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Volume 5 Issue 2

## Budget Private Schools

*Challenges, Innovations and Solutions.*

### P- 07

India is free, its  
schools are not

### P- 10

When ideology  
overcame sense



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National Independent Schools Alliance (NISA) is the unified voice of Budget Private Schools (BPS) in India, that aims at improving access to affordable and quality education for the economically weaker students.

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# Crisis faced by Budget Private Schools in the time of COVID 19



**S.R. Thomas Antony**  
EDITOR

Life across the globe has come to a standstill due to the outbreak of COVID 19 and even the first world countries are struggling to grapple with the current situation. The Indian Government had announced a 'janta curfew' on March 22nd followed by a complete lockdown of the country for 40 days in order to contain the virus. Being an unprecedented situation, the country had to work and rework on several fronts in order to equip the citizens. This article will discuss some of the challenges that are faced by the Education sector with special reference to Budget Public School.

Like any other affected essential service sector, the pandemic has severely hit the education sector too. A sudden but inevitable gap that has occurred in the academic calendar is going to put pressure on students who are away from the schools in this pandemic situation. A proper and well thought guideline is lacking at present which is required to direct the schools on how to address crisis in the current scenario.

Budget private schools (BPS) are privately-run schools that charge very low fees between Rs 50-300 per month, operating among the poorer sections of the society and have become relevant to the education discourse of India. Budget private schools in some rural areas of the country take a nominal fee that amounts up to thirty rupees per month. Most such schools are charging a maximum monthly tuition fee not exceeding the amount a daily wage laborer earns a day. These schools show the entrepreneurial spirit in the field of education and how private institutions can also be inclusive of the poor.

While some state governments have taken some steps like home delivery of midday meals, disbursement of scholarships as DBT, yet private school sector especially the budget private schools are facing severe financial crisis which can impact the teaching and non-teaching fraternity. The parents who choose the Budget Private Schools belong to the deprived communities who are mostly a daily wagers laborer. Budget Private Schools value the parental choice and try to satisfy the parental choice by providing good quality education. They generate a huge volume of employment for the lower middle class: across the country there are 5 lac schools which offer jobs to around 2 crores of teaching and non-teaching employees. If the schools are not allowed to collect fees as a regular procedure, the schools will be facing an issue in sustaining the teaching-learning process. It will adversely affect the employment of 2 Crore teaching and non-teaching employees and the livelihood of 10 crores people.

Though it took almost a month to start the discussion on Education reforms in this pandemic situation, the issues of private sector schools are under discussed. It would be a discriminatory practice if the teaching non- teaching staff are deprived of salaries in these toughest times due to the financial crisis. Due to the lack of corpus funds, these schools are not in a condition to manage the salary of the staff on their own. NISA has already proposed the competent authorities to look into this issue in a holistic manner. The beneficiaries of these schools and the teaching and non-teaching staff generally belong to deprived communities and backgrounds. This makes this issue a pertinent one which needs immediate attention.

Schools management are also equally concerned about the lockdown and already the schools are transforming their teaching model to e-Courses. When normalcy is established, these schools should be directed to complete 220 academic days by cancelling the holidays in the session. Few state governments have already informed the private schools not to collect fees until the lockdown is lifted. Some parents are also demanding the same. In this situation, the central government should check the possibilities of Direct Benefit Transfer of the tuition fees to either parents or to the schools. The government should transfer an actual Amount of tuition fee for the entire lock down period to the Parent or School Directly Under Direct Benefit Transfer Model.

This will help 5 lakh schools to ensure the education to crores of poor students, sustaining the employment of 2 crores of Teaching, Non-Teaching Employees and 10 crores family members who depend on this economy.

The RTE reimbursement amount is pending for more than 3 years in so many states, so **the immediate release of the Pending RTE Admissions amount** would also help the school to get some relief in managing the current financial crisis. Though the schools are run as a Not for Profit entity, they payqa1 all the taxes at commercial rates for essential service. This pandemic situation demands some exemptions of all the insurance instalments, Tax and essentials like Water, Electricity should be free at least till July 2020.

This Pandemic, COVID -19 has not only created health problems, it's equally damaged the education system as well. In this critical time, it's important to make wise, viable, and people centric decisions to Save Education in India. This could only happen when decisions are taken with the participation of all important stakeholders in the education sector including Private Schools Managements. Government should involve the Private Schools Management in the decision making process than ever before to have a fair Pandemic Guidelines on Education to address the present situation and also be ready for future time.





# Budget Private Schools and NISA As A NATIONAL VOICE OF BPS



**DR. KULBHUSHAN SHARMA**  
PRESIDENT, NISA

**NISA has played a significant role for the development of Budget Private Schools.**

Education in India before the British rule was not regulated by Government and therefore no official data is available about what percentage of population had the opportunity to education. It was only in the 19th century that the British government in India regulated education by setting up a government schools, College and Universities, Missionaries in South India started a number of Schools. North India too had a number of religious organizations that followed trend and set up a number of Private Schools. These Private Schools charged only a nominal fee and thus were the beginning of budget private schools in India. However, the Government or the Private Organization did not aim at universal literacy. The

government aim was to wean people away from ancient Indian traditions and prepare English educated people to work at lower end jobs in government offices whereas the religious organization wanted to preserve Indian culture while preparing students for job both in Government and Private Sector.

After Independence in 1947, the government wanted to spread literacy but due to shortage of funds could not set up as many government schools as required and therefore encouraged the private organization to set up private schools without imposing any rigid conditions of infrastructure and service conditions of staff. With the growth of commerce and industry both at pan India and international level, the requirement of English knowing persons increased and CBSE Affiliated Private Schools came up where service rules and salary structure were specified though there were no rigid rules regarding land required. Private schools and the government also started giving grant in aid to private schools provided they charged only a nominal fee like in govt schools. From 1970s onwards, the government for political gains, started opening government schools without

**The Centre for Civil Society (CCS) helped in the establishment of the National Independent Schools Alliance (NISA) which is the biggest organization of private schools.**

proper infrastructure and adequate number of teachers. As a result, the quality of education deteriorated fast in govt schools giving rise to budget private schools that charged low fee but provided much better quality.

In the early 21st Century and particularly after RTE in 2009, the govt set up Government Schools in large number but because of faulty policies, the quality of government schools deteriorated further. With growing awareness of the need for quality education and reduction in poverty, more and more parents opted for quality education in budget private schools. The first direct attack on Budget Private Schools autonomy came when RTE imposed more emphasis on infrastructure rather than the quality of education, which lead to the closure of thousands of budget private schools.

Apprehending this very situation, the Centre for Civil Society (CCS) helped in the establishment of the National Independent Schools Alliance (NISA) which is the biggest organization of private schools. NISA was established in 2011, with a two-pronged strategy to protect and promote budget private schools in India. Today NISA is a recognized organization with more than 54 State Associations having more than 70 thousand schools affiliated to it.

NISA has adopted a two-pronged strategy to protect and promote budget private schools in India through (1) Advocacy (2) Quality for Advocacy. It has been a myth among government system and public domain that private schools exploit parents by imposing high fees and runs only for profit moto. NISA has pointed out that percent of private schools charging high fee is not more than five percent. Around 50% of private schools charge a nominal monthly fee of less than Rs.600/- and the next 45% charge a monthly fee ranging between Rs.600/-and Rs.2500/-. On the other hand, Government is spending fees of Rs. 5000/- per student per month if we divide the total govt. expenditure on school education by a state by the total number of students in the state.

***Around 50% of private schools charge a nominal monthly fee of less than Rs.600/- and the next 45% charge a monthly fee ranging between Rs.600/-and Rs.2500/- On the other hand, Govt. is spending fees of Rs. 5000/- per student per month if we divide the total government expenditure on school education by a state by the total number of students in the state.***

NISA through its extensive and strenuous advocacy efforts in co-operation with dynamic state leaders has unified voices of budget private schools at state and national level. NISA has actively interacted with media person, Member of Parliamentarians of all parties, government officials etc. to project the views of Budget Private Schools and cleared many of the misconceptions about Budget Private Schools in the public mind. Because of realization of the better quality and affordable fee of the Budget Private Schools, number of students in these schools have increased by almost 3 crores in the last six years whereas the number of students in government schools has decreased by almost 1.5 crores.

NISA has given importance to quality improvement of budget private schools along with advocacy work at national and state level. NISA strongly believes that the quality education is one of the strongest tool in advocacy for Budget Private Schools. NISA has prepared a quality charter with the help of Gray Matters Capital which has been signed by thousands of schools. It has developed a self –assessment app and conducted workshop for school teacher and leaders to use this app and self –assess their school which help Budget Private Schools to work on shortcomings to improve their quality. It has also arranged interaction with many Organizations working in the field of education like Microsoft, Worldreader, Desh Apnayen Sahyog Foundation, LEAD Schools and Education World Magazine etc. NISA has also developed its own test- NAAT for students of Budget Private Schools, an important step to improve the quality of education. Every year NISA is helping more than 26000 students in enhancing their 21st century skills and making the child to be better ready with analytical and aptitude skills.

Budget Private Schools are building a nation by ensuring choice and quality in education with in an affordable fee. NISA will contribute to work energetically to protect, promote and praise –Budget Private Schools of this country from the misguided policies of the government. NISA is working towards Self-Regulatory Organization by strengthening its advocacy and quality initiatives. This National alliance will work for the betterment and rights of Private Schools Students, Teachers and Non-Teaching Staff and edupreneur.

# MUNI INTERNATIONAL SCHOOL

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## Unheard Story of Budget Private School The Muni Model

If all the units of the world are divided, then four stages are formed. The first stage is the material state, the second stage is the vital stage, the third stage is the living state and the fourth stage is the stage of wisdom. The first three stages are complete with their form, their qualities, their nature, their religion, utility and perfection. If we talk about the fourth stage, then that too is complete in its form at the level of the body. All that is required is intellectual development. Humans have developed and experimented a lot in their journey of development in different circumstances, such as from caves to high-rise buildings and from leaves to various types of textiles etc. Along with this, humans also have known many laws and principles of the nature and are also using the rules of these principles. The facilities eventually developed a lot, in the form of indulgence and excessive consumerism. But at the same time the development of humanity stopped in humans. Although there have been many experiments in the world, such as Gandhi ji experimented with the truth, Nelson Mandela, Bhagat Singh, Martin Luther King and many other different personalities in different times also experimented differently, but those experiments couldn't become universal

and tradition. Rather, such experiments became just chapters in the text books and people just crammed the dates, events, names of the great people just for the sake of passing the examinations. However some people even tried to do the same. The speed of human along with his experiments became so fast that he destroyed his own faith. Being unhappy with self and while creating a fearful situation in society and imbalance in nature, human has reached up to the global warming now.

