APPENDIX
APPENDIX I

Questionnaire

I: Profile of adult illiterates, ever attended AEC

1. Name:
2. Sex:
3. Age:
4. Marital status: Married Unmarried
5. If married, age at marriage (especially in case of the females):
6. Caste:
7. Family size: Number of total family members –
   Number of children:
   Number of male children:
   Number of female children:
8. Main activity/activities:
   i. Agricultural labour
   ii. Cultivation
   iii. Industrial labour
   iv. Others (Tertiary activities etc)
9. Subsidiary activity/activities:
   i. Agricultural labour
   ii. Cultivation
   iii. Industrial labour
   iv. Others (Tertiary activities etc)
10. Household amenities:
    i. Landless, no cattle
    ii. Domestic land, no cattle
    iii. Landless, few cattle for domestic purpose
    iv. Domestic land, few cattle for domestic purpose
    v. Domestic land, few cattle for both domestic and commercial purpose
    vi. Land for both domestic and commercial purposes, cattle only for domestic purpose
    vii. Both land and cattle used for domestic and commercial purposes
    viii. Landless, few cattle for both domestic and commercial purposes
11. Presence of literates in family:
    i. All literates except for him/her
    ii. All males are literate, all females are illiterate
    iii. All females are literate, all males are illiterate
    iv. Only the female members above 35 years of age are illiterate
    v. Only husband and wife are illiterates, children are school goers
    vi. Only wife is illiterate, children are school goers
vii. Only wife is illiterate, children are school drop outs
viii. Only wife is literate, female children are school drop outs
ix. All members are illiterate
x. Both husband and wife are illiterate, all children are school drop outs
xi. Both husband and wife are illiterate, only male children are school drop outs
xii. Both husband and wife are illiterate, only the female children are school drop outs
xiii. Only husband is literate, rest of the family members are illiterate
xiv. Only husband and wife are literates, children are school drop outs
xv. Only members above 35 years are literate, children are not going to school/school drop outs
xvi. Only members above 35 years are illiterate, children are going to school
xvii. Only the members of first generation are illiterate.

12. Has the person ever attended any school before attending the classes in the Adult Education Centre (AEC)?
   i. Yes
   ii. No

13. If yes, up to which class?

14. If no, why?
   i. Unwillingness of his/her own
   ii. Unwillingness of parents/family members
   iii. Distance from school
   iv. Lack of time
   v. Financial constraints
   vi. Any other (specify)

15. Reason(s) for joining the AEC:
   i. Motivated by family members
   ii. Motivated by some neighbours
   iii. Motivated by volunteer(s)
   iv. Motivated by specific incident(s)/situation(s)
   v. Motivated by any other (specify)

16. Is the teaching-learning process interesting to him/her?
   i. Yes
   ii. No

17. If yes, what useful information he/she has yet received from the instructors of the AEC that is related to his/her occupation, activities and day to day life? What kind of social and economic awareness he/she has pursued through adult education classes?
18. If no, what is not interesting and useful?
   i. Teaching method
   ii. Contents of the study materials
   iii. General Arithmetic
   iv. Texts provided for reading/writing practices
   v. Any other (specify)

19. Level of literacy already obtained:
   i. Primer I
   ii. Primer II
   iii. Primer III
   iv. All
   v. None

20. When did he/she join the class and how long he/she attended the same?
   i. Date:
   ii. Days:

21. Problems faced by him/her in attending classes regularly and continuously:
   i. Due to work pressure at home
   ii. Due to unwillingness of the parents/family members
   iii. Due to distance of AEC from home
   iv. Due to odd timing of the class
   v. Due to irregularity of classes
   vi. Lack of interest in the contents of the study materials
   vii. Due to the teaching method
   viii. Any other (specify)

22. Suggestion for improvement of the AEC and curriculum:
   i. Time schedule (suggested time)
   ii. Course schedule
   iii. Course contents
   iv. Location of AEC
   v. Quality of teaching
   vi. Communication mode (through folk culture etc)
   vii. Any other (specify)
II: Profile of drop outs from AECs

