

Scheme
for
Augmenting School Education
through Public Private
Partnership

Report of the Sub-group of the Round Table on
School Education

May 25, 2010

Preface

The Ministry of HRD had constituted a Round Table on School Education under the chairmanship of Minister for Human Resource Development to deliberate on issues relating to reforms in school education. A sub-group of the Round Table was constituted by the Minister for HRD under the chairmanship of Shri Gajendra Haldea, Adviser to Deputy Chairman, Planning Commission and comprising Dr. Shyama Chona, Mrs. Manju Bharat Ram, Shri Rakesh Bharti Mittal, Shri Harpal Singh and Shri S.C. Khuntia, Joint Secretary (Secondary Education) to formulate a scheme for setting up 2,500 schools through Public Private Partnership (PPP). The proposed scheme is part of the initiative to set up 6,000 model schools in rural blocks.

The scheme for setting up 2,500 schools through PPP was formulated by the Sub-group after extensive deliberations which included consultations in four meetings of the Round Table held under the chairmanship of Minister for HRD.

The Report of the Sub-group is submitted for consideration of the Ministry of HRD.

May 25, 2010

Augmenting School Education through Public Private Partnership

1. Preamble

- 1.1 This scheme for setting up secondary schools through Public Private Partnership (PPP) has been formulated in pursuance of the government decision to set up 2,500 model schools through PPP in the blocks not covered by the 3,500 model schools to be set up as government schools. The principal objective of this scheme is to set up model schools, especially for providing access to quality education for the children of under-privileged families.
- 1.2 It is well recognised that education is a pre-requisite for the growth and development of a modern and equitable socio-economic order. It is essential for empowering and enabling the poor to participate more fully in a democratic polity that identifies equality of opportunity as one of its cherished goals. For these reasons, education, especially school education, is regarded as the responsibility of the government and the recent enactment of the Right to Education Act is a step in that direction.
- 1.3 Over the last 60 years, successive governments have been committed to achieving the national goal of universal education and have steadily increased the budgetary allocation for education. At present, the expenditure on education in India is about 3.7% of GDP and this needs to be increased to at least 6% of GDP, especially for addressing unequal access to education in rural areas and among the urban poor.
- 1.4 The provision of universal school education is a complex task of gigantic proportions in a country like India. It is, therefore, essential to explore diverse options of providing school education and financing the same in pursuance of the education goals set by the government. The scheme for setting up 6,000 new schools as model pace-setting institutions to set benchmarks across the country is an important initiative of the present Government and the decision to provide 2,500 schools out of 6,000 through Public Private Partnership (PPP) constitutes recognition of the need for plurality in the system of providing education services. The objective of all model schools, including those in the PPP mode, would be to enhance access to world-class education for all, especially those who live in rural areas or

under-served urban areas and belong to low-income families.

- 1.5 Apart from government schools, different models of aided schools and schools under corporate social responsibility are currently functioning across the country. Some of these models are explained in Annex-I. Introduction of PPP in school education is aimed at providing access to the underprivileged children who are deprived of quality education. The scheme for 2,500 PPP schools should be viewed as an opportunity to evolve innovative ways to empower and enable non-government players to engage in providing world-class education, especially to children from low-income families. The objective should be to combine the respective strengths of the public and private sectors to complement each other in pursuit of the shared goal of good education for all. In particular, adoption of the PPP mode would lead to rapid expansion of access to world-class education by low-income families.

2 Objective of the Scheme

2.1 *Creating access to world-class education*

Children from low-income families in rural as well as urban areas are unable to access high quality school education as they cannot afford to pay the fees normally charged by good private schools while good schools that can provide such access in the public sector are limited. To ensure inclusive growth and an equitable socio-economic order, affirmative action is necessary to accelerate the provision of quality education to those who have hitherto lacked access. The objective of this scheme is to set up 2,500 schools through Public Private Partnership (PPP) for providing world-class education to about 40 lakh children, of which 25 lakh would be from socially and economically disadvantaged categories (the “Select Students”). These schools will reach out to the underprivileged children and educate them with a view to enabling them to avail of the opportunities offered by growth and development. This scheme should not be viewed as a means to reform the entire system of school education. It should only be viewed as an initiative that would create some centres of excellence in support of the wider agenda for reform in school education.

