

Role of Literacy Rate in the Socio-Economic Development of Parbhani District: A Geographical Analysis

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Abstract:

Among the various population characteristics, the aspect of literacy is quite significant in the contest of the development process. It is believed that literacy in general brings about a much desired public awareness especially by way of their effective participation in development activities. Mass education, Adult education, free female education, distance education, through media and vocational training are some of the measures undertaken by the Central Government, State Government and Zilla Parishad in bringing about mass awakening. Apart from literacy as an indicator of development, the level of educational attainment needs to be understood especially in terms of the proportion of technical graduates, professional graduates and others including scientists. The data related to these aspects gives an insight in to the processes and stages of development. The level of education gives the best exposition of region development because of its dual functions, as cause and effect of modernization; it serves as a sensitive indicator of the level of development which a society possesses for its future progress. Education, in fact is the key to prosperity and the level of prosperity finds the instant expression in the educational standards of the people. It is the quality and level of education which prepares an individual for full participation in a rapidly changing social and economic order. It may, therefore, be employed as an indicator in determining region development.

Key Words: *Social, Economic, Transformation, Literacy Rate.*

Introduction:

Education has long been recognized as vital to development, not only in fostering attitudes and aptitudes conducive to economic and social change but also in meeting a basic need for all individuals². Literacy levels may be a preferable guide to development as these purports to show the outcome of the educational process rather than just the inputs, but so far the availability of data presents serious limitations on these measures as a reliable indicator. It is a commonly accepted dictum that resources derive their significance from the quality of population using them. The progress in literacy and economic development is generally, though not always, inter-related. Economic and social progress may not necessarily go hand in hand. There are several studies which highlight the possibility of rising levels of education resulting into lower fertility. At a higher level of education, the process of attaining that certain level delays marriage and influences the traditional views on fertility. The higher levels of education and associated higher income may increase opportunities for work and leisure. This however brings about decline in the motivation for large families. The ultimate goal of education for all is to attain social and economic equity and is to attain social and economic equity and to make it possible that an individual's participation become effective in national development.

Study Area:

Parbhani district is situated in the central of Maharashtra and lies between 18 45'North to 20 01' North latitudes and 76 13'East to 77 26' East Longitudes. The boundaries attached to the neighboring districts on north by Buldhana and Akola, on east by Hingoli and Nanded, on south Latur and Beed and on west Jalna district. The river Purna runs on the boundaries of Hingoli and Parbhani district and work as attach these two regions. The other River Godavari which runs on the boundaries of Beed and Parbhani forms a part of study region. It runs through Pathri, Sonpeth, Manwat, Gangakhed, Palam and Purna tahsils. The area of study region is 6511 sq. kms, which is 2.11 percent of the total area of the state. The population of the study region is 1491109 (2001 census) which is 2.76 percent of the total population is 229 persons per sq.km. Among the thirty five districts of the state, the district ranks 26th in terms of population and 18th in terms of density. The region includes 830 inhabited villages and eight urban centers. The study region is administratively subdivided into nine tahsils namely Parbhani, Gangakhed, Palam, Sonpeth, Purna, Pathri, Manwat, Sailu, and Jintur. (Fig no.1)

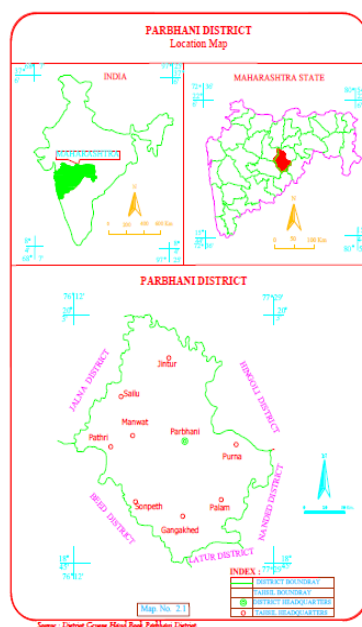


Fig no.1

Objectives of the Study:

1. To analyze the role of literacy rate in the socio-economic development of the region.
2. To analyze the impact of literacy rate in the development of region.

Methodology:

Success of the research work depends upon the methodology adopted for the study. For the present study data is collected through primary and secondary sources. Primary data is obtained by preparing objective based interview schedule and questionnaire. Secondary data is obtained from socio-economic reviews of the district, district census handbook, gazetteer, reports of the Zilla Parishad and Panchayat Samiti, web site etc. The data thus collected through primary and secondary sources are classified, tabulated and analyzed by using various statistical techniques and presented by using appropriate cartographic methods. In the present study various methods and techniques have been used. However, it is not appropriate here to give all details. The details regarding various methods and techniques are discussed in the dissertation at appropriate places. For the purpose of survey work stratified sampling technique is used.

