Literacy Status of Haryana

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State Resource Centre,
Haryana

BACKGROUND OF HARYANA

The state of Haryana was carved out of the composite state of Punjab on the Ist November, 1966.

As per 2001 census, the total population of Haryana is 2.11-crore comprising of 1.13-crore males and 0.97 crore females, which accounts 2 percent of the total population of India. It ranks 16th according to the size of its population among the 28 states and 7 Union Territories in census 2001. The growth rate of Haryana which is 28.43 has exceeded that of Punjab (19.76%) and H.P. (17.53%) and even U.P. (25.80%). It is near to Rajasthan i.e. 28.33% in the 2001 census.

The literacy rate of Haryana is 67.91 percent, which is comparatively higher than the National average which is 64.80. The literacy rate for males and females are 78.49 percent and 55.73 percent respectively which is also higher than the national average. There are 8 districts namely Gurgaon, Jind, Hisar, Sirsa, Kaithal, Bhiwani, Mohendergarh and Fatehabad where literacy rate is lower than the state average. The literacy rate among Schedule Caste is 55.45 percent, which is lower than the state average. Literacy rate among Schedule Caste female is only 42.26 percent. However male literacy level is much higher than the female literacy (66.93 percent) among Schedule Caste.

DISTRICT WISE LITERACY RATE AS PER CENSUS REPORT – 2001

District	Total	Male	Female	Rural Male	Rural Female	Female Literacy <50%*
Faridabad	70.79	82.49	56.80	75.95	39.63	Low Female Literacy District
Gurgaon	63.61	77.11	48.29	73.23	40.22	LFLD
Hisar	65.85	77.62	52.09	74.44	45.49	LFLD
Jind	62.80	74.69	48.96	71.87	44.26	LFLD
M. Garh	70.43	85.31	54.61	84.66	52.72	
Bhiwani	68.17	81.19	53.50	80.04	50.17	
Fatehabad	58.16	68.71	46.41	66.02	41.96	LFLD
Kaithal	59.50	69.81	47.60	67.17	43.52	LFLD
Sirsa	61.20	70.93	50.31	67.21	44.37	LFLD
Rewari	75.75	89.04	61.25	88.67	58.64	
Panipat	69.75	79.16	58.48	76.62	51.00	
Rohtak	74.56	84.29	63.19	82.11	56.29	
Jhajjar	72.48	83.26	59.88	82.43	57.03	
Sonipat	73.71	83.95	61.65	82.40	57.69	
Karnal	68.20	76.74	58.42	73.30	52.44	
Kurukshetra	70.04	78.23	60.76	75.18	55.69	
Yamunanagar	72.20	79.28	64.08	74.37	55.32	
Panchkula	76.54	82.74	68.98	77.50	58.11	
Ambala	76.20	83.01	68.48	78.92	61.61	

* where the Rural Female literacy rate is less than 50 % is being considered as Low Female Literacy District.

The table shows that several districts fall under the category of below 50 percent and others are also having marginal higher status which means literacy amongst women is low in the state. In fact, it is one indicator showing status of women. There are several social indicators /factors that show the socially backward scenario of Haryana and should be taken into account while running the programme of Continuing Education.

Features of State Regarding Literacy and Continuing Education Programme:

Certain features in view of literacy and Continuing Education programme of the State need to be underlined before we proceed to district wise plan:

1. Haryana is a relatively well - developed State but it is pointed out that the social indices are quite low. In terms of literacy rate, the State is ranked 20th in the country. The female-male ratio which is 861:1000 which is lowest as compared to other States. In the age group of 0-6, this ratio is more alarming i.e. 820:1000. The social status of women is very poor. The female literacy rate at present is just 54.16%. The 'purdah' system is prevalent throughout the State. In the Southern and South-western parts of the State, the custom of child marriage is also widespread. Moreover, the very idea of making women literate and educated sometimes faces stiff resistance from certain sections of society.

2. As per information of government sources, the problem of drop-out in schools is rampant in the State. It is higher amongst the poor, the dalits and girls. There is a school in every village of the State, which signifies the spread of education, but so far as the quality of education is concerned, it is comparatively low.

3. The Arya Samaj Movement has contributed creditably in the sphere of education, girls education “Murti Pooja”, Child Marriage etc. The impact of this movement can still be seen in some areas. However, apart from this, social reform movements have been very weak and in fact, there has been no significant social reform movement in the State in the 20th century.

