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Government Schools in Madhya Pradesh: Teachers, Infrastructure and Learning Outcomes

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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; School Education; Teacher Availability; Infrastructure; UDISE+; Education Policy

1. 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

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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.

2. Review of Literature

2.1. Background of Government School Education in Madhya Pradesh

Government schools remain an important component of the school education system in Madhya Pradesh, particularly for children belonging to rural, economically weaker, tribal and socially disadvantaged communities. The status of these schools needs to be evaluated not only in terms of their numerical availability but also in relation to teacher availability, infrastructure, school accessibility, enrolment, retention and learning outcomes.

The UDISE+ system of the Ministry of Education provides one of the most comprehensive sources for examining school-level indicators in India. The latest UDISE+ 2024–25 data report 122,120 schools and 717,493 teachers in Madhya Pradesh, providing an important basis for examining the scale and human-resource capacity of the state's school education system.

The literature suggests that expansion of school access alone does not automatically guarantee quality education. The availability of qualified teachers, adequate classrooms, functional sanitation, electricity, drinking water, digital facilities and other educational resources is closely connected with the learning environment and educational participation of students.

Review of Major Studies and Reports

S. No.	Author / Institution & Year	Study / Report	Methodology / Data	Major Findings	Relevance / Research Gap
1	Ministry of Education, GoI (2024–25)	UDISE+ Report 2024–25	Administrative school-level data	Provides data on schools, enrolment, teachers, infrastructure and other indicators.	Primary secondary dataset for analysing government schools in Madhya Pradesh.
2	Mehta (2026)	School Education in Madhya Pradesh: Where Do We Stand?	Secondary analysis of UDISE+ data (2021–22 to 2024–25)	Examines enrolment, GER, NER, dropout, retention, infrastructure and other indicators.	State-level overview; scope for detailed analysis of government schools and district-level disparities.
3	ASER Centre (2024)	Annual Status of Education Report (ASER) 2024 – Madhya Pradesh	Rural household survey and school observations	Examines enrolment, foundational reading and arithmetic levels and school facilities.	Useful for assessing learning outcomes and comparing them with school-level resources.
4	ASER Centre (2024)	ASER 2024 – School Observations	Observation of sampled government schools	Examines physical infrastructure and facilities in sampled schools.	Validates administrature data with field observations.
5	Ministry of Education, GoI (2022)	Foundational Learning Study (FLS) 2022	State-level assessment of foundational literacy and numeracy	Assessed foundational learning among students.	Relevant for educational-outcome dimension of the study.
6	Ministry of Education / NCERT	National Achievement Survey (NAS)	Sample-based assessment of student achievement	Examines learning achievement in language, mathematics, science and social science.	Evidence for analysing outcomes in relation to school inputs.
7	CAG (Comptroller and Auditor General of India)	Report on Elementary Education in Madhya Pradesh	Government audit and verification of records/field evidence	Identified deficiencies in infrastructure, teacher availability and quality.	Evidence of persistent weaknesses in government-school functioning.
8	NITI Aayog	Systemic Transformation of School Education – SATH-E Experience	Programme evaluation and administrative data	Examined reforms, competency-based learning, teacher support and school improvement initiatives.	Shows importance of systemic interventions for quality improvement.
9	NITI Aayog (2023)	CM RISE Schools – Madhya Pradesh	Programme-level analysis	Focuses on infrastructure, teaching-learning, technology and leadership.	Relevant for recent government initiatives to transform schools.
10	Dutta (2020)	Status of Teachers Working in KGBV in Selected Districts of Madhya Pradesh	Exploratory study	Examined teacher working conditions and academic/administrative responsibilities.	Highlights teacher workload and human-resource issues.
11	Goyal & Pandey (2013)	Contract Teachers in India	Non-experimental analysis (MP and UP)	Examined relationship between teacher characteristics and effort.	Shows importance of teacher characteristics for school effectiveness.
12	NIPFP & UNICEF (2015)	Madhya Pradesh State MDG Report	Secondary analysis of government data	Identified teacher shortages, uneven distribution and infrastructure issues.	Evidence of district-level disparities and teacher availability problems.
13	NCERT	Study on Teacher Management / Teacher Conditions	Teacher survey and comparative analysis	Reported concerns on facilities and need for regular training.	Teacher quality depends on working conditions and professional development.
14	NCERT	Problem Statement and Prospects of Tribal Girls' Education: A Study of Madhya Pradesh	Study of tribal-area schools	Examined access, retention, dropout, infrastructure, teachers and resources in tribal areas.	Highlights geographical and social inequalities in access and quality.
15	Government of India / Parliament (2023)	Parliamentary Information based on UDISE+	Administrative data	Reported government-school numbers and infrastructure deficiencies (e.g., schools without buildings).	Demonstrates need to assess physical infrastructure.
16	Central Square Foundation & Educational Initiatives (2026)	Evaluation of Foundational Learning in Madhya Pradesh	Multi-year evaluation (2022–25)	Examined learning outcomes, classroom practices and implementation of foundational programmes.	Directly relevant to analysing link between school conditions and learning outcomes.
17	Shrivastav & Pandey (2026)	Visualizing Educational Reform: A Comparative Analysis of CM RISE and Other Government Schools	Comparative study (schools, teachers, parents and students)	CM RISE schools showed stronger infrastructurs, technology and training; staffing differences remained.	Useful for understanding transformed vs. regular schools; limited geography.
18	Mahloniya & Gupta (2026)	A Critical Study of Government Schools in Madhya Pradesh	Secondary data analysis (2014–24)	Examined school numbers, teachers, infrastructure and teacher-student ratio.	Closely related to the topic, can be extended using newer data and outcomes.
19	Anand & Sahu (2026)	Public and Private Primary Schools in Madhya Pradesh	Descriptive analysis of secondary data	Examined enrolment and relationship between facilities and school choice.	Explains role of facilities in enrolment and school choice.
20	Ministry of Education / PGI-D (2023–24)	Performance Grading Index for Districts	District-level administrative indicators	Measures learning outcomes, classroom processes, infrastructure, digital learning, safety and governance.	Provides framework for comparing educational perfermance among districts of MP.
Summary of the Reviewed Literature		The above studies and reports indicate that the status of government schools in Madhya Pradesh has improved in several respects, particularly in school availability, enrolment and basic infrastructure. However, key concerns remain regarding teacher adequacy, equitable distribution, infrastructure gaps, digital facilities, rural and tribal disparities, and learning outcomes. Most studies examine these dimensions separately, indicating a need for an integrated study on the link between schools, teachers, infrastructure and educational outcomes.			

