

P3 Model in Indian Higher Education -A SWOT Analysis

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Abstract

PPP represents a mutually beneficial partnership between the public and private body, wherein both entities collaborate to leverage their respective capabilities. Numerous successful PPP models can be observed worldwide, each harmonizing the specialised roles of the alliance partners. The application of PPP approach has gained significant traction in sectors such as healthcare, tourism, infrastructure development, power, highways construction and maintenance, road transportation, civil aviation, industrial infrastructure, and the list is endless. However, education has been largely neglected, receiving minimal investment. Private educational institutions have flourished over the years, gradually overshadowing the importance of government-run schools and colleges. While the rise of private institutions has created a societal gap, the solution lies not in privatization but in embracing a collaborative approach, such as public-private partnerships (PPPs). Existing Literature highlights the importance and need for P3 model in higher education. However, on ground level existent cases of P3 model implementation (in higher education) both in India and abroad are few. Though there is unanimous agreement on the need of partnership, the question arises then why we do not see such partnerships in actual practice. The paper seeks to identify the barriers, threats and challenges which are probably acting as hindrances. The study uses the case study method to carry out SWOT analysis of the partnership model and offers suggestions to overcome the challenges.

Key words: PPP, Case Study Method, Higher Education, SWOT Analysis

Introduction

PPP is a mutual relationship between two parties: - public and private where both come together to provide benefit to each other according to their capabilities. Both the parties collaborate to share what they are best at to create unique and innovative learning experience. Results of this partnerships are fruitful when private sector technology and innovation, and sometimes funds combine with public sector knowledge and experience. Public private partnership is not a new concept in India it was initiated when British companies invested in Indian railways in the latter half of 18th Century. The major public private initiatives were taken later in the 1991 after the liberalisation of our economy. Presently PPP model is doing well in infrastructure development, hospitals, primary education level as is it evident from various success stories in this field. In higher education P3 model has still not taken plunge. Here either complete public sector exists or complete private sector exists. Private sector has funds, state of art infrastructure, innovative thought process but what they lack unlike public sector is knowledge, experience and equity and justice

concerns. Miracles can and are bound to happen if both come together with their share of expertise and specialisation.

PPP In Higher Education

Till date PPP in higher education has received little attention in academic level and on other horizons also. Private institute has grown up tremendously as they have developed their own systems and infrastructure to offer quality education. Private education comes at a cost which is unaffordable for underprivileged strata. On the other hand, public higher education institutions face funds crunch resulting in deteriorating infrastructure, outdated curriculum, lack of conducive governance system and research environment. Also public universities are more inclined towards offering traditional disciplines whereas in the private sector large number of students are enrolled in more demanding and applied fields discipline such as engineering, medicine and management in India. So, with the passage of time public sector institutions are falling behind industry expectations and producing workforce with not the requisite skill set. Their private

counterparts fare better on these parameters but access to these institutes is restricted to elites only. The only and most viable solution under this environmental is Partnership model where modern-day education combines with justice and equitable concerns. This collaboration between two entities – government and private can increase the access to colleges, revamp infrastructure, improve quality of education and boost digital learning environment in the country. Additionally, such partnerships can increase autonomy and efficiency as we all as eliminate the rigidity from the existing public system, thus achieving an operation excellence to support the National Education Policy in long term. To strengthen the concept of public-private partnerships (PPPs) in higher education on a global scale, the next crucial step was taken with the Foreign Educational Institution (Regulation of Entry and Operation) Bill 2010 which paved the way for macro-level cross-border partnerships that can have a lasting impact on society. Such partnerships create not only more employment opportunities but also cross-cultural exchanges and helps in sharing best practices. International universities

may significantly contribute to exposure to best international quality education through faculty and students exchange programs. From the university's perspective, this can lead to the creation of a sustainable business model through increased enrolments. International universities can enter the Indian market through collaborations with Indian institutes. Here are a few examples of foreign partnerships in education in India:

- ✓ Staffordshire University has partnered with Jadavpur University and the University of Madras to offer Masters Degrees.
- ✓ The Indian Institute of Science (IISc), Bangalore and Cardiff University, Wales, UK, have joined forces to collaborate training and research in the fields of Science and Technology.

Literature Review

[Meri K. Dzhikiya](#) and Marina V. Karp (2023) highlighted that to achieve economic growth a nation should adopt the PPP model of financing higher education. P3 model besides providing numerous benefits also helps in skills

enhancement to a greater extent which is need of the hour.

Yahdih Semlali and Ahmed Bellali (2023) assessed the current and prospective application of PPP in Saudi Arabia's Higher education system. Study carried out in King Faisal University showed that despite of historical, cultural, social differences in Saudi Arabia community partnership has made significant progress. Despite Many additional higher education institutions have been added since 2003 with inclusion of community partnership a sharp increase from previous number of eight.

