

RESEARCH STUDY ON EDUCATION AND LITERACY IN HARYANA DURING 1971-2001

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ABSTRACT

Haryana is a state in Northwest India between 27037' to 30055' latitude and between 74028' to 77036' longitude and with an altitude between 700 to 3600 ft above sea level. Haryana was carved out of the Indian state of Punjab on 1st Nov. 1966. The total area of the state is 44,212 sq. km. It is bounded by U.P in the east, Punjab in the west, Himachal Pradesh in the north and Rajasthan in the south. The state is divided into four divisions for administrative purpose – Ambala, Rohtak, Gurgaon and Hissar. There are 19 districts, 47 sub-divisions, 67 tehsils, 45 sub-tehsils and 116 blocks. Haryana has a total of 81 cities and town and 6759 villages. As compared to All India average of literacy rate of 65.38% Haryana's literacy rate is 68.59%. With just 1.37% of the total geographical area and 2.1% of India's population.

Though the state has made significant progress in reducing illiteracy rates yet there are large regional variations in the state as per 2001 census.

INTRODUCTION

Education is clearly recognized as one of the key components of policies aimed at solving issue of paramount importance. The trends in literacy are considered on an index of the pace at which the socio-economic transformation of a society is taking place (Chandra, 2000, 254). The absolute influence of literacy can be observed on fertility rate, child mortality rate and size of family. In India, as in many other developing countries, the transition from an illiterate society to literate society can usher in an era of rapid growth.

The terms „education“ and „literacy“ have often been used somewhat interchangeably. The census of India has adopted the same definition which was given by the Population Commission of United Nations that a literate person is the one who can read and write with understanding a simple message in any language.

The 2001 Census of India registered a literacy rate of 65.38%. It revealed that twelve states and one union territory were below the national average. Kerala, the most literate state and Bihar, the least literate state. India recorded about 300 million illiterates, aged seven years and above, as per 2001 census.

REVIEW OF LITERATURE

The importance of the study of literacy is well recognized by social scientists including geographers. In the context of study of literacy in India, notable contribution was

made by Perulekar (1939). Gosal (1964, 67) investigated the literacy patterns and growth of literacy in India and factors behind spread of literacy between 1901 to 1961. Tirtha (1966), Gosal (1980), Chandra (1986, 2000 and 2003) also studied literacy on national and state level conducted in district or tehsil level.

The studies dealing with literacy at state level and lying emphasis on changes and spatial patterns of literacy have been conducted by Krishan and Chandra (1974) in Haryana and Gupta (1990) in Rajasthan.

The changes in rural literacy were highlighted by Krishan (1968) in Gurdaspur and Amritsar districts of Punjab; by Chandra (1969) in Rohtak – Gurgaon districts of Rohtak.

Mishra and Shukla (1999) made interrelationship between age at marriage of women, female literacy and fertility in Sagar district of Madhya Pradesh. They also observed this interrelationship within different religions of the district.

STATEMENT OF THE PROBLEM

As compared to all India average of literacy rate of 65.38% Haryana recorded the literacy rate of 68.59% which is above national average among the neighbouring states. Haryana's literacy rate is higher if compared with U.P. and J & K and lower, if compared with Punjab, H.P. and Uttaranchal.

The rapid progress made in the field of literacy in Haryana was due to effort by Haryana Government. Haryana provide various incentives to girls and lower caste to check the drop-out rate at lower level of education.

Haryana has created a network of educational institute across the state. There are 11013 primary schools, 1918 middle schools, 3023 high schools and 1301 senior secondary schools, Four universities and 214 colleges with 161 colleges of general education and 53 institution exclusively for women in the state functioning during 2001-2002.

OBJECTIVES

1. To examine the trends in literacy in Haryana ever since 1971.
2. To describe and interpret the spatial patterns of literacy in 2001.
3. To examine spatial patterns of literacy among male and female population in 2001.
4. To investigate urban and rural patterns of literacy in 2001.
5. To describe the spatial patterns of literacy among scheduled caste and non-scheduled caste population in 2001.

RESEARCH QUESTIONS

A tentative list of research questions relevant to the objectives of the study is given below.

1. What trends have been observed in literacy in Haryana during the census decades of 1977-2001.
2. What were the spatial patterns of male and female, urban and rural and scheduled caste and general literacy in 2001.
3. What were the spatial patterns of literacy in 2001 and the changes in spatial patterns of educational facilities in the state during 1971-2001.

HYPOTHESIS

1. Literacy rate would be higher in National Highway areas as compared to State-level highway.
2. Literacy in North area have higher than South area.
3. Literacy in Urban areas have higher than Rural area.
4. Literacy in General caste have higher than Scheduled Caste population.

SOURCES OF DATA

Secondary data to be used in the proposed study will be obtained mainly from census of India publication. In addition to census reports and district census handbooks some data will be also be collected from Department of Education of Haryana. A number of books and research studies shall be looked into with a view to getting a deeper insight into the problem.

METHODOLOGY

The proposed study refers to spatial, temporal and social dimensions of literacy in Haryana. This study will primarily be based on census data for the period 1971-2001. Tehsils has been considered to be the most appropriate unit of study for which data are available.

The processed data will be represented cartographically. Adequate number of tables, graphs, diagrams and choropleth method will be used.

ORGANISATION OF THE MATERIAL

1. Introduction
2. Trends in Literacy, 1971-2001
3. Spatial Patterns of Literacy, 2001
4. Spatial Patterns of Literacy by Residence, 2001
5. Spatial Patterns of Literacy by Sex, 2001
6. Spatial Patterns of Scheduled Caste and General Caste in Literacy
7. Summary of Conclusion

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