



ROLE OF NGOS IN PUBLIC PRIVATE PARTNERSHIP IN EDUCATION: A STUDY OF BHARTI FOUNDATION

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Abstract:

India became one of 135 countries to make education a fundamental right of every child when the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) came into force on 1 April 2010. This Act specifies minimum norms in elementary schools and requires all private schools to reserve 25% of seats to children (under public-private partnership plan).¹ For achieving goal of 'Education For All', it is imperative for government to seek cooperation of voluntary or non-governmental organizations; especially in the areas of access, retention and achievement. In the present study an attempt has been made to document the role of Bharti Foundation, which has set up five government SatyaBhartiAdarsh Senior Secondary Schools in partnership with the Punjab Government. The perception of the stakeholders such as parents, students and officials on Bharti Foundation's participation in providing senior secondary education will also be covered in the study. This study will help the government and policy makers in recognizing the role of NGOs in achieving education for all.

Key Words: Public-Private Partnership (PPP), Non-Government Organisation (NGO), Senior Secondary Education

Introduction

Over the past few years, the role of private sector has been rapidly increasing along with public sector in providing education. The private sector covers various non-government players such as corporate or voluntary organizations. Different models of PPPs in education are being proposed by the government. They bring together reach of the government system with the innovation of the private sector to improve the quality of the system as a whole. Bharti Foundation; a Non-Governmental Organisation (NGO) has started its voluntary and affirmative action in making significant contribution to provide education to weaker sections of the society, so as to make them employable. During the Eleventh Five Year Plan, PPP has been proposed as an important strategy in education sector. 6,000 new model schools in secondary education, affiliated to the Central Board of Secondary Education were proposed to be set up in the plan. Out of all these model schools, 2,500 are to be under the PPP model. The motive behind setting up these schools in backward areas was to provide basic good

¹<http://righttoeducation.in/know-your-rte/about>



schooling facilities, which were not accessible in these remote regions. This model was finalized by the Planning Commission in consultation with the private sector to set up these schools by 2014 and expected to have the capacity to educate 65 lakh students, of whom 25 lakhs were from the deprived sections. It was under the plan that each school to have about 2,500 students of which 1,000 to be from deprived sections, which charge a token fee. Out of these 1,000; fifty per cent students admitted to be drawn from the scheduled castes, scheduled tribes and other backward classes and will be required to pay a monthly fee of rs.25 each. The rest of the children from other deprived sections, non-income tax paying families will be required to pay a fee of Rs.50 a month. The remaining costs of these students, estimated to be Rs.1,000 to Rs.1,200 a head per month, were reimbursed by the Centre government to the schools. Over and above this, the schools were accessed to relevant funds from the centre and the state governments under different schemes. The schools were free to admit anyone to the remaining 1,500 seats and charge any amount of fee. Corporate companies with a minimum net worth of Rs.25 lakh were eligible to set up schools under this model. Each entity were suppose to deposit Rs.50 lakh with government for the first school it proposes to set up, and Rs.25 lakh per additional school. Each can set up as many as 25 schools. Non-profit companies with prior experience in education need to deposit Rs.25 lakh for each school. The schools needed infrastructure available in the best private schools.²

Objectives of the study

1. To document the role of Bharti Foundation in the context of senior secondary education.
2. To identify the perceptions of parents and students on Bharti Foundation's participation in providing senior secondary education.

Scope of the study

Purposive sampling was used to select only one NGO operating in north western region in the states of Punjab working in the field of education.

Concept of Public Private Partnership (PPP) in Education

PPP is a contractual arrangement between government and private party to provide quality services to the public. In such an arrangement, private party receives a payment from the government according to pre-determined performance criteria. Such payment may be made through the government budget or from the user charges or a combination of both. According to World Economic Forum 'PPP is a voluntary alliance among various actors from different sectors in which all agree to work together to reach a common goal or to fulfill a specific need that involves shared responsibilities, means, competencies and risks.' The main

² <http://www.thehindu.com/opinion/lead/publicprivate-partnership-in-education/article437492.ece>



objectives for PPPs in education are increasing enrollment, improving education outcomes, reducing costs and reducing inequality.

PPP in School Education:

Although, the government had been providing school education to the appropriate age group; however, government aided schools system were run by private institutions with substantial financial assistance from the state governments. The NGOs address to alleviate different aspects of educational backwardness of service regions such as low enrolment, gender inequity, drop outs and stagnation, untrained teachers, poor quality of education and so on.

