Chapter – 3

Review of Literature
Human resource play a vital role in the all-round development of a country and education is the most important ingredient of human resource development. In fact, education creates a way for socio-economic development in a country. It is education which prepares the individuals for full participation in a rapidly changing social and economic order. It determines the prosperity, welfare and security of not only an individual but also of a country.

Many scholars of different disciplines have concentrated their study on this important factor of socio-economic development. They have studied the different aspects of education in relation to all-round development. The entire extent of the studies is so vast that they cannot be recorded because of spatio-temporal limitations. Therefore, an attempt has been made to review some of the important works done in the field of education. Most of the studies are related to spatio-temporal analysis of education and its role in the socio-economic development at national and international level. Some of the works are concerned with the regional disparity in the status of literacy and education.

Reddy, U.B. (1985) has made an attempt to analyse the level of educational development among different states of India. He made the availability of educational infrastructure per lakh of population as the basis of his study and concluded that north-eastern states occupied the first three ranks, while Uttar Pradesh, Rajasthan and Tamil Nadu are at the bottom. He further emphasized that rural females, scheduled castes and scheduled tribes are lagging behind in educational attainment throughout the country.
Raza, M. and Aggarwal, Y.P. (1986) have studied the inequalities in the levels of literacy in India and its relationship with economic characteristics of population. They have identified the districts with varying degrees of inequalities in the distribution of literacy. The study also explained that the levels and inequalities in the distribution of literacy are strongly influenced by the processes of urbanization and industrialization.

Zaidi, A.N. (1986) has explored the regional disparities in the educational development in India as well as in Uttar Pradesh. On the basis of certain indicators of educational development, he pointed out that there exist inter and intra-state inequalities in educational development in India.

Mathur, B.B. (1988) in his study of spatial pattern of literacy in Uttar Pradesh has observed that the extent of rural literacy shows a wide disparity. He found that north hilly region, Ganga-Yamuna doab, and some parts of eastern plain show high rates of rural literacy whereas the larger parts of eastern plain and the southern plateaus show low literacy rates.

Debi, S. (1989) has made an attempt to measure the interdistrict inequalities in educational development in Orissa. On the basis of literacy index and cost-weighted composite index, he has classified the districts as developed, average and backward. Analysis of the study reveals that districts with high urbanization are educationally more developed than those having less urbanization.

Tripathi, R.S. (1989) in his study of Manikpur Block (U.P.) explored the influence of urbanization on literacy among Kols. The study revealed that Manikpur town influenced the peripheral villages more than the villages
situated in remote areas. The level of literacy among the Kols living in the villages situated near Manikpur town is higher than those living in the more distant villages.

Bhuiyan, R.H. and Banarjee, S. (1991) have made a comparative study of educational and developmental disparities in Bangladesh. They observed that regional disparity in education is directly related to developmental disparities of the region, i.e. developed areas have higher levels of education than the backward areas. The study further explored that urban locations and places with better connectivity have higher concentrations of education.

Tiwari, R.P. and Tripathi, R.S. (1993) in their study of Niwari Tehsil of Tikamgarh district, Madhya Pradesh (India) came to the conclusion that the level of literacy is found more among lower age groups as compared to the higher age group in scheduled castes population. It has also been observed that there is a great variation in inter-caste and inter-gender literacy. The problem of dropouts is more in girls than boys due to poverty and other related socio-economic causes.

Dash, T.R. (1993) has made a comparative study of educational levels of different districts in Orissa (India) on the basis of certain educational indicators. He found that there are inter-district inequalities in literacy and educational development in the state. The districts of Puri, Cuttack and Balasore are educationally developed whereas Mayurbhaj, Koraput and Kalahandi are educationally backward.
Aggarwal, Y. and Sarika, S. (1994) analysed the educational level of scheduled castes at the district level. They concluded that there is an inter-district disparity in literacy and education level among scheduled castes. The districts with better opportunities and economic development have higher literacy rate among scheduled castes. However, gender disparity in education prevails within the community. The study further explained that inter-caste differentials in education also found in the different regions of the country.

Ross, C.E. and Wu, C.L. (1995) have attempted to assess the impact of education on health. In their cross-country analysis, they came to the conclusion that there is a direct link between education and health. Education is the most important factor behind good health and high life expectancy in developed nations. People with good quality of education even within western society are more conscious about their health than those less educated. The same situation also existing in the third world countries as well.

