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Affordable Schooling, Commendable Learning

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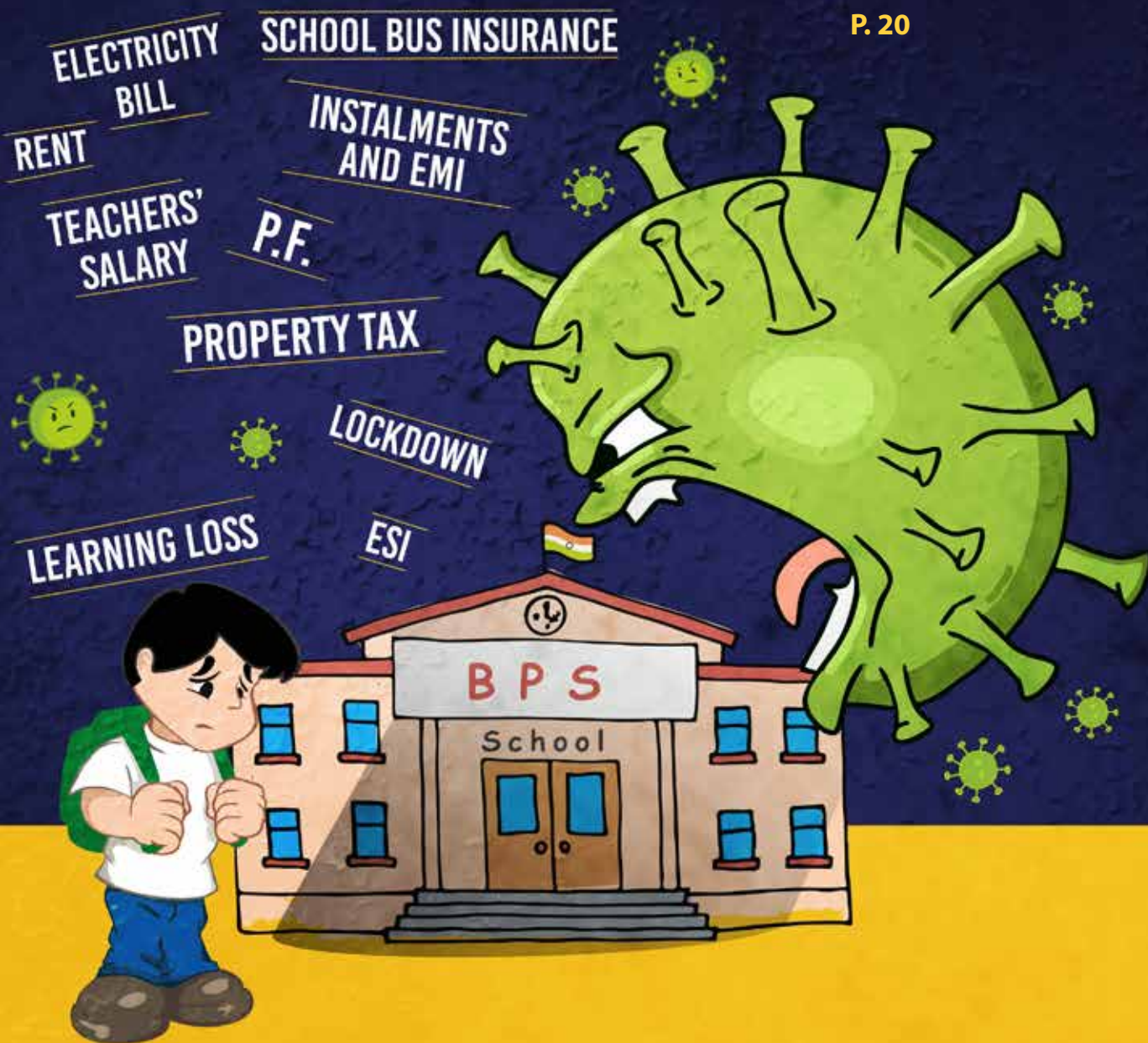
EDUCATION CRISIS IN INDIA

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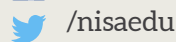
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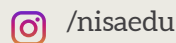
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National Education Policy promises much, but fails to come to grips with India's education crisis



COVID-19 Pandemic and Education Crisis in India



S R THOMAS ANTONY
National Coordinator, NISA

India has approximately a total of 25 crore school-going children enrolled in 15 lakh schools. Though the majority of schools are government schools, and the number of private schools is comparatively small, yet roughly 50 per cent of children (12.5 crore) have enrolled in private schools. Also, against the common perception, the majority of private schools in India are low-cost with 70 per cent of them charging a monthly fee of Rs 1000 or below. Enrolment in government schools has declined, and the share of private school enrolment has been growing. According to the official District Information System for Education (DISE) data, student enrolment has fallen by 2.38 crore in public elementary schools and risen by 2.11 crore in recognised private elementary schools in the last seven years between 2010-11 and 2017-18. The main reason for this trend in education happens to be the demand for quality education. According to the ASER report of 2008, 56 per cent of the students in Grade V, studying in government schools, are not able to read a Grade II level text. It is clear that although the country has fixed the schooling problem to a great extent with almost universal enrolment at entry-level, it is in a

deep learning crisis.

The COVID-19 broke out fast and became a global pandemic before the country could prepare to deal with the upcoming challenges. The nation had to undergo a situation of complete lockdown for several months to mitigate the life threat caused by it. It all started in March 2020, and even after nine months, life has not become normal yet. The COVID-19 came as a challenge to health but soon grew up with a ripple effect to become a health crisis, then an economic crisis, and then a social one. One of the important victims of the virus in India has been our education system, which was already in a deep learning crisis.

This entire education system is facing an immense crisis today and more so the private school system. The private schools run under the ecosystem wherein the economy is growing, and demand for quality education is rising. The long-prevailing lockdown of educational institutions and lack of clarity on reopening in the future has generated the fear of a learning deficit in children. Due to the economic slowdown, loss of jobs, and uncertainty of the future, parents have stopped contributing to school fees. The repercussion is the collapse of the entire ecosystem. Schools are becoming

What about
my future?





financially unsustainable and closing down. There have been news reports of school trustees committing suicide, schools being permanently closed down or sold, and teachers taking up odd jobs to survive. Moreover, the situation is causing damage to the strong trust-based relationship of school-teacher-parents-students which, once broken, will do irreparable damage to the fraternity.

National Independent Schools Alliance (NISA) conducted a small

survey among the schools in its network to assess the impact of the pandemic on schools' financial sustainability. The data, thus collected, indicated quite an alarming situation. NISA surveyed 3,690 schools with a total enrolment of 16,58,367 students across 22 states. During the three months of lockdown from April to June, only 38 per cent of students had paid the school fee. Some of the major states surveyed are as under:

State	Number of schools part of the survey	Total strength of students studying in these schools	Percentage of students who paid school fee during lockdown
Andhra Pradesh	497	153405	15%
Chhattisgarh	68	41708	10%
Delhi	89	41009	25.8%
Haryana	745	346897	19%
Himachal Pradesh	80	28339	15%
Jammu & Kashmir	558	144151	10%
Nagaland	137	172339	20%
Punjab	82	72774	8%
Rajasthan	87	55135	19%
Tamil Nadu	220	45693	14%
Telangana	756	354785	15%
Uttar Pradesh	235	121677	25%
Uttarakhand	42	25507	15%

As the ecosystem required for private schools to sustain got hit, it generated several issues pertaining to school management and learning of the children. It has also increased the number of litigations on school fee between parents associations and school managements. The prolonged closure of schools and uncertainty

around the same would cause a learning deficit among children. Schools had to find an alternate way of providing education, training the teachers to deliver, and redesigning the system around this new model. Most of the private schools were quick to transform into one or the other kind of digital platform. ■

NISA embarks upon 'Save Education' campaign



DR KULBHUSHAN SHARMA
President, NISA

The year 2020 is probably the most troublesome time in independent India for the school fraternity. The lives of 15 crore students, lakhs of teachers, and those related to the school ecosystem are affected by the COVID-19 pandemic. The National Independent Schools Alliance (NISA) took up a 51-day 'Save Education' campaign intending to reach out to the government to help schools tide over the crisis.

Private schools from various states, under the aegis of NISA, have joined hands. The campaign started with an online webinar on July 29 and concluded on September 17, coinciding with Prime Minister Narendra Modi's birth anniversary.

The school administrators are pleading the Union government to fund Rs 30,000 per child through Direct Benefit Transfer (DBT) scheme directly to parents' accounts so that they can ensure quality education for their children without financial worries. The campaign commenced with a letter addressed to PM Modi highlighting the impact of COVID-19 on the school education sector. As part of the campaign,

the low-cost private schools in various states met powers-that-be at the state level, including education ministers, bureaucrats, and senior officials in the school education department. Besides, a series of campaigns, rallies, and meetings were organised to create awareness among parents, and not to forget, letters were written to stakeholders.

