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VOLUME 6 - EDITION 3 | AUGUST - SEPTEMBER 2022

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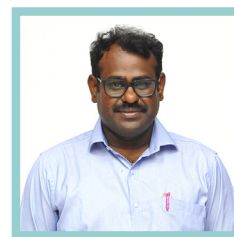
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Foreword

S R Thomas Antony
National Coordinator, NISA



“Matha Pitha Guru Deivam” - Mother-Father - Teacher - God is a phrase of our inherited culture to prove the importance of a teacher in our life. Our history has many messages and moral lessons in which the teacher has always held an important place in society. Everyone has an unsung hero memory in their life. A teacher who touched their heart by an incident, a teacher who helped them towards a good life, or a teacher who creates an environment to grab an opportunity. To remember our love and respect for teachers we celebrate “Teacher’s Day”, by glorifying this noble profession with expressions of gratitude. But the rest of the time we always keep this very important part of our education system undervalued.

We may come across many videos and messages which convey an emotional message that the teacher is very important in our society. Despite this, the ecosystem and education policies in our country barely support and recognize teachers. Our country needs to discuss and debate the professional status of teachers. Teaching is not considered one of the most sought-after careers in India; hence the primary challenge is to raise the status of teaching as a career choice.

A lot of passionate people like to get into this profession to contribute to nation-building, but there is no proper recognition and

motivation for this career. This profession has always been neglected by education policies. Their knowledge and resources have always been used for non-teaching activities. It’s really important to value their profession and create an impactful system.

Also, the safety of the teachers is of concern, as this community is always being used as a scapegoat and is vulnerable. There were many incidents in which the teachers have been attacked and arrested without any proper investigation. Our society has devalued this noble profession as a result of these incidents. Nowadays the incidence of students attacking teachers is increasing, this shows how much we have devalued the relationship between a student and teacher.

This edition of NISA Namaskar is a dedicated edition to all the unsung heroes who always work for their students and national development. This edition tries to communicate to the readers the challenges, celebrations, and innovations of the teaching community. A wide variety of experts contributed their experiences and love of their teachers, including researchers, school leaders, students, teachers, and parents.

**“ Teachers are the backbone of any country,
the pillar upon which all the aspirations are
converted into realities.**

-Dr APJ Abdul Kalam

”



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We are the voice of
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NISA (National Independent Schools Alliance) is a national level association of private schools and state associations from across the country. It is a platform that brings together low-cost private schools from across the country to give them a unified voice to address their concerns regarding education policy and facilitate quality improvement in day-to-day teaching and learning practices.

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Annual Subscription Charges ₹ 590

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An Ode to The Teachers

"Teaching is not a lost art, but the regard for it is a lost tradition."

- Jacques Barzun



Ms Nandita Singh
Editor, NISA

In India, private schools are expanding quickly. The largest school education system in the world, with 25 crore students enrolled in 15 lakh schools, is found in India, where private schools account for 25% of all primary enrollment. Between 2013 and 2018, this number has stayed largely stable. Children who are not poor or those who live in cities are not the only ones who attend these schools. Nearly 30% of Indian villages have access to a private school within the village, and many children from low-income families attend these schools for affordable tuition (*Kremer and Muralidharan, 2006; De et al. 2002*). It is clear that the government cannot provide all of the educational needs on its own. This is one of the factors that has contributed to the growth of private schools nationwide. These institutions include private universities as well as nursery, elementary, and secondary schools. It is difficult to overstate their complementary contributions to the achievement of the country's educational goals.

It should be mentioned, however, that the effectiveness of any educational institution, whether private or public, depends in considerable part on the competency and dedication of its teaching personnel. These independent private schools are privately owned and supported and get no public funding. For recognition, they must provide an appropriate student-teacher ratio, adhere to particular requirements for the hiring of principals and teachers, and guarantee their financial stability. But the school makes all

management choices, such as how to hire new employees and how much to pay teachers. They establish their own criteria for admission and pricing for students. Although these schools are expanding as small and medium-sized businesses, they do not pay their teachers the required salaries.

Among those most severely impacted by this pandemic were the private school teachers. The consequences of unpaid dues and salaries are being felt by a large number of professors and teachers in private institutions. Some teachers were and still are compelled to work as farmers in communities because they had no other choice. *During the pandemic, many teachers did not receive their salaries, and there is no guarantee they will, so they have switched to physical labor. Some have been looking for jobs under the Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA). Even after offering students online education, they*



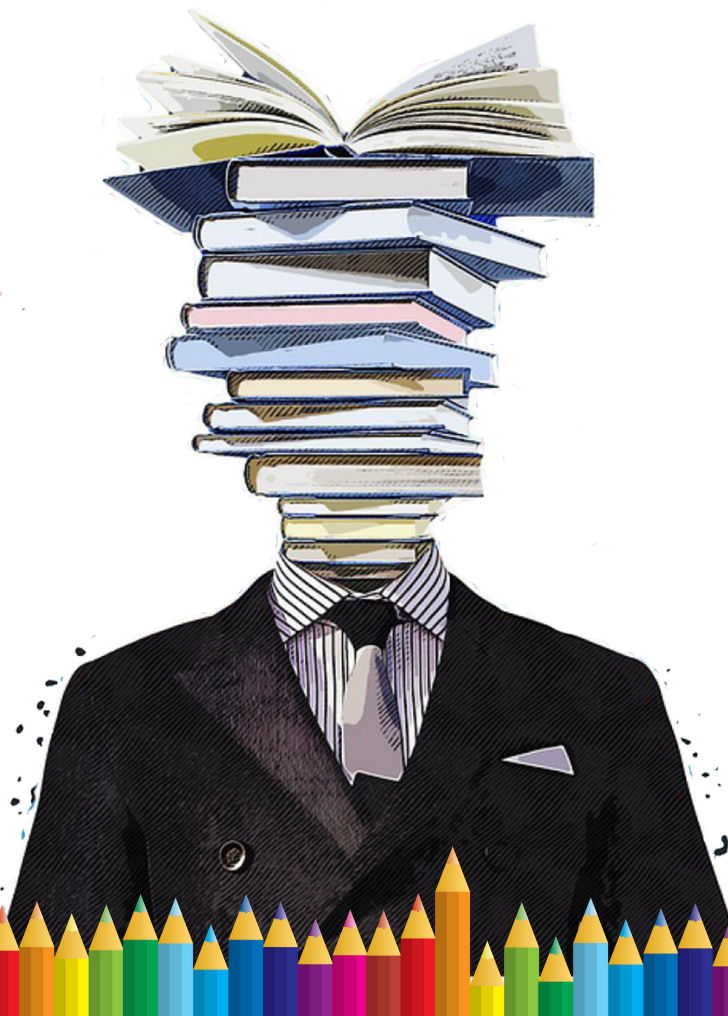
¹ Kremer, Michael, Chaudhury, Nazmul, Halsey, R.F. Muralidharan, K. & Jeffrey, J. (2005). "Teacher Absence in India: A Snapshot." *Journal of the European Economic Association*, 2005, 3(2-3), pp. 658-67

are still threatened with termination. Some instructors who relocated from villages to metropolitan regions do not have ration cards, making them ineligible for government benefits.

According to UNESCO's State of the Education Report for India 2020, 42 percent of Indian teachers work without contracts and earn less than Rs 10,000 per month. Due to the low pay, it is obvious that the quality of education being provided is the primary cause for worry. A fair wage will inspire teachers to work as hard as they can while also encouraging them to take pleasure in their work. There is a shortage of talent in the education industry due to low salaries. The lack of training often prevents a teacher from achieving professional success, resulting in low wages and loss of dignity. Therefore, it is crucial to focus on courses and curricula that not only enhance teaching credibility but also promote autonomy and dignity among teachers when planning interventions and training

programs. To attract more young and educated youth to enter the teaching profession, both from a sense of civic duty and with the aim of becoming successful professionals, it is crucial to develop a dignified attitude toward teaching and respect the professional identity of teachers. A big part of the industry's strategy should be attracting and retaining talented people.

The institutions ought to provide advancement, compensation, supervision, and working conditions more consideration given that teachers are less satisfied with these factors. The day is celebrated every year to honor teachers, their responsibilities, and the standing of their profession, as well as to hold metaphysical discussions about what teachers should be. There is little mention of the silent violence they experience, nor are we able to empathize with their concerns or understand them.



“It is Imperative That Teacher's Safety Regulations Are Enacted”



Dr Kulbhushan Sharma
President, NISA

Every organization's work environment is where inputs are rationally utilized for the actualization of its goals and objectives. In order to produce an optimal outcome, the various inputs used in the production process need to be utilized properly. The teacher is therefore an important input needed in the school in order to ensure that the goals and objectives of the educational system are achieved. It is important to note that efficiency and effectiveness is important in any educational system so as to assist the teacher carry out his or her responsibilities in a professional manner. However, proper service delivery cannot be achieved from the teacher when the work environment is not safe for the teacher to carry out their various functions. The teacher needs to feel a sense of security at work before he or she can function properly in the school.

A teacher's safety at work goes beyond physical protection from harm. The safety of the teacher also includes his or her job security. Safety of the teacher at work also includes the availability of basic financial and non-financial resources and the safety of the teacher from danger. In addition to protecting the teacher from physical threats, the teacher must also be protected from material threats. It is therefore imperative for the school administrators and the government to ensure that all these basic needs are met so that the teacher can carry out his or her responsibilities efficiently and effectively.