Ansari, M.M. (1997) assessed the effectiveness of higher education and holds the view that in the fast changing socio-economic scenario, higher education system has continued to exposed to greater pressure for expansion and diversification. It is mainly because of the demand for providing a training ground for educated manpower to meet the needs of the expanding industry, trade and commerce for initiating and managing social change.

Roy, D. (1998) in his study of Purbang village of Darjeeling district of West Bengal (India) concluded that the literacy rate of Purbang is quite good, but the educational standard is poor. Secondary and college level
education is not at all satisfactory. He pointed out that the high literacy rate is due to free education only up to primary level. The Christian population in the area has high literacy and educational standard due to the role of Christian missionary. In this study, it is also observed that the households having landholdings have higher (62.38%) literacy than the landless category (29.35%). It reveals that better economic condition assures better educational background.

Lemon, A. and Stevens L. (1999) have explored the spatial aspects of human and financial resource provision focussing on issues which have dominated educational policy debates since 1994. They discussed the economic and social importance of education for South Africa. Rural and urban inequalities are emphasized with reference to community schools in the former black homelands, farm schools and township schools. It is also observed that inequalities between new provinces, which are responsible for primary and secondary education, primarily reflect the racial distribution of population.

Freedman, V.A. and Martin, L.G. (1999) have analysed the importance of education in accounting for declines in functional limitations among older Americans. They found that of the eight demographic and socio-economic variables, education is the most important in accounting for recent trends. The relationship between educational attainment and functioning has not changed measurably, but educational attainment has increased greatly during the study period from 1984-1993. They have further suggested that future changes in education will continue to contribute to improvements in functioning although at a slow rate.
Ross, C.E. and Mirowsky, J. (1999) explained the association between education and health in American society. They distinguished three aspects (quantity, credential, and selectivity) of a person's education and examined the mechanism through which they are correlated with health. The result shows that physical functioning and perceived health increases significantly with the year of formal education and college selectivity for those with a bachelor's or higher degree, adjusting for age, sex, race, marital status and parental education. Of the three aspects of education, years of schooling has the greatest effect.

Panda, B. (2001) has made a detailed district wise study of disparities in literacy and education in the North-Eastern region of India. He especially analysed the segmental disparities like gender disparities and rural-urban disparities using modified Sopher's Index. The study concluded that the gender disparities in literacy in the region is narrowing. It is generally lower in the hill region than in the plains and the rural-urban disparities are still significant.

Bhattacharya, S. (2002) has analysed the inequality in India with reference to education. He correlates the inequality with history and explained that inequalities that were already existent in India before colonial times in access to education for privileged and disprivileged have been 'liable to be exacerbated' by the colonial education system.

In his district-wise census data based detailed study regarding spatial dimensions of literacy, Gosal, R.P.S. (2002) has pointed out that there has not been much change in the regional patterns of literacy in the country during
1961-2001. However, rural urban and male-female differentials in the literacy rate have narrowed down considerably over these years. Male-female differentials in literacy rate showed significant inverse correlation with general literacy rate.

Hannum, E. (2002) has studied the education stratification in China according to ethnic groups. Through the multivariate analysis of the data, he came to the conclusion that ethnic gap can be attributed in part to the compositional differences in geographic location of residence and socio-economic background. There is no general tendency of a greater gender gap in minorities than ethnic Chinese, but significant differences in the gender gap emerge across individual ethnic groups.

Joshi, H. (2002) attempted to analyse the patterns of gender related educational development in Rajasthan. The GEDI (Gender related Educational Development Index) goes down, when the literacy achievement of males and females declines. The GEDI value of 1 indicates full equality and the maximum disparity is denoted by a value of 0. Similarly, the Index Of Deprivation (IOD) was defined as $I = 1 - \text{GEDI}$. In 2000, the GEDI for Rajasthan stood at 0.693 and IOD comes to 0.307. This shows that the state of Rajasthan is lagging behind as far as the educational development is concerned and has a long way to go in this connection.

Kravdal, Q. (2002) in his study of education and fertility in sub-Saharan Africa has come to the conclusion that the average educational level in a village or a community of similar size has significant depressing effect on
women’s birth’s rates, not of urbanization and her own education. Increase in educational level are found to push fertility down.

