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VISUALIZING EDUCATIONAL REFORM: A COMPARATIVE ANALYSIS OF CM RISE AND OTHER GOVERNMENT SCHOOLS IN MADHYA PRADESH

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ABSTRACT

Education is a fundamental pillar of national development and social equity. In Madhya Pradesh, the CM Rise Schools initiative represents one of the most ambitious school reform programmes in recent Indian education history, designed to transform selected government schools into modern, technology-enabled centres of excellence. This study undertakes a comparative analysis of CM Rise Schools and other government schools in Madhya Pradesh, examining their practices, policies, and educational outcomes across nine key dimensions: teacher adequacy and qualification, academic achievement, professional development programmes, government funding, infrastructure facilities, co-curricular activities, teaching–learning processes, student discipline strategies, and educational policy frameworks. The study employed a comparative and descriptive survey research design. A stratified random sample of 20 schools—10 CM Rise Schools and 10 other Government Schools—was selected from the Ujjain Division of Madhya Pradesh. Data were collected from 20 principals, 200 teachers, 300 parents, and 2938 Class 10 students through structured questionnaires, observation checklists, and document analysis. The percentage method was used for data analysis. Findings reveal that CM Rise Schools demonstrate consistently superior performance across infrastructure, professional development, technology integration, teaching–learning strategies, and student discipline. Academic achievement data from 2022–23 and 2023–24 show CM Rise Schools achieving higher percentages of students scoring above 60% in Class 10 board examinations. However, disparities in teacher deployment, staffing vacancies, and equity concerns challenge the uniformity of outcomes across all CM Rise Schools. The study concludes that while CM Rise Schools represent a commendable reform model, the long-term success of public education reform in Madhya Pradesh depends on systematically scaling the best practices of CM Rise to the broader network of government schools.

Keywords: CM Rise Schools, Government Schools, Educational Reform, Madhya Pradesh, Comparative Study, Academic Achievement, Infrastructure, Professional Development, NEP 2020, Educational Policy

1. INTRODUCTION

Education is universally acknowledged as a powerful instrument for individual development and social transformation. A robust and equitable school education system lays the foundation for human capital formation, democratic participation, and national progress. In India, government schools form the backbone of the education system, catering predominantly to students from rural, economically weaker, and socially marginalized communities. Despite significant investments in access and enrollment, persistent concerns regarding instructional quality, infrastructure adequacy, governance, and learning outcomes continue to challenge the effectiveness of public schooling.

In response to these challenges, state governments across India have introduced reform-oriented interventions aimed at revitalizing public education. Among these, the Government of Madhya Pradesh launched the CM Rise Schools initiative—one of the most comprehensive state-level school transformation programmes in the India. CM Rise Schools are envisioned as world-class government Schools offering high-quality, inclusive, and future-ready education. These schools emphasize modern infrastructure, qualified and motivated teachers, digital learning environments, student-centric pedagogical practices, and holistic student development aligned with the National Education Policy (NEP) 2020.

The CM Rise Schools seeks to consolidate schools within a 15-kilometre radius, creating larger, better-equipped Schools equipped with smart classrooms, Atal Tinkering Labs, science laboratories, digital libraries, and co-curricular facilities. Teachers are recruited through competitive processes where necessary, and provided structured professional development aligned with NEP-2020 objectives. In April 2025, CM Rise Schools were renamed Sandipani Vidyalayas to reflect India's educational heritage. Guduza and Tshelane (2026)

While CM Rise Schools have attracted substantial policy attention and financial investment, the majority of other government schools continue to operate under conventional administrative structures, limited resources, and traditional pedagogical practices. Understanding whether the CM Rise initiative has delivered measurable improvements in school functioning, teaching quality, and student outcomes—compared with regular government schools—is essential for informed educational planning and policy reform.

