



LITERACY DIFFERENTIALS IN LATUR DISTRICT OF MAHARASHTRA

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ABSTRACT:

Literacy and educational achievement are important markers of a

society's socio-economic growth, as well as of women's changing position and standing in society. According to the 2001 Census, literacy is defined as a person who can read and write in any language with comprehension. The purpose of this study is to look at literacy disparities in general and by gender in the Maharashtra district of Latur. The time chosen for this study is 2001 to 2011. The current analysis is solely based on secondary data gathered from the District Census Handbook and the Latur District's Socio-Economic Abstract. Various literacy rate formulae are used to compute the male-female and rural-urban literacy rates. According to the current data, the literacy gap between men and women, as well as between rural and urban areas, has narrowed in the recent decade as the literacy rate in the studied area has increased. However, there is still a significant disparity in literacy rates between men and women, as well as between rural and urban areas.

Keywords: Male-female literacy, Male-female disparity index, spatial pattern,

INTRODUCTION:

Literacy is a human right, a tool for personal empowerment, and a way to promote social and human development. (Shakir et al., 2012). The Human Development Index's key components.(A.Q.Khan, n.d.) and one of the key measures of socio-economic and cultural progress .(Azim.s, 2005) This is an excellent indicator of humanity's progress toward modernization (Sule & Barakade, 2012).

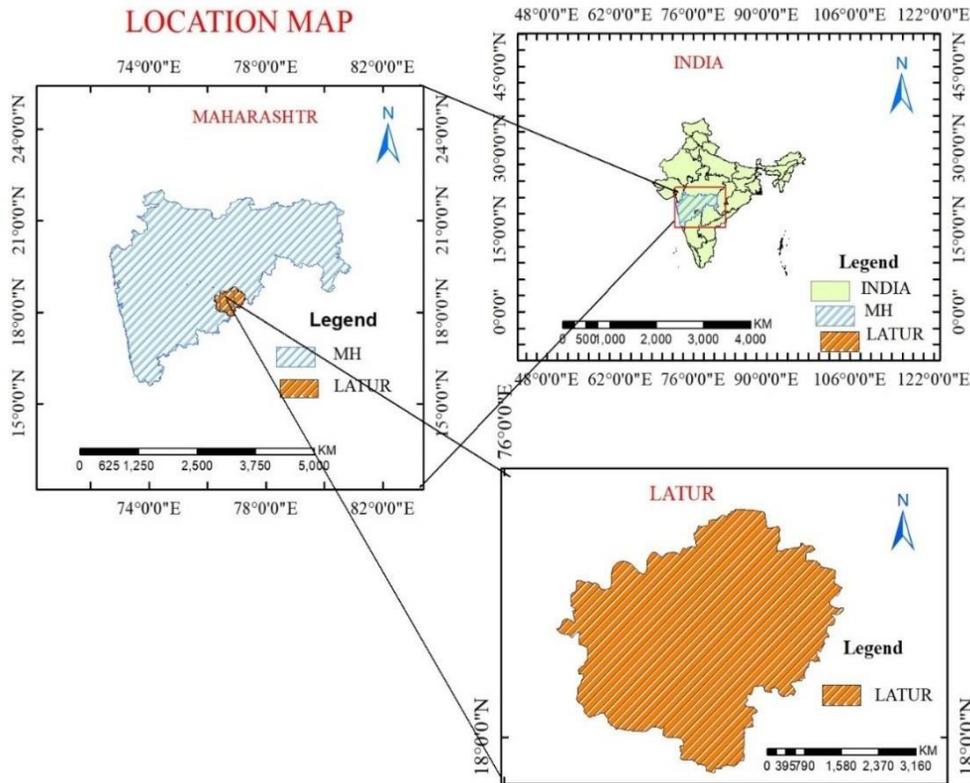
Literacy is considered a fairly reliable index of socio-cultural and economic advancement. Literacy is essential for eradicating poverty and mental isolation, for cultivating peaceful and friendly international relations, and for permitting the free play of demographic processes(Chandana, 1980). According to Mahatma Gandhi, the purpose of education is to establish a non-violent, non-exploitative, social and economic order. Education is a highway to that goal. Keeping this recognized reality in mind, there has been a great focus on education since independence, but in terms of earning quality in India, it has always been one of the government's largest issues (Som & Mishra, 2014).

