CHAPTER 1
INTRODUCTION

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CHAPTER 1

INTRODUCTION

Literacy is one of the crucial factors of economic and social development in a region. Literacy is that qualitative attribute of population which is fairly index of socio-economic development of the area (Chandna & Sindhu, 1980). Literacy and education are essential for social reconstruction, improvement in the quality of the life and preparation of manpower for rapid development. However, literacy works for moulding the younger generation to assume future responsibilities and develop appropriate values of life. On the other hand, the lack of literacy can certainly be an impediment in the development process. A certain level of literacy is, therefore, a basic requirement for the people to get out of ignorance and backwardness (Gosal, 1979). Thus literacy is essential for economic development and social advancement which measure overall development of a country.

In past the literacy was studied under population geography, but now literacy geography is studied as a separate branch of geography.

According to United Nations Population Commission, literacy means “Literacy is the ability of person to read and write understanding short simple statement of his everyday life”. Great efforts are going on in respect of literacy at world level.

At the time of issuing of human development report 2007 of UNDP Mrs. Olson (2009) (The UNDP representative present in India) said that in India has made progress with slow pace in the direction of improvement of education, health and development of their people. In this report on the basis of human development index, the ranking of development of 177 nations has been decided, in which India is placed at 128th rank.
In democratic nations like India, citizens have some fundamental rights. All these rights provide to its citizen rights of respectable and free life. Out of this one right is “right of education” also. By 86th constitutional amendment, 2001, a new Para 21(A) has been added which provide that the state by making law, will manage to provide free and compulsory education to all children of the age 6 to 14 years.

Literacy rate in an area or a region is dependent upon a set of variables which may either be anthropogenic or gigantic. The anthropogenic factors which pertain mostly to the social, economic and cultural traditions of a group of people or society are largely conditioned by the level of economics standards and the needs of the society, in agrarian societies of India, where agricultural and animal husbandry are the main occupations, and that too far subsistence living, education and literacy are of little significance. The rural people still withhold and conception that education does not help the farming techniques.

Quite often, the economic constraints of the household are detrimental to increase literacy. Although, education in India is socialized and being impartable free up to primary level and secondary level. Yet the people do not take this advantage for the simple reason that it would be better for their children to work on farms or to go for herding the castle than to go to schools which do not give a gainful employment at least in the initial stages.

The situation in regard to female education is more appealing young girls in villages and small towns are not sent to schools for various reasons. It is customary to train them in household work since early childhood in certain families while in others it may be thought to be unsafe to send them out of the house. Girls are still thought to be assets in the house as they can share the burden of household chorus with the mother, such as cooking and washing, collecting the fuel wood, taking care of the livestock or attending the guests in house.

In Ajmer division where old traditions have been in vogue for the last many decades and are still continuing today, both male and female education have been considered to be taboo in rural areas and sending the children to schools is considered to be an ill effect of modernization. None the less, the gigantic efforts made by government to impart free liberal education to all sections of the society, especially in rural areas have today gained momentum to increase the literacy rates.
The gigantic factors are no less significant in dissemination of literacy and education. Main factors among them are the terrain and climatic conditions which govern to large extent the establishment of schools in villages which are connected by metalled and gravelled roads and have faster means of transport have a large number of schools. Such areas are served even by the schools of philanthropists. The students too can use the means of transport to reach the schools. It is essential; that schools are located near the villages and that the distances are not for more to repel the children from attending them.

One of the most significant aspects to galvanise the pace of education in Ajmer division is to make the entire education social oriented so that it is useful to the society and the individual households. The formal education imparted today is divorced from the needs of the people and has no relevance to meet with their requirements. It is thought to be and education system of elite class who live in cities and towns and have to do jobs of administration and other secondary and tertiary occupations.

1.1 Importance of Literacy for Human Development

Education is an important factor of human development. Education determines the quality of life in total process of human development, plays a vital role without which one cannot be made educated in the full sense of the term. Literacy can neither be described as education nor education literacy.

