

EVALUATION OF SECTORAL ANALYSIS OF LITERACY RATE: WITH SPECIAL REFERENCE TO GUJARAT STATE

Dr. Yogesh Vansiya

ABSTRACT

Present paper tried to explore the rural and urban discrimination of literacy rate and to know the level of educational infrastructural facilities to examine efforts of education by Government in Gujarat state since 1951. The literacy rate can be observed that male and female literacy rate is continuously going up since 1951 in the Gujarat state. And by gender its shows that as compare to male literacy rate the female literacy rate is growing fast since 1951 to 2011. Gender gap result shows that between the male and female literacy gap is decline through the 1961. Data also shows that last 10 years gender gap is rapidly decline, it is because of government initiative as well as people awareness. In comparison of India, nearby 18 districts of Gujarat we find the finest literacy rate than the whole Nation. On the other side year 2011, according to census, 15 districts were found in such conditions where the literacy rate was low in comparison of average ratio of Gujarat, besides 8 districts has the less literary rate averagely which shows the regional inequality breaks the development standard. Present paper we try to examine rank correlation for various district of Gujarat during 2001 and 2011. All the estimated correlation coefficients are statistically significant at 0.01 percent level. This indicates that total, male and female literacy rate in all the district of Gujarat has very strong positive correlation coefficient during 2001 to 2011.

Keywords: Literacy, Gujarat, Rural, Urban.

I. INTRODUCTION:

After establishment of Gujarat as the separate state on 1st May 1960, Gujarat state has earned well progress economical condition, but in the uneconomic matters (issues) Gujarat could not get expected success. In the various developmental aspects such as population, Health, Education, Industry, Agriculture, Poverty, Employment, Fundamental structural facilities at there can be brought the change in right direction than it can be called as the development in right meaning. According to "Gandhiji's Antyodaya" thinking, if Gujarat progress like that than it is the most acceptable. In consideration of T.W Shultz, the great economist, educational development is the extreme need and the basic matter. In accordance with the philosopher Gurnar Mirdal, "nation's population's intellectual development will lead the nation to the right direction". By focusing the above matters, in this paper there has been good efforts to find

out the inter sector educational condition of Gujarat and the impact of expected development

II. IMPORTANCE OF SUBJECT

Education plays a major role in the economic growth and the social development among the state or nation. Education is very important among all of us, Expansion of education enlightens the people and helps to remove many religious beliefs, which hinder the process of growth. Mary Bowman said that education and training is the engine at economic development Thus, she has focused attention on education and has said that in the future, education will take lead as an indicator of development. According to J.B.G.Tilak the chances of educated person falling victims of poverty and unemployment are less. Education which transforms a person to live a better life and more importantly in a socially well-being. Education also helps in increasing health awareness and in turn it increases return on education. Education involves gathering of knowledge in whatever aspects. It helps a person to draw the best out of their mind and spirit. Agricultural growth also is found to be affected by the level of education. Educated farmers tend to adopt new technology more easily compared to illiterate farmer, at least in initial phase of technological change. The benefits of education are numerous and therefore its importance in economic development is enhanced. Haveman, R.H and B.L.Wolf¹ also says that Schooling can raise welfare not only by aiding towards increasing income but also through its 'non-market' effects, such as improvements in health, nutrition, family size, development of individual capabilities, upbringing of children and opportunities for self-employment and enjoyment.

In Present study we try to examine the change in literacy rate² not in Gujarat only but also as largest as India and besides we try to examine the gender discrimination. Present paper tried to explore the rural and urban discrimination in Gujarat state since 1951. To examine the paper objective, there has been used of the various years' census figures. Also there is a generous efforts have been done to show the present condition and results, by the publishing of census

¹ Haveman, R.H and B.L.Wolf (1984), "Schooling and economic Well-being:The Role of Non-market Effects", Journal of Human Resources, XIX, page.377-407.

² In Census concept, a person is treated as literate if one can read and write with understanding in any language. However, the children below the age of 7 years have not been treated as literate, even if they may be able to read and write with understand. Thus, the literacy rate can be derived by using the following formula. Literacy Rate = Number of Literates/Population of 7 years age group X 100

2001 of India presented Gujarat 2011 population figures there has been tried to show the present condition and the conclusion of Gujarat.

I. Objective of the Study

The objectives of the study are as follows:

1. To examine literacy rate in rural - urban area and evaluation literacy rate among the gender of various district of Gujarat.
2. To know the level of educational infrastructural facilities, education expenditure, and to examine efforts of education by Government.
3. To examine rank correlation for various district of Gujarat during 2001 and 2011.

II. Methodology and Collection of Data

In this study, an attempt has been evaluation of literacy rate of Gujarat since 1951 and present paper also evaluation district level literacy as well as rural urban literacy rate. We have tried to examine the objectives with secondary data. We prepared statistical tables using computer Software like Micro soft Office and tried to get some results about literacy conditions of selected district. Some information collected through Internet and used in the study. Most of the data we had collected in various Censuses of India and Gujarat.

III. EDUCATIONAL DEVELOPMENT IN INDIA

By study of the all nation of the world, we come across the knowledge that there isn't any equal regional development in any state. In India too such state like Orissa, Bihar, Zarkhand the lest development states at one site and on the other sight Punjab, Hariyana and Gujarat the progressive states we can find but still the regional inequality. We find in those developed and progressive states, by observing the uneconomic aspects. In the presence time, to examine the true direction of the development is there, as per the views of the learned, and

through the various area of knowledge it has proved. The world famous philosophers also give more importance to education.

In India there is no high development of education except in Kerala which shows the exceeding rate of the human enhancement. On the other side Orissa, Assam, Bihar the less developed states where the rate of the education is low. Where we can find the social evils like poverty, unequal capitalism, starvation, filth, joblessness in a big quantity. In developing progressive states such questions still remain stands due to the regional inequality. In the table 1 we can examine the educational rate in India from 1951 to 2011.

