
Educational Development in Mau District: A Spatio-temporal Analysis

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Abstract:

Educational development in a region leads to socio-economic development, helps in the creation of knowledge society and promotes development of human resources in that region. In other words, all round development in region or a country or society is not possible without educational development. Therefore, educational development has since long been given much emphasizes in every country and every society of the world. The significance of educational development in developing countries is even more in view of the socio-economic challenges (such as economic backwardness, unemployment, poverty, hunger and malnutrition, poor health and hygiene etc.) before them. Keeping all these in view, India has adopted planned educational development since independence. Much has been achieved in the field of education due to this effort, but still educational development is not free from problems like regional disparity, accessibility and lack of inclusiveness. Some states are at high rung of educational ladder while others are at lower rung. That is, spatial variations both at inter-states and intra-state level do exist in the area of educational development. The same is true at district level. Therefore, present study is an attempt to make a spatio-temporal analysis of the level of educational development in Mau district of Uttar Pradesh. The objective of the study is to know spatio-temporal variations in educational development in the study area. The study is based on secondary sources of data obtained from census of India and District Statistical Magazine. Composite Z-score technique has been applied to categorize the educational development into high, medium and low categories.

Keywords: *Education, Development, Spatial variation, Temporal variation etc.*

Introduction

The whole world has come around the fact that educational development is the essential aspect of human resource development in a region. It helps not only in the creation of knowledge society but also accelerates inclusive socio-economic development and promotes sustainable development in that region. Therefore, educational development has been given a central stage in development policy in every country and society of the world because without educational development all

round development in a country or society is just like the dream of life without water. The significance of educational development in developing countries or developing societies is even more in view of the socio-economic challenges (such as economic backwardness, mass unemployment, mass poverty, hunger and malnutrition, poor health and hygiene, gender inequality etc.) that they are facing. Keeping all these in view, India has a long history of planned educational development just after independence. Much has been achieved in the area of education as a result of this concerted effort by planning commission of India. A network of schools/colleges and other educational institutions were developed throughout the country. Literacy rate in the country witnessed substantial improvement. The total literacy rate, which was 16.67 per cent in 1951, rose to 52.21 per cent in 1991(Tenth Five Year Plan, 2002-2007). Similarly number of teachers and other educational facilities has also increased manifold. But this is half story about planned educational development in the country. Despite continuous government efforts to make educational development in the country inclusive and balanced, still educational development is grappling with several problems. Among them, few serious problems are regional variation in the level of educational development, lack of inclusiveness, accessibility (both physical and economic) etc. For instance, state like Kerala has achieved high level of educational development in the country. By contrast, states like Bihar, Rajasthan and Uttar Pradesh are at the lower rung of educational development ladder. Spatial variation of such large proportion exists both at inter-state and intra-state level. Spatial variation in development has since long been an important area of geographical study, but spatial variation in educational development is a recent trend to study educational development in a region from geographical perspective. The present study, therefore, is an attempt to make a spatio-temporal analysis of educational development at block level in Mau district.

The layout of the paper is as follows: after this introductory section, section **II** deals with literature review, section **III** presents a brief account of study area, section **IV** deals with methodological principles applied in the study, section **V** provides result and discussion and finally section **VI** concludes the paper.

II. Review of Literatures

Literature review makes researchers familiar with the studies which covers different aspects of the topic under study. It provides a platform for further research. Therefore, this section deals with critical review of the existing literatures on the topic chosen for the study. Since educational development has been an important area of interest for research community across different disciplines, plethora of studies is available. Here critical review of some relevant studies related to the present study is being provided. Y. G. Joshi (1982) analyzed the spatial pattern of educational facilities in Jhabua district of Madhya Pradesh and found that the numbers of the schools and their spatial viability has a poor correlation with literacy in resource-scarce tribal region. Opening of the schools, therefore, will not be a solution unless employment is provided to check the migration from the region. Jean Dreze and Amartya Sen (1995) presented a brief comment on a numbers of shortcomings of government policies on basic education in India. They also argued that at the root of these diverse failures lies a deep lack of