In addition to making safety policies that protect teachers at work, the government should provide teachers with other resources that ensure they feel secure at work, while school administrators should make sure these policies and programs are properly implemented.



The Role of Teachers' In Shaping Lives of Students



Dr E Prasad Rao
Advisor (Quality), NISA

The title of the magazine of NISA Namaskar, September issue 2022, “Teachers - The Changemakers” is indeed a truly relevant theme in the present Indian context. ***The teachers have been making every effort in contributing to creating a Knowledge Society, a society that is literate, liberal, patriotic, well informed, industry ready and driven by adaptive skills.*** Since India's independence, teachers have played a major role in promoting education by making massive contributions.

Education is central to the growth and development of any individual, family, community or country. We have been transforming generations after generations of students through the development of capabilities, personalities, and values through our educational system. The educational movements in India spearheaded by luminaries such as Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo Ghosh, Jiddu Krishnamurthy, Dr Sarvepally Radhakrishnan, Sir CV Raman and many other Changemakers has sown the seeds of reformation in educational space. A unique Gurukul system that was practiced, for many it offered a fertile ground for holistic and well rounded growth of the seekers. Now we as successors are endeavoring to give the discipline comprehensiveness, vitality and validity in the present context.

The country's economic, social, cultural, literary and health fabric are determined by the quality of its education. The teachers' contribution in this regard is highly appreciated. They criss cross jungles, wade through waters, walk long distances through rough terrains to reach out to children in the remotest areas and initiate them into formal education. What a saga indeed! The generations would have been deprived of education had it not been for their passion for

teaching and love for children. Even today lacs of teachers face ordeals but the spirit in them never dies. Similarly, learning in the urban areas is fast catching up and quality benchmarking is there to see for everyone. The teachers have played a vital role in sustaining quality movement in education as every precious life is shaped by their care, love, and tutelage. May such a tribe continue to increase !!!

The teacher-student relationship in India is in its purest form with students looking up to teachers as or above Gods. This has been our parampara, our asset, our identity and our very breath. They live out values, represent sacrifices, and engineer change. They deserve acknowledgement, appreciation and the true reward is the pure love they get from the taught. Teaching fraternity deserves accolades and recognition as they rose to the occasion during the Covid Pandemic and helped the students in online and remote learning. The speed with which they learnt to use digital tools for online teaching and learning reaching out to the students from BPL families is absolutely fantastic. They quickly became adaptive to the demands and challenges



posed by the pandemic, medical, police and other personnel. Hence, they are the Covid warriors.

However, as Changemakers, teachers have to continue to shoulder the responsibility of facilitating, mentoring and scaffolding student learning. The learning paradigm is changing, so is the teaching. The philosophies, theories, proven models, research are there as references to engineer quality. The caveat is what works best with a child and in a particular situation, it's the real and suggestible pedagogy, andragogy or heutagogy. The students have the fire and enterprise, belly full of questions to ask, mind full of doubts to express, scores of answers to find and new learnings to discover. They are the "Generation Next", daring to go to the world stage to pursue interests, explore deeply and question the unquestioned. The pedagogues have been instrumental in bringing life to the classrooms in terms of learning and reflection. As multiple intelligences are fluid and dynamic, students bravely face the challenges, and wish to walk on the "Road Not Taken".

Yes, teachers have been the gamechangers. They should continue to bring about transformation through their sheer dedication to the cause of happy schooling. **Now that schools are in offline mode and with most of the students reporting huge learning loss, relational challenges, psychological problems and behavioral issues, teachers have greater responsibilities in bringing these students back to the learning mode. It requires a simple commitment to the cause. Behavior modification, developing and sustaining interest in studies become distinctly possible and the teachers shall continue their good work. Let's multiply good examples, effective initiatives and processes to build a great movement in education.**



Voice of A Child

Dear Teacher,

You are my role model, and I adore you for your grace, care, patience and timely correction of mistakes I make and keep making. Your voice resonates in my mind, feelings touch my heart and nobility stir my conscience. I evolve by the minute. My life and work are in sync with my passion and it is you who made me unlock the doors to creativity. Your presence in my life is a gift I cherish. Is this not the biggest gift ever received by a teacher? Students often have such unexpressed feelings and undeclared thoughts. Making them feel and express their heart's content unreservedly demonstrates the holistic connect. May this holistic connection be the guiding spirit for all of us. Let "Knowledge Society" be a reality. Let us all help build the nation by preparing young minds to be ready for challenging tasks. We say no technology can replace a teacher. How true it is! A teacher's position is etched in the memories of students. Also we in India feel the teaching profession is very noble. Let the nobility of every teacher impact and influence millions of students.



Abhishek Grover

Student, St. Joseph's High School Dabwali

Teachers, our global **changemakers.**

Teachers teach everyone, rich or poor, big or small.

They teach us everything, daily tasks or to make big things.

Teachers, our global **changemakers.**

Teachers, our global **changemakers.**

An employee or a boss, they give them every thought.

They teach every girl or boy, without them there is no joy.

Teachers, our global **changemakers.**

Educating Children with Disability: Role of Teacher Training



Ms Radha Gupta
Teaching Fellow, Teach For India

Children with disability (CwD) are an integral part of the student body, and their education must be a part of the education discourse in India. Economically vulnerable sections are more prone to becoming disabled owing to poor living conditions. Disability worsens poverty by limiting employment opportunities and higher out of pocket expenditure on healthcare. Hence, poverty is both a cause and an effect of disability. This increases inequalities in society.

Education is an important asset for disabled persons to live with dignity. Inclusive education is a system wherein all children, including those with a disability, are taught together under the same roof. It aims to do away with segregated education, which excludes children based on their natural abilities. *Rights of Persons with Disabilities (RPD) Act (2016) aims to create an equitable society for persons with disability. Chapter 3 of the Act talks about the right to free education for CwD in a school of their liking. The Act prioritizes resources and physical access (e.g. distribution of aid and appliances) or infrastructures such as ramps in schools over transforming systems like pedagogy, curriculum or attitudes.* Michael Fullan has drawn insights from countries that have successfully implemented inclusive education. He talks about three stages:

- First, strong policies that favor inclusivity.
- Second, a robust training program for teachers.
- Third, an ecosystem of education consultants and researchers who produce knowledge and information needed for problem-solving and decision making on the field.

India has solid policies for inclusive education; *Integrated Education of Disabled Children (IEDC) 1974, National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act 1999.* Therefore, India has passed stage one, however, it is stuck between stages two and three. It needs a strong teacher training program to progress to stage two and subsequently to stage three.

The Sarva Shiksha Abhiyan (SSA) educates teachers about inclusivity in the classroom via effective practices in

classroom organization, seating arrangements, teaching-learning material (TLM), individualized education programs (IEPs), evaluation tools, etc. In this teacher training, there is an elective subject – ‘Children with Special Needs’ – that educates teachers on how to identify a disability and include CwD in everyday classroom activities. This elective is voluntary and hence sends out the message that it is not the most important concept under teacher training. As a result, not many teachers get trained in inclusive education.

An NCERT study shows that most teachers in India are not confident in their ability to educate CwD, and the current training support is insufficient. Teachers pointed out that training is given to educate CwD in isolation from other students, whereas in real-life scenarios, they teach both kinds of students together.

A major assumption that the above policies make is that teachers are open to the inclusion principle (and are optimistic about it). This attitude was also related to the quality of training provided to teachers on inclusion. Educators should not be left with trial and error when it comes to making classrooms more inclusive. As a doctor is given rigorous training before she is allowed to treat a patient, the same should be true for educators.

School teachers must be mandated to contextualize curriculum needs as per their classrooms and adopt different learning styles as and when required. This calls for making flexible lesson plans, which can accommodate any changes in classroom dynamics. Assessment and evaluation tools also need to be differentiated for the two groups or designed to provide all students with an equal chance to prove their ability. Lastly, it is important that teachers collaborate with important stakeholders like special educators, para professionals, and parents of CwD.

Two out of three PwDs in India today are unemployed, and a majority of those who do work do so in the unorganized sector as migrant or contractual labor. Most of their families are struggling financially – now even more than before owing to the pandemic. In the face of all of this, how India manages and implements teacher training becomes crucial to turning the tide.

A version of this essay appeared in the March 23, 2022 issue of Spontaneous Order, an electronic publication of the Centre for Civil Society.

How India Can Make Overworked Teachers Adapt To Newer Policies To Fix Learning Loss in Kids



Ms Mayuri Purkayastha
Author, The Print

There are many ways to design incentives in the public education space in India that can change classroom culture and the learning outcomes of children.

Much of the learning loss in children across Indian schools has been attributed to the Covid-19 pandemic, and rightly so. But the ASER Report 2018 had already revealed that 50 percent of Grade 5 children could not read Grade 2 level text, largely because of their inability to recognise English letters. The pandemic has only exacerbated the learning loss, setting the progress made in education back by decades.

The National Education Policy (NEP) 2020 tried to determine the causes for this consistent learning slide and zeroed in on the need for improving foundational literacy and numeracy across schools, strengthening pedagogical practices, and ensuring a better education delivery overall. At the crux of it would be highly driven education officials, principals, and teachers working with students and their parents to affect learning outcomes. The policy hasn't clarified the measures that would encourage participation from stakeholders in ensuring effective delivery of the proposed changes. The public sector in India is fabled to be a 'safe' job, an incentive in itself that doesn't need further rewards. Unfortunately, that notion is incredibly limiting when it comes to nudging workers towards better performance or encouraging them to put in extra effort for a newer intervention. There is far too much work to be done and every official, principal, and teacher in the education space seems to be overworked. In such a scenario, it is imperative to think, why would under-acknowledged and overworked workers feel motivated to put in additional efforts to adapt to newer structures?

