

Trends of Gender Inequality in Education in Haryana

Sonu

Department of History, Panjab University, Chandigarh

Education is considered as a significant instrument of women empowerment because it enables them to face the challenges, to confront their traditional role and change their lives. Education is the only tool through which women can change their positions in society. History speaks that women education has played a very important role in the overall development of the country since ancient times. A number of social activists have contributed significantly for the development of women education and their upliftment. As a result, India has reached at a respectable place as regards to literacy rates. The state of Haryana has also made rapid strides in the field of education after its formation. Yet it lags far behind as far as interstate literacy levels are concerned. Gender gaps in the levels of literacy rates and Gross Enrolment Ratio are still at higher levels. Even though, Haryana is among the smaller states in terms of population and area, inter-district variations in literacy rates are still very high.

Keywords: women empowerment, literacy rates, gross enrolment ratio, gender gap, inter-district variations

With the recognition of the need to direct the process of social change and development towards certain desired goals, education has come to be increasingly regarded as a major instrument of social change. The Indian constitution provides equality of opportunity to all citizens irrespective of race, sex, caste, and religion. It has also empowered the state to make specific provision for the educational well-being of women and other weaker sections of the society.

Concept of Literacy

Literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts (S & S, 2017). Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (*Ibid*). Generally, literacy also encompasses numeracy, the ability to make simple arithmetic calculations. The concept of literacy can be distinguished from measures to quantify it, such as the literacy rate and functional literacy. Literacy rate is the literate population of the age group 7 years and above divided by the total population of the same age group (Jangra & Kaushik, 2016). Higher literacy rates are associated with healthier populations, less crime, greater economic growth, and higher employment rates (Patel & Nayak, 2011).

Despite the various commendable provisions available in the constitution and various initiatives undertaken by the state even after the 75 years of our independence, a vast segment of the female population in India remains illiterate. Though the percentage of literacy has increased among women in India over the years from 15.34 percent in 1961 to 65.5 percent in 2011, there still exists a wide gap of about 17 percent points between the male-female literacy

rates (Census, 2011). Regional variation in female-male literacy level is also wide.

The female literacy rates in India are greatly constrained by the dropout rates among girls, especially at the upper primary and secondary levels. According to the NSSO (1997), (53rd round), in rural India for every 100 girls who enrolled in class 1 only one enters class XII. In urban areas, it is 14 girls at that level. Out of 100 girls enrolled in class 1 less than 40 joins class V (NSSO, 1997). The number of girls per 100 boys is also low especially at the higher education level.

Women Education in Haryana

The State of Haryana came into existence on 1st of November 1966. Since then, it has been achieving an all-round development. Its importance lies in the fact that more than 30 percent of its total area falls into the National Capital Region (NCR) of India. In other words, 40 percent of the total area of the National Capital Region (NCR) is that of Haryana State. One of the most developed states of India, Haryana has basically an agrarian economy and witnessed successful green revolution, which led a great deal of prosperity in its rural economy. It also has a sound industrial base and manufactures the largest number of tractors amongst the states of India. The city of Panipat is known as the 'Weavers City' of India for its exquisite handmade woollen carpets and handloom products. It has one of the highest per capita incomes in the country and the incidence of poverty is relatively low. It has become the first state in the country that have provided piped drinking water and electricity to all its villages. It has also made significant progress in the fields of health and education that has resulted in a decline in overall mortality and increased life expectancy as well as increase in literacy rates.

Apart from the bright picture of remarkable development, another side reflects a dismal picture as far as women development and empowerment are concerned. Gender discrimination and inequality are the norms in a patriarchal and feudal society of the state. "The north-western states, for instance, are notorious for highly unequal gender relations, symptoms of which include the continued practice of female seclusion, very low female labour participation rates, a large gap in literacy rates, extremely restricted property rights, strong boy preference in fertility decisions, widespread neglect of

Author Note

Sonu, Research Scholar, Department of History, Panjab University Chandigarh

We have no known conflict of interest to disclose

Correspondence concerning this article should be addressed to

Sonu, Research Scholar, Department of History, Panjab University Chandigarh

E-mail: tayal906@gmail.com

female children and drastic separation of a married woman from her natal family” (Jayachandran, 2015).

