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Public-Private Partnership (PPP) – A Key to Expand the Education Infrastructure of India

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Abstract:

An education infrastructure is the most important social infrastructure in India. The issue of education financing is extremely important for the overall growth and development of education infrastructure in India. Central and state governments have remained major financer of education and their relative share in education has shown remarkable increase since the time of independence to the recent years. India has a large number of children attending school which necessitates very strong educational infrastructure. Education can accelerate economic growth and investment is a key indicator to expand and improve the quality of education. The paper assesses the union government expenditure on education and indicates the possibility of increasing private sector investment in education in India. It also attempts to identify various challenges for Indian education sector. The paper recommends Public-Private Partnership (PPP) as an effective strategy to improve and expand the education infrastructure of India. The paper also presents few international as well as Indian examples of PPP arrangement in education sector.

Keywords: Education infrastructure, Education financing, Public-private partnership (PPP)

1. Introduction

Nation-building and economic growth of the country depends on development of both, the physical as well as social infrastructure. The major area of concern for government is social infrastructure — in particular the educational system. Education lays foundation for social and economic transformation, for building a healthy, wealthy and morally cognisant democratic society. After six decades of independence, India has achieved near universal primary school enrolment. More and more parents are sending their girl child to school for basic education. Though there is a significant amount of social inequalities, the gap has been narrowed in some areas. School attendance has been improved and dropout rates have come down. The dropout has been reduced but still it is significantly high. The demand for education has been increasing significantly, especially in the rural areas. Unfortunately, the quality of learning across all levels of the education system is significantly low. All surveys and measurement tools unanimously point to one conclusion — extremely poor learning outcomes across-the-board (IDFC India Infrastructure Report, 2012). Urban schools are not significantly better than rural schools and the vast majority of private schools are not much better than government schools, after considering the privilege that children from wealthier, educated families have. High school children do not have basic conceptual understanding. Graduated and post graduated students entering the workforce have very low employability.

After decades of neglect, education is being prioritised by policy-makers. According to the Ministry of Human Resource Development Report (2012), expenditure on education by education & other departments was just 7.92% of Public Expenditure in 1951-52. The same has been raised to over 12% of public expenditure in last decade. Recent initiatives include the Right of Children to Free and Compulsory Education Act (RTE), 2009, flagship schemes related to secondary and vocational education, and several bills on higher education. The central government has increased expenditure on education at all levels. There are some positive features in these efforts like better education infrastructure, increased inputs, standardised norms and more finance in the same system. But there are problems too. According to the IDFC India Infrastructure Report (2012), the RTE Act, though well-intentioned, could lead to further damage if it is implemented rigidly. It could worsen the learning gap by automatic promotion to the next class. Further, the quality of new admissions might get diluted if the admission criteria for students, coming from underprivileged sections of the society, are not clearly well defined. It would kill the drive for quality, innovation, and experimentation across all schools. The focus of RTE implementation should be on performance, not on inputs. It is clearly evident that enhancing the quality of education has become one of the biggest challenges.

2. Public Expenditure on Education by the Union Government

The issue of financing various education initiatives is very much important for the growth and development of education in India. Since independence, the central and state governments have remained major financer of higher education. The government has consistently increased its involvement in education after independence. India has witnessed significant expansion of its educational infrastructure in last two decades. Today it has one of the largest education networks and third largest pool of science and technology professionals in the world. India has a large number of children attending school which necessitates very strong educational infrastructure. The education infrastructure becomes even more important in long run in order to keep pace with the developing economy and provide it with quality manpower. Investment in education sector has become prerequisite to expand and improve the quality of education. Indian government had planned significant allocation in education sector while formulating 11th five year plan. It is important to review the objectives of the Plan and understand how they have been translated into budgetary allocation by the Government of India over the last five years. According to Mukherjee and Sikdar (2012), the education budget of the government can be disaggregated into five broad components:

- (a) elementary;
- (b) secondary;
- (c) university, higher and distance learning;
- (d) technical education; and
- (e) others, which includes adult education, promotion of language, etc.

