

**DRAFT POLICY PRINCIPLES FOR CONSIDERATION
OF CORPORATION / STATE EDUCATION COUNCILS**

**PARTNERSHIP FOR QUALITY EDUCATION
IN MUNICIPAL CORPORATION AND STATE SCHOOLS**

Many countries have explored Partnerships in Education (Partnerships) as a reform measure for lifting the quality of education delivered, by introducing new skills and innovation into the public school system. Charter schools in the US and Academies in the UK are examples of Partnerships that have demonstrated positive impact.

In India, 20 schools of Municipal Corporation of Greater Mumbai (MCGM) have been operating under Partnerships with four non-profit operators. Students from these schools have consistently outperformed students from other government schools in independent third party assessments of learning outcomes. There are examples of Partnerships between government bodies and non-profit organisations in other states as well, including Rajasthan and Punjab.

This document outlines a proposed Partnership model, through which the Corporation or State can hope to provide high quality education to children enrolling in their schools.

The principles outlined have been derived from best practices from similar Partnership models around the world, in India and inputs from experts.

ARTICLE 1. OBJECTIVE

The CORPORATION shall enter into a Memorandum of Understanding with private non-profit operators allowing them to manage and operate CORPORATION schools on a non-profit basis to improve the overall quality of the school system. Before entering into such a Memorandum of Understanding, the CORPORATION shall follow a four-step process that shall consist of:

1. Constituting a Partnerships Secretariat (PSec) within the CORPORATION for regular co-ordination with Partnerships schools and to fulfill the obligations set out in Article 2.1 herein.
2. Setting up an Empowered Partnerships Steering Group (PSG) that will meet once every month or on an as-needed basis to fulfill the obligations set out in Article 2.2 herein.
3. Setting up a clear and transparent mechanism for selection and identification of schools, which are opened up for Partnerships by the CORPORATION as set out in Article 2.3 herein.
4. Selecting private nonprofit operators with a commitment to improving the quality of CORPORATION schools as set out in Article 2.4 herein.

For the purpose of this Article, the private non-profit operator shall be placed in peaceful and vacant possession of the Property on which the school is located. When there is a need for expansion, on the written request of the private non-profit operator, the CORPORATION shall provide additional space (with repairs and renovation as per specifications given by the private non-profit operator to the CORPORATION to meet the expansion need of school.)

The said Property shall be used for running the school to provide education to underprivileged children and for such other activities that would enable the private non-profit operator to reach out to the underprivileged children after the normal school hours without affecting the education of the students.

1.1 DURATION OF ENGAGEMENT

Improvement of school quality is a long-term endeavour and hence CORPORATION's Concession Agreement with the private nonprofit operator will be for a minimum period of 15 years for each school and renewable based on the school's performance.

In case of violation of contract or non-performance by either partner, the Concession Agreement may be terminated sooner.

ARTICLE 2. OBLIGATIONS OF CORPORATION AND PRIVATE NON-PROFIT OPERATOR

The CORPORATION shall:

- i. create a Partnerships Secretariat, referred to as PSec hereafter (details under Article 2.1)
- ii. provide private non-profit operators with rent-free access to land and building (minimum acceptable standards defined in Article 2.3).
- iii. cover the costs for utilities (electricity, water, sanitation on actuals).
- iv. Provide a cost per child reimbursement to the non profit private operators to cover operational costs
- v. be responsible for major structural/ other repairs to the schools.
- vi. be responsible for providing government entitlements for students (text books, uniform, mid-day meals and stationery).
- vii. ensure that students get the benefit of all other government schemes.
- viii. conduct annual 3rd party assessment and evaluation on KPI's defined in the Policy document Article 6.2 (costs to be borne by the CORPORATION)
- ix. cover the cost of outsourced non-teaching staff (class IV) at the same rate currently incurred by the CORPORATION (increments would be applicable to the private operators' reimbursements).