Patel and Siddique (2020) argued that organising and running a operation in education isn't simple. The govt. can ought to have the capability to style and run a good, clear and competitive bidding process; make sure that the tutorial surroundings is causative to promoting PPPs, together with the event of a legal and restrictive framework and implement necessary responsibility measures as started out within the operation contracts. The personal education sector will ought to build their capability to deliver prime quality education to additional varied

student body. Now the times demand that government should initiate a shift to ensure more socio-cultural equity. In this regard long term impact of PPP should be studied and introduced in education system.

Wei Xiong and Bin Chen (2020), discussed in context of achieving sustainable urbanization in China. The author suggested that PPP model should not only focus on financing aspect but try to shift to efficiency and ultimately sustainability approach. Sustainability approach means growth in such a way that takes care of complete ecosystem of environment and society

Thipperudrappa and Dhananjaya (2017) agreed that education is global good. It leads to better employment opportunities. Education not only contributes to individual income but also helps in generating GDP. Impact of good education is visible at both micro and macro levels. So, effort should be made to increase opportunities for all through PPP model.

Gupte (2015) pointed that education is public good. Education is an important sector and to widen infrastructure,

overcome resource crunch and increase enrolments one should look for public private partnership. The paper also noted that it is not easy to incorporate PPP model. It will definitely present lots of challenges but through self-discipline and strong will power it can be incorporated successfully.

Sharma et al. (2015) reiterated that PPP model is the solution in the changing times. The public sector initially should play the role of big brother by acting as facilitator and let the private sector focus on technology and infrastructure. Having private sector in the education sector will enhance the education capability which will ensure wider access to education. Also, it will insure greater efficiency and world class education system.

Vijayalakshmi (2013) reiterated the importance of public private partnership in education sector. This requires trust between parties, having transparency and accountability in the system.

Research Gap

The existing literature review both in India and abroad agrees upon the need and urgency of inducting the private partner in higher education area to

improve accessibility and quality. However, the study failed to find much references of actual implementation of PPP model in higher education globally. Nevertheless, in India, such partnership cases are barely a few. The paper seeks to analyse why PPP models are rare in higher education system. With the help of case studies method, paper intends to understand various threats and challenges that P3 model faces so that addressing these challenges open future gates.

Objectives:

The paper seeks:

- ✓ To identify the most adopted model of PPP in higher education;
- ✓ To understand the various strengths, weaknesses, opportunities and threats presented by partnership model.
- ✓ To offer suggestions for successful implementation of PPP in higher education.

Research Methodology

The paper seeks to understand the issues and challenges faced by PPP in higher education by analysing various use cases of PPP in India and abroad. Four case

studies are analysed, two global and two Indian

1. Starbucks College Achievement Plan

Public Partner: - Arizona State University, A Public University in Arizona, U.S.A

Private Partner: Starbucks, American Chain of Coffee Houses

In 2014, Arizona State University and Starbucks entered into an alliance to create learning opportunities alongside growth and career enhancement for workforce of Starbucks. The objective was to enable employees of Starbucks to complete their bachelor's degree through online programme designed to suit their needs and requirements.

Deliverables:

Course Fees: The course fees for the employees who wanted to pursue bachelor's degree was funded by Starbucks itself, making it lucrative for the employees to enhance their skills.

Course Design: ASU designed various online courses to suit employee's skill set and career goals.

No Bond or lock in Period: Starbucks did not impose any restrictions or commitment on employees to continue with the company after earning their degrees.

Flexibility: ASU designed online program in such a way to suit employees different work schedules, responsibilities and time availability.

Outcome:

Many Starbucks employees took advantage of the Starbucks Achievement Plan to enhance their skill sets and to improve career prospects which not only created a positive reputation of the company in the market but also improved its rating as an employer. ASU also gained in the process. Its online programs gained recognition and attracted attention beyond Starbucks Achievement Plan. The partnership highlighted the usefulness and the need for university-corporate (Public-Private) collaboration to enhance workforce skills and employability.

2. Case Study: University of California, Merced, 2020 Project

Public Partner: University of California,

Merced: A public university doing research in the United States.

Private Partner: Plenary Properties Merced (PPM): A group made up of Webcor Builders, a building company, and Plenary Group, an infrastructure investment organisation.

The University of California, Merced, 2020 Project is a significant illustration of a Public-Private Partnership (PPP) in worldwide higher education. This alliance serves as an example of how a cooperation between public and private organisations may result in the creation and growth of a higher education institution to satisfy the expanding needs for educational and research facilities. In order to meet the demands of an expanding student body and build new facilities for research and instruction, the University of California, Merced (UC Merced) launched a large expansion plan. In order to pay and create the necessary infrastructure, UC Merced pursued a PPP strategy due to financial restrictions.

