

## **Scheme for setting up of 2,500 Model Schools under Public-Private Partnership (PPP) mode**

### **1. The concept of Model school**

**1.1** A model school will have infrastructure and facilities at least of the same standard as in a Kendriya Vidyalaya (KV) and with stipulations on pupil-teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome. The standards of a model school will be at par with KVS and the target for performance in Board examinations should also be at par with the average performance of the Kendriya Vidyalaya Sangathan (KVS).

**1.2.** Some of the key features of a model school will be:

- (i) Education provided in a Model school should be holistic and integral touching upon physical, emotional and aesthetic development in addition to academics.
- (ii) Either brand new schools may be established or existing schools may be converted into Model schools.
- (iii) Necessary infrastructure will be provided in such schools not only for satisfying teaching needs, but also for sports and co-curricular activities. There will be sufficient scope for sports, recreation and outdoor activities. Facilities like play ground, gardens, auditorium etc. will be provided in Model schools. A good library with books and magazines for students and teachers will be provided
- (iv) These schools will have adequate ICT infrastructure, Internet connectivity and full time computer teachers. Special emphasis may be given on teaching of Science, Maths and English. If required, bridge-courses may be introduced for weak students.
- (v) These schools will be provided with Arts and Music Teachers besides subject specific teachers as per the usual norms. These schools will also create facility for activities emphasizing Indian heritage and art & craft.
- (vi) The Teacher Pupil Ratio should not exceed 1:25 and the classrooms will be spacious enough to accommodate at least 30 students. However, classroom-students ratio will not exceed 1:40.
- (vii) The schools will have to follow the National Curriculum Framework 2005 and its subsequent versions as adopted by Government of India from time to time. At the same time, the curriculum should cast the local culture and environment and learning should be activity based.
- (viii) The school curricula should include the material/items that inculcate leadership qualities, team spirit, participation abilities, development of soft skills and ability to deal with real life situations.
- (ix) Health Education and health check up will be introduced in these schools.

- (x) These schools will have facilities to cater to disabled children and should have special teachers.
- (xi) Field trips and educational tours will be an integral part of the curriculum.
- (xii) Each school should have one counselor to address the educational, emotional and behavioral requirements of students.
- (xiii) The schools may provide for NCC training for students to inculcate the value of nationhood among them, as also to make them appreciate a disciplined way of life.
- (xiv) Selection of students will be through independent selection test.
- (xv) Selection of Principals and Teachers will be through an independent process to be developed in consultation with State Governments.
- (xvi) Model schools will have appropriate pace setting activities so that schools in the neighborhood can benefit.

2. **Objective of the scheme:** To provide access to high quality school education at the block level through these schools of excellence, so that every block in the country will have at least one such school which would be a model for all other schools in the block. All round development of the children of the school will be the goal.

3. **Benefits of PPP:** Some of the reasons for adopting the PPP approach for setting up model schools are as follows:

- (i) Possibility of setting up much larger number of schools than what the public outlay can support, through contribution to capital expenditure from private partners;
- (ii) Functional efficiency of private entities enabling early delivery of quality education;
- (iii) Risk of project completion and delivery of agreed outputs will be borne by 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 optimize on life-cycle costs and improve on quality of education, including the school infrastructure.

4. **Location of the schools:** Location of the school would be headquarters of the blocks which are not educationally backward. In blocks where a model school has already been set up or being planned to be set up under Corporate Social Responsibility (CSR), no model school is to be set up.

5. **Proposed framework:** The school infrastructure will be provided by the private entity which is legally competent to run an educational institution. This private entity could be a trust or a society or a not for profit company. *The Government will contribute to recurring cost on per capita basis for the students sponsored by the Government. Besides, additional 25% support will also be provided in respect of sponsored students*

*towards capital cost.* The initial period of the contract for such provision of quality education would be 10 years for each school, which is extendable as per mutual agreement.

**6 Land:** Land may be procured by the private entity on its own. However, the State Government will be requested to assist the private entity in securing the required land. The state governments will also be requested by the Central Government to make available required land on lease basis to private entity wherever possible subject to the condition that the lease period should be for a minimum period of 25 years. *The minimum requirement of land will be 3 acres except for hilly and difficult areas.*

**7. Stage of schooling:** Like the model schools in EBBs, these non-EBB schools would have classes from VI to XII.

**8. Affiliation to the Board:** The schools will be affiliated to Central Board of Secondary Education (CBSE). In exceptional circumstances, affiliation by other national Boards may also be considered.

**9. Norms for infrastructure:** Irrespective of whatever Board the school is affiliated to, the school would have to adhere to all norms of CBSE with reference to infrastructure, teaching resources and pedagogy.

