

**EDUCATIONAL DEVELOPMENT IN HARYANA: A  
DISTRICT LEVEL ANALYSIS  
(1991-2001)**

***DISSERTATION SUBMITTED TO THE JAWAHARLAL NEHRU  
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***OF***

***(MASTER OF PHILOSOPHY)***

**RAJESH KUMARI**



**CENTRE FOR THE STUDY OF REGIONAL DEVELOPMENT  
SCHOOL OF SOCIAL SCIENCES  
JAWAHARLAL NEHRU UNIVERSITY  
NEW DELHI-110067  
INDIA  
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जवाहरलाल नेहरू विश्वविद्यालय  
**JAWAHARLAL NEHRU UNIVERSITY**  
Centre for the Study of Regional Development  
School of Social Sciences  
New Delhi-110067

**CERTIFICATE**

I, **Rajesh Kumari**, certify that the dissertation entitled “**EDUCATIONAL DEVELOPMENT IN HARYANA: A DISTRICT LEVEL ANALYSIS (1991-2001)**” for the degree of **MASTER OF PHILOSOPHY** under the supervision and guidance of **Prof. Sudesh Nangia**, is my bonafide work, and may be placed before the examiners for evaluation.

Date: 20/07/06

*Rajesh Kumari*  
(Rajesh Kumari)

Forwarded by

*Nangia*  
20/7/06  
(PROF. SUDESH NANGIA)  
SUPERVISOR

*Sarswati Raju*  
(PROF. SARSWATI RAJU)  
CHAIRPERSON



Chairperson  
Centre for the Study of Reg. Dev.  
School of Social Sciences,  
Jawaharlal Nehru University  
New Delhi - 110 067

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Date: 20/07/06

Place: New Delhi

*Rajesh Kumari*  
Rajesh Kumari

## CONTENTS

	Pg. No.
1. Acknowledgements	i
2. List of Chapters	ii
3. List of Tables	iii
4. List of Figures	iii
5. List of Maps	iv

## CHAPTERS

<b>CHAPTER I</b>	<b>INTRODUCTION</b>	<b>1-29</b>
<b>CHAPTER II</b>	<b>SPATIO – TEMPORAL ANALYSIS OF LITERACY AND DISPARITY IN THE LEVELS OF LITERACY IN HARYANA</b>	<b>30-79</b>
<b>CHAPTER III</b>	<b>EDUCATIONAL ATTAINMENT AND DISPARITY IN DIFFERENT LEVELS OF EDUCATION IN HARYANA</b>	<b>80-110</b>
<b>CHAPTER IV</b>	<b>CORRELATES OF LITERACY AND EDUCATION</b>	<b>111-120</b>
<b>CHAPTER V</b>	<b>SUMMARY AND CONCLUSION</b>	<b>121-127</b>
<b>BIBLIOGRAPHY</b>		<b>128-135</b>
<b>APPENDIX TABLES</b>		
<b>Chapter I</b>		<b>27-29</b>
<b>Chapter II</b>		<b>74-79</b>
<b>Chapter III</b>		<b>107-110</b>
<b>Chapter IV</b>		<b>117-120</b>



## LIST OF TABLES

	<b>Pg.No.</b>
2.1. Literacy rates by Residence and Sex in India, 1991 and 2001.	31
2.2. Gender Disparity in Inter-State Literacy Rate, 1991 and 2001.	34
2.3. Literacy Rates in Haryana by Residence and Sex, 1991 and 2001.	35
2.4. Haryana: Some Aspects of Literacy Rate among the Non-Scheduled Caste, 1991 and 2001.	47-48
2.5. Haryana: Some Aspects of Literacy Rate among the Scheduled Caste, 1991 and 2001.	62-63
3.1. Gross Enrolment Ratio of Non-Scheduled Caste, 1993 and 2002.	82
3.2. Percentage of Enrolment of Scheduled Caste Boys and Girls, 1993 and 1991.	87
3.3. Percentage of Enrolment of Non-Scheduled Caste Boys and Girls, 1993 and 1991.	89
3.4. Percentage of Enrolment of Non-Scheduled Caste Boys and Girls, 2002 and 2001.	89
3.5. Haryana: Some Aspects of Education Enrolment among the Non-Scheduled Cast and Scheduled Caste Population, 1993, 2002 and 1991, 2001.	99-101

## LIST OF FIGURES

	<b>Pg.No.</b>
2.1. Inter-State Comparisons in Literacy Rate, 1991 and 2001	33
3.1. Percentage increase in Enrolment in 2002 over 1993.	83
3.2. Percentage of Girls' Enrolment to Total Enrolment at Different Level of Education, 1993 and 2002.	93
3.3. Percentage of Women's Enrolment at Graduate and Above Level, 2001.	95

## LIST OF MAPS

	<b>Pg.No.</b>
1.1. India, Study Area, 2001.	5
1.2. Haryana, Administrative Divisions, 2001.	6
2.1. Literacy among the Non-Scheduled Caste Males and Females, 1991 and 2001.	37
2.2. Literacy among the Scheduled Caste Males and Females, 1991 and 2001.	39
2.3. Urban Non-Scheduled Caste Male and Female Literacy Rate, 1991 and 2001.	42
2.4. Urban Scheduled Caste Male and Female Literacy Rate, 1991 and 2001.	45
2.5. Rural Non-Scheduled Caste Male and Female Literacy Rate, 1991 and 2001.	50
2.6. Rural Scheduled Caste Male and Female Literacy Rate, 1991 and 2001.	52
2.7. Non-Scheduled Caste Male and Female Literacy Growth Rate, 1991-2001.	54
2.8. Scheduled Caste Male and Female Literacy Growth Rate, 1991-2001.	56
2.9. Non-Scheduled Caste Rural-Urban Disparity, 1991 and 2001.	59
2.10. Scheduled Caste Rural-Urban Disparity, 1991 and 2001.	60
2.11. Non-Scheduled Caste Gender Disparity, 1991 and 2001.	64
2.12. Scheduled Caste Gender Disparity, 1991 and 2001.	66
2.13. Scheduled Caste and Non-Scheduled Caste Disparity, 1991 and 2001.	69
3.1. Non-Scheduled Caste Enrolment at Primary Level, 2002.	84
3.2. Non-Scheduled Caste Enrolment at Upper Primary Level, 2002.	86
3.3. Non-Scheduled Caste Enrolment at Secondary Level, 2002.	88
3.4. Non-Scheduled Caste Enrolment at Higher Secondary Level, 2002.	90
3.5. Non-Scheduled Caste Enrolment at Graduate and Above Level, 2001.	92
3.6. Scheduled Caste Enrolment at Graduate and Above Level, 2001.	94
3.7. Non-Scheduled Caste Gender Disparity at Primary and Upper Primary Level, 2002.	96
3.8. Non-Scheduled Caste Gender Disparity at Secondary and Higher Secondary Level, 2002.	98
3.9. Scheduled Caste and Non-Scheduled Caste Gender Disparity at Graduate and Above Level, 2001.	102

*CHAPTER I*

**INTRODUCTION**

# CHAPTER I

## INTRODUCTION

### 1.1. Statement of the Problem

Today the importance of education is known to all. It is liberation from all forms of darkness and ignorance. Education refers to a system of training and instruction designed to provide systematic knowledge, to develop skills, abilities, character and mental powers as the result of such training. All of these can individually become tools of empowerment for both men and women.

**UNICEF in the Progress of Nations (1994)** declares that “The day will come when the progress of nations will be judged not by their military or economic strength, nor by the splendours of their capital cities and public buildings, but by the well-being of their people: by their levels of health, nutrition and education”.

Infact literacy is the necessary first step towards the attainment of education and of higher goal in an individual’s life. Broadly understood, a literate person who has not completed the primary level of education is as much of a literate as one who has completed the post-graduate level. In that sense, all educated persons are literates – but all literate persons are not educated. A person is literate if he can read and write with an understanding in any language<sup>1</sup>, which he can do without necessarily having to go through a formal system of education. It can be obtained at proper schools by trained teachers or even at home by family members i.e. both formally and non-formally. Formal education imparts the cognitive degree in one’s overall personality development. Education leads to the uplifting of total status which finally appears as personality. It is very much important to develop personal traits for one’s upliftment, which is possible only through the formal education. Only education can lead a society in path of development. As we can see, developed countries are in today’s position only because of their knowledge power. Knowledge comes through the persistent endeavours of human being via medium of education.

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<sup>1</sup> Census of India, 1991, Vol. I, India Part II-C (i), Social and Cultural Tables, Registrar General of India, New Delhi.

Both literacy and education are the two sides of the same coin, signifying quality and quantity, respectively and both of them are envisioned as agents for development level in economic as well as in humanistic terms. The various dimensions of socio-cultural changes in a society can be understood in the light of the literacy and education.

According to **University Education Commission (1948)** there cannot be educated people without educated women. If general education has to be limited to men or to women, that opportunity should be given to women, for then, it would most surely be passed on to the next generation<sup>2</sup>. It is rightly said by **Mahatma Gandhi** that if women change, the entire life changes.

The above quotation very aptly describes the importance of women's education, which holds the key to the future progress of a nation. It is truly said that by educating a man, we educate an individual and by educating a women, we educate the whole family. This shows the extent of influence a woman exerts in the society to bring about a change<sup>3</sup>. Changes attributed to the education of women include changes relating to family life and marital relations, late age at marriage for women, changing family structures, declining marriage rates, more companionable relationships between husband and wife, changes in the value accorded by parents to children as well as ideas about ideal family size and contraceptive use. The power of education to improve women's income-earning opportunities and labour Force participation is rarely questioned<sup>4</sup>.

The lack of literacy acts as a brake on the social development, economic progress and political maturity of a nation. This is because now a day's literacy has proved to be an important indicator to gauge the quality of men and women of a nation. So much importance has been given to its level that it is considered as an index of the pace at which the socio-economic transformation of a society is taking place. India, as a developing country is still lagging behind in the field of literacy/education. Specifically,

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<sup>2</sup> In the Report of the University Education Commission (December 1948-August 1949), Vol. 1, Ministry of Education, Government of India, 1962, P.307.

<sup>3</sup> Harichandan, Dhaneswar (1992), "Girls' Education in India: A Situational Analysis", Journal of Educational Planning and Administration, Vol. VI, No.2, April, PP.179-192.

<sup>4</sup> Parker, Lynette (2002), "The power of Letters and the Female Body, Female Literacy in Bali", Women's Studies International Forum, Vol. 25, No. 1, Jan-Feb, P. 79.

the regional disparity in development leads to the socio-economic disparity. There are various reasons that explain disparity, even among the non-scheduled castes and scheduled castes of various regions; literacy and educational disparity is one of them. This literacy and educational disparity always attracts the attention of planners.

There is a lot of variation in the literacy level and educational attainment among the regions and non-scheduled castes and scheduled castes across the country. It is very high in Kerala (90.9 percent) state; on the other hand it is even less than 50 percent in Bihar (47.38 percent). In comparison to big states, it has been observed that the small states have improved a lot in terms of literacy ratios. These states rank high in the national literacy hierarchy. These include Kerala, North Eastern states, Goa and Himachal Pradesh. Haryana's performance is far from satisfactory compared to these states.

Haryana is one of the fast developing states and among the smallest state in India. The physical, economic and demographic components together constitute the regional character of Haryana and have influenced the literacy level and educational attainment in the region in their own way. The social structure in Haryana is patriarchal i.e., male dominating, which did not allow or support female education and their participation in society. Almost half of children of school going age (6-14) do not attend school and a majority of them are girls.

According to 1991 census total literacy rate in the state was 55.85 percent as against 52.21 percent for the country as a whole. In 2001, it went upto 67.91. Scheduled caste literacy rate is low in the State as compared to non-scheduled caste literacy rate. It was 39.22 percent in 1991 as against 55.85 percent for the non-scheduled caste. In 2001, it went upto 55.44 percent. Non-scheduled caste and scheduled caste female literacy is low compared to male literacy. It was 55.73 percent in 2001, compared to 54.03 percent for the country. In 1991 female literacy rate was only 40.47 percent against 32.72 percent for the country, so in comparison to India, it was high by more than one point. Ahir scheduled castes are one of the most educationally advanced and agriculturally prosperous scheduled castes in the state. Literacy level and educational attainment in the state is not uniformly distributed over space and it is found that are disparities within the state itself.

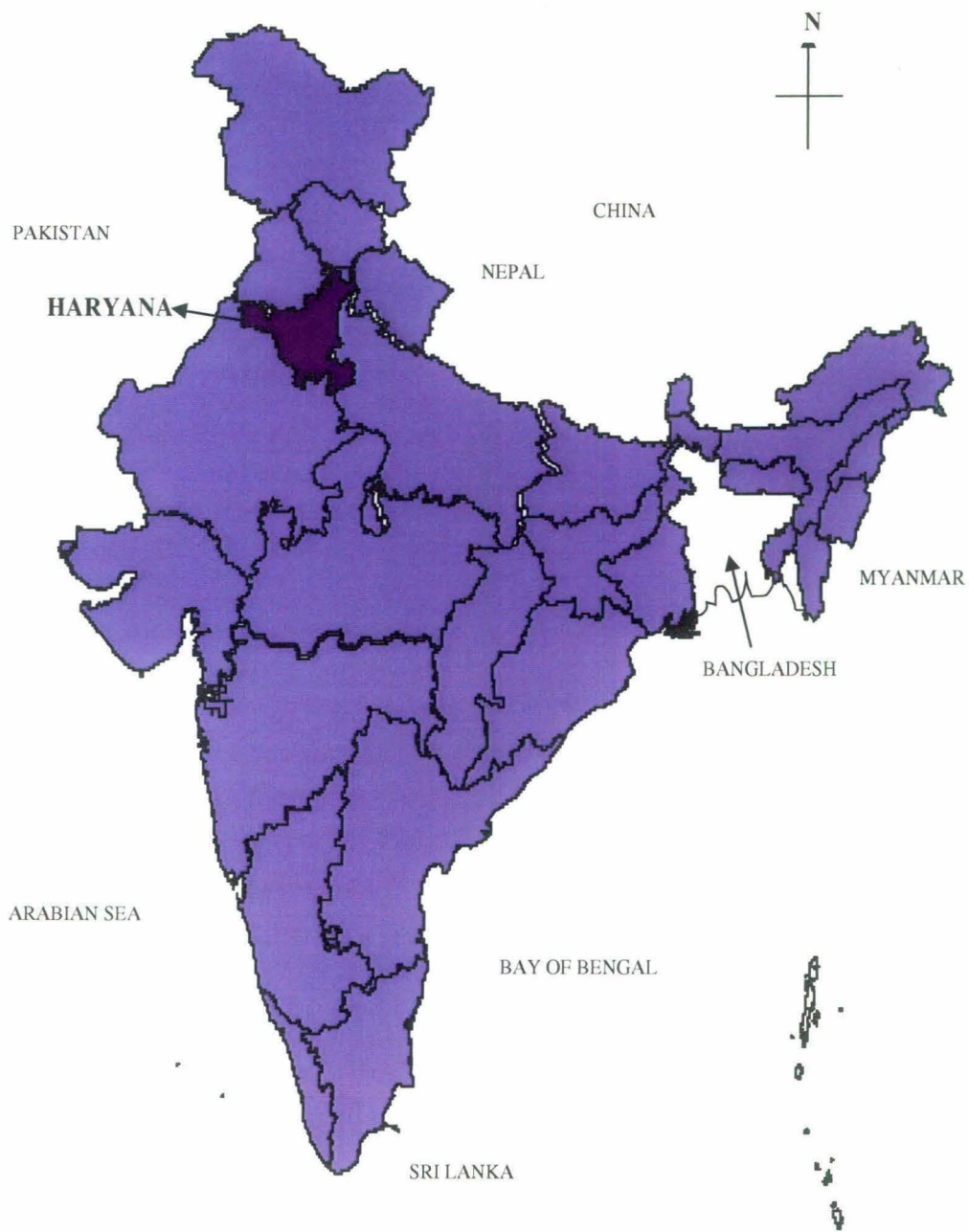
Keeping all these variations and personal interest in mind, Haryana has been chosen as the area of study. In this study the spatio-temporal analysis of literacy and educational attainment among the non-schedule castes and scheduled castes of the state has been analysed in detail. An attempt has been made to look into the changing situation of literacy and education among the non-scheduled castes and scheduled castes as recorded by 1991 and 2001 census. For better understanding of the pattern of literacy and educational enrolment it is quite necessary to explain the disparities in literacy level and educational enrolment between the scheduled caste and non-scheduled caste and within the non-scheduled caste and scheduled caste such as male-female and urban-rural components. This concern has got prime focus in the study. As it is well known that literacy level and educational attainment in any society is the net result of a complex set of interrelated factors, such as rural-urban set up, population structure, occupational structure etc., an attempt has been made to analyse the interrelationship between the literacy/education and various socio-economic indicators of the study areas. For this statistical tool of correlation matrix has been used which has also been used to test certain hypotheses.

## **1.2. Study Area**

For my work I have selected the state of Haryana, which is situated in the north between  $27^{\circ} 37'$  to  $30^{\circ} 35'$  latitude and between  $74^{\circ} 28'$  to  $77^{\circ} 36'$  east longitude. The state is surrounded by Uttar Pradesh in the east, Punjab in the west; Himachal Pradesh in the north and the great expanse of Rajasthan in the south. Haryana is one of the smaller states of India, both in terms of area and population. The administrative boundaries of Haryana have been changing from time to time in changing political conditions, but the geographical and natural boundaries of the state have remained the same. The total area of the state of Haryana is 44,212 square kilometers. Area wise, Haryana is a moderately large state. Among the States / Union Territories, Haryana ranks 20<sup>th</sup> in terms of area and 16<sup>th</sup> according to size of population. The state is divided into sixteen districts in 1991 for administrative purpose. Three districts were bifurcated after 1991. The bifurcated districts are Panchkula from Ambala, Fatehabad

# INDIA STUDY AREA

2001



ARABIAN SEA

BAY OF BENGAL

SRI LANKA

R.F. 1: 17 500 000

400 200 0 200 400 KM

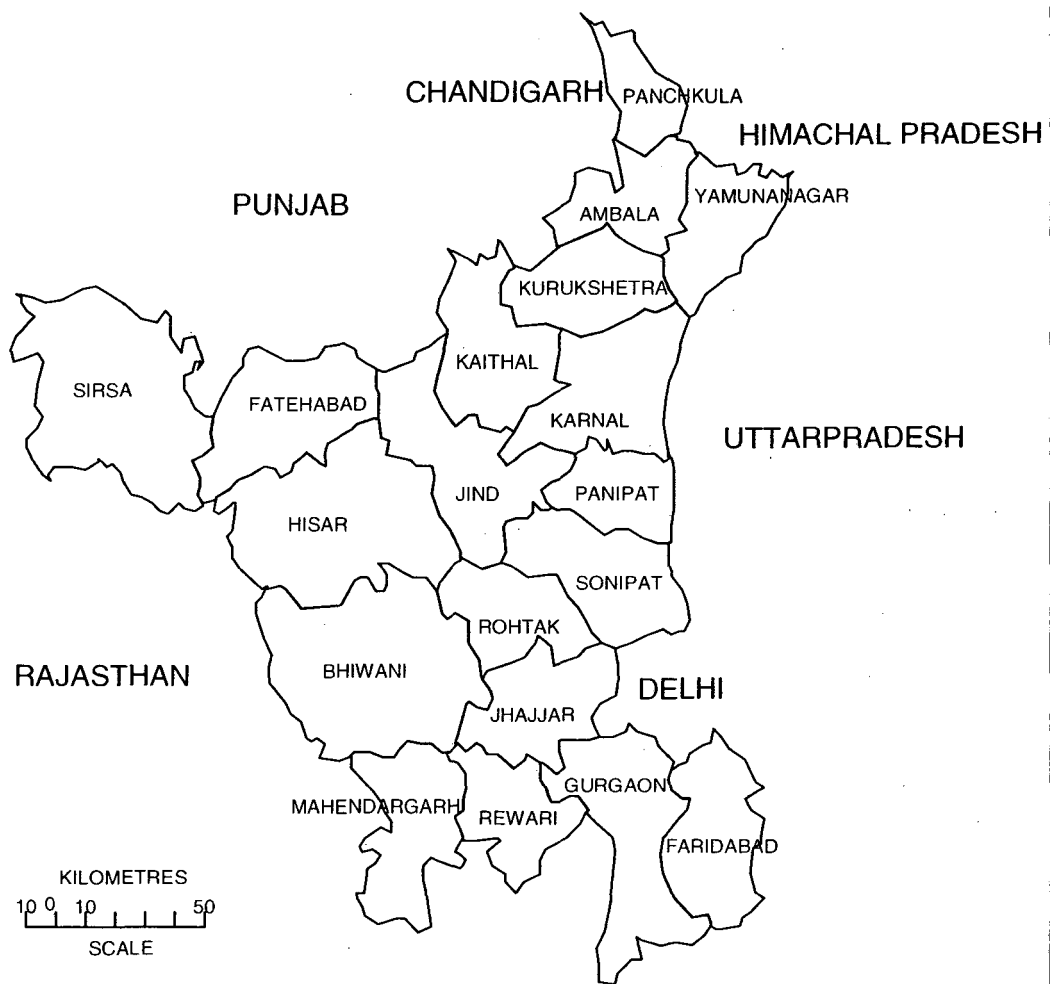
SCALE

Source: Census of India, 2001

MAP: 1.1



**HARYANA**  
**ADMINISTRATIVE DIVISIONS**  
**2001**



Source: Census Of India, 2001

MAP: 1.2

from Hisar and Jhajjar from Rohtak. These bifurcated districts have been used again for comparison with 1991 census. It may be recalled that in 1991 census data for literates was collected at tehsil level. For the purpose of map making administrative boundaries of 2001 has been used (Map: 1.2).

“There is a region called Haryana which is a heaven on earth” – quoted from the inscription found in Sarwan district near Delhi in Vikrami Samvat 1385. The ‘Imperial Gazetteer of India’ says that Haryana is probably derived from ‘Hari (green)’. Haryana means ‘the Abode of God ‘from Hari (the Hindu God, Vishnu) and Ayana (Home)<sup>5</sup>. The state of Haryana is located in the north-western part of India. Haryana came into existence on **Tuesday, 1 November 1996** as a result of the linguistic reorganization of the former state Punjab into two states, Hindi speaking areas as Haryana.

### **1.2.1. Demographic Characteristics**

The population of Haryana is 21,144,564 according to 2001 census which are 2.05 percent of population of the country. Scheduled Castes population is 4,091,110 which are 19.35 percent to total population of the state. Haryana registered a decadal growth rate of 28.06% during 1991-2001 as compared to all India figures of 21.34% most of the district Haryana. The density of population for the same year is 478 persons per square kilometers. It is very high in comparison to the national average. The sex ratio in Haryana is 865 & 861 in 1991 and 2001 against 933 for the country as a whole.

Since its inception in 1966, Haryana has made all round impressive progress including the field of education. During the Sixth All India Education Survey (1993) the Gross Enrolment Ratio (GER) for girls in the age group 6-11 years was 75.36 percent only and has moved to 77.76 percent in Seventh All India Educational Survey (2002). The corresponding rise in upper primary level is from 53.57 percent to 60.39 percent. There has been a sufficient increase in the number of pupils, but the growth of girl’s enrolment has been faster than that of the boys. In rural areas, literacy rate is 49.85 percent and 63.82 percent and in urban areas the literacy rate is 73.66 percent and 79.89

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<sup>5</sup> Student’s Britannica; India, Vol. 2, 2001.

percent in 1991 and 2001. The literacy rates are relatively high in urban areas and among the males. Male literacy rate in the state is the highest in Rewari District (88.45 percent) and the lowest in Fatehabad district (68.22 percent) whereas among the females it is the highest in Ambala district (67.39 percent) and the lowest in Fatehabad district (46.53 percent).

No doubt, Haryana is the lead state in green, white and blue revolutions but in spite of all that the economic pace of development of the state is, however, asymmetrical to social basic needs and human resources development. Indicators display a marked gender discriminating bias reflecting a very low status of women in the society. Haryana is the significant productive agricultural region of the country. Haryana has made rapid strides on all fronts and at present has the second highest per-capita net domestic product amongst all states of India. Haryana is rapidly urbanizing with 29 percent of its population presently living in the urban areas. Haryana has the distinction in India, to provide electricity; metallic roads and fresh water to all villages. More than 90 percent of villages have been connected by pucca roads and served by education facilities.

### **1.3. Literature Review**

Practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past. It is urgently desired to acquire comprehensive information about what has been done in the particular area from which a researcher intends to select his problem for research. Very less literature is available directly on the study of Haryana but there is a lot of literature available on the various aspect of literacy and education studied by scholars of different streams because education is a multi-dimensional subject which is directly or indirectly related to all the fields of the study. Literature survey for this study includes a number of studies which are general in approach but help in the understanding of problem of literacy and education of Haryana. Therefore with the help of study done by scholars our present study has been divided into five parts.

#### **1. Women's Literacy/Education**

2. Scheduled Caste and Literacy/Education
3. Levels of Education
4. Disparity and Literacy/Education
5. Socio-Economic Variability and Literacy/Education

Now various research studies broadly coming under above mentioned categories have been reviewed in detail.

### 1.3.1. Women's Literacy/Education

Singh (2005)<sup>6</sup> seeks to explore the reasons for low level and slow moving pace of literacy in the country. Education helps people learn how to achieve fundamental human rights such as health, nutrition, safe motherhood, and employment while improving the quality of life. Benefits of female education are enormous at the societal level—a more productive work force, lower fertility, lower infant and child mortality, and improvement in social image. Rao (2004)<sup>7</sup> examines the maternal and infant mortality in India, in the context of lower levels of education among women. The regression results show that literacy rates have a negative impact on infant mortality rate, which implies that if education levels increase the infant mortality rate declines. Today all development agencies agree on the importance of educating women in order to promote and maintain family education, health, nutrition and general well-being. Clemens (2004)<sup>8</sup> examine that advancing the education of women has become one of the most important political goals nearly everywhere in the world. Educating women in this perspective should bring the solution to many urgent and serious problems of society. Education seems to provide the solution for all problems that arise on the social and individual level of society.

Rath (2004)<sup>9</sup> tries to highlight some of the real situations, which are the yardstick of the development or in other words 'feel good' of the present Indian

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<sup>6</sup> Singh, J. P. (2005), "Universalisation of Education in India: Promise and Performance", *Man & Development*, Vol. 27, No. 1, March, PP. 103-24.

<sup>7</sup> Rao, D. Pulla (2004), "Women's Education and Maternal and Infant Mortality in India: An Empirical Analysis", *IASSI Quarterly*, Vol. 22, No. 4, PP.107-122.

<sup>8</sup> Clemens, Iris (2004), "Education and Women: About Castes, Marriage Markets and the Illusion of Deconstruction", *Man in India*, Vol. 84, NO. 3&4, July-Dec, PP. 247-255.

<sup>9</sup> Saswatee Rath (2004), "'Feel Good' Factor and Condition of Women in India", *Mainstream*, Vol. 42, No. 21, May15, PP. 23-27.

Society taking the case of the womenfolk in India. It is considered important to analyse the condition of women in India. Women in developing countries like India have unsatisfied basic needs in education, employment, health and the law. Looking from the point of view of educational facilities, it has been incorporated in the Constitution to provide primary and compulsory education till the age of 14 years. The disparity between women and men's education is that men are considered to be the bread-earner of the family, while the role of caretaking is ascribed to women. As it is considered to be the responsibility of men to earn money, education is taken as the means to attain that end. But the case of women is something different. Since the women is the one who bears the children, she is assigned the job of caring. And the same time care for the family is assumed to be the sole responsibility of women. As it is considered by society that the girl child on maturity is going to manage the household, her education isn't given priority. Lillykutty (2003)<sup>10</sup> highlights the following aspects: Women's education in the current scenario, impact of women's education, governmental programmes to promote education, re-orientation of policies and programmes for empowerment, education and quality of Life. Education is an instrument as well as a catalyst of social transformation.

Agnihotri (2002)<sup>11</sup> has examined the relationship between rural female literacy and the size of the child population (0-6 years). Its purpose is to find out if there is any threshold level of female literacy associated with a rapid decline in the size of the under-6 population. The findings are important no doubt. The positive effects of female literacy on fertility, child mortality and, consequently, on small family norm, has been discussed in the received literature. The 'critical mass' of literate females that may be needed to accelerate a decline in fertility or child mortality or improving access to health care system or modern methods of contraception may differ among communities.

Islam and Abedin (2001)<sup>12</sup> investigates the effect of women's education on age at marriage of the females and as well as on fertility. Parikh and Gupta

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<sup>10</sup> Lillykutty, Sr. (2003), "Education and Empowerment of Women Enhances Quality of Life", IASSI Quarterly, Vol. 21, No. 3&4, Jan-June, PP. 234-44.

<sup>11</sup> Agnihotri, Satish B (2002), "High Female Literacy, Low Child Population is There a Threshold Effect?" Economic and Political Weekly, Vol. 37, No. 39, 28Sep-4 Oct, PP.4054-59.

<sup>12</sup> Islam, MD. Narul and Samad Abedin (2001), "Effect of Education on Age at Marriage and Fertility in Bangladesh", Man In India, Vol. 81, No. 3 &4, July-Dec, PP. 339-343.

(2001)<sup>13</sup> examine that female literacy and its role in the reduction of fertility. Menon (1996)<sup>14</sup> in her study have examined the importance of women's literacy. If you educate a boy you educate an individual, on the other hand, if you educate a girl you educate a family or if mother could read, the country would flourish. If the poor could read, the country would progress. The utter neglect of women's education needs special attention. Mangat and Kaur (1996)<sup>15</sup> identify the priority areas and priority groups for improvements of female literacy in Haryana. Male-female gap in literacy in Haryana is greater than that in India as a whole.

According to the World Population Report, "A mother's education is the single most important factor in keeping her family small and her children alive". Nair, et al; (1995)<sup>16</sup> in his study deals with socio-demographic factors like teenage marriage, teenage pregnancy, family size, literacy status of husband and socio-economic status of the family of illiterate mother among Schedule Caste, Hindus & Muslims. A highly significant association between female literacy and infant survival among higher caste Hindus & schedule caste has been established in this study. Through a reduction in mortality among the infants of literate Muslim mothers was observed.

Behrman (1993)<sup>17</sup> describes recent experience with female education and examines the extent of the gender gap in education in the countries of Asia and the Near East. Women are better prepared to provide health care, educate their children and reduce their fertility to the desired levels. Female education is of special interest to development strategy in general and to educational policy in particular. Gupta and Kothari (1990)<sup>18</sup> in their study have examined the significance of female literacy in Rajasthan as an instrument of socio-economic change especially among its scheduled caste and scheduled tribe components.

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<sup>13</sup> Parikh, S Kirit (2001), "Chiranjib Gupta, How effective is Female Literacy in Reducing Fertility?" Economic and Political Weekly, Vol. 36, No. 35, 1-7Sep. 2001, PP. 3391-98.

<sup>14</sup> Menon, Lakshmi N. (1996), "Literacy, Women, Politics", IASSI Quarterly, Vol.15, No.1, PP.1-6.

<sup>15</sup> Mangat, H.S., Harbhupinder Kaur (1996), "Planning for female literacy in Haryana", Journal of Educational Planning and Administration, Vol.X, No.4, October, PP.423-430.

<sup>16</sup> Nair, N, Srikumaran, Kuly, P.Raman, Aeharya Das (1995), "Chandershekhar, Female Literacy as a Development of Socio-Demographic Status & Infant Survival", Health and Population Perspectives Issues. Vol. 18, Oct-Dec, PP. 35-69.

<sup>17</sup> Behrman, Jere R. (1993), "Investing in Female Education for Development", Journal of Educational Planning and Administration, Vol.VII, No.3, October, PP.393-411.

<sup>18</sup> Gupta, N. L. and Sadhana Kothari (1990), "Female Literacy in Rajasthan 1961-81", Population Geography, Vol.12, June-Dec, PP. 23-45.

### 1.3.2. Scheduled Caste and Literacy/Education

The level of literacy of a given society is the product of a variety of historical, social and economic factors. The educational backwardness as well as the backwardness of entire scheduled castes refers to the historical and social attributes. The twenty first report of the commission of scheduled caste and scheduled tribes clearly reveals that the scheduled castes are suffering from injustice resulting from social and economic disparities<sup>19</sup>. N. Mishra (2001)<sup>20</sup> presents an empirical analysis based on all India Educational Survey data for various years. This analysis goes to suggest that habitations dominantly populated by scheduled castes discriminated against in terms of provision of elementary schools. This problem is even more prominent in case middle schools. Mishra (2001)<sup>21</sup> analyses land ownership structure and literacy among scheduled castes in rural India. The paper makes use of two-by-two classification tables that one is the relationship between rural scheduled caste agricultural labour households with land and proportion of SC to all agricultural labour households. The other is the relationship between inequality in land distribution and literates for Schedule Caste, as well as, total population.

Yash and Sarika (1998)<sup>22</sup> attempt to explore the nature and magnitude of discrimination against scheduled castes in the field of education at the district level and across various caste groups. Discrimination against scheduled castes persists, especially in rural areas. Muralidharan (1997)<sup>23</sup> emphasizes the fact that issues impinging on drop-out of children are related to three institutional units: family, school and the community. Hostile behaviour of the teachers towards the students belonging to scheduled caste community as well as to their parents in case ridden rural India, has made these families less receptive to formal basic schooling. Inferior positions offered to them in the village community aggravate the problem of social distancing between scheduled caste families and schools as they are compelled to live isolated within caste boundaries. Economic backwardness has various manifestations in this context. Low economic status

<sup>19</sup> 21<sup>st</sup> Report of the Commission of Scheduled Caste and Scheduled Tribes, Government of India.

<sup>20</sup> Mishra, N (2001), "Scheduled Caste Education: Issues and Aspects", NIEPA, New Delhi.

<sup>21</sup> Mishra, Srijit (2001), "Land Ownership Structure and Literacy among Scheduled Castes in Rural India: An Exploratory Data Analysis", *Artha Vijnana*, Vol. XLIII, No. 1-2, March-June, PP. 98-122.

<sup>22</sup> Aggrawal, Yash and Sarika Sibou (1998), "Educating Scheduled Castes: A Study of Inter District and Inter Caste Differentials", NIEPA, New Delhi.

<sup>23</sup> Muralidharan, V (1997), "Educational Priorities and Dalit Society", Kanishka Publishers, New Delhi.

of these households leads to the parents' incapacity to bear the cost of sending the children to schools. Moreover, in these households, children are deprived of mental stimulation, which in turn cripple their academic abilities and interests. Jacob Aikars (1996)<sup>24</sup> states that the reason for the continued backwardness of education among scheduled caste is poverty, inaccessibility, vestige of old age practice of untouchability. Dutta (1996)<sup>25</sup> in his study reveals that the dropout rate at the primary level (I-V) was 49 percent for scheduled caste.

Education is an important social resource and a means of reducing inequality in the society. It helps the individual to raise his social status in various ways. Knowledge, skill, values and attitudes acquired through education helps one to lead a desired quality of life. For scheduled caste education should be oriented towards their social needs and culture. Vocational, technical and professional education is necessary for their job placement and thus acquiring a higher social status. Educational planning regarding scheduled castes should address their economic grievances and should in accordance with their cultural practices.

### 1.3.3. Levels of Education

Chattopadhyay et al (2005)<sup>26</sup> has tried to understand the overall scenario of primary schooling in the less developed states of India. Primary education is one of the corner stones of development. As education is considered to be a booster agent for solving population problems, a catalyst for women empowerment and a powerful tool for channeling a host of other socio-economically relevant issues in a positive direction, it is the prime aim of the governing bodies to provide basic education to the teeming millions. Raghavendra and Narayana (2004)<sup>27</sup> presents an overview of the progress made in the field of elementary education and literacy in India and the problems being

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<sup>24</sup> Aikars, Jacob (1996), "Inequality of Educational Opportunities: The Case of Scheduled Castes in India", *Journal of Educational Planning and Administration*, Vol.X, No.1, January, PP.1-14.

<sup>25</sup> Datta, Rudra (1996), "Inequalities in Educational Development", *Journal of Educational Planning and Administration*, Vol. X, No. 3, July, PP. 255.

<sup>26</sup> Chattopadhyay, Aparajita, Papiya Guha and Vijaya Durdhawale (2005), "Scenario of Primary School Attendance: A study of Less Developed States in India", *Journal of Education Planning and Administration*, Vol. XIX, No. 1, January, PP. 111-130.

<sup>27</sup> P. S., Raghavendra and K. S. Narayana (2004), "Problems and Prospects of Elementary Education and Literacy in India", Vol. 20, No. 3, July, PP. 143-160.



encountered offers measures towards universalisation of elementary education (UEE). It reviews the institutional, policy and programme efforts initiated thus far, and shows the persisting rural-urban disparities, gender differentials, inter and intra state variations with respect to SCs/STs and general population in the literacy achievements. Saldanha (1998)<sup>28</sup> analyses the status of literacy and primary education within the country, based on census data, other national level documentation according to gender, region and community as far as possible and for the comparable age group of seven years and above. Constraints within the primary education system as regards access, retention and achievement levels have an impact on adult illiteracy in that the young non-enrolled and dropouts/push outs with incomplete or inadequate attainments, from the educational system contribute to the increasing absolute numbers of the latter, despite initiatives in adult education. It is thus that pre-primary, primary and non-formal education, together with adult education, are clubbed together under the concept of basic education, an essential enabling skill in contemporary society. The National Literacy Mission (NLM) was launched on May 5, 1988. Literacy campaigns would have to confront the caste, class and patriarchal structures that work against the non-literate and inhibit an isolated literacy intervention.

Indiresan (1996)<sup>29</sup> mentions that in global village setup the role of higher education will be both qualitative and quantitative, making people fast responsive to keep pace with rapid changes in technology and providing full range of skill a modern economy needs. He focuses on the changing economic scenario of the world as more and more people are opting for which collar jobs rather than blue collar and this can be materialized if the status of higher education is high but the status of higher education is not up to expectation in developing countries especially in India where a section of population is devoid of this opportunity.

#### **1.3.4. Disparity and Literacy/Education**

The distribution of literacy/education opportunities is far from

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<sup>28</sup> Saldanha, Denzil (1998), "Literacy Campaigns and Basic Education: Status and Issues", *Indian Journal of Social Work*, Vol.59, No.1, January, PP. 382-406.

<sup>29</sup> Indiresan, P. V. (1996), "Education for Development in the 21 Century", *Journal of Educational Planning and Administration*, Vol. X, No.1, January, PP. 25-34.

Equal. 'Encyclopedia of Sociology' defines equality as a 'equality of opportunity' which refers to the fairness of processes through which individuals with different background or from different social groups reach particular outcomes such as educational or occupational goals. It is usually judged with reference to major social groupings such as race, sex or socio-economic status. Gore (1994)<sup>30</sup> also defined the concept of equality as a idea of equality of opportunity that means the opportunity for improvement of economic and social standing, it also implies 'equal access to the channels of mobility'. Lack of equality is known as inequality or disparity.

In the field of literacy and education this disparity is evident in literacy and all the levels of education. Here the study literature has examined three types of disparity in literacy and education.

- (i) Regional Disparity
- (ii) Gender Disparity
- (iii) Caste Disparity

#### **1.3.4.1 Regional Disparity**

Regional disparity is one of the most obvious forms of educational disparities. Indian scholars have undertaken a wide range of studies to examine and assess inter regional disparities in literacy and educational development. Krishnan (2002)<sup>31</sup> analyses the current literacy rate in the country, in the various zones of the country as well as in the States and Union Territories based on the provisional results of Census 2001. This is the first time since the Census has started, that both the sexes have crossed the 50 percent mark in literacy rate. Vasavi (2000)<sup>32</sup> points out that due to opening of private school and deterioration of education in government schools, people from rural areas are at suffering end thus creating a huge disparity despite over all increase in school participation. Chathley (1995)<sup>33</sup> in his study has examined educational

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<sup>30</sup> Gore, M.S. (1994). "Indian Education: Structure and Process", New Delhi, Rawat Publication

<sup>31</sup> Krishnan, S. Rajoo (2002), "Literacy in India: Current Scenario and Changes during the Last Decade", Demography India, Vol. 31, No.1, PP. 51-64.

<sup>32</sup> Vasavi, A.R. (2000), "Exclusion, Climination and Opportunity: Primary Schools and Schooling in Selected Regions of India", draft-report, National Institute of Advanced Studies Bangalore.

<sup>33</sup> Chatley, Y. P. (1995): "Education Population and Development: A Regional Perspective of North-west India", Chandigarh: Centre for Research in Rural and Industrial Development.

disparities in 'Border States' of the country. Reddy et. Al (1992)<sup>34</sup> attempt to focus on the inequality in utilization of and participation in education in rural areas of Andhra Pradesh. More specifically, differences in gross enrolment ratios between different socio-economic groups and sex examined and found that though sex discrimination exists irrespective of economic position, is more in poor families. The author says that any piece-meal approach may not solve the problem of inequality in education. A simultaneous attack on all fronts of inequality – social, economic, cultural, etc., must be made to overcome the problem of inequality.

Moonis (1990)<sup>35</sup> points that the persistence of disparities in rural-urban continuum can be traced to the spatial organization of under development. The colonial process which not only affected the qualitative but the quantitative attributes of educational development as well, was embedded in the space economy, and also suggests that the problems of inequities are deeply rooted in the regional sub-system of interdependencies. Raza also highlights that the persistence of regional imbalances and inter-regional disparities are reflected in the constricted industrial base and proliferation of territory sector, which largely is non-productive. All these processes had led to the emergence of regional disparities in educational development as well. Kundu and Rao (1985)<sup>36</sup> have made a comparative study on the nature and pattern of inequities in literacy rates and for different segments of population, Viz., rural-urban, male-female and scheduled caste-non-scheduled caste population.

#### **1.3.4.2 Gender Disparity**

Gender disparity in literacy and education has also been examined in greater length. Shaukath (2005)<sup>37</sup> examines the disparities in literacy in relation to the regions and districts in his study. From basic literacy to higher educations, disparities

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<sup>34</sup> Reddy, B. Shiva and P. Sanjeeva (1992), "Inequality of Educational Opportunity in Rural Areas: A Case Study", *Journal of Educational Planning and Administration*, Vol.VI, No.3, July, PP.237-250.

<sup>35</sup> Raza, Moonis (1990), "Education, Development and Society", Vikas Publishing House Pvt. Ltd. New Delhi.

<sup>36</sup> Kundu, A. and Rao J. M. (1982), "Inequity in Educational Development Issues in Measurement, Changing Structure and its Socio Economic Correlates with Special Reference to India", Paper Presented at Regional Workshop in Long Term Educational Planning NIEPA, New Delhi, January, PP. 435-466.

<sup>37</sup> Azim, Shaukath (2005), "Literacy Growth Disparities in Karnataka", *Economic and Political Weekly*, Vol. 40, No.16, 16-22 Apr., PP. 1647-49.

exist at all levels. Gender gap in literacy indicates the status accorded to women in a society. If there is higher rate of disparity between men and women in literacy, it shows that women in that region are severely neglected. Akila (2004)<sup>38</sup> has examined gender disparity in literacy rate and enrolment rate in Tamilnadu. In her study, she concludes that while in the age group 6-11 gender gap in enrolment rate is too small, the same becomes large in the age group 11-14 in almost all the districts of the state. Balatchandirane (2003)<sup>39</sup> attempts to study the importance of gender equality in education, particularly basic education, and the price a society pays for discriminating against women in education in the cases of South Korea, China and India. Education is a key input for poverty reduction. A large number of factors that lead to the continued existence of gender gap in education have been identified. These can be subdivided into geographical, historical, economic, religious, legal, political/administrative, socio-cultural, health and school- related factors. Other factors like unfavourable school facilities, low quality of teachers, and medium of instruction, low student performance, and unavailability of studentships affect the dropout and repetition.

Study done by Jaba and Piyali (2002)<sup>40</sup> about enrolment, dropout and grade completion of girl child in West Bengal points that India is a large country, with diverse conditions prevailing in different states there are considerable variations in the condition of the people even with in same state. As such, the factors influencing the demand for girls education also varies widely from one region to another therefore, even the identification of the factors that encourage or deter schooling needs a decentralized effort. Study of Gopinathan and Vidyanathan (2001)<sup>41</sup> say that literacy rate variation across space and between gender and caste groups are highly correlated and that higher overall literacy goes with lower disparities between these groups therefore more the educationally backward the region the greater are social and gender inequalities. The

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<sup>38</sup> Akila, R (2004), "Reaching Global Goals in Primary Education: Some Gender Concern" *Economic and Political Weekly*, Vol.39, No.25, PP.2617-21.

<sup>39</sup> Balatchandirane, G. (2003), "Gender Discrimination in Education and Economic Development: A Study of South Korea, China and India", *International Studies*, Vol. 40, No. 4, May, PP. 349-378.

<sup>40</sup> Jaba Guha and Sengupta Piyali (2002): "Enrolment, Dropout and Grade Completion of Girl Children in West Bengal", *Economic and Political Weekly*, April 27, PP.1621-37.