Deliverables:

Infrastructure Enhancement: The PPP project established additional housing, academic buildings, research facilities, a

conference centre, and other campus facilities.

Design, Build, Finance, operate (DBFO)

Model: In the DBFO model, the private partner (PPM) was in charge of planning, constructing, financing, and running the new facilities during a protracted concession period.

Creative Design: In order to achieve LEED Platinum certification for the new structures, the project concentrated on sustainable and creative design concepts.

Community Engagement: The PPP initiative made an attempt to involve the neighbourhood and support regional economic growth.

Outcome

The PPP allowed the University to implement expansionary plans without facing budgetary constraints. As a result, the new infrastructure was added which created extra working space for all the stakeholders: students, faculty, researchers, thus enhancing the research capabilities. The PPP model further enabled UC Merced to access private sector expertise in design, construction, and operations, leading to the development of state-of-the-art facilities.

Also, by generating jobs throughout the building period and promoting economic activity in the neighbourhood, the cooperation boosted the local economy.

3. Case study: Indian School of Business (ISB)

Private Partners: Business leaders like Ratan Tata, Kumar Mangalam Birla, and Adi Godrej, among others, were significant contributors to the establishment of ISB.

Public Partner: In order to build ISB, the state of Andhra Pradesh contributed funding and land.

International Academics: The creation of the ISB curriculum benefited from the expertise of eminent academics from schools like the Kellogg School of Management, The Wharton School, and London Business School.

A need for superior business education in India that could compete with international standards was identified in the early 2000s. To close this gap and provide executives and business owners with top-notch management education, ISB was created.

Deliverables:

Innovation in the Curriculum: In place of the conventional two-year MBA model, ISB chose a novel one-year postgraduate programme in management (PGP). The curriculum was created to be challenging, pertinent, and in line with business needs.

Renowned Faculty: To offer a global perspective together with local insights, ISB combines a mix of famous international academics and experienced Indian professors.

Governmental Support: The state government helped ISB construct a top-notch campus with cutting-edge amenities by providing land and infrastructural support.

Industry involvement: The establishment of ISB involved a considerable amount of finance and input from business executives who also helped with programme development, faculty hiring, and curriculum development.

Research Environment: ISB placed an emphasis on research in addition to teaching with the goal of advancing both scholarly understanding and industry

insights.

Industry Collaboration: ISB developed close relationships with business, facilitating student research partnerships, internships, and job placement opportunities.

Outcome

The one-year PGP programme offered an intensive learning experience that was well-suited for mid-career professionals, executives, and entrepreneurs. ISB's emphasis on industry collaboration led to strong corporate connections, facilitating placements and providing a platform for research and consulting engagements. ISB quickly became known as a leading business school in India, drawing both Indian and international students. Other prestigious business schools were founded in India as a result of the success of ISB's PPP model, which helped to advance management education across the board. PPPs can thus result in the establishment of world-class institutions that contribute significantly to the economic and educational landscape of a country.

4. Case Study: 20 Indian Institutes of Information Technology (IITs) setup

under PPP Model.

Union Cabinet in November 2010 approved setting up of 20 IITs under PPP mode. Scheme required the cost of each IIT worth INR 128 crore to be shared by central, state and industry in the ratio of 50:35:15 respectively. As per information on ministry of Education portal all 20 are operational now.

Outcome

Through Partnership the nation could add high level technical institutes which would not have been possible without private partner given the resource constraints

Findings

1. PPP Model

UGC constituted committee under Chairmanship of KB Pawar which recommended following four models for incorporating PPP model in higher education.

Figure1. Types of PPP Model in Indian Higher Education

As highlighted by the actual PPP cases, almost all are working on model I -Basic Infrastructure Model. We are still in infancy stage as regards the implementation of PPP in higher education. However, these cases highlight that in case of Public Private partnership, this partnership has not always has to be between universities, either of two can be from industry. So, it can be in the form of academia industry partnership.

2. SWOT Analysis

A SWOT analysis is a framework for evaluating the advantages, disadvantages, strengths, and dangers connected to a certain plan of action. Insights into the potential benefits and difficulties of such partnerships may be gained by doing a SWOT analysis of Public-Private Partnerships (PPPs) in higher education. The following is a SWOT evaluation of PPPs in higher education:

Strengths:

Additional Resources: PPPs can give stakeholders access to more funds, knowledge, infrastructure, and

<p>Model I: Basic Infrastructure Model</p> <p>In this the private sector brings the requisite capital to update and maintain the infrastructure while the public sector focusses on its core competency of running and managing the institution</p>
<p>Model II: Outsourcing Model</p> <p>In this model, private sector besides investing will also focus on core activities of running and managing the institution. The main role will be played by the private sector. The public sector will make payments only for the services availed.</p>
<p>Model III: Equity/Hybrid Model</p> <p>Both public and private sector will invest in infrastructure and technology. However, institution will be managed wholly by the private entity.</p>
<p>Model IV: Reverse Outsourcing Model</p> <p>This is exactly reverse of first model. In this, public and private entities will change their roles. Public entity will bring in the capital and private one will run the institution</p>

technology, all of which can help raise the standard of education and services.

