

## **A GEOGRAPHICAL STUDY OF RURAL-URBAN LITERACY RATE IN SATARA DISTRICT OF MAHARASHTRA**

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### **Abstract**

Present paper intends to identify the one of the sections of society which do not have the proper education. Rural-urban literacy rate has been studied in this paper. Both primary and secondary sources have been used for the compilation of the data in the present investigation. The temporal study of rural-urban literacy rate indicates narrowing gap but still there is educational gap in rural and urban areas. The proportion of households is increasing with the increasing literate members in the households. The disparity index of rural-urban literacy rate was 0.068 points in the study area. This rural and urban literacy rate and the disparity within them has considerable spatial variations in the study area. The topography, transportation, educational facilities and economic activities put their impact on rural literacy rate and its difference from the urban. More or less same situation is observed at State average data.

### **Introduction**

All types of developments are mainly urban centric, for which peoples of rural parts have to travel a distance to get those opportunities which makes the people to give up their proper education (Saha, Arjun & Roy, Ranjan, 2021). Increasing recognition of a broadened concept of literacy challenges policy-makers and practitioners to re-define literacy operationally, develop and apply appropriate methods of assessing literacy and consider and act upon the consequent policy implications (Ahmed, M., 2011). Present paper intends to identify the one of the sections of society which do not have the proper education. Rural-urban literacy rate has been studied in this paper. UNESCO (2008) also remarks that, "Literacy can no longer be simply defined in terms of reading, writing or numeracy nor can it be seen as an end in itself". Before Census of India (1991) "A person age 6 years and above who can both read and write with understanding in any language" is treated as literate. person can only read but cannot write is not literate in this definition. There is considerable disparity in rural-urban literacy rate. This paper focused on the rural-urban literacy rate with temporal, spatial, gender and household approaches.

### **Objectives**

The major objective of the present research paper is to study the rural and urban literacy rate in the study area.

### **Data Base and Methodology**

Both primary and secondary sources have been used for the compilation of the data in the present investigation. To meet the objectives of the present study, the data has been collected from secondary sources like, District Census Handbooks, 2001 & 2011 Satara district, Table on Houses, Household Amenities and Assets, Series 28, Maharashtra of Census of India, 2001 & 2011, Socio-Economic Review and District Statistical Abstract are used. The data regarding the rural houses, public facilities in the rural part etc. will be collected from different officials like Panchayat Samatee, Gram Panchayat offices etc. Besides these sources, the Google Earth images, internet, governmental reports, books, journals etc. are used. The recent village level data is not available in secondary sources. The educational status is mainly depended on multi-variables. In these circumstances the primary data has been generated with the help of different tools and techniques in following stages.

### **Study Area**

Satara district is lies between 17° 5' to 18° 11' north latitudes and 73° 33' to 74° 54' East longitudes located in the south western part of Maharashtra. Study area is bounded by Pune District to the north, Solapur district to the east, Sangli district to the South and Ratnagiri district to the west. Raigad district lies to its north-west. It covers an area of 10484 sq kms. with an east west expanse of 135 km and a north south expanse of 112 km. The district is divided into eleven administrative units (tahsils) Satara, Wai, Khandala, Koregaon, Phaltan, Khatav, Man, Karad, Patan, Jawali and Mahabaleshwar. The district headquarters Satara is well connected to the state capital Mumbai.

### **Temporal Changes in Rural-Urban Literacy, 1961-2011**

The study of changes in rural-urban literacy rate from 1961 to 2011 clearly reveals that, there is high literacy rate in urban part of the study area than the rural. In the year 1961 the literacy rate was 32.52 percent in rural part of the study area, whereas it was 53.72 percent in urban part. It indicates the difference of 21.20 percent between the rural-urban literacy rate. Chand, P. (2015) rightly concluded that, industrialization and other factors are feeble in rural areas, whereas in urban areas the economic conditions of people are comparatively better and have more means of communication and awareness due to fast spreading information and technology, whereas rural area is less interacted with these means of communication. He also added the that, dispersed housing pattern, hamlets and small villages also provide hindrance in the path of literacy, whereas cities are more compacted and faster communication. Both rural and urban literacy rate experiences almost 13 percent increase from 1961 to 1981. Clearly the gap between rural-urban literacy rate remains above 21 percent (Table 1 & Fig. 1). The literacy is low within the rural and hilly areas of the Sahyadri (Hande, R. D., 2020). Poverty, unemployment, lack of school space, lack of roads and transportation facilities, absence of teachers, lack of the adequate number of students due to distance of schools in remote areas are the main reasons for this low literacy in these areas (Hande, R. D., 2020).

