

PUBLIC-PRIVATE PARTNERSHIP IN HARYANA SCHOOL EDUCATION: OPPORTUNITIES AND CHALLENGES

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ABSTRACT

Over the last few years, rapidly growing Indian economy opened the scope for young educated and highly skilled manpower to meet the changing manpower needs of the modern world. The private sector especially in the education field has become complement to public educational institutions because government sector is plagued with capacity constraints. Education is the major sector for achieving and maintaining human development in a country, state and society. Education is an effective tool that serves as a mean for sharing of knowledge. It is a very vast field in which it is not easy to cater the needs of the students only by the government school system of education. Therefore, private sector is a right alternative that can improve the school education and reduce the gap between government school education and private school education. This type of partnership increases the efficiency of service delivery in this era of knowledge revolution. Public Private Partnership (PPP) leads to better quality and quantity in the school education. The present paper focused on the PPP in Haryana school education. It has been divided into four sections, Section-I related to the objectives, research methodology and concept. An attempt has been made to study PPP as an opportunity in Haryana school education in Section-II. Further, Section-III discussed about the challenges and the Section-IV provided suggestions for the improvement in PPP in school education field.

KEYWORDS

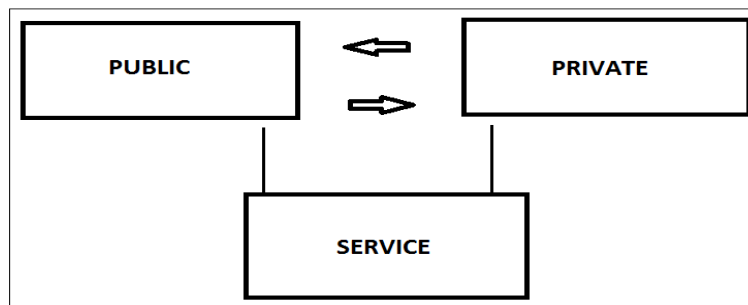
Public-Private Partnership, Government Aided Schools.

INTRODUCTION

Indian government has taken number of new initiatives in order to face the challenges of Liberalization, privatization and Globalization (LPG). Before 1976, education was the exclusive responsibility of the state governments but, after it through the 42nd Constitutional amendment act, education was incorporated to the concurrent list. As a result, education became a joint responsibility of the centre and state governments. In India, the Sarva Shiksha Abhiyan (SSA) takes care of elementary stage, the Madhymik Shiksha Abhiyan (MSA) is meant for secondary and higher secondary stage and Rashtriya Uchchar Shiksha Abhiyan (RUSA) is concerned with norms and standards of quality education in higher educational institutes.

PPP is just a partnership between government and private sector which does not imply complete privatization of school education system in the country. In fact, it is co-partnership of the both, in which partially government activities are performed by the private sector. In such a partnership the role of government is limited from direct education provision to focus on the basic activities such as: planning, funding, regulation and evaluation of education system. It can be easily understand through the figure: 1 that shows the co-partnership of the public as well as private sector to provide services to the citizens.

Figure: 1: Public-Private Partnership



Source: Author compilation

Figure- 1 clearly shows about the collaboration of the public and private sector which provides services to the citizens at a very large scale but, it does not reduce responsibility and accountability of the government. Specifically, government remains answerable for the quality and cost of services and the role of government remains as a facilitator and enabler. In the broader sense, it is a platform where government and private sectors join hands with each other to produce and deliver goods and services. Beyond the usual role performed by the private sector, it is now involved in providing basic social services like: education, medical care, housing and urban development.

During the last two decades, a matchless explosion in the areas of knowledge and revolution has taken place in the country. The virtual classrooms are becoming the need of the time and these are really going to bring fundamental changes in the classroom teaching and learning processes. The intense development of rural and urban society has put harsh pressure on the government’s capacity to serve the people. 11th Five Year Plan (FYP) 2007-12 of the Government of India (GOI) advocates repetitively of the benefits of PPP in education which is becoming more popular among most of the developing countries of the world. This is a new idea to get cooperation from the private sector and to encourage private sector to actively participate in the national development. Public and private sector jointly increase the coverage of education to ensure the concept of education for all, especially, in developing countries.