political will for the widespread and equitable provision of basic education. C.Upendranath (1995) analyzed the educational levels and the participation by girls in India across the economic sections and made three generalization: education at post-primary level is concentrated among the richest strata of population in both urban and rural areas, for both the girls and the boys; at higher level, the participation from the lower family group is low; the participation of the girls in post-middle level is low in both the rural and the urban areas is influenced by economic and social compulsions. S.P. Pal and D.K. Pant (1995) attempted to identify the relevant factors—distance from school facilities, gender, poverty and socio-cultural values—of access to education and to explain inter-state variations in the enrolment rate of primary school age children. Based on the relative importance of these factors, the authors outlined strategies to improve access to education. S.M.I.A. Zaidi (1995) examined the educational development of Himalaya region with focus on school level education, using literacy figures and data on enrolment, education institutions and teachers in the region. The author concluded that Himalaya region is an educationally balanced though it belongs to a state (U.P.) that is educationally backward. But the author did not give any explanation to the educational advancement of the Himalaya region of Uttar Pradesh. Ruddar Datt (1996) studied inequality in educational development with special reference to literacy status and school education, by conducting regression analysis of factors affecting literacy. The analysis highlights the fact that the proportion of population below poverty line does not affect literacy in significant manner on one hand; on the other, variables like percentage of education budget to state domestic product, drop-out rate at lower primary level, degree of urbanization, were found statistically significant in affecting literacy. Karuna Channa (1996) analyzed gender inequality in primary schooling in India from human right perspective. To substantiate the exclusion of girls women from education system in general and from primary education in particular, the author made a macro statistical analysis of the growth and expansion of literacy and primary education facilities. The author found that there is substantially high level of gender gap in primary schooling. Manabi Majumdar(1996) examined the nature and intensity of educational impoverishment in our society from a 'social exclusion' perspective. Based on some disaggregated education deprivation indices for some significant socio-economic groups the author showed how different population groups of the same country seem to be living in different in educational terms. S. Chugh (2005) highlighted the yawning gap in the provision and adequacy of educational facilities for the slum population of Sanjay colony in the metropolitan city of Delhi. The author appointed that crumbling infrastructures and non-availability of schooling facilities at an easily accessible distance deterred the education of boys and girls of slum population. Jandhyala B.G.Tilak (2007) critically examined the approach to the development of education in the approach paper to the Eleventh Five Year Plan and highlights the weakness and the continuation of the big policy vacuum. The dark side of the approach paper, according to the author, is that it is full of the contradictions and lacks the vision for development of education. In fact, it is the quality, not equity that occupies the attention of the Planning Commission. Thus many of the proposals made in the approach paper go against building any inclusive education system necessary to promote inclusive growth of inclusive Indian society. Deepak Nayyar(2007) examined the interconnection between globalization and higher education and concluded that markets and globalization provide a mix of opportunities and dangers for higher education. To avoid danger unleashed by markets and globalization and to capture the

opportunities, the countries should not allow markets and globalization to shape their agenda for higher education. Instead, they themselves should shape their agenda for higher education. Sonalde Desai and Veena Kulkarni (2008) examined the changes in educational attainment between social groups for a period of 20 years to see whether educational inequalities declined over time. The study shows a declining gap between dalits, adivasis and others odds of completing primary school, but such improvement is not seen for Muslim. The study also finds little improvement in inequality at college level. S. Chugh (2009) made a comparative analysis, based on the DISE (District Information System for Education) data, of the factors that have been instrumental in bringing educational improvement in states like Kerala, Mizoram, and Himachal Pradesh. The author found that more or less the same factors viz. commitment of states, involvement of community, parental interest, investment on education, are significant factors that lead to growth and progress in these states. M. Niaz Asadullah and Gaston Yalonetzky (2012) documented the extent of inequality of educational opportunity in India during 1983-2004. With the help of statistically advanced techniques such as the Pearson Cramer (PC) Index, the Overlap Index and the Reardon Index, the authors calculated the extent of inequality of educational opportunity across Indian states. The results of study suggest some patterns. *First*: significant progress has taken place in primary and secondary education during 1983-2004. *Second*: there is a negative link between the level of educational attainment in the population and inequality of opportunity for the year 2004. *Third*: the pace of improvement in inequality of educational opportunity has been uneven across Indian states. Tushar Agrawal (2014) examined educational inequality for the major Indian states by computing education Gini Index separately for rural and urban sectors. The author found that a large part of overall educational inequality is accounted for intra-sector inequality. Further inter-sector inequality has narrowed during past two decades.