Reward And Recognition

A viable solution can be seen in the following example. The Government of Madhya Pradesh under the CM Rise Programme is doing a stellar job followed by the smaller ecosystem of South Delhi Municipal Corporation under their Project

Parivartan, with support from Peepul (an NGO in the education space in India), in introducing low-powered incentives in their education department. The reward mechanism isn't too complex. It's based on the teacher's application of the training concepts they learned, in their classrooms.

Similarly, for principals and education officials, the way they are recognised is essentially based on the performance of their respective schools and clusters. There is nudging by the government that says emulating these practices will lead you to be featured on the government's website. The recognition at that level certainly makes the stakeholders feel seen, heard, and valued in the larger ecosystem.

Incentives, rewards, and recognition can play a crucial role in ensuring the effective participation of stakeholders in the implementation of the policy. People tend to improve the quality of their work and perform consistently when they feel rewarded for their efforts. In the absence of any acknowledgment, there is no driving force to put the extra effort into a new initiative. In the education sector, for example, an overworked teacher may not feel motivated naturally to come to class and start differentiated teaching. Differentiated teaching requires them to make different lesson plans according to the learning



levels of different students in their classroom. The teacher has a large student strength in their class and the burden of several administrative duties, which range from data entry to maintaining a kitchen garden. It doesn't leave them with a lot of will to put in any extra effort in their workdays.

In some cases, when teachers put in the effort to cater to the children by employing best practices or coming up with innovative pedagogical tools, their efforts largely go unnoticed and are passed off as them doing their job. However, even continuing with the status quo is them doing their job. What will motivate them to move from a stable status quo to a newer model recommended by the government? The current on-ground support falls short of matching what the policy needs. There is a lot of work being done around curriculum redesigning and teacher training. However, very little has been done to ensure that the people implementing the new policy are motivated to work for it.

Designing Incentives

Incentives for long have been contended to be an unnecessary vice that clouds workers' inherent desire to do good work and diverts their attention from the purpose of the incentive to the incentive itself. It has been thought of as an unwarranted expense of the taxpayer's money. This is true with the use of an extrinsic incentive in isolation, such as a reward to mark good behavior and encourage the repetition of it, which may not necessarily be an efficient or holistic way of incorporating incentives. With just an extrinsic incentive in a classroom context, a teacher may carry out a task with dislike or resentment towards it, to just meet the criteria for

the reward in store. In the short run, that might be feasible but in the long run, it will inevitably lead to burnout for the teacher when they keep working towards a goal without finding satisfaction in it.

Human beings are complex and greatly ruled by emotions and intrinsic motivations (doing something for the inherent satisfaction of it). Therefore, incentives have to be designed around taking into account both intrinsic and extrinsic motivations of the workers, in this case, it would be the teachers, principals, and education officials.

There are multitudes of ways to design incentives in the public education space in India that can show a remarkable change in classroom culture and the learning outcomes of children. If we notice carefully, just mere videos of children speaking about what they love about school brings a rush of positive emotions in strangers. Some charitable schools often share snippets of the school days with their donors, who then want to be a part of enabling it in some way because that reinforces a positive self-image. Imagine if videos of an exemplary school are shared in the ecosystem or a student-driven classroom is captured, the feeling of relatability would act as a base for connecting oneself with the impact shown in the video. The realization that your input may have brought about a positive impact brings satisfaction to the work that one does. Eventually, this translates into intrinsic motivation as time goes by.

This article was published in The Print on 27th May, 2022. Mayuri Purkayastha is a Project Associate with Peepul and an alumna of Teach for India. Views are personal.



The Vision behind Green Curriculum in NISA Schools



Dr Sushil Gupta
Vice President (Initiatives), NISA

Environment plays a vital role in our lives and a school is the primary place where a child learns to create a significant fusion of the two. In such a scenario, it becomes highly crucial to provide our children the facilities that not only nurture them with their holistic growth but also make them aware towards the environment. In the cut throat race of progress, we have caused enough damage to our environment and now it is no one's but our responsibility to take care of it. More and more of us are realizing that our future depends on protecting the health and well-being of our children and the planet. To do so we must educate new generations of citizens with the skills to solve the global environmental problems we face. How can we have a green future or a green economy without green schools? The initiative of **National Independent Schools Alliance (NISA)** to introduce **Green Curriculum** in schools is an appropriate answer to this issue.

The vision behind familiarizing Green Curriculum in schools lies in the fact that it takes the students beyond the confines of theories, textbooks, classrooms and distillates singularly on 'hands on experience.' This curriculum is directed to subtly sensitizing students to the environment through proactive and thought provoking activities. The students here take a crucial role as ambassadors of the environment management system that reviews the consumption of natural resources within school campuses and helps schools become good environmental managers by positioning practical solutions to not only judicious use of precious resources but also reduce their wastage.

The demand of the present time is in encouraging 'green schools.' The impetus is to develop such working conditions that consume less resources, leave a smaller ecological footprint, and also take advantage of opportunities to foster social norms of environmental guardianship among students.

Here the big question is—What can we do? We want to be the change maker. We want to clean up and protect the environment. We want to be part of the transformation that is so desperately needed today. We know that the air we breathe is so polluted that it is hazardous for our health.

We are aware that more than half of the world doesn't have access to pure drinking water. Our rivers are dying because of garbage and sewage; our forests are under threat and the green cover is shrinking at an alarming rate. We know that our resources are depleting. We know that much has to be done to safeguard our environment, because without this, our survival is at stake. We know this. But how to achieve this? It is next to impossible to bring this change as individuals but collective effort will definitely make a significant difference. **NISA Green Schools** believe in the philosophy that we need to be the change we want to see in the world, thus have taken the initiative to pick up the gauntlet to do the same. The first task of being the change is to become aware of what we do and how we do. *The Green Curriculum is about green practice. The idea is to take the classroom into the real life situations of the students and ultimately transfer the learning to the society at large.* The joy is not just in the learning. The joy is in the experience of making change in our environment. We then live the change that we dream of.

By introducing Green Curriculum in schools, a healthy environment conducive to learning can be created while focusing on saving energy and environmental resources. It is about more than curriculum, more than programming and more than bricks and mortar. The objective is to support global sustainability in every way. Green Curriculum begins with the future in mind, designing a learning experience for students that will prepare them to lead the world towards a healthier, cleaner, more sustainable future. We can actually envision students who are empowered with the knowledge, skills, and mindsets to preserve and steward their school, communities, and planet.

It is high time that we inculcate the idea in the students that they all have a role to play and make a difference. Each one of them must take responsibility for their own lives, show respect and love for living things around them and their surroundings and above all their planet.

Teacher's Day: India's Pre-Primary Educators Have Low Pay And Insecure Jobs. They Deserve Better



Ms Pooja Pandey
Senior Resident Fellow, Education,
Vidhi Centre for Legal Policy



Mr Avinash Pandey Pichhili
Senior Resident Fellow, Education,
Vidhi Centre for Legal Policy

The Covid-19 pandemic not only hampered the education of students. It also hurt India's teachers as sudden school closures left many without salaries. Especially vulnerable were pre-primary teachers – or early childhood educators, as they are known in education circles – who even before the pandemic lacked job security.

On Teacher's Day on September 5, it is important to pay attention to this group who have the responsibility of teaching young Indians aged three to six years and preparing them to move on to the school system.

Neither the Centre nor any of the states provide for a comprehensive legal framework for the sector or those who work it in, jeopardizing teacher's rights, security and stability of service.

A vital stage in a child's life Preschool attendance, as experts note, is a vital stage in a child's life. It "is positively associated with both cognitive and non-cognitive skills development in developing and developed countries," notes a paper in the *International Journal of Child Care and Education Policy*. "Further, children who attend early childhood programmes are less likely to drop out of school than other children."

Yes, despite the critical role the teachers play in nurturing young Indian citizens, there is a paucity of qualified pre-primary school teachers in India, UNESCO's State of the Education report 2021 notes.

There are many challenges in recruiting and retaining high-quality teachers for early childhood education, which is

demonstrated by the fact that 10% of pre-primary teachers in private unaided schools are underqualified, the UNESCO report says.

The report says that pre-primary teachers have low salaries and that their jobs are often contractual: only 49% of government school early childhood educators have contracts of three-year durations or more and that 58% of private-sector teachers work without any contract.

Early childhood educators, especially in private unaided schools, are also not entitled to health or maternity benefits, making their professional standing precarious. This is especially unjust, considering the fact that female teachers constitute as much as 85% of the workforce. It is no wonder that many pre-primary teachers complain of their poor social status.

Fragmented sector

One of the challenges for this sector is the varying models of pre-primary education delivery in India, since early childhood education is provided by both private schools and the government.

In the private sector, the rapid proliferation of loosely-regulated preschools has resulted in a cadre of pre-primary teachers who have varying levels of training.

In the case of the government sector, early childhood education is mainly provided by *Anganwadi centers* run under the *Integrated Child Development Scheme* and Anganwadi workers doubling up as teachers or through government schools.



Early childhood education falls under the purview of the Women and Child Development Department, which oversees Anganwadi centers. But all other levels of school education fall under the Education Department. This makes it difficult to fix a clear demarcation of the roles, responsibilities and accountability of each department.

