

Level of Education and male-female differentials in literacy rate in Mewat district of Haryana.

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Abstract: The quantity and quality is a significant element of population. Quality of population depends on social status and Literacy is one of the most important aspects for socio-economic progress in Indian society. Being one of the most important indicator of socio-economic change, the study of literacy level of an area is quite important. Therefore, the present paper is aimed to analyze the level and gender differential of literacy rate in Mewat district of Haryana state. The study is based on the secondary sources of data mainly collected from census of India as well as (District Census Handbook) DCHB, 2011. The study reveals that overall there is significant increase in literacy rates in the district, which has increased from 43.30% in 2001 to 54.10 % in 2011. There is a significant difference in literacy rates between males and females in the both rural and urban areas of the district. Male literacy rates are substantially higher compared to females in both rural and urban areas in Mewat district. However, in rural areas male literacy rates are more than the corresponding female's literacy rates. Thus, females are lagging behind males in literacy in both rural and *urban areas*.

Key words: literacy, disparity, significant, development, correspondence etc.

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I. INTRODUCTION

The word education derive from the Latin word educere, means “to lead out”. Education is a relentless process of becoming. (Reddy,1979). Literacy refers to the capability of a person to read and write with understanding in at least one Language. According to the Census of India, a person who can read and write with understanding in any language is considered as literate. All children below the age of 6 years have been treated as illiterate (Census of India). Gender divide surfaces at the time of children’s enrolment in school. Girls are the first ones to be kept away from school if resources are insufficient. In rural India, multiple factors play a role in keeping the girl child away from school. While one is monetary constraint, others include factors such as a younger sibling which requires attention (Doraisamy, 2001 cited in Unni, 2009), cultural norm of females being confined to their homesteads and early marriage. Difficulties in accessing educational facilities or lack of proper educational facilities in the vicinity are other reasons which largely operate in the rural context. Girls in rural

India are therefore, unable to receive an environment which is conducive for their overall development. They do not have distinct identities and are largely dependent on others in the family for taking important decisions of their lives. This is further magnified for married adolescent girls who usually have restricted peer networks (Bruce, 2003) resulting in possessing less knowledge about reproductive and sexual health, their bodies and their right to choose or refuse sexual relations than their unmarried sisters.

Education is an important instrument for holistic development of an individual. An individual needs basic education not only for being trained on skill but to develop such specific traits which are conducive for effective living of an individual. (Singh,1999). Besides the social, cultural and political dimensions, education, over the years is seen to also have an economic dimension wherein it helps to create human capital which thrust to economic development in the country. (Upadhyay,2007).

Education is considered as one of the most important social aspects of any society’s development, especially of rural areas and it denotes essential criterion of human development. It indicates the socio-cultural status of any society in any geographical unit and the change in literacy reflects the socio-cultural and economic transformation of the society. Literacy is essential for eradicating poverty and mental isolation for cultivating peaceful and friendly international relations and for permitting the play of demographic processes (Chandna, 1980 & Krishan, 1978).

Mewat district of Haryana state is located just, 100 KMs away from capital city Delhi, and continues to live in most backwardness even after more than six decades of India’s independence. (MDA), 2002) (Mewat

Development Agency). As education plays an important role in the development of any region or nation, therefore, Mewat district is one of the backward districts not only in state but in country level also. According to Census of India, 2011, the average literacy rate of district is 54.10% whereas it was only 43.30% during 2001. The literacy rate among male population was 61% during 2001 has reached 69.9% in 2011, while female literacy was 23.7% in 2001 and reached 36.6% in 2011, showing very poor scenario of females in district. (Census of India, 2001 and 2011).

II. OBJECTIVES

The assessment has been initiated to fulfill the following objectives.

- To examine the level of literacy rate, male-female differentials in literacy level in Mewat district of Haryana state.
- To analyzed the gender disparity in literacy rate in Community Development (CD) Blocks in rural and urban population in the district.

