

PATTERNS AND DETERMINANTS OF EDUCATIONAL ATTAINMENT

A STUDY OF CHITTAURGARH DISTRICT

A THESIS

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By

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ABSTRACT

Literacy is one of the most important indicators of socio-economic and political development of a society. Literacy discharges many functions in the society, that is; Socialization, Communication knowledge and information, Contribution to social, political and economic development, Development of human resources, Character building and personality development, Social, ethical and democratic control.

The study attempts to present the holistic picture of the pattern of literacy system in Chittaurgarh district. This study is an interpretative and analytical investigation of the impacts of literacy system on the community of the district, affecting the economic, social and cultural development of the place. The main objectives of the present research work to study the growth of literacy, various literacy programs and their consequences, current educational status, analyze the possibilities of future progress of literacy rate, suggest the appropriate strategies designed for the eradication of problems and develop a strategy to make Chittaurgarh district a complete literate district.

During the last 60 years there has been an appreciable continuous increase in the level of literacy as from 7.07 percent in 1951; it has risen to 61.71 percent in 2011 Census. When we examine the progress of literacy in 20th Century, it was slow till 1951. The post 1951 period association with quickening pace of the urbanization process, opening of a very large number of new schools, social awareness about especially girls education development, new technology in schools and society, increasing educational facilities along with availability of female teachers in abundance particularly in rural areas, increasing value of female education for matrimony, increasing degree of socio-economic awareness, waning social taboos and prejudices against female education, Scheduled Tribe and Caste.

The analysis has recorded wide range disparity among different types of literacy. The data shows not only that the rate of literacy is low case of female, rural, scheduled caste and scheduled tribe population but the difference among groups male-female, rural-urban and scheduled caste, scheduled tribe is critically high. Special efforts should be made not only to curb these gaps but also to increase overall literacy rate so that dream of making the district a complete literate division be fulfilled.

Various schemes were introduced by the Central and State government through their own support and with external assistance from time to time, but their remained lack of continuity in terms of objectives, contents, mode of implementation and operationalization of schemes. More emphasis is being laid on development of education on in the area through various programmed for e.g. Adarsh and Utkrist Vidhyalaya Yojana, State Initiative for Quality Education, Activity Based Learning, Kasturba Gandhi Balika Vidhyalaya, Sharda Girls Hostel, Residential Training, Community Mobilization, Information Communication Technology Scheme, Vocational Education Program, School Integration, Inclusive Education for Disabled at Secondary Stage, Staff Rationalization, Swami Vivekanand Government Model Schools, Transport Voucher Scheme, School Water Sanitation and Hygiene Education Program, Saakshar Bharat Program, Jan Shikshan Sansthan, Mid-Day Meal Scheme, Scheme for Infrastructure Development in Minority Institutes, Scheme to provide quality education in madrasas and Right to Education, Samagra Shiksha etc.

Having reached an effective literacy rate of 61.71 percent (76.61 percent for males and 46.53 percent for females) in 2011, the area seems to have attained a respectable place in terms of literacy but the prospects in the area of education is that are-firstly, although in terms of effective literacy (aged 7 & above) the male-female differentials have squeezed down. Secondly, promoting higher education requires opening up higher education institutions, enrolling students and recruiting the faculty. Thirdly, distribution of educated workers in different sectors of economy holds the key to diversification of occupational structure of a society. Fourthly, of recent there had been a growing demand in the area to allow greater access to the private sector in the field of education with a view to achieve its expansion plans as well as to provide competition for improving the quality of education in the area.

The government efforts for universalization of education and comprehensive literacy drive have yielded positive results. These efforts have helped in growth of literacy rates. There is necessity of addressing various policy issues, which need attention for sustainable growth of literacy rates. The objective of the program is to include all children under education, where the number of non-nominated children is low and all the illiterates are up to 35 years of age. However the situation of growth of literacy is not an issue to covers only through the allocation of funds and opening of new primary, upper primary, secondary and senior secondary schools as well as literacy

centers. There are various constraints in literacy program, which need to be addressed in the requisite manner. For this purpose various policy measures are required to be taken at the national and State level for addressing the quantitative and qualitative issues of literacy, which are equally important and overlooking those would reflect over the growth of literacy rate in sustainable manner, that are addressing the lacking areas, quality of education, quality issues, the use of ICT in education remains limited, teacher development and management, equity issues, drop out issues, governance and management, budgetary constraints, coordination in government and private efforts etc.

The overall result of the present research has shown that the total literacy has increased over the years. Though the literacy rate has increased in the district yet there are only certain sections of society which have been benefited by this overall increase. For example, in case of female, rural, scheduled caste and scheduled tribe, the position of literacy is still critical.

The present study divided into six chapters. Chapter I deal with the introduction and importance of literacy in society and economy, discussion on cartographic and statistical techniques used. In chapter II, detailed service of literature has been made. This chapter also contains the choice of study area; Chapter III is devoted to "Pattern of literacy-1981, 1991, 2001 & 2011". Besides discuss the level and changes of total literacy, male-female literacy. This chapter consists of not only the level of rural- urban literacy but also about the changes of rural-urban literacy. This chapter discussing the level and changes of scheduled caste and scheduled tribe. Chapter IV deals with education facilities and efforts for literacy in Chittaurgarh district begins with a detailed discussion on various State and centre sponsored programs to increase the levels of literacy in Chittaurgarh district. Chapter V is devoted to "Educational Parameters" for Village sample survey and describes the variations in Village area. Chapter VI deals with the conclusions and policy issues drawn from the whole study and recommendations are made to make Chittaurgarh a complete literate district.

Durga Kadel

CANDIDATE'S DECLARATION

I hereby certify that the work which is being presented in the thesis entitled "**Patterns and Determinants of Educational Attainment–A Study of Chittaurgarh District**" in partial fulfillment of the requirement for the award of the degree of Doctor of Philosophy, carried out under the supervision of Dr. M.Z.A. Khan and submitted to University of Kota, represents my idea in my own words and where other ideas or words have been included, I have adequately cited and referenced the original sources. The work presented in this thesis has not been submitted elsewhere for the award of any other degree or diploma from any institution.

I also declare that I have adhered to all principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/source in my submission. I understand that any violation of the above will cause for disciplinary action by the University and can also evoke penal action from the sources which have thus not been properly cited or from whom proper permission has not been taken when needed.

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This is certifying that above statement made by Durga Kadel, Registration No. F-61 () /Res/UOK/2013/ 11845–46 is correct to the best of my knowledge.

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Research Scholar

Durga Kadel

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CHPATER- I

INTRODUCTION

1.1 Introductory

Literacy is one of the most important indicators of socio-economic and political development of a society. It is a major component of human resource development and is thus basic of any programmed of social and economic development.

In past the literacy was studied under Population Geography but Literacy Geography has obtained place under Geography as a separate branch of Geography, only some years ago under which all aspects of literacy are studied.

In last two decades there is a tremendous development in the area of literacy but the lower community of the society has been less benefited. Even today, millions of people in the remote areas are illiterate, if efforts made by the government sector used in the right direction can be eliminated illiteracy at a lower cost at a lower cost.

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".

At the time of issuing of human development report 2007 of UNDP on 29 November, 2009 Mrs. Maxine Olson (The UNDP representative present in India) said that 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 age 6 to 14 years.

Literacy an important tool for communication, learning and information, is a virtual precondition for an individual's evolution and national development. Research

studies on human cognitive development have established that literacy enhances the critical faculties and enables to reflect on the existential reality in which they have been placed. It promotes objectivity, capacity for clear perception, thought logical and coherent analysis. It promotes the sense of history and helps in combining personality with universality. In this sense, literacy can be regarded as inalienable fundamental rights.

1.2 Main Objectives of the Study

Literacy in the district is the most basic indicator of socio-economic progress. The UNESCO defines a literate person as "the one who has acquired all the essential knowledge and skills which enable him/her to engage in all those activities in which literacy is required for effective functioning in his/her group and community and those attaining in reading, writing and numeracy make it possible to use these skills towards his/her own his/her community's development. The National Literacy Mission (NLM) defines literacy as "acquiring the ability to apply them to one's day-to-day life". The Census of India has defined literacy rates as a crucial measure to enhance a region's human prosperity. Literacy discharges many functions in the society, that is;

- Socialization,
- Communication knowledge and information,
- Contribution to social, political and economic development,
- Development of human resources,
- Character building and personality development,
- Social, ethical and democratic control.

Literacy in general is not just for understanding and writing, but also for thinking critically and responding accordingly. To participate fully in civic life, people must have the skills necessary to access and act upon information. Literacy is more than just a tool. Literacy system of India has changed a lot from what introduced by the British Rule till now. In the current scenario of universalizing, literacy has introduced new dimensions. Now the Government is moving forward towards welfare education, with emphasis on social and economic research, focusing on research and concentration on free and compulsory primary education for children up to the age of 14 years. Such reformations in literacy system has influenced the society to the great extent modifying its fundamental structure and region as a whole.

The research study is most comprehensive in nature, covering aspects related to literacy, where the growth of literacy rates in the district of Chittaurgarh is main issue and which center-related development which is beneficial through literacy. The Central Government is vigilant for achievement of total literacy to all the States and provides financial assistance to States lagging behind, but the process of implementation is main lacking area. This issue is directly related to the problems of livelihood of the people and even after the construction of the requisite facilities; people of such areas remain apathetic to avail themselves for their socio-economic uplift. The literacy and development are dependent on each other literacy is helpful in achieving various national objectives, which are staggering in view of lack of awareness. After reviewing various literacy studies conducted on national and State levels, we have reached at the conclusion that the study of literacy in the Chittaurgarh district of Rajasthan has not attracted attention either from the side of geographers or other social scientists. While it is important to note that any literacy study in Chittaurgarh district is important in keeping in mind the level of literacy and their tehsils in the district.

The study thus, aims to highlight how the reformations in a literacy system in the district have led to the changes in its socio-economic and Geographic structure. But change in scenario has also led to some adverse impacts in the district in terms of uprising social problems. In view of above discussions, the study attempts to present the holistic picture of the pattern of literacy system in Chittaurgarh district. This study is an interpretative and analytical investigation of the impacts of literacy system on the community of the district, affecting the economic, social and cultural development of the place. The main objectives of the present research work, therefore, may be summarized as follows:-

- To study the growth of literacy, rated and development like demographic, social and economic structure.
- To study the level of rural- urban literacy rates.
- To study the level of Scheduled Caste and Scheduled Tribe literacy rates.
- To study the various literacy programs in Chittaurgarh district and their consequences. Review the achievements attained by the promotional literacy programmers and educational development done in the region.

- To assess the gap of male - female literacy rate.
- To study the current educational status of Chittaurgarh district.
- To analyze the possibilities of future progress of literacy rate in Chittaurgarh district. And evaluate the causes of low literacy rate in the region. Access the areas which are most affected from lower literacy rate.
- To suggest the appropriate strategies designed for the eradication of problems.
- To develop a strategy to make Chittaurgarh district a complete literate district.

1.3 Importance of Proposed Research Work

Despite various government efforts there is no integrated and coordinated work done to study the literacy system set-up of the district. The scattered studies have been taken up by the government departments and individual educational institutions of the district. But they are lacking the holistic approach towards the adverse impact of the prevailing levels of reduced rate of literacy and its consequences on the social structure. Therefore, the study is significant in order to develop such lines which will highlight the contribution of different educational departments, literacy commissions and constitutional provisions and their impact on the society as a whole.

The importance of literacy can be stated at two levels: National and Individual. At the national level in India, a literate population is required to build a nation with strong socio-economic and political foundations. On the individual level, the confidence of each new literate person is increasing in order to achieve the impossible power of literacy.

As an educator, one is given the responsibility of cultivating and strengthening minds. An essential element of this task is ensuring students are literate. According to the latest report by the International Literacy Association (ILA), early literacy is considered vital, while digital literacy is a current tendency. Another form of literacy that is important in the 21st Century is culturally relevant literacy. Encouraging children to read and write at a young age and building on that foundation throughout their learning experiences as students, educators and parents alike are recumbent solid groundwork and endowing children with tools needed for their future success.

According early literacy is defined as "what children know about reading and writing before they actually read or write. Digital literacy is the ability to use ICT to find, evaluate, construct and communicate information, requiring both experimental and technical skills. Culturally relevant literacy is essential to ensuring that students receive the quality education that they deserve.

1.4 Review of the Literature

Primary source to know that literacy level of India and Rajasthan is the Census department of the Government of India, which renders the information related to literacy every decade. This is the significant source of literacy as different analytical studies are carried out over various aspects by interpretation of the basic information's. Information is available up to village level in a comprehensive manner to derive various analytical research works.

All the norms for collection of Census information are framed at the national level and released in each district containing information of villages, Panchayat Samiti, Tehsils and District for comparison of the data. Literacy studies have been carried on at various levels in International, India and Rajasthan.

Bell W. James (1967) in his article "A Comparison of Dropouts and Non-dropouts on Participation in School Activities" highlighted on the critical problem of school education, where children attend school on casual basis or stop attending school for various reasons. Main problem for such situation is association in domestic activities, where parents are working and child supposed to attend school is assigned the task to graze livestock or take care of rids during the day. This problem remained in most of the countries of the world and every country government tried to tackle in their own manner understanding the root cause of such situations. Such problems are quite 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 Wessel"). The 1970s witnessed 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 two thousand titles on Literary Geography exist (cf. Landau. 1996), yet it is one among the lesser known branches of Geography.

Arun C. Mehta (2010) in "Elementary Education in India" has presented analytical report of 2007-08 has presented sound information system for successful monitoring and implementation of District Primary Education Programmed started in the country with the external assistance started since 1994. This envisages development of transparent education management information system and preparatory education management information system and preparatory activities for strengthening infrastructure for education in the country. The publication provides information of 35 States and union territories of India to bring new dimensions of elementary education into focus. The publication details about the data on children with disabilities, examination results, medium of instructions of educational systems. The second has used various parameters to expand efficiency and deficiencies in the educational system in the country.

Meenaxi J. (Ed.) (2007) in the publication "Women Literacy in India" has included various issues related to women literacy in the broad spectrum of social, cultural, economic and development issues relevant to women. The publication has served in developing countries and mid-day programmed was initiated to meet the nutrition deficiencies of children as well as creating interest to attend school. The drop-out starts from first month of admission of children and continues for round the year. This situation has been termed as ineffective potential utilization of government efforts and spread literacy in rural and urban areas, where girls are in large number, who are compelled to leave school for various reasons.

Batelle (1976) in his article "A Turning Point for Literacy" included in the proceedings of International Symposium for literacy expresses the importance of the literacy at International level and attention of all the member countries was focused over initiating sincere efforts in view of importance. The development objectives cannot be achieved in desired spirit, unless the people of the country are aware about various aspects of their own spheres. People's participation in development efforts of national can succeed when the people are literate to know the difference in between development and destruction, which cannot function together. The author treated literacy as turning point for human resource development and helpful in success of development activities of the country.

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 Della Vedova (1881) and Almagia (1903-04) plea to use literacy source in Geographical works. Wright probably has the credit of advocating on the similar lines in English speaking world (cf. 1924 a & b, 1926 a & b). To strengthen the patriarchal social structure highlighted the socio-economic conditions of the people of India as well as their views, values and culture. During the British rule, education became tool of colonial power, enabling a small minority to have access to education and all the benefits in enabled. The social reformers raised the demand for transformation of women to make them more capable to fulfill their traditional roles. After independence, the policy makers argued for universal education as a tool for bringing social equality. It has been stressed that women issues are not limited to education but covers environment, employment, production process and in entire gamut of socio-economic policies.

Adinayyan P. Reddy (2004) in his book "Literacy Retention and Socio-Economic Development" has stressed that recognizing the relationship between the literacy and economic development of the individual and the nation as a whole, the Government of India had implemented a number of literacy promotion programmed. Of these, very few attempts have been made to study the level of retention of literacy and its impact on the socio-economic development of individuals. The author has revealed that recognizing the mistakes of past and keeping in view the existing necessities the National Literacy Mission was started in 1988 to universalize literacy in the productive age group of 15-35 years with a view to improve their status and to provide information relating to the national goals and the total literacy campaign was resultant impact of such strategy.

Khan (2004) explained the regional imbalances and changing pattern of literacy in Jammu & Kashmir State (1961-2001).

Kaur (2003) focused on gender disparity in literacy in Indian Punjab. It was found that gender inequality in literacy was less compared to rural areas in the cities.

Vimla Ramchandran (2007) in her article "The Great Number Race and Challenge of Education" had observed that State Governments established primary schools in rural and urban areas across the country but real attention was emphasized

for higher education as the ruling elite had committed it to build quality institutions for professional and technical education. It is needed ironical that on one hand the children from poor and socially under - privileged groups of society do not get quality education and on the other hand the government services seats for them in higher educational institutions. Thus the economic cake is expanding fast for some people in India. Now opportunities are available to those, who have been able to access to quality education. The reservation system is responsible for creating class within under-privileged sections of society, who do not bother of uplift of their own community people.

The "Annual Status of Education Report (ASER)" Prepared by Pratham NGO (2005) which is independent non-governmental organization, facilitated a nationwide sample survey on learning outcomes of children. The survey findings provide useful information of literacy. The analysis of the sample survey findings are evident that the students after having completed minimum five years of education fully at the primary level, one third of all students cannot read at the level established for standard second starts from class sixth. The analysis reveals that there is lack of continuity at two levels and the deficiency remained in significant number of children is evident that course material and teaching is not according the grasping capacity of children and such a situation is not fully conducive for educational system, where careful planning of the education mechanisms are most required.

Krishan (2002) emphasizes a major rise in female-male ratio in 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.

In his district-wise Census data based detailed study on "Spatial Dimensions of Literacy in India". **Gosal (2002)** points out that during the period 1961-2001 there has not been much change in the regional pattern of literacy in the country. 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.

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.

Mehta (1995) focused on patterns and correlates of tribal literacy in India. Physical and economic distance to school as well as lack of opportunity for schooling in mother tongue was found to be main deterrents in the way of tribal literacy in the country.

Premi (1991) studied the literacy scenario in India and found that as a result of National Policy on Education and other new policy thrusts, the literacy rates have improved gradually despite tremendous increase in population, but the rural-urban literacy differentials continue to be high even in 1991.

Tilak, Jandhyals B.G. (1996) in their article "How Free is Free Primary Education in India" elaborated the expenditure a family has to bear for sending single child to school. There are primary schools run by State government, private schools duly recognized and getting grant-in-aid from State and school run by various organizations duly recognized but not getting any financial assistance from State government. In the later category schools children aged three years and above are given admission but the fees of such school is beyond the reach of not only poor but even middle class families. The fees charged from parents includes development charges, computer charges, donations etc. besides tuition fees, conveyance charges, books, copies, dictionary and other material which is compulsory for parents. Many private schools could not manage teachers of suitable standard but earn money on the credit of the school. People of various social groups feel humiliated in sending their children in government schools. These barriers are responsible for increase in literacy rates.

Jalan Jyotsna & Elena Glinskaya (2005) in their article on "Improving Primary School Education in India: An Impact Assessment of DPEP-I" have stressed the necessity of improvement of conditions befitting for schooling the children attending the primary classes. District Primary Education Project is World Bank assisted primary education project started in Rajasthan to provide education facilities in remote areas of the State for coverage largest population of school going children. The Geographical

situation of Rajasthan area most varied where the density of population varies from 13 persons per sq. km. to 471 persons per sq. km. The strengthening of primary education system is difficult in various areas especially in low density regions, where village culture is largely absent. The teachers working in existing schools try to avoid reaching in difficult areas.

Krishan G. & Shyam M. (1978) in their article on "Regional Aspects of Rural-Urban Differentials of Literacy" have highlighted to problems of low literacy in rural areas where the literacy is quite low. Rural and Urban areas have different problems, where rural literacy is low in view of non-existence of literacy centrals, while urban areas face problem of indifferent attitude of parents or children in attending educational institutions or literacy centers existing for very purpose. The authors have analyzed the situations were universality of literacy is most difficult task for social, economic and cultural factors.

The suggestions given for sorting out such problems are practical and possible to be attained without much recurring expenditure. It was further stressed that sooner achieving in various literacy programs can be diverted to regular schools and the expenditure incurred over literacy would be curtailed.

Mishra L. (1988) in his article on "Literacy - A Victim of Many Prejudices" signifies the importance of literacy where people awareness generation can be helpful in attaining the potential utilization and achievement of maximum level through the suggested measures citing the problems of social and cultural nature where women and girls are not allowed to get them literate for various social reasons, while the tribal people remain suspicious over such activities, which can interfere in their traditional and cultural systems. In such areas all the outsiders are treated as miscreants and do not associate unless their social and religious heads are fully convinced unless their social and religious heads are fully convinced over the objectives of any scheme intended in their areas of concentration. Such problems are also faced in literacy campaign in view of various prejudices of the people who are target group of benefit.

Mitra Ashok (1979) in his article on "The Status of Women Literacy and Employment Progress of Women's Studies" as described the problems of women who want to avail the benefits of various schemes introduced for them, but unable to attain in view of their literacy. The relationship between literacy and employment has been

carried out stressing the need for empowerment for their mental preparedness and association of their parents or other relatives for encouraging them for prosperity to literacy and employment. Even the well qualified women hesitate to seek employment for various social barriers and compelled to survive in poverty and helplessness. This article was written when the women empowerment was dream and reservation in political and administrative system was not even thought of. The literacy helps in seeking employment of women, which is helpful in prosperity of the family.

Radhakrishnan & Akita (1993) in their article "India's Educational Efforts" provide useful information about education and literacy. The authors have observed that education must support the task of making people-children, youth, and adults aware of their identity, problems and needs. Education must also be a catalyst and a channel for the initiative and creative resolve of the people to solve the problems and structures that hinder progress. It has been deemed necessary that education must develop vision of the student to understand the things through differentiating their positive and negative aspects and this grasping capacity developing is the actual objective of the education. If the children are unable to understand by observation, interpretation and analysis, it reveals that there are some lacking issues in the education system, which need corrective measures.

Sadhna Kothari (2001) in her article "Status of Gender Disparity in Literacy of Rajasthan" had analyzed the formal-informal education is an important agent of social change among the females by exposing them to outside world, widening their horizons and getting information about many 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.

R. N. Mishra (2001) in his article "Spatial Variation in Female Literacy of Rajasthan State" had analyzed the Rajasthan has been quite backward in educational development. Before independence the educational facilities of 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%.

L. C. Agrawal (1988) in his article "Spatial Distribution Patterns of Literacy in Tribal Areas - A Case Study of Kishanganj and Shahabad Tehsils of Baran District in Rajasthan" had 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 this study reflected a new sense of urgency and seriousness to eradicate illiteracy in the tribal area.

Singh Lalit & Dr. Kothari Sadhana in their article "Status of Gender Disparity in Literacy in Banswara and Dungarpur Districts of Southern Rajasthan" had analyzed the overall socio-economic development of a country depend on the status of both male and female literacy. Since gender disparity in literacy level is inversely related to overall development, therefore, steps should be taken to reduce it. The female literacy should be given the first priority as female literacy has more social impact than male literacy. An increase in the status of female literacy will prove helpful to reduce the poverty level of a region. For balanced growth, funds should be allocated for the female literacy programs which lead to overall socio-economic development of society.

Thus, most of the studies, pertaining to literacy, have been confined to the spatial analysis of this attribute either at national or at regional level.

1.5 Methodology

As per the search presented, data obtained from various sources in statistical category has been classified differently for different purposes. In order to obtain and assess related objectives, the classified data is arranged in the arrays in incremental order. The necessary literacy, population and related data for research have been obtained from District Census Handbook for the year 1981, 1991, 2001 and 2011. The essential data is also obtained from district headquarter, tehsil headquarter, Economic and Statistic Department, Yearly Outline, other offices by classifying the needed data for the present study. Statistics of population and literacy rate have been tabulated according to the tehsil level and presented in the systematic manner. Based on the data obtained, the distribution of population, literate persons and other facts has been displayed with the help of additional diagrams and figures of tables. For this research, data from 1981 to 2011 related to population, literate population and literacy rate has been processed by a descriptive, numerical and mathematical method. But data is

calculated according to the changes in the tehsils administrative boundaries. In 2007, Pratapgarh Tehsil was made the new district of Rajasthan as a result Chhoti Sadri and Arnod tehsils are now included in Pratapgarh district. There by, according to the available data of 2010, Chittaurgarh district is now divided in to ten tehsil. In addition to the data obtained from the above mentioned source for the study of research presented; information and all the knowledge has been received from local residences, personally through direct contact or through the internet. Thereafter, the data collected through the local observation and through the different administrative bodies have been authenticated by matching them.

A part from this, the facts related to the relief, climate, soil, workers, agriculture, irrigation, drainage system, vegetation, minerals, business, fairs etc. of the district are shown with the help of arrays.

The following cartographic techniques are

- The Spatial pattern of literacy is discussed on the basis of areal variations in terms of male-female, rural- urban, scheduled caste-scheduled tribe and general literacy tools used like: bar diagram and Choropleth method.
- I have employed statistical method to measure the comparison on between 1981, 1991, 2001 and 2011 for the change or growth of literacy rate.

Formula for computation of literacy rate and change rate

$$\text{Literacy Rate} = \frac{\text{Number of Literates}}{\text{Population aged 6 above}} \times 100$$

Change Rate=

$$\frac{(\text{Present Year Literacy Rate} - \text{Previous Year Literacy Rate})}{(\text{Previous Year Literacy Rate})} \times 100$$

Selection of sample villages from the ten tehsils of the district, two villages was randomly selected on the basis of educational parameters.

The necessary data related to them by selecting sample villages has been collected locally at the local level through observation method, questionnaire method, interview method, district headquarter, tehsil headquarter, Panchayat level, concerned officers etc. It is clear that based on the data and information collected from the above mentioned sources, the researcher has complied the authentic facts officially and has

used it in research work, with the help of which the researcher could complete this research systematically and properly.

1.6 Sources of Data

Availability of above mentioned and reliable data is essential for research, which is collected by various techniques and methods. For the study of various symptoms of literacy rates and population, many types of data are required to be collected from many methods and sources. Geographical studies are related to place or area. Therefore, according to the size of the study area, the first problem is the selection of the method of collection of data. When the small scale research work is done, due to the field constraints, the researcher must make the necessary data themselves. Comprehensive information regarding small areas is not generally available for government publications or records. This is the reason that the population data for small scale studies such as- village, development block, small town etc. is collected by the researcher himself or with his friends. When the study area of research is elaborate them it is not possible to collect data at the individual level. Therefore, data related to population, literary for large area received from various publications, Government and Non-Government records. The present research work is based on the study of literacy levels of Chittaurgarh district of Rajasthan. Primary and secondary data have been collected in this research for the study of literacy level of Chittaurgarh district. The present work is an empirical study designed for a micro level investigation, which is a data based research. The analysis is based on sample method for the tendency of the development of educational facilities at tehsil level. Field survey were undertaken to survey the schools and households on the basis of random approach.

Primary data collection for different aspects, related to literacy such as population, literate persons, education level, occupational structure, income structure, house condition and infrastructure facilities, schools, teachers, students, educational basic facilities etc. has been collected personally by going to the village level, for knowing the real situation. For the above mentioned aspects direct personal survey method, questionnaires and interview has been done.

Beside the interviews and interactions with the natives of different localities, the educational centers helped in the analysis of the study. Field observations were of

immense help for the interpretation of the result. On the other hand figures have been collected from the books and records published by the Economic and Statistical outline, District Information Centers, Demographics Department etc. As a source of secondary data of this data, the census data of 1981, 1991, 2001 and 2011 has been collected from the District Census Handbook. The study of other literature related to the subject has also been studied for this research and according to the prescribed objectives; the published and unpublished data collected from various sources has been studied compiled, edited, promoted, mapped, tabulated and analyzed. Data and information related to relief, slope, drainage-systems, transport, and settlements were received from the census report.

1.7 Graphical View and Mapping Techniques

In the study of Geography, maps are of utmost importance in order to give a more accessible, simple and explicit form and to display statistics, facts etc. in visual form. In addition, the diagrams have also been displayed appropriately. Thus, the map the facts and figures are grasped in the mind through a diagram for a clearer and longer period of time, as the maps and diagrams show all the topics through various aspects, conditions, intensity and diversity which can be highlighted in a meaningful way. In this research, the literacy aspects of Chittaurgarh district have been depicted through maps and diagrams. The method of mapping like-choropleth method and diagrams has been used to show various literacy related data with the help of maps.

CHAPTER- II

GEOGRAPHICAL INDIVIDUALITY OF THE AREA

2.1 Historical Background

The land of bravery and sacrifice is the epitome of Chattri Rajput (Indian warrior caste) pride, romance and spirit for the people of Chittaurgarh always chose death before surrendering against anyone. It reverberate the history of heroism and nobility that is evident from the tales still by the bard of Rajasthan.

The eventful history of Chittaurgarh dates back to the Mahabharata. The legend has it that the brave Bhim stomped the ground with such force that a water body was born known as ‘Bhim Lat’. Historically, it is believed that Chittaurgarh was built by the Maurya dynasty in the 7th Century A.D. It was then named Chitrakut after Chitrangada Mori, a Rajput chieftain as inscribed on ancient Mewari coins. Some accounts say that the Mori dynasty was in possession of the Chittaurgarh fort when Bappa Rawal the legendary founders of the kingdom of Mewar seized Chittaurgarh and made it the capital in 734 A.D.

Throughout the period of 8th Century to the 16th Century, the descendants of Bappa Rawal reigned over Mewar, stretching from Gujarat to Ajmer. And during these times only, Chittaurgarh was besieged three times. The first attack was by Allaudin Khilji in 1303 A.D, who was enamored by the beauty of Padmini of which he had only heard. Rani Padmini preferred death to abduction and dishonor and committed jauhar along with other ladies of kingdom. The year 1535 saw the Bahadur Shah, the sultan of Gujarat attack the fort and sentencing many men to death. It was during this time that women folk of Chittaurgarh, led by Karnawati, committed jauhar. After few years in 1568, Mughal emperor Akbar wrecked the fort and brought it to ruins. Chittaurgarh is also famous for its association with very widely known historical figures of Maharana Kumbha, Sanga, Pratap, Pannadhai and Meera Bai. Chittaurgarh is often called as the ‘Bhakti and Shakti ki Nagri’.

The district is named after the town of Chittaurgarh, which is the headquarters of district administration. The district in its present shape was carved out of the various erstwhile princely territories, namely the portions of Mewar State, Pratapgarh State,

Nimbahera district of Tonk State, 79 villages of the former Madhya Bharat and five forest villages of Jhalawar State. The district, initially with headquarters at Nimbahera, was formed on the 1st August, 1948, comprising the tehsils of Nimbahera, Dungla, Bhadesar, Kapasan, Rashmi, Chittaurgarh and Kanera. In February, 1949, tehsil Kuakhera was also transferred to this district. Later on a new tehsil Gangrar was formed and the headquarters of tehsil Kuakhera were shifted to Bhainsrargarh. The district was again re-organized at the time of formation of Rajasthan by adding Pratapgarh, Achnera and Chhoti Sadri tehsils and Nimbahera was made the district headquarters. In 1950, the district headquarter was shifted to Chittaurgarh. On 25-01-2008 State government has transferred Pratapgarh, Chhoti Sadri and Arnod tehsils to form a new district Pratapgarh.

2.2 Geographical Location of the Area

In term of location the district is located between $23^{\circ} 32'$ and $25^{\circ} 13'$ north latitudes and between $74^{\circ} 12'$ and $75^{\circ} 49'$ east longitudes in the south eastern part of Rajasthan State. The district encompasses 10,856 sq. km. (3.17 per cent of the Rajasthan State) area of land. The topography of the district is generally undulating with hills belonging to the Aravalli Ranges scattering over the entire region. Four major rivers run through the district, namely Chambal, Banas, Bedach and Jakaharn along with tributaries such as Gambhari, Barhmani and Gunjali.

The district is divided into a larger western and a smaller eastern portion by Neemuch District of Madhya Pradesh. The western portion is bordered by Neemuch, Mandsaur, and Ratlam districts of Madhya Pradesh to the east, and the Rajasthan district of Pratapgarh to the south, Udaipur and Rajsamand to the east, and Bhilwara to the north. The eastern portion is bordered by Rajasthan districts of Bhilwara, Bundi, and Kota districts to the north and Neemuch District of Madhya Pradesh to the south and west. Chittaurgarh is east of Udaipur, south of Jaipur and situated at the beginning of Vindhyan Mountains in south-eastern Rajasthan.

Chittaurgarh City is located at 24.88°N latitude to 74.63°E longitude. It has an average elevation of 394 meters (1292 ft). Chittaurgarh is located in the southern part of the State of Rajasthan, in the north western part of India. It is located beside a high hill near the Gambhari River.

Chittaurgarh District : Location of Study Area

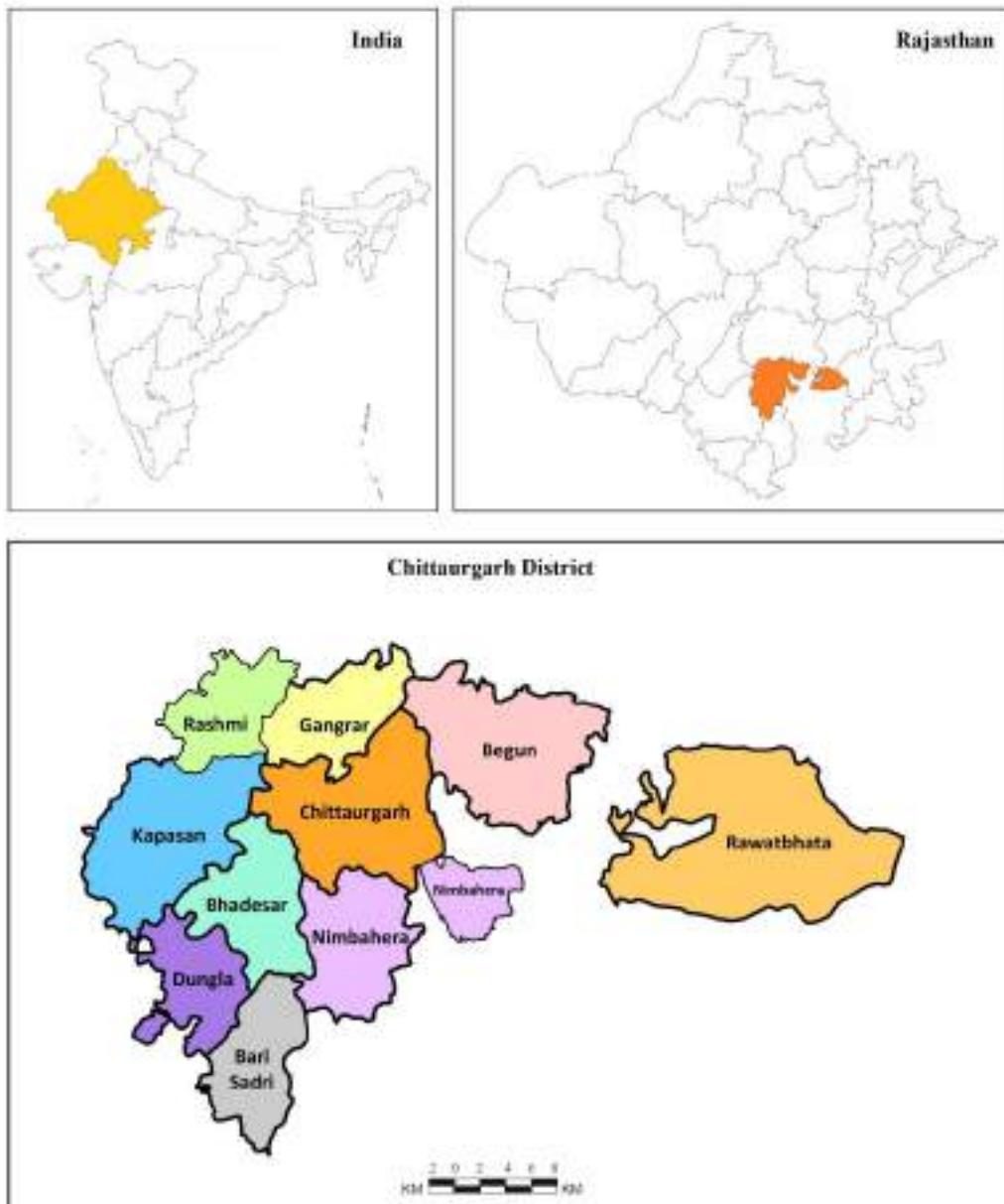


Figure- 2.1

2.3 Geology and Relief

The topography of the district is generally undulating but the hills belonging to the famous Aravalli range are scattered all over the area. The western, southern and northern parts of the district are to some extent plain. Bhainsrorgarh area in the east is practically hilly excepting some portion which is plain but is surrounded by hills. The district gently slopes from south to north, the height varying from 317 meters to maximum 617 meters at Palkhera. The slopes of the hills are gentle and steep and are wooded. Geomorphologic the district is divided into following units:

Table 2.1: Geomorphologic Division

Origin	Land forms	Occurrence in the District
Fluvial	Alluvial Plains	Along west of Banas river and Berach river
	Valley Hills	North of Jhakham dam
	Ravines	East of Begun and Motipura Village
Denudation	Pediment	Scattered in entire district
	Buied Pediment	Entire district
	Intermountain Valley	Scattered in eastern and northern part of Chittaurgarh
Structural	Plateau	East, North & South- East Part of the District
	Dissected Plateau	South - West part around Pratapgarh
Hill	Structural hill	North of Gangrar town

The district comprises rocks of Bhilwara Super group, Vindhyan Super group and Deccan Traps. The geological succession of rocks is as given below:

Table 2.2: Geological Distribution of Rocks

Age	Super Group	Group	Lithology	Extrusive	Intrusive
Upper cretaceous to Palaeocene	-	-	-	Deccan Trap (Basalt)	-
Upper Proterozoic	Vindhyan Super group	Bhander Group i) Upper ii) Lower Kaimur Group, Khorri Group, Lasarawan Group, Sand Group	Shales, Sand-Stone, Conglomerate Porceltanite	-	-
		Satola Group Great	Boundary	Fault	
Bhilwara Geological Cycle (/250m.y)	Bhilwara Super group	Ranthambore Quartzite Group	Shale and Slates	-	Pegmatite Quartz vein

(Pre-Aravallis)	Pur-Banera Group	Calc-schist, Calc-Gneiss, Dolomitie marble, Quartzite and Garnet mica Schist	-	Dolerite Sills & dykes
	(A) Hindoli Group	(A) Shale, Slates, Phyllites, Limestone, Dolomitie marble	-	Berach Granite
	(B) Mangalwar Complex	(B) Magnetite, Gniess, Feldspar, mica schist, Garnet-mica, schist, impure marble and Para-amphibolites.		

The NW and SW part of the district near Pahuna, Rashmi, Dungla and Bansi is occupied by gneisses and schist of Mangalwar complex. In the NW of Rashmi these rocks are overlain by NE-SW trending rocks of Pur- Banera group which are more or less calcareous facades rocks. Further eastwards rocks of Hindoli group are found. This tendency swing NE-SW in north and NW-SE in the southern part of the district. These Meta sediments are intruded by the Berach granite which is found all along with Hindoli group of rocks. The rocks belonging to Ranthambore group represented by quartzite slates and shales are observed near Sitamata.

Vindhyan sedimentary are found further east separated by great boundary fault in the NW of Chittaurgarh. These comprise conglomerates, shale, sandstone, limestone and porcelain. Deccan traps are exposed in the southern portion which is basaltic in nature. Several different flows have been identified. Intrusive bodies of dolerite are found in Gangrar and Bari Sadri tehsils.

2.4 Drainage

The rivers which flow through the district are Chambal, Banas, and Berach and while Wagan, Gambhiri, Bamani (Brahmani) and Gunjali are their tributaries. The district is devoid of any natural or artificial lake. However, a number of tanks, big and small, are maintained by Irrigation Department and are used for irrigation purposes. Chittaurgarh district falls in parts of Chambal (27%), Mahi (21%) and Banas (52%) basins. Tehsil wise distribution of basin area is given below.

Table 2.3: Drainage

Sr. No.	Name of Tehsil	Area in Sq. km.		
		Chambal	Mahi	Banas
1	Bari Sadri	-	408.3	318.5
2	Begin	2017.8	-	449.7
3	Bhadesar	-	-	460.9
4	Chittaurgarh	146.7	-	732.7
5	Dungla	-	29.2	598
6	Gagrar	-	-	501.7
7	Kapasan	-	-	1252.6
8	Nimbahera	-	0.1	453.9
10	Rawatbhata	-	-	-

The drainage system is well developed and drainage density varies from 0.3 to 1 km/sq.km. Chambal is the only perennial river. It enters the district near Gandhi Sagar and flows towards NE for about 50 km and then passes into Kota district. The other main rivers are Banas, Gambhiri, Gujjali, Bamani, Berach, Jakham and Wagon.

The Banas River originates in Udaipur district and enters Chittaurgarh through Rashmi tehsil. It passes through Somi, Sankhli, Pahunia, and Unchkia villages.

The Gambhiri River originating in Madhya Pradesh flowing through Nimbahera and Chittaurgarh tehsils joins Berach River. It passes through villages of Khor, Myara, Sarthal and Tai.

2.5 Climate

The maximum & minimum temperature recorded at Chittaurgarh centre during the year 2011 was 45.8°C and 2.3°C. The normal rainfall in the district is about 841.5 mm. while actual rainfall at the district headquarters during the year 2011 is 861.0 mm. The climate of this district is generally dry except during the south-west monsoon season. The duration of cold season is from December to February, while that of summer from March to the third week of June. The south-west monsoon season this follows thereafter lasts till about the middle of September. The meteorological observatory set up at Chambal dam registers the data of temperature for the district.

The suitability of climate for the field work is in the months of July, October and March.

2.5.1 Temperature

The following table shows the unevenness in the temperature-

Table 2.4: Temperature

Year	Temperature			Humidity Percentage
	Maximum	Minimum	Mean	
2007	44.6	3.4	25.9	56
2008	43.5	0.5	25.4	58
2009	45.5	4.6	26.1	56
2010	47.5	4.0	26.7	55
2011	45.5	2.3	25.9	61

Source: India Meteorological Department, Government of India.

2.5.2 Rainfall

The annual normal rainfall of the district is 841.5 mm. The following table shows the annual rainfall and deviation from normal rain fall-

Table 2.5: Rainfall

Year	Rainfall (in mm)	Percent variation from Normal Rainfall
2007	742.2	-11.80
2008	815.9	-3.04
2009	576.7	-31.47
2010	829.3	-1.45
2011	861.0	2.32

Source: Statistical Abstract Rajasthan 2011/2012 (DES, Government of Rajasthan)

2.6 Soils

Table 2.6: Soils

Major Soils (common names)	Area ('000 ha)	Percent (%) of
Black clay medium to deep soil	302.98	29.25
Brown clay loam deep soil	216.49	20.9
Red gravelly loam shallow hilly soil	429.56	41.47
Red loamy medium soil	24.44	2.36
Brown clay gravelly shallow to medium soil	33.14	3.2

Source: Agriculture Contingency Plan, Dept. of Agriculture Cooperation & Farmers Welfare, Govt. of India.

Soil is one of the important factor affecting land in general and transportation on land in particular. Maize is grown in black clay medium to deep soil. Soyabean and maize are grown in brown clay loam deep soil, in red loamy medium soil wheat, groundnut and mustard. Soil is one of the important factor affecting land in general and transportation on land in particular. All types of soils in the district are deep to moderately deep.

2.7 Flora and Fauna

The total area of the district is 10856 sq. km. about 1793.41(16.52%) sq. km. of the total reporting area of the district was under forest during 2010-2011. The entire forest area in Chittaurgarh district may be broadly divided into two zones viz., the Dhokra Zone and the Teak Zone. The Dhokra Zone confines to the north and comprises six forest ranges of the Chittaurgarh division viz., Bhainsrorgarh, Kuakhera, Bijaipur, Begun, Chittaurgarh and Nimbahera. It is estimated that nearly one third of the forest area of the Chittaurgarh forest division falls in Dhokra zone. The Teak Zone confines to the south of the district and consists of teak forest classified as 'Dry Teak'. The three forests ranges namely, Pratapgarh, Deogarh and Chhoti Sadri fall in this Zone. The forest area in this district has been categorized as 'Reserved', 'Protected' and 'Unclassified'. However the State Government has permitted the inhabitants of this area to use forest products for minor domestic purposes.

The flora of the district has a large variety and among the common trees found are Dhokra (*Anogeissus pendula*), Babul (*Acacia arabica*), Aam (*Mangifera indica*), Bargad (*Ficus bengalensis*), Gular (*Ficus glomerata*), Jamun (*Syzygium cumini*), Khair (*Acacia catechu*), Khejri (*Prosopis spicigera*) and Bans (*Dendrocalamus strictus*). In the

valleys and along streams where the soil is deep and rich the crop generally consists of Bahera, Manua, Kalam, Safed Siris, Paras Pipal, Karanj, Gular, Dhak, Tendu, Naupatti etc.

The better known animals which are usually spotted in the thickly forested ranges of Bhainsrargarh, Kuakhera, Begun and in some of the parts of Chittaurgarh range are tiger, bear, hyena, wolf, sambhar, deer, pit, neelgai etc. Panther is found in the entire district due to its adaptability to varied surroundings. The small animals such as fox (*Vulpes begalensis*), hare (*Lepus ruficandatus*), jackal (*Canis aurens*), squirrels (*Gunarubulus pennandi*), Porcupines (*Hystrix lencura*) are found throughout the district. The wild dog locally known as ‘Kona’ is mainly confined to some parts of Chittaurgarh forest range. The enforcement of rules framed under the Rajasthan Animals and Birds Protection Act, 1950 has resulted in checking unlawful activities of poachers and preservation of wild animals whatever available in the area. In 1971, a Wild Life Sanctuary was established at the Chittaurgarh fort in its southern portion for development of wild life. There is no bird sanctuary in the district but many species of birds are seen in the district. Wild birds are mainly confined to the sites of old shooting lodges of the former rulers and densely forested areas.

Chittaurgarh district has many rivers and tanks which are helpful in preserving a varied aquatic fauna. In rainy season the rivers, which are either connected or drained by nallahs, are ideal breeding ground for fishes. Crocodiles are also found in the district in Borda dam, Gambhiri dam, Orai dam, and Bankia dam, Bamani, Chambal and Gunjali Rivers. Both types of snakes poisonous and non-poisonous are commonly found in the district. Soil is one of the important factor affecting land in general and transportation on land in particular. All types of soils in the district are deep to moderately deep.

2.8 Demographic Pattern

According to Census 2011, the total population of Chittaurgarh district is 1,544,338 comprising 783,171 males and 761,167 females. It shares almost 2.25 percent of State population but 2.28 percent of State area. The density of the district is 197 persons per sq. km. which is lower than the State density (200 persons per sq. km.). Nearly 81.5 percent population of the district lives in rural areas where proportion of

urban population to the total population is 18.5 percent. In Census 2011, the sex-ratio of the district is 972. The district is one among the seven districts having highest sex-ratio in the State. The district has high child (age group 0 to 6 years) sex-ratio i.e. 912. There are 201,546 Scheduled Tribe persons reside in the district which is only 13.1 percent of total population whereas Scheduled Caste population shares 16.20 percent of total population. Literacy rate of the district 61.7 percent is lower than the State average 66.1 percent. Male literacy rate of the district 76.6 percent is lower than the State literacy rate 79.2 percent while female literacy rate of the district (46.5%) is lower than the State literacy rate i.e. 52.1%. Work participation rate of the district 52.0% is higher than the State 43.6 %. The male & female work participation rates of the district are 58.3% and 45.5% respectively. Chittaurgarh district has mainly Hindu population. As per 2011 Census the proportions of Hindu and Muslim population in total population are 91.5% and 6.3% respectively. The proportion of Sikh and Christian population in the district is 0.1%.

2.8.1 Distribution of Population

The population of Chittaurgarh as per 2011 Census data is 1544338 persons consisting of 783171 males and 761167 females. It is unevenly distributed. The most populated tehsil is Chittaurgarh having a population of 312334 (20.22 percent of the total population) and least populated tehsil is Rashmi with 88670 persons (5.74percent of the total population). The most populated tehsils of Chittaurgarh are Chittaurgarh, Kapasan and Nimbahera having more than 10 percent of the total population of the district. The least populated tehsils of Chittaurgarh are Rashmi, Gangrar, Begun, Rawatbhata, Dungla, Bhadesar and Bari Sadri having less than 10 percent of the total population of the district.

Chittaurgarh has an urban population of 285264 persons living in six towns, while the number of villages is 1581 having a population of 1259074 persons. It means only 18.47 percent population lives in urban areas and 81.53 percent population lives in rural areas of Chittaurgarh district. Chittaurgarh is the most urbanized tehsil with 41.09 percent of population living in urban areas and Kapasan is the least urbanized tehsil. In rural areas Rashmi, Gangrar, Dungla and Bhadesar are the most rural tehsils with 100 percent of population and Chittaurgarh is the least rural tehsil.

Table 2.7: Distribution of Population

Teshils	Decadal variation (in %)			Urban Population (in %)	
	2001-2011			2001	2011
	Total	Rural	Urban		
Rashmi	17.71	17.71	-	0	0
Gangrar	17.25	17.25	-	0	0
Begun	13.71	14.99	7.09	16.24	15.3
Rawatbhata	19.37	23.85	8.67	29.55	26.9
Chittaurgarh	18.23	9.55	33.37	36.42	41.09
Kapasan	13.35	13.53	11.82	10.61	10.47
Dungla	16.26	16.26	-	0	0
Bhadesar	15.4	15.4	-	0	0
Nimbahera	16.46	16.58	16.17	28.26	28.19
Bari Sadri	11.96	13.18	4.73	14.45	13.51
District Total	16.08	15.18	20.24	17.83	18.47

Source: District Census Handbook

The district has registered a percentage decadal variation of 16.08 during the decade 2001-2011. The rural area of the district has attained a lower decadal variation of 15.18 percent as compared to that of urban area at 20.24 percent. At tehsil level, it varies from the lowest of 11.96 percent in Bari Sadri tehsil to a maximum of 19.37 percent in Rawatbhata tehsil in total area. There is an increase in the percentage of urban population to total population from 17.83 in 2001 to 18.47 in 2011. At the tehsil level Chittaurgarh has registered higher percentage of urban population from 2001 to 2011. In rest of the tehsils the urban population has decreased from 2001 to 2011.

2.8.2 Population Growth

The growth of population is often used to connote the change in the number of people living in a particular area during a specific period of time, irrespective of the fact whether the change is positive or negative. The growth of population is positive if there is increase in population and negative if there is decrease in population between two given points of time. The net change between two points of time is expressed in percentage and is described as the growth rate of population.

Years	Total	Rural	Urban
1911	23.32	26.97	-8.35
1921	6.61	6.58	-7.03
1931	14.39	13.08	30
1941	18.49	17.36	30.24
1951	13.06	12.26	20.59
1961	21.67	23.33	7.18
1971	26.41	24.59	44.59
1981	30.41	26.3	65.95
1991	20.42	17.05	42.61
2001	21.52	20.89	24.89
2011	16.08	15.18	20.24

Source: District Census Handbook

The rate of decadal population growth of Rajasthan is 21.3 percent (2011), which is significantly higher to the Chittaurgarh district population decadal growth 16.08 percent (2011). The population growth of Chittaurgarh district shows that the minimum population growth was in the year 1951 which was 13.6 percent. The maximum growth was in the 1981 which was 30.41 percent. In the rest of the years the population growth was average. But the total decadal population growth declined in 2011 than 2001 due to the emergence of new district in 2008, namely as Pratapgarh. The lowest rural population growth was in the year 1951 which was 12.26 percent and the lowest decadal growth of urban population was in the year 1961 which was 7.18 percent. While the highest percentage decline in urban population in 1981 was 65.95 percent. Due to the emergence of new districts in 2011, the overall population decreased; Pratapgarh from the division of Chittaurgarh district. In the same manner, rural decadal population and urban decadal population growth also declined in 2011 in comparison to 2001.

2.8.3 Density of Population

According to the Census 2011, the population density of Chittaurgarh district is 197 persons per sq. km. which is significantly lesser than State density of 200 persons per sq. km. As the density of population is influenced by various factors such as productivity of soil, climate, relief, minerals, irrigation facilities etc. density of uneven population striking in the district. The highest density of population is found in Chittaurgarh tehsil have 367 persons per sq. km. The reason is that Chittaurgarh is the district head quarter, industrially developed and has historical background. The lowest

density of population is found in Rawatbhata tehsil have 85 persons per sq. km. and the reason is that Rawatbhata tehsil which was separated from Begun tehsil.

2.8.4 Sex-Ratio

Sex-ratio has been defined here as the number of females per 1000 males. The district has witnessed a fluctuating trend in sex-ratio since 1901. From 911 in 1901 it increased to 928 in 1911. It again increased to 939 in 1921 and in 1931 and so forth. During the last decade 2001-2011 it has increased from 966 in 2001 to 972 in 2011. In comparison to urban areas of the district the sex-ratio in rural areas has been higher up to 2011 except 1901 and 1911. The district has registered higher sex-ratio as compared to that of State since 1901 to 2011.

Table 2.9: Sex-Ratio of the District, 1901-2011			
Census Year	Total	Rural	Urban
1901	911	905	955
1911	928	927	935
1921	939	940	923
1931	942	944	926
1941	944	944	941
1951	956	958	930
1961	928	933	872
1971	927	933	872
1981	950	962	881
1991	947	960	891
2001	966	977	921
2011	972	978	944

Source: District Census Handbook

The district has registered a sex-ratio of 972 in 2011, where as for rural and urban areas it is 978 and 944 respectively. At the tehsil level, the highest sex-ratio of 1017 has been registered by Rashmi tehsil and the lowest 929 by Rawatbhata tehsil for total and rural areas. In case of urban areas the highest sex-ratio of 973 has been attained by Kapasan and Bari Sadri both and lowest of 927 by Rawatbhata tehsil.

Table 2.10: Chittaurgarh District Tehsilwise Sex-Ratio-2011			
Tehsils	Total	Rural	Urban
Rashmi	1017	1017	0
Gangrar	977	977	0
Begun	976	978	964
Rawatbhata	929	929	927
Chittaurgarh	960	975	938
Kapasan	991	994	973
Dungla	983	983	0
Bhadesar	968	968	0
Nimbahera	966	976	942
Bari Sadri	987	989	973
Chittaurgarh District	972	978	944

Source: District Census Handbook

2.8.5 Work Force

One important aspect of the literacy is to provide employment to the people, who want income for meeting their family requirements. Persons get employment without literacy, but better employment opportunities are possible through skills improvement and awareness for getting more income from existing resources. The employment figures of the State are possible through Census as there is no other way to assess the employment status of persons engaged in unorganized sectors. The Census data of 2011 of work participation is relevant for assess the existing level of unemployment and underemployment in the district. The economy of Chittaurgarh district is mainly dependent on agriculture as 71.9 % workers in the district are either cultivators or agricultural labourers who are above the State average of 62.1 %. The working age group is 15-65 years, who are treated as employment seekers and their proportion in total population is 51.98 percent.

Work participation rate of the population is proportion of the persons, able to attain any kind of work through economic activities. The term economic activity is relevant, as persons working without any remuneration are not treated as economic activity. To elaborate further, one woman attending household activities at home is not an economic activity but the same women working in other house for cooking and attending other domestic activities and getting remuneration of work is certainly an economic activity. For Census purposes, the economic activities have been divided into two categories as main workers and marginal workers. The third category of non-workers consists of school going children up to 14 years, adults of above 65 years and

unemployed person unable to get employment opportunities of any kind. The difference of working population of 15-65 years and persons engaged in economic activities is treated as unemployed persons.

The main workers have been treated as persons who are able to get employment for a period of 180 days and more in one calendar year and this year usually refers earlier year before commencement of Census. The marginal workers are the persons who are able to seek employment from one single day to less than 180 days in one calendar year. The work participation rate consists of main and marginal workers, where wage limit has not been kept any issue as in unorganized sector, much depend on availability of job seekers and quantum of work and accordingly the wage rates remain flexible. For work participation rate the four categories have been used of all the working persons, viz. cultivators, agricultural labourer's engaged in household activities and other workers. The category of other workers includes services, consultancy and practice for remunerative return.

All the four categories of workers include main and marginal workers, who are 58.31 percent of male population and 45.47 percent female population. Activity distribution of persons is treated as main task of the persons, cultivator of single crop land has to work as agricultural labourer or under other categories and category distribution relates to main activity in major time of work. Accordingly the work participation of persons in specified categories population distribution needs to be treated as many activity of population. The district wise information work participation rate and percentage distribution of persons in four identified categories is given in Table 2.11 for assessment of unemployment and under-employment status of the persons in their respective categories, where the work participation is the proportion of working population.

**Table 2.11: Chittaurgarh District -Tehsilwise Main,Marginal & Non-Workers-
2011 (in %)**

PERCENTAGE OF MAIN WORKERS, MARGINAL WORKERS AND NON-WORKERS BY SEX IN TEHSIL, 2011												
Tehsils	Main Workers			Marginal Workers			Total Workers			Non workers		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Rashmi	44.18	51.77	36.71	12.49	7.37	17.52	56.7	59.14	54.23	43.33	40.86	45.77
Gangrar	45.2	53.79	36.41	8.68	5.12	12.32	53.9	58.91	48.73	46.12	41.09	51.27
Begin	49.02	54.68	43.22	4.86	3.59	6.16	53.9	58.27	49.38	46.12	46.12	50.62
Rawatbhata	37.01	47.57	25.64	10.03	8.35	11.83	47	55.93	37.47	52.96	44.07	62.53
Chittaurgarh	40.9	52.39	28.94	6.22	4.53	7.98	47.1	56.91	36.92	52.88	43.09	63.08
Kapasan	40.41	50.53	30.2	12.54	8.17	16.94	53	58.71	47.14	47.05	41.29	52.86
Dungla	41.95	51.91	31.81	15.47	8.54	22.53	57.4	60.45	54.34	42.58	39.55	45.66
Bhadesar	46.14	54.96	37.04	10.97	6.03	16.08	57.1	60.98	53.13	42.88	39.02	46.87
Nimbahera	42.22	53.52	30.52	7.54	4.49	10.7	49.8	58.01	41.22	50.24	41.99	58.78
Bari sadri	43.33	51.94	34.61	12.34	7.05	17.7	55.7	58.99	52.3	44.33	41.01	47.7
District Total	42.54	52.27	32.53	9.44	6.04	12.95	52	58.31	45.47	48.02	41.69	54.53

In the district, 51.98 percent of the total population comprises of total workers (Main+ Marginal) and the rest 48.02 percent as non-workers. Of the total workers (51.98 percent), 42.54 percent are main workers and the rest 9.44 percent are marginal workers. Sex wise, 58.31 percent of the male population is that of workers whereas for females this percentage is 45.47. At the tehsil level, Bhadesar tehsil has recorded the highest percentage of total workers males 60.98 and in Dungla tehsil females 54.34 percent respectively. On the other hand, Rawatbhata tehsil has recorded the lowest percentage of total workers in males 55.93 and in Chittaurgarh tehsil females being 36.92 percent respectively.

**Table 2.12: Chittaurgarh District-Tehsilwise Distribution of Workers by
Economic Activity-2011 (in %)**

Tehsils	DISTRIBUTION OF WORKERS BY SEX IN FOUR CATEGORIES OF ECONOMIC ACTIVITY IN TEHSIL-2011											
	Cultivators			Agricultural Labourers			Household Industry workers			Other workers		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Rashmi	69.22	65.27	73.46	10.4	7.19	7.19	1.75	2.09	1.38	18.63	25.45	11.32
Gangrar	67.02	59.58	59.58	9.6	6.3	13.69	1.93	2.13	1.68	21.44	31.99	8.4
Begin	70.41	66.04	75.7	10.54	8.51	13	1.25	1.49	1.49	17.8	23.96	10.35
Rawatbhata	41.17	37.59	46.91	25.02	18	36.3	1.56	1.61	1.47	32.25	42.79	15.32
Chittaurgarh	43.98	34.26	59.59	9.79	6.36	15.29	2.65	2.78	2.45	43.58	56.6	22.67
Kapasan	58.03	54.39	62.6	17.74	12.45	24.4	2.29	2.56	1.96	21.93	30.61	11.04
Dungla	67.52	66.14	69.09	15.98	10.25	22.47	1.29	1.43	1.14	15.2	22.19	7.3
Bhadesar	64.61	60.39	69.62	13.19	9.39	17.69	1.32	1.53	1.08	20.88	28.7	11.61
Nimbahera	46.86	41.43	54.77	21.01	13.86	31.42	2.06	2.17	1.9	30.08	42.55	11.9
Bari sadri	60.08	59.61	60.61	21.08	12.95	30.37	1.93	2.23	1.6	16.91	25.21	7.43
District Total	56.46	50.76	63.96	15.38	10.5	21.82	1.92	2.12	1.66	26.24	36.61	12.56

Cultivators are the main working force in the district as they form 56.46 percent of total workers. It is followed by other workers (26.24 percent), agricultural labourers (15.38 percent) etc. Females 75,525 outnumber males 47,944 as agricultural labourers. Much variation in the percentages of male workers (36.61) and female workers (12.56) classified as other workers is seen in the district.

At tehsil level, the percentage of cultivators to total workers varies from 70.41 in Begun tehsil followed by 69.22 in Rashmi tehsil to 41.17 in Rawatbhata tehsil. For household industry workers, it varies from 2.65 percent in Chittaurgarh tehsil to 1.25 percent in Begun tehsil .In case of 'other workers' the highest percentage of 43.58 has been registered by Chittaurgarh tehsil while the lowest of 15.20 percent in Dungla tehsil.

2.9 Economic Pattern

2.9.1 Agriculture and Irrigation

The economy of Chittaurgarh district is agro based and the majority of the working population of the district derives the livelihood from agriculture. The districts temperate climate makes its north-west and central plains in the Gangrar, Rashmi, Chittaurgarh and Kapasan Tehsils particularly well suited to agriculture condition very markedly in different parts of the district having different types of soil texture and other facilities like availability of water, whereas, certain areas in Kapasan, Rashmi, Dungla, Bhadesar and Nimbahera are plains. There are plains there are unproductive rocky soils in Bhainsrorgarh and Pratapgarh tehsils and partly hilly areas in Begun, Chittaurgarh, Bari Sadri, Chhoti Sadri, tehsils. In plots of black soil, found prominently in southern and eastern parts, Rabi crops are sown and harvested without irrigation in alternate years.

Irrigation

Chittaurgarh district is one of the most fertile districts of Rajasthan.The ground water in the district occurs predominately in the bedrock where the water level is normally about 10m below ground level. The quality of water is generally good. The major water and irrigation resources are as follows:-

- (a) Major rivers and lakes-The main rivers of the district are Chambal, Banas, Orai, Zakham, Gambhiri etc. Besides these there are many seasonal rivers and Nallahs. These rivers contribute towards irrigation potential of district.
- (b) The groundwater is the district occurs predominately in the bedrock where the water level is about 10 m below ground level. The ground water is developed by large diameter open wells.
- (c) Major irrigation projects-Several major irrigation projects have been constructed by impounding the course of Gambhiri, Berach, and Wagon. Some of the major irrigation projects are as follows – Wagon project, Bassi project, Rana Pratap Sagar Dam Project, Bhanwer Samliya Dam project.
- (d) Other irrigation resources-Besides rivers and major irrigation projects there are other resources also available in Chittaurgarh district.

In some parts of the district irrigation is done through tube wells. The area irrigated by different means of irrigation in 2010-11 in the district is as given below, figures in the brackets indicate the percent of area irrigated by difference sources to total area irrigated in that category:

Table 2.13: Irrigation

Means of Irrigation	Irrigated Area(in hectares)	
	Gross Area	Net Area
Canals	8686(4.37)	8686(4.64)
Tank	846(0.42)	845(0.45)
Tube Wells	103751(52.06)	97550(52.13)
Open Wells	85990(43.15)	80057(42.78)
Total	199273(100)	199273(100)

Source: Agriculture Statistics of Rajasthan 2010-11

The total net irrigated area during 2010-2011 was 187138 hectares, which constituted 93.91 per cent of total net area sown in the district.

2.9.2 Major Crops and Pattern

Kharif and Rabi are the main crops in the district. Among Kharif crops, locally called ‘Siyalu’, are included maize, jowar, cotton, pulses, groundnut, sugarcane and rice; while the Rabi crops consists of wheat, barley, gram, oilseeds, methi, alsi, dhania

and opium. The third crop 'Zayad' is also grown when vegetables like brinjals, cucumbers and water and musk melons are raised in river beds during the summers.

As per statistics available for the year 2010-2011, the cultivable land and the area sown in the district are as follows-

Table 2.14: Crop Pattern

Details of land	Area (in Hectares) 2010-2011
Cultivable land	515511
Gross area sown	520331
Area sown more than once	206984
Net area sown	313347
Gross Irrigated area	199273

Source: Basic Statistics Rajasthan 2013 (DES, Govt. of Rajasthan)

The red and black soil of Chittaurgarh district is very fertile in growing maize, soya bean, cluster bean, sorghum, groundnut, sesame, black gram etc. Black and brown soils also help in growing taramira, Gram, mustard, vegetables and fruits. All types of material for grazing/feeding for livestock is also grown.

2.9.3 Land Use-Pattern

The Chittaurgarh district presents a variety of land use patterns which exhibit, to a large extent, the availability of soil and water resources in the area and the human endeavors to harness them. The utilization of land depends upon physical factors like topography, soil and climate as well as upon human factors such as the density of population, duration of occupation of the area, land tenure and technological advancement of the population. There are spatial and temporal differences in land utilization due to the physical and human factors. The land utilization of the district is as follows—

Table 2.15: Chittaurgarh District – Land Use Pattern			
Land Utilization (Area in Hectares)	2008-09	2009-10	2010-11
Reporting area for utilization	750761	750761	750761
Forest	120136	120130	120126
Not available for cultivation			
(a) Area under non-agricultural uses	41241	41240	41522
(b) Barren and unculturable land	73232	72898	72932
Other uncultivated land			
(a) Permanent Pasture and other grazing land	73702	73929	74021
(b) Land under miscellaneous tree crops & groves	2295	670	670
Cultivable Waste Land	100588	103276	97744
Fallow Land			
(a) Fallow Land other than Current Fallow	20288	22319	19544
(b) Current Fallow	12798	18436	10855

Source: Statistical Abstract 2011/Agriculture Statistics of Rajasthan 2010-11

2.9.4 Trade and Commerce

Agricultural products like wheat, grain, jowar, maize, opium, oilseeds, e.g. groundnut and linseed, ajwayan and unginned cotton, sunhemp and cement are the articles that are exported from the district while iron and steel, cloth, machines, petrol, kerosene oil, tobacco, salt, sugar, silken and woollen cloth, hosiery, stationery, embroidery and articles of general merchandise and common comfort are the main items of import into the district. During the year 2010-2011 there were 25 offices of Regional rural banks, 15 other scheduled Commercial Banks and 105 all scheduled Commercial Banks in the district, 43 Nationalised Banks, 22 State Bank of India and its Associates.

2.9.5 Industries

Birla Cement Works, Chittaurgarh is the large scale industry of the district. Besides, there are two other large scale industries in the district viz., J.K. Cement Works, Nimbahera and Mehta Vegetable products, Chanderiya. Some of the important broad categories of small scale industries of the district are cotton ginning, cleaning and baling, stone dressing, crushing and polishing etc., oil manufacturing, wood and toy making, manufacturing of agricultural implements and cosmetics, fabrication of iron and steel metal goods and manufacturing of cement based articles. Other small units comprise automobile workshops, calico printing, dyeing and bleaching, printing works and grain milling. Important traditional cottage industries of the district include dyeing and printing of clothes and manufacturing of knives, scissors and bangles of coconut

shells besides, carpentry and furniture making and wood painting. Other village industries which have recently been gaining impetus include manufacturing of cotton and woollen Khadi, Resha (Coir) manufacturing, lime industry, pottery, soap making, hand paper manufacturing, village Ghanies and 'gur', 'khandsari' manufacturing. The small quantity of cluster of Bamboo and Lantana furniture is also found. The Statement showing year wise- Number of Entrepreneur Memorandum filed by Micro, Small and Medium Entrepreneur of the district:

Table 2.16: Size of Industries

Year	Micro	Small	Medium	Total
2008	276	7	1	284
2009	298	11	0	309
2010	295	18	0	313
2011	300	7	0	307

Source: The director of industries, Government of Rajasthan, Udyog Bhawan, Jaipur.

The Industry and employment structure of the district is shown below –

Table 2.17: Industry and Employment Structure

Head	Particulars (in Numbers)
Total Industrial Units	7998
Registered Industrial Units	7998
Registered Medium & Large Units	13
Estimated average number of daily workers employed in Micro & Small Industries	29045
Employment in Medium & Large Industries	6288
Number of Industrial Area	86

Source: MSME Development Institute, Ministry of MSME, Govt. of India.

The annual trend in Industrial unit registration, employment generation due to industries and investment in the industries is as follows:

Table 2.18: Registered Industrial Unit, Employment and Investment

Year	Number of registered Industrial Units	Employment	Investment (Lakh Rs.)
2006 – 07	6673	22203	9454.3
2007 – 08	7069	24295	9785.7
2008 – 09	7378	25634	10150
2009 – 10	7691	27329	14287
2010 – 11	7998	29045	16366

Source: MSME Development Institute, Ministry of MSME, Govt. of India.

2.9.6 Transportation and Communication

Chittaurgarh has been well connected by road since older times. Various trade routes passed through Chittaurgarh connecting it with Agra, Ahemadabd, Gujarat and Malwa. From the Kumbhalgarh inscription, it is learnt that from Mewar road diverged to Gujarat and Malwa. Chittaurgarh was also connected by roads with important towns of Rajasthan. Except major roads, all over roads were mere cart tracks from village to village, clearly enough marked out and easy to follow but impassable in bad weather. At present time also the district is well connected with metallic road with all districts namely Udaipur, Bhilwara, Banswara and Bundi. National Highway NH-8 passes through the district. It is on Delhi- Ahmedabad route, Ratlam-Chittaurgarh highway and other State highways also. Major district roads and other district roads, approached road, Roads to Mines and Quarries are in the district. The total length (in km) of different type of roads maintained by the State Public Works Department in the district as on 31st March, 2011 is-

Table 2.19: Types of Roads

Classification	Painted	Metalled	Gravelled	Total
National Highway	56	0	0	56
State Highway	200	0	0	200
District Roads (Main)	202	0	0	202
District Roads (Other)	264	0	0	264
Rural Roads	2320	16	40	2376
Total	3042	16	40	3098

Source: Annual Report 2011-12, Public Works Department, Govt. of Rajasthan.

Roads: Rajasthan State Road Transport Corporation (RSRTC) was plying 104 own vehicles in the district on 73 different routes during the year 2010-11 by covering a route length of 13474 km. It has transported average 18353 passengers per day in the district. 1106 villages were connected by road in the district. All the important places of the district are connected with bus routes.

Rail: The district connected by the broad gauge line of the North Western Railway. The broad gauge line also passes through Chittaurgarh connecting Neemuch & Kota.

Airport: "Dabok" airport of Udaipur district is the nearest airport.

Registration of Vehicles: In all 221463 vehicles of different categories were registered up to March, 2011 in the district. The detail is given below:

Table 2.20: Types of Vehicles

Types of Vehicles	Number of Vehicle Registered
Auto Rickshaw	2831
Two Wheeler	168816
Four Wheeler(Cars & Jeep)	16701
Tempo	2443
Tractors	18420
Bus	1607
Truck	9013
Taxi(Car & Jeep)	1441
Others	191
Total	221463

Source: Commissioner of Transport, Govt. of Rajasthan.

2.9.7 Power Supply

Chittaurgarh district is being served by Hydro-Electric Power from the Chambal System through Rana Pratap Sagar and Gandhi Sagar, Hydroelectric Power Stations, Rajasthan Atomic-Reactor which has been set up at Rawatbhata is an addition and important source of electric power the State and district. During the year 2010-2011, 2284 villages were electrified. Central sector stations are CCW, Chittaurgarh (sale to RPPC). SVP Domestic Lighting System (DLS), Installed (NOS) Under, State Plan and MNRE are 2. The electricity is used by different types of uses and their consumption during 2010-2011 is given below—

Table 2.21: Types of Electricity Uses

Types	Consumption (Units in Lacs)
Domestic Consumption	1578.21
Commercial Consumption	289.53
Industrial Consumption	3509.38
Small	213.68
Medium	168.75
Large	3126.95
Public Lighting	43.09
Public Water Works	240.43
Agriculture Consumption	4521.69
Other Consumption	328.57
Total	10510.9

Source: Ajmer Vidyut Vitaran Nigam Ltd, Ajmer.