The National Early Childhood Care and Education Policy, 2013, lays down standards for the sector to follow – but these still remain aspirations. The policy states that the nodal agency for the sector is the Ministry of Women and Child Development and requires the sector to be professionalized at all levels. It suggests qualifications, development pathways, clear role definitions, and training for personnel in the sector.

Training for pre-primary teachers is to be provided under various schemes, including Integrated Child Development Scheme and more recently under NISHTHA 3.0 (National Initiative for School Heads' and Teachers' Holistic Advancement). However, there are no clear rules governing the conduct and service of early childhood educators.

A similar gap exists in laws and rules governing overall teacher education and training in India, as specified by the National Council for Teacher Education.

Even though early childhood education finds no mention in the Right to Education Act, it is included in the mandate of the National Council of Teacher Education with reference to the Act. While the National Council for Teacher Education has the mandate to cover teacher education at the level of early childhood education, teacher education has not been standardized.

Many such teacher education programmes are being run without adhering to the National Curriculum Framework and the National Curricular Framework for Teacher Education, undermining the quality of teachers and the delivery of early childhood education.

What follows

The success of early childhood education in India depends greatly on the well-being, status and recognition accorded to the pre-primary teachers. The presence of formalized and professionally trained educators would go a long way in ensuring greater retention of students at the pre-primary level and could ensure a seamless and age-appropriate transition to the primary levels of schooling.

The National Education Policy 2020 has distinctly articulated this vision by suggesting the formalization of early childhood education delivery, training Anganwadi workers/teachers as well as preparing cadres of professionally trained pre-primary teachers with a long-term approach.

However, it would help the sector if specific rules and regulations were enacted to govern and regulate teachers.

Finally, there should be clarity on the specific roles of the Ministry of Education and the Minister for Women and Child Development, which share responsibilities for early childhood education. This is specially necessary since the National Education Policy 2020 envisages all early childhood education centers as being part of the regular school education system.

This article was published in The Scroll on 5th September, 2022.



Teachers as eN-READ Reading Champions Driving School And Home Reading

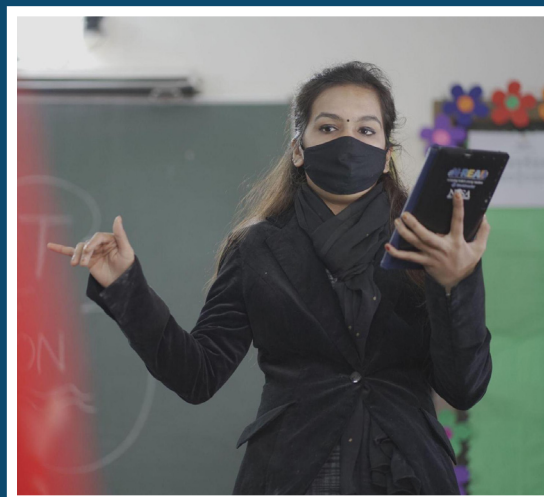


Mr Pradeep Kumar

Director - Programs & Partnerships, India - Worldreader

The National Education Policy 2020 reinforces the role of teachers at the center of education reforms by stating that “Teachers truly shape the future of our children - and, therefore, the future of our nation.” It also emphasizes the need for capacity building and empowerment of teachers to engage Parents as partners, particularly at pre and primary levels, in achieving the larger vision and goals of NEP 2020. The role of an empowered and motivated teacher as a Reading Champion has been central to the eN-READ program design, a NiSA quality initiative powered by Worldreader. Across 38 eN-READ Pioneer Schools in five states around 380 pre & primary teachers are instrumental in the success of the eN-READ Program both inside classrooms and in the homes of students.

Arti Arora is an eN-READ Reading Champion and a primary grade teacher in Hari Vidya Bhavan Senior Secondary School, a low-fee private school situated in Sangam Vihar (an urban poor / low-income community) in South Delhi. As a Grade 2 class teacher, she teaches all subjects. Aarti's school is a NiSA eN-READ Pioneer School that uses and promotes digital reading with Worldreader's BookSmart both inside classrooms and among parents at home. As a Grade 2 teacher, building the skill and will among her students to read with comprehension and do early numeracy is her topmost deliverable. She leverages the eN-READ Program as she finds it is an effective tool both for her and the parents of her students in nurturing love and building the skill for reading with comprehension.



The expert-curated storybooks mapped to learning topics are a significant help and hold the imagination and attention of the children. She attributes her success in being able to use the eN-Read Program well to the continuous capacity building that comes along. The initial/annual training and quarterly learning labs helped her not only learn how to use story-based teaching techniques inside her classroom but also build her capacity in training and champion her parent community to build the habit of reading to and with their children at home.

Chapter 5: Teachers: National Education Policy, 2020, Ministry of Education, Government of India.

Teachers as Reading Champions

As part of the eN-READ program, teachers are critical to ensure daily storytelling and related activities at the institutions and also enable parents to read at home regularly. The program design has a provision for foundational face-to-face teacher training at the beginning of the program with annual refreshers which help them evolve into Reading Champions for the schools. The school Principals are also encouraged to attend this training. As per the NEP indications, both aspects of motivation and empowerment are ensured through teacher training. Training is generally organized at a hub location which is convenient for most teachers.



The eN-READ Reading Champion training covers the following:

1. Orientation on launching, embedding the eN-READ program in the school's timetable via the language periods and/or library period and managing the day-to-day of the eN-READ Program in the school.
2. Story-based Teaching Practices training that equips the use of provided Lesson Plans & Worksheets and development of additional Lesson Plan & Worksheet.
3. Designing and running Parent Reading Orientations to nurture parental habits around reading along with their children at home.
4. Designing and running Reading Events in the school around PTMs, SMCs and other special days to raise the profile of the school.
5. Orientation on training other teachers back at the school on running the eN-Read Program successfully.

After the training, the teachers become part of the ongoing support channel on Whatsapp managed by eN-READ Experts at NISA and Worldreader. Reading Champions receive ongoing remote training bites, tips, best practices and other information that help them run a successful eN-READ Program in their schools.

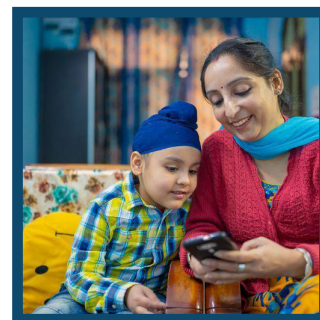
Training Design, Key Sessions and Related Modules:

All the training (offline and online) are planned and conducted in a holistic manner. Starting the discussion with the basics of Early Childhood Development, the training covers all relevant topics related to the importance of reading, national policies and guidelines like NEP 2020 and NIPUN Mission, SDGs, 21st-century skills, Lesson Plans and worksheets, BookSmart demo and mock storytelling, parental engagement and alignment with the school curriculum and time table. The sessions are jointly taken by an expert storyteller (different for Hindi and English) and the Worldreader India team. The session on Covid Safety (Social Distancing, Masks, Vaccination etc) measure was added during the online training after the covid related school closures.



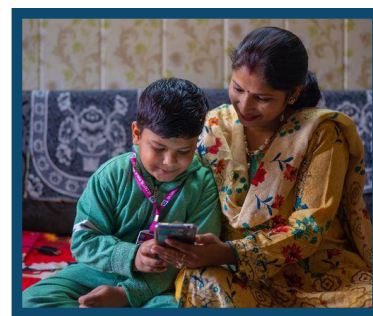
Teachers as Enablers of School Led Home Reading

During full & partial lockdown weeks, reading behaviors flourished at home even during COVID as Teachers remained in touch with the children and parents through regular phone calls or WhatsApp. Online/Remote teacher training was organized during the Covid-related school closures. Teachers were oriented on how they can engage children remotely using WhatsApp. This approach resulted in continued learning at home. Specific Summer home reading drive and 75-day reading Marathon demonstrated the effective role of teachers as enablers of home reading. Teachers encouraged parents to continue reading with children at home.



Teachers as Enablers of School Led Home Reading

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This mentoring role of teachers for parents to ensure consistent reading within their homes and communities will certainly enhance reading gains necessary for achieving NIPUN mission goals and 21st-century technology adoption skills.

NISA Ed Talk Series

Our Ed Talk Series aims to bring together experts to give talks on ideas that are relevant to education, in order to foster learning, inspiration and wonder - as well as inspire meaningful conversations.



The Significance of Digital Literacy and Inclusion Among School Communities

Mr Bhanu Potta, Chief Growth Officer - Global South, Worldreader

Mr. Bhanu Potta is passionate about building purposeful digital/tech products and organizations that enhance human potential. As the Chief Growth Officer - Global South at Worldreader, Mr. Bhanu leads the build-up of organizational capacity and growth of impact & development across APAC, AFRICA, and LATAM GEOs. During his product leadership roles with Worldreader, Yara International, Microsoft and Nokia, he led some of the pioneering mobile-first digital/tech products in education, health, agriculture and livelihood sectors which collectively benefited over 300+ million beneficiaries globally.



About Worldreader

From bringing e-books to a single school in Ghana in 2010 to reaching over 20 million readers in over 100 countries, Worldreader has transformed the way we read in over 12 years. In 2013, Worldreader was launched for mobile phones, making it possible for anyone, anywhere with a data-connected phone to access thousands of digital books. Today Worldreader is working globally with partners to support vulnerable and underserved communities with digital reading solutions that help improve learning outcomes, workforce readiness, and gender equity.