Source: *Author's compilation based on UDISE+, ASER, NCERT, CAG, NITI Aayog, PGI-D and other relevant studies and reports on government school education in Madhya Pradesh*

The above studies and reports indicate that the status of government schools in Madhya Pradesh has improved in several respects, particularly in school availability, enrolment and basic infrastructure. However, important concerns remain regarding teacher adequacy, equitable teacher distribution, infrastructure gaps, digital facilities, rural and tribal disparities, and learning outcomes.

2.2. 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.

2.2.1. 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.

2.2.2. 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.

2.2.3. 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.

3. Objectives of the Study

1. To examine changes in the number of government schools in Madhya Pradesh during approximately 2014–2024.

2. To analyse the availability of basic physical and digital infrastructure in government schools**.**

3. To examine teacher availability, pupil-teacher ratios, enrolment, and the prevalence of single-teacher or zero-enrolment schools.

4. To assess the implications of these changes for access, affordability, and the quality of school education and to suggest areas for improvement.

4. Research Methodology

The study is descriptive and analytical in nature and is based primarily on secondary data. The period covered is approximately 2014–2024, with detailed infrastructure and teacher-related analysis using UDISE+ data for 2018–19 to 2023–24. The manuscript also uses information from Government of India documents, Lok Sabha answers, NITI Aayog-related material, research literature, and selected media reports cited in the original paper.

Data and observations are analysed through comparison across years and indicators. The study examines changes in the number of government schools, school mergers and closures, infrastructure facilities, pupil-teacher ratios, enrolment, and teacher availability. The approach is intended to identify major patterns and discuss their possible implications for access and quality of education.

The analysis is limited to the information and sources available in the original manuscript. Complete underlying tables for some UDISE+ indicators were not included in the source document; therefore, the present formatted manuscript retains the reported figures and narrative analysis without introducing unsupported values.

5. Results and Discussion

5.1. Changes in the Number of Government Schools

The source data show that the number of government schools increased slightly between 2014–15 and 2016–17 and then declined. The total number was 1,21,849 in 2014–15, 1,22,880 in 2016–17, and 92,439 in 2023–24. The manuscript attributes the major decline to policies involving school merger and closure.

