

EMPLOYMENT COMPENSATION AND SERVICE CONDITIONS OF PRIVATE ELEMENTARY SCHOOL TEACHERS: A STUDY OF DEWAS DISTRICT, MADHYA PRADESH

Rambabu Patidar¹, Dr. P. C. Gupta²

Research Scholar, Department of Economics, Mahakaushal University, Jabalpur, Madhya
Pradesh, India¹

Assistant Professor and Head of Department, Department of Economics, Mahakaushal
University, Jabalpur, Madhya Pradesh, India²

ABSTRACT

In this article, the present review research paper provides a meta-analysis of different employment compensation structures and service conditions for teachers working in private elementary schools of Dewas District Madhya Pradesh (India). The research compiles a considerable amount of previously published literature, policies and government circulars and empirical studies relating to salaries, contracts, contracts as well as security regulations for private schoolteachers along with work place welfare provisions in the Indian context with special reference to Central India. The review elucidates longstanding and systemic disparities in remittance of salary packages to teachers employed by government-aided and non-aided private elementary schools vis-à-vis their counterparts teaching in government schools, hence typifying wider systemic inequities embedded within India's dual-track education system. Results from the meta-analysis indicate that the vast majority of Dewas District's private elementary school teachers receive salaries well below minimum wage minimums by recommendations from both (anchored in 2016) and Madhya Pradesh orders of the Right of Children to Free and Compulsory Education Act, 2009. Additionally, the reviews critically analyses the lack of formal service conditions such as social security securities, contributions to provident fund, entitlement to gratuity and formal mechanisms for grievance redresses. It discusses the gender gap, school management committees, and regulators like the Madhya Pradesh Private School Regulatory Commission. Comprehensive policy reform, the provisioning of the professional development for teachers and intervention through legislation is offered as implications. The study ends with more extensive recommendations for reforming the structure of private school teacher compensation in Madhya Pradesh towards improving equity, accountability and educational quality.

Keywords: *Employment Compensation¹, Private Elementary Schools², Service Conditions³, Teacher Welfare⁴, Dewas District⁵, Madhya Pradesh Education Policy⁶, Right to Education Act⁷.*

1. INTRODUCTION

Education is the foundation of national development and teachers are its most essential builders. For example, the rapid growth of private unaided elementary schools in India since about 1990 has fundamentally transformed primary education delivery, establishing an increasingly complex ecosystem where millions of teachers work in ways that differ enormously from specifications set by national and state-level regulatory bodies. Dewas District in Madhya Pradesh represents the story of this much wider national trend, with expansion of private elementary schools driven primarily by the intensified parental demand for English-medium and seemingly quality-oriented schooling even at the expense of teachers' poor working conditions and lack of job security. The conflict between institutional profitability imperatives and the basic entitlements of teachers to just remuneration and appropriate working conditions is an important policy issue that requires continued academic scrutiny. The initiative is to contribute a meta-analytical mapped framework of research literature giving an overall picture of teacher employment compensation and service conditions prevailing in Dewas District private elementary schools from regional, national and comparative international evidence.

1.1 BACKGROUND AND CONTEXT OF PRIVATE ELEMENTARY EDUCATION IN MADHYA PRADESH

The growth of private elementary schooling in Madhya Pradesh has been explosive since the economic liberalization period of the early 1990s. Non-governmental schools, especially private unaided ones, have a high share in total elementary enrollment compared to other states as well and it is higher than 30% even in urban and semi-urban districts of Madhya Pradesh such as Dewas according to the Unified District Information System for Education (UDISE+) data. In recent decades, private schools in the state had worked almost without any regulatory oversight (especially with regard to teacher recruitment practices, salary payment schedules and conditions of service frameworks). While the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) established structural directions for private schools with regard to teacher qualifications, pupil-teacher ratios and infrastructural challenges; however, implementation has been sporadic and contentious. Dewas an industrially prominent district in western Madhya Pradesh is a particularly instructive case study, on account of its bifurcated demography urban commercial centers semi-urban stable segmented areas, and rural agrarian hinterlands having each their own distinct configurations of private schools. Research on teacher wages this region points to the lack of standardized pay scales, informal employment contracts and rent-a-crowd dismissal or non-payment of teachers particularly women. Over the years, a variety of legislative instruments including the MP Private School (Recognition and Regulation) Act, the MP Shops and Establishments Act as well as circulars by the Directorate of Public Instruction have created a regulatory framework for private unaided schools in Madhya Pradesh but poor enforcement has left structural weaknesses.

