

**A GEOGRAPHICAL ANALYSIS OF RURAL AND URBAN LITERACY IN
BULDHANA DISTRICT**

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ABSTRACT

Literacy plays a very important role in the social and economic development of the country. Low levels of literacy in the population prevent social and economic development and progress on the path of political power. Illiteracy, especially among the adults in the community, weakens the national security and stops the overall economic growth due to the stability of technology, social and cultural gaps. In study area literacy is one of the most important aspects of literacy a differential in the country relates to male-female gaps in literacy rates. Gender difference in literacy rates is so pervasive that it exists in total population as well as in the rural and urban areas, and in different social segments, though in varying magnitude. Literacy is one of the great challenges in the rural and urban society. Despite huge improvement in recent decade's literacy level in many tahsils remain shockingly low. Literacy also reduces the economic inequality and reduces the disparity of all which the rural and urban faces today. The process of literacy and education is often responsible for changing employment and occupational pattern, and also accelerates mobility of population in an area or a region. 'Literacy for all the Indian vision and the government has initiated various plans of action for implementing the literacy mission.

KEYWORDS: Rural Urban literacy, literacy rate, educational facilities Buldhana District.

INTRODUCTION:-

The United Nations has defined literacy as the ability for a person to read and write with a simple statement on his daily life. An important point of the definition of literacy is the ability to read with 'understanding'.

The literacy rate is measured as a percentage of population aged seven years and above. According to 2001 census a person aged 7 years and above who can both read and write with understanding in any language has taken as literate. Literacy is one of the important demographic characteristics of population.

The term literacy may refer to a cultural fact pertaining to the development of a society's capability to make use of writing for various specific purposes. The trend in literacy is indicative of the pace at which a particular society is getting transformed in a better position. Literacy is essential for eradicating poverty and mental isolation, cultivating peaceful and friendly international relation permitting the free play of democratic processes (Chandana and Sidhu, 1980).

The term literacy is one of the very significant qualitative indicators of social development associated to the economic development. Literacy is one of the most important indicators of social development. Literacy is the heart of basic education for all and essential for eradicating, poverty reduction, mortality, curbing population growth, achieving gender equality and ensuring sustainable development peace and democracy.

Literacy is an important feature of the population. The degree of community education is used to measure the pace of modernization progress. As a demographic characteristic, it also indicates the level of sophistication, socio-economic position the degree of familiarity with culture to new ideas and information as the parts of individuals.

Literacy is related to religion and caste. In India proportion of literates is lower among the Muslims than that among Hindus. Similarly proportion of literates is lower among the people belongs to Scheduled Caste and Scheduled Tribes. The main reason for lower proportion of literates among the Scheduled Caste and Scheduled Tribes is that they were deprived of educational facilities for generations. (Sawant and Athawale 1994)

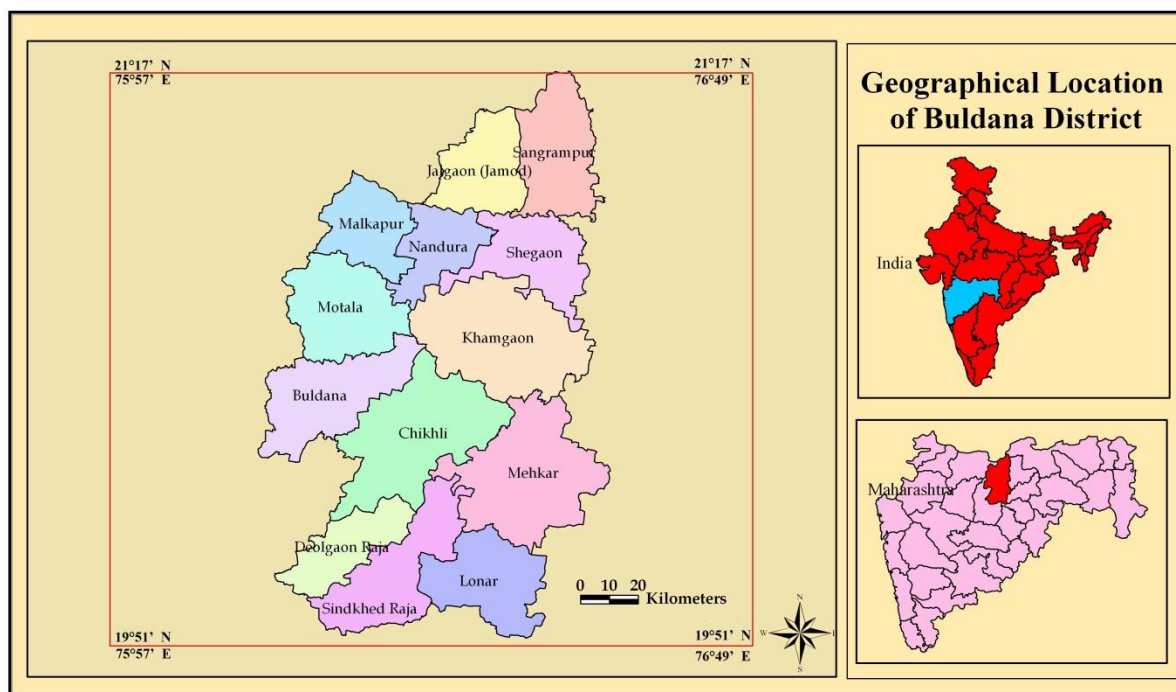
In this reference, educational status of the respondents has direct relevance for a wide array of concerns, ranging from measuring the fertility, mortality and other demographic events to the inventories of human resources with emerging possibilities to achieve the social change systematically.