India has one of the biggest education systems in the world. India literacy data shows that from 1951 to 2011 male and female literacy rate is increase and the gap between male and female literacy rate is decline day by day. Last decades male literacy rate is increase 7 % and female literacy increase 12 %, it is indicate the development. (See table 1)

IV. EDUCATIONAL DEVELOPMENT IN GUJARAT

Education is important indicators that have direct or indirect bearing on economic and social development. In this particular paper we have tried to evaluate that “how much Gujarat has achieved development in concern of education” Where is its stand point? besides the inequality of regional in the state too. Due to this the district inequality can be known. Through the provided result it can be moved on the finest educational policy enhancement Gandhaji in his book “Harijan” in 1936- declared that “ India is made of village , if the villages get destroy then the whole Nation will be destroyed”. Moreover he said, “the illiteracy of the strength of Hindustan is the sin & shame of it”. It is strongly needed to remove it and the basic term too. By keeping this aspect in to the mind there has been tried to focus on the voyage of Gujarat Educational Development.

Education plays very valuable role in creation of Human capital. Education has straight fair relation with the earning and professional. And for the regional development too it performs the prior. Education not only cultivate the mental status but also reforms the quality of work. We can see in the table 2 the literacy rate year from 1951 to 2011.

Data shows that in Gujarat state literacy rate by gender from 1951 to 2011. The literacy rate can be observed that male and female literacy rate is continuously going up since 1951 in the Gujarat state. And by gender its shows that as compare to male literacy rate the female literacy rate is growing fast since 1951 to 2011. If we analysis last decades literacy rate than we found that male literacy rate is increase 8 % and where female is 13 % literacy are found respectively (See table 2).

After the educational policy planning there is rapid growth of literacy we can find in India where women education ratio growing high than man. And for women development the Government has applied so many projects and schemes like ‘kanya- kelvani’, ‘subsidi’, in women education, reforms in educational instrument, structural comforts for education, appropriate education policy can be responsible. The given figures presents the growth ratio of literacy during

1981 to 1991 which clears the huge change in policy terms. Level of education is directly associated with poverty and living condition. Good education facility provides good scope for employment. Literacy and level of education are basic indicators of the level of development achieved by a society.

Chart-1 indicate the literacy rate since 1961 and the gender gap, the chart result shows that between the male and female literacy gap is decline through the 1961. Data also shows that last 10 years gender gap is rapidly decline, it is because of government initiative as well as people awareness.(See Chart-1)

Increase in female literacy rate is associated with reduction in fertility rate. The researches have shown that the life expectancy rises by as much as 2 years for every 1 percent increases in literacy³. Female education is expected to reduce desired family size for several reasons. Educated women are more likely to be aware of modern methods of contraceptives and use them for planning child birth. Because of this unplanned and unwanted pregnancies are avoided. Increase in literacy rate has also played crucial role in reducing child mortality rate. Reduction in fertility rate and mortality rate are expected to reduce the size of family. Chart-2 we tried to examine to gender gap of literacy rate in rural Gujarat since 1961.

Chart-2 data shows that since 1961 to steel in 2011 if we show the literacy rate of male and female then we shows that male literacy rate is higher than female. But the gender gap is continues decline, this result indicate the awareness of female education is increase and we can also say that the society aware about education as well as female education in rural area (See Chart-2). This paper also tried to evaluate the literacy rate of male and female in urban area of Gujarat, it is indicate in Chart-3. Data (See Chart-3) clearly shows that gender gap of literacy rate of urban area in Gujarat is decline very fast and its decline very fast than rural gender gap, it means that awareness of education in urban area is more than rural area, or we can say that development is centralised in urban area. In rural area supply of education very less so government should taken policy steps in rural area. The overall literacy rate arose through 1961, and female literacy is grown very fast than male literacy rate.

V. DISTRICT WISE DEVELOPMENT OF EDUCATION IN GUJARAT

According to the famous educationists and economist like Enderson, Mery Baumen, Marklog also Prof. T .W. Shulz give more significance of education for

³ <http://education.newkerala.com/india-education/Importance-of-Education.html>

the Economic development. While studying they noted down the huge transformation in comparing of the tradition and now due to the changing scenario of educational comforts, its beginning brought the high economic growth which is acceptable. The developing country like India has the basic means of education for the economic development. In India, in 2001 the literacy rate was 64.83% which grew and converted into 74.04%. In comparison of male from 2001 to 2011 male got 53.67% to 65.46% while female got 75.25% to 82.14% which shows high growth of human enhancement. Present study we try to analysis of male and female literacy rate within the state in Gujarat, as per the 2001 and 2011 census result indicate in table-3.

Table -3 figures shows the inequality in the state. As long as the literacy rate of the state observation we can find that Ahmadabad, Surat, Anand and Gandhinagar district where the literacy rate is more than 85% which shows the well grown up social and economical development that has been designed out during the last 10 years. In comparison of India, nearby 18 districts of Gujarat we find the finest literacy rate than the whole Nation. Moreover 11 figures of the districts makes that clear that average of Gujarat's percentage, their literacy rate are high. This result shows that in tribal and rural district has less literacy rate as compare to others district in state. Census data shows that all most same result found in all state of India too.

On the other side year 2011, according to census, 15 districts were found in such conditions where the literacy rate was low in comparison of average ratio of Gujarat, besides 8 districts has the less literary rate averagely which shows the regional inequality breaks the development standard. As per 2011 census above data shows that amongst all the districts, Ahmedabad stand first rank with 86.65 % followed by Surat district (86.65%) and the Dahod is last 26th with 60.60 % Literacy rate. By gender data shows that in male literacy rate the Gandhinagar district is first and Dahod is Last, where in female the Surat district is stand first and the Dahod is last. Even after 60 years too, these types of regions don't get the advantages of the development of the literary development planning.