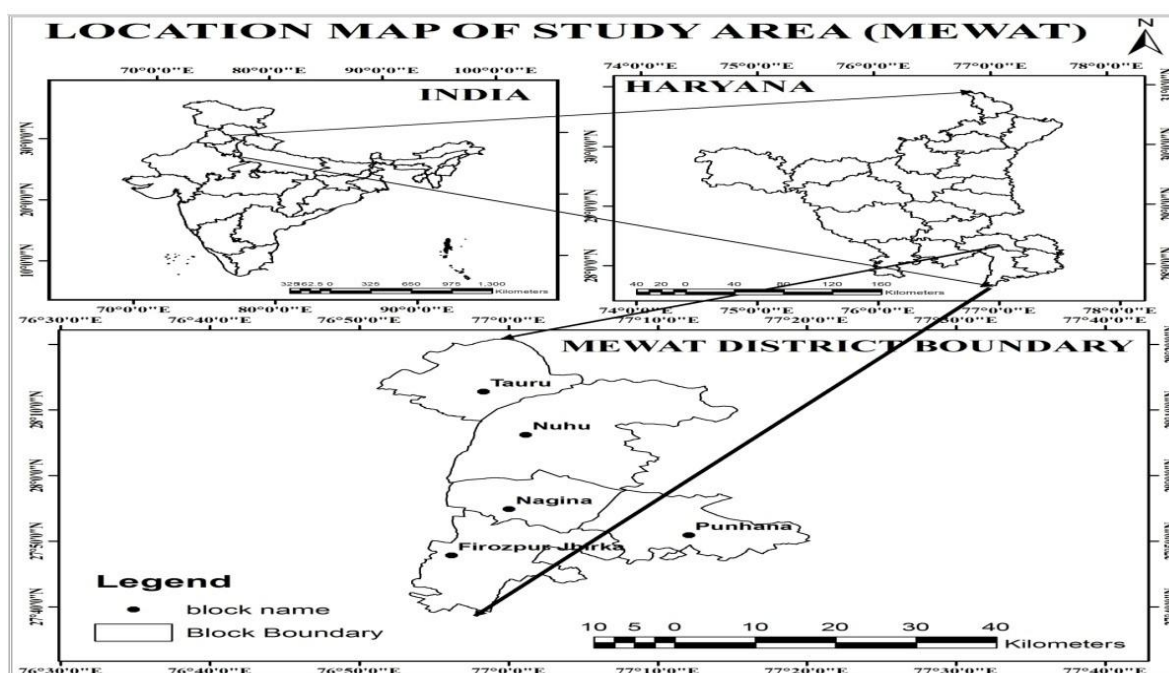
III. DATA BASE AND RESEARCH METHODOLOGY

The present study is mainly based on the secondary source of data, which is collected from District Census Handbook 2011, Census of India 2001 and 2011, Census of Haryana and statistical abstract of Haryana. An attempt has been made to tabulate process, analyzed and interpret the data by applying suitable statistical, cartographic and GIS techniques.

To calculate the level of literacy formula which is used by census of India in 1991 is adopted. Literacy rate = literate population/total population {0-6 age group}*100

IV. STUDY AREA

Mewat district lies between 27°39' and 28°20' North latitude and 76°51' and 77°20' East longitudes. The district was carved out from erstwhile Gurgaon and Hathin Block of Faridabad districts on 4th April, 2005. Mewat district, which is located in the south eastern bulge of the State, has elongated shape in the north-south direction. Its northern boundary is made by Gurgaon district and eastern boundary by Palwal district, whereas major part of western boundary and southern boundary is common with Alwar and Bharatpur districts of Rajasthan State. A small part of south-eastern fringe of the district is joined by Mathura district of Uttar Pradesh State. The district occupies an area of 1859.61 km² and total population of the district is 10, 89,263 (Census of India, 2011). Mewat district has a rolling plain and interspersed by extensions of Aravallis. Aravalli ranges offshoot along the western part of the district. These rocks are one of the oldest Mountain systems in the Country. The hillocks are dissected by rained torrents.



