



# Educational Development in Haryana with Special Reference to Female Literacy

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## Abstract

Universalization of access, equity and quality of education are largely referred to as aspects of educational development. In the modern context, education is perhaps one of the most crucial ways for people to enhance their endowments, increase their levels of capacity, overcome obstacles, and, in the process, broaden their choice of possibilities and chances for long-term improvement and wellbeing. It is seen as a vital force for a nation's development and the standard of living of its people. In every society's development, literacy is regarded as one of the most crucial social factors, especially in rural areas, and it serves as a crucial barometer of human development. It provides information about the sociocultural state of every society in any region, and changes in literacy reflect social, cultural and economic development in the society. The literacy gap between men and women is a sensitive sign of societal prejudice. When there are systematically different levels of schooling for men and women, there is a gender gap in education. It is a helpful tool for demonstrating the disparities in access to education that exist between the genders. The current study makes an effort to emphasise the developments in education in the state of Haryana within this context, placing a particular focus on female education trends. Haryana state continues to lag behind significantly in terms of gender equity. It is found that with time the literacy among females has been improving since the formation of the state.

**Key Words:** Educational Development, Female Literacy, Female Education, Gender Inequality

## Introduction

It is thought that education promotes national socioeconomic progress and individual well-being. It is regarded as a tool for improving efficiency as well as an effective means of expanding and boosting democratic involvement and raising the general standard of living in society (Goel, 2008). Universalization of access, equity, and quality of education are largely referred to as aspects of educational development. Education has a very subtle effect on the human psyche's subterranean realm and aids in revealing the buried wealth of potentials and capacities that reduce ignorance, exclusion, injustice, and poverty (Negi, 2020). It is seen as a vital force for a nation's development and the standard of living of its people. India has made great strides in the area of education, but there is still more work to be done. Despite all attempts, there is still a tendency for gender imbalance in education, especially in developing nations, which either directly or indirectly hinders economic development and prosperity (Klasen, 2002; Knowles et al., 2002). However, gender equality fosters harmony, basic human dignity, and economic prosperity, whether it is in school or other social spheres (Ishtiyaque, et al., 2016). The female literacy rate is typically lower than the male literacy rate, which may be a result of the inequality between rural and urban areas, the economy, the concentration of educational institutions, the position given to women (Dutta & Sivaramakrishnan, 2013). Due to these factors, girls in our nation are discouraged from pursuing higher education or careers in technology. As a result, there are extremely few or no women working in these fields. Despite being a developed state, Haryana shares this societal ill with other states in India and experiences education discrimination against girls (Kumar et al., 2016). Boys are granted more freedom whereas girls are subject to several limitations. In Haryana, there is very little female authority in the public sphere, including material control, political engagement, and authority over personal issues. This may be brought on by poverty, ignorance, strong adherence to conservative cultural beliefs, illiteracy and other factors (Kumar, 2021). Contrary to what was stated above, adequate education and training offer structured knowledge, help people develop their talents, abilities, character, and mental strength, all of which become tools of empowerment for both men and women. Because of this, obtaining a quality education is likely to increase women's ability to support themselves.

## Objectives

The study's primary goal is to show the growth of education in the state of Haryana. The report also compares the educational differences between the male and female populations of the State while highlighting the situation of women in education in Haryana.

## Methodology

The paper is based on secondary data derived from the Census of India for each respective year. Secondary data for educational institutions in Haryana have also been obtained from the Departments of Technical/Higher/Secondary/Elementary Education, Haryana.