Rationale/for PPP in the school education system: The main rationale for developing PPPs in education is to maximize the potential for expanding equitable access to schooling and for improving education outcomes, especially for marginalized groups.

a. Easing the budget constraint: There is a huge gap between the requirement and availability of school infrastructure in the country. It is not possible to provide huge cost from the government alone in a short period of time. If the private sector is involved, it could augment the financial resources by providing school infrastructure for which it would be paid an annuity. Thus, without investing huge sum of money upfront, government is able to cater to a much larger student population.

b. Efficiency gains:

Private sector because of specialization has greater efficiency in certain areas such as creating innovative infrastructure for schools, raising funds for schools, providing support services and even operational services.

Another reason for improvement of efficiency is the greater accountability of private staff to perform in a private set up as compared to the accountability of public sector staff because of the inherent nature of the arrangement with much greater efficiency as compared to the government sector.

c. Appropriate risk sharing:

It is a fundamental principle that in a partnership, any particular risk should be allocated to that partner which can best manage that risk. In a PPP, risk allocation between the public and private sector can be optimized to ensure that the overall risk is lowered significantly.

d. Speed of implementation: Many players are involved in a public school, therefore problem of coordination is quite evident. In general, construction of school infrastructure takes much time than if any private partner is involved. Since the private partner is interested in getting payment as soon as the services start being made available.



e. Reduction of costs: Because of greater efficiency and competition among private partners, the cost of operation is expected to be much lower than in government set up. This is due to the greater managerial efficiency in the private sector.

f. Accountability for performance: In the public sector, accountability for performance in schools is diffused. Therefore, there are many instances of failed schools, particularly in urban areas. However, in case of a PPP model, failed schools would mean no payment and hence is preferable.

g. Quality monitoring: In case of PPP, government monitors the quality in the school as payment is related to quality. The private partner has an incentive to raise the quality of education in the school to be eligible for payment.

h. Greater flexibility: Under PPP, there is greater autonomy and flexibility at the school level whereas the government systems have rigidity. The private partner has higher autonomy in hiring teachers and organizing the school. Similarly, depending upon the need, the schools processes can be modified quickly.

Range of services under PPP:

The private partner under PPP contract can provide the following range of services separately or in various combinations: a) Infrastructure facility services (design, build and maintain school building) b) non-educational services (caterang, transport of students etc) c) Support services (IT facility, library, playfield, gymnasium etc d) educational services e) teachers' training f) management of public schools (with the existing staff and facilities) g) operation of public schools (provision of teaching and non-teaching services including staff) h) provision of teaching services in private schools to publicly funded students (school voucher system).

Existing PPP models in India:

Social research foundation,

1. Government-aided schools:

The private partner bears the entire capital cost of land and building infrastructure for setting up the school and appoints teaching and non-teaching staff. The management of the school is with the private partner.

Once the school runs in the private unaided mode for some time, the government decides to provide grant in the form of teacher salary for certain sanctioned strength. Generally such schools are set up by the local residents' organizations in areas where there is demand for school and where government is not able to set up schools on their own. Since, it fulfils a local need, government converts these schools to the aided status and then provides teacher



salary on continuous basis. Most of the State Governments provide 100% teacher salary on monthly basis in this model. Some State Governments provide 90% of the salary expecting the management to provide the remaining 10%. Some State Governments also provide part or full of the non-salary recurring cost of the school based on certain norms. Generally, the State governments do not provide capital cost either for construction or for repair. Whenever these schools are aided, the school fee is regulated and is generally equal to the fee prevailing in the government schools. Since non-salary recurring cost is not provided by the government, it is the general practice for the school management to charge a separate monthly fee from the students, but such charges may not be fully transparent. Sometimes the recruitment of teachers by these schools is also subject to Government regulation like inclusion of a representative of the Government in the selection committee, or the appointment being subject to the approval of the Government. Generally the payment to such schools is not performance linked. Once the school obtains the aided status, it continues indefinitely without reference to the number of students in the school, attendance of students and teachers and performance of students.

