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A Critical Study of Government Schools in Madhya Pradesh: Availability of Schools, Teachers, and Basic Educational Facilities

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Abstract- This research paper presents an analysis of the state of education in government schools in the state of Madhya Pradesh. It primarily focuses on analyzing data related to teacher availability, infrastructural status, changes in the number of schools, and the establishment of new schools in government schools (Primary, Middle, and Higher Secondary) in Madhya Pradesh from 2014 to 2024. The paper then concludes by offering potential solutions. As the economy of Madhya Pradesh is predominantly agricultural, the majority of its population largely relies on government schools for education. Therefore, the objective of this study is to present the positive or negative changes occurring in government schools in Madhya Pradesh. This is intended to draw attention to these changes, whether positive or negative, and pave the way for greater reforms in the education sector. The research paper utilizes data spanning approximately from 2014 to 2024. It provides an impartial analysis of various questions/issues using data, including changes in the number of schools (closures, mergers, opening of new schools), availability and recruitment of teachers, impact on the quality and access of education, teacher-student ratio, infrastructural status, and other major problems of government schools. The ultimate goal is to present a comprehensive picture of the state of education in government schools in Madhya Pradesh.

Keywords- Government Schools, Madhya Pradesh, Education System.

I. Introduction

The Constitution of India includes the Right to Education as a fundamental right, thereby entrusting the government with the responsibility of making the right to education available to the general populace. Post-independence, the Government of India and various state governments have made numerous efforts to provide education to the public. The establishment of government schools was one such endeavor that ensured access to education for the common people in the rural and remote areas of India. Furthermore, the Right of Children to Free and Compulsory Education Act, 2009, passed by the Parliament, has been a commendable step in making education universally accessible. This research paper is based on a study of the status of government schools in Madhya Pradesh across various contexts.

Education plays a primary role in the holistic development of any nation. There are numerous historical examples—nations that have been pioneers in the field of education have registered a strong global presence and are continually achieving new dimensions of development. In a country with a vast population like India, where the

public is grappling with problems like illiteracy, unemployment, and poverty, and where approximately 80 crore people are still provided with free food grains, government schools remain the sole means of education for the rural areas and the urban poor.

In this research paper, keeping the importance of government schools in mind, we will study the changes that have occurred at the government level in school education in Madhya Pradesh over the last decade and their impact on the education sector. We will present an objective portrayal of the actual status of government schools in Madhya Pradesh based on information obtained from government data, various reports, research papers, and other sources.

Changes such as the closure or merger of government schools, the increase in the number of private schools, teacher shortages, the state of physical infrastructure (buildings, toilets, digital facilities, etc.), and the conversion of government schools into Prime Minister/Chief Minister RISE Schools have brought about widespread changes in the school education landscape of Madhya Pradesh over the last decade. This paper attempts to analyze the impact of these changes on the quality of education, the availability and recruitment of teachers, and the availability of basic facilities, and to offer concrete suggestions for improvement.

Given that 72.4% of Madhya Pradesh's population resides in rural areas, and the rural literacy rate is 63.9% while the total literacy rate is 69.3% (with female literacy at 59.2% as per the 2011 Census), these figures themselves highlight the state of school education and the importance of government schools in Madhya Pradesh. Moreover, these statistics accurately underscore the necessity of this study.

1. Analysis of Changes in the Number of Government Schools in Madhya Pradesh:
Three elements—namely Access, Availability, and Affordability—are crucial for ensuring the universality of education in any country. Government schools play a significant role in this. In Madhya Pradesh, the state government has pursued a policy of comprehensive reform in government schools. As a result, there have been large-scale changes in the number of government schools. The government has focused its attention on the merger and closure of schools, the construction of new schools, and the upgradation of old schools, which have had a wide-ranging impact on the state's education system.

To ensure the universality of education, it is necessary to elaborate on the three points—access to education, availability, and affordability—and also to understand how they are directly related to the changes in the number of schools.

Access
Government schools hold a significant place in ensuring children's access to primary education. Access refers to both geographical and social access. Geographical access means establishing an adequate number of schools that can provide education to people living in rural and remote areas. Meanwhile, social access means children can enroll in school without social barriers such as malpractices, gender discrimination, etc. It is important to underline here that school access and the elimination of social barriers are

interconnected. If there is access to schools, social barriers will end, and if social barriers are reduced, children's access to schools will become easier.

