

Social Infrastructure Development in Madhya Pradesh (With Special Reference to Education Sector)

Dr. Anamika Shrivastava¹

Asst. Prof. (Department of Economics)
Bhopal School of Social Sciences, Bhopal

Dr. Muktesh S. Pillai²

Asst. Prof. (Department of Economics)
Sant Hirdaram Girls College, Bairagarh Bhopal

ABSTRACT

The objective and goal of a developed economy basically depends upon its infrastructure. When we talk about the inter state or regional disparity the reason which comes first in our mind is the lack of infrastructure development. In infrastructure development we include not only economic infrastructure like road, transport etc. but social infrastructure like health, education as well.

Education is the prominent content of social infrastructure, because until & unless the development of any economy depends upon it. But, how we can achieve the goal of maximum ratio of education? The answer of the question is by the development of educational infrastructure. The availability of clean drinking water, the toilet facility, the availability of girls toilet, the building are the basic element which can be include in educational infrastructure. The access of the student to the school can be increase by appropriate and satisfactory educational infrastructure.

Apart from the infrastructure development the role of the government towards investment pattern for infrastructure development is very much essential part, because implementation of development program ultimately depends upon financial aspect. Ultimately we can say that when we talk about the social infrastructure with special reference to education sector we can easily make a statement that educational infrastructure development is the foundation of all the development programmes, which is responsible for economic development.

Key Words: Infrastructure, Education, Investment, Finance, development.

“The ultimate objective of planned development is to ensure well-being through sustained development in the quality of life of the people, particularly the poor and the vulnerable segments of the population. In terms of policy measures it requires emphasis on social sector development and programmes. The development of human resources contributes to sustained growth and productive employment. A healthy, educated and skill workforce can contribute more significantly and effectively to economic development.”¹ For this it follows that there are two major areas in social sector which require investment: Education & Health. For this purpose there is need for heavy investment in developing social infrastructure.

For development of education sector there is a need for investment in lower, primary, secondary, and higher secondary schools so that people can send their children to school to acquire education. This would necessitate investment in social building and equipment, provision of teachers and other supporting staff. It has been documented that the creation of educational infrastructure along with safe drinking water and sanitation are essential for the growth of skilled and educated manpower and this helps the process of growth by providing impetus to the social sector development.

Since independence there has been a remarkable expansion of educational opportunities at almost all stages and avenues of specialization and for various segments of population^(2,3) and yet access remains far from equal even in terms of universalization of elementary education^(4,5) in the post independence period. Scholars have pointed out the historical persistence of spatially entrenched literacy patterns i.e. literary variation across Indian social space that has remained unchanged for decades^(6- 9) . Studies carried out in both developed and developing countries have demonstrated that educational attainment is the function of the type of work in which family members engage. It can be recalled from the preceding discussion that there

exists a close link between occupation and aspiration for education. Occupation of the head is therefore expected to exert direct and immense influence on the participation of children in the sphere of education (10-15.)

Status of Elementary Education :-

When it comes to the status of elementary education in M.P. state it can be said that 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. According to the 1991 census it was found that total literacy rate was 56% in which 70% women were not literate. Other than this the literacy rate were lowest for the scheduled castes & scheduled tribes 35.15 & 21.5% respectively. Education of the community had no lateral accountability to the local community; this problem was reflected in the dysfunction of the schools as well as low quality of teaching. It is to be noted that whereas the national policy on education of 1987 (revised 1993) stipulated universal elementary education (UEE), the state document of policy and programmes do not talk about UEE till about 1994. The year 1994 marks the first ever efforts to address the goals 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.

Table: 1, Schools In Madhya Pradesh In 2005-06:-

Type of school	Schools	Pupil teacher ratio
Primary Schools	95517	48
Middle Schools	24293	37
High Schools	4325	41
Higher secondary Schools	4179	13

Source: Rajya Shiksha Kendra & Department of School Education, Government of M.P., Bhopal.

The above table reveals that in year 2005-06 the total number of primary schools were 95517, while the number of middle, high, and higher secondary schools were 24293, 4325, & 4179 respectively. The primary level pupil to teacher ratio according to the enrolment statistics in 2005-06 is 48:1, which is higher than the recommended ratio of 40:1. With large inter district variations, this is worse in some districts. Eight districts have a ratio higher than 80 students for each teacher. This problem is being tackled by the state government through various limitations.

Table: 2, Schools In Madhya Pradesh In 2006-07:-

Type of school	Schools	Pupil teacher ratio
Primary schools	98345	44.2
Middle schools	37095	31.3
High schools	4688	41
Higher secondary schools	4456	13

Source: Administrative Report, school education Department, Government of M.P., 2007-08

The tables reveals that in year 2006-07, the total number of primary schools were 98345, while the number of middle, high, & higher secondary schools were registered 37095, 4688, 4456 respectively. The primary level pupil to teacher ratio was registered 44.2 in year 2006-07, while the middle, high, and higher secondary level pupil to teacher ratio was registered in 2006-07 31.3, 41, and 13 respectively. The average students per primary and middle school in M.P. in 2006-07 were 122 & 126 whereas the national figures were 180 and 185. This average in M.P. is even lower in tribal dominated districts such as Jhabua, Betul, Mandala, Dindori etc. Similarly average students per high school and higher secondary schools is little higher.