2. Residential schools in Andhra Pradesh:

The State Government of Andhra Pradesh has announced a new scheme to set up one residential school in each assembly constituency, mostly in the rural and semi-urban areas in partnership with private players like NGOs, educational trusts and foundations set up by corporate sector. Under the scheme, land is provided free of cost by the State Government on a long term lease. The private partner would bear the entire non-recurring cost of construction and the school buildings and the school facilities. 75% of the seats in the school would be reserved for students to be sponsored by the State governments for which the State would pay the recurring cost. The remaining 25% of the strength will be filled up with the management quota seats.

3. Adarsh schools in Punjab:

The State government of Punjab has formulated the scheme of Adarsh schools to be set up at the rate of one at the block level with partnership with private sector. The land would be given on 99-year lease to the private partner by the government. 50% of the capital cost would also be provided by the State government. The operational cost of the school would be shared on 70:30 basis between the State government and the private partner. There would be a 2-tier management structure at State and school level. There is an element of corporate social responsibility in this model.

4. Schools in Rajasthan:

The State government of Rajasthan is availing of assistance in respect of this scheme under India Infrastructure Project Development Fund to set up five schools in each of the 33



districts under PPP. These schools will be set up in the rural areas at the block level. The private partner will bear the entire capital cost upfront. The state government would provide a capital incentive in installments. The State government would also reimburse a part of the recurring cost for the sponsored students through vouchers. 50% of each school would be reserved for students sponsored by the state government.

5. Model Schools:

Government of India has proposed to set up 6000 model schools at the rate of one school per block. These schools will be centres of excellence and would have infrastructure and facilities at least of the standard of Kendriya Vidyalayas with stipulation for pupil-teacher ratio, educational environment, appropriate curriculum, ICT enablement and emphasis on output and outcome. About 3500 of the blocks in the country which are classified as educationally backward would have model schools that would be set up in the government sector by State governments with a major portion of assistance coming from Government of India. The remaining 2500 blocks would have model schools to be set up under PPP to be managed by the private partner with full autonomy and management control. The government would provide a capital incentive which would be payable over a few annual installments through an escrow account. The release of the amount would be triggered through certification by an independent agency on achieving pre-determined performance standards. 50% of seats in each school would be filled up through sponsorship by the government from among the socio-economically backward students for which the government would provide a per capita recurring grant which is equal to the actual per capita cost incurred by government in running similar government schools. The remaining 50% of the seats should be filled up by the management which would charge an appropriate fee. Land for the school would be provided on lease at a concessional rate by the State government, or the private partner would be free to purchase suitable land of its own. In each block, the private partner would be chosen through a competitive bidding process. The scheme is yet to be made operational, though extensive consultations have already taken place with the private sector.

Education through NGO

NGO approach to education is based on the principle of people's participations. NGOs are increasingly gaining attention and are looked upon as alternative agencies in promoting awareness for education in society. They are extensively involved in alleviating the poverty and promoting sustainable and equitable development. They are in a position to provide social services to different sections of the society where as the state fails to provide such services. In recent years, NGOs have emerged as key players in social development in the country by supplementing government efforts. Many a times, they have involved themselves as important stakeholders in various social development programmes. Having efficient and participatory service delivery systems, they have been instrumental in promoting and



supporting education delivery, healthcare, literacy, poverty alleviation through sustainable development, rehabilitation, women and child care, human development, environmental protection, HIV/AIDs support programmes, agriculture extension services, etc.

- The present study is about Bharti Foundation as to how it has helped
- Bharti Foundation, the philanthropic wing of Bharti Group of Companies, was set up in 2000. As first step towards fulfilling the vision of the Government and the leadership of the country, Bharti has kick-started its voluntary and affirmative action in making significant contribution to provide education to the weaker sections of the society, so as to make them employable.
- The Foundation implements and supports quality education programs across primary, elementary, senior secondary and higher education levels.
- All educational programs initiated by Bharti Foundation entail close partnerships with the government, policy makers, corporations, local communities and the general public. These programs aim at holistic development of children making them employable citizens with a deep sense of commitment to society. Bharti Foundation is determined to ensure that our children and young people have access to quality education and make a substantial impact in this area.
 - ✓ The Indian Education Awards 2011 in the ‘Best NGO for Excellent Work in Elementary Education’ Category
 - ✓ Best Public Choice Award for Innovative Practices in Education’ at the World Education Summit 2011

Vision: To help underprivileged children and young people of our country realize their potential

Goals for Education

- To improve the accessibility and quality of education across rural India.
- To provide education and training opportunities to the youth of our country in order to make them employable

Bharti Foundation & PPP in Education:

The intent is to develop a scalable and sustainable education model that can be replicated on a large scale by the government, educational institutions and like-minded organizations.