2.2 *Centres of Excellence*

The objective of this scheme is to create centres of excellence in school education by combining the respective strengths of the public and private sectors in a manner that would create models in the respective blocks and set benchmarks for others to emulate. By focusing on low income families, these schools will help build a cohesive, secular and merit-based environment that would promote inclusive growth and train future leaders. These schools are expected to serve as models for all schools in their neighbourhood. They will be expected to act as mentors for other schools in the block, organise bi-annual conferences for experience sharing and generally disseminate best practices. Their networking with other schools is expected to have a snowballing effect in improving school education in their respective blocks.

3 PPP - the concept

- 3.1 PPP in school education is essentially an arrangement where the private sector partner participates in the provision of services traditionally provided by the government. It is usually characterized by an agreement between the government and the private sector, with the latter undertaking to deliver an agreed service on the payment of a unitary charge by the government. The need for PPP in school education primarily arises out of the government's commitment to provide world-class education to under-privileged children who cannot afford the tuition fee that a private school would normally charge. While access to quality education for the underprivileged is traditionally expected from government schools, they alone may not be able to fulfil this enormous task. The justification for PPP schools arises primarily from the need to accelerate the expansion of education, supplement investment and enable different models for improving the quality of education.
- 3.2 PPPs are sometimes mistaken for privatisation which normally involves withdrawal of the government in favour of market based operations. In fact, a sound PPP contract enables the government to retain oversight and control over all critical elements of performance and outcomes while payments are typically made against services delivered. Through this mode of

procurement, the government can hope to achieve a comparatively better outcome by combining the respective strengths of the public and the private sector in the form of a true partnership that would ensure a better outcome as compared to public or private schools.

- 3.3 PPP schools will not be private enterprises acting in pursuit of profits. Nor will their management have the freedom that a private school normally enjoys in matters such as admissions and fees. These schools will essentially be public schools run by non-profit private entities which are to be guided by the public objectives set by the government and enshrined in an enforceable contract. The success of PPPs as an efficient mode of implementation of public projects has already been demonstrated in several sectors such as highways, airports, ports, power, railways, etc.
- 3.4 PPP is essentially an arrangement where the private sector participates in the provision of assets and services traditionally provided by the government. It is usually characterised by an agreement between the government and a private partner who undertakes to deliver an agreed service on the payment of a unitary charge by the government or a user charge by the beneficiaries of the service rendered. The arrangement normally involves a whole-life approach where the private partner is responsible for both construction and operation. There is also some degree of risk-sharing based on allocation of risks to the party best suited to manage it.

4 Benefits of the PPP Approach

Some good reasons for adopting the PPP approach for scaling up capacity in school education are as follows:

- (i) The investments required may be too large compared to available budgetary resources, and private capital could, therefore, enable an accelerated roll out of schools;
- (ii) functional efficiency of private entities would enable early delivery of quality education;
- (iii) risk of project completion and delivery of agreed outputs would be transferred to the private entity;

- (iv) public funds would be expended only upon delivery of agreed outcomes; and
- (v) private sector efficiency in the context of a long-term agreement is expected to optimise on life-cycle costs and improve on quality of education, including the school infrastructure.

5 Proposed framework for PPP schools

The proposed framework for setting up and managing 2,500 schools under this scheme would be as follows:

5.1 *Schools to adhere to CBSE guidelines*

All schools under this scheme would have to adhere to CBSE norms, standards and guidelines relating to affiliation, character of management, syllabus, teacher/student ratio, infrastructure, land, class rooms, labs, library, extracurricular activities, playgrounds, quality of education, teacher qualifications, service conditions, teachers' salary, admission, examination, reserve fund, accounting and audit, etc.

5.2 *Location of PPP schools*

Against a target of setting up 6,000 model schools across India, it has been decided to set up 3,500 government schools in educationally backward blocks. The remaining 2,500 schools are proposed to be set up under the PPP framework in blocks other than the aforesaid 3,500 blocks.

5.3 *Infrastructure, teaching and management by private entities*

Selected Non-Government Organisations (NGOs) which are corporate entities, such as trusts, societies and not-for-profit companies, will be responsible for providing infrastructure such as land, school buildings, etc. They will also be responsible for management of the schools including provision of teaching. This would not only include employing of school teachers and other staff but also provision of teaching aids, laboratories, library, equipment, playgrounds and other extra-curricular facilities. The maximum capacity of a school shall not normally exceed 2,500 students.

