SOCIO-SPATIAL ANALYSIS OF LITERACY IN HIMACHAL PRADESH

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MASTER OF PHILOSOPHY

BY
KUMAD PATHANIA

CENTRE FOR THE STUDY OF REGIONAL DEVELOPMENT
SCHOOL OF SOCIAL SCIENCES
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI-110 067
INDIA

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जवाहरलाल नेहरू विश्वविद्यालय
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI - 110 067

SCHOOL OF SOCIAL SCIENCES
CENTRE FOR THE STUDY OF REGIONAL DEVELOPMENT

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CERTIFICATE

This is to certify that the dissertation, entitled **"SOCIO-SPATIAL ANALYSIS OF LITERACY IN HIMACHAL PRADESH"**, **SUBMITTED BY Ms. KUMAD PATHANIA** in fulfilment of credits out of total requirements of credits for the degree of Master of Philosophy of the university is her original work according to the best of our knowledge.

Dr. SARASWATI RAJU
(SUPERVISOR)

CHAIRPERSON
Centre for the Study of Regional Dev
School of Social Sciences
Jawahar Lal Nehru University
New Delhi 110067

Dr. SUDESH NANGIA
(CHAIRPERSON)

GRAM : JAYENU TEL. : 6107676, 6167557 TELEX : 031-73167 JNU IN FAX : 91-011-6865886

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(KUMAD PATHANIA)

TO
MY DEAR PAPA

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CHAPTER - I

INTRODUCTION

सा विद्या या विमुक्तेय ....

"Knowledge liberates human beings from all ignorance", has become the main *mantra* in today's world which has realised that without literating the human resource a country can not develop.This is because now a days literacy has proved to be an important indicator to guage 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.

Both literacy and education are the two sides of the same coin, signifying quantity and quality, respectively and both of them are envisioned as an agent for development level in economic as well as in humanistic terms.[1] Though in general it is the education only -the unalternable fundamental factor which shape the spirit of individual human being,society & state as well as civilization.[2] Their importance has been accepted universally through out the world as they are the catalyst in a society's facelift.

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1. Margareta and Sjostrom (1983).
2. Shukla, (1991).

The concept of literacy varies from country to country, generally referring to the minimum levels of literacy skills. The Indian census, defines literacy as competence "to read and write with an understanding in any language.[3]

As a consequence the umbrella category of the "literate" population includes the whole range of people from those who can barely read & write to the highly educated. Obviously, while literacy alone is no indicator of educational level, the proficiency to read & write is the first necessary step towards the attainment of higher goals in education.[4] In earlier censuses, population above the age of 4 years was considered as literate but for the 1991 census only the population above 6 years of age is taken as literate.

The literacy scenario in India is far from satisfactory as even today the country's literacy status remained dismal in comparison not only to the developed world - where adult literacy rates are close to hundred percent - but also to comparable developing countries.[5] It is not as that there has been no progress over time, but whatever progress has

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3. Ahmed and Nuna (1985).

4. Ahmed and Nuna (1985).

5. Athreya and Chunkath (1996).

been made is negligible looking at the size of the population. Table 1.1 presents data on literacy rates for various census years from 1901 to 1991.

Table 1.1
Literacy Rate India, 1901 - 1991

Year	Persons	Male	Female	Rural	Urban
1901	5.39	9.83	0.60		
1911	5.92	10.56	1.05		
1921	7.16	12.21	1.81		
1931	9.50	15.59	2.93		
1941	16.10	24.90	7.30		
1951	16.67	24.95	7.93	12.10	34.59
1961	24.02	34.44	12.95	18.82	46.97
1971	29.46	39.45	18.72	23.69	52.37
1981	43.56	56.37	29.75	36.0	67.2
1991	52.11	63.86	39.42	44.2	76.0

Note # Figures for 1981 and 91 represent ratio for the population above 7 years of age.

Source : Athreya, V.B. & Chunkath, S.R. : Literacy & empowerment, Cage Publications, 1996, p 50.

The table shows the poor picture of Indian literacy where over all literacy rate for undivided India stood at an abysmal 5.39percent while the female ratio was an even more depressing with 0.6 percent. The pre-independence decades saw extremely slow improvement & according to first post - independence census in 1951, only around one-sixth of India's population could read & write. Even this figure conceal the distressing reality that hardly eight women out of every hundred were literate.

India's progress in literacy since 1951 has certainly been rapid as the ratio of literates to population rose from 16.67% in 1951 to 36.23% by 1981 & 42.94% in 1991. As far as female literacy is concerned, though the female literacy percentage has increased over the census years, yet the gap in literacy percentage points between males & females rose from 17.02 in 1951 to 20.16% in 1991. Table 1.1 highlights the improvement in female literacy ratios, as at the national level, the ratio has increased from a value of less than one third of the male literacy ratio in 1951 to a value slightly greater than three-fifth in 1991. 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 to note that between 1981 and 1991, there has been 9.67 percent points increase in female literacy rate, whereas for males it is 7.49 percent points only.

Table 1.2.

Distribution of literacy in India : 1981 & 1991

	Persons	Male	Female	Persons	Male	Female
Total	43.56	56.37	29.75	52.11	63.86	39.42
Rural	36.01	49.63	21.71	44.20	57.13	30.62
Urban	67.25	76.74	56.38	75.03	83.34	65.71

Source : Census of India, 1991, Provisional Population totals, paper 2 of 1991.

While a good deal of progress has been made in this field in India since independence much remains to be done. This progress has not only been uneven with respect to time, but it has been even more so with respect to certain other dimensions. (Specifically, the all India average literacy rates conceal tremendous inter-state, rural-urban and gender disparties in literacy attainment. Though the literacy rates have improved in all states the inter-state differences remained throughout. While Rajasthan occupies the lowest position as only 38 percent of its total population is literate,wheras Kerala has 90 percent of its population as literate. As can be seen, - Bihar,Madhya Pradesh, Uttar Prades, Rajasthan, Orissa & Andhra Pradesh, have literacy rates well below the all India average.What is worst is that these are among the most populated states in India. Together they account for 433 million persons out of India's total population of 84 million or a little over half in 1991. In terms of non-literates aged (7 years & above) in 1991, these six states account for 204 millions out of the all India total of 332 milion non-literates which is roughly 63 percent. of the total illiterate population. 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[6]. in the south.

Table 1.3
Inter-State Comparisons in Literacy, 1981 - 91.

State	1981	1991
Andhra Pradesh	35.66	45.11
Bihar	32.03	38.54
Gujrat	52.21	60.61
Haryana	43.85	55.33
Himachal Pradesh	51.18	63.86
Karnatka	46.20	55.98
Kerala	81.56	90.59
Madhya Pradesh	34.22	43.45
Maharashtra	55.83	63.05
Orissa	40.96	48.55
Punjab	48.12	57.14
Rajasthan	30.09	38.18
Tamil Nadu	54.38	63.72
UIttar Pradesh	33.33	41.71
West Bengal	48.64	57.72
India	43.56	52.11

Source : Athreya, V.B. & Chunkath, S.R. : Literacy and Empowerment, Sage Publications, 1996,p53

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 heirarchy.These include Kerala, North-Eastern states, Goa and Himachal Pradesh. All small states have impressive literacy rates & which is primarily because of their sizeable proportion of Christian population (as in the

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6. Chathley (1995).

case of North Eastern states where the percentage is more than 80%), long tradition of education due to enlightened administration (as in the case of Kerala and Himachal Pradesh), wide spread expansion of educational facilities, maximum resource flow & above all people's awareness to forge ahead. Placing Himachal Pradesh in context

Himachal Pradesh, a small state of Indian Union resting in the laps of Western Himalayas, with only 0.89% share in India's total population has an impressive performance on literacy front. The state, despite its physical barriers, rugged terrain & inaccessible parts of tribal belt, has taken a big leap in development process [7]. According to 1991 Census, the population growth rate of the state is 19.39% as compared to 23.71% in the previous decade. It shows that the growth rate in the Pradesh is not only significantly less than the all India average, but has substantially decreased during the last decade. Another distinct feature of the state is its preponderence of rural population which accounts for more than 91% of the total population. Often called the'"Rural State of India", the growth of literacy is praiseworthy. The growth rate of literacy for the period (1981-91) is 21.03% for rural

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7. GOI, State Budget expenditure on Education, 1950-51 to 1993-94.

population & only 7.72% for urban population,whereas for India it was 18.55% for rural and 10.4% for urban areas. Despite these high literacy rates, there is a great deal of disparity in literacy rates among the districts of the Pradesh and there are clear cut clusters of districts with similar patterns of the literacy rates. At the district level, the literacy rate varies from 62.77% in Hamirpur to just 36.24% in Chamba as per 1991 Census.

Thus, Himachal Pradesh presents an interesting case to study. The state shows "uniqueness" in terms of population, the highest numnber of female rural workers, lower population growth rates,predominantly rural in nature coupled with the highest average revenue expenditure on education among states of Indian Union.

Objectives :

The proposed study is being undertaken with the following objectives in mind :

(1) To examine district-level spatio-temporal variation in different dimensions of literacy in Himachal Pradesh for the Census period 1981 and 1991;

(2) To estimate the disparity levels in literacy rates for different segments of population i.e. rural/ urban, male/ female and SC/ST at two points of time (1981-1991)

(3) To explore possible sets of quantifiable variables in order to understand the observed patterns in the state; and,

(4) To analyse the performance of various literacy programmes started in the state and status of government expenditure on education.

Research Questions

1. Urbanisation is not always a prerequisite for higher literacy.
2. Demand for education increases the literacy rates.
3. Female literacy is the actual determinant of literacy.

SECTION I

Study area, Data Base and Methodology

Known as" Dev Bhoomi" the Abode of gods, Himachal Pradesh rests in the lap of Western Himalayas. The state is located between 32 22' 40" N latitude to 33 12' 44" N latitude and 75 47' 55" East to 79 04' 20" East longitude. This tiny state is spread over 55,673 square kms. and bordered by Jammu and Kashmir in the North, Punjab in the West and South West, Haryana in the South, Uttar Pradesh in the South East and Tibet in the East . This state with only 0.87 percent of India's total area was formed as a centrally administered territory on 15th April, 1948, by the merger of Punjab hill states and Punjab states (except Nalagarh). The Pradesh[1] was carved out of 28 states of - Baghal, Balson, Bhagat, Bhajji, Bija, Bushar, Chamba, Dharkoti, Derath, Dhadi, Dhami, Ghund, Jubbal, Keonthal, Khareti, Koti, Kumharsain, Kunihar, Kuthar, Madhau, Mahlog, Mandi, Mangal, Ratish, Rawin, Sangri, Sirmaur, Suket, Tharoch and Theog. It attained its full statehood on the 25th of January 1971 and became the 18th state of free India.

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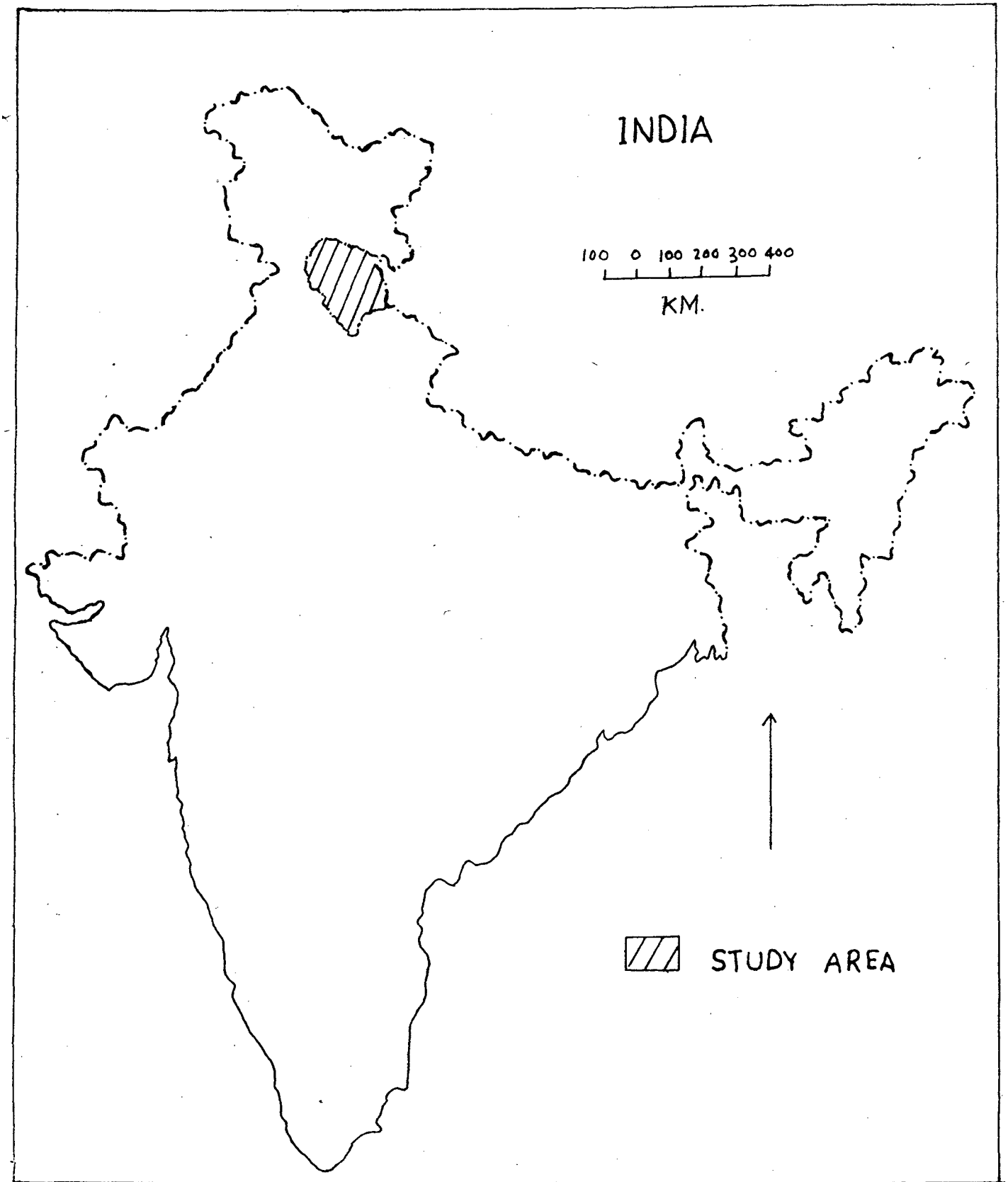
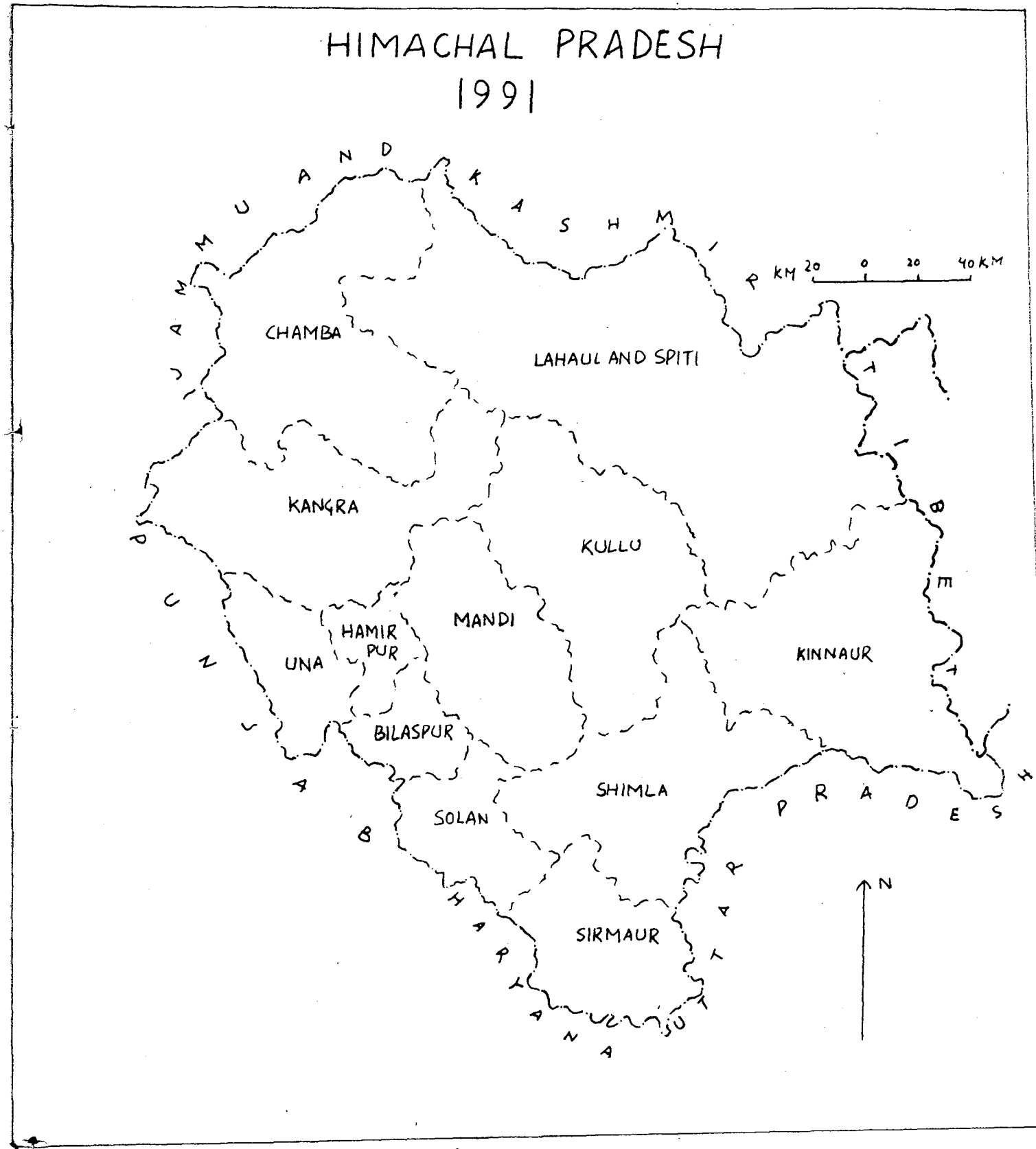
1. Balokhra, J.M. (1995)



Fg. 1


HIMACHAL PRADESH
1991
JAMMU AND KASHMIR
UTTARANCHAL
HARYANA
PUNJAB
HIMACHAL PRADESH
CHAMBA
LAHAUL AND SPITI
KANGRA
KULLU
MANDI
HAMIR PUR
UNA
BILASPUR
SHIMLA
SOLAN
SIRMAUR
KINNAUR
KM 20 0 20 40 KM
N

Fg. 2

Demographic Profile

According to 1991 census , Himachal Pradesh has a population of 51,11,079 , with 4,71,681 persons in rural areas and 4,49,196,persons in urban areas which is 92.28 and 7.72 percent of the total population. This population is distributed into twelve districts covering 102 tehsils/sub-tehsils, 58 towns (including one census town), 69 CD blocks and 19,388 villages.

The total male population in the state is 25,60,894 lakh whereas the number of females is 25,50,185[2] making up for 50.10 percent and 49.89percent respectively.

The population of Himachal Pradesh is highly unevenly distributed. There are small valley floors with high concentration of population and large areas of rugged mountains and snow covered peaks with sparse population . In general, the area between the lower Sutlej and the Kangra Valley has a greater concentration of population because of the larger areas of comparatively level terrain for agriculture and better means of transportation and accesssibility. The densely populated areas of the state are Kangra, Kullu, Hamirpur, Bilaspur and Mandi, where the density range from 160 to 284 persons/square km as these

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2. Census of India, H.P. (1991).

areas have relatively much acreage under cultivation and where the crops are adequeatly irrigated by Kuhls. Contrary to this, the districts of Lahaul and Spiti and Kinnaur have very low density being less than 10 persons/square km. These disticts are relatively isolated being situated in the remote trans-Himalayan region. The density in these districts has risen to 92 persons/square km in 1991 census from a low of 77 persons/square km in 1981 census[3]

The population of Himachal Pradesh shows a steady upward growth trend in the past. The growth curve shows a rise upto 1931 but a slight decrease in 1911. This decrease in population growth was mainly due to natural calamities such as the Kangra earthquake (1905) and several epidemics in the first decade of the present century. However, the curve becomes steeper after 1931. The population of the state increased by 19.39percent during 1981-91 as compared to 23.71percent during the preceeding decade.

The sex ratio of the Pradesh gives an indication of the increase in number of females over the years. The number of females per 1,000 males was 973 in 1981 census, which increased to 996 in 1991 census. There are five districts which have higher sex ratio than that of the state average

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3. Encylopaedia of H.P. (1992).

and in the remaining districts, the ratio is lower than the state average. Hamirpur district is at the top with 1,162 females per 1,000 males, followed by Kangra 1,067, Una 1,035, Mandi 1,033 and Bilaspur 1,029, respectively. Lahaul and Spiti with sex ratios of 840 and Kinnaur with 859 females per 1000 males continue to be at the tail end in the state.

Predominantly rural in character, Himachal Pradesh has 92percent of its total population in rural, scattered and dispersed settlements. Only about 8percent of the total population lives in urban settlements i.e., cities, towns and urban places. There are marked variations in the proportion of rural and urban population as Shimla is the most urbanised district in the state for 20percent of its total population is residing in urban areas of the district, whereas Solan with 12.46percent and Sirmaur 10.42percent of urban population follow the suit. Because of a shift in the economy of the state, the process of urbanisation is accelerating in other districts also.

With majority of people in countryside, the economy of state reflects agricultural dominance as according to the 1991 census 77percent of the total workers are engaged in agricultural and other allied activities and proportion of workers in secondary and tertiary sector is just 32percent.