According to me, education has been responsible to a large extent in reaching such situations. According to me, whatever the lack/failure was in those rules and in understanding those rules, for providing solutions and proofs for all that, me Ashok Kumar Thakur, also experimented differently by establishing Muni International School in 2002 on the name of my mother with low level infrastructure, challenging conditions and along with common people and ordinary faculty. Muni International School was not intended to work only for a few special people. Only a few people can be successful anytime and anywhere and it has been so. The objective of Muni International School was to create a model in which every person can succeed



## Muni International School

SKV CAMPUS - JIRA, GIR

and become competent. For this, Muni International School designed 40 innovative methodologies to work at different levels.

The rise and fall of any society depends on the quality of education. School is the place where the character of future citizens of the society is built. Through education at Muni International School, the emphasis is on making children healthy, prosperous, living in fulfillment in relationships, participating in the system and being able for knowing the possibility of the future. It is said that man creates habits first and then these habits drive him through whole life, so right habits are very essential for better life. Muni International School makes its students practice better habits.

40 innovative methodologies have been successfully implemented at Muni International School. The Muni International School firmly believes that knowledge is nobody's legacy. Good things must reach everyone. NISA has played a big role in fulfilling the Muni International School's dream of Vasudhaiva Kutumbakam. NISA took the responsibility of taking the Muni methodologies to various other schools. Muni International School will always be grateful for this cooperation from NISA.

*According to me, whatever the lack/failure was in those rules and in understanding those rules, for providing solutions and proofs for all that, me Ashok Kumar Thakur, also experimented differently by establishing Muni International School in 2002 on the name of my mother with low level infrastructure, challenging conditions and along with common people and ordinary faculty.*



**ASHOK THAKUR**

FOUNDER, MUNI INTERNATIONAL SCHOOL



# India's best Budget Private Schools



## DILIP THAKORE

PUBLISHER/ EDITOR, EDUCATIONWORLD

According to the Centre for Civil Society (CCS), a highly reputed Delhi-based think tank, the number of budget private schools (BPS) – affordable privately promoted primary-secondaries levying tuition fees below Rs.50,000 per year - across India is over 400,000 with a staggering enrolment of 60 million children. But BPS are anathema to the establishment dominated by the neta-babu (politician-bureaucrat) brotherhood, which over the past 70 years since independence has transformed India into one of the poorest countries on Planet Earth.

This is evidenced by the insertion of s.19 in the landmark Right of Children to Free & Compulsory Education (RTE) Act, 2009. Under this section, all private schools are obliged to adhere to several stringent infrastructure norms - bathrooms, kitchens, store-room, playground and teacher-pupil ratio – on pain of punitive fines and forceful closure. However, government schools promoted and/or managed by the Central, state and local governments are exempt from provisions of s.19 and infrastructure norms detailed in the Schedule of the RTE Act. Quite clearly the objective of s.19 is to stifle and/or eliminate BPS which provide children of the lower middle and working class an alternative to failing government schools time-warped by English language aversion and pathetic learning outcomes.

Against this backdrop it's our encouraging discovery that the native spirit of private enterprise is alive and well in Indian education. BPS have united under the banner of the Delhi-based National Independent Schools Alliance (NISA) to obtain stay orders against mass forced closures of private schools providing millions of children affordable half-decent primary-secondary education from high courts across the country.

This resistance is important because the country's 1.20 million government schools are going from bad to worse. This is testified by the highly respected independent annual ASER

surveys published by the Pratham Education Foundation whose over 25,000 volunteers field test the actual learning attainments of primary/elementary school children countrywide. That's why despite the hostility of the Central, state and local governments as also of jholawalas (left academics and intellectuals), the number of BPS is rising by 7 percent annually. Privately promoted affordable schools are here to stay.

In the considered opinion of your editors, official discrimination and hostility towards the country's 400,000 BPS which provide 60 million children education of their choice, is unwarranted and iniquitous. On the contrary, BPS should be encouraged to upgrade and expand through the provision of long-term soft loans and concessional land pricing. To force children of SEC (socio-economic category) C-E households to compulsorily attend dysfunctional government schools is blatant social injustice which needs urgent correction.

Therefore to encourage BPS to stay the course and improve the quality of education they provide to children of SEC C, D and E households, in February we published the first ever league tables rating and ranking India's Top 300 BPS nationally, in the states and in 143 cities and small towns countrywide. Subsequently top-ranked BPS from across the country were felicitated and conferred trophies and certificates at the EducationWorld India Budget Private School Rankings Awards 2020 held in Mumbai on February 26. This first ever event was a great success and was attended by over 400 BPS promoters and principals from over 100 towns and cities across the country.

In EducationWorld we believe that BPS institutions across the country are providing a valuable service to historically neglected children of low income households because they offer an alternative to dysfunctional government schools. In the national interest, we are determined to encourage them to upgrade and grow.



presents

# EducationWorld

## INDIA BUDGET PRIVATE SCHOOL RANKINGS 2020

### INDIA'S TOP 10 BUDGET PRIVATE SCHOOLS

RANK	BUDGET PRIVATE SCHOOLS	RANK	BUDGET PRIVATE SCHOOLS
<b>1</b>	Muni International School, Delhi	<b>7</b>	Little Star English School, Guwahati
<b>2</b>	Mukarram Jah School, Hyderabad	<b>8</b>	Sri Vijaya Sai High School, Bodhan, Nizamabad
<b>3</b>	St. Mary's High School, Kalyan, Mumbai	<b>9</b>	Don Bosco High School, Dombivli (W), Thane
<b>4</b>	Nagarjuna Model School, Kadapa (AP)	<b>9</b>	Vasavi High School, Divya Nagar, Nirmal (Telangana)
<b>5</b>	SR Capital Public School, Naveen Shahdara, Delhi	<b>10</b>	Ashwini Public School, Laggere, Bangalore
<b>5</b>	Sukhpal Sr Sec School, Ugala (Haryana)	<b>10</b>	Burnpur Riverside School, Bardhaman Dist (WB)
<b>6</b>	Shiksha Niketan, Jammu		

# India is free, its schools are not – Reform must have two legs: Autonomy for private schools and quality for government schools

-Gurucharan Das

Another Republic Day has come and gone, with an unhappy reminder of the tragic gap between our aspirations and the harsh reality. For 70 years we have wanted our children to grow up into free thinking, confident and innovative Indians. But our education system has done everything possible to disempower them. It is a heart breaking sight to see long lines of parents waiting year after year to get their child into a decent school. Most of them are doomed to failure as there aren't enough places in good schools.

Every year the Annual Status of Education Report (ASER) brings the sad news that less than half the students in Class V can read a paragraph or do an arithmetic sum from a Class II text. In some states, less than 10% teachers pass the Teacher Eligibility Tests. In UP and Bihar, three in four teachers cannot do percentage sums from a Class V text. No wonder India's children ranked 73rd from 74 countries in the international PISA test of reading, science and arithmetic.

Because good government schools are scarce, parents are compelled to send children to a

private school. Between 2011 and 2015 enrolment in government schools fell by 1.1 crore and rose in private schools by 1.6 crore, according to government's DISE data. Based on this trend, there is a need for 1,30,000 additional private schools in 2020. But they are not opening. One reason is the great difficulty to start a school for an honest person. 30-45 permissions are required, depending on the state, and most require running around and bribery. The most expensive bribes are for an Essentiality Certificate (to prove that a school is needed) and for Recognition.

Another reason for the scarcity is fees control. The problem began with the Right to Education Act. The government realised that state schools were failing and it commanded private schools to reserve 25% seats for the poor. It was a good idea but poorly executed. Since state governments did not compensate private schools adequately for the reserved students, the fees for the 75% fee-paying students went up. This led to a clamour from parents. Many states imposed a control on fees, which

has gradually weakened the financial health of schools. To survive, schools have had to economise, leading to a decline in quality. Some schools have actually had to shut down.

The latest assault on school autonomy is the threat of a ban on private textbooks. In 2015, the HRD ministry advised schools to use only NCERT books published by the government. Parents worry about the decline in quality and late delivery of books. Oxfam reported that in half the schools they surveyed in 2015 in ten states, textbooks had not arrived.

*Teachers are oblivious of wonderful apps like Hello English and Google Bolo that could rapidly make an Indian student fluent in spoken English.*

Although NCERT books have improved, the old rote method of learning persists. Teachers are oblivious of wonderful apps like Hello English and Google Bolo that could rapidly make an Indian student fluent in spoken English. Educationists fear that a ban will cut off Indian children from the learning revolution happening in the world, especially digital learning, and disconnect them from job opportunities in the knowledge economy.

Ironically, most high-performing education systems in Asia have gone in the opposite direction – to a liberalised multiple-textbook policy. This has improved student performance by breaking the link between one textbook and one examination. Since Asian teachers now have access to diverse materials, they use interactive teaching methods to develop critical thinking and problem solving in students. China moved away from a national textbook policy in the late 1980s and encourages the use of multiple local textbooks to “connect with real-life interests and experiences of students in a modern society”. In a liberalised system, a student doesn’t have to

buy multiple texts— many countries rent books to students and reuse them for many years. Successful Asian countries routinely work with book publishers to continuously improve textbook content, curriculum and teacher training.

70 years into the Republic, it is time to give autonomy to private schools. The 1991 reforms gave freedom to industry but not to our schools, who are still groaning under the burden of licence raj. Despite all this, however, the contribution of private schools to the rise of India is incalculable. Their alumni fill the top ranks of professions, civil services and business. Their leaders have made India a world class power in software. It’s time that India dropped its socialist hypocrisy that forbids a private school from making a profit. In order to survive, it must make a profit (and it does!). Profit allows it to improve its quality and to expand to meet the huge demand for better schools. This single change in designation from ‘non-profit’ to ‘profit’ sector could bring a revolution. Investments would flow rapidly into education, improving choice and quality.

improving choice and quality. Principals would not have to lie or be called thieves. The Indian citizen today understands the value of choice and competition. Just as she pays for water and electricity, she is willing to pay for a superior education. In a free country, why should she be prevented from paying more for a school or buying a superior textbook?

Instead of over-regulating private schools, the state should focus on improving the quality of government schools. To begin with, it should separate its two functions: (1) to regulate education impartially, applying equal standards to both the public and private sector; (2) to run government schools. Today, there is a conflict of interest, which confuses the administrator and results in bad policies. It’s time to give freedom to private schools and look forward to Republic Day when those long lines will be shorter and reality comes closer to our aspirations.

“

***Between 2011 and 2015 enrolment in government schools fell by 1.1 crore and rose in private schools by 1.6 crore, according to government’s DISE data.***



# When ideology overcame sense: RTE imposes a bureaucratic, grotesquely inefficient regime starving our children of good

-Prof Geeta Gandhi Kingdon



The road to hell is paved with good intentions. It is no hyperbole to say that the well-intentioned Right to Education (RTE) Act, 2009, has been a disastrous experiment. Contrary to its avowed intent, its effect has been to deprive millions of children of their right to education by closing down schools.

Delhi's AAP government has used Sections 18 and 19 of the RTE Act to justify closing all unrecognised private unaided schools, which are the low fee schools serving the poor and lower middle classes. Many other states have been doing the same, more quietly.

Section 18 mandates that private unaided schools must obtain government licence ("recognition") by fulfilling the stipulated infrastructure and pupil-teacher ratio norms; Section 19 mandates the closure of schools that do not obtain recognition. State governments have added many further conditions for recognition.

