



## “THE VARIATION IN FEMALE LITERACY - A CASE STUDY OF MAHARASHTRA STATE WITH SPECIAL REFERENCE TO MARATHAWADA”

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### ABSTRACT

The lady's of Marathawada are not stirred for their own privilege and obligations because of lock of training. Absolute proficiency of Maharashtra State is 82.9% among which proficient Men are 584 lakh and ladies 540 lakh <2011>. It is a result of the social, financial and social in reverse ness furthermore

inappropriate implemen-tation of Government arranging. This paper surveys social, monetary and residential reasons for low proficiency in ladies. Because of lack of education of ladies numerous issues happen in the public eye. For example, committed wife framework, share framework, ladies' sexual, misuse youngster work, baby mortality, kid marriage and so forth. Because of, this current lady's life has turned out to be exceptionally entangled. Because of training lady turns out to be effective, socially, financially and mentally and it happens simply because of proficiency, in this manner she ought to be given instruction. A couple of proposals are given the social and monetary advancement of a district. A couple of proposals are likewise enrolled to improve proficiency in lady of



Maharashtra State.

**KEY WORDS:** Population, Literacy Male Female, rural-urban women literacy.

### INTRODUCTION :

The Variation in female literacy is a peculiar characteristic of Maharashtra literacy. The Literacy phenomenon for female literacy society is at most significant for the development of region or nation. When, a women being literate the future generation is supposed to be literate as she is the mother of future generation. Education is crucial social factor that plays a vital role in initiation of process of

social, economic and cultural development [M. C. Dougall, Lovi 2000, Asture S.B. Virabhadra C. Dande 2009, Ramatra K. C. 2000).

### **REVIEW:-**

Literacy a qualitative approach of population is one of the most signification indictor of social awakening and culture advancement of the people in an area, whereas a change in literacy reflects the socio-economic and cultural transformation of the society. Literacy can help in understanding the varied dimensions of socio cultural development <Raza, Ahmad and Nana, 1990>. The level of development of any area may be gauged through socio-economic characteristics of people of the various elements of exposition of regional development because of its duals functional as cause and effect of modernization <Dube and Mishra P. 278>.

Literacy and educational attainment is one of the most important indicators of development without which no society can progress. It not only brings the development in agriculture and non agricultural sectors of economy but also control the growth of population <Ramotra 2000>. Literacy is essential for eradicating poverty and mental isolations for cultivation peaceful <Chandana and Sidhu 1980>. It generates awareness and builds personality in such a way as to promote development and welfare of a nation and its people <Sengupta and Gaha, 2001>.

Literacy is the yardstick of cultural advancement and is one of the most important and sensitive social attributes which important and sensitive social attributes which influence the development of the society and in turn reflects the socio-economic status of population. Literacy alters perceptions, attitudes and behavior. A number of studies (Agnihotri and Ramachandran, 2001 & Bhat 2000 etc.) have highlighted the significant role that women’s education plays in the development of a society.

Prabhu and Sarker <1992.> In india, Ashok Mitra <1964> had used it initially to measure levels of regional development taking census data of 1961 and later on several studies, including Nath <1970> and Dandekar Committee <1984> have adopted it. To identify the levels of overall literacy pattern at district level, altogether 18 indicators which include total literacy rural-urban literacy, male-female literacy have been selected for the present study.

### **PROBLEM:-**

The present study of women’s study The Variation in Female Literacy - A Case Study of Maharashtra State with Special Reference to Marathawada

1. Illiteracy women’s of many problems occur in societies.
2. Low status of illiterate women in rural society.

### **SIGNIFICANCE:-**

Highlighted the significant role that women’s education plays in the development of a society. Female education affects the economic well being of a country including gross national product per capita income female labour force participation self employment and market <Mishra 2002>. The status of women in any society is supposed to be the true index of social development <Phadke, 1988> womens education is instrumental in reducing fertility and infant and child mortality rates improving the nutritional status of children and healthcare practices and in improving children’s school enrolment <Sen Gupta and Gaha 2002>.

### **SCOPE AND LIMITATIONS:-**

The present study are to analyse the variation in female literacy in Maharashtra State with

special reference to Marathwada during the period 2001 to 2011 year.