From this critical review of the literatures on educational development, it is quite clear that there is remarkable spatial variation in the level of educational development. Educational inequality does exist both at intra and inter regional level. The objectives of the study are as follow:-

- To know the level of educational development in the study area.
- To analyze spatio-temporal changes in the level of educational development.
- To know the spatial distribution of educational facilities in the area under study.

III. Study Area

The present study has been conducted in Mau district of Uttar Pradesh. Mau, formerly known as “*Maunath Bhanjan*” and hardly 90 kilometer from Varanasi is the powerhouse of textile industry in eastern part of Uttar Pradesh. This small industrial town is located on the bank of *the river Ghaghara* in the north. The *Tons* and the *Tamsa* rivers flow through the district, whereas *the Bhainsai* river flows along the southern border of the district. In 1960, the district was the biggest supplier of a

plant called plash. As per census 2011, the total geographical area of the district is 1713.98 square kilometer, which account for 0.71 percent of the total geographical area of Uttar Pradesh which is 240,928 square kilometer. In term of area, Mau is the smallest district of Azamgarh zone. According to 2011 census, the district has population of 2,205,968 of which male and female are 1,114,709 and female 1,091,259 respectively. In term of percentage, the total population of the district accounts for 1.10 percent of the total population of Uttar Pradesh, which is 199,812,341 (census of India, 2011). The district has four tehsils and 9 blocks as per 2011 census.

According to the census 2011, the average literacy rate of the district is (73.09) percent compared to the (62.16) percent of 2001 census. According to 2011 census, the district Mau ranks 12th in term of general literacy rate, whereas the district ranks 17th and 11th in term of male and female literacy rate respectively. As far as the gender wise literacy is concerned, it is (82.45) percent for male and (63.63) percent for female (census of India 2011). Among nine blocks, Pardaha records the highest literacy rate (74.75) percent followed by Kopaganj, Ghosi and Mohammadabad Gohna whose literacy rate are (74.11) percent, (73.44) percent and (73.18) percent respectively.

Location and Geography:

Geographically speaking, the area under study i.e. Mau district is one of the three districts of Azamgarh division and is located in one of the fertile plains of the Ganga-Ghaghara doab. It lies between 83^o 17' to 84^o 52' East and 24^o 47' to 26^o 17' North. On the northern border of the district flows the river Ghaghara, in the south lays Ghazipur district whereas the eastern and western sides are flanked by Ballia and Azamgarh districts respectively. The area under study represents physical characteristics of eastern Gangetic plain.

