

A Geographical Study of Literacy Pattern in Washim District of Maharashtra

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Introduction:

The variation in literacy many times indicate the place of which a society is getting transform. A level of literacy influences to a significant extent the socio- economic development of a region. Literacy also influences fertility mortality and economic composition of the population of a region levels of literacy vary enormously from one country to other. Even with the same country the level of literacy vary between urban and rural areas among male and females and also different occupational and social groups a large numbers of socio- economic factors such as nature of economy level of urbanization, standard of living place of female in society, education opportunities and levels of technological development influences the literacy pattern.

Objectives :

The major object of this paper is to study the population literacy on spatial- Temporal – variation in literacy of Washim district of Maharashtra.

Study Area :

The present study deals with Geographical perspective’s of the population growth in Washim district . The Washim district is bounded by The total geographical area of Washim district is 5150 sq.km. divided into tahsil the population is 17.68 lack in 2011 census with 6 towns and 790 villages. I is bounded Akola to north. Yavatmal and Amravati District to east, Hingoli and Parbhani district to south and Buldhana district to

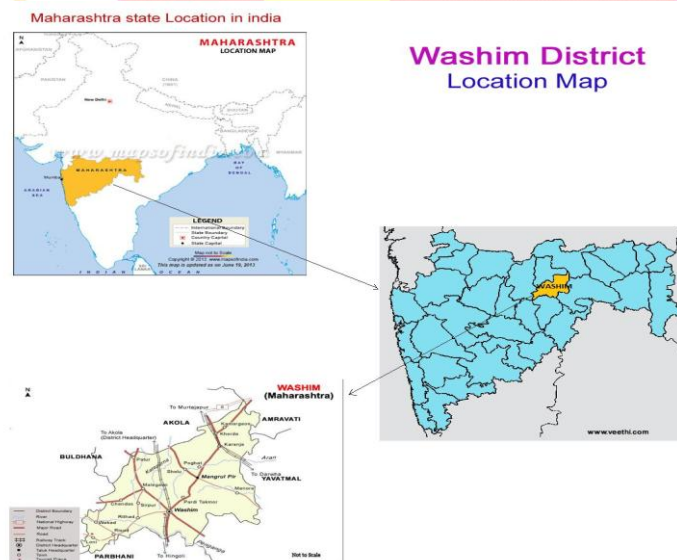


Fig 1

Date Base and Methodology:

Present paper is based on the secondary sources. i.e. district census handbook, socio-economic abstract etc. suitable statistical technique are used in the present paper. The period from

1991 to 2011 is selected for the observation. The result has been shown with the help of different graphs, tables and maps

Table 1-Percentage of literates to total population in washim district 1991-2011

Sr. No.	Tahsil	1991	2001	2011	Change in 1991 to 2011
01	Karanja	60.56	66.87	76.28	15.72
02	Malegaon	45.18	58.90	71.24	26.06
03	Mangrulpir	54.44	60.22	74.24	19.03
04	Manora	44.42	58.92	70.19	25.77
05	Risod	50.92	59.88	70.69	19.77
06	Washim	58.75	60.60	72.71	13.96
Total		57.77	61.82	72.66	14.89