Private schools, which were already struggling owing to discriminatory policy approaches, were further hit hard and are facing a severe challenge due to

» **Demand for financial relief of Rs 4.5 lakh crore for the year 2020-21**

» **Lives of 15 crore students at stake**

the pandemic. COVID-19 had its impact on all sectors resulting in an economic slowdown and loss of jobs in the private sector. Given the present testing times, parents have stopped contributing to school fees. As a result, the entire ecosystem has collapsed.

Schools are becoming financially unsustainable and closing down while teachers and non-teaching staff are staring at a bleak future. Several teachers had to quit jobs and took to selling vegetables to feed their families.

Also, the lockdown period and lack of clarity on schools reopening for a long time has generated the fear of learning deficit among children. Notwithstanding the unforeseen setbacks, private schools started adopting various kinds of alternative methods to ensure the teaching-learning process (project-based learning, experiential learning, e-learning, online learning, and other online or offline methods) continues without any break.

Several rounds of brainstorming sessions were held with stakeholders from different parts of the country to find out the way forward, and they came out with a slew of recommendations to the government at the Centre and in the states.

The private schools are requesting an immediate financial relief of Rs 4.5 lakh crore for the year 2020-21, which would benefit 15 crore students in the country.



Save Education Campaign

Taking a cue from the success of the Direct Benefit Transfer model, a similar scheme can be designed where the financial assistance is given in the form of a voucher or smart card directly to the parents or students. The voucher/smart card can be designed with security features so that it can only be used to pay the school fee, thus, preventing any misuse of the facility. The data available under the AADHAR and Jan Dhan schemes can be used to validate the genuine beneficiaries.

Also, NISA suggested the scheme could be dedicated to the former Prime Minister Late Shri Atal Bihari Vajpayee who pioneered the successful Sarv Shiksha Abhiyan in the year 2001. All these things were highlighted in the detailed letter that was written to the Prime Minister.

This would be the most meaningful investment on children, who are considered as

the future of the nation, to reap the benefits of the demographic dividend and the best gift to the children for which the entire education fraternity would be grateful forever. The private school teachers and school leaders have selflessly served the country for long and never asked for any support from the government. This crisis has given an opportunity to the government to save the education community from collapsing.

Parents all over the country are facing financial crunch during the pandemic, and many are finding it difficult to pay their children's school fees. As a result, schools too are affected and facing a serious financial crisis, and it is difficult for them to pay salaries to their teachers. The worst to be impacted by this situation is the education system, and to revive this, the government must come forward and fund the children. ■

- India has approximately a total of 30 crore children in the school-going age group (6 to 14 years). Almost 97 per cent of them are enrolled in schools.
- India has approximately 13 lakh schools out of which around 5 lakh are private schools. About 50 per cent of children (15 crore) are enrolled in private schools.
- More than 80 per cent of private schools are low-cost private schools where the average monthly school fee is around Rs 2,000 only.
- The average monthly fee of low-cost private schools happens to be much lower than the government's per child per month expenditure in most of the states.
- The private schools have employed nearly 1.5 crore staff that includes teaching and non-teaching staff.
- There is an entire ecosystem that survives along with the schools, including shops selling books and stationery, school uniforms, and local transportation services.
- Schools also happen to be the source of revenue for the regional and local governments due to the different kinds of taxes, fees, and charges.

Challenges faced by schools when opening after six months



MADHUSUDHAN SADULA
Vice President (Advocacy), NISA

The government passed guidelines for conducting supervisory classes for the students of 9th to 12th standards, but there are many challenges that schools are facing while deciding to open gates to their students. Few of the main difficulties are:

Financial crisis of budget private schools

It is hardly possible for budget private schools to follow the guidelines because of the infrastructure maintenance expenses and non-collection of fees, besides pending fee dues, rent, electricity bills etc. Presently, surveys reveal that on average, only 30 per cent students are attending online classes, but the institutions have to spend a fixed amount for maintaining the expenses to ensure that students obtain quality education.

Furthermore, most of the State authorities have issued Government orders requesting schools not to increase the fees, follow the standard operating procedure (SOP) to conduct guidance classes, deploy additional staff and provide training, sanitise taps, toilets, common areas, chairs, bench, stairways etc., and



Image courtesy: english.lokmat.com

maintain a safe distance between students when schools reopen. The main question here is how will schools bear these extra expenses and operate when their actual income has fallen short. To manage the campus, institutions will have to incur losses which were never estimated before.

Major hurdles in the way

Additionally, even if after following all the rules and regulations of the standard operating procedure, regrettably,

if any student gets infected with COVID-19, the whole school will get quarantined. Consequently, this might enrage parents about the safety of other students and begin the blame game. There are high chances that student organisations, local leaders, RTI, RTE, and child rights activists, and the media will start blaming the schools for any lapse in an individual's responsible behaviour. Although very few cases have reported school being closed down



Image courtesy: unsplash.com

permanently, it is still a possibility from a parent's point of view if not of the authorities. On the other hand, if teachers fall ill due to the pandemic, schools are caught in the web of substituting them for online classes and offline guidance routines.

The way ahead

Thus, amidst this crisis, schools too are facing various issues to survive and provide children with the best education possible. The only way possible for the partial reopening of schools is that the government bodies must work hand-in-hand with

schools and take the responsibility of sanitation and safety of students through regulated inclusion of local bodies and disaster management departments. ■

Madhusudhan Sadula is the founding school leader of Pragati Vidyaniketan High School in a slum locality of Amberpet in Hyderabad catering to educational needs of the first-generation students of low-income group families. He has been working for the Advocacy & Quality of Budget Private Schools since 1998, served as State General Secretary of Telangana Recognised Schools Management Association (TRSMA), presently President of Hyderabad District Recognised Schools Management Association (HDRSMA).

One and a half cheers for NEP 2020

National Education Policy promises much, but fails to come to grips with India's education crisis



DR GURCHARAN DAS
Author

There is so much good in the recently announced National Education Policy (NEP) that it seems churlish to point out its failings. It will receive well-deserved applause. However, the truth is that it has failed to come to grips with the crisis in Indian education. I will focus only on schooling, the crucial foundation of the edifice. Instead of three cheers, I am afraid I can only offer it one and a half.

NEP has many excellent recommendations. It clearly shifts the focus away from inputs to outcomes. It junks rote learning in favour of critical thinking, conceptual and creative skills. Its best feature is to launch a mission to achieve fundamental language and math skills by Class 3 for all children by 2025. Tracking a student in Classes 3, 5 and 8 through a reliable, standardised assessment will help improve her performance, allowing her parents to make an informed choice among schools.

Finally, it separates the government's role into two bodies, one that regulates education and second that runs the State schools. Thus, it overcomes a conflict of interest which has

forced regulators to gloss over the disastrous performance of State schools while shackling private schools in a penalising licence raj.

With all this, why doesn't NEP get three cheers? Because it has not honestly faced the ground reality of these eight facts.

Fact 1:

One out of four teachers is absent in State schools across India, and one in two, who is present, is not teaching. It is not because of low teacher salaries – the starting salary of a junior teacher in UP last year was Rs 48,918 pm, or 11 times UP's per capita income.

Fact 2:

In many states, less than 10 per cent of teachers pass the Teacher Eligibility Tests.

Fact 3:

Less than half the students in Class 5 can read a para or do a maths sum from a Class 2 textbook.

Fact 4:

India's children ranked 73rd out of 74 countries in the international PISA test of reading, science and arithmetic (just ahead of Kyrgyzstan). The UPA government was so embarrassed – it banned the test.

Fact 5:

As a result of this rot, even the poor are abandoning government schools. Between 2011 and 2018, 2.4 crore children left State schools and joined private schools, according to the government's DISE data. Today, almost half of India's children (47.5 per cent) are in the private school system, with 12 crore children, making it the third-largest in the world. In it, 70 per cent of parents pay a monthly fee of less than Rs 1,000, and 45 per cent less than Rs 500. Hence, India's private schools are not elitist.

Fact 6:

But good private schools are very few, and it's heartbreaking to see long lines of parents waiting to get their child into a decent school. The reason is that it's difficult for an honest person to start a school. It requires 35 to 125 permissions depending on the State and can take up to five years and lakhs in bribes. Hence, idealistic educators stay away, and private schools end up mediocre.

Fact 7:

If the rate of emptying of government schools continues, "they will be history" as Amartya

Sen put it. Many are already ghost schools with teachers but no students.

Fact 8:

Overall, it costs a third to educate a child in the private system versus the government system as a result of efficiency. Society as a whole, thus, gains through better learning outcomes at a lower cost.

Framers of the NEP did not face up to these inconvenient eight truths. Why should a parent spend hard-earned money to send her child to a private school when she can be educated free plus get a mid-day meal, uniforms and books in a state school? Parents are not stupid and exit State schools because of governance failure, not pedagogy. If the teacher is absent or doesn't teach, what would you do? State teachers get away because they monitor the polls and politicians are afraid to touch them.