Literacy serves as an essential condition for education. Education can be defined as an initiation into worth wholeness’ (R.S. Peters, 1967) where the 3 R’s (reading, writing and arithmetic) play a foundation role in the process of human development via education. Some people sometimes express indifference to the real value of 3 R’s but the fact remains that these have a unique role to play in daily life. The man who cannot read, write or does not know even-addition and subtraction remains ignorant in many ways, while with this knowledge at his command he can reach out to higher proficiency and development. That means that when one imparts the 3 R’s one must try to do it in such a way as to what the recipient’s appetite is for more knowledge one must try to impart this knowledge for all round advancement.
According to H.H. Golden (1992) prior to advent of the skills of reading and writing the society could be classified as being in the pre-literate cultural society is said to have begun somewhere during the fourth millennium B.C. thought a gradual transition from pictography to the use of an alphabet.

After the advent of the dual skills of reading and writing the relevance of literacy to the cultural advancement enhanced significantly.

According to R.C. Chandna and M.S. Sindhu (1980), literacy is essential for eradicating poverty and mental isolation, for cultivating peaceful and friendly international relations as for permitting the free play of demographic process. Illiterate on other hand, takes away from his dignity, perpetuates ignorance, poverty and mental isolation, deters peaceful and friendly international relations and free democratic process and hampers social advancement, economic growth and political maturity. Above all, literacy influences others such attributes of population as fertility, mortality, mobility, occupations etc. trends of literacy are considered an index of the pace at which the socio-economic transformations of a society is taking place.

According to Gopal Krishan and Madhav Shyam (1978), the developing countries of the world of which India is a part, are characterized not only by low literacy rates but also by a great disparity in the literacy rates between urban and rural population between males and females and between the young and the aged among different regions. The disparity in the literacy rates is in keeping with differences in necessity, in propensity and opportunity to become literate.

According to L. Mishra (1993), literacy transcends alphabetisation. It is an essential tool for communication and learning for acquiring and sharing of information and knowledge and a precondition for individual’s evolution and growth as also for national development. Literacy enhances the critical analytical and synthetic faculties of the people and enables them to think, rationally reflect and question on which they have often been helplessly places. It promotes objectively, capacity for clear perception and a logical and coherent analysis. Literacy, therefore, may be conceptualized as a terra-firma of democracy in the following ways.
1.1.1 Literacy as a tool of Planning

Those who are literate are able to think critically, reflect, analyse and internalise their preferences, needs and priorities. They are able to exercise the right option and discretion in the right manner at the right time. They are able to balance their individual and collective needs with resources and opportunities available viewed in this context, literacy becomes an important tool of planning.

1.1.2 Literacy as a tool of Communication

Communication is vital for survival of an orderly human society and a decent civilised human existence. Communication could be partly oral and partly written as also both oral and written. Existence of a rich oral culture by itself may not be adequate in terms of communication. Hence there is a need for converting oral literacy into print medium of communication

1.1.3 Literacy as a tool of Participation

It is not enough that people are able to read the fruits of planning but are also able to participate in the entire planning and implementation process in a lively and resilient manner. This is where access to literacy also leads to assess to the entire process of participatory planning mechanism and its implementation. Internal democracy must be the corner stone of such a participatory process and literacy i.e. ability to internalise, articulate and question the propriety and relevance of the entire decision making process becomes the key to the success so that internal democracy.

1.1.4 Literacy as a tool of Empowerment

A fairly high level of literacy would enable people to critically reflect on the existential reality of the situation in which they have been placed by destiny, the generative sources of advantage and disadvantage which effect their daily lives (which could be caste based, sex based, employment based etc.) their strength and weakness of the various forces working for and weaknesses of the various forces working for and against them. It should equip them with such strength as would enable them to overcome the disadvantages and stand on a foundation of individual and collective self reliance.
1.1.5 Literacy as a tool of Information and Heightened Motivation:

We are placed at a point of time in world history when explosion of knowledge and information is taking place at a tremendous speed and where the barriers of communication are crumbling down. The change is indeed boundless. It is only those societies which have the capacity to generate and assimilate new knowledge and information that can lead the world in science, technology and economic development. Those who do not have this capacity will undoubtedly lag behind as back benchers.