5.4 *Capital costs to be borne by private entity*

The estimated capital cost of setting up a secondary school would vary between Rs. 5 and 7 crore. It is envisaged that the entire capital expenditure for setting up schools under this scheme would be borne by private entities. This would imply sharing of the financial risk by the private entity which would receive payments from the government only upon successful delivery of well-defined outcomes in the form of education services.

5.5 *Land to be arranged by the private entity*

The land required for establishing a school may be procured by the private entities from the respective state governments or local authorities at applicable rates. Alternatively, they may procure land and/or buildings from any other source either through purchase or by way of a long-term lease. The Central Government will advise the respective State Governments from time to time to facilitate private entities in procuring land.

5.6 *Recurring/ academic support for 1,000 Select Students*

In each school, government support shall be provided for upto 1,000 Select Students, of whom at least 50% shall be from SC/ST/OBC and the remaining may be children of non-income tax payers. In the case of families residing in a rural area, only small and marginal farmers, rural artisans or agricultural labour would be eligible. The reservation for SC/ ST/ OBC students shall not be less than the reservations applicable in the respective states. Further, the reservation for girls amongst the Select Students shall be the same as the reservation applicable for Navodaya Vidyalayas. In case the number of girl students exceeds this reservation, a suitable incentive will be paid while any shortfall would attract a corresponding penalty. In the event that the reservation for girls is increased in the 3,500 government model schools, the same shall apply to the PPP Schools.

The recurring support in respect of the tuition fees etc. for Select Students shall be equal to the average expenditure per student incurred in the Kendriya Vidyalayas. For the year 2011-12, this amount would be fixed provisionally on the basis of the actual expenditure per student incurred in Kendriya

Vidyalayas during 2009-10 plus 10% thereof calculated at the rate of a provisional increase of 5% per annum. Before the close of 2012-13, the actual expenditure per student incurred in 2011-12 in the Kendriya Vidyalayas shall be computed and if such expenditure is higher/lower than the amount paid on a provisional basis in 2011-12, the difference shall be adjusted in the forthcoming payments due to the school. This process will apply *mutatis mutandis* to all subsequent years.

Recurring support under this scheme shall be payable only if the number of Select Students is at least 40% of the total strength of a school.

A school may be run in a temporary or partial accommodation for the first two years. From the third year onwards, the school should have the entire infrastructure specified in this Scheme.

5.7 *Support for infrastructure*

In addition to the aforesaid, a sum equal to 25% of the monthly recurring support for each Select Student shall be disbursed by way of infrastructure grant which may be used for defraying rentals, interest, debt repayment, etc. The infrastructure grant shall also be payable in respect of other students of the school, provided that the total infrastructure grant for such students shall not exceed the infrastructure grant payable in respect of Select Students in the school. Further, the annual infrastructure grant shall not exceed an amount equal to 10% of the capital investment in the school, as certified by an approved valuer. This would barely meet the interest costs, leaving the private entity to fund the principal. In the event that debt is available to the private entity through the proposed Education Refinance Corporation at a rate lower than 10 per cent per annum, necessary amendments shall be carried out in this clause to make an appropriate reduction in the infrastructure grant.

5.8 *Commencement of government support*

Government support under this scheme shall commence only after CBSE affiliation is granted. In case a school is commissioned prior to such affiliation, the applicable support for upto one year of its operation shall be

provided in respect of upto 400 Select Students who are enrolled and taught in such school prior to its affiliation. However, the government support will be disbursed only after affiliation is granted.

5.9 *Disbursements linked to output parameters*

The disbursements under this scheme shall be linked to the provision of specified infrastructure and delivery of agreed output parameters. A pre-determined system of incentives and penalties will be specified based on the CBSE results and other key performance indicators such as provision of qualified teachers, student attendance and drop out rate. The output parameters would be developed in accordance with the best practices and specified clearly in the Concession Agreement.