Government of India set up various targets for education sector under the 11th Five-Year Plan at the national level which attempts to fulfil the objectives like reducing the dropout rates of children at the elementary level, developing minimum standards of educational attainment in elementary schools to ensure quality education, increasing the literacy rate, reducing the gender gap in literacy, increasing the percentage of each group/batch going to higher education, etc. Mukharje & Sikdar (2012) cited following major developments during the 11th plan period as far as education infrastructure is concerned,

- (a) expansion of Sarva Shiksha Abhiyan (SSA) as the vehicle of universal elementary education;
- (b) extension of the Mid-Day Meal scheme (MDM) to all elementary schools;
- (c) enactment of the RTE Act, 2009;
- (d) establishment of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA); and
- (e) enhancement of allocation for higher education through the establishment of Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and National institutes of Technology (NITs). The period also saw the initiation of reforms in higher education through the National Commission for Higher Education and Research (NCHER) Bill which is currently before the parliament.

In order to support these developments, the budgetary allocation and expenditure by the government has increased significantly between 2007–08 and 2011–12. The same is presented in figure 1.

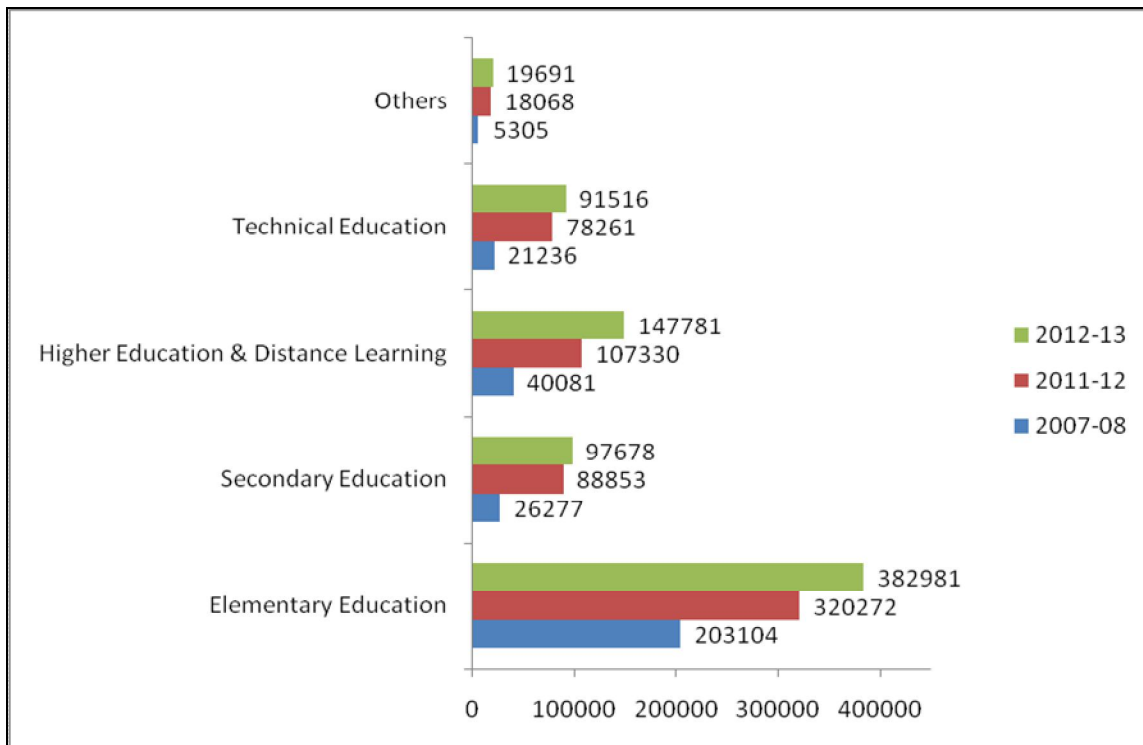


Figure 1: Central expenditure on various components of education during the 11th Plan (Rs.in million)

Source: IDFC report on India Infrastructure 2012

The resources available for elementary education in India is the revenue obtained on account of the education cess. Initially levied at 2 percent of all taxes collected by the central government, the education cess was increased to 3 percent onwards with the extra 1 percent earmarked for secondary and higher education on all central taxes other than corporation and income tax.

