CHAPTER VI
LITERACY

6.1 INTRODUCTION

Literacy is an imperative apparatus for communication, learning and information. Literacy, therefore, is a vital pre-condition for individual and national development. Literacy is one of the important aspects of human development, so efforts are being taken in recent years to attain the objective of education to all. In that respect, study of literacy or literacy rate cannot be neglected in the population studies.

Literacy and education are plausibly key indicators of development in society. Spread and diffusion of literacy is generally associated with essential traits of today’s civilisation such as modernisation, urbanisation, industrialisation, communication and commerce (Census of India, 1991). It forms superior input in the overall development of individuals enabling them to have a handle on their social, political and cultural environment better and respond to it aptly. Higher levels of education and literacy lead to a greater awareness and also contributes in improvement of economic conditions. It acts as a means for social upliftment enhancing the returns on investments made in almost every aspect of development effort, be it population control, health, hygiene, environmental degradation control, empowerment of woman and weaker sections of the society. Improved levels of literacy are also pre-requisite for acquiring various skills. Literacy and education is one of the important social characteristics on which information is obtained of every individual in the census.

Ghosh (1985) mentioned that, education is one of the important needs of life. The low degree of literacy is an obstacle to economic growth. Investment in education is a measure of the future development of the country. Formal schooling is a good index of a population’s educational attainment. The most basic minimum measurement of educational status is the degree of literacy. But it is very difficult to measure the degree of literacy in accurate terms.
The quality of population in the given country is a pre-requisite for country’s economic development. No period in the history of economic thought has gained more importance to improve the quality of population than the present period. The quality of population in a country largely depends on education attained by the population of that country. Education, more particularly, influences the demographic pattern and health practices besides resulting in political and economic development of a country. The rate of literacy, in short, is considered to be a good indicator of development in any given society. (K. Madhu Babu Et. all, 2004)

Directive Principals of Constitution urges the State to provide free and compulsory education for all the children until they complete fourteen years of age. In this direction the National Policy on Education, 1968 was a further milestone, which stressed the need for strenuous efforts for early fulfilment of the goal laid down in the Constitution. The Constitutional amendment of 1976 included education in the concurrent list i.e. the official list of subjects for which the Centre and the State governments assume joint responsibility. This was an important step, which called for a new sharing of responsibility between the union government and the states in this vital area of national importance. The national Policy on education, 1986 emphasised that new trust in elementary education will focus on (i) universal areas and enrolment (ii) universal retention of children up to fourteen years of age, and (iii) a substantial improvement in the quality of education to enable all children to achieve essential levels of learning. The literacy rates obtained at the census give a reflection of success of the governmental policies and programmes.

Literacy itself plays a significant role in the socio-economic development of an area. It is indispensable for social reconstruction, improvement in the quality of life and preparation of individuals for rapid development. On the other hand, short of literacy will become hurdle in the development process. An assured level of literacy is, therefore, a basic requirement for people to emerge from ignorance and backwardness (Gosal and Chandna, 1979). Literacy had a little direct practical worth in the traditional
subsistence agricultural economy like India, largely self-reliant rural life, mainly oral worship religion and a feudal system of society as operating in the country until recent past. The onus of learning remained the privilege of priestly and business classes for whom reading and writing was an occupational necessity (Gosal, 1964). Thus, literacy is necessary for economic development and social advancement, which measures the overall development of the country. Apart from this, literacy influences various other demographic features like fertility, mortality, mobility, occupations, religions and castes, etc.

India became second country after China to cross the one billion mark in proportion of population and the literacy stood as 65.2 per cent, among this males are 75.6 per cent and females are only 54 per cent, it means male literacy was relatively higher than female literacy. As compared to the nation, state of Maharashtra showed some better situation. According to 2001 census, the literacy of Maharashtra was 77.3 per cent; therein male population contributed 86.3 per cent, while female literacy was 67.5 per cent.

As said above, literacy is an important indicator of quality of population of any country. In that manner, this chapter focuses on the literacy of the study region (Pune Division) during the investigation century (1901 to 2001).