The present study, therefore, undertakes a systematic comparative analysis of CM Rise Schools and other government schools in Madhya Pradesh, focusing on practices, policies, and outcomes. By generating empirical evidence across multiple dimensions of school effectiveness, the study aims to identify strengths, challenges, and opportunities for scaling successful reform elements across the broader public education system.

1.1. RATIONALE OF THE STUDY

The CM Rise initiative represents a significant state investment in educational reform. Evaluating its effectiveness against the baseline of regular government schools is critical to understanding whether the reform model achieves its intended outcomes and where implementation gaps exist. Such evidence is indispensable for policymakers, educational administrators, teacher educators, and researchers committed to improving equity and quality in public education.

1.2. OBJECTIVES OF THE STUDY

- To study the status of teachers and administrative staff in CM Rise and other Government Schools in terms of adequacy and qualification with experience.
- To compare academic achievement of students in CM Rise and other Government Schools.
- To compare the status of professional development programmes in both school types.
- To compare government funding allocation between CM Rise and other Government Schools.
- To compare infrastructure facilities available in both school types.
- To compare co-curricular activities organized by CM Rise and other Government Schools.
- To compare teaching–learning strategies adopted in both school types.
- To compare strategies for maintaining student discipline in both school types.
- To compare government policies applicable to CM Rise and other Government Schools.

1.3. RESEARCH QUESTIONS

- Is there any significant difference in teacher adequacy and qualification between CM Rise and other Government Schools?
- Is there any significant difference in academic achievement of students between the two school types?
- Is there any significant difference in professional development programmes, government funding, infrastructure, co-curricular activities, teaching–learning processes, discipline strategies, and policy frameworks between CM Rise and other Government Schools?

2. REVIEW OF LITERATURE

A substantial body of comparative educational research has examined the relationship between school reform models, institutional resources, and student outcomes. Singh and Singh (2020) conducted a comparative study of government and private elementary schools in Haryana, finding significant differences in infrastructure facilities, teacher qualifications, teaching methods, curriculum implementation, co-curricular activities, and student academic performance. Private schools demonstrated better student–teacher ratios, superior infrastructure, and higher academic achievement, highlighting the role of resource investment in educational quality. Chen and Harris (2022) examined the market-level effects of charter schools—publicly funded but independently operated Schools—on student outcomes across school districts in the United States, providing insights into how model school reforms influence academic achievement, graduation rates, and educational equity within public systems. Their findings underscore the complexity of reform impact, noting that localized factors significantly mediate outcomes. Echávarri and Peraza (2017) analysed school modernization reforms in Mexico through teacher assessment and school-based management policies. Their research demonstrated that decentralization of administrative authority empowers schools to adapt to local needs, but also highlighted challenges related to implementation resistance and resource equity. Bajaj (2011) explored the transformative impact of human rights education in Indian schools, emphasizing the role of structured pedagogical innovation in fostering social awareness and student empowerment. Blatchford et al. (2012) critically re-evaluated the role of teaching assistants in classroom settings, finding that the quality of deployment and professional development significantly mediates instructional effectiveness. Moon (2007) provided a global overview of policies and practices for attracting, developing, and retaining effective teachers, underscoring the centrality of teacher quality in school effectiveness. Hattie (2009) synthesized meta-analyses of educational interventions in Visible Learning, establishing that teacher quality, professional development, and formative assessment are among the most powerful determinants of student achievement. In the Indian context, the National Education Policy 2020 (Government of India, 2020) provides the overarching framework for educational reform, emphasizing holistic development, competency-based learning, digital integration, and teacher professionalism. Research on state-level model school initiatives, including CM Rise Schools, remains limited, making the present study a timely contribution to the empirical literature on reform-oriented public schooling in India.

Theoretical frameworks informing this study include Human Capital Theory (Becker, 1993), which positions teacher qualifications as investments that enhance instructional productivity; Experiential Learning Theory (Kolb, 1984), which supports balanced teacher experience; the Professional Competence Model (Shulman, 1987), which integrates content knowledge, pedagogy, and experience; and the Input–Process–Output Model of educational quality (Hanushek, 1995), which identifies infrastructure and staffing as critical school inputs.