In international usages, literacy is defined as the ability to read, write, and least a simple message in any language(Hassan, 2009) . **Indian census**, considers a person as literate if he/ she can both read and write in any language(Chandna.R.C, 2009) . As a result, literacy rates in India are determined without taking into account the 0-6 age group. There is no disputing that India is still undergoing a literacy transformation. As a result, the country has poor literacy rates, which are improving.

THE STUDY REGION:

India is situated north of the equator between $8^{\circ}4'$ north to $37^{\circ}6'$ north latitude and $68^{\circ}7'$ east to $97^{\circ}25'$ east longitude. It is the seventh-largest country in the world, with a total area of 3,287,263 square kilometers. The Indian landmass has a central location between East and West Asia. India is a southward extension of the Asian continent. Latur District is situated in the south-east of the Maharashtra and it lies between $17^{\circ}52'$ North Latitude to $18^{\circ}50'$ North Latitudes and $76^{\circ}18'$ East longitudes to $79^{\circ}12'$ East longitudes.

It is bounded on the North by Beed and Parbhani Districts on the North -East by Nanded Districts on the South – East and south by the Karnataka state and on that North -West and South by Osmanabad District, for administrative purpose the district is divided into two revenue division i.e., Latur and Udgir division and in 10 talukas viz.Latur, Ausa, Renapur, Udgir, Ahmadpur, chakur, Nilanga, Deoni, jalkot, and Shirur - Anantpal these three talukas are Newly created talukas. Dus to the non -Availability of data newly created talukas are not considered for the present study.



OBJECTIVES

1. To examine literacy differentials in general and gender wise at tahsil level.
2. To study the changes in general and gender wise literacy rate from 2001 to 2011.
3. To find out the gender wise literacy gaps from 2001 to 2011.

Database and Methodology:

The tahsil has been used as the primary unit of research in this study. The investigation will be conducted over a two-decade span (2001- 2011). The proposed study is entirely based on secondary data gathered from the Socio-Economic Review and District Statistical Abstract of Latur, the Census of India, the Maharashtra and Latur District Census Handbook, the District Gazetteer, and various published and unpublished thesis, articles, and books, among other sources.

In the mapping part, Choropleth techniques are used for showing the disparity pattern of literacy rate of Latur District. The present paper is based on secondary data obtained by the census of India in 2011. Data obtained from the census has been analyzed and presented by applying differential index (Som & Mishra, 2014) which is as follows:

DIFFERENTIAL INDEX: MFDI = (MLR-FLR) / TLR

MFDI=Male-female differential index MLR=Male literacy rate

FLR= Female literacy rate TLR= Total literacy rate

Literacy rate is measured by using following formulas:

$$TLR = \frac{\text{Total Literate Population}}{\text{Total Population, aged 7 and above}} \times 100$$

$$MLR = \frac{\text{Total Male Literate}}{\text{Total Population, aged 7 and above}} \times 100$$

$$FLR = \frac{\text{Total Female Literate}}{\text{Total Population, aged 7 and above}} \times 100$$



After using this technique, the result is divided into four categorize, which are high, moderate, low, and very low.

Spatial Pattern of Literacy:

This paper has been discussed the spatial pattern of Rural literacy of Latur District(Jhariya & Jain, 2014). For showing the spatial pattern of Rural literacy of Latur District, literacy is divided into four types pattern viz. overall literacy, rural literacy, male literacy, and female literacy. After this, each categorized divided into Three parts which are (I) high (ii) moderate (iii) low (Som & Mishra, 2014).