5.10 *Graduated support based on location*

The support to be provided by the government will vary between locations having regard to the differential costs and the likely availability of students. The following graduated support would be provided for different locations:

- 100% in towns exceeding a population of 1 lakh
- 110% in towns exceeding a population of 20,000
- 120% in a town/village with a population of less than 20,000
- 140% in NE, J&K & tribal areas

5.11 *Distribution of students among classes*

Schools will have the option to start a separate primary section which will not be covered by this scheme. Support for Select Students will, therefore, be restricted to Classes VI upwards.

5.12 *Duration of support*

Government support would be provided to each school for a period of 10 years in accordance with the above scheme. From the eleventh year onwards, recurring academic support shall be provided only in respect of the Select Students who were enrolled during or prior to the tenth year and shall continue until completion of their school education. Such support may either

be provided to the schools or given directly to the students who will be free to use their scholarships either in the same school or in any other CBSE-affiliated school of their choice. This will create additional pressure on the PPP schools to maintain high standards for retaining their Select Students.

The funding for each school under this scheme would come from plan allocations for 5 years and non-plan allocations for subsequent years. All other expenditure, capital and recurring, would be borne by the private entity. Financial support from the Central Government would cease upon completion of the period specified in this scheme. However, upon completion of 10 years, the Government may, in its discretion, extend the period of support by another 5 years either on the same terms or on mutually agreed terms. The schools may, however, obtain other government support in accordance with the extant policy of the respective state governments.

5.13 *Comparison with expenditure on government schools*

Based on the above level of financial support, it can be asserted that the cost of providing education through PPP schools will be less than the cost incurred on Kendriya Vidyalayas. In particular, there would be very significant savings in capital costs as the investment in providing the land and infrastructure would be borne by the private sector.

5.14 *Concession agreement between government and private entity*

A concession agreement specifying the rights and obligations of both parties shall be signed between the government and the selected private entity. This will enable the private entity to raise funds from the financial institutions for meeting its capital expenditure. The concession agreements will specify the over-arching principles while sufficient flexibility would be provided to private entities to manage their respective schools in conformity with the socio-economic requirements of different regions. Regular monitoring would be undertaken by the government for enforcing the provisions of the concession agreement. The key features of the concession agreement would be:

- Application of CBSE guidelines

- Scheme of financial support
- Key Performance Indicators
- Incentives and penalties
- Monitoring & inspection mechanism; use of UID
- Use of premises for other educational purposes
- Suspension/ Termination for breach of Agreement

5.15 *Additional obligations of the private entity*

The private entity shall also provide the following:

- Mid-day meals (to be funded by the existing government schemes, if any)
- Two uniforms each for summers and winters (to be funded by the existing government schemes, if any)
- Text books (to be funded by the private entity)
- Annual health check-up (to be funded by the private entity)

5.16 *Tuition fee*

The Select Students would be required to pay a tuition fee to inculcate a sense of participation. A discounted fee of Rs. 25 per month would be paid by Select Students belonging to the SC,ST,OBC, BPL and girl categories while other Select Students would be required to pay Rs. 50 per month.

5.17 *Market-based fee for other students*

Apart from the 1,000 Select Students, the private entity may enrol upto 1,500 additional students, who will be charged fees as determined by the private entity. To the extent a school is able to enroll other students, the income derived from them would help cross-subsidise the education for Select Students and help improve the facilities in the respective schools.

5.18 *Use of school assets by the private entity*

The private entity would be permitted to use the school assets for other educational activities so as to enhance its revenue streams. This will help

cross-subsidise the education for Select Students and also raise the level of other facilities.

5.19 Selection criteria for applicants

Success of this scheme would depend on the private entities selected for this purpose. Private sponsors for these schools would, therefore, be selected on the basis of a transparent and fair selection process that would ensure selection of experienced, motivated and not-for-profit entities that are willing to invest their time and resources in creating centers of excellence in school education. The selection would be based on proven track record or capacity to establish and manage the schools rather than on financial bids based on the lowest offer. This is to ensure that the quality of education is not compromised by awarding schools to the lowest financial bidder, which in turn could result in lower salaries for teachers besides cost-cutting on other essential ingredients of good education.