## Discussion

The male and female populations in India have a significantly different literacy rate, according to recent census data. The gap between male and female literacy levels was wider in the early 1970s, but it steadily closed in the latter half of the 20th century and continued to widen at the turn of the new century, according to a detailed review of census data. The research show that the gap between male and female literacy levels has been closing in large part as a result of the opening of schools as well as the growing socioeconomic development of rural populations (Sundaram & Vanneman, 2008; Dutta & Sivaramakrishnan, 2013; Katiyar, 2016; ). In Haryana, rural residents make up 71% of the state's population. One of the highest and fastest growing per capita incomes in the nation is found in Haryana. Even if the state is one of the most progressive in the country, the less significant statistics on female literacy give ample support for the examined feature. Haryana, which was a part of Punjab state before gaining its independence on November 1, 1966, lacks the literacy numbers from the 1901–1961 census, hence the study uses secondary statistics or information mostly from the Primary Census Abstract (Census of India). The first comprehensive survey of the state was conducted in 1971 after gaining independence. However, according to the Anthropological Survey of India, Haryana's position for women is still poor. Women have not kept up with men in practically every industry (Kumar and Singh, 2022). Despite having the second-highest GDP per capita in India, Haryana's sex ratio is still overwhelmingly unfavourable to women.

**Table 1: Literacy Rate in India and Haryana (1971-2011)**

Census Year	India			Haryana		
	Total	Male	Female	Total	Male	Female
1971	34.45	45.96	21.79	25.71	38.90	10.32
1981	43.57	56.38	29.76	37.13	51.86	20.04
1991	52.21	64.13	39.29	55.85	69.10	40.47
2001	64.83	75.26	53.67	67.91	78.49	55.73
2011	74.04	82.14	65.46	75.55	84.05	65.94

Source: Census of India, 1971-2011

Table 1 displays the gender-specific increases in literacy rates in India and Haryana. According to census data from 1971, only 34.45 percent of the overall population of India was literate, compared to a literacy rate of 25.71 percent in Haryana. With an increase of 17.76% in India and 30.15% in Haryana since 1971, the overall literacy rates of the nation and the state were 52.21 and 55.85 percent, respectively, in 1991. The following census year likewise revealed a high percentage of literate persons, with increases in India and Haryana of 12.62 and 12.06 percent, respectively. According to census 2011 reporting, there has been a noticeable increase in the number of literate persons across all categories (total, male and female) at both the national and state levels. According to this poll, 74.04 percent of Indians (82.14 percent male and 65.46 percent female) are

literate, compared to 75.55 percent for the state during the same time period. The observation demonstrates unequivocally that the gender gap in literacy between men and women has persisted from 1971 to 2011 in both the country and the state. Despite the fact that this difference has closed from the past to the present in that particular sequence, the evidence nonetheless demonstrates that female literacy has consistently lagged behind that of men. Even though education is a fundamental human right, factors like location, timing, age and gender have a significant impact on it. According to Azam and Kingdon (2011), learning expenditure, which normally favours males and is more common in rural areas than in cities, is the cause of the gender gap in schooling.

In the modern context, education is perhaps one of the most crucial ways for people to enhance their endowments, increase their levels of capacity, overcome obstacles, and, in the process, broaden their range of options and chances for long-term improvement and wellbeing. It is crucial for facilitating the process of acquiring, absorption, and communication of information and knowledge, all of which improve a person's quality of life. It also serves to improve human capital, productivity, and labour pay. For most people, education is vital as an intrinsic value rather than just a means to an end (Ashton & Green, 1996). More importantly, it is a crucial intrusive tool for promoting the social, economic, and political inclusion of people and their long-term integration, especially for those who are marginalised from mainstream society.

As a result, many nations around the world, especially developing nations like India, have made significant investments in education and have based their policies on the creation of educational facilities. There is a growing understanding that providing educational opportunities to all segments of society, regardless of social standing, class, caste, religion, or gender, assures equal access to educational possibilities and the socioeconomic and political benefits that flow from it (Dreze and Sen 2009). However, historically speaking, the unequal distribution of development opportunities and denial of education to a significant portion of the population has been caused by Indian society's fragmentation along lines of religion, region, language, class, caste, creed, gender, thoughts, beliefs, and ideology, creating a significant gap between the "haves" and the "have-nots" (Pal and Pant 1995). Because of this, everyone continues to have major concerns about the availability of "basic education for all," and the Indian government has taken various measures to give free elementary education to everyone in recognition of the crucial role that education plays in development (Kumar, 2004). "The state should attempt to provide, within a period of ten years from the start of this constitution, for free and compulsory education for all till they complete the age of fourteen years," the Indian constitution stipulates. in Article 45. The Kothari Education Commission (1964–1966) emphasised the link between production and education as well as the importance of education for a nation's prosperity. Education, which had previously been primarily a state duty, was added to the concurrent list by the 42nd Amendment to the Constitution in 1976, making it a joint duty of the central and state governments. The 73rd and 74th constitutional amendments, which envisioned greater roles for Panchayati Raj institutions and local governing bodies for the development of education, among others, marked a further shift in distributing educational responsibilities to the grassroots and paved the way for de-centralization of management in education. Article