While these strictures are supposedly quality related, in fact this inputs-focused approach is already discredited internationally in hundreds of

studies and meta-analyses. And, even national data show that raw learning levels of children in these schools are twice (in some states thrice) as high as in government schools.

In reality, there are less exalted reasons why state governments hide behind Section 19 to curb private education. Firstly, it is politically expedient. Section 12 of the Act (which obliges all private schools to give at least 25% of their seats to disadvantaged children) has accelerated the pre-existent trend of the emptying of government schools, embarrassing state governments. In 2015-16, Rajasthan, Maharashtra and Chhattisgarh alone closed about 24,000 government schools where total school enrolment had fallen below 10 students. Such closures expose government incompetence, so it is expedient for states to forestall such embarrassment by suppressing the low fee unrecognised schools, coercing poor children to fill government schools which have higher teacher absentee rates. The horrendous consequences for children's learning levels, and ultimately for productivity

and national growth, are nowhere in the calculation.

Secondly, it is convenient for government to close private schools to avoid the burden of double-expenditure: maintaining empty school buildings and highly paid teachers (average per-pupil expenditure on salary alone is Rs 2,300 pm) in government schools and, again, reimbursing private schools for educating the children who have abandoned the government schools.

The reason for this unholy mess is that the RTE Act's framers disregarded the evidence on the emptying of government





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schools, and were in denial about the pitifully low learning levels, which were driving parents to private schools. They merrily focussed on ensuring access to schooling, virtually redundant since enrolment was already 96% in 2009.

Paradoxically, Section 19 of the Act exempts government schools from penalties for violating the infrastructure norms, so it is not surprising that only 6.4% of them actually fulfilled the norms by 2016 (as per the HRD minister's reply to Parliament in August 2016). Thus the Act shelters infrastructure-deficient government schools from closure, and applies double standards.

The Act has another monumental flaw: its Section 6 obligates state governments to establish neighbourhood public schools in all localities, legally binding states to create more of the kind of schools people have been abandoning. Official U-DISE data show that from 2010 to 2016, enrolment in government elementary schools fell by 1.8 crore (and in recognised private schools rose by 1.7 crore); average enrolment fell from 122 to a mere 103 pupils per government school; and the number of 'small' government

schools (those with a total enrolment of '50 or fewer' students) rose from 3,13,169 to 4,17,193!

The average school size in these 4.17 lakh schools was a mere 28 students per school making them monstrously unviable, both pedagogically and economically. The total teacher salary bill in these 4.17 lakh 'small' government schools was Rs 56,497 crore in 2016-17 (data from NUEPA). RTE's insistence on creating more government schools when such schools have been rapidly emptying has led to grotesque inefficiency, and it constitutes the ruinous triumph of ideology over sense.

Many state governments have not implemented Section 12 of the Act to give poor children access to private schools. Uttarakhand and Maharashtra governments lament that they cannot afford to pay hundreds of crores rupees of reimbursements owed to private schools; Karnataka government is blaming Section 12 for the 'privatisation of education' since their government schools are rapidly emptying.

Some have called Section 12 anti-Hindu since it applies only to the non-minority (mainly Hindu) schools. Private schools are no happier with Section 12

,complaining of low reimbursement rates, and of delays, deficits and corruption in the reimbursement process. They also fear political capture, official interference, loss of autonomy, and consequent reduction in quality of education.

The Act is premised on mistaken hunch-driven diagnoses and has prescribed the wrong (inputs-based) remedies, when the crying need is for accountability-raising reform that exposes government schools to the rigours of competition from private schools. Many countries have benefited by giving public funding (to government and private schools) as vouchers to parents, which empower the latter to hold schools accountable.

The imminent National Education Policy must boldly recommend the scrapping of the harmful Right to Education Act, 2009, and suggest policies based on national and international evidence on what has worked to improve children's outcomes, rather than on ideology or experimentation. The stakes are high for crores of Indian children, and for the country's growth and prosperity.

# EQUITY IN EDUCATION

-Dr. Parth J Shah



All our efforts have not yet guaranteed easy access and good quality elementary education for all children of India. It is time to think outside the box and the Education Voucher is the most innovative approach for universal guarantee of high-quality education.

The Education Voucher is a coupon offered by the government and covers the cost of education at the school of the student's choice. The schools collect vouchers from students and present them to the government for the amount of money specified on the voucher.

The Delhi government spends Rs 800-1,500 a student every month while some of the best - not the high-end - private schools charge a student Rs 400 to 800 a month. Since the difference in results is known, imagine the quality of education if the government funds were given to the poor through education vouchers and not through government schools.

At present, the government gives funds to schools, which then provide free education to students. The voucher system will provide funding to the student who will then approach any of the schools for education. While in the present system, the schools are accountable to the government, the voucher system will make schools accountable directly to students since they pay for the education through vouchers.

So if the student does not like the school, she can take her voucher to another one. The Education Voucher also equalises the opportunity for the poor by giving them the purchasing power they lack. This enhanced choice of the poor will increase competition in the education sector.

The resultant competition among schools improves the quality of learning, infrastructure, extra-curricular activities. To attract and retain students, schools offer variety of services mid-day meals, transportation, flexible school hours, after-school care and so on.

They provide these extra services not because

they are mandated, but to keep their student customers. More importantly, instead of a single mandated service like mid-day meals, each school would have the incentive to figure out the service that is most valuable to its students. In some cases, it could be mid-day meals, in other cases it could be free transportation, or after-school care.

The Education Voucher combines core competencies of the private and public sectors: efficiency, innovation, customisation and accountability of the private sector, with the equity and independent supervision of the public sector. It gives the same choice to poor students that the rich enjoy. Voucher programmes have been implemented in countries as diverse as Sweden, Chile, Columbia, Holland, the US, the UK, New Zealand, Bangladesh, Czech Republic and Cote d'Ivoire.

In the UK, it's called "pupil passport". Each country has designed the voucher programme to suit its need. Bangladesh, for instance, gives vouchers to only girl students in the fifth standard to continue into the sixth in any school of their choice. Enrolment of girl students in middle school has since increased far beyond expectations. In ancient times, the pupil offered a gurudakshina directly to the teacher as a fee for the education provided.

Those who were poor and could not afford guru dakshina had to rely on the generosity of the guru. Under the voucher system the government provides this gurudakshina on the poor student's behalf. The Education Voucher system may well be called the Gurudakshina Grant Scheme.



**Dr. Parth J Shah**

# Budget Private Schools - Silently Shaping India's Future

- Kiran Dave

**"Education is the most powerful weapon which you can use to change the world"**, said Nelson Mandela. However, the Indian government, instead of arming us with the tools to change the world, has left us stranded in a desert of ignorance. If budget private schools were not bridging the gaps in India's education system, millions of parents and children couldn't think of a brighter tomorrow.

Budget private schools are the growing segment of private schools that cater to the large middle and lower middle class in India. They are often run by individuals from their homes, shops, or any available space. Sometimes, they are large-scale operations run by charitable trusts.

Currently, about 55 percent of students are enrolled in government schools and about 43 percent enrolled in private schools. Out of private unaided schools, a whopping 79 percent are enrolled in budget private schools. Private school enrollment has witnessed exponential growth in recent years, largely fuelled by poor

conditions of government schools and increased demand for quality education by parents.

"In states such as Bihar, MP, Rajasthan, UP and Odisha, between 70 to 85 percent of children studying in private schools pay fees less than Rs 500 per month."

Though some budget private schools tend to experience over-crowding, coupled with lack of conventional resources used for teaching, people prefer them over government schools. Many budget private schools have come up with alternative models for imparting not just education, but also life-skills to their students.

GyanShala is one such innovative model of budget private schooling that believes in continuous efforts to provide better quality education. GyanShala involves the local community in the teaching process and connects them with professional teachers. The organisation has set up a multi-tier curriculum and lesson planning for teaching, independent assessment, worksheets, and puts emphasis on

**Budget private schools are delivering high quality education to millions of children who would otherwise have to go to barely functional government schools.**



actual learning. GyanShala students score only slightly off the benchmarks set by ASSET (Assessment of Scholastic Skills through Educational Testing), a scientifically designed, skill-based assessment test.

## READ MORE: RTE Act – Right to Education or Restricting the Education?

Budget private schools are the silent horses of our education system and are delivering quality schooling to millions of children who would otherwise have chosen barely functioning government schools. However, instead of encouraging them and facilitating a better environment for them to function, the government is cracking down on these schools with heavy regulatory burdens under the Right to Education Act.

The Act mandates that all schools, government and private, follow specific infrastructure

guidelines and teacher-pupil ratio norms along with hundreds of other requirements. The low-budget schools often do not have the necessary resources to follow each requirement and are forced to shut down. The non-compliant government schools, often leeching on taxpayers without contributing anything to the society, continue to function even if they openly flout government's own rules.

The government's approach towards budget private schools must change. They need recognition and autonomy and should not be subjected to needless regulatory requirements. They contribute immensely in improving the state of education in India despite the barriers many barriers. Just imagine the difference they could make if they are set free.



**Currently, about 55 percent of students are enrolled in government school and about 43 percent enrolled in private schools. Out of private unaided schools, a whopping 79 percent are enrolled in budget.**



# First and Second Graders Performing at Three Times the National Average The Secret? Teachers.

*Teachers Thriving, Primary School Students Excelling in English & Math by 321 Foundation*

## IGNITE!

A program led by **321 Education** Foundation, is demonstrating student results 3 times higher than the national average. Based on results from the Annual Status of Education Report (ASER) report 2018 & 2019:

**Grade 2 Math:** Only 25% of students were able to solve a basic subtraction problem

**Grade 2 Reading:** Only 20% of students were able to read a paragraph fluently

**Grade 1 Reading:** Only 16.2% of students were able to read a 19 word paragraph

**Grade 1 Math:** Only 7.6% students were able to do two digit numeric subtraction

The 321 Education foundation has created a program to change this narrative and improve student learning across India. Ignite! is an early grades program to ensure statistically significant improvements in student learning. The Ignite! program currently works with approximately 10,000 students in 70 schools from economically disadvantaged backgrounds located in Bangalore, Mumbai and Hyderabad.