2.10 Social Pattern

2.10.1 Education Facilities

The network of educational facilities functioning in the district has been found is as given under:

Table 2.22: Educational Facilities

Year	Universities	Colleges	Professional & Special Colleges	Higher Secondary & Secondary Schools	Higher Primary Schools	Primary Schools	Professional & Special Schools	Sainik/ Navodaya School	Total
2010-11	0	20	1	399	813	1079	5	2	2319
2011-12	1	20	1	423	741	1050	5	2	2243
2012-13	1	20	1	437	733	1094	5	2	2293
2013-14	1	20	1	494	680	1165	5	2	2368
2014-15	1	20	2	486	688	1196	5	2	2400

2.10.2 Medical Facilities

The network of medical facilities functioning in the district has been found is as given under:

Table 2.23: Medical Facilities

Year	Hospitals	Dispensary	Primary Health Centre & Home Delivery	Maternity & Child Welfare Centres	Sub-Centres	T.B Hospitals	Total
2010-11	12	1	41	6	1	298	359
2011-12	14	1	41	6	1	302	365
2012-13	16	1	41	6	1	311	376
2013-14	23	1	44	6	1	383	458
2014-15	23	1	48	6	1	383	462

2.10.3 Other Facilities

The facilities of post office, telephone centers, public message office, local office, STD & PCO, letter box, bank printing press, magazines, library, newspaper etc. are helpful for education. These facilities are reflection of economic and social development because of being instrumental in their communication of ideas and views.

Table 2.24: Distribution of Village According to Availability of Different Amenities, 2011

Name of Panchayat Samities	Number of inhabited villages	DISTRIBUTION OF VILLAGES ACCORDING TO AVAILABILITY OF DIFFERENT AMENITIES, 2011										Agricultural credit societies	Approach by pucca road	Power supply			
		Total population of inhabited villages	Type of amenity available			Transport communications	Banks										
			Education	Medical	Drinking water		Telephone										
Rashmi	87	88670	51	35	87	28	86		42	7	15	21		86			
%			58.62	40.23	100	32.18	98.85		48.28	8.05	17.24	24.14		98.85			
Gangrar	131	103933	70	32	131	25	131		34	5	11	19		131			
%			53.44	24.43	100	19.08	100		25.95	3.82	8.4	14.5		100			
Begun	226	117390	86	50	226	23	224		65	7	12	18		220			
%			38.05	22.12	100	10.18	99.12		28.76	3.1	5.31	7.96		97.35			
Bhainsorgarh	155	99674	74	37	152	22	154		46	4	10	15		147			
%			47.74	23.87	98.06	14.19	99.35		29.68	2.58	6.45	9.68		94.84			
Chittaurgarh	219	184005	120	61	218	45	216		68	11	24	33		219			
%			54.79	27.85	99.54	20.55	98.63		31.05	5.02	10.96	15.07		100			
Bhopalsagar	83	83457	51	27	82	82	82		41	5	13	15		83			
%			61.45	32.53	98.8	19.28	98.8		49.4	6.02	15.66	18.07		100			
Kapasan	108	95014	67	24	108	22	108		49	5	11	18		108			
%			62.04	22.22	100	20.37	100		45.37	4.63	10.19	16.67		100			
Dungla	103	104607	70	35	103	28	103		32	8	19	23		103			
%			67.96	33.98	100	27.18	100		31.07	7.77	18.45	22.33		100			
Bhadesar	163	123930	77	34	162	23	163		55	7	16	19		162			
%			47.24	20.86	99.39	14.11	100		33.74	4.29	9.82	11.66		99.39			
Nimbahera	158	157841	98	51	158	39	158		47	11	26	35		158			
%			62.03	32.28	100	24.68	100		29.75	6.96	16.46	22.15		100			
Bari sadri	148	100553	64	29	148	20	147		40	6	12	14		147			
%			43.24	19.59	100	13.51	99.32		27.03	4.05	8.11	9.46		99.32			
Total	1581	1259074	828	415	1575	291	1572		519	76	169	230		1564			
			52.37	26.25	99.62	18.41	99.43		32.83	4.81	10.69	14.55		98.92			

Of the total 1581 inhabited villages 828(52.37 %) have educational facilities. In case of medical amenities only 26.25 percent of inhabited villages have such amenities. A significant number i.e. 1575 (99.62 %) villages have drinking water amenities. In the communication field only 18.41 percent of villages have post office facilities while 99.43 percent have telephone facilities. In the banking field the picture is gloomy as only 76 (4.81 %) villages have banks. Only 14.55 percent i.e. (230) are linked with pucca approach roads whereas 98.92 percent have power supply Dungla has the higher percentage i.e. 67.96 of villages having educational facilities. For medical amenities, it is Rashmi, which have highest percentage of 40.23. Little variation has seen in telephone facilities. Gangrar, Kapasan, Dungla, Bhadesar and Nimbahera have the highest percentage of villages i.e. 100 percent, which have, telephone facilities whereas Chittaurgarh has the minimum percentage of 98.63 for such facility. Gangrar, Chittaurgarh, Bhopalsagar, Kapasan, Nimbahera and Dungla have the 100 percent villages having power supply.

2.10.4 Fairs & Festivals

A number of fairs are held in the district. The principal ones are given below:

Mahadeoji-ka-Mela: This fair is held at Matri Kundia in tehsil Rashmi on Vaisakha Purnima (April- May) annually. Nearly 20,000 persons congregate in the fair to have a dip in the holy water of river Banas.

Savariyaji-ka-Mela: This fair is held at Mandpiya village in tehsil Bhadesar on Bhadrapad shukla 11 annually. Approximately 1.25 Lac persons congregate in the fair. It has an idol of Lord Krishna in black stone. The place is served by a regular bus service.

Kalkaji-Ka-Mela: It is a religious fair and is held on Chittaurgarh fort on Vaisakha Sudi 8 (April- May) when about 10,000 persons assemble and have a darshan of goddess Kalka Mata.

Gotameshwar Fair: This fair is organised at Achnera in tehsil of the same name on Vaisakha Sudi 15 (April–May) annually. About 10,000 persons participate in this fair.

Urs of Diwanji Shah: The Urs of Diwanji Shah is celebrated at Kapasan annually. The month of its celebration varies according to the Muslim calendar. There is a tomb of Diwan Shah. The Urs day starts with mass prayer and the holy Quran is recited. Nearly 2,000 Muslims congregate on this occasion.

Among the other important fairs held in the district, mention may be made of Bhanwar Mata-ka-Mela and Mahadeoji-ka-Mela at Chhoti Sadri, Sheetla Ashtami at Chittaurgarh, and Kotri, Shivaratri at Matasara, Rupaji Karmalji ka Mela at Begun etc. As in other districts of the State, the principal Hindu festivals are Holi, Diwali, Dusshera, Gangaur, Sheetla Ashtami, Raksha Bandhan, Basant Panchami, and Makar Sankranti. The chief Muslim festivals are Muharram, Barawafat, Id-Ul-Fitr, Id-Ul-Azha, Shab-e-Barat and Ramzan.

CHAPTER - III

PATTERN OF LITERACY OF THE AREA

3.1 Introduction

Prior to the advent of the skills of reading and writing, society could be classified as being in the pre-literate cultural stage. The change from pre-literate to literate society is said to have begun somewhere during the fourth millennium B.C. through 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.

When we see history of education in India, we find that education flourished during the Vedic period. It was imparted to all without any distinctions of gender, caste, class or color. During Post- Vedic period only the upper castes i.e. Brahmins, Kshatriyas had access to it in view of their occupational necessity. Women education was neglected, women education was lowest due to restrictions on their movement, and only rich family's women could get education. However, some of the rulers during Mughal period promoted educational institutions. The characteristics stagnation of late Indian feudalism was responsible for lower levels of literacy in 12th 18th Centuries. Within the invasion & colonizers from the 18th century right up to the beginning of 20th Century, the number of literate persons declined. The war of late 18th Century and neglect of Sanskrit and descriptive learning by the British was largely responsible for this time, during this time the European education system was introduced. Education was only accessible to a limited number of wealthy Indians. After that charters like of 1813, 1833, and 1835 were passed to improve literacy and education. Lord MC Cauley played an important role in this regard. Different commission and committees like Hunter Commission, Sadler Commission etc. were appointed to assess the position of education in the country.

Some social reformers like Gandhi, Tagore, Ambedkar, Vidyasagar etc. emphasized the cause of need for education. Several organizations launched social reform movements of which literacy and education became an integral part like: Brahma Samaj (1828), Prathana Samaj (1867), Arya Samaj (1875), Radha Krishnan

Mission (1897). In fact, Literacy was not dealt with in the abstract and was therefore, not meaningless. It was a part of struggle for India's Independence that India witnessed meaningful literacy related activities.

The Period 1920-40 was marked by intense literacy and political awareness related programs implemented through summer schools, literacy classes and campaigns. In 1937-38, Gandhi elaborated the concept of basic education which included the training of handicraft, self-reliance and flexible curriculum.

The 1940s and 1950s was a period of consolidation and institutionalization of literacy efforts in India. It was a period when small scale campaigns were started for its spread. In 1939, Indian Adult Education Association was created to launch several literacy programs. Different big commissions like UGC (1948), Secondary Education Commission (1952-53), and Kothari Commission (1964-66) were appointed for improvement in like Sarva Shiksha Abhiyan. The National Adult Education Program (1978) and National Literacy Mission (1988) were started to improve literacy rates. Open schools was started in 1979 to provide education to those people who are unable to attend regular schools.

When we examine the progress of literacy in 20th Century, it was slow till 1931. In 1901, the literacy rate was 5.35 percent that became 9.50 percent in 1931. The post 1931 period experienced a comparatively fast growth of literacy mainly in association with quickening pace of the urbanization process. The Independence of the Country in 1947 was, also instrumental in exposing the people to external influences that, among other things, generated a general awareness conducive to spread of literacy.

At the time of Independence, one in every seven persons in India was literate. The regular increase in literacy rate was associated with the opening of a very large number of new schools under various five year plans. The percentage of literate person increased from 18.33 percent in 1951 to 61.71 percent in 2011. Correspondingly, the male and female literacy rates have also increased. In 1901, the male literacy was 9.88 percent that became 76.61 percent in 2011. Female literacy has also progressed significantly from 0.6 percent in 1901 to 46.53 percent in 2011. It is also notable that despite regular rise in the literacy rate, the number of illiterates had also been shooting up from 223 million in 1901 to 249 million in 1931 and 381 million in 1971 as a result

of accelerating rate of population growth. It is only during the decade 1991-2001 the absolute number of illiterates has decreased by 32 million for the first time.

3.2 Literacy Background of the Area

During the last 60 years there has been an appreciable continuous increase in the level of literacy as from 7.07 percent in 1951; it has risen to 61.71 percent in 2011 Census. The rate of increase has been more important in the case of males, which increased from 12.6 percent in 1951 to 76.61 percent in 2011. In case of females the literacy has increased from 1.87 percent in 1951 to 46.53 percent in 2011 Census.

Analyzing the literacy at tehsil level for rural and urban areas separately, the level of rural literacy as from 17.28 percent in 1981, it has risen to 56.84 percent in 2011. Increase of females the literacy has increased from 5.43 in 1951 to 40.24 percent in 2011. The rate of increase has been more significant in case of males in 1981; it increased from 28.65 percent to 73.26 percent in 2011. The level of urban literacy as from 51.99 percent in 1981, it has risen to 82.75 percent in 2011. In case of males the literacy rate is 66.02 percent it increased to 90.81 percent in 2011. In case of female the literacy rate is 36.22 percent in 1981, it increased to 74.27 percent in 2011. Analyzing the literacy at tehsil level for Scheduled Tribe and Scheduled Caste areas separately, the level of Scheduled Tribe literacy as from 4.0 percent in 1981, it has risen to 39.19 percent in 2011. The rate of increase has been more significant in case of males in 1981; it increased from 6.91 percent to 52.16 percent in 2011. In case females the literacy has increased from 0.35 in 1981 to 24.68 percent in 2011. The level of Scheduled Caste as from 12.47 percent in 1981, it has risen to 55.83 percent in 2011. In case of males the literacy rate is 22.55 percent it increased to 71.92 percent in 2011. In case of females the literacy rate is 1.96 percent in 1981; it increased to 39.46 percent in 2011. When we examine the progress of literacy in 20th Century, it was slow till 1951. The post 1951 period association with quickening pace of the urbanization process, opening of a very large number of new schools, social awareness about especially girls education development, new technology in schools and society, increasing educational facilities along with availability of female teachers in abundance particularly in rural areas, increasing value of female education for matrimony, increasing degree of socio-economic awareness, waning social taboos and prejudices against female education, Scheduled Tribe and Caste.

3.3 Literate Population and Literacy Rate

During the early years of 1946-58, one of the main objectives of UNESCO was fundamental education. The main aim of the fundamental education is that every person has a right to three 'R' is i.e., reading, writing and arithmetic. Literacy is one of the importance parameter of education development of a nation. United Nations Organization and UNESCO place great emphasis on removal of illiteracy. Literacy means, formal school education and a person is functionally literate if he or she is able to engage in all those activities, in which literacy is required for effective functioning of his or her group and community for enabling him or her to continue use reading, writing and calculation.

The concept of literacy, that varies from country to country, generally refers to the minimum level of literacy skills. The minimum level of skills varies from ability to communicate orally, to make a check of a variety of difficult arithmetical computations. However, schooling has often been considered as a basis of distinguish between a literate and illiterate.

The population commission of United Nations considers the ability to both read, and write a simple message with understanding in any language a sufficient basic for classifying a person as literate. The Indian Census has adopted this definition. At the 1991 Census, it was also decided that all children in the age group 0-6 years will be treated as illiterate by definition and the population aged seven years and above only is to be classified as literate or illiterate.

Literacy is being re-defined by the presence of technology in our schools and in our society. No longer does literacy mean only the ability to read with sense and write with clarity. Today's students used technological advancements across the curriculum, from mathematics to language arts, from music to exercise. Since the introduction of personal computers in 1980, technology has been part of the educational system. Most recently, with the advent of the internet and advanced software, technology has become a part of the daily lives, now we are shifting into a new age.

Furthermore, in the past, literacy means being able to read, write and communicate. Mastering the language was the center of literacy. Today, being considered literate does not mean being able to master the language of technology, but

instead being able to understand how to use the medium, being able to use and array of technologies to gather information and communicate with others.

Literacy is ability to access, analyze, evaluate and communicate messages in a variety of forms. Technology is changing the way we think about literacy and the features we consider in literate people- Education will play a major role in changing the old definition of new definitions of literacy and the social and moral implications associated with the advent of technology in the classroom. The most important thing is that the role of the teacher has to be transformed from the conventional model of the entire knowledge utensil to the convenience. Students will need to be encouraged to create their own meaning through thoughtful research and explanation. The entire community should be involved in this quest under the new digital literacy. The concept of 'situated literacy' draws attention to how the social, cultural and political context shapes the ways in which people acquire and use literacy.

Literacy is one of the most important attributes among so many other qualities of a man; as literate person can understand and adopt new technologies and new policies in a better way in various sectors like agriculture, health, industries etc. In modern times education is considered to be as important a necessity for human being as food, shelter and clothes for them; even one cannot make proper use of ballot in democratic society without education. Today, there is high positive relationship between illiteracy and poverty; hence no program or poverty education can be successful without simultaneous program of exaltation of literacy.

Table 3.1: Growth of Literacy in the Study Region Compare with Rajasthan and India, 1981-2011.

Year	Chittaurgarh			Rajasthan			India		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
1981	21.97	33.95	9.37	30.56	44.76	13.99	45.56	56.37	29.75
1991	34.43	50.87	17.08	38.55	54.99	20.44	52.21	64.13	39.29
2001	54.00	71.50	36.00	60.41	75.7	43.85	64.84	75.26	53.67
2011	61.71	76.61	46.53	66.11	79.19	52.12	74.04	82.14	65.46
Actual Change (%) 1981-2011	39.74	42.66	37.16	35.55	34.43	38.13	28.48	25.77	35.71

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

Growth of Literacy in the Study Region Compare With Rajasthan and India 1981-2011

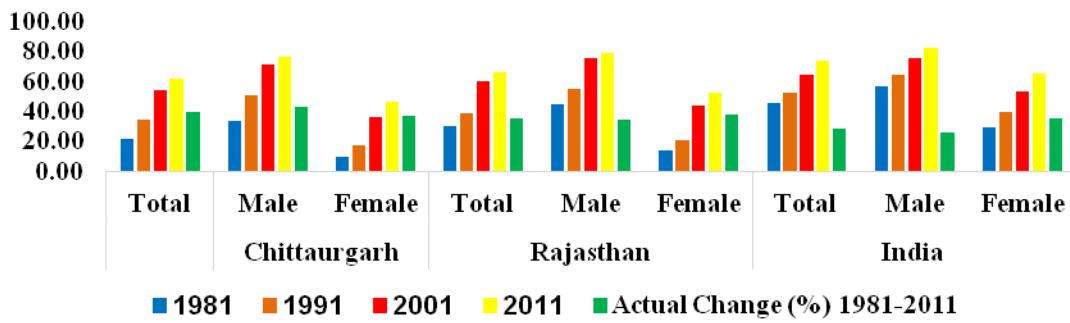


Figure- 3.1

The study area recorded remarkable growth of 39.74 percent (actual change) in literacy during 1981-2011 periods. The literacy rate in the study area was 21.97 percent in 1981 which was less than from the State's average 30.56%, while the literacy rate increased in 2011 i.e., 61.71 percent as compared to 54.00 percent in 2001 and 34.43 percent in 1991, but it was always less than State's average of 66.11 percent and 74.04 percent of national average in 2011. The growth of male literacy rate in the study area also recorded below the State and National average figure between 1981-2011. The male literacy was 33.95 percent study area in 1981 which was less than the State average i.e., 44.76 percent. In 1991, 2001 and 2011, male literacy increased to 50.87, 71.50 and 76.61 percent which is less than the State's average of 54.99, 75.70 and 79.19 percent. Male literacy rate is low in the study area as compared to Rajasthan average because of high percentage of population nearly 71.9 percent engaged in primary sector either cultivators or agricultural labourers, economically backward, poor availability of high level educational facilities, etc.

The female literacy rates have always been lower than the male literacy rate at all the levels. The study area has obtained better progress in than field of female literacy during the last decades. It has increased from just 9.37 percent in 1981 to 46.53 percent in 2011 i.e., an improvement of 37.16 percent and growth is 397 percent during last 30 years. Female literacy rate is low in the study area as compared to Rajasthan average

because of lack of social awareness about female literacy, less improvement in female status in the society, poor availability of separate educational facilities for girls.

3.3.1 Tehsilwise Total Literacy Rate

Socio-Economic development and literacy of a region are closely linked. A strong positive correlation has often been observed between the diffusion of literacy and socio-economic progress. A large number of factors influence the literacy of a region, but the important among these are type of economy, percentage of urbanization, standard of living, availability of educational amenities and institutions, development of means of transportation and communication, status of women in the society, prejudices against the female's nobility and education.

Among various determinants of literacy rates, the types of economy seem to be the most powerful parameter. In a predominantly agricultural economy, the literacy is generally low, in contrast to those areas where the industries constitute the main activity and the workers are employed in service sector. Similarly, those, areas which are more urbanized are also characterized by higher rates of literacy in comparison to those which still are at low level of urbanization. There also exists a positive correlation between literacy rates and standard of living, higher the literacy rates and vice-versa.

Literacy to a large extent is dependent upon the availability of educational amenities and constitutions. The large number of schools and other sources of getting education, the higher are the literacy rates. The development of means of transportation and communication has opened new vistas in the field of literacy because it has increased the spatial interaction and the educational institutions in the urban areas now have become accessible to the countryside.

After considering the impact of various aforesaid socio-economic factors on the literacy rates in the area it has observed that there are massive spatial disparities in literacy rates within Chittaurgarh district from 21.97 percent in 1981 to 61.71 percent in 2011.

Table 3.2: Chittaurgarh District - Tehsilwise Total Literacy Rate (1981-2011)

Tehsils	1981	1991	2001	2011
Rashmi	16.90	27.40	44.00	52.89
Gangrar	18.05	25.99	46.70	54.68
Begun	23.51	36.66	53.40	61.02
Rawatbhata	-	-	57.60	61.99
Chittaurgarh	29.76	42.83	61.70	69.39
Kapasan	19.48	29.69	50.30	55.25
Dungla	16.43	27.36	47.90	56.53
Bhadesar	15.67	26.33	47.4	57.68
Nimbahera	26.43	41.71	61.40	69.43
Badi Sadri	21.30	32.90	49.40	59.86
Chittaurgarh District	21.97	34.43	54.00	61.71

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

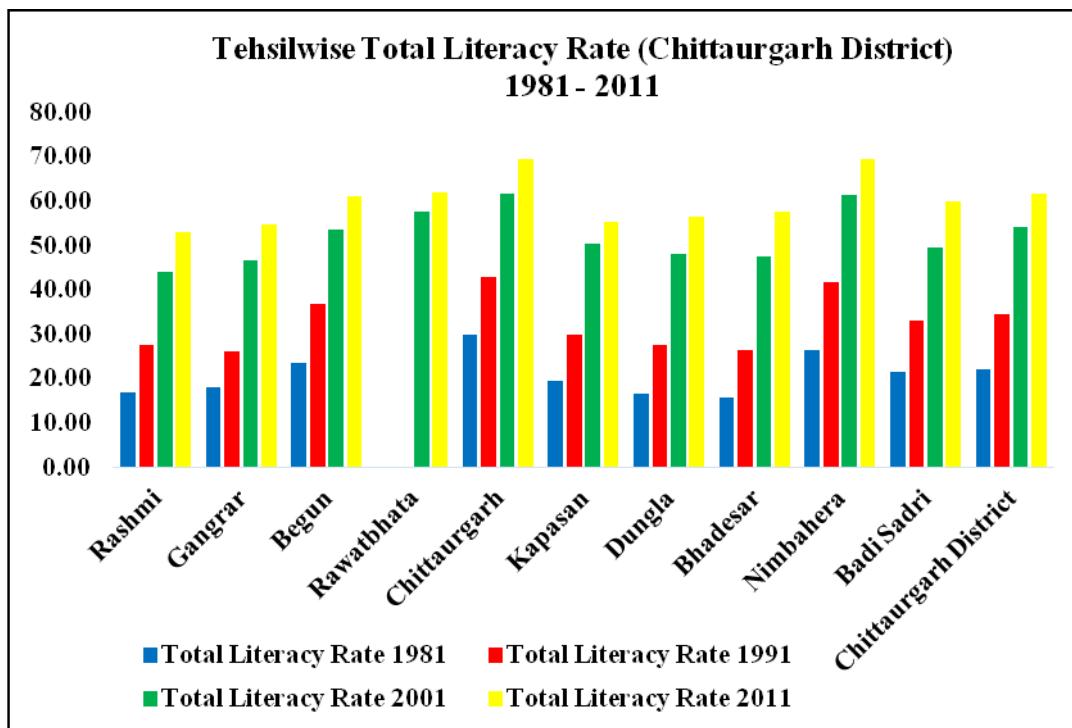


Figure 3.2

On the basis of total literacy rates as show in table 3.2 the tehsils of Chittorgarh district has been classified in the following three categories:-

- (a) **Areas of Relatively High Level of Total Literacy Rate-** There were two tehsil Chittaurgarh, Nimbahera in the range of 25-30 in the year 1981, three tehsil Chittaurgarh, Nimbahera, Begun in the range of 35 and above in the year 1991 two tehsil Chittaurgarh, Nimbahera in the range of 60 and above in the 2001 and two tehsil Chittaurgarh, Nimbahera in the range of 65-70 in the year 2011. This

category covers 20-22.2 percent area of the district. These tehsil have experienced relatively high literacy rate because they are industrially developed, economically sound and having specialized educational institutions. In Chittaurgarh and Nimbahera large scale and medium scale industries are located like Zinc Industry, Cement Industry, Marble Industry, Engineering Industry etc. Thus, being an industrial based area several factors have also helped in the growth of its literacy rate e.g. high job opportunities, high standard of living, availability of high level educational amenities and institutions and well developed means of transportation and communication developed in agriculture field etc. The development of transportation and communication network has increased the degree of spatial interaction resulting into the eliminating of rural isolation.

- (b) **Areas of Moderate Level Literacy Rate-** There were two tehsil Badi Sadri, Begun in the range of 20-25 in the year 1981, one tehsil Badi Sadri in the range of 30-35 in the year 1991, three tehsil Begun, Rawatbhata, Kapasan in the range of 50-60 in the year 2001, two tehsil Begun, Rawatbhata in the range of 60-65 in the year 2011. This category covers approximately 20-30 percent area of the district. These tehsil have experienced moderate literacy rate because the small and cottage industries are located like wooden furniture machinery repairs shop, granite industry, Atomic Nuclear Power Plant in Rawatbhata etc. These areas have primarily agrarian economy, and moderate literacy rate can be described to lack of industrial development, less educational facilities and socio-economic backwardness of the people.
- (c) **Areas of Low Level Literacy Rate-** There were five tehsil Bhadesar, Dungla, Gangrar, Rashmi, Kapasan in the range of 15-20 in the year 1981, five tehsil Rashmi, Gangrar, Kapasan, Dungla, Bhadesar in the range of 25-30 in the year 1991, five tehsil Rashmi, Gangrar, Dungla, Bhadesar, Badi Sadri in the range 40-50 in the year 2001, six tehsils Rashmi, Gangrar, Kapasan, Dungla, Bhadesar, Badi Sadri in the range of 55-60 in the year 2011. This category covers approximately 50-60 percent area of the district. These tehsil have measured low literacy rate because due to lack of industrialization, most of the people are engaged in agriculture but the size of landholdings is relatively large and demand for labour to work in the fields has increased. This reason keeps

away any children from attending the school. In addition the poor families prefer their children to help them in making an earning rather than sparing them for schools. Several factors have also affected low literacy rate e.g. low level of income, lack of educational amenities, less developed means of transportation and communication, highly populated scheduled tribe and caste, socio-economic backwardness of the people etc.

3.3.2 Change Rate in Total Literacy Rate (1981-2011)

Table 3.3: Change Rate in Total Literacy Rate (1981-2011)

Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	62.12	60.57	20.20
Gangrar	43.98	79.71	17.09
Begun	55.94	45.66	14.27
Rawatbhata	-	-	7.62
Chittaurgarh	43.93	44.06	12.46
Kapasan	52.41	69.39	9.84
Dungla	66.54	75.07	18.02
Bhadesar	68.05	80.00	21.69
Nimbahera	57.85	47.19	13.08
Badi Sadri	54.52	50.13	21.18
Chittaurgarh District	56.71	56.84	14.28

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

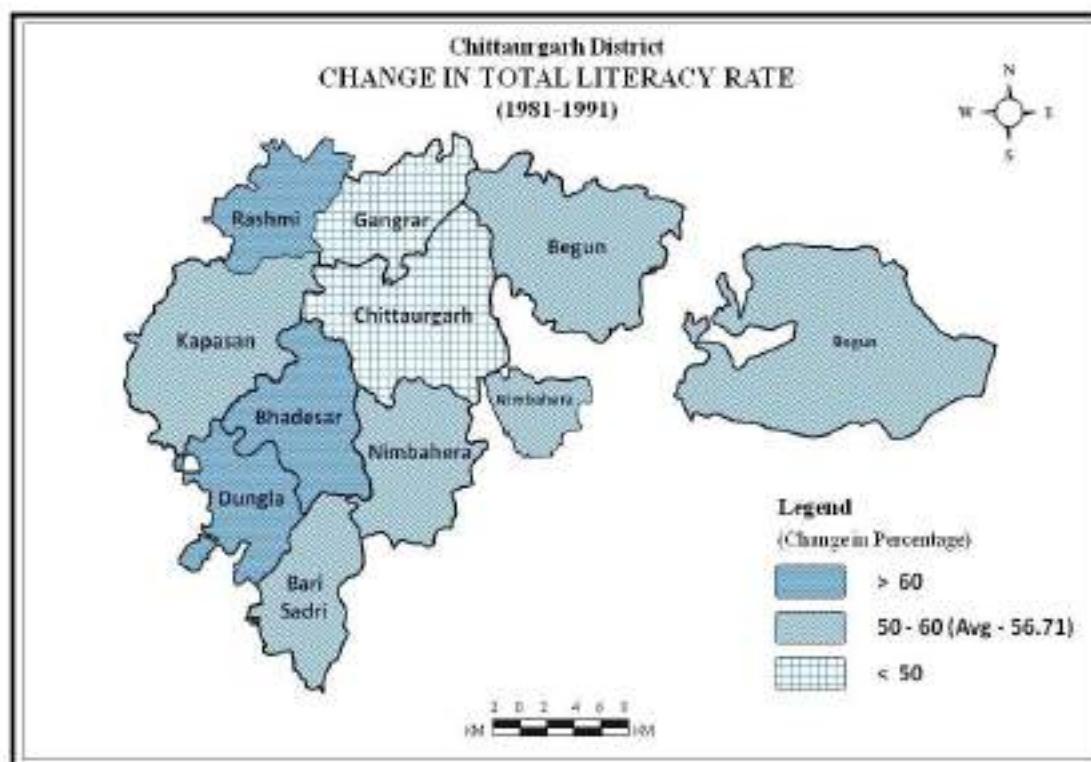


Figure 3.3

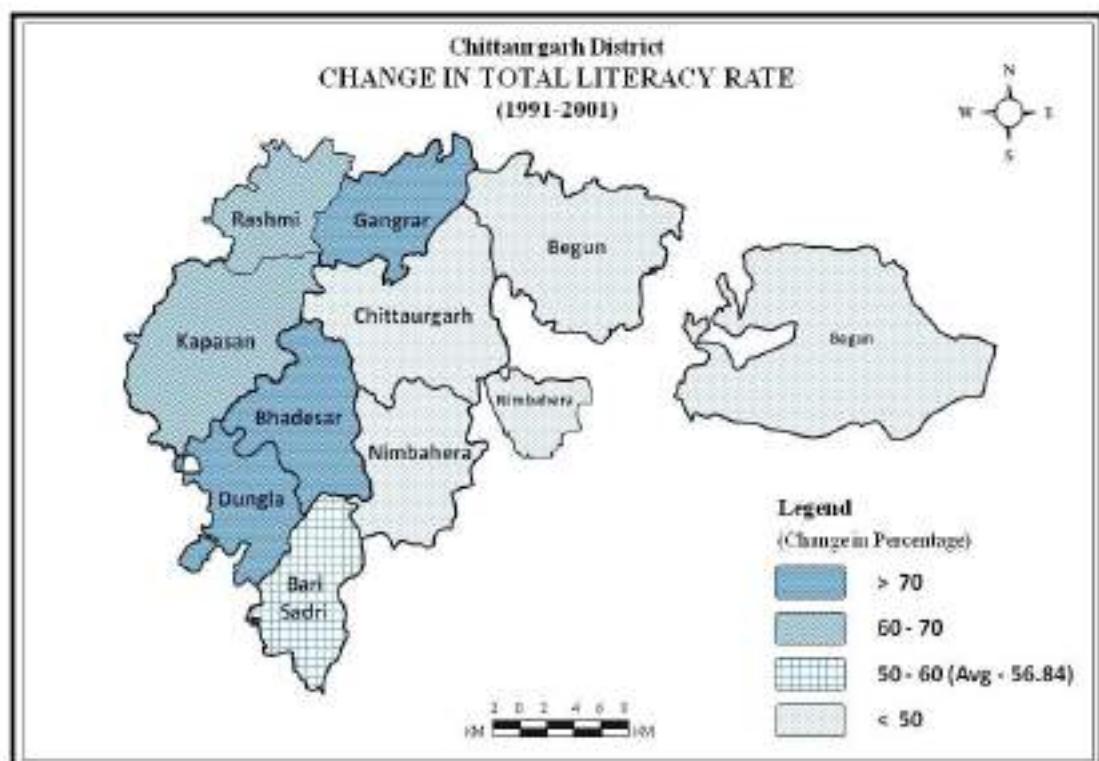


Figure 3.4

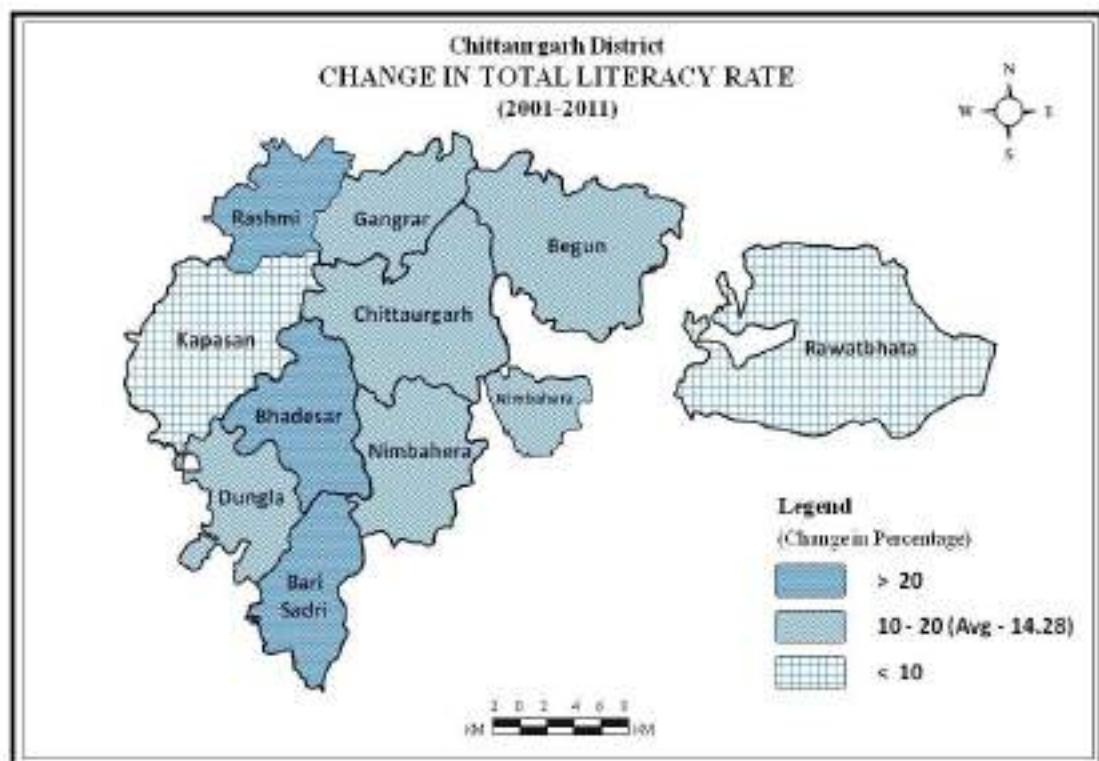


Figure 3.5

Chittaurgarh made a tremendous progress in the education sector in the last some decades and the rate of literacy has increased. The rate of literacy in Chittaurgarh district was 21.77 percent in 1981, which increased to 34.43 percent in 1991, further it increased to 54.00 percent in 2001 and 2011 it reached up to 61.71 percent. The change in total literacy rate from 1981-2011 has been 180.88 percent, which was 56.71 percent from 1981-1991, from 1991-2001 it was 56.84 percent and from 2001-2011 it has been 14.28 percent. This is the outcome of better policies of the government which ultimately has increased the literacy in area for example free education, compulsory education, scholarship for the poor, free mid-day meal, special motivation for the girl education. Provision of schools in all areas, games and sports, special scholarship for women and backward classes, increase in basic requirements of educational transport facilities, hostel facilities etc. Generally, there was a magnitudinal change of 56.71 percent during the decade 1981-1991 in the total literacy rate in Chittaurgarh district. There was highest growth of literacy rate in Bhadesar area that is 68.05 percent and the lowest growth of literacy rate was 43.93 percent in Chittaurgarh. The growth rate which increased in Bhadesar, Dungla, Rashmi and Nimbahera was higher as compared to the other part of the district. On the other hand, the literacy rate was quite lower in Chittaurgarh, Gangrar, Kapasan, Badi Sadri, Begun as compared to the above mentioned growth rate of literacy. The total literacy rate changed to 56.84 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Bhadesar which is 80.0 percent and the lowest 44.06 percent was in Chittaurgarh. The growth rate which increased in Gangrar, Dungla, Kapasan, and Rashmi was higher as compared to the other parts of district. On the other hand the literacy rate was quite lower in Begun, Nimbahera, Badi Sadri as compared to the above mentioned growth rate of literacy. The total literacy rate changed to 14.28 percent from 2001-2011. There was highest growth of literacy rate in Bhadesar area that is 21.69 percent and the lowest growth of literacy rate was 7.62 percent in Rawatbhata. The growth rate which increased in Bhadesar, Rashmi, Badi Sadri, Dungla, and Gangrar was higher as compared to the other parts of the district. On the other hand the literacy rate was quite lower in Chittaurgarh, Rawatbhata, Kapasan, Nimbahera, Begun, as compared to the above mentioned growth rate of literacy. So there was, however, a negative correlation between literacy level of tehsil and the mangnitude of change in it. This intends to say that where the literacy level was high, the magnitude of change was low, where the literacy level was low; the magnitude of change in literacy was high. There are area

wise variations in the growth of literacy rate which are kept on decreasing with the time. The change in female literacy rate was more responsible for narrowing down the area wise disparities in the literacy rates.

Pattern of Male - Female Literacy Rate (1981-2011)

There exists a great disparity between male and female literacy rate in Chittaurgarh district. In fact, female literacy rates were so low till independence, the total literacy rate were so low till independence, the total literacy was comparative low (61.7%) (46.53%) than male literacy (76.61%) and female literacy is approximately two-third of the male literacy. socially, the prejudices -against the female's mobility and education, the low status of women in the society, lack of educational amenities and institutions for females, lack of female teachers, early marriage of girls, gender based inequality, migration for marriage are the factors responsible for low female literacy. Economically, poverty and low degree of occupational participation among females are the factors responsible for wide disparity in the literacy rate of male and females.

3.3.3 Pattern of Male Literacy Rate

There has been a considerable increase in the percentage of male literacy in Chittaurgarh district. It has increased from 33.95 percent in 1981 to 76.61 percent in 2011. On the basis of male literacy rates as shown in table 3.4 the tehsil of Chittaurgarh district has been classified in the following three categories :-

Table 3.4: Chittaurgarh District - Male Literacy Rate (1981-2011)				
Tehsils	1981	1991	2001	2011
Rashmi	28.55	44.08	63.70	70.05
Gangrar	28.31	40.88	65.00	70.42
Begun	35.15	52.10	72.00	77.52
Rawatbhata	-	-	71.40	73.77
Chittaurgarh	42.52	58.21	76.50	81.77
Kapasan	31.31	46.39	69.10	71.91
Dungla	27.48	44.65	67.50	73.2
Bhadesar	25.72	42.22	66	73.77
Nimbahera	40.67	60.33	79.40	83.84
Badi Sadri	33.45	50.16	68.30	75.72
Chittaurgarh District	33.95	50.87	71.50	76.61

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

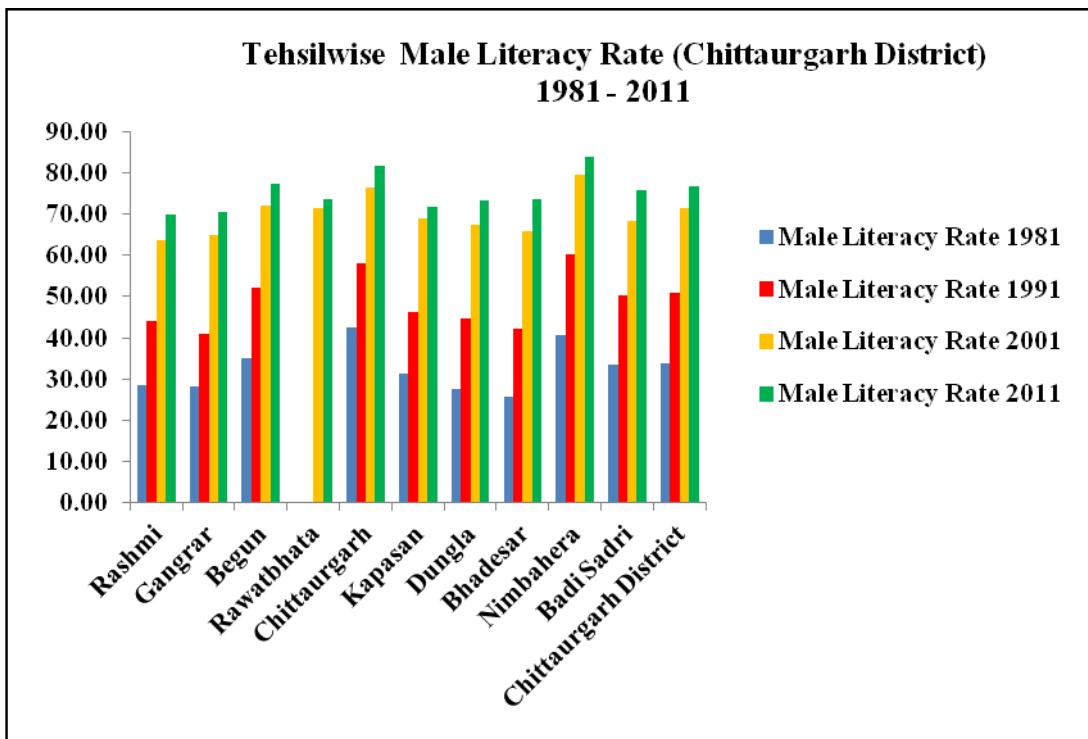


Figure 3.6

- (a) **Areas of Relatively High Level of Literacy Rate** - In the base year 1981, two tehsil-Chittaurgarh, Nimbahera were included in the high level range of 40-50 percent, in the year 1991, one tehsil-Nimbahera were included in the range of 60 & above percent, in the year 2001, two tehsil - Nimbahera, Chittaurgarh were included in the range of 73 & above percent, in the year 2011, two tehsils - Nimbahera, Chittaurgarh were included in the range of 80-85 percent. This category covers approximately 10-20 percent area of the district. These are the tehsil which are well connected by National and State highways, having ample opportunities for jobs in non-agricultural activities; commercial agriculture areas connected by roads, big business houses have also opened many private schools which are boosting high literacy rate in these areas.
- (b) **Areas of Moderate Level Literacy Rate** - In the year 1981, three tehsils- Begun, Badi Sadri, Kapasan were included in the range of 30-40 percent, in the year 1991, three tehsil-Chittaurgarh, Begun, Badisadri were included in the range of 50-60, in the year 2001, four tehsil-Begun, Rawatbhata, Kapasan, Badi Sadri Were included in the range of 68-73, in the year 2011, two tehsil-Begun, Badi Sadri were included in the range of 75-80 percent. This category covers approximately 20-40 percent area of the district. These areas have primarily

agrarian economy and medium literacy rate can be ascribed to lack of industrial development, less educational facilities and socio-economic backwardness of the people.

- (c) **Areas of Low Level Literacy Rate** - In the year 1981, four tehsil-Rashmi, Gangrar, Dungla, Bhadesar were included in the range of 20-30; In the year 1991, five tehsil- Rashmi, Kapasan, Dungla, Bhadesar, Gangrar were included in the range of 40-50. In the year 2001 four tehsil-Dungla, Bhadesar, Gangrar, Rashmi were included in the range of 63-68 and in the year 2011, six tehsils- Rashmi, Gangrar, Rawatbhata, Kapasan, Dungla, Bhadesar were included in the range of 70-75 percent. This category covers approximately 40-60 percent area of the district. These tehsil recorded low level of male literacy due to the backwardness in industrial, educational and agricultural development.

3.3.4 Change Rate in Total Male Literacy Rate

Table 3.5: Change Rate in Male Literacy Rate (1981-2011)			
Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	54.40	44.50	9.97
Gangrar	44.37	59.02	8.34
Begun	48.22	38.20	7.67
Rawatbhata	-	-	3.32
Chittaurgarh	36.90	31.41	6.89
Kapsan	48.18	48.96	4.07
Dungla	62.51	51.18	8.44
Bhadesar	64.12	56.34	11.77
Nimbahera	48.37	31.60	5.59
Badi Sadri	49.97	36.16	10.86
Chittaurgarh District	49.84	40.55	7.15

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

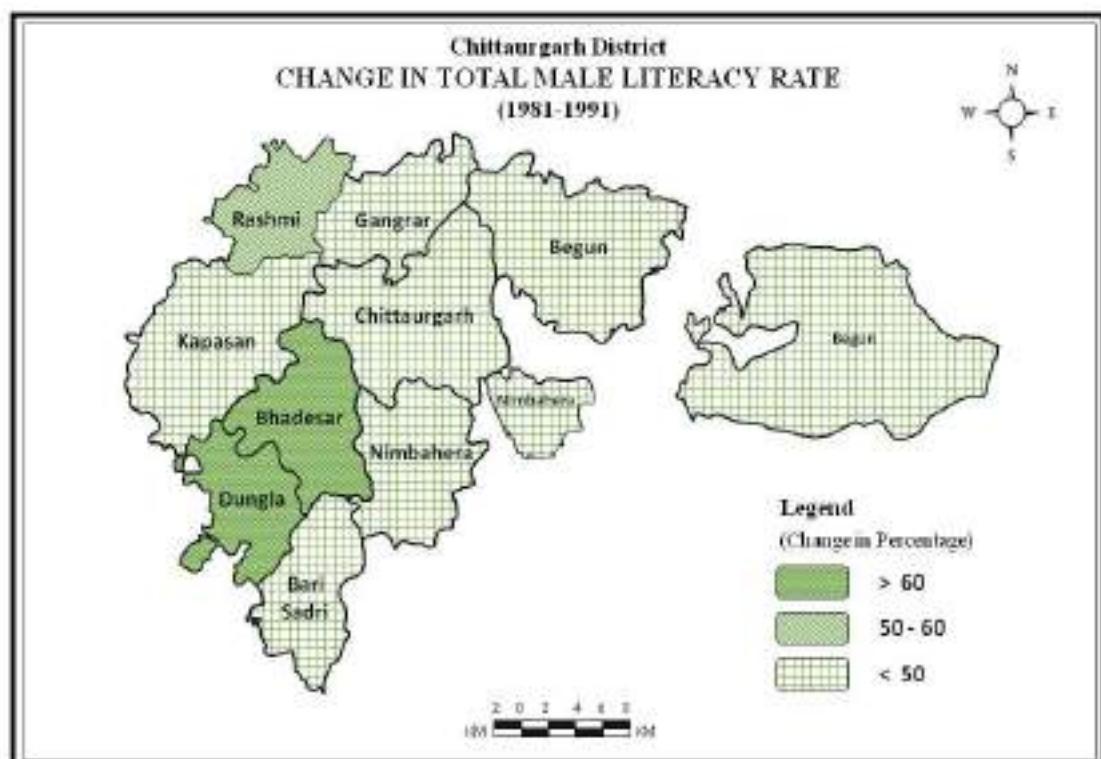


Figure 3.7

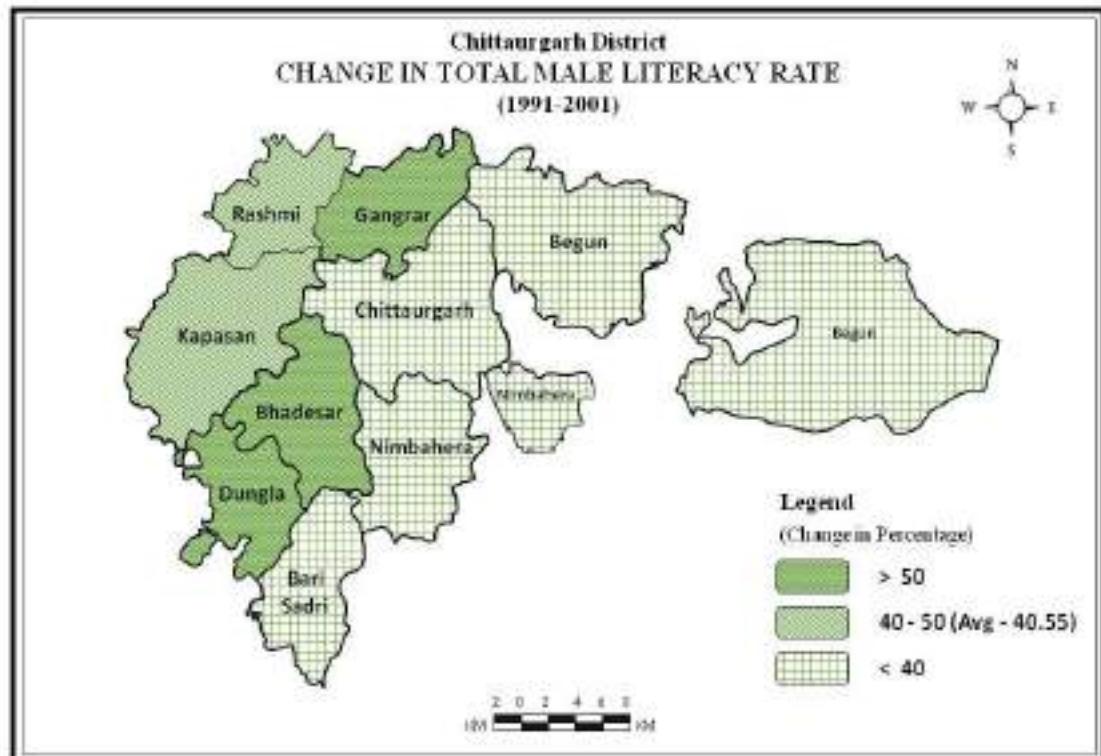


Figure 3.8

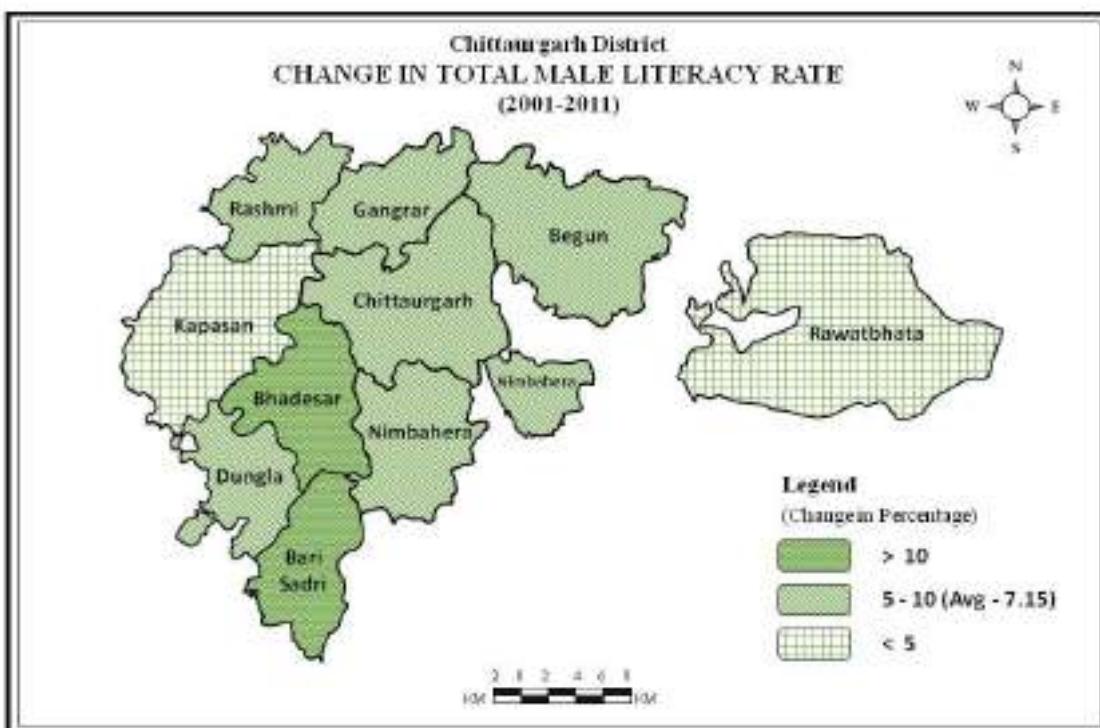


Figure 3.9

There are area wise variations in the increase of literacy rate of males in Chittaurgarh district. The rate of literacy in Chittaurgarh district was 33.95 percent in 1981, which increased to 50.87 percent in 1991, further it increased to 71.50 percent in 2001 and in 2011 it reached up to 76.61 percent. The change in male literacy rate from 1981-2011 has been 125.65 percent, which was 49.84 percent from 1981-1991, from 1991-2001 it was 40.45 percent, and from 2001-2011 it has been 7.15 percent. There was magnitudinal change of 49.84 percent during the decade 1981-1991 in the total male literacy rate of the Chittaurgarh district. There was highest growth of literacy rate in Bhadesar area that is 64.12 percent and the lowest growth of literacy rate was 36.90 percent in Chittaurgarh. The growth rate which increased in Bhadesar, Dungla, Rashmi and Badi Sadri was higher as compare to the other parts of the district. On the other hand the literacy rate was quite lower in Chittaurgarh, Gangrar, Begun, Kapasan, Nimbahera as compared to the above mentioned growth rate of literacy. The total male literacy rate changed to 40.55 percent from 1991-2011. Among all the tehsil, the increase in literacy rate was the highest in Gangrar which is 59.02 percent and the lowest 31.41 percent was in Chittaurgarh. The growth rate which increased in Gangrar, Rashmi, Kapasan, Dungla, and Bhadesar was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Chittaurgarh, Begun,

Nimbahera, Badi Sadri as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 7.15 percent during the decade 2001-2011 in the male literacy rate of Chittaurgarh district. There was highest growth of literacy rate in Bhadesar area that is 11.77 percent and the lowest growth of literacy rate was 3.32 percent in Rawatbhata. The growth rate which increased in Bhadesar, Badi Sadri, Rashmi, Gangrar, Begun and Dungla was higher as compared to the other parts of the district. On the other hand the literacy rate was quite low in Rawatbhata, Kapasan, Nimbahera, Chittaurgarh as compared to the above mentioned growth rate of literacy. So there was however, a negative correlation between literacy level of a tehsil and the magnitude of change in it. These intend to say that where the literacy level was high, the magnitude of change was low and where the literacy level was low, the magnitude of change in literacy was high. The area wise variations are decreasing in the terms of growth rate of literacy rates due to improved in education and influential changes in socio-economic system.

3.3.5 Pattern of Female Literacy Rate

Literacy in women is essential and desirable for improving economic, cultural and social standards in our society and country. Moreover a literate woman is in a better position to provide necessary motivation to her children to continue their education. In this area, probably inequitable distribution of girl's school and cultural traditions and taboos are responsible for their lower percentage. Female literacy rate was found to be very low as compared to male literacy. Based on the female literacy rate as shown in table 3.6. The tehsil of Chittaurgarh district has been classified in the following three categories:-

Table 3.6: Chittaurgarh District - Female Literacy Rate (1981-2011)				
Tehsils	1981	1991	2001	2011
Rashmi	5.32	10.98	24.90	36.26
Gangrar	7.53	9.99	28.10	38.66
Begun	10.80	19.54	34.20	44.25
Rawatbhata	-	-	42.30	49.35
Chittaurgarh	15.88	26.10	46.10	56.61
Kapasan	7.23	12.61	31.70	38.68
Dungla	5.07	9.84	28.60	39.76
Bhadesar	5.24	9.78	28.6	41.28
Nimbahera	11.17	22.07	42.80	54.67
Badi Sadri	8.93	15.39	30.60	43.98
Chittaurgarh District	9.37	17.08	36.00	46.53

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

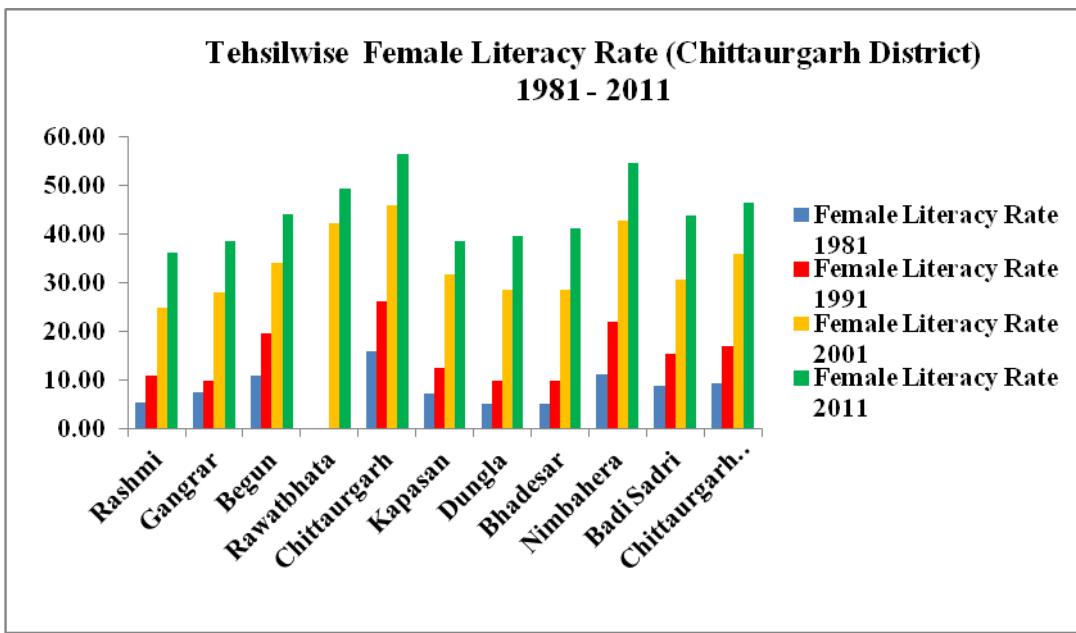


Figure 3.10

- (a) **Areas of Relatively High Level of Literacy Rate** - In the year 1981, there were two tehsil in the range of 11-16 percent namely, Chittaurgarh, Nimbahera. In the year 1991, there were two tehsil in the range of 20 & above percent namely, Chittaurgarh, Nimbahera. In the year 2001, there were three tehsil in the range of 36 & above percent namely, Chittaurgarh, Rawatbhata, Nimbahera. In the year 2011, there were three tehsil in the range of 49 & above percent namely, Chittaurgarh, Rawatbhata, Nimbahera. This category covers approximately 22-30 percent area of the district. These tehsil give enough opportunities to female for taking education, here prejudices factor against female education are less powerful, people are broadminded, educationally developed because of more education facilities, and so female literacy rate is high in these tehsil.
- (b) **Ares of Moderate Level Literacy Rate** - In the year 1981, there were four tehsil in the range of 6-11 percent namely, Begun, Gangrar, Badi Sadri, and Kapsan. In the year 1991, there were four tehsil in the range of 10-20 percent namely, Begun, Badi Sadri, Kapsan, Rashmi. In the year 2001, there were three tehsil in the range of 30-36 percent namely, Begun, Kapsan, Badi Sadri. In the year 2011, there were two tehsil in the range of 42-49 percent namely, Begun, Kapsan, Badi Sadri. This category covers approximately 20-45 percent area of the district. These areas are basically small size towns but with better road

connections and school facilities, tehsil have agricultural based industries and people are engaged in primary activities.

- (c) **Area of Low Level Literacy Rate** - In the year 1981, there were three tehsil in the range of 0-6 percent namely, Dungla, Bhadesar, and Rashmi. In the year 1991, there were three tehsil in the range of 0-10 percent namely, Bhadesar, Dungla, Gangrar. In the year of 2001, there were four tehsil in the range of 24-30 percent namely Rashmi, Gangrar, Bhadesar, Dungla. In the year 2011, there were five tehsil in the range of 35-42 percent namely, Rashmi, Gangrar, Kapasan, Dungla, Bhadesar. This category covers approximately 33-50 percent area of the district. These tehsil are not economically sound, educational and transportation facilities also not more developed, people are not broad, minded and have no faith in girls education, people do not like to send the girls to school, the areas where child marriage is common, low status of women in the society, subsistence agricultural economy of these areas.

3.3.6 Change Rate in Total Female Literacy Rate

Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	106.53	126.69	45.62
Gangrar	32.67	181.32	37.58
Begun	80.82	75.05	29.39
Rawatbhata	-	-	16.67
Chittaurgarh	64.42	76.61	22.80
Kapasan	74.31	151.37	22.02
Dungla	94.27	190.55	39.02
Bhadesar	86.62	192.55	44.34
Nimbahera	97.65	93.94	27.73
Badi Sadri	72.39	98.83	43.73
Chittaurgarh District	82.34	110.80	29.25

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

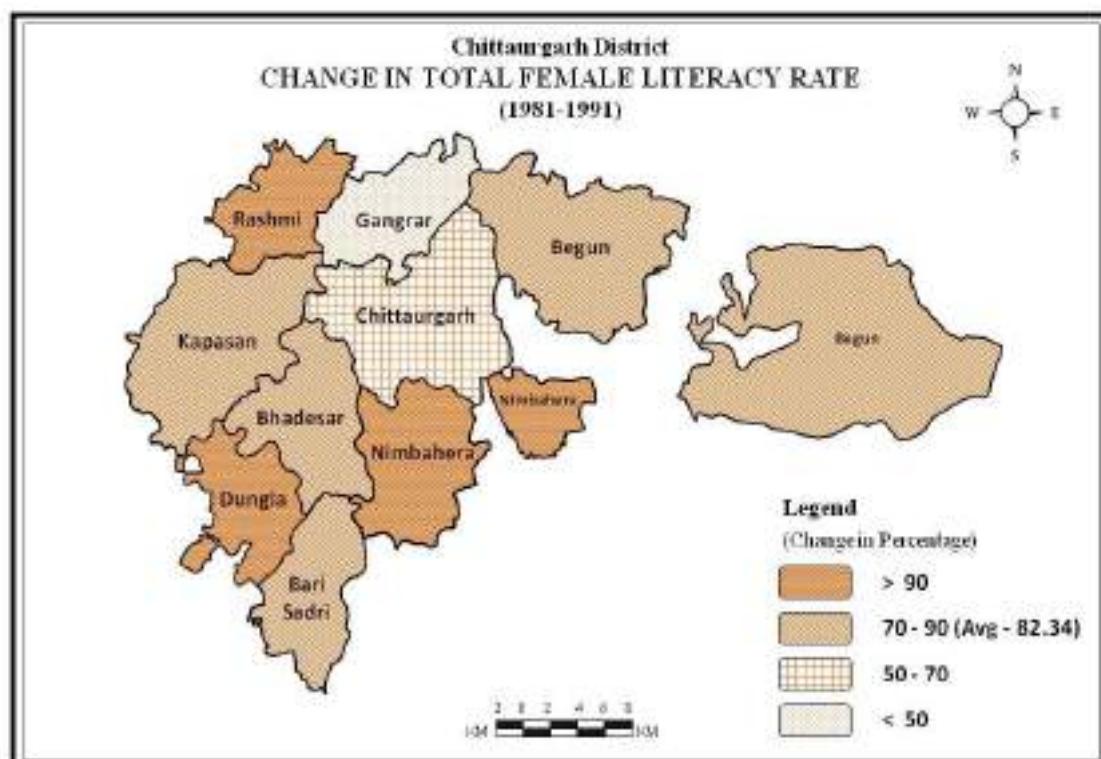


Figure 3.11

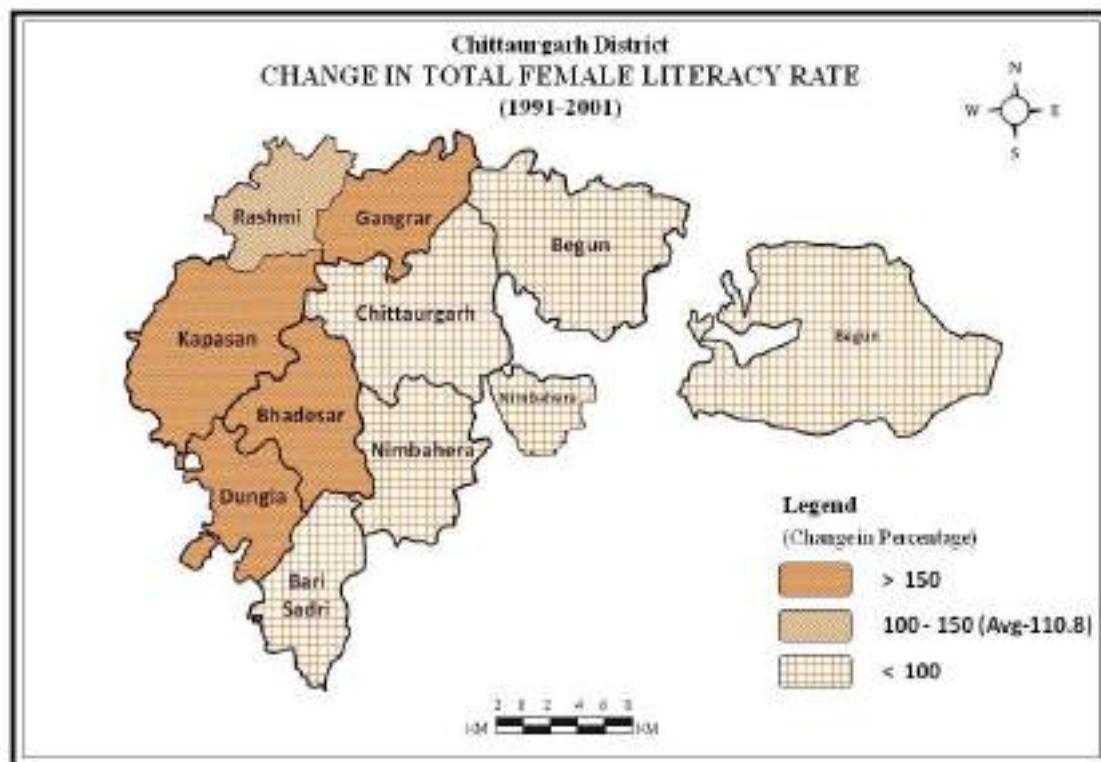


Figure 3.12

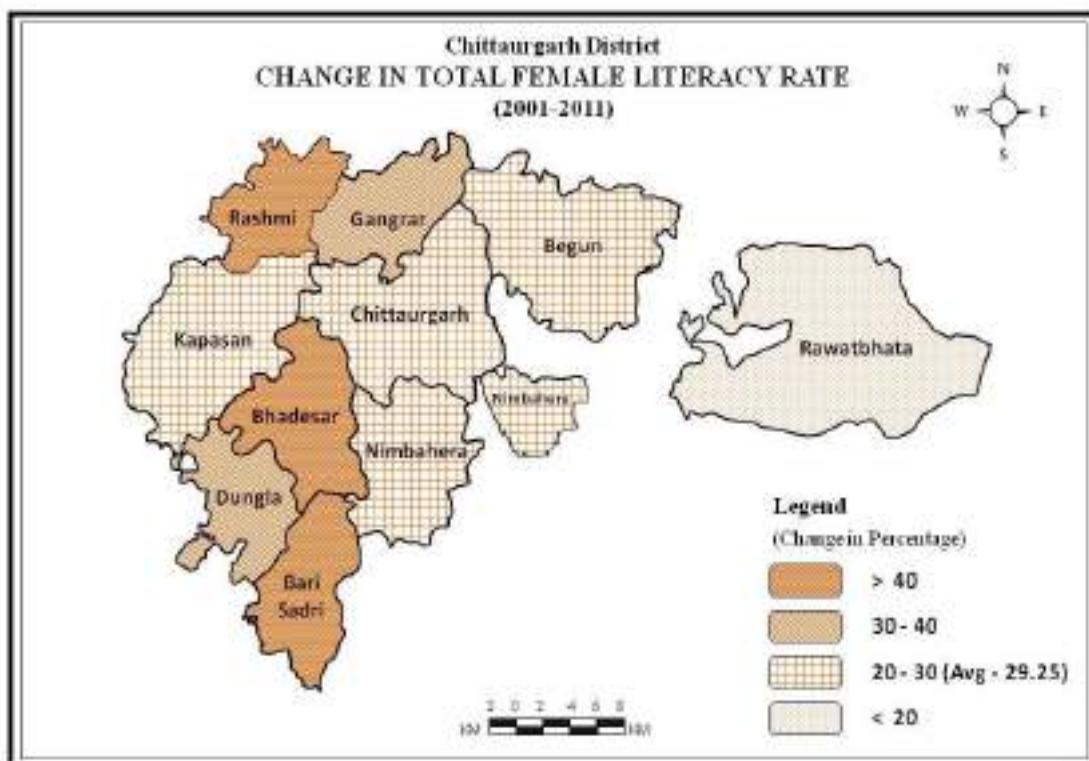


Figure 3.13

There are area wise variations in the increase of literacy rate females in Chittaurgarh district. There is remarkable growth observed in female literacy rates in all tehsil. The change in literacy rate is much higher in female as compare to male. It has been majority possible because of vigorous efforts on the part of government by way of opening up schools for girls in most parts of the district. Besides it the changing socio-economic value system also has played a pivotal role which helped in accelerating the female literacy in the Chittaurgarh district. Literacy has almost become a matrimonial necessity in case of females to find a suitable groom. In addition, the growing number of female workers has also made literacy among females an occupational necessity which so far was true for males only. The rate of female literacy in Chittaurgarh district was 9.37 percent in 1981 which increased to 17.08 percent in 1991, further it increased to 36.00 percent in 2001 and 2011 it reached up to 46.53 percent. The change in female literacy rate from 1981-2011 has been 396.6 per cent, which was 82.34 percent from 1981-1991, later it was 110.80 per cent in the 1991-2001 decade and finally it was 29.25 per cent from 2001-2011. The main reason behind the magnitude of change in female literacy rates in the Chittaurgarh district was much more pronounced due to reason of the development and improvement in the female education. Thus, not only the

increase in literacy rate was more in case of females in comparison to male but the female literacy rate is observed below 50 percent due to the socio-economic backwardness in the female's conditions. Generally, there was magnitudinal change of 82.34 percent during the decade 1981-2011 in the female literacy rate of Chittaurgarh district. There was highest growth of literacy rate in Rashmi area that is 106.53 percent and the lowest growth of literacy rate was 32.67 percent in Gangrar. Rashmi, Dungla, Bhadesar and Nimbahera had higher rates of growth than other parts of the district. On the other hand, the literacy rate was quite lower in Gangrar, Chittaurgarh, Kapasan, Begun, Badi Sadri as compared to the above mentioned growth rate of literacy. The female literacy rate changed to 110.80 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Bhadesar which is 192.55 percent and the lowest 75.05 percent was in Begun. The growth rate which increased in Bhadesar, Rashmi, Gangrar, Kapasan, Dungla was higher as compared literacy rate was quite lower in Begun, Chittaurgarh, Nimbahera, Badi Sadri as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 29.25 percent during the decade 2001-2011 in the female literacy rate of Chittaurgarh district. There was highest growth of literacy rate in Rashmi area that is 45.62 percent and the lowest growth of literacy rate was 16.67 percent in Rawatbhata. The growth rate which increased in Rashmi, Gangrar, Begun, Dungla, Bhadesar, and Badi Sadri was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite lower in Rawatbhata, Chittaurgarh, Kapasan, Nimbahera as compared to the above mentioned growth rate of literacy. This intends to say that where the literacy level was high, the magnitude of change was low, where the literacy level was low; the magnitude of change in literacy was high. The change in female literacy rate in different tehsil was more responsible for narrowing down the area wise disparities in the literacy rates.

3.3.7 Gender Gap in Literacy Rate

Gender gap in literacy is a major concern in contemporary issues. Gender gap in literacy occurs when there are systematic differences in schooling level between male and female. The 21st Century is known for women, as they established their right in every stage of life. But in terms of female literacy are very lag behind as compare to male literacy. The gender disparity, lower the level of development. Female education reflects the socio-economic development, but the social returns of education for more outweigh the economic returns. The low level of female literacy creates gender gap in

literacy which is constraint on the improvements of individuals as well as nations socio-economic conditions. Gender inequality in literacy is the result of the continuous discrimination of a group of people on the basis of gender. The difference between male and female literacy rate is still very high, although since independence, female literacy has increased, but the large number of women is still illiterate. The gender gap in literacy reduced the total literacy level which shows negative consequences on the development of the economy, because education is the most active indicator of economic development. Male - Female literacy gaps are differing from rural to urban scheduled tribe to scheduled caste, agricultural economy society to industrial society depending on educational facilities, social custom and parent's educational level.