1.2 SIGNIFICANCE OF THE STUDY AND RESEARCH OBJECTIVES

The uniqueness of this review is the combining of disparate evidence about a poorly researched group the private elementary school teacher in a tier-II district of Center India into a single analytical line. Yet, a systematic review of research on teacher wages at the district-level in Dewas is missing from India's mainstream

educational research literature although national level surveys like the Annual Status of Education Report (ASER) and National Sample Survey Organization (NSSO) identify key issues related to exact compensation of teachers. This is particularly consequential because the delivery of quality elementary education cannot be disentangled from teacher motivation, retention and professional satisfaction, all fundamentally conditioned by compensation adequacy and service security. The review aims to achieve four key objectives To carry out a systematic scoping exploration of the existing literature on teacher compensation structures in Indian private school systems, identify patterns of service condition inadequacies with specific reference to the Dewas District context, analyze the Madhya Pradesh policy and regulations which govern the employment of teachers in private schools; and Integrate critical issues to propose evidence-based recommendations for policy reform. In doing so, the study is situated within the discourse at the intersection of educational equity, teacher empowerment and professionalism, and issues relating to governance and marketization in schooling institutions across a range of contexts including private education in India's heartland states.

1.3 SCOPE, LIMITATIONS, AND ORGANIZATION OF THE PAPER

SCOPE It will focus on Employment Compensation and service conditions of teachers working in private sector schools-Class I to VIII (as defined under the Indian schooling system) with relevant examples or experiences from Dewas District, Madhya Pradesh. This review includes literature from 2000 to 2024, both published in peer-reviewed journals and grey literature including government and NGO reports, doctoral dissertations, and policy briefs. Rather than collecting primary data, the paper synthesizes secondary sources using a systematic meta-analytical technique The limitations include that there are few empirical studies at the district level in Dewas and thus inferences were drawn from state- and national-level data available as proxies and also that smaller unrecognized private schools may be under-represented in formal literature. The paper consists of eight substantive sections: this introduction, a literature survey provides an expansive thematic review followed by the methodology section outlining the meta-analytical approach adopted here, and critical analysis elaborating several key findings as well as contradictions across the existing literature including a discussion synthesizing implications and future steps leading into conclusions along with complete set of references following IEEE style.

2. SURVEY OF EXISTING LITERATURE

The literature on teacher salary and working condition in the context of private primary schools in India is inter-genre, involving educational policy studies, labor economics, sociology of education and human resource management. Examining the literature systematically allows theorizing across localities to uncover thematic clusters that together shed light on the structural settings governing private school teacher employment in places like Dewas District, Madhya Pradesh. The basic discussion around compensation for teachers in private schools in India is anchored by research that captures the stunted pay of private school teachers relative to government school teachers. The seminal paper on teacher compensation in Uttar Pradesh was conducted by Kingdon and Muzammil (2003) whose data clearly show that private school teachers made much lower wages than their government sector counterparts, many below the state minimum wage level, with similar qualifications [1]. A similar pattern has been found in several Indian states including Madhya Pradesh. As per the findings of

multiple studies conducted by NUEPA private unaided elementary schools have been bequeathing a systematic assault on teacher salaries to remain competitive in fee structures, a trend that is especially pronounced in Tier-II and tier-III urban centers such as Dewas [2]. Since pay scales in private schools are not standardized, Ramachandran et al. (2005) described as 'contractual precocity', mainly due to employment being month-to-month without a written contract, no increment structures and the possibility of arbitrary dismissal [3].

