

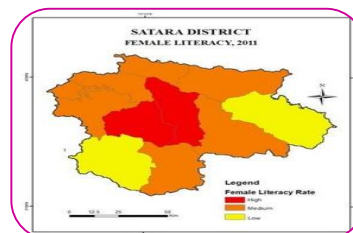


TRENDS OF LITERACY RATE IN SATARA DISTRICT

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ABSTRACT

According to the United Nations Organization, 'the literate is one who has the ability to read and write. One who can read but cannot write is considered semi-literate. From 1901 to 1941 censuses, there was an extra inquiry about whether the educated knew English or not. The data on the standard of instruction was gathered without example for 1941 evaluation and after that, it was asked in each consequent statistics (Rawat, 2012). Education is one of the most significant elements for socio-economic development. Because literacy is reflected in the socio-economic and cultural set-up of the region or community. Literacy is needed for the eradication of poverty, cultivating peaceful surroundings, social improvement, developed the relationship in the society and financial growth. Education is the key enablers of demographic change, family welfare, and better health and nutrition (Husain, 1996). The literate people can be trained less expensively than illiterate people, generally has a higher socio-economic status (Nanaware et. all, 2017).



KEYWORDS: Literacy and education, socio-economic status.

INTRODUCTION

Literacy and education are realistically key signs of the development of society. Spread and dispersion of education are by and large connected with fundamental characteristics of the present progress, for example, modernization, urbanization, industrialization, correspondence and trade (District Census Handbook of Satara, 1991). Structure of the population on the basis of population of literates varies in different parts of the world. Some of such characteristics are the proportion of literate is low for the rural area due to lack of educational facilities and the absence of proper environment needed for the spread of education. The proportion of literate is higher among those engaged in secondary and tertiary activities compared to primary activities. The proportion of literate is normally higher among males than the females. In 104 developing counties like India, the literacy rate is lower in rural areas compared to urban areas. Because of the lower social status of women, parents are not very enthusiastic to educate their daughters. Education is one of the important needs in life. The low degree of literacy is an obstacle to economic growth. Investment in education is a measure of the future development of the country or region (Ghosh, 1985). Recognized school is a good index of a population's educational attainment. The most basic minimum measurement of educational status is the degree of literacy. However, it is very difficult to measure the degree of literacy in accurate terms. Literacy is also related to the socio-economic status of the people.

TREND OF LITERACY RATE

Literacy is an indispensable mean for acquiring skills and improving economic and general well-being. From a demographic point of view, literacy is a key variable affecting fertility, mortality and migration. Literacy supports development and population control too (Singh, 1976).

Table 1
Satara District: Literacy rate from 1961 to 2011

Sr. No.	Census Year	Rural			Urban			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	1961	45.01	18.86	32.52	65.25	41.09	53.72	47.41	21.16	34.09
2	1971	49.55	21.70	35.21	69.44	46.95	58.88	52.38	24.77	38.32
3	1981	59.12	32.77	45.41	75.28	56.73	66.41	61.39	35.67	48.15
4	1991	65.58	35.61	51.15	81.00	56.32	69.00	70.08	41.73	56.39
5	2001	88.12	65.56	76.84	92.43	80.45	86.44	88.20	68.38	78.22
6	2011	88.68	74.21	81.40	92.02	85.42	89.00	89.42	76.31	82.87
Absolute Change 1961 and 2011		43.67	55.35	48.88	26.77	44.33	35.28	42.01	55.15	48.78

Source: Census Handbook of Satara District, 1961-2011.

Table 1 shows the percentage of male-female and rural-urban literacy rate in Satara district during the period from 1961 to 2011. Table 1 reveals that the trend of literacy rate is uneven during the period of 1961 to 2011. The percentage of the literate population shows a constantly increasing trend from 1961 to 2011 (i.e. 34.09 per cent to 82.87 per cent). The difference in literacy rate between 1961 and 2011 is 48.78 per cent. Moreover, there are also male and female disparities in literacy rate. The male and female literacy is uneven as well as continuously increased during the period of investigation. As per the census of the 1961, the male literacy rate is 47.41 per cent; it is steadily increased and reached to 89.42 per cent in 2011. The absolute growth rate of male literacy rate during this period is 42.01 per cent. While, the female literacy rate was only 21.16 per cent, but it was also continuously increased since 1961 and reach to 76.31 per cent. The difference in female literacy rates between is 1961 and 2011 is 55.15 per cent. The absolute growth in female literacy is high than male indicates that awareness about gender equity is increased in the society.

There are also marked variations in the rural and urban literacy rate. In 1961, the total urban literacy was 53.72 per cent as compared to 89.00 per cent in 2011. The absolute growth in urban areas literacy rate is 35.28 per cent between 1961 and 2011. However, the literacy rate in rural areas where only 32.52 per cent during the period of 1961, while in 2011, the rural literacy rate is 81.40 per cent. The difference in the rural literacy rate between 1961 and 2011 is 48.88 per cent.