21 (A) of the Constitution stipulates that the state shall provide free and compulsory education to all children in the age range of 6 to 14 years in a way that the state may, by legislation designate. This was changed in 2002 with the passage of the 86th constitutional amendment act. The Indian Parliament issued many policy pronouncements and released the National Education Policy in 1968, followed by a new National Education Policy in 1986 and a revised Programme of Action that was enacted in 1992, underscoring the significance of education as a tool for development. These policy statements placed a strong focus on the value of education and the development of human capital and saw education as a vital area for investment in the prosperity and survival of the nation. Numerous individuals, institutional, and social factors have an impact on people's decision to participate in education (Govinda & Bandyopadhyay, 2010). Only with the provision of fundamental amenities at both the institutional and family ends can the quantity and quality of educational output be attained. The overall results of education are determined by educational inputs and processes from standard setting, basic infrastructure, learning environment, teaching-learning process, assessment and monitoring at all levels, as well as socioeconomic factors at the individual, household, and institutional levels.

**Table 2: Number of Recognised Universities/Colleges/Schools in Haryana (1970-2021)**

Type of Institution	1970-71	1980-81	1990-91	2000-01	2010-11	2016-17	2017-18	2081-19	2019-20	2020-21
Universities (Including State/Private/Deemed)	1	3	3	4	24	43	46	55	60	60
Arts and Science Colleges	65	98	120	150	190	274	297	342	359	357
Engineering Colleges	1	1	2	25	155	175	127	109	101	90
Polytechnics	-	-	-	-	-	-	181	185	192	189
MBA Colleges	-	-	-	-	-	-	124	99	89	83
MCA Colleges	-	-	-	-	-	-	44	34	33	32
B.Pharmacy Colleges	-	-	-	-	-	-	32	43	52	66
Teachers Training Colleges	12	20	18	20	472	491	491	491	475	491
High/Senior Secondary	975	1,473	2,356	4,138	6,983	7,782	8,024	8,308	8,575	8,782
Middle Schools	760	881	1,399	1,887	3,483	4,986	5,228	5,673	5,704	5,833
Primary/Pre-Primary Schools	4204	4,934	5,109	11,013	14,004	9,968	9,974	9,972	9,928	9,895

Source: Departments of Technical/Higher/Secondary/Elementary Education, Haryana

In the state of Haryana, there was only one university in 1970–1971; by 1980–1981 there were three. The number of universities has grown over time, reaching 24 in 2010–11, all of which have had substantial advancements in this area. In the years 2020–21, the state will eventually have 60 universities. The state now has 357 arts and scientific colleges, up from 65 in 1970–1971 and 65 in 2020–21, respectively. Similar to this, there were 90 engineering colleges in 2020–21, up from 1 in 190–71. Polytechnics, MBA and MCA colleges, as well as pharmacy schools, have all experienced considerable growth since 2017. The state's higher education and professional sectors have been continuously developing. School education which forms the basis of any individual's growth and development has also noted considerable expansion in the state. The number of primary schools have increased from 4,202 in 1970-71 to 8,895 in 2020-21. At the same time the number of middle schools have increased from 760 in 1970-71 to 5,833 in 2020-21. High/Senior Secondary schools have increased from 975 in 1970-71 to 8,782 in 2020-21. However, a rise in enrolments and literacy alone does not signify educational development. Educational development should mean higher levels of quality attainment in general education (i.e. matriculation, graduation, and post-graduation), professional and technical education. Further, education is not merely an end in itself; nor is it the means only for creating better citizens. It should also lead to better levels of employment and confer the public socio-economic benefits.