**10 Medium of instruction:** The medium of instruction will be as per the norms of the affiliating National Board.

**11. No. of Students:** The Government would sponsor 140 students in each class totaling 980 for the school. *In case, any private partner is unable to get adequate number of sponsored students in a particular class, the ceiling per class may be relaxed within the overall limit of 980 sponsored students.* In addition, the school management can take students directly on payment of fee as appropriate. Total number of students however would not exceed 2500 in the school. However, there will be flexibility with regard to the number of students in each class subject to the limit prescribed.

**12. Admission:** As far as filling of Government quota is concerned, the model schools to be set up in PPP mode would follow the extant policy with regard to admission, i.e. the admission policy applicable to State sector model schools would also apply to PPP model schools. Students from the same block who have studied up to Class V will be eligible for admission. The admission test to be conducted would be a holistic one which will test the intrinsic potential and capabilities of the child.

The modalities of admission to the management seats will be left to the management to decide. However, the process would have to be transparent. The students from the management quota and the government quota will be mixed together in each class and should not form separate sections.

**13. Reservation:** Within the Government quota, reservation for SCs, STs and OBCs should be as per the State norms. There would be a reservation of 33% for girls. There will also be reservation as per the state government norms for the disabled children. There will be no reservation for any category under the management quota.

**14. Management seats:** Ideally, the ratio of Government sponsored seats to management seats is envisaged to be 50:50 which implies that the private entity could directly admit 140 students in each class resulting in a total student's strength of 1960 in the school. However, to make the school financially more viable, the private sector can be allowed to fill up to 60% of the seats leaving 40% for Government sponsored quota. In this case, the private sector can add 210 students in each class under management quota implying a maximum class size of 350 and the total strength of the school would be 2450.

It is possible that in some areas, which are comparatively backward and where affordability of fee for management seats is limited, the private sector could be asked to run the school with only government quota for the first three years and then bring it down to 60% in the next five years. In the opposite cases where the demand for management quota is very high, the private entity can be allowed to increase the management quota to 60% subject to the condition that the Government quota in absolute number remains at 140 in each class, i.e., a maximum of 980 for the school as a whole. It will be desirable to have fee paying students in the interest of viability of the schools. However, there will be no mandatory provision in respect of any minimum percentage of such students.

**15. Fees:** No fees will be charged from the Government sponsored students upto class VIII. Students sponsored by the Government in classes IX to XII will pay a nominal fee, which will be Rs. 25/- for SC/ST/Girls/BPL students and Rs.50/- for other select students. The private-partner may charge appropriate fee from the students under the management quota. School premises may be used by the private partner for vocational education or any approved educational activity (excluding coaching). However, the additional revenue generated by the private-partner will have to be ploughed back to the school since this will go towards improving the quality of schools. However, it will not reduce the financial support to be provided by the Central Government.

## **16 Financial support from the Government:**

### **16.1 : Recurring support :**

- (i) Financial support will be provided to each school management for every student under Government quota on a half yearly basis in advance against security to the extent of an equivalent amount valid for a period of 2 years. The amount due every year would be equivalent to the comparable average recurring cost incurred by KVS for a student *in the corresponding year* (excluding expenditure on employees' pension, maintenance of teachers' quarters, KVS Headquarters, regional offices, Zonal Institute of Education & Training etc).
- (ii) Normally, the figures for the current year will not be available and there will be a likely lag of 2 years. Because of this likely lag of two years in computing the accounts of KVS, the recurring support for a particular year (say n<sup>th</sup> year) would be fixed provisionally on the actual admissible expenditure incurred in KV schools two years earlier {(n-2)<sup>th</sup> year} plus 10% thereof calculated at the rate of a provisionally increase of 5% per annum. Necessary adjustments would be made in future payments.

**16.2: Infrastructure support :** In addition to the aforesaid, a sum equal to 25% of the monthly recurring support for each sponsored student shall be disbursed by way of infrastructure grant which may be used for defraying rentals, interest, debt repayment, etc. 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.

**17. Graduated support based on location:** The entire 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:

- 75% in cities with population exceeding 30 lakh.
- 90% in cities with population exceeding 10 lakh
- 100% in towns with population exceeding 1 lakh
- 105% in towns with population exceeding 20000
- 115% in towns/villages with population less than 20000
- 125% in NE, J&K and Tribal areas.