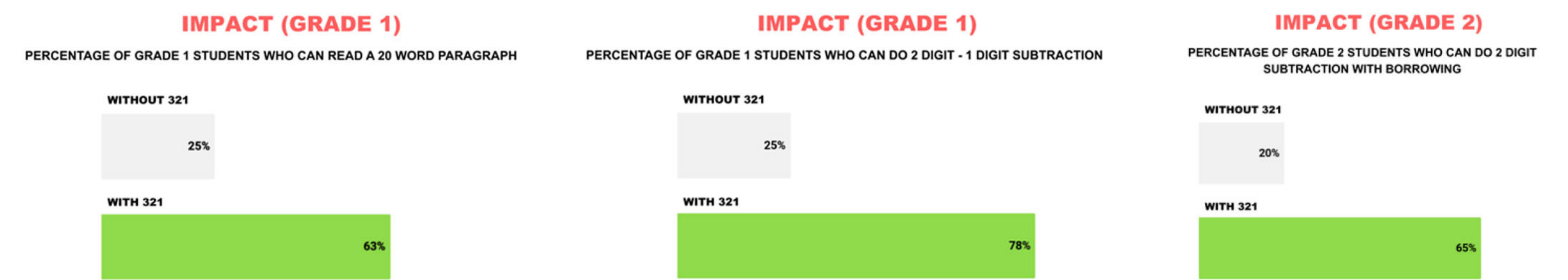


An end of year assessment conducted by the Godrej Foundation show promising results:

**Grade 2 Math:** 64% of students are able to do subtraction with borrowing

**Grade 1 Math:** 78% of students are able to do 2 digit minus 1 digit subtraction

**Grade 1 English:** 63% of Students are able to read a paragraph

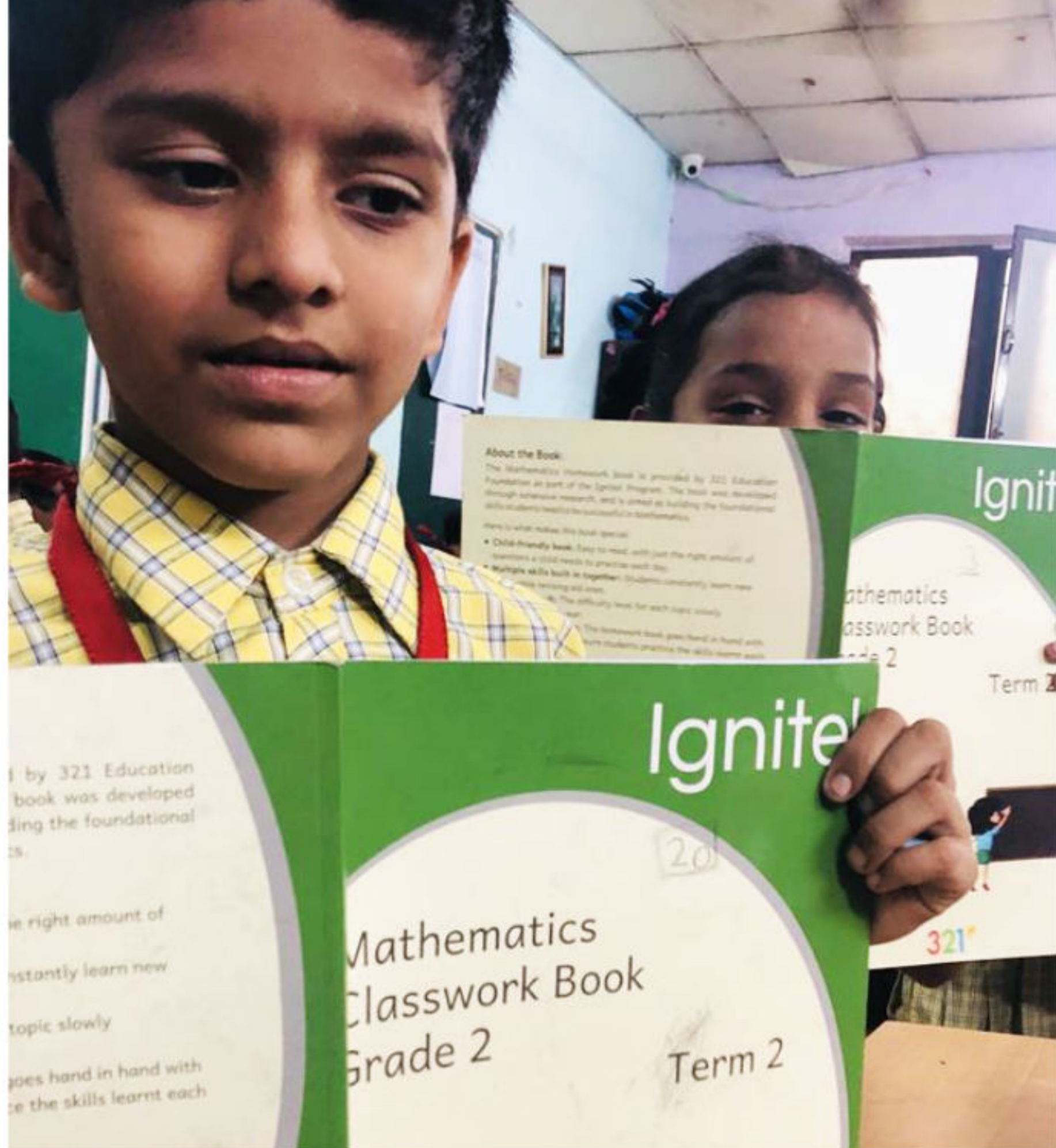


The data for current batch (with 321) was only collected for 50% of the schools. This is because the schools got shut due to Covid-19. All other data points in the graph were collected for all schools.



**What makes these exceptional results possible?**  
The answer lies in a unique teacher centred approach.

Gaurav Singh, CEO of 321, in discussing the unique approach: “To bring out the full potential of a child we have to first bring out the full potential of their teacher. Through constant support, care and guidance we endeavor to give the teachers what we want them to give to the students. We help the teachers shine and the teachers in turn help the students shine. That’s the secret of our results.”



**The teachers are provided with world class curriculum & extensive support throughout the year that includes training workshops, weekly classroom observations & coaching, student assessments, and celebration events. In addition, 321 assesses the students twice a month to make sure the teachers efforts are translating into impact.**

Kareem Ma'am, an experienced primary teacher from Hyderabad noted: *"The way these kids learn the concepts makes me feel very happy. Our grade 1 & 2 students who have experienced the program are already exceeding our older students. I feel these books and support make me a very confident teacher who gets to experience the children learning with fun!"*

There is also a strong focus on data to improve student learning.

Shiraz Sir, School Leader from a Mumbai School in reflecting on the data-driven support: *"The team sent to Limra English School trained, counselled, observed & coached our teachers throughout the year. Most importantly, they assess our students. We receive the reports of student's progress every month without fail & we are always aware of the development and progress of our students."*



**About 321 Education Foundation:**  
*We work on improving student learning by providing individualised support to teachers, world class curriculums to schools, data analytics for each student and communication for stakeholders. We believe a combination of empowered teachers and powerful tools can solve this problem. The aim of our work is to achieve rigorous student learning, high teacher performance, and meaningful parent engagement.*

**321 plans to expand to 25,000 students for the 2020-2021 school year and is looking to bring the program to other cities like Pune and Delhi over the next 4-5 years.**





DEEPAK KHAITAN, VICE PRESIDENT (INITIATIVES)

## Empowering Students towards 21st Century Learning: – “NISA: NATIONAL ANALYTICAL APTITUDE TEST (NAAT)”

NAAT a brain child of NISA was conducted successfully for the 3rd year consecutively. This year a total of 26574 students participated from 334 schools of 15 states. The first round was done in December, second round in Jan. Many states did state level ceremonies and invited parents and school leaders.

Besides the questions on analysis, application, logic and reasoning, this year we developed a separate tool for Multiple Intelligence where each child's aptitude or the way the child learns best was administered. All school leaders, parents and students were

appreciative of this addition. In these types of tests children cannot be ranked as we check each child's uniqueness, hence the children who move to the second or 3rd levels are the ones who need to be challenged to the next level. I suggest that all educators, parents and school leaders should help children to start thinking more. In the coming years thinking, analysis, application, creativity and collaboration will be the key learning outcomes. We need to be ready for “*The Society 5.0*” so that we can prepare our children to be educated for the changing times. We all know that Artificial

Intelligence and Internet of Things etc. are going to take over the World and most of the jobs today. The World is changing by the minute and as educators we have a very big responsibility to prepare our learners for an unknown World. The most important education will be to develop skills, as information is all available on a fingertip today. Why learners and parents should run behind Engineering and Medical when there are more than 3500 career options already available. It is time where collaboration will overtake competition. We should start preparing children for this from

now on. Unless policy makers, educators and teachers have a fair understanding of what is the clueless and it's the generation's life at serious stake.

We shouldn't nurture clueless and helpless beings, rather we should nurture a whole new generation that's much more at ease with changes, and in fact, can act as leaders of that change - The generation that fixes the many problems created by our generation and makes the world inclusive, not only for fellow humans, but for all of life itself.

I also would like to emphasize to the students, that this world belongs to you. Whether your parents and elders are making efforts to keep it safe for you or not, it's your right and duty to question without fear any actions that are threatening your very existence.

For the coming year NAAT 2020-21 is being launched in the month of April itself so many more schools associated with NISA can take advantage of the programme. NISA can take advantage of the programme. The papers will be designed by our research team.

In the coming year we have planned the dates from now itself and will take the whole process and standard to the next level.

I request all school heads to use the NAAT result for the teaching learning process and prepare students for tomorrow.

*We need to be ready for "The Society 5.0"*

*so that we can prepare our children to be educated for the changing times.*

*We all know that Artificial Intelligence and Internet of Things etc. are going to take over the World and most of the jobs that exist today will not exist in 2030, as many of the jobs that existed in 2000 do not exist today.*



***Why learners and parents should run behind Engineering and Medical when there are more than 3500 career options already available. It is time where collaboration will overtake competition.***

**DEEPAK KHAITAN**



## NAAT WINNERS

**SCHOOL NAME:** SR Capital Public School

**STUDENT NAME:** Ansh Aggarwal

**CLASS:** 8<sup>th</sup>

**AGE:** 13

**DISTRICT:** Shahdara

**STATE:** Delhi

**COMMENT /TESTIMONIAL:** Ansh Aggarwal is very hard- working, self-motivated and dedicated student. He has keen interest in different co-curricular activities. He is very humble, caring, responsible and obedient child. He has participated and secured positions at various Inter- school Competitions at Zonal and State Level. He has secured 2<sup>nd</sup> position in Tug of War at National Level and 1<sup>st</sup> position in Asian Open Budokan Karate Cup 2019 at International Level. SR Capital School is proud of Ansh Aggarwal.