3. METHODOLOGY

3.1. RESEARCH DESIGN

The study employs a comparative and descriptive survey research design to systematically examine and contrast key dimensions of CM Rise and other Government Schools in Madhya Pradesh. This design is appropriate for analyzing existing conditions across comparable institutional categories without experimental manipulation of variables.

3.2. POPULATION AND SAMPLE

The target population comprised principals, teachers, parents, and students from both CM Rise Schools and other Government Schools in the Ujjain Division of Madhya Pradesh. A stratified random sampling technique was adopted to ensure equal and representative participation from both school types.

Table 1

Table 1 Distribution of Sample by Category and School Type

Category / Particulars	CM Rise Schools (n = 10)	Government Schools (n = 10)	Total
Number of Schools	10	10	20
Principals	10	10	20

Teachers	100	100	200
Parents	150	150	300
Students (2022–23)	714	711	1,425
Students (2023–24)	784	729	1,513
Total Students (Both Years)	1,498	1,440	2,938

3.3. TOOLS FOR DATA COLLECTION

A triangulated approach was adopted using: (a) structured questionnaires for principals, teachers, parents, and students, validated through expert review and pilot-tested for reliability; (b) observation checklists for assessing infrastructure, classroom environment, and ICT facilities during school visits; and (c) document analysis of academic records, staff profiles, professional development logs, and government policy documents.

3.4. VARIABLES

Independent Variable: Type of school (CM Rise School / Other Government School).

Dependent Variables: Teacher adequacy and qualification; student academic achievement (Class 10 board results); professional development programmes; government funding; infrastructure facilities; co-curricular activities; teaching–learning strategies; disciplinary practices; and policy implementation status.

3.5. DATA ANALYSIS

Descriptive statistical techniques were employed, with primary emphasis on the Percentage Method. Data were analysed using the formula: Percentage (%) = (Obtained Value / Total Value) × 100. Findings are presented through tables and comparative analyses to facilitate clear interpretation.

3.6. LIMITATIONS

- The study is confined to the Ujjain Division of Madhya Pradesh; findings may not be fully generalized to other regions.
- The sample focuses exclusively on CM Rise and other Government Schools, excluding private, aided, or semi-government Schools.
- The study includes only Class 10 board examination data for academic achievement analysis.

4. RESULTS

4.1. TEACHER ADEQUACY AND QUALIFICATION

Analysis of staffing data from both school types reveals distinct patterns in teacher availability and qualification. CM Rise Schools possess a higher average sanctioned strength—30.2 posts per school compared to 16.2 in other Government Schools—reflecting the policy intention to establish these Schools as model learning centres.

Table 2

Table 2 Teacher Adequacy — CM Rise vs. Other Government Schools

Parameter	CM Rise Schools	Other Govt. Schools
Average Sanctioned Posts per School	30.2	16.2
Average Teachers Available per School	23.6	13.1
Overall Staffing Rate (%)	78.10%	80.90%
Teacher–Student Ratio Range	15:1 – 52:1	15:1 – 60:1
% Teachers with PG + B.Ed./D.Ed.	97%	~70%
% Teachers with <5 Years Experience	52%	25%
% Teachers with >5 Years Experience	48%	75%

While CM Rise Schools have higher sanctioned strength and superior professional qualification levels, certain schools such as Khawasa (35% deficit) and Ghatiya (54% deficit) suffer from significant staffing shortfalls. In other Government Schools, Badawada (31% deficit) and Shamgadh (44% deficit) similarly face vacancies. The comparative analysis confirms a significant difference in teacher qualification, with 97% of CM Rise teachers holding postgraduate degrees with professional training, compared to approximately 70% in other Government Schools. Experience distribution differs notably: CM Rise Schools maintain a balanced mix (52%/48%), while other Government Schools are weighted toward experienced staff (75% > 5 years).