Overview

In an era where technology has been woven into almost every aspect of our lives, this discussion has become more pertinent than ever before. Further, it addresses in-depth with regards to reaching out to people, in order to make them aware of technology and invite them into the discussion — To promote digital inclusion through digital literacy. Digital Literacy refers to the ability to use reading, writing, technical skills, critical thinking, and communication to navigate our digital world. Digital Inclusion refers to the ability to access and use Information and Communication Technologies (ICT).

Q1

How do you define being digitally literate and digitally included in a world where most things are now being done on the screens ?

What is digital literacy ? I think the best way to explain that is to take a common daily street life example, let's take an example of a small, you know tea stall which is in the corner of the street and you see these everywhere in the villages to towns to cities in India. One other thing we have seen in the last three four years which happened is that a lot of those tea stalls are now very actively accepting digital payments through the QR code which sits on the top of the stall or on one of the beverage bottles, for which you can pay for your tea or pay for your biscuits and move on. Let's take that scenario and talk about different levels of what digital literacy could be at a broader level, the first level of digital literacy is just being aware that a particular transaction which an individual is doing can shift from a non-digital to a digital mechanism, so just the "awareness" is a part that is level one of digital literacy. The pawn shop person being aware that, "Oh! I can take payments through you know Paytm or Google

pay or whatever QR code mechanism.”

The awareness is just level one which translates into onboarding and that step could be either self-initiated by the person or somebody else can come to that person and onboard that person, then that person moves from awareness to usage stage where he starts to ask his customers that you can pay on this QR code. If you see it's the digital that is being used but it's a little bit of a passive usage because here is something you scan and do what you want, I know that I get the money but I don't know how it happens and all that stuff right? So that's usage level right from there, the next level would be that this shop owner needs to understand that whenever the money goes and whenever somebody pays, I get that money in my bank account or whatever account is attached to it.

The moment that happens I need to know how to take the money out and use it for other things. Whereas the transaction of asking somebody to pay in a passive usage mode turns to a shopkeeper paying using digital money to other suppliers of mine, so we go from a passive usage level to an active usage level and this understanding is the fact that the money which is coming into my bank account, all that money is trackable and transactable. I need to be aware of keeping a track, whether I'm coming into the taxable bracket or not and if I need to be aware of all those other things. This is an active usage and the understanding level comes, the next level which is to create a higher level of digital literacy. I, as a shopkeeper, might create a Whatsapp group of my regular customers and if a new product is available, I can actually send out a WhatsApp message as a mechanism to reach out to my customers.

Q2 Prior to the advent of COVID-19 and online classrooms, smart learning was not an alien concept. Nonetheless, studies conducted by the Azim Premji Foundation, Central Square Foundation, and even NISA's Learning Loss Report have shown that smart learning is more of a concept than a reality for some students. In what ways can our Ed-Tech industry help bridge this gap and accelerate digital inclusion for the school community?

I think it opens multiple dimensions. It's a broad question but let me just put some brackets here in terms of what I would like to respond to, firstly when you say smart learning— I imagine what you mean is digital learning. We should not look at ourselves as a tech sector, I fundamentally believe we should look at ourselves as an education sector which is tech enabled. This is a big difference and how are we leading the intervention with technology or are we leading the intervention with pedagogy. The technology can be a part of pedagogy, so I think one fundamental thing which happened when COVID came there was a lot of digitization of offline experiences assuming that if you record your teaching process and send it to your children, they could just see your class on a phone. There was a false notion that you can teach on the phone screen in the same way you teach in the classroom. With an onslaught of techno- pedagogy, to teach differently when I'm teaching through a screen versus when I'm teaching in a classroom, so how do I assess differently?

What does it mean to be a digital learner? I think there are these few steps which we forgot or we didn't have enough time to figure out before we could become one. We have to create an education service not a technology service, a pedagogy-based service which uses technology elements to make things easier, faster or trackable.

Q3 What challenges await us as Educators and Students in a global community striving for digital inclusion and reduction of the digital divide?

Let me answer the question in a slightly reverse order. Let's talk about digital inclusion and digital divide first and then come to student and educators: I think there are problems with digital inclusion and digital divide There's no two ways about it, we are journeying to the next level, right? To go back in history and look at the situation where books just came into being. The exact cycle is repeating now with digital in the form of a screen, that's what is really happening if you notice. When books were introduced, only some of us could access them because the ability to buy books in that situation was different. They became more mainstream, more commoditized and all that stuff right! So, there's a natural curve which is happening and that's the reality of it so there's no switch on or switch off to change it. However, when you look at markets like India, we are in a far better situation than a lot

of other countries and I'll just state some examples, one is that India has the lowest cost device footprint available in the sense that if you go down all the way there's an 1100-rupee JIO phone on 4g. I think even as of now we have one of the lowest costs of digital internet or mobile internet in the world. Anybody can easily get 2gb per day at almost nothing in terms of cost, like a 2gb per day is as affordable as a cup of tea in the street corner shop, so from an affordability point I think the telecom sector has done well.

A lot of countries, let's say in Africa, even in the US and Europe, the data costs there are quite expensive and there are poor people so these issues do exist when it comes to digital inclusion and digital divide problems. They will get solved across a period of time but India is far ahead in that curve in terms of solving it. To help us get over the digital inclusion and digital divide barrier right, there will still remain a segment of people like the ultra-poor who will still struggle with digital inclusion and this is where the institutions have to come in and help them.

I would like to come back to our educators and students now. Let's assume that you have better access to digital channels than a lot of other countries. Now what do we do? The capacity challenge needs to be filled by various organizations, like NISA has been conversing about how to fill this as well on the school owner's side. The teachers and the primary curriculum departments have to start thinking if I want to blend some technology with my teaching learning process, what pieces will go on to the technology, what pieces will I continue in my classroom and how we need to figure out things like screen time balance.

How much you put on the screen, how much paper related work you create. All of this kind of balance is a huge challenge which we need to do and the answer for that challenge is how the schools and institutions create your work at home. We can drill down on a ton of challenges but there are these big challenges which I would like to place on the table for us to consider first.

Q4 A child's ability to connect information across multiple texts is crucial to their understanding and ability to learn from multiple texts. Do you think the question of whether children spontaneously integrate multiple texts during reading is largely unexplored? How is Worldreader addressing this?

The moment you access a large body of text which is available on the internet in different forms and shapes through connected devices, it's such a natural problem. The amount of time taken to decide which sources I read and which sources I discard is actually more than your reading time. Fundamentally, it is important for us to teach learners how to search for valid and authoritative sources and then encourage them to read multiple texts. The same topic can be dealt in different ways. We need to teach the learner how to assimilate multiple things that is something we don't teach in our classrooms yet in a very good way, I think there are references of that in high school level in the NEP 2020 which wasn't there before. It is a welcoming step but we have to see what kind of pedagogic instruments are being created to be able to teach that to the children in classroom.

The best way to do it, let us say you are going through your EVS class in grade 3 and you are talking about water cycle, what are the texts you exchange with your textbook? Whatever the school has given, you are either a teacher, a child or the parent who is trying to engage with the textbook. What we do in Worldreader is that we attach a storybook alongside with that topic and we say here is a collection of story books for grade 3 aligned to the water cycle concept. It can be used as an alternative text or embedded text by the teacher to increase the enthusiasm on the topic among the children by using that story in the first five minutes before he or she jumps to the concept. That's how our grandparents and parents taught us stuff you know and that is also what the NEP 2020 is asking us to do in the foundational phase that you narrate a story around it and adopt activity-based practices: the power of combining a text and a story in the primary grade classrooms is a huge gamechanger.

Q5 What part does Teacher Training play for Worldreader in bringing the whole array of diverse stories to its readers?

I think, fundamentally, teacher training and teacher capacity building is the foundation of Worldreader. We want our children to read or parents to read at home that gets triggered through teachers actually demonstrating that in the classroom. So far, the teacher training has been instrumental for Worldreader. It is very important in any program, not just in India but around the world: In teacher training we focus on three big dimensions, we obviously work in the pre-primary to primary segment and our ethos are about converting children to readers for life and that means basically creating passion for reading and the best way to do that is through storybooks. Now the whole concept of how do you bring story books into your classroom and use them is something which is alien to a lot of teachers, so there is a need to be taught as to how do I use a story to take off my class and then go into the content part of it, the teaching part of it and the principles and stuff like that is the aspect of training. The second is how do I tell a story and how do I convert that story conversation and reading conversation to reflection. For example: orientation on where to pause, what kind of questions to ask in between a story or reading exercise.

We assume that a lot of teachers would know but the reality of what we find is it's not that all teachers know, they need help and support and a lot of teachers are actually very appreciative of that help and guidance when it comes. The third aspect is how you do techno- pedagogy of your classroom, which is about planning your lesson time. We also focus on the part where the teachers are able to weave tech tools into the main teaching learning process.

I think one of the important things we believe is that tech should not come and replace what's happening in the classroom, teaching -learning is the primary thing and that should happen and digital services can come in only as embedded. Sometimes the schools have parents who are not fully literate so we also teach teachers how to involve how to help semi-literate or illiterate parents with a child right, for example; some of those parents are actually taught to just ask questions. This relationship of trust between the parent and teacher is significant for the child in the long term.

Q6

We have reached the end of our segment which brings us to our 3 Rapid Fire Questions round . 1) Which is your favorite Worlreader story ? 2) What are you reading at the moment ? 3) How to develop a reading habit ?