1.2 Review of Literature

Literacy studies have been carried on at various levels in India. The pioneering works on literacy at national level were that of Parlulekar (1939) and Davis (1951). In their studies, they enunciated the causes of literacy as rooted in the economic and social life of the country like India. Hilda (1955) gave his viewpoints regarding the impact of literacy on social change in underdeveloped countries and the “level of economic development”, in which “level of urbanization” is usually a component has been thought able to “explain” much of national variation in literacy at the global scale. Joseph (1961) has shown that the actual progress in literacy in India during 1951-61 has been considerably greater than is suggested by a comparison of the literacy rates for 1951 and 1961. Whereas the “proportion” of literate persons increased by about 44 percent during these 10 years, the increase in “actual number” of literates was 77 percent. In fact, the increase during the decade is more than the total increase of the two earlier decades combined.

Several studies such as those of Gosal (1964, 1967, and 1985) have been conducted on India literacy. Gosal (1964) stated that despite remarkable progress in education in recent years, the Indian population is still one of the least literate in the world mainly because of prevalence of rigid caste system and subsistence from economy based on a very backward technology which has made it unnecessary for everyone to read and write.

Gosal (1967) conducted a study on the regional aspects of rural literacy in India and told that the lack of literacy in rural areas is the result of influence of the caste with its hereditary occupations, subsistence farm economy and the appalling poverty among a large section of the rural population. He also discussed the spatial
patterns of literacy in India and explained that literacy rates are high in coastal areas because of long contact with overseas people and the concerted efforts of Christian missionaries in extending educational facilities to both men and women. Whereas low literacy rates are found in these areas where urban development is low, the scheduled caste population forms a sizeable section of total population and non-Christian tribal population is predominant. In his studies on literacy in India, Gosal also commented that the gap between the levels of male and female literacy is the result of “a long, continued prejudice against the education of woman and also against their employment outside the home”. But Krishan and Shyam told that this “prejudice” exists because an exclusively domestic role is seen as the ideal for women. Man fear that education may be unsuited women for that role, because “an educated female may become of doubtful character or may not be capable of adjusting herself in the joint family system, or may not remain under the control of her husband”. While discussing pattern of city literacy, they said that the low literacy rate is the characteristic of area of muslim dominance and the literacy is negatively correlated with hindi speaking areas (Krishan and Shyam 1974a). This was followed by a detailed description about the literacy pattern of indian cities (Krishan and Shyam, 1974b).

Krishan and Shyam (1977) also have referred that India is market not only by a low literacy rate but also by wide differentials in literacy by sex, residence and area and these differentials reflect the necessity, propensity and opportunity of various degrees for getting literate among different population groups. Apart from this, both have done a detailed study on regional aspect of urban-rural differentials of literacy rates in India in a separate article (Krishan and Shyam, 1985). The discussion in this value, calculated at district level for India. Tirtha’s (1966) study tells about the extent of literacy among the population of any country which reflects its educational and cultural level and indirectly the stage of its development.

Vyas (1967) explained various factors which influence the levels of literacy. George (1978), a social scientist, presented an article on the status of women in India and explained that the status of women in India has never been at par with that of the women in the developed countries. Low levels of living, illiteracy and inter spouse communication combined with economic dependence, ignorance and traditions stand in the way of improving it. Of these factors, literacy and education play a
predominant role. This article attempts to examine the progress of Indian women in
respect of education and educational opportunity. It further states that the
contribution of Christian missionaries have been the most outstanding in the spread
of education in India. Similarly, Raju (1988) made a socio-geographic analysis of
female literacy both for the non-scheduled and scheduled caste segments of the
population in class I cities of India and found that the distinction is more strongly
marked between non-scheduled and scheduled caste than between the male and
female components of either groups. That is, caste disparity is greater than sex
disparity in literacy.

Besides the above discussed national level studies, some macro and micro
level studies on literacy regarding certain states of India have also been conducted by
various scholars. Sharma (1971) made a valuable study on the literacy in Rajasthan.
Whereas, Siddique (1977) made an effort to study the phenomenon of literacy in
Utter Pradesh and found that there are considerable variations in rural-urban, male-
female literacy and that among the different region mainly caused by social,
economic and historical factors? In her study on literacy in the district of Singhbhum,
Bihar, Banarjee (1975) made an effort of correlate literacy with modernisation on the
other hand, Sister Schuth (1980), in her village level study tried to investigate that
why literacy rates vary as much as they do from village to village in India.