To ensure geographical access to schools, the Government of India, under the model rules of the Right of Children to Free and Compulsory Education Act, 2009, has stipulated that: (1) A school for children in classes 1 to 5 shall be established within a walking distance of one kilometer from the place of residence. (2) A school for children in classes 6 to 8 shall be established within a walking distance of three kilometers from the place of residence.

Availability

In the field of education, availability means the presence of an adequate number of schools in all areas. This availability ensures basic facilities, an increase in enrollment, equal opportunities for education, and less burden on schools, etc. Therefore, the number of schools is directly related to the availability of education.

Affordability

This is mainly related to the economic aspect of society. The maximum population of the state is affected by problems of unemployment and poverty. In such a situation, poor and middle-class families are unable to afford the fees of private-sector schools. Government schools can then become a successful medium for providing affordable, high-quality education.

Currently, due to policy changes by the state government, there have been extensive changes in the number of government schools in the last few years. These changes are described in the following table.

TABLE I
Number of Government schools in Madhya Pradesh from the Year 2014-15 to 2023-24

S.No.	Years	Total No. Of Schools	Increased Or Decreased Number Of Schools
1.	2014-15	1,21,849	-
2.	2015-16	1,21,976	+127
3.	2016-17	1,22,880	+904
4.	2017-18	1,22,653	-227
5.	2018-19	1,22,056	-597
6.	2019-20	99,411	-22645
7.	2020-21	99,152	-259
8.	2021-22	92,695	-6457
9.	2022-23	92,741	+46
10.	2023-24	92,439	-302

*Source- Ministry of Education, Lok Sabha Unstarred Question No. 112 Answered on 03.02.2025

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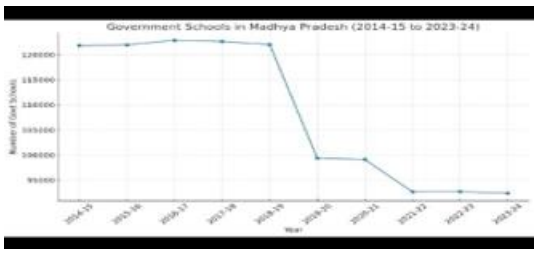

Graph. 1. Distribution of State/UT-wise number of Government Schools from the Year 2014-15 to 2023-24.

Analysis of the Table and Graph

There was an increase of 1,031 in the number of government schools between 2015 and 2016. However, after 2016, a continuous decrease in their number was observed, primarily as the state government implemented policies of 'merger or closure' of schools.

It is noteworthy that a massive number of 30,441 government schools were either closed or merged in Madhya Pradesh between 2016 and 2023.

The largest drop in the number of government schools was seen between 2018 and 2019, during which the number of schools decreased by 22,645 due to mergers or closures. The second biggest decrease occurred between 2020 and 2021, during which 6,457 schools were merged or closed.

Other Key Arguments and Data:

Some news articles, citing government data in the context of Madhya Pradesh, have described the situation of government schools as follows:

A news article (November 15, 2023) by Rahul Kumar published in NDTV, which describes data mentioned in a NITI Aayog report, clarifies the condition of government schools in Madhya Pradesh under the following points:

- The NITI Aayog clarified that the integration (merger) of small, low-scale, and low-enrollment schools in the country will lead to an improvement in learning outcomes (as per the Sustainable Action for Transforming Human Capital in Education (SATH-E) report).
- The report stated that in Madhya Pradesh, 35,000 schools were merged and converted into 16,000 'Same Campus' schools. As a result, principals became available in 55% of these schools, up from only 20% previously.
- According to the same NDTV report, in 2018, Madhya Pradesh had approximately 1.2 lakh (120,000) schools. Out of approximately 84,000 primary schools, nearly 40,000 schools had fewer than 40 students, which can be considered one of the government's justifications for the merger policy.
- “The cost of such small-scale schools in the form of extensive multi–grade teaching, lack of a student and parent community that can demand accountability, poor infrastructure, the same 1–2 teachers also handling in the absence of headmasters/principals, etc., is very high”–Niti Ayog.