Mewat region remained backward even after India’s independence and the formation of Haryana state in 1966. The area remained backward even after the agricultural prosperity which that state experienced during green revolution in decades of 1970’s and 1980’s. Paradoxically, the proximity to the national capital New Delhi. The areas which were demarcated for Mewat district in 2005 remained agriculturally and industrially backward. It lacked vital infrastructure such as education, health, basic amenities viz. railway links for the development of transport and commerce

V. RESULTS AND DISCUSSION

Without an analysis of literacy pattern, a study of the population geography of a region is not complete. Definitions of literacy vary from country to country. In India, all those persons who can read as well write in any language of the world are classified as literate. Levels of literacy vary enormously from one country to other. Even with the same country, the levels of literacy vary between urban and rural areas, among males and females and also different occupational and social groups. A large numbers of socio economic factors, such as nature of economy, levels of urbanization, standard of living, place of females in society, educational opportunities and levels of technological development influence the pattern of the literacy.

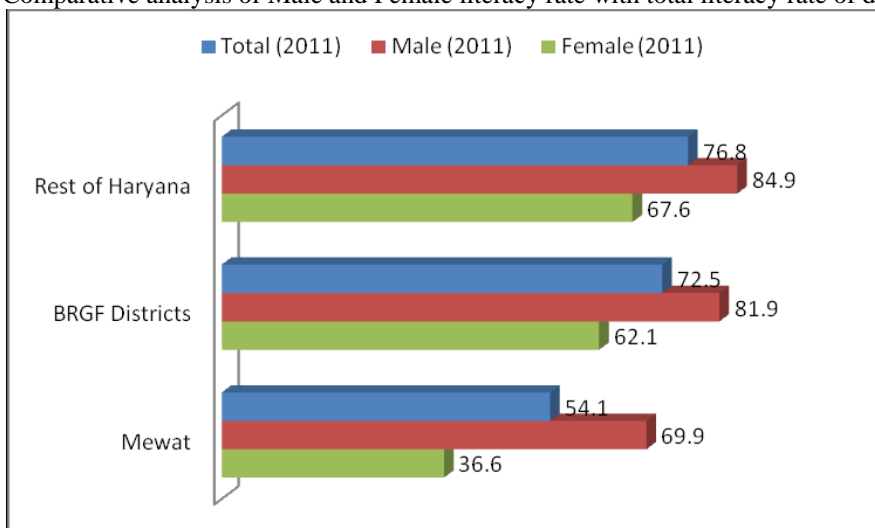
Table: (1) Block wise total population, total number and percentage of literate people.

Name of block (CDB)	Total population	Number of literate	% of literates
Taoru	166778	85662	65.15
Nuh	287101	122562	55.36
Firojpur Jhirka	343406	136317	51.59
Punhana	291978	110356	49.26
Mewat distt.	1089263	454897	54.08

Source: Census of India, 2011

The highest number of people lives in Firojpur Jhirka block while here literacy rate is poor (51.59%) due to lack of public awareness and educational institute. Similarly, Punhana block has second highest population and here also we find lowest literacy rate i.e.49.26 %. In terms of highest literacy rate in Taoru block stands on first position with 65.15% literacy rate is more than as district average literacy rate (54.08) due to block is very close to world class city Gurgaon, good transport facility and adequate number of educational institutes.

Fig: Comparative analysis of Male and Female literacy rate with total literacy rate of district.



Source: Office of the Registrar General and Census Commissioner, India.

Low literacy levels signal a question on the status of education infrastructure and resources available in the region. A look into the number of recognized schools in Haryana reveals interesting facts. In resonance with the numerous efforts by the government to get children to school, primary education infrastructure appears to be adequately placed in the entire state (Figure 3.9). Interestingly, the BRGF districts appear to have the highest number of primary schools per village. Figures for Mewat and the rest of districts emerge to be comparable with at least one primary school per village. The situation deflates while exploring the trends for middle and senior

secondary schools. While in case of middle schools, Mewat emerges to be the region with the highest average number of middle schools per village. The situation completely reverses in case of senior secondary schools.