**Table 3: Gender Disparity in Literacy Rate in Haryana (1991, 2001 and 2011)**

District	1991			2001			2011		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Ambala	66.69	77.53	56.93	75.31	82.31	67.39	81.75	87.34	75.50
Bhiwani	54.18	70.93	35.10	67.45	80.26	53.00	75.21	85.65	63.54
Faridabad	59.77	74.15	42.12	76.29	85.14	65.63	81.70	88.61	73.84
Fatehabad	43.12	54.59	30.06	57.98	68.22	46.53	67.92	76.14	58.87
Gurgaon	52.61	67.87	34.94	78.51	87.97	67.49	84.70	90.46	77.98
Hisar	50.31	64.87	33.20	64.83	76.57	51.08	72.89	82.2	62.25
Jhajjar	63.47	78.17	46.27	72.38	83.27	59.65	80.65	89.31	70.73
Jind	47.00	61.07	30.12	62.12	73.82	48.51	71.44	80.81	60.76
Kaithal	42.59	54.71	28.37	59.02	69.15	47.31	69.15	77.98	59.24
Karnal	56.15	67.02	43.54	67.74	76.29	57.97	74.73	81.82	66.82
Kurukshetra	58.78	69.23	46.94	69.88	78.06	60.61	76.31	83.02	68.84
Mahendragarh	57.87	77.17	36.75	69.89	84.72	54.08	77.72	89.72	64.57
Mewat	-	-	-	43.51	61.18	23.89	54.08	69.94	36.60
Palwal	-	-	-	59.19	75.10	40.76	69.32	82.66	54.23
Panchkula	65.73	73.99	55.77	74.00	80.87	65.65	81.88	87.04	75.99
Panipat	55.17	67.04	41.17	69.17	78.5	57.91	75.94	83.71	67.00

Rewari	64.77	82.16	46.18	75.25	88.45	60.83	80.99	91.44	69.57
Rohtak	61.44	74.93	45.40	73.72	83.23	62.59	80.22	87.65	71.72
Sirsa	46.32	57.21	34.02	60.55	70.05	49.93	68.82	76.43	60.40
Sonipat	64.06	77.20	48.27	72.79	83.06	60.68	79.12	87.18	69.80
Yamunanagar	60.53	69.76	50.07	71.63	78.82	63.39	77.99	83.84	71.38
<b>Haryana</b>	<b>55.85</b>	<b>69.10</b>	<b>40.47</b>	<b>67.91</b>	<b>78.49</b>	<b>55.73</b>	<b>75.55</b>	<b>84.05</b>	<b>65.94</b>

Source: Census of India, 1991, 2001 and 2011

Haryana, which is well renowned for its deeply ingrained patriarchal nature, has added some shady distinctions. The sex ratio is 820 for females in the 0 to 6 age group. But surprisingly, there are now only 617 females for every 1000 literate people. In rural places, female literacy lags significantly behind. However, the picture gets fairly bleak when comparing Haryana's female literacy rates with those of other States. Despite significant progress over the past four decades, Haryana continues to rank among the States with the lowest rates of female literacy. Haryana is ranked 16th overall in India for literacy, 20th for male literacy, and a pitiful 23rd for female literacy. Although its literacy rate is better than the national average, it is important to note that it is significantly lower than that of Punjab, Himachal Pradesh, and the Union Territory of Chandigarh, which are its closest neighbours.