According to the data published in a news article by Sayali (September 27, 2024) in "First Post":

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- More than 5,000 government schools in Madhya Pradesh had no enrollment at all.
- Approximately 25,000 schools had only one or two students enrolled in the first grade.
- Additionally, 11,345 schools had a total of fewer than 10 students studying across all grades.

The above description clearly illustrates the condition of government schools in Madhya Pradesh. Despite all the efforts in the state, government schools are facing a crisis. Therefore, the government is trying to address this situation through a policy-based solution involving mergers and closures.

II. Availability of Basic Infrastructure in Madhya Pradesh Schools

The condition of basic facilities (infrastructure) in government schools in Madhya Pradesh is extremely deplorable. The availability of these facilities makes schools attractive and conducive to learning. However, government schools are currently facing a severe shortage of basic facilities. Significant discrepancies can be seen between the government's data and various media reports.

To analyze the status of physical infrastructure in Madhya Pradesh, a compilation of data from the Government of India's Report on Unified District Information System for Education Plus (UDISE+) for the years 2018-19 to 2023-24 has been presented, which is as follows:

Report on UNIFIED DISTRICT INFORMATION SYSTEM FOR EDUCATION PLUS (UDISE+), Government of India, Ministry of Education, Department of School Education and Literacy,2018-19 to 2023-24.

TABLE II

Number of Schools by the availability of school Infrastructure, Year 2018-19 to 2023-24

YEAR	CONDUCTED MEDICAL CHECKUP	FUNCTIONAL ELECTRICITY	FUNCTIONAL DRINKING WATER AVAILABILITY	FUNCTIONAL TOILETS	HANDWASH FACILITY	LIBRARY FACILITY	COMPUTER FACILITY	INTERNET FACILITY
2018-19	100938 (82.7%)	58831 (48.2%)	113212 (92.75%)	118563 (97.14%)	102437 (83.93%)	114218 (93.58%)	4463 (3.66%)	4042 (3.31%)
2019-20	86984 (87.5%)	54562 (54.89%)	94283 (94.84%)	96787 (97.36%)	87921 (88.44%)	93692 (94.25%)	5812 (5.85%)	3792 (3.81%)
2020-21	32572 (32.85%)	66144 (66.71%)	95042 (95.85%)	973389 (98.22%)	89830 (90.6%)	94043 (94.85%)	6902 (6.96%)	4020 (4.05%)
2021-22	42100 (45.4%)	64420 (69.2%)	88194 (95.1%)	90391 (97.5%)	85451 (92.2%)	88907 (95.9%)	11534 (12.4%)	16496 (17.8%)
2022-23	76421 (82.4%)	76678 (82.7%)	87028 (93.8%)	85951 (92.7%)	85279 (92%)	92645 (99.9%)	12132 (13.1%)	26584 (28.7%)
2023-24	67083 (72.6%)	75695 (81.9%)	86678 (93.8%)	85130 (92.1%)	85333 (92.3%)	92343 (99.9%)	37593 (40.7%)	29900 (32.3%)

Analysis of the Table

The data presented above relates to government schools (at all levels) and shows the availability of functional electricity, functional drinking water facilities, toilet facilities, handwashing facilities, the number of medical check-ups, the presence of a library, the availability of computers, and internet connection availability.

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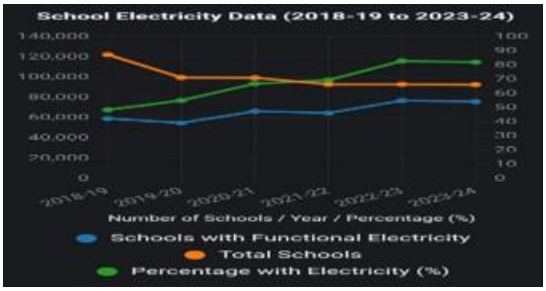
The key points of this table are as follows:

Functional Electricity

- In 2018-19, out of a total of 122,056 government schools in Madhya Pradesh, 48.2% (58,831 schools) had functional electricity.
- The availability of electricity increased year by year, reaching 75,695 schools by 2023-24, which is 81.9% of the total schools.