- x. allow the private non-profit operator to create its own calendar, provided relevant government regulations are complied with.
- xi. be responsible for the transition from Primary to Secondary Section and will try its best to do the necessary formalities with Secondary Sections so as to enable the students to continue studies up to the 10th/12th standards. (This is not applicable to K-12 schools)

The Private non-profit operator is accountable for student achievement and in turn gets full operational autonomy. The Private non-profit operator will be responsible for:

- i. Community outreach for improving student enrolment
- ii. Admitting students based on existing government norms (no pre-screening/ selection of students, all students to be given admission provided there are available seats)
- iii. Operating LKG, UKG and Class 1 in the first two years, and extending this to Class 5 from Year 3 onwards
- iv. Recruitment of principals and teachers, managing their promotions and paying their salaries. Ensuring that schools meet the minimum teacher qualification requirements as per state regulations. Minimum wages and any other statutory requirements applicable by state government must be complied with.
- v. Additional teaching learning materials, innovative curriculum
- vi. Continuous professional development of principals and teachers
- vii. Co-curricular activities for children to ensure holistic development not provided by CORPORATION
- viii. Administrative costs for each school and the network as a whole
- ix. Undertaking minor repairs (no permission from CORPORATION is required for this)
- x. Submission of reports (financial and administrative) to CORPORATION
- xi. Follow the CORPORATION's reporting requirements as defined in the MOU and present reports on a yearly basis to the CORPORATION.

- xii. Taking the school up to Class V with the option of extending it to Class VIII (CORPORATION will incur capital expansion cost) (not applicable to K-12 schools).
- xiii. Flexibility to run two-schools in two separate shifts (morning and afternoon) in the same premise. CORPORATION will treat these as two separate schools

Further, the partner must adhere to the following:

- i. Must not charge any fee from the students
- ii. Will take prior permission from the CORPORATION to use the premises for any revenue generating activities (education related only)
- iii. Will not undertake any additional construction/extension to the building. Not undertake any major repair without explicit permission from the CORPORATION. However, if the CORPORATION wants repairs done then they must give one month's advance notice to the particular operator
- iv. Use NCF 2005 as the over-arching framework for standards for teaching, teacher training, remediation and student assessment.

2.1 CREATION OF A PARTNERSHIPS SECRETARIAT (PSEC)

The Partnerships Secretariat (PSec) will be the administrative department within the CORPORATION responsible for all co-ordination between the department and the Partnerships schools.

2.1.1 COMPOSITION OF PSEC

The PSec shall be composed of:

- Director Education, CORPORATION
- Deputy Director Education, CORPORATION
- Assistant Director Education, CORPORATION
- Representatives from the Legal and Finance departments of the CORPORATION

The roles and responsibilities of the PSec are outlined in detail in Appendix 1.

2.2 EMPOWERED 'PARTNERSHIPS' STEERING GROUP (PSG)

The CORPORATION shall set up the PSG to assist with on-ground implementation, continuous review and improvement of the Partnerships policy.

2.2.1 COMPOSITION OF PSG

The PSG shall be composed of 7 members with representation from the CORPORATION (in majority) and civil society.

Commissioner, CORPORATION will be the Chair of the PSG and call regular meetings. Deputy Commissioner Education, CORPORATION shall act as the coordinator of the PSG.

- The private representatives on the PSG shall be selected by the CORPORATION.
- New private representatives must be nominated by PSG members every three years, to replace existing members who will retire on rotation.

The PSG will be responsible for setting up the following subcommittees – Technical Evaluation (Non-profit Private Operator Selection) and Monitoring & Evaluation. The role and responsibilities of the PSG are outlined in detail in Appendix 2.