1. Name:
2. Sex:
3. Age:
4. Marital status: Married Unmarried
5. If married, age at marriage (especially in case of the females):
6. Caste:
7. Family size: Number of total family members –
   1. Number of children:
   2. Number of male children:
   3. Number of female children:
8. Main activity/activities:
   i. Agricultural labour
   ii. Cultivation
   iii. Industrial labour
   iv. Others (Tertiary activities etc)
9. Subsidiary activity/activities:
   i. Agricultural labour
   ii. Cultivation
   iii. Industrial labour
   iv. Others (Tertiary activities etc)
10. Household amenities:
    i. Landless, no cattle
    ii. Domestic land, no cattle
    iii. Landless, few cattle for domestic purpose
    iv. Domestic land, few cattle for domestic purpose
    v. Domestic land, few cattle for both domestic and commercial purpose
    vi. Land for both domestic and commercial purposes, cattle only for domestic purpose
    vii. Both land and cattle used for domestic and commercial purposes
    viii. Landless, few cattle for both domestic and commercial purposes
11. Presence of literates in family:
    i. All literates except for him/her
    ii. All males are literate, all females are illiterate
    iii. All females are literate, all males are illiterate
    iv. Only the female members above 35 years of age are illiterate
    v. Only husband and wife are illiterates, children are school goers
    vi. Only wife is illiterate, children are school goers
    vii. Only wife is illiterate, children are school drop outs
    viii. Only wife is literate, female children are school drop outs
    ix. All members are illiterate
x. Both husband and wife are illiterate, all children are school drop outs
xi. Both husband and wife are illiterate, only male children are school drop outs
xii. Both husband and wife are illiterate, only the female children are school drop outs
xiii. Only husband is literate, rest of the family members are illiterate
xiv. Only the members of first generation are illiterate.

12. Has the person ever attended any school before attending the classes in the Adult Education Centre (AEC)?
   i. Yes
   ii. No

13. If yes, up to which class?
14. If no, why?
   i. Unwillingness of his/her own
   ii. Unwillingness of parents/family members
   iii. Distance from school
   iv. Lack of time
   v. Financial constraints
   vi. Any other (specify)

15. Reason(s) for joining the AEC:
   i. Motivated by family members
   ii. Motivated by some neighbours
   iii. Motivated by volunteer(s)
   iv. Motivated by specific incident(s)/situation(s)
   v. Motivated by any other (specify)

16. How long did he/she attend the classes?
   i. Less than 1 week
   ii. 1 week to 2 weeks
   iii. 2 weeks to 4 weeks
   iv. 1 month to 2 months
   v. More than 2 months
   vi. Occasionally

17. Reason(s) for dropping out:
   i. Due to work pressure at home
   ii. Due to unwillingness of his/her own
   iii. Due to unwillingness of the parents/family members
   iv. Due to distance of AEC from home
   v. Migration due to marriage
   vi. Due to odd timing of the class
   vii. Due to irregularity of classes
   viii. Lack of interest in the contents of the study materials
   ix. Due to financial constraints
   x. Due to social obstruction
xi. Any other (specify)

18. Would she like to join the classes again?
   i. Yes
   ii. No
III: Profile of adult illiterates never attended AEC

1. Name:
2. Sex:
3. Age:
4. Marital status: Married Unmarried
5. If married, age at marriage (especially in case of the females):
6. Caste:
7. Family size: Number of total family members –
8. Number of children:
9. Number of male children:
10. Number of female children:
11. Main activity/activities:
   i. Agricultural labour
   ii. Cultivation
   iii. Industrial labour
   iv. Others (Tertiary activities etc)
12. Subsidiary activity/activities:
   i. Agricultural labour
   ii. Cultivation
   iii. Industrial labour
   iv. Others (Tertiary activities etc)
13. Household amenities:
   i. Landless, no cattle
   ii. Domestic land, no cattle
   iii. Landless, few cattle for domestic purpose
   iv. Domestic land, few cattle for domestic purpose
   v. Domestic land, few cattle for both domestic and commercial purpose
   vi. Land for both domestic and commercial purposes, cattle only for domestic purpose
   vii. Both land and cattle used for domestic and commercial purposes
   viii. Landless, few cattle for both domestic and commercial purposes
14. Presence of literates in family:
   i. All literates except for him/her
   ii. All males are literate, all females are illiterate
   iii. All females are literate, all males are illiterate
   iv. Only the female members above 35 years of age are illiterate
   v. Only husband and wife are illiterates, children are school goers
   vi. Only wife is illiterate, children are school goers
   vii. Only wife is illiterate, children are school drop outs
   viii. Only wife is literate, female children are school drop outs
   ix. All members are illiterate
   x. Both husband and wife are illiterate, all children are school drop outs
xi. Both husband and wife are illiterate, only male children are school drop outs
xii. Both husband and wife are illiterate, only the female children are school drop outs
xiii. Only husband is literate, rest of the family members are illiterate
xiv. Only the members of first generation are illiterate.