The rural-urban differential in literacy rates results from the social and economic deferential in the study areas. The economy of the rural areas is predominantly dependent upon primary sectors and does not prescribe any formal level of literacy skills for entry into the workforce. Unlike this, the urban economy largely based on secondary or tertiary activities necessitates a minimum level of literacy and education skills for entry into the workforce. The social values and attitude towards literacy and education in the countryside are not congenial for

the spread of literacy. One can also see a marked disparity in the levels of educational facilities between rural and urban areas of the Buldana district.

STUDY AREA:

Buldhana district situated in the Amravati division of Maharashtra state in western India at the westernmost border of Vidarbha region and is 500 km from the state capital, Mumbai. Buldhana district is located in the central part of the state of Maharashtra. Akola, Jalgaon, Jalna, and Parbhani districts are the adjoining districts to the East, West, and South respectively. The Nimad district of Madhya Pradesh is in the North. The Buldhana district lies between 19°51' to 21°17' North Latitude and 75°57' to 76°49' East Longitude. Total geographical area is 9661 sq.km and total population 2588039 in 2011. There are 13 tahsils, 5 revenue department for the administrative management and 11 major cities. The district Head Quarters is at Buldhana. The distances of the other major towns from Buldhana is Aurangabad (180 KM), Pune (425 KM), Amravati (200 KM), Nagpur (350 KM).



OBJECTIVES:

1. To analyse the spatial literacy differentials at rural and urban level in study region.
2. To analyse the rural and urban decadal changes in literacy.

3. To find out the factors affecting on rural and urban literacy.

DATA BASE AND METHODOOLOGY:

This study is based on the reliable and accurate census data. It is not possible to conduct individual enumeration of the required data from door to door in study region. The required secondary data has been collected from the

A) District census handbook (1991 & 2011)

B) Other Government publications-

- i) Socio –Economic review.
- ii) Records of zila perished.
- iii) District statistical abstract.

The geographical study of over 20 years i.e. from 1991-2011 has been analyzed for Rural and Urban literacy. For detailed study of changes in Rural and Urban literacy a specific 13 district. The collected data has been processed and analyzed by using different quantitative, statistical technique. The tabulated data has been presented by graph.

Discussion

Table no. 1 shows that the tehsil wise rural urban literacy in the study region during the period of 1991 to 2011. In the study region, there is a large variation.