2.2.2 OBLIGATIONS OF THE PSG AND ITS SUBCOMMITTEES

The obligations of the PSG shall consist of -

- i. drafting a Request for Proposal and devising a process to invite private participation in CORPORATION's Partnerships
- ii. guiding PSec to evaluate and shortlist RFPs
- iii. conducting annual reviews of Partnership schools based on policy guidelines
- iv. reviewing policy framework every 3-5 years or as required; and
- v. determining the extension of private non-profit operators as per policy guidelines.

2.3 SELECTION OF SCHOOLS

It is proposed that there is a clear and transparent mechanism for selection and identification of schools that are opened up for Partnerships by the CORPORATION. PSec will identify low-performing schools with 'minimum standards' across all CORPORATION wards when selecting the schools that will be given out for Partnerships in the first year. CORPORATION will not hand over more than five schools to any given operator in a single year.

The following criteria are suggested for school selection:

- Preferably within 1km radius of low-income settlements
- Must have low student enrolment
- Schools must have permanent functional buildings in good working condition (no capital expenditure is expected from the private non-profit operator)
- Provision for clean drinking water and functional toilets for boys and girls

The private non-profit operator will be responsible for hiring all new teachers, principal and class IV employees on the rolls of their school and will pay for them directly as private employees. Staff of the school will always be on the specific school's or network's rolls.

2.4 SELECTION OF PRIVATE NON-PROFIT OPERATORS

CORPORATION shall follow the process set out below for operator selection. This process shall apply to all operators applying for schools.

- The CORPORATION shall circulate publicly the Partnerships Resolution on approval from the council and shall call for expression of interest from private non-profit operators to apply.
- Chairman, Education Committee, CORPORATION (based on PSG's recommendation) will constitute a Technical Evaluation Committee (TEC) from amongst the PSG members for evaluating the proposals received from the interested private non-profit operators.
- The details of the Partnerships framework and the application form (RFQ) shall be available online on the CORPORATION's website, with a prescribed deadline. Partnership application forms for the academic session starting in April shall be made available online in the month of June of the previous year. The final decision on the applications received in June shall be announced by October. All applications (RFQ's) will be pre-screened by the TEC and shortlisted candidates will be invited to respond to an RFP which will be sent separately. (months may vary based on academic calendars)
- To ensure that only high quality operators are part of this programme, operators will be brought on board through a clear procedure and well-defined selection criteria (indicative criteria listed in Appendix 3). Only organisations that comply with the following criteria will be eligible to apply for the CORPORATION Partnerships programme –
 - Must be registered as non-profit entity or Corporate CSRs
 - Must have relevant education sector experience
 - Must have a clean legal record
 - Must not have any communal or political agenda
 - Must meet predefined financial health criteria

2.4.1 SCREENING FOR ELIGIBILITY

The screening for eligibility of private non-profit operators shall be conducted by the CORPORATION's PSec. The CORPORATION shall conduct a due diligence on each operator and put forth shortlisted applicants to the Technical Evaluation subcommittee of the PSG. The composition of this subcommittee shall follow the guidelines set out in Appendix 2.

The Technical Evaluation Subcommittee shall review the technical proposal of the shortlisted applicants on the basis of a clearly pre-defined rubric, and will further shortlist a final list of eligible private non-profit operators for the Final Presentation.

As part of the technical evaluation, each applicant shall be rated on a 100 point scale. Applicants scoring at least 60 points out of 100 shall be invited for the Final Presentation round.

Private non-profit applicants that qualify the Final Presentation round with the Technical Evaluation sub-committee shall be invited to sign a Memorandum of Understanding (Master Concession Agreement) with the CORPORATION for the Partnerships.

2.4.2 ALLOCATION OF SCHOOLS

The CORPORATION will send a list of schools for which private partners are being invited along with the RFP. Each private operator will be required to indicate their preference of schools that they would like to manage. An attempt will be made to allocate the schools as per these preferences. However, in the case of overlaps, the PSec will use their discretion to make a final decision on allocation.