Education: The foundation runs SatyaBharti Learning Centres, SatyaBharti Quality Support Program and The SatyaBharti School Program

Higher education: Bharti School of Telecommunication Technology and Management, IIT Delhi, Bharti Centre for Communication, IIT Bombay and Bharti Institute of Public Policy, Indian School of Business, Mohali

Sanitation : SatyaBhartiAbhiyan

Legal and Financial Assistance: NyayaBharti

Currently there are three existing Public Private Partnership models under which Bharti Foundation has partnered with various state governments of Punjab, Haryana, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal.

SatyaBharti School Program A multi-pronged implementation strategy has been adopted by Bharti Foundation to reach out to and impact maximum number of children in the rural pockets with 'quality education'.

Green Field Schools: Of the 254 operational SatyaBharti Schools, 200 primary schools are Greenfield Schools built and run by Bharti Foundation on land either donated or leased-out by the community.

Adopted Government Schools: 49 are adopted government schools in Rajasthan which the Foundation manages and operates.

Public-Private Partnership Model: Five Government SatyaBhartiAdarsh Senior Secondary Schools are being run in partnership with the Punjab State Government under the Public-Private Partnership Mode. **254** Schools

- **249** Primary/Elementary Schools and **Five** Senior Secondary Schools
- **Six** States (Haryana, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal)

40,742 Students :**49%** Girls, **75%** Children from SC/ST/OBC Communities

1,642 Teachers (**54%** Female Teachers)

Quality Support Program

SatyaBharti Learning Centres

Punjab Adarsh Scheme: Five Senior Sr. Schools and setting up of model Senior Secondary Schools in rural areas for a capacity of around 2000 students and designed as per CBSE norms.



Government - Provides land on long term lease at a suitable location for establishing the school. Provide all legal and administrative clearances to facilitate construction and establishment of school. Extend schemes, welfare measures and other new schemes announced by Central/State Government from time to time. Review progress of project as per agreed time-lines, program and financial framework.

Bharti Foundation - Construct and establish the school as per the norms and standards specified by the Government. Handle day to day operation and management of school. Appoint necessary school and project staff as per its own organizational pay-scale and norms. Implement own academic and non academic processes such as, annual calendar, curriculum, TLM creation, internal student evaluation, teachers evaluation and training, computer based learning, co-curriculum, games and sports, arts and crafts and inculcation of value system.

Partnership Framework - The capital cost is met on 50:50 bases by the State Government and private party. The operational cost per child per annum is shared on 70:30 bases between the State Government and private party. Per child cost support has an inbuilt annual escalation indexed to CPI index.

Current Program Coverage Five Sr. Sec Schools in Punjab and sixth under construction

The Quality Support Model This Model intends to strengthen and improve quality of education in Government Schools.

Government continues to own the school with its existing teachers, funds and resources, Bharti Foundation will offer technical expertise and guidance on mutually agreed need based interventions that contribute towards :-

- a. Improvement in academic and non-academic processes.
- b. Infrastructure development/enhanced utilization of existing infrastructure/resources.
- c. Capacity development of school leadership and teachers.
- d. Student connect and advance academic and skill development support (Carrier guidance, competitive courses for students of Class X onwards).

Partnership Framework

- Government continues to own and manage the school with its own funds, existing teachers and resources. Bharti Foundation to only fund new initiatives for which funding may not be available from government e.g vocational education, soft skills training etc.



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- Bharti Foundation acts as a facilitator, extend technical inputs and work with the existing school leadership and teachers to improve the overall quality of education by capacity development, academic inputs and knowledge sharing. Work towards effective planning and utilization of existing government schemes, funds and available resources for overall quality enhancement.

