Chapter - VI

Education

and

Socio- Economic

Development
CHAPTER – VI
EDUCATION AND SOCIO-ECONOMIC DEVELOPMENT

Education is considered as a social instrument for developing human resources and human capital formation. However, the relationship between education and development is not as simple as it appears to be. Education becomes meaningful when it provides knowledge, skill of reading, writing and for solving the problem and improving the quality of life. Education, organized and oriented on these lines is certainly going to have a lasting impact on income, agricultural productivity, fertility rate, birth spacing, pre and postnatal health, nutrition, knowledge, attitudes and values.

Education is crucial to every aspect of social and economic development. Education is increasingly being recognized to be the heart of the development process. For this, three dynamically interrelated factors are involved: the economic benefits of education, the impact of education on population growth, health and social well-being; and the relationship between education and democratic society (UNESCO, 2001).

The growth of education and socio-economic development is interdependent, as higher education is both a catalyst in socio-economic development as well as affected by socio economic development. The products of higher education become agents of development which in turn influence the course of higher education (http://mohdzan.com/papers/hkpap99/default.asp).

It is clear that, under all circumstances, increasing (progressing) educational facilities make important contribution to the socio-economic development. It is one of the pre-conditions which must be established before a take-off into self sustained economic growth becomes possible.
The principal objective of this chapter is to find out empirically as to what extent this theoretically postulated relationship between educational status and socio-economic development holds true in the study area. It would be worthwhile to test this hypothesis and to find out whether or not the high status of education regions of Aligarh district are well developed socio-economic regions.

A comparative study of educational status and socio-economic development will give significant result. To determine the status of education and socio-economic development, composite z-score of indicators of educational status and socio-economic development are calculated. These scores are further standardized to zero mean and unit variance for interpretation.

The regional variation of both composite status of education and level of socio-economic development are summarized by classifying the blocks into high (more than \( \bar{X} + 0.5 \text{ SD} \)), medium (\( \bar{X} + 0.5 \text{ SD} \) to \( \bar{X} - 0.5 \text{ SD} \)) and low (more than \( -0.5 \text{ SD} \)) levels for the years of 2000-2001 and 2006-2007 (Figure 6.1 and 6.2).

**6.1 Status of Education**

Socio-economic development is the result of many factors and among them education is the most important. It improves socio-economic condition to a significant measure and acts as a tool of development in socio-economic pursuits.

Although education plays a vital role in the development of socio-economic condition in Aligarh district, but still the status of education varies from one block to another. So it was worthwhile to delineate homogeneous areas having same characteristics of level of education in Aligarh district on the basis of composite z-scores of standard factor scores of 14 indicators (Appendix A and Table 6.1).
### Table 6.1 Status of Education and Level of Socio Economic Development in Aligarh District

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of Block</th>
<th>Composite Z-Score of Educational Status</th>
<th>Composite Z-Score of Level of Socio Economic Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tappal</td>
<td>-0.99</td>
<td>-0.27</td>
</tr>
<tr>
<td>2</td>
<td>Chandaus</td>
<td>-0.85</td>
<td>0.33</td>
</tr>
<tr>
<td>3</td>
<td>Khair</td>
<td>-0.04</td>
<td>-0.31</td>
</tr>
<tr>
<td>4</td>
<td>Jawan</td>
<td>0.80</td>
<td>0.99</td>
</tr>
<tr>
<td>5</td>
<td>Lodha</td>
<td>1.39</td>
<td>1.07</td>
</tr>
<tr>
<td>6</td>
<td>Dhanipur</td>
<td>1.16</td>
<td>0.51</td>
</tr>
<tr>
<td>7</td>
<td>Gonda</td>
<td>-0.58</td>
<td>0.29</td>
</tr>
<tr>
<td>8</td>
<td>Iglas</td>
<td>1.07</td>
<td>0.84</td>
</tr>
<tr>
<td>9</td>
<td>Atrauli</td>
<td>0.36</td>
<td>0.81</td>
</tr>
<tr>
<td>10</td>
<td>Bijauli</td>
<td>-1.57</td>
<td>-2.33</td>
</tr>
<tr>
<td>11</td>
<td>Gangiri</td>
<td>-1.12</td>
<td>-1.24</td>
</tr>
<tr>
<td>12</td>
<td>Akrabad</td>
<td>0.38</td>
<td>-0.40</td>
</tr>
</tbody>
</table>