The peculiar feature of state's work -force is their shift towards service sector instead of manufacturing and allied activities. There is predominance of female workers in primary sector and males outnumber them in secondary and tertiary sector. In Himachal Pradesh there is growth of service sector as people are flocking towards teaching, tourism, administration and banking sector. Solan, Una and Sirmaur have few industries like agro-food industies, brewaries, spinning mill and others, whereas in Kangra, Lahul and Spiti and Kinnaur people are engaged in household industries of making handicrafts, shawls, silks and other related activities.

Data Base

The present study is primarily based on secondary data. The main sources of data are Census Reports of 1981 and 1991 for India and Himachal Pradesh, Fifth All India Educational survey vol I and II, Budgetary Resource for Education 1951-52 to 1993-94 and other Government of India Publications.

The district wise information on socio-economic determinants of literacy 1981 has been taken from District Census Handbooks (DCH) for the respective districts of Himachal Pradesh and Social and Cultural Tables. Data for Scheduled caste and Scheduled tribe and their total population, rural-urban distribution, literates, have been

taken from Primary Census Abstract, Census of India, 1981, Sr.7., Himachal Pradesh Part II,B. For the data on total population and literates for the year 1991 of Himachal Pradesh, Census of India, 1991, Sr.9, Himachal Pradesh. Provisional population Totals, Paper-I of 1991 has been used and in the absence of published data for Himachal Pradesh the data is taken from all india level publications, Census of India, Sr. I, India, Primary Census Abstract Part II-B(i), Vol.I. For SC and ST of Himachal Pradesh, the data has been taken from the Primary Census Abstract, Census of India, Sr.I, SC Part II-B (ii) and the rest from floppies because of unavailability of published data.

The data on the expenditure of education for Himachal Pradesh for different years is taken from DPEP Studies-2 Budgetary Resources for Education, 1951-52 to 1993-94, Department of education, Minitry of Human Resource Development, New Delhi, India.

Various government reports have been used to identify the different programmes and policies of literacy and impact of these programmes in Himachal Pradesh.

Methodology

To fulfil the objectives of the study, statistical, cartographical and analytical methods have been used.

(I) Statistical Methods

(a) To compute disparities in the level of literacy among different sections of population, the Disparity Index by Sopher as modified by Kundu is used.

$$DI = \log X2/X1 + \log(200 - X1)/(200 - X2)$$

where $X2 \geq X1$

(b) The district level analysis is based on correlation co-efficient method.

(c) To have the collective impact of these factors on literacy, the multiple linear regression has been used. For this step wise regression has been applied.

(II) Cartographical Methods:

To show the various aspects of Literacy (total, male, female, rural, urban for the years 1981 and 1991), the data have been plotted on the district wise map of Himachal Pradesh using choroplething methods.

SECTION - II

Review of literature

As an important indicator of a country's development, literacy over the years has widened its horizon. It has come out from the restricted shell of merely reading, writing and simple arithmatic . In present day world, its bearing has affected all the aspects of life including planning, finances and programmes, schemes, new curricula and other related activities. Meaning thereby that its interpretation has been done in other fields too, highlighting its genuinity and spread. Education as a more wider spectrum is percolating deep in our society to harness social forces and channelise the energies of people towards meeting the ultimate objective of a qualitative change in their own lives. So the aim of literacy is to bring people from darkness to light and that of education is to accentuate that process by leading them in a righteous path.

Both literacy and education have been interpreted in many ways by different scholars highlighting one feature or the other. In this study, few aspects of literacy and education have been taken up which are grouped under different sub-heads :

(a) Concept of literacy and education

(b) Regional dimension of literacy in India

(c) Women's education

(d) Literacy/education: Indicator of socio-economic development

(e) Elementary, secondary and higher education (levels of education)

(f) Financing of education

(g) Literacy compaigns and Programmes

(a) Concept of literacy and education

The concept of education is not new to Indian soil as it dates back to Indus Valley people some 3,000 years back who used pictographical script to commmunicate. So much importance has been given to knowledge that it was considered as the third eye of man, which gives him insight into all affairs and teaches him how to act[4]. Their interpretation varies from subject to subject and place to place. In Aristotle's[5] words the aim of education was to aid in the attainment of good life of happiness, a state which had no end beyond itself. Thus stressing upon the welfare of man. Same feelings have been put forth by Nunn,

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4. Aggarwal J.C. (1989) .

5. Tolstoy, Leo.

(1870-1944)[6], one of the greatest philosphers of Great Britain who stated, "Education is the complete development of the individuality of a child so that he can make an original contribution to human life according to the best of his capacity". According to Gore,[7] "Education on one hand is key to individual advancement and on the other, the great agent of socialisation in the values of new society". He has considered man as a social man who cannot survive aloof from the society, basically Gore emphasised man's social development. Rousseau[8], the French philosopher sees education as a means by which the individual would be freed from prejudices and released from the stagnating effect of tradition. His explanation speaks out the condition of France when the Leo Tolstoy[9] in line with Rousseau insists upon characterising of education as essentially a process of freeing the individual for creative improvisation through understanding.

With the passage of time the interpretation of education changed reflecting the change in society. Restricting itself not only to freedom of man it has widened

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6. Aggarwal, J.C. (1989).
7. Gore, M.S. (1982)(
8. Tolstoy, Leo
9. (5) Tolstoy, Leo .

its horizon by covering the over all development of man. As per Singh[10] its a link between the world inside the individual and the one outside. Associating the role of education with the changing society, Gupta,[11] states that its education alone that gives the citizen awareness and articulation in respect of both infrastructure and human environment.

On the other hand, literacy a more recent concept imbibing man's basic ability to learn and write is catching up momentum as the states are moving fast in the development race. So much importance is given to literacy levels that the countries are classified as developed or underdeveloped if the set level is not attained by a country. In the International Symposium for Literacy in Bataille, 1976, it was declared that literacy is not just the process of learning skills, reading, writing and arithmatic, but a contribution to the liberation of man and to his full development[12]. Sharing the same views, S. Prakash[13], and others state that literacy promotes socialisation and

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10. Singh, Achut Kumar (1992).

11. Gupta, Sudansu Das (1980).

12. Margareta and Sjostrou, Rolf (1983).

13. Prakash, S, Geeta, A and Buragohain, T (1991)

cultivation of modern values. Mishra,[14] widening the concept of literacy from merely reading and writing states that it should be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the contours of rudimentary training of reading and writing. Putting the concept of literacy in most simple words Levine,[15] states that it is the capacity to acquire and exchange information via the written word.

(b) Regional dimensions of literacy in India

There are wide disparities in the literacy rate of the states which is the result of socio-economic conditions prevailing there. As few states are at the higher rung of literacy ladder and others are at the lowest rung. Various studies have been taken out to show the regional patterns of literacy in India. As Kaur,[16] in her study of literacy rates in Punjab found that the rates are quite high which is the result of higher rates of female education. Pandey[17] too has drawn the same conclusion as he observed that high rate of literacy is found in states of Kerala, Karnataka, Punjab, Maharashtra, West Bengal, Tamil Nadu, Gujarat and the lowest

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14. Mishra, Lakshmidhar (1988)
15. Bhola, H.S. (1994).
16. Kaur, Kuldeep (1987).
17. Pandey, Himanshu (1991)

rate is in Rajasthan. Sagar,[18] in his study states that present disparity in literacy is due to the pocketed progress as only those states experienced progress which were prominent on the literacy map of the country at the beginning of the century. Thus he talks about the regional preference of literacy development.

As per his study, only those parts were progressed which were protected by either their princely ruler or colonial masters but with their vested interests. Whereas, Premi [19] going into details about the more variation in literacy regional variation in literacy has found that within states and districts there is much increased rate as she carried out her study upto districts level. Zaidi[20] carried out his study in Uttar Pradesh and found that for both male and female the average literacy in UP is lesser than that of the country and there is high sex disparity for both rural and urban areas.

(c) Women's education

Women's literacy is an important indicator of a country's development and it's a well known fact that

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18. Sagar, Prem (1991)

19. Premi, M.K. (1991)

20. Zaidi, S.M.I.A. (1988).

without their education there can't be human development nor national development. In the words of Mahatma Phule, "If education is given to a man only an individual is educated. If it is given to a woman the entire family is educated". So, much thoughts are given to female education, still they are at the lowest level and sometimes they are even denied the access to education. Dighe, and Patel,[21] in their study show that 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 except Rajasthan. Whereas, Indira and Sujatha [22] going into the history of female literacy found that though its inception goes back to Vedic times but the condition deteriorated with the passage of time and in contemporary context it's one of the lowest despite the fact that she lays the foundation in a child's life. Kocchar,[23] working on the same line highlights the past trend of women education, according to him period after 1000 A.D is considered as a dark age for her .But with the political awakening of country and great push Gandhiji gave to women's movement,women's education gathered momentum. And

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21. Dighe, Anita and Patel, Ila (1993).

22. Indira, R and Sujatha, B.N.

23. Kochar, S.K. (1981)

now a lot of efforts are made to promote the education of girls to lessen the gender gap between women's and male education. Looking into the alarmingly high drop out rates among girls, Kulkarni[24] says that it is parent's attitude which forces the girl especially to drop out because according to them the prime objective of education is to improve one's economic opportunities and they can't afford to send their kids only for general knowledge and literacy.And moreover according to her the atmosphere in schools kill the student's desire to learn. Mathias,[25]. exposing the hypocrisy of Asian countries, mentions that on one hand women are cherished, protected and cared for with special attention, even worshipprd as Goddesses, on the other hand they are denied to avail their fundamental right. The female education has been so much neglected in Asia, often a statement is made that she has no mind and soul of her own. In his paper on female literacy in India (1901-81), Nuna[26] discusses the spatial pattern of literacy and according to him high female literacy is associated with high urbanization, economic development, agricultural

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24. Kulkarni, Veena (1996).

25. Mathias, T.A. (1988)(23) Nuna, Sheel C. (1991)

26. Nuna, Sheel C. (1991)

prosperity and missionary activities. Paul,[27] in his study has analysed female education in different periods. He states that women enjoyed high social status and educational opportunities along with men during vedic period but the opportunities diminished with the subsequent social, economic and political changes. And with the onset of colonialists the women's education was concentrated mainly in urban areas and they become the hub of all educational activites and the rates for female education are higher in urban areas than in rural areas. Focussing on the literacy of women in urban centres, Raju[28] states that disparity in literacy is low in cities but it tends to follow the pattern of regions in which they are locate and the culture of that particular region has direct bearing on the female urban literacy. Discussing the causes for low female literacy in India, Sagar,[29] 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

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27. Paul, M.C. (1989)

28. Raju, S. (1988).

29. Sagar, Prem (1989).

schools. Looking at the plight of women, Verma,[30] remarks that inspite of the qualitative change in the education of Indian women and an increase in their job opportunities, the plight of Indian women has remained more or less unchanged and this is the result of obstacles which society has created against women education.

(d) Education: An indicator of development

Planners, policy makers, scholars and administrators have accepted the fact that education and development go hand in hand and no country can think of progressing without the tool of education. Besides pushing forward a nation on development track it grooms human personality, thus opening up new vistas of progress. Agarwal,[31] states that the world has realised the vital role of human resource in sustaining the process of development in their national home market and to sustain the socio-economic progress the planners in the state are working to educate all childern. Education has a direct bearing on a country's overall development and Francis,[32] working on this aspect points out that today education has been conceptualised as a factor that

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30. Verma, Jyoti (1989)

31. Agarwal, Yash (1988)

32. Francis, K. (1993) .

promotes economic growth and therefore has an important area for investment. Gupta[33] sees education as the most important single factor in achieving rapid development and technological progress and in creating a social order founded on values of freedom social justice and equal opportunity. Expressing the same views, King, and Hull,[34] state that education is one of the necessary ingredient for economic development as it significantly influences the productivity and earnings of both men and women. Being deeply embedded in the social situation, education's role in socio-economic development of a country is highlighted by Raza,[35] who says that education is intrinsically interwined with the development process and constitute the instrumentality of the modernization of tradition. Thus education is postulated to contribute to the growth of national and per capita income. Shri, Prakash, and Buragohain,[36] state that education has a direct bearing on the per capita income, as higher the per capita income, greater will be the literacy rate and vice versa. Earlier, at the development end social development was taken as the

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33. Gupta, S.T. (1986)

34. (31) King, M. Elizabeth and Hill, M. Anne (1993)

35. Raza, Moonis (1990)

36. Shri, P, Abha Gupta and Buragohain, T. (1991)

key indicator surpassing economic development, but with the market forces engulfing all the aspects of life, economic development has come to the forefront. Shukla,[37] in his study propagates education and literacy as the goal of development process and not merely a means to development. Sharing the same view, Singhal,[38] states education as an important sector of development which make a significant contribution in raising the quality of life of the people by promoting economic growth, helping to transform society and liberaing it from traditionalism and conservatism. There is a positive correlation between economic development and educational advancement and according to Zaidi[39], economically developed countries are also educationally advanced having almost cent percent literacy and all children of school going age are enrolled in the schools.

(e) Levels of Education

The present age is characterised by explosion of knowledge and no country can escape from the latest developments in educational sector. And to be part of this rapid change the higher education of people are the utmost

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37. Shukla, S. (1991).

38. Singhal, R.P. (1983).

39. Zaidi, S.M.I.A. (1988)

necessity because without it the productivity of the nation is at stake. Expressing the same views, Indiresan[40] mentions that in global village set up 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 skills a modern economy needs. He focusses on the changing economic scenario of the world as more and more people are opting for white collar jobs rather than blue collar and this can be materialised if the status of higher education is high. But the status of higher education is not upto expectation in developing countries especially in India where a section of population is devoid of this opportunity. Khajapeer[41] in his paper argues for the demoralisation of higher education because he says that SC/ST, being lowest at the social ladder are also suffering from lowest representation in higher education as their percentage in total enrollment falls with advance in the stage of education. Emphasising on the role of elementary education, Sharma[42] states that it should be universalised without loosing a single day and every child irrespective of the accident of his birth should

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40. Indiresan, P.V. (1996)

41. Khajapeer, M.

42. Sharma, B.D. (1987).

have access to a neighbourhood school of quality and education should be the first charge on the national resource. Sharma,[43] presents a dismal picture of Indian primary education and according to her after independence though there has been a tremendous growth of primary schools, but with the heavy drop-out rates (especially among girls) the situation is still gloomy. Though there is a provision of free and compulsory education upto the age of 14 years as per our constitution, it appears to be inattainable because only 34percent of the children in the age group 11-12 yrs are in schools. Talking about primary education, Nambissan,[44] says that dalit children are among the least literate social groups in the country as barely 37percent of the population have acquired the most elementary skills in reading and writing. Their school enrolment figures suggest that there is a relatively high degree of drop-out among dalit pupils as they proceed through school and the percentage of drop-out among female child considerably exceeds that among males. Shukla,[45] in his study chalks out the points which are eating up the much

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43. Sharma, Smt. Meenakshi (1983)

44. Nambissan, ( )

45. Shukla, S. (1991)

result oriented sector of education, i.e., outdated curricula, old and worn-out examination and evaluation system, swelling enrolment of students, deterioration of standards, failure to reconcile equality and excellence and others which are leading to sickness of higher education sectors. But he stresses that it is the only unalterable fundamental factor shaping the spirit of individual human being, society and state as well as civilization. Upendernath,[46] equating education with human capital formation says that education at primary and middle level assumes more importance in developing countries like India which have undergone distortions in educational pyramid in the colonial past because it is an essential aspect in the process of economic development. Whereas, Zaidi,[47] points out the wastage and stagnation of Indian education system the root cause of our educational backwardness. He argues that despite according high priority to elementary education and considerable the malady has not changed much as nearly 70 percent of the children drop-out before completing the elementary stage.

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46. Upendernath, C. (1991)

47. Zaidi, S.M.I.A. (1991)

(f) Financing of Education

To sustain the modern educational system adequate financial resources are needed because in modern day world considerable funds are pooled in higher education, which brings better returns. India, too shaping up her future is spending resources to cope up with the changing world order which is relying heavily on educated human capital. Behrman,[48] stressing the need for investment in female education because the available estimates suggest that the rate of return on investment in female education (in terms of economic productivity) are at least as high as the rates of investment in male education. Though a lot has been done in financing the educational sector, a lot has to be done and according to Bhandari,[49] the expenditure on education has increased rapidly during the last 5 plan periods and there is a phenomenal increase in the proportion of governmental expenditure, but with each consecutive plan, the allocation for education has been decreasing as it has decreased from 7.2percent in 1st plan to 2.3percent in 6th plan period. To erase out the malaise of financial crunch

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48. Behrman, Jere R. (1993) .

49. Bhandari, R.K. (1982)

in education sector, Padmanavan[50] suggests new pastures. According to him there should be a financial policy which lays down targets for mobilization of resources for reaching objective of enrolment and the objectives of this new policy should see that more resources are raised for education and available resources are effectively used. Comparing the expenditure of developed and developing countries on their educational sector, Rao,[51] states that developing countries are staggering in comparison to industrialed ones. As most governments in industrialized countries spend between 5percent to 7percent of their Gross National Product (GNP) on education as against 2percent - 4percent in the case of developing countries and their expenditure on primary level is as high as $1,500 to 3,400 but in India it is only $31. Suggesting a sound resource base for education, Tilak,[52] points that Indian education system is characterised by massive investment, impoverished schools, places, inadequate teaching staff and starvation of minimum basic needs. To strengthen the resource base, he suggests few alternatives in the educational system. Among them, the main are increase in fee in higher education,

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50. Padmanabhan, C.B. (1985)

51. Rao, V.V. Bhanoji (1992)

52. Tilak, J.B.G. (1994)

rationalization of teaching and non-teaching staff, networking of libraries, sale of services and building up of capital. Otherwise without adequate financial resources the modern education system will collapse.

(g) Educational Policies and Programmes

'Only the educated are free,' said the great philosopher, Epictetus, long, long ago. To eradicate the menace of illiteracy from Indian soil and to achieve the goal of universal literacy, Indian Government has taken many steps to make her people educated. Even after 50 yrs of independence, fifty percent of our total population is still unable to read and write and what is more our country houses 30percent of the world's total illiterates. The policies and programmes which were initiated in the past are bearing fruits now. Talking about progress of Mass Literacy Campaign (MLC), Athreya,[53] says that though this was launched firstly in Ernaculam districts of Kerala in 1989, it is creating ripples in nearly 200 districts of the country where it is undergoing. And the largest beneficaries are women participants whose participation has increased significantly in all spheres and they are becoming more aware of their rights. Appreciating the National Education Policy (1986),

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53. Athreya, V. (1993)

Chandra,[54] is content with the goals and objectives of this policy which according to him are important in contemporary social needs and were never thought before. Its emancipation with the goals of national core curriculum, reaching out in everyone, orientation for future, eliminating inequalities, equal access to everyone, attention to teachers, vocational training education for weaker sections, community participation, etc., are all praiseworthy. In lieu of education policy, Dighe,[55] talking about adult education states that in a developing country adults with higher levels of educational attainment have higher individual earnings, more frequent employment in urban labour markets, greater agricutural productivity, low fertility, better health and nutritional status, more modern attitude and inturn are more likely to send their own children to schools - all dimensions of development. Favouring education for all, Rajput,[56] stresses on the strategies which are area-specific and target-group specific and which help to wipe off the disparities. These strategies will work for reduction of existing disparities

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54. Chandra, K. Suman (1988)

55. Dighe, Anita (1992)

56. Rajput, Prof. J.S. (1994)

in educational access and the provisions of alternative strategies for the disadvantaged groups which cannot avail formal school facilities. Talking about total literacy campaigns, Sundararaman,[57] and their role in Indian society, she says that this is a uniquely Indian creation, very indigenous in nature, drawing its inspiration and funding from national only. With its initiation in 1988-89, its surprising to find that it has mobilised women and rural youth in a most productive manner. This movement has its impact not only on literacy and primary education but in a number of other development areas.

The above literature reflects the effect of literacy on various aspects of life and its relationship with other fields. Though a lot has been done by our state to improve upon the literacy rates in our country, still a lot has to be achieved. We should forge ahead with the concept of universal literacy and which can be attainable by adopting right policies, allocating adequate resources and what is most important people's involvement to pursue this goal.

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57. Sundaraman, Sudha (1996).

CHAPTER - II

Literacy scenario in Himachal Pradesh

".....if the superstructure is not to totter, the foundation must be laid well".

Comenius Longage

Himachal Pradesh after attaining its statehood on 25th January, 1971, has made its mark more pronounced in increasing the pace of literacy during the period 1971-91[1]. The inter- state comparison shows that the pace of increase of literate population has been higher in Himachal Pradesh than all other states of the north -west region (Rajasthan, Punjab, Haryana, Jammu & Kashmir)[2]. The state not only occupies the top position in the literacy among the states in this region for all sub-sectors of the population-rural, urban, male and female but also occupies the third position from the top among the fifteen major states of Indian Union being placed after Kerala and Maharashtra. Its position is quite encouraging as compared to the rates revealed by other states in 1991[3]. According to 1991 census, the general literacy of the state is 63.86% as against 52.11% in the

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1. Census of India , 1971, H.P., Series 7, Part IA Provisional Population Totals.
2. Chathley Y.P. (1995)
3. Chathley Y.P.(1995)

whole country. The state has returned literacy rate of 64.6% for males and 52.5% for females, which are again over and above the national average. The creditable achievement in this field is attributed to the enlightened policy followed by those in power in the state.

