CHAPTER V.

CHANGE'S IN RURAL LITERACY.

Literacy and education are indispensable to the process of development of a region, both in economic and social terms. "Though education by itself does not generate socio-economic progress, the lack of it can certainly be an impediment to the developmental process. A certain minimum level of literacy is, therefore, a basic requirement for the people to get out of ignorance and backwardness". Literacy is, therefore, one of the measures of the socio-economic and cultural advancement of a region. Its growth is indicative of the pace of change in its economy and society. Coleman has rightly viewed education as "the master determinant of all aspects of change". Despite the immense importance of this qualitative aspect, only a few studies have been conducted by the geographers in this field. Most of the research work deals with rural-urban literacy of India or its constituent states, but not many studies have been conducted on a micro-regional level. This chapter seeks to analyse the spatial distribution and growth of rural-urban,

*1. Gosal, G.S. 1979 "Spatial Perspective of Literacy of India" Population Geography I, p.41
*3. In this connection, it would be relevant to mention the two basic and pioneer studies of G.S. Gosal, 1964 "Literacy in India: An Interpretative Study" Rural Sociology pp 261-277 and Gosal, 1967 "Regional Aspects of Rural Literacy in India" Transactions of Indian Council of Geographers, 4 pp 1-15
male -female, regional and intra-regional literacy rate in the Inter-State Chandigarh Region.

LITERACY IN THE REGION

According to the 1971 Census, 41.55 per cent of population of the I.S.C.R. was literate\(^1\) (49 per cent males and 32.36 per cent females). These figures stand out when compared with the literacy figures of the adjoining states (Table 5.1) Haryana 26.89 per cent, Punjab 33.67 per cent, Himachal Pradesh 31.96 per cent, and 29.46 per cent for India as a whole. In the I.S.C.R. there has been a remarkable leap forward since 1951 when only 13.32 per cent of the total population (20.22 per cent males and 5.07 per cent females) could read or write. In absolute numbers, the literate and educated persons have increased from 48,740 to 3,59,997 persons during 1951-71 resulting in a growth of 638.60 per cent. This growth in literacy has come about in two marked phases:

a) The initial fillip of 1951-61

\(^1\) According to Indian Census Code, a literate person is one who can read and write a simple letter with understanding. This definition of literacy meets the international standards as the United Nations Population Commission adopted "the ability to both read and write as the criterion of literacy".
TABLE 5.1

INTER-STATE CHANDIGARH REGION

<table>
<thead>
<tr>
<th>Region/State/Country</th>
<th>Literates</th>
<th>Rural Literates</th>
<th>Urban Literates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>I.S.C.R.</td>
<td>41.55</td>
<td>49.00</td>
<td>32.36</td>
</tr>
<tr>
<td>Haryana</td>
<td>26.89</td>
<td>37.29</td>
<td>14.99</td>
</tr>
<tr>
<td>Punjab</td>
<td>33.67</td>
<td>40.38</td>
<td>25.90</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>31.96</td>
<td>43.19</td>
<td>20.23</td>
</tr>
<tr>
<td>India</td>
<td>29.46</td>
<td>39.45</td>
<td>18.70</td>
</tr>
</tbody>
</table>

N.B.  The figures are in percentage.


ii) For Punjab, Haryana, Himachal Pradesh and India, Census of India General Population Tables Part-II-A (separate volumes), 1971.
of 120,690 persons in the number of literates in the region. This is explained by the establishment of the new administrative centre of Chandigarh which attracted a large number of educated working people.

(ii) Added to this was the rehabilitation of the displaced persons from West Pakistan who were already motivated towards education.

(iii) The Five Year Plans also laid emphasis on the development of education and literacy. These factors together were responsible for increased literacy in this decade by 247.62 per cent. Hence this region witnessed, during the 1951-61 decade, a phenomenal growth of literacy, both in percentage and actual numbers akin to other parts of India\(^1\).


During the decade of 1961-71, the initial momentum for the rise in literacy was maintained. Also, migration of educated people to this city continued. The region showed a steady growth as a result of the development of the area because of the various government plans and changed outlook towards education as a way of life. This is evident from the increase of 112.47 per cent in the literacy rate.