**18. Conditions for financial support:** The support will be provided on the basis of fulfillment of certain performance parameters with due weightage to the following:

- a) Results in Board Examinations
- b) Results of Learning Achievement Surveys to be conducted in schools for different classes every year.
- c) Availability of infrastructure including class rooms, laboratories, computer rooms, toilets, drinking water etc. and the quality of infrastructure.
- d) State of maintaining of infrastructure
- e) Students attendance,
- f) Teachers attendance,
- g) Performance in co-curricular activities including sports, games, art and music.
- h) Qualification of the teachers
- i) Status of refresher training of the teachers.
- j) ICT usage in the school.
- k) Reduction in drop out rates
- l) Test on spoken English used by the children

Whereas incentives may be provided for excellence in any of these items, stiff penalties will be imposed for not meeting the standards of any of the parameters. The payment would be based on “no service no fee” principle. Whether the parameters have been achieved would be certified by an independent third party monitoring agency.

**19. Phasing and duration of the Govt. support:**

In the first year, Classes 6 to 8 will be started together and thereafter one higher class would be added in each year till the school reaches Class 12. State support would be provided in the first year for 420 students and this would increase every year by 140 till year 5th when it would reach 980.

Initially the period of concession would be 10 years and the scheme would be extendable by mutual consent. However, the children who are already sponsored by Government

and are in the school at the end of 10 year-period, will continue to receive Govt. support till they complete their education in the same school.

**20 Roll out plan:** The phasing would be as follows:

a)	2012-13	:	500
b)	2013-14	:	1000
c)	2014-15	:	1000

**21. Bidding process:**

(i) Bidding would take place for each of the 2500 blocks. Each bidder would have to provide details about its financial and technical capability. The evaluation of bids would be based on the track record in the field of education, the financial standing and the commitment and preparedness to provide necessary infrastructure and governance structure. In the first stage, the bidding would take place with an understanding that not more than 60% of the seats would be from the management quota. However, if no satisfactory response is received in the first round, this can be varied in the second round.

(ii) It will be specified in the bid document that the school premises would be permitted to be used for vocational education and training and for other genuine educational purposes outside school hours. However, the private entity must indicate its desire to this effect in the bid document by elaborating on its strategy including how the additional revenue generated on this account will be ploughed back to the school for improving the overall quality.

(iii) Ceiling of 20 schools per state and 50 schools overall in the country will be fixed for any single private entity to run model schools. However, if sufficient number of private entities does not come forward at the bidding process, this condition can be relaxed appropriately in the subsequent rounds of bidding.

(iv) A Committee will be set up under the Chairpersonship of Secretary, Department of School Education and Literacy to frame the Request For Proposal which will also detail the modalities for the technical evaluation of the bids.

**22. Eligibility for selection:** The following entities may be eligible to be selected:

- An entity running at least one CBSE school from where at least two consecutive batches have passed out from class 10 will qualify for upto 3 schools;
- Those who have not come up to the Board examination level will qualify for one school
- An entity would qualify for 3 schools if it has a track record of running educational institutions for at least 5 years and if it makes an interest-bearing deposit of Rs. 25 lakh for each school, to be released in 3 annual installments after commissioning
- A corporate entity would be eligible for one school for every Rs. 25 crore net worth subject to interest-bearing deposit of Rs. 50 lakh each for upto 3 schools and Rs. 25 lakh per school thereafter.

**23. Concession agreement:** The private partner will have to enter into a concession agreement with the Central Government. The Concession agreement would basically be between the Government of India and the private entity. 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.

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.

**24. Role of State Government:** The State Government would facilitate availability of land for the school. It may also consider providing financial support beyond the initial 10 year period which is committed by the Central Government. It would also be requested to provide uniforms, textbooks and mid day meals as applicable in government schools. The State Government may also consider providing transport subsidy or free transport for students to come from different parts of the blocks to the school and back.

For issues concerning the States, such as land, admission test for children, teacher training, continuance of support beyond 10 years, provision of uniform, textbook, transport subsidy etc, a separate State support agreement between the State Govt. and the private partner may be drawn up. However, it would not be mandatory for the private entity to sign an agreement with the State Government.

## **25. Special responsibilities of Model Schools**

**25.1. Networking responsibility:** A model school would have the responsibility to have network with all the other secondary schools in the block. Whereas quarterly meetings of all the school principals are envisaged, the school would also organize teachers' in-service training. Therefore, the school must provide training facilities. It may be stipulated that the training room should be made available for at least 75 working days in a year to the Government to organize in-service training of teachers. However, the school can charge a reasonable fee for the use of its campus and facilities.

**25.2. Special teaching for weaker students:** In order to ensure the optimal level of learning achievement, intensive supportive teaching at the beginning of Class VI will be arranged so as to enable students for smooth transition to Class VI. Since many of the students selected under government quota may have studied in the regional medium up to Class V, whereas the medium of model school could be English, intensive coaching in English language will be made available by such school for students in classes 6 and 7 so that they can fully integrate.

**26. Name of the school:** The name of the school should be started with two words to be selected by the private entity (not associated with any caste, community or religion) followed by the words "Rashtriya Adarsh Vidyalaya". However, once the Government stops sponsoring children through government quota to the schools, the words "Rashtriya Adarsh Vidyalaya" will no longer be used by the private entity.