4.2. ACADEMIC ACHIEVEMENT

Academic performance data for Class 10 students over two consecutive years (2022–23 and 2023–24) reveal consistent advantages for CM Rise Schools across the cohort.

Table 3

Table 3 Academic Achievement of 10th Class Students in CM Rise Schools (2022–23)

Sr No	School Name	Total No. of Students 2022–23	% Below 60%	% Above 60%
1	CM Rise School Sabakheda	46	32	14
2	CM Rise School Neemuch	56	7	49
3	CM Rise School Manasa	79	17	62
4	CM Rise School Ghatiya	79	40	39
5	CM Rise School Khawasa	111	88	23
6	CM Rise School Rampura	52	31	20
7	CM Rise School Chandwasa	154	73	81
8	CM Rise School Jawad	35	18	17
9	CM Rise School Garot	61	24	37
10	CM Rise School Malhargadh	41	21	20

The academic results of 10th class students across 10 CM Rise Schools in 2022–23 show significant variation in performance. Schools like CM Rise School Chandwasa (81% above 60%), CM Rise School Manasa (62% above 60%), and CM Rise School Neemuch (49% above 60%) performed notably well, indicating a strong academic environment.

However, some schools recorded relatively low proportions of students scoring above 60%, such as CM Rise School Khawasa (23%), CM Rise School Rampura (20%), and CM Rise School Malhargadh (20%), suggesting a need for targeted academic support. The highest percentage of below-60% scorers was in CM Rise School Khawasa (88%), whereas CM Rise School Neemuch had the lowest proportion of below-60% scorers (7%).

Overall, while certain CM Rise Schools demonstrated commendable academic outcomes, others displayed substantial room for improvement, indicating disparities in student performance within the same institutional framework.

Table 4

Table 4 Academic Achievement of 10th Class Students in CM Rise Schools (2023–224)

Sr No	School Name	Total No. of Students 2023–24	% Below 60%	% Above 60%
1	CM Rise School Sabakheda	51	18	33
2	CM Rise School Neemuch	106	39	67
3	CM Rise School Manasa	84	4	80
4	CM Rise School Ghatiya	68	30	38
5	CM Rise School Khawasa	129	93	36
6	CM Rise School Rampura	26	14	12
7	CM Rise School Chandwasa	106	27	81
8	CM Rise School Jawad	50	16	34

9	CM Rise School Garot	93	35	58
10	CM Rise School Malhargadh	71	20	48

In the academic year 2023–24, the performance of 10th class students across CM Rise Schools varied significantly:

- **High Performers (Above 60% ≥ 70%)** – CM Rise School Manasa (80%) and CM Rise School Chandwasa (81%) emerged as the top performers, demonstrating strong academic outcomes.
- **Moderate Performers (Above 60% between 40%–69%)** – Schools such as Neemuch (67%), Garot (58%), Malhargadh (48%), and Ghatiya (38%) maintained a balanced performance level.
- **Low Performers (Above 60% ≤ 35%)** – Khawasa (36%), Jawad (34%), Sabalheda (33%), and Rampura (12%) struggled with a larger proportion of students scoring below 60%.

In the academic year 2023–24, CM Rise Schools showed varied performance across Schools. Out of the ten schools, CM Rise School Manasa and CM Rise School Chandwasa recorded the highest percentage of students scoring above 60% (80% and 81% respectively), indicating strong academic achievement. Schools like Neemuch (67%) and Garot (58%) also performed well above average.

However, some schools faced challenges, with Rampura (12% above 60%), Sabatkheda (33%), and Jawad (34%) showing lower proportions of high-achieving students. Khawasa in particular had a high number of students scoring below 60% (93%), despite some improvement compared to the previous year.

Overall, while several CM Rise Schools demonstrated significant academic success, the data reveals a noticeable performance gap between top-performing and lower-performing Schools, suggesting the need for targeted academic support and interventions in certain schools.