**SCHOOL NAME:** Nagarjuna Model School

**STUDENT NAME:** Kadapa Nethaji Reddy

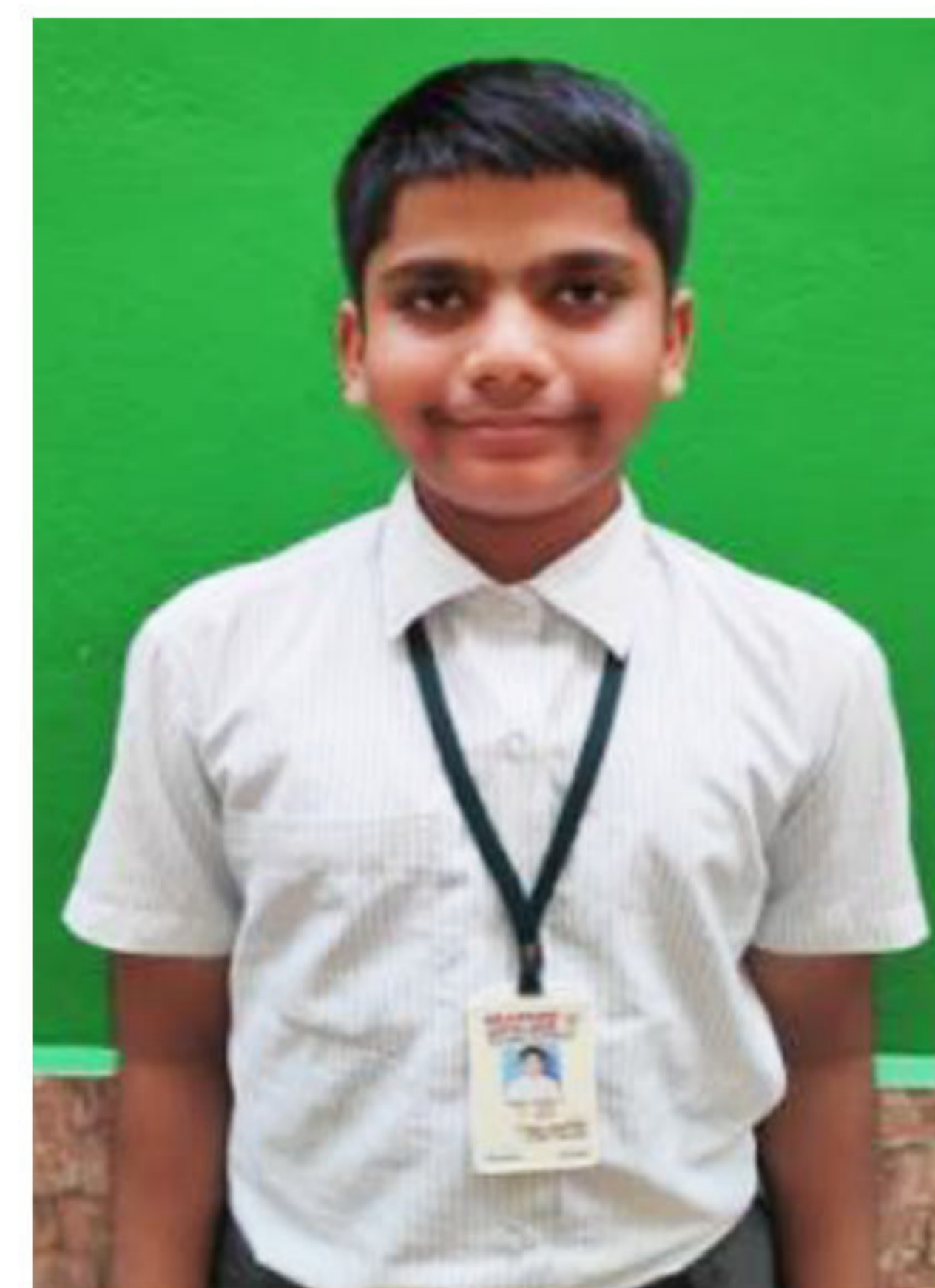
**CLASS:** 9<sup>th</sup>

**AGE:** 14

**DISTRICT:** Kadapa

**STATE:** Andhra Pradesh

**COMMENT /TESTIMONIAL:** We're overwhelmed to have a student like K. Nethaji of 9th grade in our school. He secured nation's 1st place in NAAT. Punctuality, focused attention and friendly Nature are the keys for his success. He's amicable. He's a person who is open to seek advice from anyone and use it to reach his goal. He has a strong sense of responsibility towards his student duties. He's a people's leader who guided many of his Juniors and classmates for their academic growth. He's passionate to be on the dot in every aspect of his schooling. He's kind hearted, gentle, supportive and encouraging. His orating skills attract people to be his friends.



**SCHOOL NAME:** City Montessori School, Rajendra Nagar Campus  
**STUDENT NAME:** Aaradhya Agarwal  
**CLASS:** 3<sup>rd</sup>  
**AGE:** 09  
**DISTRICT:** Lucknow  
**STATE:** Uttar Pradesh

**COMMENT /TESTIMONIAL:** Aaradhya Agarwal is very sincere and active. He has good communication skills and is very cooperative. Aaradhya has scored the first position in his final examination of class III.



**SCHOOL NAME:** Nehru CBSE High School, Banaganapalli  
**STUDENT NAME:** B Sai Krishna  
**CLASS:** 8<sup>th</sup>  
**AGE:**  
**DISTRICT:**  
**STATE:** Andhra Pradesh

**COMMENT /TESTIMONIAL:** Participating in this year's NAAT Exam and achieved the prize provides an ample opportunity to express my skills and knowledge. It also generated a competitive spirit of participating in various National level and state level competitions. I am extremely excited to receive the state level First Rank in 8th class. It gives me immense pleasure to participate in various competitive exams in the future. The achievement is a result of hard work and practice. I put in and the encouragement I received from my parents, principals and teachers. I would like to extend my gratitude from the bottom of my heart to the management and staff and the principal of Nehru C.B.S.E High school Mr. Koduru Kamalteja Reddy Garu for initiating me into this competition. I thank NISA Team for providing such a platform for the young minds to bring out their talents. I enjoyed this experience and I would like to participate in the NAAT Exams in higher classes too.



**SCHOOL NAME:** Mind Tree School, Panjokhra  
**STUDENT NAME:** Soumil Thapar  
**CLASS:** 6<sup>th</sup>  
**AGE:** 13  
**DISTRICT:** Ambala  
**STATE:** Haryana

**COMMENT /TESTIMONIAL:** Soumil Thapar is an all-rounder and brilliant child who always utilizes his cognitive skills to think out of the box. A resourceful childlike Soumil can achieve many heights of glory through his clear and witty disposition.



**SCHOOL NAME:** Mind Tree School, Panjokhra  
**STUDENT NAME:** Vansh Gupta  
**CLASS:** 7<sup>th</sup>  
**AGE:** 13  
**DISTRICT:** Ambala  
**STATE:** Haryana

**COMMENT /TESTIMONIAL:** Vansh Gupta is a keen reader. He has an excellent quality of utilizing his precious time in gaining extra knowledge. His promptness in replying, shows his sharp sense of vigilance towards outside world.



**SCHOOL NAME:** Mind Tree School, Panjokhra  
**STUDENT NAME:** Parth Chhabra  
**CLASS:** 10<sup>th</sup>  
**AGE:** 16  
**DISTRICT:** Ambala  
**STATE:** Haryana

**COMMENT /TESTIMONIAL:** Parth Chhabra is a keen observer and has sharp analytical skills. He is a responsible and an obedient child. He has a practical and logical approach to solve the problems. He is a brilliant child.



**SCHOOL NAME:** Vidya Vikas Academy  
**STUDENT NAME:** Vineet Mallya  
**CLASS:** 5<sup>th</sup>  
**AGE:** 11  
**DISTRICT:** South Goa  
**STATE:** Goa

**COMMENT /TESTIMONIAL:** "I have thoroughly enjoyed the NAAT Exams as the preparations for these not only helped me learn new topics but also, the questions helped me understand how to apply these concepts. To make our learning more complete, it will be great to get the answer key and to know which answers we got wrong." (Testimonial by Vineet)



**SCHOOL NAME:** Sudha Techno School  
**STUDENT NAME:** Pagadala Vishwak  
**CLASS:** 3<sup>rd</sup>  
**AGE:** 08  
**DISTRICT:** Jangaon  
**STATE:** Telengana

**COMMENT /TESTIMONIAL:** Vishwak is a multifaceted student, he is very enthusiastic in social and general knowledge, he is so active and discipline student in the school.



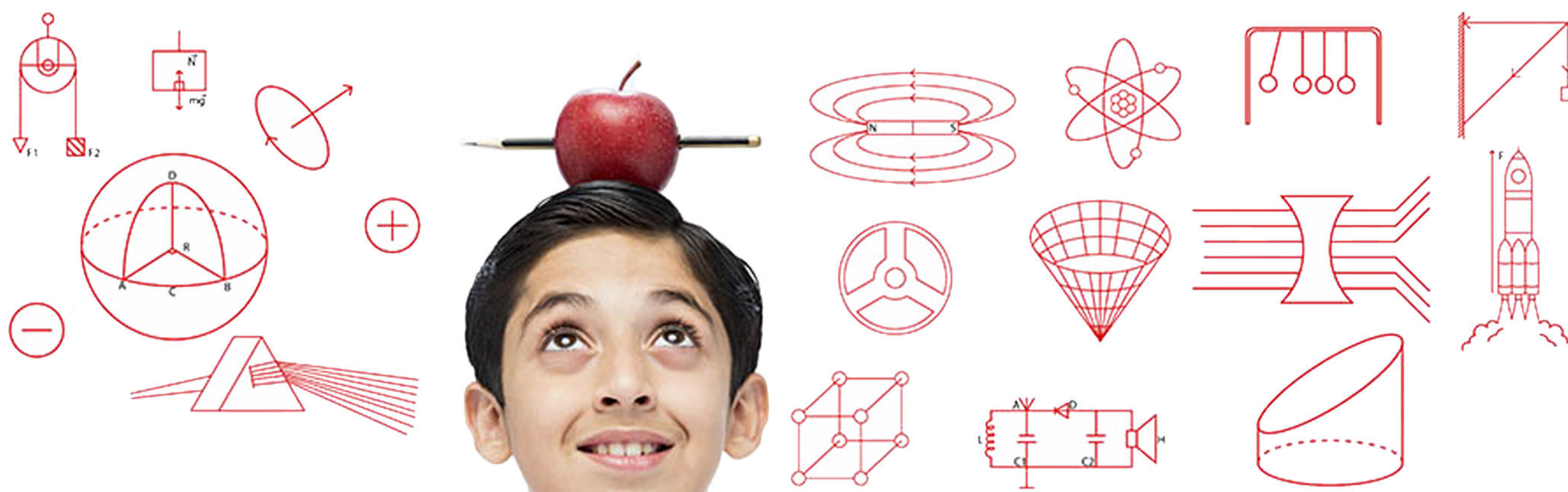
**STATE:** Telengana

A portrait of a young girl with dark hair in pigtails, wearing a blue and white striped school shirt with a dark tie. She has a small red bindi on her forehead. The shirt features a school crest on the left chest and a 'Karnataka Sahitya Akademi' logo on the right.

**STATE:** Andhra Pradesh



STATE: Maharashtra

A portrait of a young boy with dark hair and glasses, wearing a light purple shirt. He is smiling slightly and looking directly at the camera against a blue background.