As far as disparities in the sphere of literacy as well as education are
concerned, a systematic attempt to measure the number and patterns of regional
disparities in education was made in a series of studies sponsored by the international
institute of educational planning. The relationship between intra as well as inter
religion disparities in education and the process of socio economic development was
illustrated with the help of specific case studies that made use of a number of
innovative tools in the diagnosis of the existing malaise.

A comparative study of male and female illiteracy in the world has shown
that the magnitude of disparities between the sexes in regard to literacy is very high
in some cases and that this attribute would continue to persist. In a number of
countries for example Chad, mali, upper volt, Ethiopia, Somalia and Niger in Africa
as well as Yemen, Afghanistan and Saudi Arabia in Asia- literacy rate was close to
the zero mark as late as in 1971. Ryba (1979) in his examined the territorial aspects
of educational inequality on a world scale by considering educational provisions in relation to educational achievements. He showed that territorial inequalities may be noticed at every scale of analysis and that these have tended to persist over time. Williamson’s (1977) study on the patterns of educational inequality in west Germany validated the hypothesis that educational inequalities are deeply rooted in the social milieu and continue to constrain even in the otherwise developed countries of Europe.

A number of studies on the nature and patterns of disparities in the contract of Indian literacy have been undertaken by scholars during post independence period. Davis (1951) described that with the solitary exception of Kerala, the male-female differential in literacy is very alarming in India. This unusual disparity is the result of a long, continued prejudice against the education of women and also against their employment outside the home. Tilak (1978) described the regional inequality in literacy in India. Sopher (1980) while describing geographic pattern of sex disparity in Indian literacy explained various factors responsible for the variation in sex disparity in literacy. He proposed a measure of disparity between two binomial elements.

A comparative study on the nature and patterns of disparities in literacy rates between 1961 and 1971 has been undertaken by Kundu and Rao (1982). The study is based on the state as the unit of analysis. Interstate differences in the rural-urban literacy rates have been examined for the year 1981 by D’ Souza (1982), Raza and Aggarwal (1986) made an attempt to examine the different aspects of inequalities that have acted as impediments in the path of the educational development of the third world countries in general and that of Indian particular. With a view to unravelling these complexities, the issues relating to the identification, measurement and explanation of inequities in the territories spread of literacy in India have been examined with the help of district wise data and proposed an alternative formulation of Sopher’s disparity index.

Shah (1981) made an important study into variations in the literacy rates of Gujarat and some of the economic correlates of the same have shown that the proportion of agricultural strong influence on literacy rates in the selected villages. Rao (1982) has studied the intrastate disparities in literacy rate for the scheduled
Ahmed (1982) has examined inter district inequities in literacy rates of the tribal population of Bihar for the year 1971. Aggarwal and Murlidhar (1986) made a spatial temporal analysis of literacy between scheduled castes and non scheduled castes population in Maharashtra and computed intra group disparity indices among scheduled castes for a variety of binomial elements by using modified Sopher’s disparity index.

Ahmad and Nuna (1986) carried a detailed study based on the literacy data of the 1971 census for the scheduled castes and tribes of Maharashtra. On the hand, and the non-scheduled population on the other, Inequities have been analysed in the background of literacy rates of the caste and tribal segments of population both at the district and tehsil levels and to compute the literacy disparities, modifies version of Sopher’s disparity index was used. Jolly (1991), while describing strategies to attain universal literacy in India by 2001, identified the rural-urban differentials in literacy.

Premi (1991) studied the literacy scenario in India and found that as a result of national policy on education and other new policy on education and thrust, the literacy rates have improved gradually despite tremendous increase in population, but the rural-urban literacy differentials continue to be high even in 1991. Mehta (1995) focused on patterns and correlates of tribal literacy in India. Physical and economic distance to schools as well as lack of opportunity for schooling in mother tongue was found to be the main determinants in the way of tribal literacy in the country. Hazra (1997) has compared performance of major regions in female literacy of the world, and highlighted low position of the south-Asian countries realm in this regard. Discussing the pattern of female literacy in India, the author pointed out that the vicious circle of female illiteracy, poverty and low status in society needs to be broken down.