15. Has the person ever attended any school before attending the classes in the Adult
    Education Centre (AEC)?
    i. Yes
    ii. No

16. If yes, up to which class?

17. If no, why?
   i. Unwillingness of his/her own
   ii. Unwillingness of parents/family members
   iii. Distance from school
   iv. Lack of time
   v. Financial constraints
   vi. Any other (specify)

19. Distance between his/her home and nearby Adult Education Centre:
    i. Less than 0.5 km
    ii. 0.5 – 1 km
    iii. More than 1 km

20. Does he/she have any knowledge about the nearby AEC?
    i. Yes
    ii. No

21. If yes, in what connection?
    i. Own interest
    ii. Any other interest other than learning 3Rs
    iii. Any other (specify)

22. Has he/she been ever approached by any motivator/instructor/volunteer associated
    with the AEC?
    i. Yes
    ii. No

23. If yes, when?
    i. More than 1 year back
    ii. 6 months – 1 year back
    iii. 3 – 6 months back
    iv. 1 – 3 months back
    v. Recently
    vi. Frequently (more than once)
24. Reason for not joining the class in AEC:
   i. Work pressure at home
   ii. His/her own unwillingness
   iii. Unwillingness of parents/family members
   iv. Distance from AEC
   v. Odd timing of classes in AEC
   vi. Lack of knowledge about the nearby AEC
   vii. Any other (specify)

25. Would he/she like to join the class now or in near future?
   i. Yes
   ii. No
   iii. Not so willing
IV: Profile of volunteers

1. Name:
2. Sex:
3. Age:
4. Marital status:  Married  Unmarried
5. If married, age at marriage (especially in case of the females):
6. Caste:
7. Family size:  Number of total family members –
8. Number of children:
9. Number of male children:
10. Number of female children:
11. Main activity/activities:
   v. Agricultural labour
   vi. Cultivation
   vii. Industrial labour
   viii. Others (Tertiary activities etc)
12. Subsidiary activity/activities:
   v. Agricultural labour
   vi. Cultivation
   vii. Industrial labour
   viii. Others (Tertiary activities etc)
13. Household amenities:
   ix. Landless, no cattle
   x. Domestic land, no cattle
   xi. Landless, few cattle for domestic purpose
   xii. Domestic land, few cattle for domestic purpose
   xiii. Domestic land, few cattle for both domestic and commercial purpose
   xiv. Land for both domestic and commercial purposes, cattle only for domestic purpose
   xv. Both land and cattle used for domestic and commercial purposes
   xvi. Landless, few cattle for both domestic and commercial purposes
14. Presence of literates in family:
   i. All literates except for him/her
   ii. All males are literate, all females are illiterate
   iii. All females are literate, all males are illiterate
   iv. Only the female members above 35 years of age are illiterate
   v. Only husband and wife are illiterates, children are school goers
   vi. Only wife is illiterate, children are school goers
   vii. Only wife is illiterate, children are school drop outs
   viii. Only wife is literate, female children are school drop outs
   ix. All members are illiterate
   x. Both husband and wife are illiterate, all children are school drop outs
xi. Both husband and wife are illiterate, only male children are school drop outs
xii. Both husband and wife are illiterate, only the female children are school drop outs
xiii. Only husband is literate, rest of the family members are illiterate
xiv. Only the members of first generation are illiterate.

15. Educational qualification:
   i. Below 10th
   ii. 10th pass
   iii. 12th pass
   iv. Graduate or above

16. For how long he/she is associated with social development activities?
   i. For more than 5 years
   ii. 2 – 5 years
   iii. 1 – 2 years
   iv. Very recently

17. Factor of motivation:
   i. Self interest
   ii. Motivated by family members
   iii. Motivated by neighbours/other volunteers
   iv. Motivated by society
   v. Any other (specify)