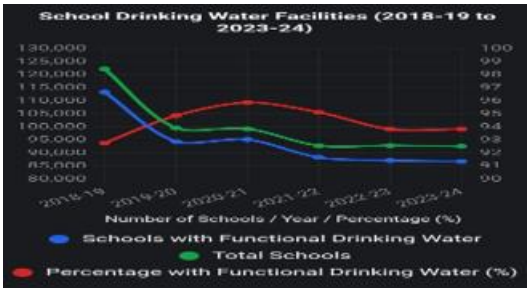
While the percentage growth in availability during this period was 33.7%, it's important to note the significant reduction in the total number of schools, which dropped to 92,439. Despite the reduction in total schools, 18.1% of schools still lack electricity access.



Graph. 2. Distribution of State/UT-wise Schools by the availability of Electricity Data, Year 2018-19 to 2023-24.

Drinking Water Availability

- In 2018-19, drinking water was available in 113,212 schools, representing 92.75% of the total schools.
- In 2019-20, following a significant drop in the total number of schools, 94,283 out of 99,411 schools had drinking water, which is 94.84% of the total. Although the percentage increased by 2.09%, the absolute number of schools with the facility decreased.
- By 2023-24, out of 92,439 total schools, water facilities were available in 86,783 schools, representing 93.8%. The percentage shows an increase, primarily due to the reduction in the overall number of schools.



Graph. 2.1. Distribution of State/UT-wise Schools by the availability of Electricity Data, Year 2018-19 to 2023-24.

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Toilet and Handwash Facilities

- Due to the success of schemes like the Swachh Bharat Mission and Swachhta Survekshan, this area has seen considerable improvement.
- In 2018-19, 97.4% of schools had toilet facilities and 83.93% had handwash facilities.
- While data shows inconsistencies based on the decrease in the number of schools, the year-on-year analysis indicates a satisfactory situation. By 2023-24, approximately 92% of schools in the state had both toilet and handwash facilities.

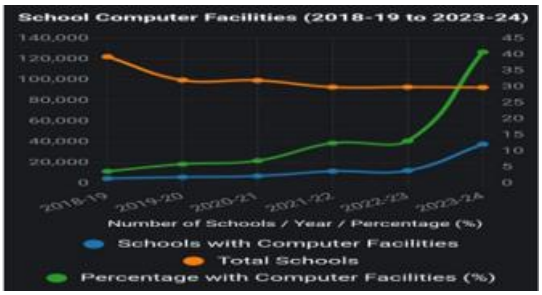
Library Facility

- According to government data, this facility was available in approximately 93.58% of schools in 2018-19, 95.9% in 2021-22, and a high 99.9% in 2023-24.
- However, there appears to be a contradiction between various media reports and government data, as the ground-level infrastructure related to school buildings often appears to be in a dilapidated condition.

Computer Availability

- Significant progress has been made in this area due to various campaigns launched by the Government of India, such as Digital India Mission, e-Kranti, Pragati, etc.
- In 2018-19, computers were available in 4,463 schools, which was only 3.66% of the total schools.
- By 2023-24, this number rose to 37,593, which is 40.7% of the current total schools.

This is still not a satisfactory situation, as in this age of information revolution and Artificial Intelligence, approximately 60% of our schools are still deprived of computers. This condition invites extreme unemployment.



Graph. 2.2. Distribution of State/UT-wise Schools by the availability of Computer Facility, Year 2018-19 to 2023-24.

Internet Connection Availability

- The availability of internet facility in Madhya Pradesh increased by [Percentage Increase Missing in Original Text] between 2018-19 and 2023-24.
- Despite the widespread reach of mobile phones in every village of India, and the acceptance of rail and online entertainment among the youth, internet facilities are not available in [Number/Percentage Missing in Original Text] schools in the state. This poses a crisis for the future of the youth.

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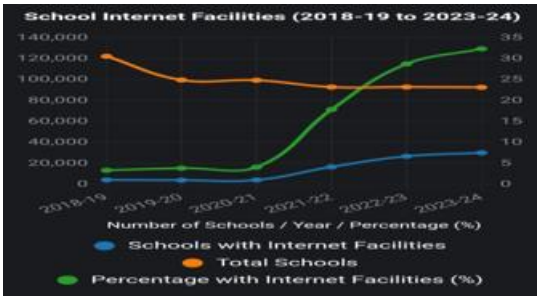

Graph. 2.3. Distribution of State/UT-wise Schools by the availability of Internet Facility, Year 2018-19 to 2023-24.