Table 2.1
Effective literacy rate, 1981 & 1991
India

1981	PERSONS	MALE	FEMALE	PERSONS	MALE	FEMALE
ALL AREAS	43.6	56.4	29.8	51.2	64.3	37.7
RURAL	36.0	49.6	21.7	48.8	62.3	35.2
URBAN	67.2	76.7	56.3	77.8	83.7	70.1
1991						
ALL AREAS	52.1	63.9	39.4	63.5	74.6	52.5
RURAL	44.2	57.0	30.6	61.8	73.8	49.7
URBAN	75.0	83.3	65.7	84.1	88.0	78.3

Source : Statistical data base for literacy, provisional Vol-I, NIAE I.P. Estate, New Delhi - 110 002. 1992

The literacy in the state has a chequered history as the rulers of former princely states paid very little attention to it[4]. The state education department was established immediately after the state came into existence in April, 1948. At that time the education scenario in the various constituent units of the Himachal was far from uniform as the state ranked lowest in terms of average

4. Shashi, Bhushan (1976).

literacy. The education of women was given a back seat and was sadly neglected.

Table 2.2

Literacy Rate in Himachal Pradesh : 1951 - 1991

Year	Person	Male	Female	Rural	Urban
1951	6.51	10.44	2.2	--	--
1961	24.87	37.62	11.15	15.26	45.84
1971	37.30	50.32	23.67	39.27	68.84
1981	51.20	64.3	37.7	48.8	77.8
1991	63.50	74.6	52.5	61.8	84.1

Source : Census of India, 1951 Vo. VIII Punjab, Pepsu, Himachal Pradesh, Bilaspur and Delhi Part-IIA, General Population, Part II-A, General Pop. tables, paper 2 of 1992. Age and Social Tables, Census of India, 1971 Himachal Pradesh, Sr.7)

The state continued to progress ahead and with the expansion of educational facilities, introduction of various social education programmes, the literacy percentage has not only crossed the all India average of 52.12%, but it has also accorded Himachal a good rank among the states of Indian Union. This achievement in literacy rates is not only confined to total literacy rates but also for all sub-sectors of population-rural, urban, male , female, scheduled caste and scheduled tribe. It is noticeable that even in the country as a whole progress has not been so remarkable as in Himachal Pradesh. It has been observed that despite an increase in the literacy rates from census to census, its

growth is declining over the years. In Himachal, the most rapid increase occured in the decade 1951-61 (76.76%) but after that the rate of increase in literacy rate has slowed down. There was 33.32% increase between 1961 and 71, 27.1% between 1971 and 81 and only 12.3% increase literacy rate between 1981 and 91. It has also been observed that with the each successive census, the increase in literacy rates for the females has been more than that for males. It was 76.32% for males and 71.3% for females during 1951 and 61, later on it was females who recorded more increase in their literacy rates. As the rate of literacy increase was 52.89% in 1961 and 71, 37.7% in 1971 and 81, and 28.1% in 1981-91; far higher than that of males, which was just 13.80% in 1981-91. Another feature of literacy in Himachal is the narrowing down of gap of male female differentials in literacy, whose performance is rather slow. In fact, the percentage point difference increased between 1951 and 1961 and remained practically constant upto 1981 (as high as 26.62%) But it is only during 1981-91 decade, that gap narrowed, yet the male literacy is higher than that of female literacy. Although Himachal Pradesh's literacy rate for both male and female are significantly higher than the corresponding national figures, the state has to improve a lot to bridge this gender gap in literacy. This gender gap in case of

rural-urban differentials has remained quite large in Himachal but it was only during 1981-91 decade that this gap has reduced. It has reduced from a high of 27% in 1981 to 24% in 1991, in case of rural literacy, whereas for urban gender differentials, it has reduced from 13.6% in 1981 to 10.6% in 1991. Though such large differentials persist in the gender gap of the state but these gaps are distinctly lower than the all India average (30% points).

Literacy Profile At District Level

To study the inter-state literacy variation the effective literacy (aged 7 years and above) has been taken into account for both the census years, 1981 and 1991[5] and this effective literacy used for total, urban, rural, male and female literacy, excluding scheduled caste and scheduled tribe for them the total literacy has been taken.[6] Table 2.3

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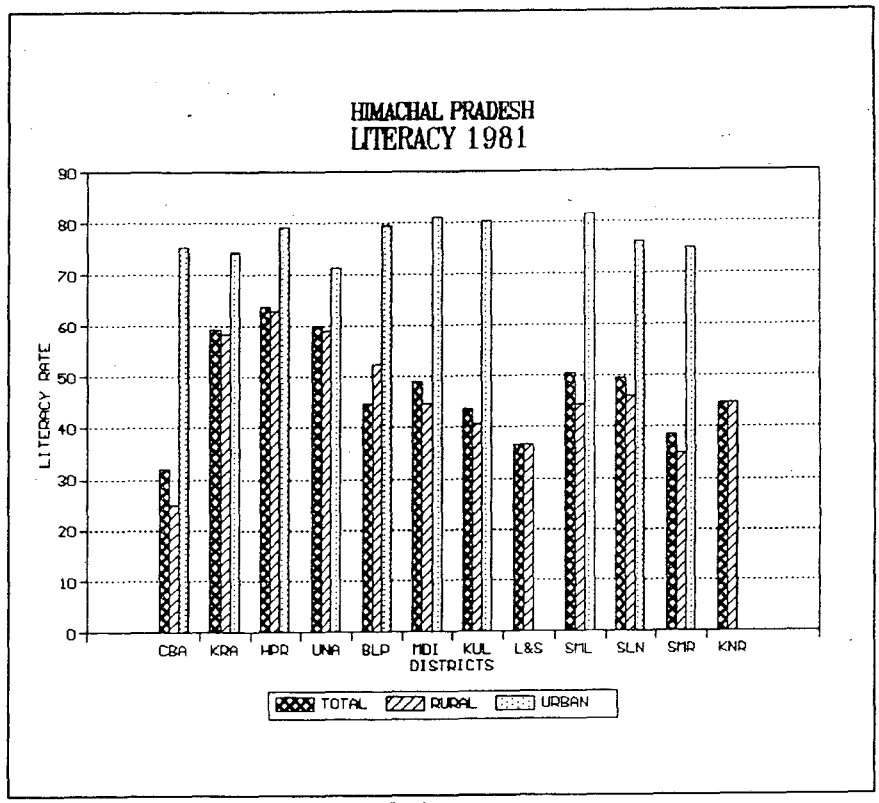
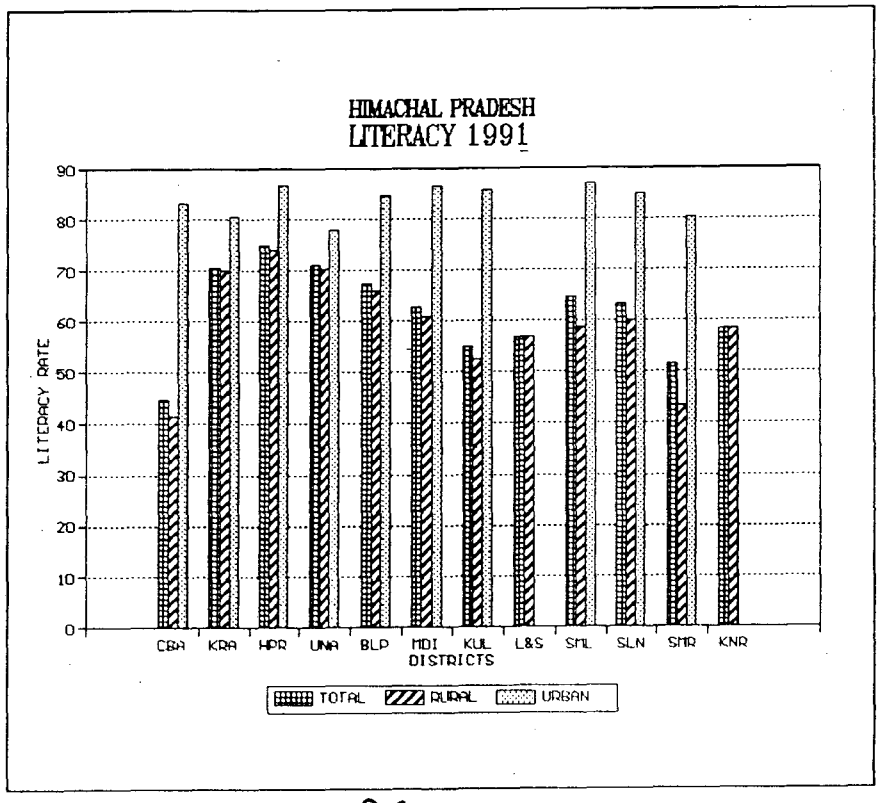
5. Because in 1991 census, the department of Education in the Ministry of Human Resource Development (HRD) and the Planning Commission suggested that instead of the age group 0-4, the census organisation should consider children in the age group 0-6 as illiterate. Since the ability to read and write with understanding is not generally achieved specially in rural areas, until a child attains the age of 7 or more. According to the 1991 census, children of the age of 6 years or less have been considered as illiterate even if the child was going to school and might have picked up reading and writing a few words.

6. Budgetory Resource for education, 1951-52 to 1993-94, Department of Education, Ministry of Human Resource Development, New Delhi, India (1995)


HIMACHAL PRADESH
LITERACY 1981
LITERACY RATE
90
80
70
60
50
40
30
20
10
0
CBA KRA HPR UNA BLP MDI KUL L&S SML SLN SMR KNR
DISTRICTS
TOTAL
RURAL
URBAN

2.1


HIMACHAL PRADESH
LITERACY 1991
LITERACY RATE
90
80
70
60
50
40
30
20
10
0
CBA KRA HPR UNA BLP MDI KUL L&S SML SLN SMR KNR
DISTRICTS
TOTAL
RURAL
URBAN

2.2

presents data on literacy rates, district wise for the two census period, 1981 and 1991.

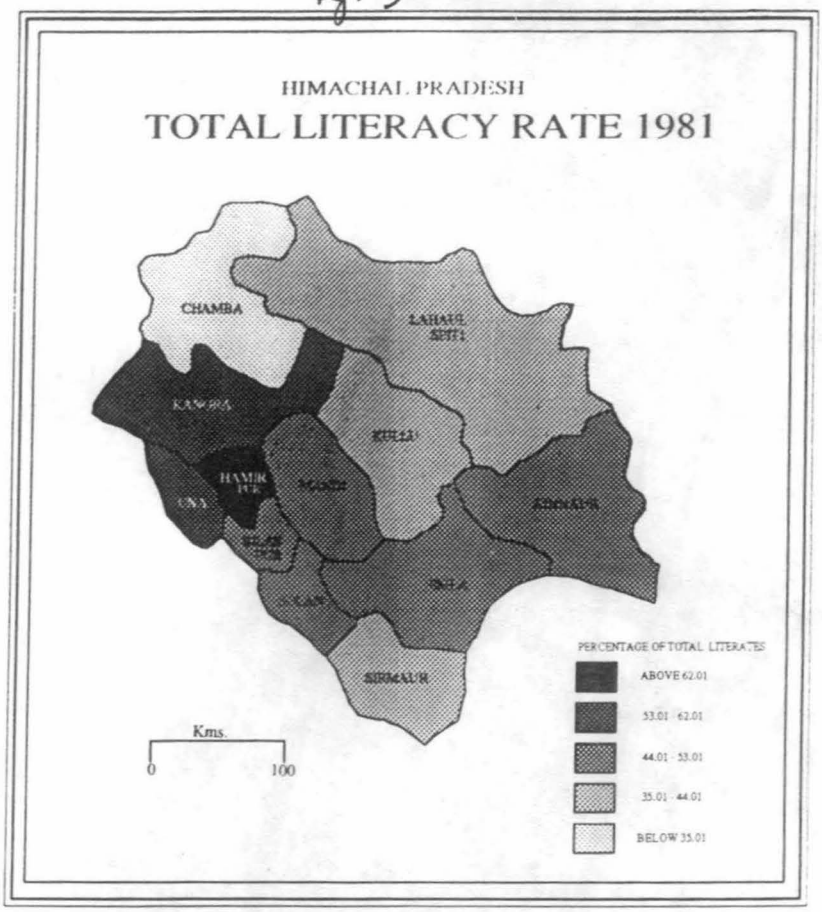
Because in 1991 census, the department of Education in the Ministry of Human Resource Development (HRD) and the Planning Commission suggested that instead of the age group 0-4, the census organisation should consider children in the age group 0-6 as illiterate. Since the ability to read and write with understanding is not generally achieved specially in rural areas, until a child attains the age of 7 or more. According to the 1991 census, children of the age of 6 years or less have been considered as illiterate even if the child was going to school and might have picked up reading and writing a few words.

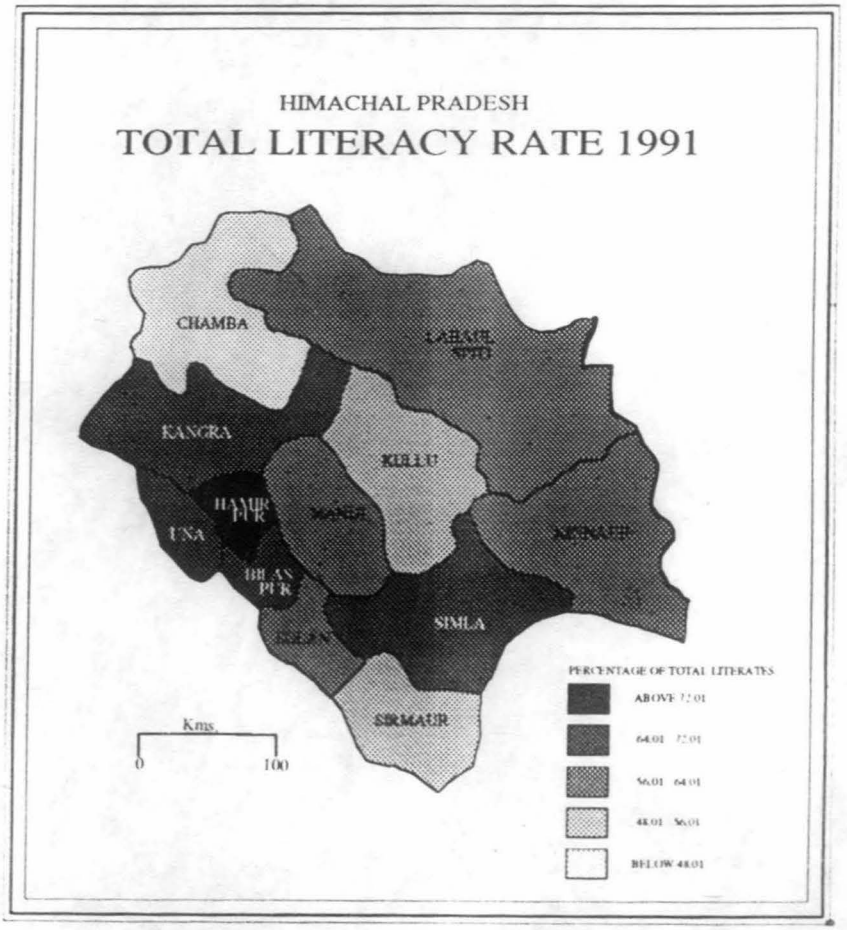
Table 2.3
District Literacy Rates, 1981 and 1991

District	1981	Disparity	1991	Disparity
Chamba	32.15	0.497	44.70	0.315
Kangra	59.19	0.118	70.57	0.075
Hamirpur	63.77	0.115	74.88	0.083
Una	59.93	0.097	70.91	0.060
Bilaspur	44.58	0.194	67.17	0.122
Mandi	48.99	0.359	62.74	0.167
Kullu	43.63	0.307	54.82	0.227
Lahul & Spiti	36.57	0.000	56.82	0.000
Simla	50.60	0.275	64.61	0.184
Solan	49.39	0.232	63.30	0.163
Sirmaur	38.58	0.342	51.62	0.280
Kinnaur	44.67	0.000	58.36	0.000

Source : Census of India, 1991, Provisional Population. Totals, paper 2 of 1991.

Fg. 3


HIMACHAL PRADESH
TOTAL LITERACY RATE 1981
CHAMBA
KANGRA
HAMIR PUR
UNA
BILAS PUR
SIRMAUR
Kms.
0
100
PERCENTAGE OF TOTAL LITERATES
ABOVE 62.01
53.01 - 62.01
44.01 - 53.01
35.01 - 44.01
BELOW 35.01


HIMACHAL PRADESH
TOTAL LITERACY RATE 1991
CHAMBA
KANGRA
KIELU
HAMIR PUR
UNA
BILAS PUR
SIMLA
SIRMAUR
Kms.
0
100
PERCENTAGE OF TOTAL LITERATES
ABOVE 72.01
64.01 - 72.01
56.01 - 64.01
48.01 - 56.01
BELOW 48.01

Fg. 4

It is seen from the table that there is general improvement in the literacy rates and reduction in inter district inequality. In 1991, 7 out of 12 district were in 60 to 80% band and remaining 5 in 40 to 60 % band. Only 3 districts - Hamirpur, Kangra and Una had literacy rates exceeding 70% in 1991. And in 1981 census, there were 4 districts who were in the band of 50 to 70% and rest of them lying in the band of 30 to 50%. It was only Hamirpur, where the literacy rate was more than 60% in the state, whereas Chamba for both the census periods has shown the lowest literacy rates, among all the districts of the state (Map no.2.1). The foregoing Table 2.3 shows that there is a belt running from north-west to south-east comprising Hamirpur, Una, Bilaspur, Kangra, Mandi and Shimla districts where the rates are comparatively higher than rest of the districts which lie on the other side of this belt having the lower literacy rates.This North-East belt in the state has Chamba, Kinnaur, Lahul & Spiti and Kullu and among these four districts, it is Chamba where the rates are the lowest. And this is because of the topography, remoteness and extremely cold weather conditions in these areas, thus restricting people's mobility.

During 1981 census, the literacy rate for the state was 51.7% and among districts, the highest returns came from

Hamirpur (64%) whereas the lowest returns were from Chamba (32%). Literacy in Kangra, Una and Simla was more than the state average (51.17%), while lower in the remaining districts. The status of tribal districts of Lahul& Spiti, Kinnaur and Chamba was far from satisfactory as all these three districts had their literacy well below 40%.

In 1991, as the status of state improved on national front, so is the status of districts, the growth of literacy during this period was 18% and the rates reached 63.88% the third highest in the country. Among the districts it was Hamirpur again with 75% of its total population as literate, topping the list, whereas Chamba retaining its previous status, once again remained at the lowest rung of the ladder with a literacy return of 44% only. There were 5 districts having literacy rates more than the state average and rest of the districts below the average (63.86%). One notable feature of 1991 census was the considerable improvement in literacy rates of the tribal districts of Lahul-Spiti, Kinnaur and Sirmaur, these three districts lie in the band of 50 to 60%, with Kinnaur having the impressive performance amongst these three (58.36%). In 1981, in state there were 1698472 non-literates in the state's population aged 7 and above which reduced to 156234 in 1991, meaning there by more and more people are getting

literate in the state, thus over powering the menace of illiteracy. The percentage of these illiterates has decreased from 48.82% in 1981 to 36.5% in 1991.

The Gender Gap

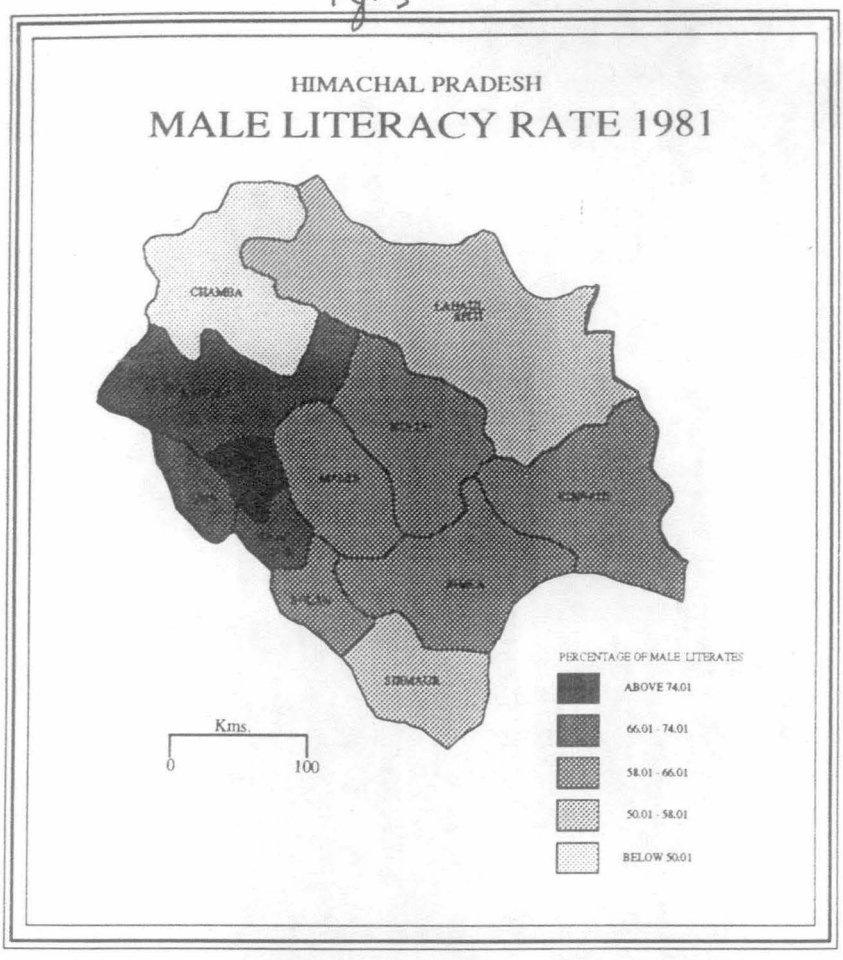
Table 2.4 presents data on male female literacy rates - explained with reference to the population aged 7 years and above for district wise (1981 and 1991). It can be seen that there has been a greater improvement in female literacy as compared to male literacy in all districts.

