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GRT “GEOGRAPHICAL ANALYSIS OF LITERACY IN DHULE DISTRICT (M.S.)”

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Abstract:- The population commission of United Nations considers ‘The ability to both read and write a simple message with understanding in any language a sufficient basis for classifying a person as literate’ Any person who is above six year of age and is able to both read and write with understanding in any language is recorded as a literate according to the census of India.

Literacy is a significant characteristic of population. Literacy and education are reasonable good indicators of development in society. Higher level of education and literacy lead to a greater awareness also contribute in improvement of economic condition. Literacy brings about fundamental changes in socio-economic development.

Disparity in literacy generates number of social, economic and political problems. Therefore an attempt has been made here to analyze variation in growth rate of literacy in Dhule district. Dhule district comprises 04 tehsil i.e. Sakri, Shirpur are tribal and Dhule Shindkheda are non tribal tehsils.

The data is based on secondary data obtained from 1981 to 2011 census. The bar graph has been used for representing tehsilwise changes in literacy rate. The study reveals that there is a remarkable change in literacy during 1981-2011 both in tribal and non tribal tehsil of Dhule district.

Keywords: literacy, population, tribal non tribal.

OBJECTIVES:

The main objective of the present study is to analyze the level of literacy rate and change there in Dhule district between 1981-2011.

STUDY AREA:

Study area is located in Northern part of Maharashtra state spread between Latitude 20° 38' to 21° 16' N. and Longitude 73° 50' to 75° 11' E. Dhule district is bounded by the district, Jalgaon is located to the East, Nashik to the South, Gujarat State and Nandurbar district is located to the North-West. It is located at the crossing of three National Highways namely NH-6 (Surat-Nagpur), NH-3 (Mumbai-Agra), and NH-211 (Dhule-Solapur), because of the Satpuda ranges. Dhule district is separated from Madhya Pradesh. Satmala ranges also separate it from Western Maharashtra. Dhule district has an area of 8061 sq.kms, and contributes 2.62% area of the Maharashtra State. The height of the district varies from 300 to 1200 Meters above mean sea level. Dhule district With its headquarter at Dhule includes four tahsils namely, 1) Dhule 2) Sakri 3) Shindkheda 4) Shirpur.

Dhule district forms a distinct geographical unit as it occupied by ‘Satpuda’ ranges in the north, ‘Satmala’ in the South and central Part is occupied by Tapi basin with its major tributaries like Panzara, Burai and Arunawati.

PHYSIOGRAPHY:

Most part of the Sakri and Dhule Tahasil is occupied by Dhanora and Galana hills. Hanuman is the highest peak on Galana hills, Kondaibari and Laling bari are minor ghats in the district. ‘Babakuvar’ is the highest peak in Shirpur Tahasil (811 M.) Bijasan Ghat is the North East of Shirpur Tahsil. Central and Eastern part of

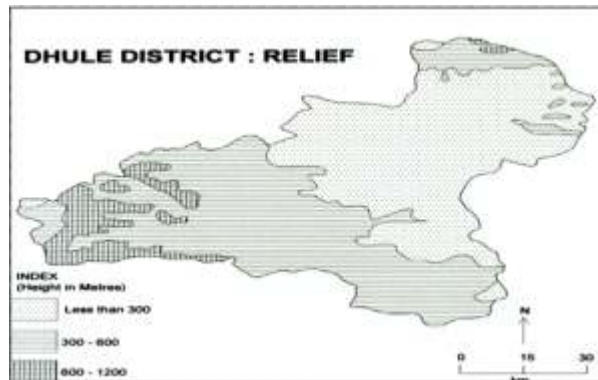


Fig-1

district is occupied by fertile plain. Shindkheda, Shirpur and Dhule Tashil are included in central fertile plain. (Fig. 1)

DRAINAGE:

Tapi is the major river in the study area. It enters from Jalgaon District and flows from East to West. Aner and Arunavati are the major tributaries join from Western bank, where as Panzara, Burai, Amaravati Join to the Tapi from the southern bank. Panzara is the largest tributary of the river Tapi. Therefore most part of the Dhule District is made fertile by the tributaries of Tapi river. The river Tapi not only discourages human concentration on its bank but also erodes both the bank heavily. The force and velocity of water is considerable resulting in deep entrenched valet leaving the banks very high. Sometimes the river banks are 20 to 30 meter high. The river banks are characterized by gully erosion and badland development is observed at several places. (Fig. 2)