Current Program Coverage: Four Schools in Haryana

- 25 Schools (Primary, Elementary & Senior Secondary), Three States (Haryana, Punjab & Rajasthan), 12,330 Students, 514 Teachers

SatyaBharti Learning Centres

- 484* Centres [All Centres within Government Schools *402 centres closed as most children mainstreamed, Three States (Rajasthan, Madhya Pradesh & Jharkhand) , 22,251 Children Impacted; 9,876 Enrolled Children; 10,350 Mainstreamed Children
- 50% Girl Students, 432 Education Volunteers, SatyaBhartiAdarsh Senior Secondary Schools (Under PPP)

Key Features

Quality Education Initiative; rural Based, No fees, Student Welfare: mid-day Meals, text books, notebooks, Pre Primary to Class XII, Underprivileged Children, Special focus on girl child and Vocational Education

Impact of Bharti Foundation

Impact on children

- Instilling greater confidence, Developing stronger values, Coherent in communication and Respecting elderly

Impact on parents & communities

- Willingness to send girls to schools, Adopting better health & hygiene practices and Notable shift in perception of education

Impact on Women, Impact on Disadvantages Group

Impact of Mid Day Meal

Bharti Foundation partnered with AkshayaPatra Foundation in 2003 to set up a state-of-the-art kitchen in Vrindavan to provide mid-day meals to underprivileged children in government schools. The Mid-Day Meal Program has played a crucial role in promoting education for children in the country, encouraging children to attend school and partake of nutritious and



healthy meals. This has not only increased attendance of children at schools but also gives children the required amount of nutrition.

Impact of NyayaBharti

- Recommendations for PPP Implementation
- Private operators should have autonomy to introduce innovation
- Govt. should reimburse full amount of per child costs in a timely manner to ensure financial viability
- Full transparency in selection process of operators
- High accountability standards with well defined evaluation and assessment methods
- Clarity of intervention policies and termination procedure for non performing operators
- Making “special efforts” to improve Gender Parity Index (GPI) for scheduled caste students in higher education and scheduled tribe students at all levels of education.
- School vouchers
- Volunteerism

Suggestions/Reform of government aided schools:

To make it more effective, the payment mechanism which is at present based on reimbursement of teacher salary can be modified to a per capita payment that would be equivalent to actual per capita cost of similar schools in government. However, this will have to be augmented by a system of incentives and disincentives based on achievement of performance indicator targets that would include student and teacher attendance, state of maintenance of infrastructure, examination results, outcome of learning achievement survey, performance of students in co-curricular activities and the like. For large government aided schools, this would help in attracting more students through continuous improvement of quality. However, in areas with sparse population, where pupil-teacher ratio is low, and where there is no possibility of getting large number of students, changing over from reimbursement of teacher salary to per capita payment may result in drastic reduction of payment. For such cases, exceptions may have to be made depending upon local conditions and ad hoc additional grant may have to be provided to make up for the lack of sufficient students. In general, incentives and 17 disincentives based on performance indicators should be introduced so as to improve the accountability at all levels.



Augmentation of existing government schools under PPP

There are many government schools which are in prime locations but with run down infrastructure and shortage of adequate staff. Such schools can be revived and capacity can be enhanced through private sector participation. Private partners may be selected through competitive bidding to take up addition to or refurbishment of the infrastructure of the schools. Generally, the government school structure and staff would continue. The private sector would also be involved in certain critical activities like regular training of existing teachers and provision of additional teachers in life skill areas which are generally not provided under the government system. The private partner would also maintain the infrastructure during the contract period which could be from 10 to 20 years. In lieu of that, the private partner would be allowed to use the school outside school hours for running skill development centres using their own business models. They would also be permitted to construct new floors or new building blocks for use by the school during school hours and for its own use after school hours to run skill development centres and community colleges. The private partner would also be involved in the school management committee to chalk out and implement a blue print for overall improvement of the school. It should also be possible to allow private sector to run a regular school in the second shift in the same premises.

Second shift in existing school

A variation would be to select a private partner through competitive bidding to run a second shift in an existing Government school in return for payment of a per capita fee for each student sponsored by the Government. In this case, the private partner uses the existing infrastructure to run the second shift and is reimbursed the cost. It has no responsibility for improvement of the existing school, but the operation of the second shift including recruitment and management of staff is its responsibility. Due to availability of physical infrastructure, the per capita cost is likely to be low.