The spatial pattern of status of education (2006-2007) shows many positive changes in all categories, if compared to the year 2000-2001. The figure 6.1-A reveals that during 2000-2001, the regional pattern of status of education shows that a compact region of high education status lies in the central part of the district, consisting of four blocks, Lodha, Iglas, Dhanipur and Jawan (Figure 6.1- A). While in the year 2006-2007, the region of high educational status expanded more towards northern part, consisting of five blocks Jawan, Atrauli, Lodha, Dhanipur and Iglas (Figure 6.1- B).
Fig. 6.1
The area of medium factor scores shows an irregular and random distributional pattern covering the three blocks of district. The blocks of Khair (situated in north-western part), Atrauli (in north-eastern part) and Akrabad (in south-eastern part) come under this category.

While in the year 2006-2007, the blocks of medium educational status expanded mainly towards western part of the district. It covers four blocks of Tappal, Chandaus, Khair and Gonda. The Akrabad block also lies in this category but fails to consists any identifiable region (Figure 6.1-B)

The areas of low educational status are distributed randomly in the year 2000-2001. Two blocks Tappal and Chandaus are situated in north-western part, another one block Gonda lies in south-western part and two blocks Bijauli and Gangiri lie in eastern marginal part of the district (figure 6.1-A). While in the year 2006-2007, the scenario of this grade of educational status is different. In this year, only two blocks Bijauli and Gangiri lie in the category of low status of education (Figure 6.1-B).

The three blocks of Tappal, Chandaus and Gonda which were lying under low level of educational status during 2000-2001 has come to medium status of education in the year 2006-2007 (Figure 6.1-B) and the block Atrauli, which was in medium status of education during 2000-2001 has gone up to a high status of education during the year 2006-2007. The upgradation of these blocks is due to remarkable increment of the number of junior and senior basic schools and improvement in infrastructure and other facilities in the year 2006-2007, which promote the educational status of these blocks.

The spatial pattern of status of education in the year 2000-2001 and 2006-2007 is already explained in full detail in the chapters IV and V. But a brief explanation is given in this chapter for supporting and
elaborating the comparative significant changes in both years’ status of education.

6.3 Relationship between Status of Education and Level of Socio-Economic Development (2000-2001)

The status of education and level of socio-economic development in the year 2000-2001 is based on the composite score of fourteen and forty three indicators respectively (Table 6.1). It indicates that the blocks of Jawan, Lodha, Iglas and Dhanipur recorded the highest educational status, while the blocks of Atrauli, Iglas and Lodha represent the highest level of socio-economic development. The three blocks Chandaus, Akrabad and Atrauli fall under the medium status of education but in the same year 2000-2001, seven blocks, Gonda, Dhanipur, Jawan, Chandaus, Khair, Akrabad and Bijauli come under the medium level of socio-economic development (Figure 6.1-A and Figure 6.2-A).

The low status of education is found in the blocks of Tappal, Chandaus, Gonda, Bijauli and Gangiri. On the other hand, the blocks of Tappal and Gangiri fall under the low level of socio-economic development.