<sup>41</sup> Gopinathan Nair, P. R. and Vaidyanathan, A. (eds.) (2001), "Elementary Education in Rural India – a grass root view: Strategies in Human Development", Sage Publications, New Delhi.

study by Lori (2000)<sup>42</sup> impinges on the issue of gender disparity in literacy in Uttar Pradesh. The analysis of data goes to suggest that increased attention to female education is an effective means of improving educational equality as a whole. Yash (2000)<sup>43</sup> in his study examines that despite the rapid growth of private and aided school in many areas of country it has been noted that the proportion of girls is higher in government schools as compared to private schools. The proportion of girls in unrecognized schools was very low as compared to their share in govt. school. The gender bias in school choice by parents is quite evident many villages report that girls are sent to government schools because they are entitled to various types of incentives.

Probe Team (1999)<sup>44</sup> examined that lack of basic infrastructure in schools also hinders female literacy. Study shows that under development or poor functioning of school is the main cause of low female literacy because parents do not send their daughter out of village or town, as a result under developed school, lack of teaching facility in particular locality directly effect female literacy leading to illiteracy. Jeemol (1998)<sup>45</sup> in her study of Mehsana district of Gujarat has observed gender differential of schooling. She found that girls' schooling is positively associated with the economic status of the household. Alderman et. Al. (1996)<sup>46</sup> points that among the important determinants of schooling for children in general and girl children in particular, the impact of mother education was considerably stronger than that of the fathers.

Jean and Sen (1995)<sup>47</sup> highlight that girls even if enrolled, they perform poorly in schools and tend to drop out early. This difference in educational opportunities and attainments is an important aspect of gender inequality itself and is also a powerful instrument for perpetuating it. Social processes within the family and school

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<sup>42</sup> McDougall, Lori (2000), "Gender Gap in Literacy in Uttar Pradesh: Question for Decentralized Educational Planning", *Economic and Political Weekly*, May 6, Vol. 35, No. 19, PP. 1649-58.

<sup>43</sup> Aggarwal, Yash (2000 a), "An Assessment of Trends in Access and Retention", National Institute of Educational Planning and Administration, November, New Delhi.

<sup>44</sup> Probe Team (1999), "Public Report on Basic Education in India", New Delhi, Oxford University Press, P. 55.

<sup>45</sup> Jeemol Unni (1998), "Gender Differentials in Schooling in Krishnaraj", M et al (eds.): *Gender, Population and Development*, New Delhi: Oxford University Press.

<sup>46</sup> Alderman, Harlod, Jere R. Behrman, David R Ross and Richard and Richard Sabot (1996), "Decomposing the Gender Gap in Cognitive Skills in Poor Rural Economy", *The Journal of Human Resources*, Vol. 31, No. 1, PP. 229-54.

<sup>47</sup> Dreze, Jean and Amartya, Sen (1995), "India: Economic Development and Social Opportunity", Oxford University Press, Delhi.

have implications for the education of girls. Cultural norms and expectations regarding women's roles, and hence gender socialization, is likely to vary across social strata. Nabissam (1995)<sup>48</sup> state that Gender socialization within the family results in differential acquisition of abilities and aptitudes among boys and girls. Shireen (1993)<sup>49</sup> points that in our patriarchal societies, sons fare consistently better than daughters in the matter of intra-household distribution of resources although poverty has an adverse effect on schooling opportunities of all children, the burden of economic constraint falls more heavily on girl child. The opportunity cost of girls schooling is high because they perform a larger share of family labour, provide sibling care and assist their mothers in household chores. Sometimes girls are forced to join the labour force early, in order to add to the family income. The additional income thus generated often helps to pay for the education of younger siblings, especially brothers.

Hill and King (1993)<sup>50</sup> examine the women's education in developing countries by taking into account the benefits associated with female literacy study points that inspite of all these benefits, chances of risk are there. These risks are both social and economic and are based on household decision-making processes that weight cost against benefit. These can include tangible costs as tuition fees, uniform and school supplies, transport and most importantly, opportunity costs in the shape of foregone child labour. Saraswati (1993)<sup>51</sup> studies the disparities in female literacy in urban India. She concludes that neither in terms of absolute levels of literacy not distributive justice, i.e. reduction in gender and caste disparities, does per capita income have any statistically significant positive bearing upon literacy status of states.

Reddy and Reddy (1992)<sup>52</sup> have observed for lower gross enrolment ratio (GER) for girls as compared to boys in the selected villages of Andhra

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<sup>48</sup> Nabissan, Geetha B. (1995), "Gender and Education: The Social Context of Schooling Girl Children in India", *Perspective in Education*, Vol.11, No.3 and 4, PP. 197-209.

<sup>49</sup> Jejeebhoy, Shireen J. (1993), "Family Size, out comes for Children and Gender Disparities: Case of Rural Maharashtra", *Economic and Political Weekly*, August 28, PP. 1811-21.

<sup>50</sup> M. A. Hill and King, E. M (eds.) (1993), "Women's Education in Developing Countries: Barriers, Benefits and Policies", the John Hopkins University Press fro the World Bank, Baltimore.

<sup>51</sup> Raju, Saraswati (1993), "Regional Disparities in Female Literacy in Urban India: Problems and Prospects in Scnuna (ed.), *Regional Disparities in Educational Development*, South Asia Publishers / NIEPA, Delhi, PP.243-65.

<sup>52</sup> Reddy, B. Shiva and P. Reddy (1992), "Inequality of Educational Opportunity in Rural Areas", *Journal of Educational Planning and Administration*, Vol. VI, No.3, July, PP.237-250.

Pradesh. Harichandan (1992)<sup>53</sup> in his study have examined the status of girls' education in India. The analysis shows that girls are under-represented in schools in India as a whole. Drop-out rates for girls are higher than for boys and it is the highest from class I to II. The study also focuses on understanding the relative importance of educational, infrastructural facilities and socio-economic demographic indicators, in explaining the low levels of school education of girls in the country.

Dighe (1992)<sup>54</sup> critically examines the gender disparities in literacy. Women constitute the largest group among the adult illiterate population in India and since independence for the first time the gender gap appeared to be narrowing down in most of the states. It has been seen that adults who have taken part in literacy programmes have tended to benefit more from different services and have been more open to put new ideas into practice than their illiterate counterparts. Raju (1991)<sup>55</sup> has tried to assess the extent of gender disparity in literacy rate in spatial perspective. Pram Sagar (1991)<sup>56</sup> examined the causes for low female literacy in India, remarks that this is the product of prejudices against female education, mobility and employment, inadequate schools for females, dearth of female teachers particularly in rural areas, early marriages of the girls and household responsibilities of female, all these factors, according to him, restrict their entry into schools. Singh and Shashi (1990)<sup>57</sup> in their study have examined the trend of gender disparity in literacy rate and enrolment rate since independence.

#### 1.3.4.3 Caste Disparity

Disparity in literacy and education is yet another form of disparity and has caught up the attention of Indian scholars. Quite a large number of studies have

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<sup>53</sup> Harichandan, Dhaneswar (1992), "Girls' Education in India: A Situational Analysis", *Journal of Educational Planning and Administration*, Vol. VI, No. 2, April, PP.179-192.

<sup>54</sup> Dighe, Anita (1992), "The Role of Adult Education in Reducing Class and Gender Disparities", *Journal of Educational Planning and Administration*, Vol. VI, No.2, April, PP.133-140.

<sup>55</sup> Raju Saraswati (1991), "Caste & Gender Disparities in Literacy in Urban Areas: Some Developmental Implications", *Demography India*, Vol. XX, PP. 113-126.

<sup>56</sup> Pram, Sagar (1991), "Regional Disparities in Literacy in India", *Asian Profile*, Vol. XIX, No. 3, PP. 283-67.

<sup>57</sup> Singh, R.P. and Shashi Parbha (1990), "Women Education in India: A Case of Social Inequality", *Journal of Social and Economic Studies*, No.16, PP. 45-53.

been undertaken. Chaubey and Chaubey (1998)<sup>58</sup> in their study, proposes to take an account of measures of disparity between two sections of a society. Studies done by Jacob Aikara (1996)<sup>59</sup> examine the nature and extent of disparity between scheduled caste and non-scheduled caste population. Reddy and Reddy (1992)<sup>60</sup> have found lower literacy and enrolment rate for scheduled castes in comparison to non-scheduled caste population in some selected village of Andhra Pradesh. These studies broadly attributed the educational backwardness of scheduled castes to historical discrimination, poverty and other social factors. Moonis (1990)<sup>61</sup> examined that the disparities between scheduled caste and other emerged as consequence of the historical separation of work from knowledge and from power.

### 1.3.5 Socio-Economic Variability and Literacy/Education

In her study on the relationship between economic-factor and education Anuradha (2001)<sup>62</sup> examines that general household characteristic like income, caste; occupation and educational level of parents continue to determine access attendance, completion and learning achievements. Children from rural families with substantial land, non-agricultural occupations and educational level have greater access than children from landless, agricultural wage-earning families and migrating groups. Das and Nayak (2001)<sup>63</sup> highlight the importance of the economic condition of the people. They state that literacy as is well known depends mainly upon the economic condition of the people. It is positively related with the economic changes of any society. Higher literacy rate leads to significant economic development and social change and vice versa. Every aspect of economic growth brings with it a need for more education and more trained persons. Dand and Brewer (1997)<sup>64</sup> study show that household income was

<sup>58</sup> Chaubey, P. K. and Geeta Chaubey (1998), "Rural-Urban Disparity in Literacy: Inter-State Variation in India", *India Journal of Regional Science*, Vol. XXX, No.1, PP. 22-39.

<sup>59</sup> Ibid.

<sup>60</sup> Ibid.

<sup>61</sup> Ibid.

<sup>62</sup> Pande, Anuradha (2001), 'U.P.' In A. Vidyanathan and P.R. Gopinathan Nair (eds.) "Elementary Education in Rural India – A Grass Root View", Sage Publication, New Delhi.

<sup>63</sup> Madhumita Das and Debendra K. Nayak (2001), "Tribal Economy and Spatial Pattern of Literacy in Meghalaya: A Block Level Analysis", *Man In India*, Vol. 81, No. 1&2, Jan-June, PP. 209-218.

<sup>64</sup> Gold Haber, Dand and Dominic J. Brewer (1997), "Why do not Schools and Teachers Seem to Matter?"



TH 132/3





also a significant determinant studied effect of household income on education, higher levels of income being associated with higher demand for schooling.

Buragohain (1997)<sup>65</sup> attempt has been made to assess the trends in literacy and the relative position of SC and ST in different states in India. Economic inequality, socio-demographic characteristics like historical legacies, different administrative power and political effectiveness have the greater influenced in regional as well as gender disparity in India. The gaps between the educational attainments of rural and urban population and males and females continued to be strikingly high even the differential rates and patterns of educational development have been leading towards the regional and gender convergence in education. Raza and Premi (1997)<sup>66</sup> highlights that inequality in education is not purely an educational issue for it cuts across the entire social, economic and political fabric of a nation. The social disparities that show up in educational systems are in no small extent, reflection of deeply embedded inequalities in the whole society and economy.

Myron (1996)<sup>67</sup> highlight that child's own labour force participation substantially reduces his/her chances of schooling. Study of girl child by Ashim (1994)<sup>68</sup> examines that mother's labour force participation had a depressing effect on children schooling because daughters often have to shoulder the responsibilities to household chores and sibling care. King and Hall (1993)<sup>69</sup> state that education is one of the necessary ingredients for economic development as it significantly influences the productivity and earnings of both men and women. Shashi and R.P. Singh (1991)<sup>70</sup> express the view that educational attainment of parents has positive correlation with the

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Assessing the impact of Unobservable on Educational Productivity", *The Journal of Human Resources*, Vol. 32, No. 3, PP. 505-23.

<sup>65</sup> Tarujyoti Buragohain, *Differentials in Literacy Rate by Social Groups: An Analysis of Census Data Across States*, Margin, April-June&Jul-Sep 1997, Vol.29, No.3&4, PP. 267-282.

<sup>66</sup> Raza, Moonis and Kusam K Premi, *Indicators of Equity in Education a conceptual frame work*, *Journal of Educational Planning and Administration*, Vol.I, No.2, April 1997, PP.1-29.

<sup>67</sup> Weiner, Myron (1996), "Child Labour in India: Putting Compulsory Primary Education in the Political Agenda", *Economic and Political Weekly*, November 9-16, PP. 3007-14.

<sup>68</sup> Mukhopadhyay, Ashim (1994), "Girl child in Three Indian States", *Economic and Political Weekly*, June 4, PP. 1379-82.

<sup>69</sup> King, M. Elizabeth and Hall, M. Anne, *Women's Education in Developing Countries: Barriers, Benefits and Policies*, the John Hopkins University Press for the World Bank 1993, PP.337.

<sup>70</sup> Singh, R.P. and Shashi Prabha (1991), "Women Education in India: A Case of Sex Inequality", *Journal of Education Planning and Administration*, April.

educational attainment of their girl children. Educational attainment plays a positive role in economic empowerment of women.

Jaba (1991)<sup>71</sup> divided the factors determining participation of girls in schools into demand side factors and supply side factors. Demand side factors are mostly associated with socio-cultural and economic issues. The supply side factors also important it is the demand side factors which play more decisive role in explaining low educational achievement of women. Bhargava and Mittal (1991)<sup>72</sup> in their sample study regarding educational facilities for the scheduled castes say that some of the reasons given by the community members for the dropout of children are poor financial position of the family, early marriage, children get employed, children have to do household jobs and repeated failure. In his study, Shukla (1991)<sup>73</sup> propagates education and literacy as the goal of development process and not merely a means to development.

## **Conclusion**

Given the present contextual framework, this study attempts to discuss various issues associated with literacy and education. Rather than focusing on any particular issue, the present venture undertakes a generalized discussion related to literacy and education. Exploring various facets of disparity in literacy and education gender and caste disparity is the main focus of this study. It is gratifying to note that it is emerging as a major educational area of research and concern. Findings of these studies can be taken as guideline for future educational planning.

### **1.4. Objectives**

The present study has set before itself the following objectives:

- (a) To find out the spatio - temporal analysis of literacy at the district level in the state, across regions, social groups and among male and female.
- (b) To measure the progress in the literacy from 1991-2001.

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<sup>71</sup> Guha, Jaba (1991), "Socio-Economic Determinants of Female Literacy Rates", *Journal of Educational Planning and Administration*, Vol. 5, No. 2, April, pp. 195-199

<sup>72</sup> Bhargava, S.M. and Mittal, S.C. (1991), "Sample Survey of Educational Facilities for Scheduled Castes and Scheduled Tribes in Rajasthan", NCERT, New Delhi.

<sup>73</sup> Shukla, S. (1991), "Literacy and Development: Retrospect and Tendencies", *Economic and Political Weekly*, Vol. XXVII, No. 38, 21Sep, PP. 2195-2206.

- (c) To analyse the disparity in literacy rates between the non-scheduled caste and scheduled caste segments of population as well as disparity prevailing within the non-scheduled caste and scheduled caste population, such as urban-rural and male-female.
- (d) To access the level of educational development among the non-scheduled castes and scheduled castes emphasizing on enrolment at various level.
- (e) To measure the disparities in the levels of educational attainment.
- (f) To explain the relationship between literacy/education and various socio-economic variable and testing the hypotheses.

### **1.5. Hypotheses**

The progress of any given society is closely related to their educational development, it is more so in the present changing world because of the fact that education played a crucial role, shaping the society in more advanced form. As literacy/education of an area is the net result of a complex set of interrelated factors, analysis of relationship between literacy/education and different aspects of socio-economic reality can give a good result. Other thing is that gender disparity is more common in literacy and educational attainment.

Based on above facts and literature survey, some hypotheses have been made:

- (a) There is a positive correlation between literacy/education and urbanization.
- (b) Literacy is negatively related to persons engaged in primary activity.
- (c) Level of education is directly proportional to number of persons engaged in non-primary activities.
- (d) Percentage of male workers in non-agricultural activities to total main workers is positively related to school enrolment (of both boys and girls) at elementary level.

### **1.5. Data Base**

The data for this study are gathered from the secondary source. In order to get the secondary source of information, the Census of India, Sixth and Seventh

All India Educational Survey are used. Major data sources are mentioned below:

1. Census of India, 1991, Series 8, Haryana Part-II A, General Population Tables, Director of Census Operation, Haryana.
2. Census of India, 2001, Series 6, Haryana Part-II A, General Population Tables, Director of Census Operation, Haryana.
3. Census of India, 1991, Series 8, Haryana Part-IX, Special Tables for Scheduled Castes, Director of Census Operation, Haryana.
4. Census of India, 2001, Series 6, Haryana Part-IX, Special Tables for Scheduled Castes, Director of Census Operation, Haryana.
5. Census of India, 1991, Series 8, Haryana Part-IV A, Social and Cultural Tables, Director of Census Operation, Haryana.
6. Census of India, 2001, Series 6, Haryana Part-IV C, Social and Cultural Tables, Director of Census Operation, Haryana.
7. Sixth All India Educational Survey (1993) NCERT.
8. Seventh All India Educational Survey (2002) NCERT.

### **1.7. Methodology**

Methodology is a tool through which the research works are arranged in a systematic way. It's help to shape the theme in a coherent manner.

The present study is based on data analysis with the help of various statistical methods and cartographic techniques. Literacy Growth Rate, Gross Enrolment Ratio and Sopher's Index (modified by Kundu) for the measurement of gender inequality have been used (see Appendix 1.1 for details). Disparity is used to look into the disparities of various data at district level.

- (a) Disparity in rural and urban literacy for male and female.
- (b) Disparity in male and female literacy.
- (c) Disparity in between the non-scheduled caste and scheduled caste literacy.
- (d) Disparity in educational enrolment at various levels.

The statistical tool of correlation matrix has been used for analysis of relationship between literacy/education and some selected indicator which has also been used to test certain hypotheses.

### **1.8. Organization of the Study**

The study has been divided into five chapters. These are as follows:

Chapter I, '**Introduction**', gives us the introduction to the study and the study area, a review of literature, objectives, hypotheses, database, methodology and chapterisation scheme.

Chapter II, entitled '**Spatio-Temporal Analysis of Literacy and Disparity in the Level of Literacy in Haryana**', deals with the study of the spatial patterns of non-scheduled caste and scheduled caste literacy in the districts of the state. The chapter examines the disparities in literacy level between the non-scheduled caste and scheduled caste and within the non-scheduled castes and scheduled castes such as male-female and urban-rural components. Growth rate of literacy during 1991-2001 also discuss here.

Chapter III, entitled '**Educational Attainment and Disparity in Different Levels of Education in Haryana**', in this chapter an analysis is being made on the levels of educational attainment covering enrolment at various levels of education. The disparities of educational enrolment at various levels are discussed.

Chapter IV entitled '**Correlates of Literacy and Education**' is based on the analysis of the correlates of various aspects of literacy level and educational development of the state.

Chapter VI ends with '**Summary and Conclusion**' to the entire study based on the findings.

## APPENDIX 1.1

### 1. Literacy Growth Rate (LGR)

Growth Rate: Literate population in 2001 – literate population in 1991 / Literate population in 1991 X 100

### 2. Gross Enrolment Ratio (GER)

Total Enrolment in Primary / Upper Primary Level\* 100

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Total Child Population in 6 to below 11 / 11 to below 14 Years Age Group

### 3. Sopher's Index for Measuring Gender Disparity (modified by Kundu and Rao)

$$DS = \text{Log } X_2 / X_1 + \text{Log } 100 - X_1 / 100 - X_2$$

Where  $X_2 > X_1$

In the observation  $X_1, X_2, X_3, X_4, \dots$  (Indicates as per cent) are replaced by  $100 - X_1$  and  $100 - X_2$ , the value of the index should become negative while its magnitude remain unchanged.

Modified by Kundu and Rao

$$DS = \text{Log } X_2 / X_1 + \text{Log } 200 - X_1 / 100 - X_2$$

Where  $X_2 > X_1$

The value of the index should always vary between (+1) to (-1), and in ideal case it should be zero. If it is negative then there is no disparity against  $X_2$ .

*APPENDIX 12*

**Present Districts and Tehsils in 2001**

Year	District Name	Tehsil Name
2001	<b>Panchkula</b>	Kalka, Panchkula.
	<b>Ambala</b>	Naraingarh, Ambala, Barara.
	<b>Yamunanagar</b>	Jagadhri, Chhachhrauli.
	<b>Kurukshetra</b>	Thanesar, Pehowa.
	<b>Kaithal</b>	Guhla, Kaithal.
	<b>Karnal</b>	Karnal, Indri, Nilokheri, Assandh, Gharaunda.
	<b>Panipat</b>	Panipat, Israna, Samalkha.
	<b>Sonipat</b>	Sonipat, Ganaur, Gohana, Kharkhoda.
	<b>Hisar</b>	Hisar, Hansi, Adampur, Narnaud.
	<b>Fatehabad</b>	Ratia, Tohana, Fatehabad.
	<b>Sirsa</b>	Dabwali, Sirsa, Rania, Ellenabad.
	<b>Jind</b>	Narwana, Jind, Safidon, Julana.
	<b>Rohtak</b>	Rohtak,, Maham.
	<b>Jhajjar</b>	Jhajjar, Bahadurgarh, Beri.
	<b>Bhiwani</b>	Bhiwani, Dadri, Bawani Khera, Loharu, Tosam, Siwani.
	<b>Mahendragarh</b>	Narnaul, Mahendragarh.
<b>Rewari</b>	Bawal, Kosli, Rewari.	
<b>Gurgaon</b>	Gurgaon, Ferozepur-Jirka, Nuh, Pataudi, Sohna, Taoru, Punahana.	
<b>Faridabad</b>	Ballabgarh, Palwal, Faridabad, Hathin, Hodal.	

Source: Census of India, Haryana, 2001.

**Present Districts and Tehsils in 1991**

Year	District Name	Tehsil Name
1991	<b>Ambala</b>	Kalka, Naraingarh, Ambala, Panchkula, Barara.
	<b>Yamunanagar</b>	Jagadhri, Chhachhrauli.
	<b>Kurukshetra</b>	Thanesar, Pehowa.
	<b>Kaithal</b>	Guhla, Kaithal.
	<b>Karnal</b>	Karnal.
	<b>Panipat</b>	Panipat, Assandh.
	<b>Sonipat</b>	Sonipat, Ganaur.
	<b>Hisar</b>	Fatehabad, Hisar, Hansi, Tohana, Ratia, Narnaud.
	<b>Sirsa</b>	Dabwali, Sirsa, Rania, Ellenabad.
	<b>Jind</b>	Narwana, Jind, Safidon.
	<b>Rohtak</b>	Rohtak, Jhajjar, Bahadurgarh, Maham, Gohana.
	<b>Bhiwani</b>	Bhiwani, Dadri, Bawani Khera, Loharu, Tosam, Siwani.
	<b>Mahendragarh</b>	Narnaul, Mahendragarh.
	<b>Rewari</b>	Bawal, Kosli, Rewari.
	<b>Gurgaon</b>	Gurgaon, Ferozepur-Jirka, Nuh, Pataudi.
<b>Faridabad</b>	Ballabgarh, Palwal, Faridabad, Hathin.	

Source: Census of India, Haryana, 1991.

Contd.....

**New Bifurcated Districts after 1991 Census**

Year	District Name	Tehsil Name
1991	<b>Panchkula</b>	Kalka, Panchkula.
	<b>Ambala</b>	Naraingarh, Ambala, Barara.
	<b>Yamunanagar</b>	Jagadhri, Chhachhrauli.
	<b>Kurukshetra</b>	Thanesar, Pehowa.
	<b>Kaithal</b>	Guhla, Kaithal.
	<b>Karnal</b>	Karnal.
	<b>Panipat</b>	Panipat, Assandh.
	<b>Sonipat</b>	Sonipat, Ganaur, Gohana.
	<b>Hisar</b>	Hisar, Hansi, Narnaud.
	<b>Fatehabad</b>	Ratia, Tohana, Fatehabad.
	<b>Sirsa</b>	Dabwali, Sirsa, Rania, Ellenabad.
	<b>Jind</b>	Narwana, Jind, Safidon.
	<b>Jhajjar</b>	Jhajjar, Bahadurgarh.
	<b>Rohtak</b>	Rohtak, Maham.
	<b>Bhiwani</b>	Bhiwani, Dadri, Bawani Khera, Loharu, Tosam, Siwani.
	<b>Mahendragarh</b>	Narnaul, Mahendragarh.
	<b>Rewari</b>	Bawal, Kosli, Rewari.
	<b>Gurgaon</b>	Gurgaon, Ferozepur-Jirka, Nuh, Pataudi.
<b>Faridabad</b>	Ballabgarh, Palwal, Faridabad, Hathin.	

**Note:** Panchkula, Fatehabad and Jhajjar are bifurcated districts after 1991 census. These bifurcated districts have been used again for comparison with 1991 census.



*CHAPTER II*

**SPATIO-TEMPORAL ANALYSIS OF LITERACY  
AND DISPARITY IN THE LEVELS OF LITERACY  
IN HARYANA**

## CHAPTER II

### Spatio – Temporal Analysis of Literacy and Disparity in the Levels of Literacy in Haryana

#### 2.1. Introduction:

Literacy is an important demographic element and it is a good measure of human progress. It is essential for social reconstruction, improvement in quality of life and preparation of manpower for rapid development. In fact it is the necessary first step towards the attainment of education and of higher goals in an individual's life. The various dimensions of socio – cultural changes in a society can be understood in the light of the levels of literacy and education. The census of India defines 'literacy' as ability of reading and writing with understanding in any language.<sup>74</sup>

In this chapter an attempt has been made to present the spatial-temporal analysis of Scheduled Caste and Non-Scheduled caste literacy in total, rural and urban areas and has been made to find out the levels of disparity between the Scheduled Caste and Non-Scheduled caste and within the Scheduled Caste and Non-Scheduled caste such as male-female and urban-rural components in the state of Haryana. Separately, growth rates of literacy over the time period have been dealt. These spatial-temporal analysis and disparities have been worked out for 1991 as well as 2001 census years and growth rates of literacy for 1991-2001 for all the districts of the state.

Education is an important social resource and a means of reducing inequality in any society. It helps the individual to raise his or her socio-economic status, knowledge, skills, values and attitudes acquired through education helps one to lead a desired quality of life. It is the most important agent of social change, particularly among the females and socially backward sections. There is a vast inequality between the scheduled cast and non-scheduled caste in all areas of socio-economic development not only that, inequalities within the scheduled caste and non-scheduled castes such as between males and females, and rural-urban is not less.

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<sup>74</sup> Census of India, 1991, Series 1, Part – II A (1), General Population Tables.

Compared to equality, equity is a modern concept. As a concept equity means 'equality among the equals', broadly the disparity between the scheduled caste and non-scheduled caste is a case of inequality, but the disparity within the scheduled caste and non-scheduled caste such as rural-urban and male-female shows the inequity within the scheduled caste and non-scheduled caste. The rural literacy rate characteristically remains lower in comparison to the urban literacy rate. Similarly the female literacy rate has also been lower than that of male literacy rate.

## 2.2. Literacy in India

Literacy is an important indicator of development and plays a vital role in the socio-economic progress of the country. India as a developing country needs a very high literacy level for her overall development. In today's modern world where nations are possessing high levels of literacy and industrialization. India still lags behind. Table 2.1 presents data on literacy rate census years from 1991 to 2001.

**Table 2.1. Literacy rates by Residence and Sex in India, 1991 and 2001**

YEAR	TOTAL			Gender	URBAN	Gender	RURAL	Gender
	P	M	F	Disparity		Disparity		Disparity
*1991	51.96	64.63	39.29	0.29	76.00	0.15	44.20	0.35
**2001	65.20	75.64	54.03	0.22	80.06	0.12	58.74	0.26

Source: Census of India, 1991 and 2001.

\*Excludes Assam, \*\*Excludes Jammu and Kashmir.

Note: The Percentage of Literacy rate has been calculated on the population aged 7 + years.

2001 census has given us a sense of pride by indicating that 65.20 percent of India's population has become literate in which the male literacy level is 75.64 percent and that of female is 54.03 percent. India's progress in literacy has certainly been rapid as the ratio of literates to population rose 51.96 percent in 1991 and 65.20 percent in 2001. The increase in female literacy has been higher as compared to males leading to considerable decline in Gender disparities. But in terms of absolute values, the number of female literates is considerably low. This is because of the prevailing prejudices in our society which restrict female mobility. It is however some what encouraging noting that between 1991 and 2001, there has been 14.61 percent points increase in female literacy rate, whereas for males it is 11.78 percent points only.

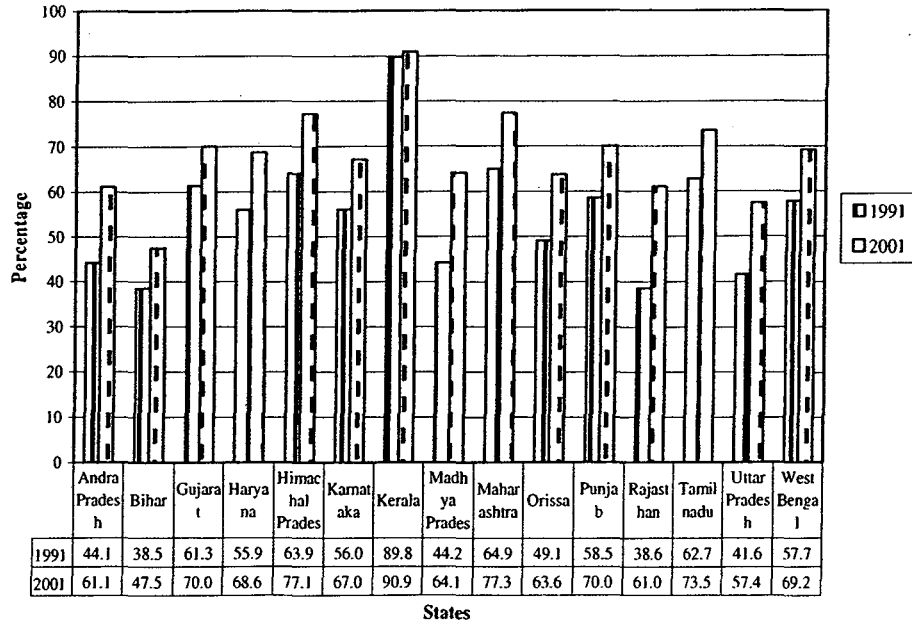
The literacy rate in rural areas increased from about 44.20 percent in 1991 to 58.74 percent in 2001. The corresponding rates in urban areas were about 76.00 and 80.02 percent, respectively. The regional variations in literacy rates have declined since 1991, though the disparities become more pronounced if one takes into account rural-urban differences or the differences between male and female literacy rates. Thus, rural-urban gap has declined from about 31.80 to 21.32 percent points. On the whole, the decline in gender gap, which peaked in 1991 at 25.34 percent points, and was 21.61 percent points in 2001. For rural areas, gender gap declined from 27.25 to 24.60 percent points, whereas in case of urban areas the decline was a little higher from 17.11 to 13.43 percent points.

Table 1.1 shows that the disparities are declining over the decade under observation for male-female segments of population as well as by rural and urban residence. The literacy rate in Haryana is 55.85 and 67.91 percent which is higher than the all India literacy rate of 51.96 and 65.20 percent in 1991 and 2001.

### **2.3. Inter-State Literacy**

There are large interstate variations in literacy rates in the country, when state wise figures are observed. Fig. 1.1 gives the picture of literacy rates. A glance at the table shows that despite an overall increase in literacy rates, the relative position of the states has not shifted much. For example, Kerala has maintained its first rank throughout the period of 1991-2001. At one end proportion of literates was the highest in Kerala, at over 90 percent and at the other it was less than 50 percent in Bihar for the year 2001. The inter state variations in literacy rates for males were much lower in comparison to females of the larger states, Kerala is among the best performers in terms of literacy rates both for males and females. Bihar continues to be at the bottom. Though the literacy rates have improved in all states, the inter-state differences remained throughout. As can be seen, Bihar, Madhya Pradesh, Uttar Pradesh, Rajasthan, Andhra Pradesh and Orissa have literacy rates well below the all India average. What is worst is that these are among the most populated states in India. Geographically this is a contiguous belt of states, which of states comprise what is often called the "Hindi Heartland" or BIMARU states. Added to these problem states is Andhra Pradesh in the South.

**Figure 2.1 Inter-State Comparisons in Literacy Rate, 1991 and 2001**



In comparison to these big states, it has been observed that the small states have improved a lot in terms of literacy ratios. These states rank high in the national literacy hierarchy. These include Kerala, North- Eastern States, Goa, and Himachal Pradesh. All small states have impressive literacy rates. Till 1991, there were number of states with literacy rate less than 50 percent, but in 2001, it is only in case of Bihar that literacy rate is less than 50 percent.

**2.3.1. Gender Disparities in Inter-State Literacy**

Literacy has a direct bearing on economic and social progress of any society. In India, as various studies have pointed out, disparities in literacy rate directly related to the historical legacies, administrative capabilities and political factors which differ from region to region. These socio-economic conditions have impact on the inequalities in male and female literacy as well as among various segments of Indian society. Table 2.2 presents inter-state gender disparities where Kerala has the lowest gender disparity in literacy. Remarkable growth in literacy in Himachal Pradesh has led to tremendous reduction in disparity level.

**Table 2.2. Gender Disparity in Inter-State Literacy Rate**

States	Gender Disparity	
	1991	2001
Andhra Pradesh	0.29	0.2
Bihar	0.44	0.33
Gujarat	0.25	0.21
Haryana	0.32	0.22
Himachal Pradesh	0.23	0.16
Karnataka	0.25	0.18
Kerala	0.06	0.06
Madhya Pradesh	0.39	0.27
Maharashtra	0.24	0.17
Orissa	0.34	0.25
Punjab	0.16	0.12
Rajasthan	0.52	0.34
Tamilnadu	0.23	0.17
Uttar Pradesh	0.43	0.3
West Bengal	0.23	0.17

The states which have considerable variation in male-female literacy have higher disparity like in Bihar, Uttar Pradesh, Rajasthan, Haryana, Orissa and Madhya Pradesh. These inter-state disparities have gone down due to increase in female literacy. After having a look at all India level, an attempt is now being made to observe the gender disparity behavior in Haryana state and to look at the inter districts gender disparities.

#### **2.4. Literacy Rate Pattern in Haryana**

As compared to majority of other states of India, literacy rates are low in Haryana. Literacy rate in the state was 55.85 percent in 1991 as against 51.96 percent for the country as a whole. In 2001, it went upto 67.91 percent as against 65.20 percent for the country. According to the 2001 census literacy rates in Haryana has improved remarkably especially for females. Between the 1991 and 2001 census, the gap between the state's average and the country's average has decreased. It was four points in 1991 which down upto two points in 2001. This clearly shows that like other states, Haryana is moving faster in literacy area. In terms of total literacy rates it got 15<sup>th</sup> position in India. Male literacy rate in Haryana in 2001 census was 78.49 percent. For India as a whole, it was 75.64 percent. In State, female literacy rate was 55.73 percent in

2001, compared to 54.03 percent for the country. In 1991 female literacy rate was only 40.47 percent against 39.29 percent for the country, so in comparison to India, it was high by more than one point.

**Table 2.3. Literacy Rates in Haryana by Residence and Sex**

<b>Non-Scheduled Caste</b>									
Years	Total			Urban			Rural		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
1991	55.85	60.1	40.47	73.66	81.96	64.06	49.85	64.78	32.51
2001	67.91	78.49	55.73	79.89	86.58	72.05	63.82	76.13	49.77
<b>Scheduled Caste</b>									
Years	Total			Urban			Rural		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
1991	39.22	52.06	24.15	46.42	58.69	31.89	37.67	56.2	22.48
2001	55.44	66.92	42.26	60.19	70.67	48.1	54.13	65.88	40.64

**Source:** Primary Census Abstract, Census of India, Haryana, Series-6, 1991 and 2001.

**Note:** The Percentage of Literacy rate has been calculated on the population aged 7 + years.

Table 2.3 shows; there has been an increase in Scheduled caste literacy of Haryana from 39.22 percent in 1991 to 55.44 percent in 2001, i.e. an average growth rate of 1.6 percent per annum. Out of 40.91 million scheduled caste population in the state only 12.05 million people are literate persons. This means that more than half of the population is still illiterate. Scheduled caste literacy rates are low in the state as compared to non-scheduled caste literacy rates. Scheduled caste literacy rate was also low in urban and rural areas than non-scheduled caste.

## **2.5. Scheduled Caste and Non-Scheduled Caste Literacy Rates in Haryana**

The non-scheduled caste literacy rate in the state was only 55.85 percent in 1991. It increased upto 67.91 percent in 2001 as against 65.20 percent for the country. The scheduled caste literacy rate was only 39.22 percent in 1991. It increased upto 55.44 percent in 2001 as against 54.68 percent for the country. One important thing is that in 2001 the non-scheduled caste literacy rate gap between Haryana's and India's was lower compared to scheduled caste literacy rate. It was only two points for non-scheduled caste literacy rate whereas for the scheduled caste literacy rate it was eight points. There was a lot of variation in non-scheduled caste literacy rate across the state. It

was more than 70 percent in Panchkula, Ambala, Yamunanagar, Sonipat, Rohtak, Faridabad and Rewari in 2001 census. They were in 65 to 70 percent category in 1991 census (see Map 2.1). In Panchkula, Ambala and Rewari districts scheduled caste literacy rate was above 50 percent in 1991 census and in 2001, only Rewari district which was above 65 percent. In Panchkula and Ambala comparatively high literacy rate was due to its urban character. On the other extreme end non-scheduled caste literacy rate was below 60 percent in Kaithal and Fatehabad. It was lowest in Fatehabad which was only 57.98 percent (see Table 2.4). In these districts, literacy rate was below 45 percent in 1991, which showed the extreme levels of socio-economic backwardness among scheduled caste and non-scheduled caste communities. Literacy rate among the non-scheduled caste varied between 65 to 70 percent in Kurukshetra, Karnal, Panipat, Bhiwani and Mahendargarh districts. In 1991, they were in below 60 percent category. In the remaining districts of the state i.e. Jind, Hisar, Sirsa and Gurgaon literacy rate varied between 60 to 65 percent.

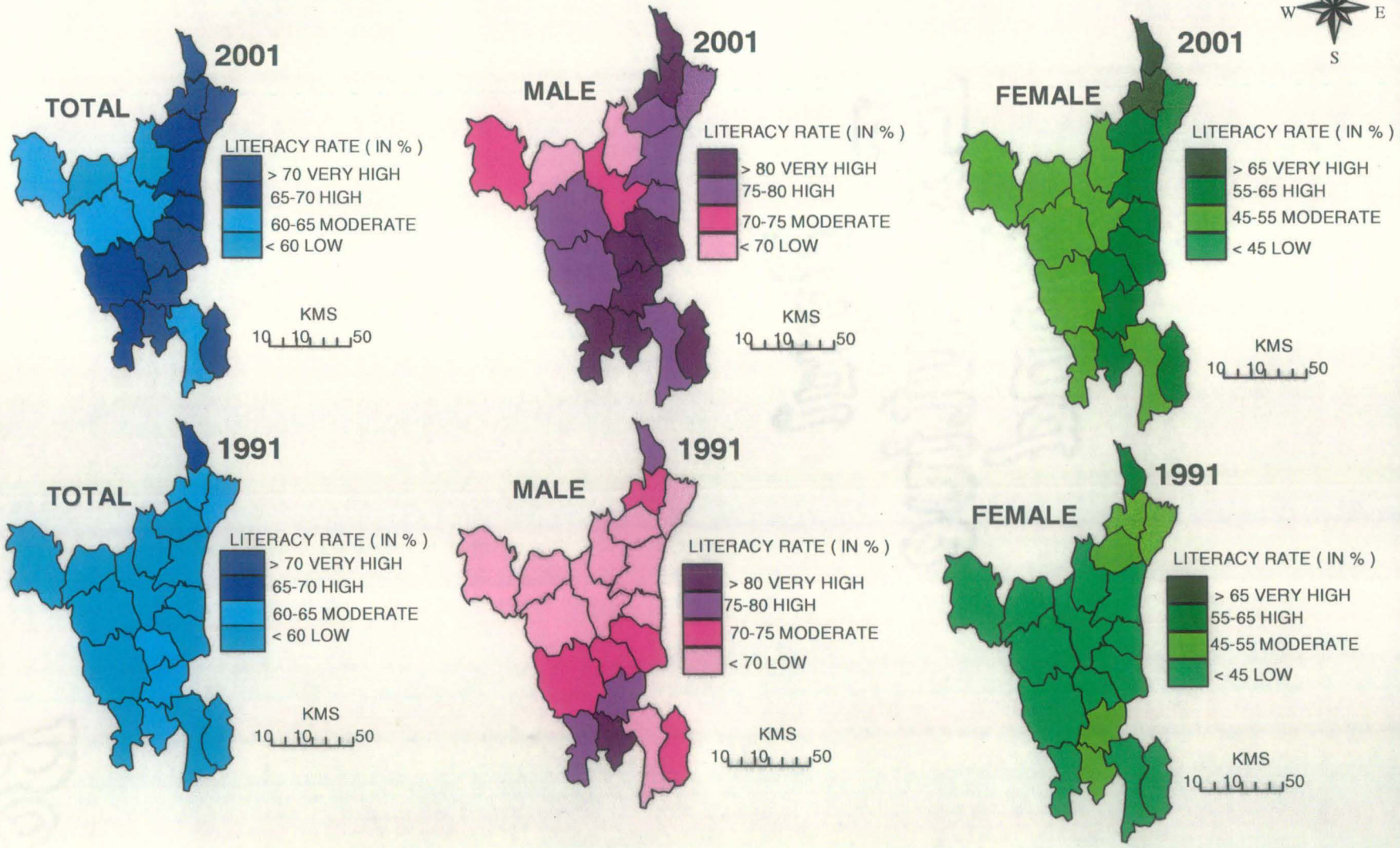
The scheduled caste literacy rate, in all the districts is above 40 percent as against above 55 percent for the non-scheduled caste. Scheduled caste literacy rate was above 60 percent in Panchkula, Ambala, Yamunanagar, Sonipat, Jhajjar, Rewari, Gurgaon and Mahendargarh (see Map 2.2). Highest scheduled caste literacy rate was recorded in Rewari which was about 68.68 percent. Scheduled caste literacy rate was below 26 percent in Kaithal, Jind, Sirsa and Fatehabad in 1991 census and in these districts literacy rate was below 50 percent in 2001 census. It was lowest in Fatehabad in 1991 and 2001 census which was only 21.55 and 41.01 percent (see Table 2.5). From the data one thing emerged that in the districts, where proportion of scheduled caste population, was comparatively higher non-scheduled literacy rate was also high. In Panchkula, Ambala, Sonipat, Rohtak, Jhajjar, Rewari and Gurgaon comparatively high literacy rate was due to its urban character, Chandigarh and Delhi capital of Haryana and India and Union Territories.

There is a wide gap in literacy rate between non-scheduled caste males-females and scheduled caste males-females in Haryana. It is well known that males tend to have greater advantage of education in relation to their female counterparts. In 1991 census, non-scheduled caste male literacy rate in the state was 60.10 percent and



# HARYANA

## LITERACY AMONG THE NON-SCHEDULED CASTE MALES AND FEMALES



Source: Census Of India, 2001

MAP: 2.1

scheduled caste male literacy was 52.06 percent whereas non-scheduled caste female literacy rate was 40.47 percent and scheduled caste female literacy rate only 24.15 percent. In 2001, the non-scheduled caste male literacy rate went upto 78.49 percent and the scheduled caste male literacy rate went upto 66.92 percent on the other hand non-scheduled caste female literacy rate was 55.73 percent and scheduled caste female literacy rate was only 42.26 percent. In 2001, non-scheduled caste and scheduled caste male literacy rate in the state was higher than the national average.