A paradoxical phenomenon has been noticed. In spite of the rapid growth of literacy, the number of

\(^1\) Gosal, G.S. 1967 op cit p.3
illiterates in the region has increased. There were 316,973 illiterates in 1951; their number rose to 506,273 by 1971, showing an increase of 59.7 per cent. This total number of illiterates exceeds the male population of the region in 1971. The rapid increase in the number of illiterates is due to the influx of urban and agricultural labourers who were attracted by the intensive developmental activity of the region besides the natural increase of the populace. It is, therefore, clear that the rapid growth of population has thwarted the progress in literacy. To curb this trend, a reduction in the birth rate would be necessary, as "real success can be achieved only by a monumental effort on both fronts: in education and in literacy control " *1.

The study of 1951 Census reveals that literacy level in the region was very low, 13.32 per cent on the average (20.22 per cent for males and 5.07 per cent for females). This was basically due to the fact that the region in the pre-Independence period was a neglected area with a backward subsistence economy. It had agriculturists who were inherently not prone towards literacy: only one out of 7.5 persons could then read and write. The high rate of illiteracy is explained by the socio-economic and cultural history of the region.

*1. Gosal, C.S, 1979 op. cit p.45
One fundamental explanation lies embedded in the ancient Varna system (caste system based on the principle of division of labour) as enunciated by Manu. This has been the deep-rooted cause of compartmentalizing the Indian society and making learning the privilege of those for whom education was an occupational necessity. Thus the upper caste Brahmins (priests and teachers) and Vaishyas (traders and administrators) enjoyed the privilege of education over Kshatriyas (cultivators and warriors) and lower caste Sudras. In fact, in olden days, the right of education was denied to Sudras and women as a result of which female and Scheduled Caste population of India has remained generally illiterate. These age-old prejudices started waning with the dawn of the 20th century after social reforms brought about by religious organisations like the Arya Samaj, Sanatan Dharam Sabha, Singh Sabha and social reformers who ushered in a healthy attitude towards females and Sudras.

During the British Raj, the administrators also took some measures for the spread of literacy but these were confined to towns. The rich traditions of culture and scholarship of the past heritage were restricted to the...
upper strata of society, leaving the public at large unaffected.

Among other factors working almost simultaneously were the feudal rulers of Patiala and Phulkian States (which comprised parts of Rajpura and Fatehgarh tehsils under study) who looked upon their subjects as a source of revenue collection only. They did almost nothing for their uplift; the result - the masses remained illiterate. This is evident from the low percentage of literate and educated persons in 1951: in Rajpura Tehsil (5.7 per cent) Fatehgarh Tehsil (12.3 per cent) and Ropar (14.6 per cent). The latter two tehsils formed part of Ropar district of British ruled Punjab. Besides, the backwardness of the region, until recently did not encourage education. Extreme poverty forced parents to have their children as helping hands rather than at school. Some of these factors have already been brought out in the earlier studies of Gosal*1; Davis*2 and Parlulekar*3.

The outlook towards education differed in the pre-and post-Independence period for which the year 1951 is a great divide. The spread of education in Northern India is a post-Independence phenomenon and the Inter-State Chandigarh Region is no exception. During this span of time it has

made remarkable headway in this direction. Primary schools with free education have been set up and made easily accessible to children of most of the villages. The state government provides free transport in the buses to students who halt at places where they gather. A network of link roads has been constructed to connect villages with the main roads. Special grants and concessions have been given to scheduled castes such as books and light refreshments, stipends and scholarships. Roads have acted as corridors for the rural-urban interaction and the new wave of education as a way of life is evident in all sectors of the region. Determined efforts have been made by the government to implement the policy of compulsory education, at least at the primary level, irrespective of sex, caste and creed.

RURAL-URBAN DIFFERENTIAL IN LITERACY.