Krishan, G. (2002) emphasized a major rise in female-male ratio in higher education from 14:100 in 1951 to 66:100 in 2001. Women’s participation in medical, engineering and technical education has also gone up noticeably in the past few decades. The state level data reveals that the presence of women in higher education finds a stronger correlation with female literacy rate than with level of urbanization or per capita income.

Nayak, D.K. and Syien, A.D. (2002) focusses on the spatial patterns in the spread of literacy in the tribal state of Meghalaya. They have noted an increase in rural-urban and male-female disparity in literacy (education) levels. The male-female differences in this respect appears to be marked by differences in inter-ethnic dimensions. While the role of Christian missionerries in diffusing literacy among the tribes is well known, its role in reducing male-female disparities has not been very effective.

Nayak, D.K. (2002) have explored the patterns of literacy among the scheduled caste women in Orissa (India). He assessed that socially weaker segments such as the scheduled castes, scheduled tribes and other lagging groups have not been particularly enthusiastic in receiving formal education. Women belonging to these deprived segments have often been far more discriminated in receiving formal education.

Saikia, L. and Bhagabati, A.K. (2002) in their study have tried to interpret the spatial variations in male-female literacy in the rural areas of Dibrugarh district in Assam (India). The statistics reflect the age-old tradition
of the Assamese society on the one hand and the colonial and post colonial impulses of modernity on the other. They also explained that the urbanized and economically sound regions have high literacy rates than the rural folk.

Kaur, B. (2003) focussed on gender disparity in literacy in Punjab (India). It was found that gender disparity bears a strong inverse correlation with level of general literacy. Similarly, gender disparity in literacy was lower among the urbanites than that among the ruralities.

Mitra, A. et al. (2003) in their study of inter-state disparities in higher education have come to the conclusion that the well-off states have better professional education as compared to the poor states.

Panda, B. and Mohapatra, A.C. (2003) have made a comparison between the states of Mizoram and Arunachal Pradesh having one of the highest and lowest literacy rate in India respectively. They have come to the conclusion that the states with low base appears to perform significantly better, as in the case of Arunachal Pradesh between 1991-2001, whereas Mizoram has stagnated.

Raymo, J.M. (2003) has made an attempt to analyse the impact of education on marriage among Japanese women. He came to the conclusion that the late marriage for highly educated women primarily reflects longer enrolment in school, that university education is increasingly associated with late and less marriage, and that the trend towards late and less marriage is occurring at all levels of educational attainment.

Clemens, I. (2004) has compared the impacts of women education on social deconstruction in Germany and India. He concluded that contrary to the
assumptions of theories about modernism or deconstructualism, the empirical data clearly suggest that there are social demarcations between certain groups of society which are triggered or even produced by education. It is clear that the education of one’s parents in Germany certainly not only influence what kind of education one may get, but the educational background and setting itself provides a least a statistical probability with whom the person will ‘fall in love’ and finally marry.

*Mohan, P. (2004)* explored in his study of the death of the Bhojpuri language in Trinidad that schooling is not only strongly linked to the mass society, but also uniquely placed in that it is aimed at children early enough in their lives to be a force for initiating them into the culture of complexity. The mass society does not need many small pockets of individual creativity. It needs a belief that answers and products are available, that you just need to reach out and buy them.

*Sharma, H.N. (2004)* has analysed the status and variation in literacy and educational level in North-East (India). He examines that physical and socio-economic factors are responsible for the low level of literacy and education. He also observed the social consequences of these disparities in the region.

*Singh, U.K. and Singh, A.K. (2005)* have analysed the level of literacy among the Tharus of Mihinpurwa block of Bahraich district, Uttar Pradesh (India) and concluded that the level of literacy is very low among the Tharus in the studied block. The level of existing literacy is only up to primary stage. The study further shows that the level of literacy is higher in the village
situated in the vicinity of Mihinpurwa town than that of the villages situated in the remote areas. Poverty is the main cause of low literacy. The literacy is influenced by the facilities provided by the urban centres.

Banerjee, A. (2007) has made an attempt towards assessing the development in the field of population education in India. She concluded that of the variety of factors that influence the socio-cultural change necessary for population, education is most important. There is a direct relationship between education of the people and their fertility behaviour. Therefore, properly planned population education programmes need to be improved at various levels, so that when young people marry, they are fully aware of their responsibility to themselves, to future generations and to society.