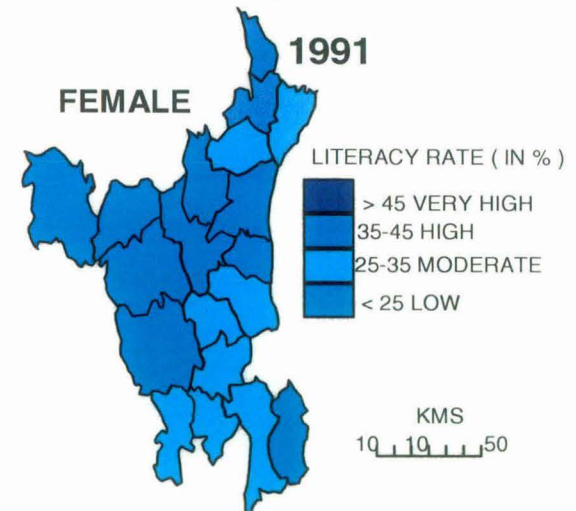
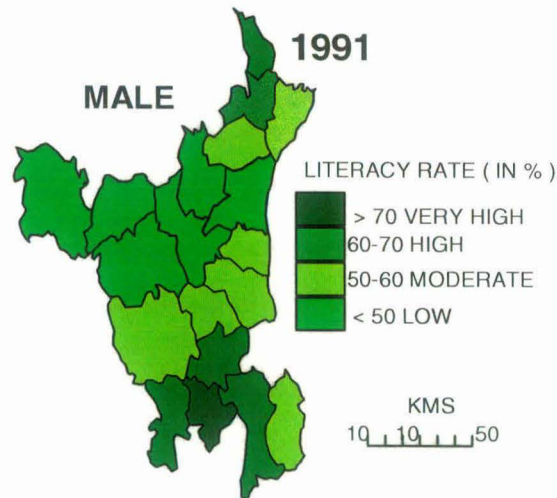
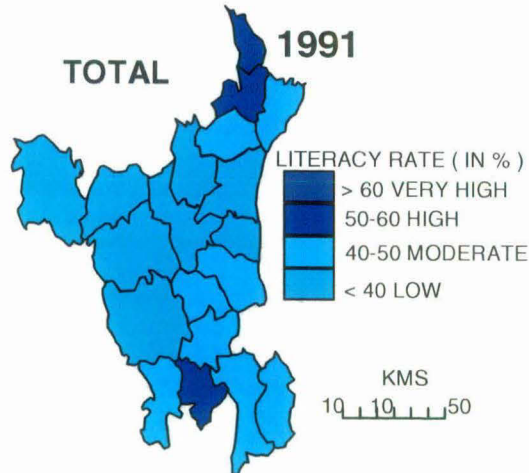
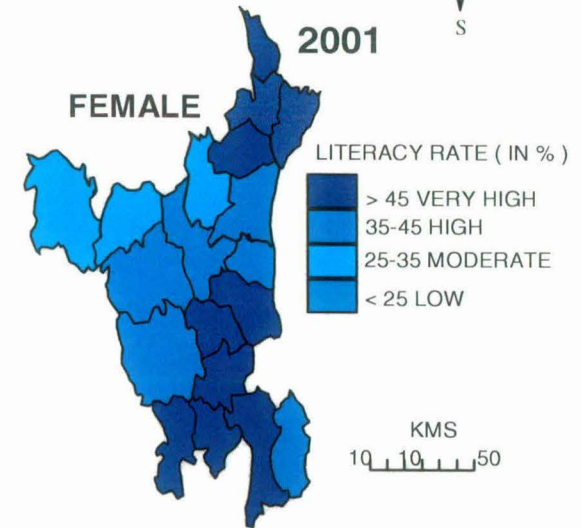
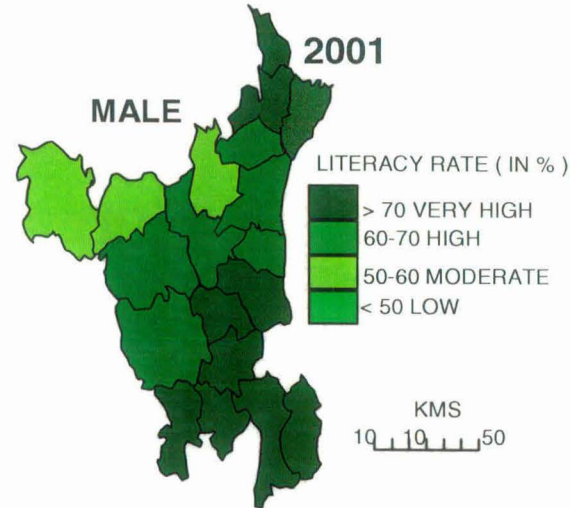
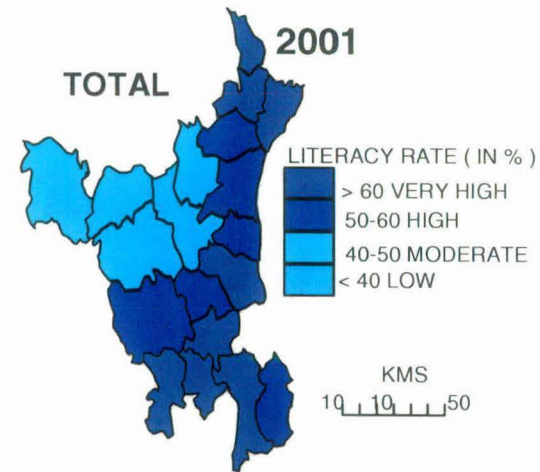
Across the state there was a lot of variation in non-scheduled caste and scheduled caste male literacy rate. It was above 80 percent in Panchkula, Ambala, Rohtak, Jhajjar, Sonapat, Mahendargarh, Rewari and Faridabad, whereas it was below 70 percent in Kaithal and Fatehabad (see Map 2.1). It was highest in Rewari (88.45 percent) and lowest in Fatehabad (68.22 percent) (See Table 2.4). These two districts, occupied the same position in 1991 census. Literacy rate varied between 75 to 80 percent in Yamunanagar, Karnal, Kurukshetra, Panipat, Hisar, Bhiwani and Gurgaon. It varied between 70 to 75 percent in Jind and Sirsa which was below state average. Non-scheduled caste male literacy rate was comparatively lower in western and south-western districts of the state.

In northern, southern and north-eastern districts of the state, non-scheduled caste male literacy was relatively higher and it varied between 75 to above 80 percent and above 70 percent in 1991. Fatehabad, Kaithal, Jind, Sirsa, the proportion of literacy rate was lower in all these districts; other thing is that this area of Haryana is agriculturally and economically less developed.

Scheduled caste male literacy rate was relatively lower, because they have experienced comparatively worse socio-economic development. They have been in mainstream life for longer period. But at the maximum level there is not much difference between the non-scheduled caste and scheduled caste. Maximum non-scheduled male literacy rate in the state was recorded in Rewari district, which was around 88.45 percent, for scheduled caste male it was 83.90 percent recorded in Rewari. But at the minimum level differences between non-scheduled caste and scheduled caste male was around one times. For non-scheduled caste lowest was recorded in Fatehabad (68.22 percent) (see Table 2.4) and for scheduled caste in also Fatehabad (51.46 percent)



# HARYANA LITERACY AMONG THE SCHEDULED CASTE MALES AND FEMALES



Source: Census Of India, 2001

MAP: 2.2

(see Table 2.5). The southern districts of the state, Rewari and Mahendargarh had high non-scheduled caste male literacy rate but they got also highest rank in scheduled caste male literacy rate.

Generally speaking females are disadvantageous section of society in terms of education and other socio-economic achievements. The overall non-scheduled caste & scheduled caste female literacy rate in Haryana is very low. It was only 40.47 and 24.15 percent in 1991 which went upto 55.73 and 42.26 percent in 2001. This shows the high level of educational backwardness among the females. Lowest female literacy rate in 1991 and 2001 was recorded in Kaithal and Fatehabad which was 28.37 percent and 46.53 percent only. In 1991 and 2001 there was around 29 and 21 points difference between maximum and minimum non-scheduled caste female literacy rate. Maximum percentage of non-scheduled caste female literacy rate was recorded in Panchkula (57.40 percent) and Ambala (67.39 percent) in 1991 and 2001. In Panchkula, Ambala, Yamunanagar, Sonipat, Kurukshetra, Rohtak and Rewari it was above 60 percent. On the other hand Kaithal, Fatehabad, Jind, Sirsa and Gurgaon were in below 50 percent category. They were in below 40 percent category in 1991. In Karnal, Panipat, Jhajjar and Faridabad non-scheduled caste female literacy rate varied between 55 to 65 percent. One interesting thing emerged from the data that non-scheduled caste female literacy rate was lower in the districts which were dominated by industrial area such as south-eastern and eastern districts of the state. Non-scheduled caste female literacy rate for India as whole was 54.03 percent around one points lower than Haryana's average.

On the other hand scheduled caste female literacy rate in 1991 and 2001 was 24.15 and 42.26 percent for the state. Lowest female literacy rate in 1991 and 2001 was recorded in Fatehabad which was 11.45 and 29.36 percent only. In 1991 and 2001 there was around 29 and 23 points difference between maximum and minimum scheduled caste female literacy rate. Maximum percentage of scheduled caste female literacy rate was recorded in Panchkula (40.58 percent) and Ambala (52.72 percent) in 1991 and 2001. In Yamunanagar, Panchkula, Ambala and Rewari it was above 50 percent. On the other hand Kaithal, Fatehabad and Sirsa were in below 35 percent category in 2001 census. They were in below 25 percent category in 1991. In Karnal, Panipat, Bhiwani and Faridabad scheduled caste female literacy rate varied between 35 to

45 percent in 2001 and below 25 percent in 1991. On the other hand scheduled caste female literacy rate was 13 points lower than the non-scheduled caste female literacy rate in 2001 and 16 points in 1991.

From this analysis it is evident that non-scheduled caste and scheduled caste literacy rate was comparatively high in the northern, north-eastern, southern and south-eastern and low in western, central-western and south-western part of the state (see Maps 2.1 and 2.2). In the districts where the level of urbanization is comparatively high, literacy rate is also high.

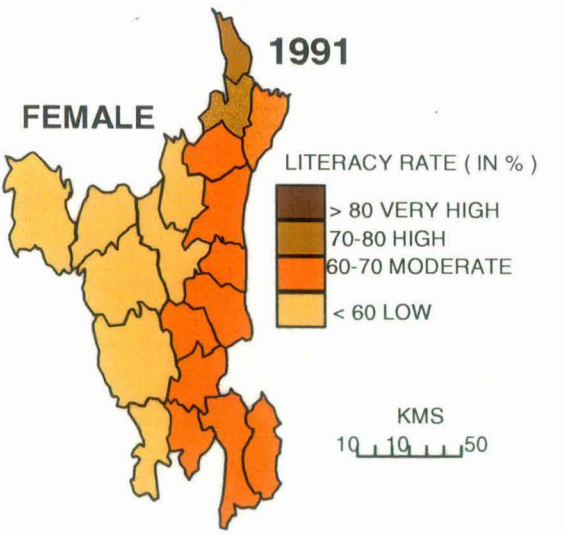
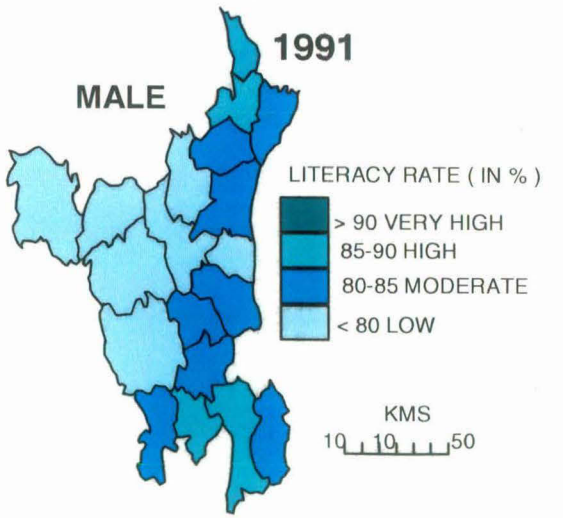
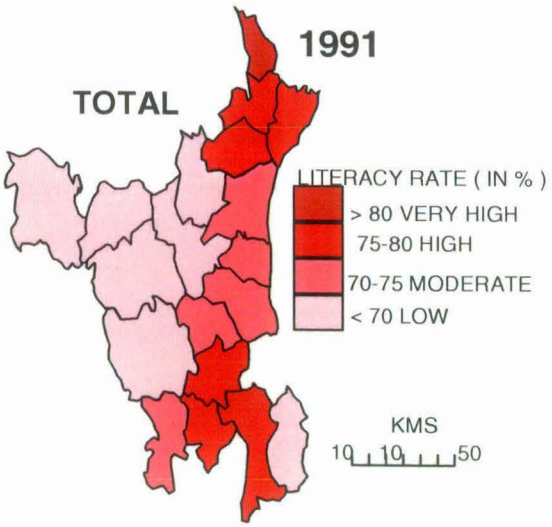
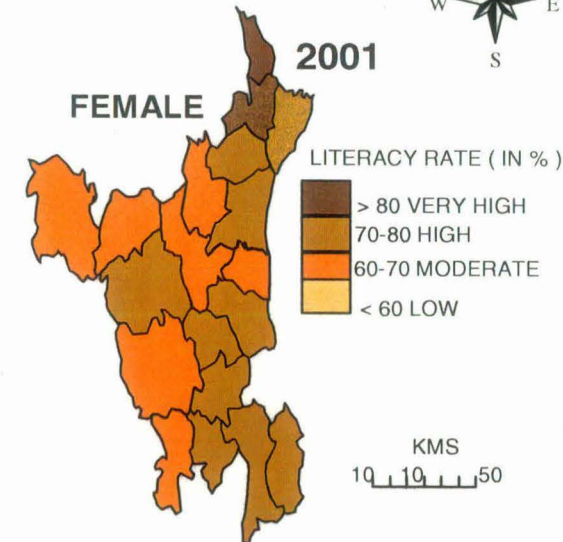
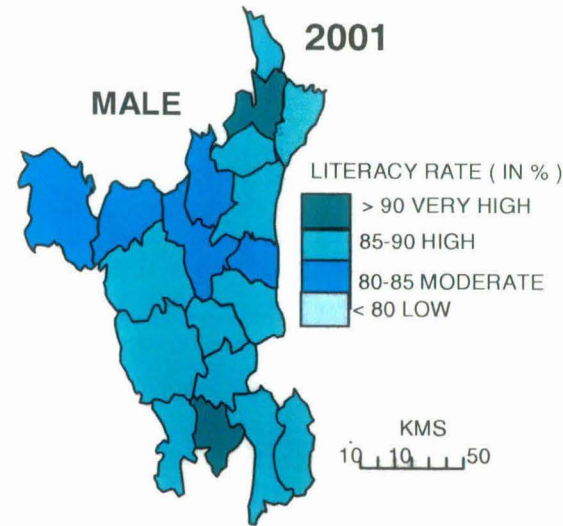
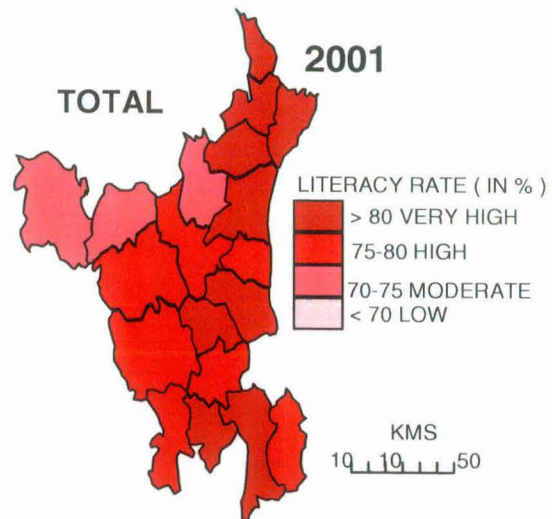
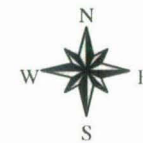
In conclusion one can say that literacy rate among the scheduled caste in the state was relatively far lower compared to non-scheduled caste. It is well known that the scheduled castes are economically backward and large numbers of them depend on agriculture labour work. The wide gap between scheduled caste and non-scheduled caste females reflect the socio-economic conditions prevailing in the state. In the western part of the state, about 80 percent of peoples are living in rural areas and are engaged in agricultural activities and, therefore, do not feel the need to read and write. Females living in rural areas are generally conservative and orthodox. Low degree of urbanization, poverty and early marriage are the major hindrances in the way of literacy among females.

People of the northern, north-eastern and southern part are socially and economically very sound. Females are more awakened, educated and are engaged in non-agricultural activities. Districts in this region are highly urbanized and industrialized. This is a self-sustaining region where the people have understood the importance of literacy and education.

#### **2.5.1. Scheduled caste and Non-Scheduled Caste Literacy Rate in the Urban Areas**

Generally literacy rate is higher in urban areas because educational infrastructure is better there. Other thing is that for getting employed in urban areas it is necessary to be educated. Total urban literacy rate in state in the year 1991 and 2001 was 73.66 and 79.89 percent (see Table 2.4) which was very high in comparison to the rural areas. Scheduled caste urban literacy rate in the same year was 46.42 and 60.19 percent (see Table 2.5). For all India level it was 80.06 percent for the year in 2001. There was

# HARYANA URBAN NON-SCHEDULED CASTE MALE AND FEMALE LITERACY RATE



Source: Census Of India, 2001

MAP: 2.3

large variation in urban non-scheduled caste literacy rate across the state. In the year 2001 it was above 83 percent in Panchkula and Ambala. Its highest value was recorded in Ambala (85.97 percent) and lowest in Kaithal (73.07 percent). Among these two time period maximum change had occurred in Bhiwani 67.81 percent in 1991 and 77.43 percent in 2001. On the other hand it was below 75 percent in Fatehabad, Sirsa and Kaithal in the year 2001. These districts were in below 70 percent category in the year 1991. In Panchkula, Ambala, Yamunanagar, Karnal, Kurukshetra, Rohtak, Sonipat, Gurgaon, Rewari districts, urban non-scheduled caste literacy rate was above 80 percent (see Map 2.3).

Basically scheduled castes are new comers in urban areas and with the passage of time they are mixing with other urban people. So in future their literacy rate is going to increase at a faster rate. There was much drastic difference between scheduled caste and non-scheduled caste literacy rate in urban areas. It was 60.19 percent for the scheduled caste and 79.89 percent for the non-scheduled caste, but in rural areas, this difference was only ten points. In the year 2001 scheduled caste urban literacy was above 45 percent in all the districts and the scheduled caste lowest and highest literacy rate value was 48.12 percent and 71.82 percent recorded in Sirsa and Rewari and Fatehabad (28.50 percent) and Panchkula (60.33 percent) in the year 1991. On the other hand it was below 55 percent in Fatehabad, Sirsa and Kaithal in the year 2001. These districts were in below 45 percent category in the year 1991. In Yamunanagar, Panchkula, Ambala, Jhajjar, Sonipat, Gurgaon, Rewari and Mahendargarh urban scheduled caste literacy was above 65 percent in 2001 (see Map 2.4).

This clearly shows that, at the lowest level differences between these two was more than one times. In the districts where proportion of scheduled caste population to the total population was higher, literacy rate among the non-scheduled castes was comparatively better.

Urban non-scheduled caste males were having literacy rate almost one times higher than the urban non-scheduled caste females. In the year 2001 it was 86.58 percent as against 72.05 percent for the females. Urban non-scheduled caste male literacy rate in state was very close to the national average which was 86.42 percent. There was around 5 points increase in urban non-scheduled caste male literacy rate



between the year 1991 and 2001. If one looks at the district wise pattern it was above 90 percent in Ambala and Rewari in 2001 and Panchkula (89.22 percent) in 1991. On the other hand urban non-scheduled caste male literacy rate was below 85 percent in Kaithal, Fatehabad, Sirsa, Jind and Panipat districts. Its minimum and maximum values were recorded in Kaithal (80.76 percent) and Rewari (90.62 percent). In the year 1991, Panchkula and Fatehabad had the maximum and minimum literacy rate. In Panchkula, Yamunanagar, Kurukshetra, Karnal, Rohtak, Sonipat, Jhajjar, Hisar, Bhiwani, Faridabad, Gurgaon and Mehandargarh it varied between 85 to 90 percent in the year 2001. Except Bhiwani and Hisar these districts varied between 80 to 85 percent in 1991. In Kaithal, Jind, Fatehabad, Sirsa, there is not any substantial change between these two time periods. It was below 80 percent in 1991. For Ambala and Rewari it was above 90 percent (see Map 2.3). These two districts have highest share of urban population in the state. Rewari showed important picture. It got the highest position in urban and rural non-scheduled caste and scheduled caste male literacy rate.

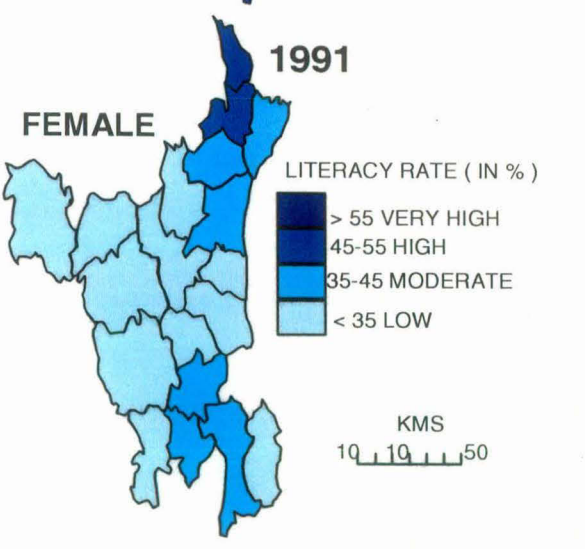
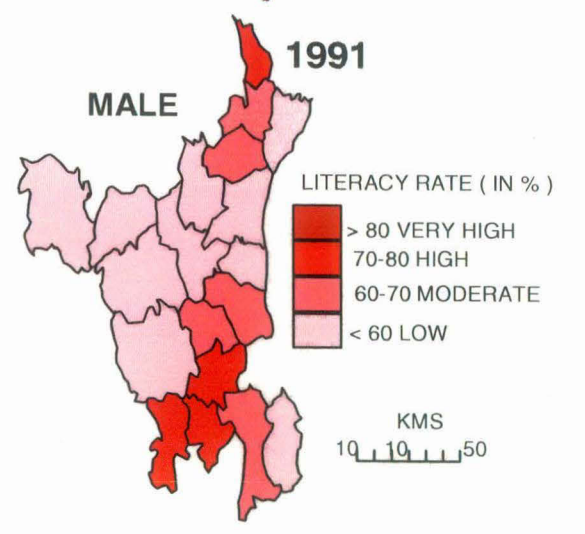
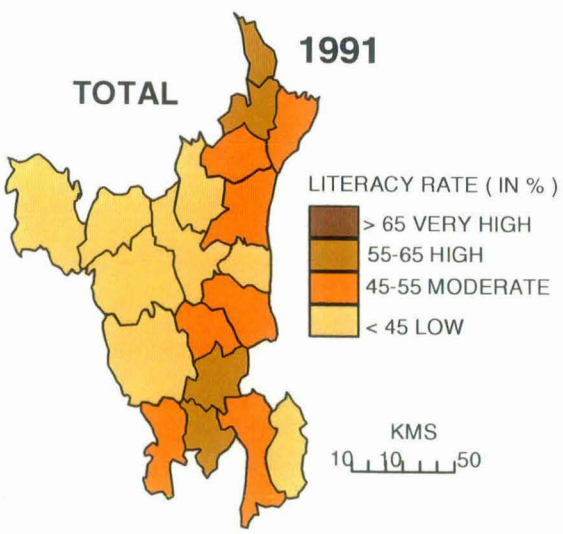
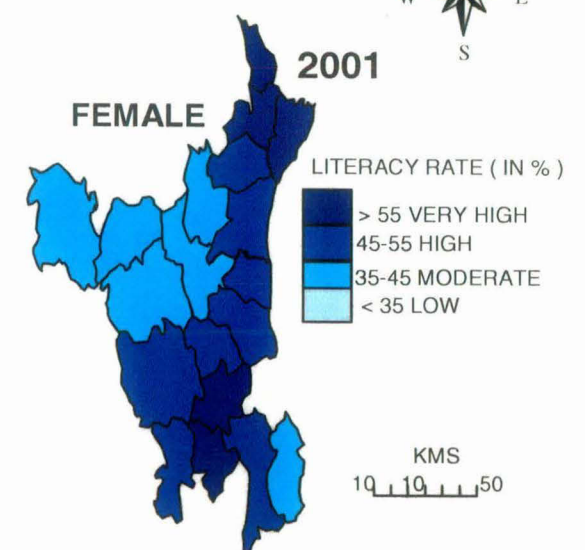
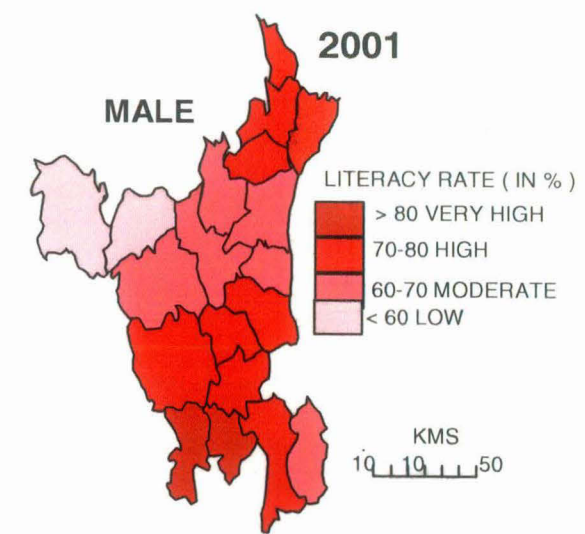
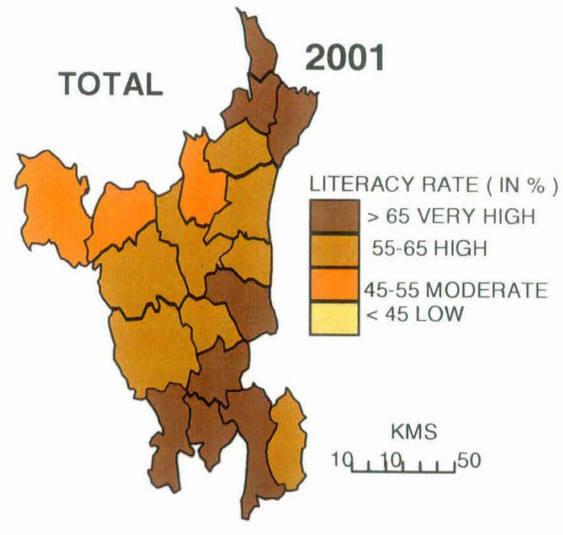
Urban scheduled caste males were having literacy rate almost 22 points and 26 points in 2001 and 1991 higher than the urban scheduled caste females. In the year 2001 it was 70.67 percent and 58.69 percent as against 48.10 and 31.89 percent for the females in 2001 and 1991. If one looks at the district wise pattern it was above 80 percent in Mahendargarh and Rewari. On the other hand urban scheduled caste male literacy rate was below 60 percent in Fatehabad and Sirsa districts. Its minimum and maximum values were recorded in Fatehabad (57.03 percent) and Rewari (83.75 percent) in the year 2001 and 1991. In Panchkula, Ambala, Rohtak, Sonipat, Jhajjar, Gurgaon and Kurukshetra it varied between 70 to 80 percent in the year 2001.

Urban non-scheduled caste male literacy rate was 86.58 percent for the year 2001 compared to 79.89 percent for the scheduled caste. Here urban non-scheduled caste male literacy rate was higher than urban scheduled caste male literacy.

The urban non-scheduled caste and scheduled caste female literacy rate was much lower than the urban non-scheduled caste and scheduled caste male literacy rate. The difference was around 14 points. All India average (72.99 percent) for urban non-scheduled caste female literacy rate was equal to the state's average (72.05 percent). But in urban non-scheduled caste male literacy rate there is not also difference



# HARYANA URBAN SCHEDULED CASTE MALE AND FEMALE LITERACY RATE



Source: Census Of India, 2001

MAP: 2.4

between these two averages. It was above 80 percent in Panchkula and Ambala. On the other hand it was below 65 percent in Kaithal. Maximum and minimum values of urban non-scheduled caste female literacy rate were records in Panchkula (81.49percent) and Kaithal (64.29 percent). In the year 1991, Panchkula (79.13) and Fatehabad (54.38) had the maximum and minimum literacy rate respectively. Between the year 1991 and 2001 these was about eight points increase in non-scheduled caste urban female literacy rate, which was a favorable and encouraging trend. Yamunanagar, Karnal, Kurukshetra, Rewari, Jhajjar, Faridabad, Panipat, Sonipat, Rohtak and Gurgaon districts had improved their position significantly. In the year 1991, they were in 60 to 70 percent category and in 2001 they got the position in 70 to 80 percent category.

Maximum and minimum values of urban scheduled caste female literacy rate were records in Ambala (60.30 percent) and Panchkula (48.01 percent) and Sirsa (37.71 percent) and Fatehabad (16.93 percent) in 2001 and 1991. Between the year 1991 and 2001 these was about 17 points increase in scheduled caste urban female literacy rate. For the state as a whole in the year 2001, scheduled caste female literacy rate was 48.10 percent, which was lower than one times compared the non-scheduled caste female. Among the scheduled caste the lowest urban female literacy rate was found in Sirsa (37.71 percent) which was around two times lower than the lowest rate value for non-scheduled caste. In Panchkula, Ambala, Yamunanagar, Sonipat, Rewari and Gurgaon districts, scheduled caste urban female literacy rate was quite high.

Districts near by the Union Territories (Delhi and Chandigarh) were having relatively higher non-scheduled caste and scheduled caste female literacy rate.

### **2.5.2 Scheduled caste and Non-Scheduled Caste Literacy Rate in the Rural Areas**

About 71 percent of the total population in the state lives in rural areas where educational facilities are not adequately available education tends to be poor. The rural non-scheduled caste literacy rate in the state was only 63.82 percent in 2001 as against 58.74 percent India as a whole for the same period. In 1991 the rural non-scheduled caste literacy rate was 49.85 percent. In 10 years there was more than one

**Table 2.4. Haryana: Some Aspects of Literacy Rate among the Non-Scheduled Caste**

Indicators	Literacy Rate (in percentage)					
	Average		Highest		Lowest	
	1991	2001	1991	2001	1991	2001
Non-Scheduled Caste <b>Total Literacy</b>	55.85	67.91	68.17 Panchkula	75.31 Ambala	42.12 Fatehabad	57.98 Fatehabad
Non-Scheduled Caste <b>Male Literacy</b>	60.10	78.49	82.16 Rewari	88.45 Rewari	52.88 Fatehabad	68.22 Fatehabad
Non-Scheduled Caste <b>Female Literacy</b>	40.47	55.73	57.40 Panchkula	67.39 Ambala	28.37 Kaithal	46.53 Fatehabad
Non-Scheduled Caste <b>Urban Literacy</b>	73.66	79.89	84.17 Panchkula	85.97 Ambala	64.58 Fatehabad	73.07 Kaithal
Non-Scheduled Caste <b>Urban Male Literacy</b>	81.96	86.58	89.22 Panchkula	90.62 Rewari	72.74 Fatehabad	80.76 Kaithal
Non-Scheduled Caste <b>Urban Female Literacy</b>	64.06	72.05	79.13 Panchkula	81.49 Panchkula	54.38 Fatehabad	64.29 Kaithal
Non-Scheduled Caste <b>Rural Literacy</b>	49.85	63.82	62.61 Rewari	74.19 Rewari	38.71 Kaithal	54.65 Fatehabad
Non-Scheduled Caste <b>Rural Male Literacy</b>	64.78	76.13	81.22 Rewari	88.67 Rewari	48.79 Fatehabad	66.02 Fatehabad
Non-Scheduled Caste <b>Rural Female Literacy</b>	32.51	49.77	46.62 Ambala	61.61 Ambala	22.79 Faridabad	39.63 Faridabad
Non-Scheduled Caste <b>Total Literacy Growth Rate, 1991-2001</b>	64.49		101.80 Panchkula		44.73 Ambala	
Non-Scheduled Caste <b>Male Literacy Growth Rate, 1991-2001</b>	55.11		96.44 Panchkula		35.76 Rohtak	
Non-Scheduled Caste <b>Female Literacy Growth Rate, 1991-2001</b>	82.36		113.51 Jind		51.14 Ambala	
Non-Scheduled Caste <b>Urban Literacy Growth Rate, 1991-2001</b>	69.40		111.51 Jhajjar		41.05 Ambala	
Non-Scheduled Caste <b>Urban Male Literacy Growth Rate, 1991-2001</b>	66.08		108.03 Jhajjar		41.16 Mahendargarh	
Non-Scheduled Caste <b>Urban Female Literacy Growth Rate, 1991-2001</b>	74.31		116.9 Jhajjar		35.31 Ambala	
Non-Scheduled Caste <b>Rural Literacy Growth Rate, 1991-2001</b>	62.02		107.70 Panchkula		31.98 Panipat	
Non-Scheduled Caste <b>Rural Male Literacy Growth Rate, 1991-2001</b>	50.30		99.14 Panchkula		21.05 Panipat	
Non-Scheduled Caste <b>Rural Female Literacy Growth Rate, 1991-2001</b>	87.57		141.55 Hisar		53.46 Yamunanagar	
Non-Scheduled Caste <b>Total Gender Disparity</b>	0.23	0.22	0.45 Mahendargarh	0.30 Mahendargarh	0.18 Panchkula	0.14 Panchkula, Amb
Non-Scheduled Caste <b>Urban Gender Disparity</b>	0.17	0.13	0.27 Mahendargarh	0.21 Mahendargarh	0.09 Panchkula	0.07 Panchkula

Contd.....

Non-Scheduled Caste Rural Gender Disparity	0.39	0.27	0.58 Faridabad	0.39 Faridabad	0.25 Ambala	0.17 Ambala
Non-Scheduled Caste Total Rural-Urban Disparity	0.24	0.15	0.32 Gurgaon, Fateh.	0.24 Gurgaon	0.13 Rewari	0.08 Rewari
Non-Scheduled Caste Male Rural-Urban Disparity	0.16	0.09	0.25 Fatehabad	0.15 Gurgaon	0.05 Rewari	0.02 Rewari
Non-Scheduled Caste Female Rural-Urban Disparity	0.39	0.23	0.46 Hisar	0.37 Gurgaon	0.21 Jhajjar	0.13 Jhajjar
Scheduled caste-Non-Scheduled Caste Total disparity	0.20	0.13	0.39 Fatehabad	0.22 Sirsa	0.03 Gurgaon	0.00 Gurgaon
Scheduled caste-Non-Scheduled Caste Male disparity	0.09	0.11	0.24 Kaithal, Fateh.	0.17 Fatehabad	0.02 Rewari	-0.01 Gurgaon
Scheduled caste-Non-Scheduled Caste Female disparity	0.27	0.16	0.36 Kaithal	0.26 Sirsa	0.07 Gurgaon	-0.01 Gurgaon
Scheduled caste-Non-Scheduled Caste Urban disparity	0.29	0.19	0.47 Fatehabad	0.27 Sirsa, Fatehabad	0.17 Rewari	0.10 Rewari
Scheduled caste-Non-Scheduled Caste Urban Male disparity	0.22	0.15	0.38 Fatehabad	0.23 Fatehabad, Sirsa	0.10 Rewari	0.06 Jhajjar, Rewari
Scheduled caste-Non-Scheduled Caste Urban Female disparity	0.40	0.25	0.62 Fatehabad	0.33 Fatehabad, Sirsa	0.26 Jhajjar, Ambala	0.14 Jhajjar
Scheduled caste-Non-Scheduled Caste Rural disparity	0.16	0.10	0.30 Fatehabad, Hisar	0.20 Sirsa	-0.03 Gurgaon	-0.06 Gurgaon
Scheduled caste-Non-Scheduled Caste Rural Male disparity	0.09	0.10	0.40 Sirsa	0.20 Sirsa	-0.02 Gurgaon	-0.04 Gurgaon
Scheduled caste-Non-Scheduled Caste Rural Female disparity	0.19	0.11	0.38 Fatehabad	0.22 Sirsa	-0.05 Gurgaon	-0.09 Gurgaon

Source: Census of India, Haryana, 1991 and 2001.

times increase in rural non-scheduled caste literacy rate which should be considered as a welcome trend.

There was a lot of variation in rural non-scheduled caste literacy rate across the state. It was about 74.19 percent in Rewari district in the year 2001, highest in the state. Rewari district occupied the same position in 1991. On the other hand it was lowest in Fatehabad; only 54.65 percent in the year 2001 and Kaithal (38.71 percent) in the year 1991 (see Table 2.4). So there was around 1.5 times difference between the highest and the lowest. In Sonipat, Rohtak, Jhajjar and Rewari districts, non-scheduled caste rural literacy rate was above 70 percent. Panchkula, Ambala, Yamunanagar, Karnal, Kurukshetra, Panipat, Hisar, Mahendargarh and Bhiwani rural non-scheduled caste literacy rate varied between 60 to 70 percent (see Map 2.5), which was a better figure compared to various districts of India. These districts are agriculturally well developed and this was the main reason behind comparatively higher

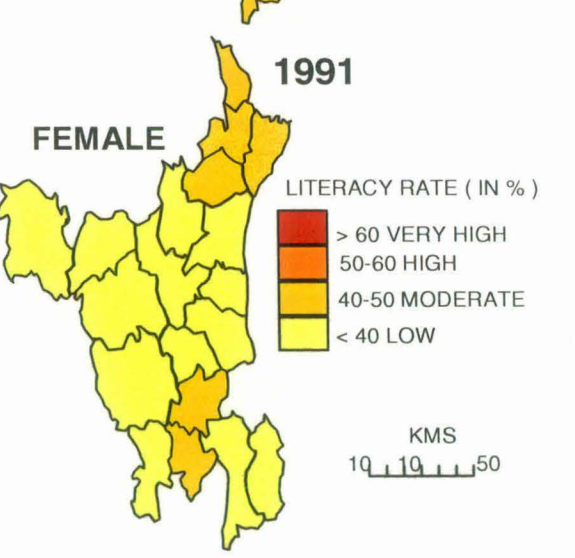
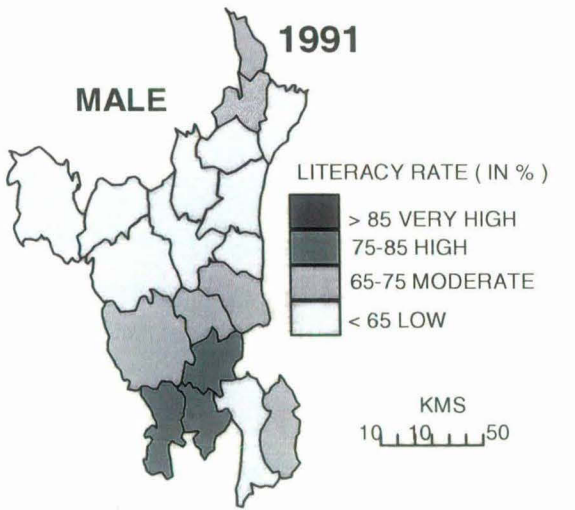
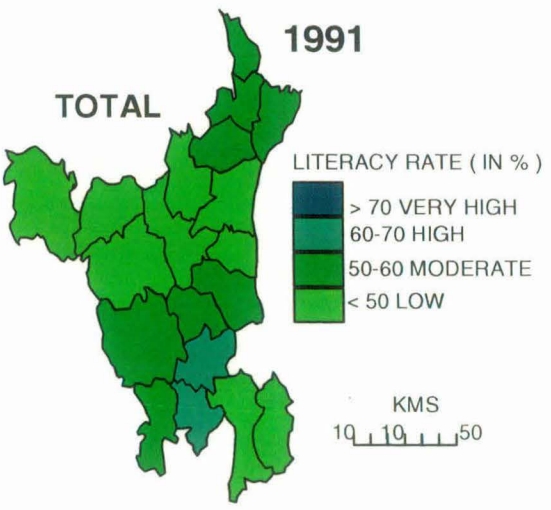
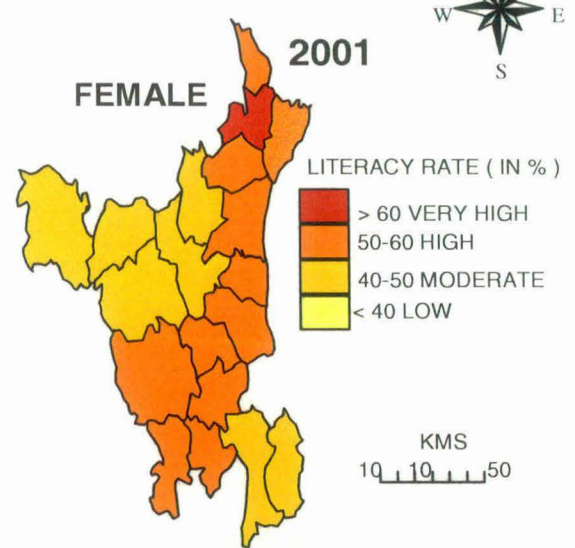
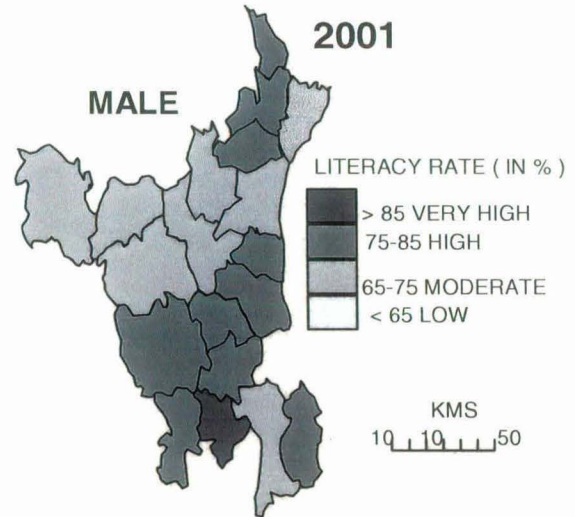
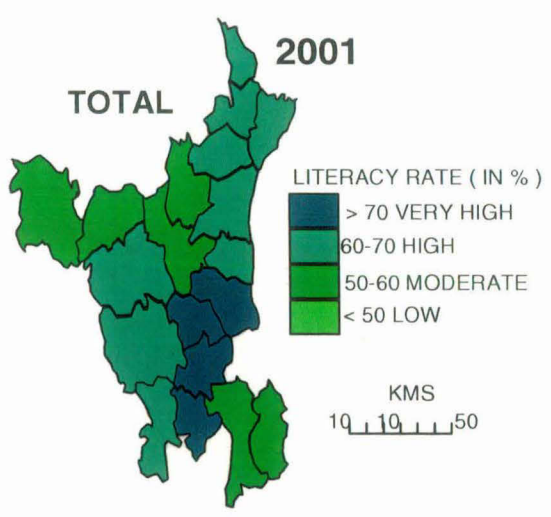
literacy rate in these districts because economic development is one of the biggest gearing forces for educational development. In Kaithal, Jind, Sirsa, Fatehabad, Gurgaon and Faridabad districts, rural non-scheduled caste literacy rate varied between 50 to 60 percent.

On the other hand about more than 21 percent of scheduled caste rural population to total rural population and 78 percent of total scheduled caste population in the state lives in rural areas. Rural scheduled caste literacy rate was 54.13 percent in 2001. Its highest value was recorded in Rewari (68.09 percent), (54.90 percent) in the year 2001 and 1991 and lowest in Sirsa (39.48 percent) and Fatehabad (20.12 percent) in the same years (see Table 2.5). So the extent of variation between the highest and lowest rural literacy rate was higher in scheduled caste compared to non-scheduled caste. In Yamunanagar, Panchkula, Ambala, Sonipat, Jhajjar, Rewari, Gurgaon and Mahendargarh districts, rural scheduled caste literacy rate was above 60 percent in the year 2001. In Kaithal, Jind, Sirsa, Hisar and Fatehabad districts, rural scheduled caste literacy rate varied between 40 to 50 percent (see Map 2.6). In the districts where non-scheduled caste literacy rate was high scheduled caste literacy rate was also high.

Non-scheduled caste male as the male of scheduled caste has more advantages in education and other socio-economic attainments. Gender disparity in literacy among the non-scheduled caste is higher in rural areas compared to urban areas. Rural non-scheduled caste male literacy rate was 76.13 in the year 2001 as against 49.77 percent for the females. This means there was around 27 point's difference between male and female. Non-scheduled caste rural female literacy rate was only 32.51 percent in the year 1991 far less than 64.78 percent for the males. In the year 2001 highest and lowest rural non-scheduled caste male literacy was recorded in Rewari (88.67 percent) and Fatehabad (66.02 percent) respectively. They occupied the same position in the year 1991. Rewari district had always got high position for scheduled caste and non-scheduled caste literacy rate. In Panchkula, Ambala, Kurukshetra, Panipat, Sonipat, Rohtak, Jhajjar, Bhiwani, Faridabad and Mehandargarh districts, male literacy rate varied between 75 to 85 percent. Literacy rate varied between 65 to 75 percent category in Yamunanagar, Karnal, Jind, Hisar, Kaithal, Fatehabad, Sirsa and Gurgaon. Mahendargarh, Jhajjar and Rewari district varied between 75 to 85 percent category in the year 1991.