1. My favorite Worldreader story is **The Red Umbrella by the Tulika Publishers**. It's a very endearing story about the seven animals who have to share one small umbrella. It is colorful and teaches you the importance of sharing and empathy. I love this story for these reasons.
2. I had already talked to you about the screens today and what has been happening since the COVID. I am reading this book called "**THE BOOK**" by **Keith Houston**, it is a history of the book itself (the most powerful object in human history). It is an interesting read which talks about how books came into being from papyrus to mainstream. The purpose of this book is to reflect on the happenings of the past and see what we can learn from it. Our goal is to make the digital world as interesting for our readers as the printed world.
3. I believe that reading becomes a habit not because of reading but because of the reflection you do while you are reading. As a child, you do these reflections through parents or teachers but as an adult you explore it by yourself. The urge to reflect itself increases the urge to read. Thus, the need to read is only developed when you have a habit of reflection.

NISA ED TALK

Rights and Remedies of Private School Teachers



Mr Shobit Rawat

Law Student - DAV PG College

Every individual has certain rights, and any infringement of those rights constitutes an attack on the state. And these attacks may be even more grievous if the victims are teachers, shapers of youth. In India, approximately 9.7 million teachers are currently teaching, according to the State of the Education Report for India 2021 released by UNESCO with CETE.

And according to a UN report, approximately 2.7 million teachers were impacted by the COVID-19 lockdown in India, about 95% of whom belonged to private institutions. This data exposes the vulnerability and insecurity of private school teachers. Teachers' anguish is not new, teachers in private institutions have been fired without notice on numerous occasions, and many times they have been denied PFs (Provident Funds), gratuity, and ESI benefits.

They are being exploited and are being forced to do work at the mercy of such institutions. This profession's professionalism is at its nadir. Management, who is astute and knowledgeable about legal terms, frequently increases an employee's working hours without compensating for overtime. They also use pressurization tactics to get employees to resign so that management can avoid legal repercussions in the future, leaving employees in traumatic situations.

Employees, i.e., teachers, on the other hand, inherit vast knowledge about their subjects, but when it comes to legally remedying and shielding themselves against the tormenting arrows, they are less knowledgeable about, and most of the time fictitiously believe that management being powerful can manipulate court proceedings and thus are reluctant to approach courts. But with the help of landmark cases, we want to emphasize that the judiciary works on the principles of "Equity in Equality" and not on the principles of "favoring the powerful."

Through this Article, we aim to raise their awareness of their legal rights and how to defend themselves because teachers still hold prestigious positions in our society.

Legal Remedies for Atrocities Faced by Teachers

We want to bring into notice some of the nefarious deeds committed by the institutions and how some teachers in spite of lowering their guards, hit back on such institutions with their sheer will.

Fired Without Any Valid Reason

This is the most common nefarious deed practiced nowadays. If tribunals are present, challenge the order in court. If the tribunals are not present, private school teachers may file a civil suit for

declaration (u/s section 34 SRA), mandatory injunction (u/s section 39 SRA), and arrears recovery. Also included is a remedy for private teachers that was previously only available to government teachers, allowing them to file a writ in the High Courts. Teachers, whether private or public, are teachers, and they are the saviors and mentors of youth.

This was held in the case of *Marwari Balika Vidyalay vs. Asha Shrivastava (2019 S.C.)*. In this case, while delivering his decision, Hon'ble Justice Arun Mishra stated "Whether government or private school both perform public functions i.e. providing education to children in their institutions throughout India". Similar remarks were reached by the court in the case of *Ramesh Ahluwalia v. State of Punjab*, which determined that schools perform public functions and are subject to writs.

If you challenge your authority, you are fired!!

In the case of *Somesh Thapliyal Vs. V.C. HNBGU [2021 (SC)]* the Hon'ble Justice Ajay Rastogi held that, "This court can take judicial notice of the fact that if an employee takes initiation in questioning the terms and conditions of employment, that would cost him/her job itself" This implies that the courts are also aware of the working conditions in these institutions.

The employer is always in a dominant position, and we observe that the employee on the receiving end can hardly complain of arbitrariness in employment terms and conditions. Thus, the employer has the authority to dictate employment terms, which is unethical and immoral, and certainly violates the principles of 'Equity and Justice' inherent in the 'Basic Structure of our Constitution.'

A cataract operation resulted in loss of job.

In the case of *Sarika Dabas vs. Modern Child Public School (Delhi High Court)*, the appellant Sarika Dabas was served with the notice by the respondent Modern Child Public School while she was at work. She was fired despite emailing the respondent to let them know she needed time off for cataract surgery.

The defendant was a permanent teacher who had worked for the institute for 11 years when the court noticed that her actions were unethical and against the law. Additionally, the respondent didn't begin in accordance with Section 8(2) of the *DSEA (Delhi School Education Act and Rules)*, which mandates that the Director of Education's prior approval is required before terminating a teacher.

These case laws showcase that justice has been served to the teachers who stood for their rights.

Be vigilant and not dormant.

Furthermore, teachers should be vigilant about the below

mentioned points:

Always ask for the appointment letter before joining.

According to Section 5.2.4 and Section 5(b)(i) of the CBSE Affiliation Bye-Laws and CISCE Affiliation Bye-Laws, respectively, the governing body/managing committee of the school shall issue a written appointment letter to every employee of the school. The letter should incorporate the terms and conditions of the service of the employee, including the designation, probation, scale of pay, and other allowances to which he/she is entitled. And mind you, if the management doesn't give you the appointment letter, then they are liable for penalties.

Time Period To File A Suit

According to Sections 5.2.5 and 5(b)(vii) of the CBSE Affiliation Bye-Laws and the CISCE Affiliation Bye-Laws, the agreement between employer and employee is a contract. So, according to Article 55 of the Limitation Act, the period of filing the suit should be within 3 years from the cause of action.

In addition to that, private school teachers can file a civil suit for declaration (u/s 34 SRA), mandatory injunction (u/s 39 SRA), and recovery of arrears. After the verdict in *Marwari Balika Vidyalay vs. Asha Shrivastava (2019 S.C.)* and *Ramesh Ahluwalia vs. State of Punjab & Ors.*, private teachers now have a right to file writs in High Courts, which was previously only available to government teachers. Further, if tribunals are present, then teachers can challenge their order of termination within the limitation period governed by the Local Act.

Don't Procrastinate In Filing The Suit

"Vigilantibus non dormientibus jura subveniunt," this maxim means that equity benefits only the vigilant, not the dormant. Thus, your tardy behavior shouldn't undermine the strength and effectiveness of the legal remedy you've been granted.

Provident Fund Is Your Right

An appeal for provident funds (PFs) should be made if they aren't included in the appointment letter. *The Employee's Provident Fund Scheme, 1952* states in paragraph (xcvi) that PFs are applicable to educational institutions in India. Furthermore, in the case of *DAV College v. RPFC*, the SC affirmed the legality of this system.

Don't Forget To Claim Your Gratuity

A gratuity is a cash benefit provided by an employer to an employee for the services rendered to the organization. The employee is paid at retirement, resignation, layoff, or termination, provided the employee has completed 5 years of continuous service before leaving the organization. In *Birla Institute of Technology v/s State of Jharkhand & Ors.*, the Supreme Court held that teachers are entitled to gratuity under the *Payment of Gratuity Act, 1972*.

ESI Benefits

The SPREE (*Scheme to Promote Registration of Employers and Employees*), launched by the ESIC in 2016, made it mandatory for all eligible entities, which include private schools as well, to be registered with the corporation and grant benefits accordingly to their employees. The circular also stipulated that those schools

which have not so far registered with the corporation will have to pay the amount due to them since 2008, the year when an amendment was made in the *Employees' State Insurance (ESI) Act* of 1950 to include private education institutes under its ambit.

These are only a few of the key points that educators should know. A sincere request is also made to the Government of Uttarakhand through this article to have a substantive law similar to the DSEA (Delhi School Education Act) in Delhi, Jharkhand Education Tribunal Act, 2005 in Jharkhand and The Karnataka Private Educational Institutions Act in Karnataka for regulating "schools" (as defined in Section 2(n) of the Right to Education Act, 2009).

Also with the overburdening of Judiciary, there is an urgent need for a Central Body, as proposed in The Education Tribunal Bill, 2010, to effectively regulate and administer the working of State Education Tribunals, adhering to the principles to 'Speedy Justice.'

These endeavors will eliminate the uncertainty that the plaintiff or appellant encountered when bringing a lawsuit or submitting an appeal, and it will fulfill the mandate of "Ubi jus ibi remedium."

Conclusion

Today, it is required that teachers as a whole should stand firmly to destroy the hegemony of such draconian management and should not lower their guards in front of them. Because it is Guru Shishyaprampara's legacy and not management shishyaparampara's legacy that our culture inherits.

Dr. APJ Abdul Kalam added to the prestige of this work field when he said "If the people remember me as a good teacher, that will be the biggest honor for me." Hence, we request our teachers, who have faced such rampant behavior in the past, to not sit quietly and to bring this issue to the notice of the court.

Because "If you haven't turned any wrong into right, you have always been a coward in a fight." Don't be a coward, take legal remedies guaranteed by our procedural laws and Constitution. Be fearless, not for you but for the youth, because teaching is a very noble profession that shapes the character, caliber, and future of youth and thus of the nation.

This article was published in the Legal Service India, E-Journal.