4. The elected panchayats are not very effective in the context of development. Apart from this, traditional community based panchayats are also there but they have not taken much interest even in the case of non-controversial social movements such as literacy campaigns; rather, at some places, these campaigns have been even opposed by these panchayats.

5. In spite of this fact that Haryana is considered to be a developed State, yet, a large number of people is still below the poverty line in the State. In fact, many areas are in a very backward state. Many parts of District of Ambala, Kurukshetra, Kaithal and Sirsa are the victims of poverty and illiteracy. The social indices of these districts are also quite low. The Muslim dominated Mewat area is very backward and this is, perhaps, the poorest and most illiterate part of the State. The literacy programme in these areas is the dire need of the day because of the largest number of illiterates is there in these areas.

6. There is a constant coming and going of migrant labour in agriculture, small-scale industries, brick kilns and other such sectors. Most of this labour is engaged on the basis of daily wage. As many as 14,21,839 people reside in slums in Haryana. A very large number of them are illiterate. Large populations of these labours is working on piece-rate in factories situated in cities. It is a challenging task to make these segments of society literate. In order to focus on this problem, we would have to engage school children for the literacy of these sections mentioned above. In view of the above, it is necessary to organize an orientation workshop of all DEOs of Haryana.

7. In Haryana education is not considered as a means of self - development or as part of the process of national development. It is, rather, viewed in terms of being a means of establishing personal prestige. This attitude is prominently reflected due to indifference generally shown education for education among women and the backward classes of society.

8. Many NGOs are in existence but they lack of voluntarism. Hence they are not interested in social developmental processes. Some times, they restrict rather than widening the scope of local possibilities and initiatives.

Priority Areas

1. **Low Literacy Districts-** In Haryana seven districts are considered to be low female literacy rate districts as per the census 2001. In these districts female literacy rate is less than 50 percent. Some special programme will be initiated to raise the literacy rate in these districts.
2. **Special concentration to Mewat-** Mewat area is situated in the southern part of Haryana which is dominated by Meos. The whole belt is very backward, poor and the almost an illiterate part of Haryana. The literacy programme is the dire need of this area in order to bring its population under the main stream of development.
3. **District Specific Continuing Education Programme-** Every district has its own socio-cultural, economical and geographical scenario. Under these circumstances, every district needs a separate plan for successful implementation as well as to attain the sustainability aspects of CE after five years.
4. **Integration with Sarva Shiksha Abhiyan-** There are so many programmes running in the state for the upliftment of the education level of the society in the forms of formal and informal. There is a need to organize inter-sectoral collaboration. School children can play a role of volunteer teacher.

There are three categories of districts as per literacy programme running in Haryana:

1. Districts under Post Literacy

Ten districts namely Faridabad, Kaithal, Fatehebad, Kurukshetra, Rohtak, Jhajjar, Mewat, Sirsa, Bhiwani and Hisar are running Post Literacy programme.

2. Districts where Post Literacy is yet to be started

District Gurgaon has submitted its Post Literacy Project Proposal to National Literacy Mission Authority, New Delhi but due to some technical reasons, it has not been sanctioned. District Ambala has not yet submitted its Post Literacy Project Programme so far.

3. District under Continuing Education

Eight districts have been covered under Continuing Education programme. Out of these, four districts have been sanctioned for the Continuing Education Programme. Continuing Education is running in Yamuna Nagar since 1999. Panchkula has been running this programme for the last one year. Sonepat and Karnal are districts which have taken up Continuing Education Programme recently. Continuing Education Projects of Jind, Panipat & Mohindergarh districts have been submitted to NLMA. Rewari district has submitted its project to SRC, Rohtak.

Status of Literacy programme in Haryana

Status	Number of districts	Programme Going on	**Project proposal to be submitted or under process of sanction**
Post Literacy	10+1=11	Faridabad, Hisar, Bhiwani, Fatehabad, Kaithal, Sirsa, Kurukshetra, Rohtak , Jhajjar and Mewat.	Ambala
PL	1	Proposed project proposal has not been approved by NLMA due to some technical regions.	Gurgaon
Continuing Education	4	Yamuna Nagar, Panchkula, Sonepat and Karnal	
CE	**3**	Proposed project proposal have been sent to NLMA for approval.	Panipat, Jind & Mohindergarh.
CE	**1**	Proposed project proposal has been sent to SRC, Rohtak	Rewari.