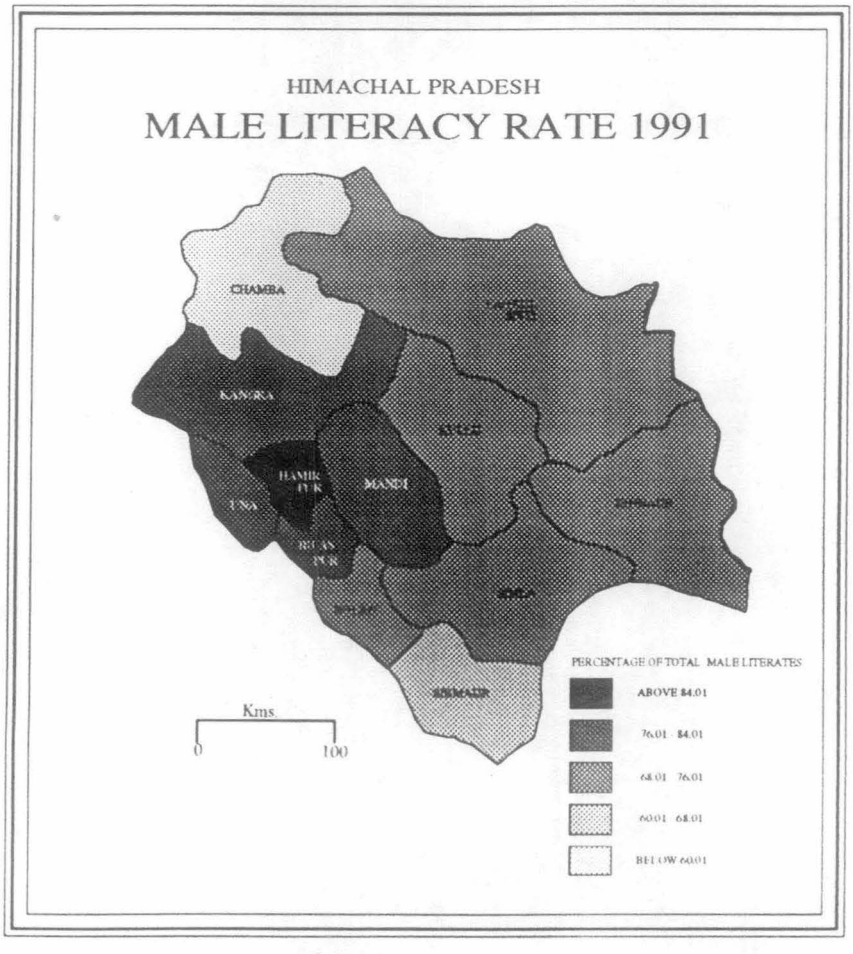
Table 2.4
Literacy rates, Male and Female, 1981 and 1991

State/Distt.	1981			1991		
	Male	Female	Dis-parity	Male	Female	Dis-parity
Chamba	46.65	16.48	0.529	59.96	28.57	0.334
Kangra	70.86	47.82	0.242	80.12	61.39	0.130
Hamirpur	75.96	53.59	0.225	85.11	65.90	0.126
Una	72.66	47.84	0.258	81.15	61.01	0.140
Bilaspur	66.33	41.43	0.281	77.97	56.55	0.154
Mandi	64.91	33.13	0.383	76.65	49.12	0.207
Kullu	62.38	22.96	0.543	69.64	38.53	0.270
Lahul& Spiti	50.03	18.27	0.520	71.78	38.05	0.288
Simla	63.89	35.08	0.343	75.96	51.75	0.180
Solan	63.07	34.61	0.342	74.67	50.69	0.182
Sirmaur	50.82	24.20	0.393	63.20	38.45	0.229
Kinnaur	61.49	24.45	0.503	72.04	42.04	0.247
HP	64.27	37.72	0.309	75.36	52.13	0.174

Source : Census of India, 1981 Sr.7, Himachal Pradesh, Part II-B, Primary Census Abstract and Census ofIndia, 1991 General,Population Totals.

Fg. 5


HIMACHAL PRADESH
MALE LITERACY RATE 1981
CHAMBA
KANGRA
MANDI
SIRMAUR
Kms.
0
100
PERCENTAGE OF MALE LITERATES
ABOVE 74.01
66.01 - 74.01
58.01 - 66.01
50.01 - 58.01
BELOW 50.01

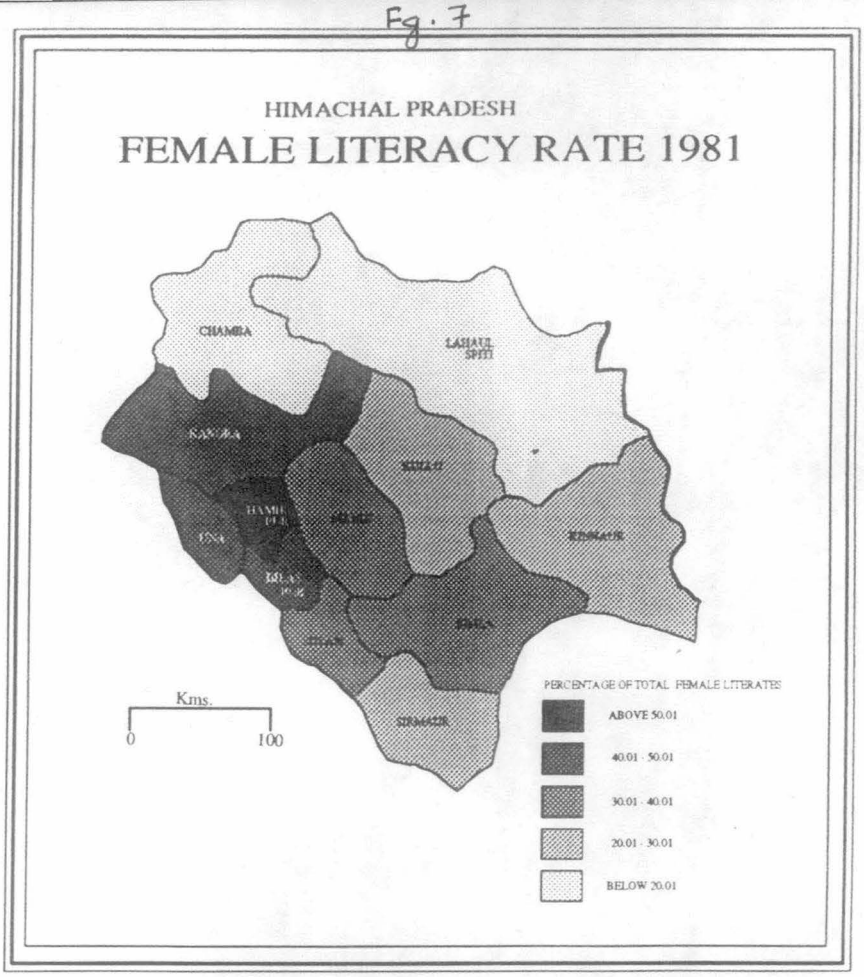

HIMACHAL PRADESH
MALE LITERACY RATE 1991
CHAMBA
KANGRA
MANDI
Kms.
0
100
PERCENTAGE OF TOTAL MALE LITERATES
ABOVE 84.01
76.01 - 84.01
68.01 - 76.01
60.01 - 68.01
BELOW 60.01

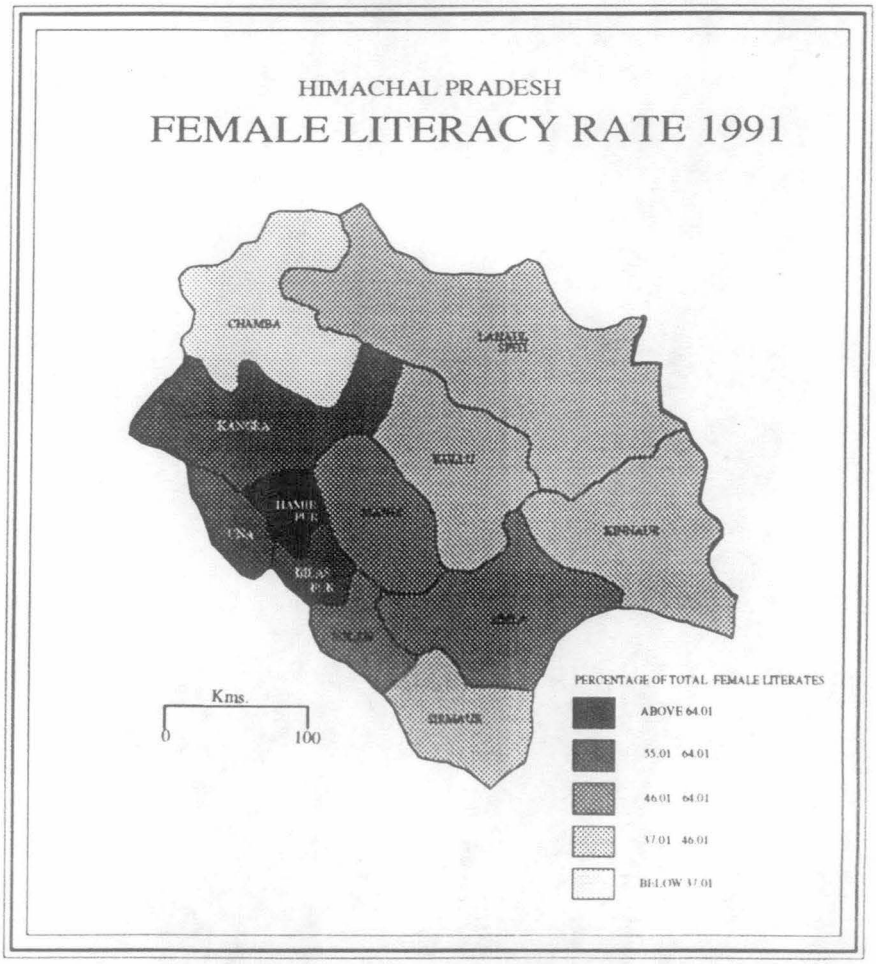
Fg. 6

Over the decade, the gender gap in the districts has narrowed down considerably excepting Chamba and Lahul& Spiti where the gap has widened, though very small only as can be seen from the table.In case of Chamba it has risen from 30.17% points in 1981 to 31.39% points in 1991, whereas for Lahul& Spiti, it has increased from 31.76% in 1981 to 33.73% in 1991.

In 1981, there were 9 districts which had male literacy rates above 60% whereas in 1991, though the number of districts remained unchanged the rates increased to 70% thus showing the growth of literacy in the state. Among these 9 districts where the rates were above 70%, Hamirpur had the maximum number of male literates in both the census years (75.96% and 35.11% respectively). For females only 4 districts had more than 40% of their total female population as literate and more than half had below 40%. Then there is Chamba, the least literate district, where the female literacy was as low as 16%. With an improvement in 1991, the number of districts increased to 6, where the female literacy was more than 50%. With the exception of Chamba, all other districts improved their status in respect of female literacy. Though growth rate for female literates in this district was high among all districts (42.3%) still the gender gap was more widening.The same thing is happening

Fg. 7


HIMACHAL PRADESH
FEMALE LITERACY RATE 1981
CHAMBA
LAHAUL SPITI
KANGRA
HAMIR PUR
UNA
BILAS PUR
SIRMAUR
Kms.
0
100
PERCENTAGE OF TOTAL FEMALE LITERATES
ABOVE 50.01
40.01 - 50.01
30.01 - 40.01
20.01 - 30.01
BELOW 20.01

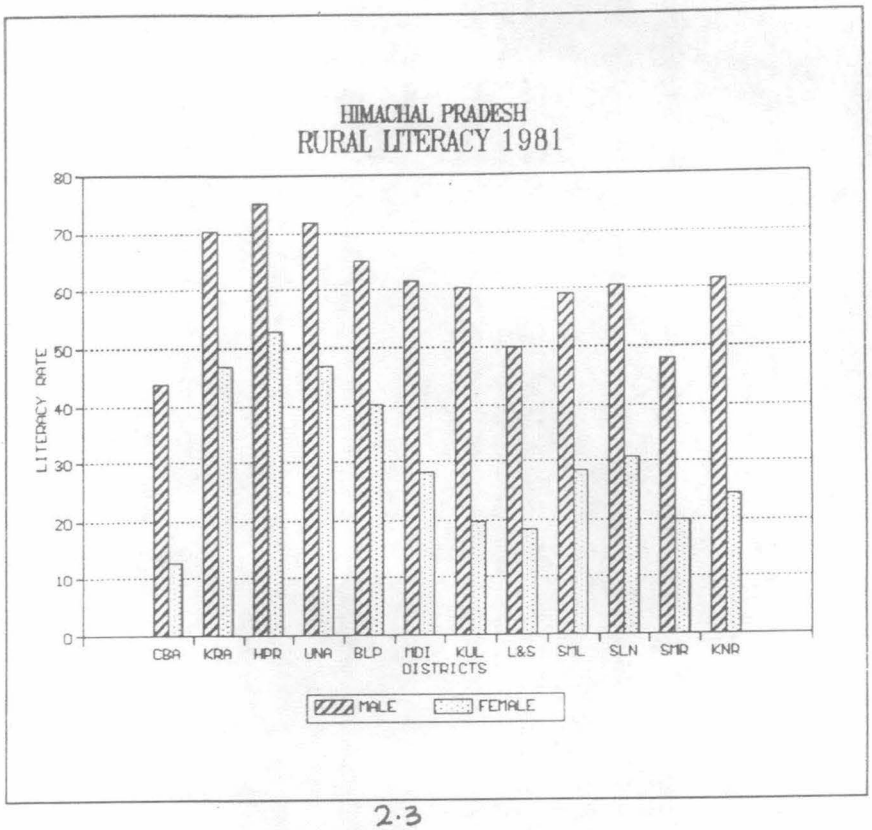

HIMACHAL PRADESH
FEMALE LITERACY RATE 1991
CHAMBA
LAHAUL SPITI
KANGRA
HAMIR PUR
UNA
BILAS PUR
SIRMAUR
Kms.
0
100
PERCENTAGE OF TOTAL FEMALE LITERATES
ABOVE 64.01
55.01 64.01
46.01 64.01
37.01 46.01
BELOW 37.01

Fg. 8

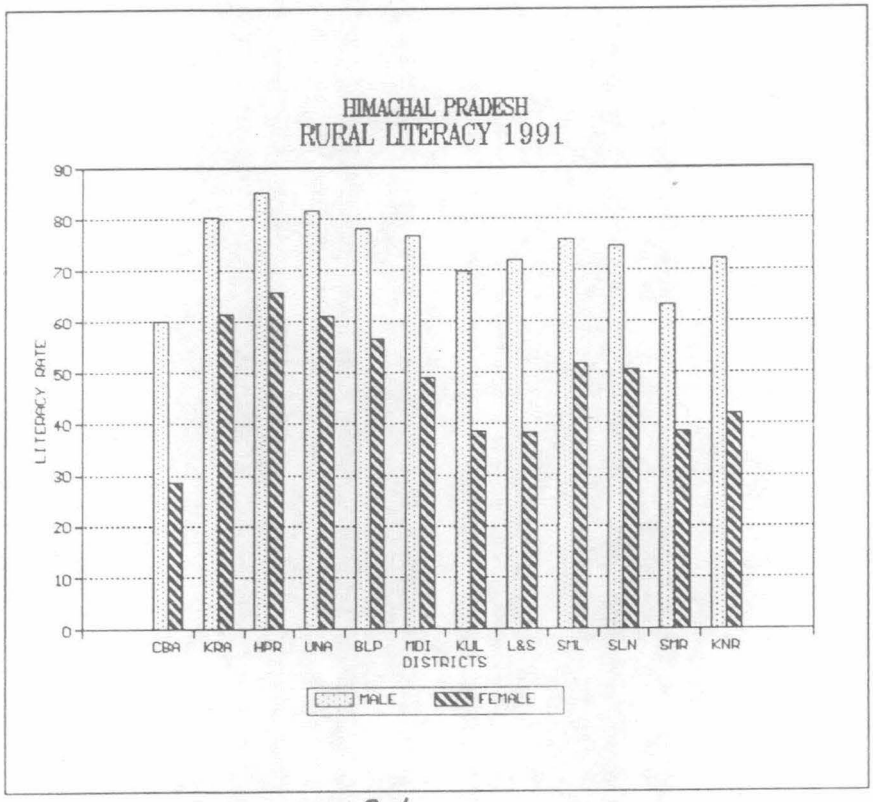
with Lahul& Spiti too and this is due to in-migration of male literates to these districts.With the initiation of tribal development activities and expansion of service sector, there is large influx of male migrants, who are literate thus widening the gender gap.

Rural- Urban Differences

Like any other state of India, Himachal Pradesh too has clear patterns of rural-urban literacy, as urban male literacy rates are higher than their rural counterpart, varying between 90-100%. Infact, in 5 out of 12 districts the urban male literacy rates are above 90% on the other extreme it is the rural female literacy rates which are typically very low and their literacy rates vary between 40-60% while the lowest urban male literacy exceeds 80%, the highest female rural literacy rates lie below 65% .


HIMACHAL PRADESH
RURAL LITERACY 1981
LITERACY RATE
0
10
20
30
40
50
60
70
80
CBA
KRA
HPR
UNA
BLP
MDI
KUL
L&S
SML
SLN
SMR
KNR
DISTRICTS
MALE
FEMALE

2.3


HIMACHAL PRADESH
RURAL LITERACY 1991
LITERACY RATE
0
10
20
30
40
50
60
70
80
90
CBA
KRA
HPR
UNA
BLP
MDI
KUL
L&S
SML
SLN
SMR
KNR
DISTRICTS
MALE
FEMALE

2.4

Table 2.5

Literacy rate in Himachal Pradesh, Rural & Urban

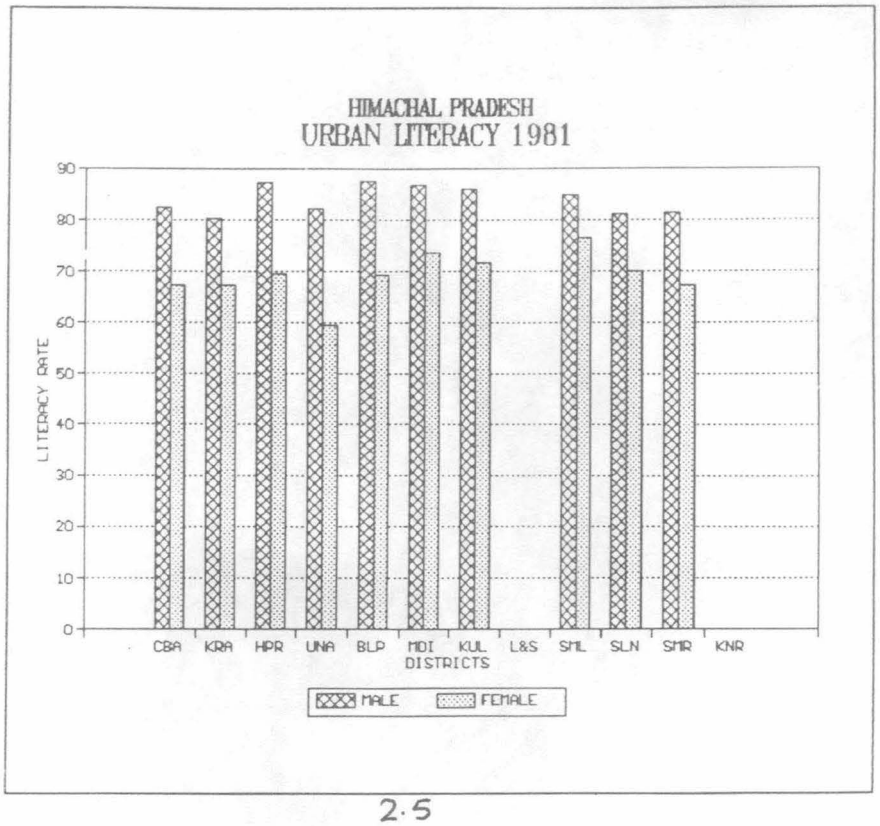
1981

State/Distt.	RURAL Persons	Male	Female	URBAN Persons	Male	Female
Chamba	25.01	43.88	12.68	75.24	82.39	67.23
Kangra	58.40	70.32	46.84	74.20	80.35	67.45
Hamirpur	62.92	75.20	52.89	79.22	87.16	69.35
Una	58.97	71.80	46.91	71.26	82.10	59.53
Bilaspur	52.48	65.10	40.20	79.49	87.52	69.22
Mandi	44.76	61.62	28.30	---	---	---
Kullu	40.69	60.20	19.67	80.17	85.87	71.74
Lahul&Spiti	36.57	50.03	18.27	---	---	---
Simla	44.51	59.09	28.46	31.49	84.68	76.44
Solan	46.06	60.57	30.78	76.32	81.10	69.90
Sirmaur	34.99	47.78	19.96	74.34	81.26	67.20
Kinnaur	44.67	61.49	24.45	---	---	---
HP	48.88	62.38	35.28	77.80	83.72	70.12

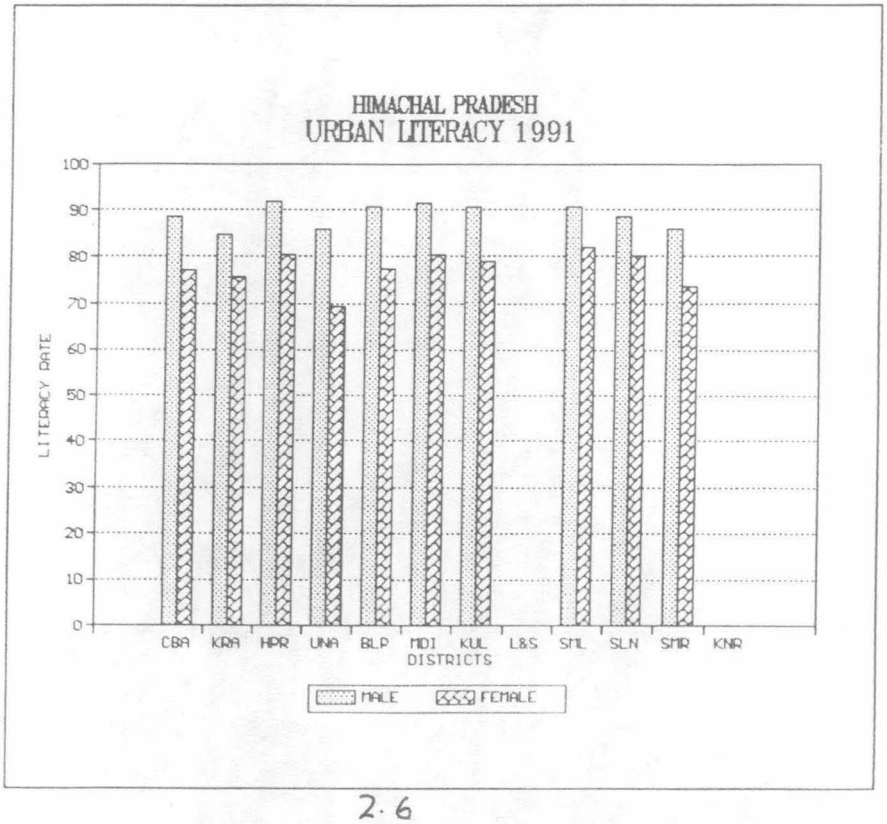
1991

State/Distt.	RURAL Persons	Male	Female	URBAN Persons	Male	Female
Chamba	41.39	57.44	24.48	83.13	88.50	77.20
Kangra	70.04	79.85	60.67	80.39	84.85	75.65
Hamirpur	74.09	84.59	65.05	86.57	91.81	80.50
Una	70.26	80.70	60.26	77.81	85.79	69.39
Bilaspur	66.08	77.10	55.39	84.65	80.68	77.39
Mandi	60.80	75.31	46.79	86.42	91.56	80.43
Kullu	52.37	67.82	35.62	85.62	90.63	79.04
Lahul&Spiti	56.82	71.78	38.05	---	---	---
Simla	58.61	71.54	44.83	86.96	90.46	81.98
Solan	60.18	72.53	46.70	84.86	88.52	80.29
Sirmaur	48.27	60.55	34.32	80.04	85.67	73.62
Kinnaur	58.36	72.04	42.04	---	---	---
HP	61.86	73.89	49.79	84.17	88.97	78.32

Source : Census of India, 1991, Series 1, India, Primary Census Abstract, part II-B(i) and Census of India 1981, series 7, Himachal Pradesh, PartII-B, Primary Census Abstract.