Industry Academia Interface: PPPs encourages strong tie-ups with industries, aligning academic programmes with industry priorities, and provide more research-based education that is need of the hour.

Improved Skill Set: Collaboration with private partners helps upgrade programmes content and quality thereby enhancing skills and helps, prepare graduates better for the workforce and filling skills gaps in a variety of industries.

Innovation: Private partners frequently contribute new methods of teaching and conducting research, as well as creative approaches to curriculum planning and technological improvements.

Flexibility: PPPs enable flexible project planning, execution, and management, allowing them to better respond to shifting market and educational demands than institutions wholly supported by the government.

Weaknesses:

Non-Alignment of Objectives: Both the parties -public and private enter into an alliance with different set of objectives and perspective. One example is that

government focusses on equitable growth for all strata of society which may be missing in private sector's set of things. Hence, there is a need is to align their efforts to work towards common goal.

Work Culture: Work culture differs significantly in both the sectors. Timings and working environment are much more relaxed in public sector. So, there may be human relation problems in the organisation.

Division of Role and Responsibilities: Each of the partner may wish to greater say in decision making and all spheres of the activities. Generally, the one who brings the additional capital generally tries to control the things. As a result, there may be clashes between them regarding who has greater say, ultimately prejudicing the success of partnership.

Quality Control: It might be difficult to guarantee consistent, high-quality instruction across a variety of PPPs, which can cause differences in the educational experience for students.

Opportunities:

Infrastructural Support: Collaborations can aid in the construction of cutting-edge

campus buildings, labs, research hubs, and infrastructure that improves the overall learning environment.

Innovative and Need Based Curriculum: PPPs can result in the development of fresh, multidisciplinary, and state-of-the-art programmes that tackle new business trends and societal issues.

Global Exposure: PPPs can make it easier to form alliances with universities and organisations in other countries, enabling exchange programmes, joint degrees, and exposure to different cultures.

Research Partnerships: Partnerships can encourage research partnerships between academic institutions and private sector companies, which can result in novel ideas and solutions.

Threats:

Absence of SOPs: There are no specific guidelines regarding re-negotiations resulting in delays.

Varied Interests: Private sector players are basically are looking for commercial interests in partnership rather than efficient service provision;

No regulatory Agency: There are no processes or dedicated regulatory agency

to penalise the party defaulting, delaying or performing poorly.

Funding Issues: Private sector primarily relies on commercial banks for their financing needs, wherein the banks are also more cautious and sceptical in lending given the recent scams and growing NPAs. Furthermore, debt raised by private entity to finance the project entails a cost in the form of interest which ultimately gets transferred to the consumer.

Higher Costs: PPP involves greater costs than traditional government procurement processes which is attributable to higher time and resources involved in bidding, negotiating and finalising a PPP project.

3. Suggestions to overcome Challenges

1. A dedicated Regulatory agency should be there to look after all the lacunas in performance of project like delays, stalling and also to help parties to reach renegotiations.
2. Every PPP model requires alignment of efforts towards the achievement of common and agreed objectives.

The degree of alignment determines the degree of success of the project. Organisations exist for the achievement of objectives so clear defining objectives is the foremost and difficult task in securing a partnership.

3. Times have changed wherein efficiency and specialisation are paramount to success of an organisation. So, all employees be it in public or private sector have to be more enterprising and productive.
4. This is another important area that needs to be defined at the onset. The role of each partner must be clearly outlined and agreed upon so that each of the partner does not believe that other is transgressing its limits. This is very essential to maintain mutual trust and confidence.

Conclusion

Higher education institutions are severely faced with challenges of providing quality education with the limited access to infrastructure and modern technology. Maintaining huge campuses, laboratories, libraries and many other basic amenities require huge investment and time. Investment is one big constraint but time and effort involved is the bigger constraint. It distracts the leadership and management from their core competency of gaining and imparting knowledge. A majority of their time can be saved if non-core activities can be taken off by the private sector. Though not an easy task to achieve harmony but if done properly and strategically it will pave way for long term growth of the education sector. It will not only provide exposure to students to world class infrastructure, but also will bring in specialisation in the system as both private and public will do what they are best at.

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