# HARYANA RURAL NON-SCHEDULED CASTE MALE AND FEMALE LITERACY RATE



Source: Census Of India, 2001

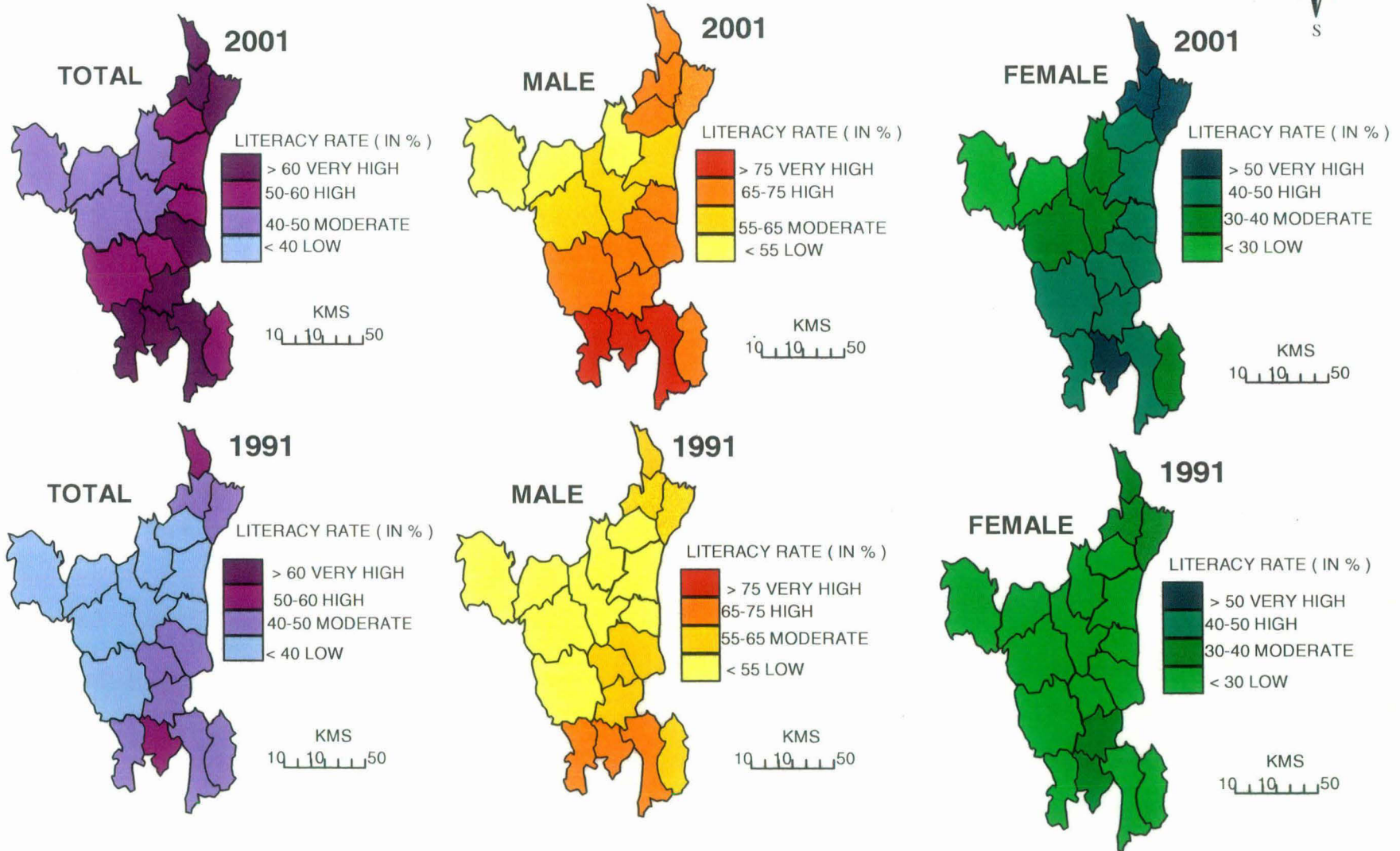
MAP: 2.5

Scheduled caste rural male literacy rate was 65.88 percent in the state in the year 2001. It was above 45 percent in all the districts of the state as against above 65 percent of the non-scheduled caste literacy rate. This means, there is about more than one times difference at lowest level between scheduled caste and non-scheduled caste rural male literacy rate. One striking feature emerged that at highest level. Non-scheduled caste rural male literacy rate was higher than scheduled caste, 88.67 percent for rural non-scheduled caste male and 83.93 percent for rural scheduled caste male in Rewari district respectively. In Rewari, Gurgaon and Mehandargarh districts scheduled caste literacy rate was above 75 percent. Scheduled caste literacy rate varied 65 to 75 percent category in Panchkula, Ambala, Kurukshetra, Yamunanagar, Panipat, Sonipat, Rohtak, Jhajjar, Bhiwani and Faridabad districts and below 55 percent in Sirsa, Kaithal and Fatehabad districts. Rewari and Faridabad only two district was high rural scheduled caste male literacy rate than urban male in 2001. Faridabad was also high rural scheduled caste male literacy rate than urban male in the year 1991.

Literacy rate among the rural non-scheduled caste and scheduled caste females was alarmingly low. It was only 49.77 and 40.64 percent in the state in 2001 as against 46.58 percent for the whole country. Thus, the difference between scheduled caste and non-scheduled caste rural female literacy rate was only 9.13 points. Across the state there was lot of variation in rural non-scheduled caste female literacy. It was 61.61 percent in Ambala, highest in the state and lowest value was recorded in Faridabad (39.63 percent). In the 1991, highest literacy rate was recorded in Ambala (46.62 percent) and lowest in Faridabad (22.79 percent) (see Table 2.4). Literacy rate was below 50 percent in kaithal, Jind, Sirsa, Fatehabad, Hisar, Gurgaon and Faridabad in the year 2001. In remaining districts except Ambala it varied 50 to 60 percent.

Rural scheduled caste female literacy rate was 40.64 percent and 22.48 percent in the year 2001 and 1991. Maximum value of literacy rate among rural scheduled caste female was in the Yamunanagar district (51.34 percent) and lowest in Fatehabad (28.05 percent) district in the year 2001 and maximum and minimum in the year 1991 was Panchkula (36.67 percent) and Fatehabad (10.80 percent) (see Table 2.5). Maximum and minimum value of literacy rate among rural non-scheduled caste male and

# HARYANA RURAL SCHEDULED CASTE MALE AND FEMALE LITERACY RATE



Source: Census Of India, 2001

MAP: 2.6



female was higher than the rural scheduled caste male and female. In Panchkula, Ambala, Yamunanagar and Rewari districts rural scheduled caste female literacy was above 50 percent. It was below 30 percent in Sirsa and Fatehabad in the year 2001. In Panipat, Bhiwani, Karnal and Mahendargarh, it varied 40 to 50 percent category. In Hisar, Jind, Kaithal and Faridabad, it varied 30 to 40 percent category. In majority of the districts the rural non-scheduled caste female and scheduled caste female literacy rate was still below 50 percent and 40 percent. In western, South-eastern and south-western parts of the state rural female literacy rate were comparatively low (see Maps 2.5 and 2.6). In conclusion one can say that the literacy rate among rural non-scheduled caste female and scheduled caste female is low in the state which is the result of prejudices against female. Majority of the scheduled cast consider female education as worthless and wastage of time and money. Social norms and superstitions also discourage them.

#### **2.5. Scheduled Caste and Non-Scheduled Caste Literacy Growth Rate: 1991-2001**

The spatio-temporal analysis of literacy rate in the state shows that there was a mass shift from the areas of low literacy rate to medium literacy rate, from medium to high and very high literacy rate. Because over a period of time the level of literacy rate of a region rises or falls but generally, it registers an increase. It is because of increasing attention towards the education and relevant infrastructural facilities. In general, it can be said that growth of literacy rate in a region shows that socio-economic prosperity and enlistment in the field of education. For the purpose of total, rural and urban population have been dealt separately.

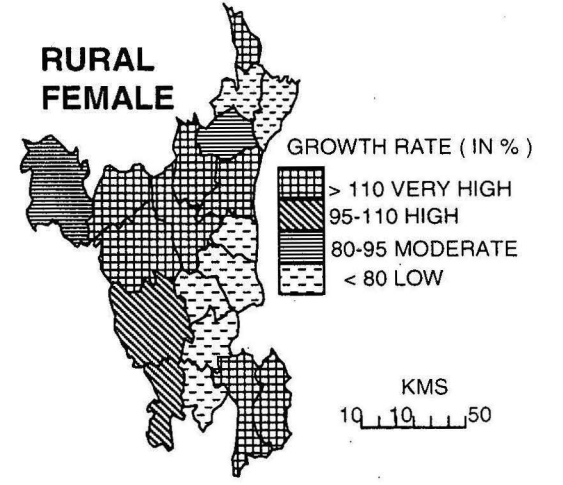
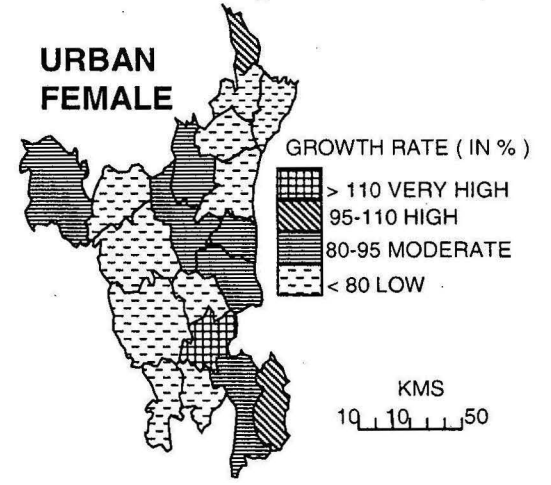
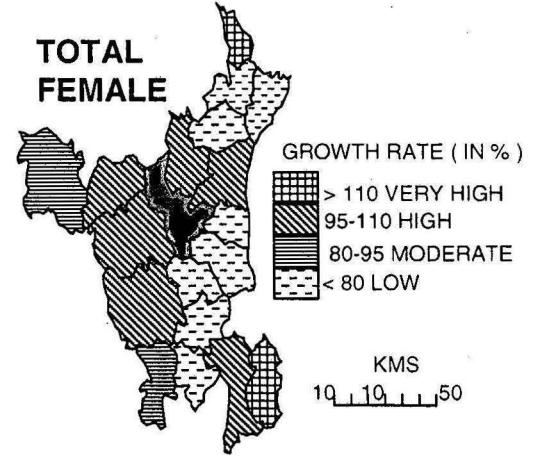
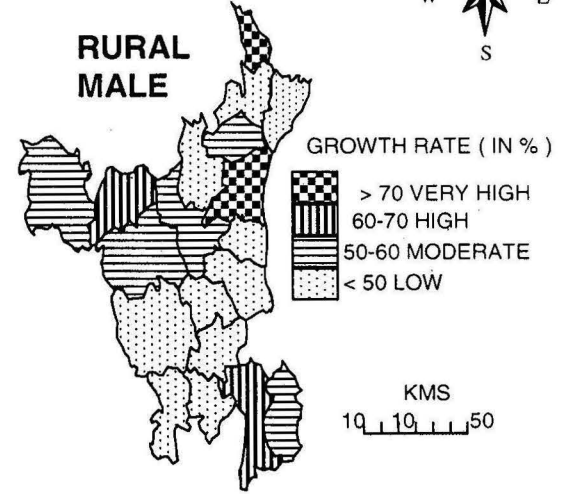
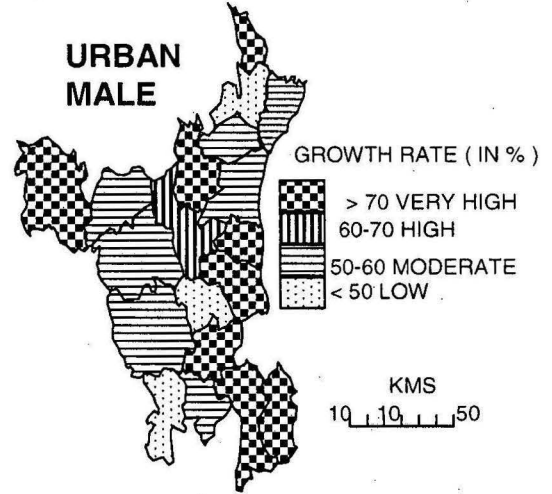
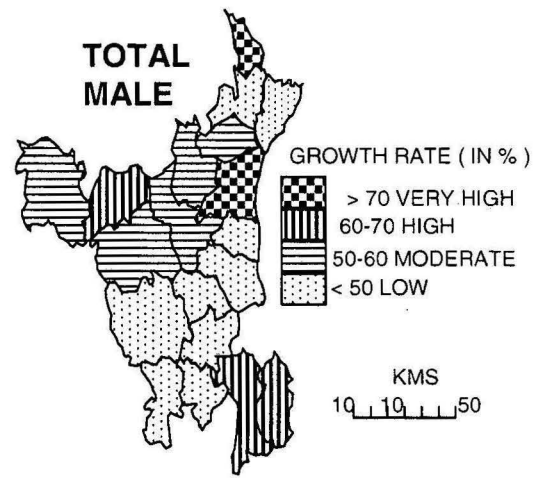
The overall percentage of literacy growth rate in the state during 1991-2001 was 64.49 percent and 86.81 percent for non-scheduled caste and scheduled caste (see Appendix 2.2 and Table 2.4 and 2.5). Some individual districts had registered very high literacy growth rate of more than 100 percent during 1991-2001. This was Panchkula and Faridabad where non-scheduled caste female literacy growth rate was more than 100 percent (see Map 2.7).

The Government of India has started several programmes and policies for the educational development of the scheduled caste. This initiative has paid great dividend and there is a remarkable progress in scheduled caste literacy. In the state,

# HARYANA

## NON-SCHEDULED CASTE MALE AND FEMALE LITERACY GROWTH RATE

1991 – 2001



Source: Census Of India, 2001

MAP: 2.7

literacy rate among scheduled caste has increased almost 16 points decade 1991-2001. The growth of literacy among the scheduled caste has been shown in the Map 2.8 and appendix-II. In the year 1991 literacy rate among the non-scheduled caste and scheduled caste was 55.85 percent and 39.32 percent only which went upto 67.91 percent and 55.44 percent in the year 2001. This 12.06 percent and 16.12 percent increase in non-scheduled caste and scheduled caste literacy rate, should be considered a positive change. There was lot of variation in non-scheduled caste and scheduled caste literacy growth rate across the state.

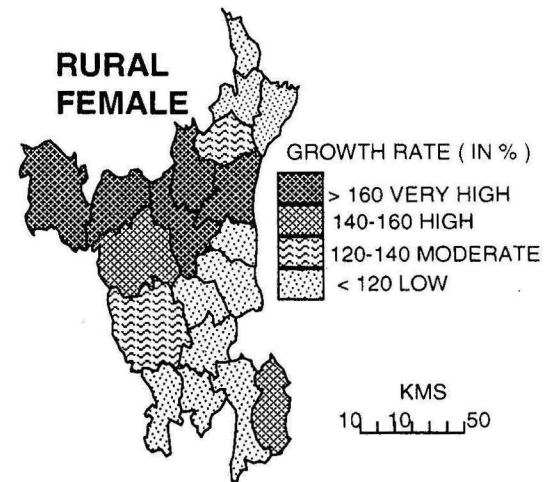
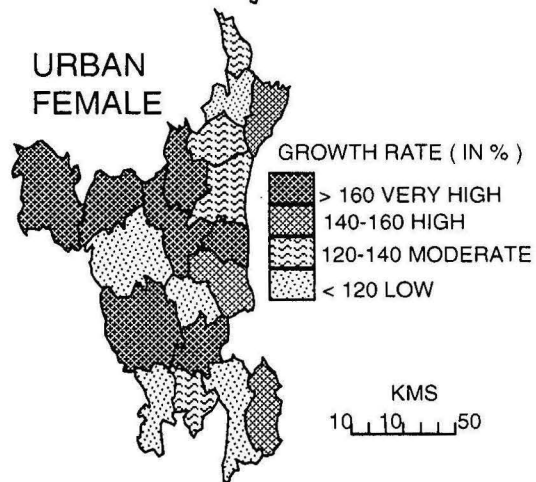
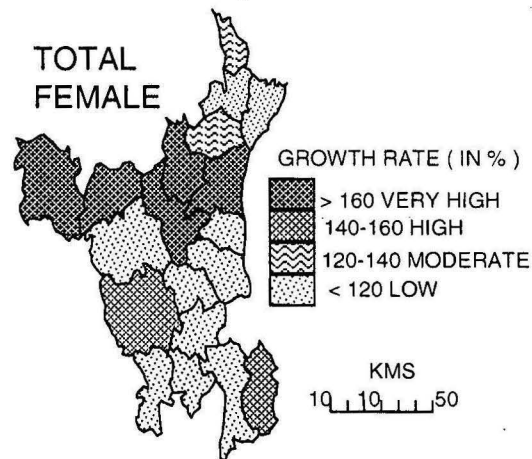
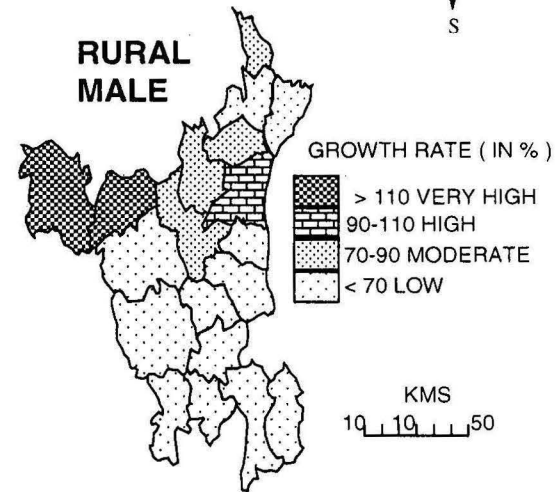
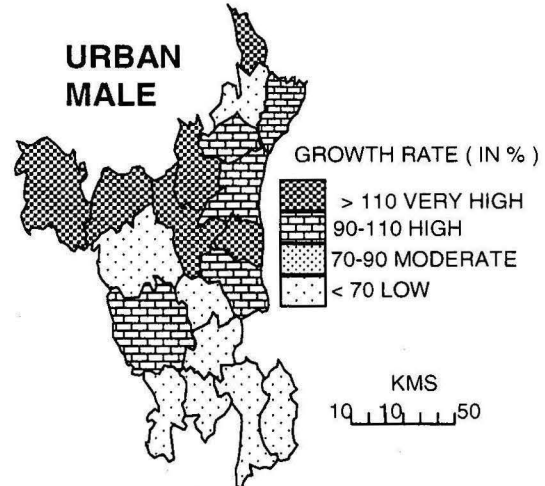
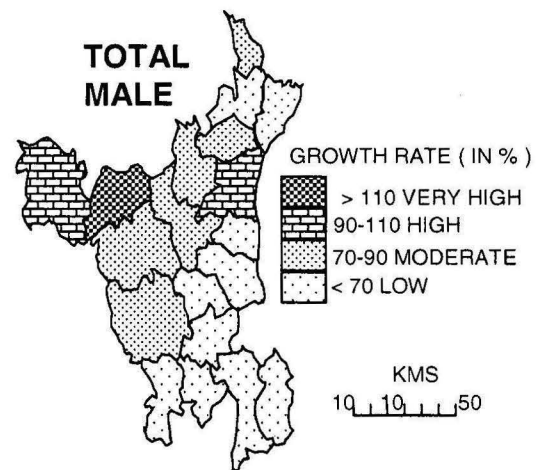
The districts of Panchkula, Karnal, Fatehabad and Faridabad had recorded above 80 percent literacy growth rate for non-scheduled caste and the Karnal, Fatehabad and Sirsa had recorded above 120 percent literacy growth rate for scheduled caste. Maximum growth rate was observed in Panchkula (101.80 percent) for non-scheduled caste and Fatehabad (154.52 percent) for scheduled caste decade 1991-2001. Fatehabad district was in the lowest literacy rate category in the year 1991 and was having a small base of literate persons. So even a moderate increase in the number of literate persons might have changed their literacy rate significantly. But still there literacy rate is comparatively lower.

On the other hand literacy growth rate among the non-scheduled caste was below 50 percent in Ambala, Yamunanagar, Sonipat, Rohtak and Jhajjar. All these districts were having comparatively higher literacy rate, in the year 1991 and they had maintained their position in the year 2001 as well. So except one or three exceptions it can be said that the districts which had already relatively higher literacy rate in 1991 census have moved at a slower at in the 2001 census.

Literacy growth rate among the non-scheduled caste varied 70 to 80 percent category in the districts of Jind, Hisar and Gurgaon. In the rest of the districts literacy growth rate varied 50 to 70 percent category. The overall pattern of literacy rate and its growth rate there in suggest that it has been in the rural areas that the non-scheduled caste and scheduled caste has taken rapid strides.

Compared to 69.40 percent literacy growth rate in urban areas, rural areas recorded around 62.02 percent literacy growth rate for non-scheduled caste and 108.58 percent literacy growth rate in urban areas, rural areas recorded 80.74 percent

# HARYANA SCHEDULED CASTE MALE AND FEMALE LITERACY GROWTH RATE 1991 – 2001



MAP: 2.8

Source: Census Of India, 2001

literacy growth rate for scheduled caste. In Panchkula, Panipat, Jhajjar and faridabad non-scheduled caste literacy growth rate in the urban areas was more than 80 percent and in Panchkula, Kaithal, Sirsa, Panipat, Jind, Jhajjar and Fatehabad scheduled caste literacy growth rate in the same areas was above 120 percent. In Ambala, Panipat, Sonipat, Rohtak, Jhajjar, Rewari and Yamunanagar districts non-scheduled caste rural literacy growth rate was below 50 percent and in Ambala, Panipat, Hisar, Jhajjar, Rewari and Gurgaon districts scheduled caste rural literacy growth rate was below 60 percent.

Compared to the males, females have registered very high literacy growth rate. It was 55.11 percent for the non-scheduled caste male against 82.36 percent for the non-scheduled caste female and 68.01 percent for the scheduled male against 133.68 percent for the scheduled caste female. This is mainly because of low base of literate female and this is due to special attention towards the female education. In western districts of the state, growth rate was even more than 70 percent for non-scheduled caste and more than 100 percent for scheduled caste.

The growth rate pattern of non-scheduled caste is very much akin to that of scheduled caste. The non-scheduled caste literacy growth rate during the same period remained very low as compared to that of scheduled caste. As many as 11 districts recorded growth rate more than state average's i.e. 70.63 percent. The highest growth rate was recorded in Fatehabad (101.80 percent) for non-scheduled caste and Fatehabad district (154.52 percent) for scheduled caste whereas the lowest growth rate was found in Ambala (44.73 percent) for non-scheduled caste and Rewari district (56.14 percent) for scheduled caste. In regional context, the western region and south-eastern region exhibited high growth rate during the 1991-2001 (see Maps 2.7 and 2.8). The western regions have registered higher growth rate but their literacy situation is still at infancy stage. It may be noted that the growth rate of this magnitude has been possible because of low literacy base and therefore, despite higher literacy growth rate the districts have much lower literacy rate for scheduled caste.

The forgoing discussion reveals that during the recent years; however the state has been making a rapid progress in literacy rate. This owed partly to change in the attitudes of people in favouring of education and partly to fast increase in educational facilities offered by both state government and private agencies.

## **2.7. Disparities in the Levels of Literacy**

Contemporary India presents a wide spectrum of social inequality in several characteristics of population. In literacy also various groups of population stand in marked contrast to one another, not only in terms of inter-regional variation, even within the same geographical area or region different groups and segments of population pass through different stages of literacy attainment. Marked disparity is also observed with regard to literacy level between scheduled caste and non-scheduled caste population. The disparities in literacy in the state on the basis of statistical analysis and mapping for the year 1991 as well as 2001 data have been worked out.

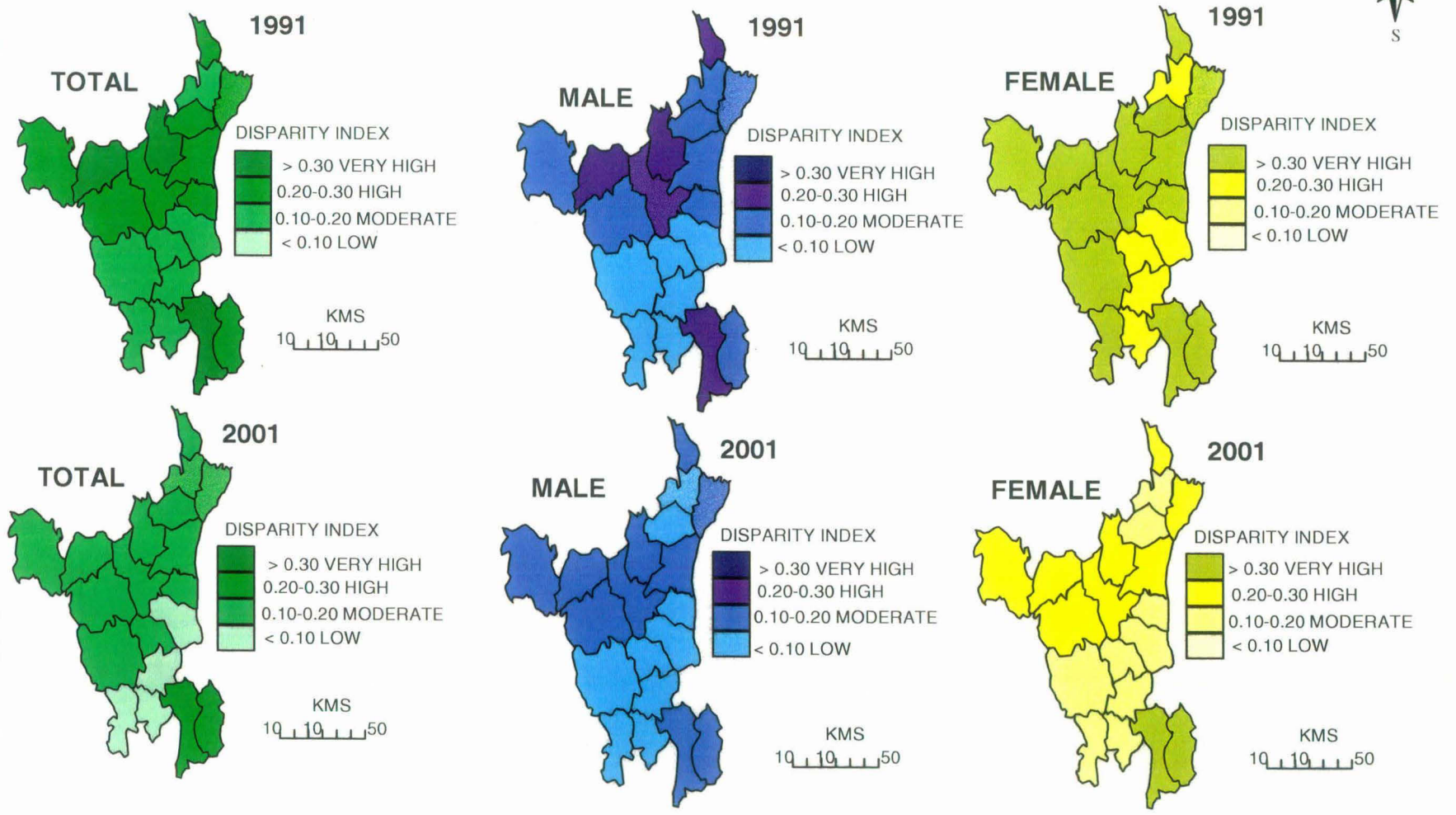
### **2.7.1 Urban–Rural Disparity in Scheduled Caste and Non-Scheduled Caste**

#### **Literacy**

Urbanization and industrialization tends to be positively related with literacy levels. The urban literacy among the scheduled caste and non-scheduled caste is invariably higher in relation to those living in the rural areas. A small number of scheduled caste and non-scheduled caste population living in the urban areas have high literacy rate who may have migrated into the urban areas in search of jobs etc. or may have become literates as a matter of need. Hence rural-urban disparities tend to originate. In the year 1991, the urban-rural disparity among the scheduled caste and non-scheduled caste was 0.11 and 0.24 which decreased to 0.06 and 0.15 in the year 2001. Thus there was a high decline in overall disparity. There was low disparity in scheduled caste compared to the non-scheduled caste urban-rural disparity in literacy rate.

But there existed a big difference between scheduled caste and non-scheduled caste male urban-rural disparity and scheduled caste and non-scheduled caste female urban-rural disparity which was 0.05, 0.09 for male and 0.09, 0.23 for female in 2001 and 0.03, 0.16 for male and 0.18, 0.39 for female respectively in the year 1991. Thus there were 14 points and 4 points differences in non-scheduled caste and scheduled caste male and female urban-rural disparity. This was mainly due to very low non-scheduled caste female literacy in the rural areas which was the function of several factors such as poor educational infrastructure, lack of awakening superstitions and more biases against females in the rural areas.

# HARYANA NON-SCHEDULED CASTE RURAL - URBAN DISPARITY

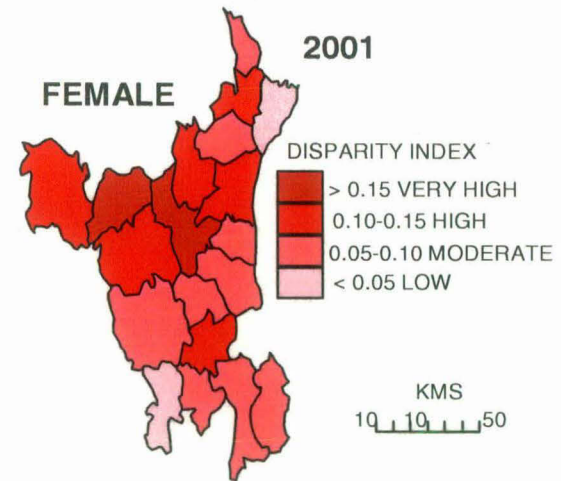
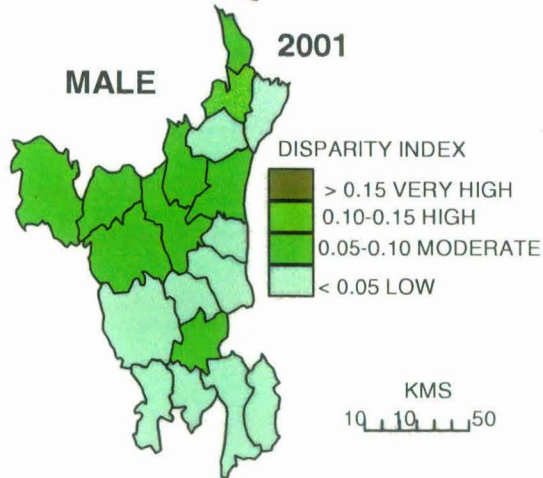
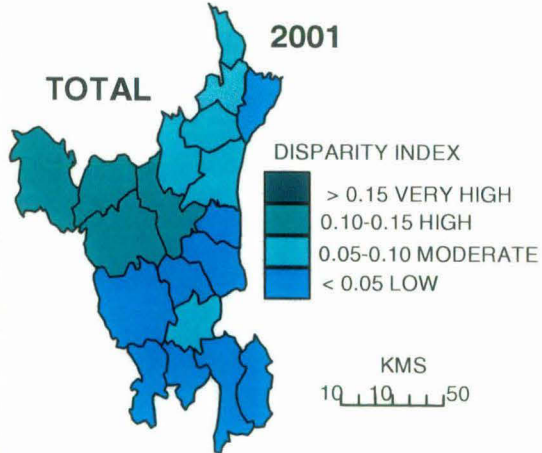
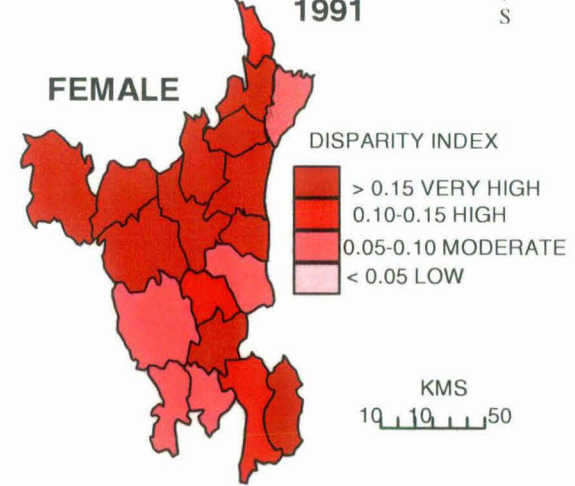
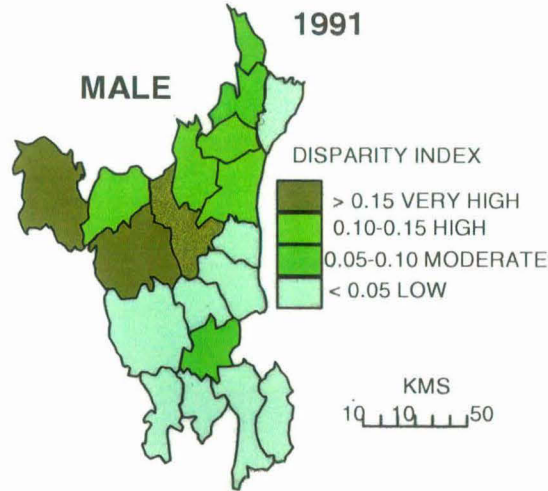
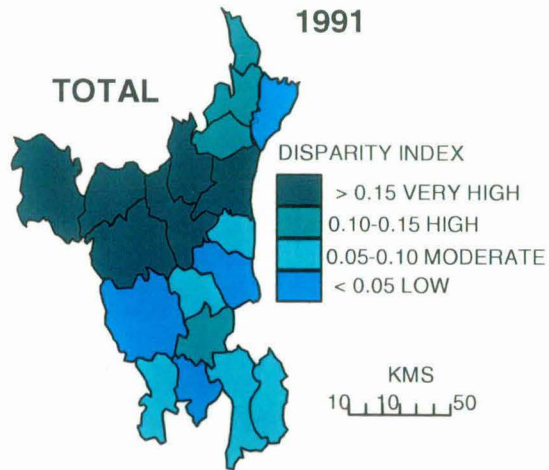


MAP: 2.9

Source: Census Of India, 2001



# HARYANA SCHEDULED CASTE RURAL - URBAN DISPARITY



MAP: 2.10

Source: Census Of India, 2001



The inter district patterns had gone a major change. The average disparity had decreased and the differences between the maximum and minimum disparity had gone down significantly. This difference was about 19 points and 21 points in 1991 which came down to 16 points and 8 points in the year 2001. In the year 2001 disparity index was above 0.19 in Fatehabad, Gurgaon and Faridabad much higher than 0.15 for the state as a whole. Maximum disparity was recorded in Gurgaon (0.24) and Jind, Hisar and Sirsa (0.11). In Bhiwani district scheduled caste urban-rural disparity has increased considerably from 0.03 in the year 1991 to 0.04 in 2001. This almost 1 point increase in urban-rural disparity was due to the significant increase in urban literacy.

In the year 2001, the lowest urban-rural disparity in literacy level for total, male as well as female was recorded in Jhajjar and Rewari for non-scheduled caste and scheduled caste which was 0.08, 0.03 & 0.13 and 0.08, 0.06 & 0.12 for non-scheduled caste and scheduled caste in Jhajjar district and 0.08, 0.00 & 0.15 and 0.04, 0.00 & 0.08 in Rewari district respectively. In the year 1991 Rewari district got the lowest position for all these i.e. non-scheduled caste total, male and female and Bhiwani for scheduled caste total and female.

From the data analysis one interesting thing emerges that in scheduled caste urban-rural disparity was lower than non-scheduled caste urban-rural disparity. Scheduled caste urban-rural disparity for male was comparatively much lower than that of female. In the year 2001, for the male it was 0.05 as against 0.09 for the female. This high female urban-rural disparity was mainly due to the very low female literacy in the rural areas. A cross the state these were large differences in non-scheduled caste female urban-rural disparity. It was as much as 0.37 in Gurgaon for non-scheduled caste and 0.16 in Fatehabad for scheduled caste, for non-scheduled caste male highest and lowest urban-rural disparities were recorded in 0.15 in Gurgaon and 0.02 in Rewari and for scheduled caste male 0.10 in Sirsa and -0.01 in Faridabad respectively (See Table 2.4 and 2.5 and Map 2.9 and 2.10).

### **2.7.2 Gender Disparity in the Total, Urban and Rural Non-scheduled Caste and Scheduled Caste Literacy**

A differential rate of increase in male and female literacy rate may

**Table 2.5. Haryana: Some Aspects of Literacy Rate among the Scheduled Caste**

Literacy Rate (in percentage)						
Indicators	Average		Highest		Lowest	
	1991	2001	1991	2001	1991	2001
Scheduled Caste Total Literacy	39.22	55.44	55.41 Rewari	68.68 Rewari	21.22 Fatehabad	41.01 Fatehabad
Scheduled Caste Male Literacy	52.06	66.92	74.23 Rewari	83.9 Rewari	30.40 Fatehabad	51.46 Fatehabad
Scheduled Caste Female Literacy	24.15	42.26	40.58 Panchkula	52.72 Ambala	11.45 Fatehabad	29.36 Fatehabad
Scheduled Caste Urban Literacy	46.42	60.19	60.33 Panchkula	71.82 Rewari	28.5 Fatehabad	48.12 Sirsa
Scheduled Caste Urban Male Literacy	58.69	70.67	75.67 Rewari	83.75 Rewari	38.67 Fatehabad	57.03 Fatehabad
Scheduled Caste Urban Female Literacy	31.89	48.1	48.01 Panchkula	60.30 Ambala	16.93 Fatehabad	37.71 Sirsa
Scheduled Caste Rural Literacy	37.67	54.13	54.90 Rewari	68.09 Rewari	20.12 Fatehabad	39.48 Sirsa
Scheduled Caste Rural Male Literacy	56.2	65.88	74.01 Rewari	83.93 Rewari	29.37 Sissa	48.57 Sirsa
Scheduled Caste Rural Female Literacy	22.48	40.64	36.67 Panchkula	51.34 Yamunanagar	10.8 Fatehabad	28.05 Fatehabad
Scheduled Caste Total Literacy Growth Rate, 1991-2001	86.61		154.52 Fatehabad		56.14 Rewari	
Scheduled Caste Male Literacy Growth Rate, 1991-2001	68.01		106.42 Karnal		42.71 Rewari	
Scheduled Caste Female Literacy Growth Rate, 1991-2001	133.68		248.99 Fatehabad		80.12 Ambala	
Scheduled Caste Urban Literacy Growth Rate, 1991-2001	108.58		215.47 Sirsa		56.37 Hisar	
Scheduled Caste Urban Male Literacy Growth Rate, 1991-2001	91.39		189.87 Sirsa		40.66 Hisar	
Scheduled Caste Urban Female Literacy Growth Rate, 1991-2001	146.02		274.27 Sirsa		69.53 Ambala	
Scheduled Caste Rural Literacy Growth Rate, 1991-2001	80.74		209.33 Sirsa		44.24 Panipat	
Scheduled Caste Rural Male Literacy Growth Rate, 1991-2001	91.39		182.55 Sirsa		26.94 Panipat	
Scheduled Caste Rural Female Literacy Growth Rate, 1991-2001	146.02		284.18 Sirsa		78.94 Jhajjar	
Scheduled Caste Total Gender Disparity	0.41	0.27	0.53 Faridabad	0.35 Faridabad	0.27 Panchkula	0.20 Panchkula, Amb
Scheduled Caste Urban Gender Disparity	0.34	0.24	0.43 Mahendargarh	0.31 Mahendargarh	0.22 Ambala	0.16 Ambala
Scheduled Caste Rural Gender Disparity	0.49	0.28	0.59 Faridabad	0.39 Faridabad	0.28 Panchkula	0.20 Panchkula

Contd.....

Scheduled Caste <b>Total</b> <b>Rural-Urban Disparity</b>	0.11	0.06	0.24	0.11	0.03	0.03
			Sirsa	Jind,Hisar,Sirsa	Bhiwani	Yamunanagar
Scheduled Caste <b>Male</b> <b>Rural-Urban Disparity</b>	0.03	0.05	0.22	0.10	0.00	-0.01
			Sirsa	Sirsa	Faridabad	Faridabad
Scheduled Caste <b>Female</b> <b>Rural-Urban Disparity</b>	0.18	0.09	0.30	0.16	0.06	0.04
			Hisar	Fatehabad	Bhiwani	Mahendargarh

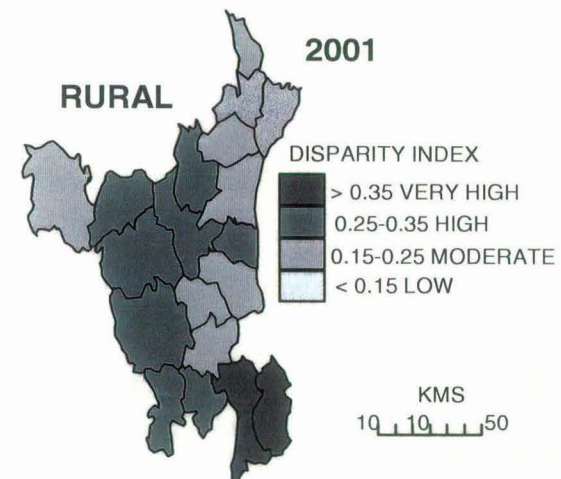
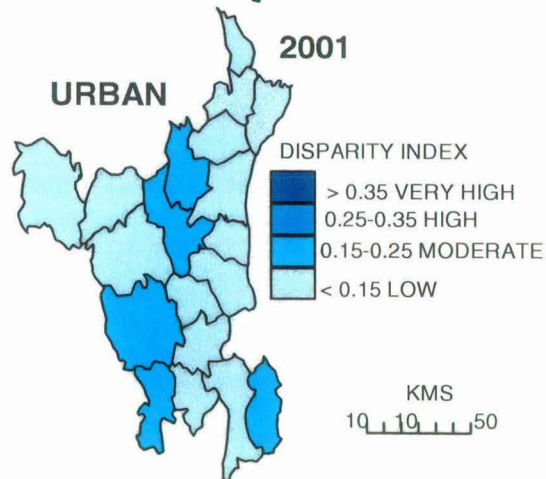
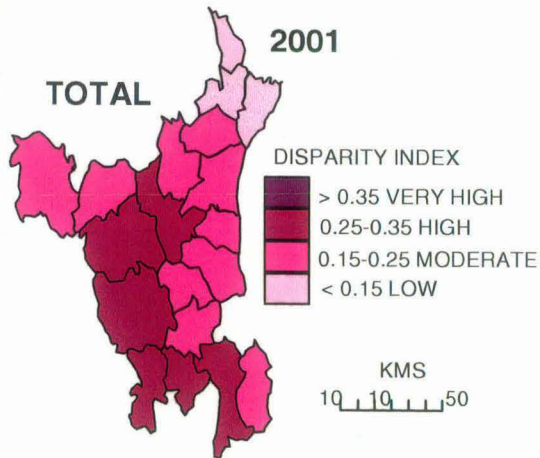
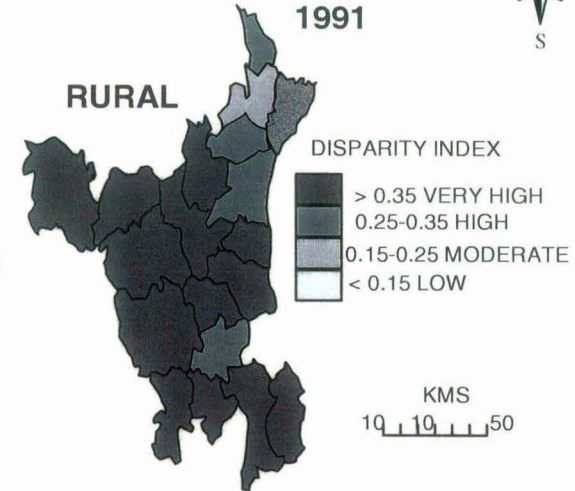
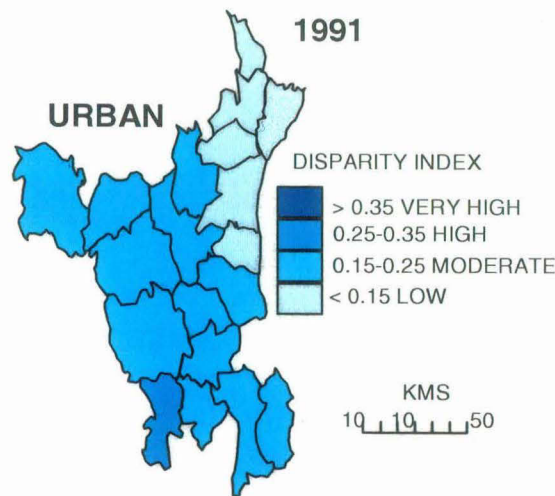
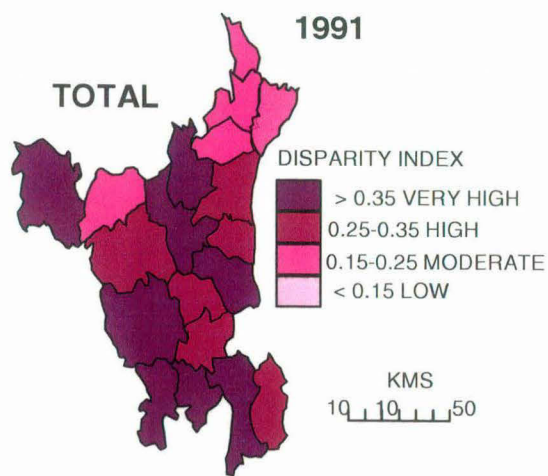
Source: Census of India, Haryana, Scheduled Caste Table, 1991 and 2001.

lead to enlargement of disparity. In the year 1991, the value of gender disparity index for non-scheduled caste and scheduled caste literacy of the state was 0.23 and 0.41 which came down to 0.22 and 0.27 in the year 2001. Still it is a very high figure. Among all broad communities of India, the scheduled caste is educationally as well as economically backward. Similar to other communities, female are more disadvantaged compared to male in the non-scheduled caste and scheduled caste community. Non-scheduled caste and scheduled caste consider education of girl child as workless, because after all she has to take care of household works they think do not need schooling, other thing is that after marriage she has to leave her parent's house, so non-scheduled caste and scheduled caste less importance to girls education. Due to these reasons discrimination against female disparities among the non-scheduled caste and scheduled caste is originated.

There are lots of variations across the state regarding gender disparity in literacy rate. In the year 2001, it was above 0.25 in Jind, Hisar, Bhiwani, Rewari, Mahendargarh and Gurgaon. Highest disparity was recorded in Mahendargarh which was 0.30. These districts along with Kaithal and Sonipat were in above 0.35 categories in the year 1991. This around 14 point decrease in scheduled caste gender disparity is a laudable trend.