3. Distribution of Total Expenditure by Type of Scheme

The total allocation in the budget for education by central government is divided across various schemes. Each scheme has a specific objective. Each scheme has unique funding mechanism and a mechanism required for delivering the scheme benefits. Government finances education through various arrangements like direct expenditure by the central government (funding for University Grants Commission [UGC], for example), expenditure through state governments, and pooling resources between centre and states (SSA and RMSA). The expenditure of the central government on education has been earmarked for following groups according to their intention or motivation: increasing enrolment, reducing dropout, improving quality, ensuring equity, and institutional allowances. The distribution of total expenditure incurred on education by government across various schemes is mentioned in table 1.

	2007-08		2011-12	
	Number of Schemes	Allocation (Rs. In million)	Number of Schemes	Allocation (Rs. In million)
Enrolment Increasing Scheme	7	122382.2	6	213930
Dropout Reducing Scheme	7	61794.2	8	103047
Quality Improving Scheme	19	7356.2	17	20314.6
Equity in Education	8	3103	11	11678.9
Institutional Grant	40	76501.3	43	212943.7
School Education	5	20228.8	6	50129.3
Higher Education	35	56272.5	37	162814.4
University Grants Commission	1	35819.4	1	89274.1
Non-Technical Higher Education	16	4236.6	15	16140.7
Technical Higher Education	18	16216.5	21	57399.6

Table 1 Distribution of government of India education expenditure across various schemes

Source: IDFC report on India Infrastructure 2012

It is implied from the data in table 1 that education financing by the central government during the 11th plan has reflected the focus on increasing enrolments and reducing dropouts. Grants received by institutions for higher education, either directly or through the University Grant Commission (UGC), have also shown significant increase in allocations.

In spite of significant allocations and spending on education, enrolments in schools have declined drastically. Enrolment in municipal schools declined between 25% to 50% in the last decade in several major cities such as Mumbai, Kolkata, Ahmedabad, Pune and Chennai while education budgets increased between 50% and 150% (Choudhary & Uboweja, 2014). While the amount of expenditure on education is important, the focus should be more on educational outcomes. It is a shocking fact that compared to resources spent in the education sector; there are no signs of improvement at elementary level in terms of learning achievement. An excessive focus on expenditure amount has resulted in physical infrastructure creation, provision of teaching and learning materials, appointment of teachers, etc. rather than monitoring the learning process to see how many children have learned what. The states where new funds have been spent on improving access and infrastructure, positive linkage between enrolment and expenditure is observed by achieving momentum in enrolments. But there was no linkage between expenditure amount and quality indicators like quality of learning in terms of students' ability to understand various concepts, dropout rates and pupil teacher ratio. All such observations indicate very strong need for private sector involvement in education sector.

4. Private Sector Participation in Education Financing

As has been discussed earlier, the quantum of public expenditure on education by the union government has gone up significantly in the last decade. At the same time, private participation in education is also increasing at a rapid rate. According to current estimates, the government is the major provider of education as approximately 80% of schools in India are government schools. However, on account of poor quality of public education, 27% of Indian children pursue their education in private schools (Private education can benefit, n.d.). Estimates offered by different sources vary. According to the working group report of Department of School Education and Literacy (2011), private sector in schooling is estimated to be around 14%. Other estimates show that the share of unaided secondary schools has increased from 15% in 1993-94 to 35% in 2006-07. DISE (District Information System for Education) data for 2007-8 places the number of schools under private, unaided management at 173,282 out of 1,250,775 schools in India. The National Sample Survey, 2009 reports that 7% of students are in private aided and 20% in private unaided schools. At elementary stage, the figures are 12% and 17% respectively. Private sector participation in secondary sector is considerable and it is estimated that 63% schools are under private management. According to the World Bank (2011), the education sector in India caters to 600 million people up to the age of 30 years. The annual government spending is 30 billion USD, and it still only amounts to 2.8% of GDP. Already, annual private spending on education is 43.2 billion USD, making it one of the largest capitalized spaces in India (Department of

School Education and Literacy, 2011). The students' participation in private school is increasing with income both in rural as well as urban areas, but this increase is much higher in the case of urban areas. In terms of private school enrolment in rural areas, the overall share is around 10 percent – most of them from the upper income strata. However, recent state-wise analysis concludes that in some states such as Himachal Pradesh and Uttar Pradesh, the proportion of children in rural areas from the lowest income quintile is over 25 percent. This indicates that parents of economically weaker sections are increasingly accessing private education services (Mukharje & Sikdar, 2012). This is a trend that is likely to continue, as incomes rise and the demand for quality education increases. The government system in many states might therefore suffer from over-capacity and under-utilisation. Therefore, it is important to optimise the use of resources and provide solutions to correct the imbalances between public and private participation in education financing.

