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Public and Private Primary Schools in Madhya Pradesh: A Comparative Analysis of Enrolment Dynamics

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Abstract

The Primary Education level is building the base of the students in which they learn different things not only related to studies but also learn discipline, living standards, understand the surrounded environment. According to World Bank, India spends 4.1% to 4.6% of its GDP on education between the year 2015 to 2024. As per the Union Budget 2026-27 amount allocate to education is Rs. 1,39,289.48 Cr. to the Ministry of Education for providing better facilities and free education & accessories especially to government primary schools students. The study aims to compare enrolment rate and factors that influenced enrolment rate between Government and Private primary schools in Madhya Pradesh. The method was used was a descriptive method and analyse a Secondary data. The findings shows that enrolment trend in government primary schools declining and private primary schools rate increases. The basic factors like drinking water, toilet, library, computer & internet availability, electricity and hand wash facilities availability in primary schools are influenced enrolment rate in private primary schools. The Parental preference towards facilities is shifting to the private primary schools. Therefore, both the schools have corresponding role in fulfil universal primary education in Madhya Pradesh.

Key words: Primary Education, living standards, World Bank, Union Budget, GDP, Enrolment, Madhya Pradesh.

Introduction

Education is a systematic process through which individual acquire knowledge, skills, values, attitudes and competencies that enable them to develop intellectually, socially, morally and economically. (UNESCO, 2015), education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits that contribute to the holistic development of an individual. Primary Education is a base of student. Primary School education is the first formal stage of schooling for children, usually from the age of 6 to 11 years, classes from 1st to Vth in India. It builds the foundation of learning and personality development. At this stage, children learn essential skills such as reading, writing, counting, and understanding their surroundings. Primary level is focused on teacher learning cantered in which teachers provide knowledge to students and they read, write and learn provided material,

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their majorly focus on route learning. The Right to Education (RTE) is a Right of Children to free and compulsory education Act 2009 up to class 8thfor every child aged 6-14, making it a fundamental right under article-21A ensuring quality, inclusivity and removing barriers like discrimination, fees and lack of infrastructure promoting social equity and nation building. Free education means no child shall be liable to pay any fee or charges for completing elementary education and compulsory education means the government is legally responsible to ensure completion of elementary education for every child. Ban on physical punishment and discrimination, it helps to strengthening India's commitment to universal schooling. (Jyothi, 2022) The most pressing problems is the unavailability of money or inadequate funding of Indian Education programs or systems. According to the Right to Education Act 2009, (Part-1) The Right of Children to free and Compulsory Education Act, 2009 as per- The Schedule (section 19 and 25) serial number -2, the item is - building and the norms and standards and all-weather building consisting of— At least one class-room for every teacher; Barrier-free access; Separate toilets for boys and girls; Safe and adequate; drinking water facility to all children; Kitchen where mid-day meal is cooked in the school; Playground; Arrangements for securing the school building by boundary wall. (Singh, 2026), State-of-the-Art Projects, the recent Times of India report highlights a troubling disconnect between infrastructure development and its actual utilization in Madhya Pradesh's public education system. Although modern school buildings and facilities have been completed, bureaucratic delays and administrative inertia have left these state-of-the-art projects locked and inaccessible to students, forcing many to continue classes outdoors even in harsh weather. This not only undermines the purpose of infrastructure investment but also reflects deeper challenges in project execution and governance within the education sector.

Madhya Pradesh

Madhya Pradesh is also called the Heart of India because it is located in central Indian state. It is the second largest state in India by area (3,08,245sq.km) and plays a vital role in the country economy, cultural, and political life. The states formed on 1st November 1956 under the states reorganisation Act. Bhopal is the capital of Madhya Pradesh, currently number of districts are 55, over 8 crore population and around 70% of literacy rate. Khajuraho group of temples, Sanchi stupa, and Bhimbetka Rock shelters get UNESCO world heritage sites.