# APUSMA

## TOP STATE IN NAAT 2019-2020

**MR KRISHNA REDDY, CHIEF MENTOR**

**ANDHRA PRADESH UNAIDED SCHOOLS MANAGEMENT ASSOCIATION**

It is a matter of pleasure and honour to trace my Association with NISA, which dates back to its inception. I am a follower of its activities in close quarters with keen interest. NISA's efforts in laying a strong foundation for building resourceful India is commendable, creditable and price worthy. It's identification with the need of the hour – quality education – a tool to build up resourceful India made the resourceful persons behind the organization to involve in designing tools to improve standards across the country. NAAT is one such tool to assess the standards of students especially in BPS across the country. It mainly focus on quality improvement in education at the bottom of the pyramid. Convincing and making the schools to take part in NAAT is certainly a thrilling experience

certainly a thrilling experience worth quoting. I am happy to sense that NISA has quality as one of its prime objectives and set an excellent example for others to emulate. It makes me extremely happy to know that this year also the sunrise state of Andhra Pradesh topped the list with, 12,453 students enrolled for NAAT 2019-2020. This speaks volumes about the vision of school correspondents in AP and sets a glorious example for other states to emulate. Before singing off, I wish to appeal to NISA's top brass to honour Grand National Finale winners with a respectable amount of scholarship which goes a long way in the memory of winners. I whole heartedly wish NISA all the best in their future endeavours.



# How quality charter and quality assessment helps schools?

**School Name:** *Divine Glory Public School*

**Address:** VPO- DHANAURA DISTT. AMBALA, Haryana

**Principal Name:** *Mr. Brijesh Kapil*



*Mr. Brijesh Kapil*

**Question 1:** *Why do you think that the Quality of your school is important for education?*

**Answer 1:** We have established our school to provide education to the society. Without maintaining the quality, we can't achieve our goals of providing better education and generating better citizens for our country.

**Question 2:** *How did you feel and think about the entire assessment process?*

**Answer 2:** Entire assesement process was very interesting and I feel it is designed by highly experienced educators. All areas related to school have been covered very well. The most important thing is that the whole process is designed for the betterment of students in all spheres.

**Question 3:** *Was it useful for your school/ students?*

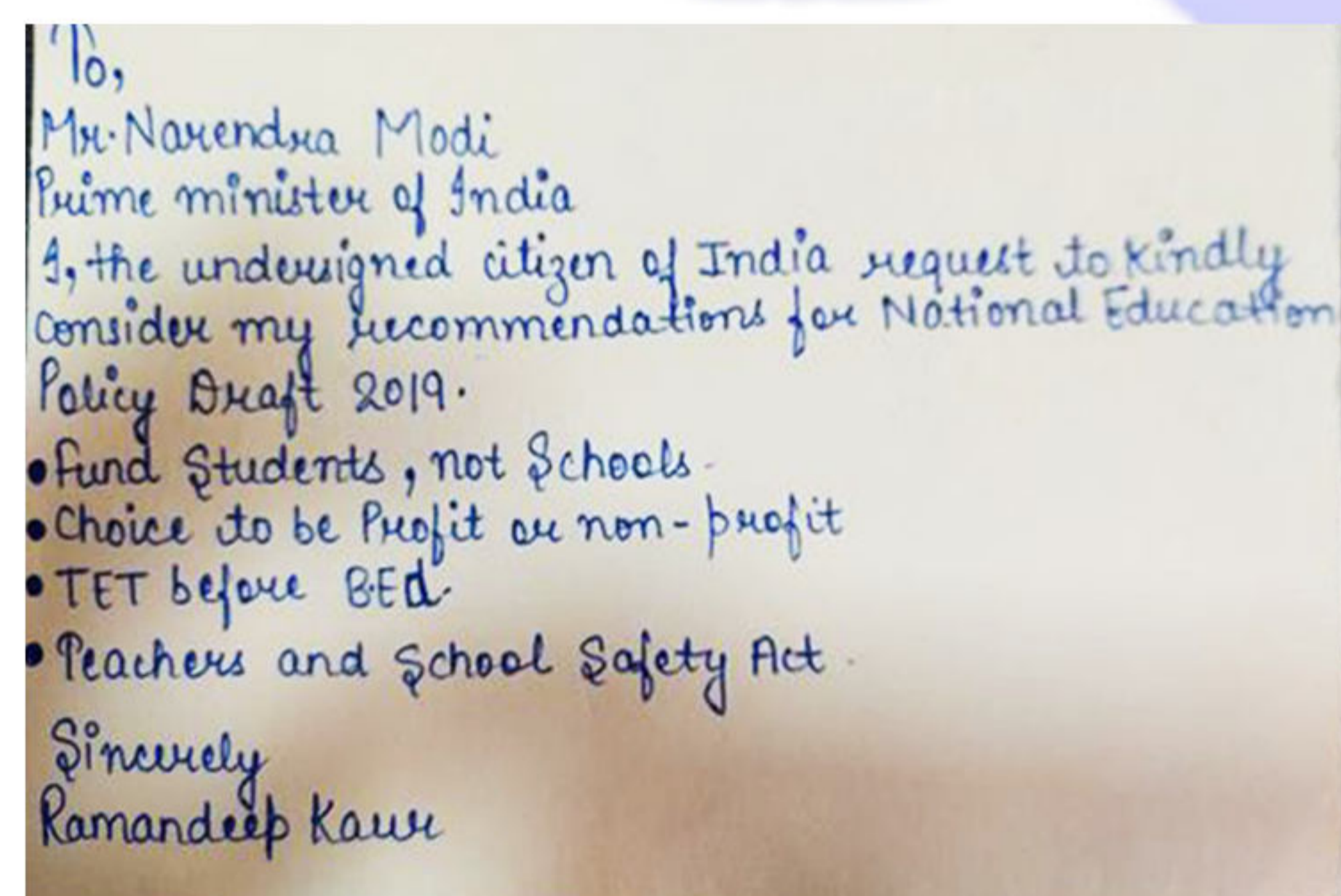
**Answer 3:** Everything enquired in this assesement is useful for our school and students as it awares us about our duties which must be practised while running a private school for the betterment of students. Sometimes we do some compromises because we are self- financed and almost self- controlled schools, after going through this self- assessment we have come to know about the working of an ideal school and we shall immediately start improving those areas.

**Question 4:** *One example of how your school benefited from this assessment/ quality charter?*

**Answer 4:** After going through the quality charter we came to know about importance of some new aspects like 21st century skills, which we all listen many times but only few schools work honestly to fill this contemporary requirement of education sector.

After reading quality charter we established “*Anti- Harrassment and Child Protection Committe*” to save students from mental and physical torture in the school.





www.nisaindia.org

# NISA National and State Activities

## NOVEMBER

Meeting with West Bengal Association Members  
01 November, 2019  
NISA Office, Green Park



NISA Quality Meeting in Firozpur  
07 November, 2019  
DCM Group of School  
NISA Office bearers' team



Meeting with Education World & GMC  
14-15 November, 2019  
Bangalore, India  
SR Thomas Antony, NISA President and GMC & Education World Team



Education Tour to London  
18-23 November, 2019  
London  
NISA Team



NISA Educationworld Conference at Lucknow  
27-28 November, 2019  
Lucknow  
NISA Team



NISA Educationworld Conference at Jaipur  
29 November, 2019  
Jaipur  
SR Thomas Antony, NISA President and team



## DECEMBER

CII 2nd School Summit  
11-12 December, 2019  
Indira Gandhi Pratisthan  
Gomti Nagar, Lucknow  
NISA Leaders and NISA Schools



Education Conference & Expo "TRSMA EdEx-2019"  
28-29 December, 2019  
Hitex Exhibition Center,  
Hyderabad (Telangana)  
NISA President and NISA



## JANUARY

Tamil Nadu State Meeting  
and Pappya, Mera CEO leads  
School

04 January, 2020

Chennai, Tamil Nadu

NISA President and National  
Co-ordinator

3rd National Educational  
Conference (Spirituality in  
Education)

11 January, 2020

Ravindra Bhawan, Baina ,  
Vasco Da gama, Goa

NISA President and NISA  
Leaders

National Conference on  
Education

12 January, 2020

Law Bhawan , Sector-37,  
Chandigarh

NISA President and NISA  
Leaders

Children Climate Conference  
2020

12 January, 2020

National Bal Bhawan , Delhi  
NISA President and State  
Quality Initiative Haryana

Core Committee meeting on  
Quality Education

21 January, 2020

YMCA Chennai, INDIA  
NISA President and NISA  
Core Committee Members



NAAT Award Ceremony

17 February, 2020

CII, Chandigarh

Federation of Private  
Schools Welfare Association  
and NISA

All Haryana schools that  
participated last year NAAT  
test

Education World Award

26 February, 2020

Sahara Star Hotel, Mumbai  
Education World

NISA Budget Private Schools

NISA Delegation had a  
meeting with Hon'ble  
Governor of Maharashtra  
Shri Bhagat Singh Koshyari  
27 February, 2020  
Dr Kulbhushan Sharma,  
Mr Anil Garg and Mr Bharat  
Malik



## FEBRUARY

Self Assessment Immersion  
Workshop

09 February, 2020

Mind Tree School, Ambala  
City

All Ambala School

State Quality Conference

12 February, 2020

Bhiwani, Haryana  
Federation of Private  
Schools Welfare Association  
Bhiwani Private School  
Associaton members



## MARCH

NAAT 2019-2020 Awards  
Function

01 March, 2020

Visakhapatnam , Andhra  
APPUSMA and NISA  
All Andhra Pradesh schools  
that participated this year  
NAAT test