5. Challenges Ahead with Financing Education in India

Since independence, both the central and state government have remained major financer of education in India. But, at the same time, the amount of expenditure spent on education sector by the private entities has increased over the years. Though union government expenditure on education has increased in absolute terms, its share has reduced relatively with increased amount of privatisation in education. This trend in public expenditure has serious policy implications. The most serious implication is increase in tuition fees. Relative reduction in public expenditure has forced institutions, both public as well as private to increase the cost per students and thereby increase in tuition fees. In addition to this, there is a significant rise in number of self-financing institutions which charge tuition fees on full cost-recovery basis. This further worsens the problem of increase in tuition fees. (Sharma, 2012).

A serious implication of increase in cost of higher education and the imbalance in the fee structure of private and public education is the fact that it further ignites non-uniform development among various social classes. Obtaining higher education is typically coupled with the ability to earn higher income in future. Therefore, increasing cost of higher education might be justified by higher future income. This increases the ability to borrow from market in the form of education and personal loans. However, majority of loan products available in the education sector are easily to middle and higher income class because of their high repaying capabilities. Unlike middle and higher income class, education loans are not easily available to underprivileged sections of society. This creates major inequality. This is the primary reason why government can not afford to completely privatise the education sector.

Previous studies suggest that a major issue revolving around public expenditure, is diverting public finance earmarked for higher education to elementary education (Sharma, 2012). Both State and Central Government have invested a lot of money in elementary education programs. Government has devoted huge amount of money in promoting elementary education by investing in flagship programs like Sarva Shiksha Abhiyan (SSA) to achieve the target of universalization of education among children. While elementary education benefits out of this, the Government on the other hand is forced to spend less on higher education.

The four major objectives of higher education are: access and equity, relevance, quality & excellence, and research (UGC Report, 2008). Higher education has not reached its goal in providing access to education to all. It significantly lags behind in terms of research. Some of the best institutions of higher education in India do not even fall under the top 100 Universities category (Times Higher Education Ranking, 2012-13). This again stems from the fact that there is hardly any public spending in research and development in India. According to The World Bank estimates, 2007, India spent only 0.76% of its GDP on research and development. This number is very small when compared to other countries (1.40%-China, 2.7%-US and 1.8%-UK).

Hence, declining relative public expenditure in the education sector, increasing cost per student without the support from credit markets, and dominance of private sector in higher education worsens the problems of finance in higher education (Sharma, 2012). While on one hand, it is expected that Government of India (GOI) should play a pivotal role in financing higher education, on the other hand, heavy public subsidization of higher education could lead to unequal distribution of welfare. As public expenditure on higher education is made out of general taxes, it essentially means transfer of resources from poor to rich. One effective solution to this problem is to increase the scale and scope of Public-Private Partnership (PPP) in the education sector.

6. Public-Private Partnership (PPP)

PPP means an arrangement between a government or statutory entity or government owned entity on one side and a private sector entity on the other, for the provision of public assets and/ or related services for public benefit, through investments being made by and/or management undertaken by the private sector entity for a specified time period, where there is a substantial risk sharing with the private sector and the private sector receives performance linked payments that conform (or are benchmarked) to specified, pre-determined and measurable performance standards (Department of Economic Affairs, 2010).

It is appeared that not only a well-designed and structured PPP strategy is needed but infact it has become essential to complement and optimally utilise the existing resources, technology and capacity of the education system to deliver the high-quality education to children from all the classes of society. As demand for education is going to increase at all levels and government participation alone would not suffice, strong private participation is needed preferably through PPP arrangements for increasing enrolments, reducing dropouts and upgrading knowledge & skills at all levels and thereby ensuring overall better quality in education.