While the rest of Haryana emerges to have at least one senior secondary school per village, in case of Mewat, the proportion of senior secondary schools per village is almost nearing zero. Poor higher education infrastructure dents the ability of employable youth to secure a livelihood. This has long drawn socio economic implications. Mewat districts half of the population is illiterate, the corresponding figures for males and females are 69.94 percent and 36.6 percent respectively in 2011 census. and the resultant gap is quite wide i.e. 33.34 percent. There are wide variations in the literacy rate between rural-urban areas, among male-female and tahsil to tahsil. Male literacy in rural areas 68.56 percent and urban areas 80.09 percent while female literacy in rural areas is 33.71 percent and urban areas 57.71 percent. In general, literacy levels in Nuh, Ferozpur Jhirka and Punahana tahsils are very low, especially female literacy level. (Table 1 & figure).

Table: (2) Number of literates and illiterates people, literacy rate by sex in sub-districts, 2011

Name of block (CDB)	Number of literate			Number of illiterate		
	Persons	Male	Females	Persons	Males	Females
Taoru	85662	54614	31048	811116	33151	47965
Nuh	122562	89958	39604	164539	68274	96265
F.Jhirka	136317	93697	42620	207089	85813	121276
Punhana	110356	77166	33190	181622	75489	106133
Mewat distt.	454897	308435	146462	634366	262727	371639

Source: Census of India, 2011

Mewat district is at the bottom in terms of literacy level both in male females in the state and facing acute problem of academic institutes mainly due to lack of public awareness. Here, majority of the people engaged in agricultural activities as well as driving trucks are their main source of income. Firozpur Jhirka block have highest number of literate people while Taoru block is at bottom. In general, Nuh and Punhana blocks have average number of literate people. On the other hand, lowest and highest number of illiterate people are living in Taoru and Firozpur Jhirka blocks respectively. Table: (2)

Table: (3) Male- Females differentials in level of literacy rates.

Number of block (CDB)	Literacy rate in percent			Gap in male-female literacy rate (%)
	Persons	Males	Females	
Taoru	65.15	79.26	49.62	29.64
Nuh	55.36	71.15	37.79	33.36
F.Jhirka	51.59	67.8	33.81	33.99
Punhana	49.26	65.79	31.1	34.69
Mewat distt.	54.08	69.94	36.6	33.34

Source: Census of India, 2011

As the overall development of a society depends upon both and females education, therefore, acquiring education is essential for both male and females. Large gap in literacy level in male and female literacy rate is not a good signal for the betterment and development of a society or nation. Above table indicates that highest percentage of literacy rate is found in Taoru block with 65.15percent followed by Nuh, Firozpur jhirka, and Punhana blocks. While, lowest percentage of literacy rate is found in Punhana block having only 49.26 percent. However, the highest difference in male and female literacy found in Punhana block with 34.69 percentage and minimum gap observed in Taoru block, where it is 29.64% (Table (3)).

Table: (4) Male- Female differentials in level of literacy in rural population, 2011

Name of Block (CDB)	Literacy rate			Gap in male- female literacy rate
	Persons	Male	Female	
Taoru	61.96	77.37	45.04	32.33
Nuh	54.5	70.74	36.42	34.32
Firozpur jhirka	47.6	64.03	29.49	34.54
Nagina	52.05	69.5	32.99	36.51
Punhana	46.76	63.95	27.83	36.12
Mewat district (Rural)	51.99	68.56	33.71	34.85

Source: Census of India, 2011

Mewat district covers total 439 villages; therefore nearly 88% population of the district resides in rural areas. Rural areas are generally lack behind in terms of educational facilities as well as in the level of literacy in comparison to urban areas. The average rural literacy rate is 51.99 percent and the corresponding figures for males and females are 68.56 percent and 33.71 percent respectively. Male-female literacy gap is quite wide 34.85 percent as whole of the district while, Ferozpur Jhirka and Punahana C.D. (Community Development) blocks have very low literacy rates comparatively to Taoru, Nuh, Nagina C.D. blocks. Female literacy is as low as 27.83 percent in Punahana C. D. Blocks followed by 29.49 percent in Ferozpur Jhirka. Male literacy is also the lowest 63.95 percent and 64.03 percent respectively in these two C. D. blocks. Taoru C. D. blocks possess the highest literacy rates both for males 77.37 and females 45.04 among the C. D. blocks of the district. Table: (4).