There is, however, a wide disparity in the rural-urban literacy rates of the region. Only 30.6% per cent (38.7% per cent males and 20.8% per cent females) of the rural population could read and write in 1971 as against 62.25 per cent (68 per cent males and 54.88 per cent females) of those living in towns (Table 5.2). In other words, for every one educated rural literate, there were two urban literates, giving the ratio of 1:2. The ratio for rural-urban males was 1:1.7 and it was 1:7.6 for females.
Compared to the rural figures of the neighbouring states for 1971, the rural average for the Region is higher than that of the state of Haryana 21.77 per cent, Punjab 27.81 per cent, Himachal Pradesh 29.81 per cent, and the rural national average of 23.74 per cent. The contrast between the rural urban literacy rates of the region becomes more accentuated by the female literacy rates of 20.89 per cent and 54.88 per cent respectively. A perusal of Table 5.2 brings out a few marked contrasts of the rural-urban literacy rates, which are as follows:

1. The rates of literacy both among males and females are higher in towns than in villages.
2. Male-female differential in the rural areas is greater than in the urban areas - the ratio being 2:1 and 6:5 respectively.
3. The growth of literacy among females has been more marked in relative terms than among males, both in rural and urban areas.

The rural-urban literacy differences are essentially a function of the differential rates of change occurring in towns and villages. The towns need more educated persons because there are numerous tertiary and secondary activities such as administration, industry, trade, commerce, business.

### TABLE 5.2
INTER-STATE CHANDIGARH REGION
LITERACY RATE: 1951-71

<table>
<thead>
<tr>
<th>Period</th>
<th>Year</th>
<th>Total Males</th>
<th>Females</th>
<th>Literates in the I.S.C.R.</th>
<th>T.</th>
<th>M.</th>
<th>F.</th>
<th>Literates in the rural areas of I.S.C.R.</th>
<th>T.</th>
<th>M.</th>
<th>F.</th>
<th>Literates in the Urban areas of the I.S.C.R.</th>
<th>T.</th>
<th>M.</th>
<th>F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Chandigarh</td>
<td>1951</td>
<td>13.32</td>
<td>20.22</td>
<td>5.07</td>
<td>12.24</td>
<td>19.04</td>
<td>4.14</td>
<td>24.05</td>
<td>31.69</td>
<td>14.51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Chandigarh</td>
<td>1961</td>
<td>28.30</td>
<td>36.72</td>
<td>17.62</td>
<td>19.70</td>
<td>28.16</td>
<td>9.43</td>
<td>54.51</td>
<td>60.91</td>
<td>45.22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1971</td>
<td>41.55</td>
<td>49.00</td>
<td>32.36</td>
<td>30.69</td>
<td>38.78</td>
<td>20.89</td>
<td>62.25</td>
<td>68.00</td>
<td>54.88</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N.B. The figures are in percentage.

Source:  
1) District Census Handbooks of Ambala, Patiala and Kohistan, 1951.  
*Compiled and computed for the I.S.C.R.
and transport. They are thus the first recipients of educational facilities. In fact, the process of literacy begins in towns and trickles down to villages. Even social organisations for the spread of education and literacy are clustered in towns and function more effectively there than in villages. This is because greater infrastructural facilities are available in the towns. Further, literate persons in towns are socially and economically more motivated to imparting education to their children. They show equal concern in educating their sons and daughters, unlike the social prejudices which persist in the rural areas against females education and employment. Lastly, many educated ruralities, under the pressure of population and craze of modernity, migrate to urban places in search of employment, thereby increasing the number of urban literates at the expense of the rural areas.

Though literacy started spreading to the rural areas after independence, a large number of villages did not have even a primary school in 1971 (Map 5.5). In fact,

the areas of Faridkot and Kalka Tehsils had 48.4 per cent and 61.97 per cent of their villages with no schools while the corresponding figure for Ropar was 29.82 per cent, Kharar 31.50 per cent, Rajpura 27.33 per cent and Fatehgarh Sahib 22.78 per cent (Table 5.3). These figures confirm the link between educational facilities and general development of the region. With the growing realization to educate the children and with increasing educational facilities, many students had to travel a few kilometers every day to a school (Map 5.4). In many cases the orthodox parents did not allow their daughters to travel alone. There has been a considerable number of drop-outs at primary stage, even the girls, even female teachers have been reluctant to serve schools not quite close to their homes, for fear of personal security. Even today parents prefer to send their sons to good schools but not always the daughters.