So, what is the answer? The only solution is to fund children, not schools. This idea was first mooted in the year 2000 when Prime Minister Atal Bihari Vajpayee realised that government schools kept failing despite 50 years of reforming them. The idea is simple: When a child reaches age five, she qualifies for a monthly scholarship for any school of the parent's choice. Teachers are paid salaries from the income a school earns from scholarships; so, they show up and teach with inspiration. With competition, good schools will flourish, bad schools will close.

The poorest of the child will have dignity because she will have the power to exit a bad school. The government will have plenty of money for scholarships from

not having to run schools plus the money from the sale/ lease of its schools.

Education is a public good like roads or public transport. The government doesn't have to build roads or run buses. Similarly, it should fund schools, not run them. Instead of cheap talk against profit and eulogising philanthropy, NEP should have shed hypocrisy and been more honest. Eighty-five per cent of India's private schools only survive if they make a profit. If nine out of the world's top ten economies allow for-profit schools, why can't India? This single change will bring huge investments into education, improve quality and choice. Principals wouldn't have to lie or be called thieves. Black money would be curbed.

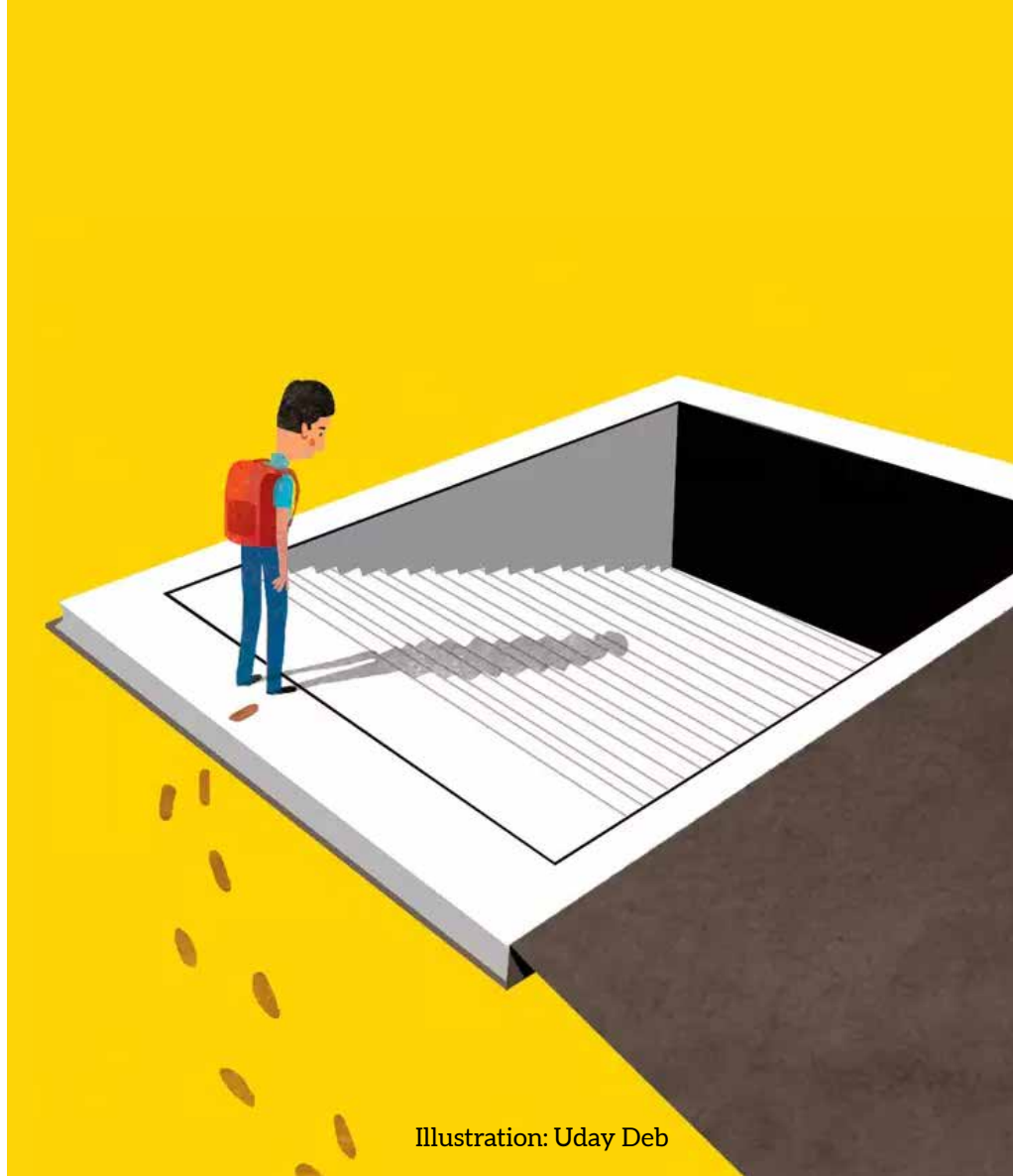


Illustration: Uday Deb

Let me close on a positive note. I would love to be proved wrong and see the NEP accomplish its wonderful mission to achieve universal foundational language and math skills by 2025. If it succeeds, I'll be the first to give three cheers! ■

source: <https://timesofindia.indiatimes.com/blogs/men-and-ideas/one-and-a-half-cheers-national-education-policy-promises-much-but-fails-to-come-to-grips-with-indias-education-crisis/>

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PSIR 2020: Brilliant Case for the Defence



DILIP THAKORE
Publisher/Editor,
EducationWorld

The new National Education Policy 2020, presented to the nation by Union education minister Dr Ramesh Pokhriyal 'Nishank' and his predecessor Prakash Javadekar on July 29, has received great acclamation from the Left-dominated Indian academy and the Right-wing Rashtriya Swayamsevak Sangh (RSS), the ideological mentor organisation of the BJP government at the Centre and in 12 states of the Indian Union. Four years in the making, NEP 2020 which comes after an interregnum of 34 years has achieved this remarkable balancing act by reinforcing the neta-babu (politician-bureaucrat/educrat) control and command architecture of post-independence India's education system.

The academy dominated by communists and fellow-travelling Left-liberals has acclaimed NEP 2020 because it multiplies the number of government policy formulation and regulatory agencies to direct and closely supervise and monitor the

country's pre-primary to PhD education institutions, especially private schools and higher education institutions which are anathema to them.

The ideologues of the RSS have silently welcomed the new education policy because comprehensive government control of education clears the way for them to infiltrate the academy and rewrite Indian history proclaiming the glories of pre-Mughal Hindu kings, demonise Muslim rule over the subcontinent during 16-18th centuries, and in the fullness of time, revise the Constitution of India to establish a Hindu Rashtra in which the country's 200 million Muslims will become second-class citizens, as Hindus are in neighbouring Pakistan. For this project to succeed, private education institutions have to be strictly monitored and controlled by the State.

Trapped between politicians and ideologues of the Left and Right singing hosannas of NEP 2020, is India's educated middle

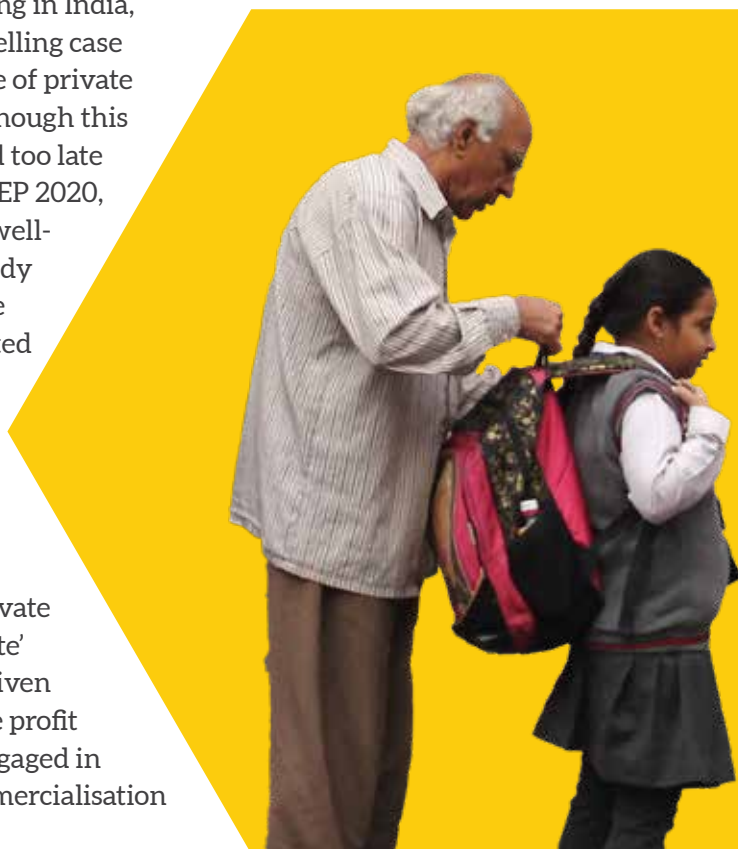
class, including the intelligentsia, liberal academics, the media and educated upper middle class, aka the establishment, which shapes and moulds public opinion. Bombarded by continuous socialist propaganda, and private enterprise bashing by freeloading academics and Leftist media, India's expanding middle class is suffering a massive Stockholm syndrome, becoming enamoured with post-independence India's neta-babu brotherhood, which has bound it in irons and chains for over seven decades since the assassination of Mahatma Gandhi by an RSS acolyte 1948. The outcome of this perverse romance is mass schizophrenia. Although the entire middle class overwhelmingly enrolls its children in fees-levying private K-12 schools despite the option of sending them to free-of-charge government schools, it endorses debilitating government control and command over private schools to prevent 'commercialisation of education'.