Table: (5) Gender wise disparity in Literacy rate in CD Blocks in Urban population, 2011

Name of CD Block	Literacy rate in percent			Gap in Male-Female Literacy rate
	Persons	Male	Female	
Taoru (MC)	81.7	89.50	73.53	15.52
Nuh (MC)	69.62	77.91	60.47	17.44
Firojpur jhirka(MC)	69.35	79.2	58.66	20.54
Nagina (CT)	65.55	79.23	50.83	28.4
Punhana (MC)	66.41	78.98	52.72	26.26
Mewat district(Urban)	69.42	80.09	57.71	22.38

Source: Census of India, 2011

In Mewat district only 69.42 percent urban population of the district is literate. Male-female differentials in urban literacy (22.38%) are narrower as compared to rural literacy (34.85 percent). The lowest urban literacy observes in Nagina (CT) in which only 65.55 percent persons are literate. Nuh (MC) in male literacy and Nagina (MC) in female literacy remain at bottom position. The highest urban literacy, male as well as female literacy is reported in Taoru MC 81.26 percent, 89.50 percent and 73.53 percent respectively. Table: 5

Table: (6) literacy rate of scheduled castes population by sex in CD Blocks, 2011

Name of CD Block	Literacy rate in percent			Gap in Male- Female Literacy rate
	Persons	Male	Female	
Taoru	74.18	85.00	62.34	22.66
Nuh	66.85	78.37	53.67	24.7
Firojpur jhirka	62.59	74.6	49.08	25.52
Nagina	66.44	78.95	52.4	26.55
Punhana	58.66	70.8	44.72	26.08
Mewat district	66.82	78.38	53.81	24.57

Source: Census of India, 2011

Present block-wise percentage of Scheduled Castes literates by sex is 66.82 percent of the rural Scheduled Castes population in the district. Among the C.D. blocks, Taoru C.D.block is marked with the highest (74.18 percent) literacy rate and the lowest (58.66 percent) is recorded in Punahana C.D.block. Nuh (66.85) and Nagina (66.44) C.D. blocks have nearly equal literacy rates to the district and greater than Ferozpur Jhirka (62.59) C.D. block. Highest literacy rate for males (85.00) and females (62.34) is noted in Taoru C.D.block While, lowest literacy rate for males (70.8) and females (44.72) is noted in Punahana C.D.block. Gap in male-female literacy is 24.57 percent in the district and Nagina block has highest disparity with 26.55 percent. Table:6

VI. CONCLUSION

The above discussion reveals that overall there is significant increase in literacy rates in the district, which has increased from 43.30% to 54.10% in decade 2001 to 2011. There is a significant difference in literacy rates between males and females in the both rural and urban area of the district. Male literacy rates are substantially higher as compared to females in both rural and urban area in the district as well as every district of Haryana. However, in rural areas, male female literacy rates disparity is higher than the corresponding male-female's literacy rates as compared to urban areas. Thus, females are lagging behind males in literacy in both rural and urban areas. Female literacy rate is only 36.60% therefore, female are most marginalized in district and male literacy rate is 69.90% is satisfactory up to some extent, There is rightly said that "When a man is educated it educate only one man but when a female is educate the whole of the family is educated" Disparity in literacy generates a number of social, economic and political problems which may threaten the very foundation of development (Singh and Chauhan, 2010). Hence, the male-female disparity found in the study area is cause of concern and should prime priority in the development planning. The female literacy level as a whole needs to be increased as to bring them at par for their overall development.

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