The death rate in Haryana is 60.7 for men and 81.4 for women. The data are profoundly significant because they demonstrate the actual attitudes of society towards girls as well as the relationship between education and significant gender issues. Numerous studies have demonstrated that the girl child continues to be a burden on the family. The affection for sons has increased as a result of dower, marital pressure, and the devaluation of work after marriage. The family needs to make special efforts to safeguard its female members from occurrences of molestation, eve teasing, and other crimes in addition to making investments in the son who will remain in the family. The female child is devalued when she is born into the world. She has to overcome obstacles such as early withdrawal from school, poor priority given to accessible nourishment, and nutritional deprivation during her youth. A girl is first viewed from birth as an extra domestic helper, a housewife, a mother, and a cook (Kumar and Priyanka, 2021). Naturally, the majority of parents raise their daughters in this manner. The entire notion fits our society's predominately patriarchal ethos as the process continues in an unbroken chain. In terms of social position, the ability to articulate her opinions, and the capacity to influence decisions, education aids in improving a woman's status and function in the family. In conclusion, it enables her to play a more significant role.

Except for the district of Fatehabad, which has a very low literacy rate, the entire western region of the state falls into the low category for literacy rates, followed by the districts of Kaithal, Mewat, and Palwal. In comparison to the male population for the same enumeration, the top fifteen districts (Panchkula, Ambala, Yamuna Nagar, Kurukshetra, Karnal, Panipat, Sonipat, Rohtak, Jhajjar, Mahendergarh, Rewari, Faridabad,

Gurgaon, Bhiwani, and Hisar) are classified as having a high literacy rate, while five districts (Sirsa, Fate Only the Mewat district is reported to have a low literacy rate. When it comes to the male population, there isn't a single district with a very low literacy rate. However, the situation is completely different when it comes to the female population, with the entire state falling into the low or very low category. Twelve districts in western, south-western, and north-western Haryana (Sirsa, Fatehabad, Jind, Kaithal, Hisar, Bhiwani, Karnal, Panipat, Jhajjar, Mahendergarh, Palwal, and Mewat) have very low literacy rates, while the other nine districts have poor rates of female literacy. The literacy rates in the eight districts—Kaithal, Karnal, Panipat, Jind, Sirsa, Hisar, Bhiwani, and Palwal—have ranged from 68 to 76 percent, with the districts with the highest rates—Panchkula, Ambala, Yamuna Nagar, Kurukshetra, Sonipat, Rohtak, Jhajjar, Mahendergarh, Rewari, and Gurgaon—recording rates With the exception of Mewat district (moderate literacy), the whole state of Haryana has high male literacy rates. The literacy rate for women has likewise increased during 2001 when compared to 2011. Gurgaon is categorised as having a high level of literacy, and is followed by a group of nine districts with a moderate level of literacy: Panchkula, Ambala, Yamunanagar, Kurukshetra, Sonipat, Rohtak, Jhajjar, Rewari, and Faridabad. In contrast to Fatehabad, Kaithal, Mewat, and Palwal districts, which are classified as having very low literacy rates, Karnal, Panipat, Jind, Sirsa, Hisar, Bhiwani, and Mahendergarh districts have low proportions of literate females. The spatial pattern shows that eleven of the state's twenty-one districts—covering the north-eastern area surrounding Chandigarh, the state capital—fall into the high literacy rate category. The south-eastern region, with the exception of the two districts of Mewat and Palwal, has also been found to have a high literacy rate. The north western region has a low literacy rate due to its status as an agricultural belt and the opposition of a particular element of society to education, although the availability of better education facilities and awareness of additional opportunities demonstrate this. Due to a lack of social and economic development, the southernmost district of Mewat and Palwal, which is primarily populated by Muslims, has a much lower literacy rate than the rest of the state. Therefore, it is important to guarantee that as many individuals as possible participate in programmes related to education.