HIMACHAL PRADESH
URBAN LITERACY 1981
LITERACY RATE
0
10
20
30
40
50
60
70
80
90
CBA
KRA
HPR
UNA
BLP
MDI
KUL
L&S
SML
SLN
SMR
KNR
DISTRICTS
MALE
FEMALE

2·5


HIMACHAL PRADESH
URBAN LITERACY 1991
LITERACY RATE
0
10
20
30
40
50
60
70
80
90
100
CBA
KRA
HPR
UNA
BLP
MDI
KUL
L&S
SML
SLN
SMR
KNR
DISTRICTS
MALE
FEMALE

2·6

The pattern in urban female literacy rates are far superior than that of rural female literacy rates. As in urban areas their literacy is as high as 82% in Simla district whereas their status in rural areas of the same districts is only 45%, nearly half of the urban literacy rate. Among the districts, the lowest female rates has been returned by Chamba where only 24% of its total rural female population was literate and the same district has the distinction of having the lowest number of rural male literates too, as they constitute only 57% of the total rural male population. Thus it is Chamba, who has poor performance in rural literacy. It has the lowest rural male, female and persons literacy rates in the entire state and this is because of its highly mobile population of Gaddis and Gujjars, who move from place to place in search of pastures for their animal herds and often practice trans-humance and also because of the inaccessible areas of Pangi and Bharmour where the development works are negligible. To make this section of population literate is a tedious job but the Govrenment has decided to appoint literate/educated persons from the same community to teach the people.

As far as rural urban differentials are conerned they are high, but in comparison to all India average, they are some what smaller.

Table 2.6

Rural Urban Differentials in Literacy Rates, Himachal Pradesh, 1981 & 1991

	1981			1991		
State/Distt.	Persons	Male	Female	Persons	Male	Female
Chamba	50.23	38.51	54.55	41.74	31.06	52.72
Kangra	15.80	10.03	20.61	10.35	5.00	14.98
Hamirpur	16.30	11.96	16.46	12.48	7.52	15.45
Una	12.29	10.3	12.62	7.55	5.09	9.13
Bilaspur	27.01	22.42	29.02	18.57	13.58	22.00
Mandi				25.62	16.25	33.64
Kullu	25.67	39.48	52.07	33.25	22.81	43.42
Lahul&Spiti	--	---	---	---	---	---
Simla	36.98	25.59	47.97	28.35	18.92	37.15
Solan	30.26	20.53	39.12	24.68	15.99	33.59
Sirmaur	39.85	33.48	47.24	31.77	25.13	39.30
Kinnaur	---	---	---		---	---

(Calculated from table 2.5)

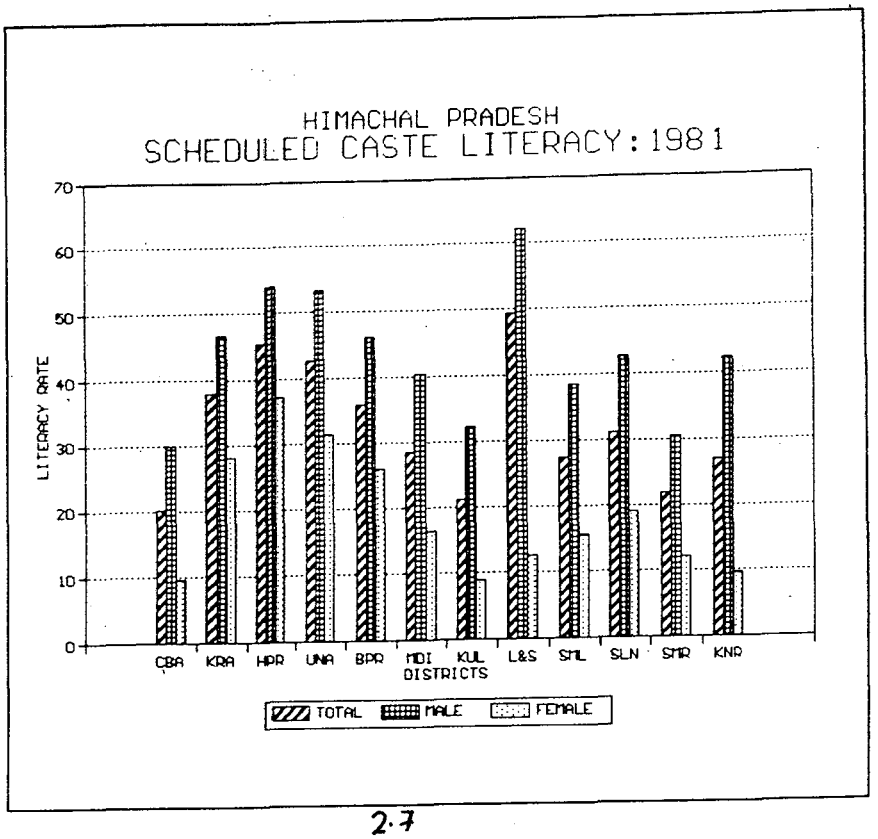
It is quite clear from the table that those districts where the literacy rates are high have low rural urban differentials, as can be seen from Kangra, Hamirpur, Una and Bilaspur; all these districts have higher literacy rates in the state. Whereas the districts with low literacy rates have high rural urban differentials, can be made out from Chamba district, where the literacy rates are lowest in the districts, here the differentials were as high as 42%. These rural urban differentials were high during 1981 but have reduced considerably over the decade and this gap is narrowing down in Himachal Pradesh as it has come down from 29% in 1981 to 22% in 1991.

Scheduled Caste Literacy

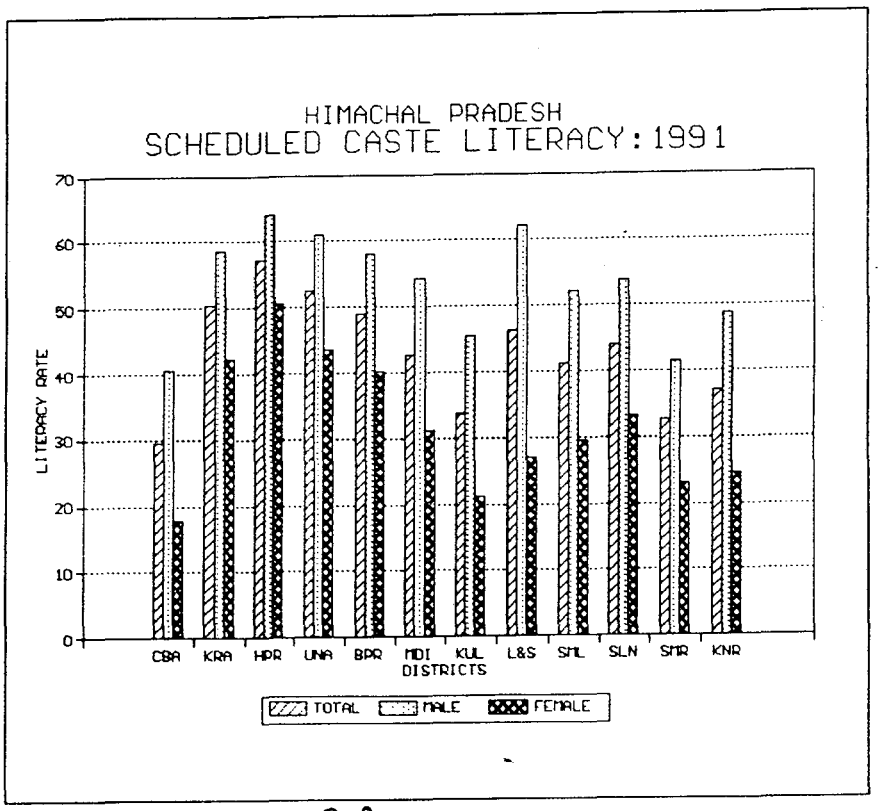
This section of population is at the lowest rung in social heirarchy and also at the lowest rung of development. The explanation for their low development is attributed to widespread poverty, illiterate home environment, their apathetic attitude towards education and their denigerated social status-all leading to their plight. To improve upon their status Government has taken many steps to bring them into the main stream.

Himachal Pradesh too, with a 25% of its population as scheduled caste has started many programmes to improve literacy level of this section of population. As in 1981 census the literacy rate for this section of population was just 31.5% and for males it was 41.93% whereas women the most deprived ones had the literacy rate of just 20.62%. The lowest literacy rate was in Chamba where only 20.15% of its total Scheduled Caste population could read and write. Lahul & Spiti had the highest no. of literates (49.15%), followed by Hamirpur (45.47%) and Una (42.75%) respectively.

During 1991 census their literacy reached 43.73% but Chamba retaining its past status has the lowest number of literates (29.53%), whereas Hamirpur keeping its profile of being the most literate district in the state, has the highest number of Scheduled Caste literates (57.24%), followed by Una (52.53%) and Kangra (50.47%).


HIMACHAL PRADESH
SCHEDULED CASTE LITERACY: 1981
LITERACY RATE
0
10
20
30
40
50
60
70
CBA
KRA
HPR
UNA
BPR
MDI
KUL
L&S
SML
SLN
SMR
KNR
DISTRICTS
TOTAL
MALE
FEMALE

2.7


HIMACHAL PRADESH
SCHEDULED CASTE LITERACY: 1991
LITERACY RATE
0
10
20
30
40
50
60
70
CBA
KRA
HPR
UNA
BPR
MDI
KUL
L&S
SML
SLN
SMR
KNR
DISTRICTS
TOTAL
MALE
FEMALE

2.8

Table 2.7

Himachal Pradesh

Scheduled Caste literacy rates 1981 & 1991

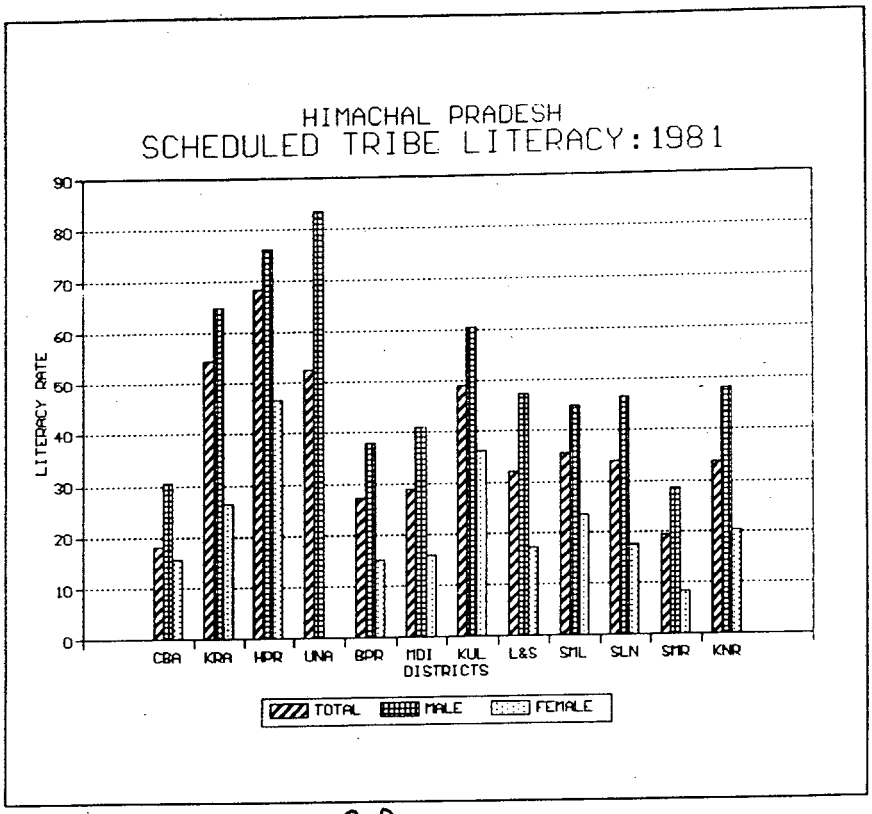
	1981			1991		
State/Distt.	Persons	Male	Female	Persons	Male	Female
Chamba	20.15	30.00	9.64	29.53	40.63	17.90
Kangra	37.95	46.83	28.02	50.47	58.67	42.36
Hamirpur	45.47	54.06	37.25	57.25	64.11	50.62
Una	42.75	53.42	31.36	52.53	60.92	43.62
Bilaspur	35.86	45.94	25.85	49.04	57.99	40.27
Mandi	28.43	40.55	16.22	42.63	54.08	31.09
Kullu	21.10	32.39	8.97	33.74	45.50	21.18
Lahul&Spiti	49.51	62.16	12.68	46.26	62.19	27.12
Simla	27.51	38.5	15.56	41.23	52.14	29.49
Solan	31.21	42.72	19.06	43.95	53.83	33.45
Sirmaur	21.93	30.65	12.14	32.65	41.53	22.94
Kinnaur	26.97	42.38	09.68	36.96	48.72	24.42
HP	31.50	41.93	20.62	43.73	53.40	33.73

Source : Census of India, 1981, Sr.7, Himachal Pradesh Primary Census Abstract, Part II-B and Census of India, 1991 Sr.1, India Primary Census Abstract Scheduled Caste, II-B(ii).

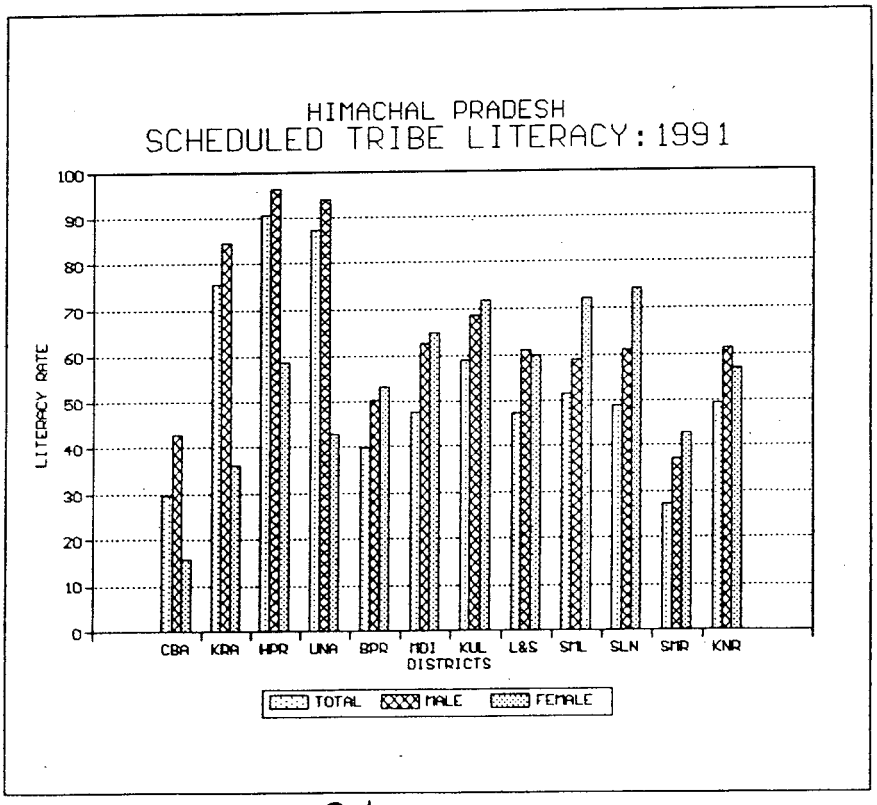
Scheduled Tribe Literacy

The Scheduled tribes constituting just 4% of the total population of the state has done well for themselves on literacy front. Though residing in far flung areas of the tribal belt , these people have entered the main stream to improve their status,Government too has opened up many schools in these areas so that they don't have to walk over long distances to avail education.

During 1981 period, the literacy rate for this group was just 25.92%. It was lowest in Chamba (18.21%) because


HIMACHAL PRADESH
SCHEDULED TRIBE LITERACY: 1981
LITERACY RATE
0
10
20
30
40
50
60
70
80
90
CBA
KRA
HPR
UNA
BPR
MDI
KUL
L&S
STL
SLN
SMR
KNR
DISTRICTS
TOTAL
MALE
FEMALE

2.9


HIMACHAL PRADESH
SCHEDULED TRIBE LITERACY: 1991
LITERACY RATE
0
10
20
30
40
50
60
70
80
90
100
CBA
KRA
HPR
UNA
BPR
MDI
KUL
L&S
STL
SLN
SMR
KNR
DISTRICTS
TOTAL
MALE
FEMALE

2.10

of its nomadic Gaddi and Gujjar tribes who are always on the move and also because of inaccessability of Bharmour and Pangi valleys especially in winters, restricting the movement of people. Whereas Lahul & Spiti and Kinnaur, all tribal districts had literacy rates of 32.07% and 33.17% respectively.

TABLE 2.8

Himachal Pradesh
Scheduled Tribe Literacy Rates 1981 & 1991

	1981			1991		
State/Distt.	Persons	Male	Female	Persons	Male	Female
Chamba	18.21	30.41	5.69	29.56	42.93	15.95
Kangra	54.52	64.96	26.47	75.61	84.66	36.30
Hamirpur	68.42	76.19	46.66	90.58	96.29	58.82
Una	52.63	83.33	0.01	87.27	93.75	42.85
Bilaspur	27.19	37.98	15.22	39.58	50.25	53.30
Mandi	28.88	40.91	15.90	47.71	62.68	64.95
Kullu	49.09	60.72	36.09	59.01	68.61	71.83
Lahul & Spiti	32.07	47.38	17.26	47.20	61.18	59.85
Simla	35.62	46.97	23.29	51.56	58.71	72.23
Solan	33.85	46.53	17.55	48.59	61.10	74.07
Sirmaur	19.34	28.50	8.32	27.31	36.94	42.71
Kinnaur	33.71	48.10	20.27	49.43	61.48	56.80
HP	25.92	38.75	12.81	38.74	51.53	52.55

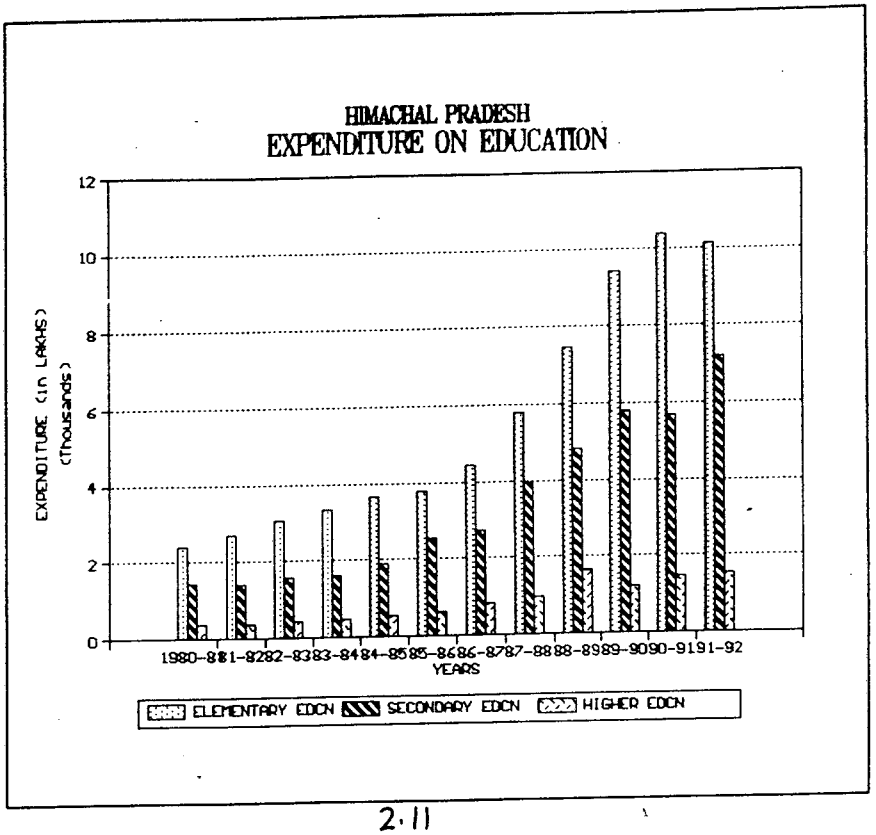
During 1991 Census, their literacy rates increased to 38.74%, showing the efforts put by Government to raise their standards. Both Sirmaur and Chamba had low literacy rates of 27.31% and 29.56%, whereas Kinnaur and Lahul & Spiti improving their past rates have reached 49.93% and 47.20% respectively. Other districts have negligible number of

Scheduled tribes in their areas as majority of them are concentrated in three districts of Chamba, Kinnaur and Lahul & Spiti.Though among the other districts where their percentage to the total population is negligible, yet their literacy rates follow the pattern of non scheduled tribe population. As can be seen from their literacy rates in districts of Kangra, Hamirpur and Una. These districts exceeding in literacy rates of their general population, fared quite well in their scheduled tribe literacy rates too.