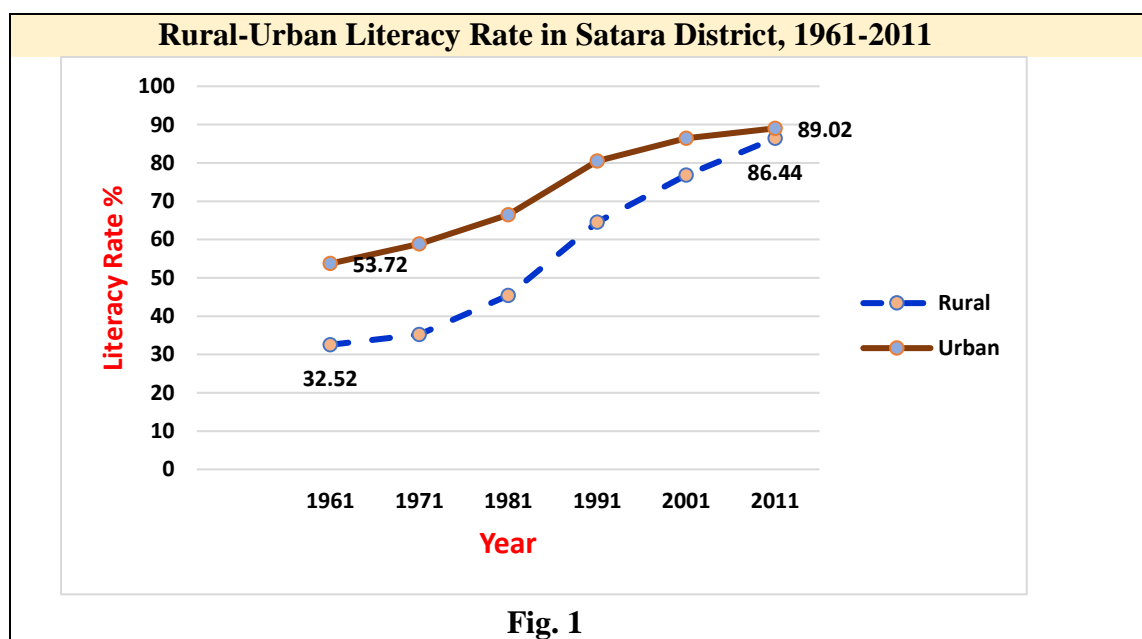
Table 1

Rural-Urban Literacy Rate in Satara District, 1961-2011 (Numbers in %)

Year	Rural	Urban	Difference
1961	32.52	53.72	21.20
1971	35.21	58.88	23.67
1981	45.41	66.41	21.00
1991	64.56	80.48	15.92
2001	76.84	86.44	9.60
2011	86.44	89.02	2.58

**Note:** Literacy rates for 1951 census to 1971 census relate to population aged five year and above while the rates for the 1981 census to 2011 census, relate to the population aged seven year and above.

**Source:** Based on Census of India, Primary Census Abstract, District Census Handbook, Satara 1961-2011.



In the decade 1981-1991 the literacy rate is increased by 19 percent in rural part and by 13 percent in urban part of the study area. In 1991, rural and urban literacy rate was 64.56 percent and 80.48 percent respectively. Undoubtedly, the gap between rural-urban literacy reduced up to 15.92 percent. From 1991 to 2001, rural literacy rate increased more than 12 percent and urban literacy rate increased by 6 percent. In the year 2001, rural and urban literacy rate of the study area was 76.84 percent and 86.44 percent respectively. For 2001 to 2011 the literacy rate is increased by 10 percent of rural part and by only 3 percent in urban part of the study area. This denotes the rural literacy was 86.44 percent and urban literacy rate was 89.02 percent in the year 2011. So, in this year only 2.58 percent gap is observed in

rural-urban literacy rate (Table 1 & Fig. 1). In short, the rural-urban literacy rate has high disparity from 1961 to 1981. Then after rural literacy rate increases with high pace than the urban, which resulted the disparity also reduces.