Rural Latur District: Literacy rate

Table No:1.2

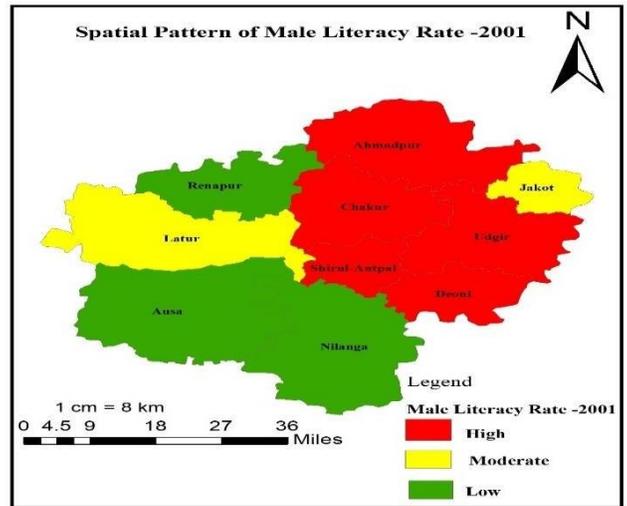
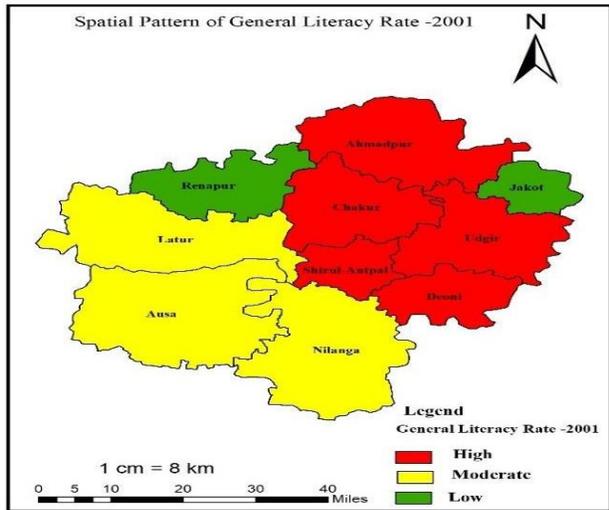
Literacy rate									
Sr.n o	Tahsil	2001				2011			
		Total	Males	Females	Male-Female differential index	Total	Males	Females	Male-Female differential index
1	Latur	68.6	80.3	56.1	0.35	74.61	81.66	66.83	0.19
2	Renapur	66.4	78.7	53.3	0.38	75.18	83.24	66.55	0.22
3	Ahmadpur	70.8	84.4	56.3	0.39	74.7	82.77	66.02	0.22
4	Jalkot	66.6	80.5	51.9	0.42	74.4	83.18	65.04	0.24
5	Chakur	70.7	83.2	57.5	0.36	76.62	84.87	67.79	0.22
6	Shirul-Ant	71.3	83	58.9	0.33	75.81	83.61	67.63	0.21
7	Ausa	67.8	79.5	55.5	0.35	74.83	82.74	66.3	0.21
8	Nilanga	67.6	78.8	54.9	0.37	74.26	82.35	65.7	0.22
9	Deoni	70.4	82.3	58.1	0.34	75.21	83.38	66.6	0.22
10	Udhagir	70.3	83	57	0.36	76.39	83.81	68.46	0.2

Source: Census of India, 2001 to 2011

Spatial Pattern of General Literacy Rate (2001):

