

PUBLIC PRIVATE PARTERSHIP IN SCHOOL EDUCATION

1. Concept of Public Private Partnership:

Public private partnership (PPP) is an approach used by government to deliver quality services to its population by using the expertise of the private sector. It is a contractual arrangement through which a private party performs part of the service delivery functions of the government while assuming associated risks. In return, the private party receives a fee from the government according to pre-determined performance criteria. Such payment may come out of the user charges or through the government budget or a combination of both.

The World Economic Forum defines the Public Private Partnership as a voluntary alliance between various actors from different sectors where both agree to work together to reach a common goal or to fulfil a specific need that involves shared responsibilities, means, competencies and risks.

2. PPP in School Education:

Traditionally, it has been the role of the government to provide school education to the appropriate age group. However, a variety of public private partnership already exists in this field, the most common being the government aided schools system in the country. In 2006-07, 30.05% of higher secondary schools and junior colleges, 27.15% of high schools, 6.75% of upper-primary schools, 3.19% of primary schools and 5.15% of pre-primary schools were run by private institutions with substantial financial assistance from the State Governments.

Various models of PPP exist around the world. The World Bank research study "Public Private Secondary Education for Developed countries – a comparative study" analysed the costs and achievements of private and public schools in five developing countries i.e. Columbia, Dominican Republic, Philippines, Tanzania and Thailand and it was found that:-

- (i) Students in private schools outperformed students in public schools on a variety of achievements
- (ii) Unit costs of private schools were lower than those of public schools and
- (iii) Private schools had greater authority for decision making at the school level and better emphasis on enhancing student achievement.

3. Types of PPP in School Education

Broadly, PPP in school education can operate to provide (i) infrastructural services, (ii) support services and (iii) educational services. There appears to be a progression in scope with the simplest being one in which the private partner provides infrastructure services but the government provides educational and other support services. The next stage in progression is where the private sector provides both infrastructure services and support services. The third type is where private sector provides infrastructure, support and educational services bundled together.

3.1 Provision of infrastructure (Private Financing Initiative):

In this model, the private partner builds, owns and operates the infrastructure facilities and the government uses these facilities for running the school through a long term agreement. The private sector has to arrange for finances and has the responsibility to build and maintain the infrastructure in lieu of which it is paid a fee over the period of the contract which is generally long term between 20 to 30 years. The ownership and the asset at the end of the contract period is generally transferred to the government, though a model can be developed where the ownership can be retained by the private sector.

Example: Building schools for the future in U.K. is a PFI to construct secondary school buildings in England. The programme is overseen by partnership for schools (PFS) and Partner U.K. (PUK). Under the scheme, school buildings are financed and built by the private partner and maintained during the contract period of 30 years. Strict

performance criteria for maintenance of the schools are fixed. Based on satisfactory maintenance, payment is made every year on quarterly basis. At the end of the contract period, the school buildings will be returned to the government. Generally the land where the school building is built belongs to the government or local body and the ownership of the building remains with the private partner during the contract period and the government uses the building infrastructure against payment of a fee.

A possible variation of this model is for the private sector to construct or make available the school building to the government for a fee, while the land and the building belong to the private partner and at the end of the contract period, these are returned to the private partner. During the period of use, the government pays a fee based on the satisfaction of certain performance parameters.

3.2 Provision of Support Services :

Under this model, the private sector provides certain support services in the school like school meals, IT facilities, laboratory, gym, transport facilities etc for which payment is made by government. These support services can be bundled alongwith building infrastructure or can be separately provided for. This is advantageous as the private partner with expertise in particular core areas would be able to provide such services in an efficient manner. For example, an established caterer would be able to provide school meals to a school or a group of schools more efficiently and at lower cost than if the services are arranged by the school in-house. The arrangement also leaves the school staff with more time to concentrate on the core educational activities rather than getting diverted to provide for support services for which they have no core competency.

Example: IT services are being provided in several government schools in several States like Tamilnadu, Karnataka and Andhra Pradesh by private partners who set up the entire hardware infrastructure along with facility management. The payment is made by the government schools based on availability of these services. Generally, such

contracts are given for a 3 to 5 year period. The fee could be further brought down if the services are allowed to be used by the private partner on commercial basis outside the school hours.