In the year 2000-2001, there were only two blocks, Lodha and Iglas which were found high in both indicators (status of education and level of socio-economic development). These blocks represent positive relationship between status of education and level of socio-economic development due to high agricultural, infrastructural and industrial development. While during the same year, the two blocks Tappal and Gangiri show negative relationship between status of education and level of socio-economic development. These blocks are stagnant and lag behind due to inadequate infrastructural and lack of industrial development.
6.4 Level of Socio-Economic Development

Socio-economic development is the process of social and economic development in a society (Wikipedia, 2010). Socio-economic development refers to the ability to produce an adequate and growing supply of goods and services, productivity and efficiency, to accumulate capital, and to distribute the fruits of production in a relatively equitable manner. The gap between rich and poor, developed and undeveloped, or first and third world nations reflects variations in these socio-economic capacities. While there is widespread agreement that socio-economic development involves production, accumulation and distribution process, the study of development has been heavily influenced by particular sociological concepts and economic measures.

Sociological studies have emphasized the traditional-to-modern transition as part of the larger process of social change. Economists, on the other hand, view development in terms of economic growth. Each of these perspectives has shaped the contemporary definition of socio-economic development (Jaffee, 1998).

Socio-economic development entirely depends upon the proper exploitation of the available resources- material and human. Hence, a total involvement and willing participation of human resources is of great importance. But a large majority of the population could not be expected to play such a role when India embarked upon planned development. Not only was the general level of education too low, but the type of education being imparted was uncreative (Patil, 1978).

The socio-economic development of an area, region, or a country, to a major extent, depends on the development of its production sector. The development of production sector can not take place until the provision of appropriate level and adequate distribution of social facilities
is made, as these infrastructural facilities play a catalytic role in the process of balanced regional development (Sharma, 1989).

In order to find out the level of socio-economic development in the study area, selected indices were measured for each block (Appendix B). The following indicators are considered for determining the levels of socio-economic development on the basis of composite standardized z-scores (Table 6.1, Appendix C and D).


The spatial pattern of level of socio-economic development (2006-2007) shows many remarkable changes from the year 2000-2001. The Fig. 6.2-A and 6.2-B show that during the years of 2000-2001 and 2006-2007, there are no more changes recognized in the high level of socio-economic development. In the year 2000-2001, three blocks come under high level of socio-economic development and it is distributed in two areas of the district: One area of high level of socio-economic development lies in southern part of the district, comprising two blocks of Lodha and Iglas. The other area is located in the northern part, consisting of only the Atrauli block. All the three blocks also maintained their same (high grade) position in the year 2006-2007.

Figure 6.2-A, revealed that during the year 2000-2001, the regional pattern of medium level of socio-economic development exhibited a compact and big region. It consists the blocks of Chandaus, Khair, Gonda, Jawan, Dhanipur and Akrabad. The Bijauli block also lies in this category but fails to constitute any identifiable region, while in the year 2006-2007, the region of medium level of socio-economic development moved towards western direction comprising four blocks of Chandaus, Jawan, Dhanipur and Akrabad. The Bijauli block also lies in this grade, but fails to make any identifiable region (Figure. 6.2-B).
ALIGARH DISTRICT
LEVEL OF SOCIO - ECONOMIC DEVELOPMENT
(BASED ON COMPOSITE Z - SCORE)

(A) 2000 - 2001
(B) 2006 - 2007

Fig. 6.2
The blocks of low level of socio-economic development are found distributed randomly (2000-2001). Two blocks came under this category. One block, Tappal, is situated in the western part while another block, Gangiri, lies in the eastern part of Aligarh District (Figure. 6.2-A).

The region of low level of socio-economic development during 2006-2007 is situated in the western part of the district consisting of three blocks of Tappal, Khair and Gonda. The block Gangiri also lies in low grade of socio-economic development but fails to constitute any region. Two blocks (Khair and Jawan) lying under medium category during 2000-2001 have come down to the low level of socio-economic development, due to poor health facilities and industrial development (Figure 6.2-B).

It is evident that education, the basic factor in socio-economic development, has played a vital role in transforming different regions and levels of development. As a result variations in level of development have converged in the study area. In general, the level of socio-economic development is commensurate to the degree of status of education.