In accordance with census 2011, there is inequality in concern of gender discrimination; in context of the women literacy 17 district have high literacy rate in comparison of the average of the Indian ratio. And 11 districts have high literacy ratio then Gujarat average districts. Among them Surat gets the highest rate of all in Gujarat in concern of women literacy ratio which shows high gender unification figure. In comparison of the average of India, in 21 districts of Gujarat, has high literacy rate of male. While in Gujarat we could find 11

districts have high ratio than that of male. Ghandhinagar, Anand, Kheda has the highest ratio of that. While comes at the 6th place in concern of women education standard. Census 2001 & 2011 figures shows that in Gujarat the male literacy growth is only of 7.57% which is average lest and its annual rate is 0.76% which is extremely low. In contest of women education the literacy rate 12.93% during the 10 years which is annually 1.3 % which is better than male education rate.

VI. CORRELATIONS BETWEEN MALE AND FEMALE LITERACY RATE DURING 2001 AND 2011 IN GUJARAT

Present paper we try to analyses the rank of the literacy rate by sex for all the districts of the Gujarat during 2001 and 2011 (See Appendix-1). To analyze the correlation among rank of total literacy rate, male literacy and female literacy during 2001 and 2011 for 26 districts of Gujarat, we have used Spearman rank correlation technique. The estimated values of correlation coefficient are presented in table 4, 5 and 6. It can be seen that correlation coefficient for ranks of total literacy rate 2001 to 2011 in 26 districts of Gujarat is 0.945, correlation coefficient for ranks of male literacy rate during 2001 to 2011 in 26 districts of Gujarat is 0.945 and correlation coefficient for ranks of female literacy rate during 2001 to 2011 in 26 districts of Gujarat is 0.948. All the estimated correlation coefficients are statistically significant at 0.01 percent level. This indicates that total, male and female literacy rate in all the district of Gujarat has very strong positive correlation coefficient during 2001 to 2011. (See Table-4, 5 and 6)

VII. INTER SECTORAL ANALYSIS OF LITERACY RATE IN VARIOUS DISTRICT OF GUJARAT

Inter sectoral analysis is very important because this result indicate that development goes to in which direction. Many of well known Indian economists believe that in globalization era most of the development instrument centralised in urban area and in rural area very less impact are shows. Knight, John and Li Shi⁴ say that wider availability of education in the urban than in the rural areas is one of the common problems across many developing countries. In Gujarat present development strategies are totally opposites of Gandhis 'Antyoday theory' as this data shows. (See Table-7)

Data explain sectoral comparison analysis of literacy rate in various districts of Gujarat from 2001 to 2011. As per 2001 census data shows that in rural area Mahesana district stood first with 77.69 % of literacy rate and Dahod is last with

4 Knight, John and Li Shi (1996), "Education Attainment and the Rural-Urban Divide in China", Oxord Bulletin of Economics and Statistics, 58 (1):83-117.

41.41 % of literacy rate. As per 201 Census Anand district is stood first with 83.85 % of literacy rate and again Dahod district is last with 58.19 % of Gujarat state respectively. Same year Kutch, Banaskantha, Surendranagar, Panchmahal, Tapi and Dahod has less than 70 % of literacy rate, where state average is 73 % so this district want more development in education sector (See table-7). As per year 2001 census data we show that in urban area of Gujarat various districts. Valsad district is the first with 86.40 % and the Kutch district is the last with 73.97 % of literacy rate respectively. In 2011 census data shows that again Valsad district is stood first with 92.92 % of literacy rate and the Jamnagar districts is the last with 79.59 % of literacy rate. In urban area Kutch, Banaskantha, Patan, Surendranagar, Jamnagar, Porbandar, Junagadh, Amreli, Bhavnagar and Dahod has below 85 % of literacy rate are found, while Gujarat state average is 87.58 % so these districts wants more significant change in education sector.(See table-7) Table-8 shows that almost district are sifted between 2001 from 2011 in the category of more than 70 percentage Literacy rate category, these results indicate the improvement of social awareness among the society. On the other hand Banskatha, Dahod and Tapi education is going very slow as data shows. As data shows that those who district have more than 90 % literacy rate they are all most urban districts. Table-9 indicate category wise rural and urban area literacy rate in the various district of Gujarat state. The data shows that in rural area of Gujarat there is no one district found in the category of more than 90 % literacy rate, while in urban area Anand, Vadodra and Valsad is found in this category. Result also shows that steel 6 district found in rural area where district literacy rate is less than 70 %, and in rural area there is no any districts found in same category. Only Jamnagar is found in 70 to 80 % category. This result indicate that government should be taken more policy making stapes in the Dahod, Kutch, Banaskantha, Surendranagar, Panch Mahal and Tapi district.(See table-9)

VIII. CORRELATIONS BETWEEN RURAL AND URBAN LITERACY RATE DURING 2001 AND 2011 IN GUJARAT

Present paper we try to analyses the rank of the literacy rate by rural and urban areas of all the districts of the Gujarat during 2001 and 2011 (See Appendix-2). To analyze the correlation among rank of overall literacy rate in rural and urban areas during 2001 and 2011 for 26 districts of Gujarat, we have used Spearman rank correlation technique. The estimated values of correlation coefficient are presented in table 10 and 11. It can be seen in 10 and 11 table that correlation coefficient for ranks of overall rural literacy rate during 2001 to 2011 in 26 districts of Gujarat is 0.925, correlation coefficient for ranks of overall urban literacy during 2001 to 2011 in 26 districts of Gujarat is 0.765. All the estimated correlation coefficients are statistically significant at 0.01 percent level. This indicates that overall rural literacy rate in all the district of Gujarat has very

strong positive correlation coefficient during 2001 to 2011. Whereas in urban areas of all the district of Gujarat has moderate positive correlation in urban literacy rate during 2001 to 2011. This suggests that urban areas have comparatively more variations in their ranks for literacy rate in comparison of overall rural literacy rate (See table 10 and 11).