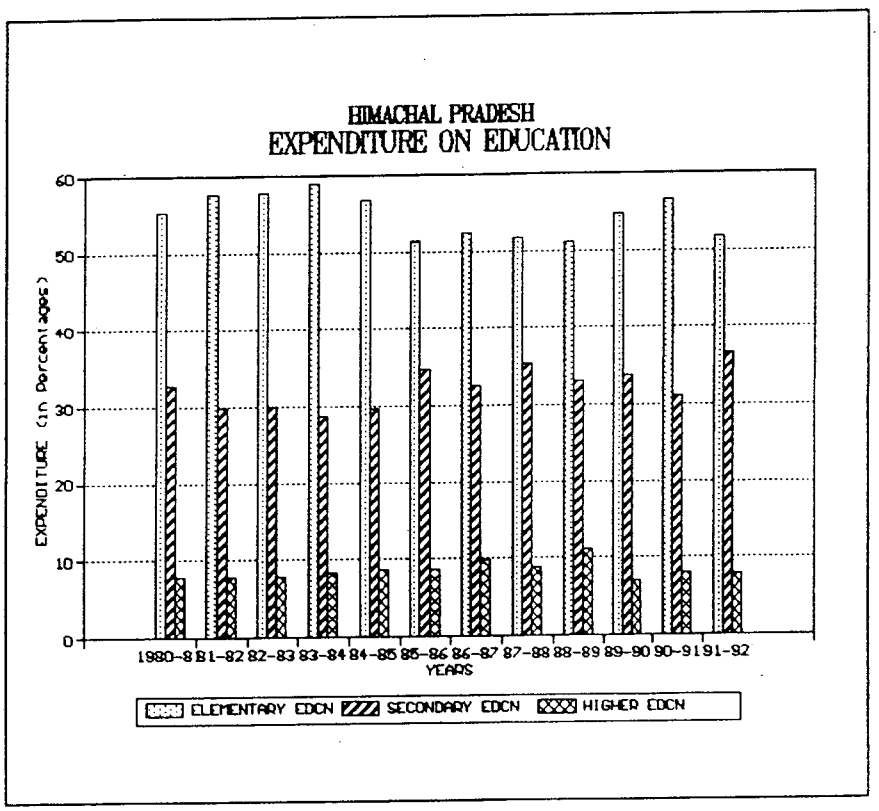
The tremendous performance of Himachal Pradesh on literacy front is a lesson for other states too. This achievement has been accorded not only by opening school but also by spending considerable resources and becoming a part of national curriculum, where many programmes and schemes have been started from time to time to wipe off the illiteracy, thus increasing the number of literates.

Educational Expenditure

Education, considered as a critical impact in human resource development is essential for the economic growth of a country. To improve its status Government has increased its expenditure manifolds over the years. Following the national trend and understanding the need of hour, the state too is pooling more resources in this sector. She is

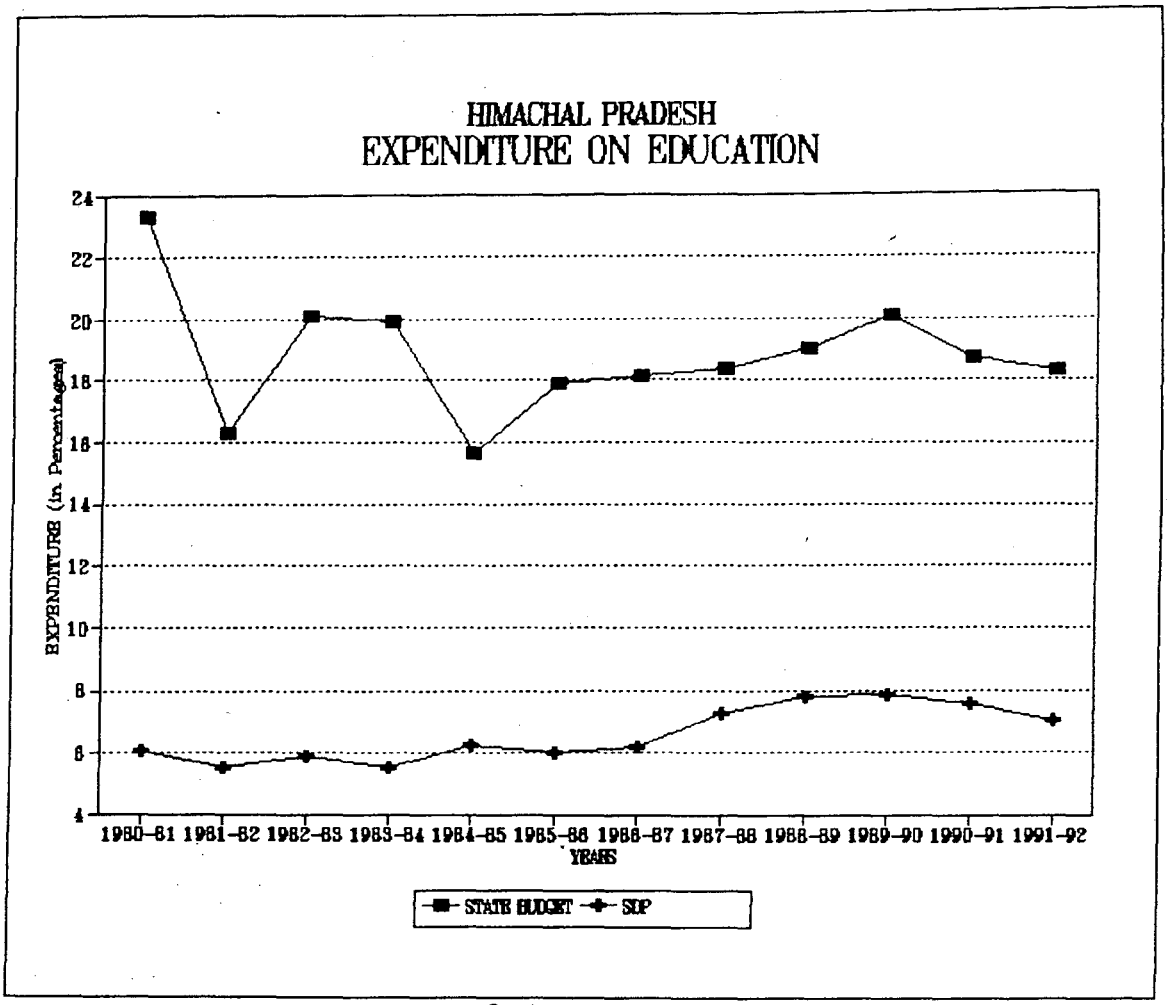

HIMACHAL PRADESH
EXPENDITURE ON EDUCATION
EXPENDITURE (in LAKHS)
(Thousands)
12
10
8
6
4
2
0
1980-81 81-82 82-83 83-84 84-85 85-86 86-87 87-88 88-89 89-90 90-91 91-92
YEARS
ELEMENTARY EDCN
SECONDARY EDCN
HIGHER EDCN

2.11


HIMACHAL PRADESH
EXPENDITURE ON EDUCATION
EXPENDITURE (in Percentages)
60
50
40
30
20
10
0
1980-81 81-82 82-83 83-84 84-85 85-86 86-87 87-88 88-89 89-90 90-91 91-92
YEARS
ELEMENTARY EDCN
SECONDARY EDCN
HIGHER EDCN

2.12

spending around 8.4% of its total State Domestic Product (SDP) on education which has increased from 6.05% in 1980-81. Thus allowing her to join along with the group of North-Eastern states who have higher percentage of SDP devoted to education (more than 5%). State has allocated 21.2% of its total budget on education in 1990-1991 which has squeezed over the years as in 1981-81 its percentage was 23.30%, far ahead of other states. As most of the states on an average are spending around 20% of their total budget an education. The states give different priorities to various sub-sectors of education which can be gauged from their respective allocation of funds to these sectors. The share of elementary and secondary education has gradually increased over the decade in centre as well as in states especially after the National Policy on Education, 1986. As in the central budget, the percentage expenditure for elementary education increased to 20.76% in 1993-94, the highest so far, whereas for secondary education the share has risen to 26.19%. Himachal Pradesh following the national scenario is spnding 57% of total revenue account of primary sector in 1990-91 which has increased from 55% in 1980-81 thus reflecting the concern of authorities to universalise the elementary education - a prerequisite for development. The next major resource flow goes to secondary education


HIMACHAL PRADESH
EXPENDITURE ON EDUCATION
EXPENDITURE (in Percentages)
24
22
20
18
16
14
12
10
8
6
4
1980-81 1981-82 1982-83 1983-84 1984-85 1985-86 1986-87 1987-88 1988-89 1989-90 1990-91 1991-92
YEARS
STATE BUDGET
SDP

where the expenditure amounts at 32.59%. Rest of the resources go to higher and techinical education sub-sector.

These changing trends in educational expenditure in the state is the need of the hour because it is widely accepted that it is the elementary education only which brings better results in the economy.

Conclusion

The literacy scene in the state of Himachal Pradesh is progressive and this small state has created a niche for herself on national scene.There is clustering of districts in North-Western part of the state which are most literates and heading for universal literacy rates. This group comprise of Hamirpur, Una, Kangra, Bilaspur and Mandi whereas the tribal belt of North-Eastern part of the state where the literacy rates are low is backward because of its geographical set up and harsh climate. The state is struggling hard to uproot the illiteracy from its soil and for this many programmes have been started from time to time, the latest among these are total literacy compaigns, (TLCs), Post literacy campaign (PLC) and District Primary Education Programme (DPEP). The present status of literacy in the state speaks of sheer dedication,righteous policies and adequate resource allocation in educational sector by those who are in the power but on top of all peoples participation to make this dream a reality.

CHAPTER III

DETERMINANTS OF LITERACY

Literacy has become an important aspect in todays'world whose foundation is based on the higher literacy rates. These higher literacy rates explain the proficiency of the human resource of any state and thus considered a fairly reliable index of socio - cultural and economic advancement[1]. Being one of the indicators of development, literacy too is dependent on socio -economic and cultural variables, which help in raising or lowering the literacy status.

Generally, literacy increases when there is a demand for it, meaning thereby as the society moves from agricultural to non agricultural sector, there is demand for literate persons to carry out the chores. It also increases when there is agricultural prosperity in rural areas.

Choice of Explanatory Variables:

In the present study, both economic and social variables have been taken into consideration, as they influence the literacy levels to a great extent. Economic variables like rural female work participation rates show that if more

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1. Raza, (ed.1986)

and more people are engaged in agricutural activities, the literacy levels 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 rates because the requirements of the non-agricultural-economies are such that acquisition of literacy skills becomes a functional pre-requisite. *Golden* even attributes the invention of the art of writing to the diversification of economy itself[2].

The social variables like,urbanisation have a positive correlation with literacy rates and this is because of more demand for literacy as the economy is more diversified whereas in the rural societies the literacy rates are usually low and this is because of the reason that agricultural operations donot require any specialisation in carrying out the work. The presence of Scheduled caste and Scheduled tribe populations also lead to lower literacy rates becaues of their inaccessibility to literacy and education. The correlation between literacy rates and Scheduled caste and Scheduled tribe population is negative as they account for the majority of the illiterate population. Women who constitute about half of population

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2. Golden, (1968).

of any society have have a negative correlation with disparity as any increase in their literacy rate will lower the gender gap.

Economic Variables:

The empirical observations about the space-time diffusion of literacy transition reveal a direct correlation between the literacy transition and economic transformation, though it may be difficult to establish as to which is cause and which is effect[3]. Davis[4] observed that if the rate of literacy transition was low the economic development slowed down while the economic development was rapid if the literacy transmission was fast. Thus economic variables are the most important ones in determining the literacy rates of any nation. If the economy is well developed like in developed countries the literacy rates will be higher because of the more diversification of the economy , where literacy is the prerequisite . Because the type of economy is said to be one of the most powerful economy determinants of literacy patterns in an area. It is a well known fact,that the literacy rates are lower in agricultural economies because of the absence of any +such demand for it in carrying out the agricultural operations.

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3. Chandna, (1992).

4. Davis, (1955).

Social Variables:

These variables constitute the percentage of urban and rural population, Scheduled caste and Scheduled tribe population , their literacy rates both in rural and urban areas and male and female literacy rates.

1991

Correlation Results of Literacy Rates and Disparity

The correlation analysis was applied to look at the variables which are highely associated both with literacy and disparity.The analysis had been applied for both rural and urban areas to show what variables are closely related with literacy and disparity.

(a) Correlation between urban literacy and other variables

The correlation between urban literacy and other variables show that total literacy is highly positively correlated with females and males literacy (0.959 and 0.923).Thus suggesting that with an increase in male or female literacy,the total literacy also increase 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. The other highly correlated variable is female work participation rate (0.821), 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.The correlation of literacy with Scheduled caste population is negative (-0.134), thus confirming the fact that with the Scheduled caste population the literacy levels are low because generally they have lower literacy rates thus lowering the overall literacy scenario. The remaining variables do not have any significant correlation with literacy.

(b) Correlation coefficient between urban disparity and other variables

The correlation between disparity and other variables show that most of the variables are negatively correlated with disparity, except scheduled tribe population and scheduled caste literacy which have positive correlation with disparity. But female literacy have very high negative correlation with is highly correlated with disparity thus making it clear that with an increase in literacy of females, the disparity will decrease as happening in Himachal Pradsh where gender gaps have shrunk over the decade. The other important variables having high negative correlation is total non primary workers , signifying that with the increase in non primary workers the demand for literacy increases. The other imortant correlation is found with that of male non primary workres ,whose relation shows

that as their proportion in non primary sector increases so do the disparity.Because more male workers will be joining the specialised sector where literacy is the prerequisite thus widening the gender gap.

1981

Correlation of Urban literacy with other variables

In this correlation analysis literacy has the highest and positive correation with female literacy (0.907) meaning thereby with an increase in female literacy, the total literacy also increases. The other significant relationships are between male literacy (0.793) and work protection rate (0.780). Both of these variables have positive correlation, thus telling us that with any increase in their literacy pattern the literacy will also increase. On the other hand, Scheduled tribe population has a negative relation (-0.160) confirming that their presence in the population tries to hamper the literacy growth,as they are the most illiterate section of society. Other variables are not that highly correlated.

Correlation of Urban disparity with other variables

The correlation of disparity with other variables show that to reduce the gender disparity there is need of having people engaged in non primary sector because this

correlation shows a negative association (-0.885) with it, meaning thereby with an increase in the number of people in non- primary sector, the gender gap will narrow down. The other significant negative correlation is shown by female literacy(-0.812), which implies that with an increase in their literacy the gender disparity will decline. Because more and more females will be joining the main stream of literacy. On the other hand, male literacy shows a insignificant positive correlation with disparity (0.128), thus proving the fact that with an increase in male literacy, the gender disparity will also widen thus increasing the gap between the male / female literacy.

1981

(a) Correlation of Rural Literacy with other Variables

From the table it is very clear that both male and female have a strong positive correlation with literacy,as with an increase in the literacy rate of both sexes,the total literacy will also increase.And this is more true in rural areas, where the literacy rates are generally low.Though both, male and female have a high positive correlation with literacy, the correlation of male literacy is more higher with total literacy (0.976) than female (0.970), though of a fraction only. The other significant

correlation of literacy is with male work participation rate (-0.710), a negative relation which shows than in rural areas with an increase in male work participation rate the literacy will decrease, meaning thereby, as more and more males will join the agriculture sector, ther is no demand for education or literacy as no skills are required to enter this sector.

(b) **Correlation of Rural disparity with other variables**

In this analysis disparity has significantly highest negative correlation with female literacy (-0.966) which means that with an increase in the female literacy the disparity will shrink. Because of high male and comparitively lower female literacy the gender gap increases, but with an increase in the female rates, the gender gaps squeeze. But with an increase in male literacy rates, the gender gaps widen up because the rate of growth of male literacy rates are higher than that of females.Thus the gender disparity go in a negative direction as with every addition of a male literate, the difference between male/ female literacy also increase.

1991

(a) **Correlation of Rural literacy with other variables**

This correlation analysis sugggests that literacy is highly positively correlated with male and female literacy,

though more with male literacy (0.993). As an increase in their literacy rates the total literacy will also increase but it will increase more if there is an increase in female literacy rates. The female literacy rates in rural areas have more meaning than in urban areas because it will help in accentuating their decisioc making power thus providing them with a motivation to attend schools. If they are literate they would like to send their daughters to schools for education. The other significant correlation of literacy is with that of Schedulled tribe literacy, as more and more Scheduled tribes will join the main stream, more will go for literacy and with an increase in their literacy the total literacy rates will also get affected, though in a positive direction. This increase in their literacy rates also reflect their development process. The other higher correlation of literacy is found with that of Scheduled caste literacy (0.944) far higher than that of Scheduled tribe literacy because they constitute a major proportion of our total population, so an increase in their literacy rates reflects on the total literacy, Their proportion in total population is much more higher than in urban areas as they are more engaged in agricultural and allied activities. But with in increase in their literacy rates, which means that

they are shifting from agriculture to non agricultural activities, have a positive effect on total literacy.

(b) **Correlation of Rural disparity with other variables**

Having a strong positive correlation with female literacy (-0.974), disparity reveal its tendency that with an every additional female literate, the gender disparity gap will narrow down.The other significant correlation is found with number of schools (-0.9017), which means that with the availability of schools in a village, more and more people will send their daughters for education to schools. As more and more girls will join the Schools the female enrollment will also increase because parents don't prefer to send their daughters to far flung areas for education because of certain prejudices and taboos against their mobility. The significance of positive correlation of disparity is found with that of work participation rate, meaning therby as more and more persons will join the work in rural areas i.e agricultural sector, the disparity will increase because more males will join the work force than the females, thus increasing the gender gap disparity.

After going through the correlation analysis in both rural and urban areas it is found that literacy have a strong positive correlation with male and female literacy. As with an increase in their rates, the total literacy also

increases. This is more true for female literacy than male literacy. Because it is the female literacy only that increases the literacy rates . The other positive correlation is also found with the most neglected sections of our society- Scheduled caste and Scheduled tribes. Their literacy rates have an influence on total literacy as with an increase in their rates, the total literacy also increases and this is most appropriate in rural areas, whereas in urban areas, they are negatively correlated because of their inaccesibility to avail educational oppurtunities.

On the other hand, disparity is highly negatively correlated with female literacy which mean that with an increase in female literacy, the gender disparity gap will narrow down and that is true for both rural and urban areas.Other variables like male literacy,have a insignificant positive relation with disparity in urban areas, but considerably higher in rural areas though negative. The other variables like percentage of villages with schools have very significant negative correlation with disparity meaning thereby that with the opening up of schools in villages the enrolment rates will go high and that too of females.Because parents generally donot send their daughters to other villages to study but when the

facility is available in their own village they will send them. to avail the opporunity.

REGRESSION ANALYSIS

In this study ,stepwise regression procedure is employed to get the best possible indicator by which larger part of the variation in literacy can be explained. The indicators which show the variation in literacy are grouped in two- Economic and Social which have been analysed for both ruraland urban areas for two points of time (1981 and 1991). In the stepwise procedure a series of intermediate regression equations are obtained one for each addition of variable until all variables are added and final regression equations are reached. These variables are added up in order of their improvement to the over all goodness of fit. Thus at each step, a regression equation is provided which is the optimum for the included variables. The cumulative sum of squares of the multiple"R" and the standared error(S.E.) of the estimate are also provided at each step, thus indicating the variance included and the confidence limits.

Stepwise Regression analysis, 1981

The stepwise regression analysis has been done for both economic and social variables taking both literacy and disparity as the dependent variable in rural and urban areas respectively. The independent social variables for urban and

rural areas are Scheduled caste, Scheduled tribe, percentage of rural and urban population, percentge of villages with schools and percentage of electrified villages. As for as economic variables are concerned they are net irrigated area/net sown area, net area sown/total geographical area, female work participation rate for both rural and urban areas and females as non primary workers in both rural and urban areas.