The above government data, media reports, and ground reality appear to be contradictory. Additionally, the condition of physical infrastructure, such as school buildings, as reported in media reports, is described below:

Basic infrastructure is the second important element that makes any school immediately attractive to students and parents and helps create a high-quality environment for learning.

- According to a news article published in Firstpost (September 27, 2024, Sayali), government documents clearly state that 7,189 schools in Madhya Pradesh are in urgent need of repair. Despite this, budget allocation for them is not available. The report suggests that the government has spent ₹1.5 to ₹2 lakh crore on school education over the last decade, yet the results do not seem satisfactory.

The above description clearly shows a contradiction between government reports and the ground reality. Because of this discrepancy, despite all the government's efforts, parents are hesitating to enroll their children in government schools.

III. Analysis Related to Teacher Availability, Enrollment, etc.

TABLE III
Distribution of Schools, Enrolments, and Teachers, Schools Category, Year 2018-19 to 2023-24

YEAR	STUDENT TEACHER RATIO			
	PRIMARY (2-5)	UPPER PRIMARY (6-8)	SECONDARY (9-10)	HIGHER SECONDARY (11-12)
2018-2019	28	18	30	35
2019-2020	27.5	17.2	29.2	34.6
2020-2021	26	17	26	32
2021-2022	25	18	23	30
2022-2023	19	18	20	23
2023-2024	17	16	18	20

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The teacher plays the most crucial role in the education system. The teacher not only handles classroom instruction but also performs other administrative tasks in schools. Emphasizing the importance of teachers, Chanakya (Kautilya) said: "A teacher is never ordinary; future destruction and creation reside in his lap." We will attempt to understand the situation in government schools of Madhya Pradesh based on factors like teacher availability, enrollment figures, and school drop-out rates.

* Report on UNIFIED DISTRICT INFORMATION SYSTEM FOR EDUCATION PLUS (UDISE+), Government of India, Ministry of Education, Department of School Education and Literacy,2018-19 to 2023-24.

The Pupil-Teacher Ratio (PTR) at various levels of education indicates whether there is an adequate number of teachers available for the children's instruction. The table (not provided, but data is described) from 2018-19 to 2023-24 shows the PTR at different educational levels. A decrease in the PTR means a teacher has to teach fewer children, which generally improves the quality of teaching.

Analysis of Pupil-Teacher Ratio (PTR)

Primary Level

- In 2018–19, the PTR was 28, which consistently decreased to 17 in 2023–24.
- This ratio remained well within the standard of 30:1 mandated by the Right to Education (RTE) Act, 2009, and gradually improved further.

Upper Primary Level

- The PTR remained consistently between approximately 16–18 across all these years.
- This is significantly lower than the 35:1 standard set by the RTE Act, indicating a much better situation at this level.

Secondary and Higher Secondary Levels

TABLE IV
Students & Teacher-wise highlights of the UDISE+ 2023-23 data: Schools, Enrolments and Teachers

YEAR	TOTAL NUMBER OF			STUDENT TEACHER RATIO	AVERAGE TEACHERS PER SCHOOL	SCHOOLS WITH ZERO ENROLLMENT	SCHOOLS WITH A SINGLE TEACHER	ENROLLMENT INSIGHT IN A SINGLE-TEACHER SCHOOL
	SCHOOLS	ENROLLMENT	TEACHERS					
2022-23	122937	15241680	596966	26	5	1261	17110	889065
2023-24	123412	15361543	639525	24	5	1211	13198	587208

- Both Secondary and Higher Secondary levels also saw a decrease in the PTR compared to 2018-19.

- By 2023–24, the PTR was 18 at the Secondary level and 20 at the Higher Secondary level. This situation is considered quite satisfactory. Highlights of the UDISE Plus 2022,23; 2023,24 data: schools, enrolments, and teachers: -

* Report on UNIFIED DISTRICT INFORMATION SYSTEM FOR EDUCATION PLUS (UDISE+), Government of India, Ministry of Education, Department of School Education and Literacy,2022-23 to 2023-24.