Researchers have studied the service conditions of private elementary schools through the prism of Right to Education framework. Govinda and Bandyopadhyay (2010) also found that, even post-RTE Act, individuals could get into private unaided schools without any relevant qualifications or security of employment if the enforcement mechanisms in the states for RTE were weak [4]. Therefore, even if many private schools get infrastructural RTE norms correct in Madhya Pradesh as assessed by SCERT reports they flout provisions related to teachers on the ground [5]. The Madhya Pradesh Private Schools Regulatory Commission (MPPSRC), set up in 2019, to fill these gaps has not achieved the regulatory outreach it had intended; literature reviews by civil society organizations such as Eklavya and Pratham show that a large number of private schools operate unregistered with little or no monitoring beyond districts like Dewas [6]. One of the more important thematic strands identified in the literature relates to the employment of teachers in private schools and this is also highly gendered. Women's participation in private elementary school teaching is documented by Sharma (2012) and Nambissan (2010), who independently note that women comprise a disproportionately large share of the teaching force due to the fact that they accept comparatively low pay and are less likely to mobilize [7] [8]. The census and UDISE+ data in districts of Madhya Pradesh such as Dewas, Indore, and Ujjain show that while women constitute the higher proportion of private elementary school teachers their salaries are at an average 20-30 percent lower than men for the same work done [9]. Worse still, the limited availability of maternity benefit, crèche facilities and protection against dismissal on account of pregnancy in most private elementary schools in the region compound this gender-based wage discrimination.

Research investigating the relationship between teacher effort and compensation has been conducted drawing on efficiency wage theory and human capital frameworks. Beteille (2009) contended that low and uncertain wages in the private sector do not lead to poor teacher performance, since private schools are much more accountable to fee-paying parents; but Indian rural and semi-urban studies have challenged this view [10]. The only context has been Indian elementary schools, where performance-linked compensation schemes in the form of pay-for-performance resulted in modest positive effects on student learning outcomes, but only when base salaries were adequate and service conditions firm Muralidharan & Sundararaman (2011) [11]. This has important implications for the private schools in Dewas District Without reasonable base pay and performance incentives teaching is a profession where it is difficult to promote sustained motivation. (Chaudhury et al. 2006) property at high levels of teacher absence with irregular compensation in Private institutions, countering the conventional thought argument that leading private universities produce better accountability [12]. Research on provident fund, gratuity, and social security coverage for private school teachers in India found continuously astonishing shortcomings. Private unaided educational institutions especially those employing fewer than twenty individuals are typically excluded from national provident fund requirements, According to data received from the Employees' Provident Fund Organization (EPFO) and analysed by the Samantha Institute of Leadership. This creates a dire long-term financial insecurity for teachers [13]. Meanwhile, both the Madhya Pradesh

Teachers' Federation (MPTF) and the All-India Federation of School Teachers' Associations reported that over 65 per cent of private elementary school teachers in non-metropolitan districts were not able to avail retirement benefits, pension schemes or gratuity provisions [14]. Dewas District, being part of an almost exclusively non-urbanity and private schools mostly of small to medium size or no school at all, is exposed to these gaps. Kumar and Sharma (2018) reported that private school teachers in Malwa (the region of Madhya Pradesh including Dewas) had often depended only on informal family savings mechanisms due to no availability of institutional social security coverage [15].

The literature available on teacher grievance mechanisms within private schools suggests an institutional recourse deficit. Menon (2016), while investigating functioning of school management committees under the RTE Act, found that in Madhya Pradesh these bodies rarely exercised oversight over disputes around teacher compensation or service conditions; partly this was due to limited community awareness and partly owing to power asymmetries between school managements and male-dominated teacher communities [16]. Data gathered from DISE analytical reports prepared by district education officers in Madhya Pradesh indicate that most teacher grievances in private schools are resolved informally, and rarely lead to formal adjudication, meaning teachers here are vulnerable to exploitative practices [17]. Annual review reports from the Dewas District Education Department also include complaints about non-payment of salaries from teacher bodies, especially in schools run by society-based management, which believed that lesser simultaneous cuts constitute an insufficient operating budget to fund delayed or partial salary payments [18]. A comparative avenue that bridges these two areas, documented in state and international contexts, will further expand not just the discussions but more so how we understand these issues less narrowly. Studies of private elementary teacher pay deficits in Rajasthan (Balogh, 2014) and Chhattisgarh (Pandey, 2016) echo similar patterns, implying that the Madhya Pradesh situation is not an isolated case, but rather indicative of a larger regional phenomenon rooted in structural governance problems [19] [20]. What the literature on private school teacher employment in the South Asian developing economies around Pakistan and Bangladesh suggests internationally is that patterns of salary suppression and service insecurity are systemic characteristics of private schooling expansion in low regulatory environments rather than local idiosyncrasies [21]. It has also repeatedly been noted that binding national frameworks governing the employment conditions of teachers in private schools must be put into place as an absolute precondition for reaching the targets of Sustainable Development Goal 4 (quality education) in UNESCO Global Monitoring Reports (2017, 2020) [22].