3.3 Infrastructure, support services and educational services:

Under this model, the entire school is set up and managed by the private partner. This includes construction of school building and provision of support services and educational services. The private partner has full control of management of the school including recruitment of teachers and staff. The government sponsors students to the school and pays a fee per student subject to satisfaction of certain performance criteria which may include attendance of students and teachers, qualification of teachers, availability and maintenance of pre-determined school infrastructure and services, achievement in learning outcome of students and examination results. A system of incentives is built in so that the schools are pushed to improve their performance continuously over time. Those schools which fail to perform would not receive payment from the government. Such a system would work well in urban areas where there is possibility of choice of more than one private school for parents through healthy competition among the existing schools to attract students. This would also tend to push up the performance level.

Example: (i) School Voucher programme, Chile: Since 1981, Chile has been providing vouchers to students to enroll in private schools. The government pays a monthly fixed fee to a private school. There is a price differentiation amongst private schools depending on their location and level of education. Families can make choice of their schools. However, the schools are not compelled to accept any student. Vouchers are paid directly to the schools.

(ii) Government aided schools in India: This is also a form of payment for provision of educational services to the private partner. However, these grants are generally paid in the form of teachers' salaries. Sometimes, part or full of the running

cost is also reimbursed. The private sector contributes fully to the capital cost for setting up the school. In turn, the school fee is regulated by the government to be generally at par with fees in Government schools. In this system, there is no incentive for better performance as the payment is neither made on per student basis nor is based on any performance criteria. Therefore, there is no incentive for quality improvement.

3.4 Management Services :

Under this PPP model, the government entrusts the management of the existing government school to a private partner, which would provide management services for the staff, finance and planning. This results in lowering bureaucratic constraints in managing the school and there is greater freedom to operate. However, the staff of the school is appointed by the government.

Example: Charter School, Alberta, Canada: Here the public school functions as a semi-autonomous unit. The school is completely publicly funded and is not permitted to select its students and is not permitted to charge tuition fee. The private partner manages the school.

3.5 Operational services:

In this variation, a government school is operated by a private partner and this includes deployment of its own teaching and non-teaching staff. This would result in greater management control by the private partner and greater accountability of the staff. The schools are more autonomous,

Example: Adopt a school in Pakistan: An NGO in Pakistan has taken up several public schools under this scheme. These are failed schools from which the staff is withdrawn by the Government and the school infrastructure is handed over to the private partner so that the private partner has the flexibility to employ its own staff and to

run the school with the existing students. A school council consisting of parents and the private partner manages and maintains the school facilities.

3.6 Professional services:

Certain professional services like teachers' training, quality assessment, student evaluation and other supplementary services can be contracted out by the government to a private partner. This helps in building up core competency in specific areas in the private sector and several private players can compete with each other so as to raise the standards and to lower the costs. Also the school officials will be free to spend more time on actual running of the school than concentrating on lateral services.

4. Rationale for PPP:

The following constitute some of the rationale for public private partnership in the school education system.

(1) Easing the budget constraint: There is a huge gap between the requirement and the availability of school infrastructure in the country. For example, in the secondary stage alone, the gross enrolment ratio from class IX-XII is 40.6%, whereas the vision of the country is to universalize the secondary education. To raise the enrolment ratio to 65%, the Working Group on Secondary Education constituted by the Planning Commission to assess the requirement during the 11th Plan has estimated the requirement to be Rs.1.45 lakh crore. It is not possible to provide such a large amount 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 a very huge sum of money upfront, government would be able to cater to a much larger student population.

(2). Efficiency gains: Private sector has greater efficiency in certain areas because of specialization. For example, those in the construction sector can create innovative designs for schools, those in the financial sector can create appropriate instruments for raising funds for schools, and similarly, private sector can provide support services and even operational services with much greater efficiency as compared to the government sector because of specialization. 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.

(3) 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.

(4). Speed of implementation: In a public sector school project, many players are involved and coordination becomes difficult. In general, construction of school building and opening of a full fledged high school takes about three years in government. Since the private partner would be interested in getting payment as soon as the services start being made available, the speed of implementation would be much quicker. It should be possible to complete the project in not more than 18 months.

(5) 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.

