Introduction
Education has such a wide canvas that every walk of life is influenced by it one way or the other. It plays an instrumental role in the socio-economic development of a country or society and overall development of human resources. Education is one of the important indicators which decides the developmental status of a nation. It broadens the mental horizon of a person and makes him able to think about any issue (social, economic and political) as an enlightened person. It facilitates public discussion of social needs and encourages informed collective demands. Education is known to have vital and important links with the achievement of income and job opportunities. The resulting expansion in income and economic means, in turn, add to a person’s freedom to achieve functioning that he or she values. Improvement in educational performance of women is closely related to health and fertility behaviour. Female literacy and workforce participation are important determinants of variation in child mortality.

The spread of education among the poorer groups and women has a significant influence on participation in democratic processes. It is influencing the priorities of development in accordance with the principles of sustainable development and local needs. Low educational levels of the population encourage non-transparent functioning and information flows and reduce the accountability of government. Education also increases self esteem and social dignity, reduces vulnerability and powerlessness. Thus it is hard to evaluate the contribution of education except by broad ‘social choice’ approach.

Though there is a steady improvement in the status of education over the last several decades, the level of social development and persistent
socio-economic inequalities continue to be a cause of great concern. Educational inequalities are equally apparent in rural-urban dimensions. Despite the government's policy of 'universal education', our educational system remained restricted to the minority in towns and have conveniently ignored the needs of the rural people and leaving vast areas educationally backward. Due to the nature of the society and uneven economic development, unevenly distributed educational facilities have made the problem of educational backwardness more acute.

Uttar Pradesh, most populous and relatively one of the less developed states of India, is the subject which has been dealt here in order to determine the regional disparities in the levels of education. The state as a whole is not only educationally backward but there is prima facie a marked spatial disparity in the levels of education within the state itself. The level of education is measured on the basis of certain indicators that are responsible for the educational development of the region.

Aim and Objectives:

The present study incorporates the following objectives:

1. To find out the existing levels of education in terms of emerging spatial pattern in Uttar Pradesh (India).
2. To prove into the process of educational development with the help of given set of indicators.
3. To evaluate the regional disparities in the levels of education in Uttar Pradesh and assign plausible causes for the marked regional imbalances in the degree of educational level.
4. To demarcate the areas suffering from low level of education.

5. To suggest, if any, plan or strategies to cope with the distortions introduced in the patterns of educational development in the state.

Chapter Scheme:

The entire work is organized into six chapters. First chapter constitutes the theoretical base of the conceptual framework of education, region and regional disparity as well as the methodology used for measuring educational development.

The second chapter is devoted to the geographical outline of the study area. It includes the physical and socio-economic characteristics of the area. Third chapter deals with the review of literature.

In the fourth chapter an analysis of the determinants of education has been made. It deals with the regional evaluation of selected indicators of education. Dimensions of level of education are analysed in the fifth chapter.

The sixth chapter deals with educational status of the sampled villages.