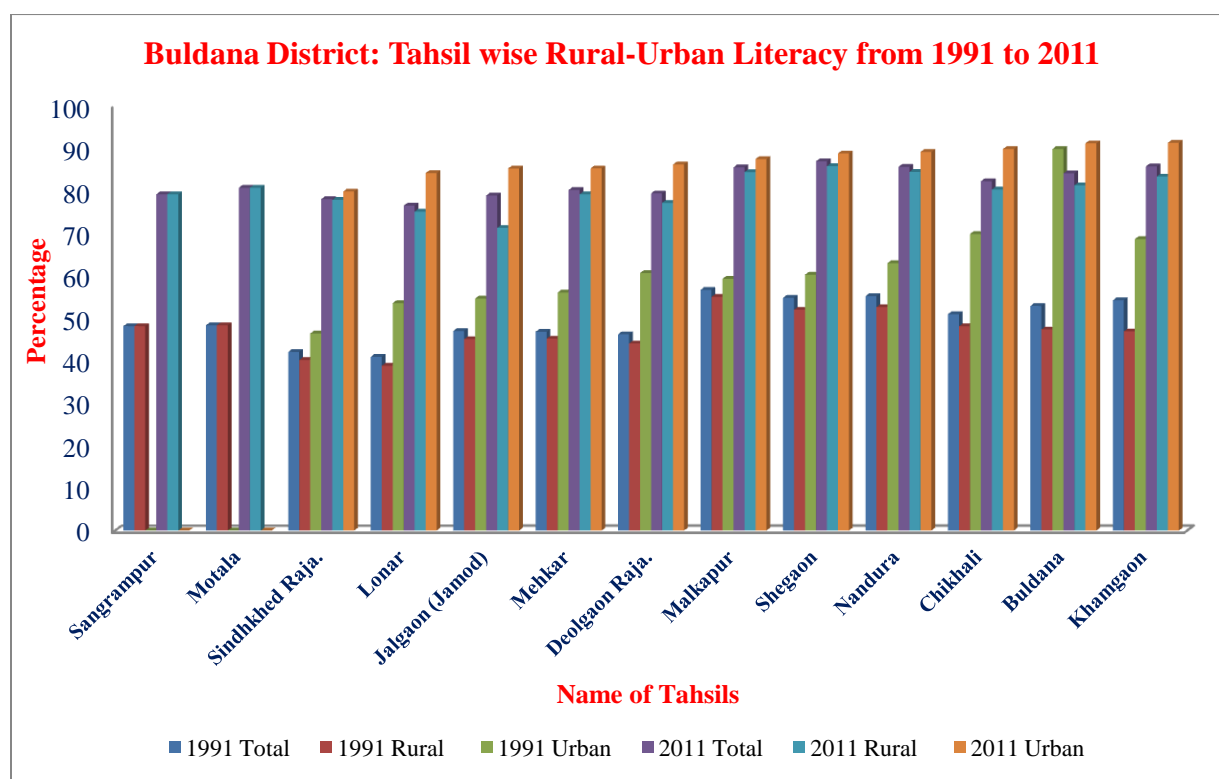
Table No. 1
Buldana District: Tahsil wise Rural-Urban Literacy from 1991 to 2011

Sr. No.	Name of Tahsils	Per cent in 1991			Per cent in 2011			Changes in %		
		Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban
2	Sangrampur	48.06	48.06	00.00	79.08	79.08	00.00	31.02	31.02	00.00
6	Motala	48.25	48.25	00.00	80.60	80.60	00.00	32.35	32.35	00.00
10	Buldana	52.82	47.28	89.72	83.98	81.16	91.05	31.16	33.88	01.33
9	Chikhali	50.88	48.02	69.73	82.15	80.20	89.70	31.27	32.18	19.97
7	Khamgaon	54.14	46.82	68.52	85.62	83.24	91.18	31.48	36.42	22.66
11	Deolgaon Raja.	46.14	43.99	60.55	79.27	77.05	86.08	33.13	33.06	25.53
4	Nandura	55.12	52.54	62.89	85.51	84.33	89.02	30.39	31.79	26.13
5	Malkapur	56.60	54.94	59.19	85.42	84.26	87.35	28.82	29.32	28.16
3	Shegaon	54.72	51.92	60.16	86.83	85.69	88.67	32.11	33.77	28.51
8	Mehkar	46.74	45.12	55.97	80.09	79.07	85.16	33.35	33.95	29.19
13	Lonar	40.85	38.74	53.48	76.40	75.01	84.06	35.55	36.27	30.58
1	Jalgaon	46.92	45.01	54.54	78.78	71.17	85.14	31.86	26.16	30.60

	(Jamod)									
12	Sindhkhed Raja.	42.00	40.11	46.34	77.94	77.76	79.72	35.94	37.65	33.38
	District	61.69	58.16	75.00	72.68	71.20	78.18	10.99	13.04	3.18

Source: District Census Handbook, **Buldana** (M.S.) (1991 and 2011)

According to 1991 total literacy data the study region literacy was 61.69 per cent. In the tahsils wise total literacy ratio, there was a wide variation. The lowest literacy ratio found in Lonar tahsil with 40.85 per cent followed by Sindhkhed Raja., Deolgaon Raja, Mehkar, Jalgaon (Jamod), Sangrampur and Motala tahsils with 42.00, 46.14, 46.74, 46.92, 48.06 and 48.25 per cent respectively. Due to the literacy ratio was very low in these tahsils of villages are located in the remote area of the district. Also the lack of educational facilities, transportation poor economic condition and social awareness



The highest total literacy ratio recorded in Malkapur tahsil it was 56.60 per cent followed by Nandura, Shegaon, Khamgaon, Buldana and Chikhali tahsil with 55.12, 54.72, 54.14, 52.82 and 50.88 Per cent respectively. Due to the poor educational facilities, lack of transport facility, poor economic condition and social awareness the literacy ratio was low in these tahsils.

In the district rural literacy ratio was 58.16 per cent. The highest rural literacy ratio recorded in Malkapur tahsil with 54.94 per cent followed by Nandura and Shegaon tahsils with 52.54 and 51.92 percent respectively. In 10 tahsil, the rural literacy ratio found between 38.74 to 48.25 per cent.