Following are important concerns that are necessary to make PPP work:

- Generally private partners are believed to be more capable and efficient as they tend to work like corporate. But it is not necessary all the times to maintain that belief. It is important to ensure whether private partner is really competent enough to contribute towards overall educational quality enhancement.

- Private partners should be encouraged to invest in education infrastructure. They can complement the existing government created infrastructure and systems by adding value either in form of physical infrastructure or innovative teaching-learning process.
- There has to proper clarity about respective roles, responsibilities and authorities of both the parties to avoid ambiguity and enhance clarity and transparency. The issue of authority clarity is much crucial when it comes to important and sensitive decision like fixing the pay package for teachers. While teachers' pay package is usually decided by central or state government, private partners' philosophy of deciding the same on the basis of teachers' competence, experience and quality of teaching within the classroom may create disagreement and friction between two parties.
- There has to be clear standards set across the key performance indicators for both the parties involved in PPP.
- The PPP framework should be such that it gives longer time horizon to PPP partners to better align the interests of both the sectors and thereby create the synergetic effects.
- All the monetary as well as costs related information related to PPP should be made transparent and accountable through improved costing mechanisms.

7. Role of Private Sector in Various PPP Arrangements in Education

Private sector's contribution in the PPP arrangement with Government partner can be mainly categorised in following four forms:

7.1. By Providing Education Services

The government can have a contract with private schools for the enrolment of students in private schools. By enrolling the students in private schools and paying for these enrolments to private schools, governments can expand the capacity without actually incurring any expenditure on construction of new schools.

7.2. By Providing Infrastructure Services

The government can have a contract with private sector to design, build, operate, and maintain the schools. Usually the government finances the project and the private partner is responsible for designing, constructing, operating and maintaining the facility for a specified time period. The government assumes the ownership of facility.

7.3. By Providing Management and Professional Services

The government can have a contract with private partner where private partner will manage publicly funded school. Under this contract, private partner is expected to deliver management services in various managerial areas like managing teaching and non-teaching staffing, making short term and long term plans for progress of the school, managing day- to-day as well as long term financial activities, etc.

The government can also have a contract with private sector to deliver various professional services such as design of curricula, teacher training, text books and reading material content design etc.

7.4. By Providing Support Services

The government can have a contract with private sector to carry out various non-educational and support services like catering or Mid-day meals, health services, technology services like IT services & laboratory services, transportation services, building maintenance services etc.

8. Examples of Successful PPP in Education

Though the list is endless, few select international as well as national examples of PPP model in education is cited to support above arguments in favour of increased participation of private sector in education:

8.1. PPP model for Schools in Rural Punjab, Pakistan

Pakistan Institute for Environment Development Action Research (PIEDAR) is an organisation that took up the challenge of educating girls in rural Punjab of Pakistan. PIEDAR was registered in March 1992 under the Societies Act as an independent not-for-profit entity by the core staff of the Pakistan's National Conservation Strategy (NCS) Secretariat. The main objective of PIEDAR is to identify, test and demonstrate practices and innovations for sustainable development by undertaking action research in partnership with communities. PIEDAR partnered with The Asia Foundation Pakistan (TAFP), a US based NGO working for several noble causes in Pakistan, for the establishment of private fee-paying schools in Kabirwala, District Khanewal in Punjab. Eighteen schools were started in 1995. Teachers were identified from within the local community, some of them with secondary schooling while others had studied up to the primary level only. The key feature of these schools is continuous interaction with a Learning Coordinator who visits each school at least once a week. The schools started with a monthly fee of 5 rupees, then raised it to 15, and are planning to raise it further to 25 rupees. The idea is that once the initial trust between the school and the community is established, parents are willing and able to contribute fully towards the running of the school. At present there are over 700 children in PIEDAR schools. TAFP worked as a private partner and contributed significantly to implement activities such as female teacher training, curriculum development, research, policy dialogues, community mobilization, material development, and formation of PTAs (Parent Teacher Associations).