IX. EDUCATIONAL INFRASTRUCTURE IN GUJARAT

Certain aspects like human capital, life long learning and the qualitative education help in the development of the socially designing out or social framing out. Physical and social infrastructures both are very important for economic and human development. Expansion of education results in both personal and social benefits. Economic growth is affected by the formation of human capital and education is one of the important factors, which affects formation of human capital. Expenditure on education, therefore, is considered to be an investment as it leads to the formation of human capital. The best education in human life is education because well qualified and well educated people earn whole lot of opportunities to get glorious job and a handsome world of working. Which gives well satisfaction well qualified individuals can enjoy respect among their colleagues and can effectively contribution to their development of the country and the new devices and exploration.

There has been substantial quantitative expansion in the field of education since the formation of the state. The progress is reflected in massive growth of educational institutions and improvement in enrolment. The number of primary institutions increased from 18512 in 1960'61 to 42145 in 2001-11. Over a period of 50 years, number of primary institutions increased by a little more than 2% of average annual growth rate. On the other hand, during the same period the number of secondary institutions increased from 1099 to 9299, which indicates that their number increased more than five times. The expansion of higher education institution is also significant when compared with primary education institutions. The number of higher education institutions increased from 101 in 1960'61 to 1405 in 2001-11, expansion is five times. These statistics supports 'inverse pyramid hypothesis' in expansion of educational institutions.(See table 12)

The number of students going to primary schools has increased from 2247 thousand in 1960'61 to 8344 thousand in 2000'01. This shows phenomenal growth in the number of students in the primary schools. The students studying in secondary and higher secondary institutions have increased from 365 thousand to 2194 thousand during the same period. This means that the number of students going to secondary and higher secondary schools increased little

more than five times. The growth in number of students in higher education is very high. Over a period of last 40 years their number increased by 8 times from 50 thousand in 1960'61 to 419 thousand in 2000'01. The performance of the state is not quite satisfactory compared to other states.(See table 12)

X. GOVERNMENT INITIATIVE⁵

There are a number of initiatives taken up by government for education development in Gujarat state, which were implemented in order to increase the literacy rate. 'Smart Goals' with a future vision 'Education for All' is a major Project of the Education Department with its Continuous Education and Literacy Policies geared to promote Literacy, reduce dropout rates, Focus on Girl Education, Teachers' Training and a series of other Initiatives being implemented. Girl Education, Infrastructure, Health and Sanitation are the many areas in the process of continuous Education, Literacy, and Education Awareness and on path to enhancement in quality implementation. The Government vision is for SEE (Socio-Economic-Education) growth with primary education, secondary education, higher education, continuous education, literacy education, technical education, pharmacy education etc.

Financial Aid schemes like Viidhyalaxmi Bond Yojna and Insurance schemes like Vidhyadeep Yojna are implemented by the Government to provide facilities to children and families to support Education. Computer Training is enhanced for Primary Level Education. The Government adopt Technology by promoting Computer aided Learning, which is expected to benefit around 8,50,000 students of government run schools of Gujarat. It also aims for education in rural places to set path of development with continuous power supply and broadband connectivity.

The Government has also initiated the SCOPE program to sharpen English language skills among Gujarati learners. The Education Department's 'Sarva Shikshan Abhiyaan' (National Program) and other promotional schemes are managed by Gujarat Council of Elementary Education (GCEE) which has grown from an agency implementing a project in just three districts to an organization implementing several different projects in primary education sector in the state, viz. DPEP (Distant Primary Education Program) II & IV. National Project Implementation, like Sarva Shiksha Abhiyan Mission (SSAM), Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV)KGBV. Gujarat government also take some of initiatives like Sarva

⁵ <http://www.gujaratindia.com>

Shiksha Abhiyan Mission (SSAM), implementing National Programme for Education of Girls at Elementary Level (NPEGEL). The Department execute Kasturba Gandhi Balika Vidyalaya (KGBV) Yojana, under which, 30 residential elementary schools with boarding facilities are being set up for girls belonging to the disadvantaged groups of SC/ST/ OBC/ Minority and BPL in difficult areas.

Government also very much focus on Kanya Kelavani, Hon'ble CM joined hands with all Government officers – IAS, IPS and other beauracrats, in a massive 'Kanya Kelavani Rath' and turned into a massive movement to face the challenge in 2009. Government schemes like Bal Pravesh and Nirogi Bal is also made a part of the Kanya Kelavani campaign.

XI. PROBLEMS AND CHALLENGES IN EDUCATION:

Government takes many steps to improve education level of society, but it is very less than the demand of education. Steel we can found major problem or challenges of education in Gujarat as well nation. There is no particularly any long term policy as well as many others factors are there, where government should think about very seriously. For Gujarat, in secondary and higher education drop out ratio of state is steel high. In education system privet partnership is more and education now becomes trade or business it is very dangers for society. Quality and quantity of education supply is very low (basically teacher). In state total expenditure of education is very small of total GDP. Secondary and higher education institute like school, college, library etc. are centralised in urban area, that's why rural education ratio is not much rise as compare to urban. All this issues are very badly impact on human development. There is no any single solution to improve education in right way. There has been many basic steps should be taken by government and society too. In tribal are education should be in local languages (particularly primary education). Government should expanse more for education supply. Teaching system should be change and it is important for regional cultural. Education plays the very vital role of creating and maintaining the healthy educated society, health care professional, consumers and the equally healthy population. It's a major aspect to create the modern society if certain things creates a kind of hindrance the society will be emptied of the healthy growth the Govt. Should definitely pay serious attention towards it for the economically and morally support all over the country. Education is the significance measurement in concern of the Modern definition of development for human capitalist creation it performs the vital and fundamental role. The famous economists too accept the speedy educational growth for the Nation's economical development. In present study we analysis the literacy rate discrimination in Gujarat as economic view point. Gujarat state is very prospers state in health, industry, poverty, employment

state get very potential result, but in sectoral of education sector Gujarat is so far with the compare of others state of India.

