

IMPACT OF ECONOMIC REFORMS ON EDUCATION SECTOR IN SELECTED DISTRICTS OF M. P.

***Dr. Harshit Dwivedi**

Asstt. Prof. & Head Deptt. Of Economics Navyug Arts & Commerce College, Jabalpur (M.P.)

**** Dr. A.D.N. Bajpai**

Professor, Deptt. Of Economics Rani Durgawati Vishawavidyalaya, Jabalpur (M.P.)
& Former Vice-Chancellor, Shimla University (H.P.)

Abstract: Economic Reform Period (1991), says “Trend and composition on social sector expenditure”, in this section we analyze the nature and behavior of the social sector expenditure (revenue plus capital account) i.e., the expenditure on education, health, family, welfare, water supply and sanitations during mid. 80’s to 1999-2000.¹ **Education And Economic Development** Education is one of the important elements of social sector. Under the Constitution of India, the Directive Principle contained in Article 45 stipulated that the state shall Endeavour to provide within a period of 10 years from the commencement of the Constitution, for free and compulsory education to the children until they complete the age of 14 years. Accordingly, the first national policy on education was formed in the year 1968 and education was primarily a state subject. In 1976, an amendment was done under Article 42 and education was transferred from state list to Central government list. As a result of which education became a concurrent subject. Thus, financial and administrative responsibilities are shared between state and Central government. However, the task of providing basic education for all, with concrete plans of actions, gained greater momentum only after the National Policy of Education (NPE), 1986 (revised in 1992). Although education is on the concurrent list of the Constitution, state government continues to play very important role particularly in the field of elementary education.

Key Words : Economic Reform, administrative responsibilities, social sector

¹Ghosal, R.K (2005), “Trends and composition on social sector expenditure” economics of education and Health in India, pp. 262-270

Introduction

Economic Reform Period (1991), says “Trend and composition on social sector expenditure”, in this section we analyze the nature and behavior of the social sector expenditure (revenue plus capital account) i.e., the expenditure on education, health, family, welfare, water supply and sanitations during mid. 80’s to 1999-2000.¹

Table -1 gives an overview of the social sector expenditure as percent of GDP has occupied an insignificant preparation throughout the period. In fact, we find that while during the latter half of 80’s the SSE constituted about 7.74% of the GDP. During the reform period it has fallen of 4% to 6.9%. If we consider the SSE as the proportion of aggregate public expenditure then we also find that it hovers between 25% and 26% during the 90’s. Further the real PCSSE at 1993-94 prices does not reveal any remarkable increase during the period from 1987-88 to 1998-99 in fact; it has increased from Rs. 623/- in 1990-91 to Rs. 890/- in 1998-99 surprisingly. The state’s contribution to the total SSE was 85.2% and at the end of the 90’s it has become 80%. The trend behavior of the SSE (both capital and revenue), as percentages of GDP and also as percentage of total public expenditure as shown in the scatter plot do not also reveal any optimistic picture during the reform period.

¹Ghosal, R.K (2005), “Trends and composition on social sector espenditure” economics of education and Health in India, pp. 262-270

Table- 1 Centre and state combined social sector expenditure

| Years | Social sector expenditure (Revenue + Capital) | | |
|-----------|--|-----------------------|-----------------------------------|
| | 45% of GDP | 45% of Age. Pub. Exp. | Per capita Exp. In 1993-94 prices |
| 1987-88 | 7.74 | 25.29 | 562 |
| 1988-89 | 7.40 | 25.22 | 538 |
| 1989-90 | 7.64 | 25.19 | 633 |
| 1990-91 | 6.78 | 24.85 | 623 |
| 1991-92 | 6.58 | 24.28 | 599 |
| 1992-93 | 6.39 | 24.06 | 594 |
| 1993-94 | 6.46 | 24.58 | 623 |
| 1994-95 | 6.41 | 25.01 | 633 |
| 1995-96 | 6.40 | 25.95 | 675 |
| 1996-97 | 6.48 | 27.22 | 739 |
| 1997-98 | 6.60 | 26.95 | 789 |
| 1998-99 | 6.94 | 27.36 | 890 |
| 1999-2000 | 7.55 | 27.69 | 1027 |

Source: - Estimate based on data from Indian public finance statistic GIO 1995 and 2000-01

Education And Economic Development

Education is one of the important elements of social sector. Under the Constitution of India, the Directive Principle contained in Article 45 stipulated that the state shall Endeavour to provide within a period of 10 years from the commencement of the Constitution, for free and compulsory education to the children until they complete the age of 14 years. Accordingly, the first national policy on education was formed in the year 1968 and education was primarily a state subject. In 1976, an amendment was done under Article 42 and education was transferred from state list to Central government list. As a result of which education became a concurrent subject.