Fig -1

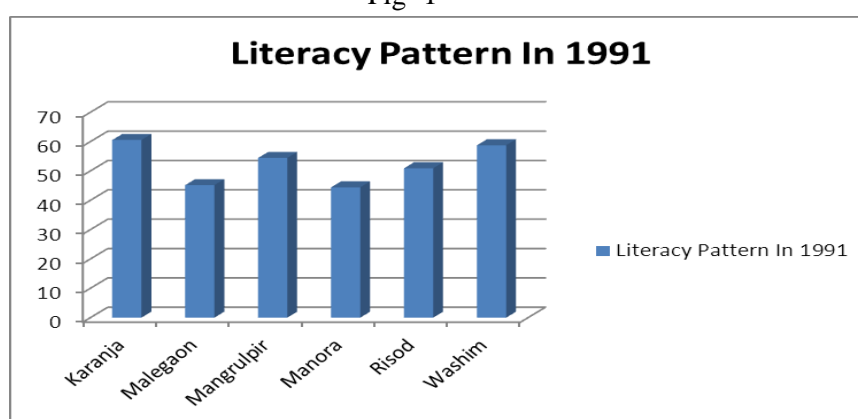


Fig -2

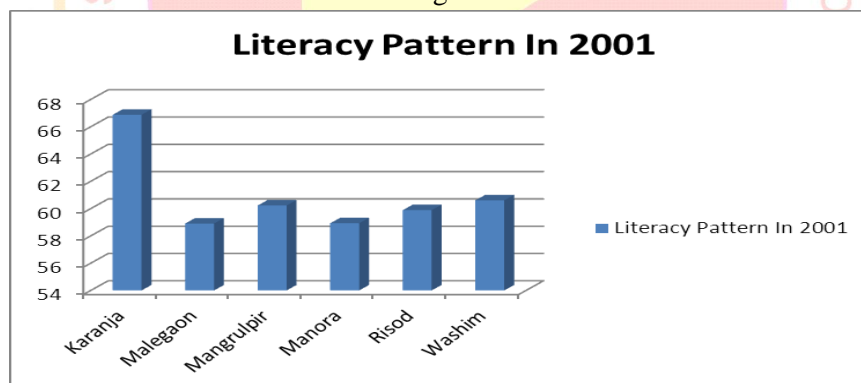


Fig -3

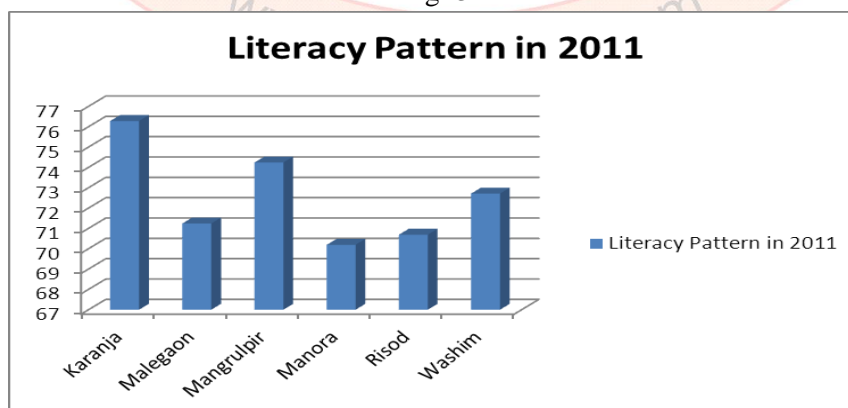


Fig-4

Explanation :

Literacy of washim district studied by two i.e.- temporal literacy change and spatial literacy pattern.

Literacy pattern in Washim District :

The percentage of literates to the total population for the year 1991, 2001 and 2011 have been calculated for temporal variation in tahsil wise literacy pattern of Washim district .

Literacy Pattern in 1991 Year :

The average literacy for the region was 57.77% for the 1991 being highest for the Karanja tahsil while lowest was for Malegaon tahsil. There are only two tahsils that show higher percentage of literates than the region average these are in order of importance Karanja, Washim, Mangrulpir and Risod. Rest of other tahsil represents low percentage of literates than the region average in the year 1991.

Literacy Pattern in 2001 Year:

For the year 2001 the total literacy for the district was 61.82% Karanja tahsil again retained the first position as regard to population of literates while lowest again for the Risod tahsil . In this year there were only two tahsils namely Mangrulpir and Washim which were above the region average for the literacy while rest other tahsils represent lower percentage of literates below the area for the region.

Literacy Pattern in 2011 Year:

In the most decade for 2011 due to social awareness among the people remarkable percentages of literates were recorded in the year 2011. For the district as a whole the percentage of the literates was observed 72.66 percent being highest for the Karanja and Washim tahsil while lowest for the Risod tahsil. In due to social awareness among the people most of the tahsils of Washim district have recorded very astomng percentage of literates in most of the tahsil and as a result of this there are not so wide variations in the literacy rate within the different tahsil of the Washim.

It may be state that the primary education facilities are being made compulsory by the Government in order to improve the standard of living of the people. This has been observed the that now a day present living in the rural areas are taking increasing interest. To teach their children without making distinction between male and female child.

Overall change in literacy pattern of Washim:

The literacy of Washim district tremendously increasing in last decades the rate of growth varies from tahsil to tahsil in study region. It is also influence by many environmental as well as socio- economic and cultural factors.

**Overall change in literacy pattern of Washim
District 1991-2011**

Sr. No.		No. Of Tahsil	Name of the Tahsil
01	High (Above 25%)	02	Malegaon , Manora
02	Moderate (15% to 20%)	03	Karanja, Mangrulpir, Risod
03	Low (below15%)	01	Washim

The table clearly shows that the high literacy is Malegaon and Manora tahsil of Washim district. After increasing the educational facilities increasing economic states connectivity of village to town and people attitude lowards life are responsible for high increasing literacy rule moderate literacy observed in Karanja , Mangrulpir and Risod in the study region. In this region lack of transported necessary low economic states not good tendency towards the female literacy. Low increasing rate is observed in washim tahsil of district but total literacy of this region is actually high in this tehsil. These tahsils are well developed and major cities are located in this region.

Conclusion :

This paper studies that the spatial- temporal variation in literacy pattern of Washim district. These variation can be attributed to social cultural and economic factors severely impact on literacy of district high literacy is observed in Malegaon and low in Washim tahsil of district. The comparatively study be four decades shows the increasing of literacy slightly. The rate of literacy varies tahsil to tahsil in Washim district for increasing the literacy in especially in rural area need to provided transport facilities, totally free education, strong protection.

References

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