**DATA COLLECTION AND METHODOLOGY:-**

Data has been collected from social-economic sources and census handbook. The data was processed and tabulated in percentage and proportions. Processed data was represented through various cartographic techniques.

**STUDY OF AREA:-**

Maharashtra is a state on the western sear coast line of India. It is surrounded by Goa and Karnataka states in south, Andhra Pradesh in south east, Gujarat, Dadra and Nagar Haveli and Madhya Pradesh in north, Chhattisgarh in east and Arabian Sea in west.

Maharashtra is the third largest states of India. Both in area and Population. The population of the state was 11.24 crore, which was 9.3 percent of the total population of India (121.02 crore in 2011). Maharashtra stated lies in 730 E to 810E longitudes and 160 N to 220 N latitudes. Maharashtra is divided into five Geographical regions.

Maharashtra is very backward in for Agricultural and economic sectors in Maharashtra. Marathawada is one of the regional Part of Maharashtra. Marathawada is divided into eight districts, Marathawada lies between 17085 north latitude 20041 north latitude and 74040 East longitudes to 78016 East longitudes. The distance of Marathawada in the direction from east to west is 392 kilometers and north-south extent is near about 880 kilometers.

**OBJECTIVES:-**

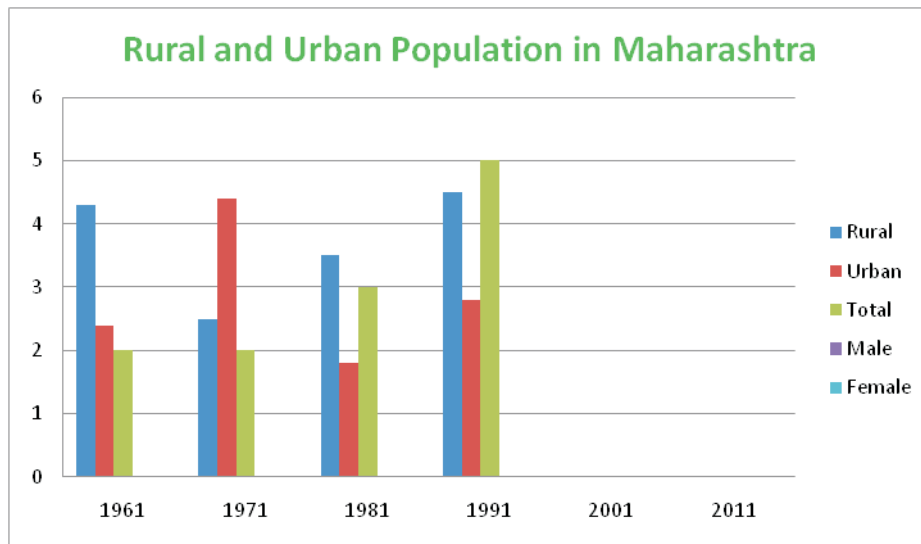
- 1.To study the level of woman’s education in the Maharashtra state.
- 2.To search out of the influencing factors on women’s education.
- 3.To study the level of woman’s education in the Marathawada region.
- 4.Compared study of rural and urban literacy in Marathawada Region.

**Statistics of Data (Status of Women’s Education):-**

According to the census-2011 total population of the Maharashtra state is 11.24 lakh that is 9.3 percent of the total population of India. Male Population of the state 581 lakh while that of female 540 lakh 2011, ratio is 925; 1000.

Year	Rural	Urban	Total	Males	Females
1961	2.84	1.12	3.96	2.04	1.91
1971	3.47	1.54	5.01	2.61	2.43
1981	4.08	2.20	6.28	3.24	3.04
1991	4.84	3.05	7.89	4.08	3.81
2001	5.58	4.11	9.69	5.04	4.65
2011	6.15	5.09	11.24	5.84	5.40