Aim and Objectives of the Study

The main aim of the present study is to underline the temporal changes that have been experienced in Haryana in the field of education in general, and women education in particular. Objectives of the study may be summarized as:

- To carry out the progress of literacy rates in the state
- To underline inter-district variation in gender gaps in literacy rates in the state.
- To underline the trends of gender gap in literacy rates in the state since its formation.
- To carry out co-relation between levels of literacy rates and gender gaps in the state
- To highlight the trends of gender gap in Gross Enrolment Ratio in

the state at different levels of education

Method

The study is based on the secondary data. The relevant data has been obtained from various secondary sources like Census of India, Statistical Abstract of India and Haryana, Department of Education, Government of India and Haryana, National Sample Survey Office, etc.

Statistical Analysis

The data has been analysed using simple statistical technics. Rank correlation has been worked out to establish association between literacy rates and gender gaps. The analysed data is presented through interactive tables and diagrams.

Results

Table 1

Literacy Rates in Haryana vis-à-vis India: 1971-2011

Year	Haryana	India	Haryana	India	Haryana	India
	Persons		Males		Females	
1971	25.71	34.45	38.90	45.96	10.32	21.97
1981	37.13	43.57	51.86	56.38	20.04	29.76
1991	55.85	52.21	69.10	64.13	40.47	39.29
2001	67.91	64.83	78.49	75.26	55.73	53.67
2011	76.64	74.04	85.38	82.14	66.77	65.46

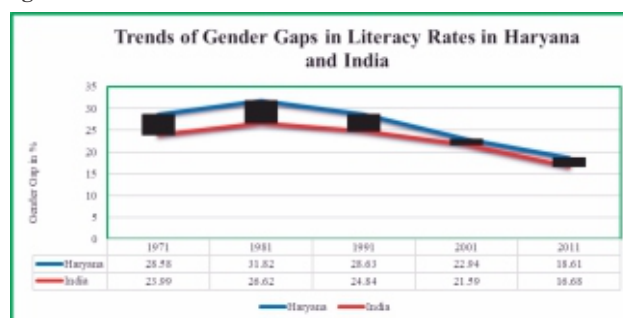
Note. Source: Census of India Publications

The progress in literacy rates is depicted in Table 1. Initially the literacy rates in the state were far below the national average. It reflects that during the four decades (1971-2011), India as well as Haryana has recorded a remarkable growth. The total literacy rate of India has jumped from a modest 34.45 percent in 1971 to a respectable mark of 74 percent by recording 116 percent growth. The achievement of Haryana is more appreciable, and it has almost tripled its figure during the corresponding period. In this way, Haryana has higher literacy rates than the national average in 2011 in all the three segments, i.e., Persons, Males and Females. As far as gender gap in the literacy rate is concerned, it can be considered quite high during the period, but it has shown steady reduction not only at national level but at the state level also (Figure 1). The gender gap in literacy rates has always been above the national average, but Haryana has done remarkably well in the direction of women education and as a result the difference is narrowing down over a period of time.

Table 2 reveals the status of literacy rates at state as well as district level during the last two census years. In 2001, the total literacy rate of Haryana was 67.9 percent but there were sparkling variations in the levels of literacy rates across the districts. Out of the 21 districts, 12 have recorded literacy rates above the state average. Gurgaon district, located in the vicinity of the national capital, appeared with the highest literacy rate of 78.5 percent while its neighbouring district Mewat was at the bottom with a modest literacy rate of 43.5 percent and there was a considerable difference of 35 percentage points between the literacy rates of two districts. In 2011, the literacy rate in the state has improved satisfactorily and it was 76.64 percent at state level with the decadal increase of 12.87 percent. Like 2001,

the literacy rate of 12 districts was found above the state average and the inter district variations were prevalent as of 2001. This time also, Gurgaon district remained at the top with the literacy rate of 84.4 percent and the corresponding figure of Mewat, the bottom district was 56.1. However, the difference between the literacy rates of these two districts has declined to almost 28 percentage points.

