dedicated to debating and merits and proposing improvements to the New Education

Policy.

Recommendations from SCNC 2015 for NEP Below are some prominent ideas that came out of the conference as recommendations to be incorporated in New Education Policy:

- Fund Students, Not Schools
- Third Party Assessments
- Outcomes-Based Regulation
- Autonomy (Principals as Leaders)
- Choice to be Profit or Non-profit
- Governance Model: Separate Regulation, Finance and Delivery
- Education Data in Public Domain
- Technological Innovation in Pedagogy and Evaluation

<http://ccs.in/scnc-2015-event-report>



Shashi Kumar
General Secretary
Associated Management
of Secondary and
Primary Schools,

NEP is essential but the way and the focus is not concentrated on Quality education, accountability and other important on other hand the way drafting is done with out the opinion of practical people's input who are directly involved in running educational institute, (elementary and secondary education) were not invited in most parts of our country, in the name of consultation experts were called who are not connected with in core system and day long sessions at 5 star/4 star hotels to collect outcome is just to eye wash the already prepared draft with out involving or inviting the School management Association. The entire drafting process of New Education Policy is an eye-wash of Policy Experts, School Owners, Educationist and Edupreneurs. As a representative of Budget Private Schools Association I would request MHRD to involve the experience and knowledge communities in this process to have a people centered education policy for our country.



Amit Kaushik
Expertise
Education Policy

“The New Education Policy is a step in the right direction; our last national vision of education was crafted in 1986, and there have been significant changes, technologically, pedagogically, and globally, that now need to be addressed through a renewed articulation of our national priorities and needs. At the same time the process of creating this vision should be as inclusive as possible, and should include and synthesise as many different points of view as may be expressed, in the interests of protecting and enriching the future of our children.”

Effectiveness of School Input Norms under the Right to Education Act, 2009

The Right of Children to Free and Compulsory Education Act (RTE), 2009 ratified education as a fundamental right and seeks to promote equitable access to education for all children up to the age of 14 years. However, the Act focuses almost entirely on school inputs and not on learning outcomes. The lack of a focus on output has been accompanied by poor learning outcomes, increased pressure on government capacity and the implementation of policies that may not necessarily give the returns in terms of improving outcomes. In this paper, we argue for a case to shift the focus of education investment from inputs to outcomes, outlining the recognition norms defined under the RTE. We review the literature available to examine whether a correlation between input norms and learning outcomes exists and make recommendations for an outcomes-focused policy approach to improving the quality of education.

Background The recognition that the development of human capital is essential for the socioeconomic growth of a nation, and that education leads to its development, has led to an increase in investment in education globally as well as in the Indian context. As the Indian expenditure on education as a percentage of GDP increased from 2006 to 2011, learning levels declined over the same period (Pratham

2012 and Case and Deaton 1998). Education in India significantly lacks quality, despite the progress made in terms of student access, pupil teacher ratios and infrastructure. The Right of Children to Free and Compulsory Education Act (RTE), 2009 ratified education as a fundamental right and seeks to promote equitable access to education for all children up to the age of 14 years. However, the Act focuses almost entirely on school inputs and not on learning outcomes. This focus on inputs has resulted in three undesirable outcomes. Firstly, a drop in student achievement has accompanied the lack of focus on outputs. As a result, while the Net (primary) Enrolment Rate (NER) increased from 70 to 90 percent over the past decade, learning outcomes have dropped. This is evidenced by results from both national and international surveys (World Bank 2012). At the elementary level for example, only 40 percent of the children in grades four and five could perform subtraction and over 53 percent of students in grade five could not read a grade two level text (Pratham 2012). Moreover, India ranked 73rd amongst 74 countries that participated in the Programme for International Student Assessment (PISA), a scholastic study conducted by the Organization for Economic Cooperation and

Development, in 2011. Second, the focus on inputs is forcing the closure of private schools, placing pressure on government capacity to educate children. Sections 18 and 19 of the RTE Act stipulate that no school can be established without obtaining a certificate of recognition from the designated authority and define the standards for school area, classroom size, and number of toilets, pupil teacher ratio, teacher salaries, teacher qualifications and number of library books, that must be met by every established school. It is estimated that the compliance with these standards will lead to a projected four-fold increase in per student expenditure and will place schools operating on low budgets out of reach for most of the students. These schools cater to a large section of the population from disadvantaged sections of society and an increase in fees by 400 percent (CCS unpublished data) will make them completely inaccessible to the current target population. Third, the focus on inputs has led to the implementation of policies that do not give the return on investment as expected due to inefficiencies in design and poor cost effectiveness.

<http://ccs.in/sites/default/files/research/research-effectiveness-of-school-input-norms.pdf>

NISA Stands Against Schools Closure in Uttar Pradesh



Uttar Pradesh Government has issued a school closure notice to 106 schools and they are under process of issuing notice to another 2000 schools. Budget private schools are an entrepreneurial response to meet urgent education needs by expanding access to the poorest children. Catering to economically weaker sections of society, these schools operate on wafer thin margins. Despite lack of infrastructure and facilities, systematic research 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.