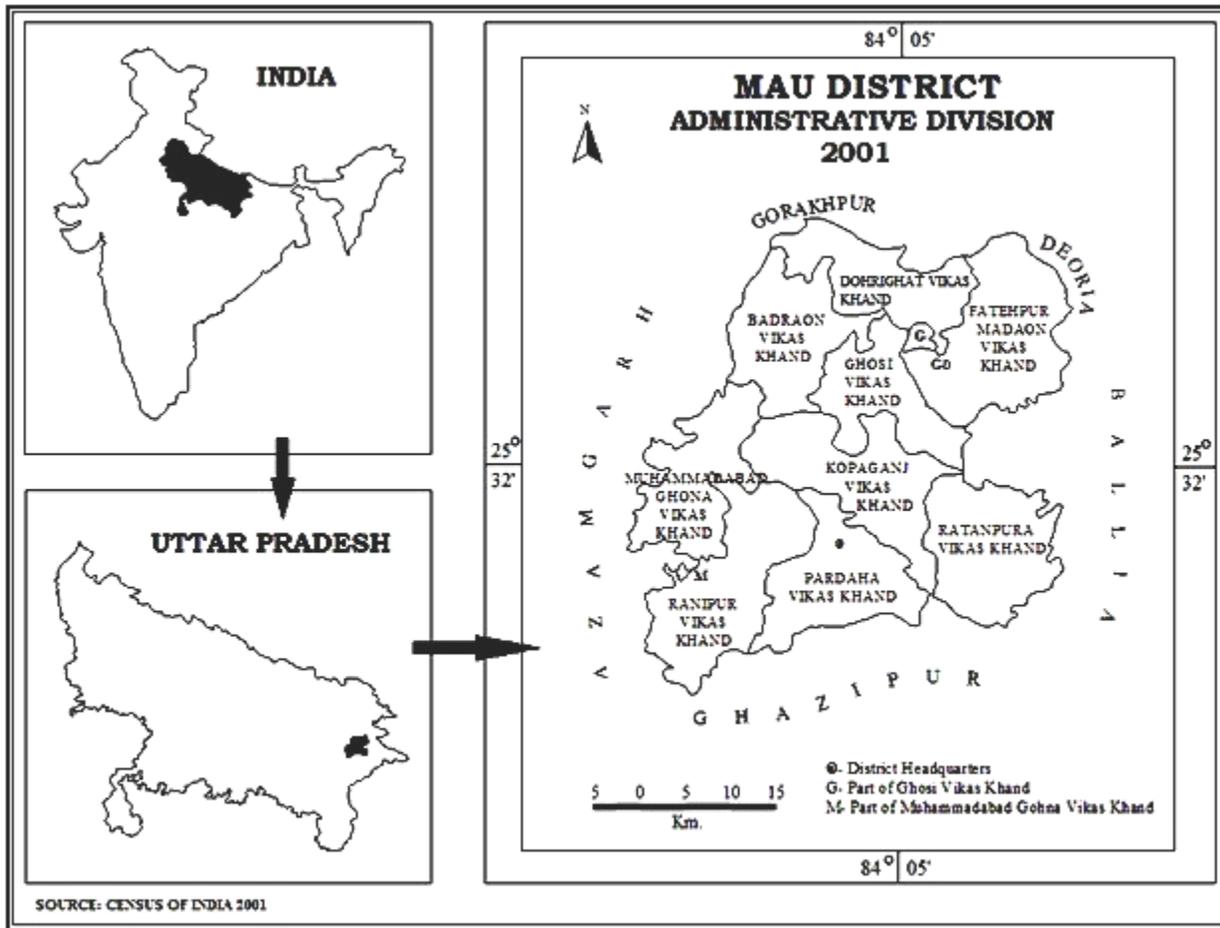


Figure 1: Location Map

IV. Methodological Principles

The present study is based on secondary source of published data for the year 2001 and 2011 obtained from both census of India and statistical magazine of Mau district. Data were processed and presented in tabular form in order to derive certain conclusion. Indicators of educational development have been selected in order to measure level of educational development. Educational facilities, gross enrolment Ratio (GER), students' sex ratio, teacher-student ratio, teachers sex ratio and literacy rate are some important indicators of education which have been developed into 29 sub-indicators. These indicators are as following.