Thus, it is found that the literacy rate is constantly increased in the study region with male-female and also rural-urban areas. But the male-female disparities in literacy rate is due to the lower the status of females in the society and also females are not allowed mobility. The rural and urban differentials are found in the study region due to the type of economy, social life and migration pattern of the two areas are responsible for the uneven literacy rate.

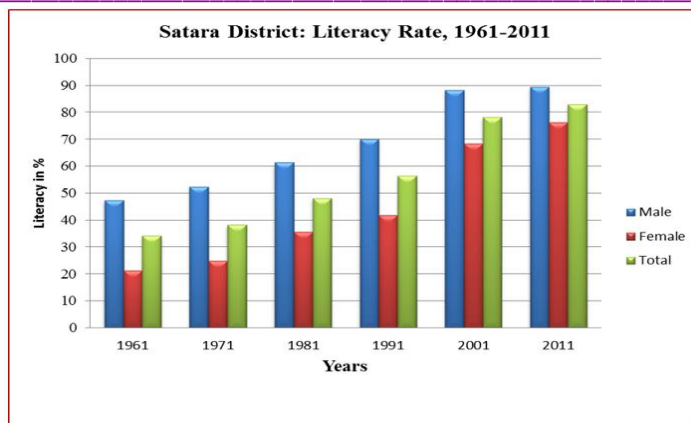


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Spatial Distribution of Literacy Rate, 1961-2011

the census of 1961 and 2011, the tahsil wise literacy rates are presented in table 2. In 1961, the district as a whole has 34.09 per cent literacy. It has been constantly increased and reaches up to 82.87 per cent in 2011. In 1961, there are high disparities at tahsil level ranging from in 42.56 per cent in Satara tahsil and 21.64 per cent in Man tahsil.

The high literacy rate (Above 35 per cent) is recorded in Satara tahsil (42.56 per cent) followed by Mahabaleshwar (39.91 per cent), Koregaon (39.40 per cent), Wai (38.74 per cent) and Karad (37.27 per cent) tahsils. Because of Satara city is a district headquarter of Satara district is lies in Satara tahsil as well as high development of educational institute like Rayat Shikshan Sanstha, well urbanised and highly development of transportation facilities, like the same situation is observed in the Karad and Koregoan tahsils. Mahabaleshwar is well developed in tourism activities.

Table 2
Satara District: Literacy Rate and its Growth from 1961 to 2011

Sr. No.	Tahsil	1961	1971	1981	1991	2001	2011	Absolute Change
1	Mahabaleshwar	39.91	46.78	55.75	72.64	85.00	83.91	44.00
2	Wai	38.74	40.73	52.47	71.08	80.00	85.09	46.35
3	Khandala	33.02	38.11	49.79	68.52	80.00	85.40	52.38
4	Phaltan	27.27	35.14	46.12	63.98	76.00	81.16	53.89
5	Man	21.64	27.67	36.04	54.57	69.00	72.55	50.91
6	Khatav	34.54	36.57	46.66	65.13	77.00	80.52	45.98
7	Koregaon	39.40	44.29	53.86	71.47	81.00	85.13	45.73
8	Satara	42.56	47.06	55.19	75.39	85.00	88.72	46.16
9	Jaoli	24.68	33.13	40.72	61.13	78.00	81.96	57.28
10	Patan	28.54	28.70	37.34	57.50	72.00	77.40	48.86
11	Karad	37.27	41.69	51.79	68.63	79.00	84.31	47.04
12	District	34.09	38.32	48.15	66.67	78.00	82.87	48.78

Source: Socio-Economic Abstract of Satara District, 1961 to 2011.

The moderate proportion of literacy rate (30 to 35 per cent) was found in the tahsils of Khatav and Khandala tahsils.

The low literacy rate (Below 30 per cent) was found in Man tahsil with 21.64 per cent followed by Jaoli with 24.68 per cent, Phaltan (27.27 per cent) and Patan tahsil with 28.54 per cent. There are also different factors are responsible such as drought-prone conditions, undulating topography, inaccessible rural area, the low proportion of urbanization resulted into a low level of literacy rate in these tahsils.

The district as a whole has 82.87 per cent literacy rate in 2011, but the spatial distribution of varies from tahsil to tahsil ranging from 72.55 per cent to 88.72 per cent.