Figure 1



Male literacy rates have been higher in the state as compared to the females. In 2001, male literacy rate of Haryana was 78.5 percent, and 12 districts were found with literacy rates above the state average. But, in this case, Rewari district captured the top position with a literacy rate of 88.4 percent putting Gurgaon at the second position with a figure of 88.0 percent. Mewat district was at the bottom in this case with a literacy rate of 61.2 percent. A decadal increase of 8.79 percent in the male literacy rates has been recorded at the state level. Although, there was no change in the position of literacy rates of top and bottom districts, yet the difference in their literacy rates has narrowed down from 27.2 to 19.9 percentage points.

Table 2
Haryana: Literacy Rates by Sex and Districts, 2001 & 2011

State/ Districts	Literacy Rates- Total		Literacy Rates- Males		Literacy Rates- Females	
	2001	2011	2001	2011	2001	2011
HARYANA	67.9	76.64	78.5	85.4	55.7	66.8
Panchkula	74.0	83.4	80.9	88.6	65.7	77.5
Ambala	75.3	82.9	82.3	88.5	67.4	76.6
Yamuna Nagar	71.6	78.9	78.8	85.1	63.4	72.0
Kurukshetra	69.9	76.7	78.1	83.5	60.6	69.2
Kaithal	59.0	70.6	69.2	79.3	47.3	60.7
Karnal	67.7	76.4	76.3	83.7	58.0	68.3
Panipat	69.2	77.5	78.5	85.4	58.0	68.2
Sonipat	72.8	80.8	83.1	89.4	60.7	70.9
Jind	62.1	72.7	73.8	82.5	48.5	61.6
Fatehabad	58.0	69.1	68.2	78.1	46.5	59.3
Sirsa	60.6	70.4	70.1	78.6	49.9	61.2
Hisar	64.8	73.2	76.6	82.8	51.1	62.3
Bhiwani	67.4	76.7	80.3	87.4	53.0	64.8
Rohtak	73.7	80.4	83.2	88.4	62.6	71.2
Jhajjar	72.4	80.8	83.3	89.4	59.6	71.0
Mahendergarh	69.9	78.9	84.7	91.3	54.1	65.3
Rewari	75.2	82.2	88.4	92.9	60.8	70.5
Gurgaon	78.5	84.4	88.0	90.3	67.5	77.6
Mewat	43.5	56.1	61.2	73.0	23.9	37.6
Faridabad	76.3	83.0	85.1	89.9	65.5	75.2
Palwal	59.2	70.3	75.1	82.6	40.8	56.4

Note. Source: Census of India, Series 7, 2011

Table 3
Haryana: District wise Gender Gaps in Literacy Rates, 2001 & 2011

State/Districts	Gender Gap in 2001	Gender Gap in 2011	Decadal Change	Reduction in gender gap above state average	Reduction in gender gap below state average
HARYANA	22.8	18.6	4.2		
Mewat	37.3	35.4	1.9		2.3
Palwal	34.3	26.2	8.1	3.9	
Mahendergarh	30.6	26	4.6	0.4	
Rewari	27.6	22.4	5.2	1.0	
Bhiwani	27.3	22.6	4.7	0.5	
Hisar	25.5	20.5	5.0	0.8	
Jind	25.3	20.9	4.4	0.2	
Jhajjar	23.7	18.4	5.3	1.1	
Sonipat	22.4	18.5	3.9		0.3
Kaithal	21.9	18.6	3.3		0.9
Fatehabad	21.7	18.8	2.9		1.3
Rohtak	20.6	17.2	3.4		0.8
Gurgaon	20.5	12.7	7.8	3.6	
Panipat	20.5	17.2	3.3		0.9
Sirsa	20.2	17.4	2.8		1.4
Faridabad	19.6	14.7	4.9	0.7	
Karnal	18.3	15.4	2.9		1.3
Kurukshetra	17.5	14.3	3.2		1.0
Yamuna Nagar	15.4	13.1	2.3		1.9
Panchkula	15.2	11.1	4.1		0.1
Ambala	14.9	11.9	3.0		1.2