**Table 4: Educational Attainment among Males and Females in Haryana (2011)**

<b>Educational Level</b>	<b>Total</b>	<b>Males</b>	<b>Females</b>
Illiterate	8752474	3700667	5051807
Literate	16598988	9794067	6804921
Literate without educational level	395890	212259	183631
Below Primary	2473145	1403012	1070133
Primary	3772022	2075334	1696688
Middle	2705282	1557670	1147612
Matric/Secondary	3225936	2064923	1161013
Intermediate/Higher Secondary	1892113	1199855	692258
Non-technical Diploma or Certificate not equal to degree	30614	17774	12840
Technical Diploma or Certificate not equal to degree	195115	143883	51232
Graduate and above	1877085	1102809	774276

Source: Census of India, 2011

The attainment of several levels of formal education, such as basic, secondary, and higher education, as well as medical, technical, and vocational education and training, can be used to describe educational attainments. Education is a crucial tool for learning and information acquisition. The degree of education, particularly higher-level education, gives society energy and aids in social advancement (Mukherjee, 2004). Consequently, both men and women now have the recognition that access to education is a fundamental right. Female education plays a variety of roles. It has the potential to empower women in a variety of ways, including by giving them the awareness and knowledge necessary to make wise life decisions, increasing their access to resources and services, empowering them to become informed citizens and consumers, instilling a sense of self-worth, and enhancing their capacity to take on challenges, among other things (Husain & Sarkar, 2011). Due to a number of historical, social, and economic circumstances, as has already been mentioned, the female literacy rate in the state is significantly lower than the male literacy rate. Women are restricted in their movement and accorded a relatively low standing in society as a result of the pervasive stereotypes and social environment that are hostile to their education. Economically, the stark discrepancy in male and female literacy rates is a result of the abject poverty and low levels of occupational involvement among women. Both directly and indirectly, male literacy and the rising social awakening have boosted female literacy. Women can now grow holistically and reach their full potential thanks to the efforts made possible by the National Policy for Women's Empowerment (Godyal, 2012). Although Haryana's female population has demonstrated an improving trend towards literacy, the state appears to be lagging behind neighbouring states in terms of educational attainment..

In general, disparity refers to differences in the results that are caused by the practise of showing less care for one group than for another in terms of socioeconomic categories, sexual preferences, and religious background (Husain 2010). In spite of the ease of learning, it has been found that rural women suffer more unneeded sociocultural impediments than their urban counterparts. In most parts of the world, girl children typically have less possibilities and attention in case of education, so the gender gap in the learning process has long been a cause for concern. Women participate more actively and have more options to make money as a result of education. Women are empowered to engage in self-productive activities that can lead to economic independence and higher status through gaining knowledge and skills through education. Increased earning potential has the potential to alter gender roles, boost women's self-esteem, and give them more negotiating power within the family. It is asserted that both access to education and people's socioeconomic backgrounds are held accountable for those who pursue higher and technical education. Parents' low socioeconomic level has an impact on how they feel about their kids' schooling. The discrimination experienced by women in other areas of their lives is linked to the gender gap in education. Additionally, there is no doubt that the availability, accessibility and cost of education and educational institutions in socially and economically underdeveloped regions is to blame for the spatial variance in male and female education in addition to various socio-cultural factors that continue to inhibit female educational attainment rates.

### **Conclusion**

One of the biggest obstacles to women's progress is the high rate of illiteracy among them. It restricts their ability to pursue employment and training, make use of medical services, and exercise their legal and constitutional rights. State policies in India and other developing third-world nations have taken into account the needs of women as a result of the feminist movement, research, and other local, national, and worldwide considerations. Despite having a growing and successful economy, Haryana still has a very low level of female literacy. There have been significant advancements in female education over the years. There is no doubt that the accessibility, cost, and availability of education and educational institutions are to blame for the regional variation in male and female schooling. Since the late 1970s, there have been a large number of initiatives, programmes, projects, and laws aimed at improving the situations of women. These deeds represented the State's official acknowledgment of women's difficulties. However, it is not sufficient for women to just be acknowledged in governmental policies. What matters more is how much the public laws and policies truly contributed to creating a social environment that might make the realisation of democratic and empowering goals possible. More women than men are now illiterate, and this trend has been growing over time. Comparatively speaking, the percentage of literate females has shown signs of growth. However, achieving a gender balance is still a long way off, particularly in terms of education and literacy. Despite the most recent advancements in education, supporting active female education still has to be given higher priority.

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