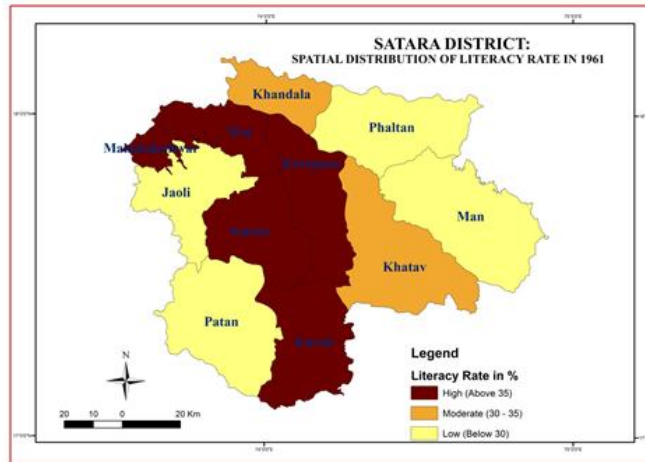


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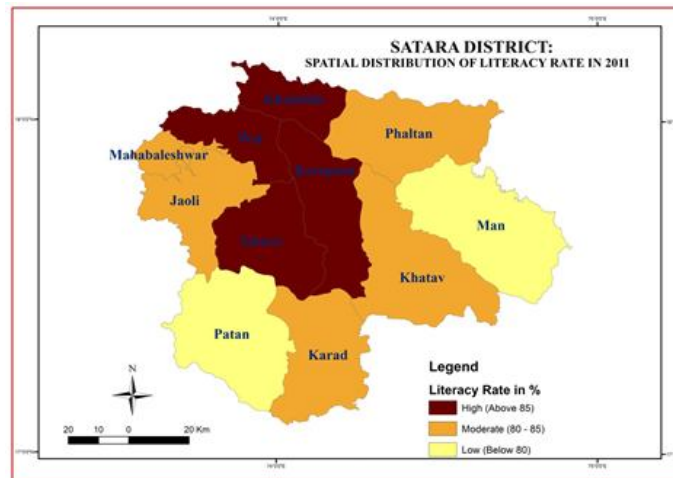


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The high (Above 85 per cent) literacy rate is found in Satara, Koregaon, Wai and Khandala tahsils. In Satara tahsil it is high due to Satara city as district headquarter located, which leads to transportation, urbanization, high parental income and number of educational institutions like Rayat Shikshan Sanstha, while Karad is second largest urban centre, Khandala and Wai are the hill stations which leads educational institutes Khatav and Koregaon lies in river basins.

The moderate level (80 to 85 per cent) of literacy rate is observed in the tahsils of Karad, Mahabaleshwar, Phaltan, Khatav and Jaoli. The low level (Below 80 per cent) of literacy is found in Man with 72.55 per cent followed by Patan tahsil with 77.40 per cent. Man and Patan lie in a drought-prone area that resulted in low parental income.

Spatio-Temporal Changes in Literacy Rate

Table 2 indicates that the district as a whole has a positive change in literacy rate i.e. 48.78 per cent during the period of investigation. But spatial distribution varies from tahsils to tahsil ranging from 44.00 per cent to 57.28 per cent.

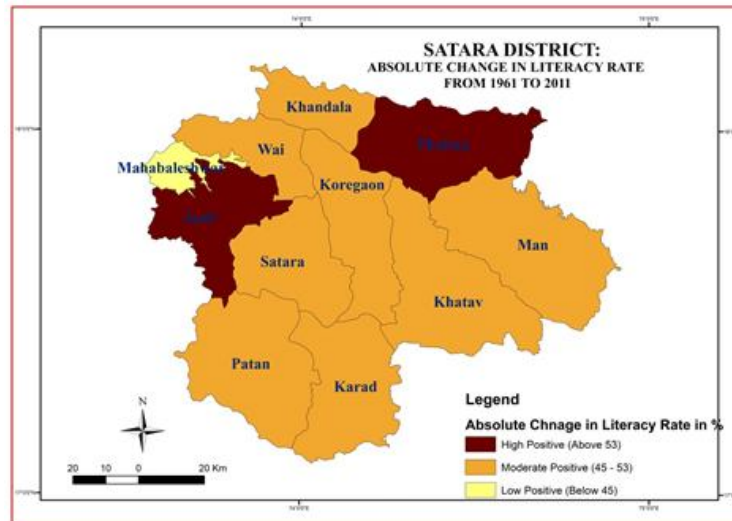


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The high positive change (above 53 per cent) is found in the tahsils of Phaltan and Jaoli. Because of implementation of central and state government educational scheme in 1961 to 2011 such as child educational scheme, women educational scheme, adult educational scheme etc. applied for rural areas, hilly and mountain area, forest land tribal and backward peoples to literate this peoples. In addition, for women free cost education rule applied by state and central government, therefore, women literacy growth rate is increased highly, there is also increase in social awareness especially for women. As per government rules, all rural peoples will be literate therefore these people know about the importance of education, therefore, most the child go to school.

The moderate positive (45 to 53 per cent) change in literacy arte is recorded in the tahsils of Khandala, Man, Patan, Karad, Wai, Satara, Khatav and Koregaon, While, low positive change (below 45 per cent) is found in the tahsil of Mahabaleshwar, due to the literacy rate was high in base year (1961) as compared to the other tahsils.

CONCLUSION

The absolute growth rate of male literacy rate during this period is 42.01 per cent.

While, the female literacy rate was only 21.16 per cent, but it was also continuously increased since 1961 and reach to 76.31 per cent.

However, the literacy rate in rural areas where only 32.52 per cent during the period of 1961, while in 2011, the rural literacy rate is 81.40 per cent.

The low literacy rate was found in Man tahsil with 21.64 per cent followed by Jaoli with 24.68 per cent, Phaltan and Patan tahsil with 28.54 per cent.

The district as a whole has 82.87 per cent literacy rate in 2011, but the spatial distribution of varies from tahsil to tahsil ranging from 72.55 per cent to 88.72 per cent.

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