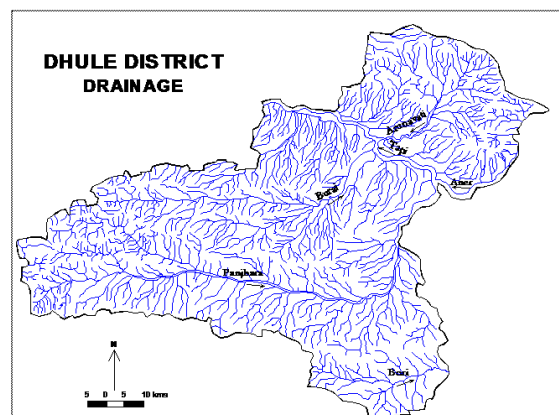


Fig-2

SOIL:

soil of the Dhule District is fertile black cotton. The area along Tapi and her tributaries shows deposition of black cotton soil. Mountainous region of the hilly west having sandy soil. Soils of the study area is divided in to three major types: (Fig. 3)

- 1) Deep Black Cotton soil
- 2) Medium Black soil
- 3) Coarse Shallow soil.

1) Deep Black Cotton Soil :

These soils occur in a narrow strip of land around 3 km on both the sides of the river Tapi and her major tributaries. The local name for it is ‘Bharikali’. The soil is deep black in color and highly fertile, which generally supports excellent vegetation growth. The average depth of the soil in this region does not exceed 3 meters. This soil has a tendency to develop deep cracks in summer and tends to be waterlogged in the rainy season.

2. Medium Black Soil :

A major part of Tapi basin is covered by this type of soil. It is found in the plain and also the undulating areas of the southern zone and along the rivers and streams in extensive patches. The soil is fertile. It is granular to sub-granular and loamy to clayey in structure.

3. Coarse Shallow Soil :

This type of soil is confined only to the hilly areas. The slope and foot hills of the Shirpur ranges, Galana hills and Dhanora hills are covered by these soils. These soils are formed of the disintegrated basaltic rock. These rocks produce ‘Murum’ as a result of disintegration which ultimately produces soils of varying depth, colour and texture. These soils are often very gravelly and at places are mixed with gravels.

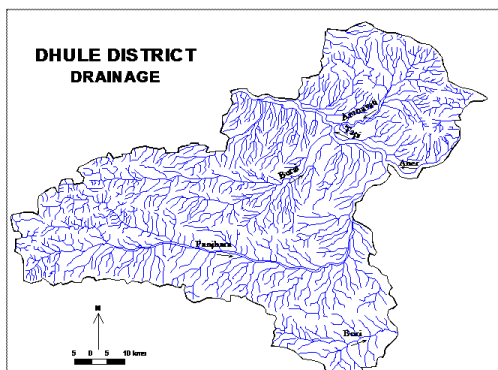


Fig-3

DATABASE AND METHODOLOGY:

The present work is carried out by using following methodology. The data regarding literacy is obtained from secondary sources. i.e. socio economic review of Dhule district.

A) Literature Survey :

The available literature on the above topic of research is scanned from various research papers and books.

B) Laboratory Work :

Laboratory work includes tabulation of data, tables and figures.

LITERACY:

Literacy is a significant characteristic of population. Literacy and education are reasonable good indicators of development in a society. Higher level of education and literacy lead to a greater awareness also contributes in improvement of economic condition (Dubey, 2001). It is essential for social reconstruction, improvement in the quality of life and preparation of manpower for rapid development. Literacy status can be precisely studied with the help of literacy rate.

According to the united nation, literacy can be defined as the ability of a person to read and write with understanding a short and simple statement on his everyday life (United Nation Population Census, 1970).

A person, who can both read and write with understanding in any language, has been taken as literate by the Indian census. From 1991 census, all children of age 6 years or less are treated as illiterates even though they may be going to school and can read and write a few odd words. In earlier census, this limit was up to the age of 4 year. It has

also been decided to use only effective literacy rates from the 1991 census i.e., the ratio of literates and population excluding the age group of 0-6.