ARTICLE 3: SCHOOL GOVERNANCE

To maintain the accountability of the Partnerships schools it is crucial to have a clear governance structure in the running of the schools by Private non-profit operators. It is proposed that every school/ network have a governing council with representation of all stakeholders as prescribed under the RTE. This is to allow for maximum autonomy and efficiency in school management. Meetings are expected to take place once every quarter with the mandate to monitor the school's progress on input, process and output indicators, such as student enrollment, student attendance, teacher attendance and student outcomes.

Every school will be required to setup a School Management Committee (SMC) as per RTE Rules.

ARTICLE 4: TEACHERS

4.1 TEACHER SELECTION

The private non-profit operator will have complete autonomy to select teachers for the Partnerships schools.

The private operator will have the flexibility to appoint teachers/ school leaders (and manage promotions) and place them at various grade levels based on their own placement criteria. They will be expected to comply with minimum Qualification criteria and Pupil Teacher Ratio as per RTE (1:35) while appointing teachers.

4.2 TEACHER SERVICE CONTRACTS

At the time of recruitment, the School Management shall enter into a service contract with every teacher/ school leader clearly stipulating the conditions of service including their monthly emoluments, roles and responsibilities, annual appraisal process/ evaluation criteria and conditions under which the service contract may be discontinued.

The service contract will be between the School Management and the teacher/ school leader only. In case of a dispute/ lawsuit arising between a Partnerships teacher/ school leader and the School Management, there will be no financial or legal liability on the CORPORATION under any circumstances. In the eventuality that such a financial liability falls upon the CORPORATION, the CORPORATION will pass it on to the private non-profit operator as per their contract. The private non-profit operator will be expected to indemnify the CORPORATION against any staff or teacher related liability. A legal contract will be drafted between the CORPORATION and the private operator ensuring indemnification.

4.3 TEACHER PERFORMANCE EVALUATION

Prior to the beginning of every academic year, the school leader shall communicate expected performance standards of each teacher and the evaluation criteria that will be used to measure performance. The performance of every teacher shall be evaluated at the close of each academic year and records for this will be maintained.

In the same way the governing council shall communicate expected performance standards and evaluation criteria to the school leader. At the close of the academic year the performance of the school leader will be evaluated per the stated criteria and records maintained.

ARTICLE 5: STUDENT OUTREACH

Student outreach for admissions will be the responsibility of the private non-profit operator. The private non-profit operator will not actively reach out to students enrolled in CORPORATION & Government schools. Admissions will be granted to students at early grade levels LKG, UKG and 1 for the first two years, and to students across LKG-Class 5 in subsequent years.

ARTICLE 6: REPORTING, MONITORING AND EVALUATION

6.1 REPORTING

The CORPORATION will be provided with regular (quarterly) reports on student enrollment, student attendance, number of teaching and non-teaching staff and staff attendance. The CORPORATION shall not seek information from the private non-

profit operator pertaining to any other matters other than the schools it runs/manages within the CORPORATION school system.

6.2 MONITORING

Monitoring and evaluation will be a key area of activity to track the progress being undertaken by the Partnerships schools. This process will generate the necessary data on all the inputs and outcome indicators agreed upon to measure the progress of the Partnerships schools. Under this policy it is being proposed that there is an annual 3rd party assessment of all the Partnerships schools and hence no internal CORPORATION inspections will be required. The focus of these annual assessments will be to conduct a baseline and end line of student learning levels/ achievements to track year on year growth of every child in private non-profit operator schools and also to benchmark Partnerships school performance against non-Partnerships CORPORATION schools. This evaluation will be funded by the CORPORATION and must be a part of their annual work plan and budget.

The criteria for evaluation and the exact performance indicators will be determined in consultation with the 3rd party agency and the M&E sub-committee of PSG. The indicators may evolve over time based on applicability and maturity of the model.