The gender gap in literacy is very high in the study area, due to many reasons including appalling poverty, parents lack of interest in female education, early marriage of the females, household responsibilities of the females, prevalence of prejudices against the females education, mobility and employment, inadequate schools for females, dearth of female teachers particularly in rural areas, more preference for education of sons, and the low degree of participation of females in work. The present study is an attempt to measure the gender gap in literacy rate in various tehsil of study area for the year 1981, 1991, 2001 and 2011. Gender gap has been calculated by absolute sense; it may be calculated by simply subtracting the lesser literacy rates from the higher literacy rates.

After 1980's the female literacy made a considerable progress as a result of changing socio-economic conditions in the study region. In Chittaurgarh female literacy has increased in 1981-2011, from 9.37 to 46.53 and gender gap in literacy has also increased significantly 24.58 to 30.08 respectively. In the year 1981, gender gap in literacy was 24.58, after a decade in the year 1991; gender gap in literacy was also increased and reached at 33.79 from 24.58. In the year 2001, gender gap in literacy was also increased and reached at 35.50 from 33.79, but in the year 2011, gender gap reached at 30.08 by reduced from previous Census year. In the Census of 2001 it was noted that total literacy rate was 54.00 percent by comprising of male literacy of 71.50 percent and female literacy of 36.00 percent and gender gap reached at the peak level of 35.50 percent. In the latest Census of 2011 the total literacy rate is reached at 61.71 percent while male literacy rate is reached 76.61 percent and female literacy is 46.53 percent. The gender gap in literacy is being reduced by nearly 5.42 percent and reached

at 30.08 percent. For the implementation of many act and programs as well as increasing awareness among people are the responsible factors for declining trends of gender gap in literacy.

All Tables shows the tehsil wise distribution of total gender gap, total rural gender gap, total urban gender gap, total scheduled caste and total scheduled tribe gender gap in literacy rate in the year 1981, 1991, 2001 and 2011. The patterns of tehsil wise variation among gender gap in the levels of literacy will be discussed for the following segments of population.

- (i) Gender gap (Total)
- (ii) Gender gap (Rural)
- (iii) Gender gap (Urban)
- (iv) Gender gap (Scheduled Caste)
- (v) Gender gap (Scheduled Tribe)

Tehsils	1981	1991	2001	2011
Rashmi	23.23	33.10	38.80	33.79
Gangrar	20.78	30.89	36.90	31.76
Begun	24.34	32.56	37.80	33.27
Rawatbhata	-	-	29.10	24.42
Chittaurgarh	26.65	32.11	30.40	25.16
Kapasan	24.07	33.78	37.40	33.23
Dungla	22.41	34.81	38.90	33.44
Bhadesar	20.48	32.44	37.40	32.49
Nimbahera	29.50	38.27	36.60	29.17
Badi Sadri	24.52	34.77	37.70	31.74
Chittaurgarh District	24.58	33.79	35.50	30.08

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

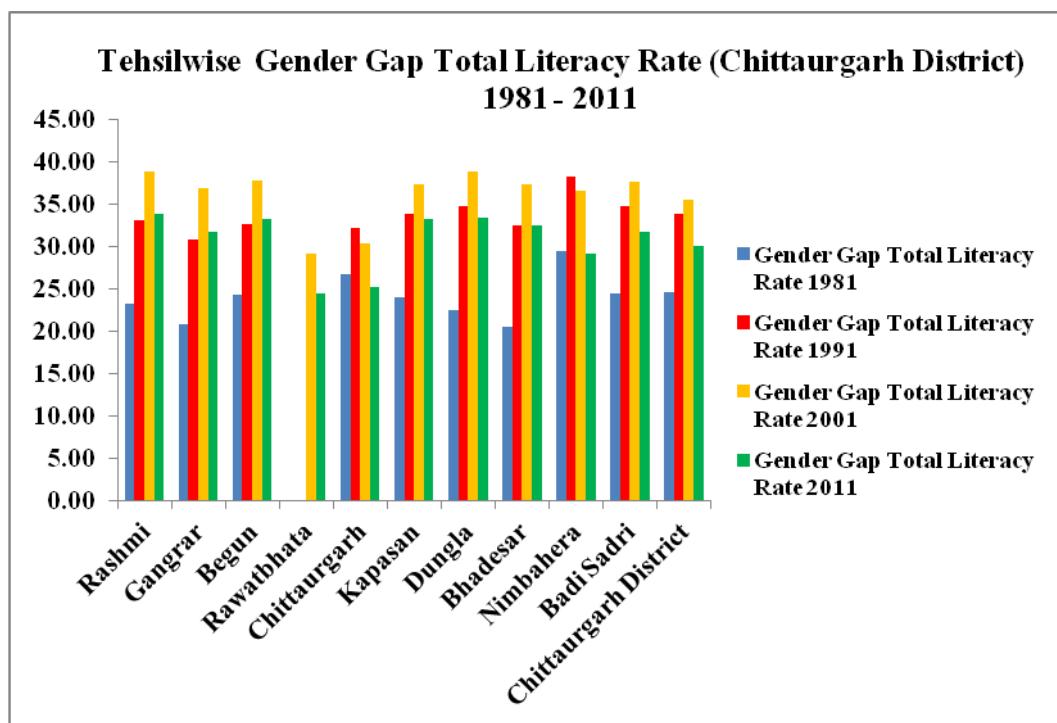


Figure 3.14

Tehsils	1981	1991	2001	2011
Rashmi	23.23	33.10	38.76	33.79
Gangrar	20.78	30.89	36.94	31.76
Begun	23.40	58.41	39.30	35.38
Rawatbhata	-	-	34.85	28.9
Chittaurgarh	22.68	33.28	36.44	31.93
Kapasan	22.75	62.44	38.29	34.27
Dungla	20.48	34.81	38.95	33.44
Bhadesar	28.49	32.44	37.45	32.49
Nimbahera	23.66	41.83	42.75	33.99
Badi Sadri	22.41	34.84	39.36	33.48
Chittaurgarh District	23.18	33.83	38.39	33.02

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

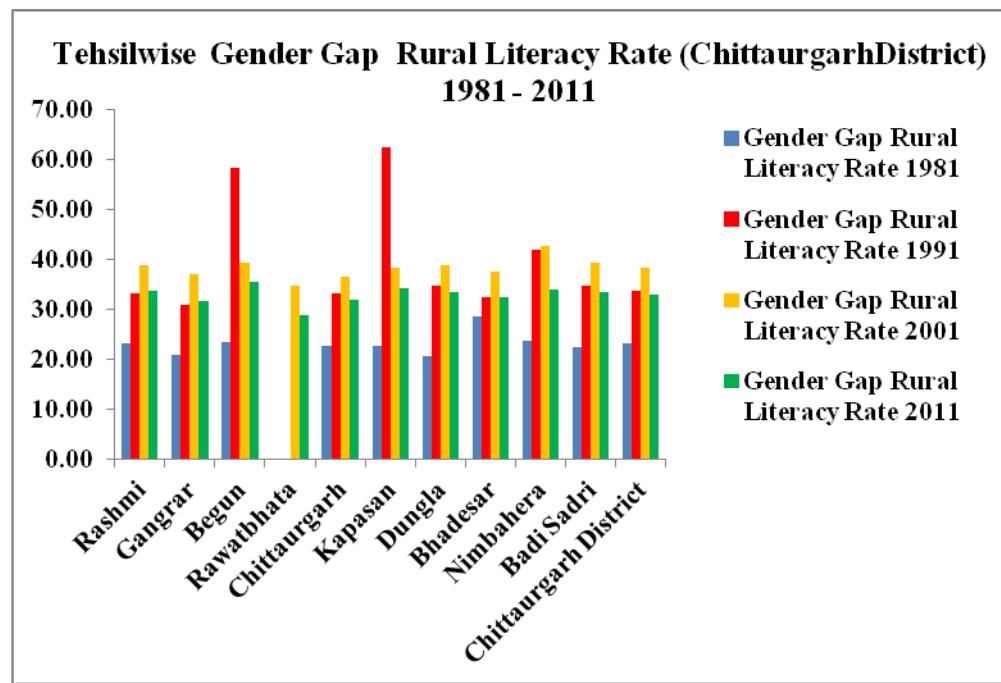


Figure 3.15

Table 3.10: Gender Gap Urban Literacy Rate (1981-2011)

Tehsils	1981	1991	2001	2011
Begun	27.77	28.24	28.75	21.34
Rawatbhata	-	-	16.35	13.14
Chittaurgarh	30.96	26.22	18.95	15.03
Kapasan	35.07	37.48	28.87	24.03
Nimbahera	31.66	27.85	20.60	16.50
Badi Sadri	29.07	33.43	26.54	20.36
Chittaurgarh District	30.85	28.72	21.05	16.54

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

**Tehsilwise Gender Gap Urban Literacy Rate (Chittaurgarh District)
1981 - 2011**

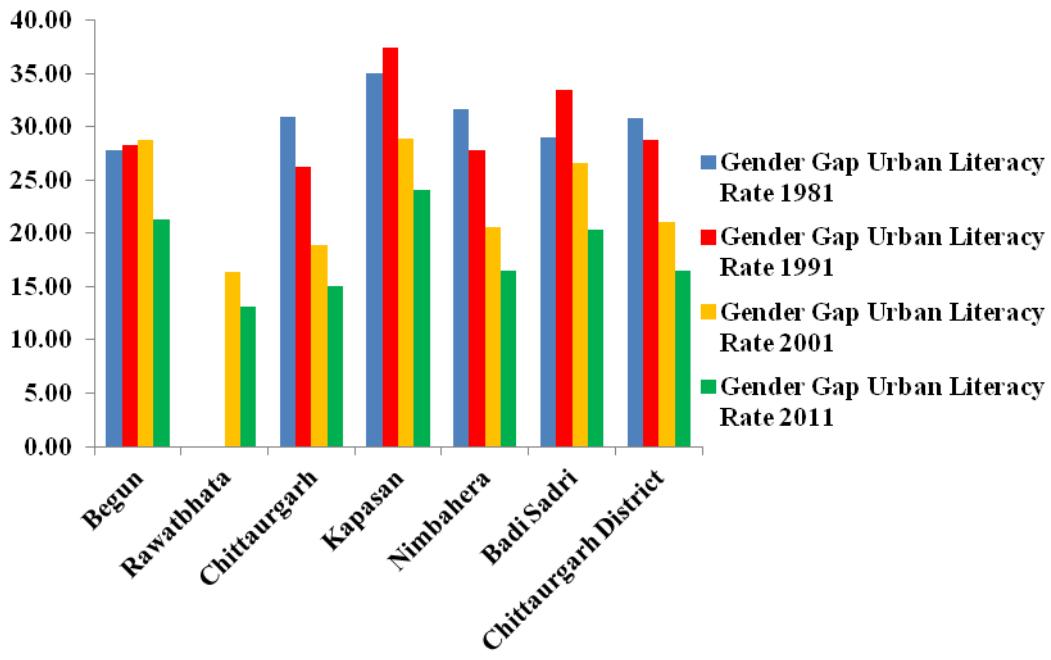


Figure 3.16

Table 3.11: Gender Gap SC Literacy Rate (1981-2011)				
Tehsils	1981	1991	2001	2011
Rashmi	19.81	31.20	40.63	35.06
Gangrar	16.52	25.65	37.34	32.09
Begun	21.42	29.70	38.37	33.74
Rawatbhata	-	-	36.12	26.92
Chittaurgarh	23.09	32.31	35.76	30.51
Kapasan	20.69	31.89	39.52	34.16
Dungla	15.36	33.33	40.78	33.76
Bhadesar	24.23	29.98	38.25	32.63
Nimbahera	21.87	38.75	41.44	32.48
Badi Sadri	18.06	33.21	41.16	33.97
Chittaurgarh District	20.59	31.84	38.75	32.45

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

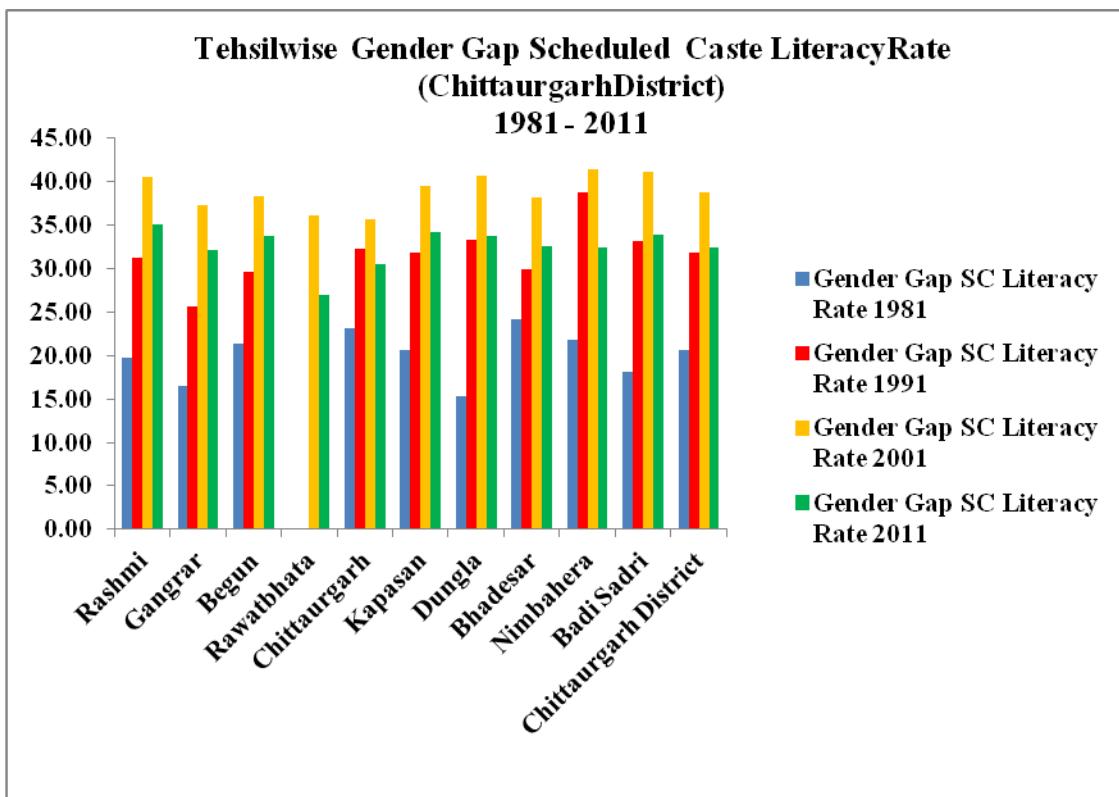


Figure 3.17

Table 3.12: Gender Gap ST Literacy Rate				
Tehsils	1981	1991	2001	2011
Rashmi	4.47	11.23	24.54	29.94
Gangrar	5.24	9.45	26.39	27.99
Begun	5.13	10.39	27.24	29.15
Rawatbhata	-	-	11.00	22.28
Chittaurgarh	8.01	12.05	25.66	24.31
Kapasan	6.57	12.17	27.85	28.69
Dungla	3.85	17.18	34.11	30.75
Bhadesar	10.51	11.53	29.09	27.48
Nimbahera	10.66	21.19	35.71	31.13
Badi Sadri	4.82	19.93	34.55	30.24
Chittaurgarh District	6.56	13.91	31.74	27.49

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

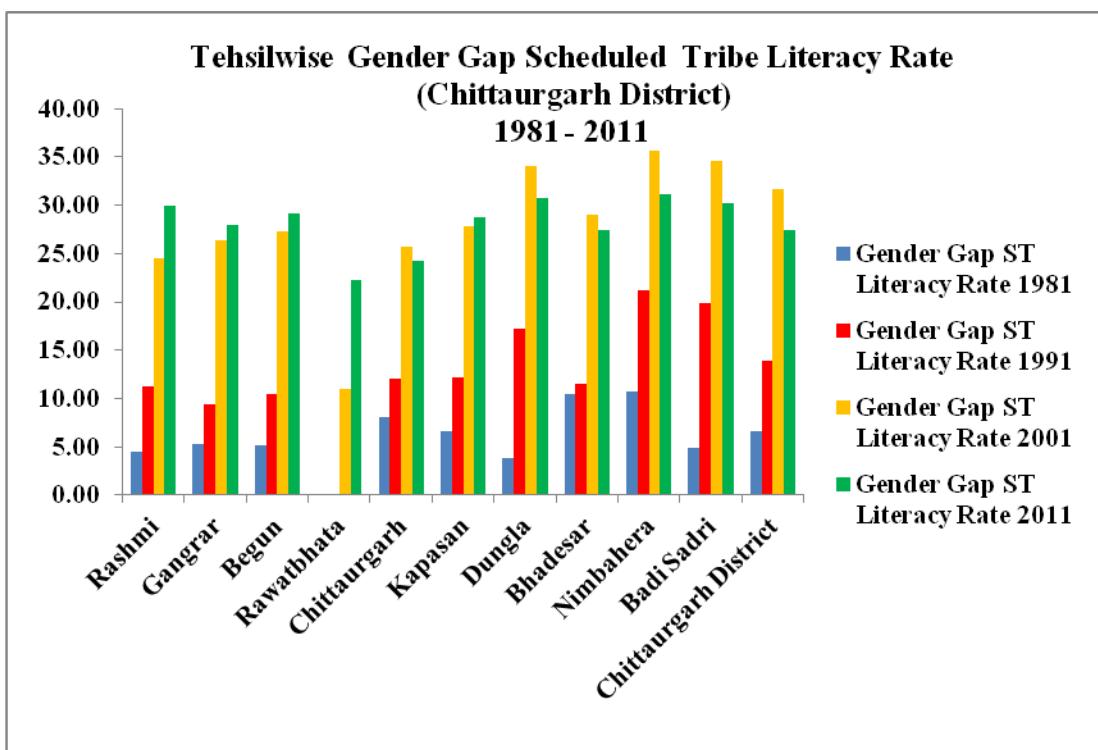


Figure 3.18

In 1981, 1991, 2001, the gender gap in total literacy rate has increased in almost all the tehsil, but in 2011 it is decreased in all the tehsil. In 1981, 1991, 2001, the gender gap in rural. Literacy rate, scheduled caste and scheduled tribe literacy rate has increased in almost all the tehsil, but in 2011 it is decreased in all the tehsil. In 1981, the gender gap in urban literacy rate has increased in all the tehsil, but in 1991, 2001, 2011

it is decreased in almost all the tehsil, while there is no positive relationship between high literacy and low gender gap.

Although the situation that prevailed in 2011 has changed and all of the high literacy tehsil now have a lower gender gap. Recent years, of course, have witnessed a change in the context of gender gap in literacy. There has been a conspicuous decline in the gap between male and female literacy rates as the female literacy rates have increased more rapidly than the male literacy rates. The low gender gap is due to educational facilities for females, the number of female teachers has also increased significantly, and the increasing social awakening and increasing male literacy have stimulated female literacy, better standard of living and as the literacy among females is becoming a matrimonial necessity.

All graphs show the clear cut picture of the comparison between gender gap of literacy of Chittaurgarh district. In Chittaurgarh, total rural, scheduled caste and scheduled tribe literacy gender gap has increased from 1981 to 2001, which shows that the performance of female literacy was very poor as compared to male literacy in these decades. In 2011, total, rural, scheduled caste and scheduled tribe literacy gender gap has decreased due to socio-economic development of the area. Whereas, the urban gender gap of literacy shows the trend of falling from 2001 to 2011, and then increased in almost all tehsil from 1981 to 1991. Figure shows the relationship between the total literacy rates and gender gaps in literacy rates of Chittaurgarh district. Table and figure clearly shows that there is a strong negative relation between the two variables, total literacy rates and gender gaps in literacy. With the increasing of total literacy rates, male - female gaps in literacy are decreasing continuously and vice-versa, which shows that if it continues then the district literacy gender gap, has decreased in coming decades.

To remove this gap in gender literacy in Chittaurgarh proper educational opportunities should be provided for women especially in rural areas at village level. Especially for women, employment opportunities should be created, the importance of education should be understood by them and their children. Female abuse and eve teasing should be strictly banned with the due importance of protection of women. Though for the Right to Education Act, 2009 gender gaps will be reduced continuously and the district will be a development district in coming decades. At last, it may be

conducted that this region requires special attention to fill the gap of literacy at gender level and women empowerment for social revolution in general.

Pattern of Rural-Urban Literacy Rate of the Area

Rural and Urban populations in the Chittaurgarh also display a wide disparity in respect of literacy rates. The literacy rates of urban population are significantly high in comparison to those rural populations. The disparity in the literacy rates of rural and urban populations exists because -

- (i) In the primarily agrarian areas literacy has little social and economic functional value in the countryside and need to get educated is more in urban areas than in agricultural countryside.
- (ii) The urban populations are characterized by relatively high degree of social and economic awakening in comparison to the rural populations.
- (iii) Urban females enjoy relatively higher status in comparison to their rural compatriots.
- (iv) The facilities to get educated are concentrated more in urban areas while these may be completely absent in certain rural areas.
- (v) Those rural males who get educated have a tendency to migrate to urban areas in search of employment, particularly when there are no avenues in the countryside outside the agricultural sector.

3.3.8 Pattern of Urban Literacy Rate

All the areas in urban Chittaurgarh recorded literacy rate which was higher than the State overall literacy percentage. Economic development and literacy of a region are closely linked. A strong positive correlation has often been observed between the diffusion of literacy and economic progress. The degree of urbanization, the development of means of transportation and communication, standard of living, the degree of spatial interaction and the educational institutions are the factors responsible for higher literacy rates in urban areas. On the basis of urban literacy rates as shown in (Table 3.13) the tehsil of Chittaurgarh district has been classified in the following three categories-

Tehsils	1981	1991	2001	2011
Rashmi	-	-	-	-
Gangrar	-	-	-	-
Begin	51.02	70.78	75.80	79.71
Rawatbhata	-	-	84.09	85.82
Chittaurgarh	56.63	70.34	81.27	83.81
Kapasan	43.50	60.30	73.83	76.34
Dungla	-	-	-	-
Bhadesar	-	-	-	-
Nimbahera	47.21	63.50	79.03	82.51
Badi Sadri	48.83	66.31	75.81	80.23
Chittaurgarh District	51.15	67.80	79.81	82.75

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

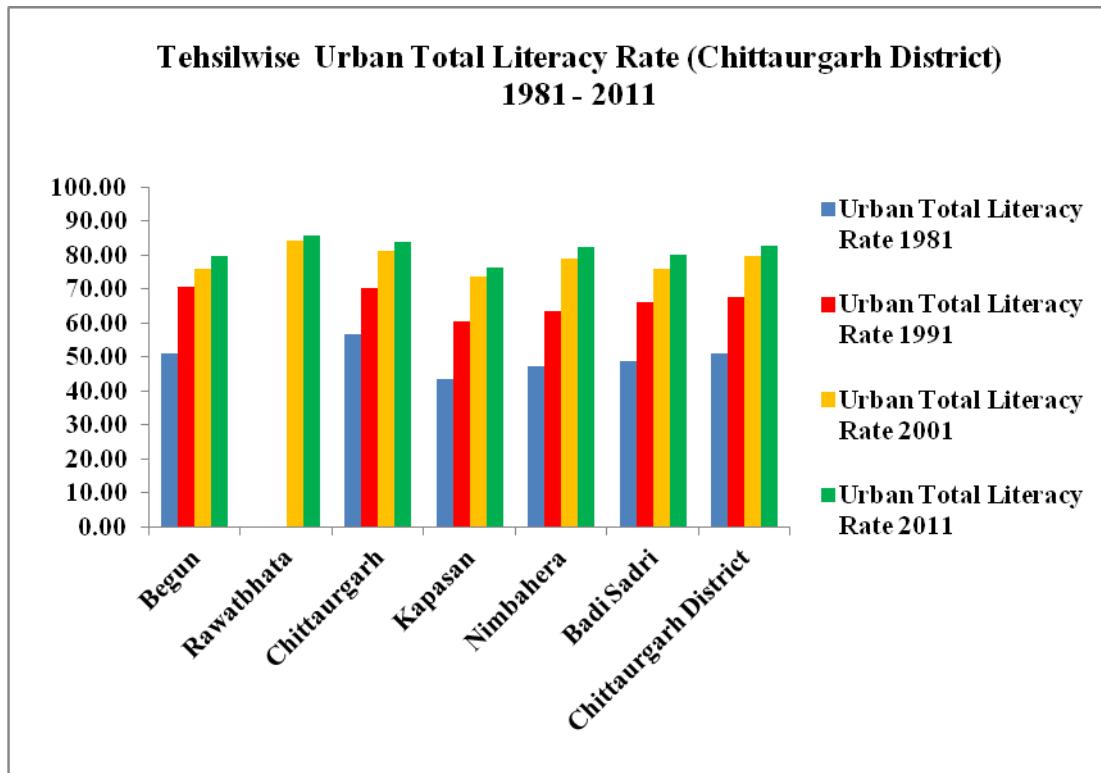


Figure 3.19

- (a) **Areas of Relatively High Level Literacy Rate** - There were one tehsil Chittaurgarh in the range of 52-57 in the year 1981, two tehsil Begun, Chittaurgarh in the range of 70 & above in the year 1991, two tehsil Rawatbhata, Chittaurgarh in the range of 80-85 in the 2001 and one tehsil Rawatbhata in the range of 84 & above in the year 2011. This category covers approximately 10-20 percent area of the district. These tehsil have measured relatively high literacy rate because they are industrially developed, economically sound and the

availability of educational institutions, degree of urbanization, standard of living, well development means of transportation and communication are such factors.

- (b) **Areas of Moderate Level Literacy Rate** - There were three tehsil Begun, Badi Sadri, Nimbahera in the range of 47-52 percent in the year 1981, one tehsil Badi Sadri in the range of 65-70 percent in the year 1991, three tehsil Nimbahera, Begun, Badi Sadri in the range of 75-80 percent in the year 2001 and three tehsil Chittaurgarh, Nimbahera, Badi Sadri in the range of 80-84 percent in the year 2011. This category covers approximately 10-30 percent area of the district. These tehsil have measured relatively moderate literacy rate because the development of large and medium scale industries, the availability of educational facilities and institutions, degree of urbanization, well developed means of transportation and communication etc.
- (c) **Areas of Low Level Literacy Rate** - There were one tehsil Kapasan in the range of 42-47 percent in the year 1981, two tehsil Nimbahera, Kapasan in the range of 60-65 percent in the year 1991, one tehsil Kapasan in the range of 70-75 percent in the year 2001 and two tehsil Begun, Kapasan in the range of 76-80 percent in the year 2011. This category covers approximately 10-20 percent area of the district. These tehsil have measured low literacy rate because due to most of the people are engaged in agriculture, lack of educational amenities, and low degree of urbanization.

Pattern of Male-Female Urban Literacy Rate

There exists a great disparity between male and female urban literacy rates in Chittaurgarh district. Female literacy is one of the crucial indicators of development process in any region. The female literacy helps the area to build up a resourceful economy and healthy socio-economic environment due to social awareness and girl education in society. The main reason for better male-female urban literacy levels is social awareness, which helps in reducing gender gap in literacy levels.

3.3.8 (A) Pattern of Urban Male Literacy Rate

There has been a considerable increase in the percentage of urban male literacy in Chittaurgarh district. It has increased from 65.65 percent in 1981 to 90.81 percent in

2011. On the basis of male literacy rates as shown in (Table-3.15) the tehsil of Chittaurgarh district has been classified in the following three categories-

Tehsils	1981	1991	2001	2011
Rashmi	-	-	-	-
Gangrar	-	-	-	-
Begin	64.32	83.80	89.68	90.20
Rawatbhata	-	-	91.83	92.19
Chittaurgarh	70.66	82.32	90.29	91.11
Kapasan	60.55	78.65	88.01	88.26
Dungla	-	-	-	-
Bhadesar	-	-	-	-
Nimbahera	62.11	76.85	89.04	90.54
Badi Sadri	63.19	82.70	88.74	90.3
Chittaurgarh District	65.65	81.24	89.92	90.81

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

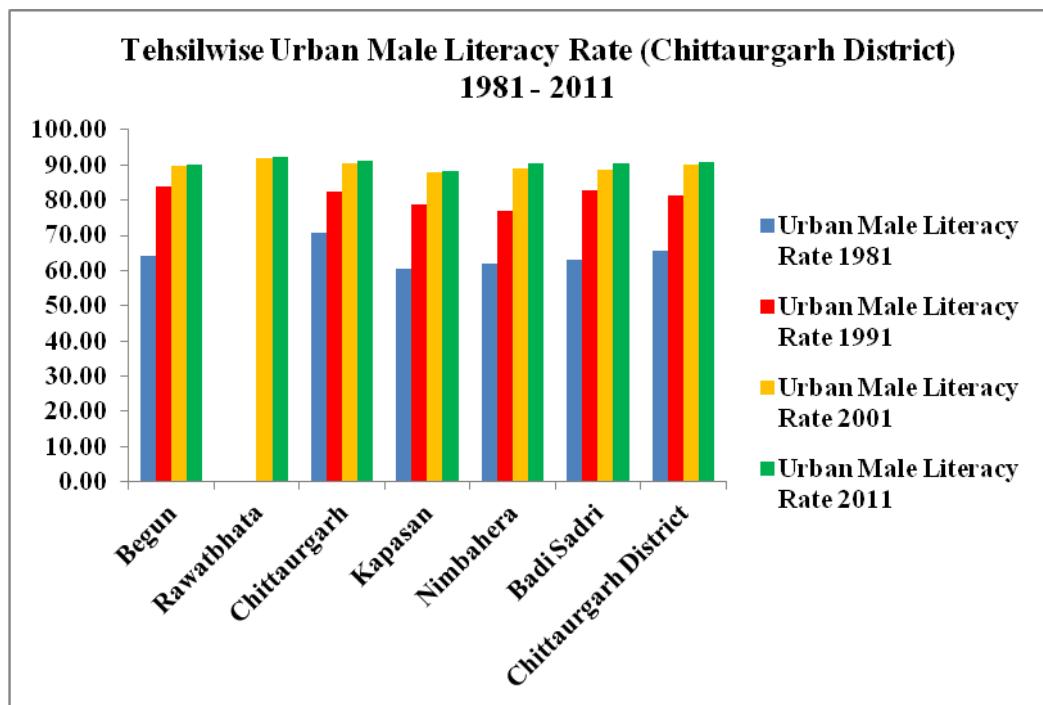


Figure 3.20

- (a) **Areas of High Level of Literacy Rate-** In the year 1981, the high level of urban male literacy was found in one of the tehsil Chittaurgarh in the range of 68-72 percent in the year 1991, the high level of literacy was found in one of the tehsil Begun in the range of 83 & above; in the year 2001 the high level of literacy was found in two tehsil of Rawatbhata, Chittaurgarh in the range of 90 & above. And in the year 2011, the high level of literacy was found in one tehsil of

Chittaurgarh in the range of 92-94 percent. This category covers approximately 10-20 percent area of the district.

- (b) **Areas of Moderate Level of Literacy Rate-** In the year 1981, the moderate level of urban male literacy was found in one of tehsil Begun in the range of 64-68 percent; in the year 1991 the moderate level of literacy was found in two tehsil of Badi Sadri, Chittaurgarh in the range of 79-83 percent; in the year 2001, the moderate level of literacy was found in two tehsil of Begun, Nimbahera in the range of 89-90 percent. And in the year 2011, the moderate level of literacy was found in four tehsil of Chittaurgarh, Nimbahera, Badi Sadri, and Begun in the range of 90-92 percent. This category covers approximately 10-40 percent area of the district.
- (c) **Areas of Low Level of Literacy Rate -** In the year 1981, the low level of urban male literacy was found in three tehsil of Kapasan, Nimbahera, and Badi Sadri in the range of 60-64 percent. In the year 1991, the low level of literacy rate was found in two tehsil Nimbahera, Kapasan in the range of 75-79 percent. In the year 2001, the low level of literacy rate was found in two tehsil of Kapasan, Badi Sadri in the range of 88-89 percent. And in the year 2011, the low level of literacy rate was found in one tehsil of Kapasan in the range of 88-90 percent. This category covers approximately 20-22 percent area of the district.

3.3.8 (B) Pattern of Urban Female Literacy Rate

There has been a considerable increase in the percentage of urban female literacy in Chittaurgarh district, which was higher than the State urban female literacy percentage. But urban female literacy rate was found to be low as compared to male literacy. On the basis of urban female literacy rates as shown in (Table 3.15) the tehsil of Chittaurgarh district has been classified in the following three categories –

Tehsils	1981	1991	2001	2011
Rashmi	-	-	-	-
Gangrar	-	-	-	-
Begun	36.55	55.57	60.92	68.86
Rawatbhata	-	-	75.49	79.05
Chittaurgarh	39.70	56.10	71.34	76.08
Kapasan	25.48	41.17	59.13	64.23
Dungla	-	-	-	-
Bhadesar	-	-	-	-
Nimbahera	30.45	48.99	68.44	74.04
Badi Sadri	34.12	49.27	62.20	69.94
Chittaurgarh District	34.80	52.53	68.87	74.27

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

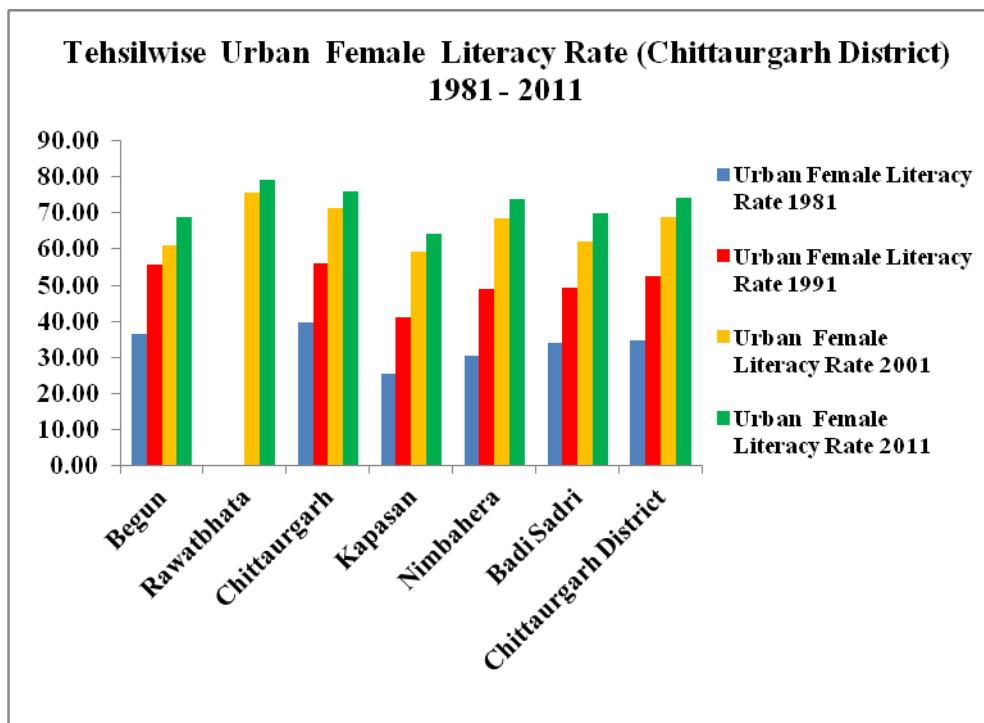


Figure 3.21

- (a) **Areas of Relatively High Level of Literacy Rate** - In the year 1981, there were two tehsil in the range of 35-40 percent namely, Chittaurgarh, Begun. In the year 1991 there were two tehsil in the range of 54 & above percent namely, Chittaurgarh, Begun. In the year 2001, there were two tehsil in the range of 70 & above percent namely, Rawatbhata Chittaurgarh, and in the year 2011, there were two tehsil in the range of 76-82 percent namely, Rawatbhata, Chittaurgarh. This category covers approximately 20-22 percent area of the district. These tehsil give enough opportunities of female for taking education, degree of

urbanization, well developed means of transportation and communication, availability of high level educational amenities and institutions, high degree of occupational participation, high status of women in the society and the prejudices against the female's mobility and education.

- (b) **Areas of Moderate Level of Literacy Rate** - In the year 1981, there were two tehsil in the range of 30-35 percent namely, Badi Sadri, Nimbahera, in the year 1991, there were two tehsil in the range of 47-54 percent namely, Badi Sadri, Nimbahera. In the year 2001, there were one, of tehsil in the range of tehsil in the range of 64-70 percent namely, Nimbahera and in the year 2011, there were one of tehsil in the range of 70-76 percent namely, Nimbahera. This category covers approximately 10-22 percent area of the district.
- (c) **Areas of Low Level of Literacy Rate** - In the year 1981, there were one of tehsil in the range of 25-30 percent namely, Kapasan. In the year 1991, there were one tehsil in the range of 40-47 percent namely, Kapasan. In the year 2001, there were three tehsils in the range of 58-64 percent namely, Kapasan, Begun, Badi Sadri and in the year 2011, there were three tehsil in the range of 64-70 percent namely, Kapasan, Begun, Badi Sadri. This category covers approximately 10-30 percent area of the district. These tehsils are not economically and socially sound, educational and transportation facilities not more developed low degree of urbanization, low status of women in the society, agricultural economy of these areas.

3.3.9 Change Rate in Urban Literacy Rate

Table 3.16: Change Rate in Total Urban Literacy Rate (1981-2011)

Tehsils	1981-1991	1991-2001	2001-2011
Begin	38.75	7.08	5.16
Rawatbhata	-	-	2.06
Chittaurgarh	24.22	15.54	3.12
Kapasan	38.64	22.43	3.40
Nimbahera	34.50	24.46	4.40
Badi Sadri	35.82	14.31	5.84
Chittaurgarh District	32.56	17.71	3.68

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

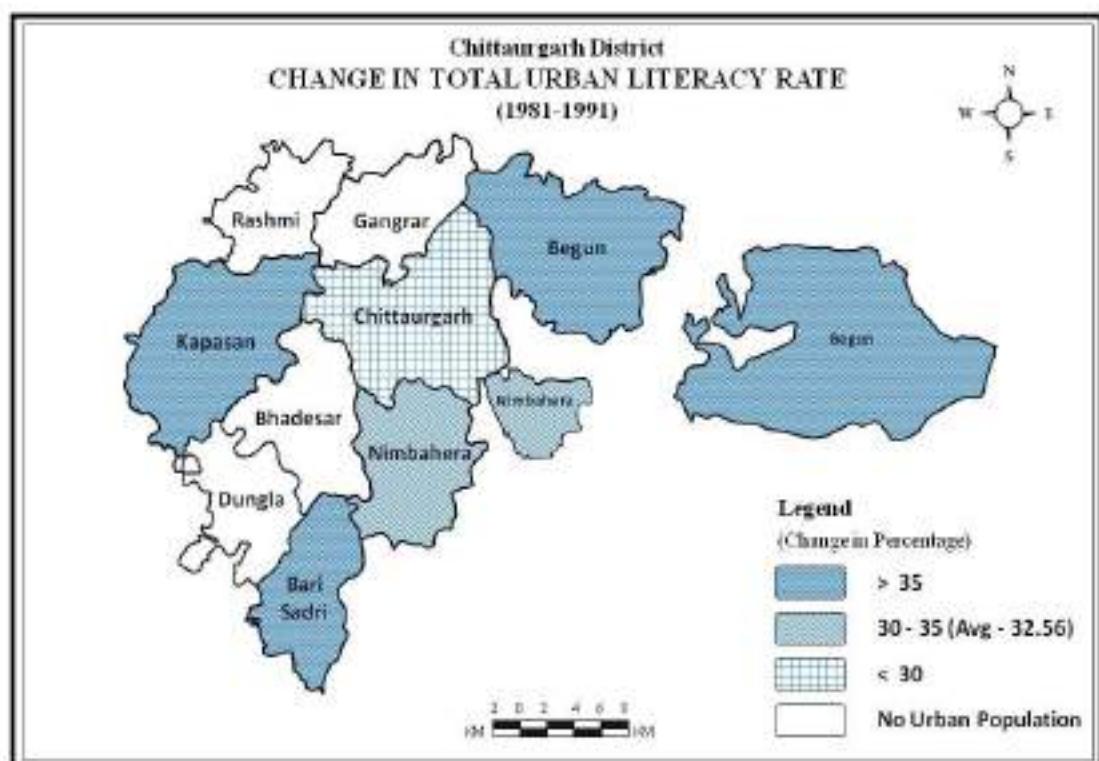


Figure 3.22

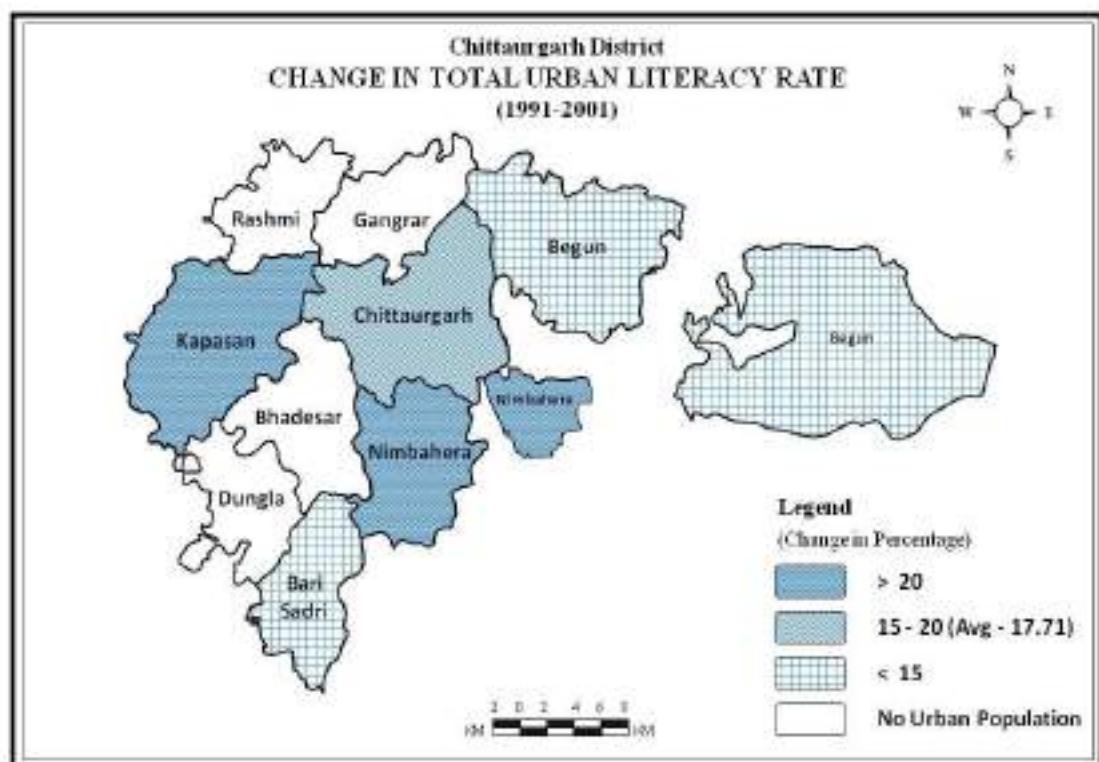


Figure 3.23

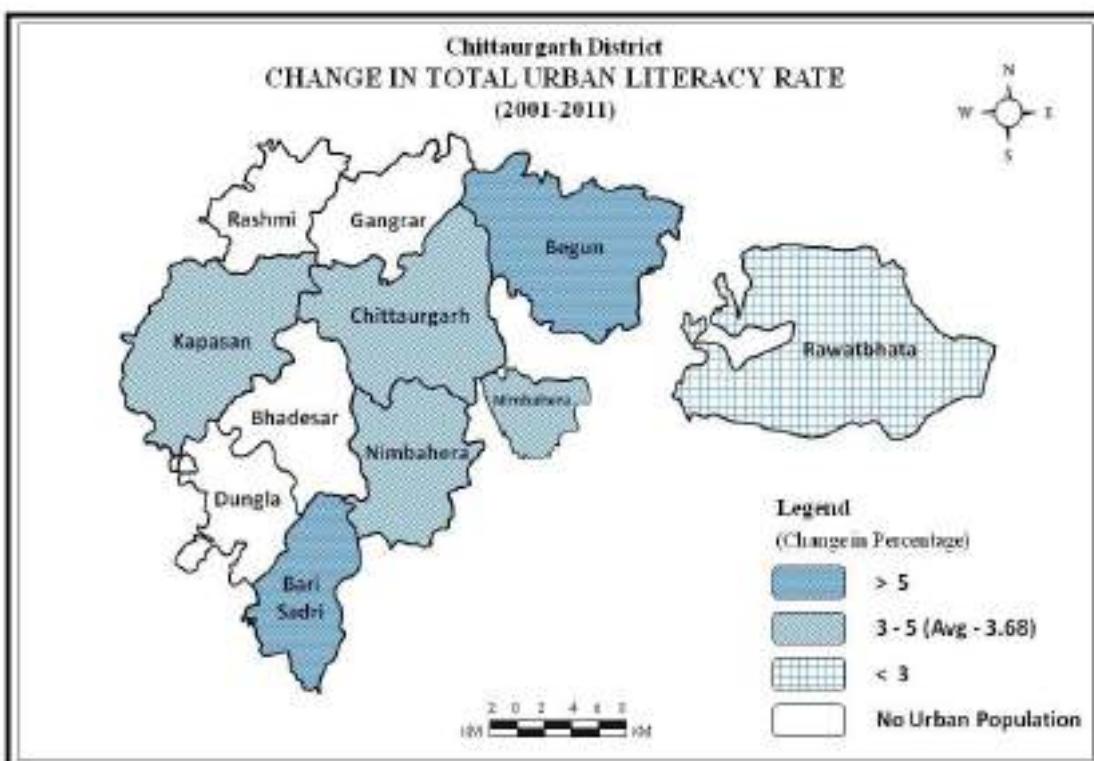


Figure 3.24

Chittaurgarh made a tremendous progress in the rate of total urban literacy. The rate of urban literacy in Chittaurgarh district was 51.15 percent in 1981, which increased 67.80 percent in 1991, further it increased to 79.81 percent in 2001 in 2011 it reached up to 82.75 percent. The change in urban literacy rate from 1981-2011 has been 61.77 percent, which had been 32.56 percent from 1981-1991, later in the decade 1991-2001 it was 17.71 percent and ultimately from 2001-2011 it has been 3.68 percent. This is the result of development and degree of urbanization, better policies of the government which ultimately has increased the literacy in district. Generally, there was a magnitudinal change of 32.56 percent during the decade 1981-1991 in the total urban literacy rate of Chittaurgarh district. There was highest growth of literacy rate in Begun area that is 38.75 percent and the lowest growth of literacy rate was 24.22 percent in Chittaurgarh. The growth rate which increased in Begun, Kapasan, Badi Sadri, was higher as compared to the other parts of the district on the other hand, the literacy rate was quite low in Chittaurgarh as compared to the above mentioned growth rate of literacy. The total urban literacy rate changed to 17.71 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Nimbahera which is 24.46 percent and the lowest 7.08 percent was in Begun. The growth rate which increased in

Nimbahera, Kapasan was higher as compared to the other parts of the district. On the other hand the literacy rate was quite lower in Begun, Badi Sadri, Chittaurgarh as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 3.68 percent during the decade 2001-2011 in the total urban literacy rate of Chittaurgarh district. There was the highest growth of literacy rate in Badi Sadri area that is 5.84 percent and the lowest growth of literacy rate was 2.06 percent in Rawatbhata. The growth rate which has increased in Badi Sadri, Begun, and Nimbahera was higher as compared to the other parts of district. On the other hand, the literacy rate was quite low in Rawatbhata, Chittauragr, Kapasan as compared to the above mentioned growth rate of literacy. This intends to say that where the literacy level was high, the magnitude of change was low and where the literacy level was low, the magnitude of change in literacy was high. So the changing socio-economic value system also has played a pivotal role which helped in accelerating the urban literacy in the Chittaurgarh district.

3.3.9 (A) Change Rate in Urban Male Literacy Rate

Table 3.17: Change Rate in Urban Male Literacy Rate, 1981-2011			
Tehsils	1981-1991	1991-2001	2001-2011
Begun	30.29	7.01	0.58
Rawatbhata	-	-	0.39
Chittaurgarh	16.51	9.68	0.91
Kapasan	29.91	11.89	0.29
Nimbahera	23.73	15.86	1.68
Badi Sadri	30.88	7.30	1.75
Chittaurgarh District	23.76	10.68	0.99

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

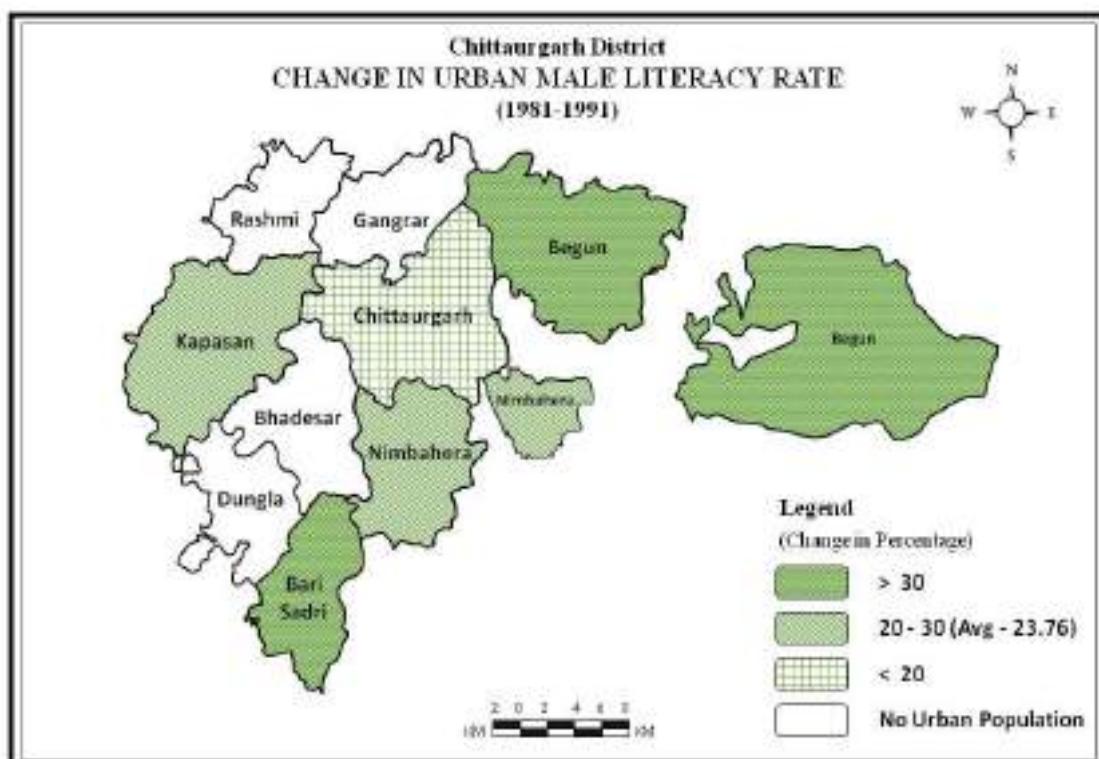


Figure 3.25

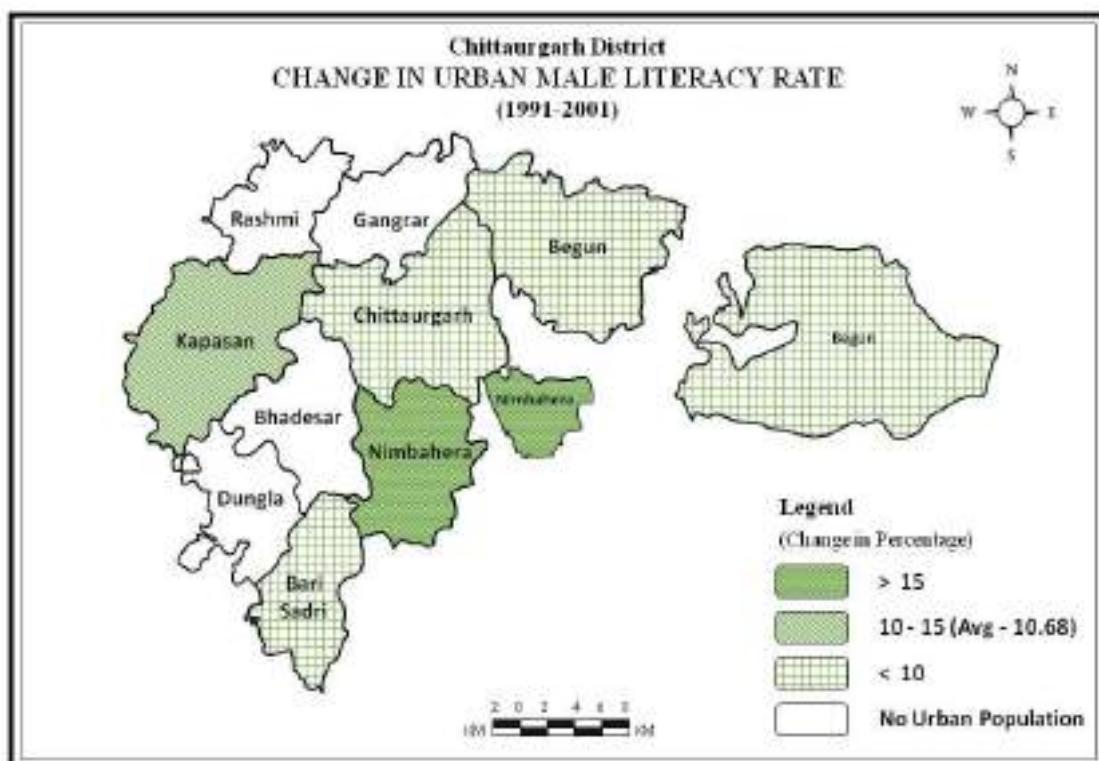


Figure 3.26

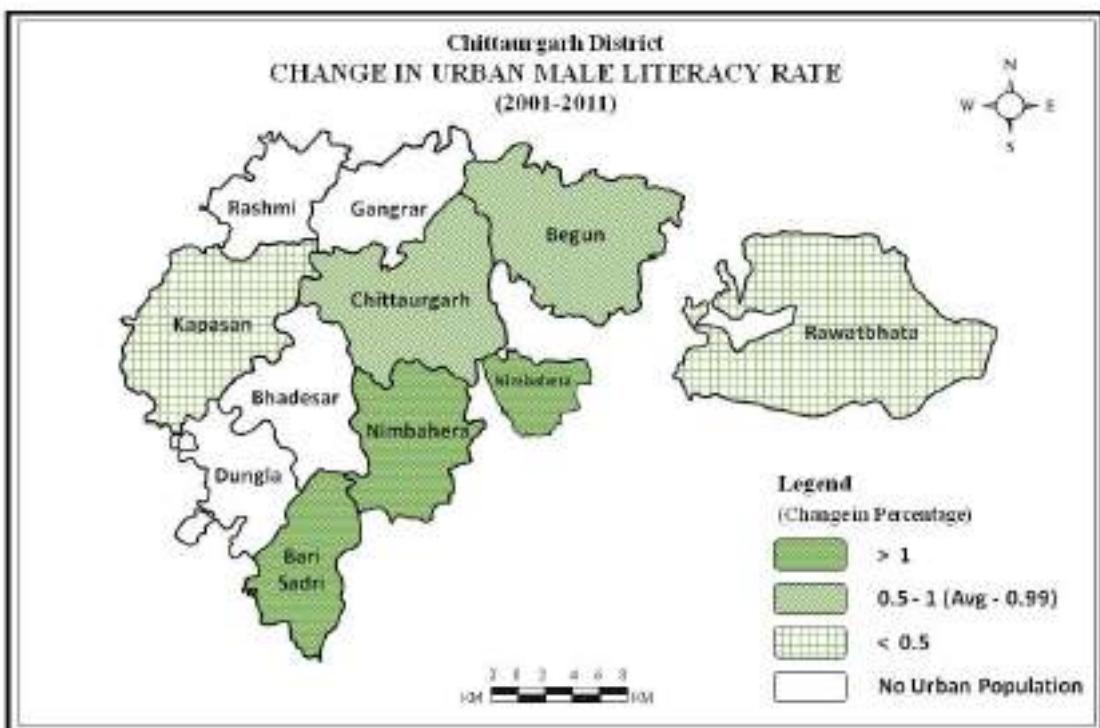


Figure 3.27

During the decades 1981-2011 in Chittaurgarh district, there has been a tremendous growth in the field of education and recorded a quantum jump in its urban male literacy rates that stood at 65.65 percent in 1981 which has increased to 90.81 percent in 2011.

The rate of urban male literacy in Chittaurgarh district was 65.65 percent in 1981 which increased to 81.24 percent in 1991, further it increased to 89.92 in 2001 and in 2011 it reached up to 90.81 percent. The change in literacy rate from 1981-2011 has been 38.32 percent, which had been 23.76 percent from 1981-1991, later in the decade 1991-2001 it was 10.68 percent and ultimately from 2001-2011 it has been 0.99 percent. Generally, there was a magnitudinal change of 23.76 percent during the decade 1981-1991 in Chittaurgarh district. There was highest growth of literacy rate in Badi Sadri area that is 30.88 percent and the lowest growth of literacy rate was 16.51 percent in Chittaurgarh. The growth rate which increased in Badi Sadri, Begun, and Kapasan was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite lower in Chittaurgarh, Nimbahera as compared to the above mentioned growth rate of literacy. The urban male literacy rate changed to 10.68 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Nimbahera which is 15.86 percent and the lowest 7.01 percent was in Begun. The

growth rate which increased in Nimbahera, Kapasan was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite lower in Begun, Badi Sadri, Chittaurgarh as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 0.99 percent during the decade 2001-2011 in Chittaurgarh district. There was highest growth of literacy rate in Badi Sadri area that is 1.75 percent and the lowest growth of literacy rate was 0.29 percent in Kapasan. The growth rate which increased in Badi Sadri, Nimbahera was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Kapasan, Rawatbhata, Begun, Chittaurgarh as compared to the above mentioned growth rate of literacy.

3.3.9 (B) Change Rate in Urban Female Literacy Rate

Table 3.18: Change Rate in Urban Female Literacy Rate (1981-2011)			
Tehsils	1981-1991	1991-2001	2001-2011
Begun	52.05	9.64	13.03
Rawatbhata	-	-	4.72
Chittaurgarh	41.32	27.17	6.65
Kapsan	61.57	43.62	8.62
Nimbahera	60.91	39.68	8.19
Badi Sadri	44.39	26.25	12.44
Chittaurgarh District	50.92	31.12	7.84

Source: India, Rajasthan and District Census Hand Book.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

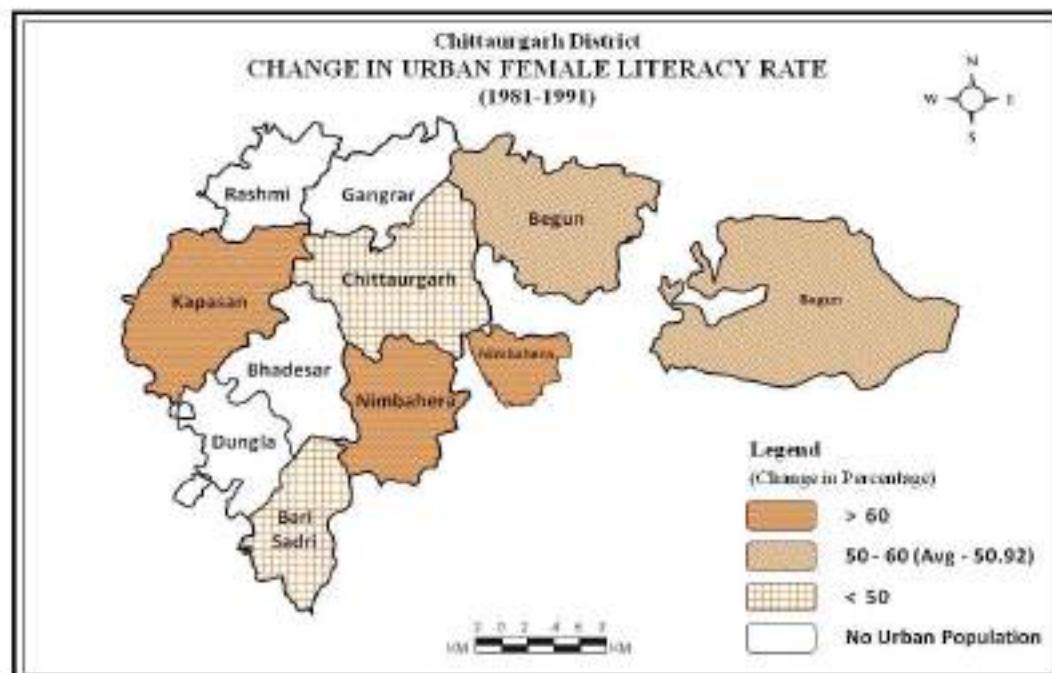


Figure 3.28

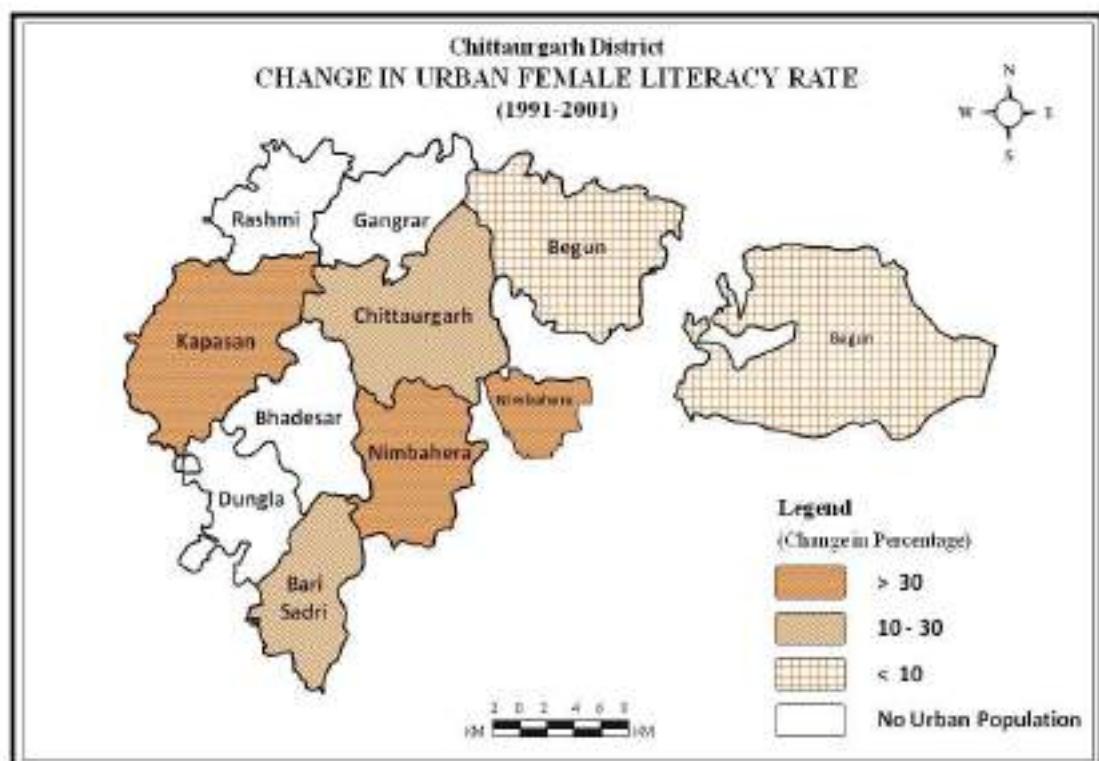


Figure 3.29

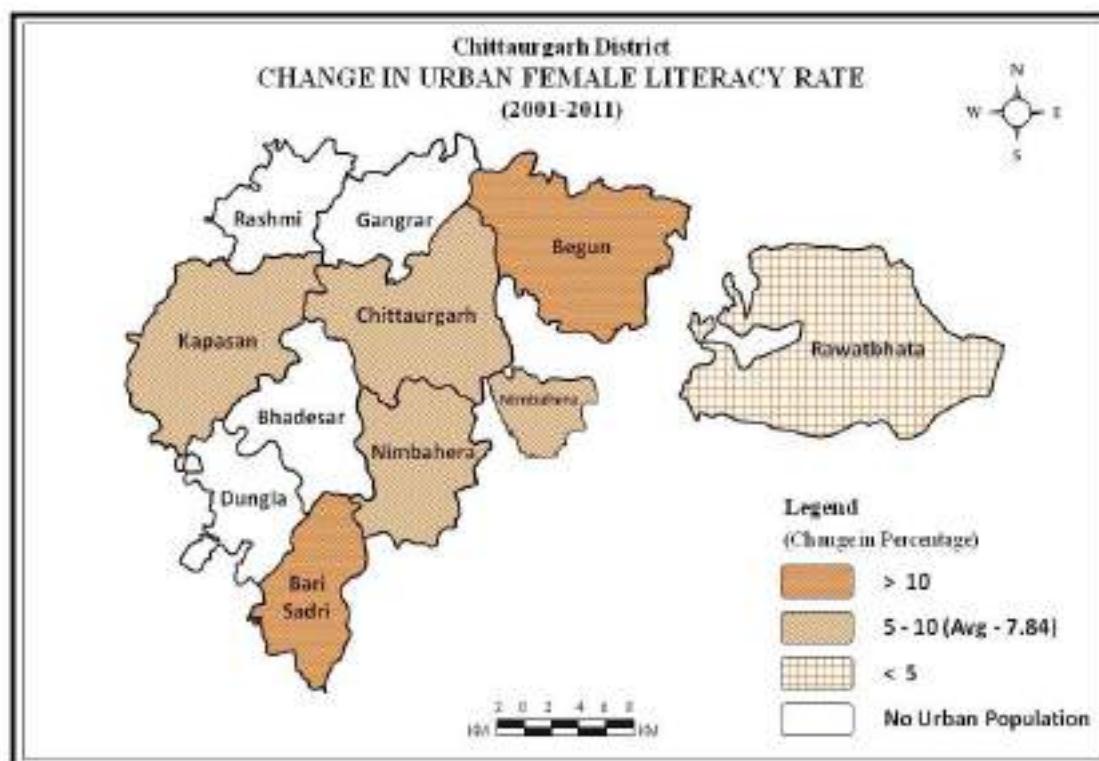


Figure 3.30

There are area wise variations in the increase of literacy rates of urban females in Chittaurgarh district. There is remarkable growth observed in urban female literacy rates in all tehsil. The changing socio-economic value system also has played a pivotal role which helped in accelerating the female literacy in the Chittaurgarh district. The rate of female literacy in Chittaurgarh district was 34.80 percent in 1981 which increased to 52.53 percent in 1991, further it increased to 68.87 percent in 2001 and 2011 it reached to 74.27 percent. The change in female literacy rate from 1981-2011 has been 113.42 percent, which has been 50.92 percent from 1981-1991, later in the decade 1991-2001 it was 31.12 percent and ultimately from 2001-2011 it has been 7.84 percent. Generally, there was a magnitudinal change of 50.92 percent during the decade 1981-1991 in Chittaurgarh district. There was highest growth of literacy rate in Kapasan area that is 61.57 percent and the lowest growth of literacy rate was 41.32 percent in Chittaurgarh. The growth rate which increased in Kapasan, Nimbahera, and Begun was higher as compared to the other part of the district. On the other hand, the literacy rate was quite low in Chittaurgarh, Badi Sadri as compared to the above mentioned growth rate of literacy. The urban female literacy rate changed to 31.12 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Kapasan which in 43.62 percent and the lowest 9.64 percent was in Begun. There growth rate which increased in Kapasan, Nimbahera was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Begun, Badi Sadri, Chittaurgarh as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 7.84 percent during the decade 2001-2011 in Chittaurgarh district. There was highest growth of literacy rate in Begun area that is 13.03 percent and the lowest growth of literacy rate was 4.72 percent in Rawatbhata. The growth rate which increased in Begun, Badi Sadri, Kapasan, and Nimbahera was higher as compared to the other parts of the districts. On the other hand, the literacy rate was quite low in Rawatbhata, Chittaurgarh as compared to the above mentioned growth rate of literacy.

3.3.11 Pattern of Rural Literacy Rate

Population in the rural and urban Chittaurgarh district displays a wide disparity in respect of literacy rates. The rural - urban differential in literacy emanates from the differences in the type of economy, degree of concentration of educational institutions, status granted to the females, and migratory patterns of the two areas. According to

1981-2011 Census of Chittaurgarh, the rural literacy rate is found to be very low as compared to the urban literacy. Recent years, the rural - urban differential in literacy has been narrowing down largely due to the opening up of a large number of schools in the countryside and also due to the increasing degree of socio-economic working among the rural masses.

Table 3.19: Total Rural Literacy Rate (1981-2011)				
Tehsils	1981	1991	2001	2011
Rashmi	16.90	27.40	43.96	52.89
Gangrar	18.05	25.99	46.70	54.68
Begun	17.41	45.20	49.07	57.58
Rawatbhata	-	-	45.79	52.76
Chittaurgarh	16.90	28.09	50.26	59.12
Kapasan	16.72	48.95	47.53	52.73
Dungla	15.67	27.36	47.85	56.53
Bhadesar	20.29	26.33	47.41	57.68
Nimbahera	16.33	33.56	54.29	64.23
Badi Sadri	16.43	26.99	44.77	56.62
Chittaurgarh District	17.28	27.80	48.27	56.84

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

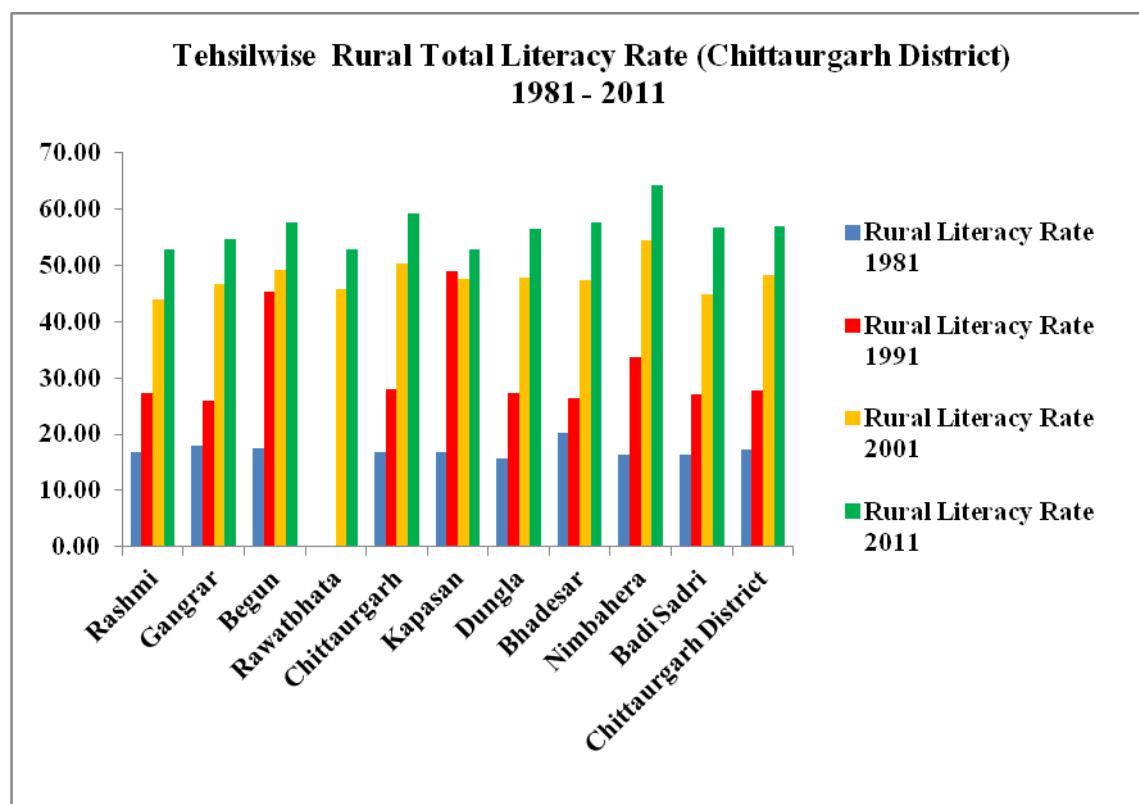


Figure 3.31

On the basis of literacy rates as shown in (Table 3.19) the tehsil of Chittaurgarh can be classified into three categories as:

- (a) **Areas of Relatively High Level of Literacy Rate** - There were one tehsil Bhadesar in the range of 19-21 in the year 1981, three tehsil Kapasan, Begun, Nimbahera in the range of 27 & above in the year 1991, two tehsil Chittaurgarh, Nimbahera in the range of 50 & above in the year 2001; and two tehsil Chittaurgarh, Nimbahera in the range of 58 & above in the year 2011. This category covers approximately 11-33 percent area of the district. The availability of educational institutions, standard of living, well developed means of transportation and communication, commercial agriculture areas are the reasons for the high level of literacy in these tehsil. Besides, several philanthropists and non-governmental organizations also opened schools and colleges to galvanise education and to increase literacy.
- (b) **Areas of Moderate Level of Literacy Rate** - There were two tehsil Gangrar, Begun in the range of 17-19 percent in the year 1981, three tehsil Chittaurgarh, Rashmi, Dungla in the range of 27-29 percent in the year 1991, five tehsil Gangrar, Begun, Kapasan, Dungla, Bhadesar in the range of 46-50 percent in the year 2001 and four tehsils Begun, Dungla, Bhadesar, Badi Sadri in the range of 55-58 in the year 2011. This category covers approximately 22-50 percent area of the district. These areas have primarily agrarian economy and medium literacy rate can be ascribed to lack of industrial development, less educational facilities and socio-economic backwardness of the people.
- (c) **Areas of Low Level of Literacy Rate** - There were six tehsils Rashmi, Chittarugarh, Kapasan, Dungla, Nimbahera, Badi Sadri in the range of 15-17 in the year 1981, three tehsils Gangrar, Dungla, Badi Sadri in the range of 25-27 in the year 1991, three tehsil Rashmi, Rawatbhata, Badi Sadri in the range of 42-46 in the year 2001 and four tehsil Rashmi, Gangrar, Rawatbhata, Kapasan in the people are engaged in agriculture and demand for labour to work in the fields had increased. This keeps away many children from attending a school and poor families prefer their children to help them in making an earning rather than sparing them for schools. Therefore, there is low level of literacy in these tehsils of the district.