The literacy rates in different tehsils of study region for the census years 1981, 1991, 2001 and 2011 have been computed. For the present study crude literacy rate is taken into consideration it is computed by using the following formula.

$$\text{Crude Literacy Rate (\%)} = \frac{\text{Number of Literates}}{\text{Total population}} \times 100$$

Literacy rates for the tehsils and districts of study area have been given in Table No. 1 and presented in Fig No. 4 A,B, C, D and E

**Table No. 1
DHULE DISTRICT: TEHSILWISE LITERACY**

Sr.No	Tehsils	Literacy In Percentage							
		Decades							
		1981		1991		2001		2011	
		M	F	M	F	M	F	M	F
1	Dhule	61.44	37.88	60.80	39.20	86.80	68.80	89.11	75.11
2	Sakri	45.48	23.23	63.60	36.40	72.40	50.80	74.92	56.47
3	Shirpur	48.08	24.43	63.84	36.17	76.30	56.00	73.39	57.51
4	Shindkeda	57.63	30.37	63.04	36.96	84.80	62.70	85.42	67.27
5	District	53.15	29.07	62.81	37.18	80.07	59.70	81.21	64.09
6	District Total	43.00		58.80		71.60		72.80	

Source- Census- 1981, 1991, 2001and 2011

After independence, there has been rapid expansion of educational facilities. Even then, only half of the population has been recorded as the literate in 1981. Female literacy was still relatively low (37.88%) while male literacy was about 61.4%. Thereafter, literacy status improved significantly all over the country due to efforts of government agencies and even non-government organizations.

According to 1991 census district achieved more than 60.00%. Male literacy but female literacy is still below 40.00%. According to 2001 census, district male literacy is more than 84.00% in non tribal tehsile and more than 72.00 in tribal tehsile. District average literacy for male is 80.07%. In 2001 female literacy rate is also noticeable; it is more than 60% in non tribal tehsils and more than 50% in tribal tehsils.

According to 2011 census very high literacy rate is recorded in non trible tehsile it is 89.11% and 82.42% for Dhule and Shindkheda tehsils respectively.

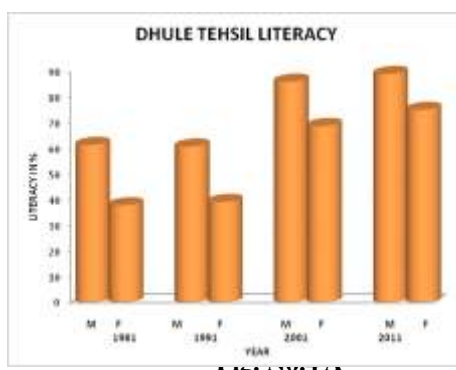




Fig. No. 4 B



Fig. No.4 C

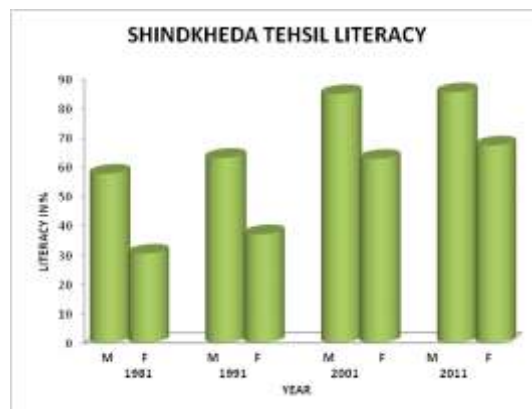


Fig. No.4 D

For the tribal tehsils it is 74.92% and 33.39% for Sakri and Shirpur tehsils respectively. For female more than 55% is recorded in all tehsils, while it is highest in Dhule tehsil (75.11%).

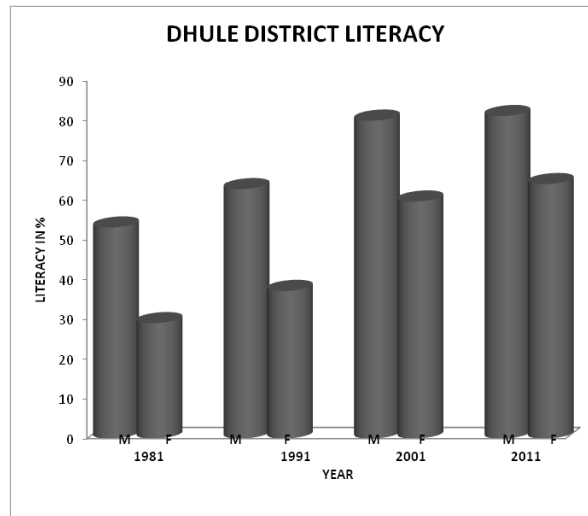


Fig. No.4 E

CONCLUSION

Dhule district is progressive district as far as the level of literacy is concerned. This means that district has comparatively better quality of population. The total average of literacy is continuously increasing from 1981 to 2011 i.e. 1981-43.00, 1991-58.80, 2001-71.60, 2011-72.80%.

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