Against this backdrop of pervasive confusion about

the character and role of private schools in the national development effort, the online release on July 22 of State of the Sector Report – Private Schools in India (hereafter PSIR 2020) – an unprecedented study commissioned and published by the Delhi-based Central Square Foundation and Omidyar Network India engaged in social impact investing in India, makes a compelling case for the defence of private education. Although this report debuted too late to influence NEP 2020, this 153-page well-researched study demolishes the carefully curated and widely disseminated myths of Left-liberal academics and shallow media that India's private schools are 'elite' institutions driven entirely by the profit motive and engaged in rampant 'commercialisation of education'.

PSIR 2020 provides startling facts about private school education which contradicts Left propaganda and ingrained presumptions of the academy and neta-babu brotherhood which has shaped education policy in post-independence India. Conducted over four months by researchers drawn from CSF and ONI, and based on the insights of a galaxy of eminent educationists, the report comprises six chapters that detail the growth and quality of learning in private schools, affordability

and inclusion, regulation of private schools, global experiments in private schools governance, and scope for further research into private K-12 institutions. Moreover, two appendices detailing information sources and data-rich 'state facts sheets' are included in this unprecedented report, providing hitherto officially suppressed information about the



number and growth of private schools, their demographic profiles, learning outcomes, and regulatory frameworks of 36 states and UTs of India. This information is certainly going to alter the public perception of private K-12 education, and perhaps the landscape of Indian education.

The self-serving myths and propaganda of Left academics and bureaucrats – whose opposition to private initiatives in industry, business and education is less

rooted in ideology as in pedestrian envy of risk-taking entrepreneurs and edupreneurs – that PSIR 2020 demolishes are as numerous as they are startling.

For one, the study reveals that far from being the choice of a thin sliver of the Indian elite, aggregate enrolment in unaided (entirely privately managed) recognised (government-licensed) schools has risen from 9.2 per cent of school-going children in the year 1993 to 34.8 per cent in 2017, and their number has risen to 3,50,000 countrywide. And if to the number of 87 million children in private unaided schools, one adds the 28 million in private-aided (privately managed but government-funded) schools, the number of children in private K-12 education totals 115 million.

By no stretch of convoluted reasoning can this huge number – equivalent to 46 per cent of India's 250 million (2017-18) in-school children – be classified as an elite minority. ■

source: EducationWorld, mid-September issue

A London-trained barrister, **Dilip Thakore** was the founder editor of India's first business magazine – *Business India*. Three years later, he joined as the first editor of *BusinessWorld*. Currently, he is the Publisher and Editor-in-Chief for *EducationWorld*, which is India's – arguably Asia's – most popular education news and analysis (monthly) magazine with one million readers in India and abroad.

NEP 2020 charts new road map, but fails to make public school teachers accountable



PROF GEETA KINGDON
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Indian Economist

After 34 years, the National Education Policy (NEP) 2020 has outlined a new road map to overhaul India's education system. While the document promises to bring transformational change to higher education, the story is more mixed on school education. It offers some excellent proposals in this latter area but leaves unaddressed the heart of the problem.

Among the positives, we mention four. First, the policy makes early childhood care and education for children in the three to six-year age group an integral part of school education. Given that a disproportionately large part of a child's brain develops before the age of six years, this is a crucial step in the right direction.

Second, the policy gives priority to imparting foundational literacy and numeracy by the time a child enters third grade. Currently, a large proportion of children arrive in third and higher grades without these skills and are unable to follow the curriculum. The result is poor educational outcomes in the higher classes.

Third, the policy proposes to end the separation of secondary school curriculum into science,

arts and commerce. Instead, it would allow students to take courses across these fields, thereby encouraging broad-based learning.

Finally, the policy proposes to integrate vocational education into the regular school curriculum. It is a stigma-free way to impart fundamental skills to all including those who eventually opt for the academic stream. It will do more for skilling the workforce than the existing skilling programmes.

The heart of the problem in school education, however, is the poor delivery of outcomes by public school teachers. On average, private school teachers, though less qualified, deliver better results because they make more effective use of whatever qualifications they do have. The difference in behaviour stems from the difference in accountability: They face reprimand, including dismissal, if they fail to perform their duties, but the same is not true for public school teachers.

Unsurprisingly, even parents with limited means are progressively moving their children out of public schools to low-fee budget private schools. According to official District Information System for Education

(DISE) data, enrolment fell by 2.38 crore in public elementary schools and rose by 2.11 crore in recognised private unaided elementary schools between 2010-11 and 2017-18. With total enrolment rising, there was also probably an increase in enrolment in unrecognised private schools on which DISE does not collect data.

The exodus has given rise to the phenomenon of emptying of public elementary schools. Thus, in 2017-18, 68 per cent of all public elementary schools in the country had less than 100 students each and, on average, had only 45 students. Taking into account officially recognised inflation of enrolments to procure larger ration under the mid-day meal scheme and also student absence, individual classes in these schools averaged no more than five to seven students on any given day. Such small classes are pedagogically unproductive; they also cost more than Rs 40,000 per pupil per year in just teacher salaries.

In many states, the situation is catastrophic. As per DISE data, the average enrolment per public elementary school in 2017-18 was just 34 in Himachal Pradesh, 39



Image courtesy: timesofindia.com

in Uttarakhand, 40 in Jammu & Kashmir, 63 in Madhya Pradesh and 97 in Uttar Pradesh.

To its credit, NEP 2020 recognises the problems of emptying of public schools and lower student achievements. But the solutions it offers, such as school consolidation, creation of school complexes, and additional teacher training, address symptoms rather than the root cause of the problem. Deep down, it is the absence of any teacher accountability whatsoever that is behind the poor educational outcomes in public schools. The emptying phenomenon will not go away after consolidation, and additional skills will not improve outcomes if teachers don't use those skills.

If it is the case that accountability of teachers in public schools is politically a non-starter, it is time to confront this fact for

what it is. If we choose to look the other way, we only commit ourselves to condemning yet more generations of students to poor outcomes. The argument that it is the duty of the government to run schools is not good enough when precisely those for whom it runs them pay the price.

Likewise, the argument that we can fix the system this time around sounds hollow when we have failed to do it after promising it repeatedly over the last several decades and even now find ourselves unable to acknowledge, let alone address, the problem of accountability. How many generations of children more must pay for such an ideologically driven defence of public schools?

The hard reality is that few among the decision-makers at the centre or in the states send their children to public schools. Instead, it is the low-income families that

rely disproportionately on these schools. To be fair to the taxpayer whose hard-earned money pays for public education, it is time to consider giving these families vouchers worth some minimum amount so that they can enroll their children in a school of their choice.

If we can give government employees Rs 27,000 per year to defray a part of the cost of their children's education, why deny at least a fraction of this sum to low-income families? ■

source: <https://timesofindia.indiatimes.com/blogs/toi-edit-page/heart-of-the-problem-nep-2020-charts-new-road-map-but-fails-to-make-public-schoolteachers-accountable/>

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Plight of Private School Teachers and Appeal to the Government to Act Decisively



BHARAT MAILIK
Chairman,
Arya Gurukul Group

Russian President Vladimir Putin had publicly announced that whenever the vaccine for COVID-19 is ready, the first recipients will be the doctors and teachers of his country. Many countries followed suit recognising the value and importance of teachers in nation-building and preparing for the future.

The very teachers who are educating young minds and designing their future are facing several hardships and what's concerning is that there are hardly any measures taken by the concerned authorities or any policy-level initiatives taken by the Government to benefit the teachers during this crisis.

The Government of India has taken several measures to support industry and specific sectors with much-needed support and relief measures that have uniformly touched the government and the private sector. But on the other hand, no measures have been taken to address the issues faced by the educators who are currently going out of their ways to sustain the education through out-of-the-box and unconventional tools.

Around 50 per cent of children in India are enrolled in private schools today, and majority of them are budget private schools. Seventy per cent of all the private schools charge a fee below Rs 1,000 a month. This reality is against the popular perception of these schools being for the rich. The private schools are playing a crucial role in providing quality education with cost-efficiency as the average fee happens to be many times lower than per-pupil expenditure in government schools. While this segment of education is trying to fast transform itself to meet the education delivery in changed circumstances, it is at the brink of breakdown due to financial constraints. The pandemic-induced economic crisis led to financial loss for a big segment of the population who stopped paying school fee, and this has become difficult to deal with for the sector.