(6) 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.

(7) Quality monitoring: In case of PPP, government will monitor the quality in the school as payment is related to quality. The private partner would have an incentive to raise the quality of education in the school to be eligible for payment.

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

5. Range of services under PPP:

The private partner under PPP contract can provide the following range of services separately or in various combinations:

- (i) Infrastructure facility services (design, build and maintain school building)
- (ii) non-educational services (catering, transport of students etc)
- (iii) Support services (IT facility, library, playfield, gymnasium etc)
- (iv) educational services
- (v) teachers' training
- (vi) management of public schools (with the existing staff and facilities)
- (vii) operation of public schools (provision of teaching and non-teaching services including staff)
- (viii) provision of teaching services in private schools to publicly funded students (school voucher system).

6 Existing PPP models in India:

6.1 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. Once the school runs in the private unaided mode for sometime, 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.

6.2 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.

6.3 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.

6.4 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 instalments. 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.

6.5 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 instalments 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.

7. Some possible models of PPP for consideration :

There is a large unfulfilled need for quality education in the secondary education sector. It does not appear feasible for the State governments to fill this gap in the short term due to constraints on budget and capacity. PPP emerges as a viable alternative to improve access to quality school education while ensuring equity and social justice. Not only can the constraints be overcome, but the quality of education can be significantly enhanced through improvement of accountability structure. There is a perception that the accountability of teachers in private schools is much higher as compared to government schools because of the inherent structure of management. That is why even low income families make their best effort to send children to private schools by paying a much higher fee as compared to government schools which have nominal or no fee. Secondly, many state governments have stopped opening new high schools in the last decade due to acute financial constraint. The private schools have stepped

in to alleviate this situation, but those in rural and interior areas badly lack in quality. Since these unaided schools have to fully depend upon the school fee, and since affordability of the parents is low in such areas, it is possible that with the payment of per capita student cost equivalent to the actual cost in government schools, these schools can improve their quality in a significant way. Thirdly, the processes for construction of school building, recruitment and deployment of teachers, filling up of vacancies, etc. take unduly long time in the government set up. Private sector will be able to enhance efficiency in these areas and can bring professionalism into the system. Fourthly, involvement of private sector would generate healthy competition among many private parties and this would lower cost and improve standards. Thus, PPP could augment the government school system in a big way so that the phase-wise expansion that are inevitable in the present set up due to budgetary constraints and lack of capacity in the public sector can be overcome. To achieve this, the following models are proposed:-

7.1 Private Financing Initiative (PFI):

These would be for government schools where educational services would be provided by the public sector. However, since fund is a constraint to develop infrastructure, new schools sanctioned to be set up will have a PPP component for provision of physical infrastructure. The land would belong to government. A private partner would be selected through competitive bidding to construct school building alongwith associated facilities like electricity, water, sewage etc. The private sector would have to arrange funds for the same and would maintain the infrastructure during the contract period which would usually be of 20 to 30 years' duration. The annuity payment will be made by the government on quarterly basis based on certification by an independent agency about achievement of performance standards. These standards could relate to the state of availability and quality of maintenance of physical infrastructure. Deductions and penalties would be applicable in case of non-availability of any component of infrastructure or services which are to be provided under contract. Also, the first payment will be made only after the physical infrastructure is completely

ready and made available. This would push the private partner to reduce the construction period and hence would address the time-over-run problem , which is common in case of construction handled by public sector agencies. Another advantage would be the avoidance of involvement of too many government agencies. The third advantage is that the private partner could be asked to do innovative design. The government need not specify the type of design of the school but should specify its requirements based on which the private sector can propose innovative designs and lay-out plans, subject to approval. This would also enable appropriate schools to be built depending upon each geographical location and context.

This PPP model has the following advantages:

- (1) Reduction in construction time
- (2) reduction in cost due to innovative design
- (3) appropriate lay out plan and design
- (4) payment only if infrastructure and services are available.
- (5) payment spread over a long period thus avoiding upfront expenditure by government.
- (6) maintenance risks taken by the private provider.

However, there are some disadvantages, which include the following:

- (1) This is a new concept in India and an appropriate environment for such PPP would have to be created over time so as to attract reputed private partners.
- (2) If schools are in interior areas, these may not attract reputed private partners.
- (3) Payment of annuity in future years will have to be a first charge on government expenditure, thus reducing budgetary flexibility of Government.