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CHARTS AND TABLES

Chart : 1 Literacy Rate and Gender Gap in Literacy, Gujarat (1961-2011)

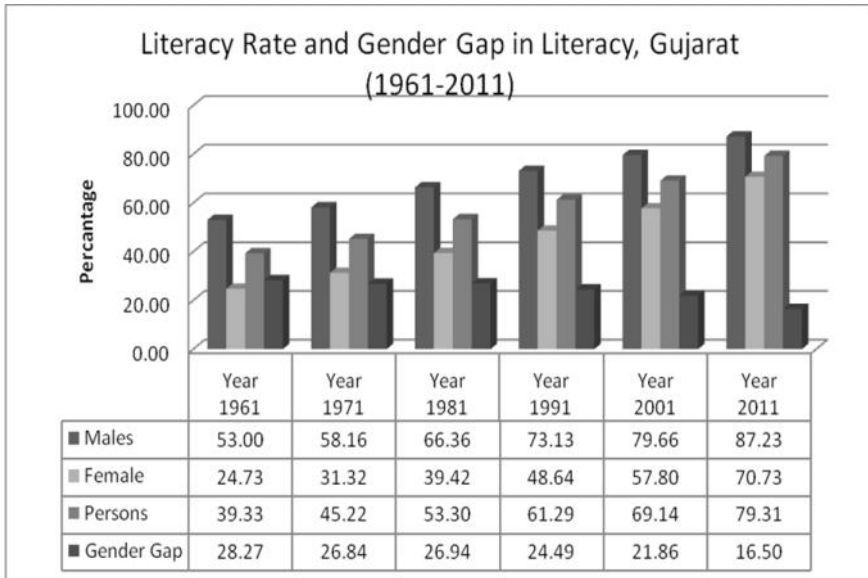


Chart: 2 Literacy Rate by Gender and Male-Female Gap in Rural Area, Gujarat (1961-2011)

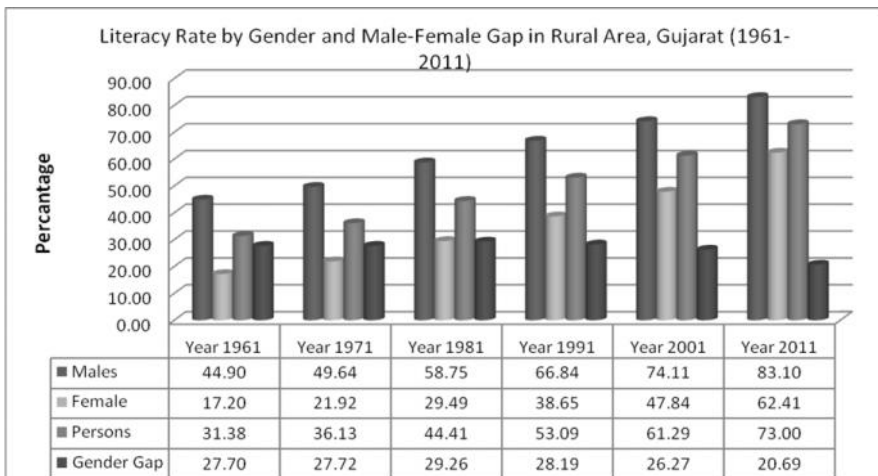


Chart: 3 Literacy Rate by Gender and Male-Female Gap in Urban Area, Gujarat (1961-2011)

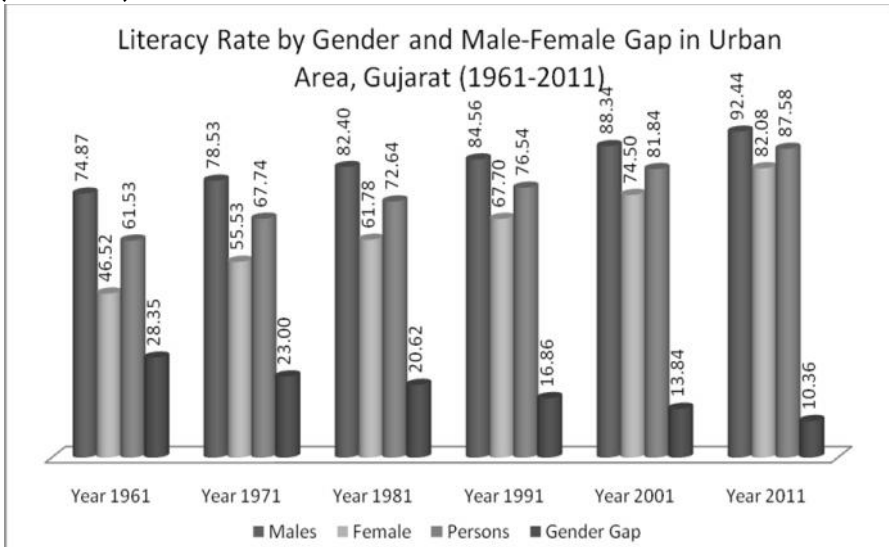


Table : 1 Literacy rate in India since 1951 – 2011

Census Year	Persons	Males	Females	Male-Female gap in Literacy rate
1951	18.33	27.16	8.86	18.30
1961	28.3	40.4	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.83	75.26	53.67	21.59
2011	74.04	82.14	65.46	16.68

Sources: Various Census of India

Table : 2 Literacy Rate in Gujarat (1951-2011)

Year	Persons	Males	Females
1951	21.82	30.32	12.87
1961	31.47	42.49	19.74
1971	36.95	47.60	25.56
1981	44.92	55.95	33.20
1991	61.29	73.13	48.64
2001	69.14	79.66	57.80
2011	79.31	87.23	70.73

Sources: Various Census of India

Note: Literacy rates for 1951, 1961 and 1971 related to population aged five years and above. The rates for the years 1981 to 2011 related to the population aged seven years and above.