The initial analysis of this table (not provided, but the data is described) clearly shows improvement in the education system. It can be seen that compared to 2022-23, there has been an increase in the total number of schools, total enrollment, and total number of teachers in 2023-24. This indicates the government's commitment to education. Furthermore, the Pupil-Teacher Ratio (PTR) is also in a satisfactory position.

Enrolments and Single-Teacher School Crisis

It is noteworthy that in both 2022-23 and 2023-24, over 1,200 schools had zero enrollment from any student.

- Additionally, there were 17,110 schools in 2022-23 and 13,198 schools in 2023-24 that had the availability of only one teacher. This points to a significant shortage of teachers in the education system.
- These single-teacher schools enrolled 889,065 and 587,208 students, respectively, in those years. The lack of adequate teachers to manage such a large number of students reduces public trust in government schools.

Zero and Low Enrolment Data

According to the First Post news article:

- More than 5,500 schools failed to enroll even a single student in Class I for the 2024-25 session.
- In 2,500 schools, only one or two students were enrolled.
- Furthermore, 11,345 schools have a total of fewer than 10 students.
- The majority of schools reporting zero enrollment were reported from the districts of Seoni, Satna, Narsinghpur, Betul, Khargone, Vidisha, Raisen, Mandsaur, and Dewas.

Teacher Shortage and Government Reliance on Guest Teachers

The same news article highlights the pervasive issue of teacher scarcity:

- 1,275 schools across 40 districts in Madhya Pradesh lack regular teachers.
- 6,838 schools across 47 districts are operational with the presence of only one teacher.
- To bridge this gap, the government relies on 1.7 lakh (170,000) guest teachers

IV. Conclusion

This research paper is primarily based on the analysis of data related to the number of government schools, basic infrastructure, and teacher availability in Madhya Pradesh. Based on the analysis of these three elements using both government data and media reports, the following conclusions can be drawn:

School Closures and Policy Changes

- Data from 2018–19 to 2023–24 clearly shows a sharp decline in the number of government schools. This is attributed to the government's policy changes, specifically adopting a strategy of merging and closing schools.
- The government has attempted to improve the quality of education through schemes like CM Rise Yojana, PM-Shri School, and Utkrisht Vidyalaya (Schools of Excellence) by merging schools and converting them into centers of excellence. The goal is to improve basic infrastructure, teacher availability, and enrollment to attract the state's future towards quality education.
- A major factor behind the reduction in the number of schools is the existence of single-teacher schools and schools with zero enrollment, leading the government to take steps to close or merge them.
- While the reduction appears to be a result of policy changes, other factors like teacher shortages, efforts to reduce financial costs, dilapidated school buildings, and a lack of parental interest in enrolling children in government schools are also responsible.

Negative Impact on Access and Affordability

- The decrease in the number of schools is observed to have several effects on the education system. It hampers the availability of affordable education (वहनीय शिक्षा), which will disproportionately affect the poor and marginalized. The rising fees of private schools are heavily impacting middle-class families.
- The reduction in the number of schools also impedes access to education. The absence of nearby schools in villages and remote areas will obstruct the education of the poor and marginalized, especially girls, who may have to drop out due to distance and safety concerns.
- Consequently, this could lead to a decrease in enrolment and an increase in the dropout rate. It can be clearly stated that the reduction in the number of government schools negatively affects the three pillars of education: Access, Quality, and Equity.

Disparity in Infrastructure and Digital Gaps

- According to government data, facilities like electricity, water, washrooms, handwash facilities, and libraries are available in approximately 90% of schools in Madhya Pradesh.
- However, media reports indicate a stark ground reality where government school buildings are often in a dilapidated condition. Common problems reported include filth near washrooms, lack of functional library facilities, and leaking roofs during the rainy season.
- Furthermore, the state of schools in the context of the Digital India initiative is pathetic. Data clearly shows that over 60% of government schools in Madhya Pradesh still lack computer and internet facilities. In this era of the digital and AI revolution, this technological backwardness in schools could put the future of the state and the nation's upcoming generation in the dark.