### Literate Members in Rural-Urban Households, 2011

Though the temporal study of rural-urban literacy rate indicates narrowing gap but still there is educational gap in rural and urban areas. The question ‘how many literates are in the family?’ matters much for the development of society in one way and for the national development in another. The rural-urban difference is exists by this indicator also. With the help of Census 2011 data, the proportion of rural and urban households according to the number of literates has been calculated. The comparison of study area with the data of Maharashtra state is also done. This analysis shows that, there was 6.86 percent rural households and 3.11 percent households in the study area where all members were illiterate. In Maharashtra, this proportion was 7.89 percent and 2.54 percent for rural and urban areas respectively (Table 2 & Fig. 2). Totally illiterate households are more in rural part than the urban part indicates the reality of educational infrastructure in rural part. The quantitative analysis highlights that low rural-urban disparity in literacy is characteristics of regions marked by relatively adequate educational facilities, high degree of urbanization, medical facilities, modernization of agriculture and good transport facilities (Mundhe, N. N., etal. 2017).

**Table 2**

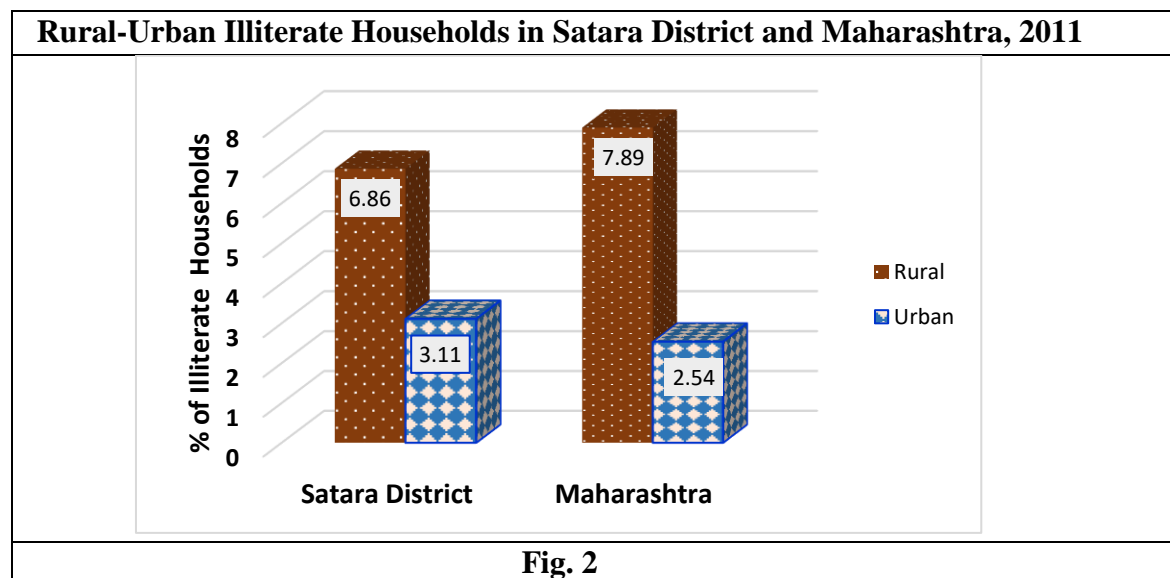
**Rural-Urban Households by Number of Literates in Satara District and Maharashtra, 2011**

Number of literates in the household	% to Total Households			
	Satara District		Maharashtra	
	Rural	Urban	Rural	Urban
None	6.86	3.11	7.89	2.54
1	10.20	7.18	10.78	7.32
2	17.69	18.55	21.29	20.63
3	18.99	20.20	19.16	20.32
4+	46.26	50.96	40.88	49.19

**Source:** Based on Census of India, 2011, HH-08 HH By Number of Literates Among the Members of Household Age 7 Years and Above, Maharashtra.