Thus, financial and administrative responsibilities are shared between state and Central government. However, the task of providing basic education for all, with concrete plans of actions, gained greater momentum only after the National Policy of Education (NPE), 1986 (revised in 1992). Although education is on the concurrent list of the Constitution, state government continues to play very important role particularly in the field of elementary education. At the same time, the greater responsibility of enforcing national education policy, monitoring educational requirement in regard to manpower development lies with the Union government. In the last 10 years, this state has impressive achievements in education to

its credit. Strengthening its existing school system and innovating for reaching the unreached, increasing enrolment and ensuring widespread adult literacy in the state have led the effort. In view of the above, we present the scenario on development in education sector of Madhya Pradesh from the aspects of access, retention, Dropouts, achievements and quality for different levels of education, namely, elementary education, secondary and higher education and technical education. The scenario provides the level of progress in education as revealed by measures of improvement in enrolment, reduction in dropout and improvement in pass percentage.²

Status of Elementary Education As the critical beginning of education starts from literacy, the only universally acceptable and appropriate measure is, therefore level of literacy, although that itself does not really tell us about the depth and quality of education levels of people. Nevertheless, it is an indicator that shows the current spread and reaches of basic ability in education and perhaps also shows the expanding and deepening of education in people. The 1991 Census revealed that in Madhya Pradesh, 56 per cent of the population was illiterate and 70 per cent women were not literate. Literacy rates were lowest for the scheduled castes and scheduled tribes i.e., 35.1 per cent and 21.5 per cent respectively. Access to schools was a problem, which had both physical and social implications. Other academic problems like no systematic plan for regular in-service teacher training, no effective system of academic supervision, higher student teacher ratio and no feedback and discussion existed at the school level. Education of the community had no lateral accountability to the local community.

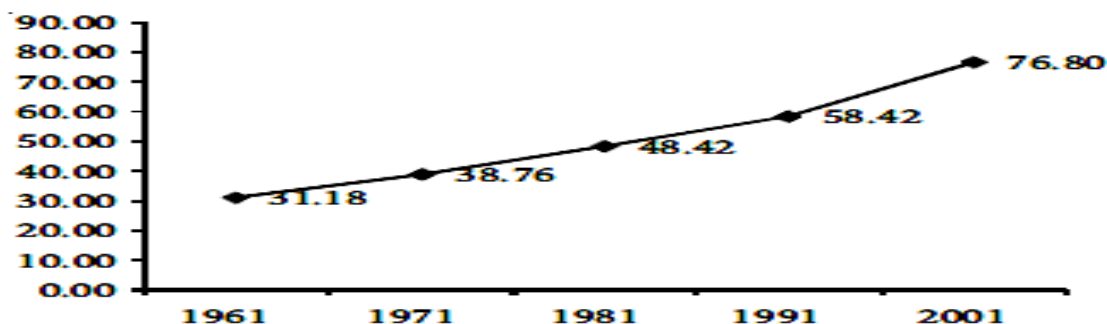
This was perhaps reflected in the dye functioning of the schools, teacher

absenteeism and low quality of teaching. It is significant that whereas the National Policy on Education of 1987 (revised 1993) stipulated universal elementary education (UEE), the state documents of policy and programme do not talk about UEE till about 1994. Prior to 1994, the state's action for education is evinced in discreet, dispersed, small incremental. Accretions of schools. The year 1994 marks the first ever efforts to address the goal of UEE, beginning with an increasingly growing concern of the state for universal primary education and by 2000, moving up to a concern for universal elementary education. It is significant that this concern sparks off with the emergence in the state of the elected panchayats dotting almost each village with a Panchayati Raj Institution (PRI).