3.3.10 (A) Pattern of Rural Male Literacy Rate

There has been a considerable increase in the percentage of rural male literacy in Chittaurgarh District. It has increased from 28.65 percent in 1981 to 73.26 percent in 2011. On the basis of rural male literacy rates as shown in (Table 3.20) the tehsil of Chittaurgarh can be classified into three categories as-

Table 3.20: Rural Male Literacy Rate (1981-2011)				
Tehsils	1981	1991	2001	2011
Rashmi	28.55	44.08	63.68	70.05
Gangrar	28.31	40.88	65.01	70.42
Begin	28.63	73.53	68.38	75.16
Rawatbhata	-	-	62.34	66.67
Chittaurgarh	28.04	44.43	68.21	74.98
Kapasan	27.90	79.86	66.75	69.93
Dungla	25.72	44.65	67.53	73.2
Bhadesar	34.14	42.22	66.02	73.77
Nimbahera	28.06	54.03	75.48	81.12
Badi Sadri	27.48	44.32	64.56	73.37
Chittaurgarh District	28.65	44.37	67.33	73.26

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

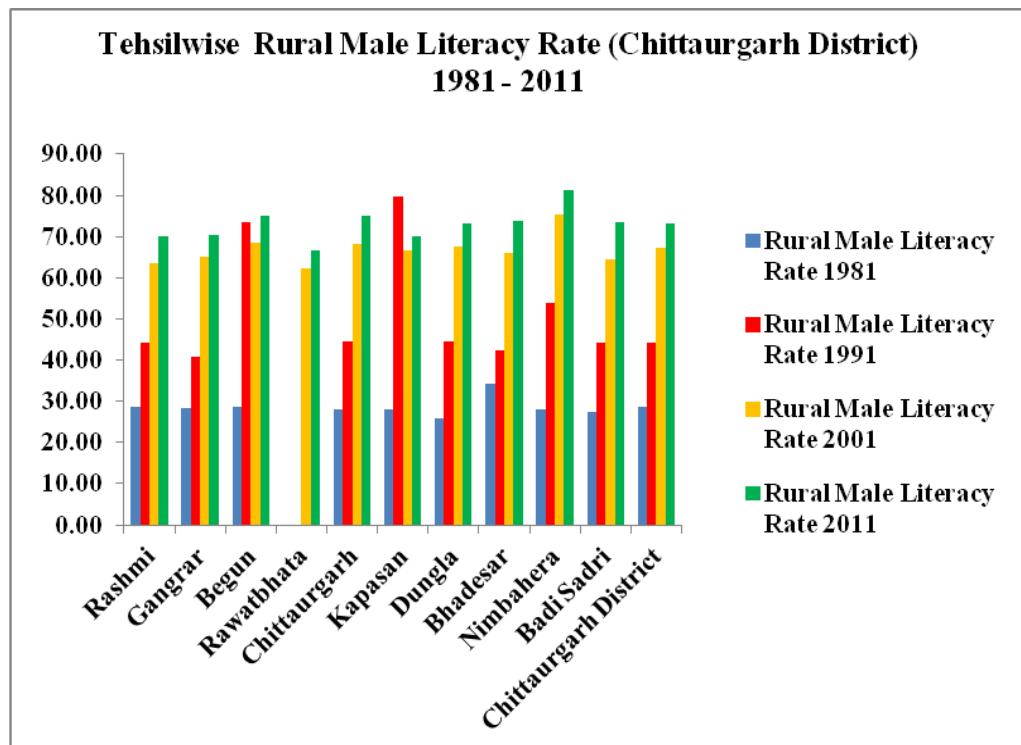


Figure 3.32

- (a) **Areas of Relatively High Level of Literacy Rate** - In the year 1981, the high level of rural male literacy was found in one of the tehsil Bhadesar in the range of 31 & above; In the year 1991, the high level of literacy was found in three tehsils of Kapasan (79.86%), Begun (73.53%) and Nimbahera (54.03%) in the year 2001, the high level of literacy was found in one of the tehsils Nimbahera in the range of 70 & above. And in the year 2011, the high level of literacy was found in two tehsils of Nimbahera, Begun in the range of 75 & above. This category covers approximately 11-33 percent area of the district.
- (b) **Areas of Moderate Level of Literacy Rate** - In the year 1981 the moderate level of rural male literacy was found in five tehsils of Rashmi, Begun, Gangrar, Chittaurgarh, Nimbahera, in the range of 28-31 percent ; In the year 1991, the moderate level of rural male literacy was found in four tehsils of Rashmi, Chittaurgarh. Dungla, Badi Sadri in the range of 44-48 percent; In the Year 2001, the moderate level of literacy was found in six tehsils of Gangrar, Begun, Chittaurgarh, Kapasan, Dungla, and Bhadesar or in the range of 65-70 percent. And in the year 2011, the moderate level of literacy was found in six tehsil of Rashmi, Gangrar, Chittaurgarh, Dungla, Bhadesar, and Badi Sadri in the range of 70-75 percent. This category covers approximately 55-60 percent area of the district.
- (c) **Areas of Low Level of Literacy Rate** - In the year 1981, the low level of rural male literacy was found in the range of 25-28 percent. In the year 1991, the low level of literacy was found in two tehsil of Gangrar, Bhadesar in the range of 40-44 percent; in the year 2001, the low level of literacy was found in three tehsil of Rashmi, Rawatbhata and Badi Sadri in the range of 60-65 percent. And in the year 2011 the low level of literacy was found in two tehsil of Rawatbhata, Kapasan in the range of 65-70 percent. This category covers approximately 20-33 percent area of the district.

3.3.10 (B) Pattern of Rural Female Literacy Rate

Literacy of Chittaurgarh district is characterized with sharp difference between the literacy rate of females of rural and urban areas. Such contrasts are the manifestation of the differences in the socio-economic background of the concerned area. There has been a considerable increase in the percentage of rural female literacy in

Chittaurgarh district. It has increased from 5.47 percent in 1981 to 40.24 percent in 2011. Female literacy is one of the crucial indicators of development process in any area. The female literacy helps the area to build up a resourceful economy and healthy socio-economic environment. On the basis of rural female literacy rates as shown in (Table 3.21) the tehsil of Chittaurgarh district has been classified in the following three categories:

Table 3.21: Rural Female Literacy Rate (1981-2011)				
Tehsils	1981	1991	2001	2011
Rashmi	5.32	44.08	24.92	36.26
Gangrar	7.53	40.88	28.07	38.66
Begun	5.23	73.53	29.09	39.78
Rawatbhata	-	-	27.49	37.77
Chittaurgarh	5.37	44.43	31.77	43.05
Kapasan	5.16	79.86	28.46	35.66
Dungla	5.24	44.65	28.58	39.76
Bhadesar	5.66	42.22	28.57	41.28
Nimbahera	4.40	54.03	32.73	47.13
Badi Sadri	5.07	44.32	25.20	39.89
Chittaurgarh District	5.47	44.37	28.95	40.24

Source: Indian, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

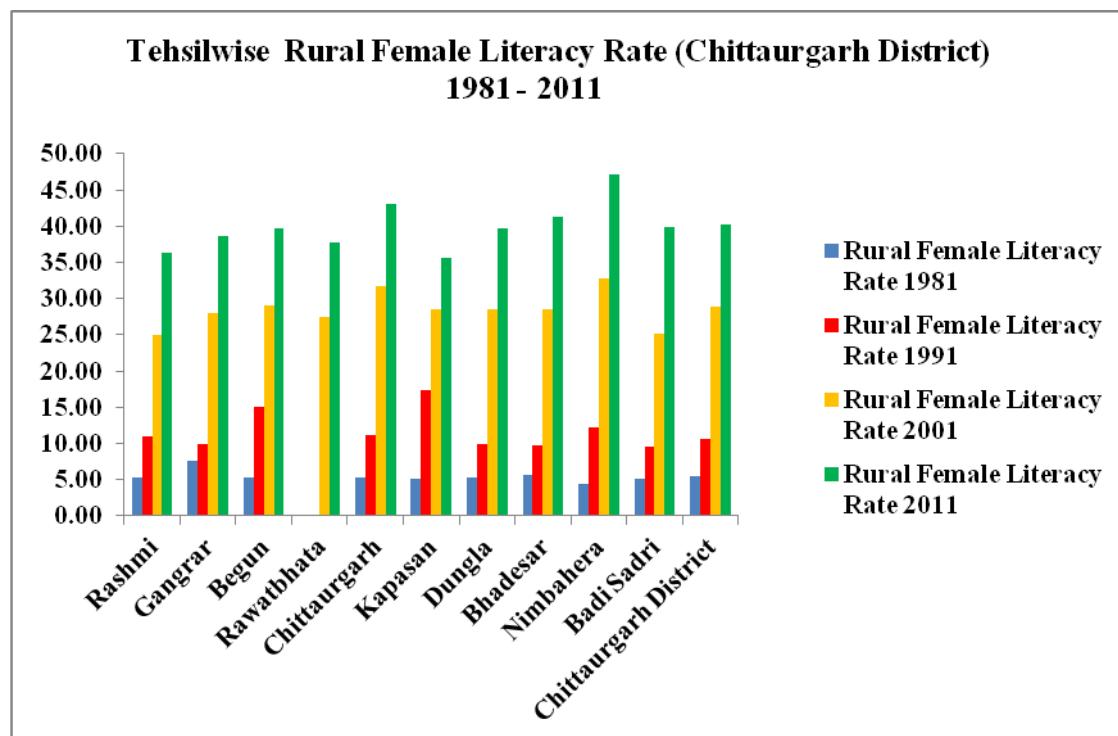


Figure 3.33

- (a) **Areas of Relatively High Level of Literacy Rate** - In the year 1981 here were two tehsils in the range of 5.5 percent and above namely, Gangrar, Bhadesar. In the year 1991, there were four tehsils in the range of 11 percent and above namely, Kapasan, Begun, Nimbahera and Chittaurgarh. In the year 2001, there were two tehsil in the range of 31 percent and above namely, Nimbahera, Chittaurgarh. In the year 2011, there were three tehsils in the range of 41 percent and above namely, Nimbahera. Chittaurgarh, Bhadesar. This category covers approximately 20-40 percent area of the district. In these tehsil several opened schools, colleges to glavanize education for girls and to increase rural female literacy.
- (b) **Areas of Moderate Level of Literacy Rate** -In the year 1981, there were six tehsils in the range of 5.0-5.5 percent namely, Rashmi, Begun, Chittaurgarh, Kapasan, Dungla, and Badi Sadri. In the year 1991, there were one tehsil in the range of 9-11 percent namely, Rashmi. In the year 2001, there were six tehsils in the range of 27-30 percent namely, Gangrar, Begun, Rawatbhata, Kapasan, Dungla, Bhadesar. In the year 2011, there were four tehsils in the range of 38-41 percent namely, Gangrar, Begun, Dungla, Badi Sadri. This category covers approximately 40-65 percent area of the district. These tehsil have the moderate literacy rate due to location of female's educational institutions in rural areas with better road connections and school facilities.
- (c) **Areas of Low Level of Literacy Rate** - In the year 1981, there were one tehsil in the range of 4.5-5.0 percent namely, Nimbahera. In the year 1991, there were four tehsil in the range of 9-10 percent namely, Badi Sadri, Bhadesar, Dungla, Gangrar. In the year 2001, there were two tehsil in the range of 24-27 percent namely, Rashmi, Badi Sadri. In the year 2011, there were two tehsil in the range of 35-38 percent namely, Kapasan, Rawatbhata. This category covers approximately 10-40 percent area of the district. These tehsil recorded low female literacy rate due to agricultural economy of these areas.

3.3.11 Change Rate in Rural Literacy Rate

Table 3.22: Change Rate in Rural Literacy Rate (1981-2011)

Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	62.12	60.42	20.31
Gangrar	43.98	79.72	17.08
Begin	159.62	8.56	17.35
Rawatbhata	-	-	15.23
Chittaurgarh	66.23	78.94	17.62
Kapasan	192.77	-2.90	10.95
Dungla	74.61	74.89	18.14
Bhadesar	29.77	80.05	21.65
Nimbahera	105.53	61.76	18.31
Badi Sadri	64.28	65.90	26.46
Chittaurgarh District	60.83	73.65	17.75

Source: Indian, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

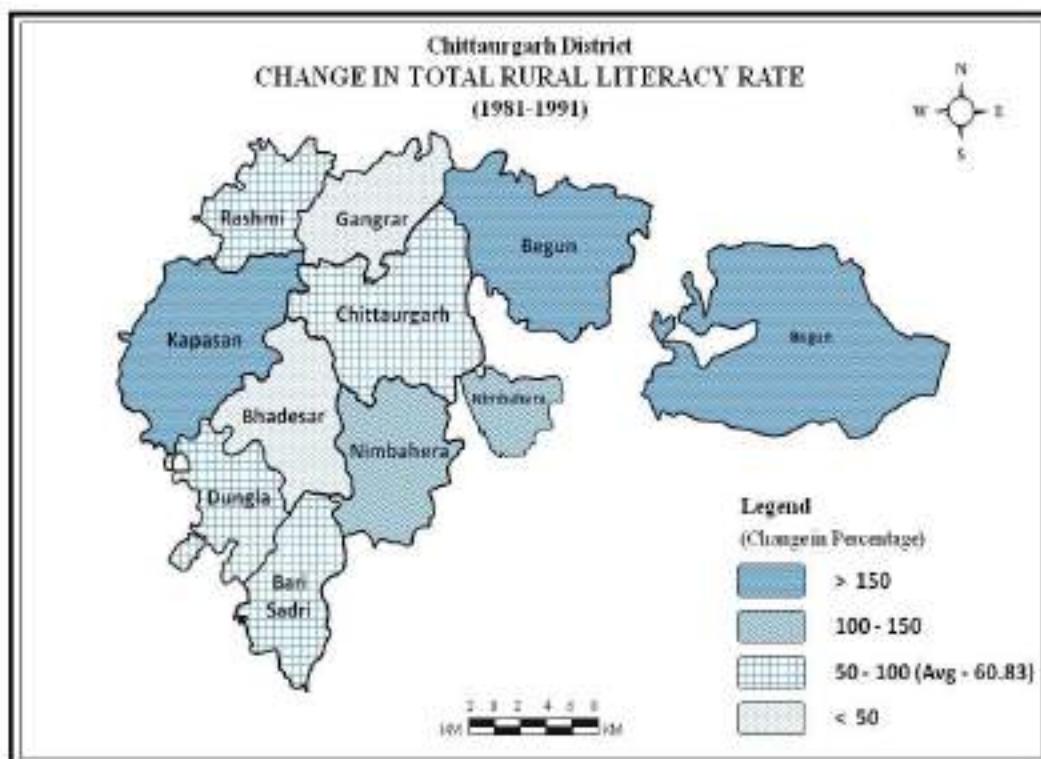


Figure 3.34

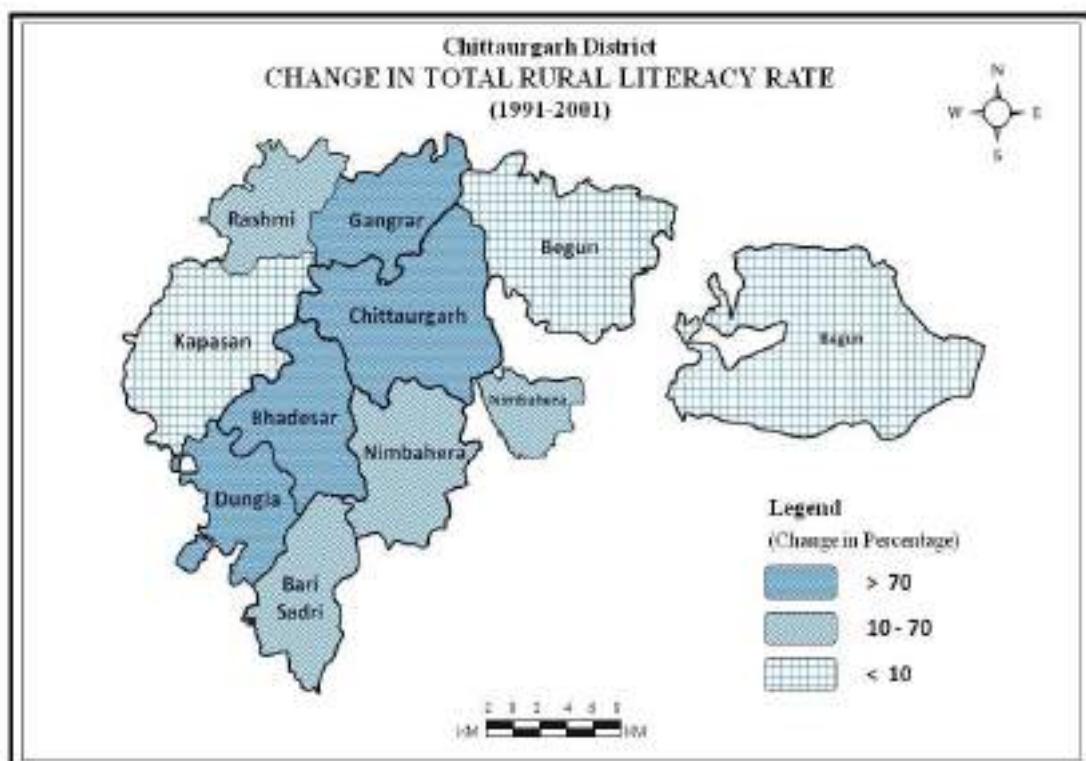


Figure 3.35

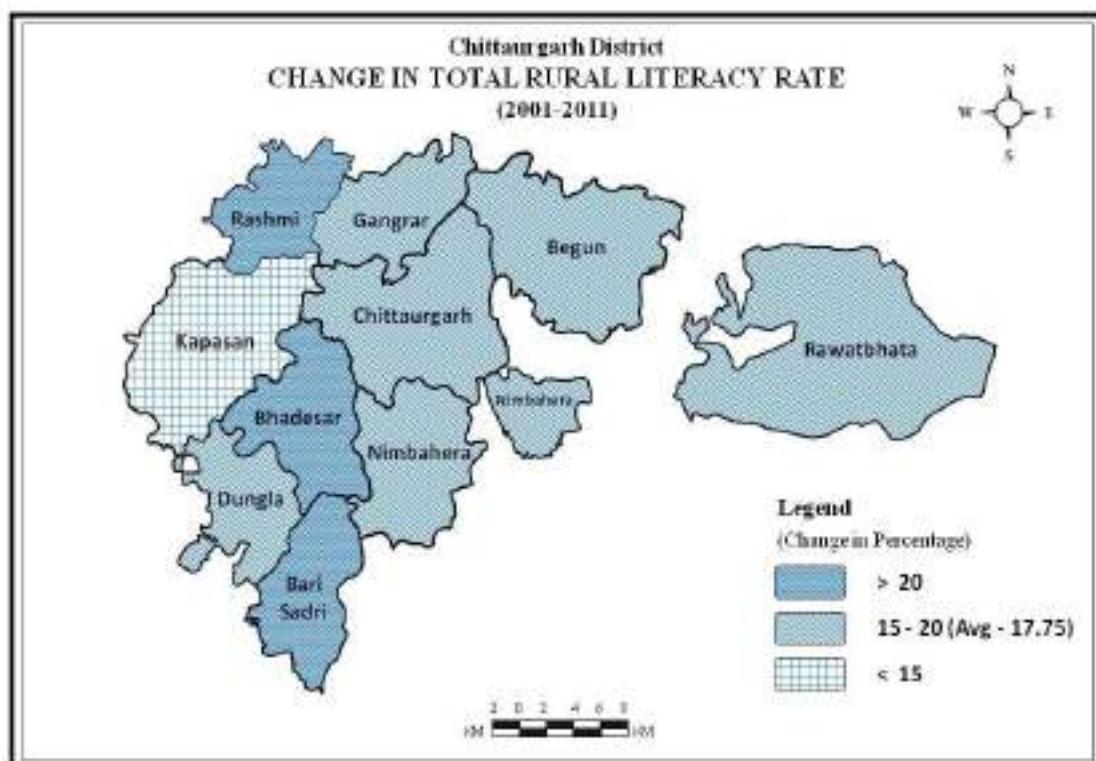


Figure 3.36

Chittaurgarh district made a tremendous progress in the rate of total rural literacy. The rate of rural literacy in Chittaurgarh district was 17.28 percent in 1981, which increased 27.80 percent in 1991, further it increased to 48.27 percent in 2001 and in 2011 it reached up to 56.84 percent. The Change in real literacy rate from 1981-2011 has been 229.0 percent which had been 60.83 percent from 1981-1991, later in the decade 1991-2001 it was 73.65 percent and ultimately from 2001-2011 it has been 17.75 percent. This is the result of better policies of the government which ultimately has increased the rural literacy in district. Generally, there was a magnitudinal change of 60.83 percent during the decade 1981-1991 in the total rural literacy rate of Chittaurgarh district. There was the highest growth of literacy rate in Kapasan area i.e.192.77 percent in and the lowest growth of literacy rate was 29.77 percent in Bhadesar. The growth rate which increased in Kapasan, Begun, Nimbahera, Dungla, Badi Sadri, Chittaurgarh, and Rashmi was higher as compared to the other parts of the district. On the other hand the literacy rate was quite lower in Bhadesar, Gangrar as compared to the above mentioned growth rate of literacy. The total rural literacy rate changed to 73.65 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Bhadesar which is 80.05 percent and the lowest- 2.90 percent was in Kapasan. The growth rate which increased in Bhadesar, Gangrar, Chittaurgarh, and Dungla was higher as compared to the other parts of the district. On the other hand the literacy rate was quite lower in Kapasan, Begun, Rashmi, Nimbahera, Badi Sadri as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 17.75 percent during the decade 2001-2011 in the total rural literacy rate of Chittaurgarh district. There was the highest growth of literacy rate in Badi Sadri area that is 26.46 percent and the lowest growth of literacy rate was 10.95 percent in Kapasan. The growth rate which has increased in Badi Sadri, Bhadesar, Rashmi, Nimbahera, and Dungla was higher as compared to the other parts of the district. On the other hand, literacy was quite lower in Kapasan, Rawatbhata, Gangrar, Begun, Chittaurgarh as compared to the above mentioned growth rate of literacy. This intends to say that where the literacy level was high, the magnitude of change was low and where the literacy level was low the magnitude of change in literacy was high. So, the changing socio-economic value system also has played a pivotal role which helped in accelerating the rural literacy in the Chittaurgarh district.

3.3.11 (A) Change Rate in Rural Male Literacy Rate

Table 3.23: Change Rate in Rural Male Literacy Rate (1981-2011)

Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	54.40	44.45	10.01
Gangrar	44.37	59.03	8.33
Begun	156.83	-7.00	9.91
Rawatbhata	-	-	6.95
Chittaurgarh	58.43	53.52	9.93
Kapasan	186.19	-16.42	4.77
Dungla	73.58	51.23	8.40
Bhadesar	23.64	56.38	11.74
Nimbahera	92.54	39.69	7.48
Badi Sadri	61.29	45.68	13.65
Chittaurgarh District	54.88	51.74	8.80

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

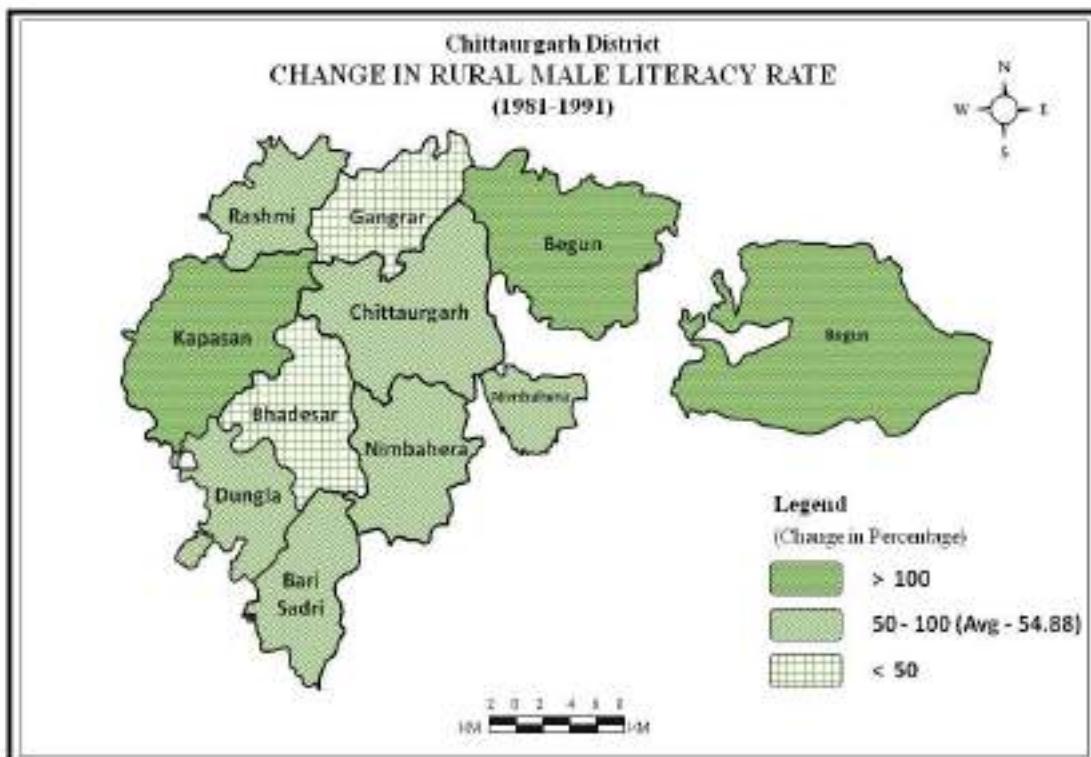


Figure 3.37

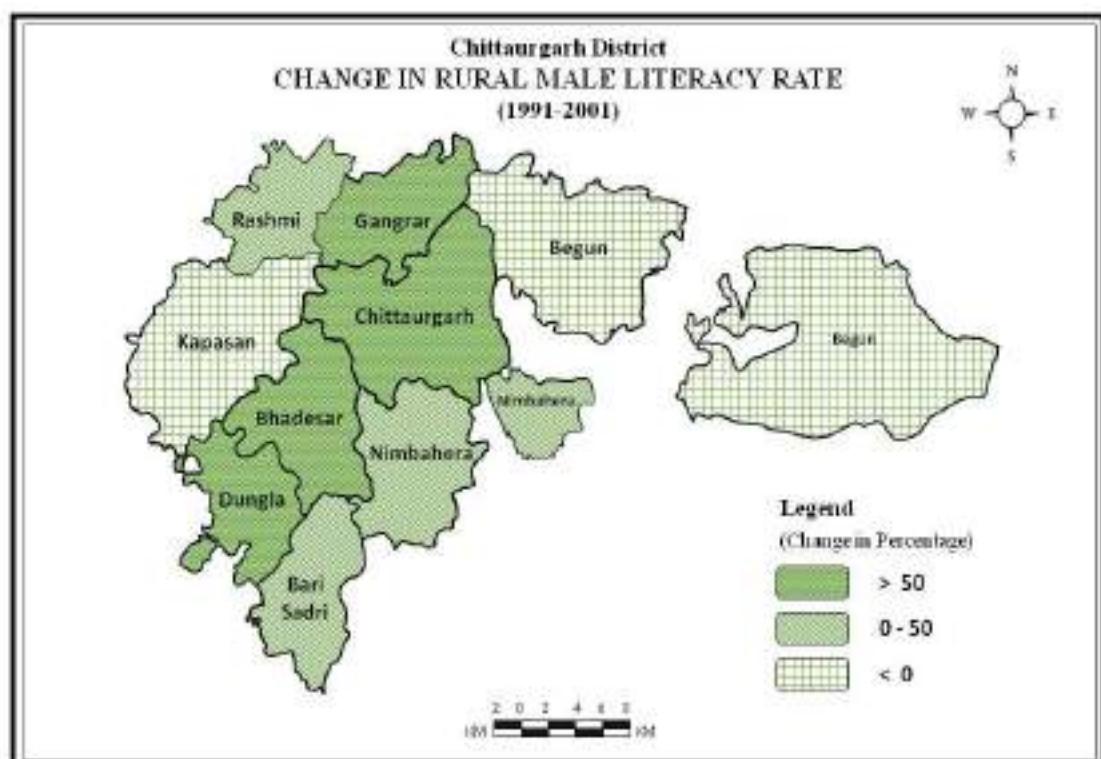


Figure 3.38

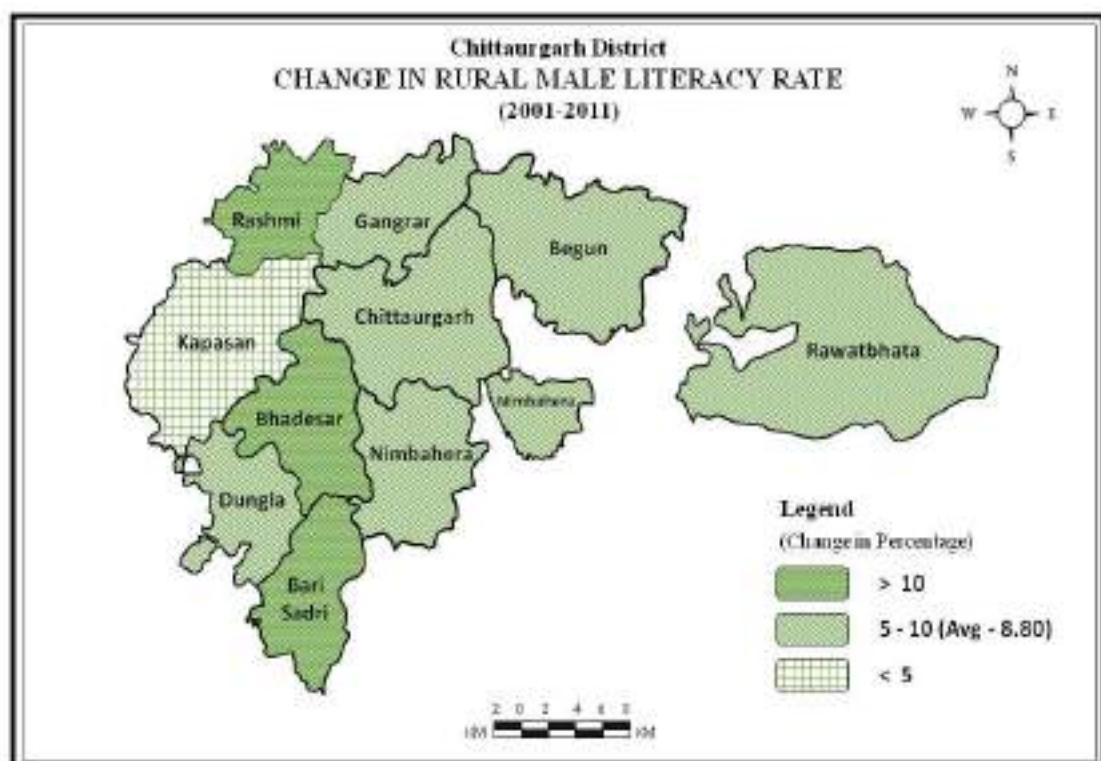


Figure 3.39

During the decades 1981-2011 in Chittaurgarh district, there has been a tremendous growth in the field of rural education and literacy rates that stood at 28.65 percent in 1981 which has increased to 73.26 percent in 2011. The rate of rural male literacy in Chittaurgarh district was 28.65 percent in 1981, which increased to 44.37 percent in 1991, further it increased to 67.33 percent in 2001 and in 2011 it reached up to 73.26 percent. The change in literacy rate from 1981-2011 has been percent, which had been 54.88 percent from 1981-1991, later in the decade 1991-2001 it was 51.74 percent and ultimately 2001-2011 it has been 8.80 percent. Generally, there was a magnitudinal change of 54.88 percent during the decade 1981-1991 in the male rural literacy of Chittaurgarh district. There was the highest growth of literacy rate in Kapasan area i.e.186.19 percent and the lowest growth of literacy rate was 23.64 percent in Bhadesar. The growth rate which increased in Kapasan, Begun, Dungla, Nimbahera, and Badi Sadri Chittaurgarh was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Bhadesar, Rashim, Gangrar as compared to the above mentioned growth rate of literacy. The rural male literacy rate changed to 51.74 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was high in Gangrar which is 59.03 percent and the lowest is 16.42 percent was in Kapasan. The growth rate which increased in Gangrar, Chittaurgarh, and Bhadesar was higher as compared to the other parts of the district. On the other hand the literacy rate was quite low in Kapasan, Begun, Nimbahera, Badi Sadri, Rashmi, Dungla as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 8.80 percent during the decade 2001-2011 in the rural male literacy rate of Chittaurgarh district. There was the highest growth of literacy rate in Badi Sadri area i.e.13.65 percent and the lowest growth of literacy rate was 4.77 percent in Kapasan. The growth rate which has increased in Badi Sadri, Bhadesar, Chittaurgarh, Begun, and Rashmi was higher as compared to the other parts of the district. On the other hand, the literacy was quite low in Kapasan, Gangrar, Rawatbhata, Dungla, Nimbahera as compared to the above mentioned growth rate of literacy.

3.3.11 (B) Change Rate in Rural Female Literacy Rate

Table 3.24: Change Rate in Rural Female Literacy Rate (1981-2011)			
Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	106.53	126.89	45.50
Gangrar	32.67	181.00	37.74
Begun	188.85	92.38	36.77
Rawatbhata	-	-	37.39
Chittaurgarh	107.75	184.97	35.52
Kapasan	237.64	63.44	25.30
Dungla	87.91	190.35	39.12
Bhadesar	72.79	192.22	44.50
Nimbahera	177.27	168.27	44.00
Badi Sadri	87.07	165.88	58.28
Chittaurgarh District	92.88	174.43	39.01

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

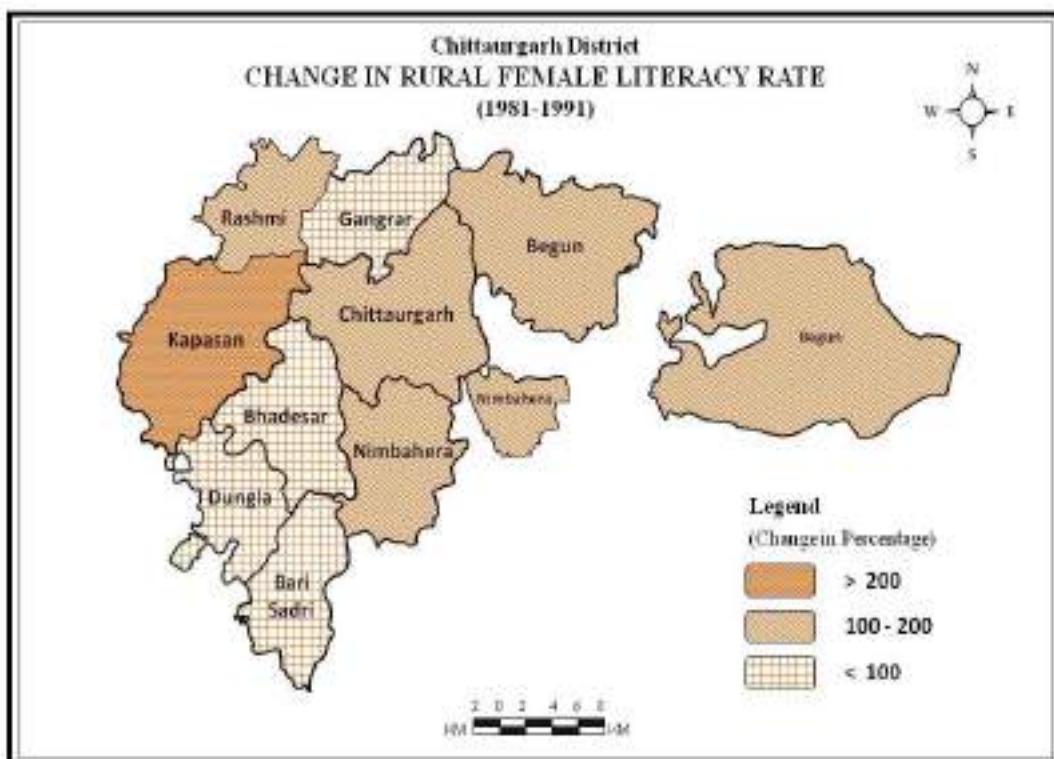


Figure 3.40

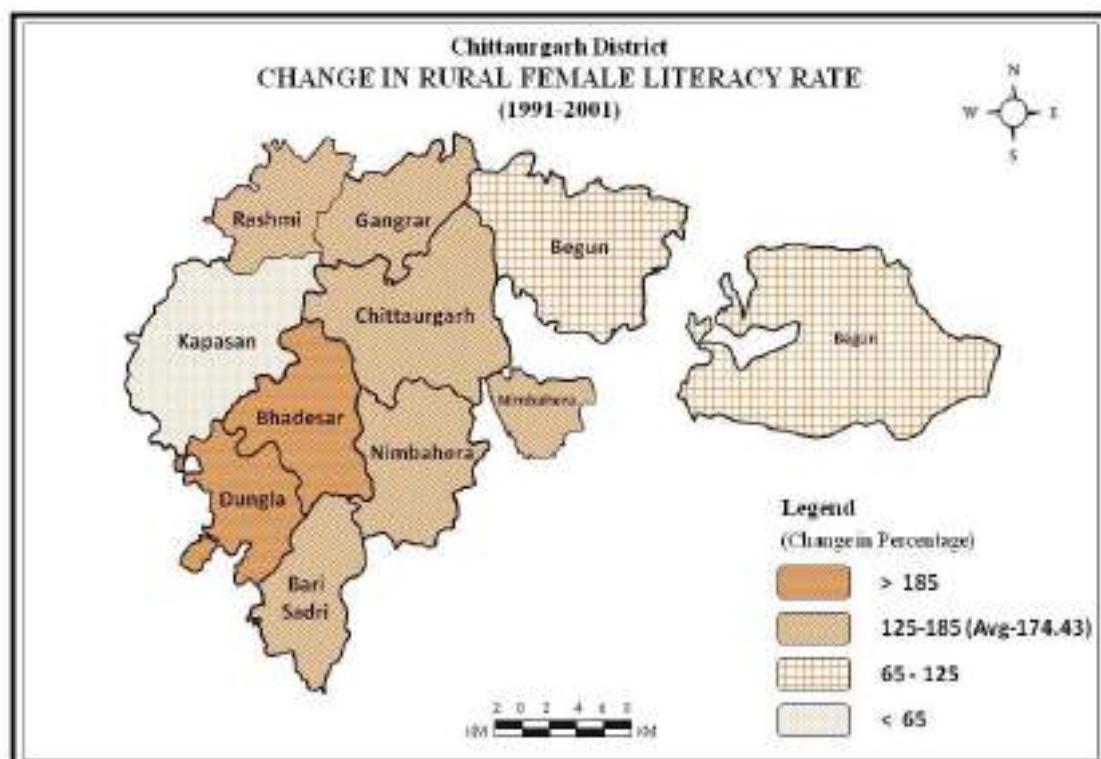


Figure 3.41

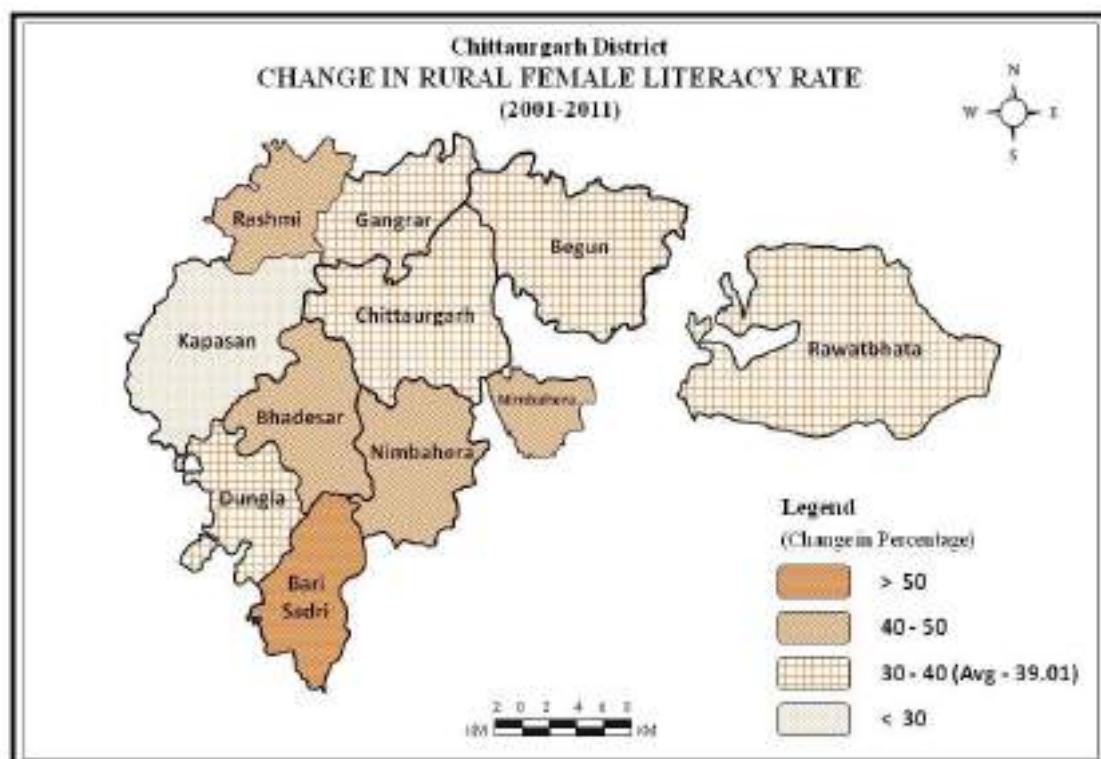


Figure 3.42

Chittaurgarh district literacy is characterized with sharp differences between the literacy rate of females of rural and urban areas. The rural urban literacy differential among females was wider than that among males. Such contrasts are the manifestation of the differences in the socio-economic background of the concerned area. The rate of rural female literacy in Chittaurgarh district was 5.47 percent in 1981, which increased 10.55 percent in 1991, further it increased to 28.95 percent in 2001 and in 2011 it reached up to 40.24 percent. The change in rural female literacy rate from 1981-2011 has been 635.65 percent, which had been 92.88 percent from 1981-1991, later in the decade 1991-2001 it was 174.43 percent and ultimately from 2001-2011 it has been 39.01 percent. Generally, there was a magnitudinal change of 92.88 percent during the decade 1981-1991 in the rural female literacy rate of Chittaurgarh district. There was the highest growth of literacy rate in Kapasan area that is 237.64 percent and the lowest growth of literacy rate was 32.67 percent in Gangrar. The growth rate which increased in Kapasan, Nimbahera, Begun, Chittaurgarh, and Rashmi was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Gangrar, Dungla, Bhadesar, Badi Sadri as compared to the above mentioned growth rate of literacy. The rural female literacy rate changed to 174.43 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Bhadesar which is 192.22 percent and the lowest 63.44 percent was in Kapasan. The growth rate which increased in Bhadesar, Dungla, Gangrar, and Chittaurgarh was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Kapasan, Begun, Rashmi Nimbahera, Badi Sadri as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 39.01 percent during the decade 2001-2011 in the rural female literacy rate of Chittaurgarh district. There was the higest growth of literacy rate in Badi Sadri area that is 58.28 percent and the lowest growth of literacy rate was 25.30 percent in Kapasan. The growth rate which has increased in Badi Sadri, Rashmi, Nimbahera, Bhadesar, and Dungla was higher as compared to the other parts of the district. On the other hand, the literacy was quite low in Kapasan, Gangrar, Begun, Rawatbhata, Chittaurgarh, as compared to the above mentioned growth rate of literacy.

3.4 Factors Responsible for Literacy

The empirical observations about the space-time diffusion of literacy rate reveal a direct correlation between the literacy rate and economic transformation, though it may be difficult to establish as to which cause is and which is effect. If the literacy rate was low, the economic development slowed down, while the economic development was rapid if the literacy rate was fast. The literacy rates in any area were determined largely by a variety of historical, social and economic factors and the factors are-

Cost of Education

In the less developed areas where education is not free and the cost of education is high, the cost of imparting education to the children becomes an important determinant of literacy. The experience of India in this regard reveals that even if education is made compulsory and free, the extremely poor families prefer their children to help in making an earning, howsoever, meager it may be, rather than sparing them for schools.

Political Background

The present political set-up in these areas has taken up this task of social development but the constraints of resources have impeded the pace of such advancement. Similarly, those areas, which have had a long spell of feudalistic rule, also continue to display low literacy rates as a legacy of their historic past.

Type of Economy

The difference in the literacy levels of the industrial and agricultural nations contrast so much that one cannot help inferring a correlation between the type of economy and the literacy rates. The requirements of the non-agricultural economy are such that acquisition of literacy skills becomes a functional prerequisite. On the other hand, the agricultural operations, particularly in the less developed area, are such as these do not have any demand on education. No wonder, there is a positive correlation between the proportion of non agricultural works and the literacy rate.

Standard of Living

Normally, there exists a positive correlation between literacy rates and the standard of living. Such a correlation has greater significance for poor areas where the appalling poverty of the masses, in general, demands different priorities.

Degree of Urbanization

There is a positive correlation between literacy rates and the degree of development. Thus, the most urbanized societies have very high or even universal literacy rates while the rural societies usually display low level of literacy rates. The type of economy and the social set up of urban areas is such that the literacy skills have greater functional utility, whereas in the countryside the various occupations do not warrant literacy as a pre-requisite. Moreover, the children in the rural areas can become associate workers with other members of their family whether it is cultivation or household industry or labour but in the urban areas there is no such possibility.

Stage of Technological Advancement

The technological advanced areas display high literacy rates in contrast to the low literacy rates of the areas where the technological advancements were in its infancy stage. Their differences are related to the differences in the requirements of the economy of the two types of areas. While in case of highly technologically advanced areas, literacy and education may be a pre-requisite for getting employment, it may not be so in case of the technologically less advanced areas.

Development of Means of Transportation and Communication

The development of means of transportation and communication has increased the degree of spatial interactions. The so-called rural isolation has been broken. The educational institutions in the urban areas now have become accessible to the countryside. Similarly, the rural society, which interacts more with the urban areas with the development of means of transportation and communications starts appreciating the value of education and starts making the use of educational institutions that are not located locally. It implies a positive correlation between the literacy rate and the degree of development of means of transportation and communication.

Religious Background

Those religious communities, where oral worship has been in vogue for millions of years, still have low literacy in comparison to those religious communities, where reading of religious book is part of the religious tenets. The Islamic world, where oral prayer five times a day constitutes an important religious requirement, still lies far behind other such religious groups, where the reading of religious books may be an essential part of daily life.

Medium of Instruction

The medium of education, if the mother tongues of the people, can help to increase literacy rate. In the multi-lingual societies of the third world, it has often been found that education in the mother tongue is more acceptable than the education in English or even the national language. In India, one of the reasons for the social backwardness of the Muslims, for instance, has been their aversion to getting educated in a language other than their mother tongue.

Status of Women in the Society

There is a positive correlation between the status granted to the women and literacy rates. Those societies, which do not give equal status to males and females; suffer from low female literacy rates, which affect adversely the total literacy rate. Similarly, the societies where the females are not allowed mobility or which suffer from prejudices against females education also display low female literacy and hence, low general literacy. That is why the Muslim world, which is characterized by these restrictions females' mobility and education, exhibits the lowest literacy rates in the world.

Availability of Educational Institutions

Much of the progress in literacy in the less developed areas, which are lagging behind, depends largely upon the availability of facilities for getting education. There exists a positive correlation between the literacy rates and the degree of availability of educational institutions. Lower the number of people per educational institution higher is the literacy rate. The availability of educational facilities within an easy access and within the reach of one's pocket works as a positive in the propagation of literacy and education.

Public Policies

In the end, mention must be made of the policies of the government, which in their own way, affect the attitudes of the people towards education. Such policies like the free and compulsory education and adult literacy programs have had their positive impact felt in the areas that have followed them. In Chittaurgarh also after the independence, the government has followed the policy of propagating education among its masses as it adopted the idea of welfare area.

3.5 Literate Population and Literacy Rate in Scheduled Caste and Scheduled Tribe

Our Constitution has accepted the ideals of equality and justice both in the social and political field. Accordingly, it abolishes any discrimination to any class of persons on the ground of religion, race or place of birth. Articles 330-342 of Indian constitution make special provisions for safe guarding the interest of scheduled castes and scheduled tribes, Anglo-Indians and backward classes. The scheduled caste and scheduled tribe population represent one of the most economically impoverished and marginalized groups in Rajasthan. The scheduled tribes are not discriminated against in the same way by the mainstream Hindu population as the scheduled caste population in Rajasthan. While the later group is related to the lowest hierarchy of the social system and is often considered to be impure or unclean, for most part of the Scheduled Tribes, socially distorted and living outside mainstream Hindu society. The areas inhabited by the tribal population constitute a significant part of the underdeveloped areas of the State. The tribes of Rajasthan are predominantly Bhil and Mina's castes. In fact they were the original inhabitants of the area where Rajasthan stands now. Apart from these main tribes, there are also a number of smaller tribes like Gadiya Luhar, Garasiya, Sahariyas, Damor. Rajasthan tribes include the following also: Meo and Banjara (the travelling tribes), Kathodi (found in mewar region), Rabaris (Cattle breeders, found in Mewar region), Sansi, Kanjar. However all Rajasthan tribes shares certain traits, the variations being in their costumes, jewelers, fair and festivals, etc. These tribal groups have their own distinctive cultures, social practices, religions, dialects and business. Thus, various tribal groups are highly heterogeneous, and their differences are an act in which they live, the degree of risk of the mainstream Hindu population, government participation in their daily lives, their economic status and past history. The tribes are

scattered in all districts in Rajasthan, the tribes are heavily concentrated in the southern districts of the State such as Banswara, Dungarpur, Udaipur, Sirohi, Sawaimadhopur, Chittaurgarh, Baran, Jhalawar and north- eastern district such as, Karauli and Dausa.

Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in Rajasthan. During British rule, there was no organized method for educating tribal communities except in the work done by Christian Missionary organization in some areas of Rajasthan. The literacy rate of scheduled caste (59.75%), scheduled tribe (52.8%) is lag behind from the total literacy rate of Rajasthan i.e. (66.1%). This disparity is even more marked among scheduled tribe women (37.3%) and scheduled caste women (44.5%). The male-female gap in literacy and educational attainment among the scheduled caste and scheduled tribe is significant although this is a common trend among scheduled caste, scheduled tribe and the general population. The trend reflects the social and cultural trends and degrees of gender inequality in Rajasthan; Indian society is an intricate fabric of varied texture formed by different types of communities and castes. In fact, caste system and religions are two main aspects of Indian culture since thousands of years and still prevailing among scheduled tribe and scheduled caste population. The level of literacy are very poor, because their living of standard is backward, 80 percent workers are engaged in agricultural activities, poverty, lack of educational facilities, etc. are factors for lower literacy rate in scheduled caste and scheduled tribe.

3.5.1 Pattern of Scheduled Caste Literacy Rate

Tehsil level the literacy rate among scheduled cast population is classified in such three categories –

Table 3.25: Total Scheduled Caste Literacy Rate (1981-2011)

Tehsils	1981	1991	2001	2011
Rashmi	10.69	19.95	37.34	47.77
Gangrar	9.70	16.64	41.24	48.92
Begin	14.44	23.96	41.19	51.00
Rawatbhata	-	-	52.29	63.65
Chittaurgarh	15.52	18.37	50.84	61.70
Kapasan	11.46	19.16	44.74	51.07
Dungla	8.65	19.27	43.12	53.19
Bhadesar	15.03	17.59	39.20	53.25
Nimbahera	12.95	24.62	52.11	62.25
Badi Sadri	9.56	21.10	44.72	55.10
Chittaurgarh District	12.47	20.32	33.52	55.83

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

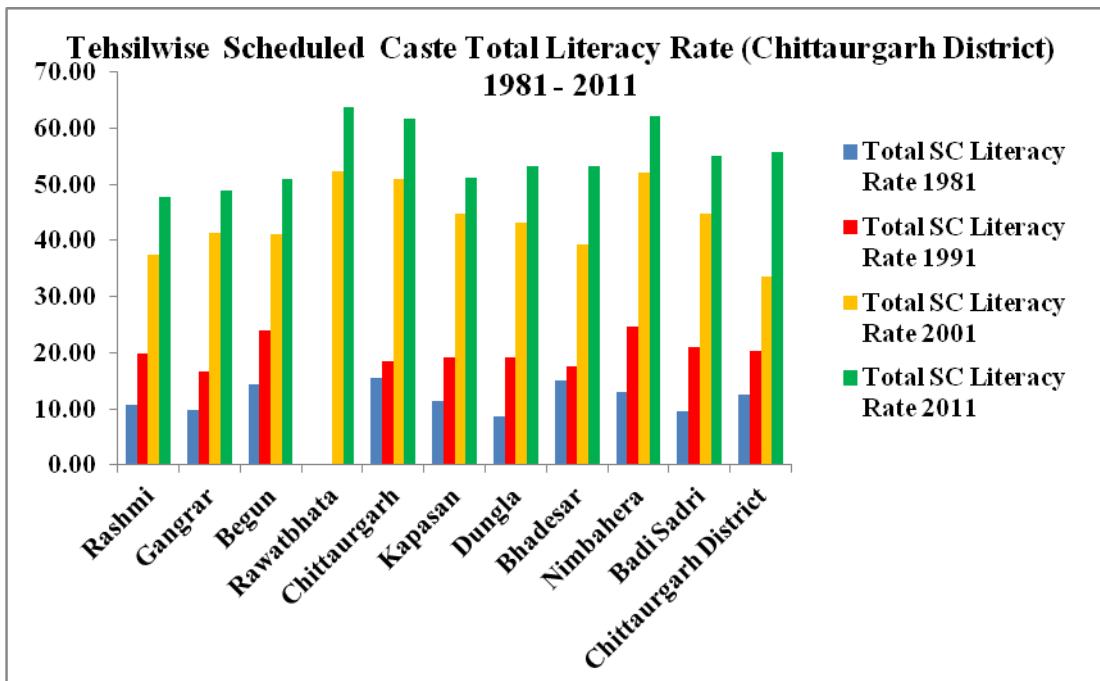


Figure 3.43

- (a) **Areas of Relatively High Level of Literacy Rate** - There were two tehsils in the range of 15 & above in the year 1981, two tehsils Nimbahera, Begun in the range of 22-25 in the year 1991, three tehsils Rawatbhata, Chittaurgarh, Nimbahera in the Range of 50-60 in the 2001 and three tehsils Rawatbhata, Nimbahera, Chittaurgarh in the range of 59-66 in the year 2011.
- (b) **Areas of Moderate Level of Literacy Rate** - There were four tehsils Begun, Kapasan, Nimbahera in the range of 10-15 in the year 1981, four tehsils Rashmi, Kapasan, Dungla, Badi Sadri in the range of 19-22 in the year 1991, five tehsils Gangrar, Begun, Kapasan, Dungla, Badi Sadri in the range of 40-50 in the year 2001 and three tehsils Badi Sadri, Bhadesar, Dungla in the range of 52.59 in the year 2011.
- (c) **Areas of Low Level Literacy Rate** - There were three tehsils Dungla, Badi Sadri, Gangrar in the range of 5-10 in the year 1981 three tehsils Gangrar, Chittaurgarh, Bhadesar in the range of 16-19 in the year 1991, two tehsils Rashmi, Bhadesar in the range of 30-40 in the year 2001 and four tehsils Rashmi, Gangrar, Begun, Kapasan in the range of 45-52 in the year 2011.

3.5.1 (A) Pattern of Scheduled Caste Male Literacy Rate

There has been a considerable increase in the percentage of scheduled caste male literacy in Chittaurgarh district. It has increased from 22.55 percent in 1981 to 71.92 percent in 2011. On the basis of male literacy rates as shown in (Table 3.26) the tehsil of Chittaurgarh district has been classified in the following three categories-

Tehsils	1981	1991	2001	2011
Rashmi	20.70	35.52	57.86	65.52
Gangrar	17.79	29.14	59.61	64.76
Begun	24.71	38.02	60.07	67.63
Rawatbhata	-	-	69.72	76.59
Chittaurgarh	26.68	34.11	68.54	76.69
Kapasan	21.74	34.98	64.44	68.26
Dungla	16.20	35.82	63.61	70.21
Bhadesar	26.73	32.27	58.23	69.46
Nimbahera	23.75	43.61	72.73	78.33
Badi Sadri	18.51	37.30	65.23	71.93
Chittaurgarh District	22.55	35.88	64.89	71.92

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

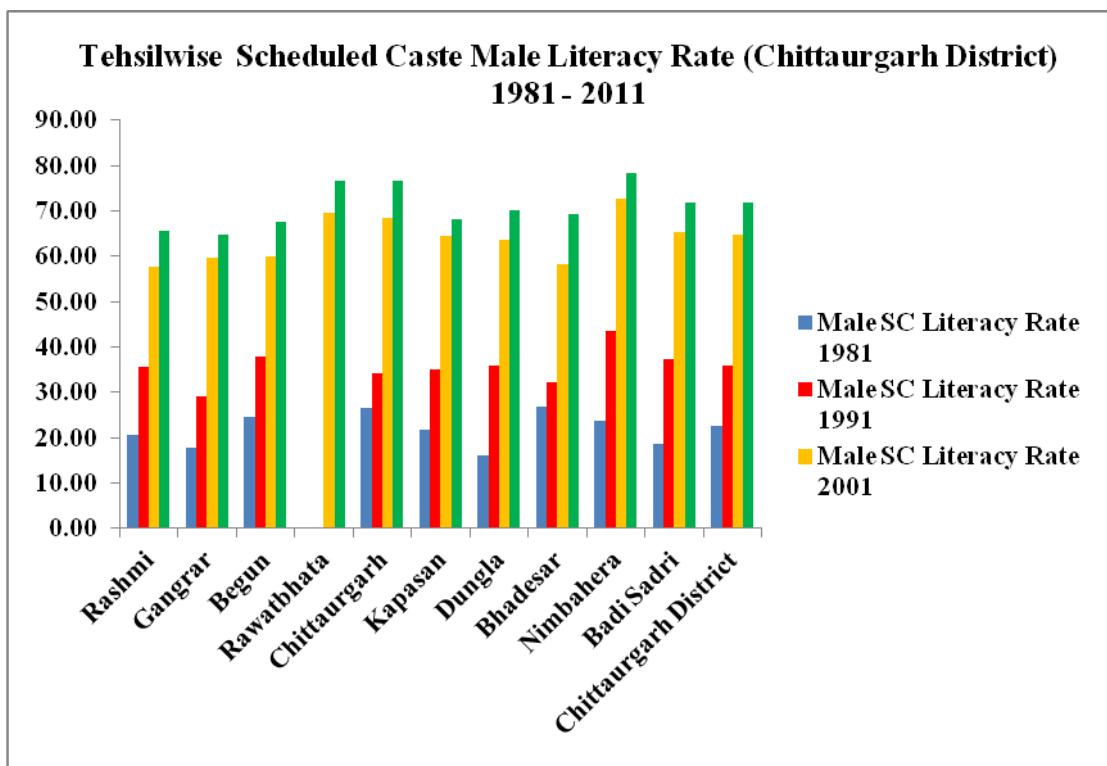


Figure 3.44

- (a) **Areas of High Level of Literacy Rate-** In the year 1981, the high level of scheduled caste male literacy was found in two tehsils Bhadesar, Chittaurgarh in

the range of 25-30 percent. In the year 1991, the high level of literacy was found in one of the tehsil Nimbahera in the range of 40 and above. In the year 2001, the high level of literacy was found in three tehsils of Nimbahera, Rawatbhata and Chittaurgarh in the range of 67 and above. And in the year 2011, the high level of literacy was found in three tehsils of Nimbahera, Chittaurgarh and Rawatbhata in the range of 72 percent and above.

- (b) **Areas of Moderate Level of Literacy Rate-** In the year 1981, the moderate level of scheduled caste male literacy was found in four tehsils Rashmi, Begun, Kapasan and Nimbahera in the range of 20-25 percent. In the year 1991, the moderate level of literacy was found in six tehsils Rashmi, Begun, Chittaurgarh, Kapasan, Dungla and Badi Sadri in the range of 34-40 percent. In the year 2001, the moderate level of literacy was found in three tehsils Kapasan, Dungla, Badi Sadri in the range of 62-67 percent. And in the year 2011, the moderate level of literacy was found in four tehsils of Badi Sadri, Bhadesar, Dungla and Kapasan in the range of 68-72 percent.
- (c) **Areas of Low Level of Literacy Rate-** In the year 1981, the low level of scheduled caste male literacy was found in three tehsils of Dungla, Badi Sadri and Gangrar in the range of 15-20 percent. In the year 1991, the low level of scheduled caste male literacy was found in two tehsils of Gangrar, Bhadesar in the range of 28-34 percent. In the year 2001, the low level of literacy rate was found in four tehsils of Rashmi, Gangrar, Begun and Bhadesar in the range of 57-62 percent. And in the year 2011, the low level of literacy rate was found in three tehsils of Rashmi, Gangrar and Begun in the range of 64-68 percent.

3.5.1 (B) Pattern of Scheduled Caste Female Literacy Rate

There has been a considerable increase in the percentage of scheduled caste female literacy in Chittaurgarh, but scheduled caste female literacy rate was found to be low as compared to male literacy. On the basis of scheduled caste female literacy rates as shown in (Table 3.27) the tehsil of Chittaurgarh district has been classified in the following three categories:

Table 3.27: Scheduled Caste Female Literacy Rate (1981-2011)

Tehsils	1981	1991	2001	2011
Rashmi	0.89	4.32	17.23	30.46
Gangrar	1.27	3.49	22.28	32.67
Begin	3.29	8.32	21.70	33.89
Rawatbhata	-	-	33.60	49.67
Chittaurgarh	3.58	1.80	32.78	46.18
Kapasan	1.06	3.09	24.92	34.10
Dungla	0.83	2.49	22.83	36.45
Bhadesar	2.51	2.28	19.98	36.83
Nimbahera	1.88	4.87	31.29	45.84
Badi Sadri	0.45	4.09	24.08	37.96
Chittaurgarh District	1.96	4.04	26.15	39.46

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

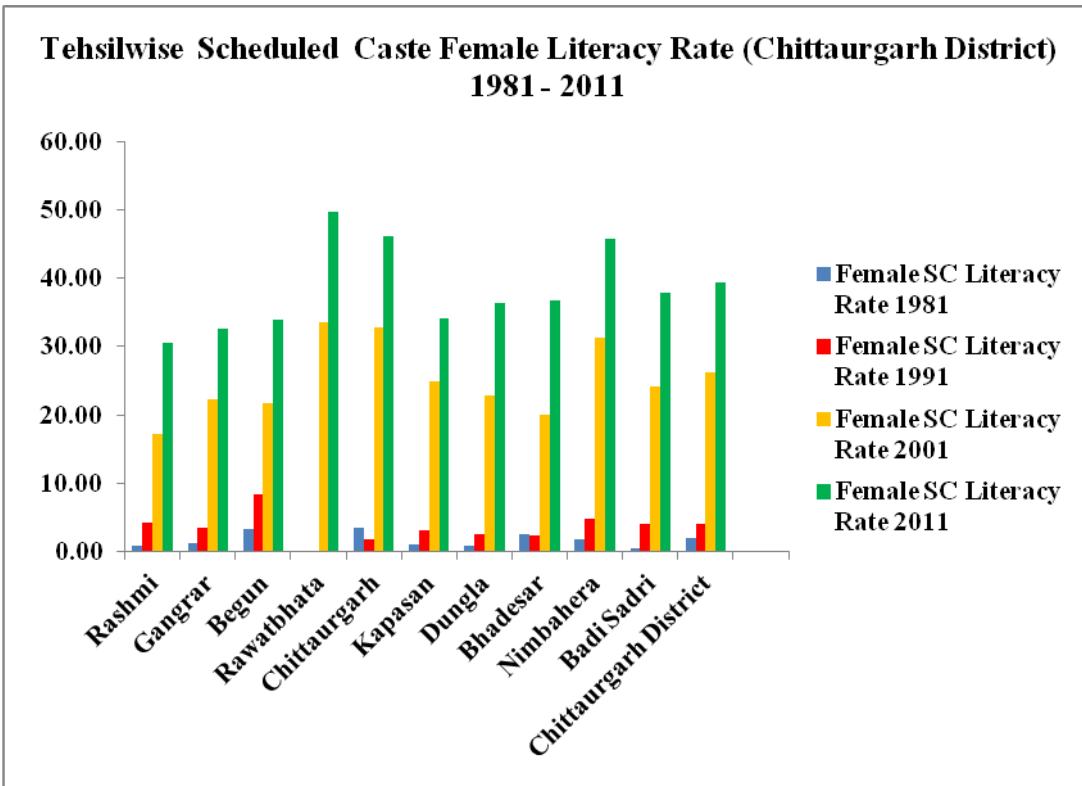


Figure 3.45

- (a) **Areas of Relatively High Level of Literacy Rate-** In the year 1981, there were three tehsils in the range of 2.5 percent and above namely, Chittaurgarh, Begun and Bhadesar. In the year 1991 there were one of tehsil in the range of above 5.0 percent namely Begun. In the year 2001, there were three tehsils in the range of 28-34 percent namely, Rawatbhata, Chittaurgarh, Nimbahera. And in the year

2011, there were tehsils in the range of 40 percent and above namely, Rawatbhata, Chittaurgarh and Nimbahera.

- (b) **Areas Moderate Level of Literacy Rate** - In the year 1981, there were one of tehsil in the range of 1.5-2.5 percent namely, Nimbahera, there were five tehsils in the range of 3.0-5.0 percent in 1991, whose names were Rashmi, Gangar, Kapanan, Nimbahera, Badi Sadri. In the year 2001, there were four tehsil in the range of 22-28 percent namely, Gangrar, Kapasan, Dungla, Badi Sadri and in the year 2011, there were three tehsils in the range of 35-40 percent namely, Dungla, Bhadesar, Badi Sadri.
- (c) **Areas of Low Level of Literacy Rate** - In the year 1981, there were five tehsils in the range of 0.5-1.5 percent namely, Badi Sadri, Dungla, Kapasan, Gangrar, and Rashmi. In the year 1991, there were three tehsils in the range of 1.0-3.0 percent namely, Chittaurgarh, Dungla, Bhadesar. In the year 2001, there were three tehsils in the range of 16-22 percent namely, Rashmi, Begun, Bhadesar and in the year 2011, there were four tehsils in the range of 30-35 percent namely, Rashmi, Gangrar, Begun, Kapasan.