School Leadership Forum

15 March, 2020

Guntur, Andhra Pradesh





# State Association Leaders



**KRISHNA REDDY**

Andhra Pradesh Unaided  
Schools Management  
Association,  
ANDHRA PRADESH



**PANKAJ DAS**

All Assam Private Schools  
Association, ASSAM



**NANDITA MISHRA**

Byktigata Vidyalaya  
Samannayrakshee,  
ASSAM



**PRADEEP SHUKLA**

Chandigarh Private Schools  
Association - Village,  
CHANDIGARH



**H S MAMIK**

Independent Schools  
Association, CHANDIGARH



**ANIL GOEL**

South Delhi Public Schools  
Association, NEW DELHI



**PREMCHAND DESWAL**

Private Land Public Schools  
Association, NEW DELHI



**ABBAS ALI**

Unaided Recognised School  
Welfare Association, DELHI



**LAKSHYA CHHABARIA**

Affordable private  
Schools Association,  
DELHI



**DEEPAK KHAITAN**

All Goa Government  
Recognized Unaided  
Schools Association,  
GOA



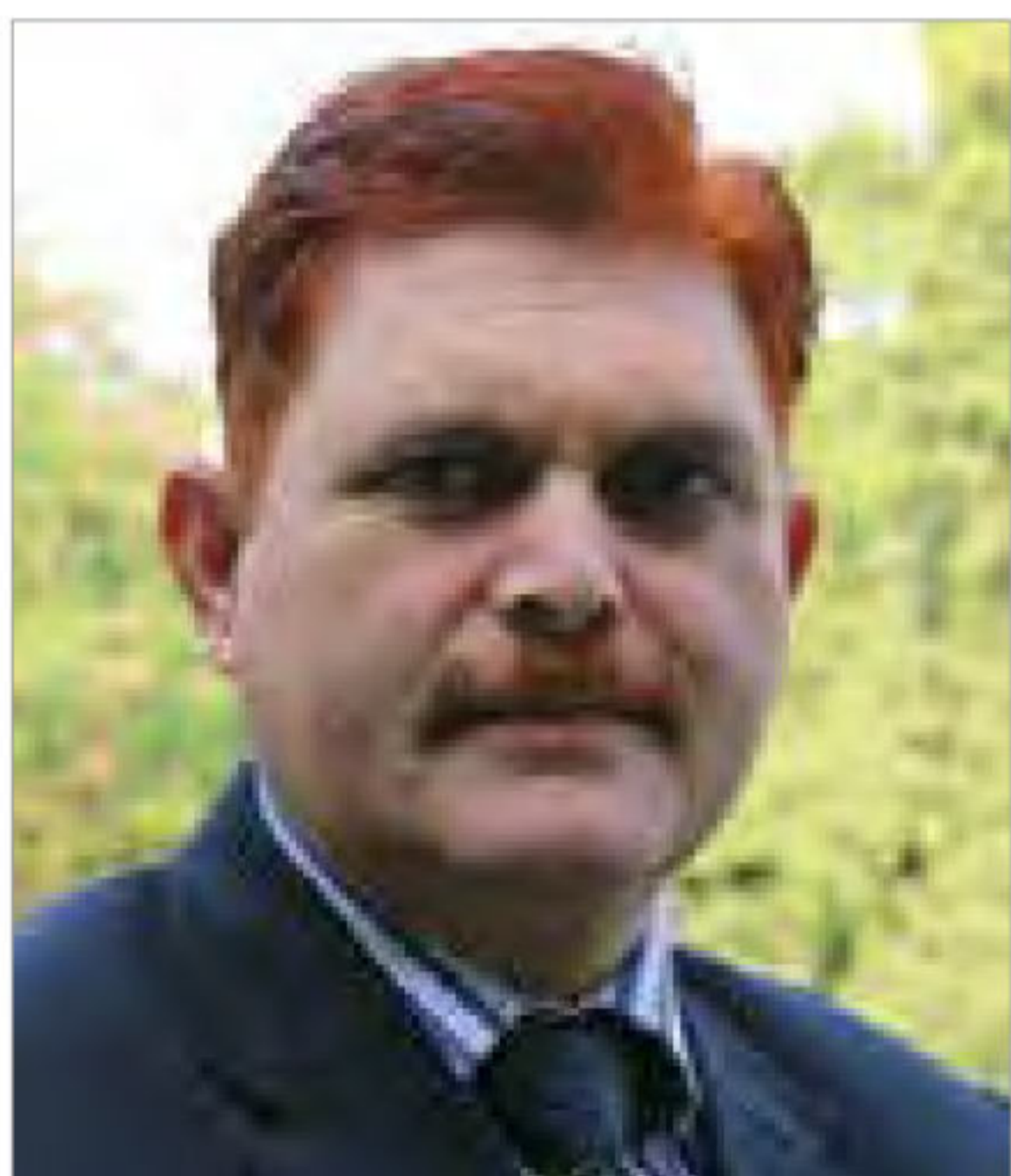
**KULBHUSHAN SHARMA**

Federation of  
Private Schools Association,  
HARYANA



**RAVI AZTA**

Himachal Pradesh  
Private Schools  
Management Association,  
HIMACHAL PRADESH



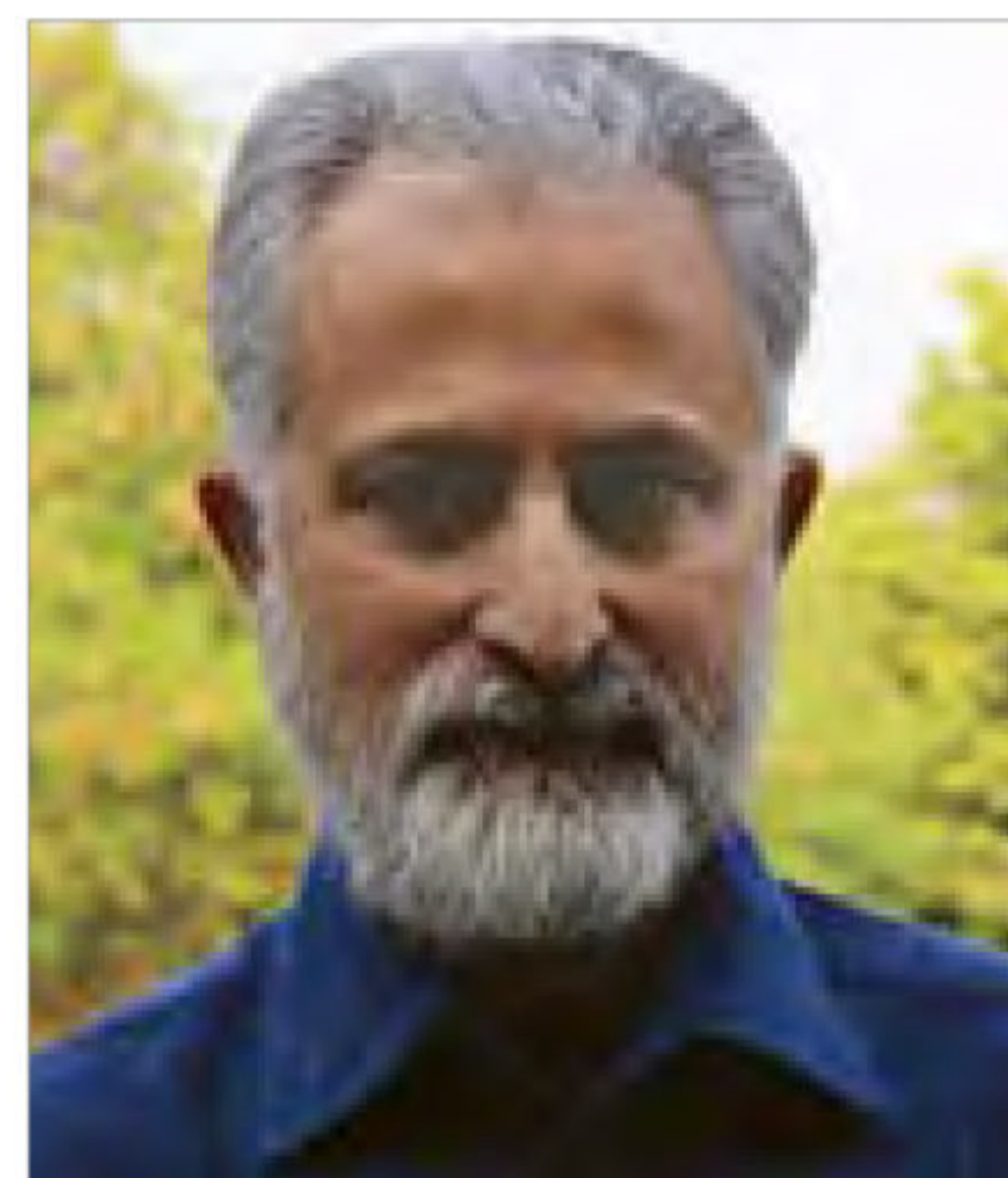
**AJAY GUPTA**

Joint Committee of Private  
Schools, JAMMU



**SHASHI KUMAR**

KAMS-Associated  
Management of English  
Medium Schools, KARNATAKA



**G N VAR**

Joint Committee of Private  
Schools, KASHMIR



**RAMADAS KADIRUR**

All Kerala Self Financing  
Schools Federation, KERALA



**SUNIL OLIYA**

Gwalior Private Schools  
Association Samiti,  
MADHYA PRADESH



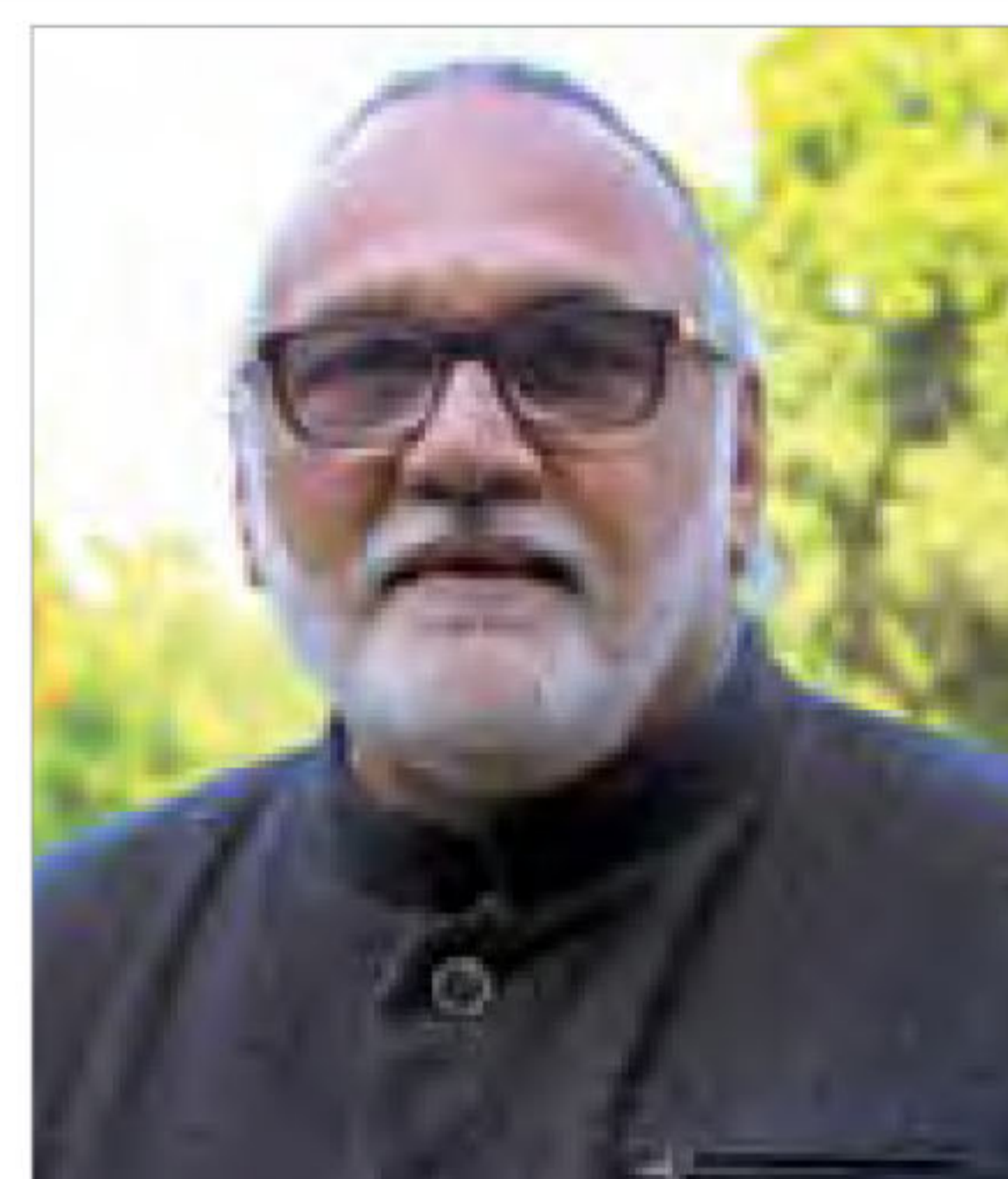
**ANIL DHUPUR**

Unaided CBSE  
Schools-Indore,  
MADHYA PRADESH



**RAJENDRA SINGH**

Independent English  
Schools Association,  
MAHARASTRA



**BHARAT MALIK**

Private Unaided Schools  
Management Association,  
MAHARASTRA



**BITHUNGO KIKON**

President,  
All Nagaland Private School  
Association



**KULVIR CHAND**

Punjab Independent Schools  
Alliance, Nakodar, PUNJAB



**ANIRUDH GUPTA**

Association of Heads of  
Recognized and Affiliated  
Schools- AHRAS, PUNJAB



**ANIL CHOPRA**

C.B.S.E Affiliated Schools  
Association, Jalandhar,  
DOBHA



**MARTIN KENNEDY**

Tamilnadu Nursery  
Primary & Matric Higher  
Secondary School  
Managements Association