(All the same, the Inter-State Chandigarh Region has made considerable progress in education. Even the small land owners have realized the value of education and feel...
### Table 5.3

**INTER-STATE CHANDIGARH REGION**

**NUMBER OF SCHOOLS IN RURAL AREAS: 1971**

<table>
<thead>
<tr>
<th>State</th>
<th>Tehsil</th>
<th>Secondary Middle schools.</th>
<th>Primary schools.</th>
<th>Number of villages with No.-</th>
<th>Number of villages with No.-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of schools</td>
<td></td>
<td>Number of villages with No.</td>
<td>Number of villages with No.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1971</td>
<td></td>
<td>1971</td>
<td>1971</td>
</tr>
<tr>
<td>1. Punjab.</td>
<td>Kharar</td>
<td>11</td>
<td>14</td>
<td>187</td>
<td>86</td>
</tr>
<tr>
<td>2. * Ropar</td>
<td>3</td>
<td>2</td>
<td>40</td>
<td>17</td>
<td>34.61%</td>
</tr>
<tr>
<td>3. * Fatehgarh Sahib.</td>
<td>4</td>
<td>2</td>
<td>61</td>
<td>18</td>
<td>22.78%</td>
</tr>
<tr>
<td>4. * Rajpura</td>
<td>3</td>
<td>15</td>
<td>140</td>
<td>54</td>
<td>27.83%</td>
</tr>
<tr>
<td>5. U.T.</td>
<td>Chandigarh</td>
<td>2</td>
<td>-</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>6. Haryana</td>
<td>Kalka</td>
<td>8</td>
<td>5</td>
<td>54</td>
<td>88</td>
</tr>
<tr>
<td>7. * Naraingarh</td>
<td>8</td>
<td>12</td>
<td>97</td>
<td>91</td>
<td>48.40%</td>
</tr>
</tbody>
</table>

Source: Compiled and computed for the I.S.C.R. from District Census Handbooks of Ambala, Patiala, Ropar and the Union Territory of Chandigarh, 1971.
that education alone holds the key to modernization. The interaction between the rural and urban areas has increased because of the impact of urbanization and development of road network. Frequent visits to towns, exchange of ideas, education through mass media like radio, television, cinemas and the general awakening of the rural masses has changed the outlook of the villagers. The wide rural-urban differential is bound to keep narrowing with more intense urban-rural interaction in times to come.

**MALE-FEMALE DIFFERENTIAL IN LITERACY.**

The progress of a community towards social advancement can be measured in terms of literacy among women. Apart from the literacy gap that exists between the rural-urban areas, there also exists a wide gap between male-female literacy rates in the rural areas of the region. In 1951, the percentage of males and females who could read and write in the rural areas was 19.04 per cent and 4.14 per cent respectively. It meant that for every single educated female, there were five educated males. In other words, literacy in rural areas was oriented mainly towards males. In this context,
it was rightly observed that the problem of literacy among women meant largely a problem of illiteracy among rural women. This widespread illiteracy was due to a number of socio-economic factors. Many restrictions were imposed on the movement of women due to the purdah system. They were debarred from employment where they would need education, since it was believed that educated females would not adjust well to the traditional setup of the Indian Society. The lack of social awareness, particularly among females, has been another stumbling block to their literacy and education.

To cap it all, the custom of their early marriage deprived a large number of them of literacy. In such conditions, it was but natural that women suffered from educational neglect.

But, after 1951, significant changes have taken place in the attitudes of the people of the region and the country on account of a change in social values. The inequality

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of women in education and employment is receding rapidly in some places, slowly in others. The rising cost of living has aggravated the problem and there is a little slide back for females even in big towns. But with increasing education among males, an educated working female partner is becoming a matrimonial asset, at times a necessity, even in the rural areas. There has been all-round improvement in the rural female education and the average has risen from 4.14 per cent in 1951 to 20.89 per cent in 1971 as compared to the corresponding figures amongst males: 19.04 per cent and 38.78 per cent respectively. The rural male-female literacy ratio has thus been reduced from 5:1 in 1951 to 2:1 in 1971.

**LITERACY DIFFERENTIAL BY CASTE.**

There has always remained a close association between caste and literacy. Since scheduled castes have been traditionally engaged in vocations requiring unskilled labour, the need for their literacy was never felt. The social taboos did not allow them to enter educational institutions in the past*1. Besides, keeping children away from school and

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employing them in chores like sweeping, collecting fuel or herding the cattle seemed more beneficial.