- (4) The cost of borrowing by a private partner would generally be higher than that by the government, thus pushing up the cost of the project.

In the initial phase, it would be necessary to facilitate emergence consortiums of builders and financial institutions to take up such projects. The government would also have to assure timely payment of annuity through setting up of escrow accounts. Clear and objective performance indicators would have to be developed so as to prevent disputes in payment.

Under this model, the private partner has the responsibility only for providing building infrastructure and its maintenance and has no role to play in providing educational services. Therefore, these schools are purely government schools except for the fact that the schools are not built by government agencies nor is government fund used for construction at the initial stage. The usual process is to set up schools on design and build basis as against annuity payment. Whenever the government sanctions new schools, and buildings are to be constructed, this method can be used to get over the budget constraint and also to get the infrastructure ready in a short period of time.

It is also possible to use this model for refurbishing old schools. In such cases, the nature of refurbishment has to be clearly brought out in the bidding document. The private partner will have to refurbish the old building to the satisfaction of the government in lieu of an annuity payment. If the expenditure of investment is not very large, this annuity payment can be reduced to a period of 10 years subject to satisfactory maintenance of refurbished infrastructure during the period of contract.

It is also possible to award third party maintenance contract to private parties after the end of the initial contract period.

7.2 Whole School Management

In this model, the school building is constructed, the staff appointed and the educational services managed by the private partner against payment on per capita basis for the number of students sponsored by the government. The private partner is facilitated to set up a quality school. An agreement is entered into between the government and the private partner to deliver the agreed services. The private partner is responsible for both construction and operation. Thus, the capital cost is fully borne by the private partner. Once the school starts running, the recurring cost of students sponsored by the government are reimbursed by the government. The private partner has full autonomy to recruit its staff and for determining their service conditions and also for the smooth running of the school. The per capita fee is determined by a process of bidding among the technically competent and responsible private partners. In addition, the private sector is allowed to have a management quota for which appropriate fee, which is different and generally higher is charged. For government seats, the students are charged nominal or no fee as in Government Schools. Under the agreement, government gives a commitment to reimburse the per capita cost of a certain number of students for a certain number of years. Generally this could be a period between 10 to 20 years. This payment is dependent on the private partner satisfying predetermined performance criteria like provision of acceptable infrastructure and services, appropriate curriculum, performance of students in examinations and in learning achievements and other co-curricular activities. A system of incentives and disincentives is also built in to motivate the private partner to continuously improve quality. In addition to educational services, the per capita cost reimbursable by the government may also include mid-day meal, uniform, textbooks, annual health check up etc. The schools follow the curriculum framework set by the Government whereas the private partner devises appropriate pedagogy and educational delivery mechanism for optimal outcome.

7.3 Private Schools with full Government sponsorship:

This is a variation of whole school management model, but without a management quota. Under this model, private sector invests fully the capital cost to build the school. This also includes land for the school. The government facilitates necessary approvals to set up the school. All the students in the school are sponsored by the government. Such schools are possible in remote and interior areas, where affordability is low and management quota may not work. The performance indicators are specified to regulate payment of per child cost by the government. Since there are no management quota students, the requirement of monitoring of performance indicators will have to be more stringent. The duration of the agreement could be between 15 to 20 years.

7.4 Reform of government aided schools:

This is a type of PPP which already exists in most parts of India. 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

disincentives based on performance indicators should be introduced so as to improve the accountability at all levels.

7.5 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.

7.6 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.

7.7 Town Schools:

There are already many private schools running in non-metro towns and sub-urban 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.

7.8 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.

8. 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.

9. Volunteerism:

Many individuals are keen to contribute their mite to spread of education and 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 a 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.

Note:-

(i) Stakeholders, interested parties and public may send their comments to the following address:-

Director(School-1), Department of School Education & Literacy, Ministry of Human Resource Development, Government of India, C-Wing, Shastri Bhawan, New Delhi.

(ii) Comments may also be e-mailed to :- **dirs1.educ@nic.in**

(iii) Comments should be furnished within 60 days i.e. **by 9th November, 2009.**