A private entity would be eligible for selection in the following order of priority:

- (i) An applicant having experience of running a CBSE-affiliated school from where at least two batches have passed out from class X would qualify for allocation of upto three schools against each such existing school; an applicant who is running a CBSE-affiliated school from where two batches of class X have not yet passed out shall qualify for one school against each such existing school;
- (ii) a Non-Governmental Organisation (NGO) which is a corporate entity such as a company, society or trust (including a subsidiary or associate thereof) would qualify for allocation of upto three schools if it has an equivalent track record of at least 5 years in running an educational or social institution, provided it makes an interest-bearing deposit of Rs. 25 lakh for each school, which would be released in three equal annual instalments after the school is commissioned;

- (iii) a corporate entity having a net-worth of Rs. 25 crore and intending to set up PPP schools through a not-for-profit entity specified in para 5.3 above would be eligible for allocation of one school for every Rs. 25 crore of net-worth, provided it makes an interest-bearing deposit of Rs. 50 lakh for each school, which would be released in three equal annual instalments after the school is commissioned. In case more than three schools are allocated to a single entity, it may make an interest-bearing deposit of Rs. 25 lakh for each additional school.

A fair and transparent system of evaluation and scoring would be evolved and announced before inviting applications under this scheme. The selection criteria and its application would be fair and transparent so that in addition to ensuring that the best available applicants are selected, the selection process also enhances the confidence of the civil society in this initiative. For each location, the applicant who gets the highest score shall be the preferred applicant for award of the concession under this scheme.

An applicant under this scheme may either set up a new school or upgrade an existing institution to meet the requirements of this scheme.

5.20 *Ceiling on number of schools*

Not more than 25 schools may be awarded to a single entity. Two schools in rural areas would be counted as one school for the purposes of this ceiling. No single entity would be permitted to establish more than 10 schools in a single state or union territory. The above ceiling may be suitably relaxed if there are no eligible applicants for any particular location.

5.21 *Selection criteria for students*

Students will be selected by the management of the school on the basis of a transparent criteria and process which is consistent with the objectives of this Scheme. The extant guidelines applicable to the Navodaya Schools and Kendriya Vidyalayas, to the extent applicable to this scheme, shall broadly apply to the PPP Schools.

5.22 *Roll-out of the Scheme*

The award of concessions would be spread over 3 years based on the following indicative roll-out plan:

Academic Year	No. of schools
2011-12	500
2012-13	1,000
2013-14	1,000

Concessions for the schools selected for the academic year 2011-12 shall be awarded by December 2010.

5.23 *Managing Committee/ Governing Board*

The Managing Committee/ Governing Board will have adequate representation from the civil society, parents' representatives and the local government. This would enhance the spirit of community participation and accountability that would help the schools to benefit from local support.

5.24 *Teachers' Salaries and Training*

The quality of education is directly dependent on the quality of teachers and the level of their knowledge and skills. Since the selected private entity would, as a condition of this Scheme, be required to commit that it shall pay to its teaching staff salary and allowances no lower than the scales applicable for the KV schools, it should be possible for private entities to employ well-qualified teachers. Their training would be mandatory and shall conform to the standards recommended by CBSE for this purpose. It is expected that this arrangement would help create quality teachers who would set benchmarks in their respective spheres of influence.

5.25 *Name of Model Schools*

All schools under this scheme shall be named as Rashtriya Adarsh Vidyalaya. However, the respective private entities would be permitted to add two words of their choice (not being a name associated with any religion, caste or surname) before the word 'Rashtriya'. The said two words will be

placed in the upper line and the name of the school i.e. Rashtriya Adarsh Vidyalaya will be prominently displayed in the main line.

6 Concession structure

A Design, Build, Finance and Operate (DBFO) model would be followed for this scheme. At the end of the concession period, the school would remain with the private entity. The concessionaire would be responsible for financing, constructing and maintaining the physical infrastructure of the school campus and for managing the school in accordance with laid down parameters and key performance indicators.

7 Financing requirements in the 11th and 12th Five Year Plan

7.1 The 11th Plan allocation for PPP schools is Rs. 1,250 crore. It is expected that implementation of the scheme would commence only in 2011-12 owing to the delays in formulation and approval of the scheme. It is anticipated that expenditure on financial support to PPP schools during the 11th Plan period would be well within the allocation. In fact, the actual expenditure is likely to be much less than Rs. 500 crore.