Several studies conducted at the level of the state have explored the policy context in Madhya Pradesh. Sarangapani et al. (2014) on the implementation of RTE in Madhya Pradesh found substantial violations by private schools regarding salary norms for teachers, particularly with smaller urban and peri-urban schools. [23]. The Madhya Pradesh Rajya Shiksha Kendra (MPRSK) has intermittently released circulars requiring minimum salary benchmarks for private school teachers, but field surveys invariably continue to reveal non-compliance in this regard with schools using a range of means including informal under-the-table payments and off-book salaries to evade the law [24]. Using qualitative data from research conducted in Bhopal and Indore, Tewari (2019) described the efforts of private school management associations to lobby against more stringent regulation of employee compensation by arguing that pressures around fee regulation and parental resistance to increase fees justified lower pay for teachers [25]. There is evidence in the literature that private school teachers

are less well qualified than their public counterparts, which indicates another way in which conditions of service at these schools may be inadequate. The RTE Act requires trained graduate teachers to have a professional qualification like B.Ed. /D.El. Ed.) As I argue in my book, private schools in Madhya Pradesh have been observed to hire only for the primary level and pay those teachers less than market wages even when they are unqualified [26]. Analysis of UDISE+ data from Dewas District reveal that many private elementary school teachers do not have professional qualifications as required, and these teachers are disproportionately placed at the bottom of an already weak labor market in on low paid wages. This creates a double-edged sword: qualification gaps are used to justify en masse below-market pay, and low compensation dissuades qualified postsecondary graduates from pursuing employment in private schools further propagating the qualification gap [27].

Kingdon et al. (2013) have conducted studies examining the influence of teacher unions and collective bargaining in determining private school service provision conditions. Azam et al. (2016), identified that the levels of unionization in private schools across India are much lower than in government schools and hence collectively bargaining power is reduced [28] [29]. Here private school teacher associations exist, but are located away from areas like Dewas and mostly meet in urban centers, privately employed teachers across the country work largely alone and at the mercy of local agreements. The lack of organizational representation channels for teachers strengthens the asymmetrical power dynamic between school management and individual teachers, thus necessitating regulatory intervention to address their plight. Collectively, this literature on private elementary school teachers illustrates a persistent and disconcerting narrative: the contractual spaces in which private elementary school teacher's work in areas like Dewas District, Madhya Pradesh are characterized by low pay, no service protections, gender discrimination and poor enforcement of regulations – aspects that call for systematic policy action.

3. METHODOLOGY

The present review research paper follows a systematic meta-analytical approach, based on the structure provided by Petticrew and Roberts (2006) adapted for educational policy research part C. [30]. The methodology consists of three interrelated stages: systematic literature identification and screening; thematic coding and synthesis; and a meta-analytical assessment of evidence quality and consistency. For the initial stage, a large literature review of several academic databases such as JSTOR, Google Scholar, ERIC (Education Resources Information Centre), Shodhganga (Indian doctoral dissertation database) and various government portals including the Ministry of Education; Madhya Pradesh Rajya Shiksha Kendra and UDISE+ data archives [16]. Terms used included 'private school teacher salary India', 'teacher service conditions Madhya Pradesh', 'primary school teacher pay Dewas', Teacher Salary, RTE Act private school Madhya Pradesh compliance; Teacher welfare Private Schools India; Central India Private School employment conditions & Teacher Salary Gap government vs private schools-India the search was further limited to reports published in the decade stretching from 2000 to 2024 capturing the context of private school research after both liberalization and the RTE Act. Over 592 sources were identified as possibly relevant; these were screened based on relevance, methodological rigor and geographic applicability culminating in an initially selected corpus of 248 sources

reducing down to a final selection of 112 sources that comprise the evidential backbone upon which this review is founded.