<https://censusindia.gov.in/nada/index.php/catalog/7468>

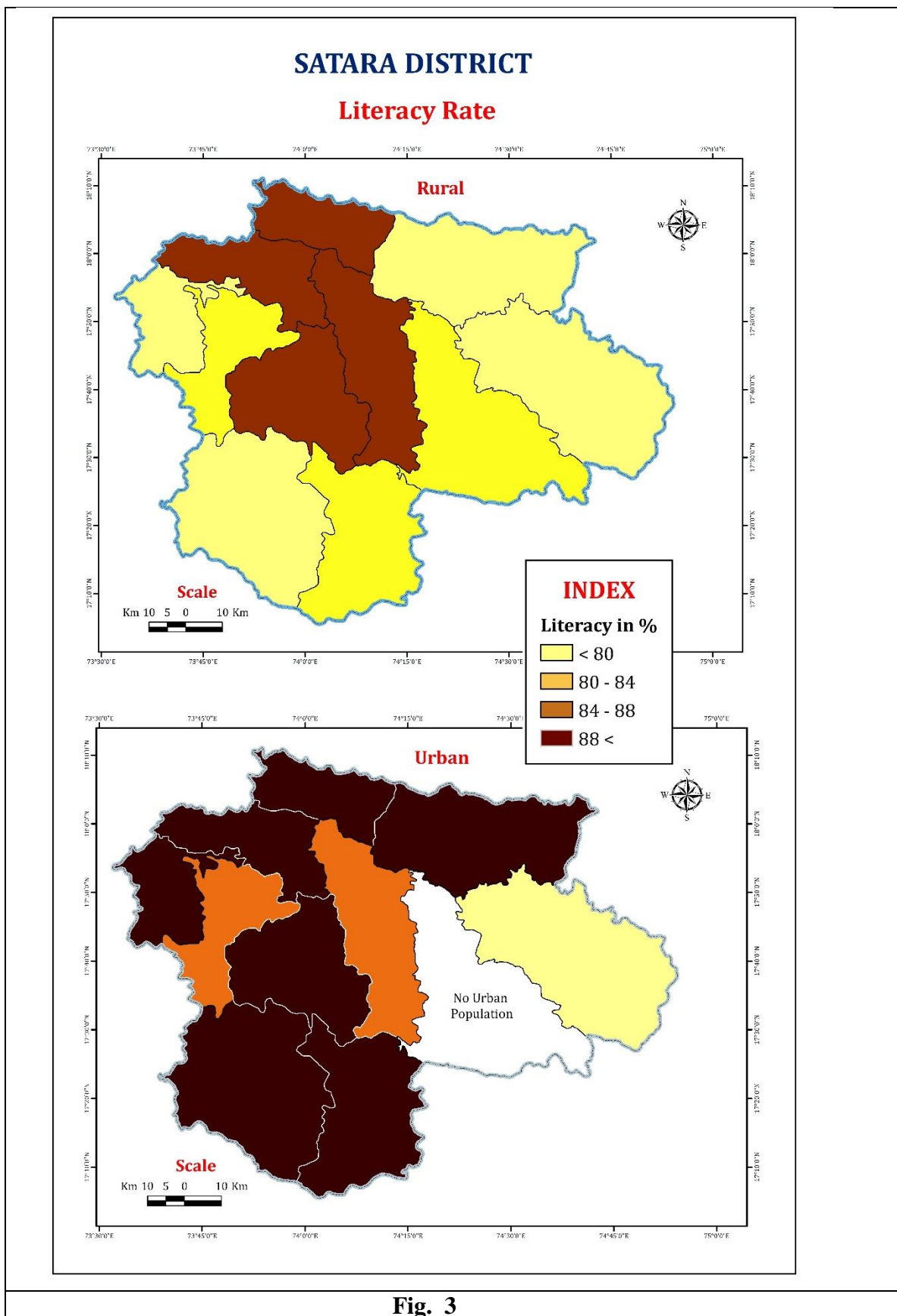
Only one literate member observed in 10.20 rural and 7.18 urban households of the study area and near about similar situation found in Maharashtra. The proportion of households is increasing with the increasing literate members in the households. In the study area, the proportion of households with 2, 3 and 4+ literate members was respectively 17.69 percent, 18.99 percent and 46.26 percent in rural part and 18.55 percent, 20.20 percent and 50.96 percent in urban part. But there is still rural-urban gap in study area and in Maharashtra also (Table 2 & Fig. 2).