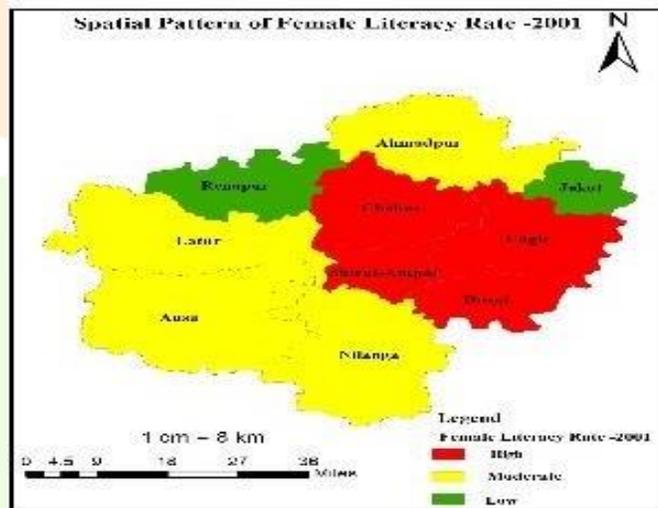
The literacy rate in Latur District is 82.96 percent, which places it 25th in Maharashtra (Census- 2011). (Sule & Barakade, 2012) In rural Latur District, the Map.No.1.2 highest general literacy rate ranged from above 71 percent in Shirul-Antpal, Chakur, Deoni, Udgir, Ahmadpur to 68-71 percent Moderate range in Renapur, Jalkot Tahsil and lowest range (65 to 68%) in Latur Ausa, Nilanga in 2001. In the Latur district, five tahsil has a high literacy rate compared to the district average, two tahsils are moderate, and three tahsils are below average. The general literacy rate is classified into three categories: high (above 71 percent), moderate (68 to 71 percent), and low (65 to 68 percent). (Sharmila, 2019)

Spatial Pattern of Literacy Rate (2001)



Map.No.1.2

Map.No.1.3



Map.No.1.4 Spatial Pattern of Male Literacy Rate (2001):

Latur Rural District has 81.2 % percent male rural literacy rate Map.No.1.3 which varies from highest in Ahmadpur, chakur, Udgir, Shirul-Antpal, Deoni Tahsil (above 82%) to the moderate (80 to 82%) rate in Jalkot, Latur and the lowest rate (78 to 80%) in Renapur, Nilanga, Ausa Tahsil which is shown in Map.No.1.3.

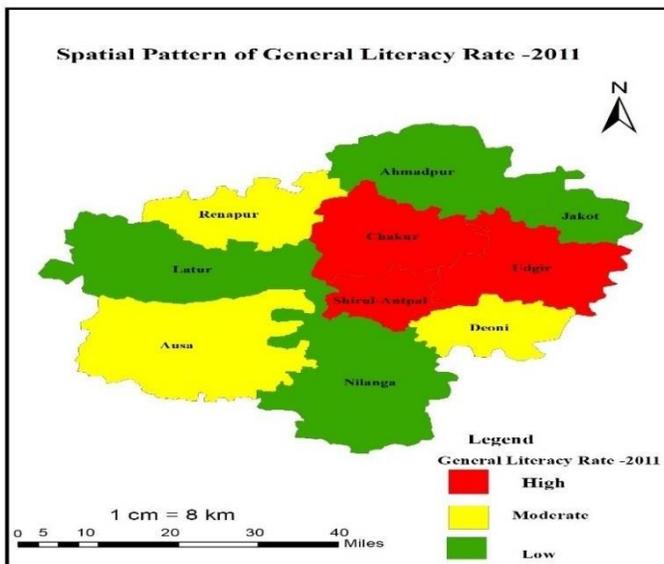
Spatial Pattern of Female Literacy Rate (2001):

The Female literacy rate has 55.9 percent in rural Latur District Map.No.1.4 which varies from the highest (above 57%) in Shirul-Antpal, Udgir, Chakur, Deoni to moderate (55 to 57%) rate in Latur, Ahmadpur, Ausa, Nilanga and the lowest rate (below 55%) in Renapur and Jalkot.