18. Is he/she trained volunteer?
   i. Yes
   ii. No
APPENDIX II
Political Aspects associated with Haryana

The parts of erstwhile Punjab State taken out to form the new state of Haryana were as follows: (i) Hisar, Rohtak, Gurgaon, Karnal and Mahendragarh Districts, (ii) Narwana and Jind Tahsils of Sangrur District comprising the new district of Jind, (iii) Ambala, Jagadhri and Naraingarh Tahsils of Ambala District; 153 villages and Kalka Town of Kharar Tahsil transferred to Naraingarh Tahsil. At the time of formation of the state, Haryana consisted of only 27 tahsils whereas the number has increased to 68 in 2001. Since the formation of the state, the socio-economic development activities under the jurisdiction of the State of Haryana have brought many micro and macro level changes which are reflected through the census data as well as the NSS data. The temporal range of changes in this State can be divided into two main phases – (1) pre-independence period and (2) post independence period. The districts presently situated in Haryana have gone through several changes in administrative set up.

II.1. Reorganisation in Pre-Independent India

The entire area covering present states of Punjab, Haryana, Rajasthan and Uttar Pradesh experienced several changes during the colonial period also. The district of Hisar in the-then Punjab lost two villages to the-then Bikaner State and Karnal District of the-then Punjab lost one village to Muzaffarnagar District of Uttar Pradesh and one village from Saharanpur District of Uttar Pradesh during the decade 1901-’11. During the next decade (1911-’21), a new province of Delhi was formed out of the-then district of Delhi in Punjab District, as a result of which Sonipat Tahsil of Delhi District was wholly transferred to Rohtak District and a portion of Ballabgarh Tahsil of Delhi District was merged with Gurgaon District. A few small scale transfers also took place between Karnal and Gurgaon Districts and Uttar Pradesh due to reverine actions. During 1931-’41 also, minor changes took place because of riverine actions in Gurgaon and Karnal Districts on one side and in Uttar Pradesh on the other.
II.2. Reorganisation in Independent India

On India’s independence at 15th August, 1947, the-then state of Punjab was partitioned for the creation of Pakistan as a result of which the new Punjab State in India got 12 districts such as Hisar, Rohtak, Gurgaon, Karnal, Ambala, Shimla, Kangra, Hoshiarpur, Gurdaspur (short of Shakargarh Tahsil) and 186 villages of Lahore District which were merged with Amritsar District. Thus the new state of Punjab was formed with 13 districts in total. Again, on May 5, 1948, eight districts of Patiala (Kapurthala, Jind, Nabha, Faridkot, Malerkotla, Nakagarh and Kalsia) were amalgamated to form the state of Patiala and East Punjab State Union (PEPSU). This state was then divided into eight districts, Patiala, Barnala, Bathinda, Kapurthala, Fategarh Sahib, Sangrur, Mahendragarh and Kohistan. Three native states of Dujana, Patandi and Loharu were merged with Rohtak, Gurgaon and Hisar Districts respectively. Gurgaon district gained two villages from Rajasthan and nine villages of this district were transferred to Rajasthan. Karnal district lost six villages to Uttar Pradesh. After independence, there were also some transfers between the districts of Punjab and PEPSU also. Hisar district lost 15 villages, Karnal lost 32 villages and Ambala lost 17 villages to the-then PEPSU State. On November 1, 1956, the two states of Punjab and PEPSU were merged together to form a new state of Punjab. Before this, 8 districts of PEPSU got reduced to 5. Kaithal Tahsil of Karnal district lost 7 villages to Ambala Tahsil of Ambala district and Kharar Tahsil of Ambala district gained Pinjore Kanungo circle of Kandaghat Tahsil of Patiala district.

Formation of Haryana State and Thereafter: It was November 1, 1966, when the State of Haryana was formed, subtracting 44,222 square kilometres area from Punjab with the complete districts of Karnal, Rohtak, Gurgaon, Mahendragarh, Hisar, and parts of Kalka and Sangrur districts from Punjab. During the next few years, except for Karnal, Rohtak and Gurgaon districts, all the other districts experienced some inter-district or intra-district changes and transfers. During 1961-’71, Ambala district was very much reduced in size by the reorganisation of its six tahsils, it lost Nalagarh Tahsil to Shimla district of Himachal Pradesh because of which 706.2 square kms area was subtracted from the district as well as from Haryana State. From Ambala, entire Rupar Tahsil and partly
Khatar Tahsil (282 villages and the towns of Kharar and Kenali) were transferred to newly formed Rupar district of Punjab as a result of which another 1433 square kms area was subtracted from Ambala. Again due the transfer of 36 villages and the towns of Chandigarh and Manimajra of Kharar Tahsil to the newly formed Union Territory of Chandigarh, another 114 square kms area was subtracted from Ambala.