Expansion of government schools implemented Mid-Day Meal scheme, Right to Education Act, university likes Barkatullah university, Devi Ahilya University. Madhya Pradesh has a vast network of schools, according to Budget of Madhya Pradesh 80% increase in the education budget over seven years from Rs. 16,226 crores in the year 2016-17 to Rs. 29,468 crores in 2023-24 budget. Significantly increased budget allocations for education showing a commitment to strengthening the sector, enabling more funding for infrastructure, teacher development, learning resources and program implementation. State level initiatives aim to improve enrolment and attendance in government schools. Campaign like "School Chalein Hum" literally means "Let's go to School", it encourage attendance, enrolment of students, parents to send their children to school regularly through providing free educational materials, motivational and cultural programs like "Bhavishya se Bhet".According to UDISE+ Report of 2024-25 the total number of schools available in Madhya Pradesh is 122120 in which

foundational+ preparatory number of schools is 60377, secondary schools is 43163, tertiary schools is18580,total enrolment of students is 15172607, and the total number of teachers available in school is 717493. (Alam & Mukarom, 2022) poor hygiene and contaminated water in schools are likely responsible for high rates of student illness and absenteeism. It advocates for a mandatory, regular monitoring system for school water quality and a significant increase in the provision of basic hygiene supplies like soap to prevent the spread of pathogens. This study aims to analyse the trends in educational outcomes and key quality indicators over time in both types of schools and to compare how variables (availability of teachers, availability of drinking water, toilets, handwash facility, library, computer, electricity) have evolved in Government primary school and Private primary school in Madhya Pradesh.

Review of Literature

Ranjan, P, (2025), Access to improved water and sanitation: Key drivers for achieving Sustainable Development Goal 4 in Indian states, the author concludes that investing in a pipe and a toilet is as much an educational investment as buying books. For India to achieve universal literacy and fulfill its SDG 4 commitments, the paper argues that WASH infrastructure must be treated as a non-negotiable prerequisite for school functionality.

Gandhi, T, (2024), Analysis of School Dropout Rates among Girls in the Sehore District of Madhya Pradesh, India, the study investigates why girls frequently discontinue their education despite national efforts toward gender equality in schooling. The dropout crisis in Sehore requires moving beyond general education policies toward targeted, localized interventions. By tackling the specific cultural and infrastructural bottlenecks identified in this study, policymakers can work toward creating an inclusive environment where girls can complete their secondary education and break the cycle of poverty.

Zemer, V, et.al, (2023), Personal hygiene, environmental conditions, and toilet use of children in primary schools: A cohort study, examines the often-overlooked relationship between school facility standards and paediatric health. The improving the school toilet environment is essential for student well-being. They advocate for a "whole-school" approach that combines regular hygiene education with structural improvements to ensure that no child feels forced to withhold bodily functions due to fear or filth.

Alam, M, & Mukarrom, A, (2022), Hygiene, sanitation facility, and assessment of drinking water quality in the schools of Chattogram city, Bangladesh, the paper concludes that poor hygiene and contaminated water in schools are likely responsible for high rates of student illness and absenteeism. It advocates for a mandatory, regular monitoring system for school water quality and a significant increase in the provision of basic hygiene supplies like soap to prevent the spread of pathogens

Basnet M (2024), Parents' perceptions towards free and compulsory education, this paper clearly shows the gap between Nepal's policy of free and compulsory education and its real practice, using parents' views, it highlights hidden costs, poor quality, and weak implementation at the local level. The study is useful for policy discussion, though its small sample limits generalization.

Zickafoose A, et.al, (2024), Barriers and Challenges Affecting Quality Education (Sustainable

Development Goal #4) in Sub-Saharan Africa by 2030, this paper discusses a sustainability-related issue using empirical evidence and a structured research approach, It clearly explains the problem, methodology, and findings, making it useful for policy and academic discussion. However, the paper could be improved with more critical analysis and practical recommendations.

Research Methodology:

The study is focus on analysing enrolment trends in government and private primary schools in Madhya Pradesh. The study is Quantitative in nature and is based on Secondary data. The study is Descriptive- to describe enrolment patterns and trends. The study is confined to the state of Madhya Pradesh. The study covers a period from 2010 to 2024 depending on data availability to analyse long term trends. The data is based entirely on secondary data, collected from official sources are: Annual Status of Education Report (ASER) Report, UDISE+ 1 Report, Tools are Line graphs, Trend lines, Growth rate comparison, Year wise comparison, Sector wise comparison.