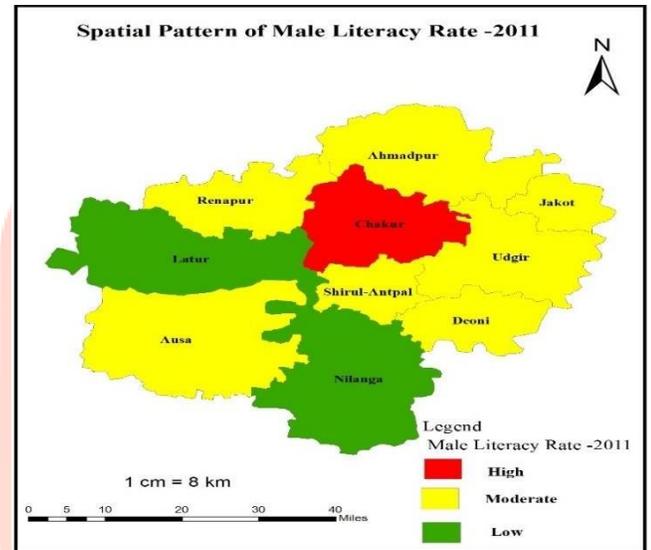
Spatial Pattern of General Literacy Rate (2011):

Rural Latur District has 75.11percent rural literacy Map 1.5 which varies from the highest rate (above 76%) in Chakur, Udgir, Shirul-Antpal tahsil to moderate rate (75 to 76%) in Deoni, Renapur, Ausa and the lowest rate (70 to 75%) in Latur, Ahmadpur, Nilaga, Jalkot tahsil of the district.

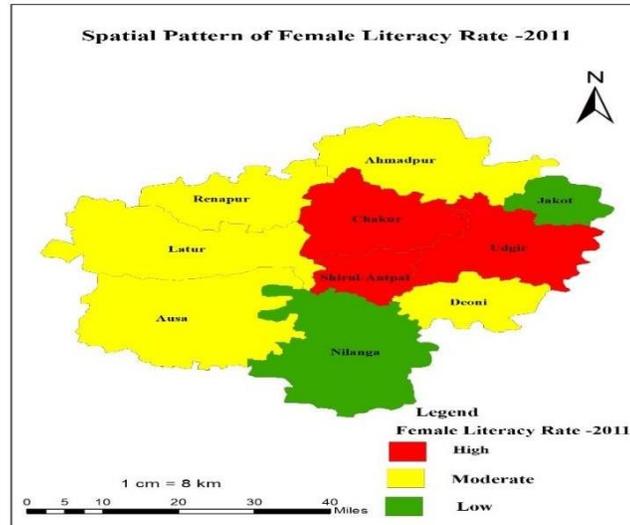
Spatial Pattern of Literacy Rate (2011)



Map 1.5



Map 1.6



Map 1.7

Spatial Pattern of Male Literacy Rate (2011):

Rural literacy rate in Latur District is 82.96 percent which Map 1.6 is ranging from the greatest in Chakur (above 84%) to the moderate rate (82 to 84%) in Renapur, Jalkot, Udgir, Shirul- Andpal, Deoni and the lowest rate (below 82%) in Latur, Ahmadpur, Ausa, Nilanga tahsil.

Spatial Pattern of Female Literacy Rate (2011):