Thus this particular district, after reorganisation, losing an area of 2253.2 square kms. comprised only three tahsils namely Ambala, Jagadhri and Naraingarh including 153 villages and Kalka Town transferred from Kharar Tahsil. With 153 villages and Kalka town of Kharar Tahsil (formerly in Ambala District and later transferred to Rupar District in Punjab), 262.9 square kms in total, Kalka Tahsil was formed. Kaithal Tahsil lost 1036.6 square kms area because of the transfer of 171 villages to newly constituted Gohla Tahsil. Four villages namely Umrawat, Halluwas, Dharana and Rajgarh were transferred from Dadri Tahsil of Mahendragarh district to Bhiwani Tahsil of Hisar district as a result of which Mahendragarh district lost 31.5 square kms area and the same amount of area was added to Hisar. From Bhiwani Tahsil of Hisar district, 72 villages (with 581 square kms area) were transferred to newly constituted Loharu Tahsil in the same district (Hisar), therefore 549.5 square kms area was subtracted from Bhiwani Tahsil. The newly formed tahsil, Dabwali gained 94 villages from Sirsa Tahsil which added 1446.4 square kms area to Dabwali in Hisar. With the entire tahsils of Narwana and Jind (formerly in Sangrur District of Punjab State), 2691 square kms in area, Jind District was formed. From Jind Tahsil, 60 villages were transferred to newly constituted Safidon Tahsil that resulted addition of 390.2 square kms area to Safidon Tahsil.1 When Haryana State was formed, there were 27 tahsils in total in 7 districts and the distribution of tahsils in different districts was as follows:

Table II.1: Names of Districts and No. of Tahsils in Haryana immediately after the formation of the state

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Districts</th>
<th>No. of Tahsils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ambala</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Karnal</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Hisar</td>
<td>5</td>
</tr>
</tbody>
</table>

1 Census of India 1971, Series 6 – Haryana, Part IIA, General Population Tables, pp. 23-24
Reorganisation of Haryana in Census Decades (1971 onwards): As the state was formed in 1966, Haryana has so far experienced only three decades of census operation. The 27 tahsils of Haryana of initial stage were increased to 32 as 5 tahsils were divided into parts as follows: (1) Naraingarh (Ambala District) into Kalka, Naraingarh, (2) Kaithal (Karnal District) into Guhla, Kaithal, (3) Sirsa (Hisar District) into Dabwali, Sirsa, (4) Bhiwani (Hisar District) into Bhiwani, Loharu, (5) Jind (Jind District) into Jind, Safidon.

1971-1981: On the date on which the boundaries were frozen for the conduct of the 1981 census i.e. October 31, 1979, Haryana comprised of 12 districts with 39 tahsils. During the decade 1971-'81, many changes in the district and tahsil boundaries took place in this state as a result of creation of 5 new districts and 7 new tahsils due to transfer of villages from one tahsil or district to another; but the data presented in Census 1981 conform to the position as on December 31, 1979 and those changes at territorial level were taken into account. During that decade, the districts created were Bhiwani (1972), Sonipat (1972), Kurukshetra (1973), Sirsa (1975) and Faridabad (1979). The tahsils newly created were Tohana (1972), Bawani (1972), Bahadurgarh (1973), Bawana (1977), Maham (1979), Assandh (1979) and Pehowa (1979). Out of 72 tahsils of 1971, only 7 tahsils (Kalka, Naraingarh, Ambala, Jagadhri, Panipat, Ferozepur Jhirka and Narnaul) did not experience any change. All the rest were affected by many transfers and retransfers of villages from one tahsil to another during the same decade. Because of riverine action, Karnal District lost one village to and gained two villages from Uttar Pradesh whereas Ballabgarh Tahsil of Faridabad District gained 4 villages from Uttar Pradesh. As a result of such changes during 1971-'81, in 1981 there were 12 districts in Haryana with 39 tahsils in total (Table 4.11).²