Source :- Census of Maharashtra

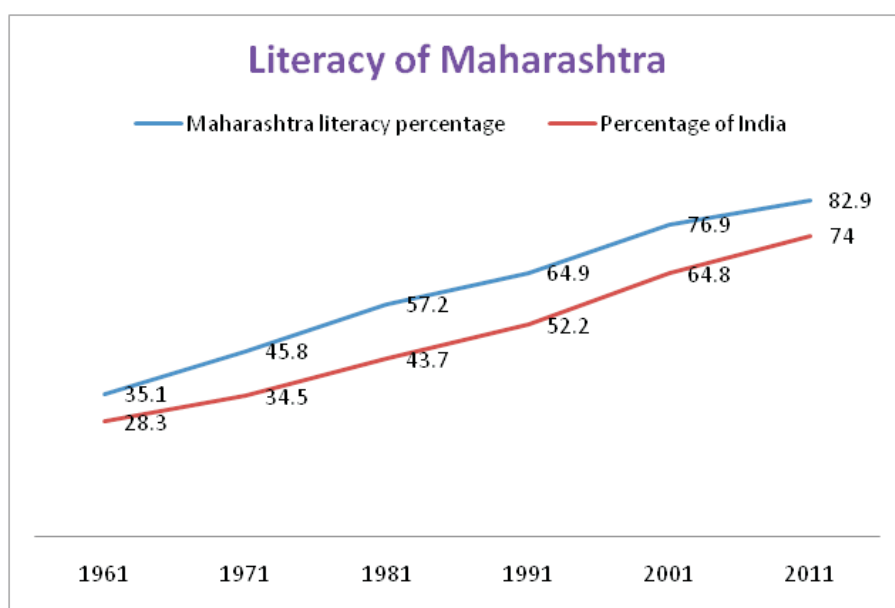


Rural area growth of population is high and urban growth of population is low. Maharashtra state male’s population is high but, female population is low compared to male population.

**Table 1.2**  
**Literacy of Maharashtra:-**

Year	Maharashtra literacy percentage	Percentage of India
1961	35.1	28.3
1971	45.8	34.5
1981	57.2	43.7
1991	64.9	52.2
2001	76.9	64.8
2011	82.9	74.0

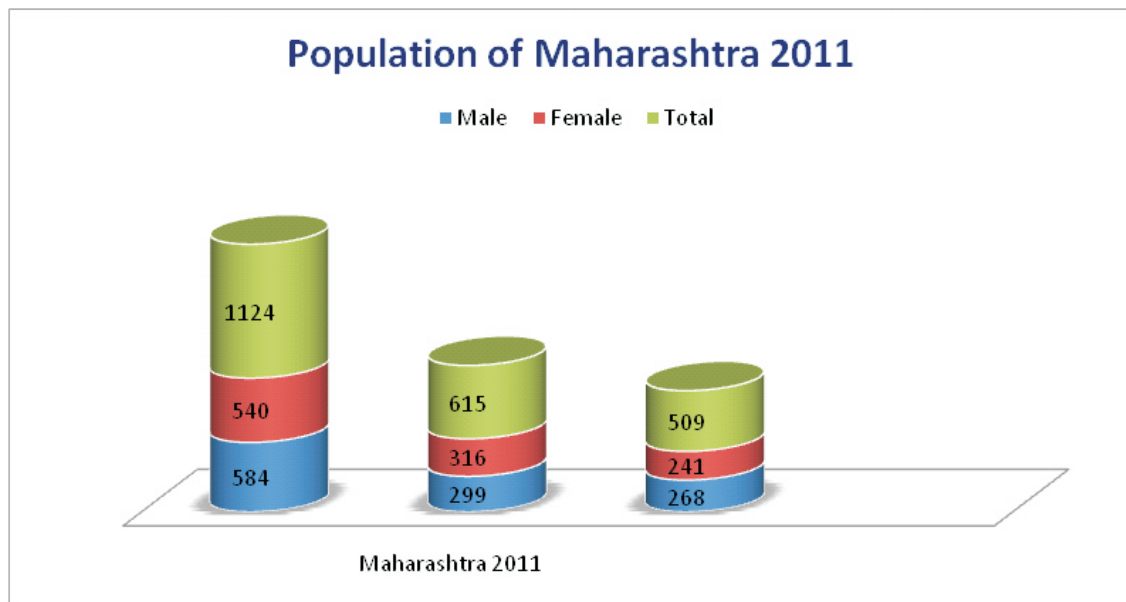
Source :- Census of Maharashtra



During the year 1991 to 2011 the percentage of literacy continuously increases in Maharashtra and India.