In his district census data based detailed study on “spatial dimensions of literacy in India” Gosal (2002) points out that there has been not much change in the regional patterns of literacy in the country during 1961-2001. However, rural-urban and male-female differential in literacy rates have narrowed down considerably over these years. Male-female differential in literacy rate showed significant inverse correlation with general literacy rate.
Nath (2001) draws attention to lowest literacy rates in Uttar Pradesh and Bihar, which together have about 1/4th of the population of the country. Also, despite having a large number of illiterates, the progress in increasing literacy has been noteworthy, resulting in phenomenal growth of the print media—weekly and daily newspapers, magazines and books, films and television serials, all in regional languages. Krishan (2002) emphasizes a major rise in female-male ratio higher education from 14:100 in 1951 to 6:100 in 2001. Women’s participation in medical, engineering and technical education has also gone up noticeably in the past few decades. The state level data reveals that ‘the presence of women in higher education finds a stronger correlation with female literacy rate, than with level of urbanization or per capita income.

Some macro and micro level studies on literacy regarding certain states of India have also been made by various scholars. Sharma (1971) made a valuable study on the literacy in Rajasthan, whereas Siddique (1977) made an effort to study the phenomenon of literacy in Uttar Pradesh and found that there are considerable variations in rural-urban, male-female literacy and that among the different regions mainly caused by social, economic and historical factors. Employing 1981 census data, Gill (1992) studied spatial patterns of literacy in Punjab.

Bhardwaj (1999) has found the rapid expansion in educational facilities, free education in schools and emergence of middle class section of society following rapid growth in service sector as major factors responsible for speedy rise in literacy level in Himachal Pradesh during 1971-2001. Joshi (2002) attempted to analyze the patterns of gender related educational development (GEDI) in Rajasthan. The GEDI goes down when the literacy achievement of males and females declines. The GEDI value of 1 indicates full equality, and the maximum disparity is devoted by a value of 0. Similarly, the index of deprivation was found as $I=I-GEDI$. In 2000, the GEDI for Rajasthan stood at 0.693 and the index of deprivation (IOD) comes to 0.307.

Kaur (2003) focused on gender disparity in literacy in Indian Punjab. It was found that gender disparity bears strong inverse correlation with level of general literacy. Similarly, gender disparity in literacy was low among the rural ties. Khan (2004) explained the regional imbalances and changing pattern of literacy in Jammu & Kashmir (1961-2001).
Krishan and Chandra (1974) examine the literacy patterns with special reference to its growth in the past and existing inequalities by sex, residence and area. They found that the special pattern of literacy peaks characteristic of the zone peripheral to the union territory of Delhi and of Ambala district. Literacy rates go on declining as one move away from these two areas and the lowest literacy rates are found in the south-eastern part of the states where meo-muslim population dominate.

At a still lower spatial scale, Banarjee (1975), in her study on literacy in the district of Singhbhum, Bihar, made an effort to correlate literacy with modernization and said that the high male-female and rural-urban differential in the district indicates the fact that modernization is only superficial or skin deep in this district.

Dutta (1982) analyzed literacy rates in southern district of west Bengal to conclude that high literacy rate is associated with more urbanized districts such as Hugli, 24 Parganas, and Haora. On the other hand, low literacy is found in Purulia, Bankura due to high proportion of schedule caste and schedule tribe population. Chib (1994) discussed literacy pattern in the trans-Himalaya district of Kinnaur in Himachal Pradesh. Mishra (1997) analyzed level of literacy among dalit population in Atarra tehsil of Utter Pradesh. As explained, the dalits were behind in this regard from their non dalit counterparts which was mainly due to (i) literacy does not have much functional value for their family chores, (ii) a child is considered more useful for the family’s day to day activities than sending her/him to school and (iii) physical distance to school play its part in this regard.