6.2 THE CONCEPT OF LITERACY

The concept of literacy, that varies from country to country, generally refers to the minimum level of literacy skill. This minimum level of skills varies from ability to communicate orally, to make a check of variety of difficult arithmetical computations. However, the length of schooling has often been considered as a basis of distinguishing between a literate and illiterate. According to Trewartha (1969), the basis of length of schooling is not a valid measurement of educational accomplishments. He also disapproves of the ability to read and write one’s name in the language of his country as the criterion for defining a literate. Finland applied the perhaps the most strict definition where only those persons were classified as literate who passed a rather difficult test. Those who failed were divided into two categories: the
semi-literate, persons who could read and write but made orthographic errors, and the illiterates, who could neither read nor write (UNESCO, 1957).

According to United National Population Commission (Golden Hilda, 1968), literacy is defined as the ability to read and write one’s name is one’s own mother tongue. In short, 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. The Indian census has adopted this definition. According to Indian Census (Census of India, 1991), any person who is able to read and write, both with understanding in any language is regarded a literate. Gradually many countries are shifting to this definition. However, the distinction can be made between the literates and the educated, as has been done in case of India. All those persons who are classified, as literates based on their ability to both read and write are further subdivided into number of categories based on their length of schooling (Chandna, 1986). Thus, the concept of literacy varies from country to country.

Further, in India, mere ability to sign is not adequate for considering a person as literate. It is not necessary for a person to be considered literate to receive any formal education. All children of the age of 6 years or less than 6 years treated as illiterates even though they may be going to school and can read and write a few words. The literacy rate, which is used here, is only effective literacy rates i.e. the ratio of literates to the population excluding 0-6 year’s age group.

6.3 TRENDS IN LITERACY

The trends in literacy are well thought-out as an index of the pace at which the socio-economic transformation of a society is taking place. Generally, proportion of literate is high among people belonging to higher middle class and rich class, while people belonging to lower middle class and poor class not as much literate as above said classes, thus the proportion of literates in these classes is low. The reason is that the higher middle class and
rich class people have an easy access to education facility. In short, at developed state of society, the literacy rate goes up and at the backward stage of society; the literacy rate generally remains low. However, now this situation is gradually started to transform. Developing countries become much more aware about literacy and education. In India, hence, the analysis of literacy patterns and trends therein is of immense significance for population geographers.

### Table 6.1
**Trends in Literacy Rate (1901 to 2001)**

<table>
<thead>
<tr>
<th>Decades</th>
<th>India</th>
<th>Decadal Variation</th>
<th>Maharashtra</th>
<th>Decadal Variation</th>
<th>Pune Division</th>
<th>Decadal Variation</th>
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<td>-</td>
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</tr>
<tr>
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<td>6.98</td>
<td>0.25</td>
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</tr>
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<td>1.58</td>
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</tr>
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<td>19.50</td>
<td>10.35</td>
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<td>7.24</td>
</tr>
<tr>
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</tr>
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<td>77.27</td>
<td>12.4</td>
<td>76.68</td>
<td>11.97</td>
</tr>
</tbody>
</table>

**Source**: Census of India of concern years and concern regions.
Regarding to the literacy rate, India shows a lot of disparity. As per the 2001 census, in India Kerala (90.9 %) is the only state, which previously had 100 per cent of literacy rate but now a days, many people from surrounding states and all over India migrated here for many reasons, it caused the drop in the literacy rate. After that, Mizoram (88.5 %), one of the northeastern states and Goa (82.5 %), is the smallest state in India, are having more than 80 per cent literates. On the other hand, Bihar (47.5 %) and Jharkhand (54.1), two of the most backward states in India has the lowest number of literates. Apart from that, Jammu and Kashmir (54.5 %) the state, which is suffering from various regional and political issues, Arunachal Pradesh (54.7 %) one of the isolated stats in India and Utter Pradesh (57.4 %) the most populated state in India, these states are also having a low literacy rate. On the contrary, union territories in India have better situation considering literacy rate.

Table 6.1 exposes the situation of literacy in India, Maharashtra and Pune Division. Generally, it is observed that the literacy of Maharashtra is comparatively higher than the nation’s literacy and also the literacy of Pune Division. India and Pune Division had almost the same trends in literacy during pre independence period, but in the period after independence literacy of Pune Division showed enormous increase as compared to that of India.