However, since 1951 great efforts have been made by the Government to educate the Scheduled Castes. Unfortunately data on Scheduled Castes literates is available only at the tehsil level, and the region under study constitutes only three tehsils in full, i.e. Kharar, Kalka and Chandigarh. Therefore, a study can be made with reference to these tehsils only for generalised statements.

Table 5.4 shows that in 1971, on an average, less than one-fourth of the Scheduled Caste population of these tehsils was literate: Kharar 25.48 per cent, Chandigarh 24.37 per cent and Kalka 20.85 per cent. There is a greater disparity in male-female literacy rates among the Scheduled Castes both in urban and rural areas. The rural-urban differential in male and female percentages was 16.36 and 22.41 points for Chandigarh; 19.5 and 22.07 points for Kalka and 20.91 and 13.69 points for Kharar respectively. From this it is inferred that due to deep-rooted taboos, literacy among

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*1. Natrajan, D. 1972: Extracts from the All India Census Reports on Literacy, Census of India, 1971. Centenary Monograph No. 9, Controller of Publications, New Delhi, p. 34.
TABLE 5.4
INTER-STATE CHANDIGARH REGION
LITERATE SCHEDULED CASTES (IN PERCENT), 1971.

<table>
<thead>
<tr>
<th>Tehsil</th>
<th>Total</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kharar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>25.49</td>
<td>34.58</td>
<td>14.26</td>
</tr>
<tr>
<td>R</td>
<td>25.16</td>
<td>34.50</td>
<td>13.59</td>
</tr>
<tr>
<td>U</td>
<td>29.35</td>
<td>35.48</td>
<td>21.79</td>
</tr>
<tr>
<td>Kalka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>20.85</td>
<td>29.90</td>
<td>9.97</td>
</tr>
<tr>
<td>R</td>
<td>18.88</td>
<td>27.75</td>
<td>8.25</td>
</tr>
<tr>
<td>U</td>
<td>32.10</td>
<td>41.99</td>
<td>19.92</td>
</tr>
<tr>
<td>Chandigarh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>24.37</td>
<td>33.43</td>
<td>12.08</td>
</tr>
<tr>
<td>R</td>
<td>16.70</td>
<td>23.73</td>
<td>7.37</td>
</tr>
<tr>
<td>U</td>
<td>26.07</td>
<td>35.55</td>
<td>13.14</td>
</tr>
</tbody>
</table>

Source: The Census of India, Social and Cultural Tables, Part II c(i), 1971, of Punjab, Haryana and the Union Territory of Chandigarh.
Scheduled castes has not picked up momentum as it has among the rural people. The need to educate children is being felt by the Scheduled castes in the light of government incentives and job security given to them in the region as in the rest of the country.

REGIONAL ANALYSIS OF RURAL LITERACY.

Having examined the differentials in literacy, we now proceed to the analysis of areal disparities in rural literacy which comprehend within themselves all the variables of literacy discussed above. As already noted, 30.69 per cent of the rural population of the region was recorded as literate in 1971 Census. This is higher than the rural averages of the states that the region is a constituent of: Punjab 27.81 per cent and Haryana 21.72 per cent, thereby making the Inter-State Chandigarh Region as one of the most literate part of the parent states and a distinct entity by itself. The spatial distribution of literacy depends, to a large extent, on the location of schools and their proximity, means of communication, socio-economic conditions and the occupations prevailing in the area. Apart from these factors, the rural-urban interaction
and the subsequent changed values of life are among the most significant controlling features.

The regional variations of literacy of the rural population are brought out from Map Nos, 5.1 - 5 representing

1. Rural literates as per cent of total rural population, 1971.
2. Rural literates males as per cent of total male population, 1971.
3. Rural literate females as per cent of total female population, 1971.
5. Villages with no primary schools, 1971.

SPATIAL DISTRIBUTION OF LITERACY.

For the purpose of detailed analysis of the regional contrasts in literacy, three distinct categories are identified (Map 5.1)

A) Areas of high literacy rate exceeding 30 per cent of literate population,

B) Areas of low literacy rate of less than 20 per cent of literate population,

C) Areas of moderate literacy rate ranging between
Inter-State Chandigarh Region

RURAL LITERATE MALES AS PERCENT OF RURAL MALE POPULATION
1971

Map 5-2

Data by individual villages

Percentage

- 40
- 30
- 20
- 10
- 0

X Uninhabited village
U Urban area
DNA Data not available
20 and 30 per cent of literate population.