NISA National and State Activities

August 05, 2022

Teacher's Day: Dr. Kulbhushan Sharma, President, NISA visited Mr. Kanwar Pal ji, Hon'ble Education Minister of Haryana, and demanded that teachers of private schools be given equal honors.



01

August 05, 2022

Dr Sushil Gupta, Vice President(Initiatives), NISA will be addressing the conference organized by CII on Enhancing School Environment to Greener and Healthier Space. Dr Sushil Gupta was one of the eminent speakers of this conference.



02

03

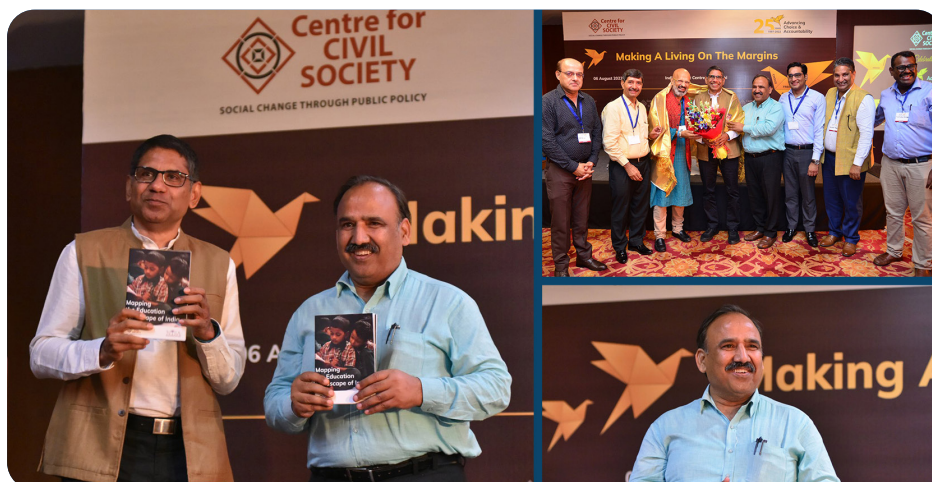
August 06, 2022

The Haryana Federation organized an event, “KHELO NISA” where multiple sports games were held for NISA Schools.



August 10, 2022

The Centre for Civil Society celebrated their Foundation Day on 10th August. Our president Dr Kulbhushan Sharma spoke at the Unveiling of the Budget Private School Report on 6th August at the Indian Habitat Center. More power and glory to CCS in coming years and forever.



04

August 20-21, 2022

The National Independent Schools Alliance held its **Annual General Body Meeting** entitled “NEP 2020 : Stock Taking and Strategy for Successful Implementation” on 20th-21st August, 2022 at the City Montessori School, Lucknow, Uttar Pradesh; where associations from 22 states attended. A lamp-lighting ceremony was conducted by our state representatives and office-bearers to inaugurate the conclave.



05

September 12 to 14, 2022

A strategy meeting was held in Pune between NISA's office bearers and PUSMA (Private Unaided School Management Association)



06

07

September 15, 2022

The delegation from NISA visited Shri Jagdish Mukhi ji, Honorable Governor of Assam. It was discussed what private schools contribute to the education system, particularly NISA's efforts to implement the National Education Policy.



September 16, 2022

A major focus of the annual conference was the School Education Regulation in Assam and NEP 2020. Its primary goal was to enlighten educators about the NEP 2020 recommendations for changes in school education regulatory architecture, to identify challenges and opportunities of NEP 2020, and to implement the road map.



08

September 24, 2022

Mrs Neelinderjit Kaur Sandhu, National Ambassador Green School Program, NISA will represent NISA as one of the speakers at the Green School Conference 2022 in New York, USA. Dr Kulbhushan Sharma, President NISA and Haryana Federation of Private Schools Association members together waved the green flag for her prestigious journey to New York, USA.



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NAAT 2022 is just around the corner, and our registration drive in NISA Schools has already begun. Our President Dr Kulbhushan Sharma spoke briefly to the teachers on the relevance of "21st Century Skills" which will help our students succeed in the future.



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Media

द एस.डी. विद्या स्कूल की प्राचार्या नीलइंदरजीत कौर संधू को न्यूयॉर्क ग्रीन स्कूल अवार्ड से नवाजा

सवेरा न्यूज : हनी वर्मा

अंबाला छावनी, 30 सितंबर : निसा द्वारा देश भर के प्राइवेट स्कूलों को ग्रीन स्कूल बनाने की मुहिम चलाई जा रही है। इसी कड़ी में पहले लगभग 200 स्कूलों का ग्रीन स्कूल किस तरह बनाया जाए इसका कार्यक्रम आयोजित किया गया। अब इस कार्यक्रम को अंतराष्ट्रीय संस्थाओं से जोड़ने के लिए द एस.डी. विद्या स्कूल, अंबाला की प्राचार्या नीलइंदरजीत कौर संधू को न्यू यॉर्क, अमेरिका में निसा द्वारा भारत का प्रतिनिधि बनाकर भेजा गया। वहां उन्हें ग्रीन स्कूल अवार्ड से भी नवाजा गया और विश्व में हरियाली के प्रति जागरूक एवं इस क्षेत्र में अग्रणी कार्य करने वाले संस्थाओं को संबोधित करने का उन्हें मौका मिला। आज अपनी उपलब्धियों एवं अपने अनुभवों को साझा करने के लिए नीलइंदरजीत कौर संधू, निसा के राष्ट्रीय अध्यक्ष कुलभूषण शर्मा, अंबाला के अध्यक्ष आशुतोष गोड, ब्लॉक अध्यक्ष प्रितपाल सिंह ने प्रेस के सम्मुख उपस्थित हुए। इस मौके पर बोलते हुए नीलइंदरजीत कौर संधू ने निसा को उन्हें ब्रांड एम्बेसडर बनाने के लिए बहुत-बहुत आभार जताया और बताया कि निसा से प्रेरणा लेकर किस तरह स्कूल को ग्रीन बनाने के लिए विभिन्न कार्यक्रम चला रहे हैं। संधू की उनके प्रयासों के लिए उनकी भूरी-भरी प्रशंसा की उन्होंने यह भी कहा कि स्कूल की लाइब्रेरी को मजबूत करने और बच्चों के बीच पढ़ाई को लेकर रुचि बढ़ाने के लिए हर विद्यालय पुस्तकालय नाम का कार्यक्रम लेकर आ रहा है। निसा की पूरी टीम बच्चों की सर्वांगीण विकास के लिए लगातार कार्य कर रही है।



प्रेस वार्ता के दौरान मौजूद नीलइंदरजीत कौर संधू, निसा के राष्ट्रीय अध्यक्ष कुलभूषण शर्मा व अन्य।

द एसडी विद्या स्कूल की निर्देशक प्राचार्य ने न्यूयॉर्क यूएसए में किया राष्ट्र का प्रतिनिधित्व



अंबाला कवरेज@ अंबाला। यह न केवल अंबाला बल्कि पूरे देश के सभी शिक्षण संस्थानों के लिए अत्यंत गौरव और सम्मान की बात है कि द एसडी विद्या स्कूल अंबाला कैट की निर्देशक प्राचार्या नीलइंदरजीत कौर संधू राष्ट्र का प्रतिनिधित्व न्यू यॉर्क यूएसए में करने जा रही हैं। नीलइंदरजीत कौर संधू "सतत भविष्य के लिए जिम्मेदार शिक्षा" पर पहले सम्मेलन में भाग लेंगी, जो 24 सितंबर, 2022 को सनी मैरीटाइम कॉलेज, न्यूयॉर्क, यूएसए में आयोजित होने जा रहा है। इस गौरवरणी अवसर पर उत्कृष्ट के अध्यक्ष डॉ. कुलभूषण शर्मा, एनआईएस स्कूलों के सदस्य, आशुतोष गौर के जिला अध्यक्ष, विक्रान्त अग्रवाल ब्लॉक अध्यक्ष, नारायणगढ़, प्रीतपाल सिंह- ब्लॉक

का लक्ष्य रखती हैं, इस सम्मेलन में एक प्रेरक वक्ता के रूप में बोलने जा रही हैं। हम सभी के रहने के लिए ग्रह को एक बेहतर जगह बनाने की अपनी पहल के नीलइंदरजीत कौर संधू ग्रीन अवार्ड्स समारोह में भी भाग लेंगी। छठा ग्रीन स्कूल सम्मेलन एक अंतराष्ट्रीय जिम्मेदार शिक्षा कार्यक्रम है जिसे वैश्विक शैक्षणिक विराटरी के बढ़ते समुदाय को एक साथ लाने के लिए डिज़ाइन किया गया है, जो "छत्र और ग्रह के प्रति जागृकता" के कार्यान्वयन का इरादा रखते हैं। यह कार्यक्रम न्यूयॉर्क शहर में संयुक्त राष्ट्र महासभा के 77वें सत्र के दौरान निर्धारित है। यह सम्मेलन क्लाइमेट वीक एनवायर्सि से जुड़ा है, जो "प्लेनेट्स क्लाइमेट और नॉर्थ अमेरिकन एसोसिएशन फॉर एनवायर्समेंटल एजुकेशन" पर सबसे बड़ा आयोजन है। नीलइंदरजीत कौर संधू ने डॉ. कुलभूषण शर्मा का आभार व्यक्त किया। उन्होंने कहा कि उन्हें यह प्रतिष्ठित अवसर स्कूल के अध्यक्ष वी के सोनी की दृढ़शक्ति के कारण मिला है, जो हमेशा छात्रों को हमारे ग्रह का कार्यवाहक बनाने पर जोर देते हैं।