Deficiencies in Infrastructure and Public Perception

- At the ground level, the lack of infrastructure is evident in the widespread absence of proper desks, good classrooms, fans, and well-ventilated areas. Consequently, the general public avoids enrolling their children in government schools.
- In addition, the negative perception held by people towards these government schools is a significant barrier to enrolment. The lack of infrastructure fails to create a learning-conducive school environment. As a result, enrolment in these schools is continuously declining, and instead of making efforts to improve them, the government is resorting to mergers and closures. This directly impacts the poor, the unemployed, and the middle class.

Teacher Availability and Quality Challenges

- The subject-wise availability of teachers is another crucial issue for schools.
- While data suggests the Pupil-Teacher Ratio (PTR) is in a good state, aligning with the Right to Education (RTE) Act 2009 standards, many schools on the ground are failing to educate students, with a single teacher often being assigned to teach multiple subjects.
- According to data, the percentage of trained teachers in 2022-23 was: 28.6% at the pre-primary level, 92.2% at Primary, 92.5% at Upper Primary, 80.9% at Secondary, and 87.8% at Higher Secondary. This situation is satisfactory at all levels except pre-primary. These are the government figures reporting the condition, yet many schools continue to fail in securing enrolment.

Government Efforts and Hindrances

- The efforts of the Madhya Pradesh government in the area of book distribution are commendable. Free textbooks are provided by schools in rural areas. Efforts like bicycle distribution also encourage children to attend school.
- However, there is a tendency for teachers to avoid working in rural areas. This results in the appointed teachers in rural schools not performing their duties with full dedication, which hinders education. Many older teachers are also not comfortable working with new technology, such as PowerPoint presentations, smart classrooms, the use of projectors, and the lack of computer labs, which acts as a barrier in such situations.
- Teachers also carry the burden of non-educational work, which keeps them busy and reduces the time they spend in the classroom. Consequently, the standard of education also declines. In some cases, it has been observed that children in the fifth grade cannot even read the Hindi textbook.
- It is clear that despite various efforts—such as the Mid-Day Meal, medical check-ups, free textbook distribution, and free bicycle distribution—parents are hesitant to enroll their children in government schools. This is because government schools fail to meet standards across crucial parameters like teacher availability, dilapidated basic facilities, and the reduced number of schools. As a result, these schools are continuously failing to attract parents and students.

Recommendations for School Improvement

Focus on Local Solutions and Infrastructure

- Instead of merging or closing schools, the administration should focus on addressing local problems to improve school education and make it universally accessible to the public.
- The construction and provision of electricity, water, fans, furniture, and building repairs in government schools should be carried out immediately. A dedicated budget should be allocated, and a fixed timeline should be established to complete the work.
- A single-window system should be implemented for infrastructure-related work to avoid unnecessary delays.

Rebuilding Public Trust and Community Involvement

- To address the problem of zero enrolment, the government must strive to rebuild public trust in government schools so that people do not view them with disdain.
- Provisions for community participation in school monitoring should be made. Gram Panchayats, parents, and local residents should be given active participation in school management to develop a local monitoring system.

Enhancing Digital Readiness

- Efforts should be made to make government school teachers 'tech-friendly'. The government budget should include provisions to equip schools with modern facilities such as digital classrooms, online resources, computers, and internet access.

Improving Quality Control and Accountability

- The school monitoring system should be reformed to improve the education system. Efforts should be made to improve schools through special packages rather than merging or closing them.
- A system of annual assessment should be implemented in schools. After evaluating schools at each level based on established parameters through competition, both punitive and rewarding actions can be taken.
- The government should take steps to create an 'Annual Competition Index' to foster positive competition among government schools in Madhya Pradesh. This index could be structured for both rural and urban areas, with a greater focus on rural areas, and released at four levels: Primary, Upper Primary, Secondary, and Higher Secondary.

Mandating and Incentivizing Rural Service for Teachers

- After the posting of teachers, mandatory service in rural areas should be enforced, and a binding provision (such as a bond) should be implemented for the duration of the service period in these areas.
- To ensure teacher availability in rural areas, teachers could be posted within a 30 to 50-kilometer radius of their residence. Additionally, incentives, priority in promotions, and allowances should be provided for working in rural areas.

- Through digital and infrastructural means, arrangements can be made for classes to be taught by better teachers from urban areas in rural schools, thereby enhancing the quality of education.

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