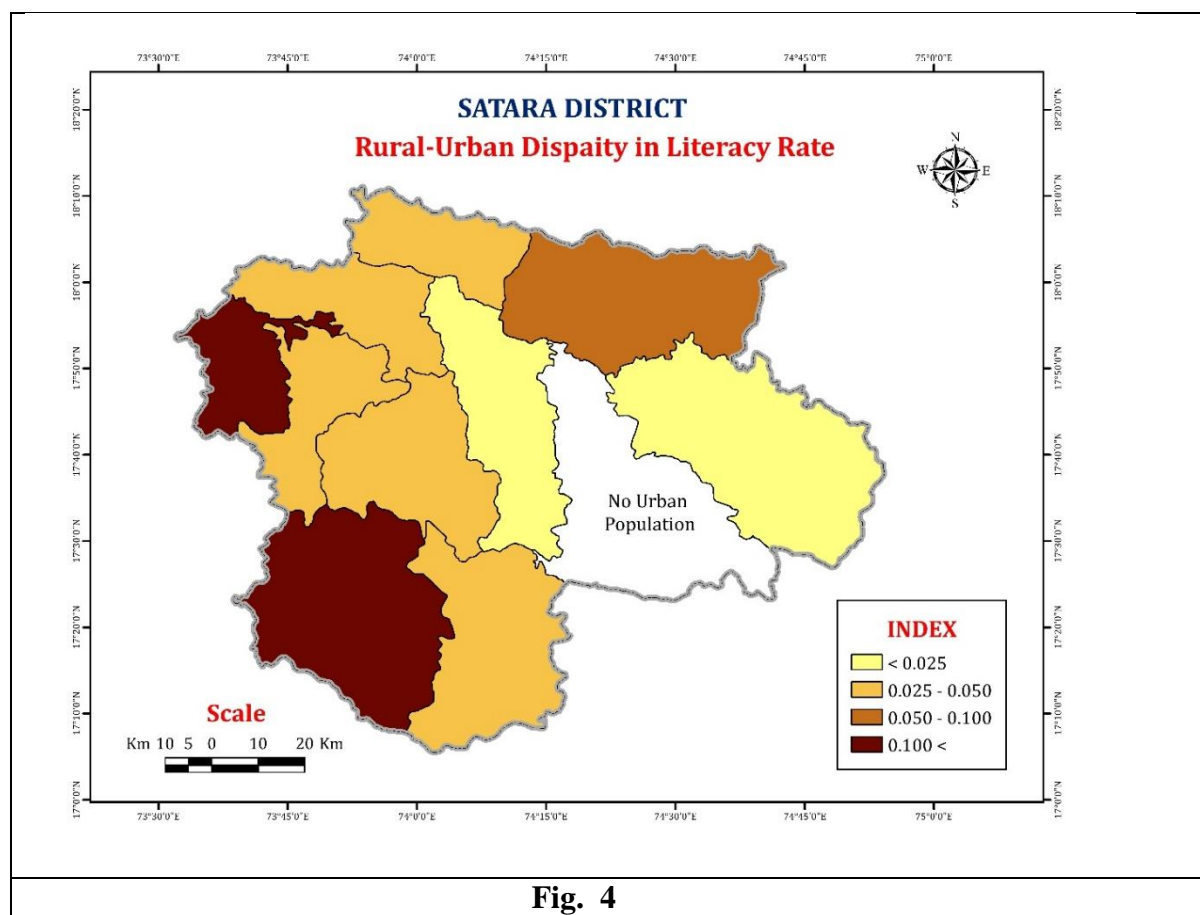
### Spatial Pattern of Rural-Urban Literacy Rate, 2011