Das (2005) analyzed the role of educational institutions on literacy in Hugli district of West Bengal and found strong correlation between literacy and number of different category of educational institutions. Region has found attention in a few studies. Yavatmal and Shastri (1985) analyzed spatial pattern of tribal literacy in Vidarbha region of Maharashtra using 1981 census data and also examined disparity in literacy by caste, sex and residence. Tripathi (1993) analyzed the impact of urbanization on literacy in rural areas of Bundelkhand region in Uttar Pradesh and found close association between literacy and degree of urbanization. Sharma (2004) deals with the present states and variations in literacy and educational levels in north-eastern India. He examines in the study, the factors behind the low level of literacy and education and their social consequences in the region. Dr. Kothari (2001) has
written a research article entitled ‘status of gender disparity in literacy of Rajasthan 2001’.

The study has analyzed the formal-informal education is an important agent of social change among females by exposing them to outside world, widening their horizons and getting information about may matters relevant to life. Therefore, it would be interesting to trace out of the progress of male-female literacy rates and their differentials on Rajasthan, during 1901-2001 at state level and spatial patterns of male-female and rural-urban disparities during 1991 and 2001 at district level.

Mishra has written a research article entitled “spatial variation in female literacy of Rajasthan state”.

The study area has analysed the Rajasthan has been quite backward in educational development. Before independence, the educational facilities secondary and higher level were only located in district head quarters. As such in spite of various development activities taken by the government, the educational structure of population is still low. The literacy rate of Rajasthan in 2001 was 61.03, which is quite less than the national average rate of 65.38%.

Dr. Aggarwal has written a research article entitled “Spatial distribution patterns of literacy in tribal areas” (A Case Study of Kisangani and Shahabad Tehsils of Baran District in Rajasthan).

The present study has analyzed the distribution of literacy in the study area under the prevalent socio-economic conditions. The total literacy campaign strategy as a part of the National Literacy Mission launched on May 5, 1988, which was considered in the study reflected a new sense of urgency and seriousness to eradicate illiteracy in the tribal area. The study area is located in the eastern part of Baran district in south-east Rajasthan.

Jhala and Dr. Kothari have written a research article entitled “Status a gender disparity in literacy of Banswara and Dungarpur Districts of Southern Rajasthan”. The study has analyzed the overall socio-economic development of both male and female literacy. Since gender disparity in literacy level is inversely related to overall development, therefore, step should be taken to reduce it. The female literacy should be given the first priority as female literacy has more social impacts than male
literacy. An increase in the status of female literacy will prove helpful to reduce the poverty level of region. For balanced growth, funds should be allocated for female literacy programs which lead to overall socio-economic development of society.

Dr. Jangid has written a research entitled “Perspective & Direction of female education in Bhilwara District. The present study is based on field survey conducted in both urban and rural areas of Sagar district of central Madhya Pradesh. An attempt has been made to analyze inter-relationship between age of marriage, level of education and fertility. Sharma and Rutherford have written a research entitled “Recent Literacy Trends in India”.

This study is the outcome of collaborative research between the population institute of the east west centre, Hawaii and the office of the Registrar General India. The focus is on literacy and not on the educational system that produces it. The trends are examined for the period 1961-81 on the basis of data of 1961, 1971 and 1981. The census of 1961, 1971 and 1981 define literacy as “The ability to read and write with understanding in any language”, without having any formal education.

Singh has written a research entitled “Place, People and partition: A Literacy Geographic Study of Rahi Masoom Raza’s Adha Gaon (“Hals a village”).

This is devoted to understand Rahi in geographical perspective. The paper is organised into following major sections: Major works in literacy geography, an introduction to the novel and novelist region at setting, social relation is rural life, social continuity and change, hindu-muslim relation and the question of partition and concluding remarks.

The Anglo-French tradition in literacy geography at best could be traced back only at the onset of 20th century. However, the Italian tradition had already begun with Dalla Vedova (1881) and Almagia (1903-04) plea to use literacy source in geographical works. Wright probably has credit of advocating on the similar lines in English speaking world (cf. 1924 a&b, 1926 a&b). In the following decades Darby (1935, 1948) produced two papers in this field (He is well known for the later on “The Regional Geography of Thomas Hardy’s Wessex”). The 1970s witnesses the real beginnings in this area when literature-geography common grounds were looked into from different angles. Since then a great stride in this field has been made and
today over thousand titles on literacy geography exist (cf. Lando. 1996), yet it is one among the lesser known branches of geography. Thus most of studies, pertaining of literacy, have been confined to the spatial analysis of this attribute either at national or at regional level.