Consequently in the 11th FYP this partnership has been introduced by the GOI as a new scheme by opening up of 6000 new model schools in secondary school education affiliated to the Central Board of Secondary Education (CBSE). Out of which 2500 model schools have been kept under the PPP model. This initiative was taken GOI with an intension to provide school education in the backward and remote areas of the country where adequate schooling facilities are not available. In the Indian education sector, the schools are facing number of problems like: inadequate basic physical infrastructure like: buildings, toilets, electricity & drinking water, absenteeism of teachers, lack of good leadership and ineffective school management etc. Recently, there has been an increasing push by the governments towards engaging the private sector as partner for achieving the goals of school education in the different states of the country.

In the recent years, administration of Haryana school education has brought a major transformation in its own approaches, structures and functions to make administration more responsive to the educational needs of the people living at the grass root level. It is a reality that different administrative structures of school education at state, district and block levels provide proactive support and ensure efficient delivery of educational services to achieve the objectives of school education.

PPP IN HARYANA SCHOOL EDUCATION

Haryana, as a separate state, came in to existence on 1st November, 1966. It has been carved out of Punjab on the linguistic basis. The state has been administratively divided in to four divisions namely (1) Hisar (2) Ambala (3) Rohtak and (4) Gurgaon. Further, it has been divided in 21 districts, 62 sub-divisions, 83 tehsils, 47 sub-tehsils, 126 community developmental blocks.¹

Public and private connections in the field of education have emerged in many countries of the world in the 1990s, it works as a best medium of participation through which the skills and resources of the private sector can be utilized properly in the school education sector to increase efficiency and effectiveness in the delivery of school education. But, it does not mean withdrawal of the government from education sector rather it works a facilitator or regulator. The most relevant example of the PPP in the school education sector is the government aided schools which provide education to the young children in their respective areas. In the state of Haryana, there were 204 government aided schools which were providing schools education as a partner of the government, here in the state, this partnership was observed as an opportunity in

¹ Statistical Abstract Haryana, Government of Haryana, 2015-16.

providing the schools education. Haryana government contracted out many of the services to provide a specified service of a pre-defined quality at an approved price for a specific time period in the Government/Government Aided schools of Haryana. Appointment is made of a panel of arbitrators in respect of procurement contracts/rate contracts of goods and stores processed through the Directorate of Supply and Disposals, Government of Haryana. It is also made responsible for policy guidelines and for finalizing all the rate contracts.

OBJECTIVES OF THE PAPER

1. To discuss about the PPP at school level as an opportunity.
2. To find out the problems in way.
3. To suggest remedial measures.

RESEARCH METHODOLOGY

Primary and secondary data has been used in the present study. The primary data was collected from the teachers of the government and government aided schools through informal discussions with them and secondary data was collected from the newspapers, government reports and statistical abstracts.

PPP AS AN OPPORTUNITY

PPP as a new strategy provided a convenient chance to the private sector to work with the government sector and to reduce the government's responsibility. It is helping in increasing the access and quality of school education especially, for poor children who live in inaccessible areas of the country. This partnership has increased the opportunities in the school education sector.

- a. Each and every government has limited resources which are inadequate to meet the needs of the young generation. As a result an initiative has been taken by the Haryana government to encourage private participation and to utilize private resources in the state's school educational development.
- b. The government has invited private sector to operate normal business in education sector. As a result, it has promoted efficiency and innovation in the delivery of school education. State government provides only teachers cost and some infrastructure cost to the government aided schools. Board of School Education Haryana (BSEH) has directed the schools for marking attendance of the staff through biometric systems which may increase the stay of the staff in the government aided schools in Haryana.