All parents aspire for quality education for their children, and mostly, private schools are preferred to meet these aspirations. During the current situation, there have been very confusing signals

reaching to the general public about payment of fees for unaided schools, and the expectation of the drop in school fees and concessions from owners of the school and school managements is being built up.

The Government teachers and the aided school teachers continue to receive their emoluments whilst the schools remain shut, and digital learning has hardly taken off in most of them. On the contrary, the unaided schools and their teachers are taking a lot of efforts to train themselves with new methods and then imparting to their students, which is indeed commendable. The children's learning is ongoing without much interruption despite the extreme hardships experienced by the teachers.

The teachers are working on low or no salaries. School managements are dependent on receipt of fees to further pay salaries to their staff, and in the absence of regular collection of fees, it is getting difficult to sustain the momentum of uninterrupted learning.

While teachers continue to impart quality education through

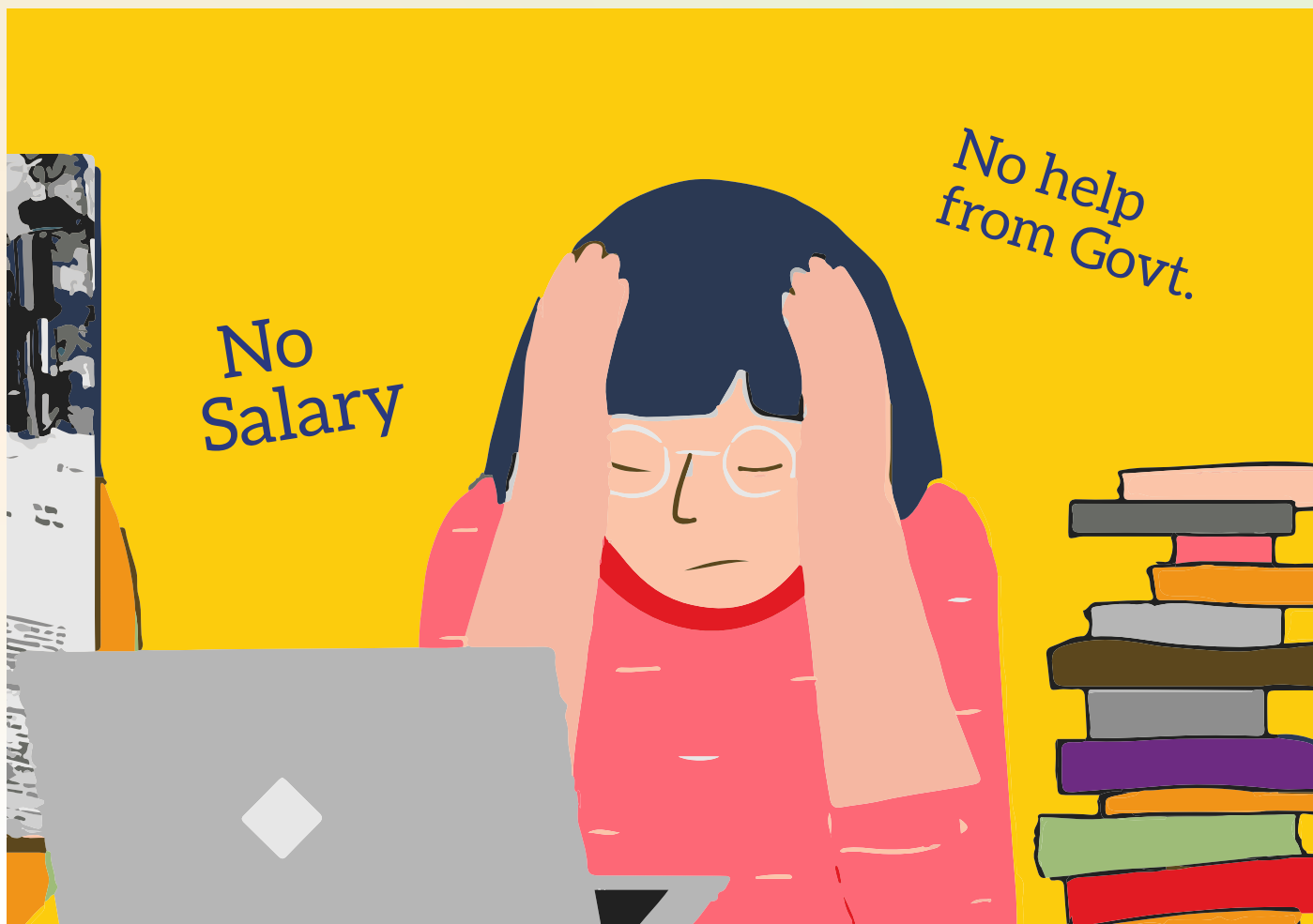


Photo courtesy: social media

new-age tools, many families are going out of their ways to support the teachers in preparing and delivering classes. However, the main relief for a teacher would be when the government hears them and addresses their concerns immediately through appropriate relief measures.

The Government of India needs to take some immediate steps to restore the confidence of the teachers and announce measures as they have for other sectors. It is also the collective responsibility of the parents to not resort to avoid payment of fees and expect free remote classes and concessions over fees.

The teachers, today, are facing a difficult situation. The Government is yet to hear

their unique concerns and take proactive steps to help them deal with this crisis. Not addressing this issue on priority will only lead to the loss of teachers' morale and prevention of new teachers from getting into the field due to the severe economic stress that they may undergo.

COVID-19 pandemic has brought a huge challenge for private schools. They have taken up the challenge to ensure there is no learning deficit in children. They have taken up the challenge of creating digital infrastructure and training the teachers to deliver education in the changed circumstances. However, there are limitations of what they can do. This is the right time for the government to come forward and

help them survive.

Dr Kulbhushan Sharma, President of National Independent Schools Alliance (NISA) says, "Private schools don't just provide quality education at a substantially low cost, but they also create jobs specifically for women. There are many industries which mainly depend upon private schools, such as books, stationery, uniform, bus etc. We have requested the Government of India to provide an economic package to the ailing private schools' segment." ■

Bharat Malik is the Chairman of Arya Gurukul Group and a Founder Member and Head of Media Initiatives at NISA.

NEP2020: Is transforming without reforming possible?



DR AMIT CHANDRA
Policy Fellow, CCS

The new National Education Policy (NEP) is out and receiving wide applause. It took half a decade for the Government of India to come up with the policy document. It was in December 2014, and Smriti Irani was the Human Resource Development Minister, when the first media report came out mentioning that the MHRD has decided to develop a new education policy. Since the beginning of the NEP development process, it has already seen three HRD ministers, multiple secretaries, two expert committees, and a huge consultation process. The T. S. R. Subramanian committee developed the first set of recommendations, and the K. Kasturirangan committee developed the second set. It is a great loss for the country that Mr T. S. R. Subramanian passed away in 2018 and couldn't witness the final version of NEP.

The NEP must get due credit for some of the reforms it has recommended, which if implemented in the true spirit of the policy would have long term positive impact. So far, all the different roles such as planning, implementing, monitoring and funding were done by the Ministry of Education, which

created enough scope for internal fudging. NEP has recommended separate, independent, autonomous bodies for the specific roles in the administration of school education as well as higher education. It would completely change the regulatory architect of education, bring specialisation, and at the same time, increase accountability and transparency in the system. The Right to Education Act of 2009 made several input norms such as infrastructure, teacher competency, class size, etc. mandatory. It shifted the focus of education administration from learning outcome to input with serious consequences on access, cost, and quality of education. It even resulted in closing down of thousands of low-cost private schools. The NEP has recommended bringing back focus on learning outcome with 'light but tight' regulation. One of the demerits of the Indian education system for long has been its compartmentalisation with streams such as arts, commerce, and science with almost no flexibility of shifting from one stream to another. The NEP has recommended multidisciplinary studies giving students the choice to study subjects of one stream with another. Also, the multiple



entries and exit points in higher education empower the students to plan and take courses in a manner that suits them the most. So the rigidity of the education system will go away to a large extent. Another missing piece of our public education system was the absence of early childhood education. This gap was addressed in private schools with the introduction of kindergartens, but, public education started from the age of six years with an entry in class 1. According to NEP, the education will start at the age of three years, with three additional years of early childhood education by revamping the current arrangement of 10+2 to 5+3+3+4. The NEP has also emphasised on vocational education in school years and research in higher education.

While the NEP has some breakthrough recommendations, it still disappoints in many aspects which, unless addressed, would make NEP meaningless. Firstly, it misses to capture the aspirations of parents and therefore, the trend. In seven years, between 2011 and 2018, student enrolment in public schools fell down by 2.4 crore but increased by 2.1 crore in private schools. The trend is simple. The parents' aspirations for quality education are changing, and therefore, they are choosing fee-charging private schools over free public schools. NEP's public school-centric approach goes against the parents' approach and might make itself irrelevant.

Secondly, the NEP makes the same mistake of designing the policy by keeping teachers in the centre instead of students. With



Image Courtesy: Students wearing masks in a classroom | Abhishek Saha | ANI

the lack of competence and motivation, coupled with the lack of accountability and incentives to perform, the old machine wouldn't be able to produce new goods.