Town Schools

There are already many private schools running in non-metro towns and suburban areas, but the infrastructure in these schools is inadequate. These schools can be improved through a PPP model so that the children from the locality can avail of quality education. Generally this locality will have many poor children who would require government support. These schools charge low fees to cater to the economically weaker sections of the society, and are in great demand as compared to Government schools due to greater accountability. For such schools, government could provide a capital grant with reduced rate of interest repayable over 5 to 7 years. The government share can be released through a banking channel which will have the responsibility to recover the same from the school and pay it back with interest. This would enable the private school to improve infrastructure. In lieu of this, the schools would be



required to add one section of 40 children to each class from classes 6 to 12 and these seats will be filled up by students sponsored by the government. The government will pay a recurring cost equivalent to per capita cost in similar Government schools. For the remaining students, the management will be free to charge appropriate fee. The management of the school will remain with the private partner. However, the payment of per capita grant every year would depend upon fulfilment of certain performance criteria.

Provision of specific services through PPP

It should also be possible to create PPP structure to provide mid day meals, to maintain school library including supply of books, deployment of librarian and running of a library furnishing and maintenance of school laboratories, running of transport services, etc. for a cluster of schools through a private partner. This would help in the emergence of core competence in the private sector for these services. Also, competition among private partners will bring down cost and improve efficiency. Similar arrangements can also be made for training of teachers through reputed private agencies. Provision of IT services in this manner is now quite common among government schools in the country and this concept can be replicated for several other support services.

Corporate Social Responsibility (CSR)

It is possible to harness the abiding interest of the corporate sector in furthering the cause of school education through a framework. In general, it is preferable to avail of one time assistance for creation or improvement of infrastructure or facilities through use of corporate sector resources or expertise. To expect the corporate sector to fund the recurring cost on a continuous basis for long periods may be unreasonable. While the corporate sector is willing to participate, a framework would help the partnership to be well-defined with clear-cut roles and responsibilities. CSR can also be made use of in conjunction with PPP to bring down the cost further and to improve the quality.

Volunteerism

Many individuals are keen to contribute improvement of quality of education. The country has a large number of retired persons who are physically fit and are willing to be associated with teaching in Government school. This group includes a number of retired teachers as well. Many corporate houses and software firms encourage their employees to spend one day in a week, fortnight or month to teach in a Government school. This is a mutually satisfying arrangement as the schools are sometimes understaffed in critical subjects like Mathematics, English, Science or Computers and this shortage is overcome. Secondly, these adjunct teachers from outside the formal school system bring freshness and innovativeness to the teaching learning process and their passion can be infectious. On the other hand, the process improves camaraderie, empathy and fellow feeling between the haves and have-nots.



It also provides an opportunity to retired, but fit persons to be involved in satisfying social work. However, present efforts are sporadic in nature. It would be desirable to create a framework so that the School Education Department of the State Government can harness the tremendous potential that exists among the retired persons and the young professionals in the corporate sector. A directory of interested persons with their preference of schools and subjects can be prepared. Orientation programmes for those enlisted for this can be organized in batches so as to provide exposure on the elements of curriculum and pedagogy that would be required in the school. The Government can thereafter deploy the interested volunteers to the schools, so that the programme is run in a systematic manner, resulting in greater effectiveness, as compared to the present ad hoc arrangement.

Critical Evaluation

Above all, the earlier modes of PPP, including the aided school system, aimed to encourage philanthropy and generate voluntary contributions to the education sector. But the objectives of the present mode seem to be altogether different. It invites commercial companies, whose ulterior motives often conflict with educational goals in setting up schools and for whom there is no difference between education and, say, the production of cars, refrigerators and soaps, as long as it ensures attractive profits. Instead of encouraging philanthropy and inculcating a sense of social responsibility in the private sector, the government is inviting it to do normal business in education with huge government subsidies, perhaps including in the upper primary education in secondary schools which come under the scope of the Right to Education Act that promises free and compulsory elementary education.

Conclusion:

The study highlights that public private partnership mode produce measurable improvements in education. The NGOs which have developed a kind of credibility over a period of time will be involved in the study. Education has undeniable power in destroying old, discriminatory systems. It makes progressive ideas popular, rooting the ideas of liberalism and opportunity deep into a society. If India is to move forward in the 21st century, our schools will be an indispensable piece of that story and PPP in Education. An increase in the percentage of qualified teachers would be an “important contributor”. Irrespective of the model selected for PPP in Higher Education, it is requested and suggested that the need of training of the faculty at higher education should be given top priority.

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