Growth in Literacy Rate The last 7 to 8 years have witnessed sustained action towards educating people in the state—making children and adults literate, bringing children to school and ensuring that they remain there, and that they receive quality and useful education. The progress in literacy has been very satisfactory. According to Census of India 2001, Madhya Pradesh has recorded an unprecedented jump of 20 per cent in literacy in the period of the nineties, from 45 per cent to 64 per cent. 3.1 Gender Differences in the Level of Literacy in the period 1991-2001, male literacy in Madhya Pradesh increased from 58.54 per cent in 1991 to 76.80 in 2001, indicating an increase of 18.26 per cent.

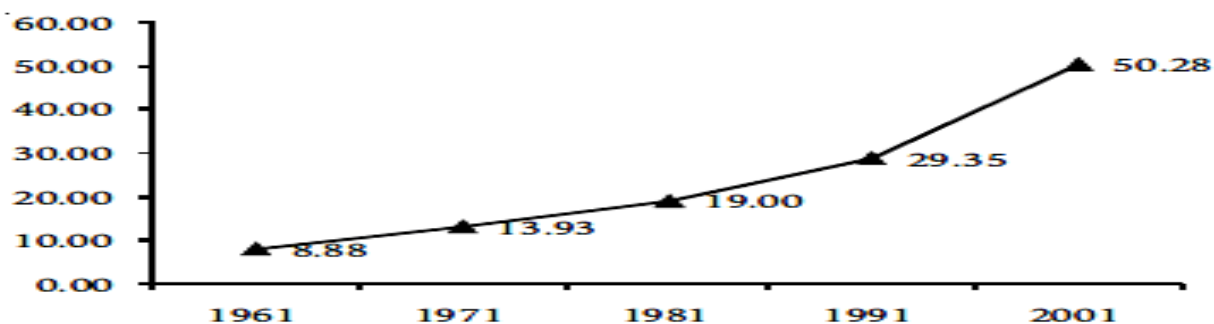
² Census of India 2001

Growth in Male Literacy in MP



Source: Census, 2001.

Growth in Female Literacy in MP



Source: Census, 2001.

- Madhya Pradesh has moved ahead of the national average of 75.85 in male literacy
- In female literacy, Madhya Pradesh has condensed the growth of three decades into one decade. Taken as a combined state, the growth in female literacy has been 22.49 per cent in the decade of the nineties and reached to 50.28 per cent in 2001.
- Female literacy growth rate exceeds not only the male literacy growth rate but also the national average. At the national level, female literacy went up from 39.3 per cent in 1991 to

54.2 per cent in 2001, registering a 14.9 growth whereas in Madhya Pradesh the growth has been 22.5 (combined) and 20.93 (after division).

- For the first time, the gender gap between male literacy and female literacy started to decline in the decade of the nineties. Following is the status of literacy pertaining to different categories in the state in 2001.

| Literacy Rates for Different Categories in M.P. | | |
|---|----------------|----------|
| Category | Madhya Pradesh | National |
| SC Female | 43.28 | 41.9 |
| SC Male | 72.33 | 66.64 |
| Total SC | 58.57 | 54.69 |
| ST Female | 28.44 | 34.76 |
| ST Male | 53.55 | 59.17 |
| Total ST | 41.16 | 47.1 |

Source: Census of India, 2001

It is evident from Table 6.1 that the literacy rates in SCs in MP for both male and female are far ahead of the national average but at the same time, the state is lagging behind the national figures for the literacy among the

STs. Improvement in this section is necessitated in the light of fact that tribal's constitute 20.3 per cent of the total population in the state.

| Gender-specific Gross Enrolment Rate | | | | | | | | |
|--------------------------------------|-------|-------|------------------------|-------|-------|------------------------|--------|--------|
| GER as per LSA | | | GER as per LSA 2000-01 | | | GER as per RSK 2007-08 | | |
| Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 81.5 | 70.7 | 76.5 | 97.9 | 94.3 | 96.2 | 102.27 | 102.39 | 102.33 |
| Note: LSA- LokSamparkAbhiyan | | | | | | | | |

Source: **RajyaShiksha Kendra, 2007-08.**

There has also been improvement in the gross enrolment ratio (GER). It has risen from 76.5 per cent in 1996 to 102.33 per cent in 2007-08. It means that most of the eligible children are enrolled in some school or the other. The GER of girls has risen from 70.7 per cent in 1996 to 102.39 per cent in 2007-08. The gap in GER of boys and girls has also narrowed from 25 in 1992 to 10.8 in 1996 to 3.6 in 2000-01, indicative of the fact that girls' enrolment has increased in the past eight years. In the year 2007-08, the gap in GER of boys and girls is miniscule.