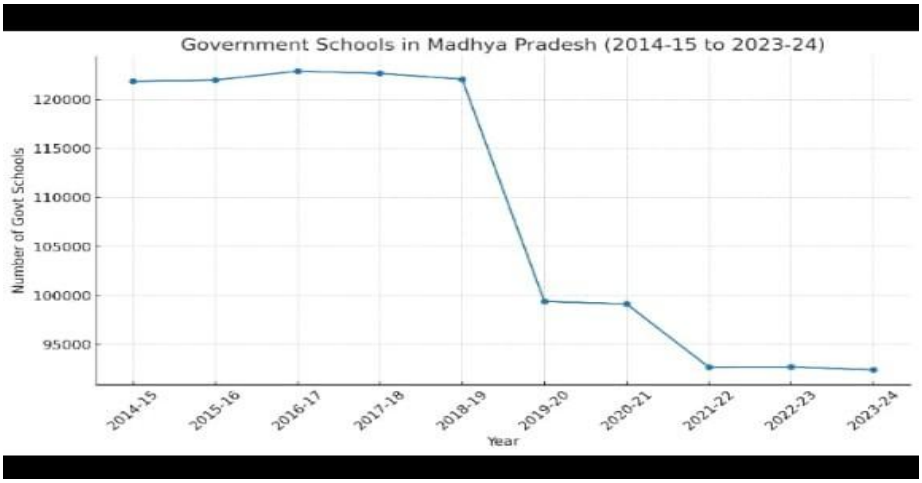
Table 1: Number of Government Schools in Madhya Pradesh, 2014–15 to 2023–24

S.no.	Years	Total No. of Schools	Increased or Decreased No. 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.*

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



5.1.1. 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:

Analysis of the Table and Graph

- 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":

- 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. According to the original analysis, the largest reported reduction occurred between 2018–19 and 2019–20, while another substantial reduction occurred between 2020–21 and 2021–22. The manuscript also cites NITI Aayog-related reporting that approximately 35,000 schools were merged and converted into about 16,000 'Same Campus' schools, with an increase in the proportion of such schools having principals. The manuscript further cites a September 2024 Firstpost report stating that more than 5,000 government schools had no enrolment, around 25,000 schools had only one or two students in the first grade, and 11,345 schools had fewer than ten students across all grades. These figures are presented in the source as evidence of low-enrolment challenges associated with school rationalisation.

5.2 Basic Infrastructure in Government 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 2: 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.

The key points of this table are as follows:

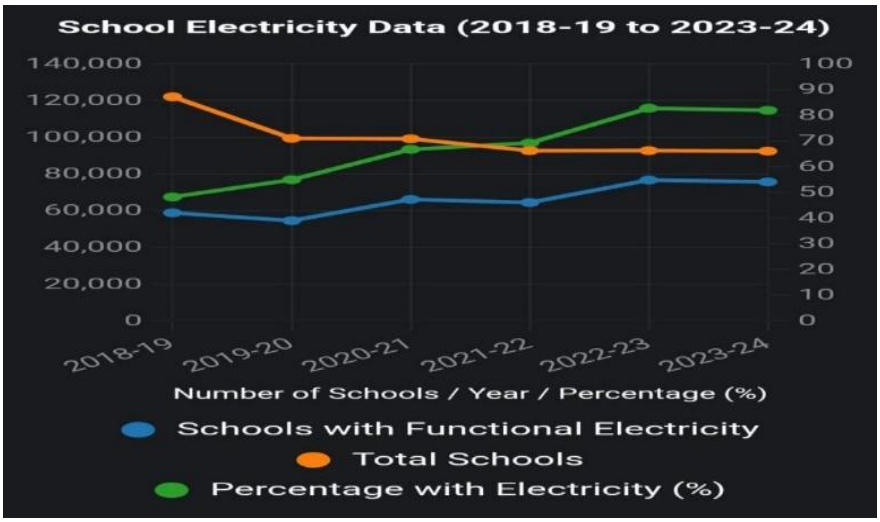
5.2.1. Functional Electricity

- 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. Functional electricity was reported in 58,831 schools, or 48.2% of government schools, in 2018–19. By 2023–24, the

reported number had increased to 75,695 schools, or 81.9% of the then total. The manuscript notes that 18.1% of schools therefore still lacked functional electricity.

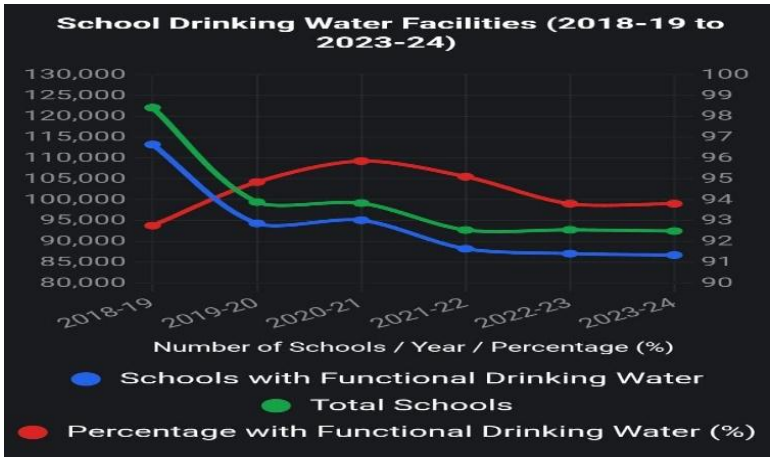
Graph. 2. Distribution of State/UT-wise Schools by the availability of Electricity Data, Year 2018-19 to 2023-24.