On the other extreme end comparatively lower gender disparity was recorded in Panchkula and Ambala (0.14). Non-scheduled caste and scheduled caste gender disparity in literacy rate can be analyses properly, keeping two points in mind, one is the numerical dominance of particular scheduled caste in that district and other is the level of economic development. The Ahir scheduled castes who mainly inhabit in the southern and south-eastern part of the state are comparatively more developed. They have been in the mainstream culture for a longer period. They are imbibing the new ideas very fastly. On the other hand, other scheduled castes that are numerically dominant in western part of the state are still living agriculture life. Their females are engaged in

# HARYANA NON-SCHEDULED CASTE GENDER DISPARITY



Source: Census Of India, 2001

MAP: 2.11

household work and are largely out of the formal education. Due to this reason gender disparity is higher in western districts of the state. By the non-scheduled caste and scheduled caste, other thing is that economically especially agriculturally more developed and near by Chandigarh and Delhi Union Territories, and it is a known fact that economic development leads to the reduction of interpersonal and intergender disparities. Due to this factor also gender disparity is comparatively lower in these districts.

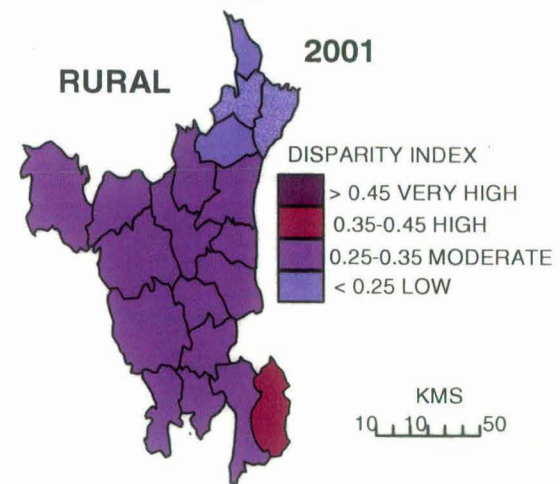
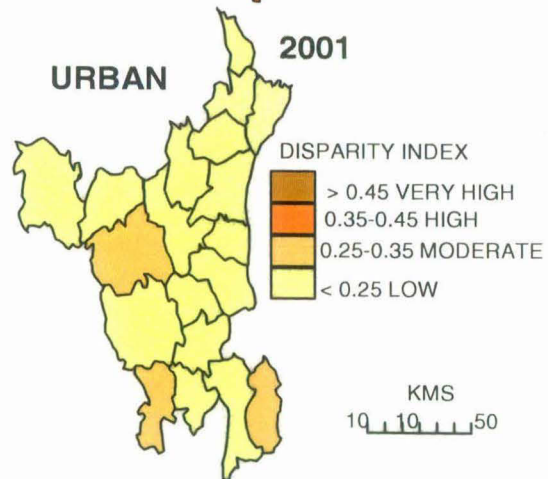
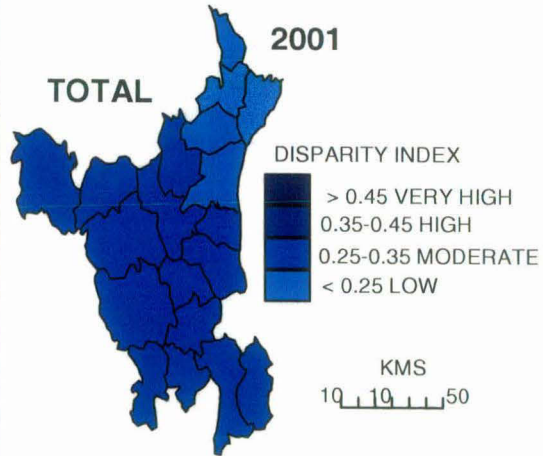
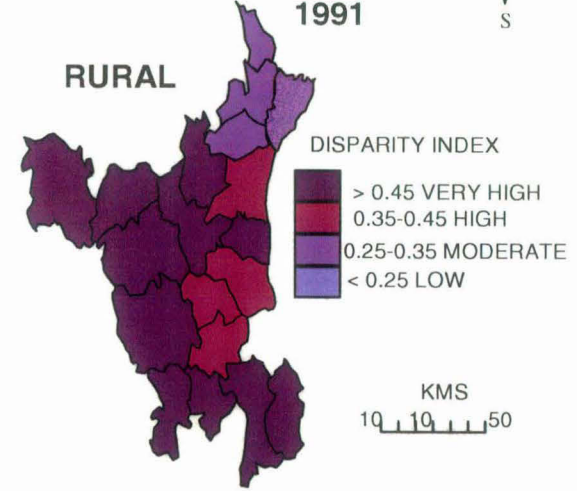
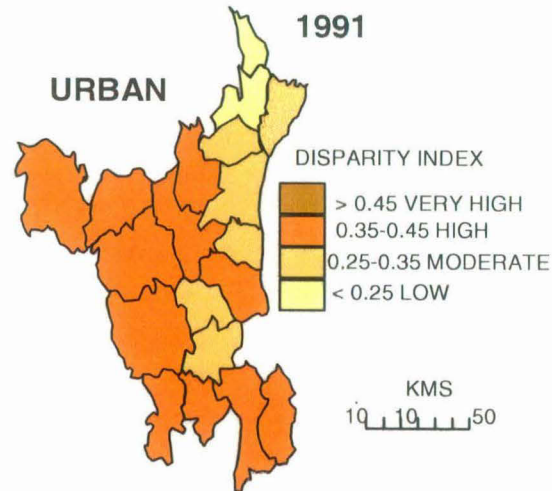
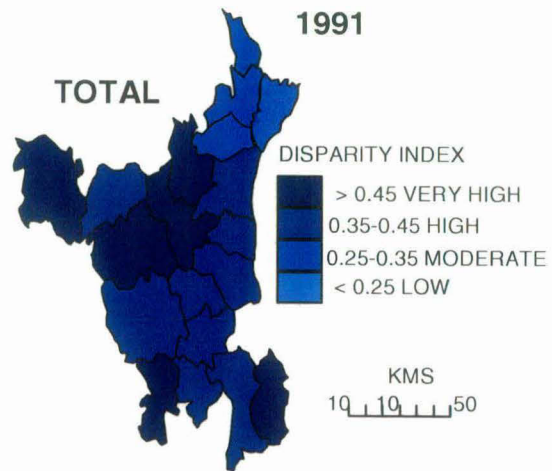
In the Panchkula, Ambala, Yamunanagar, Kurukshetra, Karnal, Panipat, Sonapat, Sirsa and Rohtak districts gender disparity was below state's average i.e. below 0.22 and in all the rest of the districts it was above 0.22 (see Map 2.11 and 2.12) . In all the districts gender disparity had declined between the year 1991 and 2001. In the districts which had comparatively higher gender disparity in the year 1991, decline in the gender disparity was comparatively more prominent. Scheduled caste gender disparity was higher. It was 0.27 in the year 2001 compared to 0.22 for non-scheduled caste. This clearly shows that the literacy level among the scheduled caste females was comparatively worse.

The urban literacy level has been observed to be consistently higher than that of rural areas. A smaller numbers of non-scheduled caste and scheduled caste population living in the urban areas that may have become literate as a matter of their needs in urban situation. However the non-scheduled caste and scheduled caste females have not been at par with males. Hence the urban gender disparity tends to suffer from poor literacy levels among females. But as compared to the rural areas it is still low. In the year 2001 the value of gender disparity index in the urban areas was 0.13 compared to the rural (0.27) areas. In the year 1991 it was 0.17 as against 0.39 in the rural areas. So in one decade the gap between rural and urban gender disparity had declined.

Both in the year 1991 and 2001 Mahendargarh had the maximum gender disparity which was 0.27 and 0.21 respectively. So in maximum gender disparity there is a negligible change. In the year 2001 gender disparity index varied 0.15 to 0.25 categories in Jind, Bhiwani, Kaithal, Mahendargarh and Faridabad. Except Mahendargarh these districts were same category in 1991. Minimum gender disparity was recorded in Panchkula (0.09) in 1991 and same district (0.07) in 2001 for non-scheduled caste and



# HARYANA SCHEDULED CASTE GENDER DISPARITY



MAP: 2.12

Source: Census Of India, 2001

minimum gender disparity was recorded in Ambala (0.22) in 1991 and 0.16 in 2001 for scheduled caste (see Table 2.4 and 2.5). Panchkula and Ambala only two districts in the state, minimum gender disparity was recorded in two time periods for non-scheduled caste and scheduled caste in total, rural and urban areas. In these districts, non-scheduled caste and scheduled caste male and female literacy was high in the rural and urban areas in the same period.

As compared to urban areas non-scheduled caste gender disparity in rural areas was about two times higher in the year 1991 and 2001 and more than one time higher for scheduled caste in the same year. It was 0.27 in the non-scheduled caste rural areas compared to 0.13 in the non-scheduled caste urban areas and 0.28 in the scheduled caste rural areas compared to 0.24 in the scheduled caste urban areas. In the year 1991 the value of gender disparity was 0.39 in the rural areas for non-scheduled caste and 0.17 in the urban areas and 0.49 in the rural areas for scheduled caste and 0.34 in the urban areas. So there was 12 points decline in rural areas compared to only 4 points in the urban areas for non-scheduled caste and 21 points in rural areas and 10 points in urban areas for scheduled caste.

This was mainly due to the programmes and policies conducted by the government for educational development in the rural areas especially for the scheduled caste; other thing is that spread of education is reducing the gap between male and female particularly in the rural areas.

In the year 2001 highest non-scheduled caste gender disparity in rural areas was observed in Faridabad (0.39) followed by Gurgaon (0.36), and 0.39 was highest in Faridabad for scheduled caste. In Jind, Fatehabad, Kaithal, Hisar, Bhiwani, Rewari and Mahendargarh districts varied 0.25 to 0.35 categories in the year 2001. These districts were above 0.35 categories in the year 1991. On the other hand in the year 2001, the value of gender disparity index was below 0.15 in Kurukshetra, Karnal, Sonipat, Yamunanagar, Sirsa, Rohtak, Jhajjar, Panchkula and Ambala districts. The lowest gender disparity was found in Ambala (0.25), (0.17) in 1991 and 2001 for non-scheduled caste. Panchkula (0.28), (0.20) in the same year for scheduled caste.

Broadly speaking the Kurukshetra, Karnal, Sonipat, Yamunanagar, Sirsa, Rohtak, Jhajjar, Panipat, Ambala, Kaithal and Panipat districts of the state in rural

areas the value of gender disparity index was below state's average i.e. 0.27. Among the rest districts it was above state's average.

Lastly it emerged that non-scheduled caste and scheduled caste gender disparity has declined in all districts, but the decline is more acute in the districts which had higher disparity in the year 1991. Districts situated by northern and southern part of the state registered high decline.

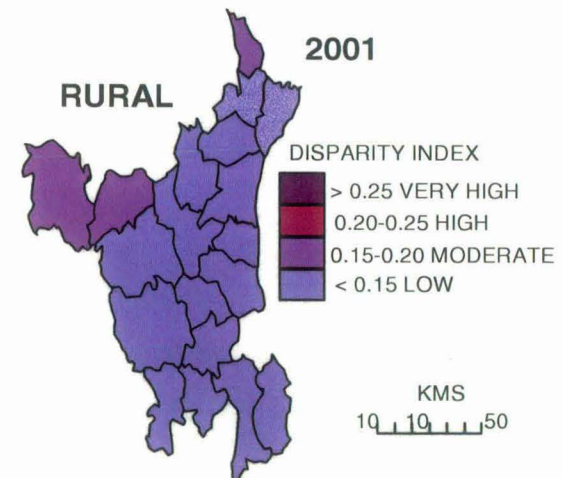
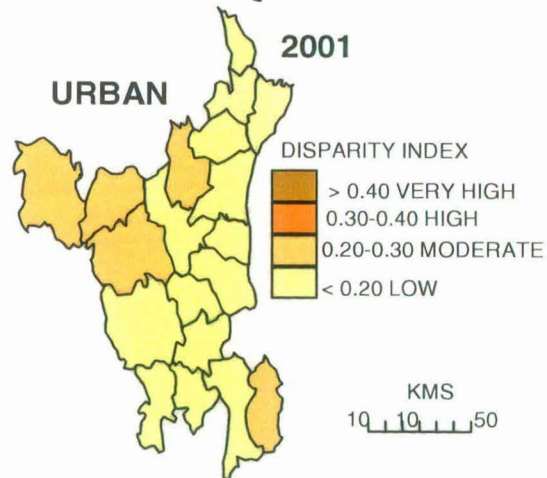
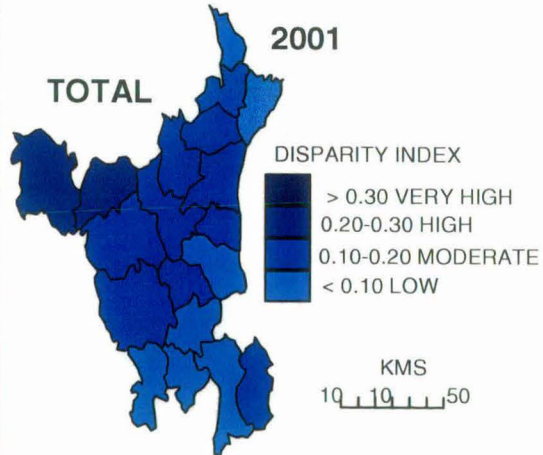
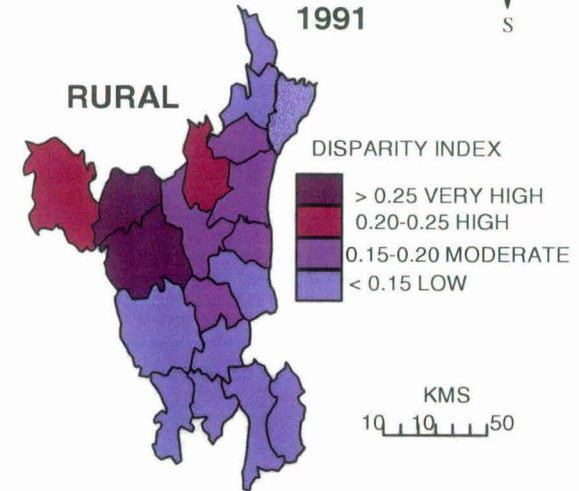
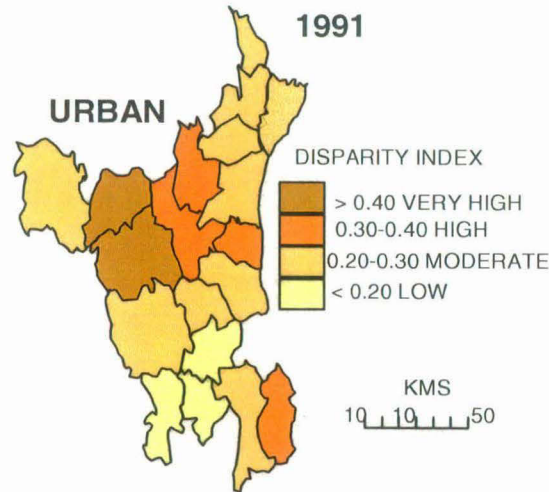
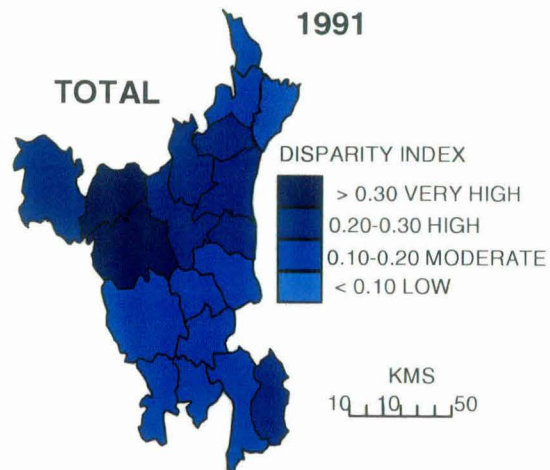
### **2.7.3. Scheduled caste - Non-scheduled Caste Disparity in Total, Urban and Rural Literacy**

In comparison to many developed and developing countries, level of educational development in India is low and there is a big disparity among various communities regarding it. Nevertheless the disparity in literacy level in India in all categories seems to have declined appreciably. Various programmes and policies have been started by the government for the educational development of downtrodden and backward castes. Urbanization and metropolization have played a distinct role in lowering disparity between the communities, which is evident from the fact that the urban disparity is lower than that of the rural areas. This positive effect has been felt among scheduled caste and non-scheduled caste where the disparity happen to be lower in the urban areas.

In state, scheduled caste – non-scheduled caste disparity in literacy continues to be moderately high. The value of disparity index was 0.20 in the year 1991 which declined to 0.13 in the year 2001. It has been seen that in the districts, where the proportion of scheduled caste to the total population on the districts, was comparatively low, the disparity level for these districts was relatively lower. This could be the main reason for the comparatively lower scheduled caste – non-scheduled caste disparity in literacy in northern, southern and north-eastern districts of the state. But the disparity index for the Gurgaon district was below 0.03 in the year 2001. Lowest disparity was recorded in Gurgaon district (0.00) and (0.03) for the year 2001 as well as 1991. This district is comparatively economically developed and literacy level is relatively higher.



# HARYANA SCHEDULED CASTE AND NON-SCHEDULED CASTE DISPARITY



MAP: 2.13

Source: Census Of India, 2001

Even in same district scheduled caste literacy rate was equal to the non-scheduled caste literacy rate. Disparity index was negative and zero in Gurgaon (0.00).

In the year 2001, disparity was zero in Gurgaon district only. This shows that Gurgaon district had improved their literacy rate fastly in the year 2001. In the western and south-western district of the state, disparity was comparatively higher. It was more than 0.18 in Fatehabad and Sirsa in the year 2001. This high disparity was mainly due to the relatively lower literacy rate among the scheduled caste. In the southern and south-eastern districts of the state, disparity was comparatively lower. It varied 0.00 to 0.08 categories in Rewari, Mahendargarh and Gurgaon in the year 2001. In these districts proportion of scheduled caste population was higher, mainly dominated by Ahir scheduled caste that is very advanced economically and educationally. On the other hand these districts had one of the highest non-scheduled caste literacy rates in the state. In the year 2001, Rewari got the highest position in scheduled caste and non-scheduled caste male literacy.

Ahir are the most preponderant scheduled caste groups of the state and are one of the most developed scheduled castes of the state both educationally and economically. So the district such as Rewari, Gurgaon, Mahendargarh and Faridabad where proportion of Ahir in total scheduled caste population of the state was high, scheduled caste – non-scheduled caste disparity was comparatively lower. In almost all the districts, disparity index had declined between year 1991 and 2001.

Urbanization and industrialization tend to be positively related to higher literacy levels. These are not sudden processes; they take place gradually and over a period of time. Their influence directly or indirectly reaches to all.

Compared to the urban areas scheduled caste-non-scheduled caste disparity in literacy level is lower in rural areas. Scheduled castes are basically inhabitants of rural areas. Their presence in urban areas is due to migration which is a selective process and only those who have potential and qualities, migrate to the urban areas. Other thing is that nature of the job in urban areas require people to be educated. Due to these entire factors literacy rate among the non-scheduled caste in the urban areas is comparatively higher than the rural areas. In the state, literacy rate among the scheduled caste in the urban areas is comparatively lower than the rural areas. So

scheduled caste-non-scheduled caste disparity is higher in the urban areas than the rural areas.

In the year 2001, scheduled caste-non-scheduled caste disparity in the urban areas was 0.19 compared to 0.10 for the rural areas. For the year 1991 it was 0.29 and 0.16 respectively. So in the urban areas there is 10 points decrease in disparity in one decade compared to 6 points in the rural areas for the same period. This shows that disparity in the urban and rural areas have made significant changes in disparity reduction.

In the year 2001, scheduled caste-non-scheduled caste disparity in the urban areas was above 0.25 in Sirsa and Fatehabad. Highest scheduled caste-non-scheduled caste disparity was recorded in Sirsa (0.27) and Fatehabad (0.27). Fatehabad got the same position in the year 1991 (0.47). Value of scheduled caste-non-scheduled caste disparity index was below 0.10 in Jhajjar and Rewari. In these districts urban scheduled caste literacy was comparatively higher. But in the same districts scheduled caste-non-scheduled caste disparity was below 0.08 than the urban disparity. In Gurgaon, scheduled caste-non-scheduled caste disparity was negative in the year 1991 and 2001 i.e. scheduled caste literacy was higher than the non-scheduled caste literacy (see Table 2.5). In Kaithal, Hisar, Fatehabad, Sirsa and Faridabad districts scheduled caste-non-scheduled caste disparity index varied 0.20 to 0.30 categories. In remaining districts it was below 0.20 in the year 2001. In all the districts disparity had declined between the year 1991 and 2001.

It has been seen that scheduled caste literacy rates are much below the non-scheduled caste literacy rates. So disparities between non-scheduled caste and scheduled caste literacy level tend to be high. But there is a lot of variation between the urban and rural literacy. In the state rural scheduled caste-non-scheduled caste disparity was lower than that of the urban disparity.

Scheduled caste-non-scheduled caste disparity in the rural areas was above 0.16 in Panchkula, Fatehabad and Sirsa districts. Scheduled caste populations are economically as well as educationally very backward and are mainly village dwellers. This might be the main reason behind the high disparities in these districts except Panchkula. Value of rural scheduled caste-non-scheduled caste disparity was below 0.08

in Yamunanagar, Mahendargarh, Rewari, Gurgaon and Faridabad. Except Yamunanagar these districts are inhabited by Ahir scheduled caste who is land holding and well placed in jobs. Other thing is that these districts have benefited from Delhi Union Territories and are agriculturally well developed. This economic development has also contributed in comparatively higher scheduled caste literacy in the rural areas.

Only in Gurgaon district scheduled caste literacy rate was higher than the non-scheduled caste literacy rate in the year 1991 and 2001. Rural scheduled caste-non-scheduled caste disparity index was negative in Gurgaon (-0.03) and (-0.06) in the year 1991 and 2001 in the state.

In the year 2001 maximum disparity was recorded in Sirsa (0.20) and minimum disparities in Gurgaon (-0.06) followed by Mahendargarh (0.06), Rewari (0.06) and Faridabad (0.05) respectively. Hisar and Fatehabad have shown significant changes in disparity level between 1991 and 2001. It was around 15 point's change which should be considered as a positive trend.

## **2.8. Conclusion:**

The main findings of this chapter indicate that the literacy rate in the state is progressive, but it is insignificant in comparison to other states. There are wide gaps between urban and rural, male and female and scheduled caste and non-scheduled caste literacy rate. The literacy rate in urban areas is higher than rural areas. Male literacy rate is much higher than the female and non-scheduled caste literacy rate is also higher than the scheduled caste in rural and urban areas. The high literacy rate is found in Panchkula, Ambala, Yamunanagar, Kurukshetra, Sonipat, Rohtak, Jhajjar, Rewari, Mahendargarh and Gurgaon where the urban/rural, male/female and non-scheduled caste/scheduled caste literacy rate are high. In the rest of the districts, literacy rate is low.

Disparities in the level of literacy have declined, over the decade. To sum up, it may be stated from the above discussion that disparity exists in all the segments of population, viz. rural/urban, male/female and scheduled/non-scheduled caste. Scheduled caste gender and rural-urban disparity is high than non-scheduled caste disparity in the 1991 and 2001. Similarly, gender disparity is higher in rural than in urban

areas. Disparity in non-scheduled caste and scheduled caste literacy by region and sex needs to be narrowed down. It can be say that those areas of the state which have an agrarian economy, are less urbanized and predominated by scheduled caste population, male/female literacy is very low. On the other, hand those areas of the state which are highly urbanized and industrialized, the level of scheduled caste and non-scheduled caste literacy rate are quite high. These areas are located close to the national capital and state capital.

The state is struggling hard to uproot the illiteracy for this many programmes have been started from time to time. The striking regional disparity in rural-urban literacy rates are due to:

- The availability of better educational facilities in towns.
- Higher awareness about the literacy among urban people.
- The immigration of rural literates in urban areas in search of employment.
- The greater functional necessity of literacy for employment and lesser utility of children for parent's occupation in urban areas.

On the whole it has been observed that even after persistent efforts both by central and state governments, total literacy is still distant in Haryana. Although the percentage of illiteracy has declined, the number of illiterates continues to grow. According to 2001 census, about 50 percent of total scheduled caste population, 60 percent of scheduled caste female and 45 percent non-scheduled caste female of Haryana are still illiterate and this is attributed to population explosion, lack of enough literacy programmes for females, lack of universal primary education, poverty and so on.

APPENDIX - 2.1.

**Literacy Rate among the Scheduled Caste and Non-Scheduled Caste Population**

Districts / State	T / U / R	Non-Scheduled Caste						Scheduled Caste					
		2001			1991			2001			1991		
		P	M	F	P	M	F	P	M	F	P	M	F
Haryana	T	67.91	78.49	55.73	55.85	60.10	40.47	55.44	66.92	42.26	39.22	52.06	24.15
	U	79.89	86.58	72.05	73.66	81.96	64.06	60.19	70.67	48.10	46.42	58.69	31.89
	R	63.82	76.13	49.77	49.85	64.78	32.51	54.13	65.88	40.64	37.67	56.20	22.48
Panchkula	T	74.00	80.87	65.65	68.17	76.12	57.40	63.42	72.75	52.72	53.42	63.99	40.58
	U	85.70	89.32	81.49	84.17	89.22	79.13	67.41	76.96	56.36	60.33	70.56	48.01
	R	67.8	77.50	58.11	55.23	67.02	43.45	61.58	70.78	51.04	50.69	61.39	37.67
Ambala	T	75.31	82.31	67.39	63.31	73.15	52.28	63.16	72.58	52.53	50.96	60.71	36.28
	U	85.97	90.17	81.06	78.66	85.09	71.82	68.91	76.64	60.30	57.52	67.22	46.68
	R	70.74	78.92	61.61	59.04	69.93	46.63	61.71	71.57	50.57	48.08	59.68	34.52
Yamunanagar	T	71.63	78.82	63.39	60.53	69.76	50.07	62.88	72.18	52.20	46.06	57.39	32.95
	U	81.95	86.31	76.89	75.48	81.48	68.64	65.62	74.34	55.57	49.01	59.60	36.61
	R	65.46	74.37	55.32	52.73	63.62	40.41	62.18	71.63	51.34	45.49	56.96	32.25
Kurukshetra	T	69.88	78.06	60.61	58.78	69.23	46.94	56.94	66.91	45.65	40.23	51.27	27.63
	U	81.19	86.47	75.02	76.22	83.17	68.21	60.96	70.50	50.11	49.59	60.10	37.62
	R	66.00	75.18	55.69	53.12	64.65	40.11	56.17	66.23	44.80	38.89	50.00	26.19
Kaithal	T	59.02	69.15	47.31	42.59	54.71	28.37	44.67	54.90	32.62	25.58	35.61	13.50
	U	73.07	80.76	64.29	64.79	73.80	54.60	50.37	60.07	39.06	33.27	43.40	21.34
	R	56.40	67.17	43.52	38.71	51.44	23.68	43.66	53.99	31.47	24.78	34.81	12.68
Karnal	T	67.74	76.29	57.97	56.15	67.02	43.54	53.77	63.92	42.04	37.17	48.91	23.28
	U	80.59	85.93	74.47	74.42	81.01	67.02	59.96	68.86	49.70	48.09	58.46	36.08
	R	63.57	73.30	52.44	48.98	61.64	34.11	52.24	62.69	40.14	34.69	46.77	20.34
Panipat	T	69.17	78.50	57.97	55.17	67.04	41.17	56.69	68.69	42.63	36.99	50.23	21.25
	U	76.69	82.73	69.38	71.54	78.13	63.92	58.98	69.45	46.44	41.72	53.14	28.19
	R	64.91	76.62	51.00	48.87	62.82	32.29	55.79	68.39	41.16	36.05	49.66	19.86
Sonapat	T	72.79	83.06	60.68	59.90	73.95	43.00	62.33	74.43	48.22	44.96	59.71	27.23
	U	81.36	88.50	73.07	72.81	82.38	62.86	65.32	76.32	52.77	47.47	60.88	31.67
	R	71.08	82.40	57.69	57.37	72.40	39.10	61.49	73.91	46.77	44.40	59.38	26.34
Jind	T	62.12	73.82	48.51	47.00	61.07	30.12	48.94	60.30	35.58	30.36	41.89	16.34
	U	76.86	85.57	66.85	68.98	79.30	56.91	57.30	68.10	44.95	41.56	53.69	27.13
	R	59.13	71.87	44.26	42.35	57.26	24.35	47.37	58.86	33.78	28.91	40.39	14.93
Fatehabad	T	57.98	68.22	46.53	42.12	52.88	27.01	41.01	51.46	29.36	23.96	34.05	13.87
	U	74.28	80.96	66.80	64.04	72.74	55.33	48.17	57.03	38.25	27.80	38.67	16.93
	R	54.65	66.02	41.96	36.75	48.80	24.27	39.95	50.63	28.05	20.12	29.43	10.81
Hisar	T	64.83	76.57	51.08	54.24	69.15	39.33	49.82	61.80	35.99	35.17	49.56	20.79
	U	79.13	86.44	70.53	66.37	78.37	54.38	57.33	68.84	44.19	42.10	57.14	27.07
	R	61.08	74.44	45.49	42.10	59.93	24.70	47.83	59.94	33.80	28.24	41.97	14.51
Sirsa	T	60.55	70.05	49.93	48.66	63.75	30.88	41.39	56.19	31.21	31.58	44.15	16.51
	U	74.30	81.07	66.66	67.15	78.37	55.33	48.12	57.56	37.71	34.12	44.29	22.34
	R	56.42	67.21	44.37	43.60	59.93	24.70	39.48	48.57	29.36	21.29	29.37	12.04

Contd.....

Rohtak	T	73.72	83.23	62.59	60.40	74.17	43.92	59.46	70.72	46.25	43.45	57.46	26.37
	U	82.26	88.27	75.39	72.16	81.70	61.40	61.32	71.39	49.79	47.35	60.21	32.30
	R	70.28	82.11	56.29	56.30	71.70	37.57	58.61	70.41	44.61	42.43	56.82	24.75
Jhajjar	T	72.38	83.27	59.65	64.22	78.53	47.39	62.51	74.59	48.23	48.54	62.89	31.34
	U	78.90	86.14	70.14	75.25	85.85	63.15	69.07	79.66	56.63	57.25	71.20	40.75
	R	70.66	82.43	57.03	60.00	77.14	44.08	60.87	73.34	46.14	47.40	61.81	30.07
Bhiwani	T	67.45	80.26	53.00	54.18	70.93	35.10	56.26	68.70	41.79	39.96	54.16	23.41
	U	77.43	85.90	67.62	67.81	78.98	54.97	59.05	70.07	46.31	41.59	55.09	25.93
	R	65.94	80.04	50.17	51.27	69.20	30.89	55.58	68.37	40.70	39.62	53.97	22.89
Mahendargarh	T	69.89	84.72	54.08	57.87	77.17	36.75	63.64	79.18	46.85	49.13	68.02	29.00
	U	78.69	89.30	66.89	72.21	85.64	57.32	66.48	81.25	49.95	53.81	71.02	34.19
	R	69.13	84.66	52.72	55.79	75.94	33.79	63.27	78.91	46.45	48.55	67.63	28.38
Rewari	T	75.25	88.45	60.83	64.77	82.16	46.18	68.68	83.90	51.84	55.41	74.23	34.69
	U	82.76	90.62	73.57	76.45	86.96	64.06	71.82	83.75	58.17	58.76	75.67	39.15
	R	74.19	88.67	58.64	62.61	81.22	43.05	68.09	83.93	50.66	54.90	74.01	34.03
Gurgaon	T	62.91	76.17	47.78	52.61	67.87	34.94	63.98	77.48	48.69	49.58	66.11	30.38
	U	82.42	89.53	74.27	76.69	85.67	66.56	66.36	78.21	53.13	53.58	68.48	35.46
	R	57.79	73.23	40.22	46.00	63.07	26.12	63.18	77.24	47.19	48.47	65.45	28.66
Faridabad	T	70.03	81.52	56.31	59.77	74.15	42.12	55.84	70.24	38.78	41.94	58.31	21.79
	U	79.52	87.30	70.02	73.56	82.67	62.12	57.58	69.78	42.67	44.24	58.06	26.23
	R	59.19	75.95	39.63	46.12	65.53	22.79	54.59	70.58	36.05	40.43	58.49	19.01

Source: Census of India, Haryana, 1991 & 2001 and Scheduled Caste Table, 1991 & 2001.

## APPENDIX - 2.2.

### Scheduled Cast and Non-Scheduled Caste Literacy Growth Rate, 1991-2001

Districts / State	T / U / R	Non-Scheduled Caste			Scheduled Caste		
		1991-2001			1991-2001		
		P	M	F	P	M	F
Haryana	T	64.50	55.12	82.36	86.61	68.01	133.68
	U	69.41	66.08	74.32	108.58	91.39	146.02
	R	62.02	50.30	87.57	80.74	62.11	129.90
Panchkula	T	101.80	96.44	110.17	98.65	86.14	122.36
	U	96.37	93.58	100.05	122.39	115.91	133.47
	R	107.70	99.14	123.97	88.44	73.98	117.10
Ambala	T	44.73	40.41	51.14	58.93	47.78	80.12
	U	41.05	45.82	35.31	60.79	55.14	69.53
	R	47.34	37.09	64.98	58.42	45.93	83.58
Yamunanagar	T	49.00	42.75	58.88	77.32	63.38	106.70
	U	61.59	59.06	65.01	119.11	102.52	150.78
	R	39.60	31.82	53.46	68.64	54.66	97.14
Kurukshetra	T	61.14	52.80	75.10	98.37	82.16	132.74
	U	56.47	53.52	60.60	119.34	109.08	138.00
	R	63.33	52.50	83.01	94.53	77.52	131.65

Contd.....

Kaithal	T	68.57	52.77	104.32	112.94	86.20	197.82
	U	78.94	74.29	86.05	193.62	167.21	256.91
	R	65.54	47.48	111.84	101.62	75.76	187.29
Karnal	T	84.14	72.47	104.97	130.93	106.42	191.83
	U	58.52	56.85	60.78	113.69	101.36	136.85
	R	99.41	80.35	139.85	136.36	107.84	214.30
Panipat	T	54.30	45.14	71.90	65.83	46.97	118.82
	U	93.92	96.06	90.90	159.73	141.37	200.73
	R	31.98	21.05	57.22	44.24	26.94	95.67
Sonipat	T	49.71	38.47	72.10	70.03	52.26	115.21
	U	74.55	70.37	80.78	114.74	96.65	153.15
	R	41.77	29.58	68.54	60.12	43.06	105.37
Jind	T	72.56	55.73	113.51	111.93	86.45	191.28
	U	70.30	63.57	81.26	151.54	127.28	208.62
	R	73.32	53.46	129.66	104.59	79.52	187.16
Fatehabad	T	80.39	66.73	108.62	154.52	123.54	248.99
	U	61.59	55.62	70.45	153.40	118.50	245.38
	R	86.85	69.99	126.20	154.72	124.41	249.72
Hisar	T	72.60	57.37	107.59	112.42	86.41	193.75
	U	59.19	55.01	65.63	56.37	40.66	92.63
	R	79.65	58.38	141.55	55.10	29.19	145.96
Sirsa	T	69.49	58.33	90.67	127.39	101.08	197.48
	U	76.28	70.97	84.11	215.47	189.87	274.27
	R	66.40	53.32	94.45	209.33	182.55	284.18
Rohtak	T	45.80	35.76	64.77	69.59	51.37	116.29
	U	47.11	42.83	53.24	85.37	69.37	119.38
	R	44.96	31.91	74.74	63.01	44.42	114.73
Jhajjar	T	49.38	39.25	69.41	68.25	53.95	102.64
	U	111.51	108.03	116.90	207.88	184.25	256.98
	R	36.64	26.57	57.62	49.16	37.02	78.94
Bhiwani	T	64.74	49.11	100.72	91.71	72.51	143.51
	U	65.01	57.74	77.00	119.84	96.57	177.21
	R	64.67	47.00	109.67	85.65	67.48	135.65
Mahendargarh	T	52.27	36.46	88.60	72.95	56.43	114.25
	U	47.27	41.16	57.39	72.89	58.73	106.40
	R	53.21	35.68	96.20	72.96	56.12	115.37
Rewari	T	50.13	40.46	68.55	56.14	42.71	87.79
	U	61.59	55.11	71.95	86.07	67.40	127.95
	R	47.54	37.40	67.66	51.25	38.75	80.96
Gurgaon	T	79.85	67.72	107.11	62.69	46.00	104.90
	U	76.48	72.90	81.67	78.25	62.23	112.81
	R	81.39	65.82	125.18	57.87	41.28	102.05
Faridabad	T	82.93	69.80	111.32	82.02	61.85	148.47
	U	91.57	84.70	103.05	87.80	68.51	143.49
	R	69.28	50.80	133.11	77.84	57.29	152.77



*APPENDIX - 2.3.*

**Rural-Urban Disparity in Scheduled Caste and Non-Scheduled Caste Literacy**

Districts / State	Non-Scheduled Caste						Scheduled Caste					
	2001			1991			2001			1991		
	P	M	F	P	M	F	P	M	F	P	M	F
Haryana	0.15	0.09	0.23	0.24	0.16	0.39	0.06	0.05	0.09	0.11	0.03	0.18
Panchkula	0.16	0.11	0.23	0.28	0.20	0.37	0.06	0.06	0.06	0.10	0.09	0.13
Ambala	0.14	0.10	0.18	0.19	0.14	0.27	0.07	0.05	0.11	0.11	0.08	0.16
Yamunanagar	0.15	0.11	0.21	0.23	0.17	0.31	0.03	0.03	0.05	0.04	0.03	0.07
Kurukshetra	0.14	0.10	0.19	0.23	0.17	0.31	0.05	0.04	0.06	0.14	0.11	0.19
Kaithal	0.17	0.13	0.23	0.30	0.23	0.45	0.08	0.06	0.11	0.15	0.12	0.25
Karnal	0.16	0.11	0.22	0.26	0.18	0.39	0.08	0.06	0.12	0.18	0.13	0.29
Panipat	0.11	0.06	0.19	0.24	0.15	0.39	0.03	0.01	0.07	0.08	0.04	0.17
Sonipat	0.09	0.05	0.15	0.15	0.09	0.28	0.04	0.02	0.07	0.04	0.02	0.09
Jind	0.17	0.12	0.25	0.29	0.21	0.46	0.11	0.09	0.15	0.19	0.16	0.29
Fatehabad	0.20	0.14	0.28	0.32	0.25	0.44	0.10	0.07	0.16	0.16	0.14	0.21
Hisar	0.17	0.11	0.27	0.27	0.18	0.42	0.11	0.09	0.14	0.21	0.18	0.30
Sirsa	0.18	0.13	0.24	0.26	0.18	0.43	0.11	0.10	0.13	0.24	0.22	0.29
Rohtak	0.11	0.05	0.19	0.16	0.09	0.28	0.03	0.01	0.06	0.06	0.04	0.13
Jhajjar	0.08	0.03	0.13	0.15	0.08	0.21	0.08	0.06	0.12	0.11	0.09	0.16
Bhiwani	0.11	0.05	0.18	0.17	0.09	0.32	0.04	0.02	0.07	0.03	0.01	0.06
Mahendargarh	0.09	0.04	0.15	0.16	0.09	0.30	0.03	0.02	0.04	0.06	0.03	0.10
Rewari	0.08	0.02	0.15	0.13	0.05	0.24	0.04	0.00	0.08	0.04	0.02	0.07
Gurgaon	0.24	0.15	0.37	0.32	0.21	0.52	0.03	0.01	0.07	0.06	0.03	0.11
Faridabad	0.20	0.10	0.34	0.29	0.16	0.54	0.03	-0.01	0.09	0.05	0.00	0.16

*APPENDIX - 2.4.*

**Gender Disparity in Scheduled Caste and Non-Scheduled Caste Literacy**

Districts / State	Non-Scheduled Caste						Scheduled Caste					
	2001			1991			2001			1991		
	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural
Haryana	0.22	0.13	0.27	0.23	0.17	0.39	0.27	0.24	0.28	0.41	0.34	0.49
Panchkula	0.14	0.07	0.19	0.18	0.09	0.26	0.20	0.20	0.20	0.27	0.24	0.28
Ambala	0.14	0.08	0.17	0.21	0.12	0.25	0.20	0.16	0.22	0.29	0.22	0.31
Yamunanagar	0.15	0.08	0.19	0.21	0.12	0.27	0.20	0.19	0.21	0.31	0.28	0.32
Kurukshetra	0.17	0.10	0.19	0.24	0.14	0.28	0.23	0.21	0.23	0.33	0.27	0.34
Kaithal	0.23	0.16	0.26	0.36	0.19	0.41	0.29	0.25	0.30	0.48	0.37	0.49
Karnal	0.18	0.10	0.21	0.26	0.13	0.34	0.25	0.20	0.26	0.39	0.27	0.43

Contd.....

Panipat	0.20	0.12	0.26	0.29	0.14	0.38	0.29	0.25	0.30	0.45	0.03	0.48
Sonipat	0.21	0.14	0.24	0.33	0.18	0.37	0.27	0.24	0.28	0.43	0.37	0.44
Jind	0.26	0.17	0.30	0.39	0.22	0.46	0.30	0.25	0.31	0.47	0.37	0.50
Fatehabad	0.23	0.13	0.27	0.24	0.17	0.36	0.30	0.23	0.32	0.44	0.41	0.48
Hisar	0.26	0.15	0.30	0.31	0.18	0.37	0.31	0.27	0.32	0.47	0.41	0.48
Sirsa	0.21	0.13	0.25	0.41	0.23	0.48	0.32	0.24	0.27	0.50	0.41	0.53
Rohtak	0.19	0.12	0.25	0.32	0.19	0.38	0.26	0.22	0.28	0.42	0.35	0.45
Jhajjar	0.22	0.15	0.24	0.32	0.21	0.35	0.27	0.22	0.29	0.39	0.33	0.40
Bhiwani	0.27	0.17	0.30	0.41	0.24	0.46	0.30	0.25	0.31	0.45	0.41	0.46
Mahendargarh	0.30	0.21	0.31	0.45	0.27	0.48	0.33	0.31	0.33	0.48	0.43	0.49
Rewari	0.26	0.15	0.28	0.37	0.21	0.40	0.31	0.24	0.33	0.45	0.40	0.46
Gurgaon	0.29	0.14	0.36	0.38	0.18	0.49	0.29	0.25	0.31	0.44	0.38	0.46
Faridabad	0.24	0.16	0.39	0.34	0.19	0.58	0.35	0.30	0.29	0.53	0.43	0.59

*APPENDIX – 2.5.*

**Disparity between Scheduled Caste and Non-Scheduled Caste Literacy**

Districts / State	Total / Urban / Rural	2001			1991		
		P	M	F	P	M	F
Haryana	T	0.13	0.11	0.16	0.20	0.09	0.27
	U	0.19	0.15	0.25	0.29	0.22	0.40
	R	0.10	0.10	0.11	0.16	0.09	0.19
Panchkula	T	0.10	0.07	0.14	0.15	0.12	0.20
	U	0.17	0.11	0.24	0.23	0.17	0.32
	R	0.26	0.06	0.08	0.05	0.06	0.08
Ambala	T	0.12	0.09	0.15	0.13	0.12	0.20
	U	0.16	0.12	0.20	0.21	0.17	0.26
	R	0.09	0.07	0.12	0.12	0.10	0.16
Yamunanagar	T	0.09	0.06	0.12	0.16	0.12	0.23
	U	0.15	0.11	0.21	0.27	0.21	0.37
	R	0.03	0.03	0.04	0.08	0.07	0.12
Kurukshetra	T	0.13	0.10	0.17	0.22	0.19	0.28
	U	0.19	0.15	0.25	0.27	0.22	0.35
	R	0.10	0.09	0.13	0.18	0.16	0.22
Kaithal	T	0.16	0.15	0.20	0.27	0.24	0.36
	U	0.23	0.20	0.29	0.38	0.32	0.50
	R	0.15	0.14	0.17	0.23	0.22	0.30
Karnal	T	0.14	0.12	0.19	0.23	0.19	0.32
	U	0.20	0.16	0.25	0.27	0.22	0.36
	R	0.12	0.10	0.15	0.19	0.16	0.26
Panipat	T	0.13	0.09	0.18	0.22	0.18	0.34
	U	0.17	0.12	0.24	0.32	0.25	0.46
	R	0.09	0.08	0.12	0.17	0.14	0.24

Contd.....