Review Of Literature Of This Research Paper

Kalam, APJ Abdul, (2004)¹ has investigated in "Education is the Engine of Economic Growth and Social Change" that it creates motivation for ideas necessary for the progress of the country. It teaches honesty, inspires and promotes economic development. When people are educated we not only get teachers, Professionals and executives but more importantly citizens who are sensitive and responsible. It makes people place social good above personal gains. It transforms a human being in to a noble soul and an asset to the universe.

Hanushek (2003)² has revealed in "Private Sector Education for Demand & Supply Analysis" that analyzed the initial studies on private demand for education attempted at explaining the demand in terms of return to education. Methodologically estimation of demand function for education involved identification of several social, economic, demographic and other factors. Educational planning in many developing countries is based on some notion of social demand; but not rigorous estimation of demand functions. Nevertheless, it may be noted that research that examined private & social demand for education have made significant economic development, necessitating broadening the framework of studies on poverty, inequality, house hold consumption and levels of living. Drawing heavily from tools in economics, of education went on expanding in its depth and rigor. For example, micro-economics production models are often used to develop and estimate models of school efficiency. Application of production function in schools is on a rise in the studies on school efficiency and research on effective schools.

Objectives

¹ Kalam, APJ Abdul, (2004), "Education is the Engine of Economic Growth and Social Change"

² Hanushek, (2003), "Infrastructure and social sector development for economic Growth"

The main objectives of my research paper are as following:

- To evaluate private sector participation in different sector of education in Madhya Pradesh.

Hypothesis

The main hypothesis of my research paper are as following:

- There has been pre-dominance of specialized technical education including engineering, medicines & management over general education.

Research Methodology

To fulfill the above mentioned objectives and to test the hypothesis, following methodology is developed and relevant statistical and mathematical tools have been used in the study where ever necessary.

The Area

The present study is confined in three selected districts viz. Jabalpur, Narshimghpur and Mandla. These districts are representative of highly developed, moderately developed & developing districts respectively.

Time Period

The present study covers a period of 1981-2010, that is pre & post reform period.

Sources of Data

The data required for present research is collected from secondary as well as primary sources. The publications of govt. of India & govt. of Madhya Pradesh has been used as secondary sources and for primary data a survey of above mention districts with the help of a structured Questionnaire, is conducted.

Analysis of Data

• **Composite Indices**

Composite Indices have been computed for infrastructural development Index, Health development Index and Education development Index and then their linkages were calculated to reveal whether human development Index is positively and significantly correlated with rest of the economy or not.

To compute these indices following development indicator are used:

- (1). Infrastructural Development Index (IDI)
 - (a). District wise total expenditure on infrastructure
 - (b). District wise per capita expenditure on infrastructure
 - (c). District wise total private sector participation expenditure on infrastructure

• **The data required for present research will be collected from secondary as well as primary sources (Comparative study between years 1981-1991 to 1991-2010)**

The data were collected from 45 respondents marked against each item as strongly agree (SA), agree (A), disagree (DA) and strongly disagree (SDA) respectively. All the data were counted in to scores and systematically organized for further analysis. The data were analyzed by taking frequencies of ratings given by respondents at three levels, i.e., high, moderate and low levels which can be seen as follows. Variable wise analysis is presented in the following tables.

Locality Vs positive perceptions on privatization

| | High | | Moderate | | Low | | Total | |
|-------|------|-------|----------|-------|-----|-----|-------|-----|
| | No | % | No | % | No | % | No | % |
| Urban | 7 | 31.72 | 15 | 68.28 | 0 | - | 2 | 100 |
| Rural | 7 | 30.4 | 14 | 60.87 | 2 | 8.7 | 2 | 100 |
| Total | 14 | | 29 | | 2 | | 45 | |

It can be observed from the perceptions that both the urban and rural respondents do not show much difference in their perceptions. Both urban (68.28%) and rural (60.87%). More than half of them showed moderate inclination

towards privatization of teacher education and some of them rural (30.4%), urban (31.72%) only showed high inclination towards privatization of teacher education.