Note. Source: Census of India

Female literacy rates were quite low in 2001 in the state as compared to the males. A sharp decadal increase of 19.92 percent in the female literacy rate has raised hope in favour of females. It can be justified with the figure that the differential of male-female literacy rates has narrowed down from 22.8 percentage points in 2001 to 18.6 percentage points. As far as district level figures are concerned, same (12) districts appeared with the literacy rates above the state average in 2001 and the position is almost unchanged in 2011. Gurgaon district captured the top position (67.5 percent) and was closely followed by Ambala district (67.4 percent) in 2001. In the later decade, the position of the top districts remained the same but the difference in their literacy rates has increased from 0.1 percentage points to 1.0 percentage points as Gurgaon has recorded sharper increase as compared to Ambala district. Mewat district, again has been placed at the bottom with a poor literacy rate of 23.9 percent in 2001. The difference in top and bottom districts was as high as 43.6 percentage points. However, it has decreased to 40.0 (still quite higher) percentage points in 2011.

Gender gap in literacy rates is depicted in Table 3 and Figure 2. It is evident from the table that gender gaps in the literacy rates are higher across the state, but these are decreasing with the passage of time. At the state level, gender gap in literacy rate was 22.8 percent that has come down to 18.6 percent in 2011. Out of 21, 8 districts recorded higher gender gap than that of state average. The highest

gender gap of 37.3 percentage points was found in Mewat district (district with lowest literacy rate) which was closely followed by its neighbouring district Palwal (34.3 percent) in 2001. On the other hand, Ambala district appeared with the lowest gender gap (14.9 percent) followed by its neighbouring district Panchkula (15.2 percent) during the period. Gurgaon, the top ranked district in total literacy rates could not attain a respectable position as far as gender gap is concerned. 9 districts have recorded decline in gender gap above the state average. Prominent among these are Palwal, Gurgaon, Rewari, Faridabad, Bhiwani, and Mahendergarh. All these districts are located in the southern part of the state. The performance of Gurgaon district has been remarkable as it had already lower gender gap as compared to the state average and even has reduced its speedily.

Figure 2

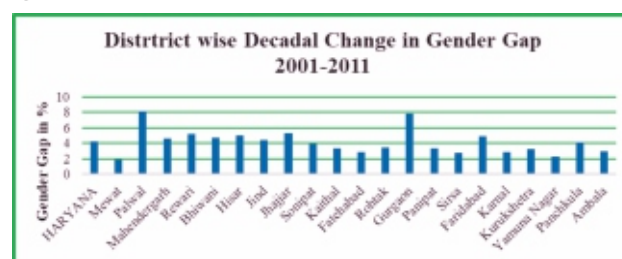


Table 4

Haryana: District wise Rankings in Literacy Rates by Sex, 2001 & 2011

	Rankings by Male Literacy Rates, 2001	Rankings by Male Literacy Rates, 2011	Rankings by Female Literacy Rates, 2001	Rankings by Female Literacy Rates, 2011	Rankings by gender Gap, 2001	Rankings by gender Gap, 2011
Rewari	1	1	7	9	18	17
Gurgaon	2	3	1	1	9	3
Faridabad	3	4	4	4	6	6
Mahendergarh	4	2	13	13	19	19
Jhajjar	5	6	10	7	14	11
Rohtak	6	9	6	6	10	9
Sonipat	7	5	8	8	13	12
Ambala	8	8	2	3	1	2
Panchkula	9	7	3	2	2	1
Bhiwani	10	10	14	14	17	18
Yamuna Nagar	11	12	5	5	3	4
Panipat	12	11	11	12	8	8
Kurukshetra	13	14	9	10	4	5
Hisar	14	15	15	15	16	15
Karnal	15	13	12	11	5	7
Palwal	16	16	20	20	20	20
Jind	17	17	17	16	15	16
Sirsa	18	19	16	17	7	10
Kaithal	19	18	18	18	12	13
Fatehabad	20	20	19	19	11	14
Mewat	21	21	21	21	21	21

Note. Source: Census of India, Series 7, 2011

District wise rankings of literacy rates are presented in table 4. In 2001, Rewari district was at the top in male literacy rate while Mewat was ranked last. Interestingly, the top and bottom districts are located in the southern part of the state. However, the other top ranked

Districts like Gurgaon, Faridabad, Mahendergarh, Jhajjar, etc. also belong to southern Haryana. On the other hand, Fatehabad, Kaithal, Sirsa and Jind were among the bottom ranked districts with regards to male literacy rates in 2001. A very high rank correlation of 0.98

between the rankings of male literacy rates of 2001 and 2011 reflects that the situation is almost unchanged in 2011 also.