A). AREAS OF HIGH LITERACY RATE WITH OVER 30 PER CENT OF LITERATE POPULATION:

Four hundred and thirty-nine villages constituting 45.9 per cent of the region recorded a literacy rate of more than 30 per cent. Concentrations of high literacy area are confined to:

1) The North Western section of the region, constituting about one fifth of the total area, is the largest continuous rectangular expanse formed by joining the south western tip of Chandigarh to the western boundary of the region. This stretch includes upland plain of Ropar tehsil and Fatehgarh Sahib and two thirds of the dissected undulating plain of Kharar tehsil. The literacy rate here is comparatively high ranging between 35 and 45 per cent. This is high due to the proximity of educational centres which are ideally spaced (Map 5.4). It being a flat fertile area, agriculture is intensive. The green revolution has brought prosperity to the area. Though the landholdings are small, yields
Inter-State Chandigarh Region
PROXIMITY TO HIGH/ HIGHER SECONDARY SCHOOLS
1971

Distance from a high/higher secondary school
More than 5 Kms
3 to 5 Kms
Less than 3 Kms
Urban area
(Data by individual villages)

Map 5.4
Inter-State Chandigarh Region
VILLAGES WITHOUT ANY SCHOOL
(Primary Middle Or High Higher Secondary)
1971

Primary school facilities
- Village with school
- Villages with no school
- U Urban area
- DNA Data not available

(Data by individual villages)
are high and the farmers are prosperous and aware that education is important for their children.

The historical factor in upgrading education of this section of the region cannot be ignored. Sardar Baldev Singh, Development Minister of undivided Punjab before partition, took many measures to save the sick and sinking schools of the area. He introduced new management committees to provide financial assistance and ensure that their functioning was systematic. Besides, the area is getting rapidly urbanized under the impact of four urban centres of the region. These towns have directly influenced the spread of literacy and diversified the economy. That is why 25 to 45 per cent of the workers of these villages are engaged in non-agricultural activities. Moreover, with the progressive reduction in the size of agricultural holdings, the people had to look for non-agricultural jobs. The importance of education was thus realised. Besides, this section has remained exposed to the urban impact and overseas influences through migration to towns (in India) United Kingdom, Canada and Gulf Countries. The
emigrants to foreign lands have remitted large sums of money to their villages for the provision of educational facilities for their brethren. These factors led to high rates of male literacy - 45 to 55 per cent (Map 5.2) while female literacy ranges between 25 to 35 per cent (Map 5.3) making the male-female differential the lowest in the region. The literacy percentage would have been even higher but for the predominance of Scheduled Castes living in this section (Map 2.2). They have not yet been much affected by literacy as discussed in the earlier pages.

ii) High literacy rates around urban centres include:

a) South and south west of Chandigarh merging into the north western region,

b) South west of Banur,

c) Northeast of Dera Bassi,

d) Around Naraingarh.

This is because of the impact of the towns and also due to the greater number of workers in non-agricultural pursuits. Such workers commute to towns day after day.

*1. Krishan, G. and M. Shyam, 1978 op.cit p.18
Since they are educated themselves, they naturally provide facilities for their children to get educated.

iii) Along roads: The vital role played by roads in the spread of literacy has been amply recognized\( ^{1,2} \). In fact, it is one of the forces that increase literacy. Its effect is seen more in the case of female literacy (Map 5.3) where it is marked by a linear pattern which merges in the north western zone following the roads from Chandigarh to Kurali and Morinda via Kharar. Its percentage here goes above 30. The road factor was more marked in male literacy during 1951-61 (Map 5.10) but during 1961-71 decade (Map 5.9), it seems to have got linked with other factors of general prosperity. High literacy is also noticeable along the Kalka-Chandigarh road which has a number of urban-like settlements. A considerable number of people working in these industrial pursuits are literate


and educate their young ones too.

B) AREAS OF LOW LITERACY WITH LESS THAN 20 PER CENT LITERATE POPULATION:

These includes 228 villages (23.8 per cent) of the region. It includes:

i) The hilly area of Naraingarh tehsil and the piedmont section of Kharar tehsil.