The temporal analysis of rural-urban literacy rate shows the reducing gap, but still 2.58 percent gap in rural-urban literacy rate. The study of literate members of household also supports the conclusion that, the rural part is lagging behind than the urban part of the study area. This rural-urban difference has spatial variations also. The analysis of tahsil level literacy rate and disparity index is done with the help of data compiled from Census, 2011. Study area records 81.42 percent and 89.02 percent literacy rate in rural urban parts respectively. The rural and urban literacy rate of the study area was more than the state and national average. The disparity index of rural-urban literacy rate was 0.068 points in the study area, whereas it was 0.105 points in Maharashtra and 0.151 points in India (Fig. 4).

This rural and urban literacy rate and the disparity within them has considerable spatial variations in the study area. The study area has 4.16 standard deviation in rural literacy rate, 4.92 standard deviation in urban literacy rate and 0.075 standard deviation in disparity index. In the study area, the rural literacy rate was high in Satara tahsil and low in Man and Patan tahsils in 2011. The urban literacy rate was more than 90.00 percent in Satara and Mahabaleshwar tahsil and low in Man tahsil. The disparity index of rural-urban literacy rate is high Mahabaleshwar (0.106) and Patan (0.103) tahsils. Mahabaleshwar tahsil has 79.24 percent rural literacy rate and 91.19 percent urban literacy rate. Patan tahsil have 76.87 percent rural literacy rate and 88.36 urban literacy rate. The tahsils namely Man (0.016) and Koregaon (0.020) disparity index in rural-urban literacy rate. The gap between rural urban literacy rate is not more than 2 percent in these tahsils. Karad, Jaoli, Khandala, Wai and Satara tahsils have disparity index around 0.040 (Fig. 3 & 4). The topography, transportation, educational facilities and economic activities put their impact on rural literacy rate and its difference from the urban.





**Fig. 4**

Present paper intends to study the temporal and spatial changes in the literacy rate of the study area. the concept of literacy is changes and redefine by various researchers and now it became very broad and open to the socio-economic changes and include technological aspects. The Census of India's definition of 'literate' is considered for the present research project. the answer of the question 'how the literacy rate is changes in the study area?' is find by the analysis of literacy rate from 1961 to 2011. Study area has increasing trend in literacy rate especially from 1981 with high pace. This change is more than state and much more than national average. Gram Shiksha Abhiyan and literacy campaigns put its impact in this regard.

The average literacy rate of the study area reduced by the adult illiterate population which was 46.67 percent in 2011. The study of age specific literacy rate indicates that, current trend of literacy is good, but the impact of previous policy and trend results increasing literacy with decreasing age groups. The analysis of illiterate members in households explores more than 5 percent illiterate households and more than 6 percent households with only single member illiterate. More than 22 percent population (above 6) not attend in any educational

institutions in the study area. The policy makers and administrators should concentrate on this population.

## Conclusion

The temporal study of rural-urban literacy rate indicates narrowing gap but still there is educational gap in rural and urban areas. The proportion of households is increasing with the increasing literate members in the households. There is still rural-urban gap in study area and in Maharashtra also. The rural and urban literacy rate of the study area was more than the state and national average. The disparity index of rural-urban literacy rate was 0.068 points in the study area. This rural and urban literacy rate and the disparity within them has considerable spatial variations in the study area. The topography, transportation, educational facilities and economic activities put their impact on rural literacy rate and its difference from the urban. More or less same situation is observed at State average data. Still, rural part faces many hurdles to join the educational institutions than the urban part. The Consortium for Research on Educational Access, Transitions and Equity (CREATE) has developed a framework of 'Zones of Exclusion' to examine access and to describe the various spaces where cohorts of children are included, excluded, or are at risk of exclusion (Lewin, K.M., 2007).

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