Gurgaon district was placed at the top rank as regards to female literacy rate in 2001 followed by Ambala, Panchkula, Faridabad, and Yamuna Nagar. Contrary to the male literacy rates, a mix of northern and southern districts of the state had captured top rankings in female literacy rates in during this period whereas there was negligible difference in the rankings of districts placed at the bottom of female literacy rates as compared to male literacy rates. Mewat, Fatehabad, Kaithal, Sirsa, Jind and Palwal were found lower ranks in both the cases. Rank correlation of the rankings of districts as regards to male and female literacy rates in 2001 is fairly high (0.79) which shows that the districts which had performed well in male literacy had performed well in female literacy also and vice versa. In 2011, Gurgaon maintained its top rank, but Ambala and Panchkula exchanged their positions. Similarly, Faridabad and Yamuna Nagar also maintained their 4th and 5th rank respectively. Likewise, negligible decadal change can be seen in the bottom ranked districts. It is evident from the very high positive rank correlation (0.99) between the rankings of districts in the case of female literacy rates of 2001 and 2011 that the levels of female literacy rates were highly associated during both the decades and growth pattern was linear.

In 2011, Panchkula improved its position and captured 1st rank by pushing Ambala district at the 2nd rank. Gurgaon district has recorded noticeable decline in its gender gap during 2001-2011 and captured 3rd rank in 2011 whereas it was at 9th place in 2001. Yamuna Nagar and Kurukshetra maintained their positions in the list of top ranked five districts. The districts placed at the bottom of the list in 2001 have not shown any improvement in 2011 also. It is evident from the very high positive correlation (0.95) between the district wise rankings by gender gap for the two decades that there was not a significant shift of districts from their rankings.

Co-relation between Literacy Rate and Rankings of Gender Gap

An effort has been done to find out the association between the rankings of literacy rates and rankings of gender gaps. In 2001, an insignificant rank correlation (0.09) is found between the districts of male literacy rates and gender gap which indicates that male literacy rates were not associated with the gender gaps.

Table 5

Haryana: Trends of Gross Enrolment Ratio at Primary Level

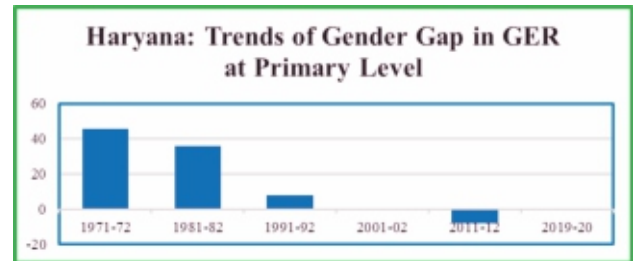
Year	Gross Enrolment Ratio			Gender Gap
	Male	Female	Total	
1971-72	84.80	38.90	63.00	45.90
1981-82	90.54	54.45	73.57	36.09
1991-92	88.43	80.63	84.75	7.80
2001-02	76.33	76.54	76.43	-0.21
2011-12	85.86	93.94	89.49	-8.08
2019-20	105.44	104.93	105.24	0.51

Note. Source: 1. Annual Reports, Ministry of Human Resource Development, National Institute of Educational Planning and Administration 2. Unified District Information System for Education (UDISE), Department of School Education and Literacy, Ministry of Education, Government of India.

The most interesting fact we can notice from Table 4 that Hisar

district has shown totally different (very high positive) association between the indicators of male literacy rates, female literacy rates and gender gaps. Hisar has attained lower middle rank across all the three indicators and has maintained its position consistently with the passage of time. Mewat, the bottom ranked districts in terms of these three indicators, is another district which is consistently placed at the bottom without any temporal change.