Sonipat	T	0.10	0.08	0.14	0.17	0.14	0.24
	U	0.15	0.11	0.21	0.26	0.20	0.39
	R	0.09	0.08	0.12	0.15	0.13	0.20
Jind	T	0.14	0.13	0.17	0.23	0.22	0.30
	U	0.19	0.16	0.24	0.30	0.25	0.40
	R	0.13	0.13	0.15	0.20	0.20	0.24
Fatehabad	T	0.20	0.17	0.25	0.39	0.24	0.32
	U	0.27	0.23	0.33	0.47	0.38	0.62
	R	0.18	0.16	0.21	0.30	0.27	0.38
Hisar	T	0.16	0.14	0.19	0.34	0.21	0.32
	U	0.21	0.16	0.28	0.46	0.21	0.38
	R	0.15	0.14	0.16	0.30	0.21	0.26
Sirsa	T	0.22	0.14	0.26	0.23	0.22	0.31
	U	0.27	0.23	0.33	0.26	0.36	0.48
	R	0.20	0.20	0.22	0.21	0.40	0.34
Rohtak	T	0.14	0.11	0.18	0.19	0.17	0.27
	U	0.20	0.15	0.26	0.26	0.21	0.36
	R	0.12	0.11	0.13	0.16	0.15	0.21
Jhajjar	T	0.10	0.08	0.13	0.17	0.15	0.22
	U	0.09	0.06	0.14	0.18	0.13	0.26
	R	0.10	0.08	0.12	0.14	0.15	0.20
Bhiwani	T	0.11	0.11	0.14	0.17	0.17	0.21
	U	0.18	0.14	0.23	0.29	0.23	0.41
	R	0.11	0.11	0.12	0.14	0.16	0.15
Mahendargarh	T	0.06	0.05	0.08	0.10	0.09	0.12
	U	0.11	0.07	0.18	0.19	0.13	0.29
	R	0.06	0.05	0.07	0.08	0.08	0.09
Rewari	T	0.06	0.04	0.10	0.10	0.07	0.16
	U	0.10	0.06	0.15	0.17	0.10	0.29
	R	0.06	0.04	0.09	0.08	0.07	0.13
Gurgaon	T	0.00	-0.01	-0.01	0.03	0.02	0.07
	U	0.15	0.10	0.21	0.23	0.16	0.36
	R	-0.06	-0.04	-0.09	-0.03	-0.02	-0.05
Faridabad	T	0.14	0.10	0.21	0.21	0.16	0.34
	U	0.21	0.16	0.30	0.31	0.24	0.47
	R	0.05	0.05	0.05	0.07	0.07	0.09

*CHAPTER III*

**EDUCATIONAL ATTAINMENT AND DISPARITY  
IN DIFFERENT LEVELS OF EDUCATION IN  
HARYANA**

## CHAPTER – III

### Educational Attainment and Disparity in Different Levels of Education in Haryana

#### 3.1. Introduction:

Education is the process that liberates mind. It is liberation from all forms of darkness and ignorance. Education is an important social resource and a means of reducing inequality in society. It helps the individual to raise his social status in various ways. Knowledge, skills, values and attitudes acquired through education helps one to achieve a desired quality of life.<sup>75</sup> It is the most important agent of social change, particularly among the females and socially backward sections.

Education is considered as of the most powerful tools of socio-economic development and helped the society in the upward movement in various aspects of development. The educational development of scheduled caste and non-scheduled caste people is closely linked with their socio-economic development. The progress of scheduled caste and non-scheduled caste is closely linked up with their educational advancement, more so in today's changing world in which education plays an increasing role in everyday life apart from equipping a person with the necessary skills for more effective participation in different spheres of economic activities. Dreze and Amartya Sen<sup>76</sup> provide a useful classification of the benefits of education. Education is desired for itself as it opens up a vast world of opportunities and ideas to the educated person. It is also of great instrumental value in the process of economic growth and development. Education plays a critical role in demographic transition; female education, in particular, is seen to be important in the process of lowering fertility and mortality.

The quality of life in terms of good health, general personality growth and better social living is also closely associated with the educational status of the individual. Education is the process of bringing out the potentialities of an individual and

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<sup>75</sup> Ghose, P. K.(1998), "Disparity and Some Possible Determinants of Rural Literacy/education", IASSI Quarterly, Vol. 17, No.1, July-Sept, PP.124-144.

<sup>76</sup> Dreze and Amartya Sen (1995), "India: Economic Development and Social Opportunity", New Delhi: Oxford University Press.

unfolds the natural abilities and interests before the society. It is thus the basic right of every human being. A very important step forward has been the 86<sup>th</sup> Constitution Amendment Act passed in December, 2002, making free and compulsory elementary education a Fundamental Right for all the children in the age group of 6-14 years. In this chapter, an attempt has been made to seek the level of educational development of the scheduled caste and non-scheduled caste of the state. The study covers the educational attainment at primary, upper primary, secondary, higher secondary and graduation and above level. Moreover, Gross Enrolment Ratio at elementary level has been analyzed in the study. The disparity of educational attainment at various levels of scheduled caste vis-a-vis non-scheduled caste has been analyzed.

### **3.2. Enrolment Scenario**

During the last decades, school facilities have been expanded in the state and more scheduled caste and non-scheduled caste students are increasingly attending the educational institutes. The enrolment ratio is taken as one of the indicators of educational development. Here Gross Enrolment Ratio (GER)<sup>77</sup> is taken to study the enrolment scenario of the non-scheduled caste of the state and age group population data for scheduled caste is not available. Although this indicator has some flaws, as it does not reflect the real picture, because, the data always seems exceeding the cent percent limit, so the best way to get the real picture is to take drop-out along with enrolment ratio, only then it can realistically be projected the education scenario of various level. Although due to paucity of data on dropout rate of the state, limits the scope to enrolment only.

### **3.3. Gross Enrolment Ratio in Elementary Education**

An analysis of statistics related to Gross Enrolment Ratio (GER see Table No. 3.1) revealed that during the Sixth All India Educational Survey, GER was 77.56 percent for primary level. It was 79.49 percent for boys, whereas only 75.36 percent for girls. The figures were exceptionally low at the upper primary level, as it was only 60.76 percent for all, 66.80 percent for boys and 53.57 percent for girls. In the

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<sup>77</sup> GER, is the percentage of students going to primary / upper primary schools, in the 6 to below 11 years / 11 to below 14 years age group. This is a crude measurement of enrolment at any stage of education system, as it does not rule out the factors of underage or overage enrolment.

Seventh All India Educational Survey (AIES) (see Table No. 3.1), the value of GER had improved for both primary (77.71 percent) and upper primary (63.79 percent) level. GER for girls increased 77.76 percent to 60.39 percent, at the primary to upper primary level, whereas for boys decreased from Sixth to Seventh AIES, at the primary and upper primary level. In the rural and urban areas, Gross Enrolment Ratio revealed that during the Sixth All India Educational Survey, it was 84.02 percent and 66.51 percent for

**Table 3.1. Gross Enrolment Ratio of Non-Scheduled Caste**

AIE Survey	Area	Primary			Gender Disparity Index	Upper Primary			Gender Disparity Index
		Total	Boys	Girls		Total	Boys	Girls	
(Sixth 1993)	Total	77.56	79.49	75.36	0.04	60.76	66.80	53.57	0.14
	Urban	66.51	67.57	65.46	0.02	67.22	73.92	60.32	0.13
	Rural	84.02	86.92	80.73	0.06	57.13	64.74	48.08	0.18
(Seventh 2002)	Total	77.71	77.66	77.76	0.00	63.79	66.79	60.39	0.06
	Urban	68.13	68.25	68.20	0.00	71.56	73.85	68.87	0.05
	Rural	81.42	81.24	81.63	0.00	60.81	64.01	57.23	0.07

Source: Calculated from Sixth and Seventh All India Educational Survey, 1993 and 2002.

primary level. It was 86.92 percent and 67.57 percent for boys, whereas 80.73 percent and 65.46 percent for girls. The figures were exceptionally low at the upper primary level in the rural areas, as it was only 57.13 percent for all, 64.74 percent for boys and 48.08 percent for girls. Seventh AIES in the rural areas revealed that, GER at primary level had declined from 84.02 percent to 81.42 percent but at the upper primary level it had experienced increase; from 57.13 percent to 60.81 percent. It's very encouraging that the enrolment is high; it means that the rural people are taking interest in education. The girls' enrolment is also very satisfactory, so it helps reducing the gap in gender disparity. In the urban areas, the value of GER had improved for both boys and girls at primary and upper primary level. The boys-girls gap in enrolment ratio of the state for rural and urban areas at primary level is not very high but at the upper primary level, is very high. The Gross Enrolment Ratios are less in case of girls when compared to boys in primary and upper primary level of education.

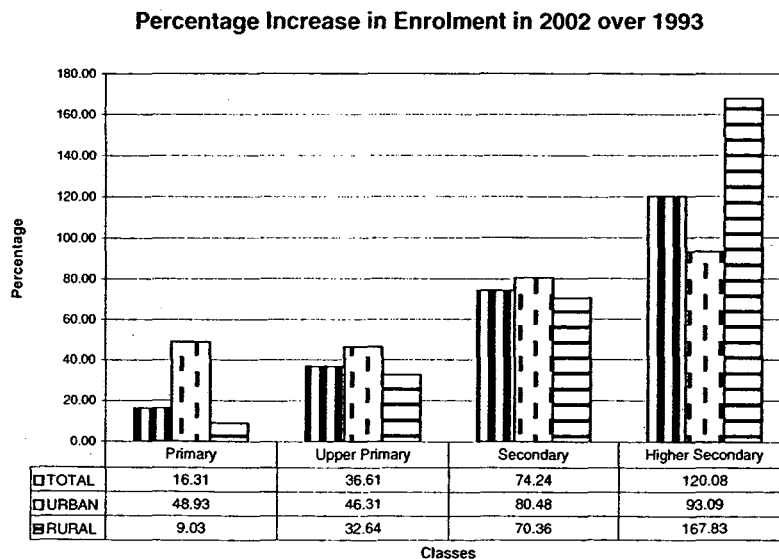
In the Sixth AIES the value of gender disparity index was high. It was 0.04 for 6 to below 11 years age group and 0.14 for 11 to below 14 years age group.

In the Seventh AIES, the disparity index value had declined significantly. It became 0.00 for the lower and 0.06 for the higher age cohort. So, the decline was sharper for the lower age-group than the higher one.

### 3.4. General Distribution of Different Levels of Education

#### 3.4.1. Enrolment at Primary and Upper Primary Level

The Haryana state show satisfactory position at the primary and upper primary level of education. According to Figure 3.1 the percentage increase in total enrolment at primary level over the period 1993 to 2002 is 16.31. Figure 3.1 indicates 36.61 percent increase in enrolment at upper primary level over the period 1993-2002. This increase is almost double as compared to the increase in enrolment at primary level. The enrolment at primary and upper primary level is 76.64 percent and 68.91 percent in rural areas. The remaining (23.36 percent) and (31.09 percent) being in urban schools. The girls constitute 45.63 percent of the total enrolment at primary level as against 45.49 percent in 1993 as shown in Figure 3.2. As expected, the percentage of girls in rural schools (45.97) is comparatively lower than that in urban schools (48.00) at the

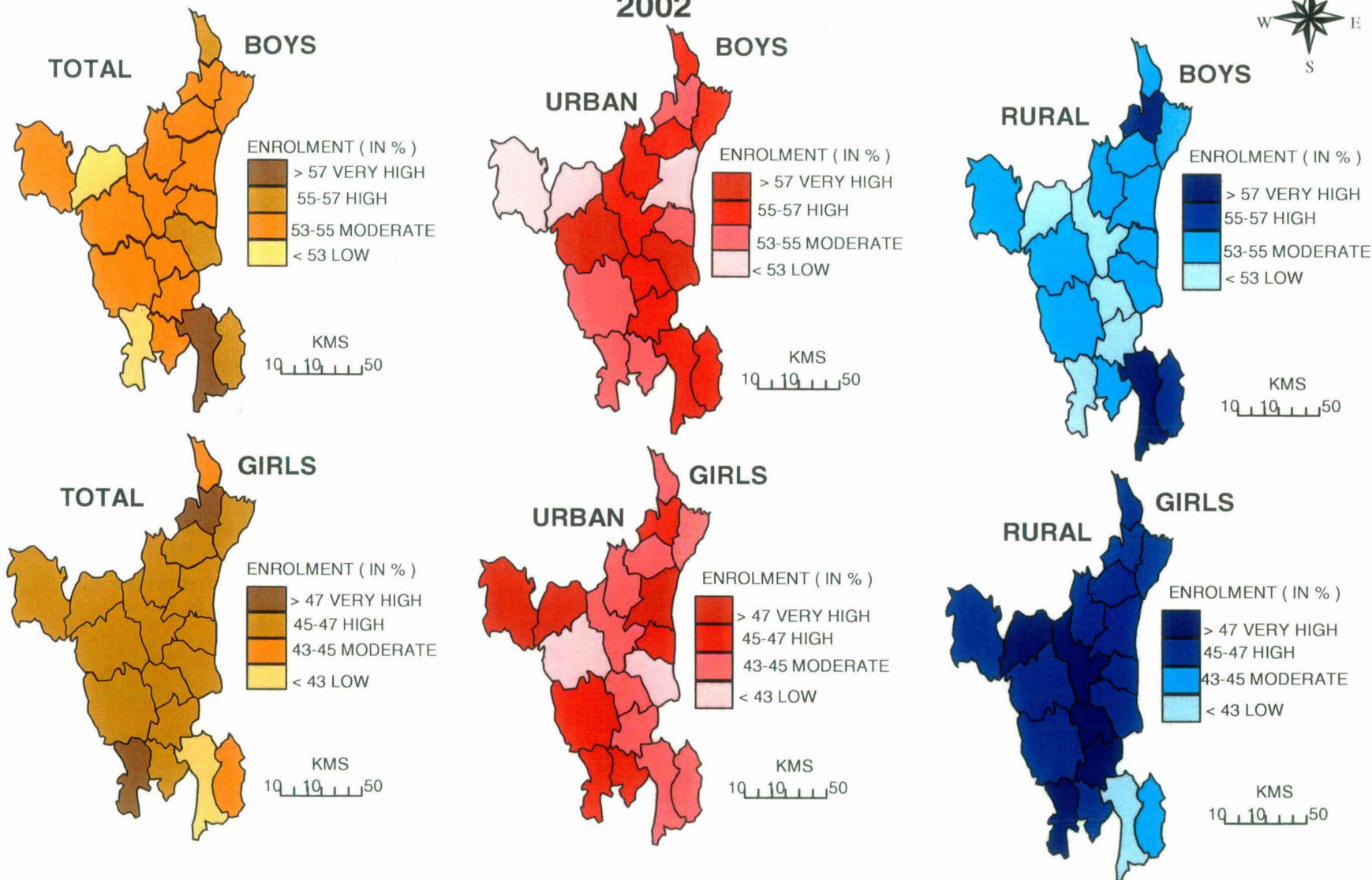


**Figure 3.1**



# HARYANA NON-SCHEDULED CASTE ENROLMENT AT PRIMARY LEVEL

2002



Source: Census Of India, 2001

MAP: 3.1

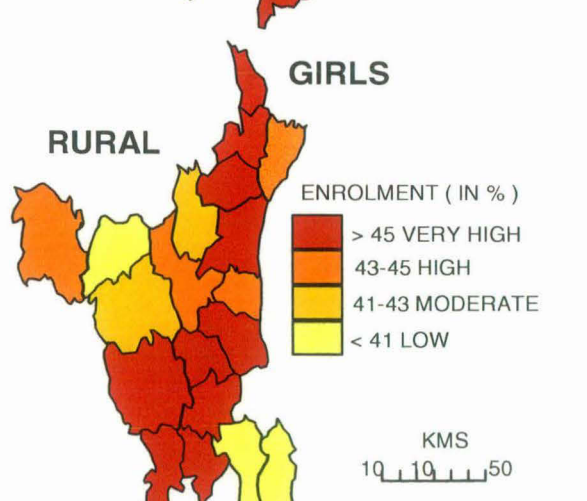
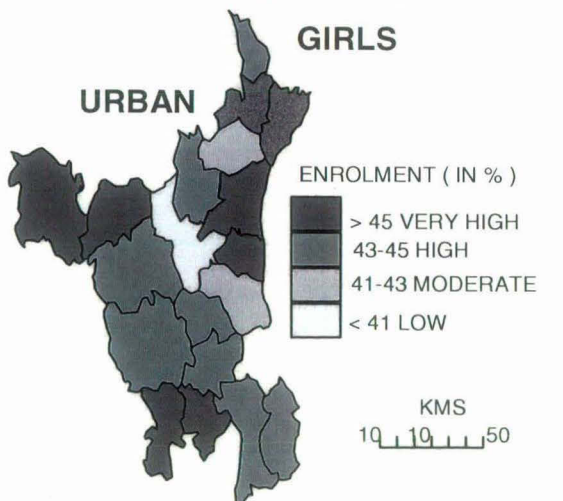
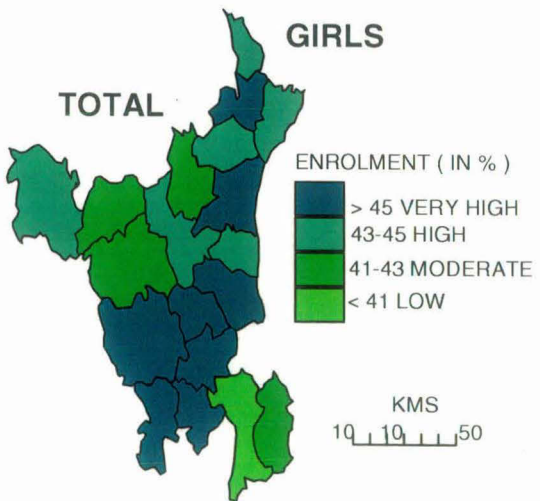
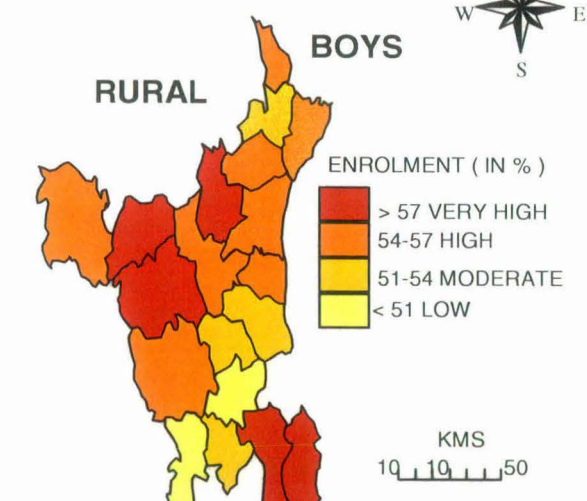
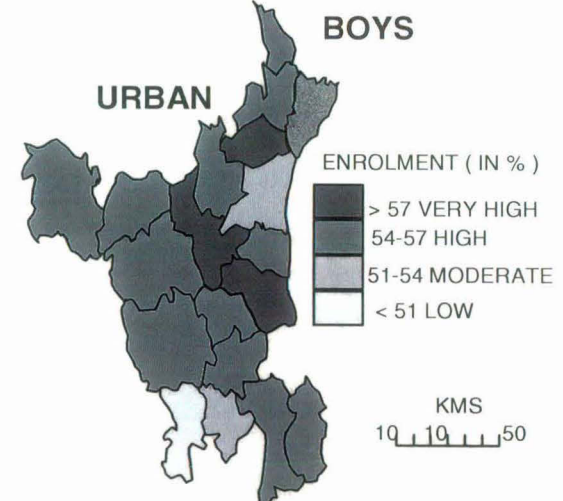
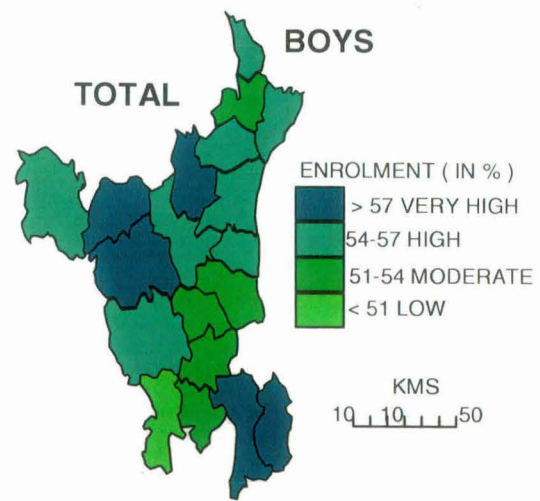
primary level.

An important aspect of education in the implementation of Universal Elementary Education is girls' education. The Seventh AIES, like the Sixth AIES, reveals a huge gap in the enrolment between girls and boys at the upper primary level. Table 3.3 and 3.4 gives the enrolment of girls and boys at the upper primary level. According to the Seventh AIES, the overall percentage of girls at the upper primary level is 44.41 percent. It has increased slightly from 40.27 percent in the Sixth AIES.

The Districts, which have shown the highest percentage of enrolment of girls at the primary and upper primary level in the Seventh AIES, are Mahendargarh (49.67) and Gurgaon (59.85). Gurgaon has the lowest (40.41) at primary level and Faridabad (41.42) (see Table No. 3.5) at upper primary level. Girls constitute more than 46 percent of the enrolment in Ambala, Kurukshetra, Karnal, Jind, Fatehabad, Hisar, Sirsa, Rohtak, Jhajjar, Bhiwani, Mahendargarh and Rewari at primary level (see Map 3.1). The districts in which percentage of girls is less than the state average are Panchkula (44.87), Kaithal (45.07), Sonipat (45.20), Gurgaon (40.41) and Faridabad (44.29) at primary level. Girls constitute more than 45 percent of the enrolment in Ambala, Karnal, Sonipat, Rohtak, Jhajjar, Bhiwani, Mahendargarh, Gurgaon and Rewari at upper primary level (see Map 3.2). The districts in which percentage of girls is less than the state average are Kurukshetra (44.38), Kaithal (41.97), Jind (43.31), Fatehabad (41.78), Hisar (42.63), Sirsa (44.14) and Faridabad (41.42) at upper primary level.

The percentage of girls' enrolment in rural areas Mahendargarh district has the highest percentage (50.02) and (49.83) at primary and upper primary level. Gurgaon has the lowest (39.44) at primary level and Faridabad (37.55) at upper primary level (see Table No. 3.5). Only Mahendargarh district of the state in the rural areas, percentage of girls has high than boys at primary level. Only Karnal district in urban areas has also the same situation (see Appendix 3.1). The percentage of girls' enrolment in urban areas Karnal district has the highest percentage (55.67) at primary level and Mahendargarh (49.10) at upper primary level. Sonipat has the lowest (42.61) at primary level and Jind (40.58) (see Table No. 3.5) at upper primary level. The urban areas show a good percentage of boys' enrolment up to this level and obviously it is much better than rural areas. Karnal, Fatehabad, Sirsa, Gurgaon and Faridabad districts of

# HARYANA NON-SCHEDULED CASTE ENROLMENT AT UPPER PRIMARY LEVEL 2002



Source: Census Of India, 2001

MAP: 3.2



the state, percentage of rural boys' enrolment have high than urban boys at the primary and upper primary level and same districts; percentage of urban girls' enrolment have high than rural girls at the same level (see Appendix 3.1).

**Table 3.2. Percentage of Enrolment of Scheduled Caste Boys and Girls**

Class Level	Total			Gender	Urban			Gender	Rural			Gender
	TOTAL	BOYS	GIRLS	Disparity	TOTAL	BOYS	GIRLS	Disparity	TOTAL	BOYS	GIRLS	Disparity
Primary	100.00	53.80	46.20	0.09	100.00	48.48	51.52	-0.04	100.00	54.84	45.16	0.11
Upper Prim.	100.00	63.10	36.90	0.31	100.00	57.21	42.79	0.17	100.00	64.87	35.13	0.35
Secondary	100.00	70.87	29.13	0.51	100.00	63.90	36.10	0.33	100.00	73.74	26.26	0.59
Sec Higher.	100.00	79.58	20.42	0.76	100.00	77.67	22.33	0.70	100.00	67.61	17.44	0.73
Graduate and above	1.19	1.92	0.34	0.73	1.86	2.92	0.60	0.69	0.52	0.91	0.08	1.06

Source: Sixth All India Educational Survey, 1993 and Census of India, 1991.

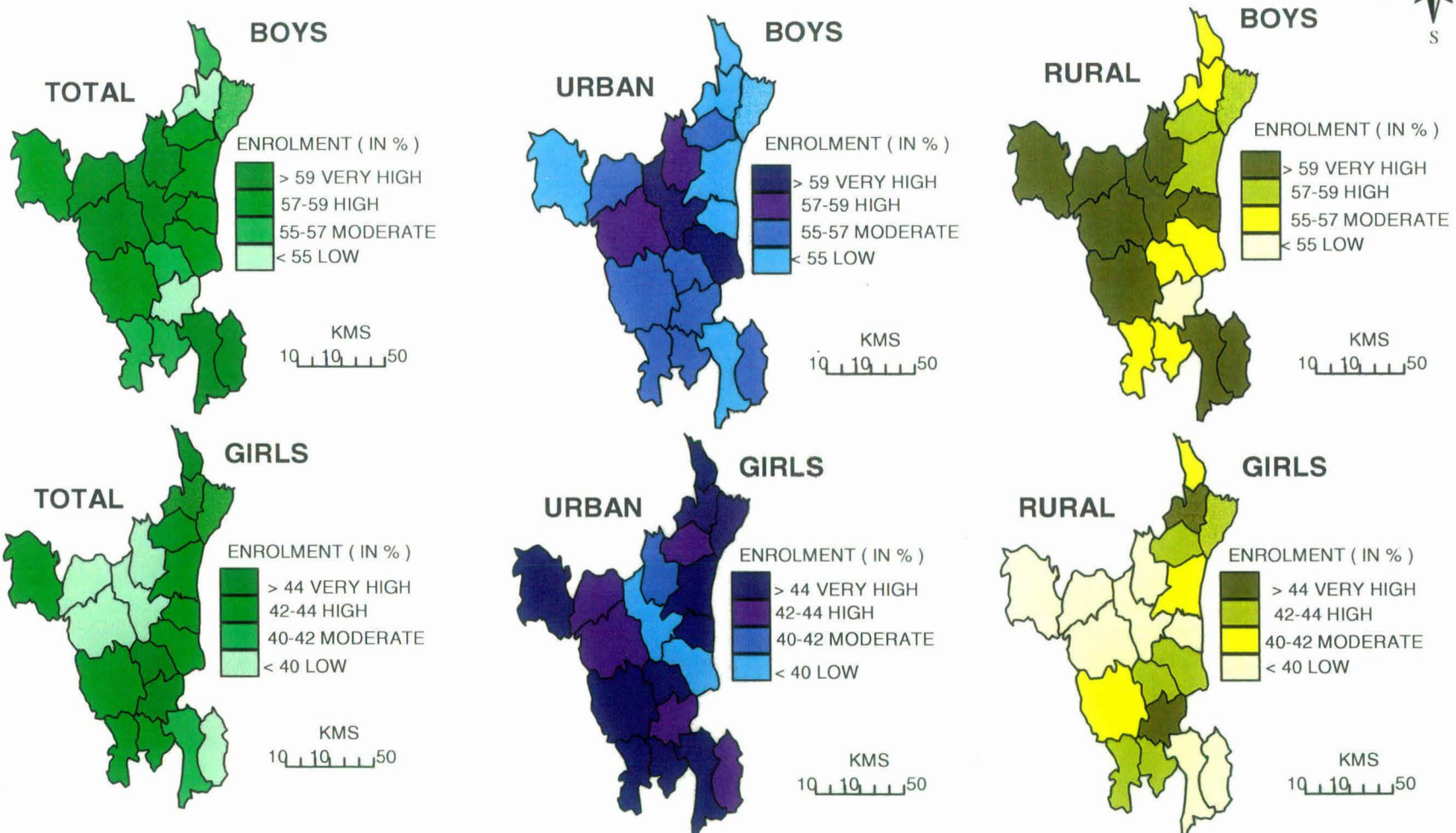
Table 3.2 indicates that percentages of children belonging to the scheduled castes at primary and upper primary level are 24.49 and 15.84. Scheduled caste girls enrolled at primary and upper primary level constitute 46.20 percent and 36.90 percent of their respective total enrolment. The percentage of scheduled caste girls is comparatively higher in urban schools (51.52) and (42.79) than in rural schools (45.16) and (35.13). Percentage of boys and girls' enrolment of non-scheduled caste is better than scheduled caste in rural and urban areas.

The boys-girls difference of enrolment up to primary and upper primary level for the scheduled caste is very high but for non-scheduled caste it is not quite high. Although boys' enrolment percentage share at this level is high as compared to girls' percentage. In rural areas, the difference is quite high in some of the districts. But Mahendargarh and Jhajjar have little difference between boys-girls in percentage share of enrolment at primary and upper primary level. Nevertheless in urban areas the difference is quite low.

### 3.4.2 Enrolment at Secondary and Higher Secondary Level

In the state, classes IX and X, XI and XII constitute the secondary and higher secondary level. As educational level moves upward the percentage share of enrolment up to higher level decreases. So the percentage of enrolment up to secondary and higher secondary level are quite low as compared to primary and upper primary level

# HARYANA NON-SCHEDULED CASTE ENROLMENT AT SECONDARY LEVEL 2002



MAP: 3.3

Source: Census Of India, 2001



**Table 3.3. Percentage of Enrolment of Non-Scheduled Caste Boys and Girls**

Class Level	Total			Gender	Urban			Gender	Rural			Gender
	TOTAL	BOYS	GIRLS	Disparity	TOTAL	BOYS	GIRLS	Disparity	TOTAL	BOYS	GIRLS	Disparity
Primary	100.00	54.51	45.49	0.10	100.00	52.24	47.76	0.05	100.00	55.02	44.98	0.12
Upper Pri.	100.00	59.73	40.27	0.23	100.00	55.25	44.75	0.12	100.00	61.56	38.44	0.27
Secondary	100.00	62.73	37.27	0.30	100.00	56.96	43.04	0.16	100.00	66.31	33.69	0.39
Higher Sec.	100.00	68.90	31.10	0.46	100.00	66.09	33.91	0.38	100.00	73.88	26.11	0.59
Graduate and Above	5.84	7.49	3.95	0.28	21.29	26.71	15.87	0.25	3.52	5.65	1.39	0.61

Source: Sixth All India Educational Survey, 1993 and Census of India, 1991.

of the state. Overall increase in enrolment at secondary and higher secondary level is 74.24 percent and 120.08 percent over the period 1993-2002. Corresponding increase in rural and urban areas is 70.36 percent at the secondary level, 167.83 percent at higher secondary level and 80.48 percent and 99.09 percent, respectively.

In the Seventh AIES, there are 5,53,236 children enrolled at secondary level and 3,76,429 children enrollment at higher secondary level. Of these, 39.65 percent are studying in rural schools and 60.34 percent in urban schools at secondary level and 56.06 percent in rural schools and 43.94 percent in urban schools at higher secondary level. At the time of the Six All India Educational Survey (AIES), class XI and XII was part of higher education in the state; it had become part of school education at the time of the Seventh All India Educational Survey (AIES). Therefore, the increase in enrolment was on the higher side, and comparison between the enrolments of these surveys is not being justified.

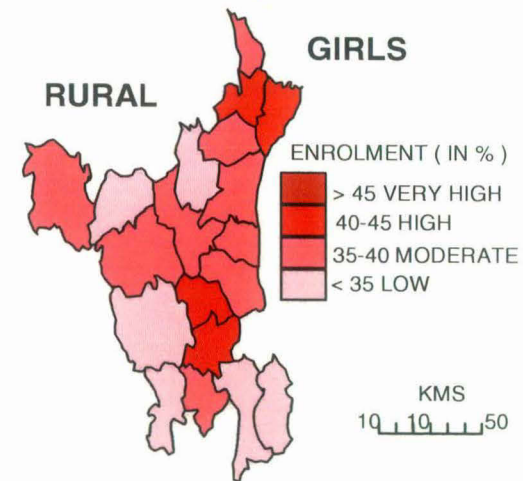
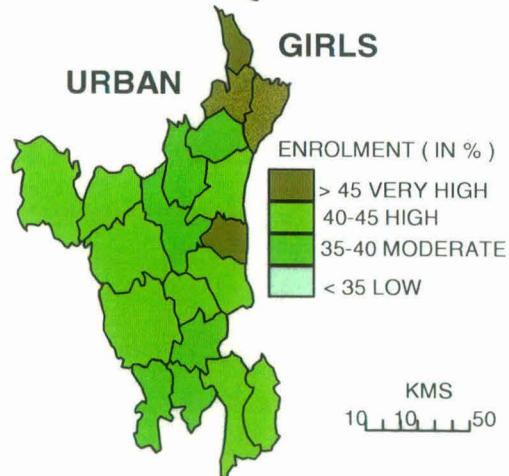
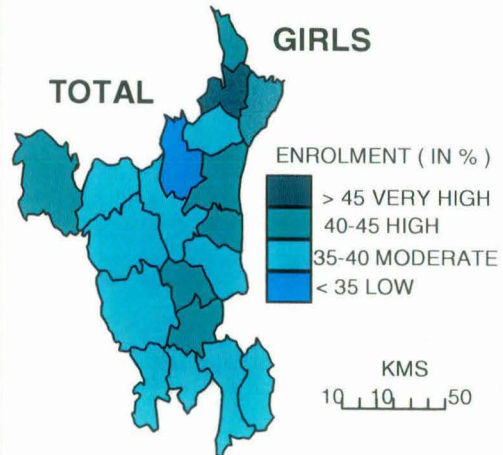
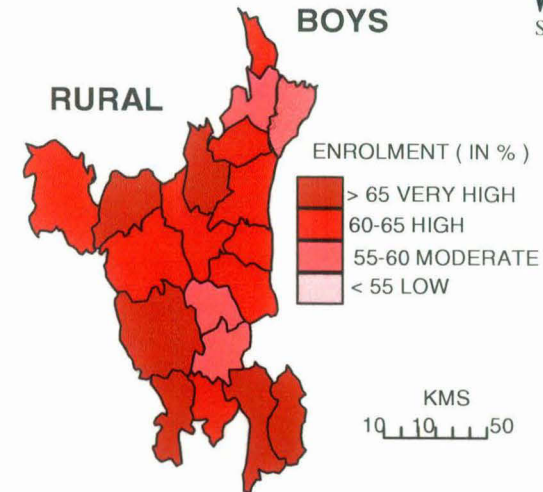
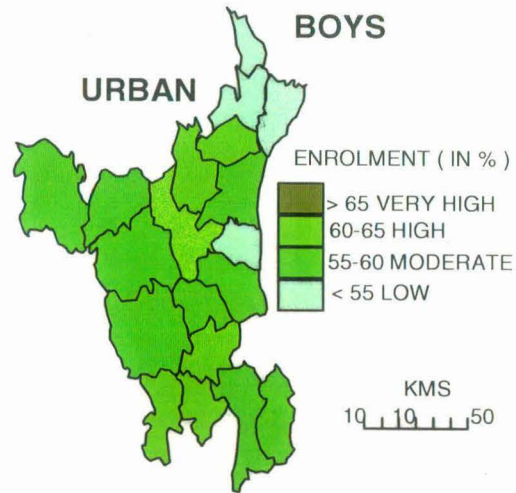
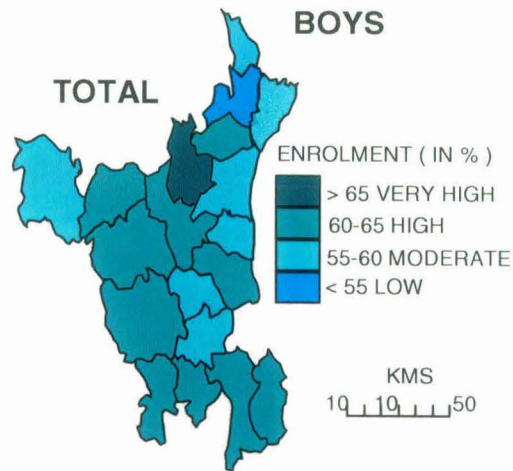
**Table 3.4. Percentage of Enrolment of Non-Scheduled Caste Boys and Girls**

Class Level	Total			Gender	Urban			Gender	Rural			Gender
	TOTAL	BOYS	GIRLS	Disparity	TOTAL	BOYS	GIRLS	Disparity	TOTAL	BOYS	GIRLS	Disparity
Primary	100.00	54.37	45.63	0.10	100.00	52.00	48.00	0.05	100.00	54.03	45.97	0.09
Upper Pri.	100.00	55.59	44.41	0.13	100.00	53.72	46.28	0.09	100.00	55.53	44.47	0.13
Secondary	100.00	58.21	41.79	0.19	100.00	56.02	43.98	0.14	100.00	59.65	40.35	0.23
Higher Sec.	100.00	60.42	39.58	0.24	100.00	57.81	42.19	0.18	100.00	63.76	36.24	0.33
Graduate & above	14.13	17.28	10.59	0.23	33.07	36.50	29.14	0.12	5.77	8.66	2.56	0.54

Source: Seventh All India Educational Survey, 2002 and Census of India, 2001.

Of the total enrolment, 58.21 percent and 41.79 percent are boys and girls at the secondary level and 60.42 percent and 39.58 percent at the higher

# HARYANA NON-SCHEDULED CASTE ENROLMENT AT HIGHER SECONDARY LEVEL 2002



Source: Census Of India, 2001

MAP: 3.4



secondary level, while these percentages were 62.73 percent and 37.23 percent at the secondary level and 68.90 percent and 31.10 percent at the higher secondary level at the time of the Sixth AIES. This shows that the percentage of girls has increased considerably from the Sixth to the Seventh AIES, thereby indicating that more girls are continuing their studies upto this level in the state. But in rural areas the percentage of girls' student is 40.35, while this is 43.98 in urban areas at the secondary level and 36.24 and 42.19 percent in rural and urban areas at the higher secondary level, which clearly indicates that the number of girls studying in rural areas is less than that in urban areas. This is due to the reason that in rural areas the facility available for girls is too far from the distance point of view to attract them to secondary and higher secondary schools. Another reason is that in rural areas a sufficient number of girls' secondary and higher secondary schools are not available, and the parents of rural areas avoid sending grown-up girls to co-educational schools.

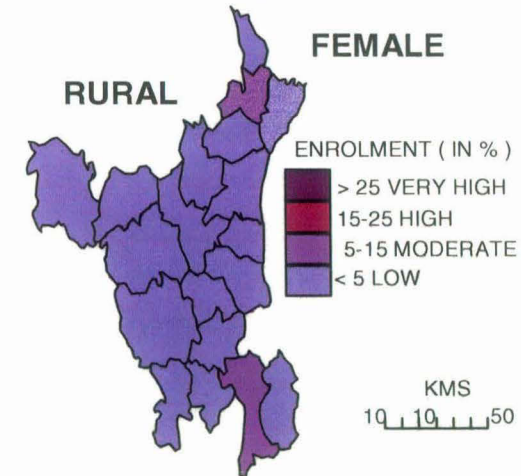
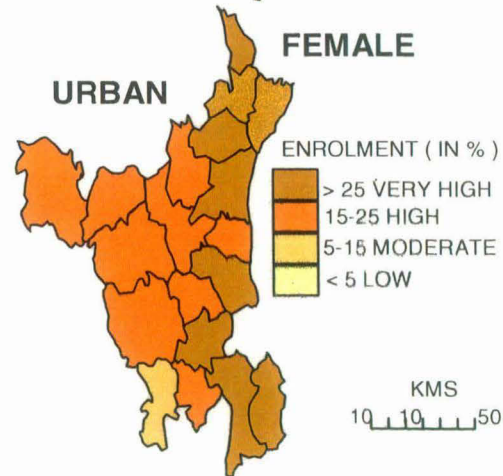
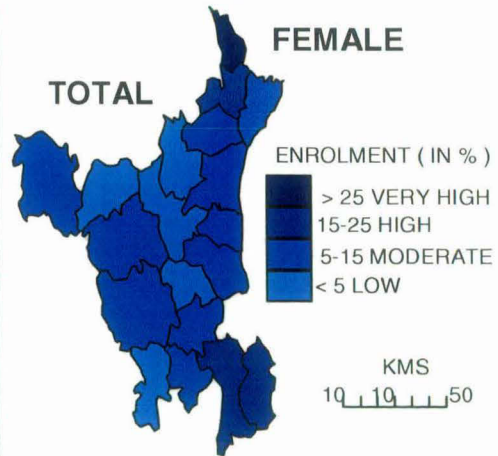
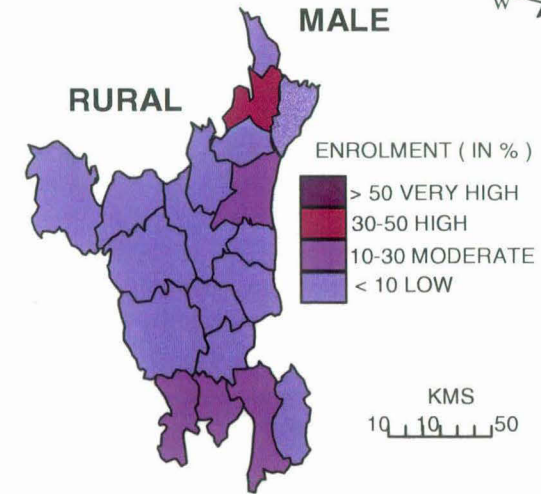
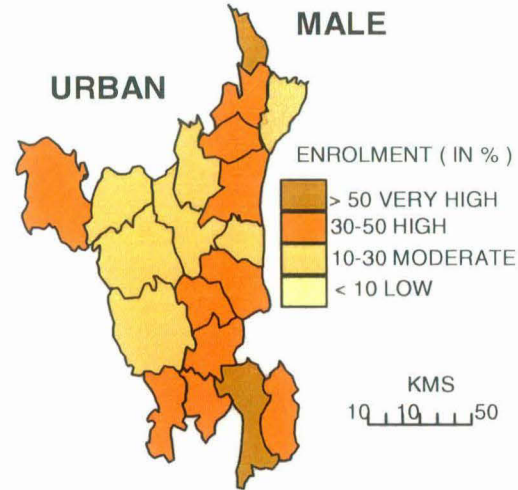
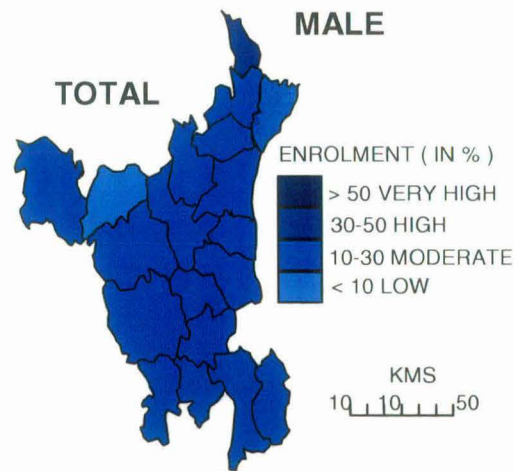
Further, in totality, 61.71 percent and 36.11 percent students are studying in rural areas at the secondary and higher secondary level, while this percentage was 33.69 percent and 26.11 at the time of the Sixth AIES at secondary and higher secondary level. Among the districts of the state, Jhajjar (54.85 percent) and Jind (55.72 percent) are the only two districts where the percentage of girls in the total enrolment at secondary level is more than 50 percent. The other districts where this percentage is more than 40 percent are Panchkula, Ambala, Yamunanagar, Kurukshetra, Karnal, Panipat, Sonipat, Sirsa, Rohtak, Bhiwani, Mahendargarh, Rewari and Gurgaon. At the other extreme, the districts in which percentage of girls is less than 40 percent are Kaithal (38.84 percent), Fatehabad (39.50 percent), Hisar (38.70 percent) and Faridabad (39.08 percent) (see Map 3.3). In all the districts of the state, the percentage of boys and girls in the total enrolment at the higher secondary level is more than 50 percent (for boys) and 30 percent (for girls) (see Map 3.4). Lowest percentage of girls' enrolment at secondary and higher secondary level has Hisar (38.70 percent) and Kaithal (33.77 percent). Ambala (45.22 percent) and Kaithal (66.23 percent) have higher percentage of girls' and boys' enrolment at higher secondary level (see Table No. 3.5).