An indicative list of KPIs for the annual evaluation of Partnerships schools are as follows:

Key Performance Indicators	Weightages in Yr 1, Yr 2	Weightages Yr 3 onwards
Near Term Indicators <ul style="list-style-type: none"> • Improved student enrolment • Teacher attendance • Student attendance • Parent engagement evaluated basis attendance in SMC meetings • Regular training of school leaders/ teachers • Maintaining a safe and hygienic environment for children e.g. no live exposed wires, no open man-holes, clean functional toilets etc 	80%	30%
Medium Term Indicators <ul style="list-style-type: none"> • Lower dropout rates than other CORPORATION schools 	20%	70% From Year 3, for

<ul style="list-style-type: none"> Assessment of student learning outcomes using tools/ tests based on principles laid down in NCF 2005 (covering School Readiness for KG & Class 1, Language & Maths for Class 2 onwards) 		<p>the purpose of evaluating performance on KPIs, outcomes of only those students will be included who have been in the school for at least 2 years</p>
Total	100%	100%

* Assessment of student learning outcomes: CORPORATION will undertake regular third party assessment of student learning by a credible third party agency for the entire system - Partnerships and other CORPORATION schools. The assessment tool will be based on the principles of NCF 2005 and cover School Readiness for KG and Class 1 students and Language (Hindi/ English/ other language depending on the medium of instruction) and Maths from Class 2 onwards. The assessment for a particular standard will also include competencies of previous standards, with proportion of competencies of each standard defined scientifically and consistently.

ARTICLE 6.3 EVALUATION

Evaluation based on student learning outcomes: Evaluation of the Partnerships schools on student learning outcomes shall be done at two levels: (i) performance of the school in relation to other CORPORATION schools through the same objective third party assessment of student learning and (ii) baseline to end-line movement for each class through objective third party assessment of student learning.

The World Bank's Early Development Instrument for Measuring School Readiness (or an equally effective tool) is one option for evaluating the performance of children in early grades (KG & Class 1). For Classes 2 to 5, the assessment for a particular standard shall also include competencies of previous standards, with proportion of competencies of each standard defined scientifically and consistently.

Each school shall be evaluated separately and consequences (for example, reimbursement and exit) shall be determined separately by school, even within the same Private non-profit operator network.

The evaluation results, along with reasons, shall be disclosed to the private non-profit operator/ network to ensure transparency.

ARTICLE 7: SELECTION OF A THIRD PARTY AGENCY FOR SCHOOL EVALUATIONS

The selection of a third party agency should be done by the PSG Monitoring and Evaluation (M&E) Subcommittee with a final recommendation to the CORPORATION.

7.1 SELECTION CRITERIA

Selection criteria for third party agencies may include the following:

- The third party agency must be independent—it must not be managing CORPORATION schools;
- It must have 3+ years of experience in student assessments;
- It must have the ability to carry out large scale assessments;
- It must have the ability to bear the cost of conducting assessments/evaluations and reporting;
- It must have the ability to train SCERT and CORPORATION staff across zones to conduct workshops on interpretation of data and using it for appropriate interventions;
- It must possess technical expertise;
- It must have capabilities to deliver analytics required for continuous school improvement.
- It must be cost effective for CORPORATION to consider scaling at their cost

7.2 EMPANELMENT OF MULTIPLE THIRD PARTY AGENCIES

The PSec will empanel multiple agencies to conduct the assessments once the assessments framework and standards are finalized. This will be applied when the number of schools is expanded beyond the reach of a single assessment agency.

ARTICLE 8: REIMBURSEMENT FOR PERFORMANCE

As per the policy it is being proposed that the CORPORATION will reimburse the private non-profit operators at the end of every quarter. This will be based on the number of children enrolled in the school on a 'Cost per Child' (CPC) reimbursement model. The 'Cost per Child' reimbursement calculation will be a pre-determined number, calculated annually by the PSG, basis which the CORPORATION will reimburse private operators. The basis for calculating the CPC will be to consolidate ALL expenses to be incurred by the private operator in running the school divided by the number of children in that school.