3.5.2 Change Rate in Scheduled Caste Literacy Rate

Table 3.28: Change Rate in Scheduled Caste Literacy Rate (1981-2011)			
Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	86.58	87.19	27.93
Gangrar	71.60	147.85	18.62
Begun	65.86	71.96	23.79
Rawatbhata	-	-	21.74
Chittaurgarh	18.40	176.72	21.34
Kapasan	67.27	133.45	14.15
Dungla	122.68	123.81	23.36
Bhadesar	17.03	122.86	35.85
Nimbahera	90.16	111.63	19.46
Badi Sadri	120.71	111.94	23.22
Chittaurgarh District	62.90	64.99	66.54

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

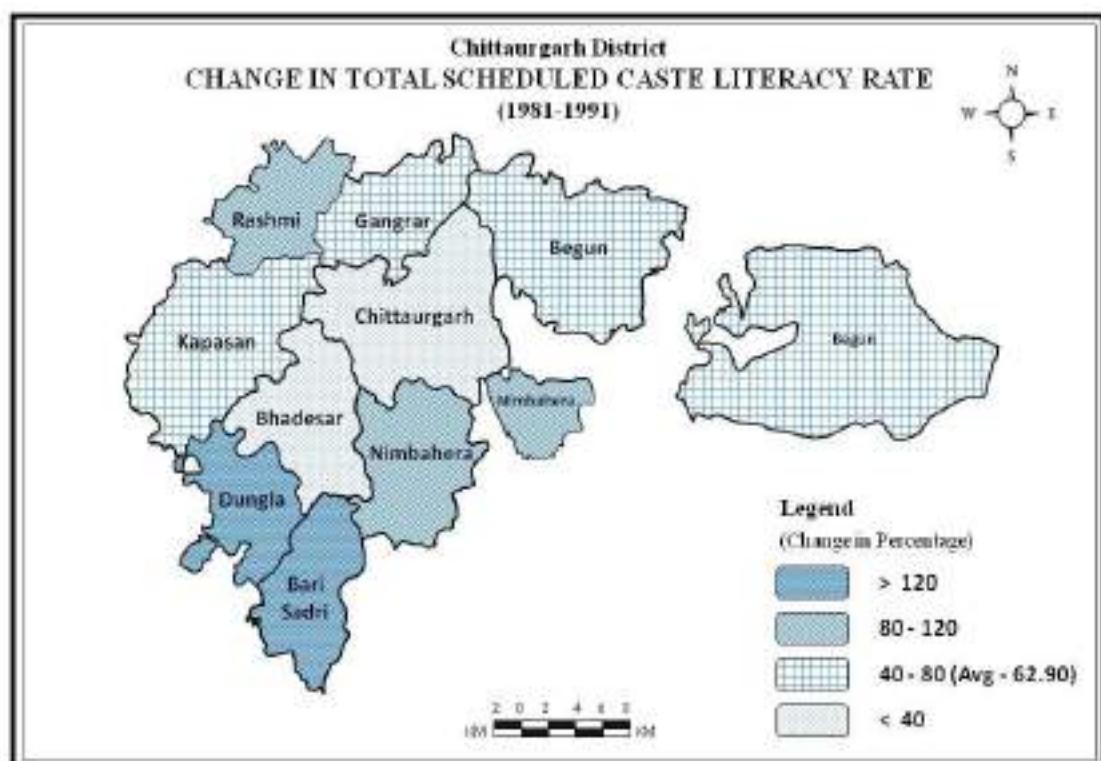


Figure 3.46

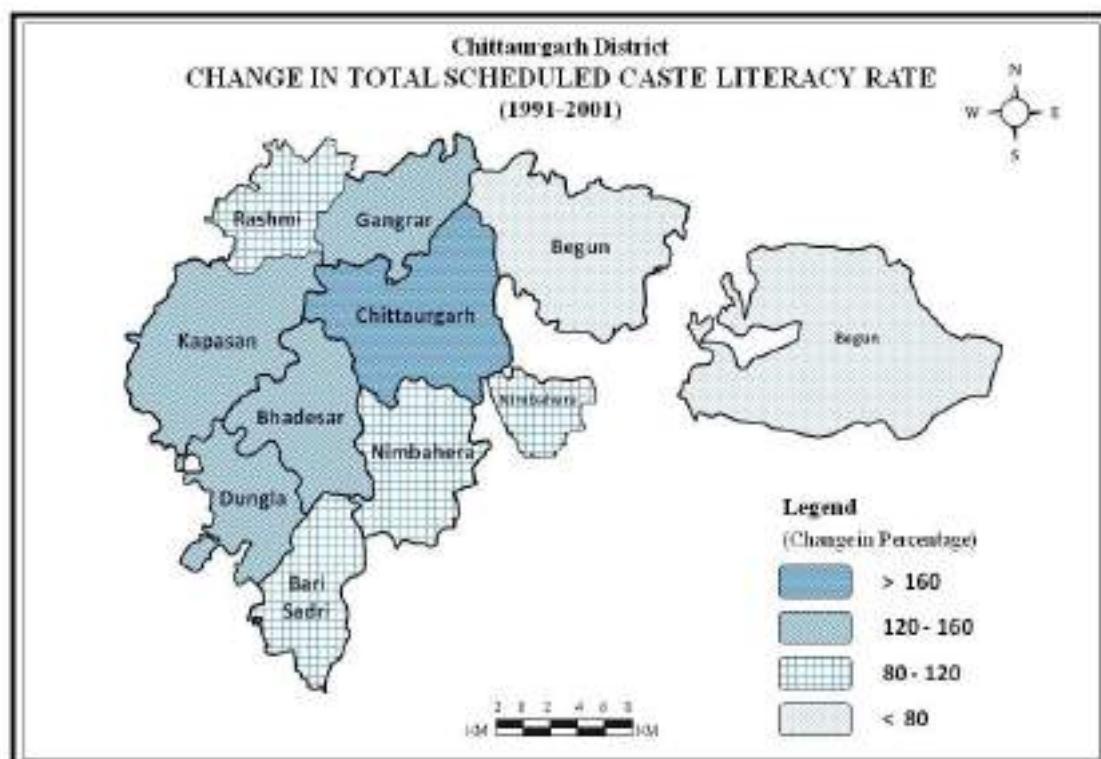


Figure 3.47

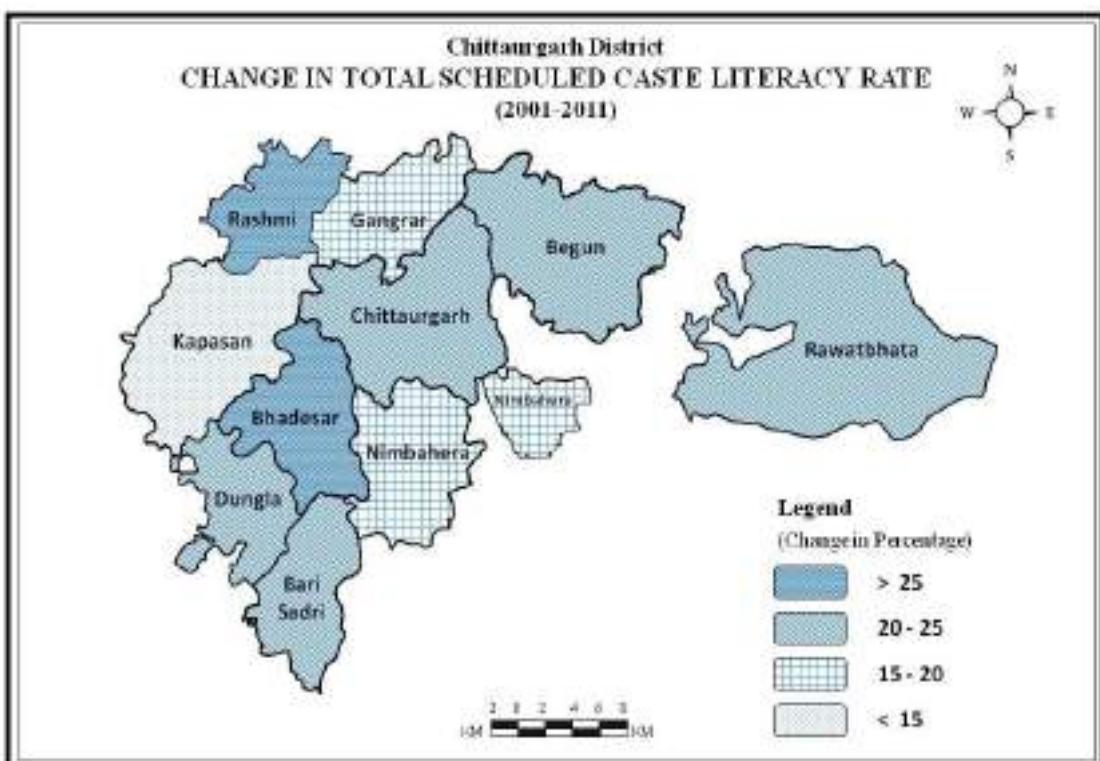


Figure 3.48

The rate of scheduled caste literacy in Chittaurgarh district was 12.47 percent in 1981, which increased 20.32 percent in 1991, further it increased to 33.52 percent. The change in scheduled caste literacy rate from 1981-2011 has been 347.71 percent, which had been 62.90 percent from 1981-1991, later in the decade 1991-2001 it was 64.99 percent and ultimately from 2001-2011 it has been 66.54 percent. Generally there was a magnitudinal change of 62.90 percent during the decade 1981-1991 in the total scheduled caste literacy rate of Chittaurgarh district. There was highest growth of literacy rate in Dungla area that is 122.68 percent and the lowest growth of literacy rate was 17.03 percent in the Bhadesar. The growth rate which increased in Dungla, Badi Sadri, Nimbahera, Begun, Kapasan, Gangrar, and Rashmi was higher as compared to other parts of the district. On the other hand, the literacy rate was quite low in Bhadesar, Chittaurgarh as compared to the above mentioned growth rate of literacy. The total scheduled caste literacy rate changed to 64.99 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was high in Chittaurgarh which is 176.72 percent and low was in Begun which is 71.96 percent.

The growth rate which increased in all tehsils was higher as compared to district. There was a magnitudinal change of 66.54 percent during the decade 2001-

2011 in the total scheduled caste literacy rate of Chittaurgarh district. There was the highest growth rate of literacy rate in Bhadesar area that is 35.85 percent and the lowest growth of literacy rate was 14.15 percent in Kapasan. The growth rate which has decreased in all tehsils was lower as compared to the district. So, the changing socio-economic value system also has played a pivotal role which helped in accelerating the scheduled caste literacy in the Chittaurgarh district.

3.5.2 (A) Change Rate in Scheduled Caste Male Literacy Rate

Table 3.29: Change Rate in Scheduled Caste Male Literacy Rate (1981-2011)

Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	71.64	62.88	13.25
Gangrar	63.78	104.58	8.63
Begun	53.83	58.00	12.60
Rawatbhata	-	-	9.86
Chittaurgarh	27.86	100.95	11.90
Kapasan	60.89	84.21	5.93
Dungla	121.15	77.57	10.37
Bhadesar	20.69	80.46	19.30
Nimbahera	83.66	66.75	7.70
Badi Sadri	101.54	74.91	10.27
Chittaurgarh District	59.11	80.87	10.82

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

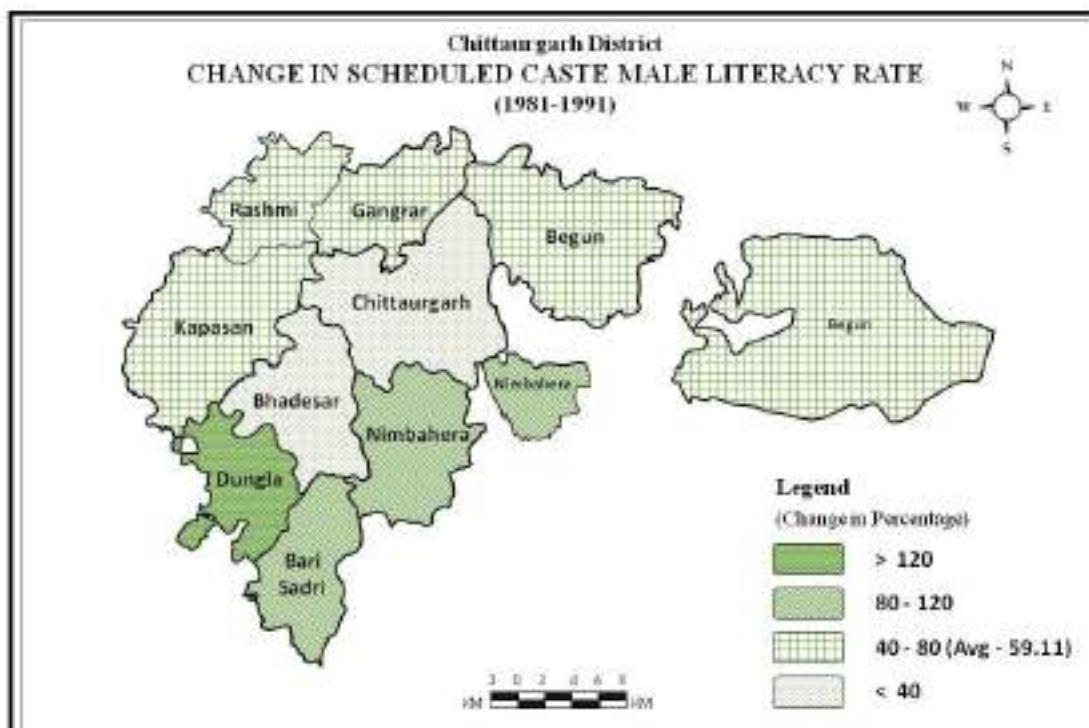


Figure 3.49

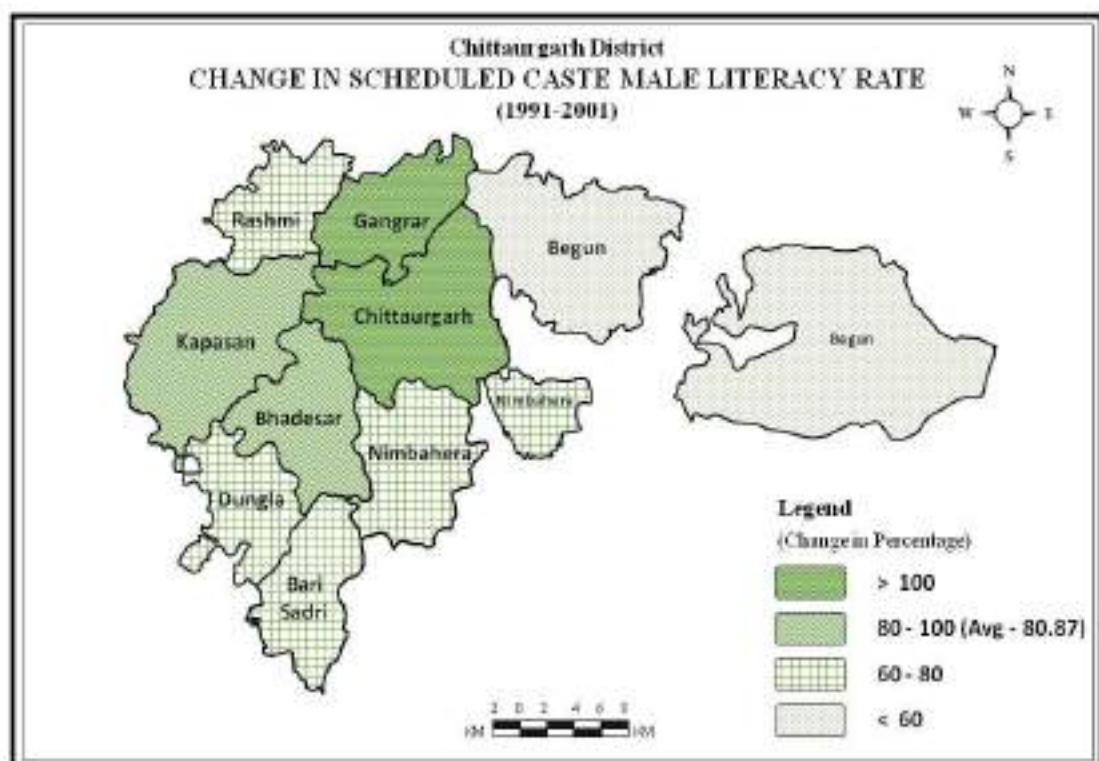


Figure 3.50

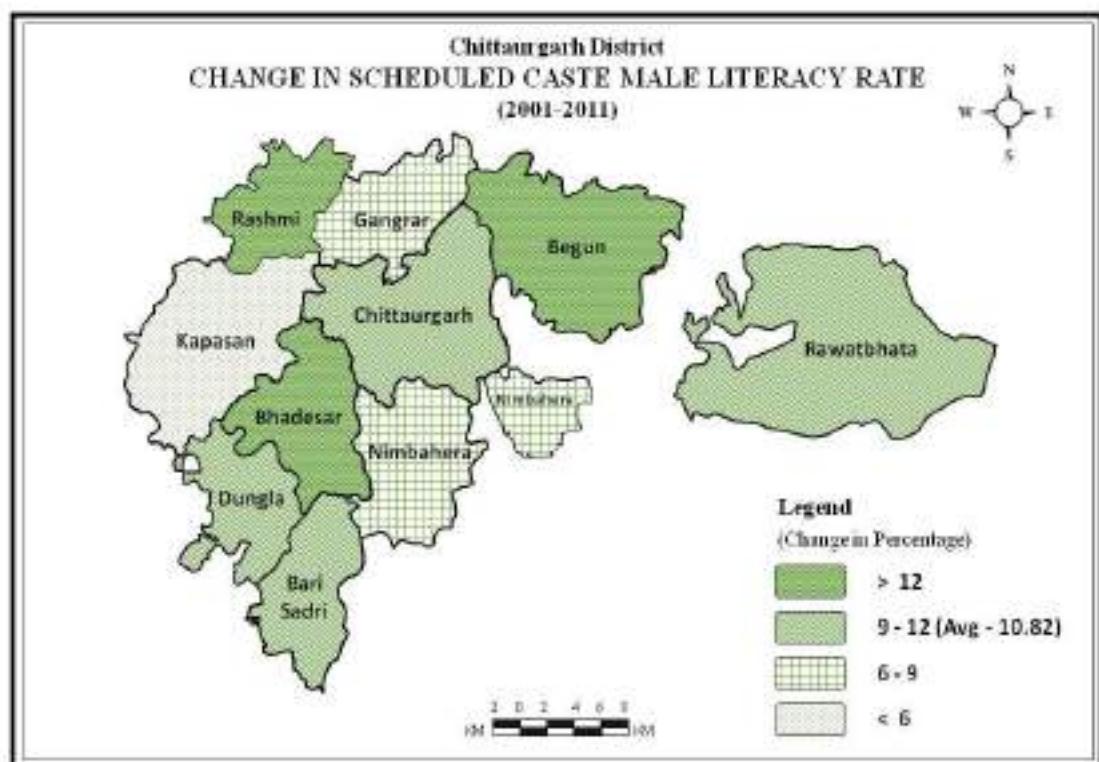


Figure 3.51

The rate of scheduled caste male literacy in Chittaurgarh district was 22.55 percent in 1981. Which increased to 35.88 percent in 1991, further it increased to 64.89 percent in 2001 and in 2011 it reached up to 71.92 percent. The change in literacy rate from 1981-2011 has been 218.9 percent, which had been 59.11 percent from 1981-1991, later in the decade 1991-2001 it was 80.87 percent and ultimately from 2001-2011 it has been 10.82 percent. Generally there was a magnitudinal change of 59.11 percent during the decade 1981-1991 in Chittaurgarh district. There was highest growth of literacy rate in Dungla area that is 121.15 percent and the lowest growth of literacy rate was 20.69 percent in Bhadesar. The growth rate which increased in Dungla, Badi Sadri, Nimbahera, Kapasan, Gangrar, and Rashmi was high as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Bhadesar, Begun, Chittaurgarh as compared to the above mentioned growth rate of literacy. The scheduled caste male literacy rate changed to 80.87 percent from 1991-2001. Among all, the tehsils, the increase in literacy rate was high in Gangrar which is 104.58 percent and low 58.00 percent in Begun. The growth rate which increased in Gangrar, Chittaurgarh and Kapasan was high as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Begun, Rashmi, Dungla, Bhadesar, Nimbahera, Badisadri as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 10.82 percent during the decade 2001-2011 in Chittaurgarh district. There was highest growth of literacy rate in Bhadesar area that is 19.30 percent and the lowest growth of literacy rate was 5.93 percent in Kapasan. The growth rate which increased in Bhadesar, Rashmi, Begun and Chittaurgarh was high as compared to the other parts of the district. On the other hand , the literacy rate was quite low in Kapasan, Gangrar, Rawatbhata, Dungla, Nimbahera, Badi Sadri as compared to the above mentioned growth rate of literacy.

3.5.2 (B) Change Rate in Scheduled Caste Female Literacy Rate

Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	385.93	298.98	76.80
Gangrar	174.69	537.53	46.65
Begun	152.92	160.83	56.20
Rawatbhata	-	-	47.83
Chittaurgarh	-49.74	1719.61	40.89
Kapasan	192.32	706.81	36.86
Dungla	199.29	814.96	59.68
Bhadesar	-8.86	774.43	84.35
Nimbahera	158.42	542.97	46.51
Badi Sadri	817.28	489.14	57.66
Chittaurgarh District	105.58	547.75	50.91

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

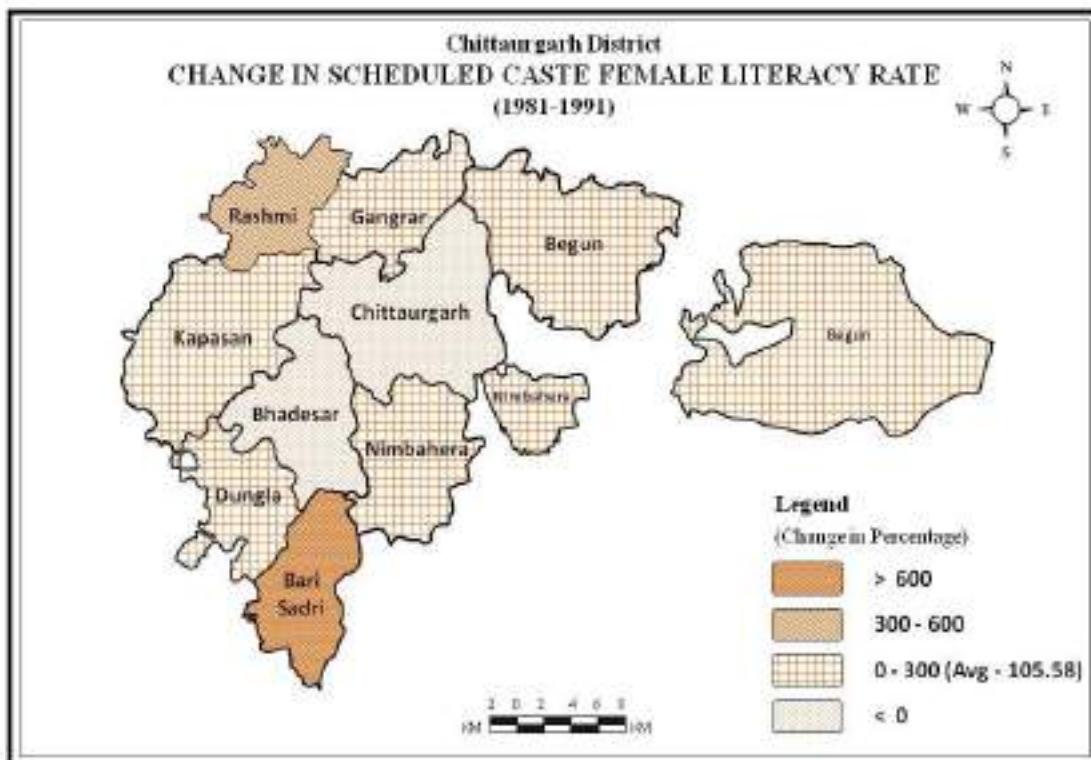


Figure 3.52

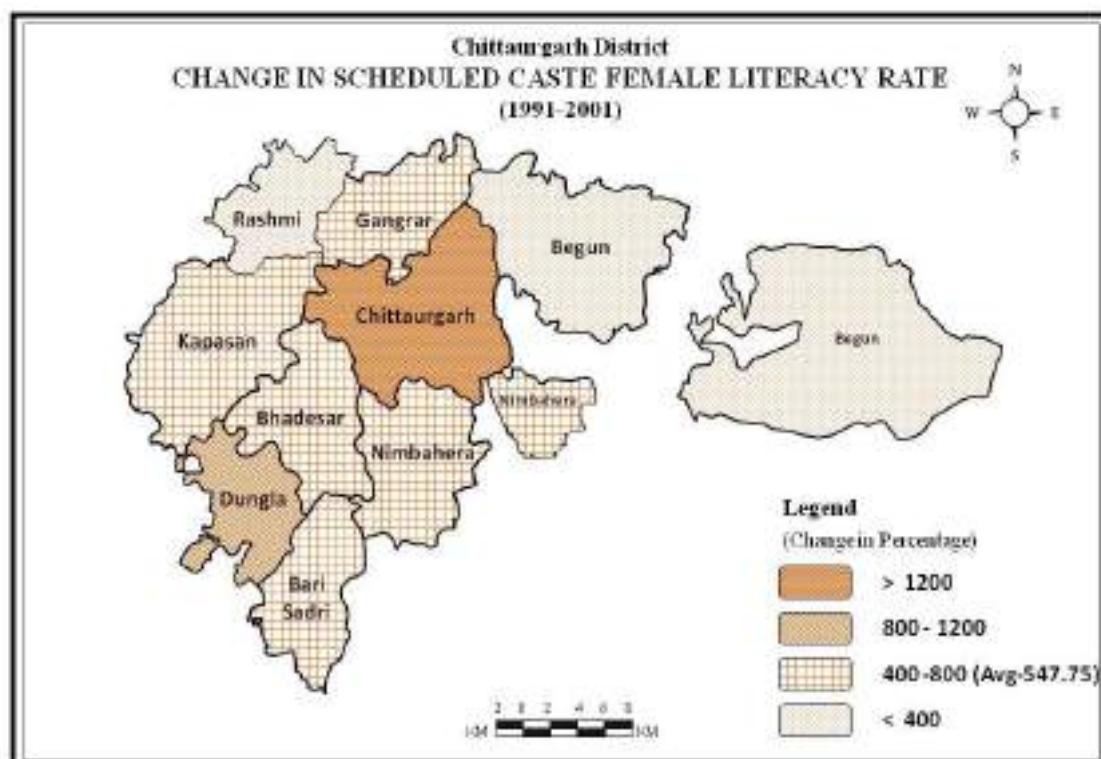


Figure 3.53

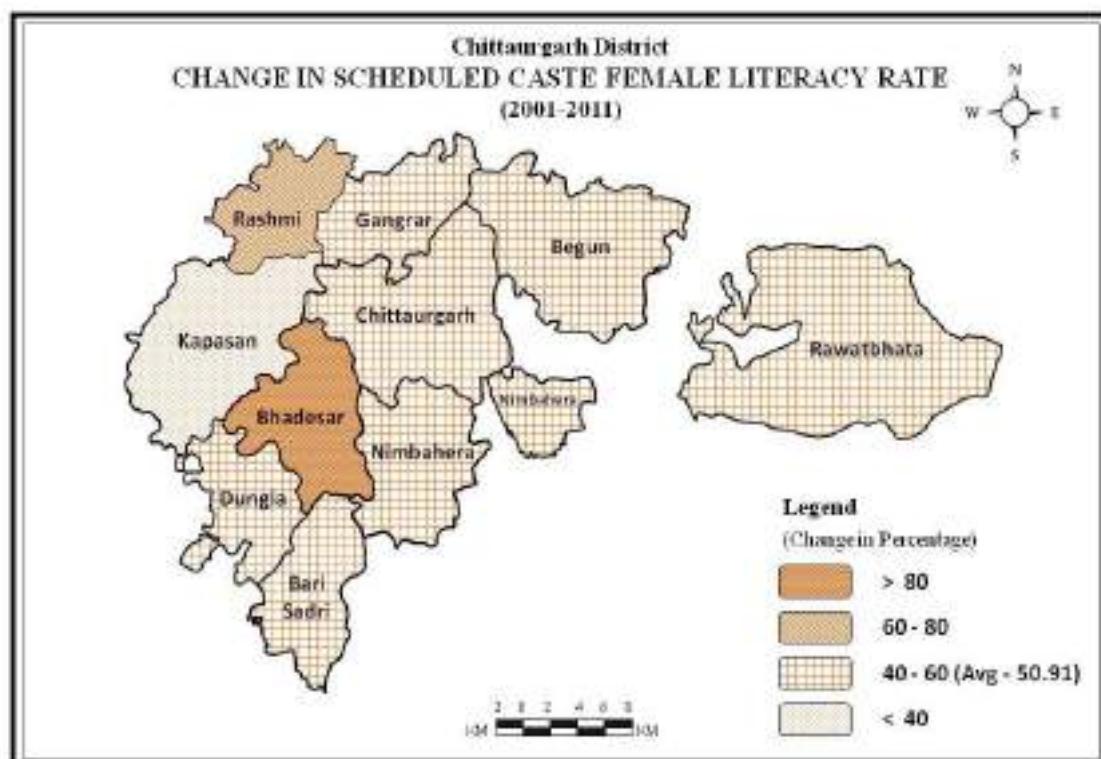


Figure 3.54

There is remarkable growth observed in scheduled caste female literacy rate in all tehsils. The changing socio-economic value system also has played a pivotal role which helped in accelerating the female literacy in the Chittaurgarh district. The rate of female literacy in Chittaurgarh district was 1.96 percent in 1981 which increased to 4.04 percent in 1991, further it increased to 26.15 percent in 2001 and 2011 it reached to 39.46 percent. The change in female literacy rate from 1981-2011 has been 1913.26 percent, which has been 105.58 percent from 1981-1991, later in the decade 1991-2001 it was 547.75 percent and ultimately from 2001-2011 it has been 50.91 percent. Generally there was a magnitudinal change of 105.58 percent during the decade 1981-1991 in Chittaurgarh district. There was highest growth of literacy rate in Badi Sadri area that is 817.28 percent and the lowest growth of literacy rate was 49.74 percent in Chittaurgarh. The Growth rate which increased in Bad Sadri, Rashmi, Gangrar, Begun, Kapasan, Dungla and Nimbahera was high as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Chittaurgarh, Bhadesar as compared to the above mentioned growth rate of literacy. The scheduled caste female literacy rate changed to 547.75 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Chittaurgarh which in 1719.61 percent and the lowest 160.83 percent was in Begun. The growth rate which increased in Chittaurgarh, Kapasan, Dungla and Bhadesar was high as compared to the other parts of the district. On the other hand the literacy rate was quite low in Begun, Rashmi, Gangrar, Nimbahera, Badi Sadri as compared to the above mentioned growth rate of literacy. There was magnitudinal change of 50.91 percent during the decade 2001-2011 in Chittaurgarh district. There was highest growth of literacy rate in Bhadesar area that is 84.35 percent and the lowest growth of literacy rate was 36.86 percent in Kapasan. The growth rate which increased Bhadesar, Rashmi, Begun, Dungla and Badi Sadri was high as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Kapasan, Chittaurgarh, Gangrar, Rawatbhata, Nimbahera as compared to the above mentioned growth rate of literacy.

3.6.1 Pattern of Scheduled Tribe Literacy Rate

At tehsil level the literacy rate among scheduled tribe population is classified in such three categories-

Total 3.31: Total Scheduled Tribe Literacy Rate (1981-2011)				
Tehsils	1981	1991	2001	2011
Rashmi	2	6.57	20.90	27.66
Gangrar	3	5.54	23.88	31.36
Begun	3	6.63	28.66	36.95
Rawatbhata	-	-	57.60	31.90
Chittaurgarh	5	6.72	21.00	42.12
Kapasan	4	6.72	10.29	31.34
Dungla	2	9.25	30.97	40.38
Bhadesar	6	7.07	26.43	36.47
Nimbahera	6	12.39	31.13	49.08
Badi Sadri	2	11.07	30.04	47.90
Chittaurgarh District	4	8.08	29.82	39.19

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

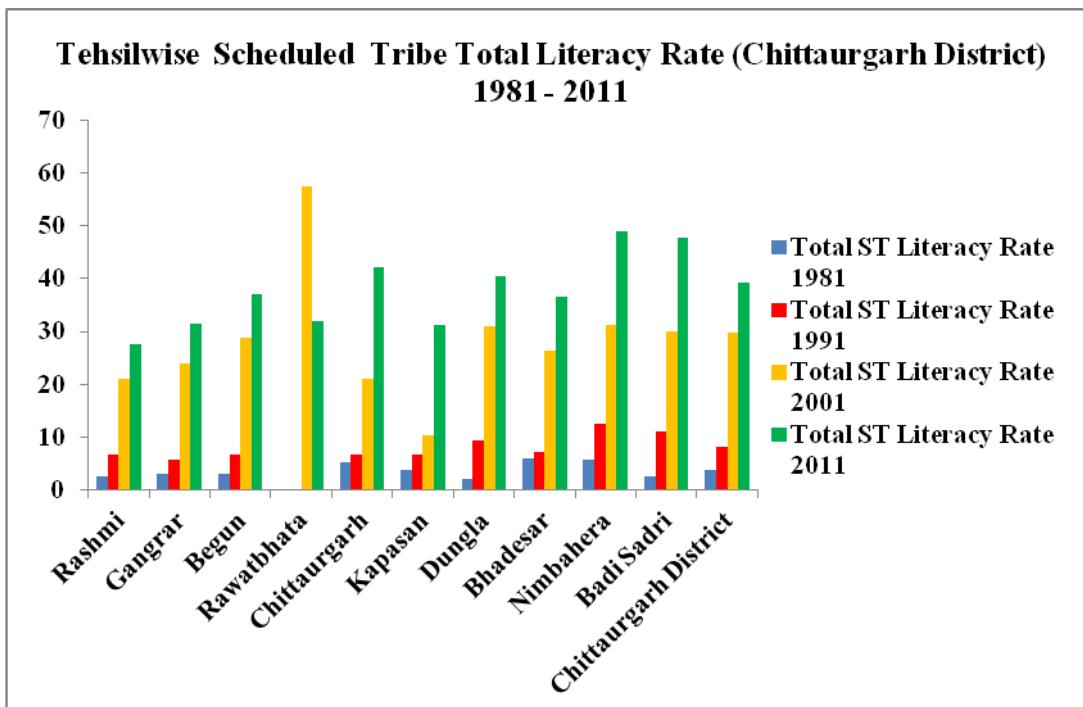


Figure 3.55

- (a) **Area of Relatively High Level of Literacy Rate-** There were three tehsils Bhadesar, Nimbahera, Chittaurgarh in the range of 5-6 in the year 1981, three tehsils Nimbahera, Badi Sadri, Dungla in the range of 9 and above in the year 1991, one of the tehsil Rawatbhata in the range of 40 and above in the year 2001 and three tehsils Nimbahera, Badi Sadri, Chittaurgarh in the range of 41 and above in the year 2011.

- (b) **Area of Moderate Level of Literacy Rate-** There were three tehsils Gangrar, Begun, Kapasan in the range of 3-4 in the year 1981, one of tehsil Bhadesar in the range of 7-9 in the year 1991, five tehsils Begun, Bhadesar, Nimbahera, Badi Sadri, Dungla in the range of 25-40 in the year 2001 and three tehsils Begun, Dungla, Bhadesar in the range of 33-41 in the year 2011.
- (c) **Areas of Low Level of Literacy Rate-** There were three tehsils Badi Sadri, Rashmi, Dungla in the range of 1-2 in the year 1981, five tehsils Gangrar, Rashmi, Begun, Chittaurgarh, Kapasan in the range of 5-7 in the year 1991, four tehsils Kapasan, Rashmi, Gangrar, Chittaurgarh in the range of 10-25 in the year 2001 and four tehsils Rashmi, Gangrar, Rawatbhata, Kapasan in the range of 25-33 in the year 2011.

3.6.1. (A) Pattern of Scheduled Trible Male Literacy Rate

There has been a considerable increase in the percentage of scheduled tribe male literacy in Chittaurgarh district. It has increased from 6.91 percent in 1981 to 52.16 percent in 2011. On the basis of male literacy rates as shown in (Table 3.31) the tehsils of Chittaurgarh district has been classified in the following three categories-

Table 3.32: Scheduled Tribe Male Literacy Rate (1981-2011)				
Tehsils	1981	1991	2001	2011
Rashmi	4.59	12.16	33.35	42.71
Gangrar	5.49	10.06	36.96	45.46
Begun	5.38	11.52	39.64	51.29
Rawatbhata	-	-	44.26	42.73
Chittaurgarh	8.94	12.50	38.16	49.47
Kapsan	6.93	12.65	37.78	45.81
Dungla	3.96	17.64	48.28	55.80
Bhadesar	10.82	12.69	40.69	50.13
Nimbahera	10.66	22.67	52.42	64.52
Badi Sadri	4.82	20.78	47.75	63.17
Chittaurgarh District	6.91	14.78	43.56	52.16

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

Tehsilwise Scheduled Tribe Male Literacy Rate (Chittaurgarh District) 1981 - 2011

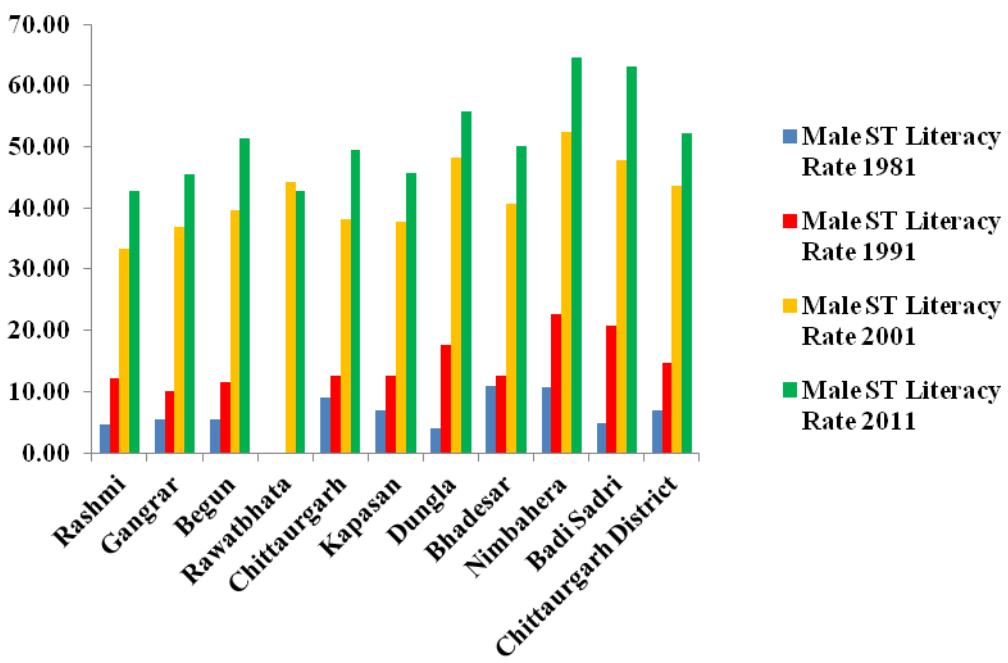


Figure 3.56

- (a) **Areas of High Level of Literacy Rate** - In the year 1981 the high level of scheduled tribe male literacy was found in three tehsils Bhadesar, Nimbahera, Chittaurgarh in the range of 7 percent and above. In the year 1991, the high level of literacy was found in two tehsil Nimbahera, Badi Sadri, in the range of 18 and above; in the year 2001, the high level of literacy was found in four tehsils Nimbahera, Badi Sadri, Dungla and Rawatbhata in the range of 44 percent and above. And in the year 2011, the high level of literacy was found in two tehsils Nimbahera, Badi Sadri in the range of 58-66 percent.
- (b) **Area of Moderate Level of Literacy Rate** - In the year 1981 level of scheduled tribe male literacy was found in three tehsils of Gangrar, Begun and Kapsan in the range of 5-7 percent. In the year 1991, the moderate level of literacy was found in one of tehsil Dungla in the range of 14-18 percent. In the year 2001, the moderate level of literacy rate was found in two tehsils of Begun, Bhadesar in the range of 39-44 percent and in the year 2011, the moderate level of literacy was found in three tehsils of Begun, Dungla and Bhadesar in the range of 50-58 percent.

- (c) **Area of Low Level of Literacy Rate** - In the year 1981, the low level of scheduled tribe male literacy was found in three tehsils of Dungla, Badi Sadri and Rashmi in the range of 3-5 percent. In the year, 1991, the low level of scheduled tribe male literacy was found in six tehsils of Gangrar, Rashmi, Begun, Chittaurgarh, Kapasan and Bhadesar in the range of 10-14 percent. In the year 2001, the low level of scheduled tribe male literacy was found in four tehsil of Rashmi, Gangrar, Chittaurgarh and Kapasan. And in the year 2011, the low level of scheduled tribe was found in five tehsils of Rashmi, Gangrar, Rawatbhata, Chittaurgarh and Kapasan in the range of 42-50 percent.

3.6.1 (B) Pattern of Scheduled Tribe Female Literacy Rate

There is increase observed in scheduled tribe female literacy rates in all tehsil. The rate of female literacy was found to be low as compared to male literacy. On the basis of scheduled tribe female literacy rate as shown in (Table 3.37) the tehsil of Chittaurgarh district has been classified in the following three categories-

Table 3.33: Scheduled Tribe Female Literacy Rate (1981-2011)

Tehsils	1981	1991	2001	2011
Rashmi	0.12	0.93	8.81	12.78
Gangrar	0.25	0.61	10.57	17.47
Begun	0.25	1.13	12.4	22.14
Rawatbhata	-	-	33.26	20.45
Chittaurgarh	0.94	0.45	12.50	25.17
Kapsan	0.37	0.48	9.93	17.12
Dungla	0.11	0.46	14.17	25.05
Bhadesar	0.31	1.15	11.60	22.65
Nimbahera	0.00	1.48	16.71	33.39
Badi Sadri	0.00	0.85	13.2	32.93
Chittaurgarh District	0.35	0.87	11.82	24.68

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

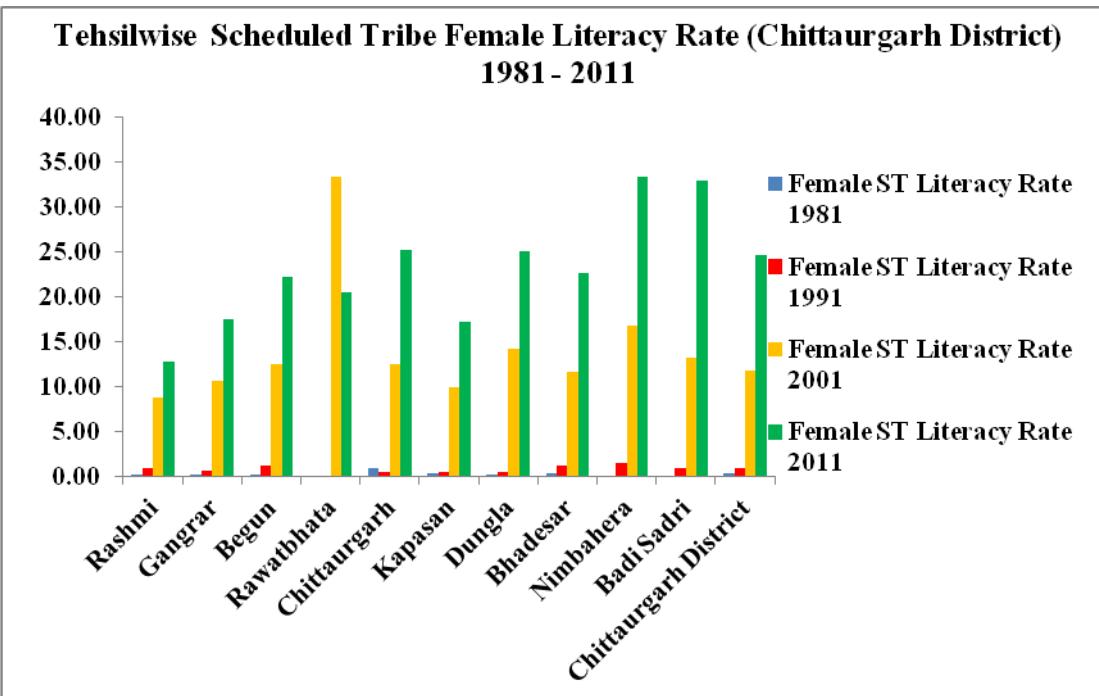


Figure 3.57

- (a) **Areas of Relatively High Level of Literacy Rate-** In the year 1981, there was only one tehsil in the range of 0.4 percent and above namely, Chittaurgarh. In the year 1991, there were three tehsils in the range of 1.0 percent and above namely, Nimbahera, Bhadesar and Begun. In the year 2001, there was only one tehsil in the range of 20 percent and above namely, Rawatbhata and in the year 2011, there were two tehsils in the range of 28-36 percent namely, Nimbahera, Badi Sadri.
- (b) **Areas of Moderate Level of Literacy Rate-** In the year 1981, there were four tehsils in the range of 0.2-0.4 percent namely, Gangrar, Begun, Kapasan and Bhadesar. In the year 1991, there were three tehsils in the range of 0.5-1.0 percent namely, Rashmi, Gangrar, Badi Sadri. In the year 2001, there were seven tehsils in the range of 10-20 percent namely, Gangrar, Chittaurgarh, Begun, Dungla, Bhadesar, Nimbahera, Badi Sadri and in the year 2011, there were five tehsils in the range of 20-28 percent namely, Begun Rawatbhata, Chittaurgarh, Dungla, Bhadesar.
- (c) **Areas of Low Level of Literacy Rate-** In the year 1981, there were four tehsils in the range of 0.0-0.2 percent namely, Badi Sadri, Nimbahera, Dungla and Rashmi. In the year 1991, there were three tehsils in the range of 0.0-0.5 percent

namely, Chittaurgarh, Kapasan, Dungla. In the year 2001, there were two tehsils in the range of 0-10 percent namely, Rashmi, Kapasan. And in the year 2011, there were three tehsils in the range of 12-20 percent namely, Rashmi, Gangrar, Kapasan.

3.6.2 Change Rate in Scheduled Tribe Literacy Rate

Table 3.34: Change Rate in Scheduled Tribe Literacy Rate (1981-2011)			
Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	179.80	218.13	32.36
Gangrar	86.43	331.00	31.35
Begun	126.73	332.56	28.92
Rawatbhata	-	-	-44.61
Chittaurgarh	31.66	212.53	100.53
Kapsan	80.08	53.18	204.56
Dungla	344.08	234.99	30.39
Bhadesar	22.09	273.77	37.98
Nimbahera	117.39	151.23	57.65
Badi Sadri	350.83	171.29	59.49
Chittaurgarh District	115.60	268.98	31.41

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

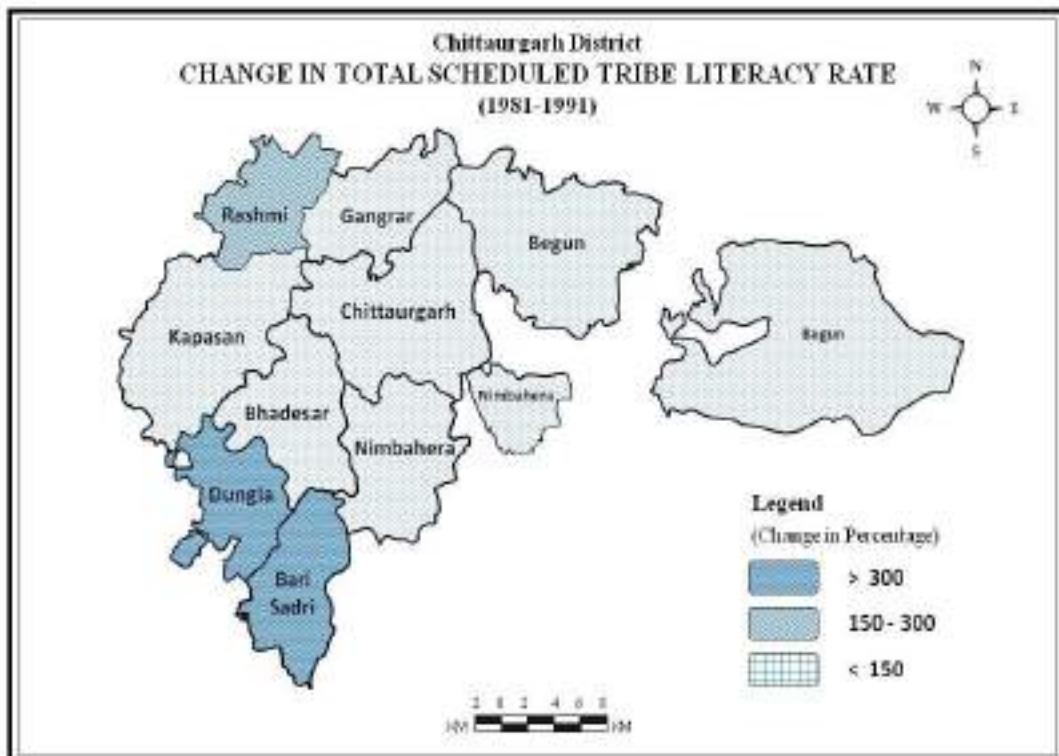


Figure 3.58

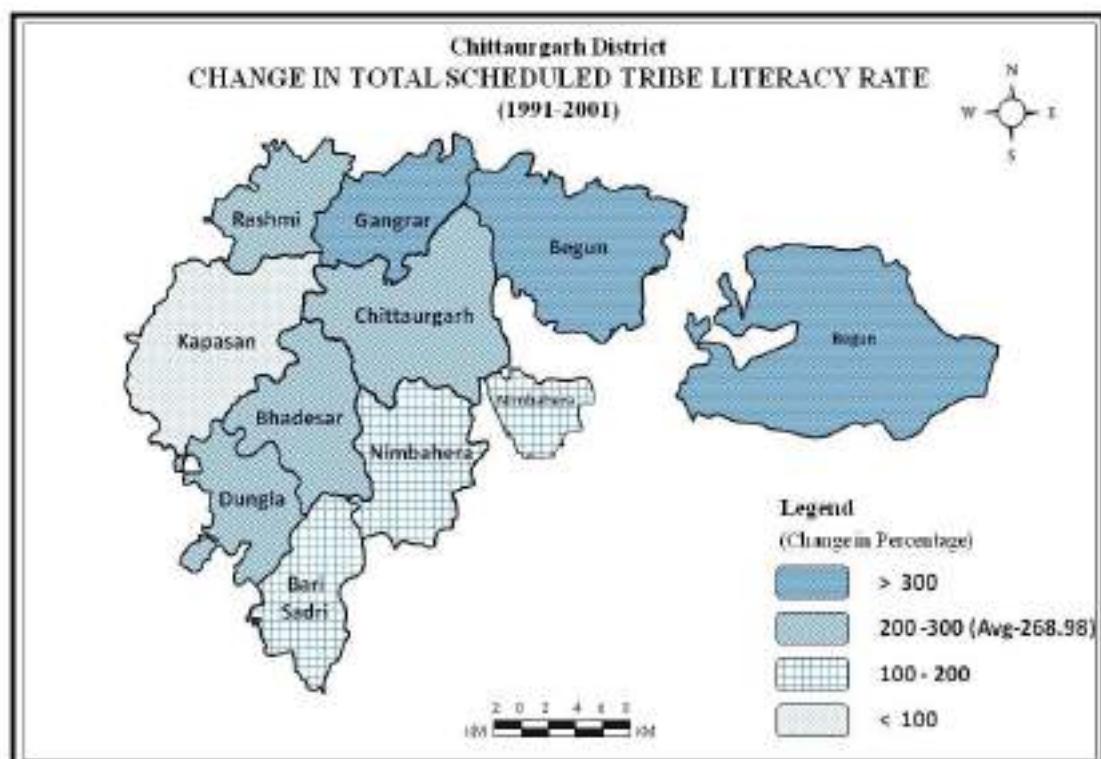


Figure 3.59

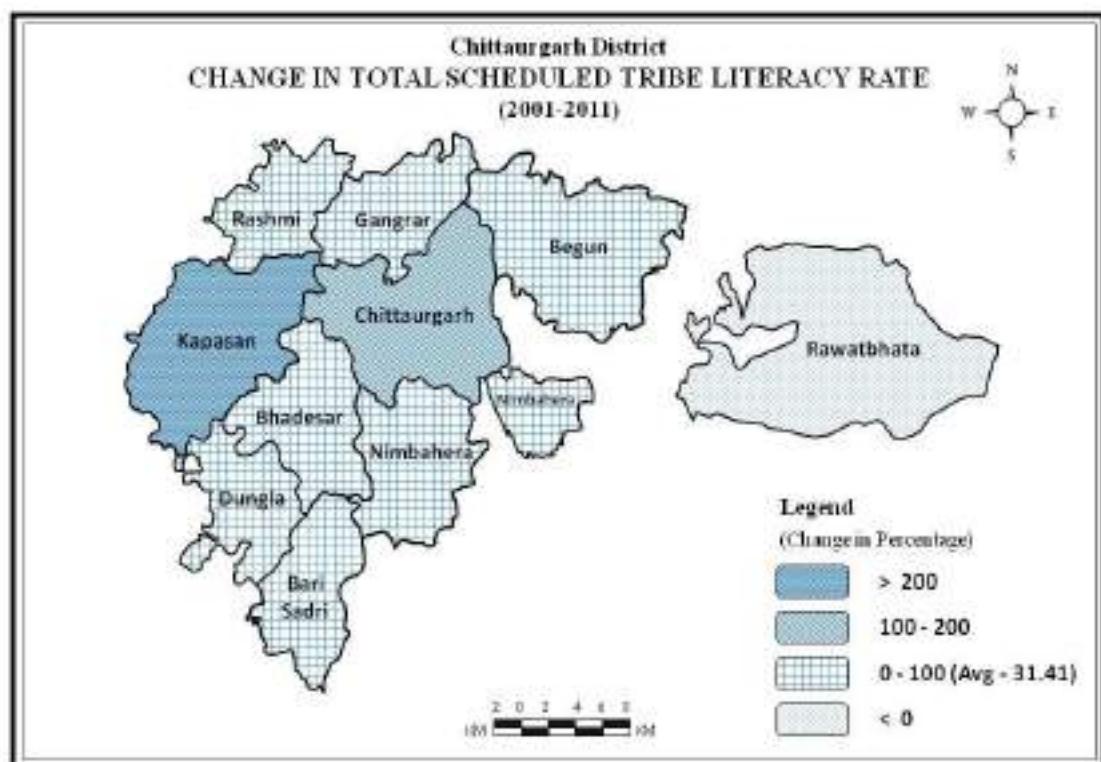


Figure 3.60

The rate of tribal literacy in Chittaurgarh district was 4.00 percent in 1981, which increased 8.08 percent in 1991, further it increased to 29.82 percent in 2001 and it reached 39.19 percent in 2011. The change in scheduled tribe literacy rate from 1981-2011 has been 879.75 percent, which had been 115.60 percent from 1981-1991, later in the decade 1991-2001 it was 268.98 percent and ultimately from 2001-2011 it has been 31.41 percent. Generally there was a magnitudinal change of 115.60 percent during the decade 1981-1991 in the total scheduled tribe literacy rate of Chittaurgarh district. There was highest growth of literacy rate in Badi Sadri area i.e. 350.83 percent and the lowest growth of literacy rate was 22.09 percent in the Bhadesar. The growth rate which increased in Badi Sadri, Rashmi, Begun, Dungla and Nimbahera was higher as compared to other parts of the district. On the other hand, the literacy rate was quite low in Bhadesar, Chittaurgarh, Kapasan, Gangrar, as compared to the above mentioned growth rate of literacy. The total scheduled tribe literacy rate changed to 268.98 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Begun which is 332.56 percent and the lowest 53.18 percent was in Kapasan. The growth rate which increased in Begun, Gangrar, and Bhadesar was high as compared to other parts of the district. On the other hand, the literacy rate was quite low in Kapasan, Rashmi, Chittaurgarh, Dungla, Nimbahera, Badi Sadri as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 31.41 percent during the decade 2001-2011 in the total scheduled tribe literacy rate of Chittaurgarh district. There was the highest growth rate of literacy rate in Kapasan area that is 204.56 percent and the lowest growth of literacy rate was -44.61 percent in Rawatbhata. The growth rate which increased in Kapasan, Chittaurgarh, Badi Sadri, Nimbahera, Bhadesar, and Rashmi was high as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Rawatbhata, Gangrar, Begun, Dungla as compared to the above mentioned growth rate of literacy.

3.6.2. (A) Change Rate in Scheduled Tribe Male Literacy Rate

**Table 3.35: Change Rate in Scheduled Tribe Male Literacy Rate
(1981-2011)**

Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	164.75	174.25	28.07
Gangrar	83.13	267.56	23.00
Begun	114.11	244.06	29.39
Rawatbhata	-	-	-3.47
Chittaurgarh	39.78	205.27	29.64
Kapasan	82.47	198.60	21.27
Dungla	345.69	173.75	15.59
Bhadesar	17.24	220.76	23.19
Nimbahera	112.68	131.27	23.09
Badi Sadri	331.05	129.82	32.29
Chittaurgarh District	113.77	194.71	19.75

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

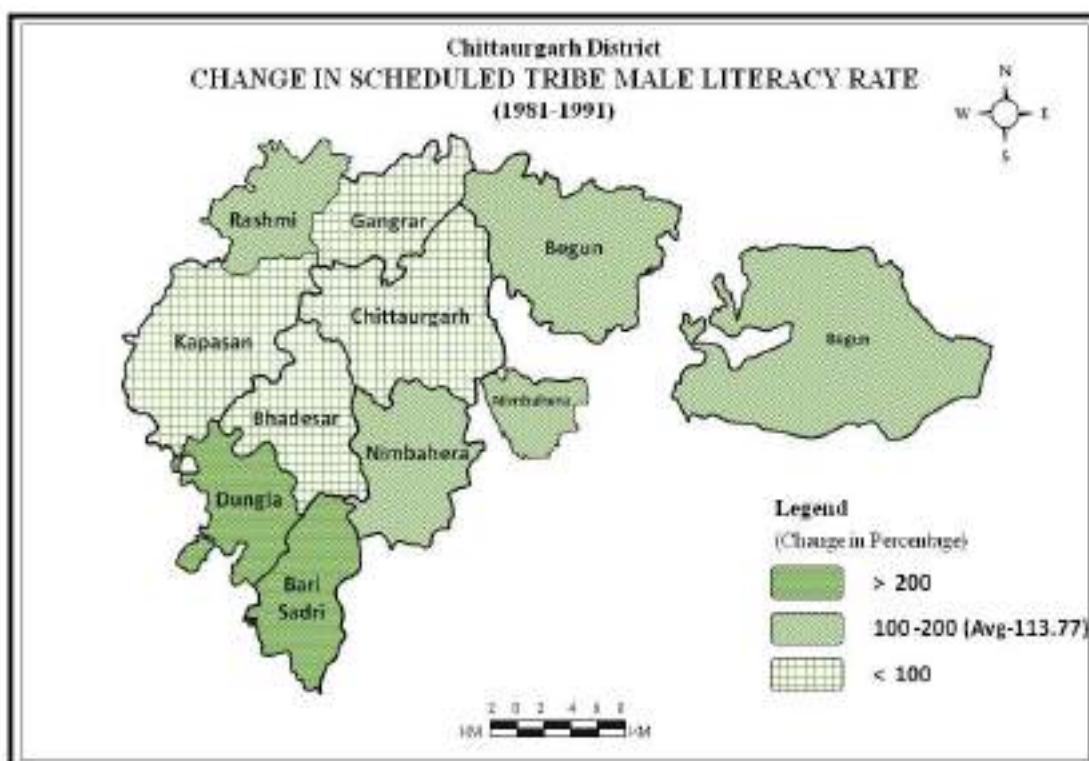


Figure 3.61

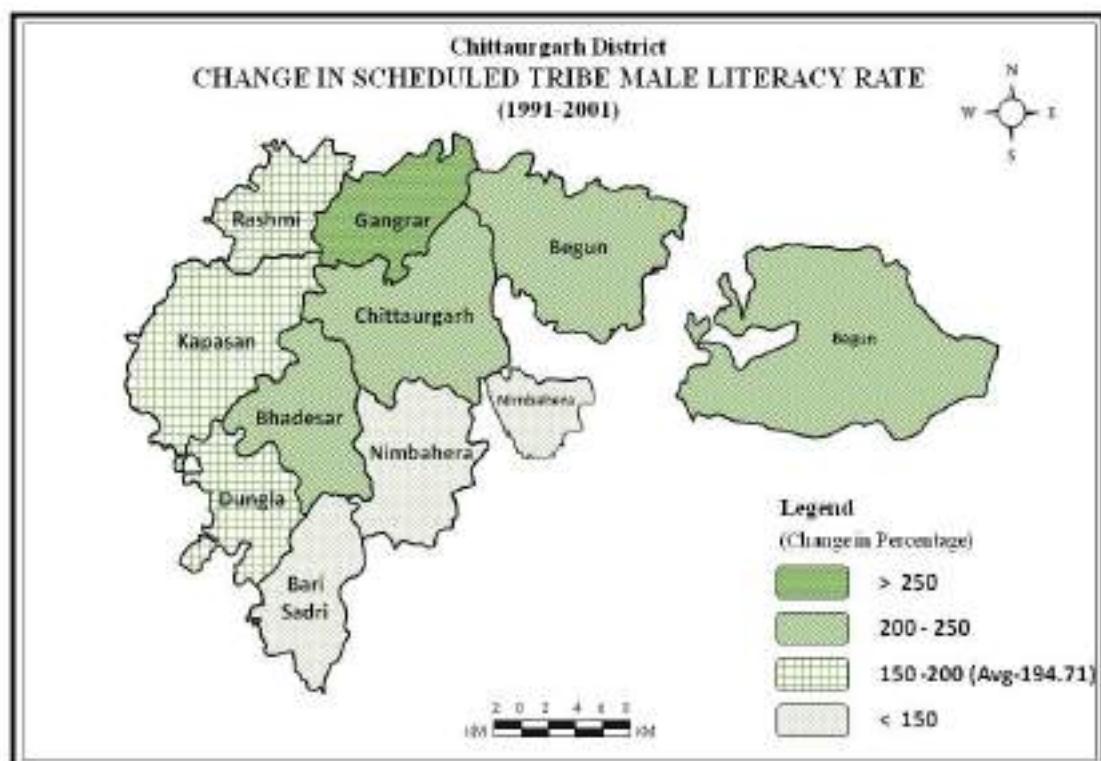


Figure 3.62

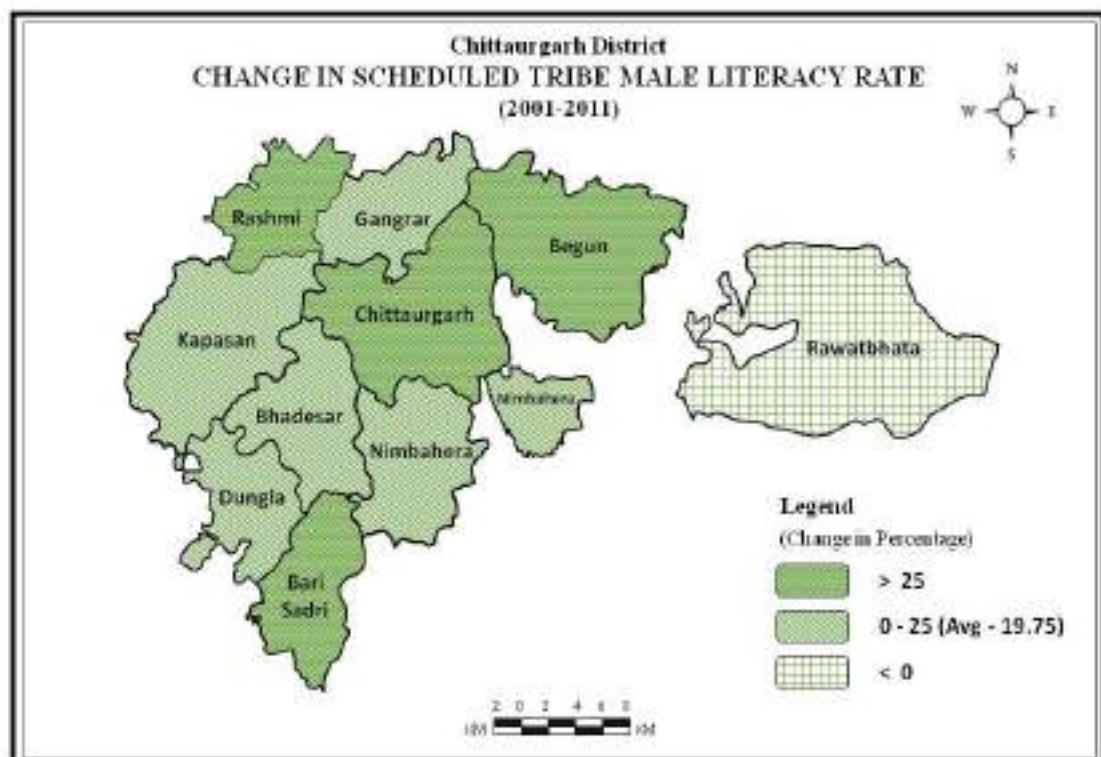


Figure 3.63

The rate of scheduled tribe male literacy in Chittaurgarh district was 6.91 percent in 1981, which increased to 14.78 percent in 1991, further it increased to 43.56 percent in 2001 and in 2011 it reached up to 52.16 percent. The change in literacy rate from 1981-2011 has been 654.84 percent, which had been 113.77 percent from 1981-1991, later in the decade 1991-2001 it was 194.71 percent and ultimately from 2001-2011 it has been 19.75 percent. Generally, there was a magnitudinal change of 113.77 percent during the decade 1981-1991 in Chittaurgarh district. There was highest growth of literacy rate in Dungla area that is 345.69 percent and the lowest growth of literacy rate was 17.24 percent in Bhadesar. The growth rate which increased in Dungla, Rashmi, Badi Sadri, and Begun was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite lower in Bhadesar, Gangrar, Chittaurgarh, Nimbahera, Kapasan as compared to the above mentioned growth rate of literacy. The scheduled tribe male literacy rate changed to 194.71 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Gangrar area that is 267.56 percent and the lowest growth of literacy rate was 129.82 percent in Badi Sadri. The growth rate which increased in Gangrar, Begun, Chittaurgarh, Kapasan, and Bhadesar was high as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Badi Sadri, Nimbahera, Dungla, Rashmi, as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 19.75 percent during the decade 2001-2011 in Chittaurgarh district. There was highest growth of literacy rate in Badi Sadri area that is 32.29 percent and the lowest growth of literacy rate was - 3.47 percent in Rawatbhata. The growth rate which increased in Badi Sadri, Rashmi, Begun, Gangrar, Chittaurgarh, Kapasan, Bhadesar and Nimbahera was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Rawatbhata, Dungla as compared to the above mentioned growth rate of literacy.

3.6.2 (B) Change Rate in Scheduled Tribe Female Literacy Rate

Table 3.36: Change Rate in Scheduled Tribe Female Literacy Rate (1981-2011)			
Tehsils	1981-1991	1991-2001	2001-2011
Rashmi	658.29	844.56	45.01
Gangrar	142.00	1640.53	65.32
Begun	343.62	999.62	78.53
Rawatbhata	-	-	-38.52
Chittaurgarh	-52.17	2692.08	101.33
Kapasan	32.15	1951.06	72.38
Dungla	330.02	3008.45	76.79
Bhadesar	271.89	904.71	95.23
Nimbahera	-	1030.90	99.82
Badi Sadri	-	1453.40	149.50
Chittaurgarh District	148.88	1255.57	108.85

Source: India, Rajasthan and District Census Hand Books.

Note: Data is calculated according to the changes in the tehsils administrative boundaries (Chittaurgarh).

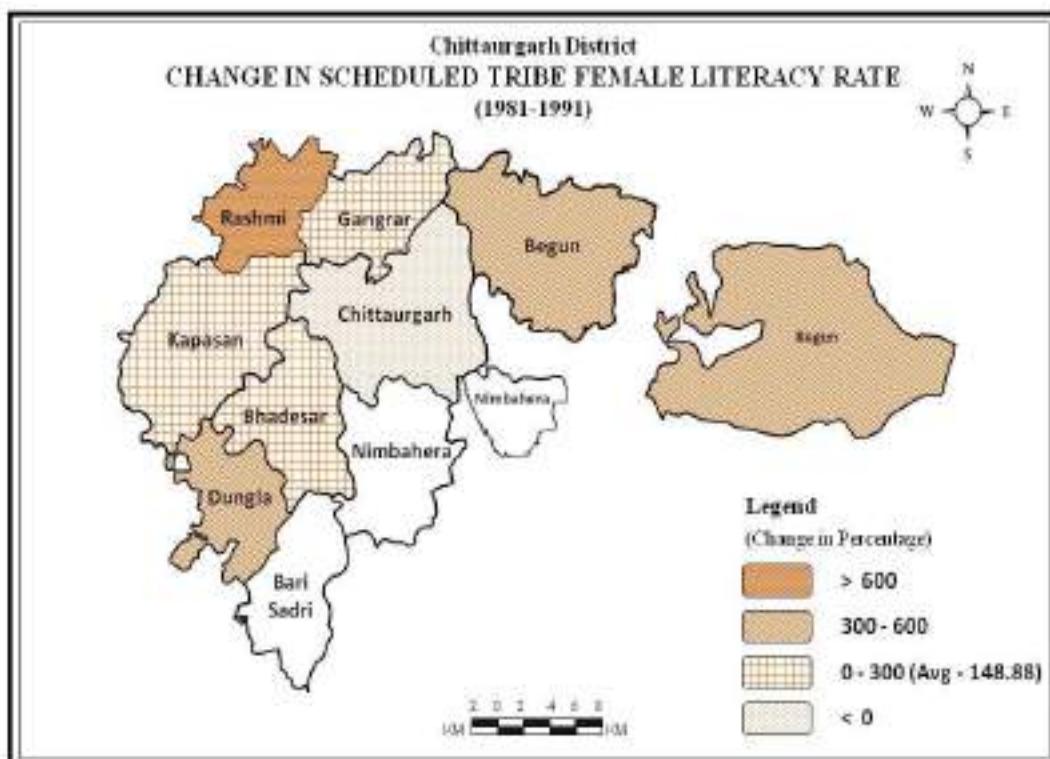


Figure 3.64

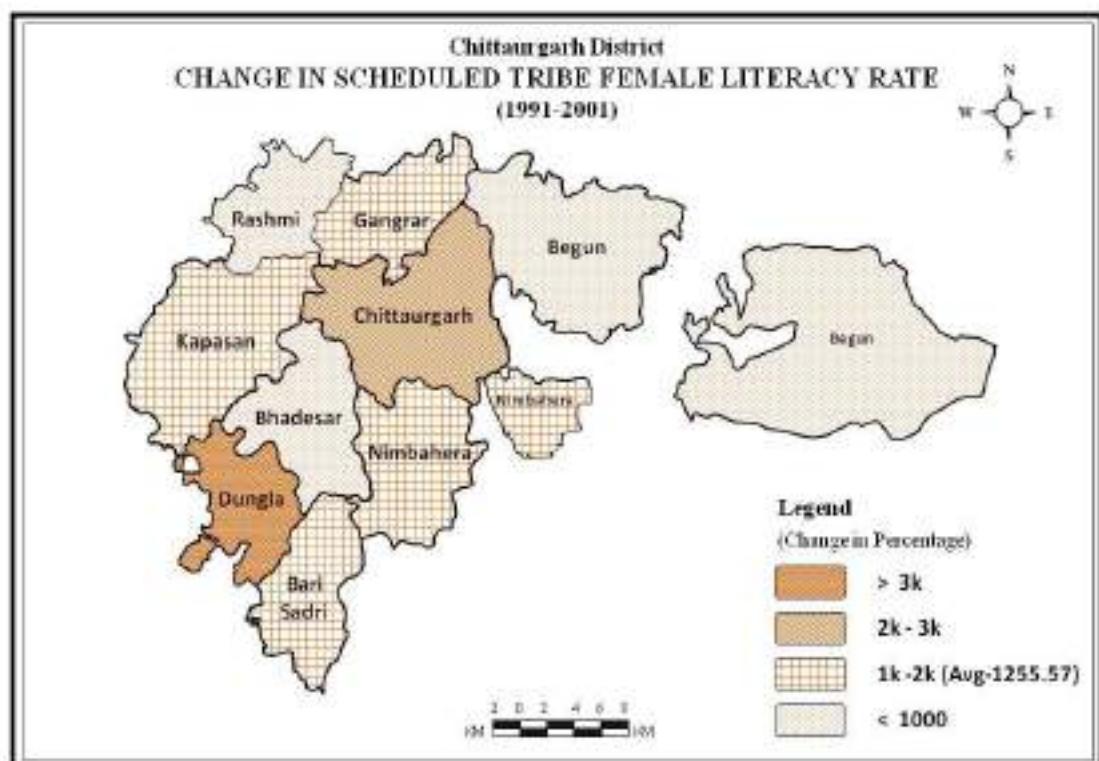


Figure 3.65

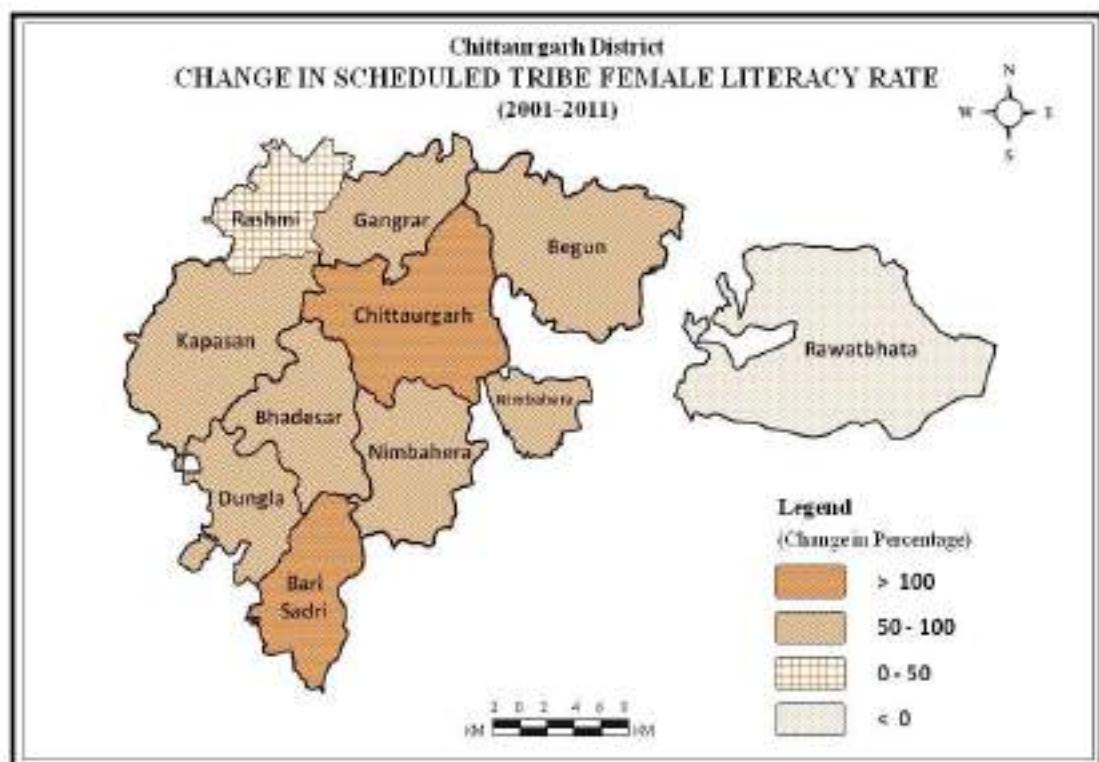


Figure 3.66

There is low growth observed in scheduled tribe female literacy rate in all tehsil. The rate of female literacy in Chittaurgarh district was 0.35 percent in 1981 which increased to 0.87 percent in 1991, further it increased to 11.82 percent in 2001 and 2011 it reached to 24.68 percent. The change in female literacy rate from 1981-2011 has been percent, which has been 148.88 percent from 1981-1991, later in the decade 1991-2001 it was 1255.57 percent and ultimately from 2001-2011 it has been 108.85 percent. Generally there was a mangnitudinal change of 148.88 percent during the decade 1981-1991 in Chittaurgarh district. There was highest growth of literacy rate in Rashmi area that is 658.29 percent and the lowest growth of literacy rate was - 52.17 percent in Chittaurgarh. The growth rate which increased in Rashmi, Begun Dungla and Bhadesar was higher as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Chittaurgarh, Kapasan, Gangrar as compared to the above mentioned growth rate of literacy. The scheduled tribe female literacy rate changed to 1255.57 percent from 1991-2001. Among all the tehsil, the increase in literacy rate was the highest in Dungla area which is 3008.45 percent and the lowest 844.56 percent was in Rashmi. There growth rate which increased in Dungla, Chittaurgarh, Gangrar, Kapasan, Badi Sadri was high as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Rashmi, Begun, Bhadesar, Nimbahera as compared to the above mentioned growth rate of literacy. There was a magnitudinal change of 108.85 percent during the decade 2001-2011 in Chittaurgarh district. There was highest growth of literacy rate in Badi Sadri area i.e. 149.50 percent and the lowest growth of literacy rate was - 38.52 percent in Rawatbhata. The growth rate which increased in Badi Sadri was high as compared to the other parts of the district. On the other hand, the literacy rate was quite low in Rawatbhata, Chittaurgarh, Nimbahera, Bhadesar, Dungla, Kapasan, Begun, Gangrar, Rashmi as compared to the above mentioned growth rate of literacy.