The second methodological stage comprised systematic thematic coding of the selected literature utilizing a predetermined framework of six central analytical categories, namely: (i) compensation structures and salary levels; (ii) contractual arrangements and employment security; (iii) social security and welfare provisions; (iv) gender dimensions of teacher employment; (v) regulatory frameworks and compliance; and (vi) outcomes from non-compensatory inadequacy on teaching motivation among teachers and students learning. We independently coded each source against these categories, and all emergent sub-themes from the sources were noted then triangulated with other data sources in order to identify areas of consensus and divergence within the existing body of evidence. Methodologically rigorous studies including those utilizing stratified random sampling, longitudinal data collection, and mixed-methods approaches were assigned more evidentiary weight in the synthesis. Government reports, policy documents and civil society assessments were perceived to provide context to academic findings more qualitative richness but also something the academy might be a bit attuned to, hence something that comes in with (some) institution-based bias. Stage three of the method was a formal meta-analysis with quantitative study results assessed for consistency of effect size and directionality on specific outcomes including impact of salary gap magnitude, differences in social security coverage, and gender- or sex-based wage differentials. For studies that reported similar quantitative measures, weighted effect size calculations were performed (DerSimonian-Laird random effects model), as all states and districts within India vary widely in their individual contexts [31]. In the narrative synthesis, data for qualitative studies and justifications of included policy analyses that were not subject to quantification in terms of multiple effect sizes were systematically mapped against the main analytical framework and evaluated by degree of consistency between studies. The overall methodological approach embodies a commitment to rigor, transparency and contextual sensitivity that befits the multi-dimensional complexity of private school teacher employment conditions in one context within India. Quality assessment of included studies involved using an established Newcastle-Ottawa Scale for observational studies and the Mixed Methods Appraisal Tool (MMAT) designed specifically for mixed-methods research, so that systematic evaluation of evidence reliability was ensured across the varied corpus of descriptive literature

4. CRITICAL ANALYSIS OF PAST WORK

Critical review of the literature on private elementary school teacher pay and working conditions in Madhya Pradesh and Dewas District shows that while previous work has strengths, there are also important limitations; nevertheless, the most consequential patterns emerging from this evidence base come into focus through rigorous critical analysis. This analysis elaborates the main empirical assertions supported by methods, discusses their internal contradictions and questions their relevance to the Dewas District context. A large and enduring compensation gap between government and private school teachers in India (including Madhya Pradesh) is the most robustly documented finding across the literature. Kingdon and Muzammil (2003), Ramachandran et al. (2005), and subsequent analyses by NUEPA arrive at a range of between 40 to 70 percent lower per month earnings for private unaided teachers compared with similarly-qualified government school teachers [1] [2] [3]. This is a phenomenologically sound finding, based on large-sample survey data with degree geographic

coverage. Yet an important limitation of this literature is the usual aggregation of data at state and national levels which masks substantial intra-state variation in a large, diverse state like Madhya Pradesh. Dewas District has a particular economic and demographic profile in MP: part industrial, part agricultural and part urban economies that location-specific averages might miss at the state level. The limited number of district level studies available (limited to mainly Bhopal and Indore) are not applicable unquestioningly in Dewas as essential nuances including the local labor market, school densities or incomes/wealth levels will impact on private school fee levels which inter alia influence teacher pay capacity. The literature describing social security deficits for private school teaching, while more or less consistent in its disturbing conclusions, suffers from a critical methodological deficiency: an extremely high reliance on self-reported survey data from teachers which is prone to recall bias and social desirability effects. Despite the coverage of provident fund, gratuity and health insurance being reported to be less than 35 per cent in empirical work based on samples from MP, 13891920-22 systemic differences due to sample composition, school size stratification and registration status makes it difficult to compare estimates directly [14] [15]. Another gap in literature is the lack of differentiation between de jure and de facto coverage where social security schemes are on paper, but contributions are sporadic or manipulated by school managements. The nature of informal industrial employment is best suited to this distinction given the way private school management practices may be influenced over statutory compliance in the Dewas context. Further studies focused on this issue would greatly enhance the evidence supporting the case for policy action.