Figure 3



UNESCO defines Gross Enrolment Ratio as 'total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year'. It is calculated as 'number of pupils (or students) enrolled in a given level of education regardless of age expressed as percentage of the population of the age group which officially corresponds to the given level of education'. A high GER generally indicates a high degree of participation, whether the pupils belong to the official age group or not. A GER value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its school-age population. Thus, GER is another significant indicator to reflect the status of education.

Table 5 to Table 9 present the sex wise and total gross enrolment ratio of Haryana as well as gender gap at primary, upper primary, elementary, secondary, and higher education levels respectively for the last five decades. The state has progressed appreciably with time and achieved the target of 100 percent GER as regards to primary level. Although the progress was not steady and a decline in GER can be seen in the year 2001-02 across males and females. Female GER was very low initially, but it has been increased rapidly and crossed male GER in 2001-02. At present GER of both the sexes are almost. The rapid growth in the female GER has brought down the gender gap drastically. It was 45.90 percent in 1971-72 in favour of males

Table 6

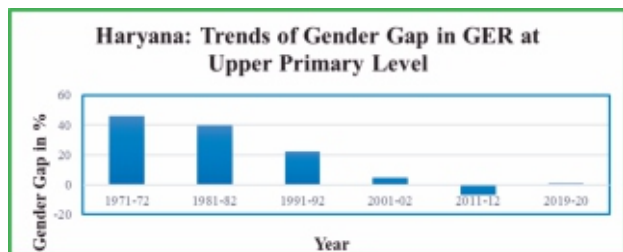
Haryana: Trends of Gross Enrolment Ratio at Upper Primary Level

Year	Gross Enrolment Ratio			Gender Gap
	Male	Female	Total	
1971-72	67.70	21.50	45.90	46.20
1981-82	67.14	27.32	48.74	39.82
1991-92	76.17	54.10	65.77	22.07
2001-02	68.04	63.32	65.84	4.72
2011-12	76.72	83.56	79.78	-6.84
2019-20	99.12	98.17	98.69	0.95

Note. Source: 1. Annual Reports, Ministry of Human Resource Development, National Institute of Educational Planning and Administration, 2. Unified District Information System for Education (UDISE), Department of School Education and Literacy, Ministry of Education, Government of India.

which has been dwindled up to 0.21 percent in 2001-02 and 8.08 percent in 2011-12 in favour of females. In 2019-20, gender gap is almost eliminated which is a good sign as far as women education at primary level is concerned (Table 5 and Figure 3).

Figure 4



A satisfactory growth of GER at upper primary level can be seen in Table 6. Initially, the GER was lower at upper primary level as compared to the primary level, but it has increased steadily with the passage of time and in 2019-20 it has almost reached at the 100 percent mark in all the three segments, i.e., total, male and female GER. Gender gap which was as high as 46.20 percent has sharply declined and reached in favour of females in 2011-12. However, it has reduced to a negligible level in 2019-20 in favour of males (Figure 4).

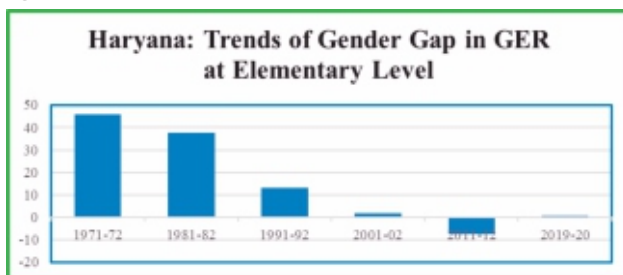
Table 7

Haryana: Trends of Gross Enrolment Ratio at Elementary Level

Year	Gross Enrolment Ratio			Gender Gap
	Male	Female	Total	
1971-72	78.39	32.38	56.59	46.01
1981-82	81.77	44.28	64.26	37.49
1991-92	83.83	70.68	77.63	13.15
2001-02	73.22	71.58	72.46	1.64
2011-12	82.46	90.04	85.85	-7.58
2019-20	103.07	102.40	102.78	0.67

Note. Source: 1. Annual Reports, Ministry of Human Resource Development, National Institute of Educational Planning and Administration. 2. Unified District Information System for Education (UDISE), Department of School Education and Literacy, Ministry of Education, Government of India.