CHAPTER - IV

EDUCATIONAL FACILITIES AND EFFORTS FOR LITERACY

4.1 Introduction

Education is about teaching, learning skills and knowledge. This means that people help in learning things and support them to think about what they learn. It is also important for teachers to find and learn ways to use them. Through education; knowledge of society, country, and world passes generation-to-generation. Education can help and guide individuals from one class to another. Education people and groups can do things that cannot be educated less.

Education is important for the human, social and economic development of the Nation. Development is not merely the statistical measure of the GNP of a country but the development of its people as politically active, economically productive and independent and able to make informed choices and intelligent decisions in matters that affect them and their Nation. Education improves the productive capacity of societies and their political, economic and scientific institutions (Reddy, 2001).

Education is a part of our life and is so much important for success in life, live with happiness and prosperity, empowers mind that will be able to conceive good thoughts and ideas, enables to the analysis while making life decisions. Education has been unanimously accepted as a very potent and a highly significant social variable of training about socio-economic and cultural transformation perceptions. It is the process that liberates that mind and in its truest sense, goes beyond mere literacy. Education is the training for the completeness of life, bringing perfection to life which means the growth and development of personality; it qualifies a person to fulfill certain economic, political and cultural functions and there by improve the socio-economic status of the people. Education helps to equalize the status of individuals who belong to different social status.

Education is one of the important factors of development and there is a strong relationship between education and development. The globalization has affected the

education of the nation to great extent, where emphasis is largely from literacy to higher education. Literacy has been accepted as one of the indicator of development of a country as part of the vision of education for sustainable development of the world.

Education has been classified as formal, informal and non-formal categories, where formal education is imparted in schools of general education. The objective of such education is to equip the students to develop capabilities to learn various disciplines of education, which they intend to, learn. The informal education is gathered through media and general behaviour, where classroom system does not prevails. The non formal system of education has been carried for the school age group children, who cannot spare time to attend schools due to domestic reasons or other factors, but intend to learn at the time of their convenience. Education is an investment, which brings development in the long run.

According to Amartya Sen, the solution of all problems related to the economy, development or population lies in education. Various determinants of education such as, literacy, expenditure on education etc. affect the education development of a nation. Education mostly in developing countries is faced with various problems, where access to educational facilities in rural areas remains problematic and cost effective. The education is an important tool for empowerment of the people in decision making process and sharing benefits of development. Education is pre-requisite for the successful implementation of national plans for economic and social development. Development benefits a great deal from education, as outlined here under:

- (i) Investment in human capital enhances the productivity and development.
- (ii) Education provides widespread employment and income earning opportunities to the qualified and skilled people.
- (iii) Education is contributing factor in achieving development goals like increased expectancy of life, improvement in health and reducing the fertility among educated mothers.
- (iv) A minimum level of schooling is a pre-requisite for the effectiveness of political democracy and strengthening the democratic values in a society.

- (v) Education can bring transparency accountability in implementation of rural development programs.
- (vi) Education promotes peace and stability in society and peace education has become an independent discipline.
- (vii) Education is an instrument for social upliftment and promotion of gender equality, thereby enhancing work force participation with men.
- (viii) Educated person can understand the values of right to information act and ask for any information of public interest from government departments, autonomous organizations and take benefit of Consumer Protection Act in befitting manner.

So necessity of education has been stressed for speedy growth of human, socio-economic development.

4.2 Educational Background of the Area

Literacy in any country plays an important and positive role in the socio-economic development and the position of Chittaurgarh district in this respect is far from satisfaction. 2011 Census report shows that only 61.71% of the total population is literate and out of these figure women is 46.53 % but better than 1981 figure which was only 9.35 %. The State and district chose the overall literacy program for the State and the district, but the progress made was not marked.

Illiteracy is main hindrance in our development and growth. Eradication of poverty, unemployment, child and mother care, family welfare, economic and social welfare, protection of environment etc. can only be solved if the masses are literate. Illiteracy is a curse that gives rise to many kinds of diseases, crimes, addictions, lawsuits and bad habits. India lives in villages and as per 2011 Census figures male and female rates in rural areas in 73.26% and 40.24% respectively, a figure for the entire Chittaurgarh district.

Efficient and educated man-power of any country does affect the economy in an important way. Literacy and socio-economic development have a positive co-existence. "Literacy is one who can read and write some language. UNESCO has defined a literate person "one who can with understanding both read and write a short simple Statement

on his everyday life.” There has been some progress in the field of education since 1950. The number of accredited primary, upper primary, secondary and senior secondary schools has increased more than three times.

Keeping educational backwardness of the area in view, the district of Chittaurgarh has made constant efforts to develop education in the district. To provide education to all including females always had been a basic objective of the Chittaurgarh district. For this, it has been decided to strengthen and encourage education in Chittaurgarh to achieve this programme at different levels have also been launched. All the children up to 14 years of age are to be provided education compulsorily. In 1981 Census only 21.94% persons were literate and out of this 33.91% percent males, 9.35% females literate. The figures were alarming and the State government had to launch various literacy programmes to cover up the gap. As a result in 2011 Census report the figures rose to 61.71% for literacy figures. The percentage of male literacy rose from 33.91% in 1981 to 76.61% in 2011. Female literacy figure jumped from 9.35% to 46.53% almost four times than the previous figure. As per 2011 Census report Nimbahera tehsil ranks first where 69.43% persons are literate, male and female literacy are 83.84% and 54.67% respectively. In 1981 the figures were 26.43%, 40.67% and 11.17% respectively. As per 1981 Census Chittaurgarh tehsil ranks first where 29.76 % persons are literate, male and female literacy are 42.52% and 15.88% respectively. In 2011 the figures were 69.39%, 81.77% and 56.61% respectively. As per 2011 Rashmi tehsil ranks last where 52.89% persons are literate, male and female literacy are 70.05% and 36.26% respectively. In 1981 the figures were 16.9%, 28.55% and 5.32% respectively. As per 1981, Bhadesar tehsil ranks last where 15.67% persons are literate, male and female literacy are 25.72% and 5.24% respectively. In 2011 the figures were 57.68%, 73.77% and 41.28% respectively.

The Census department considers all the children below 6 years are illiterate, the figures of illiterate up to 510,006 persons (28.4%) in 2011. According to the 1981 Census, 56.11% persons of Chittaurgarh or about 962072 persons were illiterate. The available figures point out the educational backwardness in this area.

There was large number of government primary and upper primary schools with low enrolment and having insufficient number of teachers. Secondary schools were not available in Gram Panchayat. Most of the schools were lacking in proper infrastructure.

There was huge number of vacancies in the schools. Due to improper facilities and large number of vacancies learning levels of children were very low.

Present time, to ensure equality education and effective monitoring, State has initiated several reforms and innovations-primary and upper primary schools integrated with secondary schools resulting in 553 integrated schools with class 1-10/12 (in Chittaurgarh). The number of government schools in the area is near about 1915 and the total number enrolment of the students in the schools near about 199753.

4.3 Educational Infrastructure

Educational facilities are created by the government and managed by various departments, where education department is the nodal agency to provide facilities to children for achieving the target of universalization of elementary education. After enactment of 73rd and 74th Constitutional Amendment, certain department was identified to be managed by local bodies. This process of transfer of rural and urban educational institutions is at different stages in the area. In addition, some schools have been created in tribal concentrated areas getting Central assistance from the ministry of tribal affairs of the government of India, while some schools are run for scheduled castes children by the ministry of welfare. In addition to government efforts, private sector is also involved in imparting education mostly in urban areas and in villages having large concentration of population. Schools managed by private sector have to get recognition of which some get grant in aid from the government.

4.3.1 Status of Ownership of School Buildings

Building of the school is an essential feature to create healthy atmosphere but there are various constraints in construction of building for government schools. This situation is also relevant for private schools who cannot afford their own buildings. Usually at the time of sanction of school by the government, first choice remained to locate community facilities as location of land and construction of building remained problematic to the area. In last decade, efforts have been made for construction of building or class rooms by available funds with the State funds become easier in lieu of Central support for permanent works under relief and rural works. At the status of building of schools till 2015-16 is as under.

- (a) Building status of primary schools of the area reveals that 10 percent schools were running in private buildings and 6 percent schools were functioning in rented buildings. 75 percent government schools had their own buildings and 3 percent government schools were functional rental accommodation but rent was not being charged.
- (b) Status of building of upper primary schools having primary section reveals that 20 percent were functioning in private building and 12 percent schools were running in rented building. 80% percent government schools of such category had their own building, while 3 percent government schools were running in rental buildings but rent was not charged.
- (c) The status of building of secondary/ higher secondary schools having primary and upper primary section indicates 55 percent schools were running in private building, 15 percent in rental building, 85 percent government schools had their own building and 2 percent government schools were accommodated in rental building where rent was waived.



Picture 4.1: Govt. Sr. Sec. School, Bassi Village



Picture 4.2: Govt. Sr. Sec. School, Mandawari Village

4.3.2 Type of School Buildings

The position of Chittaurgarh district reveals that 80 percent buildings are pucca, 10 percent building are kaccha and 2 percent schools are in running in tents. Distribution of schools on the basis of availability of classrooms has also been carried out at district level, which reveals that 3 percent schools have one classroom, 12 percent schools having two class rooms, 15 percent schools have three class rooms, 25 percent schools have four to six class rooms, 20 percent schools have 7 to 10 class rooms, 10 percent schools have 11 to 15 class rooms and 5 percent schools have more than 15 class rooms. The position of Chittaurgarh shows that 60 percent schools building need minor repairs and 15 percent building need major repairs. It is necessary to supervise that status of such building for safety and security of students and teachers, as the number of buildings requiring major repairs in significantly large in number.



Picture 4.3: Govt.Sr. Sec. School, Bassi Village



Picture 4.4: Govt. Sr. Sec. School, Umarcha Village



Picture 4.5: Govt. Sr. Sec. School, Lasrawan Village



Picture 4.6: Govt. Sr Sec. School, Hingoriya Village

4.3.3 Facilities in Schools

The educational institutions require some identified facilities as classroom teaching is not sufficient in career making of the children. With this point of view some essential facilities have been detailed for country as a whole and in the State of Rajasthan. The minimum essential facilities in schools are boundary wall, clean and safe drinking water facilities, toilets for boys and girls, computers, ramp, book bank, play ground, kitchen shed, furniture, medical check-up facilities and teaching learning material. Information of all the facilities in respect of 1915 schools imparting elementary education in different categories of schools has been collected and given here under:

- (a) In government schools of Chittaurgarh district 75 percent elementary education schools have a drinking water facility, which covers 80 percent primary schools, 81 percent upper primary schools with primary sections, 85 percent secondary/senior secondary schools with primary and upper primary section, 90 percent upper primary schools and 95 percent secondary/higher secondary schools with upper primary sections.
- (b) In Chittaurgarh 50 percent schools have common toilet facilities and 60 percent schools have separate toilet facilities for girls.
- (c) Electricity connectivity at district level has 40 percent schools having such facilities.
- (d) Computer facilities are available in 20 percent schools in Chittaurgarh.
- (e) Proportion of schools in Chittaurgarh having library facilities are 45 percent.
- (f) Chittaurgarh district has playground facilities in 45 percent schools.
- (g) Residential schools are 2 percent in Chittaurgarh district.
- (h) Schools receive development grant in Chittaurgarh schools are 52 percent availing such facility.
- (i) School receiving teaching learning material are 54 percent at district level.

- (j) Schools having kitchen shed facilities are available in Chittaurgarh 75 percent schools.
- (k) Schools have furniture for students in Chittaurgarh district have such facilities in 70 percent schools.



Picture 4.7: Kitchen of Sr. Sec. School, Mandawari Village



Picture 4.8: Kitchen of Govt. Adarsh Sr. Sec. School, Nikumbh Village

There are various facilities lacking in the schools and it would take long time to manage all the requisite facilities in all the schools functional at national level. In almost all the sectors, Chittaurgarh is far behind in different facilities envisaged for schools. There is immense necessity to identify facilities as per requisites for educational institutions and in case of government schools, all the requisite facilities be made compulsory while starting school. Similar conditions are made mandatory while imparting recognition to the educational institutions run by private management. Creating conducive environment in the schools is essential for bringing the children at school and continuance for further duration.

4.4 Indices of Educational Attainments

4.4.1 Educational Status

Status of educational amenities denotes the social development of any area. Education plays a primary role in its socio-economic development. The culture, standard of living, occupational structure and mode of production etc. are great affected by the level and standard of education received by the population. It is an accepted fact that the level of education represents its economic status of its population too.

Table 4.1 Indicates the educational scenario including number of schools, total enrollment, total teachers, and average number of teachers per school pupil teacher ratio in elementary grade, elementary to higher secondary grade.

Table 4.1: Literacy Types with Educational Status

	Elementary to Higher secondary Grade	Elementary Grade only
Number of Govt. School having AWCs (Anganwadi Centres)	553	553
Number of Govt. Schools	1915	1912
Total Enrollment (including AWC)	199753	152456
Boys Enrollment	100819	75619
Girls Enrollment	98934	76837
Total Teachers	8476	8452
Contractual Teachers	75	75
Male Teachers	5847	5829
Female Teacher	2629	2623
Average Number of Teachers per School	5.4	4.4
Pupil Teacher Ratio	19	18

Source: DISE (District Information System for Education 2015-16)

Chittaurgarh has 1915 Government schools, of which 1912 are till elementary grade. Out of total government schools in Chittaurgarh, 553 elementary schools have Anganwadi centers. In other words, total 28.88 percent of Government schools have AWCs (Anganwadi centers). In Chittaurgarh, a typical school has 5.40 teachers on average at elementary to higher secondary grade, while it is approximately 4.4 teachers at the elementary level. Pupil-Teacher Ratio (PTR) at the elementary level is 18 in Chittaurgarh, while it is 19 across schools with elementary to higher secondary grades. In Chittaurgarh, boy's enrollment is 1.02 times higher than girl's enrollment at the elementary to higher secondary grades and girl's enrollment is 1.02 times higher than boy's enrollment at the elementary grade. Male teachers are 2.22 times more than female teachers at the elementary to higher secondary grade and male teachers are 2.22 times more than female teachers also at the elementary grade.

4.4.2 Average Annual Dropout Rate

Data on dropout rate in Govt. Schools in Chittaurgarh at the primary level is 1.15. It is seen to increase as one move across higher grades. It is 0.89 percent at upper primary level, 25.6 percent at secondary level. At the higher secondary level dropout rate, however, falls to 2.73 percent. Average dropout rate is seen to steadily increase for both boys and girls across higher grades. Only at the higher secondary level dropout rate recedes, for both boys (1.4%) and girls (4.27%).

Table 4.2: Dropout Rate

Boys Dropout		Girls Dropout			
Higher Secondary	-	1.4%	Higher Secondary	-	4.27%
Secondary	-	28%	Secondary	-	22.8%
Upper Primary	-		Upper Primary	-	2.19%
Primary	-	0.34%	Primary	-	1.92%

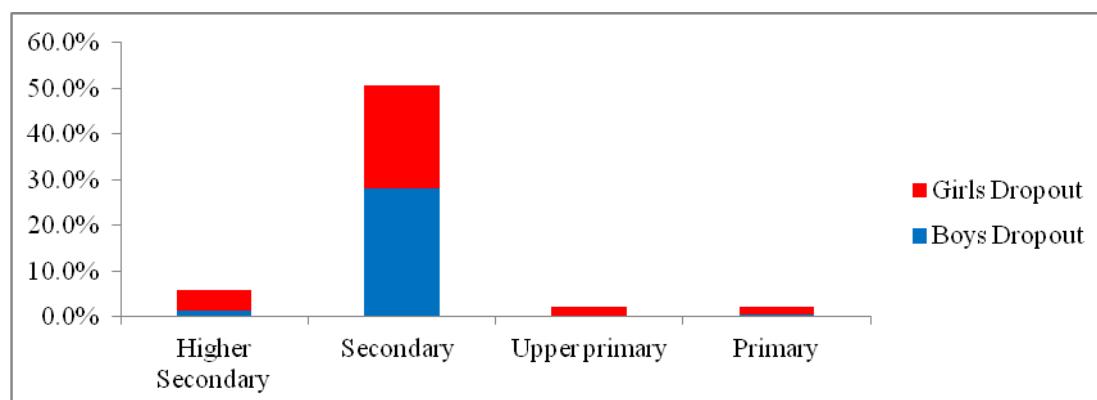


Figure 4.1

4.4.3 Anganwadi Centres (AWCs)

Table 4.3: Anganwadi Centers

Blocks	No. of Schools having AWCs	Total Number of Schools	Percentage of Schools with Awcs
Badi Sadri	66	156	42.31
Begun	53	238	22.27
Bhadesar	56	185	30.27
Bhainsrargarh	38	184	20.65
Bhopal Sagar	20	114	17.54
Chittaurgarh	89	282	31.56
Dungla	42	149	28.19
Gangrar	68	164	41.46
Kapasan	52	134	38.81
Nimbahera	49	188	26.06
Rashmi	20	121	16.53
All blocks	553	1915	28.88

Source: DISE, 2015-16



Picture 4.9: Anganwadi Kendra in Asawara Village



Picture 4.10: Anganwadi Kendra in Asawara Village

Among the 11 blocks of Chittaurgarh, Badi Sadri has the highest percentage of school with AWCs, 42.31 percent followed by Gangrar with 41.46 percent and Kapasan with 38.81 percent on the contrary; BhopalSagar has just 17.54 percent schools with AWCs. In the entire district, out of 1915 schools, only 553 schools have AWCs. Block like Begun, Bhainsrorgarh and Nimbahera have just 20 percent of the government schools with AWCs in their premise.

4.4.4 Enrollment and Pupil-Teacher Ratio

Chittaurgarh has a total of 11 blocks with 1915 government schools. Bhopal Sagar Block has 282 govt. Schools, the highest among all blocks, while Bhainsrorgarh has only 121 govt. Schools which is the lowest number of schools in any block has. Enrollment rate of boys and girls are more or less similar across the district. In govt. schools of Chittaurgarh, boy's enrollment accounts for 50.47 percent and girls enrollment is 49.53 percent. Bhadesar has the highest percentage (52.35%) boy's enrollment among all blocks and Nimbahera has the highest percentage of girl's

enrollment (51.57%). The overall PTR of the district for primary, upper primary is 20, 20 and 19 respectively. Across the blocks, PTR for all the grades have been balanced.

Table 4.4: Enrollment and Pupil-Teacher Ratio

Blocks	No. of schools	Enrollment			Pupil Teacher Ratio		
		Boys	Girls	Total	Primary	Primary with Upper Primary	Total
Badi Sadri	156	8083 (49.64%)	8199 (50.30%)	16282	18	22	20
Begin	238	9933 (50.59%)	9700 (49.41%)	19633	21	19	20
Bhadesar	185	9499 (52.34%)	8650 (47.66%)	18149	19	22	19
Bhainsrorgarh	184	11108 (50.99%)	10676 (49.01%)	21784	21	19	24
Bhopal Sagar	114	5485 (51.2%)	5227 (48.8%)	10712	20	19	19
Chittaurgarh	282	16273 (49.83%)	16384 (50.17%)	32657	20	21	19
Dungla	149	7183 (50.88%)	6935 (49.12%)	14118	27	20	20
Gangrar	164	7823 (51.46%)	7380 (48.54%)	15203	16	20	20
Kapasan	134	7157 (52.28%)	6533 (47.72%)	13690	15	17	17
Nimbahera	188	11949 (48.43%)	12725 (51.57%)	24674	19	21	19
Rashmi	121	6326 (49.23%)	6525 (50.77%)	12851	16	17	16
All Blocks	1915	1000819 (50.47%)	98934 (49.53%)	199753	20	20	19

Source: DISE, 2015-16

4.4.5 Teachers in Schools

Table 4.5: Teachers in Schools

Blocks	Teachers			Contractual Teachers			Average no. of Teachers Per School		
	Male	Female	Total	Male	Female	Total	Primary only	Primary with Upper Primary	Total
Badi Sadri	522	199	641	1	0	1	1.76	4.96	5.13
Begin	616	187	803	0	1	1	1.47	5.13	4.20
Bhadesar	596	197	793	4	1	5	1.62	4.92	5.25
Bhainsrorgarh	470	292	762	15	10	25	1.76	5.38	4.86
Bhopal Sagar	372	103	475	2	1	3	1.50	5.44	4.99
Chittaurgarh	749	648	1397	3	0	3	1.71	4.83	6.24

Dungla	442	111	553	3	2	5	1.43	5.61	4.62
Gangrar	420	267	687	12	6	18	1.86	5.31	4.67
Kapasan	492	195	687	8	2	10	1.38	5.36	6.03
Nimbahera	636	389	1025	0	0	0	1.78	5.57	6.78
Rashmi	532	121	653	4	0	4	2.00	5.45	6.69
All Blocks	5847	2629	8476	52	23	75	1.66	5.26	5.4

Source: DISE, 2015-16

Chittaurgarh has 8476 total number of teachers Chittaurgarh block has 1397 teachers, the highest among all blocks, while Bhopal Sagar has only 475 teachers in the lowest number of teachers any block has. Number of teachers in males and females are more or less similar across the district. In government schools of Chittaurgarh number of male teachers are 5847 and number of female teachers are 2629. Chittaurgarh has the highest number of male and female teachers. On the other hand, Bhopal Sagar has the lowest number of male and female teachers. Among the 11 blocks of Chittaurgarh, Rashmi has the highest 2.00 teachers on an average at primary grade, while Bhainsrorgarh has the highest 5.78 teachers at the primary with upper primary grade. On the other hand Dungla has the lowest 1.43 teachers on average at primary grade, while Chittaurgarh has the lowest 4.83 teachers at the primary with upper primary grade.

4.4.6 Education Reforms and Innovations

In the last few years, the State has initiated several quality interventions to influence classroom teaching learning processes and monitoring of school and teacher performance. State Initiative for Quality Education (SIQE) and Integrated Approach of Pedagogy and Evaluation are too such programs impacting child learning outcomes through effective teacher education and supportive supervision to schools. There was large number of Govt. Primary and Primary schools with low enrolment and having insufficient number of teachers. Secondary schools were not available in Gram Panchayat. Most of the schools were lacking in proper infrastructure. There was huge number of vacancies in the schools. Due to improper facilities and large number of vacancies learning levels of children were very low.

To ensure quality education and effective monitoring, State has initiated several reforms and innovations primary and upper primary schools integrated with secondary schools. The State has done extension of Class-X schools to include XI and XII, to ensure one class I-XII schools in every Gram Panchayat. Each Gram Panchayat has an

Adarsh Vidhyalaya (Std.1-12), Utkrisht Vidhyalaya and Panchayat Elementary Education Officer (PEEO) for academic and administrative support to Primary school/ Upper Primary school under SSA. The State has also finalized staffing norms as per Right to Education for all schools ensuring availability of subject teachers and improving availability of teaching staff in rural and for flung areas. Further the State has extended the coverage to pre-primary level, integration of at least one Anganwadi Centre (AWC) with integrated schools (1-10/12).

State Initiative for Quality Education (SIQE) is being implemented in all schools with class's I-V. This is in Child Centric Pedagogy (CCP). Continuous and Comprehensive Evaluation (CCE), Activity Based Learning (ABL) and tracking of learning level at various levels with online Management Information System (MIS).

CBSE affiliated English medium Swami Vivekanand Model schools (Class 6 to 12) with science faculty started in Educationally Backward Blocks (EBBS) to serve as centres of excellence. For strengthening monitoring at various levels, real time database form MIS (Shaala Darpan / Darshan) has been developed and is being used for identification of vacancies and placement if staff leading to equitable and objective distribution of staff.

For felicitating meritorious students of government schools laptop distribution scheme has benefited students on performance in Class-VIII, X and XII board examination. One time cash incentives of Rs.10000 per student selected for NTSE scholarship is also provided. Initiative like Transport Vouchers Schemes, Mukhyamantri Hamari Beti Yojna, Gargi Awards, Rajshree Yojana, 50% seats reservation for girls in Vivekanand Model schools has been implemented for improvement in girl child education.

Basic Infrastructure has been improved by leveraging funds from various schemes like MNREGA, MLA/MPLAD, and Mukhyamantri Jan Sahabhagita Vidhyalaya Vikas Yojana.

Through these revolutionary reforms and innovations, Chittaurgarh has emerged as one of the leading area in education across the nation.

- **Udaan in Chittaurgarh**

Realizing that many children, especially girl are out of school but yet not covered under any program under SSA, District Magistrate of Chittaurgarh district launched a program in 2017- Udaan. The assumption is that strategy is useful in getting the most deprived child in school and gets them in the process of learning, and then all other children who are out of school will surely be benefitted. Hence the target was out of school girls. The goal of this campaign-based intervention was to make sure that all girls in the district are enrolled in school by June 2018, reduce dropouts at upper primary and secondary levels, by the joint efforts of administration, public representatives and community. This innovation aimed to upraise esteem of girl child in the society and ensuring the right to education is realized by them. The fundamentals of the campaign are based on following commitments-

- Every girl of the district must go to school;
- Eradicate inequalities among boys and girls access to education;
- Ensure parity in opportunities for quality of education among boys and girl;
- Sensitize and engage the community for educating girls.

The approach of this initiative is involving various departments and mobilizes the community to achieve the desired results.

The program has six major components and linked with each other in a coherent manner and hence, is significant to be explored and understood.

- Identification of out of school girls;
- Enrollment of children in school;
- Dialogues in every village during Ratrichaupal;
- Creating positive environment by media;
- Foster enabling environment in schools and generate resource to make schools attractive for children and parents;
- Monitoring and data management.

Government of India has taken several measures to improve literacy rate in Indian villages and towns. State governments have been directed to ensure and improve literacy rate in districts and villages where people are very poor. In the last 10 years, India's literacy rate has improved, but there is still a long way to go. Going by previous growth rate, Chittaurgarh will be able to achieve its universal literate target not easy. Some steps taken by government to improve literacy rate like-

- Free education programs to poor living in villages and towns.
- Settling up of new schools and colleges at district and State levels.
- Several committees have been constituted to ensure proper utilization of funds allocated for improving literacy rate.
- Beti Bachao-Beti Padao Yojna is the latest initiative taken by the Indian government to save and educate girls in India.
- State literacy campaigns are launched at several times to conduct door to door survey to examine overall literacy scenario in the districts.

4.5 Efforts for Development in Literacy

Various schemes were introduced by the Central and State government through their own support and with external assistance from time to time, but their remained lack of continuity in terms of objectives, contents, mode of implementation and operationalization of schemes. Usually one scheme posed before State's continue for short or long duration, but in case of education, various schemes started in the State after 1991 reveal that every new scheme was introduced as an experiment and could not continue long. Such schemes were replaced by another schemes and this process has become unending in the sphere of education. The problems with the State are slackness in sending proposals to the related ministry in time and follow up its approval and release of funds. Mostly the proposals forwarded quite land in most of the schemes and no or insignificant funds were received to start with. The preparedness of State, district and field agencies takes significant time and funds remain unutilized or lapsed.

The Directorate of Literacy implements literacy programs along with non-formal education activities. It also provides education to all those boys and girls who are unable to go for formal education in schools and belong to 6-14 age groups because of their social, economic and other reasons for considerations. More emphasis is being laid on development of education in the area through various programs e.g. Adarsh and Utkrist Vidhyalaya Yojana, State Initiative for Quality Education, Activity Based Learning, Kasturba Gandhi Balika Vidhyalaya, Sharde Girls Hostel, Residential Training, Community Mobilization, Information Communication Technology Scheme, Vocational Education Program, Inclusive Education, School Water Sanitation and Hygiene Education Program, States of Implementation of RTE act 2009 in Rajasthan Saakshar Bharat Program, Samagra Shiksha Abhiyan, Mid-Day Meal School Integration, Swami Vivekanand Government Model Schools Scheme, Transport Voucher Scheme, Inclusive Education for Disabled at Secondary Stage, Staff Rationalization, Jan-Shikshan Sansthan, Scheme for Infrastructure Development in Minority Institutes, scheme for provide quality education in Madrasas, State Resource Centre, Assistance to Voluntary Agencies etc.

Adarsh Vidhyalaya Yojana

Adarsh Vidhyalaya Yojana has been started by the State government to create optimum number of good quality schools rather than too many schools with suboptimal quality, from session 2015-16. Integration and strengthening of schools has been done. In each village Panchayat, 1-12 / 10 schools are identified as excellence centers and are developed as ideal schools. Adarsh School shall work as mentor schools and resource centers for other schools located in the Gram Panchayat. Large integrated schools, ensuring child friendly environment adequate number of trained teachers, high quality education, activity based learning with sufficient number of enrollment and availability of proper infrastructure such as playground, boundary wall separate toilet for boys and girls, drinking water facility, computer labs, library, adequate number of class rooms etc. Impact improved gross enrollment ratio, transition rates and gender parity especially in senior classes improved.



Picture 4.11: Government Adarsh Sr. Sec. School, Nikumbh Village



Picture 4.12: Government Adarsh Sr.Sec. School, Asawara Village

State Initiative for Quality Education

This project aims at improving learning levels of the students of grades I-V classes running in all Secondary/Senior Secondary schools of the State Under this, Child Centered Pedagogy (CCP), Activity Based Learning (ABL) and Continuous and Comprehensive Evaluation (CCE) are being taken care of primary grade. Intensive training of teachers have been conducted and 5- days orientation on SIQE is also being imparted to the Principles and Head teachers of integrated schools so as to enable them to be able to comprehend and support to specific needs of primary grades.

School Integration

Primary/upper primary schools located in the proximity of Secondary/Senior secondary schools have been integrated at the school level for better supervision and optimum utilization of resources. In the same revenue village, the proximal primary and upper primary schools have been merged. No school has been closed in the process; it is only integrated for better governance. The improve management of these schools has resulted in enrollment increase across all classes as compared to last year. Transition rate and retention rate has also increased, especially for girls and the pass percentage has increased in X & XII class.

Swami Vivekananda Government Model Schools (SVGMS)

SVGMS are CBSE affiliated schools offering quality secondary education in English medium to talented rural students of educationally backward blocks. Salient features State of art building and physical infrastructure, English medium, computer labs with internet facility, English language lab, K-yen projectors with e-content, libraries, labs, resource room, medical room etc. More than 85% of the seats available in these schools have been filled up and students are fleeing from private schools.

Sharde Girl's Hostels

The Sharde girl's hostel scheme was enunciated with the objective to impart quality secondary education to girls of the deprived sections of society. Under the scheme, one each in every Educationally Backward Block (EBB) for providing residential facility to girls studying in classes IX to XII. These hostels provide a safe, clean and hygienic accommodation, balanced diet, recreational and learning aids to these girls. For facilitating the smooth transition of girls studying in class IX in the

eighth grade (especially Kasturba Gandhi Balika Vidyalaya). These hostels will provide quality secondary and senior secondary education for the girls of disadvantaged sections and enable them to complete up to 12th standard of schooling. In the current session, girls' enrollment effectiveness increased in the ninth and twelfth grade. Impact on transition rates, girl's retention and enrollment have improved significantly.

Transport Voucher Scheme

In order to ensure ease of access to schools for girls, State government, gives bicycles to all girls students in grade IX. Additionally, the option of transport voucher has been given to all grades IX -XII girl students who come from more than 5 kilometers distance. An amount of Rs. 20/- per day is given for transport facility to such girls. School where the number of such girls is fairly high, bulk transport facility is being provided by hiring of vehicles by school management and development committee for Swami Vivekananda Government Model School, this facility has been extended to girls of VI - VIII also. Impact the transition rate, retention and enrollment of girls has considerably improved.

Vocational Education

Vocational education has been introduced as an additional subject for students of grade IX-XII, in select schools from last year. The program aims to develop employability skills in students and reduce dropouts. Phase - I where four trades were initiated auto mobile, health care, beauty and wellness and IT. This year additional schools have been covered with additional three trade's retail, security and travel and tourism. Impact many students have been enrolled for these courses.

Inclusive Education for Disabled at Secondary Stage (IEDSS)

The aim of this scheme is to enable disabled students to complete four years of secondary education in inclusive and competent environments after completing eight years in primary education. The scheme covers all children studying in classes IX to XII in government, local body with one or more disabilities Braille books have already been provided to blind children. Environment building program has been organized and medical cum functional assessment camps are being organized. Impact on the inclusion of disabled children and ensuring their retention

Staff Rationalization

Staffing norms have been identified for schools, for all the schools, staff rationalization have been done based on staffing norms. Impact as a result of staff rationalization concentrated around urban areas much in excess of the actual requirement, has been moved to rural areas ensuring availability of staff to schools. This will ensure optimum utilization of staff strength. Rationalization shall prove to be a key to improved quality and thus increased enrollment and pass percentages in schools.

Activity Based Learning

ABL method is that, it uses child friendly educational aids to faster self-learning and allows a child to study according to his or her aptitude and skill. ABL serves as a model of child-centered, child friendly education, which is the mandate of the Right to Education (RTE) Act in India. ABL method has improved a view in children's learning and psychology. The main objective of ABL is to strengthen the foundation of elementary education by ensuring child centered pedagogy and making teaching simple, spontaneous, joyful and engaging. By making the classroom process activity based, attention of children is ensured in the classroom processes. It also provides sufficient 'learning by doing' opportunities to children.

Information and Communication Technology Interventions (ICT)

The dissemination and use of ICT in schools has come to be seen as a significant opportunity for teachers and learners. ICT can improve student achievement, extend access to schooling increase efficiencies and reduce costs, prepare students for lifelong learning and train them for a globally competitive work force. To enable and update the students to meet the demands of this techno friendly world, our mission is to empower schools with the use of ICT. Under this scheme a computer lab is provided in each school with minimum 10 computers, projector, display unit etc.



Picture 4.13: Computer Lab in Govt. Girls Sr. Sec. School, Bassi Village



Picture 4.14: Computer Lab in Govt. Sr. Sec. School, Parsoli Village

New ICT Interventions

- **Smart Virtual Classroom Project (ERNET)**

Smart virtual class rooms are being established in DIET's (District institute for education and training) and schools with 1 PC, 1 projector/ TV, 1 interactive board, and codec camera for video conference, site support and uninterrupted power supply at each site.

- **Digital Literacy Program**

Under Digital literacy initiative the State government has started RS-CIT computer basic certificate course for teachers.

- **Computer Literacy Initiative for Compressive Knowledge (CLICK)**

"CLICK" is launched for class VI-X school students. This scheme is being executed by school development and management committee by signing MOU with IT Gyan Kendra (RKCL authorized centre).

- **Rajasthan E-Gyan Portal**

To provide an online platform for accessing study material in digital form, E-Gyan portal is developed with the help of DOIT & C (Department of Information Technology & Communication). Content on hard points and lab activities are available in both Hindi and English language. Teachers can upload their lessons in PPT. Technology based trainings for teachers can be provided, so they can create and up-load their own e-content. Audio, video, animation, feedback and worksheets in e-lessons are also available.

- **Shala Darpan and Shala Darshan**

This is an integrated online real-time monitoring and management information system for schools, students and employees. The MIS (Management Information System) is organized around three main entities: schools, students and staff. This will enable data tracking at the student, teacher, school, block, district and State level .Basic profiles have already been created and data is being continuously updated. New modules for effective tracking and functional utilization of the data are being developed and rolled out in a phased manner.

- **Digital Learning Solution Room**

This is an innovative initiative of promoting digital learning of teachers to enhance the quality of education through digital learning for academic to connect, collaborate, create, and share content. Building a local capacity by training highly skilled workforce and teachers will accelerate the digital transformation of Rajasthan.

- **Satellite Classes**

Satellite communication through ICT labs is available in schools, satellite classes are being conducted, focusing on difficult areas. The intervention shall add to the quality and improve learning.

- **Regular Video Conferencing**

The department is making use of the satellite transmission facility in schools to conduct monthly version control system with Principal and Head teachers of all the schools to discuss important school with them.

Gyan sankalp portal

An online platform which seeks to systematically address the education funding gap, the portal links government initiatives to individual/ CSR (Corporate Social Responsibility) donors who can directly support the government in these initiatives. The portal comprises of categories for the donor to choose from: Donate to a project, adopt a school, create a CSR project and contribute to the education fund i.e., Mukhyamantri Vidyadaan Kosh.

School Water Sanitation and Hygiene Education Program (SWSHE)

Under this scheme, all government schools of Rajasthan have separate toilet facility for boys and girls. To provide portable drinking water, separate toilets and urinals for girls and boys, commensurate with their strength and to develop an internal mechanism in schools through active participation of boys and girls, teachers and community to ensure proper use and maintenance of water and sanitation facilities, so that enrollment and retention of girls can be increased. Improvement in student's health through De-worming, regular student's health check-up camps in schools under RBSK (Rashtriya BAL Swasthya Karyakarm) through medical and health department.



Picture 4.15: Toilets facilities in School, Nikumbh Village

Residential Training

Rajasthan has been focusing on improving learning outcomes of children of elementary classes in all the schools of the State. Training programme for teachers, head teachers, principals were carried out by the State under various initiatives. Focus of these teacher education initiatives and training programme were- to transform classroom teaching learning processes, to orient teachers on the integrated in-service teacher education curriculum package, to provide teachers skills creating enabling environment conducive to learning in-out of classroom, to strengthen management information system for improved monitoring and planning of school functioning, to ensure qualitative trainings by ensuring that they are residential.

Community mobilization

The school management committees are responsible for effective functioning of the school and have a Chairperson (parent), Secretary (Headmaster) and parents of school children as members. All decisions related to the schools development are taken

by the SMC (School Management Committees). Similarly in secondary and Senior Secondary School Development and Management (SDMC) are in function. As the community and parents are the most important stakeholders in the management of the school, their participation in school management is essential. SMC & SMDC responsibilities are to provide information to citizens about responsibilities of school, parents, and teachers and ensuring enrollment and attendance of all students, with a special focus on girls. SMC & SMDC monitor Mid-Day-Meal Program, performs financial management of school accounts, monitoring of academic activities in the school, creating suitable infrastructure for students. Such as toilets and drinking water facilities, construction of playgrounds, boundary wall, classrooms, furniture in the school, and health check-up of students from time to time, creation of school development plan etc.

- **Akshey Petika**

Under this scheme, the society as well as parents and others are motivated to contribute funds to improve school facilities.

Saakshar Bharat Program

This program is a Centrally Sponsored Scheme, Department of School Education and Literacy (DSEL), Human Resource Development Ministry (MHRD), especially by expanding educational opportunities for those adults, promoting and strengthening adult education among women, who have lost opportunities. Access to formal education and the standard age for getting such education is also being implemented in the State. In this program included 15 years and above adult, although focused on women literacy. This program is totally volunteer base that has been 15 years and above illiterate person's opportunities. In local areas established a Lok shiksha Kendra in every Gram Panchayat. This program goes beyond '3' Rs (i.e. Reading, Writing & Arithmetic); for it also seeks to create awareness of social disparities and to reduce the gap between male and female literacy to not more than 10 percentage points.

State Resource Centre

Providing educational and technical resource assistance for adult and continuing education through the development and production of material and training module is

essential for State Resource Centers. Apart from this, SRC will need to conduct research and evaluation and monitoring of motivational and environmental construction operations.

Jan Shikshan Sansthan

Public education institutes are established to provide vocational training to non-literate, neo-literate, because the school is dropout by identifying skills, as there will be a market in the area of their establishment.



Picture 4.16: Mid-Day Meal in Govt. Adarsh Sr. Sec.School, Chikarda Village

Mid-Day Meal Scheme

In 2001 under this scheme, every child in every government, government aided and Local body schools had to prepare a mid-day meal with minimum content of 300 calories and minimum of 8-12 grams of protein for 200 days. In 2007, the scheme was extended to covers children of upper primary classes (i.e. class VI to VIII) studying in educational backwards block and the name of the scheme was changed from National Program of Nutritional Support to primary education to "National Program of Mid-Day-Meal" in Schools. The nutritional value for the upper primary stage was determined by

700 calories and 20 grams of protein. This scheme was extended in all the areas of the country from 01.04.2008.



Picture 4.17: Kitchen Shed in Govt. Sr. Sec. School, Dindoli Village

Scheme for Infrastructure Development in Minority Institutes (IDMI)

This scheme will facilitate minority education by strengthening school infrastructure in minority institutions and ordering minority communities to expand facilities for formal education. IDMI has been promoted to increase the quality of education to minority children, to increase the infrastructure in private / non-assisted minority schools / institutions.

Scheme to Provide Quality Education in Madrasas (SPQEM)

SPQEM seeks to bring about qualitative improvement in Madrasas to enable Muslim children attain standards of the national education system informal education subjects like science, mathematics, language, social studies etc. through enhanced payment of teacher honorarium.

Right to Education

'RTE' was made a part of the fundamental rights of a citizen. In pursuance of the constitutional provision, the right of children to free and Compulsory Education Act - 2009 (RTE) was passed and has been in force since 1 April, 2010 in all parts of the country except Jammu and Kashmir. The State specific rules for implementation of the Right of Children to free and Compulsory Education Act-2009 were notified in the State Gazette. The entire process of admission of children on free seats monitoring of physical verification and reimbursement of fees is being done online through the private school web portal rte.raj.nic.in. 'Compulsory education' means to provide free elementary education to each primary education and to fulfill mandatory admission, attendance and elementary education of every 6-14 age group. 'Free means' that no child will be liable to pay any fee or fee or expense which may prevent him from pursuing elementary education and completing it.

Samagra Shiksha

Samagra Shiksha - an overarching program for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school. Effectiveness in measuring equal opportunities for school education and similar learning results is measured. If three plans of Sarva Shiksha Abhiyan (SSA), National Medium Education Mission (RMSA) and Teacher Education (TE) are met, then implement area-wide development programs/schemes at all levels. Develop resources and comprehensive strategic planning for the development of school education at the district level. The change in focus is project objective to improve the level of performance and schooling of the system, which encourages State's to improve the quality of education, as well as emphasis on the joint scheme.

4.6 Prospects in Literacy and Education

Having reached an effective literacy rate of 61.71 percent (76.61 percent for males and 46.53 percent for females) in 2011, the area seems to have attained a respectable place in terms of literacy but the prospects in the area of education is that are -

- Firstly, although in terms of effective literacy (aged 7 & above) the Male-Female differentials have squeezed down, yet in terms of levels of educational attainments such differentials do persist especially in rural areas and less so in case of urban areas.
- Secondly, promoting higher education requires opening up higher education institutions, enrolling students and recruiting the faculty.
- Thirdly, distribution of educated workers in different sectors of economy holds the key to diversification of occupational structure of a society. Generally in less literate agrarian an economy, the educated workers move out of the agricultural sector for better quality of life. Cultivators are the main working force in the district as they form 56.46 percent of total workers. If is followed by other workers (26.24 percent) agricultural labourers (15.38 percent) etc.
- Fourthly, of recent there had been a growing demand in the area to allow greater access to the private sector in the field of education with a view to achieve its expansion plans as well as to provide competition for improving the quality of education in the area. How far public private participation in the field of education succeeds in meeting these two goals, only the coming decades will show. The contribution of private sector in the field of education in terms of its share both in expansion and quality improvement strategies for education in Chittaurgarh. The role of private sector at school level of education which had been allowed ever since Independence was to the tune of 35% by 2015. When we compare it in terms of share in the number of students, it is found that private sector accounted for 29.05% of all students at the school level. Two obvious inferences that emerge from such figures are one, for private sector profitability and not the social obligation in the mantra and two; the compromise on quality is not that obvious in private sector as in the case with the government institutions. The student ratio in case of private sector institutions where the large number positions remain vacant for decades because the government does not care institutions the management is answerable to immediate local surroundings.

CHAPTER – V

DETERMINANTS OF VARIATION IN EDUCATIONAL ATTAINMENT

5.1 Educational Parameters Based on Sample Study (Two Villages from Each Tehsil)

In this chapter, the description and effect of academics, social and economic status based on the educational parameters of some households and schools sample has been analyzed. From the ten tehsil of the district, two villages were randomly selected for the survey. Twenty households and one school from each village were chosen thus total 200 households were selected for the analysis of the Chittaurgarh district. My observation is based on personal interview, direct experience and questionnaire. The questionnaire used for this field survey work is given in appendix-I and II. The following educational parameters have been used in this field survey.

For Households: Population, literate persons, educational level, occupational structure income structure, housing and infrastructure facilities etc.

For Schools: Total schools, students, teachers, teacher student-ratio, infrastructure facilities etc.

5.1.1 Village Details

(1)

Bansi Village (Badi Sadri)

Location and Administration

Bansi is a village in Badi Sadri tehsil in Chittaurgarh District of Rajasthan State, India. Bansi is 15 km. distance from Sub-District Headquarters Badi Sadri and it is 82 km. distance from District Headquarter Chittaurgarh. Total of Bansi area is 417.85 hectares, Non-agricultural area is 155.1 hectares and total irrigated area is 189.5 hectares.

Population

Bansi is a large village located in Badi Sadri tehsil of Chittaurgarh district, Rajasthan with total 808 families residing. The Bansi village has population of 3883 of which 1977 are males (50.9%), while 1906(49.1%) are females as per Population Census 2011. In Bansi village population of children with age 0-6 is 488 which make up 12.57 % of total population of village. Average Sex-Ratio of Bansi village is 964 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Bansi as per Census is 992, higher than Rajasthan average of 888. Bansi village has higher literacy rate compared to Rajasthan. In 2011, literacy rate of Bansi village was 77.05% compared to 66.11 % of Rajasthan. In Bansi male literacy stands at 89.15 % while female literacy rate was 64.46 % and working population is 46.5%.

Table 5.1: Population Census of Bansi Village (Badi Sadri)

Census Parameter	Census Data
Total Population	3883
Total No. of Houses	808
Total Illiterate Persons	22.94% (779)
Total Literacy Rate %	77.05% (2616)
Female Population %	49.1 % (1906)
Female Literacy Rate	64.46 % (1072)
Male Population %	50.9% (1977)
Male Literacy Rate %	89.15% (1544)
Working Population %	46.5%(1579)
Child(0 -6) Population by 2011	12.57% (488)
Sex-Ratio	964
Girl Child(0 -6) Population % by 2011	49.8 % (243)

Education

Private Pre-Primary, Govt. Primary, Private Primary, Govt. Middle, Private Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School and Govt. Polytechnic College are in Chittaurgarh. Nearest Govt. Arts and Science Degree College and Govt. ITI College are in Badi Sadri. Nearest Govt. Engineering College, Govt. Medical College and Private MBA College are in Udaipur.

Health

1 Community Health Care Centre, 1 Primary Health Care Centre, 1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Alternative Medicine Clinic, 1 Veterinary Hospital, 1 MBBS Doctor Practice, 2 Medical Shops are available in this village.

Agriculture

Maize, Wheat and Mustard is agriculture commodities grow in this village. Earthen Pots, Handicraft products are manufactured in this village. Agricultural power supply in summer is 6 hours and 16 hours in winter is available in this village. Total irrigated area in this village is 189.5 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Covered wells, uncovered wells, Hand pump and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. This village covered under total sanitation. Community toilet complex is available in this village. There is no system to collect garbage from street. Drain water is discharged directly into water bodies.

Communication

Post office, sub post-office, landline telephone available, mobile coverage and internet facility centre available in this village. No private courier facility around 10 km.

Transportation

Public bus service, Private bus service, railway station, autos, tractors and animal driven carts has available in this village. No nearest National Highway around 10 km. State Highway passes and district road passes through this village. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

ATM, Commercial Bank, Co-operative Bank, Agricultural credit society and Mandis/Regular market is available in this village.

Other Amenities

This village has a power supply with 18 hours power supply in summer and in winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities; daily news paper and polling station are the other amenities in the village.

(2)

Nikumbh Village (Badi Sadri)

Location and Administration

Nikumbh is a village in Badi Sadri tehsil in Chittaurgarh District of Rajasthan State, India. Nikumbh is 21 km. distance from Sub-District Headquarters Badi Sadri and it is 46 km. distance from District Headquarter Chittaurgarh. Total of Nikumbh area is 113.85 hectares, Non-agricultural area is 29.96 hectares and total irrigated area is 30.7 hectares.

Population

Nikumbh is a large village located in Badi Sadri tehsil of Chittaurgarh district, Rajasthan with total 1160 families residing. The Nikumbh village has population of 5442 of which 2782 (51.12%) are males while 2660 (48.9%) are females as per Population Census 2011. In Nikumbh village population of children with age 0-6 is 663 which make up 12.18 % of total population of village. Average Sex-Ratio of Nikumbh village is 956 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Nikumbh as per Census is 878, lower than Rajasthan average of 888. Nikumbh village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Nikumbh village was 61.04 % compared to 66.11 % of Rajasthan. In Nikumbh male literacy stands at 74.15 % while female literacy rate was 47.49 %.

Table 5.2: Population Census of Nikumbh Village (Badi Sadri)

Census Parameter	Census Data
Total Population	5442
Total No. of Houses	1160
Total Illiterate Persons	38.96%(1862)
Total Literacy Rate %	61.04%(2917)
Female Population %	48.9% (2660)
Female Literacy Rate	47.49%(1116)
Male Population %	51.12%(2782)
Male Literacy Rate %	74.15%(1801)
Working Population %	68.8%(3288)
Child(0 -6) Population by 2011	663
Sex-Ratio	956
Girl Child(0 -6) Population % by 2011	46.75 % (310)

Education

Schools are available in this village. Nearest Private Disabled School, Private Engineering College, Private MBA College and Govt. Polytechnic College are in Chittaurgarh. Nearest Private Pre Primary school, Govt. Primary School, Govt. Pre Primary School, Govt. Secondary School and Govt. Senior Secondary School are in Nikumbh. Nearest Govt. Arts and Science Degree College and Govt. ITI College are in Badi Sadri. Nearest Govt. Medical College is in Udaipur.

Health

1 Community Health Care Centre, 1 Primary Health Care Centre, 1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Alternative Medicine Clinic, 1 Veterinary Hospital, 1 Family Welfare Centre, 1 MBBS Doctor Practice, 2 Medical Shops are available in this village.

Agriculture

Maize, Wheat and Mustard is agriculture commodities grow in this village and Handicraft items are also in this village. 6 hours agricultural power supply in summer and winter is available in this village. Total irrigated area in this village is 30.7 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Treated and untreated tap water supply all round the year and in summer also available. Hand pumps and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. There is no system to collect garbage from street and drain water is discharged directly into water bodies.

Communication

Post office, sub post office, landline telephone available, mobile coverage, internet facility centre and private courier facility available in this village.

Transportation

Public and private bus service is available in this village. There is no railway station near by 10 km. autos, tractors, man pulled cycle rickshaws, and animal driven carts are there in this village. No nearest National Highway around 10 km. nearest State Highway is in 5-10 km and district road passes through this village. Pucca (metalled)

road, kuccha (non-metalled) road and foot path are other roads and transportation within the village.

Commerce

ATM, Commercial Bank, Co-operative Bank, Agricultural credit society, Mandis/Regular market and weekly Haat/Santha are available in this village.

Other Amenities

This village has a power supply with 20 hours power supply in summer and winter, Anganwadi centre and ASHA are the other amenities in the village.

(3)

Parsoli Village (Begin)

Location and Administration

Parsoli is a village in Begun tehsil in Chittaurgarh District of Rajasthan State, India. Parsoli is 24 km. distance from Sub-District Headquarters Begun and it is 45 km. distance from District Headquarter Chittaurgarh. Total of Parsoli area is 313 hectares, Non-agricultural area is 114 hectares and total irrigated area is 258.47 hectares.

Population

Parsoli is a large village located in Begun tehsil of Chittaurgarh district, Rajasthan with total 829 families residing. The Parsoli village has population of 3984 of which 1978(49.64%) are males while 2006(50.4%) are females as per Population Census 2011. In Parsoli village population of children with age 0-6 is 498 which make up 12.50 % of total population of village. Average Sex-Ratio of Parsoli village is 1014 which is higher than Rajasthan State average of 928. Child Sex-Ratio for the Parsoli as per Census is 1016, higher than Rajasthan average of 888. Parsoli village has higher literacy rate compared to Rajasthan. In 2011, literacy rate of Parsoli village was 68.96 % compared to 66.11 % of Rajasthan. In Parsoli male literacy stands at 83.65 % while female literacy rate was 54.47 %.

Table 5.3: Population Census of Parsoli Village (Begun)

Census Parameter	Census Data
Total Population	3984
Total No. of Houses	829
Total Illiterate Persons	31.04% (1082)
Total Literacy Rate %	68.96 % (2404)
Female Population %	50.4 % (2006)
Female Literacy Rate	54.47 % (956)
Male Population %	49.64%(1978)
Male Literacy Rate %	83.65%(1448)
Working Population %	44.1%(1537)
Child(0 -6) Population by 2011	498
Sex-Ratio	1014
Girl Child(0 -6) Population % by 2011	50.4 % (251)

Education

Private Pre Primary, Govt. Primary, Private Primary, Govt. Middle, Private Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School, Private Engineering College, Private MBA College and Govt. Polytechnic College are in Chittaurgarh. Nearest Govt. Medical College is in Udaipur. Nearest Govt. Arts and Science Degree College and Private ITI College are in Begun.

Health

1 Community Health Care Centre, 1 Primary Health Care Centre, 1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Alternative Medicine Clinic, 1 Veterinary Hospital, 1 Family Welfare Centre, 1 MBBS Doctor Practice, 2 Medical Shops are available in this village.

Agriculture

Wheat, Maize and Mustard is agriculture commodities grow in this village. Furniture making, Handicraft products are manufactured in this village. 4 hours agricultural power supply in summer and 6 hours agricultural power supply in winter is available in this village. Total irrigated area in this village is 258.47 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Covered wells, uncovered wells, Hand pumps and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. This village covered under total sanitation, community toilet complex available in this

village. There is no system to collect garbage from street and drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone available, mobile coverage, and internet facility centre available in this village. No private courier facility available in 10km.

Transportation

This village has railway station, public bus service, private bus service, autos, tractors and animal driven carts available in this village. National Highways, State Highways, district road pass through this village. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

ATM, Commercial Bank, Co-operative Bank, Agricultural credit society and Mandis/Regular market is available in this village.

Other Amenities

This village has a power supply with 6 hours power supply for summer and 22 hours for winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities, public library; daily news paper and polling station are the other amenities available in the village.

(4)

Mandawari Village (Begun)

Location and Administration

Mandawari is a village in Begun tehsil in Chittaurgarh District of Rajasthan State, India. Mandawari is 5 km. distance from Sub-District Headquarters Begun and it is 70 km. distance from District Headquarter Chittaurgarh. Total of Mandawari area is 716 hectares, Non-agricultural area is 49 hectares and total irrigated area is 586.17 hectares.

Population

Mandawari is a large village located in Begun tehsil of Chittaurgarh district, Rajasthan with total 420 families residing. The Mandawari village has population of 2110 of which 1080 are males while 1030 are females as per Population Census 2011. In Mandawari village population of children with age 0-6 is 287 which make up 13.60 % of total population of village. Average Sex-Ratio of Mandawari village is 954 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Mandawari as per Census is 913, higher than Rajasthan average of 888. Mandawari village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Mandawari village was 65.39 % compared to 66.11 % of Rajasthan. In Mandawari male literacy stands at 84.19 % while female literacy rate was 45.80 %.

Table 5.4: Population Census of Mandawari Village (Begun)

Census Parameter	Census Data
Total Population	2110
Total No. of Houses	420
Total Illiterate Persons	631
Total Literacy Rate %	65.38 % (1192)
Female Population %	48.8 % (1030)
Female Literacy Rate	45.80 % (409)
Male Population %	51.18% (1080)
Male Literacy Rate %	84.19% (783)
Working Population %	59.6% (1086)
Child(0 -6) Population by 2011	287
Sex-Ratio	954
Girl Child(0 -6) Population % by 2011	47.7 % (137)

Education

Govt. Primary, Govt. Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School, Private Engineering College, Private MBA College and Govt. Polytechnic College are in Chittaurgarh. Nearest Govt. Medical College is in Kota. Nearest Private Pre Primary School, Govt. Senior Secondary School, Govt. Arts and Science Degree College and Private ITI College are in Begun.

Health

1 Primary Health Sub-Center is available in this village.

Agriculture

Wheat, Maize and Mustard is agriculture commodities grow in this village. Ghee, Handicraft product is manufactured in this village. 6 hours agricultural power supply in summer and 8 hours in winter is available in this village. Total irrigated area in this village is 586.17 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Covered-uncovered wells, hand pumps and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. No system to collect garbage on street and drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone available, mobile coverage, internet facility centre available in this village. Nearest private courier facility is in 5-10 Km.

Transportation

Nearest public bus service available in 5-10 km. There is no railway station near by 10 km. autos, tractors and animal driven carts are there in this village. No nearest National Highway near by 10 km. no nearest State Highway in less than 10 km and no nearest district road in less than 10 km. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

Nearest ATM is in 5 - 10 km, Commercial Bank is in 5 - 10 km and Co-operative Bank is in 5 - 10 km. Agricultural credit society and Mandis/Regular market is available in this village.

Other Amenities

This village has a power supply with 12 hours in summer and 16 hours in winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities; daily news paper and polling station are the other amenities in the village.

Bheemgarh Village (Rashmi)

Location and Administration

Bheemgarh is a village in Rashmi tehsil in Chittaurgarh District of Rajasthan State, India. Bheemgarh is 8 km. distance from Sub-District Headquarters Rashmi and it is 35 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town is Kapasan in 30 km. distance. Total of Bheemgarh area is 866 hectares, Non-agricultural area is 54 hectares and total irrigated area is 126.96 hectares.

Population

Bheemgarh is a large village located in Rashmi tehsil of Chittaurgarh district, Rajasthan with total 757 families residing. The Bheemgarh village has population of 4099 of which 2025 are males while 2074 are females as per Population Census 2011. In Bheemgarh village population of children with age 0-6 is 508 which make up 12.39 % of total population of village. Average Sex-Ratio of Bheemgarh village is 1024 which is higher than Rajasthan State average of 928. Child Sex-Ratio for the Bheemgarh as per Census is 954, higher than Rajasthan average of 888. Bheemgarh village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Bheemgarh village was 59.01 % compared to 66.11 % of Rajasthan. In Bheemgarh male literacy stands at 76.26 % while female literacy rate was 42.33 %.

Table 5.5: Population Census of Bheemgarh Village (Rashmi)

Census Parameter	Census Data
Total Population	4099
Total No. of Houses	757
Total Illiterate Persons	41 % (1472)
Total Literacy Rate %	59.01 % (2119)
Female Population %	50.6 % (2074)
Female Literacy Rate	42.33 % (773)
Male Population %	49.40 % (2025)
Male Literacy Rate %	76.26 % (1346)
Working Population %	55.20%
Child(0 -6) Population by 2011	508
Sex-Ratio	1024
Girl Child(0 -6) Population % by 2011	48.8 % (248)

Education

Private Pre Primary, Govt. Primary, Private Primary, Govt. Middle, Private Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School, Private Engineering College and Govt. Polytechnic College are in Chittaurgarh. Nearest Govt. Medical College and Private MBA College are in Udaipur. Nearest Govt. Arts and Science Degree College and Govt ITI College are in Rashmi.

Health

1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Alternative Medicine Clinic, 1 Medical Shop is available in this village.

Agriculture

Wheat, Maize and Groundnut is agriculture commodities grow in this Village. Agricultural power supply in summer and winter is 6 hours available in this village. Total irrigated area in this village is 126.96 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Covered-uncovered wells, Hand pumps and tube wells/boreholes are other drinking water sources. Closed-open drainage system is available in this village. This village covered under total sanitation and community toilet complex available in this village. There is system to collect garbage on street. Drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone facility, mobile coverage and internet facility centre available in this village. No private courier facility near by 10 km.

Transportation

Public and private bus service is available in this village. There is no railway station around 10 km. autos, tractors, man pulled cycle rickshaws and animal driven carts are there in this village. No nearest National Highway and no nearest State Highway less than 10 km. but district road pass through this village. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

ATM, Commercial Bank, Co-operative Bank, Agricultural credit society and Mandis/Regular market is available in this village.

Other Amenities

This village has a power supply with 18 hours power supply for summer and winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities; daily news paper and polling station are the other amenities in the village.

(6)

Dindoli Village (Rashmi)

Location and Administration

Dindoli is a village in Rashmi tehsil in Chittaurgarh district of Rajasthan State, India. Dindoli is 8 km. distance from Sub-District Headquarters Rashmi and it is 55 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town is Kapasan in 20 km. distance. Total of Dindoli area is 669 hectares, Non-agricultural area is 41 hectares and total irrigated area is 162.17 hectares.

Population

Dindoli is a large village located in Rashmi tehsil of Chittaurgarh district, Rajasthan with total 527 families residing. Dindoli Village has a population of 2469 out of which 1242 are male and 1227 are females. In Dindoli village population of children with age 0-6 is 282 which make up 11.42 % of total population of Village. Average Sex-Ratio of Dindoli village is 988 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Dindoli as per Census is 796, lower than Rajasthan average of 888. Dindoli village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Dindoli village was 56.52 % compared to 66.11 % of Rajasthan. In Dindoli male literacy stands at 72.53 % while female literacy rate was 40.74 %.

Table 5.6: Population Census of Dindoli Village (Rashmi)

Census Parameter	Census Data
Total Population	2469
Total No. of Houses	527
Total Illiterate Persons	43.48 % (951)
Total Literacy Rate %	56.52 % (1236)
Female Population %	49.7 % (1227)
Female Literacy Rate	40.74% (449)
Male Population %	50.30% (1242)
Male Literacy Rate %	72.53% (787)
Working Population %	64.1% (1402)
Child(0 -6) Population by 2011	282
Sex-Ratio	988
Girl Child(0 -6) Population % by 2011	44.3 % (125)

Education

Govt Primary, Govt. Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School, Private Engineering College and Govt. Polytechnic College are in Chittaurgarh. Nearest Govt. Medical College and Govt. MBA College are in Udaipur. Nearest Private Pre Primary School, Govt. Arts and Science Degree College and Govt. ITI College are in Rashmi.

Health

1 Primary Health Care Centre, 1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Veterinary Hospital, 1 MBBS Doctor Practice, 1 Medical Shop are available in this village.

Agriculture

Wheat, Maize and Groundnut is agriculture commodities grow in this village. Earthen pots and Handicraft items are in this village. Agricultural power supply in summer is 6 hours and 8 hours in winter is available in this village. Total irrigated area in this village is 162.17 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Covered wells, uncovered well, hand pump and tube wells/boreholes are other drinking water sources. Closed-open drainage system is available in this village. Community toilet complex is available in this village. No system to collect garbage on street and drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone facility, mobile coverage, internet facility centre available and no private courier facility around 10 km.

Transportation

Public and private bus service is available in this village. There is no railway station near by 10 km. autos, tractors and animal driven carts are there in this village. No nearest National Highway around 10 km, State Highway passes and district road passes through this village. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

Nearest ATM is in 5-10 km. No Commercial Bank in less than 10 km., nearest Co-operative Bank is in 5-10 km. Agricultural credit society and Mandis/Regular markets are available in this village.

Other Amenities

This village has a power supply with 6 hour for summer and 8 for winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities; daily news paper and polling station are the other amenities in the village.

(7)

Pootholi Village (Gangrar)

Location and Administration

Pootholi is a village in Gangrar tehsil in Chittaurgarh district of Rajasthan State, India. Pootholi is 14 km. distance from Sub-District Headquarters Gangrar and it is 8 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town is Chittaurgarh in 8 km. distance. Total of Pootholi area is 451.94 hectares, non-agricultural area is 197.67 hectares and total irrigated area is 155.89 hectares.

Population

Pootholi is a large village located in Gangrar tehsil of Chittaurgarh district, Rajasthan with total 846 families residing. The Pootholi village has population of 4081 of which 2242 are males while 1839 are females as per Population Census 2011. In

Pootholi village population of children with age 0-6 is 572 which make up 14.02 % of total population of village. Average Sex-Ratio of Pootholi village is 820 which are lower than Rajasthan State average of 928. Child Sex-Ratio for the Pootholi as per Census is 1021, higher than Rajasthan average of 888. Pootholi village has higher literacy rate compared to Rajasthan. In 2011, literacy rate of Pootholi village was 83.44 % compared to 66.11 % of Rajasthan. In Pootholi male literacy stands at 93.06 % while female literacy rate was 71.29 %.

Table 5.7: Population Census of Pootholi Village (Gangrar)

Census Parameter	Census Data
Total Population	4081
Total No. of Houses	846
Total Illiterate Persons	16.55 % (581)
Total Literacy Rate %	83.44% (2928)
Female Population %	45.1 % (1839)
Female Literacy Rate	71.29 % (1105)
Male Population %	55 % (2242)
Male Literacy Rate %	93.06 % (1823)
Working Population %	40.6% (1425)
Child(0 -6) Population by 2011	572
Sex-Ratio	820
Girl Child(0 -6) Population % by 2011	50.5 % (289)

Education

Govt Primary, Govt. Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School, Govt Arts and Science Degree College, Private MBA College, Govt Polytechnic College and Govt ITI College are in Chittaurgarh. Nearest Private Pre Primary School is in Chanderiya. Nearest Govt. Medical College is in Udaipur. Nearest Private Engineering College is in Gangrar.

Health

1 Primary Health Care Centre, 1 Maternity and Child Welfare Centre, 1 Alternative Medicine Clinic, 1 MBBS Doctor Practice, 1 Medical Shop is available in this village.

Agriculture

Maize, Sugarcane and Wheat is agriculture commodities grow in this village. Ghee products and Handicraft items are manufactured in this village. Agricultural power supply in summer and winter is 6 hours available in this village. Total irrigated area in this village is 155.89 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Covered wells, uncovered wells, Hand pumps and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. This village covered under total sanitation. There is system to collect garbage on street and drain water is discharged directly into water bodies.

Communication

Post office, sub post office, landline, mobile coverage and internet centre available in this village. Nearest private courier facility is in less than 5 km.

Transportation

Public bus service, private bus service, nearest railway station is in less than 5 km. autos, tractors, man pulled cycle rickshaws and animal driven carts are there in this village. National Highway, State Highway and district road passes through this village. Pucca road, kuccha road, macadam road and foot path are other roads and transportation within the village.

Commerce

ATM, Commercial Bank, Co-operative Bank, Agricultural credit society and Mandis/Regular market is available in this village.

Other Amenities

This village has a power supply with 18 hours power supply for summer and 18 hours power supply for winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities; daily news paper and polling station are the other amenities in the village.

(8)

Suwaniya Village (Gangrar)

Location and Administration

Suwaniya is a village in Gangrar tehsil in Chittaurgarh district of Rajasthan State, India. Suwaniya is 8 km. distance from Sub-District Headquarters Gangrar and it is 17 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town

is Chittaurgarh in 17 km. distance. Total of Suwaniya area is 542.65 hectares, Non-agricultural area is 46.8 hectares and total irrigated area is 88.34 hectares.

Population

Suwaniya is a medium size village located in Gangrar tehsil of Chittaurgarh district, Rajasthan with total 370 families residing. The Suwaniya village has population of 1720 of which 884 are males while 836 are females as per Population Census 2011. In Suwaniya village population of children with age 0-6 is 194 which make up 11.28 % of total population of village. Average Sex-Ratio of Suwaniya village is 946 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Suwaniya as per Census is 980, higher than Rajasthan average of 888. Suwaniya village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Suwaniya village was 62.91 % compared to 66.11 % of Rajasthan. In Suwaniya male literacy stands at 80.28 % while female literacy rate was 44.46 %.

Table 5.8: Population Census of Suwaniya Village (Gangrar)

Census Parameter	Census Data
Total Population	1720
Total No. of Houses	370
Total Illiterate Persons	37.1% (566)
Total Literacy Rate %	62.9 % (960)
Female Population %	48.6 % (836)
Female Literacy Rate	44.46% (329)
Male Population %	51.4% (884)
Male Literacy Rate %	80.28% (631)
Working Population %	56.9% (868)
Child(0 -6) Population by 2011	194
Sex-Ratio	946
Girl Child(0 -6) Population % by 2011	49.5 % (96)

Education

Govt Primary, Govt. Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School, Private Engineering College, Private MBA College and Govt. Polytechnic College are in Chittaurgarh. Nearest Govt. Medical College is in Udaipur. Nearest Private Pre Primary School, Govt. Senior Secondary School, Govt. Arts and Science Degree College and Govt. ITI College are in Gangrar.

Health

1 Primary Health Sub-Center is available in this village.

Agriculture

Wheat, Groundnut and Jeera is agriculture commodities grow in this village. 8 hours agricultural power supply in summer and 12 hours in winter is available in this village. Total irrigated area in this village is 88.34 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Treated and untreated tap water supply all round the year and in summer also available. Uncovered well and tube wells/boreholes are other drinking water sources. Open drainage system available in this village. There is no system to collect garbage from street and drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone, mobile coverage, internet facility centre available in this village. No private courier facility around 10 km.

Transportation

There is no public bus service in less than 10 km and no railway station near by 10 km. Tractors and animal driven carts are there in this village. National Highway is in 5 - 10 km and State Highway is in 5 - 10 km. No nearest district road in less than 10 km. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

Nearest ATM, Commercial Bank, Co-operative Bank is in 5 - 10 km. Agricultural credit society is available in this village.

Other Amenities

This village has a power supply with 12 hours in summer and 18 hour in winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities; daily news paper and polling station are the other amenities in the village.

(9)

Mandesara Village (Rawatbhata)

Location and Administration

Mandesara is a village in Bhainsrorgarh tehsil in Chittaurgarh district of Rajasthan State, India. Mandesara is 20 km. distance from Sub-District Headquarters Rawatbhata and it is 160 km. distance from District Headquarter Chittaurgarh. Total of Mandesara area is 96.46 hectares, Non-agricultural area is 16.7 hectares, and total irrigated area is 21.29 hectares.