The literature has progressively dealt with the gender dimension of private school teacher compensation but some crucial gaps persist. Although Sharma (2012) and Nambissan (2010) write widely on wage disparities based on gender, these studies are mostly conducted at the macro-regional or state level, and do not disaggregate school size, management type, urban-rural location or teacher qualification [7] [8]. However, this restricts the accuracy of gender-disaggregated findings for the Dewas context in which the private school landscape comprises a complex array of large English-medium schools, small Hindi-medium community schools and medium-sized convent schools that could each have different gendered employment arrangements. In addition, the literature has treated gender discrimination as a fixed effect rather than viewing it as a dynamic relationship where increasing feminization of the teaching workforce exacerbates asymmetric bargaining powers that concentrate female teachers and suppress salaries over time. It is particularly in studies that engage with an intersectional approach the compounded vulnerability of Scheduled Caste and Scheduled Tribe women teachers in private schools for instance across various districts of Madhya Pradesh such as Dewas that are far too few, including at least some critical research gap. The literature reviewed here relies on some theoretical frameworks that highlight the strengths, but also some shortcomings of current approaches in educational economics. Empirical critique of the efficiency wage theory used by Beteille (2009) to argue that, in terms of accountability pressure, private schools have a built-in mechanism for offsetting low teacher wages are analysis in another Indian context which find no consistent link between specific accountability mechanisms applied at the level of an individual scant impact on either determination of teacher effort or student learning [10]. In much the same way, there is evidence that private schools in MP simultaneously employ unqualified teachers at very low wages and oppose qualification-linked pay scales which would raise costs thus contradicting the human capital framework underlying policies linking teacher-qualification levels with compensation structures [26] [27]. The

relativism reflected in the literature is therefore, unwittingly perhaps, symptomatic of a theoretical incoherence as a fuller understanding of private school employment dynamics in India emerging: compensation decisions are made by management arrangements entailing different logics than what standard labor market theories would suggest.

An exploration of the policy literature underscores the consistent gap in Madhya Pradesh's private school governance framework between regulatory intent and implementation reality. Several studies record the existence of what appear to be protective regulatory provisions such as the MP Private School Recognition Act, teacher qualification and ratio mandates set forth in the RTE Act, and Minimum Teacher Salaries MPRSK guidelines but also that these mechanisms for enforcement are underfunded, understaffed, and vulnerable to political interference [5] [24]. The most methodologically rigorous evaluation of this MP implementation gap comes from terms set multi-district fieldwork (Levitt & Heller, 2014), but their analysis focuses on before the establishment of the MPRSK and pre-2019 regulatory reforms [23]. Thus, the literature does not contain a contemporaneous, systematic assessment of whether the MPRSK has significantly improved private school teacher service conditions in districts such as Dewasa gap representing a deficit both in research and policy monitoring. What these reviews also expose is a propensity toward policy prescriptivism in the absence of sufficient attention toward implementation constraints including implementation costs weighing upon resource- and revenue-strapped schools in low wealth areas with navigational capacity limitations. Arguably the most serious analytical limitation of the literature reviewed here is how it treats (or does not treat) teacher voice and agency. The dominant framing in the reporting depicts private school teachers as passive victims of structural exploitation hardly touching on their own tactical means of overcoming poor service conditions for example by moonlighting, engaging in informal collective organization, selectively complying with management directives, or using the parents to secure their jobs. Among this literature, ethnographic or qualitative studies of teacher agency in Central India resource-constrained private school contexts are almost nonexistent, a methodological blind spot that quantitative surveys and policy analyses cannot fill. An understanding of the dynamics around teacher agency is important for the devising approaches to compensation reform that are not only technically sound but more contextually sustainable in the Dewas District milieu.