In the district urban literacy ratio was 75.00 per cent. The highest rural literacy ratio recorded in Buldana tahsil with 89.72 per cent followed by Chikhali, Khamgaon, Nandura, Deolgaon Raja. and Shegaon tahsils with 69.73, 68.52, 62.89, 60.55 and 60.16 per cent respectively. In 05 tahsil, the urban literacy ratio found between 46.34 to 59.19 per cent. The Sangrampur and Motala tehsils not a urban area in 1991 census year

According to 2011 total literacy data the study region literacy was 72.68 per cent. In the tahsils wise total literacy ratio, there was a wide variation. The highest total literacy ratio recorded in Shegaon tahsil it was 86.83 per cent followed by Khamgaon, Nandura, Malkapur, Buldana, Chikhali, Motala and Mehkar tahsil with 85.62, 85.51, 85.42, 83.98, 82.15, 80.60 and 80.09 per cent respectively. In 05 tahsil, the total literacy ratio found between 76.40 to 79.27 per cent.

In the district rural literacy ratio was 71.20 per cent. The highest rural literacy ratio recorded in Shegaon tahsil with 85.69 per cent followed by Nandura, Malkapur, Khamgaon, Buldana, Motala and Chikhali tahsils with 84.33, 84.26, 83.24, 81.16, 80.60 and 80.20 per cent respectively. In 06 tahsil, the rural literacy ratio found between 71.17 to 79.08 per cent.

In the district urban literacy ratio was 78.18 per cent. The highest urban literacy ratio recorded in Khamgaon tahsil with 91.18 per cent followed by Buldana, Chikhali and Nandura tahsils with 91.05, 89.70 and 89.02 per cent respectively. In 07 tahsil, the urban literacy ratio found between 79.72 to 88.67 per cent. In this decade the literacy is mighty increased hence the increased transport facility.

Changes in Rural and Urban literacy

Table no.1 clearly shows that the changes of the rural and urban literacy in the region. During 1991 to 2011, the 13.04per cent literacy changes are rural area followed by total and urban area with 10.99 and 3.18 per cent respectively, this period of positive changes in all tahsil. The tahsil level analysis reveals that changes are observed.

The total highest changes in literacy are found in Sindhkhed Raja. tahsil with 35.94 per cent followed by Lonar tahsil with 35.55 per cent respectively, While remaining 11 tahsils it is found between 28.82 to 33.35 per cent.

The rural highest changes in literacy are found in Sindhkhed Raja. tahsil with 37.65 per cent followed by Khamgaon and Lonar tahsil with 36.42 and 36.27 per cent respectively, While remaining 10 tahsils it is found between 26.16 to 33.95 per cent.

The urban lowest changes in literacy are found in Buldana tahsil with 01.33 per cent followed by Chikhali, Khamgaon and Deolgaon Raja. tahsil with 19.97, 22.66 and 25.53 per cent respectively, While remaining 07 tahsils it is found between 26.13 to 33.38 per cent.

In addition to gender and rural-urban differentials, there exists a wide gap in the literacy levels among different social groups. Study region society has traditionally been governed by the institution of the caste system. The position of an individual in the society and his sphere of social interaction and code of conduct have been strictly determined by his caste affiliation.

CONCLUSION

Improved procedures for the first time, with the results largely taken by many nationwide literacy campaigns. However, the total literacy rate jumped from 61.69 per cent in 1991 to 72.68 per cent in 2011 due to the exclusion of children under the age of seven. For the first time since 1991, the number of literate people in the district has declined in the study area. Spatially speaking, there are marked regional variations in rural-urban literacy differentials in the country. Low differential is found in peripheral and in and around the highly urbanized, industrialized, commercialized areas and in metropolitan areas. The high literacy differential is found in interior areas, particularly those previously ruled by princely The low rural-urban differential is characteristic of those areas where there is a relatively high degree of urbanization, commercialization of agriculture, dense road network or transportation network, exposure to external influences emigration, school facilities are more in rural areas, status of females is high and prejudice against female education in rural areas is less. The proportion of literates is low for rural areas. There is a dearth of educational facilities in rural areas. Similarly, there is absence of proper environment needed for spread of education. The areas changes of highly literate to modern lately literate began in the industrial region of the Buldana district. This literacy transition then gradually spread to another developed region of the district. By now, these entire regions have already achieved universal literacy. The rural people have a lower literacy rate than

the literacy rate of urban population. The rural people do not get sufficient opportunities to get them educated in a formal way. There is a positive correlation between the degree of economic progress and the degree of literacy. There is also a high degree of positive correlation not only between the economic diversification and the pattern of literacy in a society but also between the proportion of workers engaged in agriculture and the literacy pattern.

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