



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

STATUS OF EDUCATIONAL SERVICE CENTERS AVAILABILITY IN EIGHT DISTRICTS OF JABALPUR DIVISION

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ABSTRACT

Education is the most important source of independent life. The present study has worked on the importance of its availability. The lack of service centers available in the research area develops a socio-economically vulnerable condition to sustain. The objective of the study is to examine the status of service availability in eight districts of the Jabalpur division. The current research work has studied the five parameters of education services. The data has been collected from secondary sources. The current research work has applied the ranking method to know the rankings of services available in each district. It has used a descriptive approach in the study. The result shows that there is a high unavailability of services in the districts. The research work concluded that it is extremely important to give more focus to the low and least-developed districts. It is time to enhance the services in rural areas. Increasing the number of services is needed in the research area. Some major steps have to be taken for socio-economic development. People have to be aware of the importance of services.

Keywords- education service centers, jabalpur division, status of services availability.

I. INTRODUCTION-

Education is the basic pillar of being independent individually whereas it is a fundamental base of being an active mind. It plays an important role in the socio-economic development of any region. Life without education is like a curse as same as food without humans. It gives a positive environment to dream big. It provides various career opportunities, stability in life, better financial security, increase self-dependency, increases employment, decreases illiteracy, elevated poverty, develop critical skills capacity, etc. Education polishes our minds, reinforces our thoughts, and strengthens our character and behaviors toward others (Al-Shuaibi, 2014). Functions of education include imparting social change, improving individual social position and standard of living, activating participation in rural and cultural development, increasing critical abilities of rural people to diagnose their needs, assert their rights and take greater control of decisions, affecting their lives, providing trained manpower in rural areas, linking rural and urban sectors, providing employment and income opportunities, increasing labor force productivity, and developing leadership (Surmani Mangda, Rupali Mukherjee, 2018). The importance of education is infinite. It holds the hand of active and aware minds which can differentiate between good and bad things. Rural people are immensely affected by illiteracy and unemployment. They live in dark zones of their life. People suffer from severe poverty whereas unemployment permanently grabs their hands. The submergence of rural settlement is because people migrate to other regions for basic education.

The increasing migration, and disturbance in settlement pattern and size, transferred population density to other cities which is thoroughly responsible for disturbing land size settlement and socio-economic development of that region. The population size is huge in the Jabalpur division, where if people migrate to another region will drastically impact both regions due to population explosion. The importance of education is keenly important for the socio-economic development of the region and therefore the availability of its services becomes important. Thus, it is extremely important to give more focus on education and the availability of its services. Availability of educational services in the needed regions (rural areas) is really crucial to develop some precious pearl stones or golden talents from the region.

II. STATEMENT OF THE PROBLEM-

The study area is dominated by rural people. They depend on primary activities for their livelihood. The majority of them are illiterate. Population explosion in rural areas is the result of unawareness and illiteracy. They are severely affected by poverty, unemployment, etc. Some people live on roads/streets which increases slum areas. early marriages, domestic violence, dowry, etc are the outcomes of un-education. They live in a male dominant society. The male-female differences are more prevalent in rural areas. People face enormous problems with the unavailability of resources. The lack of resources/unavailability of services developed a backward region. People suffer in their life due to having no income to sustain. They have to travel long distances to other regions for their basic services. The unavailability of services creates a great impact on the socio-economic development of the districts in Jabalpur division. An overall development (social, economical, cultural, political, environmental, ethical) of the region has been focused on in the study.

III. STUDY AREA-

Jabalpur division is an administrative geographical unit and it is situated in the central part of Madhya Pradesh State. The study area has eight districts. These districts are Dindori, Jabalpur, Seoni, Katni, Balaghat, Narsinghpur, Chhindwara, and Mandla. Jabalpur is the administrative headquarters of the division. This division is to be considered a backward region belt of Madhya Pradesh State. The tribal population is highly visible in this region. This region is commonly known as the Mahakoushal region. It is highly undulating, rugged hilly land and covers dense forests. Narmada river is a lifeline river of that division. People depend on it and their tributaries to sustain their livelihood.

IV. OBJECTIVE OF THE STUDY-

The objective of the research work is;

- 1) To study the status of educational service centers availability in the eight districts of jabalpur division.

V. DATABASES AND METHODOLOGY-

The research work has worked on the basis of a secondary source of data. These data has been analyzed the five indicators/parameters of educational service centers. These indicators are Primary Schools (P), Middle Schools (M), Secondary Schools (S), Senior Secondary Schools (SS), and Polytechnic Colleges (Pt). The study has used a descriptive approach by using the ranking method on selected indicators to check the availability status in the eight districts of Jabalpur division. For more visualization of the data, it has used figures such as a graph. The following databases have been collected (Table 1.1);

Table 1.1: Number of Educational Service Centers in Jabalpur Division

Sr. No.	Districts Name	P	M	S	SS	Pt
1	Dindori	823	331	101	23	1
2	Jabalpur	1203	525	113	58	14
3	Seoni	1504	618	176	78	1
4	Katni	835	448	104	64	1
5	Balaghat	1169	572	202	81	4
6	Narsinghpur	934	448	136	46	1
7	Chhindwara	1727	684	256	186	3
8	Mandla	1137	454	122	55	1

Source: All 8 Districts Census Handbooks, 2011

After applying the ranking method in Table 1.1, where the same ranking is given to the same number of services available in the districts. Then, adding all the rankings horizontally of each district (Table 1.2).