Thirdly, the NEP has not been bold enough to address the biggest hypocrisy of the education system, which is educational institutes must be operated by charitable organisations, and therefore, must not make a profit. It is an open secret that almost all educational institutes make a profit but through unfair practices. This fundamental hypocrisy results into flaws at multiple levels and keeps the sacred job of providing education unclean. The education policy of the 21st century must have been bold enough to shed this core hypocrisy.

Fourthly, the NEP reflects the complacent attitude of "I

know it all, and therefore I can fix it all." The reality is the world is changing at an unprecedented pace and future is unpredictable. The life and nature of work may completely change in the decades to come. In such a scenario, the NEP should have focused on developing human resources to deal with the uncertainty of the future. It needed to create a system which puts itself in 'auto-pilot' mode by giving liberty to fast change its curriculum, pedagogy, technology integration, etc. with the changes in the real world rather than keeping the possible best of today.

It would be completely disheartening to see the hard work of five years becoming redundant in ten years.■

Dr Amit Chandra is Policy Fellow at the Centre for Civil Society. His Twitter handle is @AmitCTweets.

NEP hits the bull's eye by fixing regulatory framework for schools



TARINI SUDHAKAR
Researcher, CCS

States finally have the power to exercise true competitive federalism. We will be able to see who regulates and enforces norms better. Will it be the Centre, trying to control everything from afar? Or will it be the states, closer to home and better aware of the on-ground situation?

The Cabinet finally approved the National Education Policy (NEP) more than a year after the Kasturirangan Committee released the Draft National Education Policy.

The final policy hits the mark on many points. Its most important proposal is on separating the role of the government as regulator and service provider.

At present, State governments hold three roles in school education. They set policies, regulate private schools and operate their own schools. The NEP vests these functions of the government into separate independent bodies. But what is going wrong with the current system?

Suppose there is a cricket match between you and your neighbour's family. Usually, you choose random strangers to be the umpire. But for some reason (perhaps due to COVID-19), no one else is on the street. So your neighbour asks his mother to be the referee. Would it be a fair match?

This is the current state of the school education system in India. The government runs schools while also regulating private schools. There is a clear conflict of interest, concentration of powers, and lack of focus on who does what.

Consider an instance from Telangana. When the State Education Department raided all the schools in Hyderabad following the collapse of one school building, an education inspector first told a newspaper reporter, "If any school is found running in dilapidated conditions or constructed of poor quality material, a notice will be issued and [private schools] may face action including demolition." Later, he added, "We have proposed repairs in few government schools."

The attitude of the officer and the punishment for violating the same standards are different for government and private schools. This is true across India and is not isolated to geography or politics (CCS forthcoming).

It is not only a personnel

problem. CCS (forthcoming) analysed education laws for five states, namely, Maharashtra, Delhi, Haryana, Jharkhand and Uttar Pradesh. Even the legislative language used for both types of schools is starkly different.

Private schools are slapped with phrases like take over, debar, and cease to function. And what language is used for government schools? Monitor, develop, and undertake.

India is a growing economy. It needs its youth to enter the market in large numbers but equipped with quality education. Private schools can and have been facilitating this. Yet, State governments often treat them as villains. NEP corrects this impression. It acknowledges the significant contribution of the private sector and attempts to ease its operations in two ways. It asks states to set up an independent regulator and raises the need to shift regulatory focus towards outcomes.

The constitution of the State School Standards Authority is a



significant measure for multiple reasons. Education is a concurrent subject in India. Both Union and State governments can regulate it. But for years, the Central government has been taking charge, leaving states with little freedom. Asking states to form a State School Standards Authority changes this dynamic.

States finally have the power to exercise true competitive federalism. We will be able to see who regulates and enforces norms better. Will it be the Centre, trying to control everything from afar? Or will it be the states, closer to home and better aware of the on-ground situation?

More importantly, the independent State School Standards Authority will finally treat public and private schools equally. Central government schools remain an exception. But the remaining schools will be governed by the same criteria, benchmarks, and processes.

NEP separates other roles of the State government into

different bodies. The Department of School Education, the apex state-level body in K-12 education, will be responsible for overall monitoring and policymaking. It will not be involved with service delivery or regulation of education. The Directorate of School Education will handle the service delivery for the public schooling system of the whole state. This separation removes the issue of conflict of interest. The match now has a neutral umpire.

NEP does not stop there. It prods the public to think deeper about the regulatory environment for schools by raising the need to revisit the existing regulations. One big challenge has been the Right to Education (RTE) Act, 2009.

RTE has served well as a vehicle for ensuring access to education. But it has come at the cost of hindering many schools from entering the education sector.

RTE's emphasis on input-heavy recognition norms for private schools have posed many challenges to running schools in

dense urban neighbourhoods. Norms such as playgrounds or minimum classroom size have made it difficult for budget private schools to operate. NEP recommends making such requirements 'more responsive to realities on the ground.'

There is an urgent need to move towards an outcome-based recognition. Regulations must not deter private schools. Instead, they should encourage all types of schools to participate and work towards the same goal: that of providing quality education. The NEP attempts to do so through its 'light but tight' regulatory framework where all schools, public and private, must follow a minimal set of standards.

School education in India has been suffering for long. NEP recognises its root ailments and lays out strong structural reforms. All that is left is the thoughtful implementation of its recommendations. ■

Tarini Sudhakar is Researcher at the Centre for Civil Society.

Save Education Campaign: Fund students, not schools

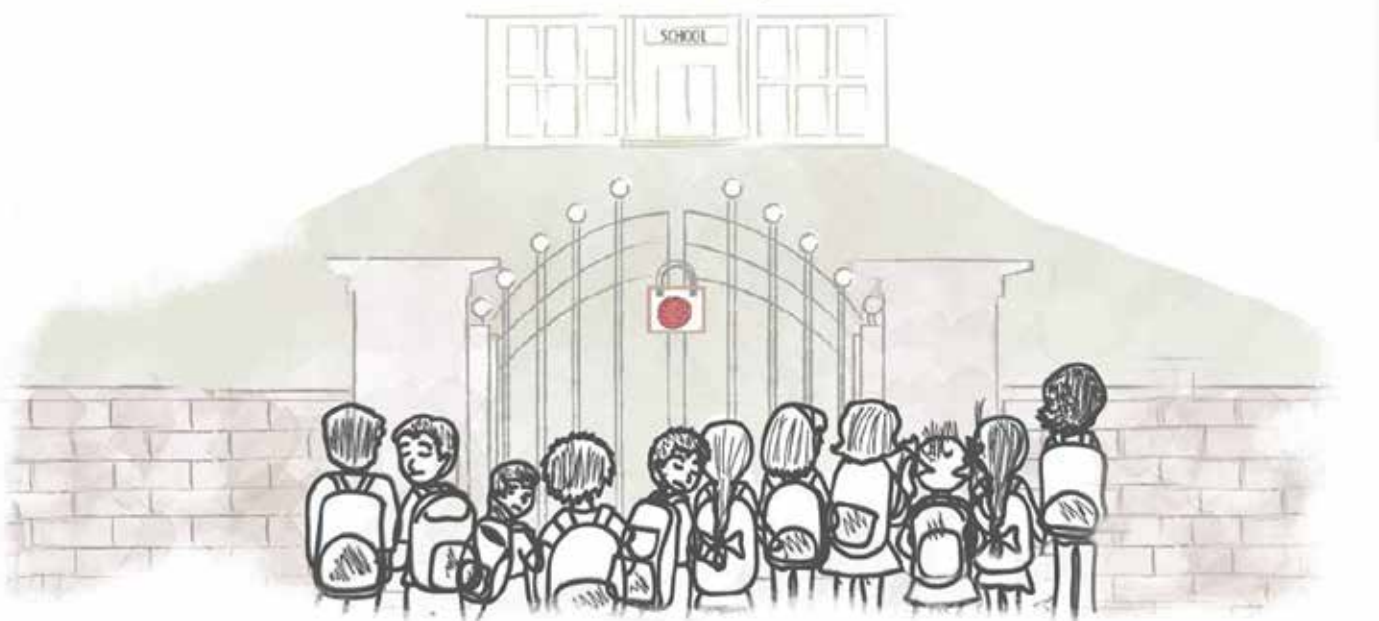
India has a pragmatic education system, which has evolved with the changing needs of society. Among the 30 crore children in the school-going age group (6-14 years), almost 97 per cent have enrolled in schools. While enrolment in government schools is steadily declining, the share of enrolment in private schools has been growing ever since. Today, roughly 50 per cent of the students have enrolled in private schools.

The entire education system is at a critical point right now because of the lockdown imposed to curb the COVID-19 pandemic. The private schools were already struggling with the discriminatory policy approach of the government. Now, this

pandemic has aggravated their difficulty even more. The long-prevailing lockdown of educational institutions and lack of clarity on reopening in the future has generated the fear of learning deficit in children. Due to the economic slowdown, loss of jobs, and uncertainty of the future, parents have stopped

contributing towards the school fees. Consequently, the viability of the entire ecosystem has become highly questionable. Schools are becoming financially unsustainable and on the verge of getting closed down permanently, while the future of teachers and non-teaching staff appears to be bleak at best.