Objectives of the Study

1. To compare enrolment trends in Government and Private Primary School in Madhya Pradesh.
2. To study the influencing factors of enrolment in Government and Private Primary School in Madhya Pradesh.

Analysis and Interpretation of Data

Comparison of enrolment rate in Government and Private Primary School in Madhya Pradesh

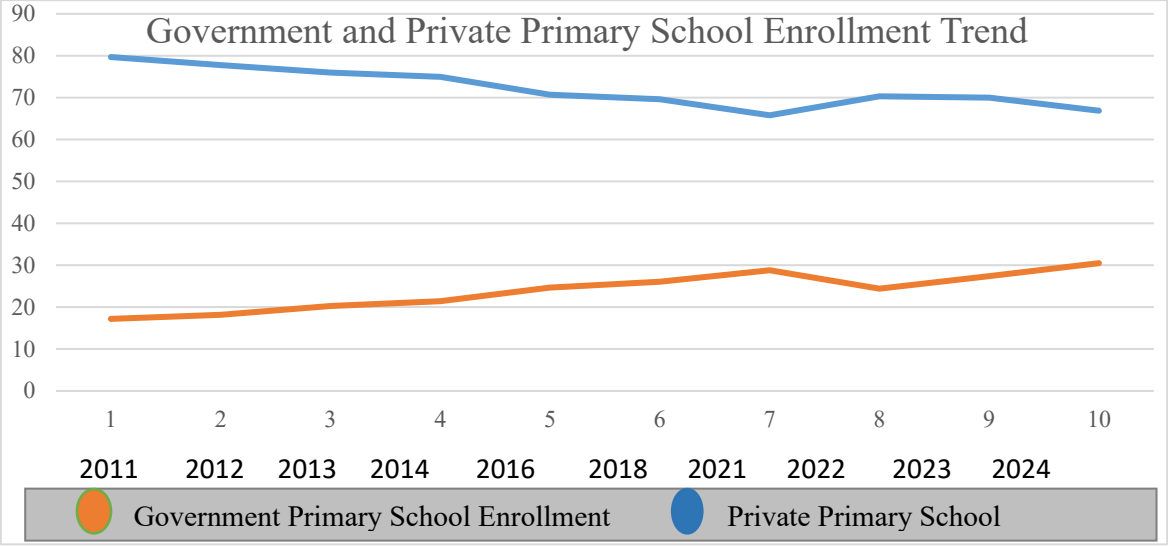
TABLE 1: **Enrolment in Government and Private Primary School of Madhya Pradesh (2010 to 2024)**

Year	**Enrolment in Government Primary Schools (In Percentage)**	**Enrolment in Private Primary Schools (In Percentage)**
2010	-	-
2011	79.70	17.20
2012	77.80	18.20
2013	76.00	20.30
2014	75.00	21.40
2015	-	-
2016	70.70	24.70
2017	-	-
2018	69.60	26.10

2019	-	-
2020	65.80	28.80
2021	70.30	24.40
2022	70.00	27.40
2023	-	-
2024	66.90	30.50

Source: As per Annual Status of Education Report of Madhya Pradesh 2005 to 2024.

CHART 1: Government and Private Primary School enrolment Trend (2010 to 2024)



According to (Table 1 and Chart 1) shown that ASER 2010 state wise data for Madhya Pradesh is not explicitly reported due to sampling, uneven survey coverage and reporting limitations, hence adjacent years are used for trend analysis. Percentage of government primary school enrolment 79.7% in the year 2011 and in Private primary school enrolment was 17.2% in same year it was a huge difference because at that time availability of Private schools were very few especially in rural and tribal areas also expensive, and government schools were often the only available educational institutions. Government primary schools provided free education, parents had limited awareness about differences in teaching quality between government and private schools. 2015 was a no full national survey year in this year ASER did not conduct a full all India household survey.

From 2016 onwards the ASER is published once every two years not annually, it adopted a biennial publication cycle, full national ASER report published only 2016,2018, 2022, 2024, in 2017 there is no national report were published, 2019 and 2023 was thematic report, 2020 and 2021 phone-based study. Enrolment in government schools showed significant growth during the period due to major policy implementation like Sarva Shiksha Abhiyan, the Right to Education Act, Mid-Day Meal Programme, which reduced direct cost of schooling encouraged learners to enrolled. However, in recent years, government primary schools have experienced decline in enrolment from 2011 government primary school enrolled the majority of children but as per the above data shows that the share has declined gradually due to school

mergers or closures, migration, growing concerns among parents regarding learning outcomes and infrastructure quality, rising preference for private schooling, it improved infrastructure and policy reforms. Parents prefer private schools for perceived better quality of education and English medium instruction.

Some Factors that influence enrolment rate in Government and Private Primary School in Madhya Pradesh.

TABLE 2: Government Primary school Facilities in Madhya Pradesh (2015 to 2024) (In Percentage)

Year	Drinking Water facility	Toilets facility	Library facility	Computer facility	Electricity facility	Internet facility	Hand Wash facility
2015	-	-	-	-	-		-
2016	-	-	-	-	-		-
2017	89.50	88.10	75.70	7.80	48.80	1.52	53.40
2018	88.56	97.37	87.99	8.24	66.02	24.94	88.79
2019	94.40	98.99	88.86	17.85	70.70	28.40	90.89
2020	95.34	99.35	90.17	23.03	72.83	29.70	91.85
2021	96.60	99.90	91.20	40.00	75.00	34.30	93.50
2022	98.90	99.00	93.70	44.60	89.3	47.50	96.10
2023	99.00	99.30	94.80	48.20	87.10	48.20	96.20
2024	99.90	99.60	94.90	48.90	88.00	50.20	96.20

SOURCE: as per the UDISE+ Report from the year 2017 to 2024

CHART 2: Government Primary School Facilities of Madhya Pradesh (2015 to 2024)

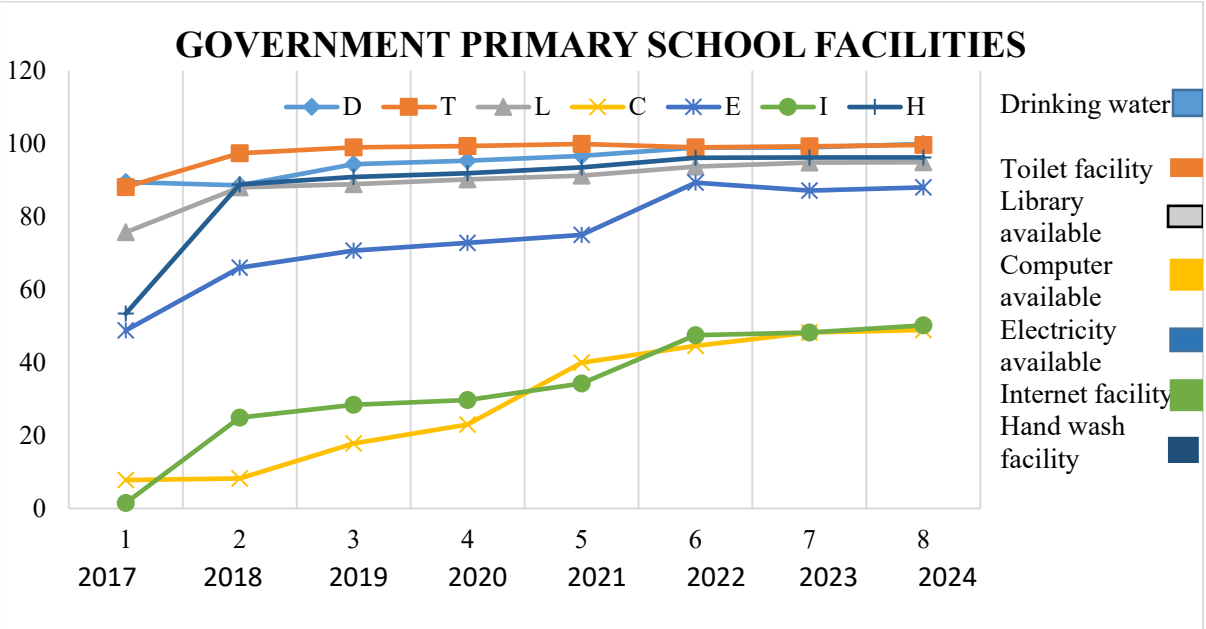
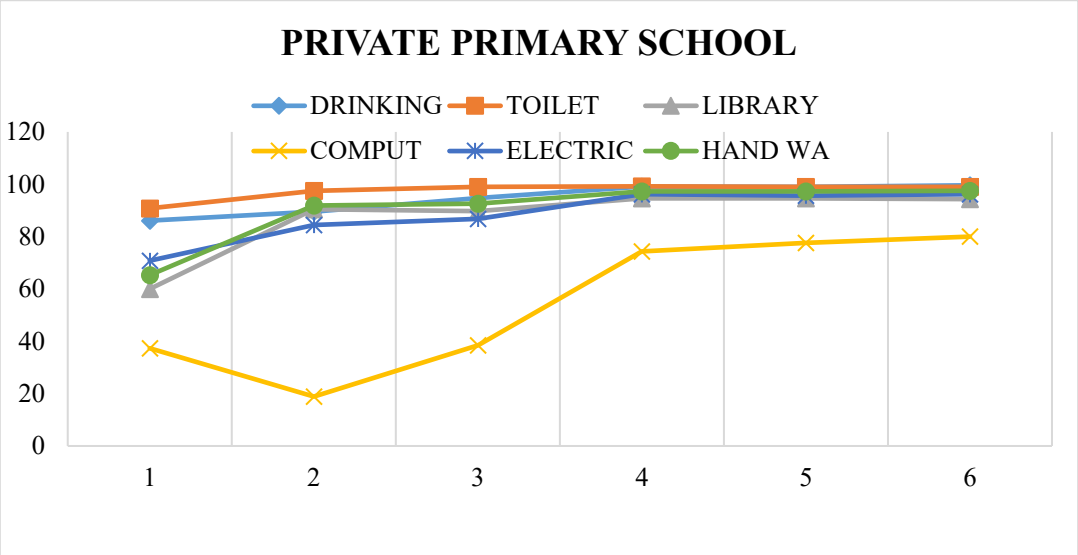


TABLE 3: Private Primary school facility in percentage of Madhya Pradesh (2015 to 2024) (In Percentage)

Year	Drinking Water facility	Toilets facility	Library facility	Comput-er facility	Electricit -y facility	Internet facility	Hand Wash facility
2015	-	-	-	-	-		-
2016	-	-	-	-	-		-
2017	86.10	90.80	60.00	37.30	70.80	14.16	65.30
2018	89.51	97.48	90.48	18.88	84.38	44.01	91.86
2019	94.70	98.96	89.69	38.50	86.80	45.40	92.59
2020	96.94	99.54	90.93	47.46	89.55	49.51	93.92
2021	98.50	99.70	92.30	67.10	91.70	57.10	95.40
2022	99.10	99.20	94.60	74.30	96.20	76.10	97.30
2023	99.00	99.00	94.60	77.60	95.60	77.90	97.30
2024	99.60	99.00	94.30	80.00	96.20	79.60	97.50

(SOURCE: as per the UDISE+ Report from the year 2017 to 2024)

CHART- 3 Private Primary School Facility of Madhya Pradesh (2015 to 2024)



As per the (Table 2) UDISE+ data for the years 2015-16 and 2016-17 were not published as separate reports due to the transition from the traditional UDISE system to the upgraded UDISE+ digital platform, which involved methodological changes and data validation challenges. UDISE+ provide a 100% online platform, data entered directly by schools, less manipulation and error.

Drinking Water Facility:

Drinking water refers to water that is safe, clean, and fit for the human consumption. It should be free from harmful micro- organisms, toxic chemicals, and physical impurities and must meet prescribed health and quality standards. The Government of Madhya Pradesh has implemented several schemes to ensure safe and adequate drinking water such as: Jal Jeevan Mission- the mission ensure that "Har Ghar Jal". Swachh Bharat Swachh Vidyalaya Abhiyan (SBSVA) is a flagship initiative launched under the Swachh Bharat.