Locality Vs negative perceptions on privatization of teacher education

| | High | | Moderate | | Low | | Total | |
|-------|------|-------|----------|-------|-----|------|-------|-----|
| | No | % | No | % | No | % | No | % |
| Urban | 8 | 36.36 | 14 | 63.64 | 0 | - | 22 | 100 |
| Rural | 13 | 56.6 | 9 | 39.13 | 1 | 4.35 | 23 | 100 |
| Total | 21 | | 23 | | 1 | | 45 | |

It can be observed from the table that more than half (56.6%) of rural respondents showed highly negative perceptions about privatization, whereas urban respondents (30%) show high negative perception about privatization of teacher education. Thus, it can be understood that urban respondents are not

very clear about the privatization of teacher education. But the rural respondents clearly showed their negation towards privatization of teacher education in terms of standards, quality, equality, etc., probably they doubt private institutional contribution.

Community Vs positive perceptions on privatization of teacher education

| | High | | Moderate | | Low | | Total | |
|----|------|-------|----------|-------|-----|------|-------|-----|
| | No | % | No | % | No | % | No | % |
| OC | 5 | 35.71 | 8 | 57.14 | 1 | 7.14 | 14 | 100 |
| BC | 8 | 28.57 | 19 | 67.85 | 1 | 3.57 | 28 | 100 |
| SC | - | - | 2 | 100 | - | - | 2 | 100 |
| ST | - | - | 1 | 100 | - | - | 1 | 100 |
| | 13 | | 30 | | 2 | | 45 | |

From the above findings it can be seen that most of the respondents in BC (67.85%) community showed moderate positive perception to privatization of teacher education. More than half (57%) of the Co's showed moderate positive perceptions on privatization of teacher education. All the 2 (100%) respondents belonging to SC

community, St 1, (100%) community also showed moderate negative perception. Thus from the findings it can be concluded that most of the respondents irrespective of their community background showed moderate positive inclination to privatization of teacher education.

Community Vs negative perceptions on privatization of teacher education

| | High | | Moderate | | Low | | Total | |
|----|------|-------|----------|-------|-----|------|-------|-----|
| | No | % | No | % | No | % | No | % |
| OC | 6 | 42.86 | 7 | 50 | 1 | 7.14 | 14 | 100 |
| BC | 15 | 53.57 | 13 | 46.43 | 0 | - | 28 | 100 |
| SC | - | - | 2 | 100 | 0 | - | 2 | 100 |
| ST | - | - | 1 | 100 | 0 | - | 1 | 100 |
| | 21 | | 23 | | 1 | | 45 | |

From the results it can be seen that almost half of the OC's (42.86%) and BC's (53.57%) showed high, moderate negative views on privatization and none of them felt any need for privatization of teacher education probably they all feel that the teachers are not given

freedom, good salary and have management domination on the teachers. Thus, it can be concluded that irrespective of the community background respondents showed negative attitude to privatization of teacher education.

Gender Vs positive perceptions on privatization of teacher education

| | High | | Moderate | | Low | | Total | |
|--------|------|----|----------|----|-----|---|-------|-----|
| | No | % | No | % | No | % | No | % |
| Male | 6 | 30 | 13 | 65 | 1 | 5 | 20 | 100 |
| Female | 7 | 28 | 17 | 68 | 1 | 4 | 25 | 100 |
| Total | 13 | | 30 | | 2 | | 45 | |

From the table it can be seen that more than half of male (65%) female (68%) showed moderate positive view on privatization of teacher education. Negligible number of Male

(5%). Female (4%) showed low positives perceptions. Thus, irrespective of gender all the respondents showed rather moderate inclination to privatization.

Gender Vs negative perceptions on privatization of teacher education

| | High | | Moderate | | Low | | Total | |
|--------|------|----|----------|----|-----|---|-------|-----|
| | No | % | No | % | No | % | No | % |
| Male | 12 | 60 | 7 | 35 | 1 | 5 | 20 | 100 |
| Female | 9 | 36 | 16 | 64 | 0 | 0 | 25 | 100 |
| Total | 21 | | 23 | | 1 | | 45 | |

Most of the male (60%) respondents are highly negative on privatization of teacher education and some of the female (35%) respondents are moderately negative on privatization of teacher education. A negligible percentage of male

(5%) and none of females (0%) showed low negative view. Thus, it can be concluded that irrespective of the gender the respondents showed negative views on privatization of teacher education.