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



5.2.3. Drinking Water Availability

Toilet facilities were reported in 97.4% of schools in 2018–19, while handwashing facilities were reported in 83.93%. By 2023–24, the manuscript reports that approximately 92% of schools had both toilet and handwashing facilities.

Library availability was reported at approximately 93.58% in 2018–19, 95.9% in 2021–22, and 99.9% in 2023–24. However, the manuscript notes a contrast between such official indicators and media reports describing problems with school buildings and physical infrastructure.

Computer availability increased from 4,463 schools (3.66%) in 2018–19 to 37,593 schools (40.7%) in 2023–24. The source manuscript therefore identifies a continuing digital gap, with a large proportion of schools still without computers.

The original manuscript contains incomplete values for the change in internet availability and the number or percentage of schools without internet. Because these values are marked as missing in the source, no additional figure is supplied here.

5.3 Teacher Availability, Enrolment and Pupil-Teacher Ratio

The teacher is a central component of the school education system. The manuscript examines teacher availability through pupil-teacher ratios, enrolment patterns, and the prevalence of single-teacher schools.

At the primary level, the pupil-teacher ratio (PTR) declined from 28 in 2018–19 to 17 in 2023–24. The manuscript compares this with the 30:1 standard associated with the Right to Education framework. At the upper-primary level, the PTR remained approximately between 16 and 18. At the secondary and higher-secondary levels, the reported PTRs also declined, reaching 18 and 20 respectively by 2023–24.

Despite these aggregate PTR indicators, the manuscript identifies a continuing problem of single-teacher schools. It reports that more than 1,200 schools had zero enrolment in both 2022–23 and 2023–24. It also reports 17,110 single-teacher schools in 2022–23 and 13,198 in 2023–24, with the latter group serving 587,208 students.

The manuscript further cites a media report indicating that 1,275 schools across 40 districts lacked regular teachers, while 6,838 schools across 47 districts operated with only one teacher. It also reports government reliance on approximately 1.7 lakh guest teachers to address shortages.

5.4 Implications for Education

The evidence presented in the manuscript suggests that the status of government schools in Madhya Pradesh is multidimensional. Some infrastructure and pupil-teacher indicators show improvement, but reductions in the number of schools, low enrolment, single-teacher schools, building-repair needs, and digital gaps remain important concerns.

School closure and merger can change the geographical availability of schooling, particularly in rural and remote areas. The original manuscript argues that greater distance may create additional difficulties for economically weaker families and for children for whom travel and

safety are concerns. These are presented as potential implications rather than as outcomes directly measured by the study.

The manuscript also identifies a difference between administrative indicators and reported ground-level conditions. Official data indicate substantial coverage of facilities such as water, toilets, handwashing, libraries, and electricity, while cited media reports describe continuing problems in building condition and maintenance. This difference highlights the importance of monitoring not only whether a facility is recorded as available, but also whether it is functional and usable.

6. Conclusion

The study presents a mixed picture of government school education in Madhya Pradesh. The number of government schools declined substantially during the period examined, while several infrastructure indicators and pupil-teacher ratios showed improvement. At the same time, the study identifies continuing concerns related to zero and low enrolment, single-teacher schools, regular-teacher availability, school building repairs, and digital facilities.

The evidence suggests that school education policy needs to consider both quantitative and qualitative dimensions. A reduction in the number of schools should be assessed alongside geographical access, enrolment, teacher availability, infrastructure quality, and the needs of rural and economically weaker communities. Similarly, reported availability of facilities should be accompanied by assessment of their functionality and actual use.

Based on the evidence and recommendations contained in the original manuscript, improvement efforts should focus on local infrastructure needs, community participation, digital readiness, school monitoring, and teacher deployment in rural areas. The manuscript recommends strengthening electricity, water, furniture, fans, buildings, computers, internet access, and digital classrooms; involving Gram Panchayats, parents, and local residents in school monitoring; improving teacher technology readiness; and developing stronger systems of school assessment and accountability.

The original paper also recommends incentives and appropriate deployment mechanisms for rural teachers, including opportunities for teachers to serve nearer to their residence where feasible, incentives for rural service, and the use of digital facilities to connect rural schools with better-resourced teaching support. These recommendations are intended to improve the quality and attractiveness of government schools while maintaining educational access.

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