8.2. *James F. Oyster Bilingual Elementary School, Washington, DC, USA*

In 1993, the James F. Oyster Bilingual Public Elementary School was in danger of closure due to the District of Columbia's financial crisis and a crumbling, inadequate building. The District of Columbia lacked the capital funds to renovate the nearly 70 year-old building to accommodate the educational needs of the school, meet the recreational needs of the community and comply with modern design standards and building codes (James F. Oyster, n.d.). Few concerned parents and the school principal founded the 21st Century School Fund, a DC-based non-profit, to keep the community's vision of reviving the school alive. The 21st Century School Fund and local community searched for alternative financing sources to improve the school facility, culminating in the formation of a public-private partnership between DC Public Schools, the District of Columbia and LCOR Incorporated, a national real estate development company. District of Columbia Public Schools and 21st Century School Fund were the public sector partner whereas LCOR Incorporated was private sector partner in this PPP model. The objective of the said PPP arrangement was to keep the school's nationally-acclaimed English/Spanish dual-language immersion program intact and modernize the building. Because of the District's fiscal crisis in 1995, tax dollars were not available to meet these objectives, making alternate funding essential. Through the public-private partnership, an innovative funding arrangement created a new educational facility that exceeded the community's expectations. The 21st Century School Fund, which works to build public support for modernizing urban public school facilities, organized public support for a partnership between the District of Columbia Public School District, which controlled the school and site utilization; the District of Columbia municipal government, which held title to the site and levies property tax; and a national real estate development firm that specialized in construction engineering and public-private development.

District of Columbia issued \$11 million bond to finance the new school. Prior to construction, the District reassessed the Oyster School property and an underused portion of the property was sold to the developer, LCOR, at much lesser than market rate for the development of a luxury apartment building. The developer's annual payment against land sale was kept aside to make the repayment of the 35-year bond. The private sector partner constructed school building which is 47,158 square feet, with a computer lab, library, gym and classrooms designed to accommodate the school's bilingual program. The facility also included office space for the after school programs and other spaces available for community use. Hence, private sector partner contributed significantly on financing and building design as well as construction activities of the project. The new school project had the advantage of being in a very desirable neighbourhood, which significantly increased the value of the land as an "under-utilized asset." This made the economics of the new apartment building sufficiently viable to benefit the private sector partner. Hence, the PPP model worked significantly well for public as well as private sector partner.

8.3. *School Vouchers, USA*

School vouchers, also referred to as opportunity scholarships, are state-funded scholarships that pay for students to attend private school rather than public school in USA. Private schools must meet minimum standards established by legislatures in order to accept voucher recipients. Legislatures also set parameters for student eligibility that typically target subgroups of students. These can be low-income students that meet a specified income threshold, students attending chronically low performing schools, students with disabilities, or students in military families. The intention behind launching the school vouchers is to use public dollars to pay private school tuition in hopes that competition among schools will lead to increased student achievement and decreased education costs. The standard school vouchers program proposed in dozens of states, and adopted in some states across the country, would distribute government-funded vouchers (typically valued between \$2,500 and \$7,500) to parents of school-age children, usually in a low income bracket or in troubled inner-city school districts (School Vouchers, n.d.). The best part of this programme was parents can use the vouchers towards the cost of tuition at any private school of their choice. In this PPP arrangement, national government of USA was a public sector partner and various government-recognised private schools in each city were the private sector players.

8.4. *Proposed Model Schools Project, India*

As far as education is concerned, PPP has been proposed as an important strategy in the Eleventh Five Year Plan. Among many things, the Eleventh Plan has proposed the setting up of 6,000 new model schools in secondary education, affiliated to the Central Board of Secondary Education. Of these, 2,500 are to be under the PPP model (Tilak, 2010). The objective is to set up these model schools in the backward regions and remote areas where good schooling facilities do not exist, so that quality education is accessible in the backward regions as well.