Economic status Vs positive perceptions on privatization teacher education

| | High | | Moderate | | Low | | Total | |
|----------|------|----|----------|----|-----|----|-------|-----|
| | No | % | No | % | No | % | No | % |
| Income | 8 | 80 | 2 | 20 | 0 | | 10 | 100 |
| Moderate | 6 | 60 | 4 | 40 | 0 | | 10 | 100 |
| Low | 6 | 24 | 5 | 40 | 14 | 56 | 25 | 100 |
| | - | - | | | - | - | | |
| | | | | | | | 45 | 100 |

It can be observed that 80 percent of the higher income group, 60 percent of moderate income group show high positive perceptions

on privatization. Whereas, 56 percent of low income group show low positive perceptions on privatization.

Economic status Vs negative perceptions on privatization teacher education

| | High | | Moderate | | Low | | Total | |
|----------|------|----|----------|----|-----|----|-------|-----|
| | No | % | No | % | No | % | No | % |
| High | 0 | | 3 | 30 | 7 | 70 | 10 | 100 |
| Moderate | 2 | 20 | 3 | 30 | 5 | 50 | 10 | 100 |
| Low | 20 | 80 | 3 | 30 | 2 | 20 | 25 | 100 |
| | | | | | | | 45 | 100 |

It can be observed that 80 percent of the lower income group show high negative perceptions, 50 percent of moderate income group show low negative perceptions on privatization, 70 percent of high income group also show low negative perceptions on privatization. Thus, it can be concluded that higher the income more positive towards privatization.

Thus, from the perceptions of prospective teachers it is very obvious that they are not in favor of privatization of teacher education. Probable the status of privately managed teacher education institutions their functioning academic standards and values must have set negative models before the respondents in almost all aspects which created a negative feeling about the teacher education.

Institutions Run By Private Managements

For the open ended question their view on privatization of teacher education, most of the respondents (80%) felt that in providing access to large numbers, in quantitative expansion of teacher education institutions it can be useful. But they all (100%) felt that quality would definitely suffer. They have also suggested that the policy making should be very strict and good monitoring and supervisory mechanism should be evolved.

Govt. should take all necessary precautions and should reduce political interventions so as to maintain good quality and standards. And also protect teacher's security and rights of the students. It should not leave any space for any kind of exploitation of the teachers or students by creating appropriate legal implications. They also felt that, though it adds to economic progress of the nation but it also encourages commercialization and deterioration of values and morals amongst the people with this motto of earning as the primary goal, Thus, from the above findings and conclusions it may be understood the there is a negative wave towards privatization of teacher education so as to protect the

standards and quality and combat commercialization and make this profession as an important nation building profession.

Opinionnaire

Perceptions of prospective teacher educators on privatization of teacher education.

SAA DA SDA

1. Privatization serves only profit motto of few elites.
2. Privatization brings equality in terms of access to professional education.
3. Privatization leads to good quality in professionalization of student teachers.
4. Privatization will create a good physical ambience (environment).
5. Provides highly talented teachers.
6. Teachers are paid very highly.
7. Teachers take interest in the quality and standards of the profession.
8. Spends more time with the students.
9. More personal attention is paid to students.
10. Students are exploited through high tuition fee.

Limitation Of The Study

The research is a serious attempt on the part of researcher despite of certain limitations explained as under;

- The respondent organizations legislated to provide correct information due to certain legal and other consequences apprehended by them.

Private Institutional Requirement, Availability & Private Financial Performances

Skill Gap Assessment of Narshimghpur District - Social Profile: Demographics

Narshimghpur district is also referred as Narshimghpur and is a part of Jabalpur division¹²¹⁸. It is surrounded by Raisen, Sagar, Jabalpur, Seoni, Chindwara and Hoshangabad. It covers an area of 5,133square km¹²¹⁹. Narshimghpur, earlier 'GadariyaKheda' village, became the administrative headquarter of the district¹²²⁰. The district has a population of 10.921221 lakhs as of 2011. Narshimghpur is

a sparsely populated rural district with population density of 212.77 per square km, which is lower than the state’s average of 235.52 persons per square km. It witnessed a growth of 14.04% in the population over the last decade. Urbanization is 18.64% and is less than state’s average of 27.63 percent. Gender ratio is 917 females per 1,000 male populations whereas child sex ratio (0-6 years) is comparatively lower at 900 girls per 1,000 boys1222. 16.25% of the total population is

within 0-6 age group. 29.31 % of the population is under SC/ST category with 16.14% of the total population under SC category and 13.17% under ST category1223. 26.1% of the population is below the poverty line. The percentage of people below poverty line in urban areas (36.8 percent) is higher than in rural areas (23.3 percent) 1224. Around 1.94%of the population is in slum dwellings, with 45 slum pockets present in the district.