² Census of India 1991, Series 6 Haryana, Part IIA & B: General Population Tables and Primary Census Abstract, pp. 17-20
Table II.2: Change in number of tahsils in Haryana (from 1981 to 2001)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Districts/State</th>
<th>No. of Tahsils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ambala</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Bhiwani</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Faridabad</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Fatehabad</td>
<td>Not existent</td>
</tr>
<tr>
<td>5</td>
<td>Gurgaon</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Hisar</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Jhajjar</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Jind</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Kaithal</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Karnal</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Kurukshetra</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Mahendragarh</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Panchkula</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Panipat</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Rewari</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Rohtak</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Sirsa</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>Sonipat</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>Yamunanagar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HARYANA</td>
<td>39</td>
</tr>
</tbody>
</table>

1981-1991: In 1981, District Ambala consisted of 4 tahsils (Kalka, Naraingarh, Ambala and Jagadhri). In 1991, there were 5 tahsils where Barara and Panchkula were added, the tahsil Jagadhri was transferred to the newly formed district Yamunanagar in 1991. During this decade, two tahsils Sewani and Tosham were created in Bhiwani District. In Faridabad, two tahsils were created, i.e. Faridabad and Hathin. Pataudi Tahsil was created in Gurgaon District. Ratia and Narnaud were the two new tahsils in Hisar District. From Karnal, Panipat Tahsil was transferred to another new district, Kaithal. The newly formed district Rewari gained Rewari and Bawal Tahsils from Mahendragarh District while this newly formed district consisted of three tahsils in total (Rewari, Kosli and Bawal). Gohana Tahsil of Sonipat District was gained by Rohtak, as a result of which the total number of tahsils in Rohtak in 1991 became 5. The district Sirsa gained two newly created tahsils Rania and Ellanabad and the District Sonipat gained a new tahsil, Ganaur.

As a result of all these changes, the total number of districts in Haryana increased to 16 in

xvi
1991 from 12 in 1981 and the total number of tahsils increased to 53 in 1991 from 39 in 1981. The newly formed districts were Kaithal, Panipat and Yamunanagar (Annex 12).³

1991-2001: During 1991-2001, another 3 districts were created in this state, i.e. Fatehabad, Jhajjar and Panchkula as a result of which the Provisional Population Totals 2001 has listed out 19 districts in total and the number of tahsils has been increased from 53 (1991) to 68 (2001). Except for the districts Bhiwani, Kaithal, Mahendragarh, Rewari, Sirsa and Yamunanagar, all the 13 other districts experienced some changes. Panchkula and Kalka Tahsils from Ambala District were added to newly formed District Panchkula. In Faridabad, Hodal Tahsil was created. With three tahsils of Hisar District (Fatehabad, Ratia, Tohana), the new District Fatehabad was created and a new tahsil Adampur was created in Hisar. Three new tahsils (Sohna, Taoru, Punahana) were created in Gurgaon. With a newly created tahsil Beri and two tahsils (Jhajjar and Bahadurgarh) gained from Rohtak, District Jhajjar was created during this decade. The other newly created tahsils were Julana in Jind, Nilokheri, Indri, Gharaunda in Karnal, Shahbad in Kurukshetra, Kharkhoda in Sonipat District (Annex 12).⁴

³ ibid, pp. 17-20
APPENDIX III
Calculation of Exponential growth rate

Exponential growth rate
The growth rate between two points in time for certain demographic indicators, notably labor force and population, is calculated from the equation

\[ R = \log \left( \frac{p_n}{p_1} \right) / n \]

Where \( p_n \) and \( p_1 \) are the last and first observations in the period, \( n \) is the number of years in the period, and \( \ln \) is the natural logarithm operator. This growth rate is based on a model of continuous, exponential growth between two points in time. It does not take into account the intermediate values of the series. Nor does it correspond to the annual rate of change measured at a one-year interval, which is given by \( \left( p_n - p_{n-1} \right) / p_{n-1} \).

Source:
APPENDIX IV
Calculation of Disparity Index

Disparity Index
Disparity Index = \log_{10} \left[ \frac{p}{q} \frac{(1-q)}{(1-p)} \right]

Where p and q are probabilities that members of the two groups, respectively, have the property involved. The probability is the number of persons in the group who have the property divided by the population of the group; the odds are p/(1-p) and q/(1-q) respectively. The logarithm of the first of these odds, the logit, that is \log_{10} \left[ \frac{p}{(1-p)} \right] can be written as \log_{10} p - \log_{10} (1-p). The expression for the disparity index can be written out as \log_{10} p - \log_{10} (1-p) - \{ \log_{10} q - \log_{10} (1-q) \}, that is the difference between the logits of p and q.