द एस.डी. विद्या में खेलो निसा जिला स्तरीय खेल प्रतियोगिताओं का आयोजन



द एस.डी. विद्या स्कूल में खेलो निसा 2022 जिला स्तरीय खेल प्रतियोगिता का उद्घाटन करते निसा (नैशनल इंडिपेंडेंट स्कूल्स एलायंस) के राष्ट्रीय अध्यक्ष डा. कुलभूषण शर्मा। (संजोकोन)

अंबाला, 9 अगस्त (बलराम): छावनी स्थित द एस.डी. विद्या स्कूल में मंगलवार को खेलो निसा-2022 जिला स्तरीय खेल प्रतियोगिताओं का आयोजन किया गया। जिसके तहत 14 वर्ष के आयु वर्ग के बच्चों और 19 वर्ष के आयु वर्ग के बच्चों के लिए फुटबॉल मैच और बास्केटबॉल मैच का आयोजन किया गया। इस आयोजन के गैस्ट ऑफ़ऑनर निसा (नैशनल इंडिपेंडेंट स्कूल्स एलायंस) के राष्ट्रीय अध्यक्ष डा. कुलभूषण शर्मा थे, जबकि हरियाणा फुटबॉल एसोसिएशन के अध्यक्ष ललित चौधरी, फुटबॉल एसोसिएशन के अंबाला सदर अध्यक्ष बी.एस.

बिंद्रा, जिम्नास्टिक एसोसिएशन के अध्यक्ष शैली खन्ना, रिटायर्ड डिप्टी डायरेक्टर स्पोर्ट्स अरुण कांत शर्मा, विद्यालय की निर्देशक-प्राचार्या नीलइंदरजीत कौर संधू, एस.डी. कॉलेज में गणित विभागाध्यक्ष डा. नवीन गुलाटी, स्कूल को-ऑर्डिनेटर शालू भसीन, टॉडलर्स की को-ऑर्डिनेटर अनुरूप जोहल और निसा के विभिन्न सदस्य स्कूलों जैसे ओ.पी.एस. विद्या मंदिर, फारूखा खालसा स्कूल, सरस्वती विद्या मंदिर, ज्ञान ज्योति व रिवरसाइड डी.ए.वी. पब्लिक स्कूल आदि के प्रधानाचार्य विशेष रूप से उपस्थित थे।

विशाल अतिथि डा. कुलभूषण शर्मा

ने कहा कि इस तरह के प्रतिष्ठित खेल आयोजन का नैशनल इंडिपेंडेंट स्कूल्स एलायंस के लिए गर्व की बात है। इससे पूर्व, विद्यालय के मुख्य द्वार पर सभी अतिथियों का स्वागत किया गया। तत्पश्चात् पाइप बैंड और एन.सी.सी. के विद्यार्थियों द्वारा उन्हें बास्केटबॉल कोर्ट तक लाया गया। अतिथियों ने बास्केटबॉल कोर्ट का उद्घाटन करते हुए मैच का शुभारम्भ किया। फिर आर्केस्ट्रा की धुन पर अतिथियों को खेल के मैदान तक लाया गया। निर्देशक-प्राचार्या तथा अन्य अतिथियों द्वारा 3 रंग के गुब्बारे उड़ाकर फुटबॉल मैच का आरंभ किया गया।

निसा से जुड़े हैं एक लाख स्कूल:कुलभूषण

स्कूल के बच्चे स्कूल में कपास उगाने से लेकर उसके द्वारा थैले बनाने का कार्य कर रहे



कार्य कर रहे हैं उनके द्वारा बनाए थैले, प्लास्टिक के इस्तेमाल को बंद करने में एक मील का पत्थर साबित हुआ। उनके इस प्रयास को अंतराष्ट्रीय स्तर पर सराहा गया और दुनिया के लोग

जगमार्ग न्यूज

अंबाला। निसा द्वारा देश भर के प्राइवेट स्कूलों को ग्रीन स्कूल बनाने की मुहिम चलाई जा रही है। इसी कड़ी में पहले लगभग 200 स्कूलों का ग्रीन स्कूल किस तरह बनाया जाए। इसका कार्यक्रम आयोजित किया गया।

इस कार्यक्रम को अंतराष्ट्रीय संस्थाओं से जोड़ने के लिए द एसडी विद्या स्कूल, अंबाला की प्राचार्या एवं निर्देशक नीलइंदरजीत कौर संधू को न्यूयॉर्क, अमेरिका में निसा द्वारा भारत का प्रतिनिधि बनाकर भेजा गया, वहां उन्हें ग्रीन स्कूल अवार्ड से भी नवाजा गया और विश्व में हरियाली के प्रति जागरूक एवं इस क्षेत्र में अग्रणी कार्य करने वाले संस्थाओं को संबोधित करने का उन्हें

मौका मिला। आज अपनी उपलब्धियों एवं अपने अनुभवों को साझा करने के लिए नीलइंदरजीत कौर संधू, निसा के राष्ट्रीय अध्यक्ष कुलभूषण शर्मा और अंबाला के अध्यक्ष आशुतोष गोड, ब्लॉक अध्यक्ष प्रितपाल सिंह प्रेस सम्मुख उपस्थित हुए। इस मौके पर नीलइंदरजीत कौर संधू ने निसा को उन्हें ब्रांड एम्बेसडर बनाने के लिए बहुत-बहुत आभार जताया और बताया कि निसा से प्रेरणा लेकर किस तरह स्कूल को ग्रीन बनाने के लिए विभिन्न कार्यक्रम चला रहे हैं। उन्होंने बताया कि उनके स्कूल के बच्चों स्कूल में कपास उगाने से लेकर उसके द्वारा थैले बनाने का

यहां आकर उनके प्रोजेक्ट को समझना चाहते हैं। इस मौके पर बोलते हुए कुलभूषण शर्मा ने कहा कि आज निसा से एक लाख स्कूल जुड़े हैं और निसा अपने विभिन्न कार्यक्रमों के माध्यम से बजट प्राइवेट स्कूल को बेहतर बनाने में लगा हुआ है जो भी स्कूल निसा के कार्यक्रम में बजटबंद कर हिस्सा लेंगे उन्हें राष्ट्रीय और अंतराष्ट्रीय स्तर पर पहचान दिलाने में कोई कोर कसर नहीं छोड़ेंगे। संधू कहा कि स्कूल की लाइब्रेरी को मजबूत करने और बच्चों के बीच पढ़ाई को लेकर रुचि बढ़ाने के लिए हर विद्यालय पुस्तकालय नाम का कार्यक्रम लेकर आ रहा है।

एसडी विद्या में खेलो निसा 2022 जिला स्तरीय खेल प्रतियोगिताओं का आयोजन अंडर 14 और 19 के विद्यार्थियों के बीच हुआ मैच

आज समाज नेटवर्क



अंबाला। एसडी विद्या स्कूल अंबाला छावनी में खेलो निसा 2022 जिला स्तरीय खेल प्रतियोगिताओं का आयोजन बुधवार को प्रारंभ किया गया। 14 वर्ष के आयु वर्ग के बच्चों और 19 वर्ष के आयु वर्ग के बच्चों के लिए एसडी विद्या स्कूल में फुटबॉल

शर्मा (रिटायर्ड डिप्टी डायरेक्टर स्कूल आदि के प्रधानाध्यक्ष बी

शर्मा अन्य अतिथियों द्वारा तीन रंग के गुब्बारे उड़ाकर फुटबॉल मैच का आरंभ किया गया। विद्यार्थियों का प्रयास बच्चों के लिए निर्देशिका प्रध्यापिका ने व्यक्तिगत रूप से राय मिला कर निवृत्तिपूर्ण को प्रेरित किया गया। यहां पर फुटबॉल टैम के विद्यार्थियों के बीच में प्रयास प्रकटवा हुआ। विद्यार्थियों द्वारा सांस्कृतिक नृत्य व गीत

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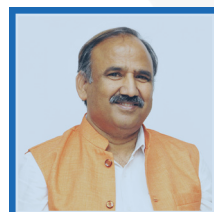
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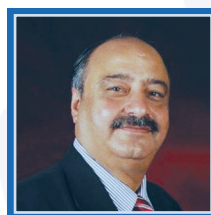
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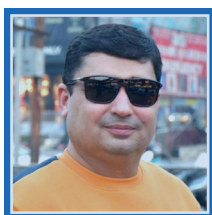
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**We are the voice of
1 Lakh Budget Private Schools**

**65 State Associations
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in 23 States of India**

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- Association Membership
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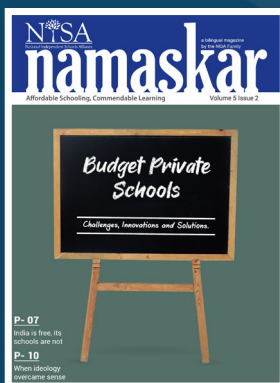
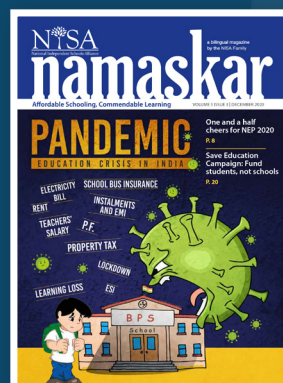
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