After doing several rounds of brainstorming with different stakeholders across the country, NISA came up with a solution that may help us deal with this learning crisis. The private schools need immediate financial relief to the size of roughly Rs 4.5 lakh crore for the financial year 2020-21. Taking a cue from the success of the Direct Benefit Transfer model,



51-DAY SAVE EDUCATION CAMPAIGN



in @ /NISAedu

nisaindia.org

the government shall devise a new scheme where students receive financial aid directly in the form of a voucher. It will not only provide immediate relief to the agitating parents but also help the schools to come out of stress.

Keeping in view all the distress faced by the parents, students, teachers, and schools, NISA decided to launch a 51-day Save Education campaign to make the government aware of these issues. The campaign mainly aimed towards popularising the idea of the school voucher and helping the stressed education sector to cope with the repercussions of the pandemic. To achieve these objectives, NISA organised a series of activities focused on targeting the media and policymakers.

The nationwide launch of the campaign was on July 29 in the form of an online webinar. Dr

Kulbhushan Sharma, President of NISA, presided over the inaugural session of the online campaign. The guest speakers in the webinar were Mr Deepak Madhok, Chairman, Purvanchal Schools Association, Mr Dilip Thakore, Founder and Managing Director, Education World, Retd. Major General Dilawar Singh, Sr Vice-President, Global Economist Forum of ECOSOC (UN) and Director, Global Chamber of Sports, Education and Culture, and several other renowned personalities associated with the world of education. Approximately 18,000 parents, teachers, and school administrators throughout India joined the live broadcast of the webinar through Facebook, YouTube, and Zoom, making it a huge success.

The campaign commenced with a letter addressed by Dr

Kulbhushan Sharma, President of NISA, to the Prime Minister calling attention to the impact of COVID-19 on the education sector. During this campaign, NISA undertook several activities like raising funds, providing relief to students, parents, teachers, and schools that are under stress, highlighting issues through social media, and much more. It organised several thematic webinars with prominent individuals of the education sector, policy experts, academicians, teachers, principals, and political leaders as guest speakers. NISA also observed Teachers' Day (September 5) as Black Day by sporting the black ribbon and hoisting the black flag in the school premises. The campaign concluded on September 17, coinciding with the birth anniversary of Prime Minister Narendra Modi. ■



#BLACKDAY

SPORT THE RIBBON!

5th September 2020

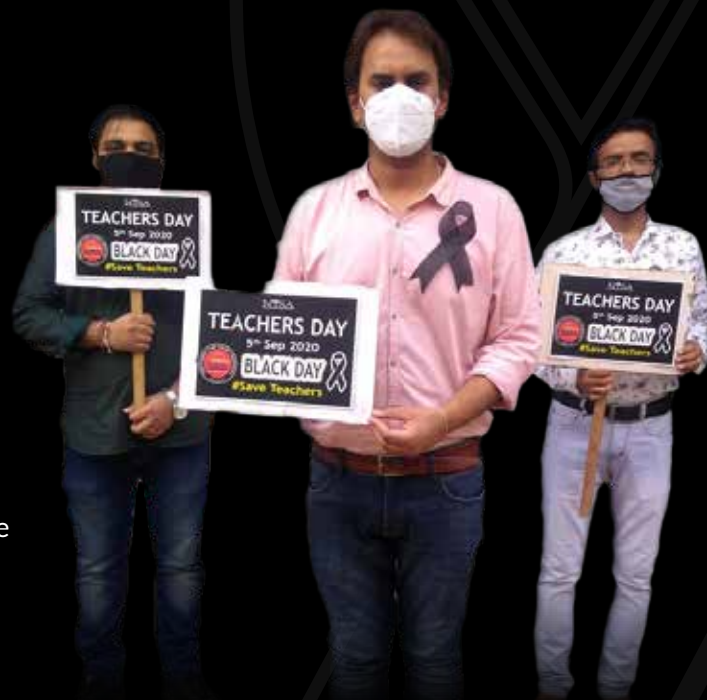
#SaveTeachers



nisaindia.org

Black Day

The entire education system is in crisis because of the COVID-19 pandemic. Teachers and private school educationists who are contributing to the nation are highly targeted and disrespected. In such a situation, it was hard to celebrate the teachers' day with respect and dignity. So NISA decided to observe September 5, 2020 as 'Black Day'. The NISA team requested the school leaders and principals to sport the black ribbon and hoist a black flag in the school premises to raise their voice against the government. NISA also asked the public to create and post a one-minute video expressing people's concerns, and tag honourable Prime Minister and Mr Ramesh Pokhriyal, the Education Minister.



NISA Activities

July 29, 2020

NISA launched Save Education Campaign on a national level through a virtual Zoom meeting.



01

August 25, 2020

NISA delegation met Hon'ble Union Minister of Labour and Employment. He announced that all the teachers who are contributing ESI will be given 50 per cent salary for three months as per ESI records.



02

03

August 25, 2020

NISA delegation submitted a representation to Hon'ble Minister of State for Home Affairs Mr G. Kishan Reddy regarding the following issues:

1. Extend moratorium on the EMIs and insurance holiday of school buses.
2. Secure low-interest loans to schools for their sustenance during the lockdown.



August 26, 2020

NISA delegation submitted a representation to Hon'ble Union Minister of State for Commerce and Industries Mr Som Prakash to recommend immediate relief action to private schools to the ministers of concerned departments.



04

August 27, 2020

NISA delegation submitted a representation to Hon'ble Lok Sabha MP Mr Soyam Babu Rao to recommend immediate relief action to private schools to the ministers of concerned departments.



05

October 17, 2020

NISA team met with Mr Pradeep (Worldreader) regarding eN-READ programme at Radisson Blu Hotel, Kaushambi.



06

07

November 5, 2020

NISA Team visited Mr Lakshya Chhabaria, MD, SR Capital School to handover the provisioned tablet with a curated collection of 400 stories and discussed the Learning@Home as part of the ongoing eN-READ programme.



November 18, 2020

President Dr Kulbhushan Sharma felicitated Prof Geeta Kingdon with the formal certificate of appointment as an advisor for NISA.



08



इस अभियान का समापन 12 सितंबर

[illegible]

शिक्षामंत्री पर निसा ने ठोका 10 करोड़ की मानहानि का दावा

भेजा कानूनी नोटिस, शिक्षा जगत को धंथा कहने पर पूरे देश में है आक्रोश

राजस्थान : शिक्षा मंत्री गोविंदसिंह सोलंका द्वारा कुछ रोज पहले भेजे गए नोटिस को लेकर शिक्षा जगत में खलबली मच गई है। नोटिस में भेजे गए दावे के अनुसार शिक्षा मंत्री ने शिक्षा जगत को धंथा कहा है। निसा ने शिक्षा मंत्री पर 10 करोड़ रुपये का नुकसान का दावा किया है।

निसा ने शिक्षा मंत्री पर 10 करोड़ रुपये का नुकसान का दावा किया है। निसा ने शिक्षा मंत्री पर 10 करोड़ रुपये का नुकसान का दावा किया है। निसा ने शिक्षा मंत्री पर 10 करोड़ रुपये का नुकसान का दावा किया है।

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देश-विदेश

शिक्षा क्षेत्र पर कोरोना की मार, 1000 से अधिक स्कूल बिकने को हैं तैयार

देश-विदेश

कोरोना की मार शिक्षा क्षेत्र पर पड़ रही है। देश में कोरोना की मार से स्कूलों की बिक्री का सोचा जा रहा है। शिक्षा क्षेत्र पर कोरोना की मार, 1000 से अधिक स्कूल बिकने को हैं तैयार।

कम फीस लेने वाले स्कूलों की हालत खराब

ओवरटेक इंटरनेशनल स्कूल वैन 1,600 करोड़ का, फायदा उठाना चाह रहे हैं। ओवरटेक इंटरनेशनल स्कूल वैन 1,600 करोड़ का, फायदा उठाना चाह रहे हैं।

कई बड़े स्कूलों में इसका फायदा ले रहे हैं। कई बड़े स्कूलों में इसका फायदा ले रहे हैं। कई बड़े स्कूलों में इसका फायदा ले रहे हैं।

SEVERE FUND CRISIS

Prvt schools forum calls on Gov over fees order

Shrut Dutt

Jalpur: A delegation of private school management in Rajasthan on Wednesday met Governor Kalraj Mishra over collection of tuition fees during the lockdown, which they claimed to have led to a severe financial crisis.