**27. Management of the school:** The management of the school will rest with the private entity with full autonomy in decision making. However, the school management committee will have representatives from parents, local bodies, state government and educational experts. The Central Government will have the discretion to nominate a representative if it so desires. There would be state level coordination councils for model schools and there will be parent teachers associations stipulated to meet on a quarterly basis in every school.

**28. Model School Organization:** A separate organisation called “Model School Organization” would be set up to administer both types of model schools, i.e. those under state government and those under PPP. This organization will be responsible for guidance, school inspection, regulatory issues and quality aspects.

**29. Evaluation:** There shall be an independent third party assessment on a continuous basis of the quality parameters as laid down. The assessing body will be selected in consultation with State Governments. While doing the evaluation, input will be taken from Block Panchayat also. The physical and financial progress of the project will be shared with the Block Panchayat concerned.

**30. Corporate Social Responsibility (CSR):** It is possible that several private firms would be ready to set up schools and run them as part of their Corporate Social Responsibility(CSR). In Blocks where a Model School has already been set up or being planned to be set up under CSR no Model School need be set up.

**SCHEDULE OF SPACE REQUIREMENT FOR CENTRALLY SPONSORED SCHOOL  
FOR ESTABLISHMENT OF NEW SCHOOLS IN KV TEMPLATE**

<u>S. No.</u>	Description of Space	<u>From Class VI to XII</u> (02 Sections in each class)			<u>From IX to XII</u> (02 Sections in each class)		
		No. of Rooms	Dimension (in Cms.)	Total Area (Sq.M.)	No. of Rooms	Dimension (in Cms.)	Total Area (Sq.M.)
<b>A)</b>	<b><u>TEACHING SPACES</u></b>						
1	Upper Primary Class Rooms	6	700 x 700	294.00	...	...	...
2	Secondary and H.S. Class Rooms	8	700 x 700	392.00	8	700 x 700	392.00
3	Computer Room	2	700 x 1060	148.40	2	700 x 1060	148.40
4	<u>a) Physics Lab.</u>						
	(i) Laboratory	1	700 x 880	61.60	1	700 x 860	61.60
	(ii) Store cum Teacher's Room	1	700x360	25.20	1	700x360	25.20
	<u>b) Chemistry Lab.</u>						
	(i) Laboratory	1	700 x 880	61.60	1	700 x 860	61.60
	(ii) Store cum Teacher's Room	1	700x360	25.20	1	700x360	25.20
	<u>c) Biology Lab.</u>						
	(i) Laboratory	1	700 x 880	61.60	1	700 x 860	61.60
	(ii) Store cum Teacher's Room	1	700x360	25.20	1	700x360	25.20
5	Resource Room (for Upper Primary & Secondary/H.S.)	1	700 x 700	49.00	1	700 x 700	49.00
6	Activity Room	1	700 x 1060	74.20	1	700 x 1060	74.20
7	Art Room	1	700 x 1060	74.20	1	700 x 1060	74.20
8	SUPW / Work Shop	1	700 x 1060	74.20	1	700 x 1060	74.20
9	Library	1	700 x 1420	99.40	1	700 x 1420	99.40

	<b>Total (A)</b>			<b>1465.80</b>			<b>1171.80</b>
<b>B)</b>	<b><u>ADMINISTRATIVE SPACES</u></b>						
1	Principal's Room	1	700x700	49.00	1	700 x 700	49.00
2	Office	1	700 x 700	49.00	1	700 x 700	49.00
3	Staff Common Room	1	700 x 700	49.00	1	700 x 700	49.00
4	Examination Room	1	700 x 340	23.80	1	700 x 340	23.80
	<b>Total (B)</b>			<b>170.80</b>			<b>170.80</b>
<b>C)</b>	<b><u>SERVICE &amp; SUPPORT SPACES</u></b>						
1	General Store	1	700 x 700	49.00	1	700 x 700	49.00
2	NCC/Scout / Guide Room	1	700 x 700	49.00	1	700 x 700	49.00
3	P.E.T Room	1	700 x 700	49.00	1	700 x 700	49.00
4	Medical Room	1	700 x 340	23.80	1	700 x 340	23.80
5	Math Lab.	1	700x700	49.00	1	700x700	49.00
	<b>Total ( C )</b>			<b>219.80</b>			<b>219.80</b>
	<b>Grand Total (A+B+C)</b>			<b>1856.40</b>			<b>1562.40</b>
	Add conversion factor 60% approx			1113.84			937.44
	<b>Total plinth area (subject to vary as per site conditions and architectural planning)</b>			<b>2970.24</b>			<b>2499.84</b>