Tahsilwise Changes of Literacy Rate:

The percentage of literacy as an indicator of social progress does not show an encouraging pattern both at the national and the state level. On account of educational facilities communication media network cosmopolitan social structure and effective interaction in urban areas, the proportion of literacy is more in favor of urban sector though it does not recognize any geographical barrier. It is quite a well-known fact that the degree of urbanization and the percentage of literacy are directly proportionate.

A person who can both read and write with understanding in any language is to be taken as literate by the Indian census. A person who can merely read but cannot write is not literate. It is not necessary that a person who is literate should have received any formal education or should have passed any minimum educational standard. Table 1.1 indicated in the highest (71.65%) literacy was observed in Parbhani and the lowest (62.05%) literacy was found in Pathri in 2001. Below 65% literacy was found in Palam (63.07%), Sonpeth (64.37%), Pathri (62.05%) and Manwat (64.27%) while 65-70% literacy was recorded in Gangakhed(65.21%), Purna(66.63%), Sailu (65.53%) and Jintur tahsils (66.45%) in 2001. Above 70% literacy was experienced in only Parbhani tahsil in 2001.

Table No. 1.1:
Tahsilwise Change in Literacy Percentage in Parbhani District

Sr. No.	Tahsils	Literacy Percentage		Vol. of Change in %
		2001	2011	
1	Parbhani	71.65	79.19	7.54
2	Gangakhed	65.21	74.22	9.01
3	Palam	63.07	73.72	10.65
4	Sonpeth	64.37	71.42	7.05
5	Purna	66.63	75.09	8.46
6	Pathri	62.05	72.62	10.57
7	Manwat	64.27	73.71	9.44
8	Sailu	65.53	72.86	7.33
9	Jintur	66.45	73.54	7.09
District Total		67.04	75.22	8.18

Source : Census of Parbhani District, 2001& 2011

In 2011, Above 75% literacy was noticed in Parbhani(79.19%) and Purna(75.09%) tahsils whereas 70% to 80% literacy was observed in Gangakhed (74.22%), Palam (73.72%), Manwat (73.71%), Jintur (73.54%), Sailu (72.86%), Pathri (72.62%), and Sonpeth (71.42%) tahsils of the study region. Above 10% positive change in literacy was took place in Palam (10.65%) and Pathri (10.57%) tahsils.

Table No. 1.2:

Parbhani District: Literacy Rate, 2011

Sr. No.	Tahsils	Percentage of Literacy		
		Total	Male	Female
1	Parbhani	79.19	87.89	70.09
2	Gangakhed	74.22	85.11	62.71
3	Palam	73.72	85.08	61.53
4	Sonpeth	71.42	83.80	58.38
5	Purna	75.09	85.91	63.66
6	Pathri	72.62	83.35	61.39
7	Manwat	73.71	84.93	62.10
8	Sailu	72.86	84.06	61.27
9	Jintur	73.54	84.83	61.70
District Total		75.22	85.66	64.27

Source: Census of Parbhani District, 2011.

Table No.1.2 gives the information of Literacy rate in the study area 2011. Table No. 1.2 shows the details of total literacy and males and females. In study region total literacy in 2011 was 75.22% percent in which literacy of males is more than literacy of females. In 2011 tahsilwise total literacy was maximum of Parbhani tahsil 79.19 percent and minimum of Sonpeth tahsil 71.42 percent. Highest male literacy was observed in Parbhani 87.89 percent and lower male literacy found in Sonpeth 83.80 percent whereas highest female literacy was noticed in Parbhani 70.09 percent and lower female literacy are observed in SONPETH 58.38 percent.

Conclusions:

In 2011, Above 75% literacy was noticed in Parbhani, and Purna tahsils whereas 70% to 75% literacy was observed in Gangakhed, Palam, Sonpeth, Pathri, Manwat, Sailu and Jintur tahsils of the study region. Lowest literacy is found in Sonpeth (71.42%) tahsil. Above 10% positive change in literacy was took place in Palam (10.65%) tahsil. The number of law colleges, medical colleges, engineering colleges and polytechnic colleges are very low in study region because of financial problem. Therefore, educational finance of commercial bank should be extant to all important courses. The bank should have to decided suitable loan strategies to provide adequate finance to preferred medical courses. The male literacy rate is high than female literacy rate. So, it should be necessary to open new residential schools with modern

amenities for girls which provides comfortable and safe educational environment. Community mobilization and sensitization programme should be necessary for girls education which carried out at the grassroots level. Socio-economic development of the study region not developed evenly. So, it should be necessary to implementation on basic facilities at village level of the study region. The role of government, banks, education and industries plays crucial role in regional development.

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