Table : 3 Literacy Rates by Sex for State and District : 2001 and 2011							
District Code	State/District	Literacy rate*					
		Persons		Males		Females	
		2001	2011	2001	2011	2001	2011
24	Gujarat	69.14	79.31	79.66	87.23	57.80	70.73
01	Kutch	59.79	71.58	70.39	80.60	48.59	61.62
02	Banaskantha	50.97	66.39	66.47	79.45	34.40	52.58
03	Patan	60.36	73.47	73.63	84.28	46.33	62.01
04	Mahesana	75.24	84.26	86.21	91.88	63.69	76.12
05	Sabarkantha	66.65	76.60	80.42	87.45	52.30	65.29
06	Gandhinagar	75.93	85.78	87.35	93.59	63.65	77.37
07	Ahmadabad	79.62	86.65	87.40	92.44	70.98	80.29
08	Surendranagar	61.61	73.19	74.19	83.47	48.10	62.20
09	Rajkot	74.16	82.20	82.61	88.67	65.20	75.26
10	Jamnagar	66.48	74.40	76.25	82.35	56.18	65.97
11	Porbandar	68.62	76.63	78.36	84.56	58.42	68.32
12	Junagadh	67.78	76.88	78.74	85.80	56.43	67.59
13	Amreli	66.09	74.49	76.44	81.82	55.78	66.97
14	Bhavnagar	66.20	76.84	78.02	86.15	53.73	66.92
15	Anand	74.51	85.79	86.09	93.23	61.94	77.76
16	Kheda	71.90	84.31	85.97	93.40	56.80	74.67
17	PanchMahals	60.92	72.32	75.91	84.07	44.94	59.95
18	Dahod	45.15	60.60	58.88	72.14	31.28	49.02
19	Vadodara	70.76	81.21	80.04	87.59	60.73	74.40
20	Narmada	59.86	73.29	72.44	82.60	46.61	63.62
21	Bharuch	74.41	83.03	82.98	88.80	65.11	76.79
22	The Dangs	59.65	76.80	70.68	84.98	48.51	68.75
23	Navsari	75.83	84.78	82.77	90.06	68.61	79.30
24	Valsad	69.15	80.94	77.90	86.48	59.62	74.96
25	Surat	77.62	86.65	83.83	91.05	69.87	81.02
26	Tapi	57.05	69.23	66.23	76.86	47.91	61.69

Sources: Census of India, 2011
*Note-** Literacy rate is the percentage of literates to population aged 7 years and above

Table : 4 Correlations between district wise rank in Total literacy rate of 2001 and 2011 in Gujarat					
			Rank of Total LR (2001)	Rank of Total LR (2011)	
Spearman's rho	Rank of Total Literacy Rate (2001)	Correlation Coefficient	1.000	.945**	
		Sig. (2-tailed)	.	.000	
	Rank of Total Literacy Rate (2011)	Correlation Coefficient	.945**	1.000	
		Sig. (2-tailed)	.000	.	
			N	26	26
	**. Correlation is significant at the 0.01 level (2-tailed). (LR=Literacy Rate)				

Table : 5 Correlations between district wise rank in Male literacy rate of 2001 and 2011 in Gujarat

			Rank of Male LR(2001)	Rank of Male LR(2011)
Spearman's rho	Rank of Male Literacy Rate (2001)	Correlation Coefficient	1.000	.945**
		Sig. (2-tailed)	.	.000
		N	26	26
	Rank of Male Literacy Rate (2011)	Correlation Coefficient	.945**	1.000
		Sig. (2-tailed)	.000	.
		N	26	26

** . Correlation is significant at the 0.01 level (2-tailed).

Table : 6 Correlations between district wise rank in Female literacy rate of 2001 and 2011 in Gujarat

			Rank of Female LR(2001)	Rank of Female LR(2011)
Spearman's rho	Rank of Female LR (2001)	Correlation Coefficient	1.000	.948**
		Sig. (2-tailed)	.	.000
		N	26	26
	Rank of Female LR (2011)	Correlation Coefficient	.948**	1.000
		Sig. (2-tailed)	.000	.
		N	26	26

** . Correlation is significant at the 0.01 level (2-tailed).

Table : 8 Category wise Literacy Rate in Various District of Gujarat (year 2001 to 2011)

Year	Less than 50 % LR	50 to 60 % LR	60 to 70 % Literacy Rate	70 to 80 % Literacy Rate	80 to 90 % Literacy rate	More than 90 % LR
2001	Dahod	Kutch,Banas katha,Narmada,Dangs,Tapi	India,Gujarat,Pat an,Sabarkantha,S urendranagar,Ja mnagar,Porband a,Junagadh,Amre li,Bhavnagar,Pan ch Mahals, Valsad	Mahesana,Ga ndhinagar,A hemadabad,R ajkot,Anand, Kheda,Vadod ara,Bharuch, Navsari,Surat		
2011				India,Banask antha,Dahod, Tapi	Gujarat,Kutch,Pa tan,Sabarkantha, Surendranagar,R ajkot,Jamnagar,P orbandar,Junaga dh,Amreli,Bhav nagar, Panch Mahal, vadodra, Narmada,Bharuc h,Dang,valsad	Mahesana,G andhinagar, Ahemadaba d,Anand,Kh eda,Surat