Table1: Indicators of Educational Development

Educational Development	
S. No.	Educational Facilities
X1	Numbers of primary school per lakh population
X2	Number of upper primary/middle school per lakh population
X3	No. of secondary and higher secondary schools per lakh population
X4	No. of secondary and higher secondary schools (boys) per lakh population
X5	No. of secondary and higher secondary schools (girls) per lakh population
X6	Number of degree colleges per lakh population
X7	Number of P.G. colleges per lakh population
X8	Number of Balwadi/Aganwadi centres per 10,000 population
Gross Enrolment Ratio (GER)	
X9	Gross Enrolment Ratio of male students in primary schools
X10	Gross Enrolment Ratio of female students in primary schools
X11	Gross Enrolment Ratio of male students in upper primary schools
X12	Gross Enrolment Ratio of female students in upper primary schools
Students Sex Ratio	
X13	Number of girls students per 1000 male students in secondary and higher secondary schools
X14	Number of girls students per 1000 male students in degree colleges

Teacher-Student Ratio	
X15	Teachers-student ratio in primary schools
X16	Teachers-student ratio in upper primary schools
X17	Teachers-student ratio in secondary and higher secondary schools
X18	Teachers-student ratio in degree colleges
Teachers Sex Ratio	
X19	Number of female teachers per 100 male teachers in primary schools
X20	Number of female teachers per 100 male teachers in upper primary schools
X21	Number of female teachers per 100 male teachers in secondary and higher secondary
Literacy Rate	
X22	Percentage of literates to total population (Aged 7+)
X23	Percentage of male literates to total male population (Aged 7+)
X24	Percentage of female literates to total female population (Aged 7+)
X25	Percentage of rural literates to total rural population (Aged 7+)
X26	Percentage of urban literates to total urban population (Aged 7+)
X27	Percentage gap in male-female literacy rate in rural area
X28	Percentage gap in male-female literacy rate in urban area
X29	Percentage gap in rural-urban literacy rate

Formula for computing composite Z- Score values

$$Z_i = \frac{X - \bar{X}}{S.D.}$$

Where,

Z_i = Standard score for the i th observation

X = Original value of the observation

\bar{X} = Mean for all the value of the observation

S.D. = Standard Deviation of X

To determine the level of education development in the study area, composite Z- score of the indicators of educational development was calculated. Standard score obtained for different indicators were aggregated to find out composite index or composite Z- score. Spatio-temporal variations in the level of educational development have been summarized by categorizing blocks of the district into three categories of educational development- high, medium and low for the year 2001 and 2011. Finally, Archview 3.2 version software and advanced computer cartographic technique have been applied in order to prepare a choropleth map depicting the spatial variations in the level of educational development in the study area.

Table 2: Block wise Educational Development (Composite Z- Score) with Indicators in Mau District 2001.

Blocks	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15
Kopaganj	-0.44	-0.40	-0.05	-0.83	1.37	0.09	1.09	-0.79	1.85	1.50	0.88	0.71	-1.72	-0.44	1.17
Pardaha	-2.35	-1.98	-1.71	-1.57	-0.84	0.22	0.85	-2.26	-1.11	0.43	-0.29	-1.25	-0.40	-0.36	1.70
Ratanpura	0.85	0.54	-0.27	0.39	-1.28	-0.91	-0.41	0.69	0.42	-0.57	-1.04	-0.58	-1.40	-0.83	0.17
Dohrighat	0.78	-0.96	0.38	0.89	-0.78	0.37	-0.45	0.86	-0.85	-0.10	-0.89	-0.83	0.03	-0.20	-0.79
Fatehpur Madaon	0.24	0.11	-1.22	-0.90	-1.00	-1.36	-1.86	0.40	-1.22	-0.59	-1.42	-0.67	1.02	2.21	-1.22
Ghosi	0.61	0.17	0.50	0.48	0.21	1.56	-0.50	0.05	0.86	-1.78	0.35	0.24	0.29	0.72	-0.46
Badraon	0.63	0.52	1.64	1.50	0.84	-1.00	-0.45	0.48	0.06	1.24	1.69	1.98	0.58	0.05	-0.33
Muhammadabad Gohna	-0.33	1.42	0.12	-0.51	1.17	1.30	1.24	-0.20	0.31	-0.36	0.22	-0.25	0.57	-1.24	0.63
Ranipur	0.01	0.58	0.63	0.57	0.33	-0.28	0.51	0.78	-0.32	0.23	0.49	0.65	1.05	0.10	-0.87