Figure 5



Elementary level GER has been presented in Table 7. Like the primary and upper primary level trends, a healthy growth in GER of all the three segments is visible at elementary level also. The higher pace of female GER has significantly lowered the gender gap (Figure 5).

The status of GER at secondary level is slightly different from the earlier three categories. In 1971-72, it was considerably low in all the three segments and surprisingly registered a decline in the next decade

of 1981-82. Male GER which was 37.50 percent in 1971-72 reached at 22.32 percent. The corresponding figure of female GER had reached from 12.00 percent to a paltry 8.46 percent. After that, a steady growth is observed, yet it is far from the target of 100 percent mark. As regards to gender gap, it has reduced to a satisfactory level (Figure 6).

Table 8

Haryana: Trends of Gross Enrolment Ratio at Secondary Level

Year	Gross Enrolment Ratio			Gender Gap
	Male	Female	Total	
1971-72	37.50	12.00	25.50	25.50
1981-82	22.32	8.46	15.97	13.86
1991-92	34.07	19.77	27.40	14.30
2001-02	51.23	40.72	46.40	10.51
2011-12	65.62	69.50	67.35	-3.88
2019-20	78.07	76.99	77.60	1.08

Note. Source: 1. Annual Reports, Ministry of Human Resource Development, National Institute of Educational Planning and Administration. 2. Unified District Information System for Education (UDISE), Department of School Education and Literacy, Ministry of Education, Government of India.

Figure 6

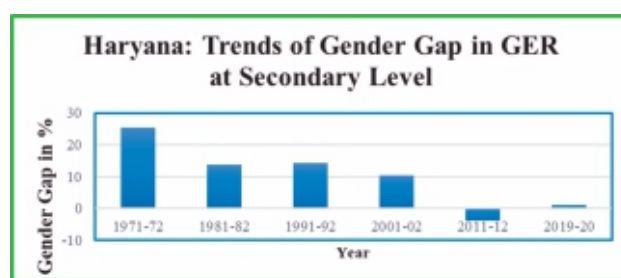


Table 9

Haryana: Trends of Gross Enrolment Ratio at Higher Education Level

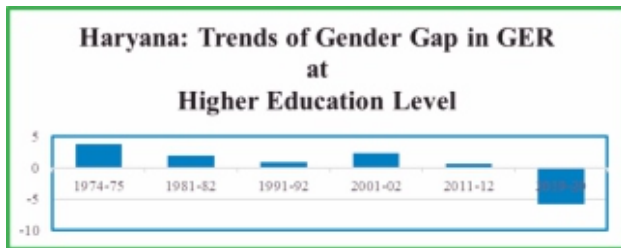
Year	Gross Enrolment Ratio			Gender Gap
	Male	Female	Total	
1974-75	6.19	2.39	4.42	3.80
1981-82	4.55	2.68	3.69	1.87
1991-92	5.27	4.40	4.86	0.87
2001-02	11.48	9.19	10.46	2.29
2011-12	28.32	27.71	28.00	0.61
2019-20	26.60	32.50	29.30	-5.90

Note. Source: 1. Annual Reports, Ministry of Human Resource Development, National Institute of Educational Planning and Administration. 2. Unified District Information System for Education (UDISE), Department of School Education and Literacy, Ministry of Education, Government of India.

At higher education level, the GER has been recorded well below the GER in school levels. Table 9 reflects that only 4.42 percent were enrolled in higher education in 1971-72. The GER of males was only 6.19 percent the corresponding figure for female GER was a flimsy 2.39 percent. Male GER has increased with ups and downs and reached at the modest level of 26.60 percent in 2019-20 (Table 9). The growth trend of female GER is comparatively better. In this case, the growth was steady and faster. Females have lagged males in

2019-20 as far as GER in higher education is concerned. The faster growth in female GER has not only lowered the gender gap in GER but it has brought gender gap highly in favour of females in 2019-20 (Figure 7).