Status of Educational Infrastructure:

Table: 3, Infrastructures in Schools (2005-06)

Schools	School with own building (%)	School with drinking water facility (%)	School with Toilet facility (%)
All Schools (Primary & Middle)	76.70	63.39	43.61

Source: Rajya Shiksha Kendra & Department of School Education, Government of M.P., Bhopal

Coming to the school infrastructure the above table gives a fair idea of infrastructure gaps in schools. Nearly 11.5% schools don't have their own building; nearly 24.8% schools do not have drinking water facility and 44.5% do not have toilet facilities. The clear gap in basic amenities in schools needs to be plugged first. The state has gone for financing of school building in a major way by taking loan from NABARD and converged with total sanitation campaign. Rashtriya Sam Vikas Yojana and other rural development programmes to bridge the infrastructure gaps.

Table: 4, Infrastructure In Schools (2007-08)

Schools	Schools having drinking water facility (%)	Schools having Common Toilet facility (%)	Schools having boundary wall (%)	Schools having girls Toilet (%)
All Schools (Primary & Middle)	91.95	71.62	46.23	

Source: DISE Report, 2007-08

The above table reveals the fair idea of infrastructure available in the schools. Nearly 92% schools avail the facility of drinking water, but still more than one fourth of the schools in the state lack of toilet facility. Similarly less than half of the schools are having separate girls toilet. Unavailability of separate toilet for girls in the school is one of the major hindrances for girl children to continue with the schooling. In addition to the formal schools primary education facilities have been started to ensure that the children who are out of the ambit of formal education also get an opportunity to education that will ultimately lead to their mainstreaming in the formal education sector.

Expenditure on Education:-

Table: 5, Total Expenditure (State & Centre) on Education, M.P.

Year	Budget Estimate	Revised Estimate	AC(Accounts)
2001-02	2869	3331	2543
2002-03	3625	3431	3154
2003-04	4356	3709	3155
2004-05	4347	4194	4071
2005-06	5027	4860	4854
2006-07	5724	5439	5598
2007-08(RE)	6240	5363	

Source: State Budget Books, Govt. of M.P., Various Years.

The above table reveals that the Investment in education sector has been steadily rising in budget estimates, revised estimates and accounts which is a positive sign as it is one of the important social sectors.

1. Budget estimates for education has gone up by 2.15 times from Rs. 2869 crore in 2001-02 to Rs. 6240 crore in 2007-08.
2. Revised estimates too have gone up by 1.61 times from Rs. 3331 crore in 2001-02 to Rs. 5363 Crore in 2007-08.
3. Although actual expenditure has more than doubled since 2001-02 to 2006-07 to Rs. 5598 crore, but the actual expenditure has always been less than what was budgeted for. This shows the tendency of under spending in the initial years 2001-02 to 2003-04, but there after the situation has improved.

Table: 6, Classification of Expenditure on Education

Year	Elementary Education	Secondary Education	University & Higher Education	Technical Education	Others
2001-02	52	9	14	3	22
2002-03	53	12	13	3	19
2003-04	59	9	11	3	18
2004-05	56	10	11	3	21
2005-06	60	9	9	3	19
2006-07	64	13	9	2	12
2007-08(RE)	54	17	11	3	15
2008-09(RE)	54	19	11	3	12

Source: Education Sector Analysis using Budget as a tool, Sanket Development Group, 2008.

The above table reveals the intra sectoral changes in different levels of education as percentage of total expenditure. It is thus clear from the study that elementary education attracts maximum investment ranging from 52 to 64% from 2001-02 through 2008-09. Maximum expenditure in the year 2006-07 was 64%. Expenditure on secondary education has increased from 9% to 19%, but needs attention compared to elementary education. Over the years expenditure on university and higher education has been reduced and expenditure on technical education is a very small component of education sector owing greater participation from private players. State government is saving Rs. 455 crore per year by curbing the expenditure on fresh recruitment of regular cadre teachers and instead shifting to contract teachers. There is a need to closely scrutinize and understand choices on the basis of a cost- benefit analysis, to adjust cost- effective inputs.

CONCLUSION:

As the infrastructure and human resource gaps become smaller, there will be a need for a longer term vision to improve quality. Efficiency of public expenditure is ultimately judged not only by universal enrolment and retention, but by the indicators of out come in terms of learning achievements of the student. The objective of every child in school is only a part of the overall aim of a well functioning system that imparts a high standard of education to all who avail it. To that end, public expenditure needs to be increased and sustained.

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