Table 1.2: Ranking of Educational Service Centers in Jabalpur Division

Sr. No.	Districts Name	P (rank)	M (rank)	S (rank)	SS (rank)	Pt (rank)	Total (all rank)
1	Dindori	8	7	8	8	4	35
2	Jabalpur	3	4	6	5	1	19
3	Seoni	2	2	3	3	4	14
4	Katni	7	6	7	4	4	28
5	Balaghat	4	3	2	2	2	13
6	Narsinghpur	6	6	4	7	4	27
7	Chhindwara	1	1	1	1	3	07
8	Mandla	5	5	5	6	4	25

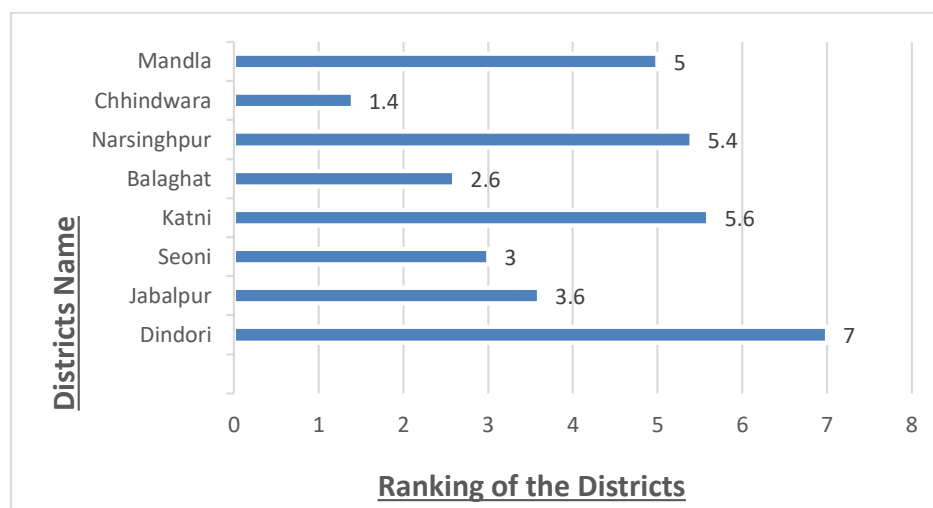
The obtained result from Table 1.2 is divided by the total number of services available or the total number of selected parameters. The following result has been seen (Table 1.3);

Table 1.3

Sr. No.	Districts Name	Ranking Method
1	Dindori	7
2	Jabalpur	3.6
3	Seoni	3
4	Katni	5.6
5	Balaghat	2.6
6	Narsinghpur	5.4
7	Chhindwara	1.4
8	Mandla	5

A graphical representation of the obtained result of Table 1.3 is shown in Figure 1.1.

Figure 1.1



Rankings from 0 to 7 represent decreasing availability of educational service centers and increasing backwardness which is the main obstacle in districts development (Figure 1.1). A high-rank number shows a low-development region whereas a low-rank number shows a high-development region.

Table 1.4

Sr. No.	Districts Name	Categorization
1	Dindori	Low/Least
2	Jabalpur	Moderate
3	Seoni	Moderate
4	Katni	Low
5	Balaghat	High
6	Narsinghpur	Low
7	Chhindwara	High
8	Mandla	Low

The obtained result from Table 1.3 is classified into low, medium and high where a score between 1 to 3 represents High, a score between 3 to 5 represents Moderate and a score between 5 to 7 represents Low (Table 1.4).

VI. RESULTS AND DISCUSSIONS-

Dindori district has ranked the lowest position (7) in the availability of educational service centers, followed by Katni district (5.6), Narsinghpur district (5.4), Mandla district (5), Jabalpur district (3.6), Seoni district (3), Balaghat district (2.6), and Chhindwara district (1.4). The highest rank has been given to the Chhindwara district. The lowest rank shows a lack of service availability or poor resources/infrastructure availability and vice-versa (Table 1.2).

As of these rankings (Table 1.3 or Figure 1.1), the increasing order of services availability shows that Dindori is categorized as the low/least developed district followed by Katni, Narsinghpur, Mandla, Jabalpur, Seoni, Balaghat, and Chhindwara districts of Jabalpur division. Availability of services is directly proportional and rankings of the services are inversely proportional in the development of districts. The least availability of services shows the least developed region whereas the high availability of services shows the highly developed region and a high-rank number shows the low development region and vice-versa.

VII. CONCLUSION-

As the results and discussions stated above, the study concluded that Dindori district has the least developed district whereas Balaghat, and Chhindawara districts have highly developed districts (as compared to the least developed districts of Jabalpur division) in the availability of educational service centers. The region is needed to increase the number of service centers availability in each district of the Jabalpur division. More focus on the least developed districts is extremely important.

III. SUGGESTIONS-

Spread awareness among the rural people about the need and significance of education and more efforts (such as schemes, and policy implementation relating to education, etc.) have to be taken by the government.

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