**Table 1.3**  
**Population of Maharashtra 2011:-**

Particulars	Maharashtra 2011
Total Persons	1124
Male	584
Female	540
Rural Persons	615
Male	316
Female	299
Urban Persons	509
Male	268
Female	241
Source :- Census of Maharashtra	

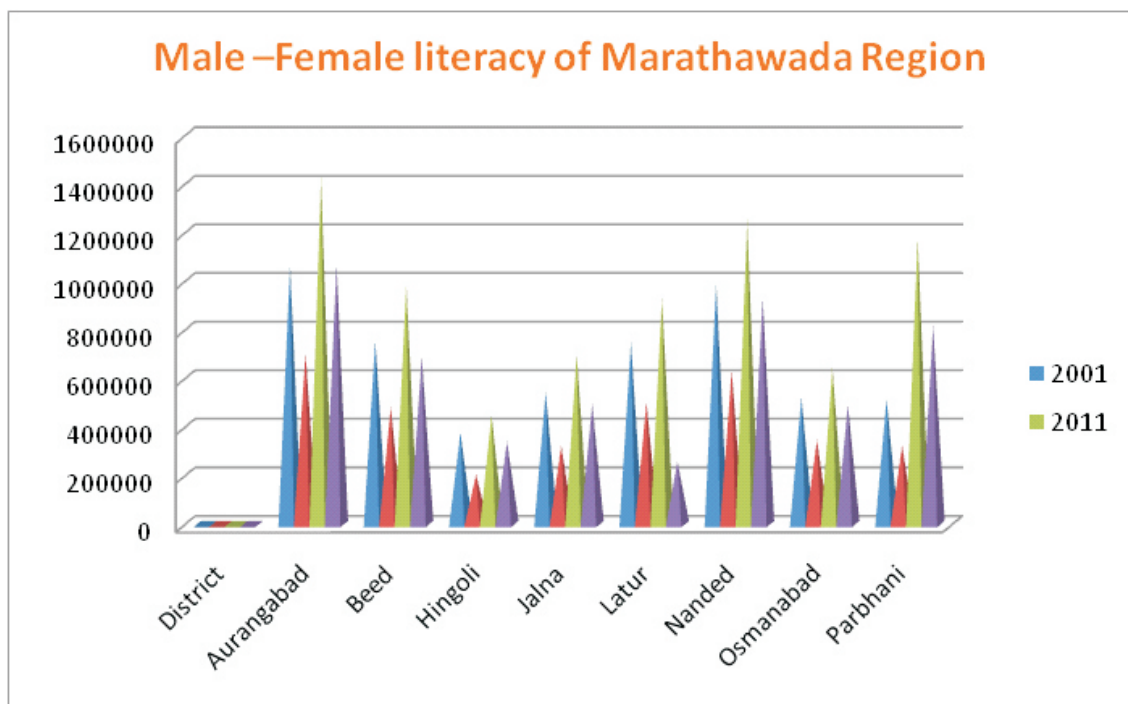


In shorts, in Maharashtra state women’s population was very low, rural area are very few woman’s educated.

**Table 1.4**  
**Male –Female literacy of Marathawada Region :-**

	District	2001		2011	
		Male	Female	Male	Female
1	Aurangabad	1067801	703858	1430936	1072901
2	Beed	758028	483406	987185	691322
3	Hingoli	377912	205397	450551	340192
4	Jalna	545730	324669	699428	496095
5	Latur	750455	504079	932432	258240
6	Nanded	992485	633200	1255222	934203
7	Osmanabad	523930	348092	644304	493506
8	Parbhani	516714	325822	1183005	817345