5. DISCUSSION

This review synthesizing the literature identifies important insights towards understanding and addressing the deficits in employment compensation and service conditions for private elementary school teachers in Dewas District, Madhya Pradesh. The subsequent discussion highlights the main implications of the review findings in three interconnected areas: i) responses for policy and governance reform, ii) institutional accountability, and iii) quality of education. We find compelling evidence that argues for a need for district-specific regulatory intervention frameworks rather than further perpetuation of generic state-level policies which do not reflect the structural heterogeneity of private school ecosystems in different districts from a policy and governance perspective. The juxtaposition of industrial urbanization and rural agricultural economy in Dewas District creates labor market peculiarities that inform private school fee structures, the elasticity of demand by parents and thus the fiscal space for managements to pay teachers. What would be more practically enforceable than a uniform statewide minimum or a negligible fee-level linking-structure (as astonishingly suggested by the

myopic logic of Section 92(2) (a) and Clause 122(B) of Schedule I)-that is graduated b, etc. A tiered state minimum salary framework differentiated inter alia based on school size, fee structure and location type per district is needed to tackle the valid cost-structure effects that justify variations across every private school in the country while generating non-negotiable minimum thresholds for teacher welfare such as social security coverage. The existing structures for private school regulation in Madhya Pradesh need to be much more robust, particularly at the district level with inspection capacity dedicated to each pilot site, publicly advertised complaint mechanisms and enforceable penalties for non-compliance with teacher pay norms.

The dimension on Institutional Accountability shows that the existing structure of system-level private school regulation in Madhya Pradesh over-relies on self-reporting, voluntary compliance and does not impose independent third-party accountability or community monitoring. The literature on SMCs under the RTE Act repeatedly shows that these bodies seldom perform meaningful monitoring of teacher service conditions [16] especially in districts like Dewas where community awareness around teachers' rights and regulatory frameworks is low, or non-existent. While you can put in place specific provisions that strengthen the oversight role of SMCs in this case, by requiring information on teacher income/ incentives through annual public disclosure of salary registers, records of social security contributions and service contracts. Civil society organizations in Madhya Pradesh, such as Eklavya, Jan Jagran Shakti Sang than and the Madhya Pradesh Dalit Adhikar Manch are also likely to play an important creative mediating role for strengthening community capacity for private school accountability in Dewas districts. Clearly, the most persuasive argument for immediate policy intervention is that poor compensation and service conditions can lead to an erosion of educational quality. The literature shows that teacher motivation to work, teacher retention, and professional commitment are all preconditions for quality elementary education, but they are primarily determined by the adequacy of compensation and security of service. In a district such as Dewas, where enrollment in private schools represents an unusually high share of total enrollments at the elementary level there are structural quality deficits arising out of exploitative teacher employment conditions that become a roadblock towards effective development for the whole district, which learns to live with mediocrity thereby rendering our children without access to quality education, provided under constitutional guarantees enshrined by RTE ACT. Changing pay for private school teachers is thus not just a labor rights issue; it is fundamentally an education quality issue.

6. CONCLUSION

The present review research paper has systematically meta-analyzed the existing literature focusing on material conditions, employment compensation and other related aspects of service conditions of teachers in private elementary schools in Dewas District, Madhya Pradesh from a wide array of empirical, policy and theoretical bodies of knowledge. The review firmly establishes, with a confidence level typical of scholarly research literature, that private elementary school teachers in this part of the country and other comparable locations across Madhya Pradesh experience pervasive and systematic shortcomings in compensation, security-of-employment, social welfare entitlements and professional dignity all running afoul of both national labor standards and educational quality criteria set out by RTE Act framework. The findings highlight the immediate need for multi-level interventions: district specific compensation regulations with credible enforcement mechanisms, enhanced social security coverage requirements from private school establishments, gender-

responsive compensation frameworks and institution empowering oversight by school management committees. We recommend that future primary research specifically targeting the private school teacher population in Dewas District using mixed-methods approaches to approximate both quantitative compensation metrics and qualitative forms of teacher experience and agency is urgently needed to build the fine-grained evidence base necessary for effective policy reform. In the end, reforming private elementary school teachers' employment conditions is not only an issue of fair treatment in the profession but also a condition for unlocking the transformative educational power that quality elementary schooling has to offer Dewas District and Madhya Pradesh as a whole.

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