7.2 It is expected that a majority of the 2,500 PPP schools would start functioning during the first year of the 12th Plan, i.e. in 2012-13. The financial support to a school during the first five-year period is expected to be about Rs. 6 crore on an average. Hence the expenditure on 2,500 schools during the 12th Plan period could be about Rs. 15,000 crore. However, implementation of this scheme may face start-up delays in selection of eligible applicants, acquisition of land by the private entities, financing and construction of infrastructure, enrolment of students etc. It would, therefore, be adequate if an allocation of Rs. 10,000 crore is made for this scheme during the 12th Five Year Plan. In case the actual expenditure turns out to be higher, additional Plan allocations shall be provided for meeting the deficit.

8 Enforcement and inspections

8.1 The concession agreement would be enforced by regular inspections, audit and monitoring for quality assurance. There would be stiff penalties for

violation of the agreement or for shortfalls in key performance indicators coupled with incentives for better performance.

- 8.2 Detailed arrangements would be spelt out in the concession agreement for regular reporting of outcomes which will be closely monitored by the government through extensive use of IT and UID systems besides appropriate tests, inspections and surveys. Since payment to the private entity will be based on output parameters, a close monitoring thereof would be ensured. Detailed arrangements for regular monitoring would be spelt out and enforced as part of the concession framework.

9 Nodal Agency

For initiating and implementing this scheme for 2,500 PPP schools, the government will set up a nodal agency broadly on the lines of Kendriya Vidyalaya and Navodaya Vidyalaya schemes, but with special emphasis on creating inter-disciplinary capacity to roll-out and monitor this scheme. The Nodal Agency may have regional offices, as necessary. Expert staff would be hired on contract basis, as necessary. The institutional approach and mindset required for rolling out and managing PPPs in school education is significantly different as compared to the direct control and administration of schools. Hence, a separate agency would be essential for ensuring the expected outcomes of this scheme.

10 Expected Outcomes

10.1 World-class education for 40 lakh children

It is expected that 40 lakh children, including 25 lakh children from socially and economically disadvantaged groups would get world-class education through the model schools set up under this scheme.

10.2 Savings in resources and time

Government provision of school infrastructure would require upfront budgetary allocation of about Rs. 15,000 crore. Given the paucity of budgetary resources, it is unlikely that the government would be able to finance such a program of investment except in a piecemeal fashion. Under

this PPP modality, the government will be able to spread out the cost of infrastructure provision over a period of about 15 years, thus making it possible for the program to be launched on a much larger scale.

10.3 Hiring of teaching staff

The school management would have the freedom to hire and train teachers and other staff. This would enable the schools to be functional in a shorter period.

10.4 Performance-linked payments

The private sector would not only bear the construction risk but would also be accountable for the quality and performance specifications set by the government. Use of a standardised concession agreement would help in speeding up the procurement process as well as in ensuring compliance with performance standards. Payments to private entities would be linked to performance-based outcomes.

10.5 Government's overarching role to continue

Government would continue to retain and discharge its obligation relating to the provision of high quality education, including setting of the curriculum and deciding on policy matters.

Some on-going models of government assistance for schools

(i) **Government - aided schools**

The private partner sets up the school and bears the entire capital cost of land and building infrastructure and appoints teaching and non-teaching staff. The management of the school is with the private partner. After the school has run in the private unaided mode for some time, the government provides grants in the form of teacher salary for a certain sanctioned strength. 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 whole of the non-salary recurring cost of the school based on certain norms. Generally, the State governments do not provide capital costs either for construction or for repair. 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 school managements to charge a separate monthly fee in different forms. Generally the grant 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 or performance of students.

(ii) **Residential schools in Andhra Pradesh**

The Government of Andhra Pradesh has launched 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 with the private partner bears the entire cost of school buildings and facilities. 75% of the seats in the school would be reserved for students to be sponsored by the State government for which the State would pay the recurring cost. The remaining 25% of the strength will be filled up with the management quota seats.

(iii) **Adarsh schools in Punjab**

The Government of Punjab is implementing the scheme of Adarsh schools to be set up at the rate of one at the block level in 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.

(iv) **PPP Schools in Rajasthan**

The Government of Rajasthan is setting 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 instalments. The State government would also reimburse a part of the recurring cost for the sponsored students through vouchers. 50% of the strength in each school would be reserved for students sponsored by the state government.