Population

Mandesara is a medium size village located in Rawatbhata tehsil of Chittaurgarh district, Rajasthan with total 314 families residing. The Mandesara village has population of 1361 of which 697 are males while 664 are females as per Population Census 2011. In Mandesara village population of children with age 0-6 is 270 which make up 19.84 % of total population of village. Average Sex-Ratio of Mandesara village is 953 which are higher than Rajasthan State average of 928. Child Sex-r Ratio for the Mandesara as per Census is 971, higher than Rajasthan average of 888. Mandesara village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Mandesara village was 28.78 % compared to 66.11 % of Rajasthan. In Mandesara male literacy stands at 39.29 % while female literacy rate was 17.70 %.

Table 5.9: Population Census of Mandesara Village (Rawatbhata)

Census Parameter	Census Data
Total Population	1361
Total No. of Houses	314
Total Illiterate Persons	71.22% (777)
Total Literacy Rate %	28.78 % (314)
Female Population %	44.46 % (664)
Female Literacy Rate	17.70 % (94)
Male Population %	51.21% (697)
Male Literacy Rate %	39.29% (220)
Working Population %	56.8% (620)
Child(0 -6) Population by 2011	270
Sex-Ratio	946
Girl Child(0 -6) Population % by 2011	49.3 % (133)

Education

Private Pre Primary, Govt. Primary, Private Primary, Govt Middle, Private Middle and Private Secondary Schools are available in this village. Nearest Govt. Polytechnic College is in Chittaurgarh. Nearest Govt. Disabled School, Govt. Engineering College, Govt. Medical College and Govt. MBA College are in Kota. Nearest Govt. Arts and Science Degree College and Govt. ITI College are in Rawatbhata.

Health

1 Primary Health Sub-Centre, 1 Veterinary Hospital, 1 Medical Shop are available in this village.

Agriculture

Maize, Bajra and Guar is agriculture commodities grow in this village. 12 hours agricultural power supply in summer and 18 hours agricultural power supply in winter is available in this village. Total irrigated area in this village is 21.29 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Treated and untreated tap water is supplied throughout the year and summer. Uncovered well, Hand pump and tube wells/boreholes are other drinking water sources. Open drainage system available in this village. There is no system to collect garbage from street and drain water is discharged directly into water bodies.

Communication

Post office, sub post office, mobile coverage and internet facility centre available in this village. There is no private courier facility near by 10km.

Transportation

There is no public bus service around 10 km but private bus service available in this village. There is no railway station near by 10 km. tractors and animal driven carts are there in this village. No nearest National Highway, State Highway and no nearest district road in less than 10 Km. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

No ATM, Commercial Bank and Co-operative Bank in less than 10 km. Agricultural credit society are available in this village.

Other Amenities

This village has a power supply with 12 hours in summer and 18 hours in winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities; daily news paper and polling station are the other amenities in the village.

(10)

Umarcha Village (Rawatbhata)

Location and Administration

Umarcha is a small village/hamlet in Bhainsrorgarh tehsil in Chittaurgarh district of Rajasthan State, India. Umarcha is 36 km. distance from Sub-District Headquarters Rawatbhata and it is 108 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town is Chittaurgarh in 108 km. distance. Total of Umarcha area is 52.77 hectares, Non-agricultural area is 38.77 hectares and total irrigated area is 15.99 hectares.

Population

Umarcha is a medium size village located in Rawatbhata tehsil of Chittaurgarh district, Rajasthan with total 113 families residing. The Umarcha village has population of 526 of which 287 are males while 239 are females as per Population Census 2011. In Umarcha village population of children with age 0-6 is 117 which make up 22.24 % of total population of village. Average Sex-Ratio of Umarcha village is 833 which are lower than Rajasthan State average of 928. Child Sex-Ratio for the Umarcha as per Census is 671, lower than Rajasthan average of 888.Umarcha village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Umarcha village was 30.56 % compared to 66.11 % of Rajasthan. In Umarcha male literacy stands at 42.86 % while female literacy rate was 16.67 %.

Table 5.10: Population Census of Umarcha Village (Rawatbhata)

Census Parameter	Census Data
Total Population	526
Total No. of Houses	113
Total Illiterate Persons	69.44% (284)
Total Literacy Rate %	30.56% (125)
Female Population %	45.4 % (239)
Female Literacy Rate	16.67% (32)
Male Population %	54.56% (287)
Male Literacy Rate %	42.86% 93)
Working Population %	57.4% (235)
Child(0 -6) Population by 2011	117
Sex-Ratio	833
Girl Child(0 -6) Population % by 2011	40.2 % (47)

Education

Govt Primary School is available in this village. Nearest Govt. Polytechnic College is in Chittaurgarh. Nearest Govt. Disabled School, Govt. Engineering College, Govt. Medical College and Govt. MBA College are in Kota. Nearest Private Arts and Science Degree College and Govt. ITI College are in Rawatbhata.

Health

There is no facilities available is here.

Agriculture

Maize, Wheat and Mustard is agriculture commodities grow in this village. Agricultural power supply in summer and winter is 8 hours available in this village. Total irrigated area in this village is 15.99 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Treated tap water supply is available throughout the year and summer. Uncovered well, Hand pumps and tube wells/boreholes are other drinking water sources. There is no system to collect garbage from street and no drainage system available in this village. Drain water is discharged directly into water bodies.

Communication

Landline telephone available, mobile coverage is available. Nearest internet facility centre is in 5 - 10 km. No private courier facility near by 10 km.

Transportation

Nearest public bus service available in 5 - 10 km. There is no railway station near by 10 km. Tractors and animal driven carts are there in this village. No nearest National Highway around 10 km, nearest State Highway and district road is in 5 - 10 km. Kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

No ATM in less than 10 km, nearest Commercial Bank and Co-operative Bank is in 5 - 10 km.

Other Amenities

This village supplies electricity for 16 hours in summer and winter. Anganwadi center, ASHA, sports facilities and daily newspaper are other facilities available in the village.

(11)

Gilund Village (Chittaurgarh)

Location and Administration

Gilund is a village in Chittaurgarh tehsil in Chittaurgarh district of Rajasthan State, India. Gilund is 17 km. distance from sub-district Headquarters Chittaurgarh and it is 17 km. distance from district Headquarter Chittaurgarh. Nearest Statutory Town is Chittaurgarh in 17 km. distance. Total of Gilund area is 1209 hectares, non-agricultural area is 108 hectares, and total irrigated area is 144.31 hectares.

Population

Gilund is a large village located in Chittaurgarh tehsil of Chittaurgarh district, Rajasthan with total 868 families residing. The Gilund village has population of 4275 of which 2172 are males while 2103 are females as per Population Census 2011. In Gilund village population of children with age 0-6 is 631 which make up 14.76 % of total population of village. Average Sex-Ratio of Gilund village is 968 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Gilund as per Census is 777, lower than Rajasthan average of 888. Gilund village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Gilund village was 51.84 % compared to 66.11 % of Rajasthan. In Gilund male literacy stands at 67.03 % while female literacy rate was 36.73 %.

Table 5.11: Population Census of Gilund Village (Chittaurgarh)

Census Parameter	Census Data
Total Population	4275
Total No. of Houses	868
Total Illiterate Persons	48.16% (1755)
Total Literacy Rate %	51.4 % (1889)
Female Population %	49.2 % (2103)
Female Literacy Rate	36.73 % (671)
Male Population %	50.80% (2172)
Male Literacy Rate %	67.03% (1218)
Working Population %	60.8% (2215)

Child(0 -6) Population by 2011	631
Sex-Ratio	968
Girl Child(0 -6) Population % by 2011	43.7 % (276)

Education

Private Pre Primary, Govt. Primary, Private Primary, Govt. Middle, Private Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School, Govt. Polytechnic College and Govt. ITI College are in Chittaurgarh. Nearest Govt. Medical College and Private MBA College are in Udaipur. Nearest Govt. Arts and Science Degree College and Private Engineering College are in Chittaurgarh.

Health

1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Alternative Medicine Clinic, 1 Veterinary Hospital, 1 Medical Shop is available in this village.

Agriculture

Maize, Soybean and Wheat is agriculture commodities grow in this village. 4 hours agricultural power supply in summer and 7 hours agricultural power supply in winter is available in this village. Total irrigated area in this village is 144.31 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Uncovered wells, Hand pumps and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. This village covered under total sanitation. There is system to collect garbage on street and drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone available, mobile coverage; internet facility centre is available in this village. No private courier facility around 10km.

Transportation

There is no public bus service around 10 km. Private bus service available in this village. Nearest railway station is near by 5 - 10 km. autos, tractors and man pulled cycle rickshaws available in this village. Animal driven carts are there in this

village. Nearest National Highway, State Highway and nearest district road is in 5 - 10 km. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

ATM, Commercial Bank, Co-operative Bank, Agricultural credit society and Mandis/Regular market is available in this village.

Other Amenities

This village has a power supply with 5 hours for summer and 7 hours for winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities; daily news paper and polling station are the other amenities in the village.

(12)

Bassi Village (Chittaurgarh)

Location and Administration

Bassi is a village of Chittaurgarh tehsil in Chittaurgarh district of Rajasthan State of India. Bassi District Headquarters is 24 km. away from Chittaurgarh and the District Headquarter are 24 km. away from Chittaurgarh. Total of Bassi area is 637.72 hectares, non-agricultural area is 16.44 hectares, and total irrigated area is 356.74 hectares.

Population

Bassi is a large village located in Chittaurgarh tehsil of Chittaurgarh district, Rajasthan with total 2362 families residing. The Bassi village has population of 11743 of which 5991 are males while 5752 are females as per Population Census 2011. In Bassi village population of children with age 0-6 is 1661 which makes up 14.14 % of total population of village. Average Sex-Ratio of Bassi village is 960 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Bassi as per Census is 862, lower than Rajasthan average of 888. Bassi village has higher literacy rate compared to Rajasthan. In 2011, literacy rate of Bassi village was 71.65 % compared to 66.11 % of Rajasthan. In Bassi male literacy stands at 83.17 % while female literacy rate was 59.86 %.

Table 5.12: Population Census of Bassi Village (Chittaurgarh)

Census Parameter	Census Data
Total Population	11743
Total No. of Houses	2362
Total Illiterate Persons	28.35% (2858)
Total Literacy Rate %	61.5 % (7224)
Female Population %	49.0 % (5752)
Female Literacy Rate	59.86 % (2983)
Male Population %	51.02% (5991)
Male Literacy Rate %	83.17% (4241)
Working Population %	40.1% (4043)
Child(0 -6) Population by 2011	1661
Sex-Ratio	960
Girl Child(0 -6) Population % by 2011	46.3 % (769)

Education

Private Pre Primary, Govt. Primary, Private Primary, Govt. Middle, Private middle, and Govt. Secondary and Private Secondary Schools are available in this village. Nearest Private Disabled School, Govt. Arts and Science Degree College, Private MBA College, Govt. Polytechnic College and Govt. ITI College are in Chittaurgarh. Nearest Govt. Medical College is in Udaipur.

Health

1 Primary Health Care Centre, 1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Alternative Medicine Clinic, 1 Veterinary Hospital, 1 Family Welfare Centre, 1 MBBS Doctor Practice, 3 Medical Shops are available in this village.

Agriculture

Maize, Wheat and Soybean is agriculture commodities grow in this village. 20 hours agricultural power supply in summer and winter is available in this village. Total irrigated area in this village is 356.74 hectares from boreholes/tube wells.

Drinking-water and sanitation

Uncovered well, Hand pumps are other drinking water sources. Closed and open drainage system available in this village. This village covered under totals sanitation. There is a community toilet complex and home-made garbage collection available here. There is system to collect garbage on street and drain water is discharged directly into water bodies.

Communication

Post office; sub post office, landline telephone, mobile coverage, internet facility centre and private courier facility available in this village.

Transportation

Public and private bus services are available in this village. This village has railway station, autos, tractors, man pulled cycle rickshaws available in this village. Animal driven carts are there in this village. National Highway, State Highway and district road passes through this village. Pucca (metalled) road, kuccha (non-metalled) road and foot path are other roads and transportation within the village.

Commerce

ATMs, Commercial Bank, Co-operative Bank, Agricultural credit societies, Mandis/Regular markets, weekly Haat/Santha and agricultural marketing societies are available in this village.

Other Amenities

This village has a power supply with 22 hours for summer and 22 hours for winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities, cinema theatre in Village or nearby, public library; daily news paper and polling station are the other amenities in the village.

(13)

Kana Khera Village (Kapasan)

Location and Administration

Kana khera is a village in Kapasan tehsil in Chittaurgarh district of Rajasthan State, India. Kana Khera is 17 km. distance from Sub-District Headquarters Kapasan and it is 53 km. distance from District Headquarter Chittaurgarh. Total of Kana Khera area is 248 hectares, Non-agricultural area is 43 hectares and total irrigated area is 108.59 hectares.

Population

Kana Khera is a medium size village located in Kapasan tehsil of Chittaurgarh district, Rajasthan with total 186 families residing. The Kana Khera village has

population of 878 of which 450 are males while 428 are females as per Population Census 2011. In Kana Khera village population of children with age 0-6 is 141 which make up 16.06 % of total population of village. Average Sex-Ratio of Kana Khera village is 951 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Kana Khera as per Census is 831, lower than Rajasthan average of 888. Kana Khera village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Kana Khera village was 40.30 % compared to 66.11 % of Rajasthan. In Kana Khera male literacy stands at 58.71 % while female literacy rate was 21.43 %.

Table 5.13: Population Census of Kana Khera Village (Kapasan)

Census Parameter	Census Data
Total Population	878
Total No. of Houses	186
Total Illiterate Persons	59.70% (440)
Total Literacy Rate %	40.30 % (297)
Female Population %	48.7 % (428)
Female Literacy Rate	21.43 % (78)
Male Population %	51.25% (450)
Male Literacy Rate %	58.71% (219)
Working Population %	62.5% (461)
Child(0 -6) Population by 2011	141
Sex-Ratio	951
Girl Child(0 -6) Population % by 2011	45.4 % (64)

Education

Private Pre Primary, Govt. Primary, Private Primary and Private Middle Schools are available in this village. Nearest Private Disabled School and Govt. Polytechnic College are in Chittaurgarh. Nearest Govt. Secondary School is in Usrol. Nearest Govt Senior Secondary School is in Jashma. Nearest Private Arts and Science Degree College and Private ITI College are in Kapasan. Nearest Govt. Engineering College, Govt. Medical College and Govt. MBA College are in Udaipur.

Health

1 Primary Health Care Centre, 1 Medical Shop is available in this village.

Agriculture

Maize, Groundnut and Wheat is agriculture commodities grow in this village. Agricultural power supply in summer is 6 hours and 8 hours in winter is available in this village. Total irrigated area in this village is 108.59 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Treated water and untreated tap water supply is available throughout the year and summer. Hand pump and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. No system to collect garbage on street. Drain water is discharged directly into water bodies.

Communication

Landline telephone, mobile coverage and internet facility centre available in this village. No private courier facility around 10 km.

Transportation

Nearest bus service available nearby 5 km. Private bus service available in this village. Nearest railway station is in 5 - 10 km. Tractors available in this village. Animal driven carts are there in this village. No nearest National Highway around 10 km, nearest State Highway is in 5 - 10 km and district road passes through this village. Kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

Nearest ATM, Commercial Bank and Co-operative Bank is in 5-10km.

Other Amenities

This village has 6 hours in summer and 8 hours power supply in winter. Anganwadi centre, ASHA, Birth & Death registration office, sports facilities, daily news paper and polling station are the other amenities available in the village.

(14)

Hingoriya Village (Kapasan)

Location and Administration

Hingoriya is a village in Kapasan tehsil in Chittaurgarh district of Rajasthan State, India. Hingoriya is 15 km. distance from Sub-District Headquarters Kapasan and it is 32 km. distance from District Headquarter Chittaurgarh. Total of Hingoriya area is 466 hectares, Non-agricultural area is 24 hectares and total irrigated area is 162.48 hectares.

Population

Hingoriya is a medium size village located in Kapasan tehsil of Chittaurgarh district, Rajasthan with total 266 families residing. The Hingoriya village has population of 1299 of which 667 are males while 632 are females as per Population Census 2011. In Hingoriya village population of children with age 0-6 is 145 which make up 11.16 % of total population of village. Average Sex-Ratio of Hingoriya village is 948 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Hingoriya as per Census is 986, higher than Rajasthan average of 888. Hingoriya village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Hingoriya village was 59.79 % compared to 66.11 % of Rajasthan. In Hingoriya male literacy stands at 77.61 % while female literacy rate was 40.89 %.

Table 5.14: Population Census of Hingoriya Village (Kapasan)

Census Parameter	Census Data
Total Population	1299
Total No. of Houses	266
Total Illiterate Persons	40.21% (464)
Total Literacy Rate %	59.79% (690)
Female Population %	48.7 % (632)
Female Literacy Rate	40.89% (229)
Male Population %	51.35 % (667)
Male Literacy Rate %	77.61%(461)
Working Population %	52% (600)
Child(0 -6) Population by 2011	145
Sex-Ratio	948
Girl Child(0 -6) Population % by 2011	49.7 % (72)

Education

Private Pre Primary, Govt. Primary, Private Primary, Govt. Middle, Private Middle, Govt. Secondary and Private Secondary Schools are available in this village. Nearest Private Disabled School and Govt. Polytechnic College are in Chittaurgarh. Nearest Govt. Senior Secondary School is in Singhpur. Nearest Govt. Arts and Science Degree College and Govt. ITI College are in Kapasan. Nearest Govt. Engineering College, Govt. Medical College and Govt. MBA College are in Udaipur.

Health

1 Primary Health Sub-Centre is available in this village.

Agriculture

Maize, Wheat and Bajara is agriculture commodities grow in this village. 6 hours agricultural power supply in summer and winter is available in this village. Total irrigated area in this village is 162.48 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Hand pump and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. There is no system to collect garbage on street. And drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone, mobile coverage, and internet centre available in this village. No private courier facility near by 10 km.

Transportation

There is no public bus service and railway station near by 10 km. but private bus service, tractors and animal driven carts are available in this village. No nearest national highway in 10 km, nearest State highway, district road is in 5-10 km. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

No ATM, no Commercial Bank and no Co-operative Bank in less than 10 km. Agricultural credit society are available in this village.

Other Amenities

In this village there are 12 hours of power supply in summer and winter. Anganwadi centre, ASHA, Birth & Death registration office, sports facilities, daily news paper and polling station are the other amenities available in the village.

(15)

Chikarda Village (Dungla)

Location and Administration

Chikarda is a village in Dungla tehsil in Chittaurgarh district of Rajasthan State, India. Chikarda is 15 km. distance from Sub-District Headquarters Dungla and it is 47 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town is Nimbahera in 25 km. distance. Total of Chikarda area is 828 hectares, Non-agricultural area is 62 hectares and total irrigated area is 276.66 hectares.

Population

Chikarda is a large village located in Dungla tehsil of Chittaurgarh district, Rajasthan with total 868 families residing. The Chikarda village has population of 3996 of which 1993 are males while 2003 are females as per Population Census 2011. In Chikarda village population of children with age 0-6 is 502 which make up 12.56 % of total population of village. Average Sex-Ratio of Chikarda village is 1005 which is higher than Rajasthan State average of 928. Child Sex-Ratio for the Chikarda as per census is 902, higher than Rajasthan average of 888. Chikarda village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Chikarda village was 62.74 % compared to 66.11 % of Rajasthan. In Chikarda male literacy stands at 77.10 % while female literacy rate was 48.67 %.

Table 5.15: Population Census of Chikarda Village (Dungla)

Census Parameter	Census Data
Total Population	3996
Total No. of Houses	868
Total Illiterate Persons	37.3% (1302)
Total Literacy rate %	62.74 % (2192)
Female Population %	50.1 % (2003)
Female Literacy rate	48.67 % (859)
Male Population %	48.9 % (1993)
Male Literacy rate %	77.10 % (1333)
Working Population %	46.7% (1632)
Child(0 -6) Population by 2011	502
Sex-Ratio	1005
Girl Child(0 -6) Population % by 2011	47.4 % (238)

Education

Private Pre Primary, Govt. Primary, Govt. Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School and Govt. Polytechnic College are in Chittaurgarh. Nearest Govt. Arts and Science Degree College is in Dungla. Nearest Govt. Engineering College, Govt. Medical College and Govt. MBA College are in Udaipur. Nearest Govt. ITI College is in Mandpiya.

Health

1 Primary Health Care Centre, 1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Alternative Medicine Clinic, 1 MBBS Doctor Practice, 1 Medical Shop are available in this village.

Agriculture

Maize, Soybean and Mustard is agriculture commodities grow in this village. Furniture making and Handicraft items are manufactured in this village. 8 hours agricultural power supply in summer and 10 hours in winter is available in this village. Total irrigated area in this village is 276.66 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Covered wells, uncovered wells, Hand pumps and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. This village covered under total sanitation. There is no system to collect garbage from street. Drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone, mobile coverage and internet centre available in this village. No private courier facility around 10 km.

Transportation

Public and private bus service is available in this village. There is no railway station near by 10 km. autos and tractors available in this village. Animal driven carts are there in this village. No nearest National Highway around 10 km. State Highway and district road passes through this village. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

There are ATMs, Commercial Bank and Co-operative Bank, Agricultural credit societies and Mandis/Regular markets available in this village.

Other Amenities

This village has a power supply with 16 hours for summer and 18 hours for winter. Anganwadi centre, ASHA, Birth & Death registration office, sports facilities,

public library, daily news paper and polling station are the other amenities in the village.

(16)

Nada Khera Village (Dungla)

Location and Administration

Nada Khera is a village in Dungla tehsil in Chittaurgarh district of Rajasthan State, India. Nada Khera is 20 km. distance from Sub-District Headquarter Dungla and it is 45 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town is Kapasan in 40 km. distance. Total of Nada Khera area is 355 hectares, Non-agricultural area is 22 hectares and total irrigated area is 125.77 hectares.

Population

Nada Khera is a medium size village located in Dungla tehsil of Chittaurgarh district, Rajasthan with total 239 families residing. The Nada Khera village has population of 1193 of which 606 are males while 587 are females as per Population Census 2011. In Nada Khera village population of children with age 0-6 is 144 which make up 12.07 % of total population of village. Average Sex-Ratio of Nada Khera village is 969 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Nada Khera as per Census is 1118, higher than Rajasthan average of 888. Nada Khera village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Nada Khera village was 45.95 % compared to 66.11 % of Rajasthan. In Nada Khera male literacy stands at 60.97 % while female literacy rate was 30.14 %.

Table 5.16: Population Census of Nada Khera Village (Dungla)

Census Parameter	Census Data
Total Population	1193
Total No. of Houses	239
Total Illiterate Persons	54.05% (567)
Total Literacy Rate %	45.95% (482)
Female Population %	49.2 % (587)
Female Literacy Rate	30.14% (154)
Male Population %	51% (606)
Male Literacy Rate %	60.97% (328)
Working Population %	51.6% (541)
Child(0 -6) Population by 2011	144
Sex-Ratio	969
Girl Child(0 -6) Population % by 2011	52.8 % (76)

Education

Govt Primary and Govt. Middle Schools are available in this village. Nearest Private Disabled School and Govt. Polytechnic College are in Chittaurgarh. Nearest Private Pre Primary School is in Mangalwar. Nearest Govt. Secondary School and Govt. Senior Secondary School are in Morwan. Nearest Govt. Arts and Science Degree College is in Dungla. Nearest Private Engineering College, Govt. Medical College and Private MBA College are in Udaipur. Nearest Govt. ITI College is in Sawaliyaji.

Health

1 Primary Health Sub-Centre is available in this village.

Agriculture

Maize, Mustard and Wheat is agriculture commodities grow in this village. 6 hours agricultural power supply in summer and winter is available in this village. Total irrigated area in this village is 125.77 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Treated water supply is available throughout the year and in summer. Hand pumps and tube wells/boreholes are other drinking water sources. Open drainage system available in this village. There is no system to collect garbage from street and drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone, mobile coverage and internet centre available in this village. Nearest private courier facility is around 5-10 km.

Transportation

Nearest public bus service available in 5-10 km. There is no railway station near by 10 km. Tractors available in this village. Animal driven carts are there in this village. Nearest National Highway, State Highway and district road is in 5-10 km. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

Nearest ATM, Commercial Bank is available and no Co-operative Bank around 10 km.

Other Amenities

This village has a power supply with 8 hours in summer and 12 hours in winter, Anganwadi centre, ASHA, Birth & Death registration office, sports facilities; daily news paper and polling station are the other amenities in the village.

(17)

Mandphiya Village (Bhadesar)

Location and Administration

Mandphiya is a village in Bhadesar tehsil in Chittaurgarh district of Rajasthan State, India. Mandphiya is 11 km. distance from Sub-District Headquarter Bhadesar and it is 40 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town is Nimbahera in 28 km. distance. Total of Mandphiya area is 289.18 hectares, Non-agricultural area is 31.34 hectares and total irrigated area is 180.2 hectares.

Population

Mandphiya is a large village located in Bhadesar tehsil of Chittaurgarh district, Rajasthan with total 1133 families residing. The Mandphiya village has population of 5770 of which 3025 are males while 2745 are females as per Population Census 2011. In Mandphiya village population of children with age 0-6 is 748 which make up 12.96 % of total population of village. Average Sex-Ratio of Mandphiya village is 907 which are lower than Rajasthan State average of 928. Child Sex-Ratio for the Mandphiya as per Census is 923, higher than Rajasthan average of 888. Mandphiya village has higher literacy rate compared to Rajasthan. In 2011, literacy rate of Mandphiya village was 78.28 % compared to 66.11 % of Rajasthan. In Mandphiya male literacy stands at 90.67 % while female literacy rate was 64.59 %.

Table 5.17: Population Census of Mandphiya Village (Bhadesar)

Census Parameter	Census Data
Total Population	5770
Total No. of Houses	1133
Total Illiterate Persons	21.72% (1091)
Total Literacy Rate %	78.28 % (3931)
Female Population %	47.6 % (2745)
Female Literacy Rate	64.59% (1541)
Male Population %	52.43% (3025)
Male Literacy Rate %	90.67% (2390)
Working Population %	39.1% (1964)

Child(0 -6) Population by 2011	748
Sex-Ratio	907
Girl Child(0 -6) Population % by 2011	48.0 % (359)

Education

Private Pre Primary, Govt. Primary, Private Primary, Govt. Middle, Private Middle, Govt. Secondary and Private Secondary Schools are available in this Village. Nearest private disabled school, private Engineering College and govt Polytechnic College are in Chittaurgarh. Nearest Govt. Medical College and Govt. MBA College are in Udaipur.

Health

1 Community Health Care Centre, 1 Primary Health Care Centre, 1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Alternative Medicine Clinic, 1 Veterinary Hospital, 1 Family Welfare Centre, 1 MBBS Doctor Practice, 1 Faith Healer, 2 Medical Shops are available in this village.

Agriculture

Maize, Bajara and Guar is agriculture commodities grow in this Village. 5 hours agricultural power supply in summer and 6 hours in winter is available in this village. Total irrigated area in this village is 180.2 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Covered well, Hand pumps and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. This village covered under total sanitation. Community toilet complex is available in this village. There is system to collect garbage on street. Drain water is discharged directly into water bodies.

Communication

Post office; sub post office, landline telephone, mobile coverage, internet centre and private courier facility available in this village.

Transportation

Public and private bus service is available in this village. There is no railway station near by 10 km. autos, tractors and man pulled cycle rickshaws available in this village. Animal driven carts are there in this village. Nearest National Highway, State

highway and district road is in 5 - 10 km. Pucca road, kuccha road and foot path are other roads and transportation within the village.

Commerce

ATM, Commercial Bank, Co-operative Bank, Agricultural credit society, Mandis/Regular market and weekly Haat/Santha are available in this village.

Other Amenities

This village has a power supply with 12 hours for summer and 18 hours for winter. Anganwadi centre, ASHA, Birth & Death registration office, sports facilities, cinema theatre in village or nearby, public library, daily news paper and polling station are the other amenities in the village.

(18)

Asawara Village (Bhadesar)

Location and Administration

Asawara is a village in Bhadesar tehsil in Chittaurgarh district of Rajasthan State, India. Asawara is 40 km. distance from Sub-District Headquarters Bhadesar and it is 40 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town is Nimbahera in 25 km. distance. Total of Asawara area is 311.67 hectares, forest area is 144.54 hectares, Non-agricultural area is 73.86 hectares, and total irrigated area is 150.89 hectares.

Population

Asawara is a large village located in Bhadesar tehsil of Chittaurgarh district, Rajasthan with total 587 families residing. The Asawara village has population of 2948 of which 1489 are males while 1459 are females as per Population Census 2011. In Asawara village population of children with age 0-6 is 426 which make up 14.45 % of total population of village. Average Sex-Ratio of Asawara village is 980 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Asawara as per Census is 877, lower than Rajasthan average of 888. Asawara village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Asawara village was 59.75 % compared to 66.11 % of Rajasthan. In Asawara male literacy stands at 74.64 % while female literacy rate was 44.84 %.

Table 5.18: Population Census of Asawara Village (Bhadesar)

Census Parameter	Census Data
Total Population	2948
Total No. of Houses	587
Total Illiterate Persons	40.24% (1015)
Total Literacy Rate %	59.75 % (1507)
Female Population %	49.5 % (1459)
Female Literacy Rate	44.84 % (565)
Male Population %	50.51% (1489)
Male Literacy Rate %	74.64% (942)
Working Population %	51.1% (1289)
Child(0 -6) Population by 2011	426
Sex-Ratio	877
Girl Child(0 -6) Population % by 2011	46.7 % (199)

Education

Private Pre Primary, Govt. Primary, Private Primary, Govt. Middle, Private Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School, Govt. Polytechnic College and Govt. ITI College are in Chittaurgarh. Nearest Govt. Senior Secondary School and Private Arts and Science Degree College are in Bhadesar. Nearest Govt. Engineering College, Govt. Medical College and Govt. MBA College are in Udaipur.

Health

1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Veterinary Hospital, 1 Faith Healer, 1 Medical Shop is available in this village.

Agriculture

Maize, Bajara and Guar is agriculture commodities grow in this village. 6 hours agricultural power supply in summer and winter is available in this village. Total irrigated area in this village is 150.89 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Covered-uncovered well, Hand pumps and tube wells/boreholes are other drinking water sources. Closed and open drainage system and Community toilet complex available in this village. No system to collect garbage from street and drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone, mobile coverage and internet centre available in this village. No private courier facility near by 10 km.

Transportation

Public and private bus service, tractors and auto are available in this village. There is no railway station around 10 km. Animal driven carts are there in this village. No nearest National Highway near by 10 km. No nearest State Highway in less than 10 km, district road passes through this Village. Pucca (metalled) road, kuccha (non-metalled) road, macadam road and foot path are other roads and transportation within the village.

Commerce

There are ATMs, Commercial Bank and Co-operative Bank, Agricultural credit societies and Mandis/Regular markets available in this Village.

Other Amenities

This village has a power supply with 6 hours power supply for summer and winter. Anganwadi centre, ASHA, Birth & Death registration office, sports facilities, public library, daily news paper and polling station are the other amenities in the village.

(19)

Binota Village (Nimbahera)

Location and Administration

Binota is a village in Nimbahera tehsil in Chittaurgarh district of Rajasthan State, India. Binota is 20 km. distance from sub-district Headquarters Nimbahera and it is 50 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town is Nimbahera in 20 km distance. Total of Binota area is 869 hectares, Non-agricultural area is 92 hectares, and total irrigated area is 403.35 hectares.

Population

Binota is a large village located in Nimbahera tehsil of Chittaurgarh district, Rajasthan with total 1234 families residing. The Binota village has population of 5868 of which 3016 are males while 2852 are females as per Population Census 2011. In

Binota village population of children with age 0-6 is 701 which make up 11.95 % of total population of village. Average Sex-Ratio of Binota village is 946 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Binota as per census is 830, lower than Rajasthan average of 888. Binota village has higher literacy rate compared to Rajasthan. In 2011, literacy rate of Binota village was 72.31 % compared to 66.11 % of Rajasthan. In Binota male literacy stands at 85.68 % while female literacy rate was 58.41 %.

Table 5.19: Population Census of Binota Village (Nimbahera)

Census Parameter	Census Data
Total Population	5868
Total No. of Houses	1234
Total Illiterate Persons	27.7 % (1431)
Total Literacy Rate %	72.31 % (3736)
Female Population %	48.6 % (2852)
Female Literacy Rate	58.41 % (1480)
Male Population %	51.4 % (3016)
Male Literacy Rate %	85.68% (2256)
Working Population %	41.9% (2165)
Child(0 -6) Population by 2011	701
Sex-Ratio	946
Girl Child(0 -6) Population % by 2011	45.4 % (318)

Education

Private Pre Primary, Govt. Primary, Private Primary, Govt. Middle, Private Middle, Govt. Secondary and Private Secondary Schools are available in this village. Nearest Private Disabled School, Private Engineering College and Private Polytechnic College are in Chittaurgarh. Nearest Govt. Arts and Science Degree College is in Nimbahera. Nearest Govt. ITI College is in Nimbahera. Nearest Govt. Medical College and Govt. MBA College are in Udaipur.

Health

1 Primary Health Care Centre, 1 Primary Health Sub-Centre, 1 Maternity and Child Welfare Centre, 1 Alternative Medicine Clinic, 1 Veterinary Hospital, 1 Family Welfare Centre, 1 MBBS Doctor Practice, 1 Faith Healer, 2 Medical Shops are available in this village.

Agriculture

Soyabean, Bajara and Guar are agriculture commodities grow in this village. Earthen pots and Handicraft products are manufactured in this village. 6 hours

agricultural power supply in summer and 8 hours in winter is available in this village. Total irrigated area in this village is 403.35 hectares from canals.

Drinking-Water and Sanitation

Hand pumps and tube wells/boreholes are other drinking water sources. Closed and open drainage system and community toilet complex available in this village. This village covered under total sanitation. There is system to collect garbage from street and drain water is discharged directly into water bodies.

Communication

Post office, sub post office, landline telephone, mobile coverage, internet centre and private courier facility available in this village.

Transportation

Public and private bus service is available in this village. There is no railway station near by 10 km. Autos, tractors and man pulled cycle rickshaws available in this village. Animal driven carts are there in this village. No nearest National Highway around 10 km, nearest State Highway is in 5 - 10 km and district road passes through this village. Pucca (metalled) road, kuccha (non-metalled) road and foot path are other roads and transportation within the village.

Commerce

ATM, Commercial Bank, Co-operative Bank, Agricultural credit society, Mandis/Regular market and weekly Haat/Santha are available in this village.

Other Amenities

This village has a power supply with 8 hours for summer and 12 hours for winter. Anganwadi centre, ASHA, Birth & Death registration office, sports facilities, cinema theatre in village or nearby, public library, daily news paper and polling station are the other amenities in the village.

(20)

Lasrawan Village (Nimbahera)

Location and Administration

Lasrawan is a village in Nimbahera tehsil in Chittaurgarh district of Rajasthan State, India. Lasrawan is 18 km. distance from Sub-District Headquarters Nimbahera and it is 48 km. distance from District Headquarter Chittaurgarh. Nearest Statutory Town is Nimbahera in 18 km. distance. Total of Lasrawan area is 1079 hectares, Non-agricultural area is 60 hectares, and total irrigated area is 458.02 hectares.

Population

Lasrawan is a large village located in Nimbahera tehsil of Chittaurgarh district, Rajasthan with total 687 families residing. The Lasrawan village has population of 3267 of which 1661 are males while 1606 are females as per Population Census 2011. In Lasrawan village population of children with age 0-6 is 431 which make up 13.19 % of total population of village. Average Sex-Ratio of Lasrawan village is 967 which are higher than Rajasthan State average of 928. Child Sex-Ratio for the Lasrawan as per Census is 850, lower than Rajasthan average of 888. Lasrawan village has lower literacy rate compared to Rajasthan. In 2011, literacy rate of Lasrawan village was 58.32 % compared to 66.11 % of Rajasthan. In Lasrawan male literacy stands at 75.21 % while female literacy rate was 41.19 %.

Table 5.20: Population Census of Lasrawan Village (Nimbahera)

Census Parameter	Census Data
Total Population	3267
Total No. of Houses	687
Total Illiterate Persons	41.7% (1182)
Total Literacy Rate %	58.32 % (1654)
Female Population %	49.2 % (1606)
Female Literacy Rate	41.19 % (580)
Male Population %	50.84% (1661)
Male Literacy Rate %	75.21% (1074)
Working Population %	53.7% (1523)
Child(0 -6) Population by 2011	431
Sex-Ratio	967
Girl Child(0 -6) Population % by 2011	45.9 % (198)

Education

Private Pre Primary, Govt. Primary, Govt. Middle and Govt. Secondary Schools are available in this village. Nearest Private Disabled School and Govt. Polytechnic College are in Chittaurgarh. Nearest Govt. ITI College is in Nimbahera. Nearest Govt. Medical College and Govt. MBA College are in Udaipur. Nearest Private Engineering College is in Chittaurgarh. Nearest Govt. Arts and Science Degree College is in Nimbahera.

Health

1 Primary Health Care Centre , 1 Primary Health Sub-Centre , 1 Maternity and Child Welfare Centre , 1 Alternative Medicine Clinic , 1 Veterinary Hospital , 1 MBBS Doctor Practice , 2 Medical Shops are available in this village.

Agriculture

Soybean, Maize and Wheat is agriculture commodities grow in this village. Furniture making and Handicraft products are manufactured in this village. 6 hours agricultural power supply in summer and winter is available in this village. Total irrigated area in this village is 458.02 hectares from boreholes/tube wells.

Drinking-Water and Sanitation

Covered wells, Hand pumps and tube wells/boreholes are other drinking water sources. Closed and open drainage system available in this village. No system to collect garbage on street. Drain water is discharged directly into water bodies.

Communication

Sub post office, landline telephone, mobile and internet centre available in this village. No private courier facility around 10 km.

Transportation

Public and private bus service is available in this village. There is no railway station around 10 km. autos, tractors and animal driven carts are there in this village. No nearest National Highway near by 10 km, nearest State Highway and district road is in 5 - 10 km. Pucca road, kuccha road, macadam road and foot path are other roads and transportation within the village.

Commerce

ATM, Commercial Bank, Co-operative Bank, Agricultural credit society and Mandis/Regular market is available in this village.

Other Amenities

This village has a power supply with 12 hours in summer and 18 hours in winter. Anganwadi centre, ASHA, Birth & Death registration office, sports facilities; daily news paper and polling station are the other amenities in the village.

5.1.2 Village Level Survey Report

To fulfill the objective of my study, I have chosen the twenty Villages, namely-Dindoli, Bheemgarh, Suwaniya, Pootholi, Parsoli, Mandawari, Bassi, Gilund, Hingoriya, Kana Khera, Chikarda, Nada Khera, Mandphiya, Asawara, Lasrawan, Binota, Nikumbh, Bansi, Mandesara and Umarcha. For each of these Villages, I visited the concerned head of the Panchayat and schools to collect information like Village population, awareness, educational development and problems. I have also conducted the household survey to collect the socio-economic status of the Villages, literate illiterate population, education level, occupational structure and income structure etc. of the concerned Villages.

From these surveys, I have collected the data on twenty villages and I made an empirical study to show how the changing trends in literacy at the macro are reflected at the micro-level. For operational convenience, the questionnaire used for this field survey work is given in Appendix-I and II. In these empirical findings of the socio-economic and demographic characteristics of the sample households and sample schools are described their influence on the level of literacy and education.

➤ **Characteristics of Sample Households:-**

• **Distribution of Sample Households**

The distribution of sample village and sample households in the twenty selected village is presented in table 5.21 below.

Table 5.21: Tehsilwise Total Number of Villages and Number of Sample Villages

Tehsil	Total no. of Village	No. of sample Village
Rashmi	94	2
Gangrar	131	2
Begun	257	2
Rawatbhata	214	2
Chittaurgarh	230	2
Kapasan	86	2
Dungla	109	2
Bhadesar	168	2
Nimbahera	175	2
Badi Sadri	155	2
Total	1730	20

The distribution of sample households in the twenty selected village is given below in table 5.22.

Table 5.22: Number of Households in the Sample Villages and Sample Households Surveyed

Tehsils	Villages	Total no. of Households	Number of Household Surveyed
Rashmi	Dindoli	527	10
Rashmi	Bheemgarh	757	10
Gangrar	Suwaniya	370	10
Gangrar	Pootholi	846	10
Begun	Parsoli	829	10
Begun	Mandawari	420	10
Chittaurgarh	Bassi	2362	10
Chittaurgarh	Gilund	868	10
Kapasan	Hingoriya	266	10
Kapasan	Khana Khera	730	10
Dungla	Chikarda	868	10
Dungla	Nada Khera	644	10
Bhadesar	Mandphiya	1133	10
Bhadesar	Asawara	587	10
Nimbahera	Lasrawan	687	10
Nimbahera	Binota	1234	10
Badi Sadri	Nikumbh	1160	10
Bari Sadri	Bansi	808	10
Rawatbhata	Mandesara	314	10
Rawatbhata	Umarcha	113	10
Total		15523	200

- Demographic Features -**

The total population of sample household surveyed is presented in table 5.23 below.

Table 5.23: Distribution of Sample Population

Tehsil Name	Village Name	Total Population	Population(More than 6 yrs)	Child Age Group(0-6)	Male Population	Female Population
Rashmi	Dindoli	68	65	3	33	32
Rashmi	Bheemgarh	73	67	6	37	30
Gangrar	Suwaniya	67	62	5	32	30
Gangrar	Pootholi	71	65	6	34	31
Begun	Parsoli	70	66	4	34	32
Begun	Mandawari	69	66	3	35	31
Chittaurgarh	Bassi	72	66	6	30	36
Chittaurgarh	Gilund	67	61	5	33	29
Kapasan	Hingoriya	68	63	5	33	30
Kapasan	Kana Khera	64	61	3	32	29
Dungla	Chikarda	72	66	6	34	32
Dungla	Nada Khera	69	65	4	33	32
Bhadesar	Mandphiya	67	64	3	34	30

Bhadesar	Asawara	71	66	5	35	31
Nimbahera	Lasrawan	70	66	4	35	31
Nimbahera	Binota	66	60	6	31	29
Bari Sadri	Nikumbh	72	67	5	35	32
Bari Sadri	Bansi	65	61	4	31	30
Rawatbhata	Mandesara	66	61	5	36	25
Rawatbhata	Umarcha	64	60	4	32	28
	Total	1371	1278	92	669	610

Source: Field Survey

The population among the sample households surveyed is 1371 consisting about 2 percent of the total population in the sample Villages which is 68802. The gender distribution of the population in the sample households is almost equal (49% male and 45% female) while in the sample Villages it is 52.7 percent males and 50.4 percent females.

- **Literacy and Illiteracy**

The distribution of sample population by literacy across different male and female group is given in table 5.24 below-

The percentage of literates excluding person below six year of age among the sample population is 79.81 percent. These literate samples show that 55.3 percent have education till the secondary level, 20.75 percent had higher secondary education and 23.43 percent had higher secondary level education.

Table 5.24: Distribution of Sample Population by Literacy Levels in Male and Female

Tehsil Name	Village Name	Total Population	Population (more than 6 yrs)	Child Age Group (0-6)	Literate Population	% of Literate Persons	Male Population	Male Literate	% of Male Literate	Female Population	Female Literate	% of Female Literate
Rashmi	Dindoli	68	65	3	53	81.54	33	31	93.94	32	22	68.75
Rashmi	Bheemgarh	73	67	6	45	67.16	37	25	67.57	30	20	66.67
Gangrar	Suwaniya	67	62	5	49	79.03	32	28	87.50	30	21	70.00
Gangrar	Pootholi	71	65	6	52	80.00	34	25	73.53	31	27	87.10
Begin	Parsoli	70	66	4	61	92.42	34	30	88.24	32	31	96.88
Begin	Mandawari	69	66	3	51	77.27	35	30	85.71	31	21	67.74
Chittaurgarh	Bassi	72	66	6	58	87.88	30	25	83.33	36	33	91.67
Chittaurgarh	Gilund	67	61	5	48	78.69	33	26	78.79	29	22	75.86
Kapasan	Hingoriya	68	63	5	48	76.19	33	26	78.79	30	22	73.33
Kapasan	Kana Khera	64	61	3	46	75.41	32	25	78.13	29	21	72.41
Dungla	Chikarda	72	66	6	60	90.91	34	34	100.00	32	26	81.25
Dungla	Nada Khera	69	65	4	47	72.31	33	27	81.82	32	20	62.50
Bhadesar	Mandphiya	67	64	3	61	95.31	34	33	97.06	30	28	93.33
Bhadesar	Asawara	71	66	5	58	87.88	35	31	88.57	31	27	87.10
Nimbahera	Lasrawan	70	66	4	52	78.79	35	30	85.71	31	22	70.97
Nimbahera	Binota	66	60	6	50	83.33	31	28	90.32	29	22	75.86
Bari Sadri	Nikumbh	72	67	5	50	74.63	35	29	82.86	32	21	65.63
Bari Sadri	Bansi	65	61	4	52	85.25	31	27	87.10	30	25	83.33
Rawatbhata	Mandesara	66	61	5	40	65.57	36	22	61.11	25	18	72.00
Rawatbhata	Umarcha	64	60	4	39	65.00	32	24	75.00	28	15	53.57
		1371	1278	92	1020	79.81	669	556	83.11	610	464	76.07

Source: Field Survey

Table 5.25: Distribution of Sample Population by Illiteracy Level in Male and Female

ILLITERATE POPULATION							
Tehsils Name	Villages Name	Total Illiterate	Male Illiterate	Female Illiterate	% Of Total Illiterate	% Of Male Illiterate	% Of Female Illiterate
Rashmi	Dindoli	15	8	7	23.08	24.24	21.88
Rashmi	Bheemgarh	28	11	17	41.79	29.73	56.67
Gangrar	Suwaniya	13	4	9	20.97	12.50	30.00
Gangrar	Pootholi	19	7	12	29.23	20.59	38.71
Begin	Parsoli	9	5	4	13.64	14.71	12.50
Begin	Mandawari	12	4	8	18.18	11.43	25.81
Chittaurgarh	Bassi	8	4	4	12.12	13.33	11.11
Chittaurgarh	Gilund	14	4	10	22.95	12.12	34.48
Kapanan	Hingoriya	20	9	11	31.75	27.27	36.67
Kapanan	Kana Khera	15	6	9	24.59	18.75	31.03
Dungla	Chikarda	12	5	7	18.18	14.71	21.88
Dungla	Nada Khera	22	10	12	33.85	30.30	37.50
Bhadesar	Mandphiya	6	3	3	9.38	8.82	10.00
Bhadesar	Asawara	13	5	8	19.70	14.29	25.81
Nimbahera	Lasrawan	16	6	10	24.24	17.14	32.26
Nimbahera	Binota	14	9	5	23.33	29.03	17.24
Bari Sadri	Nikumbh	22	9	13	32.84	25.71	40.63
Bari Sadri	Bansi	13	6	7	21.31	19.35	23.33
Rawatbhata	Mandesara	21	7	14	34.43	19.44	56.00
Rawatbhata	Umarca	21	10	11	35.00	31.25	39.29
	Total	313	132	181	24.50	19.73	29.70

Source: Field Survey

The Percentage of illiterates excluding persons below six years of age among the sample population is 24.50 percent. The illiterate levels among these illiterate sample population shows that 19.73 percent in male and 29.70 percent in female population.

Education Facilities

The distribution of education facilities in the twenty selected villages is percentage in table 5.26 below:-

Table 5.26: Education Level & Distribution of Students, Teachers and Teacher-Student Ratio

Tehsils Name	Villages Name	Primary		Upper Primary		Secondary		Higher Secondary		Graduate		Post-Graduate	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Rashmi	Dindoli	7	6	9	8	6	3	5	3	3	2	1	0
Rashmi	Bheemgarh	5	7	8	5	6	5	4	3	1	0	1	0
Gangrar	Suwaniya	4	8	7	5	7	4	5	3	3	1	2	0
Gangrar	Pootholi	4	3	4	3	6	7	3	5	5	6	3	3
Begun	Parsoli	3	3	4	4	7	8	7	8	5	5	4	3
Begun	Mandawari	4	6	5	6	8	6	7	2	4	1	2	0
Chittaurgarh	Bassi	1	4	3	4	4	9	8	7	6	3	3	6
Chittaurgarh	Gilund	4	3	4	5	5	7	6	4	4	2	3	1
Kapasan	Hingoriya	1	3	2	4	4	3	5	4	7	5	3	1
Kapasan	Kana Khera	2	2	3	2	5	4	6	7	5	4	4	2
Dungla	Chikarda	1	4	3	5	10	4	11	4	6	3	3	6
Dungla	Nada Khera	3	2	4	4	8	6	7	6	4	2	1	0
Bhadesar	Mandphiya	1	3	2	3	9	5	8	5	7	7	6	5
Bhadesar	Asawara	2	2	1	3	6	4	9	8	8	6	5	4
Nimbahera	Lasrawan	5	4	6	4	7	5	5	7	6	2	1	0
Nimbahera	Binota	3	2	3	2	4	3	8	6	6	5	4	4
Bari Sadri	Nikumbh	8	6	9	6	4	3	5	2	2	3	1	1
Bari Sadri	Bansi	4	5	3	4	5	6	6	5	6	4	3	1
Rawatbhata	Mandesara	3	7	8	4	7	4	3	2	1	1	0	0
Rawatbhata	Umarcha	9	6	9	6	4	2	2	1	1	0	0	0
Total		74	86	97	87	122	98	120	92	90	62	50	37

Continue.....

% of Primary		% of Upper Primary		% of Secondary		% of Higher Secondary		% of Graduate		% of Post-Graduate	
M.P	F.P	M.UPS	F.UPS	M.SS	F.SS	M.HSS	F.HSS	M.G	F.G	M.PG	F.PG
22.58	27.27	29	36.36	19.4	13.64	16.129	13.64	9.677	9.09	3.23	0
20	35	32	25	24	25	16	15.00	4	0.00	4	0
14.29	38.10	25	23.81	25	19.05	17.86	14.29	10.71	4.76	7.14	0
16	11.11	16	11.11	24	25.93	12	18.52	20	22.22	12	11.11
10	9.68	13.3	12.90	23.3	25.81	23.33	25.81	16.67	16.13	13.3	9.68
13.33	28.57	16.7	28.57	26.7	28.57	23.33	9.52	13.33	4.76	6.67	0.00
4	12.12	12	12.12	16	27.27	32.00	21.21	24	9.09	12	18.18
15.38	13.64	15.4	22.73	19.2	31.82	23.08	18.18	15.38	9.09	11.5	4.55
3.85	13.64	7.69	18.18	15.4	13.64	19.23	18.18	26.92	22.73	11.5	4.55
8.00	9.52	12	9.52	20	19.05	24.00	33.33	20	19.05	16	9.52
2.94	15.38	8.82	19.23	29.4	15.38	32.35	15.38	17.65	11.54	8.82	23.08
11.11	10.00	14.8	20.00	29.6	30.00	25.93	30.00	14.81	10.00	3.7	0.00
3.03	10.71	6.06	10.71	27.3	17.86	24.24	17.86	21.21	25.00	18.2	17.86
6.45	7.41	3.23	11.11	19.4	14.81	29.03	29.63	25.81	22.22	16.1	14.81
16.67	18.18	20	18.18	23.3	22.73	16.67	31.82	20	9.09	3.33	0.00
10.71	9.09	10.7	9.09	14.3	13.64	28.57	27.27	21.43	22.73	14.3	18.18
27.59	28.57	31	28.57	13.8	14.29	17.24	9.52	6.897	14.29	3.45	4.76
14.81	20.00	11.1	16.00	18.5	24.00	22.22	20.00	22.22	16.00	11.1	4.00
13.64	38.89	36.4	22.22	31.8	22.22	13.64	11.11	4.545	5.56	0	0.00
37.50	40.00	37.5	40.00	16.7	13.33	8.33	6.67	4.167	0.00	0	0.00

Source: Field Survey

Tehsils Name	Villages Name	GGSS		GHSS		GGGHS		Aadarsh School		GUPS		GGUPS		KGBV		GPS	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Rashmi	Dindoli	0	0	113	87	0	0	0	0	0	0	0	77	0	0	0	0
Rashmi	Bheemgarh	0	289	260	42	0	0	0	0	0	0	0	0	0	0	0	0
Gangrar	Suwaniya	0	0	0	0	0	0	81	96	0	0	0	0	0	0	0	0
Gangrar	Pootholi	0	0	129	138	0	0	0	0	49	98	0	0	0	0	0	0
Begun	Parsoli	0	197	178	54	0	0	0	0	0	0	0	0	0	0	0	0
Begun	Mandawari	0	0	0	0	0	0	117	116	0	0	0	0	0	0	20	22
Chittaurgarh	Bassi	0	0	324	58	16	355	0	0	134	77	0	0	0	0	47	34
Chittaurgarh	Gilund	0	0	194	135	0	0	0	0	0	0	9	120	0	0	23	43
Kapasan	Hingoriya	0	0	106	84	0	0	0	0	0	0	0	0	0	0	0	0
Kapasan	Kana Khera	0	0	95	94	0	0	0	0	0	0	0	0	0	0	23	16
Dungla	Chikarda	0	0	170	108	0	0	0	0	0	0	0	0	0	0	0	0
Dungla	Nada Khera	0	0	93	91	0	0	0	0	0	0	0	0	0	0	0	0
Bhadesar	Mandphiya	10	227	329	159	0	0	0	0	0	0	0	0	0	0	0	0
Bhadesar	Asawara	0	0	191	198	0	0	0	0	0	0	0	0	0	0	0	0
Nimbahera	Lasrawan	0	0	203	93	0	0	0	0	0	0	0	101	0	0	0	0
Nimbahera	Binota	0	0	166	131	0	0	0	0	0	0	0	112	0	0	0	0
Bari Sadri	Nikumbh	0	229	295	65	0	0	0	0	0	0	0	0	0	0	19	9
Bari Sadri	Bansi	13	203	256	61	0	0	0	0	0	0	0	0	0	0	10	18
Rawatbhata	Mandesara	0	0	278	210	0	0	0	0	0	0	0	0	0	155	0	0
Rawatbhata	Umarcha	0	0	0	0	0	0	0	0	58	49	0	0	0	0	0	0
	Total	23	1145	3380	1808	16	355	198	212	241	224	9	410	0	155	142	142

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Total Students	Males	Females	Teachers	Sanction Teachers	Pupil-Teacher Ratio
277	113	164	15	17	18.5
591	260	331	31	37	19.1
77	81	96	14	15	12.6
414	178	236	18	21	23.0
429	178	251	29	39	14.8
275	137	138	15	15	16.6
1045	366	428	41	45	20.4
524	226	298	19	22	27.6
190	106	84	12	14	15.8
228	118	110	16	17	14.3
278	170	108	12	16	23.2
184	93	91	13	15	14.2
725	339	386	35	40	20.7
389	191	198	16	18	24.3
397	203	194	16	19	24.8
409	166	243	18	21	22.7
617	314	303	31	39	19.6
561	279	282	25	31	22.2
643	278	365	15	18	42.9
107	58	49	2	4	53.5
8460	3854	4355	393	463	21.5

Source: Field Survey

Occupational Structure

The occupational structure of the sample population by occupation group is presented in table - 5.27 below.

Table 5.27: Distribution of Sample Population by Occupational Structure

OCCUPATIONAL STRUCTURE											
Tehsils Name	Villages Name	Agriculture	Non-Agriculture	Government Job	Private Job	Unemployment	% Of Agriculture	% Of Non-Agriculture	% Of Government Job	% Of Private Job	% Of Unemployment
Rashmi	Dindoli	17	14	1	5	31	25	20.59	1.47	7.35	45.59
Rashmi	Bheemgarh	16	17	2	4	34	21.92	23.29	2.74	5.48	46.58
Gangrar	Suwaniya	15	16	2	7	27	22.39	23.88	2.99	10.45	40.30
Gangrar	Pootholi	11	18	4	8	30	15.49	25.35	5.63	11.27	42.25
Begun	Parsoli	20	17	7	8	18	28.57	24.29	10.00	11.43	25.71
Begun	Mandawari	18	14	3	6	28	26.09	20.29	4.35	8.70	40.58
Chittaurgarh	Bassi	9	11	12	5	35	12.50	15.28	16.67	6.94	48.61
Chittaurgarh	Gilund	13	14	2	9	29	19.40	20.90	2.99	13.43	43.28
Kapasan	Hingoriya	10	13	6	8	31	14.71	19.12	8.82	11.76	45.59
Kapasan	Kana Khera	8	11	6	5	34	12.50	17.19	9.38	7.81	53.13
Dungla	Chikarda	12	12	8	3	36	16.67	16.67	11.11	4.17	50.00
Dungla	Nada Khera	15	10	5	6	33	21.74	14.49	7.25	8.70	47.83
Bhadesar	Mandphiya	13	9	8	4	33	19.40	13.43	11.94	5.97	49.25
Bhadesar	Asawara	14	12	4	10	31	19.72	16.90	5.63	14.08	43.66
Nimbahera	Lasrawan	9	18	2	7	36	12.86	25.71	2.86	10.00	51.43
Nimbahera	Binota	15	10	9	2	35	22.73	15.15	13.64	3.03	53.03
Bari Sadri	Nikumbh	14	15	2	9	32	19.44	20.83	2.78	12.50	44.44
Bari Sadri	Bansi	16	18	5	7	19	24.62	27.69	7.69	10.77	29.23
Rawatbhata	Mandesara	10	19	0	4	33	15.15	28.79	0.00	6.06	50.00
Rawatbhata	Umarcha	9	21	0	0	34	14.06	32.81	0.00	0.00	53.13
Total		264	289	88	117	619	20.65	22.61	6.90	9.15	48.43

Source: Field Survey

As seen from table 5.27 the work force constitutes 59.31 percent of the sample population. The agriculture occupation is being carried out by 20.65 percent and non-agriculture occupation is being carried out by 22.61 percent. Persons who are working in service sector (Government and Private) is about 16.04 percent. Another 48.43 percent of the sample population is unemployed.

Household Income

The distribution of sample households by different income levels is presented in Table 5.28 below.

Table 5.28: Distribution of Sample Households by Income Groups

Income Structure					
Tehsils Name	Villages Name	Below 1 Lakh	1-3 Lakh	3-6 Lakh	6-10 Lakh
Rashmi	Dindoli	3	3	3	1
Rashmi	Bheemgarh	4	2	3	1
Gangrar	Suwaniya	3	2	3	2
Gangrar	Pootholi	3	3	2	2
Begun	Parsoli	2	2	4	2
Begun	Mandawari	3	4	3	0
Chittaurgarh	Bassi	2	3	2	3
Chittaurgarh	Gilund	3	3	3	1
Kapasan	Hingoriya	2	3	3	2
Kapasan	Kana Khera	3	2	2	3
Dungla	Chikarda	3	2	3	2
Dungla	Nada Khera	2	3	3	2
Bhadesar	Mandphiya	3	2	2	3
Bhadesar	Asawara	3	2	3	2
Nimbahera	Lasrawan	4	3	2	1
Nimbahera	Binota	2	3	2	3
Bari Sadri	Nikumbh	4	3	2	1
Bari Sadri	Bansi	1	4	2	3
Rawatbhata	Mandesara	5	2	2	1
Rawatbhata	Umarcha	6	2	2	0
Total		61	53	51	35

Source: Field Survey

30% of households having annual income of less than one lakh per annum are included in the family. This level of income could be taken for identifying households below the economic level. And in the 51.5 percent sample households the annual income is between 1 to 6 lakhs, on the other hand only 17.5 percent sample households have annual income higher, then 6 lakh per year.

5.1.3 Results of Household Survey

In order to get better insights into the conditions prevailing in rural Chittaurgarh among the weaker sections particularly in the education sector, a sample survey of households was conducted. More specifically, the intention was to get some idea about (i) the household expenditure on the education (ii) the reasons why the enrollment of children in schools is low (iii) the extent of the benefits of incentives provided by the government actually reaching the education (iv) their perception about the quality of the education and (v) the social awareness about education.

Moreover, researcher conducted the purposive sample survey of the households belonging to the weaker sections of the society, besides in-depth survey of the schools in and around the selected villages. The questionnaires used for the survey. The sample survey of households revealed some interesting features of the weaker section in rural Chittaurgarh. Researcher surveyed 200 households in Chittaurgarh district. Researcher had detailed interactions with the district education department and officers. Researcher met teachers and students who were present in the schools during our unannounced visits. Discussions were also held with Sarpanch and other members of the Panchayat besides a large number of villagers. During these schools visits were to see the dilapidated conditions of the school buildings were not usable due to prolonged decay, lack of repairs, incomplete construction and lack of maintenance. About 70% households in Chittaurgarh out of our sample owned land. Generally the children both girls and boys, are driven cattle to this activity even if they have to sacrifice attending schools. These families also often migrate out seasonally in search of food, fodder and employment. This happens because only 20.65% of the sample households in the Chittaurgarh district reported farming occupation. The other 22.16% of the households depending on non-agricultural activities, 6.90% of the households depending on government job, 9.15% of the households depending on private job and 48.43% of the households depending on unemployment. Solution of this problem of drop-out and migration cannot be piecemeal. It has to be comprehensive. The weaker section households in rural Chittaurgarh are that access to electricity in their residence. An access is also limited to 6 days in a week for about 10 hours/day in Chittaurgarh. The learning and reading environment at home is thus seriously lacking.

The average annual reported income of the sample households is one to ten lakh. Maximum household's income is below one lakh. In our sample survey of the households, researcher found that out of the families who send their children to school prefer to put their children in the private schools rather than the public schools. Researcher discussions with families revealed that people do recognize better facilities, quality and learning environment in private school compared to the public schools. Researcher found some families registered their children in the public schools to get benefits to various incentives like mid-day-meal, scholarships, promoting girl's education programs, free education, free text books etc. Thus, the benefits mostly school going children registered from the poor families in rural areas.

5.1.4 Findings of Sample Survey of Schools

During sample survey of households in Chittaurgarh district, researcher simultaneously conducted a sample survey of 20 schools in Chittaurgarh. Researcher surveyed the Schools in and around the select villages. The purpose of the survey was to get some idea about the quantity and quality of infrastructure, specific problems faced by schools, the cost of furniture, equipment and facilities, the problems of teachers, etc. Although the survey was formally conducted with a questionnaire, researcher collected considerable information through discussion and observation.

Table 5.26 summarizes educational facilities and student-teacher details surveyed village. Researcher now turn to some qualitative findings and specific relevant observations from our survey of schools in the villages - SSA provides annually money to a school for building repairs, school facilities, teaching and learning materials. SSA also provides grants for up gradation of a government primary school to an upper primary school for furniture and additional classrooms. In most of the public school, urinals for boys and girls were separate, but toilets were common. Very often, therefore, most of the toilets in the schools would be very dirty and unusable. Government provides free note books to the primary and upper primary students, free mid-day meal, and scholarship. Although there are regular examinations every six months nobody fails in the primary schools in Rajasthan. This is as per the government order. Most of the primary and upper primary schools do not have enough equipment and space for play and exercise. Similarly, proper libraries, computer lab facilities are also absent. Poor road connectivity, bad quality of roads collecting smaller villages with larger villages of

towns, and poor transport facilities are major deterrents for children of smaller villages to study further. The salary difference between a so-called "trained or qualified" teacher and untrained teacher is amazingly high in the public and private schools. The problems of education in rural Chittaurgarh are the low density of population with less developed socio-economic condition like-high rate of school dropouts, lack of social awareness, low income, mostly people engaged in agriculture occupation, lack of schools and teachers.

In finding, these observations reveal that (i) male-female differential still prevails in every level of education (ii) the number of educational institutions need to be opened with good facilities and their distribution needs to be made more balanced (iii) providing State of art infrastructure in all (both government an private) institutions is another compelling area warranting immediate attention (iv) recruiting faculty and filling up, and not letting the vacant positions lie for decades; (v) the agricultural sector still has the lowest proportion of educated workers (vi) opening up of education institutes to private providers and working for useful public-private partnership has become an inescapable necessity of our times.

Conclusion

During my fieldwork in twenty villages a total number of 200 households and 20 schools were interviewed. The present survey shows the demographic features, literacy level, illiteracy level, educational facilities, occupational structure and household's income etc. The investigation shows an increase of the female literacy level than the male literacy due to social awareness in society, educational facilities, and vigorous efforts on the part of government by way of opening up schools for girls. Both quantitative expansion of facilities for education and qualitative improvement in the education system of the area were taken up simultaneously. Government's policy of free and compulsory education, scholarships for the poor, mid-day meal schemes for school going children, special focus on female child's education, providing quality educational institute in almost all areas, expansion of technical education all have worked in giving necessary filled to attainments of the villages in the field of education.

CHAPTER - VI

CONCLUSIONS, POLICY ISSUES AND RECOMMENDATIONS

6.1 Conclusion

After 71 years of Independence the progress of literacy in an area indicates the pace at which a particular society is transforming. Literacy is regarded as an essential tool for eradicating social evils like poverty, unemployed, economically imbalance, mental isolation etc. The lack of literacy, on the other hand, detracts from man his dignity and does not allow a man to play a prominent role in the society. Social advancement and democratic growth of any country (Chandana and Sidhu, 1980: 96) Literacy is essential for economic development. Now it has been clear on the one hand that the levels of literacy in a region determine the levels of economic development. It is because literacy helps people to be aware about their rights in a democratic country like India. On the other hand, the progress of literacy and demographic differentials in a region are a function of the interplay of a socio-economic and development factors.

The present research work, which is a study of pattern of literacy rate in the district of Chittaurgarh, begun with the following objectives:

- (i) To study the growth of literacy rate and development like demographic, social and economic structure;
- (ii) To study the level of rural- urban literacy rate;
- (iii) To study the level of Scheduled Caste and Scheduled Tribe literacy rate;
- (iv) To study the various literacy programs in Chittaurgarh district and their consequences;
- (v) To assess the gap of male-female literacy rate;
- (vi) To study the current educational status of Chittaurgarh district;
- (vii) To identify the factors affecting literacy rates in Chittaurgarh district;

- (viii) To analyze the possibilities of future progress of literacy rate in Chittaurgarh district;
- (ix) To develop a strategy to make Chittaurgarh district a complete literate district.

The present study divided into six chapters. Chapter I deal with the introduction and importance of literacy in society and economy, discussion on cartographic and statistical techniques used. In chapter II, detailed service of literature has been made. This chapter also contains the choice of study area; Chapter III is devoted to "Pattern of literacy-1981, 1991, 2001 & 2011". Besides discuss the level and changes of total literacy, male-female literacy. This chapter consists of not only the level of rural- urban literacy but also about the changes of rural-urban literacy. This chapter discussing the level and changes of scheduled caste and scheduled tribe. Chapter IV deals with education facilities and efforts for literacy in Chittaurgarh district begins with a detailed discussion on various State and centre sponsored programs to increase the levels of literacy in Chittaurgarh district. Chapter V is devoted to "Educational Parameters" for Village sample survey and describes the variations in Village area. Chapter VI deals with the conclusions and policy issues drawn from the whole study and recommendations are made to make Chittaurgarh a complete literate district.

Pattern and Changes of Total Literacy

The analysis on the patterns of total literacy shows that there are striking spatial disparities in the levels of literacy. On the one hand, we have Bhadesar tehsil (15.6% in 1981), Gangrar tehsil (25.99% in 1991), and Rashmi tehsil (44% in 2001 & 52.89% in 2011) in which the literacy rate is very low. On the other hand we have Chittaurgarh (29.76% in 1981, 42.83% 1991 & 61.70% in 2001) and Nimbahera (69.43% in 2011) in which literacy rate is very high. Very low literacy rate is recorded in these tehsils as they are lack of educational amenities low level of income, lack of industrialization and urbanization most of the people are engaged in agriculture, less developed means of transportation and communication, socio-economic backwardness of the people etc. Very high literacy rate is recorded in these tehsils as they are industrially and urbanized developed socio-economically sound and having specialized educational institutions.

The analysis on change of total literacy shows that there are striking disparities in the changes of literacy. On the one hand, we have Chittaurgarh tehsil (43.93% 1981-91 & 44.06% in 1991-2001) and Rawatbhata (7.62% in 2001-11) in which change rate is very low due to a negative correlation between literacy level of tehsils and the magnitude of change in it. This intends to say that where the literacy level was high, the magnitude of change was low, where the literacy level was low; the magnitude of change in literacy was high. On the other hand we have Bhadesar tehsil (68.05% in 1981-91, 80.00% in 1991-01 & 21.69% in 2001-11) in which change rate is very high. There are areawise variations in the growth of literacy rate which are kept on decreasing with the time.

Pattern and Changes of Male-Female Literacy

Undoubtedly due to change taking place in the social system, females today are enjoying better status and recognition than what they had in past, yet the gap in terms of male-female literacy is alarming. The male literacy rate of Chittaurgarh district shows that there are striking spatial disparities in the levels of literacy. On the one hand we have Bhadesar (25.72% in 1981), Gangrar (40.88% in 1991), and Rashmi (63.70% in 2001 & 70.05% in 2011) in which literacy rate is very low. On the other hand we have Chittaurgarh (42.52% in 1981) and Nimbahera (60.33% in 1991, 79.40% in 2001 & 83.84% in 2011) in which literacy rate is very high. Very low literacy rate is recorded in these tehsils due to the backwardness in industrial, educational and agricultural development. Very high literacy rate is recorded in these tehsils as they are well connected by national and State highways, have ample opportunities for jobs in non-agriculture activities, commercial agricultural areas connected by roads, big business houses have also opened many private schools which are boosting high literacy rate in these areas.

The analysis on changes of male literacy shows that there are striking disparities in the changes of literacy. On the one hand, we have Chittaurgarh tehsil (36.90% in 1981-91 & 31.41% in 1991-01) and Rawatbhata tehsil (3.32% in 2001-2011) in which change rate is very low due to a negative correlation between literacy level of tehsils and the magnitude of change in it. On the other hand we have Bhadesar tehsil (64.12% in 1981-91 & 11.77% in 2001-11) and Gangrar tehsil (59.02% in 1991-01) in which change rate is very high. The area wise variations are decreasing in the terms of growth

rate of literacy rate due to improve in education and influential change in socio-economic systems.

The patterns of female literacy show that there are spatial disparities in the levels of literacy. On the one hand we have Nimbahera (4.40% in 1981), Badi Sadri (9.48% in 1991), Rashmi (24.92% in 2001) and Kapasan tehsils (35.66% in 2011) in which literacy rate is very low. On the other hand we have Gangrar (7.53% in 1981), Kapasan (17.41% in 1991), and Nimbahera (32.73% in 2001 & 47.13% in 2011) in which literacy rate is very high. Very low literacy rate is recorded in these tehsils as they are not economically sound, educational and transport facilities also not more developed, people are not broad minded and have no faith in girls education, people do not like to send the girls to schools, the areas where child marriage is common, low status of women in the society, subsistence agricultural economy of these areas. Very high literacy rate is recorded in these tehsils as they are enough opportunities to female for taking education, here prejudices factor against female education are less powerful, people are broad minded educationally developed because of more education facilities, so female literacy rate is high in these tehsils.

The analysis on changes of female literacy shows that there are spatial disparities in the changes of literacy. On the one hand, we have Gangrar (32.67% in 1981-91), Begun (75.05% in 1991-01) and Rawatbhata (16.67% in 2001-01) in which change rate is very low. These intend to say that where the literacy level was high, the magnitude of change was low, where the literacy level was low; the magnitude of change in literacy was high. On the other hand, we have Rashmi (106.53% in 1981-91), Bhadesar (192.55% in 1991-01) and Rashmi (45.62% in 2001-11) in which change rate is very high.

Gender Gap in Literacy

The gender gap in literacy is very high in the study area, due to many reasons including appalling poverty, parents lack of interest in female education, early marriage of the females, households responsibilities of the females, prevalence of prejudices against the females education, mobility and development inadequate schools for females, dearth of female teachers particularly in rural areas, more preference for education of sons and the low degree of participation of females in work. The patterns of tehsilwise variation among gender gap in the levels of literacy shows that there are

striking disparities in the levels of literacy. In 1981, 1991, 2001, the gender gap in total literacy rate, rural, scheduled caste and scheduled tribe literacy rate has increased in almost all the tehsils but in 2011 it is decreased in all the tehsils. In 1981, the gender gap in urban literacy rate has increased in all the tehsils, but in 1991, 2001, 2011 it is decreased in almost all the tehsils.