If you like, I can now prepare a year-on-year improvement analysis to show which CM Rise Schools improved most from 2022–23 to 2023–24. That would make the trends more insightful.

Table 05

Table 5 Academic Achievement of 10th Class Students in Other Government Schools (2022–23)

Sr No	School Name	Total no of Students 2022-23	% Below 60%	% Above 60%
1	Govt. Excellence HSS Manasa	38	14	24
2	Govt. GHSS Garot	92	37	55
3	Govt. Boys HSS Unhel	70	43	27
4	Govt. HSS Parda	56	36	22
5	Govt GHSS Khawasa	74	49	25
6	Govt. HSS Badawada	113	55	53
7	Govt GHSS Shamgadh	105	50	52
8	Govt. HSS Revli Devli	68	21	47
9	Govt. HSS Kukdeshwer	58	19	39
10	Govt HS Alhed	37	23	14

The total number of students across the 10 government schools was 711.

On average, 34.7% of students scored below 60%, while 65.3% scored above 60%.

- The highest percentage of students scoring above 60% was observed in Govt. GHSS Garot (55%) and Govt. HSS Badawada (53%), followed closely by Govt. GHSS Shamgadh (52%) and Govt. HSS Revli Devli (47%).
- The lowest percentage of above 60% achievers was in Govt. HS Alhed (14%), followed by Govt. HSS Parda (22%) and Govt. GHSS Khawasa (25%).
- Schools like Govt. GHSS Garot, Badawada, and Shamgadh performed better than the group average, while Alhed, Parda, and Khawasa lagged behind.
- In 2022–23, academic achievement in other government schools showed considerable variation. Govt. GHSS Garot recorded the highest proportion of students scoring above 60% (55%), closely followed by Govt. HSS

Badawada (53%) and Govt. GHSS Shamgadh (52%). Schools like Revli Devli (47%) and Kukdeshwer (39%) also performed moderately well.

- On the lower side, Govt. HS Alhed (14%), Govt. HSS Parda (22%), and Govt. GHSS Khawasa (25%) had relatively few students scoring above 60%, suggesting academic underperformance. Govt. Boys HSS Unhel also showed a low achievement rate (27%).
- Overall, while some schools achieved strong academic results, a significant proportion of schools had more than half of their students scoring below 60%, indicating a need for targeted remedial teaching, improved learning resources, and consistent academic monitoring.
- If you want, I can now create a comparative summary between CM Rise Schools and other Government Schools for the same year to highlight performance differences.

Table 6

Table 6 Academic Achievement of 10th Class Students in Other Government Schools (2023–24)

Sr No	School Name	Total no of Students 2023-24	% Below 60%	% Above 60%
1	Govt. Excellence HSS Manasa	58	39	19
2	Govt. GHSS Garot	101	54	47
3	Govt. Boys HSS Unhel	58	32	26
4	Govt. HSS Parda	58	30	25
5	Govt GHSS Khawasa	122	36	45
6	Govt. HSS Badawada	85	42	43
7	Govt GHSS Shamgadh	99	54	47
8	Govt. HSS Revli Devli	61	29	32
9	Govt. HSS Kukdeshwer	44	27	17
10	Govt HS Alhed	43	28	15