1.3 Objective of the study

After reviewing various literacy studies conducted on national and state levels, we have reached at the conclusion that the study of literacy in the Ajmer division of Rajasthan has not attracted attention either from the side of geographers or other social scientists. Whereas it is important to note that any literacy study on Ajmer division is a crucial one keeping in view the levels of literacy in the division as compared to its neighbouring divisions (Table 1.1)

The main objectives of present study are:

(i) To study the level of literacy and socio-ecology male-female literacy.
(ii) To study the level of literacy and socio-ecology rural-urban literacy.
(iii) To study the level of literacy and socio-ecology of scheduled caste and scheduled tribe literacy.
(iv) To study the various literacy programmes in Ajmer Division and their consequences.
(v) To study the current educational status of Ajmer division.
(vi) To develop a strategy to make Ajmer Division- a complete literate division.

Table 1.1

<table>
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<th>Division</th>
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<th>Male</th>
<th>Female</th>
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<td>Ajmer</td>
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</tbody>
</table>

Source: Census of India, Final Populations Total, Brief Analysis of Primary Census Abstract
1.4 Major Hypothesis

The hypothesis taken for this research work is the literacy level depends on change in social, economical and geographical structure.

1.5 Limitations of Study

The present research is limited to Ajmer division of Rajasthan state. The comparative study of Tehsils is made in terms of regional and periodic perspective for detailed study.

1.6 Source of Data

The present research work is based on the study of literacy levels of Ajmer division of Rajasthan. The comparison is analysed with the help of secondary data.
majorly census data for the period of 1991-2011. The analysis is based on sample method for the tendency of the development of educational facilities at tehsil level. Extensive field trips are undertaken to survey the schools of division.

1.7 Research Methodology

Besides various measures of cartographic representation like bar diagram, pie chart and choropleth method, we have employed various statistical methods to measure the relationship between various types of literacy and different socio-economic variables. In this regard, the present thesis is of socio-ecological in kind.

In order to measure the degree of relationship between various type of literacy and different socio-ecological analysis at the tehsil level:

(i) Density of population;
(ii) Per cent urban population;
(iii) Sex Ratio;
(iv) Per cent Scheduled Caste population;
(v) Per cent Scheduled Tribe population;
(vi) Workers as per cent to total population;
(vii) Per cent workers employed in non-agricultural sectors.

Our dependent variables are:

(i) Per cent literate population;
(ii) Per cent female literate population;
(iii) Per cent male literate population;
(iv) Per cent rural literate population;
(v) Per cent rural female literate population;
(vi) Per cent urban literate population;
(vii) Per cent scheduled caste literate population;
(viii) Per cent scheduled tribe literate population;

As the data for different independent and variables are in different units of measurement, we have the technique of z-scores to make them unit free. The calculating z-scored is:

\[ Z\text{-scores} = \frac{x - \bar{x}}{SD} \]
Where \( x \) = original value of variable ‘a’
\( x’ \) = mean value of variable ‘a’
SD = standard deviation of variable ‘a’

In regression analysis, the formula for which is,
\[
Y = a + b.x
\]
y = estimated value of the dependent variable;
a = intercept value;
b = regression co-efficient;
x = value of independent variables.

We have calculated two things:
(i) Regression co-efficient value i.e. the change in Y variable if the ‘x’ variables stands 0;
(ii) Co-efficient of determination value \((R^2)\) i.e. the degree of variance explained by a variable;

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<tr>
<th>Sr. No.</th>
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1.8 Chapter Scheme

1. Introduction

2. The Study Area – A Physiographical Profile

3. Levels of Male-Female Literacy – 2011

4. Levels of Urban-Rural Literacy – 2011

5. Levels of Scheduled Caste Literacy – 2011

6. Levels of Scheduled Tribe Literacy -2011

7. Educational Status in Ajmer Division of Rajasthan


9. Conclusion and Recommendation

References and Bibliography