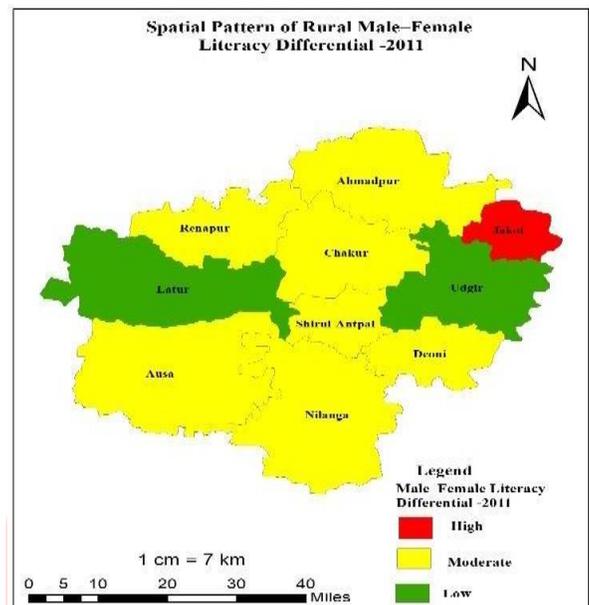
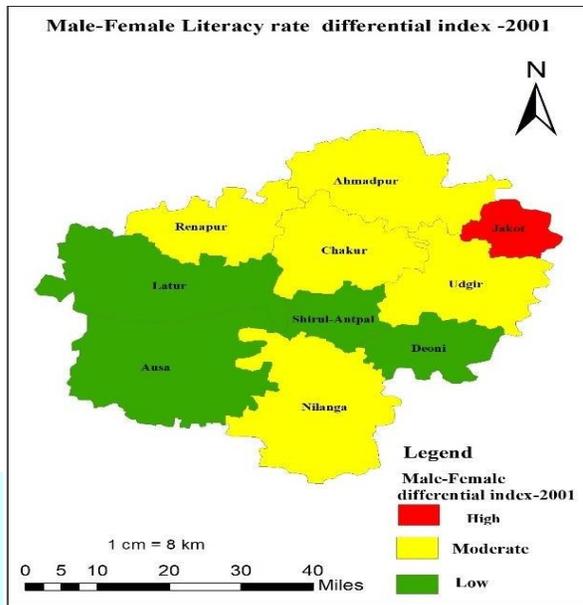
Rural Latur District has 66.67 percent rural literacy Map 1.7 which varies from the highest rate (above 68%) in Udgir, Chakur, Shirul-Andpal tahsil to the moderate rate (66 to 68%) in Latur, Renapur, Ausa, Deoni, Ahmadpur tahsil and Jalkot, Nilanga Tahsil of the District have been lowest literacy rate (below 66%).

Spatial Pattern of Literacy Differential (2001 To 2011):

The current study looked at the spatial distribution of literacy disparities among different categories in the Rural Latur District. The literacy disparity in many categories, such as male- female disparity, was discovered in the paper. Above group of literacy differential further divided into three categories: (I) high (ii) moderate (iii) low.

Spatial Pattern of Rural Male–Female Literacy Differential (2001):

Rural male female literacy differential index varies Map 1.8 in the district (above 0.40) in Jalkot Tahsil to moderate (0.38 to 0.40) in Renapur, Ahmadpur Tahsil while lowest (below 38) in Ausa,Latur,Deoni,Chakur,Udgir,Nilanga Shirur-Antpal. Like former categorizes are divided three categorizes viz. (I) low (below 0.38) (II) moderate (0.38 to 0.40) and (III) high (above 0.40)(Sadaf & Munir, 2016).



Map 1.8

Map 1.9

Spatial Pattern of Rural Male–Female Literacy Differential (2011):

Rural Latur District male female literacy differential index value varies Map 1.9 from maximum (above 0.24) in Jalkot Tahsil to moderate (0.22 to 0.24) in Renapur, Ahmadpur, Chakur, Nilanga, Deoni tahsil while lowest (below 0.22) in Shirur-Antpal, Ausa, Udgir, Latur tahsil. Three categorizes of differential index as follow: (i) low (below 0.22) (ii) moderate (0.22 to 0.24) and (iii) high (above 0.24).

Concluding Observation:

It may be concluded that there is an increase in literacy rate in the District since Manufacturer, as well in the present study is decidedly concluded that rural literacy increases in Latur District from 2001 to 2011. The female literacy rate increased by 10% from 2001 to 2011 as compare to male literacy rate.

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