Urban Literacy as explained by social variables

In urban areas, with literacy as the dependent variable, the I variable introduced is the percentage of Scheduled cast population to the urban literacy with which the critarion variable gets the highest correlation (0.405).The Scheduled cast population(X_3) explains the maximum proportion of variation in urban literacy followed by urban population(X_2). The least importent variable that is added lastely is Scheduled Tribe population which is negatively correlated. The order by which the independent variables are added is given in Table No. 3.1

The initial variable accounted for 16.38 percent of the total variance and the rest together 0.40 percent . Thus only 16.78 percent of the areal variations in the literacy rates over 10 districts is explained by three independent variables considered here. The contribution of urban

population and Scheduled tribe population is however very low in increaseing the value of R^2 , as is clear from the coloum showing the difference in R^2 caused by each of them. A study of R^2, shows that with addition of independent variable X_2 in step II , it is becoming negative meaning there by that further steps should be included in the study because of a considerable decrease in R^2. It is also clear that the value of F ratio also becomes less significant after step I as its value is decreasing. Thus relationship as given in step I may be identified as an optimal fit. Same pattern is observed in Regression coefficient too which is fast decreasing with each successive step. Thus in explanation of literacy as dependent variable, the Scheduled caste population is the significant variable.

Where as in rural areas, with literacy as the dependent variable, I independent variable which enters the regression equation is percentage of villages with schools (X_7) and this variable has the highest correlation among all the independent variables with literacy(0.582). This explains the maximum variation in literacy followed Scheduled caste population (X_3) , Scheduled tribe population (X_5) , rural population (X_2) and the least one is the percentage of electrified villages(X_6) . The contribution of rural population (X_2) and number of electrified villages (X_5) are

very low in increasing the value of R^2 ,which is clear from the column showing the differnce in R^2 , caused by each of them. Table No. 3.2 shows the addition of respective variables in order of their importance in explaining literacy.

The initial variable accounts for 33.86 percent of the total variance and the first few together 26.31 percent, whereas the remaining only 0.82 percent. Thus only 60.99 percent of the total aerial variation in literacy rate over districts is explained by the five independent variables considered here. The values have been become less significant after step number III. The regression coefficient though increases from step I to step II then it decreases But the F value increases as with an increase in R^2. Thus in this regression equation independent variables like percentage of villages with schools, Scheduled caste population and Scheduled tribe population are the significant ones as they are explaining the literacy in most lucid manner.

With disparity as a dependent variable, in urban areas the step I to be entered is the urban population which is negatively correlated (-0.636) followed by Scheduled caste population (-0.407) and the last one Scheduled tribe population which is positively correlated with disparity,

though insignificant(0.034). The step wise addition of these variable are given in following Table no. 3.3 The initial variable explain 40.47 percent of total variance and the rest only 3.69 percent and together they explain just 44.16 percent of variation in literacy.The regression coefficient has negative values which is reducing further with each successive step. The F value is also decreasing but its decline from step I to step II is remarkable.

On the other hand in rural areas, with disparity as the dependent variable, the I independent variable to be added is percentage of villages with schools which has a high negative correlation with disparity (0.639), then followed by percentage of electrified villages, and then Scheduled caste population which again is negatively correlated (-0.233). The independent variables which are added up in subsequent steps show their maximum variation in explaining disparity. The Table No. 3.4 shows the inclusion of variables in each step according to their importance.

The I variable explains 40.68 percent of the literacy variation, followed by 17.13 percent and then by 12 percent and remaining just 2.78 percent. First three variables together account for 69 percent of the transition in twelve districts of the state and in total 71 percent of the disparity explanation.The F value has remained more or less

stagnant with only a slight variation in them, whereas regression coefficient is also declining.Thus the relationship given in step III is the optimal fit for this regression equation.

Literacy as explained by economic variables:

With literacy as the dependent variable, the I variable introduced is female work participation rate with which literacy has the highest correlation (0.685) and the least important variable is female non primary workers. Their step of inclusion is given in Table No. 3.5.

The initial value accounted for 46.88 percent of the total variance and the other one 7.83 percent. Thus only 54.71 percent of the aerial variations in literacy over ten districts is explained by two independent variables considered here. Further the standard error is low and decreases in step II. In this regression equation Step II is the optimal fit. Thus the functional relationships betwen literacy and the explanatory variables are quite high.

Whereas in rural areas with literacy as the dependent variable , the I variable entering is female work participation rate which is negatively correlated with literacy (-0.651) and the next one in importance is net sown area/total geographical area (-0.317) and the least explanatory variable is net irrigated/net sown area having

negative relationship with literacy (-0.128). The given Table No.3.6 gives the details of list of inclusion of variance at different steps.

The I variable which enters the analysis i.e female work participation rate explains 42.24 percent of literacy variance, whereas next two explain 27.07 percent and the last one just 9.98 percent. The R^2 is decreasing significantly after step I. Whereas F value starts reducing significantly after step III. Thus step II is the optimal explanation for the literacy variation in twelve districts of the states which are explained by four independent variables.

Whereas areas, the most significant variable which enters into the analysis is percentage of female non primary workers, which has the highest negative correlation with that of disparity (-0.463) and the II one is female work participation rate which again is negatively correlated. (Table No. 3.7)

The independent variable which enters first into the result is female non primary workers (X_3) explains 28.42 percent of the variance in literacy, which increases to 30.44 percent when female work participation rate gets added up (X_2) . In total they explain 51.86 percent of the variance in disparity in ten districts of the state. The

regression coefficient has insignificant negative values for these variables. Whereas the value of F has increased in step II. Thus step II is the ultimate explanation of the relationship between disparity and independent variables.

For the disparity and dependent variable in rural areas, the I variable to enter is the female work participation rate which is highly positively correlated with disparity (0.765), the next most explaining variable is net sown area / total geographical area (0.400) and the least one is net irrigated area/ net sown area which is positively related (0.262). The first two variables are the most explanatory ones to explain the disparity variation.

Table no.3.8 shows the inclusion of independent variables according to their explanation. The I entered variable explains 58.48 percent of the variation and the next one 19.80 percent, whereas the remaining ones just 6.62 percent of the explanation. Together they account for 83.96 percent of the literacy variation in twelve districts of the state. The R^2 is increasing till the third step and then it declines. Whereas the F value is increasing till step III and decreases in step IV. It is found that step III is the optimal explanation for variation in literacy in twelve districts. Hence its better not to carry out the analysis beyond step III. From the results it can be

concluded that the functional relationship between literacy and explanatory variable is quite high.

REGRESSION ANALYSIS 1991

The step wise regression analysis has been calculated for both rural and urban areas taking social and economic variables in consideration, with both literacy and disparity as the dependent variables.

Literacy as explained by Social variables

In urban areas with literacy as the dependent variable, the first variable to enter is that urban population, which is positively correlated with literacy (0.257), the next variable is Scheduled tribe population in total population which has a positive correlation again (0.247)) whereas the last one to enter is that of Scheduled caste population to total population which is negatively correlated with literacy (0.134). Table No. 3.9 gives the result of this analysis .

From the table its quite clear that the variable which entered step I explains just 6.60 percent of the variance in literacy, whereas the next one i.e Scheduled tribe population (X_4) which explain 9.79 percent and that of Scheduled caste population (X_3) only 0.45 percent. In total these three variables explain just 16.84 percent, a very weak explanation for telling the areal variation in literacy

over ten districts. In this analysis the F value is low at first step which increases in second step and then reduces in third step. The regresion coeffecient is increasing step by step but marginally only.It is better not to carry out the analysis beyond second step.The independent variables in this regression analysis have a very weak functional relationship with literacy.

But in rural areas,with literacy as the dependent variable, the initial variable in the regression analysis is the percentage of villages with schools which is positively highly correlated (0.927) and the least explanatory variable to enter is percentage of electrified villages which is negatively correlated with literacy (-0.352). Table No.3.10 shows the stepwise result. It is found that I variable, percentage of villages with schools (X_6) explains around 85.96 percent of the literacy variation and the other variable which has entered in step II explains 5.15 percent and rest of them explains just 0.55 percent but together they all account for 91 percent of the explanation. The R^2 is high in step I and II but with the inclusion of rural population (X_2) in step III it has decreased and in subsequent steps its decreasing only. The F value is also decreasing with every inclusion of a new variable and becomes less significant after step III. The Regression

coefficient show significant value till step III, then it becomes insignificant. Thus from the results it can be concluded that the functional relationship between literacy and these independent variables is quite high.

With disparity as the dependent variable, the I explanatory variable to enter the analysis in urban areas is percentage of urban population to total population which is negatively correlated with disparity (-0.389), whereas Scheduled tribe population to total population is the last variable to enter with an insignificant positive correlation of (0.002) with disparity. Table No.3.11 shows the Regression analysis results.

The independent variable which enters the I step explains just 15.11 percent of the variance, but the II variable shows an explanation of 19 percent and II are just 4 percent. Together they account for 38.11 percent of the variance. The R^2 is low in step I but with the inclusion of Scheduled caste population (X_3) in step II its value has increased but in step III its again low and this is because of the entry of Scheduled trbe population.Whereas the Regression coefficient has insignificant value for urban population in step I and also in subsequent step. And after step II the significance of Regression coefficient do not remain constant. The F value increases in II step and falls

in III step. Thus from above results, it is concluded that step II is the best explanation of disparity variance and the functional relationship between disparity and other independent variables is quite low.

For rural areas percentage of villages with schools is the I independent variable which has significantly high negative correlation with disparity (-0.902) and the last one to enter is the percentage of electrified villages which is positively correlated with disparity (0.429). (Table No.3.12)

From the table it is clear that the I variable is explaining around 81.32 percent of the variance and II one just 0.78 percent whereas the remaining 1.8 percent, in total they explain 83.9 percent of the disparity variance.The R^2 values are increasing marginally till step II and that of R^2 the values are decreasing from step II with the addition of percentage of electrified villages. Whereas the Regression coefficient from step I to step II shows an insignificant values for number of villages with schools and don't show any significance for other variables too. Whereas the F values are showing a decreasing trend from step II only. Thus from the above result it is clear that the relationship of disparity with other independent variables is quite high.

Literacy as explained by economic variables

In rural areas literacy as dependent variable, the initial variable to enter step I is female work participation rates which is negatively correlated with literacy (-0.534) and the II variable to enter the second step is net area sown/ total geographical area (-0.463) and the least explanatory variable entering at step IV is net irrigated area/ net sown area. Table No.3.13

The table shows that the female work participation rate (X_4) is explaining just 28.47 percent of the variance, whereas the II variable explains around 28.14 percent of the variance, together they account 83.19 percent of the literacy variance.

With an increase in R^2, is increasing till step III and after that it decreases whereas the F values have increased from step I to step III considerably with the inclusion of female non primary workers. Step III is the best defined regression analysis for literacy variance and the functional relationship of literacy with other independent variables is quite high.

In rural areas disparity being the dependent variable, the I explanatory variable is female work participation rate which is highly correlated (0.608) , the next important variable is net sown area/total geographical area which is

also positively correlated (0.437) and the least explanatory variable is net irrigated area/net sown area (Table No.3.13)

From the table its quite apparent that female work participation rate (X_4) is explaining 36.98 percent of the variance, the next two, net sown area/ total geographical area (X_3) and female non primary workers (X_5) explaining 50.93 percent and the last one just 0.01 percent. In total all of them explain 88.01 percent of the disparity variance.Though an increase in R^2 is quite significant till step II which has increased with the addition of net sown area/total geographial area (X_3) and female non primary workers (X_5), the R^2 is increasing till step II and after that it is decreasing. F value is increasing with each successive step and reduces with the addition of net irrigated area/ net sown area. In this result, the step II is the best explanation of disparity and relationship of disparity with these independent variables is found to be quite strong.

In urban areas, disparity is the dependent variable and the first independent variable that gives the maximum value and shows the highest correlation, though negative, is female non primary workers (-0.428) and the second and the last variable which is of next importance is female work

participation rate which has a very low correlation with disparity (0.016). (Table No.3.14)

The above results show that female non primary workers (X_3) explains the maximum proportion of variation in disparity, followed by ,female work participation rate (X_2) The value of R^2 decreases as female work participation rate (X_2)is added into the analysis.The F value becomes less significant after step I. Thus the relationship has given in step I may be identified as an optimal fit.

Whereas with literacy as the dependent variable in urban areas, the first independent variable to enter the step I is female work participation rate, which has high positive correlation with literacy (0.822) and the second one to enter the analysis is female non primary worker (-0.110). The results are given in (Table No.3.15)

From the table its clear that female work participation rate (X_3) explain the maximum proportion of variation in literacy, followed by female non primary workers (X_3) The value of F ratio has declined sharply after step I.The regression coefficient is decreasing and its values are insignificant because of high correlation between dependent and independent variables. Thus relationship as given in I step is considered as optimal fit.The results given in the step show that both female work participation rate and

female non primary workers are the significant independent variables in explaining literacy variations. Moreover these variables together account for 69.77 percent of the variance in literacy .

The regression result analysis show that for both literacy and disparity which are the dependent variables, there are a set of independent variables both in rural and urban areas which are explaining them most significantly. As far as social variables are concerned it is found that for literacy in both rural and urban areas the variables like Scheduled caste and Scheduled tribe population, rural and urban population have the maximum explanation whereas for disparity it is the urban and Scheduled caste population and percentage of villages with schools which explain the maximum variation. For economic variables, with literacy as the dependent one, work participation rate, female work participation rate and non primary workers are the most explanatory variables. And when disparity is the dependent variable, the independent variables of nonprimary activities, male work participation rate and females in non primary activities are the most explanatory variables.

CORRELATION MATRIX (URBAN AREAS) 1991

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14
X1	1.0000													
X2	-0.2819	1.0000												
X3	0.0157	0.7873	1.0000											
X4	-0.4535	0.8416	0.5038	1.0000										
X5	0.0804	0.0080	0.0211	0.2072	1.0000									
X6	-0.4280	0.0269	-0.3069	0.0682	-0.0588	1.0000								
X7	0.0543	0.4207	0.4004	0.1730	0.1066	0.5610	1.0000							
X8	-0.2375	0.6074	0.2551	0.8334	0.2749	0.3269	0.3432	1.0000						
X9	-0.1435	0.0026	0.0632	0.2865	0.0078	-0.2135	-0.0656	0.2956	1.0000					
X10	-0.1672	0.3986	0.1377	0.0624	-0.2598	0.0412	0.0774	-0.2253	-0.5518	1.0000				
X11	0.5631	0.3714	0.7245	0.1577	-0.0793	-0.4902	0.2697	0.0750	0.2128	-0.2067	1.0000			
X12	0.3516	0.2512	0.2486	0.2520	0.3891	-0.1090	0.5056	0.4552	0.2920	-0.2180	0.5048	1.0000		
X13	0.2164	0.6563	0.7388	0.3669	0.3096	0.1165	0.7883	0.3219	-0.2020	0.1617	0.5973	0.5356	1.0000	
X14	0.3815	0.6280	0.8171	0.2925	0.1329	-0.4003	0.4011	0.0849	-0.0224	0.2878	0.7738	0.4377	0.7837	1.0000

Note:*-.01 **-.001

CORRELATION MATRIX (URBAN AREAS) 1991

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14
X1	1.0000													
X2	0.7055	1.0000												
X3	0.8218	0.7873	1.0000											
X4	0.3844	0.8416	0.5038	1.0000										
X5	0.2638	0.0080	0.0211	0.2072	1.0000									
X6	-0.1098	0.0269	-0.3069	0.0682	-0.0588	1.0000								
X7	0.6550	0.4207	0.4004	0.1730	0.1066	0.5610	1.0000							
X8	0.2570	0.6074	0.2551	0.8334	0.2749	0.3269	0.3432	1.0000						
X9	-0.1340	0.0026	0.0632	0.2865	0.0078	-0.2135	-0.0656	0.2956	1.0000					
X10	0.2469	0.3986	0.1377	0.0624	-0.2598	0.0412	0.0774	-0.2253	-0.5518	1.0000				
X11	0.6917	0.3714	0.7245	0.1577	-0.0793	-0.4902	0.2697	0.0750	0.2128	-0.2067	1.0000			
X12	0.5271	0.2512	0.2486	0.2520	0.3891	-0.1090	0.5056	0.4552	0.2920	-0.2180	0.5048	1.0000		
X13	0.9598	0.6563	0.7388	0.3669	0.3096	0.1165	0.7883	0.3219	-0.2020	0.1617	0.5973	0.5356	1.0000	
X14	0.9238	0.6280	0.8171	0.2925	0.1329	-0.4003	0.4011	0.0849	-0.0224	0.2878	0.7738	0.4377	0.7837	1.0000

Note: *-.01 **-.001

INTER CORRELATION MATRIX BETWEEN RURAL DISPARITY AND ITS DETERMINANTS (1981)

	x1	x2	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	X13	X14
x1	1.0000														
x2	.7055	1.0000	1.0000												
x3	.8218*	.7833*	1.0000	1.0000											
x4	.3844	.8416*	.5038	.10000											
x5	.2638	.0030	.0211	.2072	.10000										
x6	-.1098	.0269	-.3069	.0682	-.0588	1.0000									
x7	.6555	.4207	.4004	.1732	.1066	.5610	1.0000								
x8	.2570	.6074	.2531	.8337*	.2749	.3269	.3432	1.0000							
x9	-.1340	.0026	.0632	.0865	.0078	-.2135	-.0656	.2956	1.0000						
x10	-2469	.3986	.1377	.0624	-.2598	.0412	.0774	-.2253	-.5518	1.0000					
x11	.6917	.3714	.7245*	.1577	-.0793	-.4902	.2697	.0750	.2128	-.2067	1.0000				
x12	.5271	.2512	.2486	.2520	.3891	-.1090	.5056	.4552	.2920	-.2180	.5048	1.0000			
x13	9598**	.6563	.7388*	.3669	.3096	.1165	.7883*	.3219	-2020	.1617	.5356	.5356	1.0000		
x14	9238**	.6280	.8171	.2925	.1329	-.4003	.4011	0.849	-.0224	.2878	.4377	.7738*	78.37*		

* - 0.1 ** - .001

Note: x1 Literacy; x2 Total work Participation Rae; x3 Female Work Participation Rate; x4 Male Work Participation Rate; x5 Total Non Primary Workers; X6 Female Non Primary Workers; x7 Male Non Primary Workers; x8 Urban population; x9 Schuduled caste population; x10 Scheduled tribe population; xii Scheduled caste literary; x12 scheduled tribe literacy; x13 female literacy; x14 male liteacy

INTER CORRELATION MATRIX BETWEEN URBAN DISPARITY AND ITS DETERMININTS (1991)

	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	X14
x1	1.0000													
x2	.2819	1.0000												
x3	.0157	.7873*	1.0000											
x4	-.4535	.8416*	.5038	1.0000										
x5	.0804	.0080	.0211	.2072	1.0000									
x6	-.4280	.0269	-.3060	.0682	-.0588	1.0000								
x7	.0543	.4207	.4004	.1730	.1066	.5610	1.0000							
x8	-.2375	.6074	.2551	.8334*	.2749	.3269	.3432	1.0000						
x9	-.1435	.0026	.0632	.2865	.0078	-.2135	-.0656	.2956	1.0000					
x10	-.1672	.3986	.1377	.0624	-.2598	.0412	.0774	-.2253	-.5518	1.0000				
x11	.5631	.3714	.7245	.1577	-.0793	-.4902	.2697	.0750	.2128	-.2067	1.0000			
x12	.5516	.2512	.2486	.2520	.3891	-.1090	.5056	.4552	.2920	-.2180	.5048	1.0000		
x13	.2164	.6563	.7388	.3669	.3096	.1165	.7883*	.3219	-.2020	.1617	.5973	.5356	1.0000	
x14	.3815	.6280	.8171	.2925	.1329	-.4003	.4011	.0849	-.0224	.2878	.7738*	.4377	.7837*	1.0000

* - 0.1 ** - .001

Note: x1 Literacy; x2 Total work Participation Rae; x3 Female Work Participation Rate; x4 Male Work Participation Rate; x5 Total Non Primary Workers; X6 Female Non Primary Workers; x7 Male Non Primary Workers; x8 Urban population; x9 Schuduled caste population; x10 Scheduled tribe population; xii Scheduled caste literary; x12 scheduled tribe literacy; x13 female literacy; x14 male litearcy

INTER CORRELATION MATRIX BETWEEN RURAL LITERACY AND ITS DETERMINANTS (1981)

	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10
x1	1.0000									
x2	-.2783	1.0000								
x3	-.1912	.6522	1.0000							
x4	-.6295	.3248	.1261	1.0000						
x5	-.5677	.5543	-.2308	.6549	1.0000					
x6	-.7101*	.6441	.2757	.7272*	.9619*	1.0000				
x7	.1047	.7351*	-.5266	-.1940	.0722	.1395	1.0000			
x8	.0851	.8578**	-6230	-.0773	.3265	.3440	.8779**	1.0000		
x9	-.1279	.8495**	-.4718	.1736	.2751	.3742	.9010**	.8028**	1.0000	
x10	-.4219	.6969*	-.4848	.1699	.5616	.5219	.5091	.8051**	.4996	1.0000
x11	.1333	-.8223**	.3942	-.1617	-.4286	-.4695	-.7482	.9088**	-.7716	-.8761**
x12	-.4219	.8188**	.3958	.3699	.6457	.7120*	.5412	.7814*	.6255	.7976**
x13	.6233	.4016	-.4009	-.4208	-.1487	.2249	.7160*	.6741*	.6102	.4246
x14	.4082	.0020	.0374	-.0462	.1642	-.0185	.0150	.1684	-.1325	.2387
x15	-.2599	.1761	.0669	.7603*	.4092	.4407	-.2908	-.0114	-.0473	.3354
x16	.5819	-.6641*	.0272	-.3876	-.5467	-.6160	-.4714	-.5608	-.6572	.4165
x17	.9707**	-3551	-.0874	-.7570*	-.6755	-.8070**	.1246	.0478	-.1567	-.0639
x18	.9769**	-.3498	-.0814	-.5445	-.5214	-.6864*	-.0065	.0120	-.2119	-.0069

	x11	x12	x13	x14	x15	x16	x17	x18
x1								
x2								
x3								
x4								
x5								
x6								
x7								
x8x								
9x								
10								
x11	1.0000							
x12	-.8896	1.0000						
x13	-.4963	.1566	1.0000					
x14	-.0246	-.0850	.2728	1.0000				
x15	-.2356	.4263	-.3640	.0023	1.0000			
x16	.6961	-.7999	-1494	.2291	-.2138	1.0000		
x17	.1686	-.4890	.6197	.3698	-.4284	.5877	1.0000	
x18	.1620	-.4170	.5301	.4346	-.1248	.5659	.9261*	1.0000