In this Advocacy activities NISA organized various events such as meeting with Budget private Schools owners, Press conference on school closure issues, state level conference to mobilize the budget private schools from other districts of Lucknow. By the NISA efforts we were able to inform the Uttar Pradesh government about these budget private schools, sensitize the media to support these schools and able to form an association for these budget private schools. During this process formed the Uttar Pradesh Budget Community Schools Association— UPBCSA.

Problems and Proposed Solutions

1. The difficulty or impossibility of compliance with RTE infrastructure and other norms, which is leading to the closure of many private

unaided schools, thus denying children the right to education or at least the right to study in their chosen school; The emphasis should be on the learning outcomes and not on infrastructure.

2. Ambiguity about the entry point for admission into private schools (nursery or class 1); there being no budget for reimbursement for pre-primary classes but children are still being sent at that level; The entry point should be only in one class, whether nursery or first class.



3.Mapping of the schools has not been done and neighbourhood schools have not been identified. Wrongly defining 'neighbourhood' as electoral ward, instead of a One Kilo meter distance as specified in the Right to Education act 2009 the government has wrongly taken wards as neighbourhood unit which is contradictory to the act.

4.Sending students for admission to private schools without properly checking their EWS/ income status; 25% quota is only for EWS students, while the government is sending the students for admission under this quota without verification of their income. There should be proper verification of income of parents of those children who are getting admission under this quota.

5.Reimbursement planned by the state government is very meagre and contradictory to the act. The act has specified that the reim-

bursement will be equal to per student expenditure by the government in its schools or the actual fees charged by the schools. The schools have been asked the seats vacant up to September. In such a case the reimbursement should be based not on the actual admissions but on the number of seats kept vacant. We proposed that the government should give education vouchers of Rs 2000 per month to each EWS students for seeking admission to a school of their own choices

6.Exams at Primary and Middle Level No detention policy prescribed under RTE should be scrapped. State boards or other boards or government may be allowed to hold primary and middle level exams. But these exams should be optimal and the schools should be free to hold the examinations up to middle level on their own and to issue certificate for the same.

7.Autonomy in internal administration Schools should have autonomy about timings of schools, declaration of holidays, method of teaching and other academic issues. Schools should be free to raise fee up to 15% every year. There should be no fee regulation committee as it only tends corruption. However if a school seeks to raise fee more than 15%, it will justify that decision to authorities concerned. Teacher Eligibility Test - TET should be held for eligibility for admission to B Ed course and not after B Ed.

8.Exemption from Commercial taxes. Non profit schools should be exempted from commercial charges for water, electricity, house/ property tax and from labor laws like ESI, Shop tax, Provident Fund, Gratuity etc. As it will increase the cost of education because payment for all this has to be made out of students fees.

NISA State Representatives and Secretariat In Advocacy Initiatives



NISA President Kulbhushan Sharma and Director Policy Amit Chandra met Mr.Vinod Tawde—Education Minister and discussed



NISA President Kulbhushan Sharma, Vice President Advocacy Rajesh Malhotra and PPSO President Tejpal Singh had a meeting



Meeting with Budget Private Schools Owner of Barabanki, Uttar Pradesh



NISA President Kulbhushan Sharma, Director Policy Amit Chandra, President PPSO Tejpal Singh with Hon Anil Vij Minister



NISA President Kulbhushan Sharma and Director Policy Amit Chandra addressed the Annual conference of Edupreneurs.



NISA state associations representatives addressed the Edu Status Conference organized by KAMS association Karnataka.owners at Ra-

photo: NISA Telangana Association submitted BPS NEP recommendations to Ms.Smriti Irani MHRD



newsreel

THE RTE PLATFORM

The Hindi | 6 January 2016

No facilities, no license for schools here-after

<http://www.thehindu.com/todays-paper/tp-national/tp-kerala/no-facilities-no-licence-for-schools-hereafter/article8070972.ece>

The Indian Express | 6 January 2016

Delhi private schools fume: Decision unacceptable, this is vendetta by govt' The National Independent Schools Alliance (NISA) also spoke against the move

<http://indianexpress.com/article/cities/delhi/delhi-private-schools-fume-decision-unacceptable-this-is-vendetta-by-govt/>

Hindustan Times | 11 January 2015

Schools' body highlights 'ambiguity' in RTE norms

<http://www.hindustantimes.com/punjab/schools-body-highlights-ambiguity-in-rte-norms/story-NICpXVQYepzTvWKLXHoD7N.html>

Courtesy: **RightToEducation.in**



Chippersage Education Private Ltd is in the business of providing research critical products which facilitate easier learning of difficult concepts for children. Our beneficiaries are children in the age group 2 yrs - 14 yrs. We currently build products in the fundamental subjects - English, Science and Mathematics. The company's product suite intends to make the process of learning not just fast and effective but essentially - very interesting, joyful and experiential. Further, we dream of doing that across a wide set of knowledge areas.

We understand the need and connect with the next technologies in building-in seamless efficiency into our products and present them with great enthusiasm to our young users. Our conceptual learning systems, by rule and purpose, are built with techniques and tools that are evolved with elements of innovation. Our core team consists of professionals both from the education and Information technology domain with a collective experience of 100+ years to make this vision a reality.

We are currently incubated at NSRCEL at the Indian Institute of Management, Bangalore.



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