| District | Madhya Pradesh | Narsimhapur |
|--|----------------|-------------|
| Population (2011) | 72,597,565 | 1,092,141 |
| Decadal Population Growth Rate (2001-11) | 20.3% | 14.0 % |
| Population Density per Sq. km (2011) | 236 | 213 |
| Level of Urbanization (2011) | 27.6% | 18.6% |
| Gender Composition Female per 1000 male population (2011) | 930 | 917 |
| Proportion of ST Population (20011) | 20.3% | 13.2% |
| Literacy Rate | 70.6% | 76.8% |
| Male- Female Literacy Rate gap (2011) | 20.5% | 17.6% |
| Number of literates (2011) | 43,827,193 | 731,594 |
| Enrollments in primary & Upper Primary schools (2010) | 15,356,399 | 197,359 |
| Number of Primary & Secondary Health care Centers Per 1000 Population (2011) | 0.14 | 0.15 |
| Contribution to state Economy (2008-09) | - | 1.44% |
| Per Capita Income (INR), Current Prices (2008-09) | 24,709 | 22.7% |
| Contribution of primary Sector to Economy (2008-09) | 31.5% | 47.1% |
| Contribution of Secondary Sector to Economy (2008-09) | 22.9% | 14.7% |
| Contribution of Tertiary Sector to Economy (2008-09) | 45.6% | 38.2% |

Source – Census of Madhya Pradesh

Skill Gap Assessment of Mandla District - Social Profile: Demographics

Mandla, a tribal district, lies in the east central part of Madhya Pradesh along the river Narmada and its tributaries. It is surrounded by a number of forests, and is a part of Jabalpur Division. It covers an area of 5,800 squares km. Town Mandla is the administrative headquarters of the district. The district has a population of 10.53 lakhs. Mandla is a sparsely populated rural forest district with population density of 181.64 per square km, which is lower than the state’s average of 235.52 persons per square km. It witnessed a growth of 17.81% in the population over the last decade. Urbanization is low and stands at 12.36%1 Gender ratio of

the district stands at 1005 females per 1000 male population whereas child sex ratio (0-6 years) is comparatively lower at 965 girls per 1000 boys1314. 13.74% of the total population is within 0-6 age group. 61.85 % of the population is under SC/ST category with 4.62% of the total population under SC category and 57.23% under ST category1315. There are 2 predominant tribal groups present in the district- the Gonds and Baigas1316. 42% of the population is below the poverty line1317. The percentage of people below poverty line in urban areas (33.2 percent) is lower when compared to rural areas (42.9 percent). Around 1.93 % of the population is in slum regions with 69 slum pockets present in the district.

Paper ID: UGC 48846-885

| District | Madhya Pradesh | Mandla |
|---|----------------|-----------|
| Population (2011) | 72,597,565 | 1,053,522 |
| Decadal Population Growth Rate (2001-11) | 20.3% | 17.8% |
| Population Density Per Sq. km (2011) | 236 | 182 |
| Level of Urbanization (2011) | 27.6% | 12.4% |
| Gender Composition-Female Per 1000 Male Population (2011) | 930 | 1,005 |
| Proportion of ST Population (2001) | 20.3% | 57.2% |
| Literacy Rate (2011) | 70.6% | 68.3% |
| Male Female Literacy Rate Gap (2011) | 20.5% | 22.3% |
| Number of Literates (2011) | 43,827,193 | 620,481 |
| Enrollments in Primary & Upper Primary Schools (2010) | 15,356,399 | 207,907 |
| Number of Primary & Secondary Healthcare Centers Per 1000 Population (2011) | 0.14 | 0.26 |
| Contribution to state Economy (2008-09) | - | 0.98% |
| Per Capita Income (INR), Current Prices (2008-09) | 24,709 | 14,837 |
| Contribution of Primary Sector to Economy (2008-09) | 31.5% | 33.0% |
| Contribution of Secondary Sector to Economy (2008-09) | 22.9% | 24.6% |
| Contribution of Tertiary Sector to Economy (2008-09) | 45.6% | 42.3% |