X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	Composite Mean Z- Score
1.07	1.21	0.18	0.21	0.06	-0.56	0.20	0.25	0.32	0.30	0.70	-0.22	0.07	0.51	0.29
-1.72	-0.11	1.37	-0.59	1.04	0.63	0.84	0.54	1.32	-1.51	0.68	-2.15	-1.43	0.69	0.39
1.32	0.02	-0.90	-1.39	-1.28	-1.28	0.88	1.16	0.89	0.49	-1.33	0.62	-0.96	-1.31	-0.25
-0.42	-1.49	-0.80	1.16	-0.21	1.65	-2.33	-2.22	-2.21	-0.27	0.59	0.26	1.71	0.64	-0.22
0.64	1.16	0.11	1.30	0.11	0.01	-0.25	-0.59	-0.29	1.45	-1.33	-0.74	-0.52	-1.31	-0.27
-0.74	-0.23	1.57	-0.73	-0.42	0.59	0.75	0.57	0.42	0.46	0.67	0.29	0.57	0.91	0.27
-0.47	0.22	-0.76	0.89	1.07	-1.49	0.32	0.41	0.00	-1.61	0.60	1.02	0.18	0.84	0.37
0.72	0.69	-1.19	0.26	1.20	0.59	-0.54	-0.54	-0.45	0.08	0.76	-0.18	-0.66	0.34	0.18
-0.40	-1.45	0.41	-1.12	-1.56	-0.14	0.13	0.43	-0.02	0.62	-1.33	1.11	1.03	-1.31	0.03

Source: Calculation based on Sankhikiya Patrika (Statistical Bulletin), District Mau, 2001.

Table 3: Block wise Educational Development (Composite Z- Score) with Indicators in Mau District 2011.

Blocks	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16
Kopaganj	-1.03	-1.15	0.06	0.29	-0.80	1.27	-0.68	0.08	1.89	2.07	1.06	0.57	-1.76	-0.66	-0.47	-0.63
Pardaha	-2.16	-1.22	0.22	-0.21	1.49	-0.45	-0.02	-2.09	-0.92	-0.77	-0.48	-1.01	-0.77	-0.55	-0.75	-0.03
Ratanpura	0.12	0.63	-0.05	0.17	-0.79	-1.51	-0.68	0.03	0.30	-0.27	-0.99	-0.59	-1.04	-0.18	-0.93	-0.39
Dohrighat	0.62	0.64	-0.81	-1.04	0.71	0.27	-0.68	0.37	-1.32	-0.14	-0.87	-1.04	-0.29	2.54	-0.07	1.32
Fatehpur Madaon	0.74	-0.71	-0.02	0.29	-1.07	0.15	-0.68	-0.07	-0.83	-0.17	-1.21	-0.89	1.06	0.18	0.09	1.94
Ghosi	0.46	-0.06	-1.02	-0.65	-1.32	-0.82	2.22	-0.04	0.66	-1.51	0.08	0.25	0.82	-0.42	-0.01	-0.06
Badrao	0.80	1.76	-0.85	-1.03	0.56	-0.01	-0.68	0.19	-0.32	0.85	1.80	1.99	0.69	0.09	-1.05	-1.15
Mohammadabad Gohna	-0.23	-0.56	0.12	-0.11	0.79	1.68	0.78	1.83	0.69	-0.04	0.24	0.07	0.49	-0.39	1.90	-0.24
Ranipur	0.66	0.67	2.35	2.28	0.42	-0.58	0.42	-0.31	-0.14	-0.01	0.37	0.64	0.80	-0.62	1.28	-0.75