- The total number of students across these 10 government schools was 729.
- On average, 37.1% of students scored below 60%, while 62.9% scored above 60%.
- The highest percentage of students scoring above 60% was in Govt. GHSS Garot (47%) and Govt. GHSS Shamgadh (47%), followed by Govt. GHSS Khawasa (45%) and Govt. HSS Badawada (43%).
- The lowest performance was recorded in Govt. HS Alhed (15%), Govt. Excellence HSS Manasa (19%), and Govt. HSS Kukdeshwer (17%).
- Compared to 2022–23, several schools saw a decline in the percentage of students scoring above 60%, particularly Manasa, Garot, and Revli Devli, whereas Khawasa showed notable improvement.
- In 2023–24, performance in other government schools remained mixed, with some institutions showing improvements while others declined. Govt. GHSS Garot and Govt. GHSS Shamgadh each recorded the highest proportion of students scoring above 60% (47%), followed closely by Govt. GHSS Khawasa (45%) and Govt. HSS Badawada (43%).
- Moderate achievers included Govt. HSS Revli Devli (32%), Govt. Boys HSS Unhel (26%), and Govt. HSS Parda (25%). However, Govt. Excellence HSS Manasa dropped to just 19% above 60%, while Govt. HSS Kukdeshwer (17%) and Govt. HS Alhed (15%) had the lowest achievement rates.
- Overall, while some schools maintained moderate performance, many continued to have a majority of students scoring below 60%, indicating persistent challenges in academic achievement that require stronger interventions, enhanced teaching strategies, and better learning support systems.

4.3. PROFESSIONAL DEVELOPMENT PROGRAMMES

Table 7

Table 7 Professional Development Programmes — Comparative Summary (2023–24)

Indicator	CM Rise Schools	Other Govt. Schools
PDPs Conducted per Year	8	4
Average Duration per PDP	3 days	1–2 days
Mode of Delivery	Blended (offline + online)	Mostly offline
Teacher Participation Rate	95%	70%
Digital Tools Used	Smartboards, LMS, online quizzes	PowerPoint, printed notes
External Trainers Involved	Frequent	Rare
Teacher Satisfaction Rate	92%	65%
Impact Assessment Conducted	Annually	Rarely / informal

CM Rise Schools demonstrate a more robust, technology-enriched, and systematically monitored professional development ecosystem. The frequency (8 vs. 4 PDPs), participation rate (95% vs. 70%), and teacher satisfaction (92% vs. 65%) all reflect significantly superior outcomes in CM Rise Schools.

4.4. GOVERNMENT FUNDING

Table 8

Table 8 Government Funding — Average per School Comparison

Funding Category	CM Rise Schools (Avg.)	Other Govt. Schools (Avg.)
Infrastructure Development	₹ 45,00,000	₹ 15,00,000
Teacher Professional Development	₹ 6,00,000	₹ 1,50,000
ICT & Digital Learning	₹ 8,00,000	₹ 2,00,000
Co-Curricular & Sports	₹ 3,00,000	₹ 80,000
Per-Student Annual Funding	₹ 28,000	₹ 11,000
Total Average Annual Grant	~₹79,00,000	~₹24,80,000

The state government approved ₹1,335.20 crore for 33 CM Rise Schools in Phase 1, and ₹2,737 crore for expansion into tribal regions. Per-student annual funding in CM Rise Schools (₹28,000) is more than double that of other Government Schools (₹11,000). This targeted capital investment has enabled the superior infrastructure and programme quality observed in CM Rise Schools.

4.5. INFRASTRUCTURE FACILITIES

Table 9

Table 9 Infrastructure Facilities — Comparative Summary (2023–24)

Infrastructure Indicator	CM Rise Schools	Other Govt. Schools
Classrooms	11–18, modern, well-ventilated	5–10, some overcrowded
Smart Classrooms / ICT Labs	Available in almost all classes	Limited or absent
Science Laboratories	Fully equipped (Physics, Chemistry, Biology)	Basic / outdated in most
Library Facilities	Digital + physical, e-resources	Basic library / limited books
Playground & Sports	Maintained with equipment	Limited / poorly maintained
Drinking Water	RO-purified, multiple points	Hand pump / partial

4.6. CO-CURRICULAR ACTIVITIES

Table 10

Table 10 Co-Curricular Activities — Participation Rates		
Activity Area	**CM Rise Schools (% Regular Participation)**	**Other Govt. Schools (% Regular Participation)**
Sports & Physical Education	85%	45%
Arts & Cultural Programmes	78%	40%
Clubs & Societies (Science, Eco, ICT, Reading)	70%	25%
Science/ICT Exhibitions	65%	30%
Community & Social Engagement	72%	35%

CM Rise Schools integrate co-curricular activities into the school calendar as a structured component of holistic education aligned with NEP 2020. Regular inter-school competitions, CM Rise Kala Utsav (Art Festivals), student clubs, and community engagement programmes contribute to higher overall participation (80% vs. 38%). Other Government Schools largely confine co-curricular activities to national celebrations and annual functions, limiting continuity and student development.