Pattern and Changes of Rural Literacy

In Chittaurgarh district, as in case literacy in the case of rural-urban literacy also the gap is alarming. This gap is considered to be the result of better facilities available in urban area. The analysis on the spatial patterns of rural literacy shows that there are striking disparities in the levels of literacy. On the one hand, we have Dungla tehsil (15.67% in 1981), Gangrar (25.99% in 2011) in which literacy rate is very low. On the other hand we have Bhadesar (20.29% in 1981), Kapasan (48.95% in 1991), and Nimbahera (54.29% in 2001 & 64.23% in 2011) in which literacy rate is very high. Very low literacy rate is recorded in these tehsils as they are engaged in agriculture and demand for labour to work in the fields had increased. This keeps away many children from attending a school and poor families prefer their children to help them in making an earning rather than sparing them for schools. Therefore, there is low level of literacy in these tehsils of the district. Very high literacy rate is recorded in these tehsils due to availability of educational institutions, standard of living, well developed means of transportation and communication, commercial agriculture areas are the reasons for the high level of literacy in these tehsils. Besides several philanthropists and non-governmental organizations also opened schools and colleges of galvanize education and to increase literacy.

The analysis on changes of rural total literacy shows that there are striking disparities in the changes of literacy. On the one hand, we have Bhadesar tehsil (29.77% in 1981-91) and Kapasan (-2.90% in 1991-01 & 10.95% in 2001-11) in which change rate is very low. On the other hand, we have Kapasan teshil (192.77% in 1981-91), Bhadesar (80.05% in 1991-01) and Badi Sadri (26.46% in 2001-11) in which change rate is very high. So, the changing socio-economic value system also has played a pivotal role which helped in accelerating the rural literacy in the Chittaurgarh district.

Pattern and Changes of Rural Male - Female Literacy

The analysis on the patterns of rural male literacy shows that there are spatial disparities literacy shows that there are spatial disparities in the levels of literacy. On the one hand, we have Dungla (25.72% in 1981), Gangrar (40.88% in 1991), and Rawatbhata (62.34% in 2001 & 66.67% in 2011) in which literacy rate is very low. On the other hand we have Bhadesar (34.14% in 1981), Kapasan (79.86% in 1991), and Nimbahera (75.48% in 2001 & 81.12% in 2011) in which literacy rate is very high.

The analysis on changes of rural male literacy shows that there are variations in the changes of literacy. On the one hand, we have Bhadesar (23.64% in 1981-91), Kapasan (-16.42% in 1991-01 & 4.77% in 2001-11) in which change rate is very low. On the other hand, we have Kapasan (189.19% in 1981-91), Begun (59.03% in 1991-01) and Badi Sadri (13.65% in 2001-11) in which change rate is very high.

The analysis on the patterns of rural female literacy shows that there are spatial disparities in the level of literacy. On the one hand, we have Nimbahera (4.40% in 1981), Badi Sadri (9.48% in 1991), Rashmi (24.92% in 2001) and Kapasan (35.66% in 2011) in which literacy rate is very low. On the other hand, we have Gangrar (7.53% in 1981), Kapasan (17.41% in 1991), and Nimbahera (32.73% in 2001 & 47.13% in 2011) in which literacy rate is very high.

The analysis on changes of rural female literacy shows that are variations in the changes of literacy. On the one hand, we have Gangrar (32.67% in 1981-91) and Kapasan (63.44% in 1991-01 & 25.30% in 2001-11) in which change rate is very low. On the other hand, we have Kapasan (237.67% in 1981-91), Bhadesar (192.22% in 1991-01) and Badi Sadri (58.28% in 2001-11) in which change rate is very high.

Pattern and Changes of Urban Literacy

The analysis on the patterns of urban literacy shows that there are regional disparities in the levels of literacy. On the one hand, we have Kapasan (43.50% in 1981, 60.30% in 1991, 73.83% in 2001 & 76.34% in 2011) in which literacy rate is very low, due to most of the people are engaged in agriculture, lack of educational amenities, low degree of urbanization. On the other hand, we have Chittaurgarh (56.63% in 1981), Begun (70.78% in 1991) and Rawatbhata (84.09% in 2001% & 85.82% in 2011) in

which literacy rate is very high, they are in industrially developed, economically sound and the availability of educational institutions, degree of urbanization, standard of living, well developed means of transportation and communication are such factors.

Pattern and Changes Urban Male - Female Literacy

The analysis on the patterns of urban male literacy shows that there are spatial disparities in the levels of literacy. On the one hand, we have Kapasan (60.55% in 1981), Nimbahera (76.85% in 1991), and Kapasan (88.01% in 2001 & 88.26% in 2011) in which literacy rate is very low. On the other hand, we have Chittaurgarh (70.66% in 1981), Begun (83.80% in 1991) and Rawatbhata (91.83% in 2001 & 92.19% in 2011) in which literacy rate is very high.

The analysis on changes of urban male literacy shows that these are regional variations in the change of literacy. On the one hand, we have Chittaurgarh (16.51% in 1981-91), Begun (7.01% in 1991-01) and Kapasan (0.29% in 2001-11) in which change rate is very low. On the other hand, we have Badi Sadri (30.88% in 1981-91), Nimbahera (15.86% in 1991-01) and Badi Sadri (1.75% in 2001-11) in which change rate is very high.

The analysis on the patterns of urban female literacy shows that there are spatial disparities in the levels of literacy. On the one, hand, we have Kapasan tehsil (25.48% in 1981, 41.17% in 1991, 59.13% in 2001 & 64.23% in 2011) in which literacy rate is very low. On the other hand, we have Chittaurgarh (39.70% in 1981 & 56.10% in 1991) and Rawatbhata (75.49% in 2001 & 79.05% in 2011) in which literacy rate is very high.

Analysis of changes in urban female literacy revealed that there are differences in the change in literacy. On the one hand, we have Chittaurgarh (41.32% in 1981-91), Begun (9.64% in 1991-01) and Rawatbhata (4.72% in 2001-11) in which change rte is very low. On the other hand, we have Kapasan (61.57% in 1981-91 & 43.62% in 1991-01) and Begun (13.03% in 2001-11) in which change rate is very high.

Pattern and Changes of Scheduled Caste in Literacy

According the Census 2011, the literacy rate of scheduled caste (55.83%) is lag behind from total literacy rate of Chittaurgarh district (61.71%). The male-female gap

in literacy rate is high. The trends reflect the social and cultural trends and degrees of gender inequality in Chittaurgarh area.

The analysis on the patterns of scheduled caste total, male and female literacy shows that there are spatial disparities in the levels of literacy. On the one hand, we have Dungla (8.65% in 1981), Gangrar (16.64% in 1991) and Rashmi (37.34% in 2001 & 47.77% in 2011) in which total literacy rate is very low. On the other hand Chittaurgarh (15.52% in 1981), Nimbahera (24.62% in 1991) and Rawatbhata (52.29% in 2001 & 63.65% in 2011) in which total literacy rate is very high.

The levels of scheduled caste male literacy shows that, we have Dungla (16.20% in 1981), Gangrar (29.14% in 1991), Rashmi (57.86% in 2001) and Gangrar (64.76% in 2011) in which SC male literacy rate is very low. On the other hand, we have Bhadesar (26.73% in 26.73%), Nimbahera (43.61% in 1991, 72.73% in 2001 & 78.33% in 2011) in which SC male literacy rate is very high. The levels of scheduled caste female literacy shows that, we have Badi Sadri (0.45% in 1981), Chittaurgarh (1.80% in 1991) and Rashmi (17.23% in 2001 & 30.46% in 2011) in which SC female literacy rate is very low. On the other hand, we have Chittaurgarh (3.58% in 1981), Begun (8.32 in 1991) and Rawatbhata (33.60% in 2001 & 49.67% in 2011) in which SC female literacy rate is very high.

The analysis on changes of scheduled caste literacy rate shows that there are regional variations in the changes of literacy. The changes of scheduled caste total literacy shows that, we have Bhadesar (17.03% in 1981-91), Begun (71.96% in 1991-01) and Kapasan (14.15% in 2001-11) in which SC total Change rate is very low. On the other hand, we have Dungla (122.68% in 1981-91), Chittaurgarh (176.72% in 1991-01) and Bhadeshar (35.85% in 2001-11) in which SC total change rate is very high. The change of scheduled caste male literacy shows that, we have Bhadesar (20.69% in 1981-91), Begun (58.00% in 1991-01) and Kapasan (5.93% in 2001-11) in which SC male change rate is very low. On the other hand, we have Dungla (121.15% in 1981-91), Gangrar (104.58% in 1991-01) and Bhadesar (19.30% in 2011-11) in which SC male change rate is very high.

The change of the scheduled caste female literacy shows that, we have Chittaurgarh (-49.74% in 1981-91), Begun (160.83% in 1991-01) and Kapasan (36.86% in 2001-11) in which SC female the change rate in very low. On the other hand, we

have Nimbahera (817.28% in 1981-91), Rawatbhata (1719.61% in 1991-01) and Bhadesar (84.35% in 2001-11) in which SC female change the rate is very high.

Pattern and Changes of Scheduled Tribe in Literacy

According the Census 2011, the literacy rate of scheduled tribe (39.19%) is lag behind from total literacy rate of Chittaurgarh district (61.71%). The male-female gap in literacy rate is high. The trends reflect the social and cultural trends and degrees of gender inequality in Chittaurgarh area.

The analysis on the patterns of scheduled tribe total, male and female literacy shows that there are spatial disparities in the levels of literacy. On the one hand, we have Dugnla, Rashmi and Badi Sadri (2% in 1981), Gangrar (5.54% in 1991), Kapasan (10.29% in 2001) and Rashmi (27.66% in 2011) in which literacy rate is very low. On the other hand, Nimbahera and Bhadesar (6% in 1981), Nimbahera (12.39% in 1991 & 49.08% in 2011) and Rawatbhata (57.60% in 2001) in which literacy rate are very high.

The levels of scheduled tribe male literacy shows that, we have Dungla (3.96% in 1981), Gangrar (10.06% in 1991) and Rashmi (33.35% in 2001 & 42.71% in 2011) in which literacy rate is very low. On the other hand, Bhadesar (10.82% in 1981) and Nimbahera (22.67% in 1991, 52.42% in 2001 & 64.42% in 2011) in which literacy rate are very high. The levels of scheduled tribe female literacy shows that, we have Nimbahera and Badi Sadri (0.0% in 1981), Chittaurgarh (0.45% in 1991) and Rashmi (8.81% in 2001 & 12.785 in 2011) in which literacy rate is very low on the other hand, we have Chittaurgarh (0.94% in 1981), Nimbahera (1.48% in 1991), Rawatbhata (33.26% in 2001) and Nimbahera (33.39% in 2011) in which literacy rate is very high.

The analysis on changes of scheduled tribe literacy rate shows that there are regional variations in the changes of literacy. The change of scheduled tribe total literacy shows that, we have Bhadesar (22.09%) in 1981-91), Kapasan (53.18% in 1991-01) and Rawatbhata (-44.61% in 2001-11) in which ST total Change rate is very low. On the other hand, we have Badi Sadri (350.83% in 1981-91), Begun (332.56% in 1991-01) and Kapasan (204.56% in 2001-11) in which ST total change rate is very high. The change of scheduled tribe male literacy shows that, we have Bhadesar (17.24% in 1981-91) Badi Sadri (129.82% in 1991-01) and Rawatbhata (-3.47% in 2001-11) in which ST male change rate is very low. On the other hand, we have

Dungla (345.69% in 1981-91), Gangrar (267.56% in 1991-01) and Badi Sadri (32.29% in 2001-11) in which ST male rate is very high. The change of scheduled tribe female literacy shows that, we have Chittaurgarh (-52.17% in 1981-91), Rashmi (844.56% in 1991-01) and Rawatbhata (-38.52% in 2001-11) in which ST female change rate is very low. On the other hand we have Rashmi (658.29% in 1981-91), Dungla (3008.45% in 1991-01) and Badi Sadri (149.50 in 2001-11) in which ST female change rate is very high.

Overall Literacy Pattern

The analysis has recorded wide range disparity among different types of literacy. The data shows not only that the rate of literacy is low case of female, rural, scheduled caste and scheduled tribe population but the difference among groups male-female, rural-urban and scheduled caste, scheduled tribe is critically high. Special efforts should be made not only to curb these gaps but also to increase overall literacy rate so that dream of making the district a complete literate division be fulfilled.

The analysis shows that number of govt. schools with total enrollment, total teachers, average number of teachers per school and pupil-teacher ratio. As far as provision in infrastructure facilities are concerned, 1907 elementary schools and 1910 all grade schools have school buildings. Library facilities is available 1602 all grade government schools of Chittaurgarh. Out of the total school, only 1919 all grade government schools have girls toilet.

Efforts for Development in Literacy

Various schemes were introduced by the Central and State government through their own support and with external assistance from time to time, but their remained lack of continuity in terms of objectives, contents, mode of implementation and operationalization of schemes. The Directorate of Literacy, implements literacy programs along with non-formal education activities. It also provides education to all those boys and girls who are unable to go for formal education is schools and belong to 6-14 age groups because of their social, economic and other reasons for considerations. More emphasis is being laid on development of education on in the area through various programs for e.g. Adarsh and Utkrist Vidhyalaya Yojana, State Initiative for Quality Education, Activity Based Learning, Kasturba Gandhi Balika Vidhyalaya,

Sharda Girls Hostel, Residential Training, Community Mobilization, Information Communication Technology Scheme, Vocational Education Program, School Integration, Inclusive Education for Disabled at Secondary Stage, Staff Rationalization, Swami Vivekanand Government Model Schools, Transport Voucher Scheme, School Water Sanitation and Hygiene Education Program, Saakshar Bharat Program, Jan Shikshan Sansthan, Mid-Day Meal Scheme, Scheme for Infrastructure Development in Minority Institutes, Scheme to provide quality education in madrasas and Right to Education, Samagra Shiksha etc.

Prospects in Literacy and Education

Having reached an effective literacy rate of 61.71 percent (76.61 percent for males and 46.53 percent for females) in 2011, the area seems to have attained a respectable place in terms of literacy but the prospects in the area of education is that are-firstly, although in terms of effective literacy (aged 7 & above) the male-female differentials have squeezed down. Secondly, promoting higher education requires opening up higher education institutions, enrolling students and recruiting the faculty. Thirdly, distribution of educated workers in different sectors of economy holds the key to diversification of occupational structure of a society. Fourthly, of recent there had been a growing demand in the area to allow greater access to the private sector in the field of education with a view to achieve its expansion plans as well as to provide competition for improving the quality of education in the area.

Policy Issues

The government efforts for universalization of education and comprehensive literacy drive have yielded positive results. These efforts have helped in growth of literacy rates and performance of the State in quantitative terms would be known after availability of literacy rates of 2011. There are various issues which are still uncovered and there is necessity to consider the significance of these aspects in overall perspective. There is necessity of addressing various policy issues, which need attention for sustainable growth of literacy rates. The objective of the program is to include all children under education, where the number of non-nominated children is low and all the illiterates are up to 35 years of age. However the situation of growth of literacy is not an issue to covers only through the allocation of funds and opening of new primary,

upper primary, secondary and senior secondary schools as well as literacy centers. There are various constraints in literacy program, which need to be addressed in the requisite manner. For this purpose various policy measures are required to be taken at the national and State level for addressing the quantitative and qualitative issues of literacy, which are equally important and overlooking those would reflect over the growth of literacy rate in sustainable manner, that are addressing the lacking areas, quality of education, quality issues, the use of ICT in education remains limited, teacher development and management, equity issues, drop out issues, governance and management, budgetary constraints, coordination in government and private efforts etc.

The overall result of the present research has shown that the total literacy has increased over the years. Though the literacy rate has increased in the district yet there are only certain sections of society which have been benefited by this overall increase. For example, in case of female, rural, scheduled caste and scheduled tribe, the position of literacy is still critical.

6.2 Policy Issues

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comprehensive literacy program is covered completely, there is every possibility to covers large section of population under literacy covers. In ideal conditions achievement of male literacy of 85 percent and female literacy of 75 percent is not difficult to achieve for any district if the pace of implementation of education is carried out in the envisaged manner. The logic behind the theme is existence of literates in age group above 35 years and death of elder people in natural manner.

If all the districts are able to achieve the minimum level as estimated, the districts much ahead the literacy level can also perform better in comparison to backward districts in the sphere of literacy. However, the situation of growth of literacy is not an issue to covers only through the allocation of funds and opening of new primary and upper primary schools, secondary and senior secondary schools as well as literacy centers. There are various constraints in literacy program, which need to be addressed in the requisite manner. For this purpose various policy measures are required to be taken at the national and State level for addressing the quantitative and qualitative issues of literacy, which are equally important and overlooking those would reflect over the growth of literacy rate in sustainable manner.

Addressing the Lacking Areas

The performance of literacy rates remained and slows as reflected in the literacy rate of 2011 where male literacy rates increased from 71.50 to 76.61 percent and female literacy increased from 36.00 to 46.53 percent and total literacy increased from 54.00 to 61.71 percent. The growth trends of literacy rates of 2011 are evident that even after spending significant money from Central and state funds no performance could be accelerated to the requisite extent. This situation is most humiliating to the total policy makers of the State and performance of literacy program, where various claims were made of sizeable step in enrollment of children and running of comprehensive literacy program. The main cause of such a pity situation of the State is evident that no sincere efforts were taken in all the programs of universalization of elementary education. There is necessary of stocking of all the missing areas, which could not be attended in the literacy program of the district.

The position of literacy rates of 2011 is evident that Chittaurgarh is further lowered down in the rank of States in view of their slackness, which is mainly for lack of initiative to achieve the success.

Quality of Education

Quality of education is the major area of concern of the districts as no efforts could be made to improve the quality of education in schools. In this field, the government schools lacks in the placement of teachers, as the mostly school were building require major repairing and schools where one teacher is attending more than 60 children. The quality of teaching is affected most in these conditions but the situation could not improve even after availability of significant funds from Central government and externally aided project for school building. The State government does not pay attention on quality of education at all the levels and the situation is worst in far distant and difficult areas of State where teacher feel punishment post and teaching suffers in view of reluctant attitude of unwilling teachers.

The general degradation of quality of education is reflected in competitive examinations where children of Chittaurgarh district remain lagging behind to other districts. Student getting excellent performance in studies and competition are due to out of school efforts. Usually teachers avoid teaching in effective manner which helps in personal benefit of money by group coaching of students, where government and private teachers have common interest. In addition to school fees, parents have to bear cost of private coaching of their children, which is quite burdensome to parents and overall development of most of the children is affected in view of constant teaching. Most of the children remain depressed with the study fewer from grass root education to highest level.

Access and Participation

Expanding access to early childhood education is a high priority task to provide equal opportunities to all children for better preparation for formal education. The percentage of school children aged 6-13 years is much less than 2000 years. However, the total number of school children is high. Compared to primary education, relatively low enrollment rates in higher primary and secondary education are also a matter of concern. It is a challenge to ensure universal secondary education from primary to secondary and to ensure transition / mobility towards students from secondary to higher secondary and tertiary education. The relatively slow progress in reducing the number of non-literate continues is a concern. Chittaurgarh currently has the largest non-literate

population in the Rajasthan with the absolute number of non-literates among population aged 7 and above being 510006 in 2011.

Quality Issues

The poor quality of education is a matter of great concern as a result of the results of unsatisfactory learning. Defects related to quality such as unfair courses, lack of trained teachers and ineffectual education is a major challenge related to pre-school education. The biggest challenge facing school education is related to the unsatisfactory level of learning in the student. Poor quality of learning in primary and upper primary stages influences learning in the student at secondary level. The poor quality of learning at the secondary level spreads over the years of college / university, resulting in poor learning outcomes in the higher education sector.

Many factors contributed to the unsatisfactory quality of school education. Some of these include: existence of a large proportion of schools that are not complaint to the prescribed norms and standards for a school; student and teacher absenteeism; serious gaps in teacher motivation and training resulting in deficiencies relating to teacher quality and performance; slow progress in regards to use of information and communication technologies in education; Sub-optimal personnel management, monitor performance and insufficient attention to supervision etc. To provide good quality education, the alleged failure of schools in the government system has started entering a large number of private schools, many of which lack the necessary infrastructure, learning environment and competent teachers.

Skills and Employability

It is necessary that through the youth education and training of the country, the skill and knowledge of the workforce should be equipped. However, the institutional arrangements to support technical and vocational education programs remain quite inadequate. Formally linking the development of skills in vocational fields, and bringing an academic equivalence to vocational accomplishments with avenues for horizontal and vertical mobility of students has been attempted only recently. Need to focus on promoting dignity and social acceptance of high quality professional training. A large part of the education system's products are found to be lacking in employable skills. This has greatly reduced the credibility of the higher education system. Many graduate

and postgraduate students do not get jobs in their respective fields. This task of enhancing the employability of the products of the education system ought to accorded high priority.

Curriculum and Assessment

The Curricular thrust that is needed for promoting the acquisition by students of relevant skills required for decent work and a better life in a rapidly changing world. A key challenge in this context is expanding opportunities to acquire relevant skills, including the skills needed for work and entrepreneurship; Skills and competencies, which allow learners to think critically, think creatively, think creatively, think critics to be more creative and innovative, to think critically creative to communicate effectively; and life skills which enable individuals to develop a responsible citizen and to adopt cultural diversity, enable them to live and work harmoniously together, etc. The overall assessment practices at the school and college level remain unsatisfactory. In most cases the assessment of learning achievement continues to focus on rote learning and testing the student's ability to reproduce content knowledge. The entire evaluation system needs to be re-prepared to ensure the comprehensive evaluation of students, including the results of learning related to both scholastic and co-scholastic domains.

Information and Communication Technology (ICT)

The potential of ICT in education has not been fully harnessed. The use of ICT in education remains limited and there is a need to accelerate efforts of use ICT of fostering quality education.

Teacher Development and Management

The current teacher education and training programs are considered inappropriate in terms of equipping the teachers with the competencies required to cope with the new profile and roles are expected of teachers and they are capable of performing their duties in a variety of social, economic, cultural and technological environments. This is a continuous mismatch between institutional capacity and essential teacher supplies, which resulted in lack of teachers. The problem is acute in the eastern part of the country where there is a huge backlog of untrained teachers. The capacity to train teachers is also very limited in this area. Research experiment and

innovation in teacher education are very limited. These deficiencies have brought about erosion in the professional identity of teachers and the status of teaching as a profession. To improve the learning outcomes of students, there is a need to address issues related to teachers' ability, motivation and accountability immediately.

Equity Issues

Regional disparities continue, as do difference in access depending on the socio-economic background of students. The findings of significant and differences in the average achievement levels of students between urban-rural, private-government, general category- reserved category. They also indicate that urban students are performing significantly better than rural students; in private unaided schools performed marginally better than government schools; students from the general category and OBC category performed better than the SC and ST students. These findings suggest a serious challenge to the 'equity in learning' goals. Children from historically disadvantaged and economically weaker sections of society and first generation learner's exhibit significantly lower learning outcomes. Most areas have made impressive progress in terms of reduction in gender disparities in participation in primary and upper primary stages of education. However, large disparities are maintained at senior secondary level. Many girls are not sent to schools; and many people who complete secondary education are not able to do their studies at the higher secondary level. The interventions which are currently being made to bridge the gender and social category gaps need to be stepped up, there is a need to work on more focused strategies for facilitating effective inclusion and participation of girls and other special category children. The relatively gender gaps in youth and adult literacy rates remain a principal challenge.

Drop Out Issue

Even though the drop-out rates at elementary and secondary stages of education have been declining, large number of children continues to leave the school before completing elementary education. Dropout rates in secondary education remain high for the learners especially in the socially and economically disadvantaged groups. Though the dropout rate is a matter of concern in the case of all categories of students, drop-out rates among socially and economically disadvantaged groups, especially for girls form

these groups. It focuses on the need for measures to improve the retention of children's schools for socially and economically disadvantaged communities. Completing primary, secondary and higher secondary education by all enrolled students is a high priority task.

Governance and Management

Many studies have reported challenges in education administration, absent from the absence of teachers, absentee funds flow in schools / colleges and administrative capacities. Capacity constraints relating to effective programmer planning and implementation continue to be a key issue. Consequently, the progress of implementation of planned programmers remains uneven. The governance and management of education system and institutions has assumed complexity with the advent of a multiplicity of providers, programmers and modes of financing. It is imperative to look at governance and management policies on the system as well as at the institutional level.

Budgetary Constraints

Insufficient financing of education continues to contain efforts to expand access to education and foster quality education. Several studies have reported the challenges in education governance exemplified by the delayed found flows to school/college. Shortfall in the funding has been a major constraint to the complete implementation of some of the programmers designed to further expand school, higher and adult education programs and to maintain a reasonable level of quality in education.

Coordination in Government and Private Efforts

There is no coordination in government and private efforts in imparting education to children. Usually the private schools are raised in urban and semi-urban areas, where parents have capacity to bear expenses of private schools. The private schools not getting grant-in-aid from government meet all their expenses from fees from children and manage various means like admission fees, laboratory fees, computer learning fees, building charges and various others. They also manage money from books and uniform which schools provide, under their own managed system. School bus in another means of profit making to management, which in owned or hired by

schools. In addition to visible fees, low quality teachers add their profit, where names of qualified teachers and teaching personnel are different.

There is common feeling among the people that private schools provide quality education and even the people of lower middle income group, try to teach their children in private schools. Children enrolled in government schools develop heinous feeling for incapability of their parents to manage their education through private schools. The private schools on their part keep strict system of admission by entrance examination or interview of child and parents for adjudging the capacity of parents to teach their children at home. In addition, private schools manage pushing forward three to five students through special efforts to get rank in board examination, which helps in crowding schools and their business start prospering. One single school is added by series of schools in other parts of city and this process continues.

Situation of government schools is quite pity as there is children from low income parents, who can't afford private schools. Teachers take interest in private coaching for children of their own schools or private schools. Teachers of some disciplines life science, mathematics etc. bear supremacy over other teachers manage their efforts in amicable manners. Such teachers try to manage their posting in urban areas through all possible effort as private coaching is most remunerative task to them. Well- off persons of rural areas manages education of their children in private school in cities by hiring or purchasing house of their own.

The policy issue involve in raising schools in cities and semi-urban areas is interest of private sector and government need to manage the situation in the manner, where the government schools are more in unattended area to provide access to education to more children. Residential private schools are opened in rural areas to accommodate children of Village, which is also a profit making task for many persons engaged in school education. No efforts from government side could be made to coordinate in government and private schools. Such schools want recognition form the government is not in a position to regulate system for coordinate in efforts to covers larger area under education covers. The government needs to stress on quality of education in their own schools, which is possible with sincere efforts. It is quite difficult for the government to break coaching, which is only possible, if school education is excellent in government schools.

6.3 Recommendations

The overall result of the present study has shown that the total literacy has increased over the years in the district. In 1981, the total literacy was 21.97 percent and the literacy rate has increased in 2011, is 61.71 percent. Although the literacy rate in the district has increased. Every type of literacy was found to be positively associated both with urban population and persons engaged in non-agricultural activities. On the overall analysis, the present study recommends the followings:

- (1) Special emphasis should be laid to increase the female literacy rate because a literate female can change the whole environment of the house and society.
- (2) Scheduled caste and scheduled tribe's needs proper attention to minimize the literacy gap. There is found a rapid growth in last decades in literacy rate, but the literacy rates are not enough.
- (3) More rural people should be made educated about the importance of education and they can become the part of economy. The literate people of the Villages can be grouped together to unveil the blessings of education to earn better livelihood.
- (4) There is a great need to establish centers of vocational education in rural areas, like horticulture, intensive agriculture, modern farming techniques, animal husbandry, leather work, carpentry etc. Such a vocational educational will be of great use to the rural people and will also not influence them towards urban migration to seek jobs. Thus farming education will be of great use in the tribal areas.
- (5) Total literacy mission should also be followed up by various other programs so that the people can take full advantage of education. Here the objective should not be to increase the numbers of literate persons only but these neo-literates should contribute towards increasing the human welfare and benefit of the society. Education is meant to uplift the thinking process of individuals and their contribution to the society. Education is meant to uplift the thinking process of individuals and their contribution to the society. Education can lead them for better skills in their own field of live hood.

- (6) It is apparent from the present studies that present study that formal education is directly related to the means of transport. Schools which are far distant from the Villages are least attended due to transport difficulties. Here, there is a need to construct all type roads in rural areas.
- (7) The system of providing mid-day meals to children is extended to more areas so that the children are better nourished and also feel an attraction towards schools.
- (8) There should be proper committee of keeping watch on the system of education time to time and provide the proper administration system.
- (9) Government should have take appropriate action to provide adequate funds to the government schools and colleges for their basic needs and basic infrastructure like classrooms, chairs, benches, blackboard, light, water, sanitation, toilets, computer lab, books in libraries, internet etc.
- (10) There is need to establish adequate number of schools and colleges in rural areas. These educational institutes need adequate number of teachers also.
- (11) Education amenities should be established in low levels class Villages, especially those Villages which have not even a single institution. This is necessary to provide basic educational amenities in every Village of the area for economic and social upliftment of tribal. Adult literacy should be functional and result oriented.
- (12) It is also recommended that government should take active steps to accelerate by the proper utilization of human resources by establishing and creating organizational steps which will be provide economic opportunities to the people of the region.
- (13) To create more manpower of trained women teaching staff by having women teachers training colleges in all the district head quarters and providing more job opportunity to female candidate.

RESEARCH SUMMARY

Literacy is one of the most important indicators of socio-economic and political development of a society. It is a major component of human resource development and is thus basic of any programmed of social and economic development.

In last two decades there is a tremendous development in the area of literacy but the lower community of the society has been less benefited. Even today, millions of people in the remote areas are illiterate, if efforts made by the government sector used in the right direction can be eliminated illiteracy at a lower cost at a lower cost.

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".

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 age 6 to 14 years.

Literacy an important tool for communication, learning and information, is a virtual precondition for an individual's evolution and national development. Research studies on human cognitive development have established that literacy enhances the critical faculties and enables to reflect on the existential reality in which they have been placed. It promotes objectivity, capacity for clear perception, thought logical and coherent analysis. It promotes the sense of history and helps in combining personality with universality. In this sense, literacy can be regarded as inalienable fundamental rights.

Literacy in the district is the most basic indicator of socio-economic progress. The UNESCO defines a literate person as "the one who has acquired all the essential knowledge and skills which enable him/her to engage in all those activities in which literacy is required for effective functioning in his/her group and community and those attaining in reading, writing and numeracy make it possible to use these skills towards his/her own his/her community's development.

The Census of India has defined literacy rates as a crucial measure to enhance a region's human prosperity. Literacy discharges many functions in the society, that is;

- Socialization,
- Communication knowledge and information,
- Contribution to social, political and economic development,
- Development of human resources,
- Character building and personality development,
- Social, ethical and democratic control.

The study thus, aims to highlight how the reformations in a literacy system in the district have led to the changes in its socio-economic and Geographic structure. But change in scenario has also led to some adverse impacts in the district in terms of uprising social problems. In view of above discussions, the study attempts to present the holistic picture of the pattern of literacy system in Chittaurgarh district. This study is an interpretative and analytical investigation of the impacts of literacy system on the community of the district, affecting the economic, social and cultural development of the place. The main objectives of the present research work, therefore, may be summarized as follows:-

- To study the growth of literacy, rated and development like demographic, social and economic structure.
- To study the level of rural- urban literacy rates.
- To study the level of Scheduled Caste and Scheduled Tribe literacy rates.
- To study the various literacy programs in Chittaurgarh district and their consequences. Review the achievements attained by the promotional literacy programmers and educational development done in the region.
- To assess the gap of male - female literacy rate.
- To study the current educational status of Chittaurgarh district.
- To analyze the possibilities of future progress of literacy rate in Chittaurgarh district. And evaluate the causes of low literacy rate in the region. Access the areas which are most affected from lower literacy rate.

- To suggest the appropriate strategies designed for the eradication of problems.
- To develop a strategy to make Chittaurgarh district a complete literate district.

As an educator, one is given the responsibility of cultivating and strengthening minds. An essential element of this task is ensuring students are literate. According early literacy is defined as "what children know about reading and writing before they actually read or write. Digital literacy is the ability to use ICT to find, evaluate, construct and communicate information, requiring both experimental and technical skills. Culturally relevant literacy is essential to ensuring that students receive the quality education that they deserve.

During the last 60 years there has been an appreciable continuous increase in the level of literacy as from 7.07 percent in 1951; it has risen to 61.71 percent in 2011 Census. When we examine the progress of literacy in 20th Century, it was slow till 1951. The post 1951 period association with quickening pace of the urbanization process, opening of a very large number of new schools, social awareness about especially girls education development, new technology in schools and society, increasing educational facilities along with availability of female teachers in abundance particularly in rural areas, increasing value of female education for matrimony, increasing degree of socio-economic awareness, waning social taboos and prejudices against female education, Scheduled Tribe and Caste.

The analysis has recorded wide range disparity among different types of literacy. The data shows not only that the rate of literacy is low case of female, rural, scheduled caste and scheduled tribe population but the difference among groups male-female, rural-urban and scheduled caste, scheduled tribe is critically high. Special efforts should be made not only to curb these gaps but also to increase overall literacy rate so that dream of making the district a complete literate division be fulfilled.

The analysis shows that number of govt. schools with total enrollment, total teachers, average number of teachers per school and pupil-teacher ratio. As far as provision in infrastructure facilities are concerned, 1907 elementary schools and 1910 all grade schools have school buildings. Library facilities is available 1602 all grade government schools of Chittaurgarh. Out of the total school, only 1919 all grade government schools have girls toilet.

Various schemes were introduced by the Central and State government through their own support and with external assistance from time to time, but their remained lack of continuity in terms of objectives, contents, mode of implementation and operationalization of schemes. The Directorate of Literacy, implements literacy programmed along with non-formal education activities. It also provides education to all those boys and girls who are unable to go for formal education is schools and belong to 6-14 age groups because of their social, economic and other reasons for considerations. More emphasis is being laid on development of education on in the area through various programmed for e.g. Adarsh and Utkrist Vidhyalaya Yojana, State Initiative for Quality Education, Activity Based Learning, Kasturba Gandhi Balika Vidhyalaya, Sharda Girls Hostel, Residential Training, Community Mobilization, Information Communication Technology Scheme, Vocational Education Program, School Integration, Inclusive Education for Disabled at Secondary Stage, Staff Rationalization, Swami Vivekanand Government Model Schools, Transport Voucher Scheme, School Water Sanitation and Hygiene Education Program, Saakshar Bharat Program, Jan Shikshan Sansthan, Mid-Day Meal Scheme, Scheme for Infrastructure Development in Minority Institutes, Scheme to provide quality education in madrasas and Right to Education, Samagra Shiksha etc.

Having reached an effective literacy rate of 61.71 percent (76.61 percent for males and 46.53 percent for females) in 2011, the area seems to have attained a respectable place in terms of literacy but the prospects in the area of education is that are-firstly, although in terms of effective literacy (aged 7 & above) the male-female differentials have squeezed down. Secondly, promoting higher education requires opening up higher education institutions, enrolling students and recruiting the faculty. Thirdly, distribution of educated workers in different sectors of economy holds the key to diversification of occupational structure of a society. Fourthly, of recent there had been a growing demand in the area to allow greater access to the private sector in the field of education with a view to achieve its expansion plans as well as to provide competition for improving the quality of education in the area.

The government efforts for universalization of education and comprehensive literacy drive have yielded positive results. These efforts have helped in growth of literacy rates and performance of the State in quantitative terms would be know after availability of literacy rates of 2011. There are various issues which are still uncovered

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Appendix – I

Village Survey - Questionnaire

I. General Introduction

1. Name of Village.....
2. Code Number.....
3. Population
 - (i) Total.....
 - (ii) Male.....
 - (iii) Female.....
 - (iv) ST.....
 - (v) SC.....
 - (vi) Total Households.....
4. Total Area hect. /k.
5. Location of Village..... Tehsil.....
6. Relief.... (a) Plain (b) Hilly (c) Plateau
7. Distance from (i) Nearest Town.....
 - (ii) Tehsil Head Quarter.....
 - (iii) District Head Quarter.....
8. Total Population in the Age 0-6

Persons	Male	Female

9. Literates

Persons	Male	Female

10. Literacy Rate.....

11. I. Occupation Structure (i) Primary

(ii) Secondary

(iii) Tertiary

(iv) Other

II. Demographic Introduction:

1. Density.....

2. Sex Ratio.....

3. Age Group.....

Age Group	Population	Female Population	Percentage of Female Population	Male Population	Percentage of Male Population
< 14					
14-30					
30-45					
45-60					
> 60					

II. Education Introduction

1. Total Schools.....

(i) Government.....

(ii) Private.....

(iii) College.....

(iv) Other.....

2. Infrastructure Facilities :

- (i) School Building
- (ii) Play Ground
- (iii) Computer Lab
- (iv) Toilets
- (v) Water and Electricity Supply
- (vi) Transportation

3. Government Schemes for Education.....

III. Social Awareness

(i)	Education	(ii)	New Technology	(iii)	Marriage
(iv)	Girl Child	(v)	Government Schemes		

Appendix – II

Family Survey - Questionnaire

I. Preliminary Information

- (A) Name of the Owner of the Family.....
- (B) Caste.....
- (C) Name of the Village and Code No.

II. Demography

- (A) Total Members of the Family.....
- (B) Male..... Female.....
- (C) Age Group

Sex	< 14	14-30	30-45	45-60	> 60
Male					
Female					

(D) Literacy

1. No. of Literate Persons..... Male..... Female.....
2. No. of Illiterate Persons..... Male..... Female.....
3. Academic Qualification :-

Class	Primary	Upper Primary	Secondary	Senior Secondary	Under Graduation	Post Graduation
Male						
Female						

(E) Marital Status :

Marital Status

Married		Unmarried		Other
Male	Female	Male	Female	

(F) Occupational Structure :

(1)	No. of industry Group	Industry Group	Persons	
			Male	Female
I	Cultivator			
II	Agri Labourer			
III	Livestock, Forestry, Hunting, etc.			
IV	Private Job			
V	Govt. Job			
VI	Households Industry			
VII	Trade and Commerce			
VIII	Transport, Communication etc.			
IX	Other Services			
(2)	(i)	Total Agricultural Land..... Self..... Others.		
	(ii)	Major Crops, these Cultivated Area and Production.....		
	(iii)	Animal Husbandry		

(G) Monthly and Yearly Income.....

The Female Literacy Rate in Rajasthan

Abstract

The Development of any nation or region is indicated by the level of education and that too of both genders. That's why 'Education for all' is strongly recommended and focused on by our government. Rajasthan has made a considerable progress in Female Literacy and with all the efforts the female literacy rate grew to 52.1% in 2011 from 43.9% in 2001.

Every Educated citizen of the country becomes its human resource and which by using its natural resource contribute in National Development. It is necessary for a person to be literate before he/she becomes educated.

The population commission of United Nation considers the ability to both read and write a simple language, a sufficient basis for classifying a person as literate. The census of India has adopted this definition.

Keywords: human resource, natural resource, National Development, nation, region, Education, Development, Literacy, social & Economic Development.

Introduction

Literacy is not only a tool of personal development. But it is also a means for social & Economic Development. It is main indicator in Human Development Index. If we are talking about female literacy rate in our State- Rajasthan, which is the basic parameter of social development. In female literacy rate the State is lagging behind in every perspective as we compare it with male literacy rate or with other states of India. But according to census 2011 the female literacy rate is 52.1% which is increased by 8.2 % from 2001.

The increasing female literacy rate is a good sign for us because it is a basic parameter. for analyzing the female progress and women status and autonomy in society. The education of women is closely inter related with their social position and corresponding changing in its character so It is a positive perspective.

I.

Objectives of the Study

The main objectives of our present work is as under:-

1. To analyze the increasing female literacy rate in state.
2. Causes behind the progress and find out new way for further improvement.

II.

Study Area

The study Area is the Rajasthan which lies in north western part of the country and located between $23^{\circ}3'$ to $30^{\circ}12'$ Northern latitudes $78^{\circ}17'$ eastern longitudes. The total geographical area is 3,42, 239 Sq. Kms. Rajasthan covers 10.74% of the total area of Country and also the largest state of India in terms of Area





Data Base and Methodology

To achieve the objectives of study, we are taken the help of secondary date collected from primary census abstract of Rajasthan published by census of India 2011.

For calculating female literacy rate following formula is used:-

$$\text{Female literacy rate} = \frac{\text{Total Literate females}}{\text{Total Female Population}} \times 100$$

Discussion

Female Education is the factor for social, cultural and economic development. Thus in this study we are concerned with female literacy level in 2011 and its comparison with female literacy rate of

2001. The comparison indicating that female literacy rate is increased from earlier.

For analyzing the improvement we one also dealing with the gap between female and male literacy rate and by doing so we found that it became narrower then earlier.

In our further discussion about female literacy rate one talking the district wise female literacy rate to analyze the variation. That present region based and district base disparity.

The female literacy rate in Rajasthan. According to census 2011 date the present female literacy rate is 52.1 % which is increased by 8.2% from earlier (in 2001 it was 43.9 %)

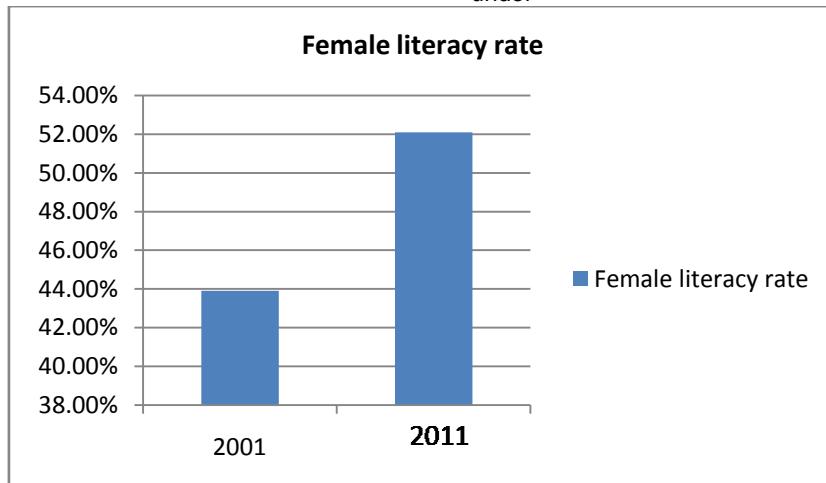
The rising level of female literacy rate indicates that the society of Rajasthan is now understanding the importance of literacy and specially female literacy. It is quite a satisfactory sign for us.

As we all known the social system of system is male dominating, backward and bounded by religion and caste system which is resulted in discriminating of male and female child. But inspire of all these we are now on developing path where this improvement in female literacy rate contribute a lot.

Following data is showing the rising female literacy rate :-

	Female literacy rate
2001	43.9 %
2011	52.1%

The data is representing by bar diagram as under-



All these improvement became possible by changing peoples perspective on female educating Government efforts and changing socio-economic scenario of the state. These factors can be discussed in following way.

1(a) Social factors behind increasing female literacy rate:-

- Our society is slowly and slowly getting free from many social evils like caste system, religion backwardness etc and becoming modern and increasing female literacy is one of the positive result of that.

1(b)

- Women Empowerment:- The rising contribution of the women in every sector viz in different Government Services, Business, Medical Academics, Sports, Cinema etc. Motivates every girl of the country and state and their parents to make their daughter educated and successful.

Economic Development

Day by day every sector of Economy is running on economic progress. It changes the economic standard of people and help them thinking more then food, cloth and shelter. This is resulting in improving literacy level of either male or female.

Shrinkhla Ek Shodhparak Vaicharik Patrika

Political Causes or Government Efforts

After Independence both the Central of state government is trying hard to achieve the goal of higher literacy level in every region of Country/State.

The Government policies like Beti Bachao Beti Padhao (BBBP), Serva Shiksha Abhiyan etc. contributed a lot in improving female literacy rate.

Eminent Educator Professor Yashpal said, "The rise in literacy rate is because of the fact that the quality of education has improved. The curriculum Framework which was designed in 2005 has contributed a lot in raising the literacy level".

In absolute number, the overall literacy rate of both male and female respectively has improved under the latest count.

Poonam Mukherjee, Executive Directive, Population Foundation of India. attributed the growth in female literacy to government initiatives. She told to Zee Research Group, The Reduction in the gap between male and female literacy rate is attributed to the success of Mid Day Meal Scheme" But she also opined that, " The reduction in gap does not suggest that women are empowered in each and every sector. Women are still lagging behind as far as decision making is concerned."

Other Factors

Other factors like heightened social awareness about gender equality, motivation among

girls, increasing number of schools (both Government and Private) in backward areas etc. also contributed lot in achieving female literacy level.

Comparison of Male and Female Literacy Level

To understand the increasing female literacy level we should also compare it with male literacy level, because there is always found a wide gap between male and female literacy level.

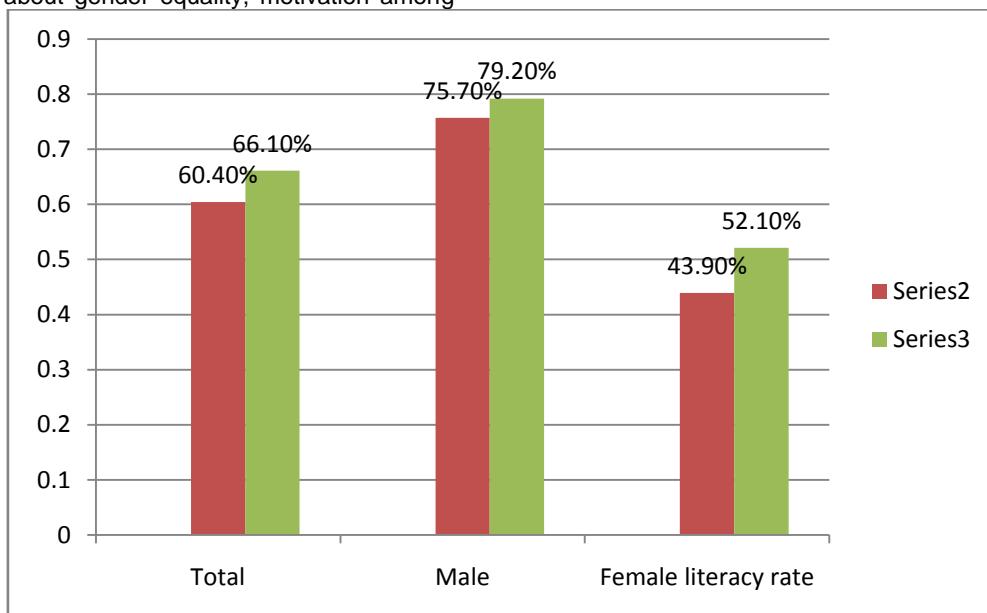
The gap found between these two is the resulting factor these dominating society and many social evils like Dowry system, Lack of awareness, lack of proper facilities for girls in schools and colleges, lack of girls colleges , poverty, early marriages etc.

But if we compare the gap between the male and female literacy rate from last census record, we found that the gap is reducing. This reducing gap shows a bright future of women empowerment.

Following Table shows the comparison of male and female literacy level in 2001 and 2011 both.

Year	Total Literacy Rate	Male Literacy Rate	Female Literacy Rate
2001	60.4 %	75.7 %	43.9 %
2011	66.1 %	79.2 %	52.1 %

The data is shown by line graph as follows:-



District Wise Female Literacy Level in Rajasthan

Now we should discussed about district wise female literacy level to have a better analysis about regional disparity in term of female literacy level:-

We found that number of district viz Jhunjhunu, Jaipur, Kota, Shri Ganganagar, Hanumangarh, Sikar, Ajmer, Alwar are having high female literacy 55% and above.

While district like Bikaner, Churu, Jodhpur are having female literacy rate between 50% to 55%, whereas the district like Pali, Nagore, Rajsamand, Bhilwara, Udaipur, Chittorgarh, Dungarpur, Tonk, Bundi, Sawai Madhopur, Karoli, Jhalawar, Jaisalmer,

Barmer, Jalore, Sirohi, Pratapgarh, Banswara are having low female literacy rate 50% or below them it.

The higher literacy level found in district like Jaipur, Jhunjhunu, Kota are because of high level urbanization increasing no. of schools college etc. modern societies are awareness etc.

While the low female literacy districts like Jaisalmer, Barmer, Pratapgarh, Banswara, Sirohi etc. are because of poverty, backwardness, unfavorable topography, lack of awareness, lack of schools & colleges in term of population etc.

The district wise female literacy rate in Rajasthan is presented by following table:-

Shrinkhla Ek Shodhparak Vaicharik Patrika

S.No.	District	Female Literacy Rate (%)
1	Kota	65.9
2	Jaipur	64.0
3	Jhunjhunu	61.0
4	Ganganagar	59.7
5	Sikar	58.2
6	Alwar	56.3
7	Hanumangarh	55.8
8	Ajmer	55.7
9	Dholpur	54.7
10	Bharatpur	54.2
11	Churu	54.0
12	Bikaner	53.2
13	Baran	52.0
14	Dausa	51.9
15	Jodhpur	51.1
16	Karoli	48.6
17	Udaipur	48.4
18	Pali	48.0
19	Rajsamand	48.0
20	Nagur	47.8
21	Sawai Madhopur	47.5
22	Bhilwara	47.2
23	Bundi	46.6
24	Jhalawar	46.5
25	Chittorgarh	46.5
26	Dungarpur	46.2
27	Tonk	45.4
28	Banswara	43.1
29	Partapgarh	42.4
30	Barmer	40.6
31	Sirohi	39.7
32	Jaisalmer	39.7
33	Jalor	38.5
	Rajasthan	52.1

These data is represented by following map



No. of districts like Kota, Jaipur etc. are having satisfactory female literacy rate, but it should improved further.

Suggestions

Although the female literacy level in Rajasthan is increasing but condition is yet not satisfactory. The following concrete steps are suggested.

1. In rural India the situations in schools is pathetic, the teachers come leisurely from distant villages & classes are taken combinedly by one teacher. Teachers are engaged in local village politics & take classes in spare time.
2. Implement the policy of compulsory education. Survey each village/house whether children specially girls are attending schools or not.
3. Adequate facilities like toilets, libraries & computer labs should be provided.
4. Adequate security should be provided to girl students. To hear molestation, torture at the hands of teachers etc. Such cases should be dealt strictly.
5. Government schools infrastructure, way of teaching, different exchange programme should be improved as in private schools.

Conclusion

It may be conclude that there is an increase in female literacy rate in the state since 2001, which is presenting a positive view regarding female literacy rate and its future perspective, but it is insignificant in comparison with other states and union territory of country because we are at lower position in female literacy rate .There is still wide gap between male female literacy level and there is regional disparity in female literacy rate .In rural areas parents still discriminate between boys and girls.

So for outcome from all these problems number of efforts by government and by us should be taken to improve the female literacy level in state. Financial assistances should be granted to weaker sections of the society in order to raise their socio-economic conditions. The local bodies NGO's and voluntary organizations should also participate in this matter. It should not be the task of government only but each and every section of the society should be involved in such programmes.

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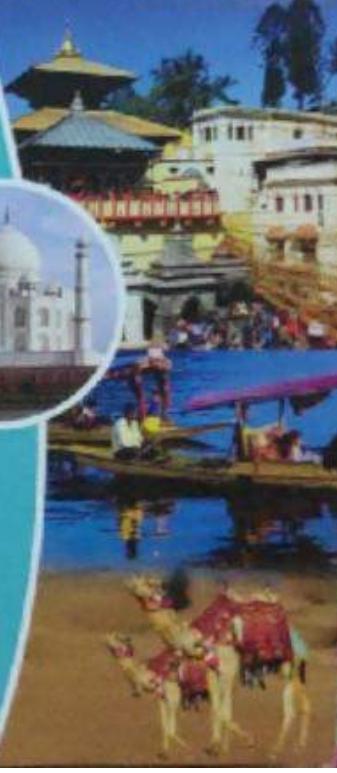
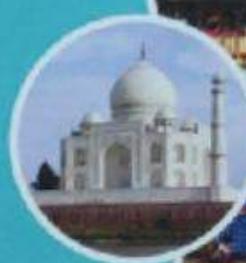
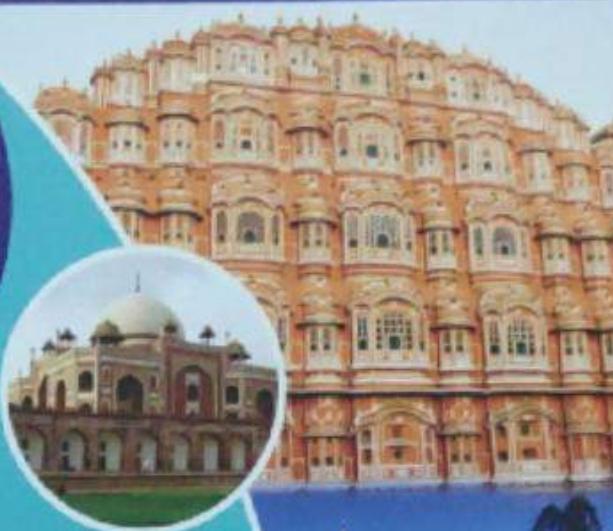
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Impact of Tourism on Jaisalmer - A Study

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ABSTRACT

Tourism has become an important sector that has an impact on development of country's economy. The main benefits of Tourism are income creation and employment generation. For many regions and countries it is the most important source of welfare. Tourism has been a major social phenomenon of societies all over the world. It is driven by the natural urge of every human being for new experiences and the desire to be both educated and entertained. The motivations of tourism also include religious and business interests; the spread of education has fostered a desire to know more about different parts of globe.

KEYWORD : *Tourism development, Heritage conservation, Small Scale Industries.*

Introduction

The basic human thirsts for new experiences and knowledge has become stronger as communication barriers are getting overcome by technologically advance. Expenditure on tourism includes a chain of transaction requiring supply of goods and services from the related sectors. The consumption demand, emanating from tourist expenditure also induces more employment and generates and multiplier effect on the economy.

Jaisalmer – a small city having unique geographical and geological characteristics, Great historical background, rich & colourful culture, architectural beauty, Temples etc. which attracts large number of tourists from different parts of the world. Tourism is one of the major economic activities of Jaisalmer which affects the socio-economic life of people. This research paper is a small effort to analyze the positive and negative impact of Tourism on the study area.

Study Area - The Study area of this paper- Jaisalmer is situated in western part of Rajasthan. Jaisalmer district is located within rectangle lying between 26°04'-28°23' north parallel and 69°20'-72°42' east meridians. It is the largest district of Rajasthan and one of the largest in the country. The breadth (East-West) of the district is 270 Km and a length of (North-South) is 186 Km Jaisalmer is bounded on the north east by Bikaner District, on East by Jodhpur District on South by Barmer District and the west & south-west by Pakistan and the length of international border (Indo-Pak Border) attached to Jaisalmer district is 471 Kms.

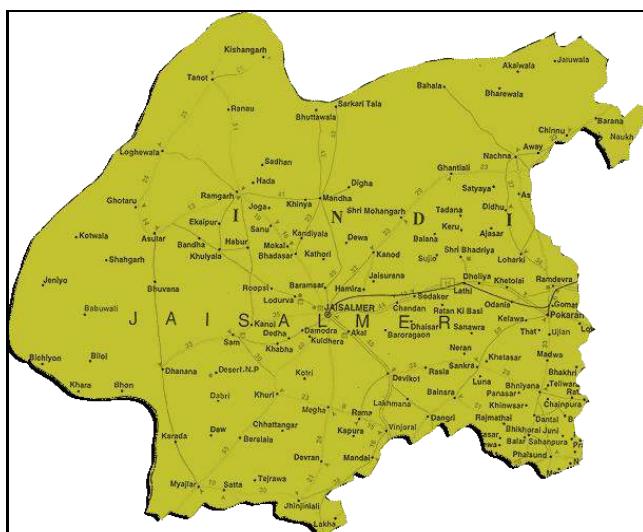
Research Methodology- Research Methodology used in this paper is mixed form [descriptive, exploratory and casual], for this information is collected from tourist and local resident of the study area with the help of questionnaire. Information from books, magazines, Research articles, and Reports of Government Tourism department is also collected.

Objectives

In this research paper we want to know the role of Tourism in socio-economic development of the study area as well as positive and negative impact of Tourism on the same. Objectives of this paper can be summarized in following points _

- Analyze the impact of tourism of economic life of people or economy of area.
- Analyze the impact of tourism on society of area.
- Discover new facts about Tourism in study area with the help of question naïve (Tourists and local residents of study area)
- Evaluate the problems of Tourism industry in study area and suggesting measures for promotion of area friendly tourism.

Position of Jaisalmer District in Rajasthan State



Tourism and Jaisalmer

Jaisalmer district entirely lies in the arid plains of Western Rajasthan, and in the heart of Thar desert. The city of Jaisalmer is a living fortress, perhaps the only one of its kind in India. The study area reflecting great medieval History, having colourful culture, Natural beauty etc. is a magical city which attracts large number of tourists not only from India, but from different parts of world. The city is regarded as one of the favourite tourist destination at global level.

The Famous tourist spots which surprised the arrived tourists and making the Jaisalmer a paradise for tourist are as under:-

1. **Jaisalmer fort :-** Built in 12th Century by the Bhati Rajput ruler Rao Jaisal, the yellow Sandstone fortification that maintains the Rajmahal and several havellies, gateways and temples. Fort is known as 'Sonar Quila' located on the trikuta hill.
2. **Patwa ki Haveli:-** An Impressive example of intricate architecture that unwrap the passage of a wealthy trader, Guman Chand Patwa of the 19th century. Patwa ki Haveli is one of the must places to visit in Jaisalmer.
3. **Salem Singh's Haveli:-** A distinct architecture that you will come across in Jaisalmer city is the Haveli of Salem Singh from 17th century.
4. **Gadi Sar Lake:-** Built in 14th century as a water conservation tank, the Gadi sagar lake is popular tourist hangout.
5. **Sam Sand dunes:-** Approximately 42 kms from the fort city of Jaisalmer ,the sam sand dunes in the out skirts is for sure the best recommended places to see in Jaisalmer.
6. **Temples:-** Tanot Mata Temple is located 150kms from city is maintained by BSF of India.
7. **Jain Temple:-** The Jaisalmer fort houses a group of Jain Temples that dates back to the 12th and 15th century.
8. **Kuldhara Village:-** Least explored place around Jaisalmer is located in outskirts is me ruins of Kuldhara village that dates back to the 13th century. The place still retains some fine architectural works like temples and step wells that assure a planned sattlement over 7 centuries.
9. **Bada Bagh:-** Located 6 kms away from Jaisalmer city, Bada bagh is a beautiful place that houses several cenotaphs of the royal families from the 16th to 20th century. It also maintains several other attractions like a garden a tank, a dam and the Govardhan Stambh(Pillar).
10. **Other attractions:-** Other attractions incude Camel Safari, The Thar Heritage Museum, Khabha fort, Colourful culture,Desert Natinal park, Windmill Park, Nathmal Haveli, , Desert festival, Camping & cultural Evening, art, music etc.

We asked the tourist about the tourist spots and things of the area which they like most and they mentioned following places & things of study area:-

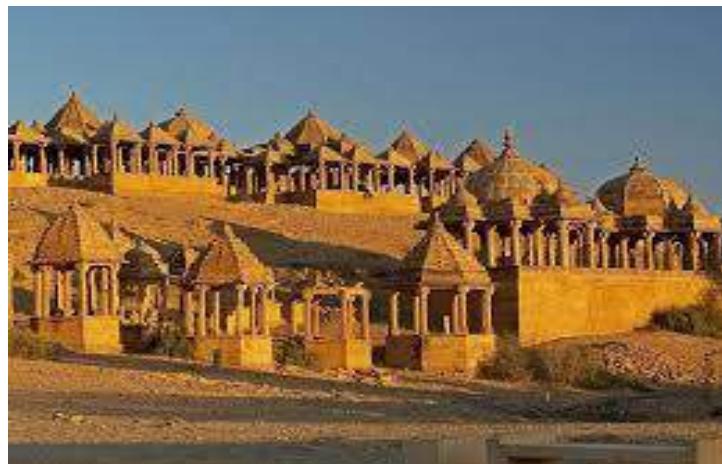
- Sonar Fort
- Gadisar Lake
- Havellies
- Sanddunes

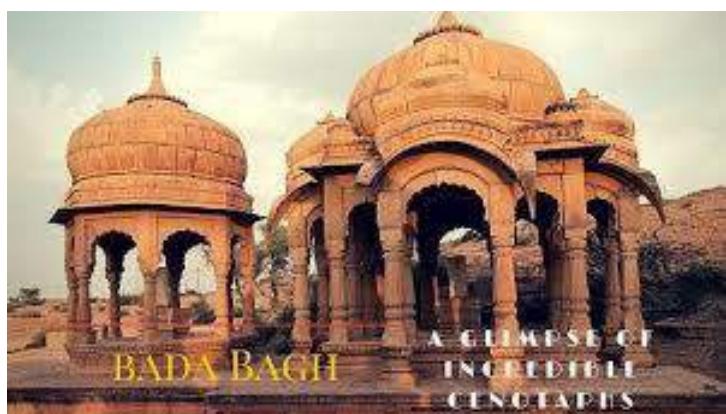
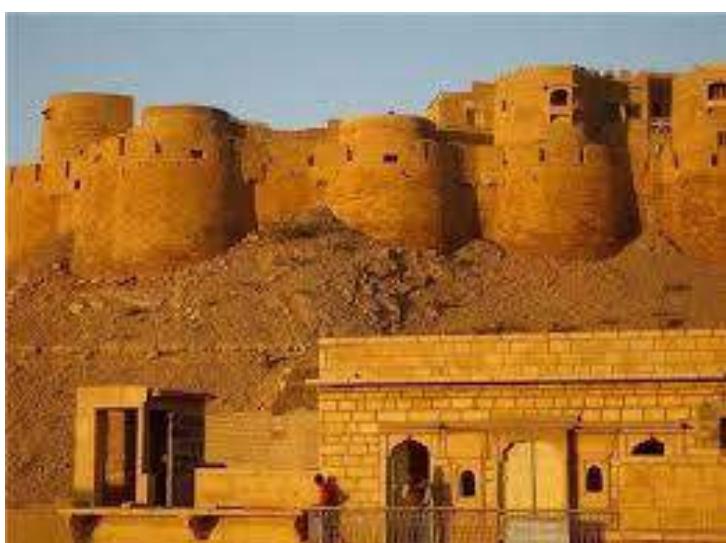
All aforesaid places, parks, lake, market, music are acts like magnet to attract tourists.

Tourist Map of Jaisalmer



Images of Famous tourist spots of Jaisalmer







Tread of Tourists in Jaisalmer:-

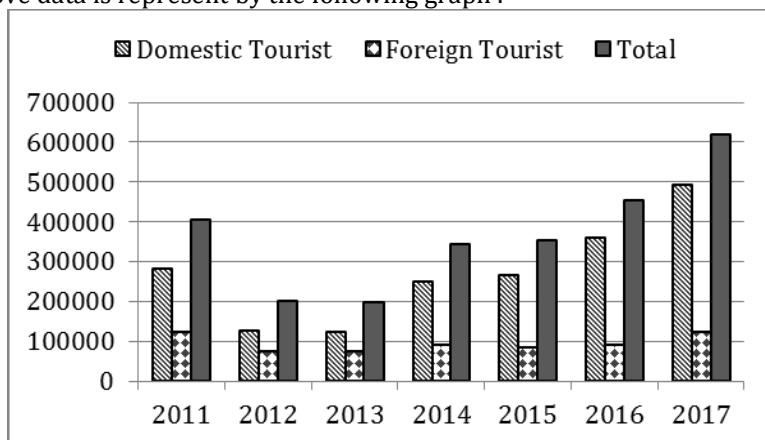
Generally Tourism in the study area is a seasonal phenomena because people prefer to visit the place in winters because of unfavourable climate during summers. Following table is showing number of tourist [foreigner and domestic] visited Jaisalmer from the year 2007-2017. This data is taken from Annual Progress Report of R.T.D.C.

Tourist Arrival at Jaisalmer

Sr. No.	Year	Domestic Tourist	Foreign Tourist	Total
1	2011	281159	122969	406139
2	2012	126490	73299	201801
3	2013	122883	73607	198503
4	2014	250716	91759	344489
5	2015	266175	84533	352723
6	2016	359497	90937	452450
7	2017	493755	122851	618623

Note :- Source: Annual Progreses report of RTDC

Above data is represent by the following graph :-



If we look at above table and graph, we came to know that only during 2012 and 2013 the number of arrivals decreases, while in remaining years number of visitors increases.

Impact of Tourism on Jaisalmer

If we looked on previous date or chart we can understand that number of arrivals are increasing year by year, Now the tourism sector became famous day by day in study area, Mass tourism are effecting the socio-economic life of people of Jaisalmer. The impact are both positive and negative. If we minimize the negative impact, the Tourism sector can become important tool for socio-economic development of study area. We shall now discuss the Impact of Tourism on study area as under -

(A) Positive Impact : Positive Impact of Tourism Sector in Jaisalmer can be understand by following points.

A.1. Economic Benefits:- Tourism Sector provides employment to local people, earn foreign exchange, offer market for local goods & services, provide platform for local artisans etc. So in this way economic benefits are included in the important positive impact of tourism on Jaisalmer. It also promotes Trade and Industry (local), and help in Re-distribution of state income.

A.2. Social Development:- Tourism is nothing but an interaction of People of diverse cultural groups having their values, tastes and preferences. Result of such interaction lead to knowledge about other culture. This mix-up proves beneficial for people of study area, because they learn new languages and became open mind for new changes. We asked certain question related to positive social change brought by tourist activities to local people as well as tourist, they are discussed as under-

- We asked that are the local people communities getting benefit from tourism activity, most of the respondents answered 'Yes'.
- We also asked question that are tourist activities helps in promotion of local artists, musicians and other workers by providing them a new and wide platform, nearly about 80% people answered 'Yes'.
- We put another question related to social development that growth of tourism industry will be helpful in progress of place 70% of people answered 'Yes'.

A.3. Protection of Historical & Natural Resources:- Historical & Natural Resources in areas like forts, Havellies, sanddunes etc. are used in better way to support Tourism sector, which in return gives protection of local heritage & natural resources as well as economic benefits to people.

- We put the question to know about people's perspective regarding this, we asked them that the natural resources protection and tourism can be compatible, most of them said 'Yes' and few of them were in favour of 'No'.
- Another question for revealing their views regarding compatibility of tourism and protection of historical places, here also most of people accepted the compatibility.

So in this way we can say that tourism sector provides protection and better use of available Historical & natural resources of the study area.

A.4. National Integration:- If the people visit different places, the we-feeling between the visitors and local residents increases, in this way tourism help in promoting national integration. If the people visit different nations then also feeling of brotherhood increases.

A.5. Development of Draught prone areas:- Jaisalmer is considered as a draught Prone area with having low rainfall, area is also agriculturaly and industrially backward. In this way tourism is the hope to improve economic life of the study area. It contribute in economic development without creating any pollution.

B. Negative Impact of Tourism on study area

Inspite of contribution in Economic Developmet, uplift the society, Toursim also effect the study area in negative way. Following points imphases over negative impact of tourism sector on the study area.

B.1. Social-cultural pollution:- When local residents contact with tourist arrivals, their local language,culture,food habits modified and change. In this way tourism is creating soical cultural pollution. To know about opinion of Tourists, we asked them question that as under.

- Due to influx of tourists original culture of the area is negatively affected. Most of them said 'Yes' Only few of them answered 'No'.
- Another question we put related to commercilisation of culture due to tourist contact was is the culture rituals of area became commercilised due to tourist contact. Near about 68% of them answered 'Yes'.
- ✓ **Avoiding Religious ritnals and moral values:-** While tourist-entertaining themseleves avoid the religious values & ritnals of local area. Most of tourist are not accepting this neglegance but we observer that foreigners sometimes not aware about religious sentiments of local people.
- ✓ **Problem of Intra racial marriage:-** Sometimes coming tourist getting marry with local residents resulted in emergence of new race Intra racial marriage is incresing because of tourism.
- ✓ **Historical places, monuments are losing their orignality:-** Historical places, monuments etc. are now a days losing their original colour design etc. because these are now modified to serve toursits. We asked me questions to arrivals about this and 80% of them accepting this view.
- ✓ **Crimes related** to drugs,alcholism murdess,raps etc. are also seen on tourist places.

B.2. Negative Impact of Tourism on Economy :- Economy is basically supported by Tourism sector without creating pollution besides its economic benefits like employment generator, redistribution income, etc. But some of the economic impact of tourism cannot be categorized under positive impacts.

- Job provided by Tourism sector is often seasonal.
The Tourist arrivals in Jaisalmer are particularly in winter season. In summer season the Jobs provided by Tourism sector generally reduced.
- The Whole Economic benefits are not coming in the hand of local residents
The People engaged in Tourism sector are outsider also; The Local residents are not getting the employment opportunities.
- Poor artisans depend on their art related to music, cottage industry, dance are not getting proper economic returns.
- The Development of Tourism infrastructure is contributed by Government in this way large % of investment become extra burden for Government Sector. Government also provide services to tourists at low price, Organizes different festivals to attract the Tourism in Study area.

B.3. Over Dependence on Tourism :- Diversification in an economy is a sign of health, however if a region become dependent for its economic survival upon one Industry, It can put major stress upon this industry as well as the people involved in it to perform well Due to Tourism the price of local goods become high. Product of day to day need become expensive in area during Tourist season.

B. 4. Impact of Tourism on Environments & Animals :- Mass Tourism over specific or limited area generally having adverse effect over environment.

- Overnight parties- in Sand dunes, easy rules for Tourists lead to noise pollution.
- The Mass Tourism in lake disturbs marine eco system and create water pollution.
- The Vehicles used by Tourists often create pollution.
- Use of animals for Safari like camel, Horse, Safari also leads to over use of Livestock.
- If the garbage of Hotels is not properly decomposed and thrown by Tourists on tourists spots also create environment problems.

[IV] Problem of Tourism sector in Study Area

To attract large number of tourist for getting multi benefits, We have to improve infrastructure markets, transport system, Banking, Food & Sanitation in better way. All these need cooperation of local people and government in parallel way.

We asked many questions to tourist regarding their satisfaction level from above mentioned facilities.

- At First we put question about traffic management of area, 60% of Tourist said that it is not proper and should be improve.
- The Prices of same goods & services should be same everywhere to earn the faith of tourists, But unfortunately tourists said they are not having any idea about this.
- One of the problems of Tourists was regarding over crowded markets.
- Tourists also mentioned some of the thing like garbage, dust, People lying on road side, improper knowledge of guide, street animals from which they dissatisfied.
- Role of Government can be increased to improve Tourism facilities in area by favourable tourism policies.

Suggestions

For Government

- 1) The Role of Government should increase to develop the infrastructure of study area which can serve the "Guest" best.
- 2) Workshops, Seminars, Short Term courses for guides and local people should be organized by government for improvement.
- 3) Role of Government Publication in to promote tourism in area should increase, because mostly tourists source of information is Tour Operators.

For Tourism Sector

- 1) Development of nearby Tourists places is also necessary to reduce over burden on limited Tourist spots.
- 2) Price Stability of goods & services is also necessary to earn train of Tourist.
- 3) Proper Banking, Medical Facilities should be provided to tourists
- 4) Special offers for students and old age people by Tourism department can maximize the arrival.

- 5) If off seasons Tourism department should organize festivals or feast to attract tourists.
- 6) Cleanliness should improve in all the places like tourist spots, railway platform, Airport, Market etc. because frequent complaint regarding this is seen.
- 7) In spite of all these guides, Hotel Staff etc. should also make the tourist know about Do's and Don'ts over the area, so they (Tourist) should aware about their moral duties.
- 8) Hotel Industry should also take care regarding safety food supply, better facilities for coming tourists, So They will again visit same place.

For Local Resident

- 1) People should come forward and make contribution to manage problems like garbage etc., should behave in proper way to attract tourist.
- 2) More Involvement of local residents in Tourist activities, so that development of whole area can be possible.

Other

- 1) By adopting concept of Eco tourism which means perform tourism in the way that will not harm environment the negative impact of Tourism can be minimize.

Conclusion

Jaisalmer is having great potentiality to serve Tourists. City is having Great Heritage & Natural beauty, Colorful culture, Fort, Havellies, Palaces, great art and music etc. All these things is more than enough to get attraction from tourists. If the problems regarding tourism sector is solved, the sector will support the economy in better way. Sustainable Tourism development can be assured in area by adopting concept of Eco-tourism.

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