X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	Composite Mean Z-Score
0.29	1.29	0.08	-0.38	-0.99	1.02	0.73	0.76	0.67	-0.55	0.36	-1.02	0.06	0.08
2.03	0.29	2.13	1.25	-0.36	1.52	-1.53	1.88	-1.37	-2.13	0.26	-0.91	0.02	0.23
0.72	-1.25	-0.77	0.63	-0.95	-0.56	-0.04	-0.73	0.12	0.68	0.48	0.34	0.71	-0.23
-1.34	0.45	-1.19	0.88	1.44	-0.88	-0.29	-0.71	-0.39	0.60	0.24	0.62	0.35	0.00
-0.35	-1.00	-0.15	-1.11	0.91	0.21	1.09	0.05	1.34	0.21	0.29	-1.23	0.20	-0.03
-0.79	0.65	0.34	-0.55	1.47	0.49	1.22	0.29	0.71	0.01	0.28	0.31	0.27	0.11
-0.63	0.96	0.64	1.27	-0.64	-1.76	-1.03	-1.49	-1.64	1.16	0.52	1.99	0.83	0.13
0.44	-1.46	-0.14	-1.03	-0.22	0.28	-0.88	0.50	-0.15	-0.68	0.23	-0.23	0.13	0.13
-0.36	0.07	-0.94	-0.96	-0.66	-0.33	0.74	-0.55	0.71	0.69	-2.65	0.13	-2.56	0.03

Source: Calculation based on Census of India & Sankhikiya Patrika (Statistical Bulletin), District Mau, 2011.