6.6 Relationship between Status of Education and Level of Socio-Economic Development (2006-2007)

As mentioned earlier, the relationship between status of education and level of socio-economic development in the year 2006-2007 is based on composite scores of fourteen and forty three indicators respectively (Table 6.1). It was observed that the block of Atrauli, Lodha, Dhanipur, Iglas and Jawan recorded the highest educational status, while the blocks Lodha, Atrauli and Iglas show the highest level of socio-economic development.

There are five blocks which come under the medium status of education i.e., Tappal, Chandaus, Khair, Gonda and Akrabad and five blocks that fall under the medium level of socio-economic development viz. Jawan,
Chandaus, Dhanipur, Akrabad and Bijauli. The low status of education is recorded only in two blocks, Bijauli and Gangiri. On the other hand, the four blocks of Tappal, Khair, Gonda and Gangiri fall under the low level of socio-economic development (Figure 6.1-B and Figure 6.2-B).

In the year 2000-2001, three blocks are found high in both indicators (status of education and level of socio-economic development) i.e Lodha, Atrauli and Iglas. These blocks represent positive relationship between both the indicators during the same year due to high development of agriculture, infrastructural and industrial development. Only one block Gangiri showed negative relationship between status of education and level of socio economic development due to inadequate infrastructural facilities and lack of industrial development.

6.7 Status of Education vis-à-vis Level of Socio-Economic Development (2000-2001)

The relationship between status of education and level of socio-economic development in the year 2000-2001 is diagrammatically shown in figure 6.3. The figure reveals that two blocks i.e. Lodha and Iglas form the integrated region of high level of both status of education as well as the level of socio-economic development. On the contrary, the integrated region of low level of both status of education and level of socio-economic development, consisting of two blocks Gangiri and Tappal. They are lie in eastern and western part of the district respectively but fail to make any identifiable region.

It is also seen from the figure that not a single block of the district comes under the differentiated region of high status of education and low level of socio-economic development or low status of education and high socio-economic development (Figure. 6.3). The two blocks of Khair and Akrabad come under the integrated region of medium level of both status of education and level of socio economic development (Figure. 6.3).
Fig. 6.3
Other two blocks of Dhanipur and Jawan come under the differentiated region of high status of education with medium level of socio-economic development and it lies in central and northern part of the district respectively. A single block Atrauli lies under differentiated region of high level of socio-economic development with medium status of education. While remaining three blocks namely Chandaus, Gonda and Bijauli fall under differentiated region of medium level of socio-economic development along with low status of educational development. These blocks are found scattered all over the district.

6.8 Status of Education vis-à-vis Level of Socio-Economic Development (2006-2007)

The interrelationship between status of education and level of socio-economic development during 2006-2007 is depicted in figure 6.4. The figure reveals that three blocks come under the integrated region of high level of both educational status as well as socio-economic development. The blocks are found in two areas of the district. One area lies in the south-central part consisting of the blocks of Lodha and Iglas. Another area lies in the north-eastern part of the district including the block of Atrauli.

On the other hand, the integrated region of low level of both status of education and socio-economic development consists of only one block, known as Gangiri, situated in eastern corner of the district. Chandaus and Akrabad are other integrated blocks with medium level of educational status and socio-economic development. These blocks are unable to make any identifiable region in the district (Figure 6.4). It is also clear from the figure that not a single block of the district come under the differentiated region of high status of education and low level of socio-economic development or low status of education and high level of socio-economic development. The two blocks of Jawan and Dhanipur fall under the
Fig. 6.4
differentiated region of high status of education with medium level of socio-economic development in northern and central part of the district.

A dominant region of differentiated medium status of education and low level of socio-economic development makes an identifiable big and contiguous region consisting of three blocks Tappal, Khair and Gonda. These are situated in western part of the district. There is only one block, Bijauli which comes under the differentiated region of low status of education with medium level of socio-economic development. It is situated in the north eastern corner but unable to make any identifiable region.
References: