Chapter - I

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The term ‘Education’ has a very wide connotation and it is very difficult to define it precisely. It is quite a controversial concept which has been agitating in the minds of philosophers and thinkers from Socrates to Dewey in the west and Yajnavalkya to Gandhi in the East. The concept of education is like a diamond which appears to be of a different colour when seen from a different angle. A biologist, priest, a psychologist, a philosopher, a statesman, a teacher, a merchant, a shopkeeper and artisan seems to have his own concept of education which is influenced by his own outlook on life and his past experiences in a limited field (Aggarwal, 1987).

Education is an important variable for essential social development. It is the basis of creation and dissemination system that triggers technical progress, which is the main component of economic growth. Improvement in education level indicates improvement in the quality of human resource (Chandna and Sindhu, 1980).

Education is that constructive process, which drags a person out from darkness, poverty and misery, and leads him on the poles of enlightenment, prosperity and happiness by developing his individuality in all its aspects i.e. physical, mental; he becomes a responsible, dynamic, resourceful and enterprising citizen of strong and good moral character. He uses all his capacities to develop his own self, his society and his nation to the highest extent by contributing to nation honour, national groovy, culture and civilization (Sodhi and Suri, 1998).

Keeping in view the importance of education and its impact on socio-economic development, Aligarh district of Uttar Pradesh has been selected as an area for detailed study because the area under investigation
is rapidly changing from agriculture to industrial activities. The educational status of the district is increasing due to opening of new schools and colleges in rural part of district, though regional variations are found in educational status and level of socio economic development.

The regional pattern of status of education in Aligarh district is mainly dependent upon rural farmers’ socio-economic condition, government efforts and mass awareness towards education. From the study of status of education (2000-2001 and 2006-2007) it is proved that the educational level has increased by efforts of local villagers and government. Improving educational status is directly related to developing/uplifting the level of socio economic condition of district. Therefore the level of socio economic condition is also uplifting as well as educational status has been improving in the district.

Aligarh district, situated in Ganga-Yamuna doab in Uttar Pradesh, has three physiographic divisions, viz. the Khadar plains, the eastern and western uplands and the central low lying tract. The major section of population of the district is engaged in agricultural activities.

The regional pattern of educational status varies from block to block. The blocks which are situated near to the Aligarh city, their educational status is high and the regions where education status is high, the level socio economic development is also high.

The Aligarh district covers an area of 3700.4 square kilometer and has a population of 29,99,388. There are five tehsils (Atrauli, Gabhana, Khair, Koil and Iglas), 12 community development blocks (Tappal, Chandaus, Khair, Jawan, Lodha, Dhanipur, Gonda, Iglas, Atrauli, Bijauli, Gangiri and Akrabad), 13 urban centers and 1210 villages.

1.1 Objectives
The main objectives of the study are:

(i) To analyze the spatio-temporal variations recorded in the educational status in the district.

(ii) To examine the spatio-temporal variations in the level of socio-economic development.

(iii) To assess the interrelationship between educational status and socio-economic development.

(iv) To suggest some perspective and programmatic plans for the development of status of education.

1.2 Hypotheses

The present thesis has been developed on the basis of the following broad hypotheses.

1. Whether the areal spread of educational institutions is mainly concentrated in regions around the city.

2. Whether the status of education is positively associated to the level of socio-economic development.

1.3 Database and Methodology

Education has become a crucial strategic factor in every major economy of the world. For accelerating rate of growth and equalizing the distribution of income, education has been placed as a central issue in the economic infrastructure. The growing importance of education has been paralleled by the abundances of economic literature, and yet no body is clearly able to explain a linkage between education and labour productivity. Thus, socio-economic analysis seems to contribute the understanding among countries so as to complement empirical works on the role of education in productivity analysis (Byun and Kim, 1995).

1.3.1 Database
Data have a very vital and significant role in giving the abstract shape of the unit. These also help in either comparing or contrasting units within the framework of particular geographic phenomena.

The present study is based on both primary and secondary sources of data, which have been collected from the published and unpublished records of various offices and extensive field surveys.

Data from primary sources have been collected through intensive field surveys, interviews with villagers and principal of schools, and discussion about the schools affairs (its condition, presence of student and teachers and other has been educational related facilities) during the years 2006-2007. Primary data collected from nine sampled villages of the study area.

Data from secondary sources have been collected mainly from:

4. Internet.

Besides the above data sources other related information was collected from various books, periodicals and journals.

The collected data was processed in tabular form in order to derive specific conclusions. Different statistical techniques used in the analysis, includes the factor analysis, simple mean average, ratio and simple percentage methods. Geographical Information System (GIS) techniques have been used to analyze and represent the data through choropleth and line graph as well as bar and pie diagrams.

**The Unit of Analysis**
The selection of a unit to analyze the character of an area always poses a problem. Robinson in the context of ‘ecological fallacy’ has pointed out that the content and sometimes even the direction of relationships among variables may change with varying size of unit of analysis (Robinson, 1950).

McCarty, Hook and Knox similarly observed that every change in scale will bring about the statement of a new problem and there is no basis for presuming that associations existing at one scale will also exist at another (McCarty, Hook and Knox, 1964).

Although it is generally said that smaller the unit of analysis, lesser the distortion, however, scale is subject to restrictions in both upward and downward directions. Observation of characteristics and relationships over large areas runs into the risk of over simplifications and fallacious averaging of reality, whereas smaller units of analysis poses the problem of fragmentation as processes and relationships may cross their boundaries. This problem was strongly felt in the present study. The area under study is a small region consisting of 12 development block with a total area of 3700.4 square kilometer.

The district level study will be simplistic and have no geographical value. On the other extreme village is the smallest unit. But considering paucity of data at this level and sheer number of units it is impossible to conduct a research on this level. Besides, relationships and process over space at this level will be fragmented.

Considering equality of size, homogeneity and contiguity of the socio-economic and physical composition, development block is considered a viable unit of study. The development block is an administrative unit which is considered a unit for development processes in educational status. All education development activities are conducted in this unit. Therefore, it is an appropriate unit of analysis.
Analytical Method

It is important that the indicators compiled are put to proper use. No satisfactory project can survive for long if the date produced are not put to proper use and this is possible by quantitative methods.

The factor Analysis technique has been used. It identifies the major underlying factors which have threads of connectivity with large number of indicators.

Selection of Indicators

In statistical literature, the term ‘indicator’ has been very much in use. The standard dictionaries do not usually go beyond describing an indicator as one that indicates, shows or points out (Rao, 1977). Use of indicators is highly common and important in statistical analysis of problems of almost all the major disciplines of knowledge (Chamber’s Twentieth Century Dictionary, 1972). The basic function of an indicator is therefore to show or point out something or some attribute intended to be projected or emphasized by the analyst (Rao, 1977). Educational status is a multidimensional concept by its very definition. There are many socio-economic and cultural indicators which together define lands of development. Development can be measured as a process or as a state in terms of conditions necessary for development. Fourteen indicators have been selected to find out the status of education and forty three indicators for finding the level of socio-economic development in the district (Appendix A and B).

1.3.2 Methodology

In the present study, only development blocks of Aligarh district have been selected for an enquiry into the spatial dimension of educational status of Aligarh district in the years 2000-2001 and 2006-2007. To assess the blockwise spatial variations, only rural areas of the blocks have been incorporated in the study. For the analysis of the data,
factor analysis technique is used. Through this technique, factor loading and factor scores have been calculated. Factor analysis has been used to reduce the large number of indicators, many of them interrelated, to a few independent underlying dimensions, called factors which are supposed to be responsible for the spatial indicators. Descriptive names have been given to each factor based on the indicators most closely associated with that factor and the concept expressed by the cluster of indicators. Finally, the resulting structural and regional patterns (blockwise) have been analyzed with the general notions and hypotheses based on theoretical knowledge and observational ideas.

**Factor Analysis**

The technique of factor Analysis, initially developed by psychologists, early in the present century as a means of analyzing the results from intelligence tests (Royee, 1958) and later used by other disciplines, is a method of studying simultaneously the complex interrelationships between many indicators as measured from many different observations and summarizing salient features of relationships in the form of a few basic patterns called factors. Although studies of geographic nature were undertaken at an early date by sociologists (Hagood, 1941) the technique has been used only recently by geographers. Examples of research by geographers incorporating factor analysis include economic regionalization, (Berry, 1960) climate regionalization Steiner, 1965) classification of cities, (Ahmad, 1965) the rationalization of urban area (Carey, 1966) and the analysis of commodity flow patterns (Berry, 1966).

One of the most difficult tasks in factor analysis, however, is the identification or giving some meaning to the usually produced factors in the light of the original data, because indicators may load about equally with a number of factors rather than correlate with as few factors as
possible. The factors are extracted in descending order, according to their importance i.e. in order of their contribution to total variance of data matrix, and the factor scores extracted from the analysis permit mapping the basic dimensions of the indicators used for the identification of spatial inequality of the status of education.

Nature of the Analysis

The factor analysis conducted for this study is based on fourteen indicators pertaining to educational status in 12 blocks of Aligarh district.

Computation for this analysis was carried on Computer Center, Aligarh Muslim University (ALPHA $DKA100$ computing system). The model for the factor analysis used in the study involves the following steps:

1. Initial computation is based on transformation of the original data matrix $D$ for ‘$n$’ observations on ‘$m$’ indicators into a standard score matrix $Z$ of $n \times m$ order.

2. From the standard score matrix $Z$ and $n \times m$ order correlation matrix $R$ was calculated, which contained product moment correlation coefficient between each indicator and every other indicator.

3. This correlation matrix was resolved into a factor loading of factors extracted. The programme employed is such that it can extract as many factors as the number of indicators, but only three factors are calculated in the present study, for the case of analysis.

4. The mathematical manipulation of the standard score matrix of $n \times m$ order and factor loading matrix of $m \times r$ order (and the eigen values), a factor score matrix of $n \times r$ order was obtained. These factor scores $F$ (normalized to zero mean and unit variance) provide a measure of position for each observation (blocks) on the new factors.
Eigen values are the sum of squared factor loading for each factor and indicate the amount and proportion of the total variance in the original data accounted for by each factor.

The sum of the squared factor loading across each row of the matrix. A are known as communalities and tell the proportion of the total variance of each indicator which is accounted for by the ‘x’ factors together.

Z-score method was first used by Smith in 1968 in his study on inequality in Peru followed by D. Smith (1973) and D. Slater (1975). The Z-score method is used to calculate the standardized scores of factor scores. It is a linear transformation of the original data in such a way that its mean becomes zero and its standard deviation becomes unity. For observation ‘i’ on any variable, the standard score (z) is given by:

$$Z_i = \frac{X_i - \bar{X}}{SD}$$

Where

- $X_i$ is the original value for observation $(i)$
- $\bar{X}$ is the mean for the variable and
- $SD$ is the standard Deviation ($\delta$)

Further, the results of standard score obtained for the different indicators were aggregated in order to find out the composite z-score then, the composite z-score have been categorized into high (above 0.50), medium (0.50 to - 0.50) and low (above - 0.50), so that status of education may be obtained on a common scale. For measuring the relationship between the status of education and level of socio economic development z-score technique was also applied in order to read standardization. The raw data for each variable have been computed into standard scores. Lastly, Geographical Information System (GIS) and
advanced computer cartographic techniques have been applied to prepare
the various choropleth maps.

For the primary data, nine villages of different blocks of Aligarh
district have been selected, based on stratified and purposive sampling.

1) Stratification of Aligarh district
In the first stage, to find out the educational status at block level, the
regional pattern of educational status in Aligarh district has been
categorized into three grades of high, medium and low. From each
category three villages have been selected for intensive study of

2) Second stage-selection of villages
In the second stage, from each educational status region three
villages have been chosen on the basis of purposive sampling, for
intensive study of educational status in the year 2006-2007. Thus nine
villages have been chosen from the study area.

The villages have been selected on the basis of different criteria given
below:

1) Population size of the villages (in terms of number)
2) Accessibility to the villages (distance from the main metalled road)

In each village 10 per cent of the total number of households were
randomly selected. The respondents have been interviewed personally
with the help of structured collective questionnaire (Appendix-E).

**1.4 Review of Available Literature**

The entire extent of studies done on different aspect of education is
so vast that they can not be recorded on few numbers of pages. Therefore,
an attempt has been made to view and analyse the significant research
work carried on education. A large number of studies are related to
spatial analysis of education and its role in socio-economic changes and
over all development.
Education has been considered as the most vital and crucial investment in human development. In recent years, studies on developed and developing countries have clearly demonstrated that development of human capital, through education, has contributed significantly to economic progress. The return on investments in education is one of the highest (Ratan, 2003).

Socio-economic development of a region or country is hardly possible without educational development. Its level is perhaps the best exposition of the level of socio-economic development. Education is key to the prosperity and the level of prosperity finds its instant expression in the educational standards of the people. It is education which prepares the individuals for full participation in a rapid changing social and economic order so as to become a powerful instrument of social, economic and cultural transformation (Aggarwal, 1982).

Bowman, Mary Jean and Anderson (1963) in their book “Concerning the Role of Education in Development”, discussed that education is one of the few sure roads to economic progress has become a contemporary creed. Yet, evidences remain slim and confused, and while human-resource development should and must receive increasing attention, there are dangers in two simple a faith. It can lead to misplaced efforts and destructive frustration in countries that can ill afford either.

Rao (1964) published his famous book “Education and Economic Development”, and explained that since education is considered an investment leading to economic growth, this is very good for getting more funds for education. Many educationists, therefore, started talking of education and economic development to justify their demands of money for education.

Harbinson and Mayers (1964) published their book “Education, Manpower and Economic Growth”, and discussed about that the
importance of education in human resource development and nation’s
economic growth and prosperity. According to them, if a country is
unable to develop it human resources through education, it can not
development else, a sense of national unity, or higher standards of
material welfare.

Coleman (1965) published his book “Education and Political
Development”, and discussed that the motto of education not only
prepares the strategic elites for their roles; it also enlarges the capacity of
all member of a society, and in this way maximizes the capacity of the
whole policies which are expending on education.

Musagrave (1965) in his famous book “The Sociology of
Education” has discussed that there are positive relationship among
education, economic growth and development. He said that there is a
definite connection between the type of character aimed at by the
educational system and that which the economy requires, has to be
evolved.

Massialas (1969) published his famous book “Education and
Political System”, discussed that there are functions for the efficient
performance of which the political system must depend on the education.
But since education has to perform many non political function, and of
the many and varied demands made on education, the political in certain
contexts may be the least obvious or important. This relationship between
education and political is at best.

Europe”, has discussed about world perspectives in education, education
and social change. The present volume has two main purposes: firstly to
provide an introduction to Western Europe’s main educational institutions
and problems at a time of great importance for educational decision
throughout the world and secondly to illustrate how comparative
education can use particular themes or concepts as “points of penetration” into cultural contexts or crises of policy.

D.S Kothari (1970) had written a famous book “Education, Science and National Development”, in which he explained that Education has never been more important in the life of the nation than it is today. We cannot afford to be hesitant or go slow in educational improvement and to make it science based. On it, more than anything else depends national development, welfare and security industrial growth and educational development are closely coupled together. They are feeds and accelerate the other.

Saxena (1975) published his book “Sociological Perspective in Indian Education”, discussed about the basic function of the educational system and he has given importance to education and human resources. According to him all development basically depends on the development of human resource and since human resources themselves cannot be adequately developed without education, education assumes the places of singular significance. Education promotes development through the agency of human resources.

Tilak (1979) in his work evaluated the inter-state disparities in educational development is India. By constructing a weighted composite index he showed glaring inequalities in educational development among Indian states. He concluded that the states like Kerala and Himachal Pradesh are very forward in educational development where as states like Bihar, Rajasthan, Madhya Pradesh is very backward. He also emphasized that the causes for these disparities are different among the states.

Dube and Misra (1981) have examined the relationship between education and regional development. They pointed out that the level of development of any area may be gauged through the socio-economic characteristics of the people. The regional pattern of level of development
of M.P was analyzed in terms of input-output element of education and development. They suggested that there is close relationship between education on one hand and development on the other. The ranking correlation co-efficient between education and development for different districts of the state came out as 0.835 which confirms the incidence of higher relationship between the level of education and development of a region.

The study of “Inequalities in Higher Education in India”, Bahadur and Ahmad (1981) have highlighted that education in India reflects on urban bias, especially in favour of higher order urban centers. Due to the nature of society and uneven economic development, unevenly distributed educational facilities have created a pattern in educational development which makes the problem of educational backwardness of the country more acute.

Shrivastave (1981) has discussed the spatial patterns of formal education institutions in Banda district of Uttar Pradesh. He examined their levels of development and a plan for the optimal organization of educational facilities by minimizing their distance and pressure of population in study area.

Gore (1982) in his book “Education and Modernization in India”, discussed about the concept of equality and quality of educational opportunity beyond nineteenth century social context. He suggested that this is necessary to bring out a changing in the content and orientation of education that has been one of the major problems of our educational system.

Kumar (1982) in his study have explored the inter district inequities in education development in Karnataka. He observed the educational development of the districts at different time intervals and
concluded that inequities among districts in terms of educational development have narrowed down in the decade of 1961-71.

Dhanapal and Ahmad (1982) in the paper “School Provision in Urban Delhi: A Spatial Perspective”, examine that there is spatial inequalities in the distribution of educational services-one of the components of social well being are observed in different parts of the world. This paper seeks to find out whether such type of spatial disparities does exist in India too, by taking urban Delhi as an example with emphasis on school services.

Bhatnagar (1983) in his book “Indian Education Today and Tomorrow”, discussed the education always has a very important role in the process of national development. In this process, we must focus our attention the fact that we should achieve economic growth and relate it directly to production which increases national wealth. We must remove all division tendencies from the existing education system. The rich as well as poor must get equal opportunities for education. There is a need to give clear indicator of the kind of change that is required in our present educational system.

Garrett (1984) in his book “Education and development”, attempted to study about the education and development are wide and open to many interpretations. Combine them and it become even more ambiguous. He also discussed that development for nation or of individuals or of both and it is synonymous with economic development. He accepted that there is a positive link between education and development. It is one way and causal relationship.

Kapoor (1984) in his book “Education and National Development”, has attempted to show the educational developments at different levels. In his book he has also been described a critical assessment of the problems of education vis-à-vis our development programmes focusing mainly on
the education for rural development, education and technology and barriers to national development.

In the article on “Problems of Education of the Weaker Section of the Rural Community” Acharya (1984) has a study the relation between the agrarian structure of the rural society and education. He has emphasized after examining the differential responses of different state of rural society towards the existing programme of elementary education.

Redy (1985) has analyzed the inter-state disparities in the levels of educational development in India. He ranked that states in terms of educational facilities available per lakh of population and concluded that north-eastern states occupied the first three ranks, while Uttar Pradesh, Rajasthan and Tamil Nadu occupied the bottom three positions. He also emphasized that overall the rural females scheduled castes and scheduled tribes are lagging behind in educational attainment.

Zaidi (1986) has intended to analyze the disparities in educational development in different regions in India and particularly in various regions of the state of Uttar Pradesh on the basis of certain indicators of educational development. His study pointed out the inter-state as well as the intra state inequities in educational development.

Singh (1986) has laid emphasis on the education as key factor in the national development. He observed that education has its much involvement in widening socio-economic gap between the rich and the poor and also between urban and rural population. He blamed that the objectives of the present formal system of education is basically geared to urban and elitist needs. The present system is proving to be incapable for checking the dropout of about 80 per cent children at school level. The concept of ‘life long education’, ‘adult education’ and the ‘learning society’ have relevance. In this regard he suggested the role of voluntary agencies may be of great importance.
Ahmed (1987) in the paper entitled “Educational Development of Minorities in India”, has made an attempt to deal with the educational development of the minority communities in India during 1982-83. There include Muslims, Christians, Sikhs, Parsis and Jews. The author also collected information on income, occupational backgrounds and other economic aspects for each caste/community separately.

Arther Mayhew (1988) has wrote a book “Development of Education System in India”, in this, he have tried to emphasize that the higher education in India depends for warmth and colour, vitality, and response to communal aspiration for the better education of the masses, as a fundamental condition of national progress, a vigorous initiative must be taken, and a financial policy prescribed, by the government.

Jagannath (1988) publish his book “Modern Trend in Indian Education”, discussed that education is especially an effective mean of economic development. The relationship between education and economic development is very close. Development of human resources through education and training is capable of bringing positive returns to the individual and community resources. That is why expenditure in education is productive in the sense that it play back and leads to acceleration of economic growth.

Nuna (1989) has made a study on “Inter District Disparities in Educational Development in India”, with the help of contain indices of education. He classified the districts into high, medium and low levels of development. He has made an observation that socio-economic conditions of the districts are the key factors for the educational disparity among the people.

Mehta (1990) in his paper “Educational Equality: Reality or Myth” emphasized on educational equality in India really exists or not. The author proposes to examine firstly the extent and magnitude of policy
measures and provisions of educational developments which are undertaken in India after independence for groups of population; particularly the socio-economically disadvantaged groups i.e. Scheduled Castes /Scheduled Tribes and women.

Mohsini (1991) has done a significant work on “The Status and Education of Girl Child: Taking a Historical Prospective”. He has tried to find out the root cause of law status of the girl child and founded lack of education a major factor.

Bhuiyan and Banarjee (1991) have analyzed the regional disparities of education (up to higher secondary level) in Bangladesh. They concluded that educational disparities are directly related to developmental disparities of the region i.e. developed areas have higher literacy percentages than the backward rural areas. He also emphasized that education is highly concentrated in urban locations and at places with better connectivity and supplemented by other facilities.

Kutlkrishnan (1992) in his paper “Educational Development in Kerala: An Overview”, have attempted to focus on the strength and weakness of the process of educational development in the state of Kerala. He discussed about the overall planning related to educational system. He emphasized for democratization of education, to provide equal opportunities to all and to promote the economic development.

Dash (1993) studied that “Regional Inequalities in Educational Development in Orissa”. The main objective of the paper has to assess the growth of education in Orissa and to examine the inequalities among different districts in the state of Orissa. It is pointed out that earlier education was considered as an investment in human capital contributing to higher productivity and income. But now a days the productive role of education has been questioned and it is one of the most important factor related with the inequality. The empirical evidence of the present study
indicates that these exists inter district inequalities in educational development.

Geetha, B. Nambissan (1996) in the “Equity in Education: Schooling of Dalit Children in India”, examined the educational backwardness of the Dalit communities who are generally attributed to poverty and illiteracy home environment prevailing among them. This article draws attention to the effect of the learning environment within the formal education system. It argues that besides poor infrastructure facilities, lack of effective pedagogic supports to acquire linguistic, numerical and cognitive competencies are adversely affecting the schooling of Dalit children. More importantly, despite active encouragement from impoverished family members, the pathetic treatment by teachers and schools administrations are largely shaping the learning experiences of these socially disadvantaged groups.

Amrit Singh (1997) in his article “The Place of Secondary Education” examined the basic issue regarding the rate of growth in the field of education with the rate of growth of economy that is yet to be solved. He said that the only way to deal with the problem is to improve diversity and streamline secondary education, by making it terminal in character. So that the pressure at the level of higher education is relieved

Pacione (1997) have given a detailed account of “Geography of Educational Disadvantage in Glasgow”, the study has examined the relationship between educational attainments in socio-spatial context and maps the differential incidence of educational disadvantage with reference to city of Glasgow. The changing nature of work and growing competition to access the core labour force has attached a premium to the value of education in advanced capitalist societies. Socio-spatial variations in the quality of the educational environment exert a major influence on individual life chances. The research findings inform the
formulation of an education policy, aimed at providing a socially sensitive response to the problem of educational disadvantage within the city.

Debesh Roy (1998) in the paper on “Education Situation in a Hill Village of West Bengal: A Case Study”, found the reasons behind the higher literacy rate and poor educational standards in a hill village of west Bengal and various constraints on education that prevails in the village. The author pointed that the picture of overall educational development especially at the post primary level is not so encouraging mainly due to poor economic condition associated with the ecological, psychological and religious factors.

Malhotra (1999) in her article on “Human Development in India and Inter-State Pattern” analyzed the educational achievements in India and the inter-state patterns. He suggested that sustainable development cannot take place without investments in people. Investments in human capital contribute to productivity by improvement the quality of population. Education promotes development in all the sectors of the economy and yields high social and economic returns.

Hemlata Joshi (2000) in her article on “Educational development in India: Spatio-temporal Appraisal”, attempts to show the changes in relative status of states/UTs in educational development through Education Development Index (EDI). After analyzing the growth trend it is clear that 14 States/UTs registered improvement in both EDI and their rank, while remaining 18 States/UTs has although improved their EDI but their ranks decreased. After analyzing the growth pattern of EDI, it is observed the states/UTs having low EDI in 1997 showed higher growth rate than other, because of law base. On the other side, the states/UTs having high EDI in 1997, have lower growth rate viz, Andaman & Nicobar Islands, Lakshadeep; Pandicherry, Kerala, Chandigarh etc.
Jayanthi (2003) in the article “Role of Education and Social Change” discussed that as India remains a traditional society, it is still in progress if females are being enrolled in schools and colleges as they have not crossed the 50 per cent benchmark. It has been observed that despite being socially and economically disadvantaged, female literacy rate and their participation in the job/labour market are increasing. The benefits of economic and social advancement need to percolate down to the poorest of the poor.

Kulandaiswamy (2005) in the article “Reconstruction of Higher Education” discussed that Higher Education is a far reaching structural reconstruction. The present structure of higher education is not only outdated but is also inherently weak and unequal to the task. Any effort for improvement and keeping the structure as it is will certainly not yield the desired results. The government must, in all seriousness, draw up a plan and programme of action, allot the necessary funds under the mission “Reconstruction of Higher Education, and implement it in three successive five year plans.

David, Atchrarena and Lavinia Gasperini (2003) have published his book “Education for Rural Development: Towards New Policy Responses”. They have emphasized that for education a large number of people in rural areas is crucial for achieving sustainable development. According to them education and training are two of the most powerful weapons in the fight against rural poverty ad for rural development. In order to bring out the significant change, education system reformers must appreciate the complexity of rural development. To meet the challenges facing the rural world today, an integrated view of education is required, contract on access to quality basis education for all.

Swami (2005) in the article “WTO on Trade in Services and Higher Education” discussed that higher education is defined as a private
good on a global scale. There are both, advantages and disadvantages of international trade are higher education. For example, exports via consumption abroad could help to generate resources, create employment, expand facilities and raise standards in educational sector, but it can also put strain on already scarce financial resources allocated to higher education.

Govinda (2005) in his article “Elementary Education: Progress and Challenges”, discussed that the primary and upper primary schooling facilities have been expanded to cover small and non-served habitation in remote rural areas. According to the Flash Report of the 7th All India Education Survey, 2002 the percentage of habitations have primary schooling facility within them is 53.48; and 87.53 per cent of habitations have primary schooling facility within or at a walking distance of one km.

While the over all assessment present a reasonably good picture, the good of UEE does not appear to be close enough to be reached in short time period, without significant changes in strategy and increase in financial terms.

Singh (2005) in her articles “Value Education”, discussed that education influences and at the same time gets influenced by the whole development process. The process of national development thus requires the processes of education need to be changed with the changing needs, aspiration and demands of the society.

For overall development, education needs universalistic and societal orientation hence, the challenges remains is to promote value education. Traditionally and historically, education has always served as a building block of the society and contributed for national development through Guru Shishya Parampara even since Vedic era.

Hamid (2005) in his article “Muslim Education in India”, explained that the development and growth of education has its
inexorable logic in third world countries like ours. The rate of progress of those who are already advanced is much faster than who have joined the fray later. As a result, despite the fact that Muslims have made headway in education, they still remain most backward with reference to national average.

The correlation between education and development is universally accepted. The impact of education in the weaker sections whose economic condition has improved in the process and self confidence augmented is too evident. But the effect so far has been limited.

A.P.J. Abdul Kalam (2005) in his article “For Dignity of Human life” discussed that education is the most important element for growth and prosperity of a nation. India is in the process of transforming it self into a developed nation by 2020. Yet we have 350 million people, who need literacy and many more that have to acquire employable skills to suit the emerging modern India and the globe. Children who belong to weaker section of our society are malnourished and undernourished, and only a small percentage of them manage to complete eight years of satisfactory education (Based on President Dr. A.P.J. Abdul Kalam’s address, to the nation on the eve of Independence Day, 04).

Zachariah (2005) in his article “Universal Elementary Education” discussed India’s goal of universal elementary education or education for all of quality points to have three main challenges: expending access, raising learning achievement and reducing gaps in education outcomes. The major road block in achieving Universal Elementary is the absence of quality education in schools. Today, country has closed to the goat of achieving UEE, than even before. There is now a sense of urgency in the effects of the government both at the centre and the states, NGOs and Civil Schools to provide education for all.

1.5 Organization of the Study

The present research work is organized into seven chapters apart from conclusion and suggestions.

The study starts with an introductory chapter wherein an attempt has been made to discuss the problems, aims and objectives, hypothesis, data base, and methodology. Besides, this it contains a brief review of literature.

Second chapter of this thesis is related to conceptual framework including concept, importance and function of education, its relative changes and its agencies. Third chapter examines the socio-economic profile of the study area and gives a detailed description of physical and socio-economic environment of the district.

An attempt is made to analyze the spatio-temporal variations recorded in the educational status of the district at two points of time (2000-2001 and 2006-2007) in chapter four and five. In chapter six, an attempt is made to measure the relationship between the status of education and level of socio-economic development. Chapter seven describes the status of education in sampled villages.

Finally, the summaries of findings of the entire research work followed by useful recommendations have been given.

References:


27. Hagood, M.V. et al., (1941) *An Examination of the Use of Factor Analysis in the Problem of Sub Regional Delimitation Rural Sociology*, VI 216-231.