Source-District Census Handbook

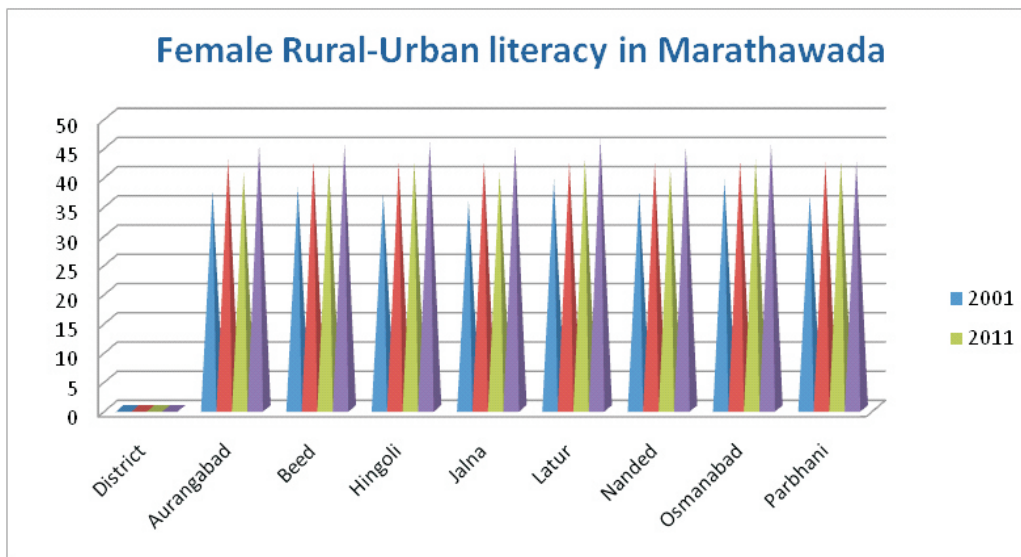


In Marathawada region male’s literacy is high but, female’s literacy is low compared to male literacy.

**Table 1.5**  
**Female Rural-Urban literacy in Marathawada:-**

	District	2001		2011	
		Rural	Urban	Rural	Urban
1	Aurangabad	37.38	42.84	40.58	45.26
2	Beed	37.98	42.47	41.76	45.37
3	Hingoli	36.82	42.17	42.46	45.83
4	Jalna	35.76	42.42	40.45	45.16
5	Latur	39.38	42.38	42.81	46.35
6	Nanded	37.30	42.18	41.34	44.98
7	Osmanabad	39.32	42.59	42.90	45.43
8	Parbhani	36.56	42.28	42.43	42.45

Source-District census Handbook



During 2001 to 2011 during the period literacy percentage was continuously increase rural areas are very few women’s educated. In short in this paper latur district urban female (2011) literacy is high and Jalna and Aurangabad district rural female (2011) literacy is low compared to urban areas.

**Influencing Factors of women’s Education:-**

After independence women’s literacy is raised considerably but it is still lower in comparison with the males. The following factor probably affects the women’s literacy.

- 1.The Guardians pessimistic attitude for girl’s education. It caused numerous problems, gets detached from schools.
- 2.The guardians feel that girl’s education as extra bardan.
- 3.In some villages it is seen that the girls are compelled to leave their school because of the misconduct of the teachers. Sometime bad atmosphere of the school becomes main factors.
- 4.In the study area 15% schools in rural areas are built with hats and hovels under the open sky. The basic initial facilities like bench, black-board, toilet, drinking water, seats, play ground and laboratory are not available.
- 5.A majority of the girls are engaged in taking care of their young stars along with their education. This is the main barrier in women’s education.
- 6.Urban and Rural girls have discontinued their education after marriage. Its main causes are the poor condition of their husband family and their negligence for education.
- 7.Some schools do not bear the standard, these schools are being operated by one or two teachers some day’s girls and boys (students) have to return from their schools, because of teacher’s absence.
- 8.In rural areas, the free increment in non government schools in form of tuition fees have affected the girls education belonging to weak and wretched families.

**CONCLUSION:-**

For the appropriate development of the girl’s education, self economic dependency is essential for the both. i.e. rural and urban families along with these things social, and domestic responsibility is compulsory. In the changing atmosphere, investigation (search) may play an important role in education. In the long process changing its pace is of more importance than that direction.

It we want to adopt a possible mission for girl’s education in the nations like India. We will have to cross the social barriers and achieve the education for employments.

**Recommendations (Strategies for upliftment of girl’s education)**

- 1.Orator of such atmosphere in which the girls might be self-encouraged, feel better and secured. In their schools is necessary.
- 2.Especially in rural areas the infantile (puerile) house should be established so that adult and married girls could not pause going to college on behalf of their younger one.
- 3.Girl’s education of all categories should be free.
- 4.Mid-day meal plan is extra responsibility upon the appointed teachers. It should be managed by other agencies.
- 5.The girls should be encouraged with employment by government
- 6.At each and every ground the girls academic institutions need extension or there should be appropriate facilities of transpiration so, that their girls in institutions.

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