This is the most extensive part comprising the category of low literacy. The literacy rate in the hilly section of Naraingarh tehsil averages between 8 to 12 per cent, the female literacy being much lower, mostly below 5 per cent. This area formed part of the old Ambala district, now in Haryana. Among the various reasons for its low literacy, the most important is the neglect suffered at the hands of the British on account of its active participation in the war of Independence of 1857. Even after partition it remained a comparatively neglected part of the old Punjab till the creation of Haryana in 1966*1.

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Besides the government neglect, other factors like the terrain, lack of means of communication, general backwardness, absence of social organizations and late introduction of education have been other dampening factors in the progress of literacy.

The piedmont section of Kharar tehsil has, on the average, 12 to 15 per cent of literates. There are very few schools in this tract. The hilly topography and general backwardness are the factors responsible for the low rate of literacy.

ii) The scattered pockets in the southern part of the region. These include the patches of Rajpura tehsil and undulating part of Naraingarh tehsil. The rate of literacy ranges between 15 to 20 per cent. The feudal impact (page 91) and the late introduction of education are the most important factors for the same.

AREAS OF MODERATE LITERACY: Between 20 to 30 per cent of the population was literate in 289 villages or 30.2 per cent of the region. This category includes the villages
West of Narasingarh and Kalka tehsils and the lower section of Rajpura falling in the dissected and upland area with a transitional location. There are small patches around the city of Chandigarh, Banur and Dera Bassi which fall in this category of moderate literacy.

To sum up, the spatial disparities in literacy within the Inter-State Chandigarh Region are influenced by the physio-socio economic conditions. The part played by the government in setting up schools and giving incentives for literacy has been significant in the region. Good link roads between villages in the interior and urban centres play a dominant role in increasing literacy whereas the lack of such roads leave areas like Narasingarh backward.

GROWTH OF RURAL LITERACY.

The period 1951-71 has made remarkable progress in literacy in the I.S.C.R. The increase in the number of literates in the region has been 311,257 - a rise of 638.60 per cent (males 482.14 per cent and females 1385.17 per cent). The rural areas registered an increase of 328.85 per cent.
(males 251.15 per cent and females 754.59 per cent). Based on the actual increase in numbers, these changes tend to get exaggerated on account of their small base. Hence they bear some meaning only if understood in terms of absolute change. In 1951, the proportion of rural literates to total rural population was 12.24 per cent (males 19.04 per cent and females 4.14 per cent) which rose to 30.69 per cent (males 38.78 per cent and females 20.39 per cent) in 1971 thus making an absolute increase by 18.45 points in the percentage figures (males +19.74 points and females +16.75 points). Although the literacy growth percentage of both males and females are quite close to each other, yet the rural female growth has been much higher than that of males as is evident from the male-female ratio which diminished from 5:1 in 1951 to 2:1 in 1971. This rapid progress in rural literacy is due to the interplay of the following factors:

1. The fast impulses which the nodal city of Chandigarh

*1. percentage of the previous year - percentage of the year under discussion = Absolute change.
has sent to the surrounding villages of the Inter-State Region through its close inter-action by mass commuting on account of the good network of roadways.

2. Attraction of the employment opportunities in the city for the educated persons and skilled labourers.

3. Availability of varied education facilities in Chandigarh City.

4. Opening of a large number of schools in the villages by the government.

5. General awakening and realisation of the need for education among the people.

6. Urbanization of the region, and

7. Desire to seek employment in non-agricultural activities because of diversification of economy.

However, different parts of the region have experienced different rates of literacy growth. Based on an average of 18.45 points of change in percentage during 1951-71, the whole region can be divided into three categories (Map 5.6).
Inter-State Chandigarh Region

CHANGE IN THE PERCENTAGE OF TOTAL RURAL LITERATES
1951-71

Change in percentage

40
30
20
10
0
Decrease
X Uninhabited villages
U Urban area
DNA Data not available

(Data by individual villages)

Map 5-6
Inter-State Chandigarh Region
CHANGE IN THE PERCENTAGE OF TOTAL RURAL LITERATE YS
1961-71

Change in percentage
- 20
- 15
- 10
- 5
- 0
- Decrease
- X Uninhabited village
- U Urban area
- Data not available