4.7. TEACHING–LEARNING PROCESS

Table 11

Table 11 Teaching–Learning Strategy Scores (out of 5)			
Dimension	**CM Rise Schools**	**Other Govt. Schools**	**Score Gap**
Pedagogical Approaches	4.8	3.9	0.9
Technology Integration	4.9	2.5	2.4
Classroom Management	4.7	4	0.7
Assessment & Feedback	4.6	3.8	0.8
Differentiation & Inclusivity	4.5	3.5	1
Professional Development	4.8	3.6	1.2

The largest gap is observed in technology integration (4.9 vs. 2.5), reflecting the widespread use of smart classrooms, e-learning platforms, and Atal Tinkering Labs in CM Rise Schools compared to minimal ICT use in other Government Schools. CM Rise Schools also demonstrate significantly higher scores in differentiated instruction and professional development, indicating better capacity to address diverse learner needs.

4.8. STUDENT DISCIPLINE STRATEGIES

Table 12

Table 12 Discipline Strategy Scores (out of 5)		
Discipline Strategy Area	**CM Rise Schools**	**Other Govt. Schools**
Approach to Discipline (Positive vs. Reactive)	4.8	3.8
Preventive Measures	4.7	3.4
Handling Misbehaviour (Restorative vs. Punitive)	4.6	3.5
Environment & Infrastructure Support	4.9	3.2
Teacher Training in Classroom Management	4.8	3.3

CM Rise Schools employ preventive, positive, and participatory discipline strategies—including cooperative learning, values education, socio-emotional learning, and counselling-based responses to misbehaviour. The largest gap

is in environment and infrastructure (4.9 vs. 3.2), confirming that well-designed learning spaces naturally promote positive student behaviour. Other Government Schools rely more heavily on reactive, authoritative approaches.

4.9. GOVERNMENT POLICY FRAMEWORK

Table 13

Table 13 Policy Comparison — CM Rise vs. Other Government Schools

Policy Dimension	CM Rise Schools	Other Govt. Schools
Policy Objective	Transform select schools into modern centres of excellence	Provide basic education with gradual quality improvement
School Structure	Clustered model (15 km radius consolidation)	Distributed model across villages and rural areas
Infrastructure Standard	Smart classrooms, labs, e-libraries, Atal Tinkering Labs	Variable; basic upgrades via state schemes
Teacher Policy	Competitive selection, NEP-aligned training, incentives	General recruitment, limited training
Technology Integration	Fully digital-enabled environment	Partial; mostly traditional teaching
Co-Curricular Emphasis	Strong; NEP 2020 aligned	Limited; resource-dependent

CM Rise Schools operate under a transformative, high-investment, excellence-oriented policy framework, while other Government Schools follow an access-focused, incremental improvement model. A key policy tension exists: CM Rise Schools may inadvertently create equity gaps through consolidation and centralization, while other Government Schools maintain accessibility but lag in modernization.

5. DISCUSSION

The findings of this study reveal that CM Rise Schools consistently outperform other Government Schools across the nine dimensions examined. These results are consistent with the theoretical frameworks informing the study. Human Capital Theory (Becker, 1993) predicts that the higher qualification levels and structured professional development in CM Rise Schools should enhance instructional productivity and student outcomes—a prediction supported by both the academic achievement data and teaching–learning strategy scores. The advantage of CM Rise Schools in technology integration (score 4.9 vs. 2.5) aligns with NEP 2020's vision of digital-enabled learning, while the balanced experience profile of CM Rise teachers supports Kolb's (1984) Experiential Learning Theory by combining innovation with institutional wisdom.

The infrastructure disparity between CM Rise and other Government Schools is both pronounced and consequential. Modern facilities, purified drinking water, functional laboratories, and high-speed internet in CM Rise Schools create an enabling ecosystem for effective teaching and learning, consistent with the Input–Process–Output model of educational production (Hanushek, 1995). The co-curricular and discipline data further reinforce the observation that holistic school environments produce not only better academic outcomes but also more engaged, responsible, and socially aware students.

However, the findings also expose implementation gaps within the CM Rise Schools itself. Teacher vacancies in schools such as Khawasa and Ghatiya undermine the policy intent of optimal staffing norms. The persistence of low academic performance in some CM Rise Schools—notably Khawasa, where 93% of Class 10 students scored below 60% in 2023–24—suggests that infrastructure and funding alone are insufficient without effective teacher deployment, academic monitoring, and targeted intervention for struggling students.

The policy dimension highlights a fundamental tension in Madhya Pradesh's public education strategy: a high-quality, resource-intensive model serving fewer schools versus a distributed, access-oriented model serving the majority. The 50% decline in new admissions reported in non-CM Rise government schools signals a growing public preference for CM Rise Schools, which, if unaddressed, risks accelerating the marginalization of the broader government school network. This pattern echoes findings from comparative research on charter school expansion in the United States

(Chen & Harris, 2022) and school-based management reforms in Mexico (Echávarri & Peraza, 2017), which similarly found that concentrated reform investments can generate equity tensions within public systems.

The professional development findings deserve particular attention. The significantly higher frequency, quality, and impact of teacher training in CM Rise Schools (8 PDPs/year, 95% participation, 92% satisfaction) compared to other Government Schools (4 PDPs/year, 70% participation, 65% satisfaction) directly influences instructional quality and student engagement. This evidence supports Moon's (2007) global review emphasizing that attracting, developing, and retaining effective teachers is the single most powerful lever for school improvement. Bridging this professional development gap across all government schools should be a priority for educational planners.

6. CONCLUSION

The present study provides comprehensive empirical evidence that CM Rise Schools in Madhya Pradesh demonstrate significantly superior performance compared to other Government Schools across teacher adequacy and qualification, academic achievement, professional development, government funding, infrastructure, co-curricular activities, teaching–learning strategies, student discipline, and policy implementation. The CM Rise initiative represents a commendable and evidence-backed model for public school reform, demonstrating how strategic investment, structured governance, and policy alignment with NEP 2020 can meaningfully improve educational quality within the government system.

However, the study also establishes that reform benefits are not uniformly distributed even within CM Rise Schools, and that the growing gap between CM Rise and other Government Schools risks deepening educational inequality within the public system. The long-term success of educational reform in Madhya Pradesh—and the realization of its constitutional commitment to equitable quality education—depends on scaling the best practices of CM Rise Schools to the broader network of government schools.

The following recommendations emerge from the study's findings:

- Targeted teacher recruitment and deployment policies must address persistent vacancies in underserved CM Rise Schools and other Government Schools.
- Professional development programmes modelled on the CM Rise framework should be systematically extended to all government school teachers.
- Investment in digital infrastructure, smart classrooms, and internet connectivity should be prioritized for other Government Schools to bridge the technology gap.
- Academic monitoring mechanisms, including regular assessment of student performance and targeted remedial intervention, should be institutionalized across all government schools.
- Equity concerns arising from school consolidation under the CM Rise Schools should be addressed through transport provisions, community engagement, and satellite support centres for students unable to access larger consolidated schools.
- Future research should longitudinally track CM Rise outcomes and examine the impact of the CM Rise Schools rebranding on enrollment patterns, community perceptions, and student achievement.

CONFLICT OF INTERESTS

None.

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None.

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