Rural areas are generally lagging behind in educational attainment vis-à-vis urban areas, as can be seen from the data. The percentage share of girls'



# HARYANA NON-SCHEDULED CASTE ENROLMENT AT GRADUATE AND ABOVE LEVEL

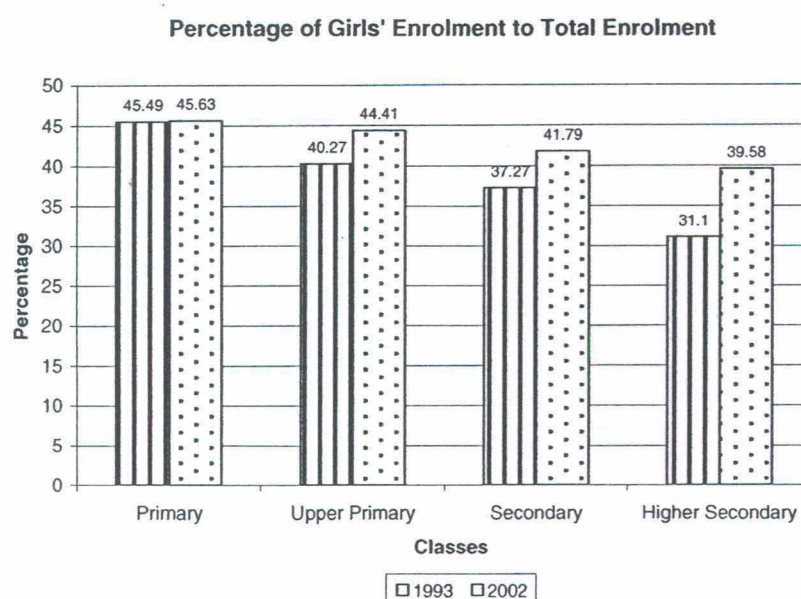
2001



Source: Census Of India, 2001

MAP: 3.5

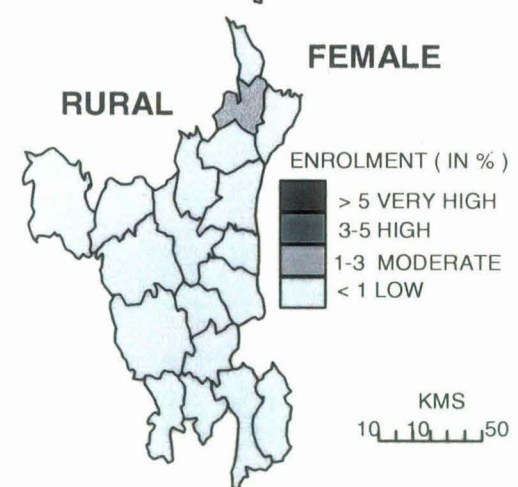
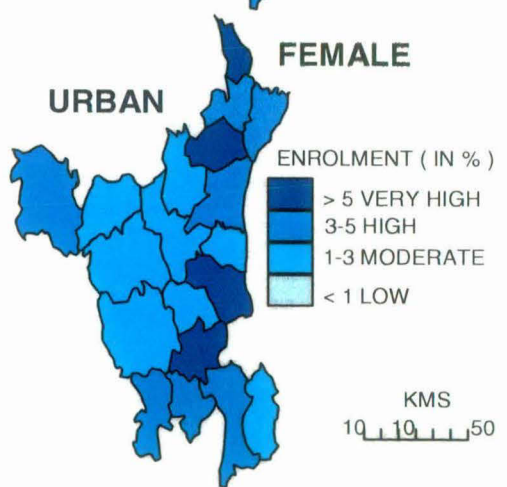
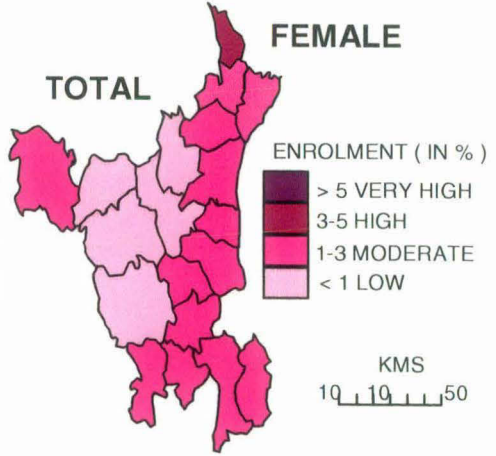
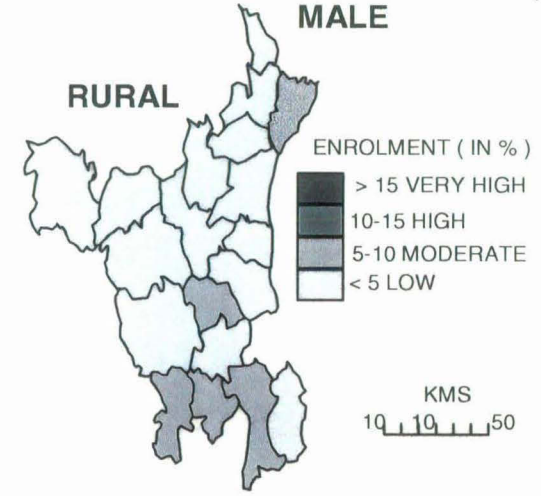
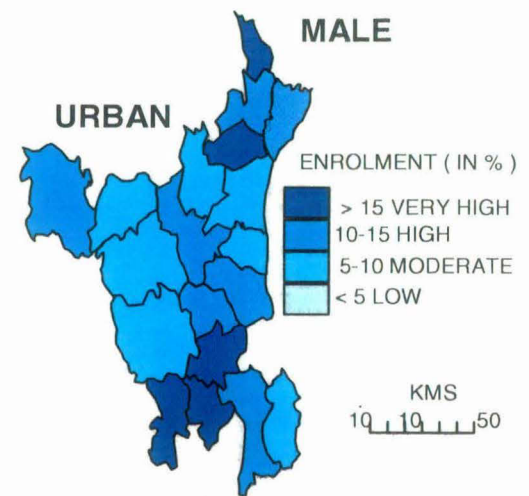
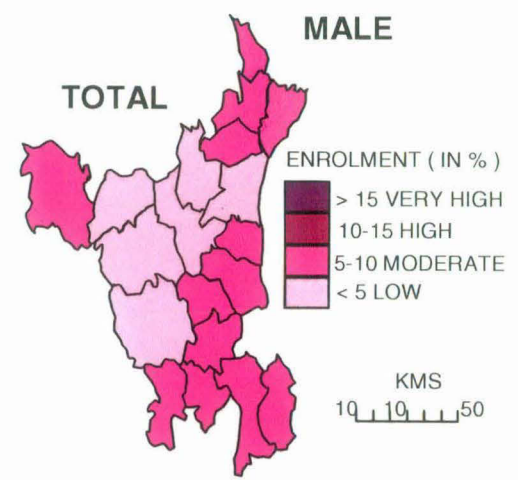
enrolment than boys at the secondary and higher secondary level is quite low in rural and urban areas. In the rural areas, Rohtak experienced higher percentage of girls' enrolment than other districts of the state at the higher secondary level. However, at this level Gurgaon (28.85 percent) and Faridabad (24.89 percent) show extremely low share of girls' enrolment. The scheduled caste children also have lower share of enrolment at secondary and higher secondary level.



**Figure 3.2**

Urban areas avail the opportunities of development and it affects more than one way the various attributes of development, including education. Because of these, the urban areas witnessed higher percentage share of children enrolment at higher secondary level. Districts like Panchkula (48.25 percent), Yamunanagar (48.20), Ambala (47.65 percent) and Panipat (46.74 percent) have shown highest share of girls' enrolment at the higher secondary level and lowest is in Kurukshetra, Kaithal, Jind, Jhajjar, Mahendargarh and Rewari (see Map 3.4). In the urban areas, the boys and girls difference is quite low than rural areas at the higher secondary level. In rural areas the

# HARYANA SCHEDULED CASTE ENROLMENT AT GRADUATE AND ABOVE LEVEL 2001



Source: Census Of India, 2001

MAP: 3.6

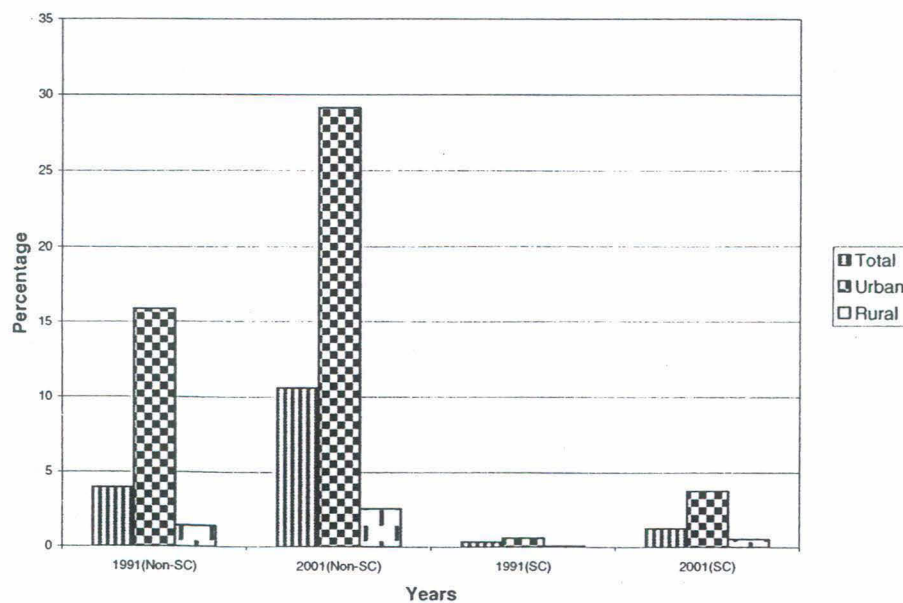


scenario is quite different. Both boy and girl shares at this level are somewhat lower than average level. The girl participation is obviously in deplorable conditions in rural areas. The condition is drastically changes in urban areas for both boy and girl. Both the sex show good percentage share at secondary level and almost all the districts experienced same share for both the sexes. So, urban girl hold good position at the higher secondary level of educational development.

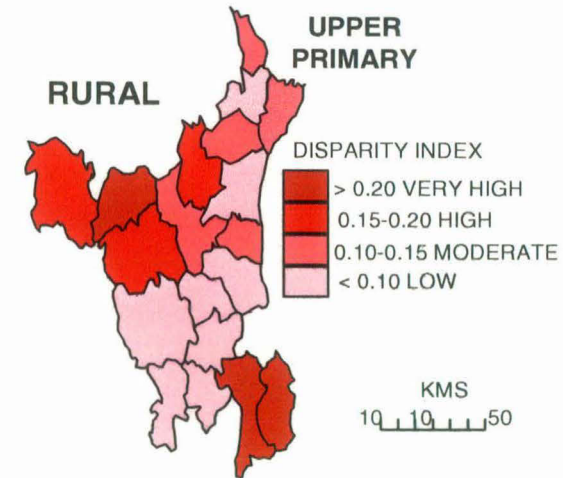
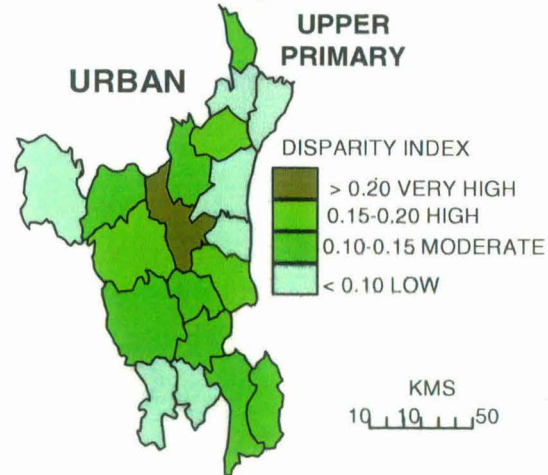
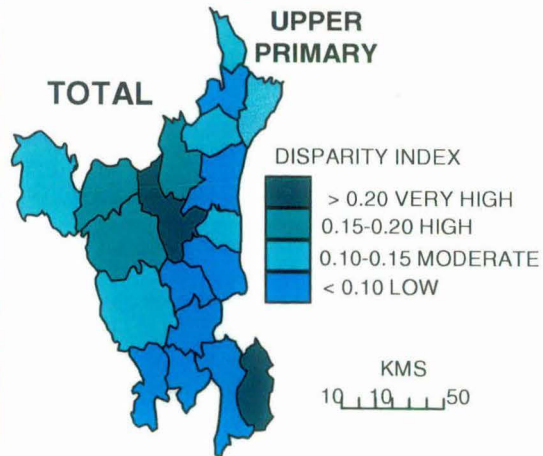
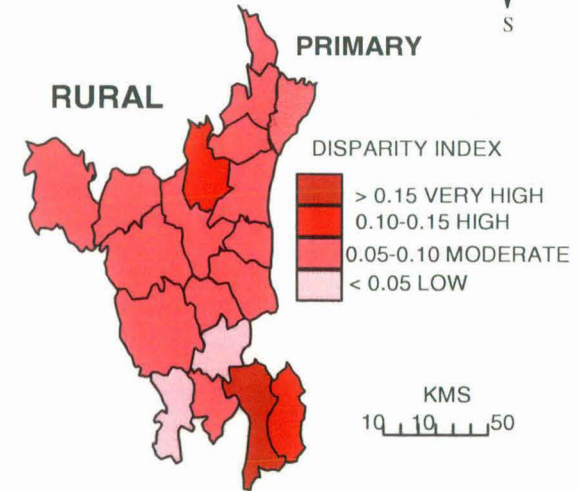
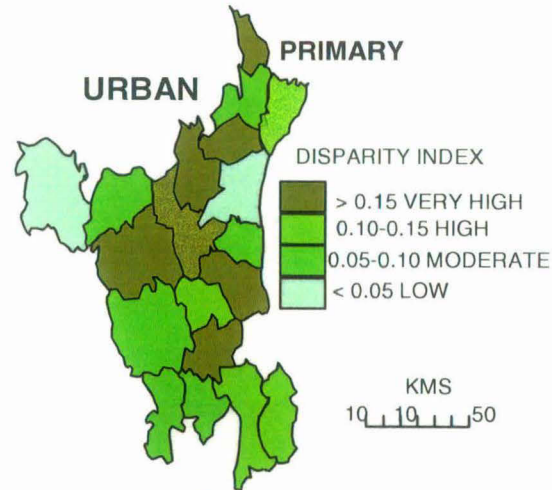
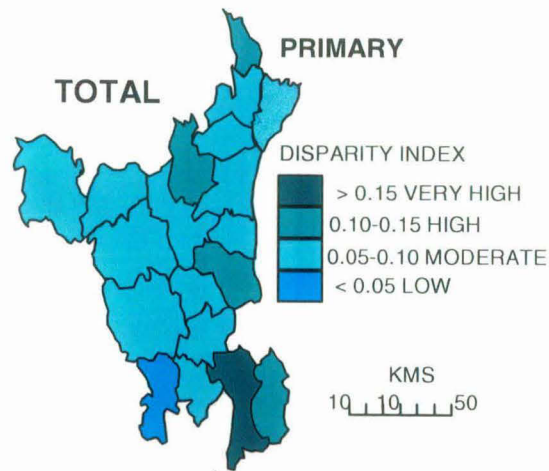
### 3.4.3. Enrolment at Graduate and Higher level

The higher level for the scheduled castes and non-scheduled castes is obviously very low. It has been seen from the data that the educated person studied up to higher level is very low for the scheduled caste than non-scheduled castes (see Fig. 3.3). The data shows that the state having very low percentage share of literate educated up to higher level. In rural areas, the scenario is more deplorable. The high stagnation and dropout at lower level is primary reason for low enrolment at higher level. In urban areas, the level of educational attainment at higher level is somewhat at respectable position for both male and female.

Figure 3.3 Percentage of Women's Enrolment at Graduate and Above Level



# HARYANA NON-SCHEDULED CASTE GENDER DISPARITY 2002



MAP: 3.7

Source: Census Of India, 2001

The opportunities available in urban areas for highly educated person led to the people pursue the higher education, whereas, in rural areas, lack of opportunities or lack of knowledge debarred people from venturing in these expensive deals. Higher education also requires monetary support, which can't support majority of the rural population. According to the census of India, 1991 the overall percentage of female and male at the higher education level is 3.59 percent and 7.49 percent. It has increased above three times from 10.59 percent for girls and above two times for boys in the census of India, 2001. It has been further observed that the percentage of male and female at higher educational level has increased by more than 1.17 percent, i.e. from 1.39 percent to 2.56 percent and from 5.65 percent to 8.66 percent for male in rural areas. The corresponding increase in urban areas is above 13 percent, i.e. from 15.87 percent to 29.14 percent and 26.71 percent to 36.50 percent for male. These facts confirm that educational backwardness in rural areas is higher than that in urban areas.

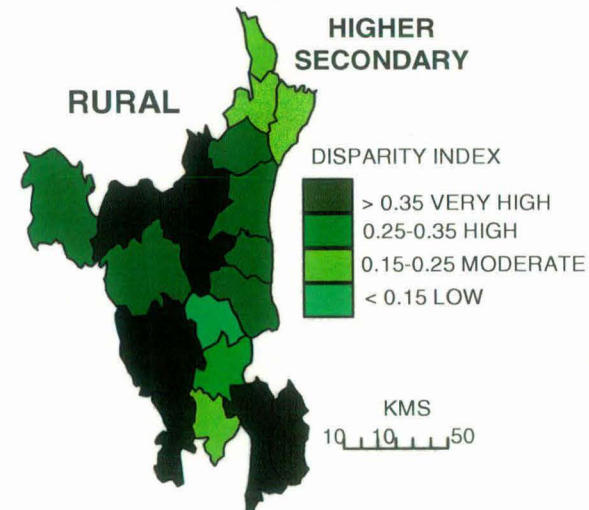
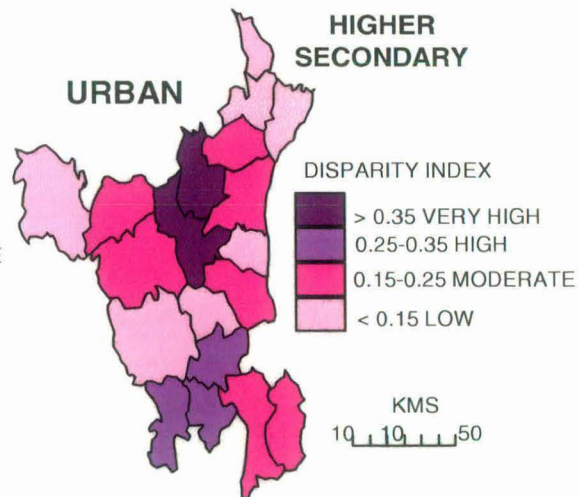
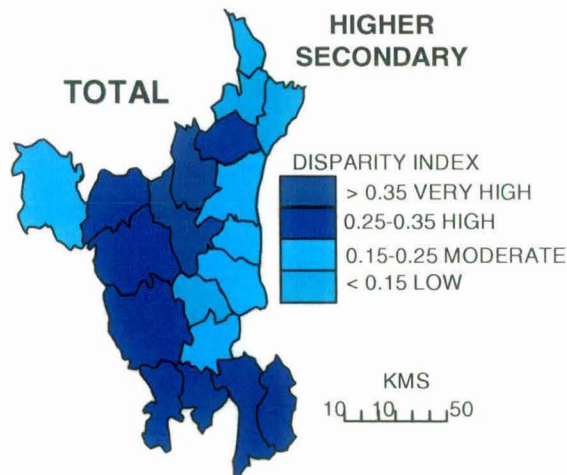
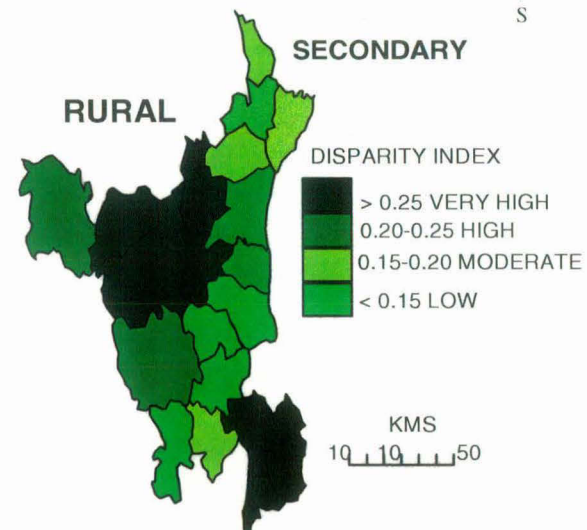
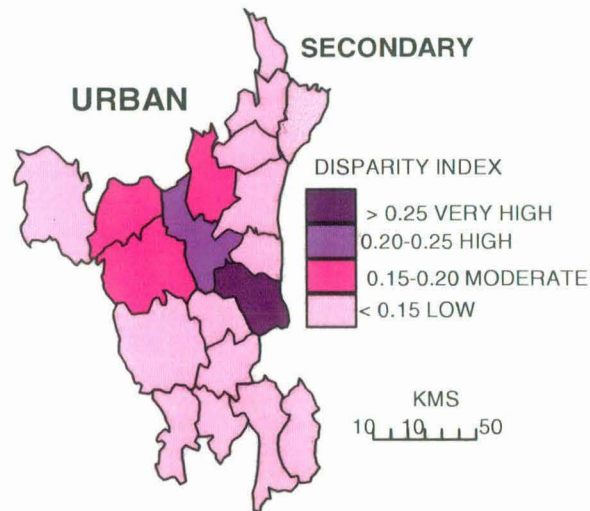
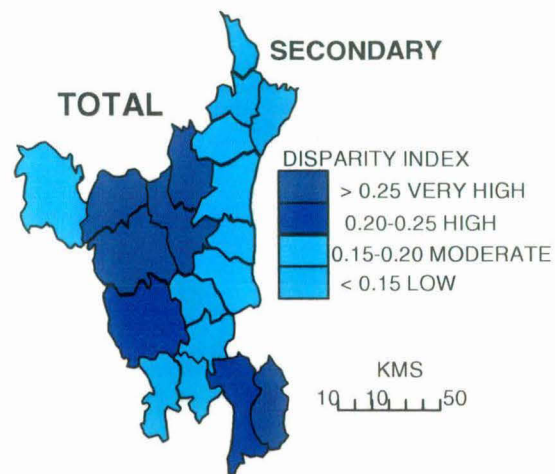
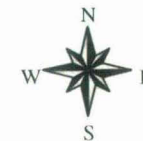
According to the census of India, 1991 and 2001 the overall percentage of female and male at the higher education level for scheduled caste is lower than non-scheduled caste in urban and rural areas (see Table 3.2). The districts, which have shown the lowest percentage of female at the higher educational level in the census, 2001, are Mahendargarh (3.33 percent), Jind (4.18 percent) and Fatehabad (4.51 percent) (see Map 3.5). In the same year, percentage of scheduled caste female, the districts with lowest percentage of enrolment are Fatehabad (0.38 percent), Hisar (0.48 percent), Kaithal (0.54 percent) and Bhiwani (0.84 percent) (see Map 3.6). The districts, which have shown percentage of female above 5 percent in rural areas, are Panchkula, Ambala and Gurgaon. Rewari has the highest percentage of male in rural areas (see Table 3.5).

### **3.5. Disparity in Educational Development**

India, as a heterogeneous country, regional and ethnic disparity exists at different levels of socio-economic and educational development. In some cases, the situation is extremely grim, where the underprivileged population suffers tremendously in every front of life. It manifests the situation itself in the form of disparity in different socio- economic, educational development. The educational development of the non-scheduled caste is high in comparison to scheduled caste. The disparities in



# HARYANA NON-SCHEDULED CASTE GENDER DISPARITY 2002



Source: Census Of India, 2001

MAP: 3.8

**Table 3.5. Haryana: Some Aspects of Education Enrolment among the Non-Scheduled Caste and Scheduled Caste**

Percentage of Boys and Girls Enrolment to Total Enrolment at primary to Higher Secondary Level					Scheduled Caste
Indicators	Average		Highest	Lowest	Average
	1993	2002	2002	2002	1993
Non-Scheduled Caste <b>Total Boys Enrolment at Primary Level</b>	54.51	54.37	59.59 Gurgaon	50.33 Mahendargarh	53.80
Non-Scheduled Caste <b>Total Girls Enrolment at Primary Level</b>	45.49	45.63	49.67 Mahendargarh	40.41 Gurgaon	46.20
Non-Scheduled Caste <b>Urban Boys Enrolment at Primary Level</b>	52.24	52.00	57.39 Sonipat	44.33 Karnal	48.48
Non-Scheduled Caste <b>Urban Girls Enrolment at Primary Level</b>	47.76	48.00	55.67 Karnal	42.61 Sonipat	51.52
Non-Scheduled Caste <b>Rural Boys Enrolment at Primary Level</b>	55.02	54.03	60.56 Gurgaon	49.98 Mahendargarh	54.84
Non-Scheduled Caste <b>Rural Girls Enrolment at Primary Level</b>	44.98	45.97	50.02 Mahendargarh	39.44 Gurgaon	45.16
Non-Scheduled Caste <b>Total Boys Enrolment at Upper Primary Level</b>	59.73	55.59	58.58 Faridabad	40.15 Gurgaon	63.10
Non-Scheduled Caste <b>Total Girls Enrolment at Upper Primary Level</b>	40.27	44.41	59.85 Gurgaon	41.42 Faridabad	36.90
Non-Scheduled Caste <b>Urban Boys Enrolment at Upper Primary Level</b>	55.25	53.72	59.42 Jind	50.90 Mahendargarh	57.21
Non-Scheduled Caste <b>Urban Girls Enrolment at Upper Primary Level</b>	44.75	46.28	49.10 Mahendargarh	40.58 Jind	42.79
Non-Scheduled Caste <b>Rural Boys Enrolment at Upper Primary Level</b>	61.56	55.53	62.45 Faridabad	50.17 Mahendargarh	64.87
Non-Scheduled Caste <b>Rural Girls Enrolment at Upper Primary Level</b>	38.44	44.47	49.83 Mahendargarh	37.55 Faridabad	35.13
Non-Scheduled Caste <b>Total Boys Enrolment at Secondary Level</b>	62.73	58.21	61.3 Hisar	45.15 Jhajjar	70.87
Non-Scheduled Caste <b>Total Girls Enrolment at Secondary Level</b>	37.27	41.79	54.85 Jhajjar	38.70 Hisar	29.13
Non-Scheduled Caste <b>Urban Boys Enrolment at Secondary Level</b>	56.96	56.02	61.36 Sonipat	51.71 Ambala	63.90
Non-Scheduled Caste <b>Urban Girls Enrolment at Secondary Level</b>	43.04	43.98	48.29 Ambala	38.64 Sonipat	36.10
Non-Scheduled Caste <b>Rural Boys Enrolment at Secondary Level</b>	66.31	59.65	70.42 Faridabad	54.55 Jhajjar	73.74
Non-Scheduled Caste <b>Rural Girls Enrolment at Secondary Level</b>	33.69	40.35	45.45 Jhajjar	29.58 Faridabad	26.26
Non-Scheduled Caste <b>Total Boys Enrolment at Higher Secondary Level</b>	68.90	60.42	66.23 Kaithal	54.78 Ambala	79.58
Non-Scheduled Caste <b>Total Girls Enrolment at Higher Secondary Level</b>	31.10	39.58	45.22 Ambala	33.77 Kaithal	20.42

Contd.....



Non-Scheduled Caste <b>Urban Boys</b> Enrolment at <b>Higher Secondary Level</b>	66.09	57.81	64.64 Kaithal	51.75 Panchkula	77.67
Non-Scheduled Caste <b>Urban Girls</b> Enrolment at <b>Higher Secondary Level</b>	33.91	42.19	48.25 Panchkula	35.36 Kaithal	22.33
Non-Scheduled Caste <b>Rural Boys</b> Enrolment at <b>Higher Secondary Level</b>	73.88	63.76	75.11 Faridabad	55.04 Rohtak	67.61
Non-Scheduled Caste <b>Rural Girls</b> Enrolment at <b>Higher Secondary Level</b>	26.12	36.24	44.96 Rohtak	24.89 Faridabad	17.44
<b>Total Gender Disparity at Primary Level</b>	0.10	0.10	0.22 Gurgaon	0.01 Mahendargarh	0.09
<b>Urban Gender Disparity at Primary Level</b>	0.05	0.05	0.17 Sonipat	-0.13 Karnal	-0.04
<b>Rural Gender Disparity at Primary Level</b>	0.12	0.09	0.25 Gurgaon	0.00 Mahendargarh	0.11
<b>Total Gender Disparity at Upper Primary Level</b>	0.23	0.13	0.20 Faridabad	-0.23 Gurgaon	0.31
<b>Urban Gender Disparity at Upper Primary Level</b>	0.12	0.09	0.22 Jind	0.02 Mahendargarh	0.17
<b>Rural Gender Disparity at Upper Primary Level</b>	0.27	0.13	0.29 Faridabad	0.00 Mahendargarh	0.35
<b>Total Gender Disparity at Secondary Level</b>	0.30	0.19	0.26 Faridabad,Jind	-0.11 Jhajjar	0.51
<b>Urban Gender Disparity at Secondary Level</b>	0.16	0.14	0.24 Sonipat	0.02 Hisar	0.33
<b>Rural Gender Disparity at Secondary Level</b>	0.39	0.23	0.50 Faridabad	0.11 Jhajjar	0.59
<b>Total Gender Disparity at Higher Secondary Level</b>	0.46	0.24	0.39 Kaithal	0.11 Ambala	0.76
<b>Urban Gender Disparity at Higher Secondary Level</b>	0.38	0.18	0.35 Kaithal	0.04 Panchkula	0.70
<b>Rural Gender Disparity at Higher Secondary Level</b>	0.59	0.33	0.63 Faridabad	0.12 Rohtak	0.73
<b>Percentage of Graduate and above to 19 + Year Population</b>					
		<b>Average</b>	<b>Highest</b>	<b>Lowest</b>	
		<b>1991</b>	<b>2001</b>	<b>2001</b>	
Non-Scheduled Caste <b>Total Boys</b> Enrolment at <b>Graduata and Above Level</b>	7.49	17.28	36.67 Panchkula	8.84 Fatehabad	
Non-Scheduled Caste <b>Total Girls</b> Enrolment at <b>Graduata and Above Level</b>	3.95	10.59	33.26 Panchkula	3.33 Mahendargarh	
Non-Scheduled Caste <b>Urban Boys</b> Enrolment at <b>Graduata and Above Level</b>	26.71	36.5	69.73 Panchkula	23.18 Fatehabad	
Non-Scheduled Caste <b>Urban Girls</b> Enrolment at <b>Graduata and Above Level</b>	15.87	29.14	62.12 Panchkula	13.14 Mahendargarh	
Non-Scheduled Caste <b>Rural Boys</b> Enrolment at <b>Graduata and Above Level</b>	5.65	8.66	13.99 Rewari	5.61 Fatehabad	
Non-Scheduled Caste <b>Rural Girls</b> Enrolment at <b>Graduata and Above Level</b>	1.39	2.56	6.51 Gurgaon	0.91 Jind	

Contd.....

Scheduled Caste Total Boys Enrolment at Graduata and Above Level	1.92	5.70	9.99 Rohtak	2.11 Hisar
Scheduled Caste Total Girls Enrolment at Graduata and Above Level	0.34	1.25	3.63 Panchkula	0.38 Fatehabad
Scheduled Caste Urban Boys Enrolment at Graduata and Above Level	2.92	11.24	27.97 Jhajjar	5.34 Fatehabad
Scheduled Caste Urban Girls Enrolment at Graduata and Above Level	0.60	3.76	10.63 Jhajjar	1.67 Fatehabad
Scheduled Caste Rural Boys Enrolment at Graduata and Above Level	0.91	4.13	8.63 Mahendargarh	1.22 Hisar
Scheduled Caste Rural Girls Enrolment at Graduata and Above Level	0.08	0.56	1.10 Ambala	0.16 Hisar
Non-Scheduled Caste Total Gender Disparity at Graduata and Above Level	0.28	0.23	0.66 Mahendargarh	0.05 Panchkula
Non-Scheduled Caste Urban Gender Disparity at Graduata and Above Level	0.25	0.12	0.41 Mahendargarh	0.07 Panchkula
Non-Scheduled Caste Rural Gender Disparity at Graduata and Above Level	0.61	0.54	0.83 Mahendargarh	0.22 Panchkula
Scheduled Caste Total Gender Disparity at Graduata and Above Level	0.73	0.67	0.97 Mahendargarh	0.39 Panchkula
Scheduled Caste Urban Gender Disparity at Graduata and Above Level	0.69	0.49	0.77 Mahendargarh	0.28 Ambala
Scheduled Caste Rural Gender Disparity at Graduata and Above Level	1.06	0.87	1.15 Jind	0.60 Panchkula

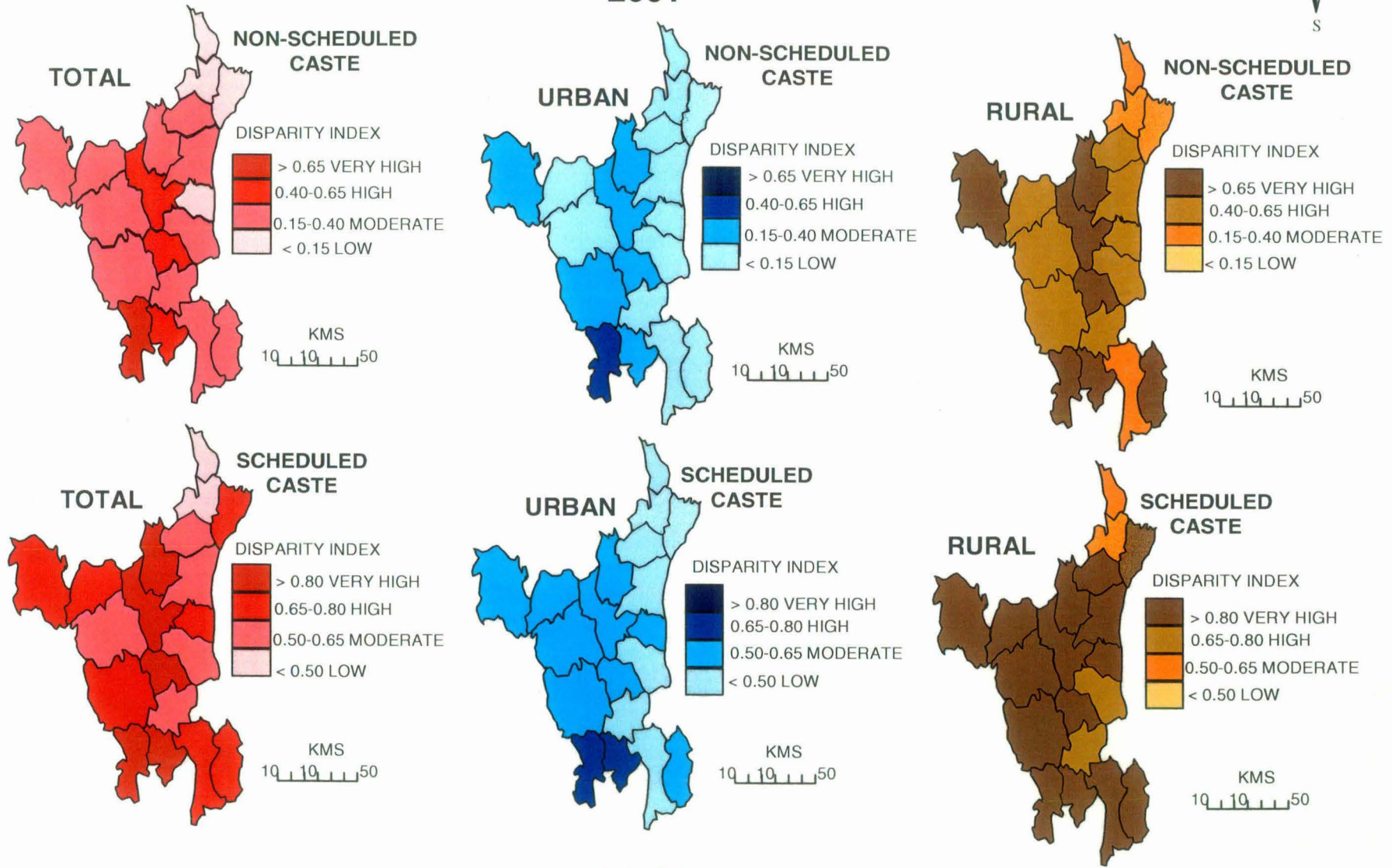
Source: Sixth (1993) and Seventh (2002) All India Educational Survey and Census of India, 1991 and 2001.

educational level in Haryana on the basis of statistical analysis Sixth and Seventh AIES for the year 1993 and 2002 and Census of India for the year 1991 as well as 2001 data have been worked out.

### 3.5.1. Gender Disparity in Enrolment in Elementary Education

In the Sixth AIES (see Table No. 3.1), at all state level the values of gender disparity index were high. It was 0.04 for 6 to below 11 years age group and 0.14 for 11 to below 14 years age group. In the Seventh AIES, the index value had declined significantly. It became 0.00 for the lower and 0.06 for the higher age cohort. So, the decline was sharper for the lower age-group than the higher one. So, it was evident from the data that gender disparity was higher in higher level of education and though gender disparity as a whole had diminished, but in case of higher age cohort that decline was not as significant as primary level.

# HARYANA GENDER DISPARITY AT GRADUATE AND ABOVE LEVEL 2001



Source: Census Of India, 2001

MAP: 3.9

### **3.5.2. Gender Disparity at Primary and Upper Primary Level**

The gender disparity in non-scheduled caste is not very high comparison to scheduled caste. The gender disparity among the non-scheduled caste is not quite high across the state. But, Gurgaon (0.22) and Faridabad (0.13) has highest disparity index and Mahendargarh (0.01) and Ambala (0.06) has lowest disparity index (see Table No. 3.5). Faridabad has experienced highest disparity level at upper primary level. In the Seventh AIES, it was above 0.10 in Panchkula, Kaithal, Sonipat, Gurgaon and Faridabad at the primary level and above 0.15 in Fatehabad, Hisar, Jind, Kaithal and Faridabad at the upper primary level (see Map 3.7). Gender disparity of non-scheduled caste is high in urban areas than rural areas at primary level and equal at upper primary level (see Appendix 3.1).

### **3.5.3. Gender Disparity at Secondary and Higher Secondary**

The gender disparity in non-scheduled caste at secondary and higher secondary level comparison to primary and upper primary level is visible high. Faridabad, Jind (0.26) and Kaithal (0.39) districts experienced the highest disparity at the secondary and higher secondary Level. Except Panchkula, Ambala, Yamunanagar and Rohtak, in all other districts have high disparity at the secondary and higher secondary level. In rural areas, Faridabad has highest disparity at secondary and higher secondary level. In urban areas, Sonipat and Jind have highest disparity. In Kaithal, Fatehabad and Hisar gender disparity index varied 0.15 to 0.25 categories at the secondary level and in all the rest of the districts it was below 0.15 (see Map 3.8). Gender disparity of non-scheduled caste is high in rural areas than urban areas at the secondary and higher secondary level. In the rural areas, the value of gender disparity was above 0.25 in Kaithal, Jind, Fatehabad, Hisar, Gurgaon and Faridabad at secondary level. These districts were above 0.35 categories at the higher secondary level (see Map 3.8).

### **3.5.4. Gender Disparity at Graduate and Above Level**

At graduate and above level, the gender disparity is quite high. It's very high in Mahendargarh and Rohtak districts and lowest in Panchkula and Ambala. This is same position in rural areas. In urban areas, Mahendargarh and Rohtak have the

highest disparity index and Ambala and Yamunanagar (0.02) have the lowest disparity index (see Table 3.5). The gender disparity in scheduled caste in total (0.67), rural (0.87) and urban (0.49) is very high comparison to non-scheduled caste in same area (0.23), (0.12) and (0.54) (see Appendix 3.2). In Kurukshetra, Kaithal, Jhajjar, Karnal, Sonipat, Gurgaon, Faridabad, Hisar, Fatehabad, Sirsa and Bhiwani districts gender disparity varied 0.15-0.40 categories for non-scheduled caste. These districts varied 0.50-0.80 categories for the scheduled caste (see Map 3.9). The highest gender disparity was found in Mahendargarh in urban areas for scheduled caste and non-scheduled caste. Except Panchkula, Ambala, Sonipat and Jhajjar, in all the districts it was above 0.80 in rural areas for scheduled caste (see Map 3.9).

As the districts like Panchkula, Ambala, Rewari, Rohtak and Sonipat show high educational development whereas districts like Kaithal, Fatehabad, Jind, Sirsa and Mahendargarh performed miserably. Compared to the rural areas scheduled caste and non-scheduled caste gender disparity is lower in urban areas.

The reasons for low demand for education of women in India lie in the socio-cultural factors. A set of social institutions and associated beliefs are responsible for this malady. Patrifocal family structure and ideology and rigid caste system constrain women from joining formal, institutionalized education system. Girl children, whether they will join schools or not are generally determined at three levels; family, school and community level. At the familial level traditional, patriarchal ideology has given rise to the perception that women's role should be confined to domestic sphere. Girl children, as they grow up and reach puberty their activities are restrained. Most of the parents are reluctant to allow their girl child outside the village for schooling.<sup>78</sup> Another most important factor is that, the educational decisions for boys and the girls are made on radically different grounds. In case of boys there are strong economic incentives. It is widely regarded that an educated boy has better chance to get non-traditional employment than a girl.

On the other hand, it is widely perceived that education can make very meager contribution in quality of life of a girl as she should primarily perform

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<sup>78</sup> Sen A and Jean Dreze (1995), "India: Economic Development and Social Opportunity", Oxford University Press, P.113.

domestic roles, marriage and child bearing. As a result of that parents are reluctant to expenses for their daughters' education or send them to far off destinations to study.<sup>79</sup> Moreover, it is more likely that the girls should assist their mothers in the household chores and in bringing up their younger siblings.<sup>80</sup> So, the prospects of her attending schools are jeopardized due to various preoccupations at the familial level. This contrast in parental attitude towards education of boys and girls has strong implications on the public policy.<sup>81</sup>

Apart from parental inertia, gender stereotypes at the school level also have detrimental effects on girls' enrolment. Even in the class rooms, boys and girls are expected and if not explicitly but tacitly are encouraged to perform sex appropriate roles. While boys are praised more for their academic achievements, girls earn accolades for their conformity, demure and acquiescence.<sup>82</sup> As the community level, the practice of dowry and hypergamous marriage really undermines the parental motivation to send their daughter to school. Hypergamous marriage, i.e. the girl should marry "up" in the social ladder, is practiced in large part of rural India. So, for an educated girl it becomes mandatory to tie the nuptial knot with a bridegroom more educated than her, which is difficult to find. As the institution of dowry still prevails in large part of rural India, it is more expensive to marry off an educated girl as the educated groom demands more money in dowry (PROBE Report, 1995 p.23).

So, only the provision of better educational facilities will not be sufficient to cope up with the situation. Provision of incentives to the reticent parents for sending their daughters to school, more gender-positive curriculum, and honest efforts to eradicate the retrograde social institutions like dowry has to be carried out in order to bridge the gender gap in enrolment in primary to higher education.

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<sup>79</sup> Gazdar, H. (1996), "Uttar Pradesh: The Burden of Inertia, in Amartya Sen (ED), *Indian Development: Selected Regional Perspectives*", Oxford University Press, New Delhi, p. 62.

<sup>80</sup> Mehrotra, S. (1998), "Education for All: Policy Lessons from High Achieving Countries", *International Review of Education*, Vol. 44, and No. 5- 6, p.62.

<sup>81</sup> PROBE Team (1995), "Public Report on Basic Education", New Delhi, p.20.

<sup>82</sup> Nabissan, G.B. (1995), "Gender and Education: Social Context of Schooling Girl Children in India", *Perspective of Education*, Vol.2, No.3 and 4, pp. 203-204.

### 3.6. Conclusion:

The main findings of this chapter indicate that the gross enrolment ratio (GER) is quite satisfactory for both non-scheduled caste boys and girls at primary level. In upper primary level also the gross enrolment ratio is satisfactory for non-scheduled castes. The gross enrolment ratios are less in case of girls when compared to boys at primary and upper primary level. The educational level of the non-scheduled castes of the state is quite satisfactory at primary / upper primary and at the secondary / higher secondary level, but it is highly erratic at the graduate and above level. The non-scheduled caste boys show high percentage of enrolment in compared to girls at primary level to higher secondary level in all the districts. In educational attainment, the non-scheduled caste girls have better performance in rural areas than urban areas at the primary level. Even the difference between boys-girls' enrolment is not so high. The share of boys and girls' enrolment at the secondary and higher secondary level is considerably fallen. The percentage share at the secondary and higher secondary level is quite high in urban areas for non-scheduled caste girls and is quite high in rural areas for non-scheduled caste boys compared to urban areas.

As one moves upward it's found that the share of educated persons at higher level is visibly low. The scheduled castes population compared to non-scheduled caste across the region share very low percentage of educated persons at this level. The high stagnation and dropout may be the possible reasons for low share at the higher level. In comparison to urban areas, rural areas present a gloomy picture at this level. Gender disparity is evident from the data that it is higher in higher level of education. Disparity is more prominent in case of girls, as ensuring participation of a boy in the formal education is easier than a girl due to gender insensitive social structure. The dialectical relationship that exists between educational progress and eradication of social inequalities, calls for special attention of the policy makers.