* - 0.1 ** - .001

Note: x1 Literacy: x2 Total work Participation Rae; x3 Female Work Participation Rate; x4 Male Work Participation Rate; x5 Total Non Primary Workers; X6 Female Non Primary Workers; x7 Male Non Primary Workers; x8 Urban population; x9 Schuduled caste population; x10 Scheduled tribe population; xii Scheduled caste literary; x12 scheduled tribe literacy; x13 female literacy; x14 male liteacy

INTER CORRELATION MATRIY BETWEEN RURAL DISPARITY AND ITS DETERMINANTS (1991)

	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10
x1	1.0000									
x2	3048	1.0000								
x3	3132	-.6355	1.0000							
x4	6787*	.6944*	.2685	1.0000						
x5	6003	.4919	.1355	.9437**	1.0000					
x6	6539	.8503**	.4016	.8782**	.6711*	1.0000				
x7	-.3259	.3620	.4876	-.0499	-.1766	.1461	1.0000			
x8	-.1112	.3430	.3466	-.1222	-.3572	.2531	.6352	1.0000		
x9	-.3109	.6169	.5694	.1635	.0790	.2542	.7706*	.4198	1.0000	
x10	0833	.5808	-.1316	.2138	.1477	.2664	.1067	-.0493	.9868	1.0000
x11	-.1855	-.6532	.1717	-.3667	-.2874	-.4340	-.4145	-.2673	-.5627	-.5622
x12	5168	.8803**	.3755	.7629*	.6088	.8359**	.3122	.2054	.5837	.6356
x13	-.8575**	-.0201	.2863	-.4345	-.3565	-.4463	.4501	.1834	.5903	.2089
x14	-.6792**	-.1980	.0684	-.6282	-.6128	-.5122	.2768	.2506	.3938	.1925
x15	.4293	-.0306	5235	1441	.725	.2169	-.5380	-.1950	-.3817	.1765
x16	-.9017**	-.3760	.1026	-.5878	-.4403	-.6754*	.2210	.0933	.2824	-.0961
x17	-.9740**	-.2954	.2215	-.6720*	-5721	-.6750*	.3500	.1081	.3961	.0231
x18	-.8968**	-.1472	.2645	-.4946	-.3975	-.5265	.3077	.1215	.5038	.1508

	x11	x12	x13	x14	x15	x16	x17	x18
x1								
x2								
x3								
x4								
x5								
x6								
x7								
x8								
x9								
x10								
x11	1.0000							
x12	-7045*	1.0000						
x13	-.2699	-.1673	1.0000					
x14	-.1631	-2417	.7749*	1.0000				
x15	0790	0767	-.4228	.0105	1.0000			
x16	.1451	-.5159	.8766**	.6574	-.3858	1.0000		
x17	.0476	-.4385	.9261**	.7823*	-.4095	.9294**	1.0000	
x18	-.0646	-.2537	.9460**	.7972**	-.3212	9154**	.9551**	1.000

* - 0.1 ** - .001

Note: x1 Literacy; x2 Total work Participation Rae; x3 Female Work Participation Rate; x4 Male Work Participation Rate; x5 Total Non Primary Workers; X6 Female Non Primary Workers; x7 Male Non Primary Workers; x8 Urban population; x9 Schuduled caste population; x10 Scheduled tribe population; xii Scheduled caste literary; x12 scheduled tribe literacy; x13 female literacy; x14 male liteacy

INTER-CORRELATION MATRIX BETWEEN RURAL LITERACY AND ITS DETERMINANTS (1991)

	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10
x1	1.0000									
x2	-.1903	1.0000								
x3	-.2416	-.6355	1.0000							
x4	-.5448	.6944	-.2685	1.0000						
x5	-.4510	.4913	-.1350	.9434**	1.0000					
x6	-.5616	.8503**	-.4016	.8782**	.6704*	1.0000				
x7	5479	.4133	-.5534	-.0627	-.1747	.1179	1.0000			
x8	5011	.6169	-.5694	.1635	.0782	.2542	.8737**	1.0000		
x9	1655	.3430	-.3466	-.1222	-.3572	.2531	.7250*	.4198	1.0000	
x10	1126	.5808	-.1316	.2138	.1466	.2664	.2109	.5868	-.0493	1.0000
x11	-.0546	-.6532	.1717	-.3667	-.2879	-.4340	-.4277	-.5627	-.2673	-.5622
x12	-.2839	.8803	-.3755	.7629*	.6077	.8359**	.3397	.5837	.2054	.6356
x13	.9440**	-.0201	-.2863	-.4345	-.3558	-.4463	.5995	.5903	.1834	.2089
x14	.7968	-.1980	.0684	-.6282	-6128	-.5122	.4221	.3938	.2506	.1925
x15	-.3515	-.0306	.5235	.1441	.0716	.2169	-.5428	-.3817	-.1950	.1765
x16	.9277**	-.3760	-.1026	-.5878	-.4395	-.6759	.3980	.2824	.0933	-.0961
x17	.9687	-.2954	-.2215	-.6720*	-.5717	-.6750	.4711	.3961	.1081	.0231
x18	.9935**	-.1472	-.2645	-.4946	-.3974	-.5265	.5123	.5038	.1215	.1508

	x11	x12	x13	x14	x15	x16	x17	x18
x1								
x2								
x3								
x4								
x5								
x6								
x7								
x8								
x9								
x10								
x11	1.0000							
x12	-.7045*	1.0000						
x13	-2699	-.1673	1.0000					
x14	-.1631	-.2417	.7749*	1.0000				
x15	.0790	.0767	.4228	.0105	1.000			
x16	.1451	-.5159	.8766**	-.6574	-.3858	1.0000		
x17	.0476	-.4385	.9261**	.7823*	-.4095	.9274**	1.0000	
x18	-.0646	-.2537	.9460**	.7972**	-.3212	.9154**	.9551	1.0000

* - 0.1 ** - .001

Note: x1 Literacy; x2 Total work Participation Rae; x3 Female Work Participation Rate; x4 Male Work Participation Rate; x5 Total Non Primary Workers; X6 Female Non Primary Workers; x7 Male Non Primary Workers; x8 Urban population; x9 Schuduled caste population; x10 Scheduled tribe population; xii Scheduled caste literary; x12 scheduled tribe literacy; x13 female literacy; x14 male litearcy

INTER CORRELATION MATRIX BETWEEN RURAL DISPARITY AND ITS DETERMINANTS

	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10
x1	1.0000									
x2	.3090	1.0000								
x3	.2439	-.6522	1.0000							
x4	.8036**	.3248	.1261	1.0000						
x5	.7613*	.5616	.2641	.7320*	1.0000					
x6	.7757*	.6441	.2757	.7272*	.9212**	1.0000				
x7	.0484	.6422	.4131	-.0292	.0460	.1785	1.0000			
x8	.1387	.8495**	.4718	.1736	.3216	3742	.7892	1.0000		
x9	-.0414	.8578**	.6230	-.0773	.2160	.3440	.7055	.8028**	1.0000	
x10	.1141	.6969*	.4848	.1699	.4171	.5219	.3187	.4996	.8051**	1.0000
x11	-.2316	-.8223**	.3942	-.1617	-.3629	-.4695	-.6116	-.7716*	-.9088**	-.8761**
x12	.5099	.8188**	.3958	.3691	.6119	.7120	4772	.6255	.7814*	.7976**
x13	-.5975	.4014	.4009	-.4208	-.3317	-.2249	.4634	.6102	.6741*	.4246
x14	-.2672	.0020	.0374	-.0462	-.2296	-.0185	.0642	-.1325	.1684	.2387
x15	.5414	.1761	.0669	.7603*	.4653	.4407	-.1264	-.0473	-.0114	.3354
x16	-.6376	.6641*	.272	-.7876	-.5160	-.6160	-.4499	-.6572	-.5608	-.4165
x17	-.9660**	.3551	-.0874	-.7570*	-.8189**	-.8070**	-.0318	-.1567	0478	-.0639
x18	-.8515**	.3498	-.0814	-.5445	-.6666*	-.6864*	-.0852	-.2119	.0120	.0069

	x11	x12	x13	x14	x15	x16	x17	x18
x1								
x2								
x3								
x4								
x5								
x6								
x7								
x8								
x9								
x10								
x11	1.0000							
x12	.8896**	1.0000						
x13	.4963	.1566	1.0000					
x14	.0246	.0850	.2728	1.0000				
x15	.2356	.4263	-.3640	.0023	1.0000			
x16	.6961	-.8999**	.1494	.2291	-.2133	1.0000		
x17	.1686	-.4890	.6197	.3698	-.4284	.5877	1.0000	
x18	.1620	-.4170	.5301	.4346	-.1248	.5659	.9261**	1.0000

* - 0.1 ** - .001

Note X1 Disparity, X2 Total work Participation Rae; x3 Female Work Participation Rate; x4 Male Work Participation Rate; x5 Total Non Primary Workers; X6 Female Non Primary Workers; x7 Male Non Primary Workers; x8 Urban population; x9 Schuduled caste population; x10 Scheduled tribe population: xii Scheduled caste literary; x12 scheduled tribe literacy; x13 female literacy; x14 male litearcy

REGRESSION RESULT EXPLAINED BY SOCIAL VARIABLES (1981)

Tb.No.3.2

REGRESSION - I			
DEPENDENT VARIABLE: RURAL LITERACY			
Independent Variables	Coefficient Values	Contribution to R^2	T Value
SCPOP	.3380	.1638	1.252
UPOP	.0649	.0032	.165
STPOP	.0113	.008	.074

Tb.No.3.1

REGRESSION - II			
DEPENDENT VARIABLE: URBAN LITERACY			
Independent Variable	Coefficient Values	Contribution to R^2	T Value
Percentage of V.sch	.4882	.3386	2.263
SCOP	.1432	-.6464	-1.577
STPOP	-.3473	.1199	-1.522
RPOP	.9421	.0081	.382

Tb.No.3.3

REGRESSION - I			
DEPENDENT VARIABLE: URBAN DISPARITY			
Independent Variables	Coefficient Values	Contribution to R^2	T Value
UPOP	-.0072	.4047	-2.332
SCPOP	-.0014	.0208	-.502
STPOP	-.0057	.0161	-.417

Tb.No.3.4

REGRESSION - II			
DEPENDENT VARIABLE: RURAL DISPARITY			
Independent Variable	Coefficient Values	Contribution to R^2	T Value
Percentage of V.sch	-.0061	.4086	-2.629
Percentage of E.V.	.0074	.1113	1.916
SCPOP	.0069	.1200	1.813
STPOP	.0622	.0274	.842
RUPOP	-.0023	.0004	-.090

REGRESSION RESULT EXPLAINED BY ECONOMIC VARIABLES (1981)

Tb. No. 3.5

REGRESSION - I			
DEPENDENT VARIABLE: URBAN LITERACY			
Independent Variables	Coefficient Values	Contribution to R^2	T Value
FeWPR	.9044	.4688	2.658
Fe Nou Priwur	.0629	.0783	1.100

Tb. No. 3.6

REGRESSION - II			
DEPENDENT VARIABLES: RURAL LITERACY			
Independent Variable	Coefficient Values	Contribution to R^2	T Value
FeWPR	-.5201	.4242	-2.428
NAS/TGA	-.2744	.1788	-1.763
FeNou Priwur	-.7532	.0919	-1.341
N9gA/NSA	.1408	.0998	.364

Tb. No. 3.7

REGRESSION - I			
DEPENDENT VARIABLE: RURAL DISPARITY			
I.V.	C.V.	CtoR^2	T.V.
FeNouPriwter	-.0010	.2142	-1.477
FeWPR	-.0080	9.3044	-2.104

Tb. No. 3. 8

REGRESSION - II			
DEPENDENT VARIABLES: URBAN DISPARITY			
I.V.	C.V.	CtoR^2	T.V.
FeWPR	.0052	.5848	3.357
NSA/7GA	.0042	.1980	4.22
FeNou Priwkr	.0076	.0654	2.752
N2gA/NSA	-.0038	.0006	-.240

REGRESSION RESULTS EXPLAINED BY SOCIAL VARIABLES (1991)

Tb.No.3.9

REGRESSION - I			
DEPENDENT VARIABLE: URBAN LITERACY			
I.V.	C.V.	ContoR^2	7 value
UPOP	.1789	.0660	.752
STPOP	.3710	.0979	.905
SCPOP	-.1114	.0045	-.179

Tb.No.3.10

REGRESSION - II			
DEPENDENT VARIABLE: RURAL LITERACY			
I.V.	C.V.	CIOR^2	TVAlue
Percentage of V.Sch	.9484	.8595	-6.599
% of E.V.	.1034	.0515	.626
STPOP	.1658	.0042	.507
R.POP	-.0616	.0007	.233
SCPOP	.0041	.0006	.419

Tb.No.3.11

REGRESSION - I			
DEPENDENT VARIABLE: URBAN LITERACY			
I.V.	C.V.	ContoR^2	7 value
UPOP	-.0011	.1511	-1.193
STPOP	-.0024	.1907	1.424
SCPOP	.0010	.0469	.506

Tb.No.3.12

REGRESSION - II			
DEPENDENT VARIABLE: RURAL LITERACY			
I.V.	C.V.	CIOR^2	TVAlue
Percentage of V.Sch	-.0069	.8132	-5.631
Percentage of E.V.	-.0010	.0078	.824
STPOP	.0025	.0056	.607
RPOP	.0021	.0108	.321
SCPOP	-.0056	.016	.712

REGRESSION RESULTS EXPLAINED BY ECONOMIC VARIABLES (1991)

Tb. No. 3.15

REGRESSION - I			
DEPENDENT VARIABLE: URBAN LITERACY			
I.V.	C.V.	ContoR^2	7 value
FeWPR	.6538	.6753	4.079
FeNouPri wur	.0450	.0224	.720

Tb. No. 3.13

REGRESSION - II			
DEPENDENT VARIABLE: RURAL LITERACY			
I.V.	C.V.	CIOR^2	TVAlue
FewPR	.0043	.3698	2.169
NAS/TGA	.0026	.2626	2.236
FeNon	.018	.2467	3.494
N9gA/NSA	.0016	.0001	.199

Tb. No. 3.16

REGRESSION - I			
DEPENDENT VARIABLE: URBAN LITERACY			
I.V.	C.V.	ContoR^2	7 value
FeNonPriwkr.	-.0081	.1831	-1.339
FeWPR	-.0088	.0148	-.359

Tb. No. 3.14

REGRESSION - II			
DEPENDENT VARIABLE: RURAL LITERACY			
I.V.	C.V.	CIOR^2	TVAlue
FeWPR	-.4488	.2847	-1.785
NAS/GA	-.2496	.2814	-2.131
FeNon dSIWKR	-1.275	.2494	-2.848
N9gA/NSA	.0782	.0159	.688

CHAPTER IV

SUMMARY AND CONCLUSIONS

A Continuous Saga ....

"If you plan for a year, plant a seed.
If for ten years, plant a tree.
If for a hundred years, teach the people.
When you sow a seed once,
you will reap a single harvest.
When you teach the people,
you will reap a hundred harvests.

- K'UAN-TZU, 551-479 B.C.

"Literacy is the orchestration of platitudes",proclaims an old adage.[1] And it is very true,too, because in today's world nothing can be achieved without literacy. As goes the saying,"The decline of literacy indicates the decline of the nation".[2] So much importance and attention has been given to this indicator of human development that the performance of the countries are weighed on literacy scale to measure their development level. The developed countries who have universal literacy are far ahead in their development but the plight of developing countries like ours is staggering

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1. Berner,Anita (1996)
2. Berner,Anita (1996)

as we house half of world's illiterates. What is more striking is inter -regional imbalances within the country, where some states like Kerala, Goa, Nagaland, Himachal Pradesh are on the verge of universal literacy and there are few where literacy transition has just begun as in the states of Bihar, Rajasthan, Uttar Pradesh, Madhya Pradesh -the most illiterate states in the country.

In this study a tiny state's performance on literacy front has been analysed and this state is Himachal Pradesh, which with in a span of two decades has joined hands with the most literate states in India. According to 1991 census, it ranks third on the national literacy hierarchy- a performance highly acclaimed. The state has fared quite well on literacy front as it has higher literacy rates for all sections of its population. The study aims to look at the literacy performance in the state as how in two decades, the state has done so well on literacy front, what are the factors which are contributing more to increase literacy and reduce disparity.

Literacy levels are the crucial parameters to fathom a state's development scenario. In chapter two an attempt has been made to look at the literacy profile of the state in details taking districts into account. It is found that being one of the highest literate states of India, Himachal

too follows national pattern with low female literacy rates as compared to that of male literacy rates. The difference between male and female literacy rates are higher in rural areas than in urban areas because of the demand for literacy is higher in these areas as the economy is more diversified so literacy is the prerequisite and also educational infrastructure is well developed thus increasing the enrolment rates ultimately leading to higher literacy rates.

Nevertheless the state has predominance of rural population still the literacy rates are quite high as compared to the national average. Even the Scheduled caste and Scheduled tribe population of the state has quite high literacy rates and this is because of many tribal develpment programmes and schemes like post-literacy compaigns and district primary education programmes which have been started from time to time to reduce the gap between male and female literacy rates. The disrict level analysis shows the varying level of literacy among the districts and it is found that Hamirpur is the most literate district in the state with higher literacy rates for all sections of its poulation and this achievement is because of concentration of educational institutions and in migration of literate population for attaining higher and professional

education.Thus contributing to the already higher literacy rates. On other hand Chamba has emerged as the lowest literate district in the state, as this district has very low literacy rates for all sections of its population and what is more,the female literacy rates are worse. The backwardness of literacy in the district is because of various localised factors such as concentration of muslim population (5.76%),highest among all the districts,the inaccessible terrain, harsh climate and migratory nature of its tribal population - Gujjars and Gaddis all lowering the literacy rates.[3]

This district level analysis shows clustering of few districts in north- eastern and south- western part of the state with two different levels of literacy rates. The north- eastern cluster shows low literacy values, comprising of tribal areas of Lahul & Spiti, Kinnaur, Chamba and Kullu whereas the districts in south-western cluster have high literacy rates, comprising of Hamirpur, Kangra, Una, Bilaspur and Mandi; with Hamirpur (3) Chathley Y. P. (1995) linching the top position. These variations in literacy rates among the districts is more due to localised factors rather than general factors as can be seen from the example

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3. Chathley Y. P. (1995)

of Kangra district which is a traditional place for out migration especially in service sector which in returns bring motivation for other people to avail education ,thus increasing the literacy rates.The growth of literacy in the state is because of the policies adopted by the state government, opening up of many schools even in far flung rural areas and expenditure of good amount of resources for the development of education. Though the state as compared to others has only about 46 percent of the total population as served by schools located within the habitation yet the literacy rates are quite high and this is because of motivation and peoples' response to these educational programmes at different levels started from time to time. The literacy rates are assessed by a number of social, economic and cultural factors. These factors have direct bearing on literacy as can be seen from the chapter III where their relation with literacy has been chalked out with the help of correlation and regression analysis. The important variables are male and female literacy, work participation rate, percentage of villages with schools, female non primary workers, scheduled caste and scheduled tribe literacy, percentage of net irrigated area and net sown area.These variables have important roles in explaining literacy. There is a statistically significant correlation

between disparity, an important indicator of literacy and female literacy,meaning thereby,higher the female literacy rates lower will be the disparity because any increase in number of female literates, the disparity will reduce. And this is exactly what is happening in Himachal Pradesh where with in a span of ten years the disparity rates have declined, showing narrowing down of gender gaps.

In regression analysis both literacy and disparity are the dependent variables and are explained by a set of social and economic variables. When literacy is the dependent variable the maximum variance is explained by Scheduled caste and Scheduled tribe population along with rural and urban population. Which signifies that any increase in the literacy rates of these groups the total literacy also increases whereas the percentage of rural and urban population highlights the varying level of literacy which is higher in urban areas than in rural areas. Because both scheduled caste and scheduled tribe are largely concentrated in rural areas than in urban areas thus lowering the literacy rates. When disparity is the dependent variable the maximum variance is explained by urban, Scheduled caste population and the percentage of villages with schools.Because with the higher percentage ofurban population the literacy rates are higher too thus reducing the gender gap. As far as economic variables are concerned,

the maximum variance in literacy is explained by work participation rate, female work participation rate and non primary workers as all these variables explain the higher literacy rates meaning thereby when more people are working there is a demand for literacy, thus increasing the rates. When disparity is the dependent variable, it is male work participation rate, total non primary workers and female non primary workers, explaining the maximum variance of disparity. These variables explain that with an increase in their percentage the disparity decreases though more with an increase in female literacy.

Thus from the study it can be concluded that literacy is the one driving force which helps in developmental pursuits in any country and Himachal Pradesh is no exception to this. It is well said that " Education is the root of all development, no matter which aspect is considered."[4] Himachal Pradesh, a progressive state which has achieved high literacy rates for all sections of population is moving ahead in other sectors as well, which is only possible because of its highly literate people. In a nutshell,"Education is a social process ... Education is growth ... Education is not a preparation for life; education is life itself." - *John Dewey*.

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4. Majela Dr. P. D. (1996)

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