Reimbursement will be made Quarterly. Private operators must submit their reports and reimbursement claims to the CORPORATION within one month of the quarter-end. The CORPORATION will process their claims within 45 days of receiving complete documentation. If the CORPORATION is unable to make the payment

within the 45 day period, they will incur a 10% interest penalty on claims for the preceding quarter.

If payment is delayed beyond 6 months, the private non-profit operator has the option to exit without notice.

Funding:

CORPORATION will reimburse private not profit operators on a quarterly basis on a Cost Per Child (CPC) basis. The CPC will include all the items below. The costs will be consolidated and a 'Cost Per Child' will be determined annually before inviting applications from non-profit private operators (will be included in the RFP).

- 100% of Teacher, Principal and other staff salaries.
- Annual maintenance expenses
- Teaching-learning materials
- Any other expenses incurred by the CORPORATION in their own schools

* The CORPORATION will also provide in-kind support in the form of Utility bill payments, uniforms, books, mid-day meals and all other entitlements under any schemes or provisions from the government to CORPORATION schools.

If the private non-profit operator fulfills performance goals partially (50-100%) in Years 1 and 2, the CORPORATION should reimburse them conditional to goals being met in Year 3. While 100% of the reimbursement will be provided despite not achieving the targets, the PSG will have discretionary authority on the Contract extension for the private operator if the situation persists.

If the private operators achieves greater than 100% of its targets in the year, the PSG will have discretionary authority to reward them a one time annual grant of Rs. 25,000 which must be utilized towards the school's budget.

ARTICLE 9: EXITING NON PERFORMERS

As the key driver of this policy is Quality Improvement of schools it is necessary to have norms and rules around non-performance of the private non-profit operator.

If the final score of a partner's school is 50 or below (on the Key Performance Indicators specified under the M&E section), the partner will receive a formal notice from M&E subcommittee of the PSG to improve its performance and a 3rd party agency will be set up to review the school in depth:

- Based on the findings of the panel, if there seem to be positive efforts being made but specific inputs or the linkage to outcomes may be missing, the partner will be given constructive feedback and will be asked to show improvement on an ongoing basis. If the final score remains below 50 for the

third consecutive evaluation (conducted quarterly since the school is underperforming), the operator will be served a 3-month notice for termination/handover. In such a case, the school will either be taken back by the CORPORATION or handed over to another partner who may be in a position to adopt it.

- However, based on the findings of the panel, if there are gross violations or negligence on the key inputs for quality, the partnership can be terminated sooner, after approval from the PSG.

The process of termination must be made transparent which will include dissemination of results against key performance indicators to all members of the PSG.

9.1 CONSEQUENCES OF TERMINATION

Upon termination, the school shall be handed back to the CORPORATION who may choose to hand it over to another private non-profit operator or run it themselves. In order to minimize academic disruption during the process of termination, the PSG shall be required to provide special attention to the school. The PSG M&E Committee will form a team of education experts that shall assist the school at the time of crises for handing over to the CORPORATION/ new Private non-profit Operator. In such a case, the termination of the school staff will be the responsibility of the non-profit operator.

In the event of termination of the school contract, the private operator will be expected to clear ALL contractual obligations of staff and teachers before handing over the school to another private operator or the CORPORATION. No staff or teacher liabilities will be carried over to the CORPORATION or other private operator under any circumstances. This will be made explicit in teacher contracts prior to their employment by any private operator.

ARTICLE 10: PARTNERSHIPS SCHOOL BRANDING

The Partnerships CORPORATION Schools would require a special branding for various stakeholders to identify with for e.g. In the UK these type of schools are called ‘Academies’ in the US they are called ‘Charter Schools’. In India we have the central/state government run ‘Kendriya Vidyalays’ and the residential ‘Navodaya Vidyalayas’ and the girls only ‘Kasturba Gandhi Balika Vidyalayas’.