**APPENDIX 3.1**

**Percentage of Enrolment and Disparity of Non-Scheduled Caste at Different Level of Education**

Percentage of Enrolment to Total Enrolment													
Classes													
Districts / State	T / U / R	Primary			Upper Primary			Secondary			Higher Secondary		
		Boys	Girls	Gender Disparity	Boys	Girls	Gender Disparity	Boys	Girls	Gender Disparity	Boys	Girls	Gender Disparity
Haryana	T	54.37	45.63	0.10	55.59	44.41	0.13	58.21	41.79	0.19	60.42	39.58	0.24
	U	55.49	44.51	0.13	55.72	44.28	0.13	56.02	43.98	0.14	57.81	42.19	0.18
	R	54.03	45.97	0.09	55.53	44.47	0.13	59.65	40.35	0.23	63.76	36.24	0.33
Panchkula	T	55.13	44.87	0.12	55.23	44.77	0.12	55.74	44.26	0.13	55.49	44.51	0.13
	U	56.18	43.82	0.14	55.66	44.34	0.13	54.90	45.10	0.11	51.75	48.25	0.04
	R	54.40	45.60	0.10	54.89	45.11	0.11	56.78	43.22	0.16	60.69	39.31	0.25
Ambala	T	52.58	47.42	0.06	52.63	47.37	0.06	53.74	46.26	0.09	54.78	45.22	0.11
	U	53.02	46.98	0.07	53.63	46.37	0.08	51.71	48.29	0.04	52.35	47.65	0.05
	R	52.39	47.61	0.06	52.07	47.93	0.05	55.31	44.69	0.12	58.37	41.63	0.20
Yamunanagar	T	54.35	45.65	0.10	55.32	44.68	0.12	56.49	43.51	0.15	55.12	44.88	0.12
	U	55.31	44.69	0.12	54.10	45.90	0.10	54.46	45.54	0.10	51.80	48.20	0.04
	R	54.07	45.93	0.09	55.85	44.15	0.14	57.98	42.02	0.19	59.28	40.72	0.22
Kurukshetra	T	53.83	46.17	0.09	55.48	44.38	0.13	57.43	42.57	0.17	61.13	38.87	0.26
	U	56.70	43.30	0.16	57.40	42.60	0.17	56.22	43.78	0.14	60.27	39.73	0.24
	R	53.08	46.92	0.07	54.71	45.29	0.11	58.31	41.69	0.19	62.58	37.42	0.30
Kaithal	T	54.93	45.07	0.11	58.03	41.97	0.19	61.16	38.84	0.26	66.23	33.77	0.39
	U	56.72	43.28	0.16	55.82	44.18	0.14	58.30	41.70	0.19	64.64	35.36	0.35
	R	54.55	45.45	0.10	58.73	41.27	0.20	62.72	37.28	0.30	68.29	31.71	0.44
Karnal	T	53.60	46.40	0.06	54.06	45.94	0.09	57.00	43.00	0.16	59.77	40.23	0.23
	U	44.33	55.67	-0.13	53.22	46.78	0.07	53.82	46.18	0.09	58.09	41.91	0.19
	R	53.01	46.99	0.07	57.43	45.57	0.10	58.84	41.16	0.21	63.46	36.54	0.32
Panipat	T	54.18	45.82	0.10	55.25	44.75	0.12	57.74	42.26	0.18	57.83	42.17	0.18
	U	54.20	45.55	0.10	54.06	45.94	0.09	53.02	46.98	0.07	53.81	46.74	0.08
	R	54.14	45.86	0.10	55.70	44.30	0.13	60.43	39.57	0.24	63.58	36.42	0.32
Sonapat	T	54.80	45.20	0.11	53.99	46.01	0.09	58.41	41.59	0.20	60.05	39.95	0.24
	U	57.39	42.61	0.17	57.94	42.06	0.19	61.36	38.64	0.27	57.25	42.75	0.17
	R	53.91	46.09	0.09	52.00	48.00	0.05	56.52	43.48	0.15	62.57	37.43	0.30
Jind	T	53.38	46.62	0.08	56.69	43.31	0.16	61.03	38.97	0.26	63.51	36.49	0.32
	U	56.95	43.05	0.16	59.42	40.58	0.22	60.10	39.90	0.24	63.51	36.49	0.32
	R	52.58	47.42	0.06	55.68	44.32	0.13	61.63	38.37	0.27	63.51	36.49	0.32
Fatehabad	T	52.86	47.14	0.07	58.22	41.78	0.19	60.50	39.50	0.25	62.16	37.84	0.29
	U	52.61	47.39	0.06	54.13	45.87	0.10	56.73	43.27	0.16	58.35	41.65	0.19
	R	52.88	47.12	0.07	59.29	40.71	0.22	62.71	37.29	0.30	69.15	30.85	0.46

Contd.....



Hisar	T	53.86	46.14	0.09	57.37	42.63	0.17	61.30	38.70	0.27	61.69	38.31	0.27
	U	57.37	42.63	0.17	56.70	43.30	0.16	57.93	42.07	0.18	59.88	40.12	0.23
	R	53.20	46.80	0.07	57.62	42.38	0.18	62.94	37.06	0.31	63.77	36.23	0.33
Sirsa	T	53.56	46.44	0.08	55.86	44.14	0.14	57.40	42.60	0.17	58.40	41.60	0.20
	U	51.53	48.47	0.04	54.06	45.94	0.09	54.11	45.89	0.10	55.62	44.38	0.13
	R	53.99	46.01	0.09	56.68	43.32	0.16	60.05	39.95	0.24	64.02	35.98	0.33
Rohtak	T	53.36	46.63	0.08	53.79	46.21	0.09	55.68	44.32	0.13	55.98	44.02	0.14
	U	55.32	44.68	0.12	55.78	44.22	0.13	55.20	44.80	0.12	56.41	43.14	0.15
	R	52.57	47.43	0.06	52.67	47.33	0.06	56.04	43.96	0.14	55.04	44.96	0.12
Jhajjar	T	53.06	46.94	0.07	51.96	48.04	0.05	54.85	45.15	-0.11	58.52	41.48	0.20
	U	56.74	43.26	0.16	55.98	44.02	0.14	55.65	44.35	0.13	61.34	38.66	0.27
	R	51.92	48.08	0.04	50.65	49.35	0.02	54.55	45.45	0.11	56.62	43.38	0.15
Bhiwani	T	53.60	46.40	0.08	54.65	45.35	0.11	58.95	41.05	0.21	62.41	37.59	0.29
	U	54.24	45.76	0.10	56.20	43.80	0.14	55.88	44.12	0.14	55.47	44.53	0.13
	R	53.47	46.53	0.08	54.25	45.75	0.10	59.89	40.11	0.23	66.47	33.53	0.39
Mahendargarh	T	50.33	49.67	0.01	50.26	49.74	0.01	56.41	43.59	0.15	64.28	35.72	0.34
	U	53.69	46.31	0.09	50.90	49.10	0.02	55.56	44.44	0.13	61.83	38.17	0.28
	R	49.98	50.02	0.00	50.17	49.83	0.00	56.59	43.41	0.15	65.57	34.43	0.37
Rewari	T	53.69	46.31	0.09	53.08	46.92	0.07	56.63	43.37	0.15	61.45	38.55	0.27
	U	53.72	46.19	0.09	52.97	47.03	0.07	55.77	44.23	0.13	63.38	36.62	0.32
	R	53.69	46.31	0.09	53.10	46.90	0.07	56.86	43.14	0.16	60.09	39.91	0.24
Gurgaon	T	59.59	40.41	0.22	59.85	40.15	-0.23	59.17	40.83	0.21	62.55	37.45	0.30
	U	55.55	44.45	0.13	56.60	43.40	0.15	54.78	45.22	0.11	56.71	43.29	0.16
	R	60.56	39.44	0.25	61.51	38.49	0.27	62.92	37.08	0.30	71.15	28.85	0.52
Faridabad	T	55.71	44.29	0.13	58.58	41.42	0.20	60.92	39.08	0.26	62.20	37.80	0.29
	U	55.62	44.38	0.13	56.03	43.97	0.14	56.49	43.51	0.15	58.30	41.70	0.19
	R	55.79	44.21	0.13	62.45	37.55	0.29	70.42	29.58	0.50	75.11	24.89	0.63

Source: Seventh All India Educational Survey, 2002.

### APPENDIX 3.2

#### Percentage of Graduate and Above of Scheduled Caste and Non-Scheduled Caste Population

Percentage of Graduate and Above to 19+ Year Population							
Districts / State	T / U / R	Non-Scheduled Caste			Scheduled Caste		
		Graduate and Above			Graduate and Above		
		Male	Female	Gender Disparity	Male	Female	Gender Disparity
Haryana	T	17.28	10.59	0.23	5.70	1.25	0.67
	U	36.50	29.14	0.12	11.24	3.76	0.49
	R	8.66	2.56	0.54	4.13	0.56	0.87
Panchkula	T	36.67	33.26	0.05	8.63	3.63	0.39
	U	69.73	62.12	0.07	18.89	9.35	0.33
	R	9.22	5.65	0.22	3.84	0.98	0.60

Contd.....

Ambala	T	22.01	17.87	0.10	5.90	2.08	0.46
	U	40.54	38.85	0.02	10.83	5.85	0.28
	R	10.51	5.73	0.27	4.64	1.10	0.63
Yamunanagar	T	16.34	12.65	0.12	6.38	1.33	0.69
	U	29.45	28.31	0.02	11.66	4.35	0.44
	R	7.79	2.45	0.51	5.05	0.56	0.96
Kurukshetra	T	17.62	10.90	0.22	6.60	1.67	0.61
	U	42.95	33.52	0.13	21.54	7.52	0.49
	R	7.94	2.46	0.52	3.72	0.56	0.83
Kaithal	T	10.33	4.73	0.35	3.45	0.54	0.81
	U	25.74	17.94	0.18	8.51	2.20	0.60
	R	6.49	1.43	0.67	2.54	0.24	1.03
Karnal	T	16.21	11.00	0.18	4.52	1.10	0.62
	U	37.73	33.16	0.07	9.22	3.66	0.41
	R	7.57	2.18	0.55	3.31	0.47	0.86
Panipat	T	15.79	11.82	0.13	5.31	1.16	0.67
	U	26.11	24.57	0.03	8.57	2.67	0.52
	R	8.03	2.57	0.51	3.98	0.57	0.85
Sonipat	T	15.66	9.41	0.24	6.39	1.81	0.56
	U	35.72	27.80	0.13	14.44	5.09	0.47
	R	8.74	2.78	0.51	4.15	0.87	0.68
Jind	T	10.66	4.18	0.42	4.06	0.58	0.85
	U	29.07	16.43	0.28	11.15	2.61	0.65
	R	5.86	0.91	0.82	2.76	0.20	1.15
Fatehabad	T	8.84	4.51	0.30	2.15	0.38	0.75
	U	23.18	17.96	0.12	5.34	1.67	0.51
	R	5.61	1.48	0.59	1.68	0.20	0.94
Hisar	T	11.60	6.32	0.28	2.11	0.48	0.64
	U	26.33	19.75	0.14	5.38	1.69	0.51
	R	6.13	1.40	0.65	1.22	0.16	0.89
Sirsa	T	15.34	7.87	0.31	5.51	1.13	0.70
	U	33.82	24.27	0.17	10.59	3.39	0.51
	R	8.33	1.70	0.71	4.08	0.49	0.92
Rohtak	T	13.89	4.61	0.50	9.99	1.46	0.85
	U	31.71	16.81	0.31	11.62	2.87	0.63
	R	9.42	1.68	0.77	9.26	0.82	1.07
Jhajjar	T	21.46	14.26	0.19	9.55	2.83	0.54
	U	42.56	33.52	0.13	27.97	10.63	0.46
	R	9.47	2.95	0.52	4.89	0.91	0.74
Bhiwani	T	13.94	6.12	0.38	4.24	0.84	0.71
	U	29.99	19.01	0.23	9.16	2.69	0.55
	R	9.13	2.47	0.58	3.03	0.40	0.89
Mahendargarh	T	14.36	3.33	0.66	9.66	1.09	0.97
	U	30.72	13.14	0.41	17.10	3.13	0.77
	R	11.60	1.80	0.83	8.63	0.83	1.03

Contd.....

Rewari	T	18.47	6.67	0.47	9.92	1.42	0.86
	U	37.23	23.36	0.24	17.96	4.00	0.68
	R	13.99	3.05	0.69	8.33	0.95	0.96
Gurgaon	T	22.09	15.25	0.18	7.69	1.69	0.67
	U	49.96	40.46	0.12	12.50	4.17	0.50
	R	12.22	6.51	0.29	6.06	0.85	0.86
Faridabad	T	25.57	18.54	0.16	5.43	1.14	0.69
	U	37.66	30.92	0.10	7.53	2.06	0.57
	R	7.15	1.23	0.78	3.79	0.49	0.89

Source: Census of India, Social-Cultural Table, Haryana, 2001

*CHAPTER IV*

**CORRELATES OF LITERACY AND EDUCATION**

## CHAPTER IV

### Correlates of Literacy and Education

#### 4.1. Introduction:

Literacy/education has become an important aspect in today's world whose foundation is based on the higher literacy/education. These higher literacy/education explain the proficiency of the human resource of any state and thus considered a fairly reliable index of socio-economic and cultural advancement. Being one of the indicators of development, literacy/education too is dependent on socio-economic and cultural variables, which help in raising or lowering the literacy status.

Generally, literacy/education increases when there is a demand for it, meaning thereby as the society moves from agricultural to non-agricultural sector. It also increases when there is agricultural prosperity in rural areas.

In the earlier chapters, an attempt has been made to identify the spatial patterns of literacy level, educational attainment and disparities in literacy/education of non-scheduled caste and scheduled caste population of the state. The literacy level and educational attainment differ from district to district within the state among the non-scheduled castes and scheduled castes population. As it is well known that literacy level and educational attainment in any society is the net result of a complex set of interrelated factors, analysis of relationship between literacy/education and difference aspects of socio-economic reality can give a clear picture. Other thing is that disparities between the scheduled caste and non-scheduled caste and within the scheduled caste and non-scheduled caste such as rural-urban and male-female in terms of literacy level and educational attainment should have some explanatory variables.

The growth rate of non-scheduled caste and scheduled caste literacy/education in the state and particularly for females is likely to be influenced by a number of factors. These factors are economic factors, socio-cultural factors, schooling factors, demographic factors etc. Here it has been attempted to identify the socio-economic factors which seem to be significant in determining the level and change in the literacy/educational attainment and to examine the impact of some of these factors on the literacy/education. The statistical analysis (correlation matrix) is based on the hypotheses

keeping in view the patterns seen in earlier chapters. The statistical results have been given in Appendix 4.1.

#### **4.2. Choice of Explanatory Variables**

In the present study, both economic and social variables have been taken into consideration, as they influence the literacy levels and educational attainment to a great extent. Economic variables like work participation rates show that a higher percentage of workers are engaged in agricultural activities. The literacy levels and education attainment are lower because the agricultural operations do not have any demand for education. Whereas the percentage of population in non-primary activities show a higher literacy rate and educational enrolment because the requirements of the non-agricultural economies are such that acquisition of literacy/education skills becomes a functional pre-requisite.

The social variables like, urbanization has a positive correlation with literacy /education and this is because of more demand for literacy/education as the economy is more diversified than the rural areas. The presence of scheduled caste populations also leads to lower literacy and education because of their inaccessibility to literacy and education. The correlation between total literacy rates and scheduled caste population is negative as they account for the majority of the illiterate population. Female who constitute about half of population of any society have negative correlation with disparity as any increase in their literacy rate will lower the gender gap.

#### **4.3. Hypotheses:**

- (a) There is a positive correlation between literacy/education and urbanization.
- (b) Literacy is negatively related to persons engaged in primary activity.
- (c) Level of education is directly proportional to number of persons engaged in non-primary activities.
- (d) Percentage of male workers in non-agricultural activities to total main workers is positively related to school enrolment (of both boys and girls) at elementary level.

#### 4.4. Statistical Findings

The correlation analysis is applied to identify the variables which are highly associated both with literacy/education and regional disparity. The analysis has been applied for both rural and urban areas.

Urbanization process leads to the overall development of a region or a society. Urbanization itself attracts the people, literate and illiterate alike, from surrounding areas. So it is not difficult to establish the fact that urbanization led to the development of various attributes, including education. Statistical findings also support the first hypothesis and it is seen that a very high positive correlation exist between non-scheduled caste urban population and literacy (.404) and higher educational attainment (.646\*\*) <sup>83</sup>. It is seen that districts like Panchkula, Ambala, Yamunanagar, Sonipat, Rohtak, Jhajjar, Rewari, Gurgaon and Faridabad experience high urbanization which itself help turn the literacy and educational development in a more upward direction.

Industrialization is the key to national development. It generates resources and brings the benefit of development. The industrialization process also demands technical manpower and makes people shift from primary sector to secondary and tertiary sector.

The correlation shows strong negative relationship between non-scheduled caste literacy rate and non-scheduled caste person engaged in primary activities at  $-.498^{84}$ . Which means that with the increase of population in primary activities tends to lower the literacy rate. This primary sector does not require educated manpower, so the importance of education is not felt in these societies. It is also the case with female population. The female work participation is quite high in the region and most of them are engaged in primary activities only. Statistical findings reveal that there is a negative correlation ( $-.577^{**}$ ) between female work participation rate and female literacy and educational attainment. So, the districts having higher proportion of female work participation rate have lower female literacy and educational attainment.

Percentage of non-scheduled caste workers engaged in non-primary activities has taken as an important indicator because it has been found that once

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<sup>83</sup> \*\* Significant at 0.01 % level.

<sup>84</sup> \* Significant at 0.05 % level.

a person attains some level of education and literacy, he seeks employment in non-primary sectors of economic activity. It is generally known that participation in non-primary economic activity tends to have a positive relationship with literacy/education and negative relationship with disparities of all kinds. One can examine this relationship in the state. The relationship here is positive (.498\* for literacy), (.420 for boys enrolment at primary level) and (.885\*\* for higher education) and significant. On the other hand relationship is negative (-.604\*\*) and (-.323) and significance between the percentages of non-scheduled caste workers engaged in non-primary activities and non-scheduled caste gender disparity as well as scheduled caste-non-scheduled caste disparity. It confirmed the studies conducted by others that the higher participation in non-primary activities would certainly affect literacy and education, in a favourable manner. For literacy/education this relationship is stronger. So the hypothesis that literacy/education will have a positive relationship with the proportion of persons engaged in non-primary activities should be accepted.

The female literacy and educational attainment ultimately decides the progress of a society. In a patriarchal society, it is bound to have its effect on male population, so they get all the opportunities including literacy/education. So, female literacy and educational attainment is the key to the overall development of a society. Female literacy and educational attainment decides the educational development of next generation of female, because, the enrolment of girls at schools level is highly influenced by the female educational attainment. It is also seen in the exercise, a positive correlation (.148) exists between female literacy and educational development and girls' enrolment at school level. If they are literate they would like to send their daughters to schools for education. There is a positive relationship between non-agricultural workers and school enrolment of children. The results of correlation have strongly revealed that particularly non-agricultural male workers positively affect the school enrolment of both boys (.439) and girls (.255) at the school level of education.

The correlation between non-scheduled caste' total literacy and non-scheduled caste male-female literacy shows that total literacy has a positive correlation with males and females literacy (.915\*\* and .850\*\*) and is significant at .05% level. It suggests that with an increase in male and female literacy, the total literacy also



increases too. It has higher correlation with female literacy which shows that to have an increase in total literacy, an increase in female literacy is of utmost importance. This correlation matrix shows that male literacy and female literacy among non-scheduled castes strongly correlate with each other in rural as well as urban areas. The positive relationship is significant at 1 percent level of significance message is clear that the increase in male literacy in rural and urban areas tends to have a positive impact on female literacy. The other moderate positive correlated variable is non-scheduled caste female non-agriculture worker (.630\*\*), which shows that with more and more females getting involved in economic activities, they are becoming more independent in their decision making and thus opting for education.

It is generally believed that where there is a high proportion of scheduled caste population, the level of literacy and educational attainment will be lower than the areas of lower proportion. It is found that literacy/education and proportion of scheduled caste population exhibit a negative correlation (-.229). There is an inverse and significant relationship between the scheduled caste literacy rates and proportion of the scheduled caste population in the total population of the district. This is true mainly due to two reasons, firstly the districts situated in the northern and southern part of the state have low share of scheduled caste population. But due to comparatively well economic development and numerical dominance of Ahir scheduled caste in the southern part of the state who are educationally advanced compared to other scheduled caste groups of the state, scheduled caste literacy rate is higher in northern part of the state. Secondly, western districts of the state where proportion of scheduled caste population is high, literacy rate is low due to poor economic development and numerical dominance of the other scheduled castes who are still living an agricultural life. So due to cumulative effect of these two reasons one finds an inverse relationship between the share of scheduled caste population in the districts and their literacy rate.

The relationship between non-scheduled caste female literacy and non-scheduled caste urban population is positive and significant (.428), on the other hand percentage of urban scheduled caste population to total scheduled population have a negative relationship with all aspects of scheduled caste-non-scheduled caste disparity (-

.011). This relationship is true even between non-scheduled caste urban population and non-scheduled caste gender disparity (-.568\*).

#### **4.4. Conclusion:**

The above mentioned variables of literacy and education help explaining the spatial variation of literacy level and educational attainment. The analysis, which is carried out through statistical method, explains the level of literacy and educational attainment of the non-scheduled caste and scheduled caste over space and gives the various causes and factors responsible for literacy and educational attainment. Correlation exercise shows literacy/education increase with increase in urbanization and persons in non-primary activities. Gender disparity in literacy/education also decreases with increase literacy/education, while literacy tends to decline with the increase in number of persons engaged in primary activities. From correlation analysis, it emerges that there is a positive and significant relationship between the non-scheduled castes education attainment and percentage of non-scheduled caste population engaged in non-primary activities of the district and also positive relationship between literacy/education and urbanization. The northern, north-eastern and southern part of the state, which are agriculturally well developed, literacy rate and education is comparatively higher and the proportion of total workers is lower.

APPENDIX 4.1

CORRELATION MATRIX

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14
	NSCLR	NSCMLR	NSCFLR	NSCULR	NSCRLR	NSCUP	NSCRP	SCLR	SCULR	SCRLR	PSCUPTSCP	PSCRPTSCP	PUSCPTUP	PRSCPTRP
X1	1.000													
X2	.915**	1.000												
X3	.850**	.655**	1.000											
X4	.801**	.683**	.698**	1.000										
X5	.920**	.904**	.751**	.661**	1.000									
X6	.404	.182	.428	.386	.039	1.000								
X7	-.404	-.182	-.428	-.386	-.039	-1.000*	1.000							
X8	.853**	.891**	.675**	.809**	.817**	.178	-.178	1.000						
X9	.833**	.859**	.691**	.823**	.828**	.087	-.087	.970**	1.000					
X10	.843**	.888**	.657**	.791**	.813**	.159	-.159	.999**	.961**	1.000				
X11	.316	.234	.209	.310	-.004	.864**	-.864**	.184	.065	.166	1.000			
X12	-.316	-.234	-.209	-.310	.004	-.864**	.864**	-.184	-.065	-.166	-1.000**	1.000		
X13	-.467*	-.385	-.409	-.523*	-.232	-.594**	.594**	-.563*	-.505	-.558*	-.459*	.459*	1.000	
X14	-.773	-.197	-.177	-.063	-.175	-.005	.005	-.314	-.225	-.333	-.098	.098	.259	1.000
X15	-.649**	-.698**	-.510*	-.170	-.850**	.200	-.200	-.499*	-.503	-.506	.219	-.219	-.042	.161
X16	-.582**	-.641**	-.369	-.442	-.487*	-.319	.319	-.724*	-.541	-.750**	-.372	.372	.558*	.496*
X17	-.418	-.018	-.633**	-.433	-.254	-.568*	.568*	-.103	-.124	-.084	-.230	.230	.262	.015
X18	-.461*	-.131*	-.653**	-.626**	-.388	-.291	.291	-.362	-.416	-.348	.018	-.018	.321	.045
X19	-.466*	-.621**	-.305	-.581**	-.483*	.095	-.095	-.856*	-.824**	-.865**	-.011	.011	.514*	.366
X20	-.498*	-.270	-.695**	-.633**	-.208	-.752**	.752**	-.487*	-.451	-.467*	-.556*	.556*	.717**	.162
X21	.498*	.270	.694**	.632**	.208	.752**	-.752**	.487*	.451	.467*	.556*	-.556*	-.717**	-.162
X22	.527*	.379	.676**	.592**	.247	.731**	-.731**	.550*	.496*	.531*	.640**	-.640**	-.705**	-.310
X23	.418	.127	.630**	.616**	.189	.591**	-.591**	.386	.382	.373	.244	-.244	-.581**	.070
X24	-.322	-.007	-.577**	-.486*	-.068	-.621**	.621**	-.223	-.245	-.204	-.273	.273	.554*	-.040
X25	-.170	-.173	-.148	.180	-.346	.285	-.285	.110	.036	.106	.473*	-.473	-.326	-.146

Contd.....

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14
	NSCLR	NSCMLR	NSCFLR	NSCULR	NSCRLR	NSCUP	NSCRP	SCLR	SCULR	SCRLR	PSCUPTSCP	PSCRPTSCP	PUSCPTUP	PRSCPTRP
X26	.170	.173	.148	-.181	0.345	-.286	.286	-.110	-.036	-.107	-.473	.473*	.326	.147
X27	.497*	.332	.652**	.648**	0.241	.646**	-.646**	.483*	.479*	.452	.595**	-.595**	-.613**	-.223
X28	.731**	.730**	.555*	.628**	.717**	.150	-.150	.790**	.769**	.782*	.230	-.230	-.373	-.486*

	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28
	NSCURD	SCURD	NSCGD	SCGD	SCNSCD	PNSCPEPA	PNSCPENPA	NSCMNAW	NSCFNAW	NSCFWPR	NSCBEPL	NSCGEPL	NSCHE	SCHE
X15	1.000													
X16	.325	1.000												
X17	.570	-.003	1.000											
X18	.098	.099	.844**	1.000										
X19	.216	.665**	-.257	.146	1.000									
X20	-.157	.389	.605**	.588**	.323	1.000								
X21	.157	-.391	-.604**	-.587*	-.323	-.1.000**	1.000							
X22	.088	-.469*	-.434	-.394	-.404	-.955**	.955**	1.000						
X23	.158	-.269	-.728**	-.793*	-.223	-.866**	.867**	.691**	1.000					
X24	-.232	.104	.767**	.738**	-.053	.825**	-.826**	-.660**	-.907**	1.000				
X25	.584**	-.239	.067	-.028	-.352	-.419	.420	.439	.255	-.225	1.000			
X26	-.584**	.239	-.066	.029	.352	.418	-.419	-.439	-.255	.225	-.1.000**	1.000		
X27	.135	-.256	-.472*	-.460*	-.323	-.869**	.885**	.899**	.603**	-.595**	.389	-.389	1.000	
X28	-.483*	-.528*	-.188	-.309	-.600**	-.337	.334	.435	.175	-.520	.013	-.013	.524*	1.000

**Note:** \*\* Significant at 0.01 % level.

\* Significant at 0.05 % level.

**Source:** Census of India, 2001.

**X1=** Non-scheduled caste literacy rate (NSCLR)

**X2=** Non-scheduled caste male literacy rate (NSCMLR)

**X3=** Non-scheduled caste female literacy rate (NSCFLR)

**X4=** Non-scheduled caste urban literacy rate (NSCULR)

X5= Non-scheduled caste rural literacy rate (NSCRLR)  
X7= Non-scheduled caste rural population (NSCRP)  
X8= Scheduled caste literacy rate (SCLR)  
X9= Scheduled caste urban literacy rate (SCULR)  
X10= Scheduled caste rural literacy rate (SCRLR)  
X11= Percentage of scheduled caste urban population to total scheduled caste population (PSCUPTSCP)  
X12= Percentage of scheduled caste rural population to total scheduled caste population (PSCRPTSCP)  
X13= Percentage of urban scheduled caste population to total urban population (PUSCPTUP)  
X14= Percentage of rural scheduled caste population to total rural population (PRSCPTRP)  
X15= Non-scheduled caste urban-rural disparity (NSCURD)  
X16= Scheduled caste urban-rural disparity (SCURD)  
X17= Non-scheduled caste gender disparity (NSCGD)  
X18= Scheduled caste gender disparity (SCGD)  
X19= Scheduled caste-non-scheduled caste disparity (SCNSCD)  
X20= Percentage of non-scheduled caste person engaged in primary activity (PNSCPEPA)  
X21= Percentage of non-scheduled caste person engaged in non-primary activity (PNSCPENPA)  
X22= Non-scheduled caste male non-agricultural workers (NSCMNAW)  
X23= Non-scheduled caste female non-agricultural workers (NSCFNAW)  
X24= Non-scheduled caste female work participation rate (NSCFWPR)  
X25= Non-scheduled caste boys enrolment at primary level (NSCBEPL)  
X26= Non-scheduled caste girls enrolment at primary level (NSCGEPL)  
X27= Non-scheduled caste higher education (NSCHE)  
X28= Scheduled caste higher education (SCHE).

**APPENDIX 4.2**

**Different Socio-Economic Variables of Literacy and Education**

No.	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14
1	74.00	80.87	68.98	85.70	67.8	44.47	55.53	63.42	67.41	61.58	31.71	68.29	10.91	19.20
2	75.31	82.31	68.48	85.97	70.74	35.19	64.81	63.16	68.91	61.71	20.34	79.66	14.04	31.09
3	71.63	78.82	64.08	81.95	65.46	40.00	60.00	62.88	65.62	62.18	20.34	79.66	13.08	31.47
4	69.88	78.06	60.76	81.19	66.00	26.06	73.94	56.94	60.96	56.17	16.08	83.92	12.40	23.39
5	59.02	69.15	47.6	73.07	56.40	19.36	80.64	44.67	50.37	43.66	15.18	84.82	16.71	22.71
6	67.74	76.29	58.42	80.59	63.57	26.56	73.44	53.77	59.96	52.24	20.26	79.74	15.57	22.94
7	69.17	78.50	58.48	76.69	64.91	40.51	59.49	56.69	58.98	55.79	28.90	71.10	10.82	19.18
8	72.79	83.06	61.65	81.36	71.08	25.13	74.87	62.33	65.32	61.49	22.15	77.85	15.62	18.91
9	62.12	73.82	48.97	76.86	59.13	20.34	79.66	48.94	57.30	47.37	15.99	84.01	15.31	20.96
10	57.98	68.22	46.4	74.28	54.65	17.63	82.37	41.01	48.17	39.95	12.89	87.11	19.98	29.02
11	64.83	76.57	50.31	79.13	61.08	25.90	74.10	49.82	57.33	47.83	21.34	78.66	17.52	91.42
12	60.55	70.05	52.09	74.30	56.42	26.36	73.64	41.39	48.12	39.48	22.12	77.88	22.18	28.24
13	73.72	83.23	53.5	82.26	70.28	35.06	64.94	59.46	61.32	58.61	31.64	68.36	16.87	20.30
14	72.38	83.27	63.19	78.90	70.66	21.98	78.02	62.51	69.07	60.87	19.99	80.01	15.90	18.32
15	67.45	80.26	59.88	77.43	65.94	18.97	81.03	56.26	59.05	55.58	19.60	80.40	19.90	19.54
16	69.89	84.72	54.61	78.69	69.13	13.46	86.54	63.64	66.48	63.27	11.79	88.21	13.87	16.69
17	75.25	88.45	61.25	82.76	74.19	17.82	82.18	68.68	71.82	68.09	16.19	83.81	16.64	19.36
18	62.91	76.17	48.29	82.42	57.79	22.28	77.72	63.98	66.36	63.18	25.39	74.61	12.54	10.97
19	70.03	81.52	56.8	79.52	59.19	55.63	44.37	55.84	57.58	54.59	43.01	56.99	10.53	18.72
No.	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28
1	0.16	0.06	0.14	0.20	0.10	11.07	38.62	40.18	32.80	17.92	55.13	44.87	35.13	6.32
2	0.14	0.07	0.14	0.20	0.12	14.95	35.05	34.54	38.08	9.96	52.58	47.42	20.06	4.10
3	0.15	0.03	0.15	0.20	0.09	16.52	33.49	31.88	41.74	11.38	54.35	45.65	14.61	4.03
4	0.14	0.05	0.17	0.23	0.13	23.21	26.79	25.67	29.91	21.31	53.83	46.17	14.41	4.26
5	0.17	0.08	0.23	0.29	0.16	31.52	18.49	20.36	14.15	25.73	54.93	45.07	7.68	2.07
6	0.16	0.08	0.18	0.25	0.14	25.20	24.80	26.24	20.37	18.9	53.60	46.40	13.75	2.91
7	0.11	0.03	0.20	0.29	0.13	18.91	31.10	33.72	24.81	25.73	54.18	45.82	13.97	3.37
8	0.09	0.04	0.21	0.27	0.10	26.58	23.43	27.13	16.20	30.4	54.80	45.20	12.76	4.25
9	0.17	0.11	0.26	0.30	0.14	33.34	16.66	20.21	10.47	34.77	53.38	46.62	7.61	2.42
10	0.20	0.10	0.23	0.30	0.20	33.75	16.26	18.92	11.47	34.32	52.86	47.14	6.75	1.30
11	0.17	0.11	0.26	0.31	0.16	30.76	19.25	19.78	18.19	30.59	53.86	46.14	9.07	1.34
12	0.18	0.11	0.21	0.32	0.22	29.44	20.57	24.27	13.74	33.17	53.56	46.44	11.84	3.41
13	0.11	0.03	0.19	0.26	0.14	32.04	17.97	20.88	13.34	35.4	53.36	46.63	9.44	6.01
14	0.08	0.08	0.22	0.27	0.10	25.62	24.38	28.81	15.05	27.71	53.06	46.94	18.09	6.44
15	0.11	0.04	0.27	0.30	0.11	28.80	21.21	25.59	13.75	35.78	53.60	46.40	10.29	2.63
16	0.09	0.03	0.30	0.33	0.06	32.98	17.02	22.10	10.08	38.23	50.33	49.67	8.89	5.44
17	0.08	0.04	0.26	0.31	0.06	29.00	21.01	26.40	12.89	36.81	53.69	46.31	12.73	5.81
18	0.24	0.03	0.29	0.29	0.00	20.19	29.82	32.89	23.89	27.79	59.59	40.41	18.85	4.82
19	0.20	0.03	0.24	0.35	0.14	17.65	32.35	37.17	19.66	21.91	55.71	44.29	22.32	3.44

Note: X1, X2, X3.....(see Appendix Table 4.1). 1. Panchkula, 2. Ambala, 3. Yamunanagar, 4. Kurukshetra, 5. Kaithal, 6. Karnal, 7. Panipat, 8. Sonipat, 9. Jind, 10. Fatehabad, 11. Hisar, 12. Sirsa, 13. Rohtak, 14. Jhajjar, 15. Bhiwani, 16. Mahendargarh, 17. Rewari, 18. Gurgaon, 19. Faridabad.

*CHAPTER V*

**SUMMARY AND CONCLUSION**



## CHAPTER V

### Summary and Conclusion

The various dimensions of socio-cultural changes in any society can be understood in the light of the levels of literacy and education. In this study the spatial-temporal analysis of literacy and educational attainment among the non-schedule castes and scheduled castes of Haryana for the year 1991 as well as 2001 has been analysed in detail. For better understanding of the pattern of literacy and educational enrolment it is quite necessary to explain the disparities in literacy level and educational enrolment between the non-scheduled caste and scheduled caste and within the non-scheduled caste and scheduled caste such as rural-urban and male-female components. As it is well known that literacy level and educational attainment in any society is the net result of a complex set of interrelated factors, such as rural-urban set up, population structure, occupational structure etc., an attempt has been made to analyse the interrelationship between the literacy/education and various socio-economic indicators of the study areas. For this statistical tool of correlation matrix has been used.

During the last few years, there has been increase or expansion of educational facilities across the country and various kinds of incentives has been given by government so that each group of population may make use of educational facilities. Across the state, there is a lot of variation in literacy level and educational attainment between the urban-rural areas, males-female and non-scheduled caste-scheduled caste. As a result, there still exists a formidable challenge of education for all especially for rural areas, women and scheduled caste, variation is due to number of socio-economic, cultural and historical factors operating in the state. In the northern and north-eastern and southern districts of the state, total literacy is comparatively higher. It is mainly the result of relatively better economic development in these districts, as economic development has been considered as one of the greatest force gearing towards educational attainment. Total literacy of the state has increased from 55.85 percent in 1991 to 67.91 percent in 2001. Out of 40.91 million scheduled caste population in the state only 12.05 million people are literate persons. This means that more than half of the population is still illiterate. Non-scheduled caste literacy rates are high in the state as compared to

scheduled caste literacy rates. Non-scheduled caste literacy rate is also high in urban and rural areas than scheduled caste. In the southern districts Ahir scheduled caste constitute majority of the scheduled caste population. They are an agriculturally well settled and educationally well developed. There appeared to be an inverse relationship between the proportion of scheduled caste population in the districts of the state and their scheduled caste literacy rate. In the districts, where proportion of scheduled caste population is high, non-scheduled caste literacy rate is comparatively higher.

In Panchkula, Ambala, Sonapat, Rohtak, Jhajjar, Rewari and Gurgaon districts comparatively high literacy rate is due to its urban character, Chandigarh and Delhi capital of Haryana and India and Union Territories. There is a wide gap in literacy rate between the non-scheduled caste males-females. Non-scheduled caste male literacy rate is highest in Rewari (88.45 percent) and lowest in Fatehabad (68.22 percent). In Fatehabad, Kaithal, Jind, Sirsa districts, the proportion of literacy rate is lower; this area of Haryana is agriculturally and economically less developed.

The southern districts of the state, Rewari and Mahendargarh have high non-scheduled caste and scheduled caste male literacy rate. Maximum percentage of non-scheduled caste and scheduled caste female literacy rate is recorded in Panchkula and Ambala. Lowest non-scheduled caste and scheduled caste female literacy rate is recorded in Kaithal and Fatehabad. Non-scheduled caste female literacy rate is lower in the districts which are dominated by industrial area such as south-eastern and eastern districts of the state. Non-scheduled caste female literacy rate is 13 points higher than the scheduled caste female literacy rate in 2001 and 16 points in 1991.

In the districts, where the level of urbanization is comparatively high, literacy rate is also high. In Panchkula, Ambala, Yamunanagar, Karnal, Kurukshetra, Rohtak, Jhajjar, Sonapat, Gurgaon, Rewari districts, urban non-scheduled caste literacy rate is above 80 percent and scheduled caste is also high in these districts. These districts located nearby the Union Territories (Delhi and Chandigarh) have relatively higher non-scheduled caste and scheduled caste male-female literacy rate. These districts are also agriculturally well developed. Rewari district has the highest urban and rural non-scheduled caste and scheduled caste male literacy rate. Among the

scheduled caste, the lowest urban female literacy rate is found in Sirsa which is around two times lower than the lowest literacy rate for non-scheduled caste.

About 71 percent of the total population in the state lives in rural areas where educational facilities are not adequately. In 10 years, there is more than one time increase in rural non-scheduled caste literacy rate which should be considered as a welcome trend. Panchkula, Ambala, Yamunanagar, Karnal, Kurukshetra, Panipat, Hisar, Mahendargarh and Bhiwani districts rural non-scheduled caste literacy rate varied between 60 to 70 percent. In Kaithal, Jind, Sirsa, Fatehabad, Gurgaon and Faridabad districts, rural non-scheduled caste literacy rate varied between 50 to 60 percent. On the other hand, about more than 21 percent of scheduled caste rural population to total rural population and 78 percent of total scheduled caste population in the state lives in rural areas. The difference between non-scheduled caste and scheduled caste rural female literacy rate is only 9.13 points. Maximum and minimum value of literacy rate among rural non-scheduled caste male and female is higher than the rural scheduled caste male and female. In majority of the districts, the rural non-scheduled caste female and scheduled caste female literacy rate are still below 50 percent and 40 percent.

The growth rate of literacy during the period 1991-2001 shows a substantial increase in literates. Here some of the district shows more than 100 percent growth rate in literacy. Maximum growth rate was observed in Panchkula (101.80 percent) for non-scheduled caste and Fatehabad (154.52 percent) for scheduled caste.

The Government of India has started several programmes and policies for the educational development. There is a remarkable progress in literacy. Compared to the males, females have registered very high literacy growth rate. This is mainly because of low base of literate female and this is due to special attention towards the female education. In western districts of the state, growth rate is more than 70 percent for non-scheduled caste and more than 100 percent for scheduled caste. The non-scheduled caste literacy growth rate during the same period remained very low as compared to that of scheduled caste. The overall pattern of literacy growth rate suggests that it has been in the rural areas that non-scheduled caste and scheduled caste literacy has made rapid strides.

The study reveals that in all the districts, urban-rural, gender and non-scheduled caste-scheduled caste disparity index in the literacy have declined between year 1991 and 2001. Urban-rural male and female disparity in non-scheduled caste compared to the scheduled caste in literacy rate in the state is high. But there existed a big difference between non-scheduled caste and scheduled caste male and female urban-rural disparity. The lowest urban-rural disparity in literacy rate for total, male as well as female is recorded in Jhajjar and Rewari for non-scheduled caste and scheduled caste. Maximum urban-rural disparity is recorded in Gurgaon. In Bhiwani district, scheduled caste urban-rural disparity has increased considerably from 0.03 in the year 1991 to 0.04 in 2001.

Panchkula and Ambala are the only two districts in the state where minimum gender disparity is recorded in two time periods for non-scheduled caste and scheduled caste in total, rural and urban areas. Mahendargarh has the maximum gender disparity. In the Panchkula, Ambala, Yamunanagar, Kurukshetra, Karnal, Panipat, Sonipat and Rohtak districts gender disparity was below state's average i.e. below 0.22. Non-scheduled caste gender disparity in rural and urban areas is lower than scheduled caste gender disparity. Non-scheduled caste and scheduled caste consider education of girl child as worthless, because after all she has to take care of household works they think do not need schooling, other thing is that after marriage she has to leave her parent's house, so non-scheduled caste and scheduled caste less importance to girls education.

In state, non-scheduled caste-scheduled caste disparity in literacy continues to be moderately high. Lowest non-scheduled caste-scheduled caste disparity is recorded in Gurgaon district (0.00) and (0.03) for the year 2001 as well as 1991. This district is comparatively economically developed and literacy level is relatively higher. In same district non-scheduled caste literacy rate is equal to the scheduled caste literacy rate. In the western and south-western district of the state, urban-rural, gender and non-scheduled caste-scheduled caste disparity is comparatively higher. Highest non-scheduled caste-scheduled caste disparity is recorded in Sirsa and Fatehabad. This high disparity is mainly due to the relatively lower literacy rate among the scheduled caste. In the southern and south-eastern districts of the state, non-scheduled caste-scheduled caste

disparity is comparatively lower. It varied 0.00 to 0.08 categories in Rewari, Mahendargarh and Gurgaon. In these districts proportion of scheduled caste population is higher, mainly dominated by Ahir scheduled caste that is very advanced economically and educationally. On the other hand these districts have one of the highest non-scheduled caste literacy rates in the state. Rewari get the highest position in non-scheduled caste and scheduled caste male literacy. Compared to the urban areas non-scheduled caste-scheduled caste disparity in literacy level is lower in rural areas. Scheduled castes are basically in habitants of rural areas. Only in Gurgaon district, scheduled caste literacy rate is higher than the non-scheduled caste literacy rate in the year 1991 and 2001.

The gross enrolment ratio (GER) is quite satisfactory for both non-scheduled caste and scheduled caste boys and girls at primary level and upper primary level. The gross enrolment ratios are less in case of girls when compared to boys at primary and upper primary level. The non-scheduled caste boys show high percentage of enrolment in compared to girls at primary level to higher secondary level in all the districts. In educational attainment, the non-scheduled caste girls have better performance in rural areas than urban areas at the primary level. Even the difference between boys-girls' enrolment is not so high. The percentage share at the secondary and higher secondary level is quite high in urban areas for non-scheduled caste girls and is quite high in rural areas for non-scheduled caste boys compared to urban areas.

As one moves upward it's found that the share of educated persons at higher level is visibly low. The non-scheduled castes populations compared to scheduled caste across the region have very high percentage of educated persons at this level. In comparison to urban areas, rural areas present a gloomy picture at this level. Gender disparity is evident from the data that it is higher in higher level of education. Disparity is more prominent in case of girls than. The dialectical relationship that exists between educational progress and eradication of social inequalities, calls for special attention of the policy makers.

From the correlation matrix it is clear that literacy/education is positively related with urbanization with high significance. This is because there are more educational institutions in urban areas which lead to increase in literacy/education.

Education also showed positive relationship with persons engaged in secondary and tertiary activities with high significance. For example, for getting employed in secondary and tertiary activities, it is necessary to be educated. While negative relationship exists between literacy and scheduled caste population which suggests that greater the concentration of scheduled caste lower will be literacy rate. Correlation between literacy and persons engaged in primary activities is also negative which suggest that increase of person in primary activities tends to decrease in literacy of that area. There existed a strong negative relation between literacy/education and urban-rural, gender and non-scheduled caste-scheduled caste disparity with high significance. It points to the fact that with increase in literacy/education there is decrease in urban-rural, gender disparity.

The non-scheduled caste-scheduled caste disparities in literacy level in the rural as well as urban areas have an inverse relationship with the proportion of the non-scheduled caste and scheduled caste population living in urban areas and the proportion of the non-scheduled caste and scheduled caste working population engaged in non-primary activities. It has been found that once a person attains some level of literacy/education he/she seeks employment in non-primary sector of economy. The reverse is also true as once a person is employed in non-primary sector, he or she by the nature of the work learn and acquire the ability to read and write.

The girls and scheduled caste enrolment position in Haryana continues to be a matter of great concern. Here, the basic problem is how to motivate the girl and scheduled caste for enrolment. This cannot be achieved only by providing some educational infrastructure and a few incentives. The attitudes of females and scheduled caste people will have to be changed in the rural areas. Until and unless the rural females and scheduled caste understand the importance of education and come forward to participate in the literacy programme the desired results are not possible. Apart from the government sponsored programmes, the strengthening and active involvement of voluntary agencies can prove a large motivating factor to attract the females and scheduled caste people for education in the rural areas.

The enrolment at higher education of female and scheduled caste is very low in the rural areas. It's because of high drop-out rate at lower level and economic conditions of the families.

To reduce the disparity level between the non-scheduled caste and scheduled caste, and the disparity within the non-scheduled castes and scheduled castes such as urban-rural and male–female, both central and state governments have started several programmes and policies. Creating of schooling infrastructure has got prime focus. Attempts to provide educational inputs should be more gender sensitive.



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