(Data by individual villages)
a) **Areas with rapid growth of literacy with an absolute change of more than 20 points.**

b) **Areas of slow rate of literacy with an absolute change of less than 10 points or even a decrease.**

c) **Areas of moderate growth of literacy between 10 to 20 points of change.**

a) **Areas with high literacy increase:** The absolute change of more than 20 points in the region during 1951-71 took place in 304 villages constituting 47.2 per cent of the total area. The villages of this category are concentrated in Punjab and Chandigarh Union Territory. A big expanse lies in the north-western part of the region where the literacy increase ranges between 20 and 40 points. It includes the concentrations around the urban centres of Morinda, Kurali, Kharar and Chandigarh. The change in both, male and female literacy rates, has been more pronounced in the 1961-71 decade than in 1951-61 (Maps 5.9-12). The piedmont area, north east of Chandigarh, has witnessed a change of 20 to 30 points in literacy due to the vicinity

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*1. The 205 (uninhabited and D.U.A.) villages of 1951 Census have been excluded for the calculation of percentage. The total number of villages in the 1951 census was also 1,018.*
Inter-State Chandigah Region

CHANGE IN THE PERCENTAGE OF RURAL MALE LITERATES
1961-71

Change in percentage

- 20
- 15
- 10
- 5
- 0

Decrease

X Uninhabited village
U Urban area
NA Data not available

(Data by individual villages)
Inter-State Chandigarh Region

CHANGE IN THE PERCENTAGE OF RURAL MALE LITERATES
1951-61

Change in percentage
15
10
5
0
Decrease
X Uninhabited village
U Urban area
DNA Data not available
(Data by individual villages)
Inter-State Chandigarh Region
CHANGE IN THE PERCENTAGE OF RURAL FEMALE LITERATES
1951-61

(map of the region showing changes in the percentage of rural female literates with symbols for different percentage ranges and notations for uninhabited villages and urban areas.)

(Data by individual villages)
of the educational city of Chandigarh and the settling of educated migrants there. Scattered patches of this category are also to be noticed in the southern section of Rajpura Tehsil.

b) Areas with a small increase of literacy:

An increase of less than 10 points was observed in 138 villages constituting 17 per cent of the region. Of this, 26 villages (3.19 per cent) had a drop in literacy. These areas with slow growth of literacy are found in scattered patches, the maximum concentration being in the tehsil of Nariangarh where the change in male literacy percentage was moderate, ranging between 10 and 15 points but the change in female rate was not to be noticed (Maps 5.9 - 12). Rajpura tehsil and northern piedmont area of Kharar tehsil also had low growth of literacy ranging to less than 10 points.

c) Areas with moderate increase in literacy rate:

An increase of 10 to 20 points was recorded in 291 villages or 35.8 per cent of the area of the region. They
lie in the transitional tracts between the two extreme areas of growth. This category is predominant within the central and lower part of the dissected palin. Here the change in male literacy is high but that among the females is fairly low leading to a moderate increase.

In sum, the Inter-State Chandigarh Region has high literacy compared to Punjab and Haryana. The high proportion of the non-agricultural population of the region, unprecendented urban development and impact of the growing capital of Chandigarh have contributed to this factor. Its good network of roads, free and compulsory primary education and the growing awareness for the need of education have been catalysts in encouraging literacy in the rural areas.

CONCLUSIONS

1) The I.S.C.R. has 41.55 per cent literates (49 per cent of males and 32.36 per cent females) in its total population. The Scheduled Castes and women are less literate. The Union Government has given many incentives like stipends and scholarships, reservation of seats and jobs in higher technical institutions and their departments so that the progress of literacy among Scheduled Castes picks up
2) Among the rural people, 30.69 per cent (38.78 per cent males and 20.89 per cent females) are literates. Notwithstanding the lower percentage of female literates, there has been fivefold increase in their literacy whereas it is double for males when compared to the 1951 figures.

3) The north western tract of the region and the peripheral villages around the urban centres have recorded the highest literacy rates. They are flat alluvial lands with schools at short distance. The economy is diversified.

4) Within the region there are great disparities in literacy rates between its different parts. For example, the south eastern area, being comparatively backward, has literacy rate which is lower than the rest of the region. Historical, physico-social, economic and political factors are the reasons. Since 1951 literacy in the area has improved.

5) Literacy has improved considerably but the high growth of population counterbalances literacy. The spread of education and fertility control go hand in hand.