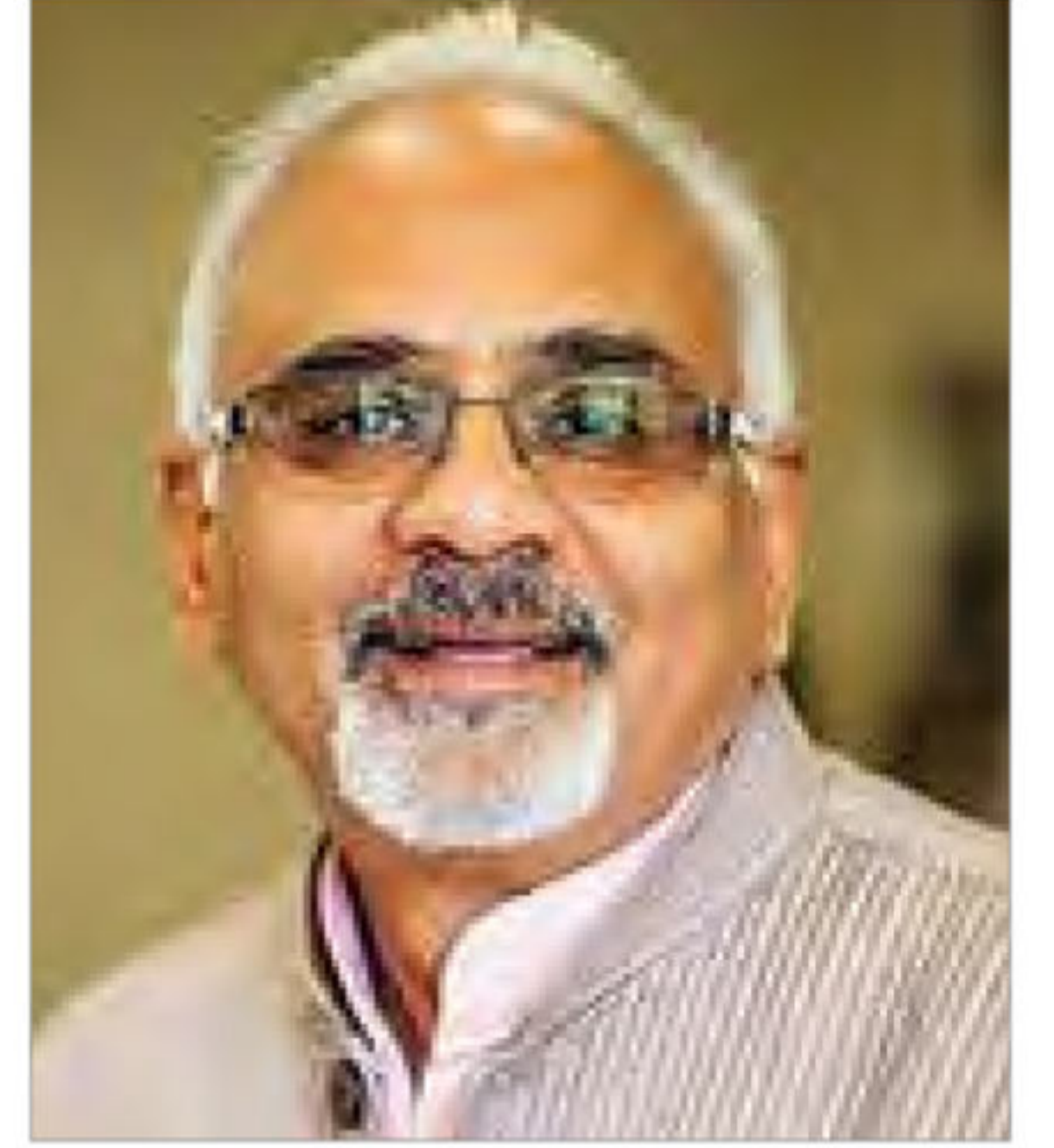
**MADHUSUDHAN**

Telengana Recognized  
Schools Management  
Association, TELENGANA



**ATUL SRIVASTAV**

Association of Private  
Schools - Lucknow,  
UTTAR PRADESH



**SUSHIL GUPTA**

President, Association  
of progressive schools of  
Agra, UTTAR PRADESH



**PRAVIN AGARWAL**

Public School Development  
Society - Aligarh,  
UTTAR PRADESH



**ASHOK MALIK**

Association of Recognized  
private schools- Saharanpur,  
UTTAR PRADESH



**THOMAS C J**

Independent schools'  
Alliance - Maharajganj,  
UTTAR PRADESH



**SUBA SINGH**

Private Schools  
Management Association,  
UTTARAKHAND



**B B BHATT**

Kashipur Independence  
Schools Association -  
UTTARAKHAND



**N S DHALI WAL**

Udham Singh Nagar  
Independence schools  
Association - UTTARAKHAND



**RAJESH BAJAJ**

Intelligent Minds Trust,  
NEW DELHI



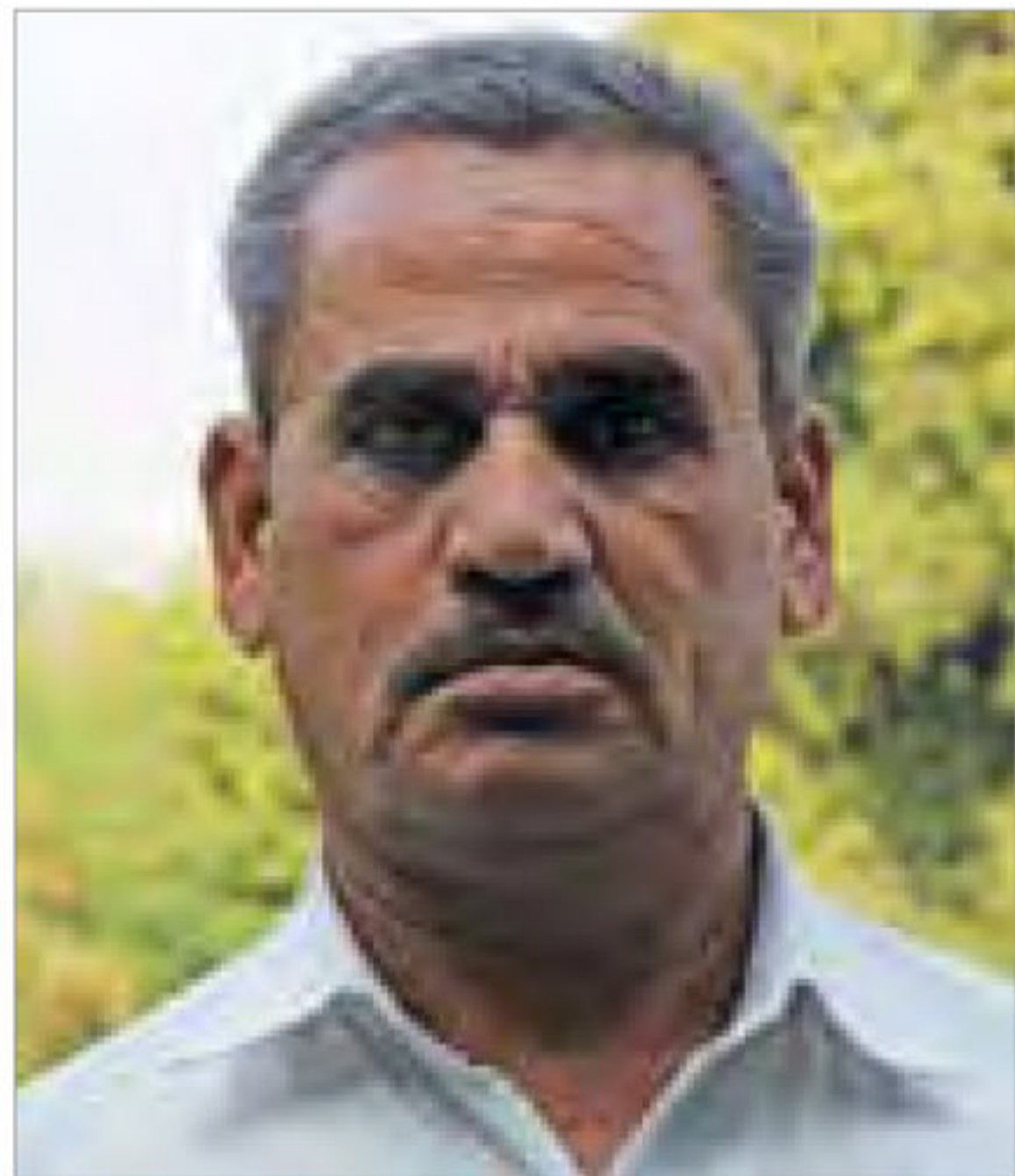
**SHAU KAR CHAUDHARY**

Jammu & Kashmir  
Private Schools  
Coordination  
Committee, SRINAGAR



**DR DILIP MODI**

School Kranti Sangh,  
Jaipur, RAJASTHAN



**KODARAM BADHUR**

Private Schools Association,  
Bikaner, RAJASTHAN



**SATHIAMOORTHY**

Association of Private Schools  
Management CBSE,  
TAMIL NADU



**JOHN XAVIER THANGARAJ**

Christian Minority  
Institutions Association,  
TAMILNADU



**MAHENDRA NAND  
JAISWAL**

Secretary, Maharajganj  
District School  
Association, UTTAR  
PRADESH



**TAPAN GHOSH**

President, West Bengal  
Unaided CBSE Schools  
Association



**DR, GULSHAN KUMAR**

Independent School's  
Association,  
HIMACHAL PRADESH



**VIVEK YADAV**

President, Etawah  
CBSE Schools  
Association,  
UTTAR PRADESH



**VB KAPIL**

President, REWA (Rural  
Education Welfare  
Association,  
CHANDIGARH)



**JAGDISH RAI SHARMA**

President, (Recognised  
& Affiliated Schools  
Association Reg.)  
PUNJAB