Source – Census of M.P. 2011

Skill Gap Assessment of Jabalpur District - Social Profile: Demographics

Jabalpur district is located in central India and is a part of Jabalpur division. It is surrounded by Panna, Satna, Shadol, Narshimghpur and Mandla district. It covers an area of 5,211 square km. Jabalpur city is the administrative headquarters of the district. It has a population of 24.60 lakhs as of 2011. Jabalpur is an urban district with population density of 472.20 per square km, which is much higher than the state's average of 235.52 persons per square km. It witnessed a growth of 14.39% in the population, over the last decade. Urbanization is 58.47% and is greater than state's average of 27.63 percent.

Gender ratio is 925 females per 1,000 male populations, whereas child sex ratio (0-6 years) is comparatively lower at 916 girls per 1,000 boys 1360. 11.68% of the total population is within 0-6 age group. 27.74 % of the population is under SC/ST category with 12.73% of the total population under SC category and 15.01% under ST category 1361. 30.3% of the population is below the poverty line. The percentage of people below poverty line in urban areas (32.6 percent) is more when compared to rural areas (28 percent). Around 10.3% of the population is in slum regions with 399 slum pockets present in the district.

| District | Madhya Pradesh | Jabalpur |
|---|----------------|-----------|
| Population (2011) | 72,597,565 | 2460,714 |
| Decadal Population Growth Rate (2001-11) | 20.3% | 14.4% |
| Population Density Per Sq. km (2011) | 236 | 472 |
| Level of Urbanization (2011) | 27.6% | 58.5% |
| Gender Composition-Female Per 1000 Male Population (2011) | 930 | 925 |
| Proportion of ST Population (2001) | 20.3% | 15.0% |
| Literacy Rate (2011) | 70.6% | 82.5% |
| Male Female Literacy Rate Gap (2011) | 20.5% | 13.8 |
| Number of Literates (2011) | 43,827,193 | 1,792,386 |
| Enrollments in Primary & Upper Primary Schools (2010) | 15,356,399 | 402,159 |
| Number of Primary & Secondary Healthcare Centers Per 1000 Population (2011) | 0.14 | 0.08 |
| Contribution to state Economy (2008-09) | - | 5.28 |
| Per Capita Income (INR), Current Prices (2008-09) | 24,709 | 37.278 |

Paper ID: UGC 48846-885

| | | |
|---|-------|-------|
| Contribution of Primary Sector to Economy (2008-09) | 31.5% | 21.5% |
| Contribution of Secondary Sector to Economy (2008-09) | 22.9% | 24.8% |
| Contribution of Tertiary Sector to Economy (2008-09) | 45.6% | 53.7% |

Source – Census of M.P. 2011

Conclusion

This research paper concludes in two major variable i.e. male literacy rate and female literacy rate, both results are different in

selected district of M.P. so therefore these three districts viz. Jabalpur are highly developed as well as mandla&narsingpur.

References

- 1 Bajpai, A.D.N., (1989), "District wise indices of Infrastructure of Madhya Pradesh & their analysis", Unpublished Report, pp.2-8
- 2 Dwivedi, H. (2014), "Research Methodology in Social Sciences", Pointer publishers & distributor, Jaipur (Raj.)
- 3 Dwivedi, H. (2012), "Disparities in India", shreevinayak publication, agra (U.P.)
- 4 Ghosal, R.K (2005), "Trends and composition on social sector Expenditure" economics of education and Health in India, pp. 262-270
- 5 Singh, L.C. (2003) "Self-financing Higher Education" (ed.) Shafi, Zeenat S. (2003) "Introduction: Privatization of Higher Education"
- 6 Solow, R.M. and Ramsey (1956) "A" contribution to the theory of economic growth, Quaterly journal of economic 70- pp- 65-94.
- 7 Soundar raj, Francis (2003) "Role of private sector in Higher education" (ed.) Shafi, Zeenat S. (2003) "Introduction: Privatization of Higher Education"
- 8 Vizag, John (1973) "The Economics of Education a trend Report" Macmillian Series in Economics, London.
- 9 World Bank (2010). A journal of Human developed index Washington U.S.A.
- 10 world bank report (1994), "Productivity growth is higher education in India" Washington D.C. pp. 209.