Figure 7



Conclusion

Gender inequality is a curse for a healthy society, and it brings bad reputation not only to the country, but at global level also, as is evident in the case of Haryana. Women education is an essential tool to change their status as it eliminates inequalities and disparities in the society. It is the key factor for women empowerment, prosperity, development, and welfare. History speaks that women education has played a very important role in the overall development of the country since ancient times. A number of social activists have contributed significantly for the development of women education and their upliftment. As a result, Haryana, after its formation in 1966, has reached a respectable place as regards to literacy rates. Even though, Haryana is among the smaller states in terms of population and area, interstate and inter-district variations in literacy rates are still very high. It has been placed at the 28th place (last) on state rankings and 31st place on state/UT rankings as regards to sex ratio, which is a great hinderance in women development.

Several policies have been framed and schemes have been launched at the national and state level (separately and jointly) to enhance the educational level in general, and women education in particular. These efforts have been fruitful in enhancing the education levels in the state. As a result, in the last four decades (1971-2011) overall literacy rate has risen almost by almost three times (25.71 percent to 76.64 percent) and female literacy rate by more than six times (10.32 percent to 66.77 percent). Undoubtedly, Haryana has made substantial strides in the field of education particularly female literacy rates nevertheless the female literacy rates are still below the national average. Even though, the gender

gap has reduced significantly in the state, yet it has not achieved a respectable position among the states of India.

References

- Government of India (n.d.). *Five year plans*. Ministry of Statistics and Program Implementation. New Delhi: Government of India.
- Government of India (1883-84). *Hisar district gazetteer*. Retrieved December 06, 2021, from <https://revenueharyana.gov.in/hisar-district-gazetteer-1883-84/>
- Government of India (1997). *Household consumption expenditure, January-December 1997, 53rd round*. Ministry of Statistics and Program Implementation. New Delhi: Government of India.
- Government of India (1998). *National policy on education 1986 (as modified in 1992)*. Ministry of Human Resource Development. New Delhi: Government of India.
- Government of India (2011). *Census of India, 2011*. New Delhi: Office of Registrar General & Census Commissioner, India.
- Government of India (2016). *Educational statistics at a glance*. Ministry of Human Resource Development. New Delhi: Government of India.
- Government of India (2017). *All India survey on higher education*. Ministry of Human Resource Development. New Delhi: Government of India.
- Government of India (2019). *Unified district information system for education plus 2019-20*. Department of school education and literacy, Ministry of Education.
- Government of India (2020). *National policy on education 2020*. Ministry of Human Resource Development. New Delhi: Government of India.
- Government of India (2022). *Unified district information system for education plus 2020-21*. Department of school education and literacy, Ministry of Education.
- Government of Haryana (2022). *Statistical abstract of Haryana, 2020-2021*. Panchkula: Department of Economic and Statistical Affairs, Haryana.
- Haryana District Gazetteers: Hisar (n.d.). Retrieved April 16, 2020, from <http://cdnbbsr.s3waas.gov.in/>
- Hisar District: Population (2011-2022). Retrieved September 20, 2022, from <https://www.census2011.co.in/census/district/219-hisar.html>
- Jangra, R., & Kaushik, S. (2016). Level of female literacy and its differentials in Haryana: A lowest sex ratio state of India. *International Journal of Science and Research (IJSR)*, 5(4), 2173-2177. doi:10.21275/v5i4.nov163087
- Jayachandran, S. (2015). The roots of gender inequality in developing countries. *Annual Review of Economics*, 7(1), 63-88. Doi:10.1146/annurev-economics-080614-115404
- Patel, R., & Nayak, P. (2011). Development of women education in India. *Indian Journal of Applied Research*, 3(12), 124-127. Doi:10.15373/2249555x/dec2013/33
- S., & S. (2017). Impact of female literacy on sex ratio: A case study of Haryana. *International Journal of Contemporary Research and Review*. doi:10.15520/ijcrr/2017/8/07/283
- The Right of Children to Free & Compulsory Education (n.d.). Retrieved June 19, 2019, from <https://legislative.gov.in/sites/default/files/The%20Right%20of%20Children%20to%20Free%20and%20Compulsory%20Education%20Act,%202009.pdf>
- Towards Equality: Report of the Committee on Status of Women in India (n.d.). Retrieved December 22, 2021, from <https://pldindia.org/wp-content/uploads/2013/04/Towards-Equality-1974-Part-1.pdf>

Received November 30, 2022

Revision received December 11, 2022

Accepted December 13, 2022