Members of private schools sitting on hunger strike in Jaipur on Wednesday

Minister Ashok Gehlot to help them in these tough times. School owners have requested the authorities to abide by the Rajasthan High Court order of September 9. A single bench of the high court had issued directions to the schools to collect 70 per cent of

tuition fees. Yet, the order was later stayed. October by a division bench of the high court. Recently, the government has issued orders that schools and the Rajasthan Board to reduce the tuition fee by 30-40 per cent in accordance with the revised syllabus. According to the run, they want on the part of the government in the order and said it is in the school to collect 30,000 employees 11 lakh employees

Private schools complain about increased expenses

As they are asked to reopen, they say they are worried about the additional costs of safety and sanitisation



On September 1, the Associated Management of Primary and Secondary Schools in Rajasthan (AMPSR) organised a protest in Jaipur against the government order to collect 70 per cent of tuition fees.

Private schools are complaining about increased expenses as they are asked to reopen. They are worried about the additional costs of safety and sanitisation. The government has issued orders that schools and the Rajasthan Board to reduce the tuition fee by 30-40 per cent in accordance with the revised syllabus. According to the run, they want on the part of the government in the order and said it is in the school to collect 30,000 employees 11 lakh employees

हरियाणा सरकार कमजोर बच्चों के लिए स्कूल खोलने की दे अनुमति: शर्मा



शिक्षा मंत्री का मांग पर बोले हुए।

अंबाला, 24 नवंबर (संवाद) : हरियाणा में कोरोना महामारी के कारण बंद हो चुके स्कूलों को खोलने का फैसला किया गया है। शिक्षा मंत्री ने कहा कि स्कूलों को खोलने का फैसला किया गया है। शिक्षा मंत्री ने कहा कि स्कूलों को खोलने का फैसला किया गया है।

ये मांगे भी शिक्षा मंत्री के समक्ष रखी

अंबाला में नवजात शिशुओं को एक वर्ष की उमिर तक स्कूलों में भर्ती किया जाएगा। शिक्षा मंत्री ने कहा कि स्कूलों को खोलने का फैसला किया गया है। शिक्षा मंत्री ने कहा कि स्कूलों को खोलने का फैसला किया गया है।

Showing solidarity: 'Lack of gratitude most appalling'

Teachers rue official apathy, observe Black Day

ANANDAPUR, SEPTEMBER 5: Senior Study School observed Teacher's Day this year as a black day to stand in solidarity with the National Independent School Alliance.

The show of solidarity was against the issue of job loss and harassment that the teachers were subjected to during the pandemic. Upasana Mehra, principal, Senior Study said teachers during this pandemic, continuing with online education of the students despite the challenges but have to suffer because of the apathy and the indifference of the parents and the government towards their needs.

NISA State Association Leaders



A. KRISHNA REDDY

Andhra Pradesh Unaided
Schools Management
Association,
ANDHRA PRADESH



NANDITA MISHRA

Byktigata Vidyalaya
Samannayakshee,
ASSAM



PANKAJ DAS

Assam Private Schools
Association, ASSAM



H. S. MAMIK

Independent
Schools Association,
CHANDIGARH



DAVINDER SINGH ARORA

Rural Education Welfare
Association,
CHANDIGARH



RAJIV GUPTA

Chhattisgarh Private
Schools Association,
CHHATTISGARH



ABBAS ALI

Unaided Recognised
Schools Welfare
Association, DELHI



ANIL GOEL

South Delhi Public Schools
Association, DELHI



LAKSHYA CHHABARIA

Affordable Private Schools
Association, DELHI



PREMCHAND DESWAL

Private Land Public
Schools Association,
DELHI



RAJESH BAJAJ

Intelligent Mind Trust,
DELHI



DEEPAK KHAITAN

All Goa Government
Recognised Unaided
Schools Association, GOA



DEEPAK RAJGURU

Self-Finance Schools
Management Association,
GUJARAT



DR YOGESH PATEL

The Good Human Being
Foundation of Schools,
GUJARAT



DR KULBHUSHAN SHARMA

Federation of Private
Schools Welfare
Association, HARYANA



DR GULSHAN KUMAR

Independent Schools
Association,
HIMACHAL PRADESH



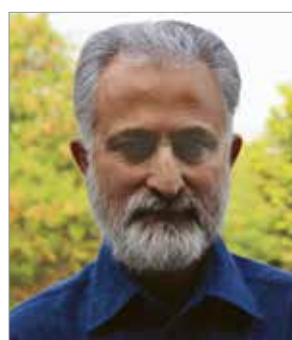
RAVI AZTA

Himachal Pradesh Private
Schools Management
Association, HIMACHAL
PRADESH



AJAY GUPTA

Joint Committee of
Private Schools,
JAMMU & KASHMIR



G. N. VAR

Private Schools
Association, JAMMU &
KASHMIR



SHASHI KUMAR

Karnataka Associated
Management of English
Medium Schools (KAMS),
KARNATAKA



RAMADAS KADIRUR

All Kerala Self-Financing
Schools Federation,
KERALA



ANIL DHUPUR

Unaided CBSE
Schools, Indore,
MADHYA PRADESH



SUNIL OLIYA

Gwalior Private Schools
Association Samiti,
MADHYA PRADESH



VINAY RAJ MODI

Association of Unaided
Private Schools,
MADHYA PRADESH



ANIL GARG

Schools Association
Tour India Tours &
Travels Private Limited,
MAHARASHTRA



BHARAT MALIK

Private Unaided Schools
Management Association,
MAHARASHTRA



RAJENDRA SINGH

Independent English
Schools Association,
MAHARASHTRA



BITHUNGO KIKON

All Nagaland Private
Schools Association,
NAGALAND



ANIL CHOPRA

CBSE Affiliated Schools
Association, PUNJAB



ANIRUDH GUPTA

Association of Heads of
Recognised and Affiliated
Schools (AHRAS), PUNJAB



KULVIR CHAND

Punjab Independent
Schools Association (PISA),
PUNJAB



VARUN BHARTI

Private Schools
Association, Barnala,
PUNJAB



DR DILIP MODI

School Kranti Sangh,
Jaipur, RAJASTHAN



KODARAM BADHUR

Private Schools
Association, Bikaner,
RAJASTHAN



JOHN XAVIER THANGARAJ

Christian Minority
Institutions Association,
TAMIL NADU



MARTIN KENNEDY

Tamil Nadu Nursery
Primary & Matric Higher
Secondary Schools
Management Association
TAMIL NADU



SATHIAMOORTHY

Association of
Private Schools
Management CBSE,
TAMIL NADU



MADHUSUDHAN

Telengana Recognised
Schools Management
Association, TELENGANA



ASHOK MALIK

Association of Recognised
Private Schools,
Saharanpur,
UTTAR PRADESH



ATUL SRIVASTAV

Association of Private
Schools, Lucknow,
UTTAR PRADESH



DEEPAK MADHOK

Purvanchal Schools
Association,
UTTAR PRADESH



MAHESH JAISWAL

Maharajganj District
Schools Association,
UTTAR PRADESH



PRADEEP KUMAR

Mirzapur Schools
Association,
UTTAR PRADESH



PRAVIN AGARWAL

Public Schools
Development Society,
Aligarh,
UTTAR PRADESH



SUSHIL GUPTA

Association
of Progressive Schools
of Agra,
UTTAR PRADESH



THOMAS C. J.

Independent Schools
Alliance, UTTAR PRADESH



VIVEK YADAV

Etwah CBSE Schools
Association,
UTTAR PRADESH



MANOJ KUMAR KHERA

Udham Singh
Nagar Independent
Schools Association,
UTTARAKHAND



SAMARJEET

Developing Schools
Association,
UTTARAKHAND



SUBA SINGH

Private Schools
Management Association,
UTTARAKHAND



TAPAN GHOSH

West Bengal Unaided
Schools Association,
WEST BENGAL

NISA MEMBERSHIP FORM

BENEFITS TO THE ASSOCIATIONS

- ▶▶ Joining an alliance that provides a national voice, advocating for the interest of budget private schools
- ▶▶ Opportunity to spread awareness about the need for associations
- ▶▶ Reputation-building for the association at a national and international level
- ▶▶ Exposure and opportunities to learn from the best practices of other member associations from different states
- ▶▶ Latest information about education developments, new legislations, policies, regulations, amendments and related issues
- ▶▶ Direct contact with colleagues across the country and throughout the nation - an open gateway to people and resources that help make schools even better
- ▶▶ Through a nationwide advocacy campaign, access to legal aid to protect interests of associations
- ▶▶ Representation on a national citizenry platform that advocates for fewer regulations and greater transparency from the government, media, academics and international organizations
- ▶▶ Updates on important cases from alliance officers and staff who attend meetings with governments

NISA MEMBERSHIP FORM FOR ASSOCIATION

Name of Association:

Name of President/Head of the Association:

Phone Number: E-mail ID:

Postal Address of Association/ Head of the Association (Whichever is applicable):

Website:

Yes, I wish to be a member of National Independent Schools Alliance (NISA)

Fill in the above form and send it to NISA Secretariat, A-69, Hauz Khas, New Delhi- 110016

For more information, call: +91 9899485667; 011 2653 7456 E-mail: nisa@ccs.in Website: www.nisaindia.org



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