Table : 7 Literacy Rates by Rural and Urban area of the Gujarat State and District : 2001 and 2011

District Code	State/District	Literacy Rate (Persons) 2001			Literacy Rate (Persons) 2011		
		Total	Rural	Urban	Total	Rural	Urban
	<i>India</i>	<i>64.83</i>	<i>58.74</i>	<i>79.92</i>	<i>74.04</i>	<i>68.91</i>	<i>84.98</i>
24	Gujarat	69.14	61.29	81.84	87.23	73.00	87.58
01	Kutch	59.79	53.47	73.97	80.60	65.99	81.68
02	Banaskantha	50.97	47.91	74.55	79.45	63.99	81.43
03	Patan	60.36	55.85	77.41	84.28	70.51	84.26
04	Mahesana	75.24	72.69	83.85	91.88	82.43	89.54
05	Sabarkantha	66.65	64.85	81.00	87.45	75.04	85.24
06	Gandhinagar	75.93	72.11	84.00	93.59	83.15	89.17
07	Ahmadabad	79.62	62.30	83.65	92.44	72.52	89.25
08	Surendranagar	61.61	55.85	76.78	83.47	69.16	82.99
09	Rajkot	74.16	66.13	81.60	88.67	75.97	86.63
10	Jamnagar	66.48	60.36	74.12	82.35	70.08	79.59
11	Porbandar	68.62	60.11	77.38	84.56	70.25	83.21
12	Junagadh	67.78	63.67	77.57	85.80	73.77	83.13
13	Amreli	66.09	62.83	77.19	81.82	71.60	82.85
14	Bhavnagar	66.20	58.72	78.00	86.15	72.19	83.34
15	Anand	74.51	71.55	82.13	93.23	83.85	90.16
16	Kheda	71.90	69.13	82.60	93.40	83.14	88.21
17	PanchMahals	60.92	57.53	83.71	84.07	69.73	87.76
18	Dahod	45.15	41.42	77.87	72.14	58.19	83.46
19	Vadodara	70.76	57.62	86.08	87.59	70.71	91.49
20	Narmada	59.86	56.62	86.77	82.60	71.74	88.30
21	Bharuch	74.41	70.44	85.64	88.80	79.92	88.97
22	The Dangs	59.65	59.65	NA	84.98	75.12	89.43
23	Navsari	75.83	72.32	85.08	90.06	82.55	89.80
24	Valsad	69.15	62.57	86.40	86.48	73.67	92.92
25	Surat	77.62	66.37	82.81	91.05	78.01	88.88
26	Tapi	57.05	54.54	80.07	76.86	67.43	85.90

Sources: Census of India, 2011

*Note- * Literacy rate is the percentage of literates to population aged 7 years and above*

Table : 9 District wise Literacy Rate in Rural and Urban Area of Gujarat State (year 2001 to 2011)

Literacy Category	Year 2001		Year 2011	
	Rural	Urban	Rural	Urban
Less than 50 % LR	Banaskantha,Dahod			
50 to 60 % literacy Rate	India,Kutch,Patan,Suirendranagar,Bhavnagar,Panchmahals,Vadodra,Narmada,Dangas, Tapi		Dahod	
60 to 70 % Literacy Rate	Gujarat,Sabarkantha,Ahemdabad,Rajkot,Jamnagar, Porbandar,Junagadh,Amreli,Kheda,Valsad,Surat		India,Kutch,Banaskantha,Surendranagar,PanchMahals,Tapi	
70 to 80 % Literacy Rate	Mahesana,Gandhinagar,Anand,Bharuch,Navsari	India,Kutch,Banaskantha,Patan,Surendranagar,Jamnagar, Porbandar,Junagadh,Amreli,Bhavnagar,Dahod	Gujarat,Patan,Sabarkantha,Ahemadabad,Rajkot,Jamnagar, Porbandar,Junagadh,Amreli,Bhavnagar,Vadodar,Narmada,Dangs,Valsad,Surat	Jamnagar
80 to 90 % Literacy rate		Guarat,Mahesana,Sabarkantha,Gandhinagar,Ahemdabad,Rajkot,Anand,Kheda,Panch Mahal,Vadodra,Narmada,Bharuch,Navsari,Valsad,Surat,Tapi	Mahesana,Gandhinagar,Anand,Bharuch,Kheda, Navsari	India,Gujarat,Kutch,Banaskantha,Patan,Mahesana,Sabarkantha,Gandhinagar,Ahemadabad,Surendranagar,Rajkot, Porbandar,Junagadh,Amreli,Bhavnagar,Kheda,Panch Mahal,Dahod,Narmada,Bharuch,Dangas,Navsari,Surat,Tapi
More than 90 % LR				Anand,Vadodara,Valsad

			Rank of Rural LR (2001)	Rank of Rural LR (2011)
Spearman's rho	Rank of Rural Literacy Rate (2001)	Correlation Coefficient	1.000	.925**
		Sig. (2-tailed)	.	.000
		N	26	26
	Rank of Rural Literacy Rate (2011)	Correlation Coefficient	.925**	1.000
		Sig. (2-tailed)	.000	.
		N	26	26
**. Correlation is significant at the 0.01 level (2-tailed).				

			Rank of Urban LR(2001)	Rank of Urban LR(2011)
Spearman's rho	Rank of Urban Literacy Rate (2001)	Correlation Coefficient	1.000	.765**
		Sig. (2-tailed)	.	.000
		N	26	26
	Rank of Urban Literacy Rate (2011)	Correlation Coefficient	.765**	1.000
		Sig. (2-tailed)	.000	.
		N	26	26
**. Correlation is significant at the 0.01 level (2-tailed).				