Alternatively:

The Corporation should consider the terminology: “In Partnership With XXXXXX” as a sub branding for CORPORATION schools.

ARTICLE 11: AUDITED STATEMENTS OF ACCOUNTS

All private non-profit operators shall be required to submit their audited balance sheet annually to the PSec and be agreeable to an independent third party audit by an empanelled agency as required.

ARTICLE 12: PENALTIES

If Private non-profit operators are unable to produce the necessary documentation or are non-compliant or have not been able to fulfill the requirements of the Memorandum of Understanding, entered into between the CORPORATION and Private non-profit operators pursuant to this Draft Policy, they may seek the imposition of penalties (to be determined and written in the contract) or face termination as recommended by the PSG. These penalties may be determined based on the severity of the violation.

ARTICLE 13: EXIT WITHOUT REASON

The CORPORATION or the private non-profit operator may choose to exit the contract for 'No reason' with a prior notice to the other party of 5 years. This must be sent in writing to the other party at the address provided in the MoU.

ARTICLE 14: DISPUTE RESOLUTION

In the event of any dispute, difference or claim arising out of or in relation to this engagement, including the validity, performance or breach thereof, which the Parties cannot settle by mutual agreement, this shall be referred to the jurisdiction of the local city courts.

APENDICES

DRAFT

Appendix 1: Roles and Responsibilities of PSec

- To nominate a single point contact for all Partnerships schools
- Responsible for all communication, reports, notices to and from Partnerships schools
- Provide a circular to all concerned on the role of partner organisation, and the elements of flexibility/ autonomy.
- Co-ordination and setting up of PSG (defined in Article 2.3) meetings and agenda
- Documentation of minutes and follow-through on actions required from PSG meetings
- Co-ordination and setting up of annual review of Partnerships schools
- Coordination and setting up of Partnerships sub-committee meetings (Partner Selection/Technical Evaluation, Monitoring & Evaluation)
- Documentation of minutes and follow-through on actions required from PSG sub-committee meetings
- Responsible for media engagement/ external communications on Partnerships schools

Appendix 2: Roles and Responsibilities of PSG

- Draft RFP and process to invite private participation in CORPORATION's Partnerships
- Guide PSec to evaluate and shortlist RFPs
- The PSG shall have two subcommittees
 - Partner Selection/Technical Evaluation Committee
 - Monitoring & Evaluation (M&E) Committee
- Formulate each of the PSG subcommittees as follows. Each subcommittee will be composed of 5 members from the PSG. The subcommittees will not include anyone from amongst the applying private non-profit operators. The subcommittees will include representation from the CORPORATION and civil society.
- Facilitate creation of Partnerships secretariat with defined roles and responsibilities at CORPORATION
- Annual reviews of Partnerships schools based on policy guidelines
- Review of policy framework every 3-5 years or as required
- Determine termination and extension of private non-profit operators as per policy guidelines

Appendix 3

Selection criteria for School Operator (this will be accompanied by a well-defined rubric for the Selection Sub-committee)

#	Criterion	Weightage	Scoring guideline (that is, break-up of total weightage for specific sub-criteria and method of scoring)
1	Strength of leadership and managerial team	40	1.1 Quality of Management/ leadership team of organisation (out of 15 points) 1.2 Quality of Team members with education background/ expertise (out of 15 points) 1.3 Strength of current team vis-à-vis number of schools the private non-profit operator would like to manage (out of 10 points)
2	Vision for the school and education model	40	2.1 Proposed vision and school development plan with focus on learning outcomes (out of 30 points) 2.1 Proposed approach in pedagogy, teaching-learning, teacher training, leadership training, community outreach and inclusive education with detailed evidence towards achieving student outcomes (out of 10 points)
3	Number of years and breadth of experience in education	20	4.1 Number of years of relevant education experience (out of 10 points) 4.2 Range of relevant themes worked on—for example, teacher training, remedial, running schools etc (out of 10 points)
		100	