- c. PPP has introduced innovation and investment in the schools and also generated voluntary contribution to the school education system to improve the quality of school education in the state. It also provides an alternative to the parents to receive education of their own choice.
- d. Public and private contract at the school level were seen as beneficial because they were more flexible than public sector working, generally the government sector has less autonomy in recruiting employees and organizing schools than the private sector. Private sector can recruit, remove and manage their employees more directly.

Therefore, PPP can be viewed as an opportunity for government and private schools system. This will bring success to achieve the objectives of Right to Free and Compulsory Education Act, 2009 (RTE) in Haryana. This Partnership has increased the reach of the government school system. It is well known that opportunities come with challenges which are discussed in the next section.

CHALLENGES FOR PPP IN SCHOOLS SYSTEM IN HARYANA

The state has a big set up for the school education so that each and every student can join school system but, the schools in Haryana are facing number of challenges in the routine functioning which can be discussed under these points:

- a. Grant-in-aid provided to the aided schools is very meager. Government is providing only 75 per cent aid to these schools and rest of the expenditure was managed by the school authorities.
- b. These schools are restricted to government regulation in terms of fees and admission of the students and recruitment & salaries of the school staff. But, in reality government has very little control over these schools because they follow curricula and norms of the state education board.
- c. School managements are not able to give salaries to their employees on time and some of them are misusing the grants. Consequently, number of times school staff has protested against the school authorities for such problems.
- d. The present state government is not intending to encourage government aided schools due to the scarcity of funds. Teachers of these schools have been demanding from a long period of time for assimilation in to the government schools.
- e. Many of the times, PPP programme received support or resistance from the different constituencies, stakeholders and teachers unions.

- f. In reality, this partnership provides more powers to the private sector that is causing use of inappropriate methods in case of fee rates and infrastructure expenditure made by the aided schools.

These are some of the challenges in the way of smooth public and private sector partnership in the school education field which required a systematic and permanent solution.

SUGGESTIONS FOR THE IMPROVEMENT

Education sector in the state has been working under the stress and the Government of Haryana need to cure it first. These were some of the suggestions which may be helpful to improve the conditions of the schools education system.

- a. The government should provide grants on the basis of enrollment in these schools and performance of these schools. Those schools do not meet the standards and non-performing schools should be shut down at the earliest. The investment should be made where it is necessary.
- b. The state should frame certain performance and quality standards for teaching staff recruitment and external examinations, failing which school should have to reimburse the aid received.
- c. The operational funding should be adequate and the government grant should be increased from 75 per cent to 95 per cent on the lines of the colleges to distribute timely salaries of the staff.
- d. The role of the state government need to be seen afresh, there is a need to strengthen the structure of PPP with local governments. Mutual learning is more important, it means the parties involved in partnership will adopt values, norms and perspective of the counterparts.
- e. A good design cannot ensure the success of a PPP in education. Private partners should be selected on the basis of experience, leadership and innovative approaches. This programme must also be implemented effectively and efficiently.
- f. The government educational institutions must develop their own capacity, establish quality assurance mechanisms, and develop appropriate performance measures for contractors.

These were some of the suggestions which may remove the particular problems of the school education system and brought success to provide quality education through the public-private partnership.

CONCLUSION

Through education young children can search adequate employment opportunities; they can develop skills and knowledge on the basis of that they enter in the different professions. In this way, they contribute in the economic development of the country. The government provides guidelines on food and hygiene for the school level kitchens under the Mid Day Meal Scheme with this it issues orders regarding attendance and monthly assessment tests. There is a mechanism to resolve the problems of the government aided school teachers, they can lodge their complaint in the office of the Director Elementary Education. A policy frame work on school education must take in to account the conflicting and contradictory position that prevailing in Haryana and achieve a balance in them. The government should choose their private partners by means of a transparent, competitive, and multi stage selection process. It should encourage partnership without compromising on the social objectives and the quality benchmark. There is a need to view education as different from the commercial goods and infrastructure.

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