Year	Primary Institution	Secondary Institution	Higher Education Institution
1980-81	25074	3153	371
1985-86	27765	4297	422
1990-91	31279	5122	355
1995-96	33119	5713	436
2000-01	39514	6341	556
2005-06	39059	7654	838
2010-11	42145	9299	1405
Sources: Different Issues of Socio Economic Reviews, Government of Gujarat			

Appendix : 1 Rank of Literacy Rates by Sex for State and District : 2001 and 2011									
State/District	Persons			Males			Females		
	2001 (r1)	2011 (r2)	r2-r1	2001 (r1)	2011 (r2)	r2-r1	2001 (r1)	2011 (r2)	r2-r1
Kutch	22	22	0	23	23	0	18	23	5
Banaskantha	25	24	-1	24	24	0	25	25	0
Patan	20	18	-2	20	17	-3	23	21	-2
Mahesana	5	6	1	3	5	2	6	7	1
Sabarkantha	14	15	1	10	11	1	17	18	1
Gandhinagar	3	3	0	2	1	-1	7	5	-2
Ahmadabad	1	1	0	1	4	3	1	2	1
Surendranagar	18	20	2	19	19	0	20	20	0
Rajkot	8	8	0	9	9	0	4	8	4
Jamnagar	15	17	2	17	21	4	14	17	3
Porbandar	12	14	2	13	16	3	11	13	2
Junagadh	13	11	-2	12	14	2	13	14	1
Amreli	17	16	-1	16	22	6	15	15	0
Bhavnagar	16	12	-4	14	13	-1	16	16	0
Anand	6	2	-4	4	3	-1	8	4	-4
Kheda	9	5	-4	5	2	-3	12	10	-2
PanchMahals	19	21	2	18	18	0	24	24	0
Dahod	26	25	-1	26	26	0	26	26	0
Vadodara	10	9	-1	11	10	-1	9	11	2
Narmada	21	19	-2	21	20	-1	22	19	-3
Bharuch	7	7	0	7	8	1	5	6	1
The Dangs	23	13	-10	22	15	-7	19	12	-7
Navsari	4	4	0	8	7	-1	3	3	0
Valsad	11	10	-1	15	12	-3	10	9	-1
Surat	2	1	-1	6	6	0	2	1	-1
Tapi	24	23	-1	25	25	0	21	22	1
Rank: Sequential ranks to unique values									

Appendix : 2 Rank of Literacy Rates by Rural and Urban area of the Gujarat State and District : 2001 and 2011									
State/District	2001			2011			2011-2001		
	Total (r1)	Rural (r1)	Urban (r1)	Total (r2)	Rural (r2)	Urban (r2)	Total (r2-r1)	Rural (r2-r1)	Urban (r2-r1)
Kutch	22	23	25	22	24	24	0	1	-1
Banaskantha	25	24	23	24	25	25	-1	1	2
Patan	20	21	19	18	18	17	-2	-3	-2
Mahesana	5	1	7	6	5	5	1	4	-2
Sabarkantha	14	9	14	15	10	16	1	1	2
Gandhinagar	3	3	6	3	2	8	0	-1	2
Ahmadabad	1	13	9	1	13	7	0	0	-2
Surendranagar	18	21	22	20	22	22	2	1	0
Rajkot	8	8	13	8	8	14	0	0	1
Jamnagar	15	14	24	17	20	26	2	6	2
Porbandar	12	15	20	14	19	20	2	4	0
Junagadh	13	10	18	11	11	21	-2	1	3
Amreli	17	11	21	16	16	23	-1	5	2
Bhavnagar	16	17	16	12	14	19	-4	-3	3
Anand	6	4	12	2	1	3	-4	-3	-9
Kheda	9	6	11	5	3	12	-4	-3	1
PanchMahals	19	19	8	21	21	13	2	2	5
Dahod	26	25	17	25	26	18	-1	1	1
Vadodara	10	18	3	9	17	2	-1	-1	-1
Narmada	21	20	1	19	15	11	-2	-5	10
Bharuch	7	5	4	7	6	9	0	1	5
The Dangs	23	16	26	13	9	6	-10	-7	-20
Navsari	4	2	5	4	4	4	0	2	-1
Valsad	11	12	2	10	12	1	-1	0	-1
Surat	2	7	10	1	7	10	-1	0	0
Tapi	24	22	15	23	23	15	-1	1	0
Rank: Sequential ranks to unique values									

ABOUT AUTHOR

Dr. Yogesh N Vansiya, is working as Assistant Professor in the Mahadev Desai Gramseva Mahavidhyalay, Sadra affiliated to Gujarat Vidhyapith, Ahemadabad, Gujarat. He has published good number of research papers in reputed national and international research journals. Dr. Vansiya is working as a Joint Editor in Vishleshan Journal published since last 40 years. He is conducting many research projects sponsored by Sumul Dairy, Gujarat Government and Ministry of Rural Development, Government of India, UNDP and Rockefeller Foundation etc. He has published two books in the field of Economics, he has also written some research articles on Socio Economic aspects in Regional Language. He has also Presented Research Papers in many National and International Conferences and Seminars. Dr Vansiya's research interest area concentrates over Rural Poverty, Human Development, Agriculture, Social Sector, Demography, Infrastructure and mainly developmental issues in the context of Indian Economy as well as economy of Gujarat. He also plays vital roles at several administrative issues and Coordinates various Committees at College and University level. He worked as I/C Principal, Ambaba Commerce Collage and MIBM, Sabargam, from August -2004 to April 2011. He has received a "KHAND UDHYOG BARDOLI MEDAL" for standing first in University in The Subject of Agriculture Economics at the Veer Narmad South Gujarat University, Surat. (2002). He remains actively involved in teaching, research and extension activities in the diverse area of social science for the overall development of the students he guides as well as the society in general.