Toilet Facility:

Toilet facilities are an essential part of basic infrastructure in home, schools, workplaces, and public spaces. Access to safe and hygienic toilets ensure public health, personal dignity and environmental cleanliness. In schools, toilet facilities are crucial because they improve attendance and retention of students especially of girls. The government schemes like Swachh Bharat Mission. The mission aims to achieve a clean, hygienic, and open defection free India by improving sanitation facilities and promoting cleanliness awareness among citizens.

Library Facility:

The availability of library is an important educational infrastructure indicator. It reflects the extent to which students and teachers have access to reading material, reference books, textbooks, newspaper, journals and digital resources. A well equipped library promotes reading habits, improves academic performance, and supports overall cognitive development. Some of the government initiatives to promote libraries in India such as, National Education Policy (NEP) 2020, National Digital Library of India (NDLI) that provides free digital access to millions of books, articles, theses, videos and support students from school level to higher education.

Electricity Facility:

Electricity is a form of energy resulting from the movement of electric charges through a conductor. It is used to power lighting, machine, electronic devices and communication systems. Some of the government initiatives like Samagra Shiksha Abhiyaan provides support for electrification of schools, installation of ICT labs, and digital boards. National Education Policy (NEP) 2020 it emphasizes digital infrastructure which requires reliable electricity and encourages use of technology for teaching and assessment.

Computer and Internet Facility:

A Computer is an electronic device that accepts data as input, processes it according to given instruction, and produces meaningful information as output. It can store large amounts of data and perform tasks such as, calculations, document preparation, presentations etc. The Internet is a global network that connects computer and digital devices worldwide, allowing users to share information and access online resources such as websites, e-books, and educational platforms. Computer and Internet both are important for enhancement of Teaching- Learning process, use of smart classes, digital boards, easily access to digital learning resources like e-books, online journals educational videos, and digital libraries.

Hand Wash Facility

Hand Wash refers to the practice of cleaning hands using water and soap to remove dirt, germs, bacteria, and virus. Proper hand washing involves scrubbing hands for at least 20 seconds, especially before eating and after using the toilet. Some of the government initiatives like Swachh Bharat Mission promotes cleanliness, sanitation, and hygiene. National Health Mission conducts health and hygiene awareness programs, school health education through health workers.

Findings

The study finds that enrolment in government primary schools has shown a fluctuating but overall declining trend, while private primary school have experienced a steady increase in enrolment over the study period indicating a growing preference of parents. The factors like availability of school facilities, proper infrastructure facility, medium of instruction influenced enrolment of private primary schools. This shows a gradual shift in parental preference towards private schools.

Conclusion

The study concludes that there exists a clear divergence in enrolment trends between Government and Private Primary Schools in Madhya Pradesh. While Private schools are increasingly preferred in urban areas due to provide better quality of education, government school remain the primary choice in rural and disadvantaged regions because of free education and welfare schemes. Enrolment decisions are influenced by quality perception, infrastructure or school facility, government incentives and parental awareness. Therefore, both types of institutions play a complementary role in achieving universal primary education in the Madhya Pradesh.

Suggestions

Drinking water facility- In schools provide filters and RO water system, it should be clean and ensure its periodic servicing. Toilet facility- In schools ensure separate toilet facility for girls and boys also daily cleaning and cleaners should have a scheduled, continuous running water inside or near toilets. Library facility- Infrastructure and space should be proper, books diverse and updated collection, internet access with supervised usage policy. Computer and Internet facility- Schools should provide enough computer, install reliable broadband and wifi with sufficient speed also activate firewall and antivirus on all computers. Electricity Facility- Ensure 100% electricity coverage more focused on solar power system installed in schools, provide backup power solution also follow safety standards to prevent short circuits and fire accidents. Handwash facility- Install handwashing station at the entrance and nearby toilet room, provide soap or liquid handwash also encourage washing hands with signs.

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