According to the model finalised by the Planning Commission in consultation with the private sector, these schools will have the capacity to educate 65 lakh students, of whom 25 lakh will be from the deprived sections. Each school will have about 2,500 students, 1,000 of whom will be from deprived sections and charged a token fee. Fifty percent of the 1,000 students will be from the Scheduled Castes, the Scheduled Tribes and the Other Backward Classes. They will be required to pay a monthly fee of Rs.25 each. The rest of the children, who will be 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, will be reimbursed by the Union government to the schools. The schools will be free to admit anyone to the remaining 1,500 seats and charge any amount of fee. While the government would act as public sector partner, the corporate companies would act as private sector partner in this PPP arrangement. Private sector partner is supposed to create school infrastructure, recruitment and training of teachers, and manage overall operations of school. It sounds to be win-win situation for both the partners as government can provide quality education to children belong to deprived section of the society without actually incurring the entire investment and corporate partners would be able to generate decent returns as they will be free to admit anyone to the remaining 1,500 seats and charge any amount of fee.

8.5. Computer Aided Learning at Elementary Level under Sarva Shiksha Abhiyan (SSA)

Government of India proposed utilisation of PPP arrangement to various state governments for promoting Computer Aided Learning in various schools under Sarva Shiksha Abhiyan (SSA). The objective of launching computer aided learning is to impart interesting and joyful learning through contents with multimedia effect. Local school or state government would act as public sector partner whereas private and public computer firms would act as private sector partner in the said PPP arrangement. As far as computer aided learning projects are concerned, effective utilisation of PPP arrangements can be widely seen in three states i.e. Tamilnadu, Karnataka, and Assam (Planning Commission, 2004). Few popular examples of PPP in the field of computer aided learning project are as follows:

i. Tamilnadu State Government:

State government of Tamilnadu introduced this programme for Upper Primary level from class VI to class VIII. It entered into a contract with over 200 firms, which includes supply of hardware, software, training, operations, and maintenance. Each firm has been allocated an area of operation, allocating particular geographical area and a number of schools.

ii. PPP between Azim Premji Foundation (APF) and Sarva Shiksha Abhiyan (SSA), Karnataka:

This project has been implemented in Karnataka in 135 schools. The Azim Premji Foundation has developed e-learning material on CDs in different languages including English, Kannada, Hindi and Telugu. The foundation has also made available solar panels for running of computers in areas without electricity. Rooms and computer hardwares have been made available by Karnataka government through SSA funds.

iii. PPP between EDUCOMP and Sarva Shiksha Abhiyan (SSA), Assam:

Educomp has launched an e-learning project for SSA Assam in 500 schools on BOOT (Build, Own, Operate, and Transfer) basis. Computer aided learning systems through BOOT arrangement provides for an integrated package of hardware, customized software and training of teachers. Educomp developed e-learning material in three different local languages of Assam to facilitate learning in different mediums of instructions in the state.

9. Conclusion

As government investment in education is not sufficient with respect to the growing need for formal education, the private sector involvement becomes vital for the enhancement of education infrastructure. In spite of significant government expenditure on education, quality indicators like learning quality, dropout rate, and pupil-teacher ratio have not improved much in government schools. On the contrary, enrolments and learning quality outcomes have improved significantly in private schools. This demanded very strong need for private sector participation in education through PPP arrangement. In PPP arrangements, corporate / private players bring a number of unique and complementary skills to complement with existing education capacity and system. Private sector player contributes by funding & creating infrastructure, delivering education services, and offering management as well as other support services. PPP should be formed to establish a collaborative engagement that builds on the strengths of different players and creates a synergetic effect. PPP can be an important part of the overall strategy to achieve quality at scale, but is not an answer or solution to all the problems and challenges in education. The PPP strategy must fit into and be in line with the overall school education strategy and priorities. PPP should be utilised to the extent that it helps meet the larger goals of education. At the same time, PPP should not restrict government from offering educational services or running schools because it has a PPP partner working for the given cause. Inflect policymakers or people responsible for designing the PPP mechanism should proceed with the conviction and processes to make sure that the best amongst all players come forward and contribute towards fulfilment of overall goals pertaining to education and education infrastructure in India. It is evident that the use of PPP framework in education sector in India is set to continue and expected to expand in coming years. There is vast number of PPP projects already in pipeline in education sector. One of the biggest examples of such projects is implementation of Model School Scheme in various states of India. The PPP arrangement is relatively new experience for education sector and not as well developed as PPP in other sectors like telecommunications, power, water, transport, road, rail, air and aviation. This offers enormous scope for further research on PPP arrangements in education sector.

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