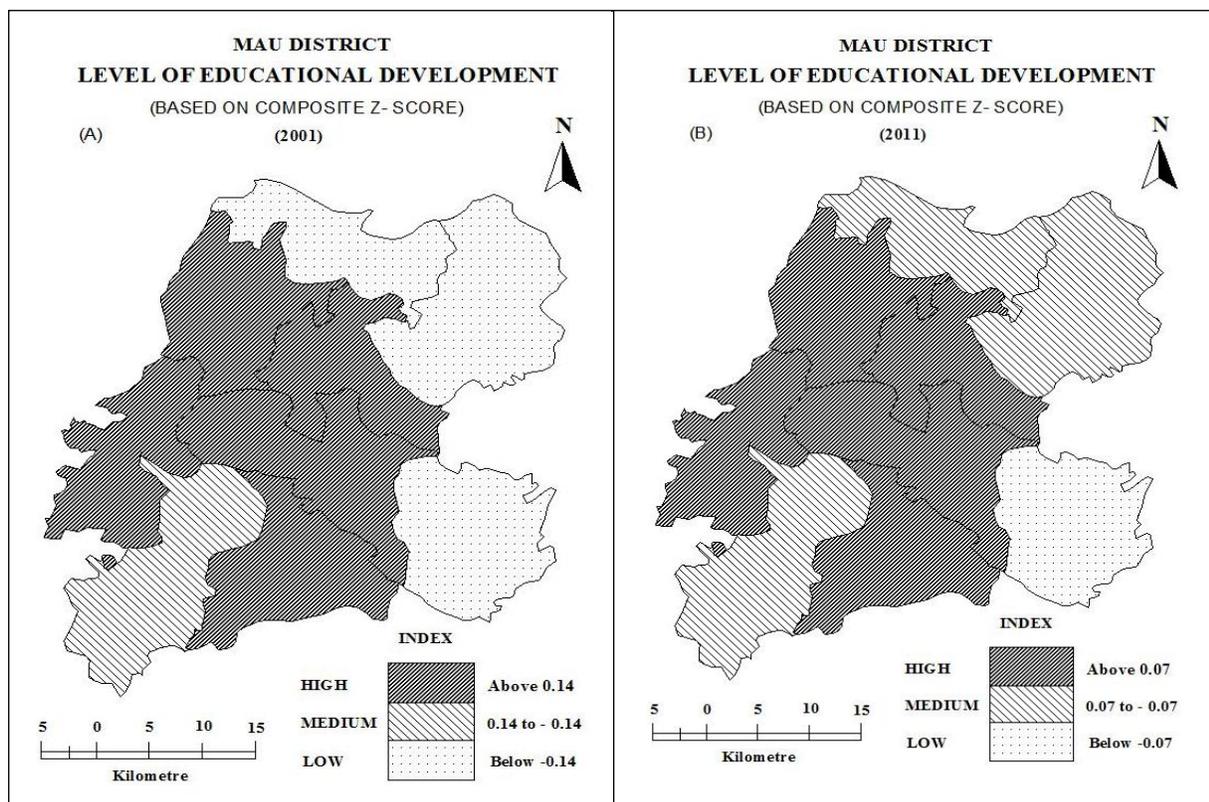


Figure: 2 Block wise Educational Development in Mau District

V. Result and Discussion

Spatio-temporal Pattern of Level of Educational Development (2001-2011)

Figure: 2 shows the spatio-temporal pattern of educational development in Mau district during 2001 and 2011. From the figure it is revealed that educational development in the district has undergone some positive changes during ten years period from 2001 and 2011. The figure 2-A depicts that high level of educational development is experienced by a cluster of five blocks located in the central and western parts of the district except one. These blocks are Kopaganj and Ghosi in the central part; Mohammadabad Gohna and Badraon in the western part of the district and Pardaha in south. As far the pattern of high level of educational development in 2011 is concerned, it is the same with no changes neither in the number of blocks having high level of educational development nor in the location of area with high educational development (figure 2-B).

The figure 2-A further reveals that Ranipur located in south-western part of the district was the only block which experienced medium level of educational development in the year 2001. But in the year 2011, two more blocks have been added to medium category of educational development raising the number of blocks under medium category of educational development to three and these blocks are Dohrighat located in the north; Fatehpur Madaon in the north-eastern and Ranipur in south-western part of the district

(figure 2-B). This indicates that educational development in the district has witnessed drastic changes and the trend is toward the betterment of educational facilities and infrastructures.

From the figure 2-A, it is crystal clear that area of low level of educational development in the year 2001 forms a small cluster consisting of two blocks namely Dohrighat and Fatehpur Madaon located in the northern part of the district. On the other hand, Ratanpura in the category of low educational development is located in the south-eastern part of the district. Comparison between area of low level of educational development in 2001 and that in 2011 reveals that there were three blocks experiencing low level of educational development in the year 2001; but in 2011 only one blocks- Ratanpura- experiences low level of educational development.

This decrease in the number of blocks falling under low category of educational development and an increase in the number of blocks experiencing medium level of educational development indicates that educational development in the district has undergone positive changes within the period of ten years due to increasing demand from growing population. This is a healthy sign of educational development in the district.

VI. Conclusion

After forgoing spatio-temporal analysis of educational development in the study area, it is concluded that area with high level of educational development does not experience any change within ten years from 2001-2011. This may be due to urgent need of educational infrastructures felt in other blocks of the district within this period of time. In 2001, block having medium level of educational development was only one in number, which rose to three in 2011. By contrast, blocks with low educational development were three in number in 2001; but they reduced to only one in 2011. It means that area of low educational development has been given special attention in order to bring area experiencing low educational development at par with educationally developed area. From the study it is also inferred that educational development is spreading toward northern part of the district. This shift is mainly attributed to an increase in the number of educational facilities (like primary schools, upper primary schools, secondary and higher secondary schools, degree and post graduate colleges) due to growing demand from growing population. Thus it is concluded that educational development in the district provides a better geographical pattern, almost balanced pattern of development. In order to make educational development in the district more balanced, educational facilities and infrastructures should be created in those blocks on priority basis which are educationally backward and lagging behind.

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