Above analysed hierarchical regions showed an increase in the literacy with positive manner during the last century, but the pace of increase was very sluggish till the mid of the century. After that, literacy of these areas shifted the gear and showed rapidly increasing trends at the end of the investigated century. It is because of the reason that the government of independent India started to implement some policies and programmes for the primary education and also for an adult education.

The state and the study region recorded literacy of above 75 per cent, while the nation’s literacy was almost 65 per cent during the end of the investigated century. As compared to earlier decades in the same century, the situation was satisfactory to some extent, and there is a lot of scope to push it upwards and for that purpose efforts should be taken by concern authorities.
Figure 6.1 gives an idea about the trends of literacy in the study region, Maharashtra state and India during 1901-2001. Maharashtra and Pune Division showed almost same trends in the literacy during the above-mentioned period, while literacy of India showed comparatively low trend than Maharashtra and Pune Division.

The figure further clearly shows that, during the pre-independence period i.e. up to 1951 literacy for all the hierarchical regions recorded very low and almost similar trends. In the after independence period due to the government policies and awareness campaigns literacy for all the said regions was improved, but ratio was not the same.

Figure 6.2 portrays the decade wise variations in the literacy for India, Maharashtra and Pune Division. As anticipated, there was no negative variation in the literacy neither in the investigated region nor in the investigated period. In all over India, during the British rule, literacy has not so much importance as the perspectives of Indian people. It was due to many reasons, such as
patriarchal communities, casteism, poverty, religious influence, superstitions, anarchism, unawareness and apathy towards education. Literacy during this period, therefore, was very low and because of this the decadal variation during pre-independence period remained low except that of the decade 1931-41. The above figure explains this situation very evidently. As said earlier, the literacy for all the hierarchical regions improved after independence, so decadal variation during this period was also showing some high trends in the above particular figure (Fig. 6.2).

6.3.1 PRE-INDEPENDENCE PERIOD

In the early period of the twentieth century, British oppression reached at its peak and some revolutionary movements started effectively. During that time, the process of industrialisation, urbanisation, etc. were far away from the certainty. Most of the Indian people lived in the villages, and usually they were not so much interested in education. All these aspects affected the literacy and resulted in to stay at the low level.

During 1901, the literacy of India, Maharashtra and Pune Division was at the lowest level. Except some variation, literacy of these regions was almost the same. During this period, the literacy of overall India was only 5.35 per cent. It means just about five and half persons from every hundred people of the total population were literate. Literacy for Maharashtra recorded 6.73 per cent, and showed better condition as compared to the country’s average, while the study region, recorded the lowest percentage of literates (4.88 %) compared to country’s and also state’s average.

From 1911, the gradual increase started in the literacy, but not much increase was recorded in this decade. There was only half percent increase in the literacy rate for India, and it reached up to 5.91 per cent, while Maharashtra and Pune Division recorded almost the same percentage of increase in the literacy particularly it was only 0.25 per cent for Maharashtra and 0.30 per cent for Pune Division. In this decade, literary for Maharashtra was 6.98 per cent and for Pune Division it was 5.18 per cent.
The decade 1921, had unique characteristic in the Indian census itself. However, literacy was not influenced by unique characteristic of the decade. During this decade, literacy for India reached up to 7.16 per cent with an increase of 1.25 per cent as compared to that of the previous decade. Maharashtra recorded 8.56 per cent of literacy with an increase of 1.58 per cent. It is observed that, literacy rate for both India and Maharashtra increased by above one percent each during the said decade, and Pune Division also recorded 6.16 per cent literacy with increase of almost one percent.

During 1931 decade, average literacy for all over India suddenly boosted up with 2.34 per cent and take over Maharashtra with 9.50 per cent. Distinctive features of previous decade affected Maharashtra and recorded only 0.59 per cent increase in the literacy rate. Maharashtra in this decade, had 9.15 per cent of literate people. Pune Division showed 7.87 per cent of literacy, which was 1.71 per cent more than that of the previous decade.

During the decade 1941, the last decade of pre-independence period, Maharashtra showed highest increase in the literary as compared to that of the previous decade and also compared with other two hierarchical regions. Maharashtra recorded 19.50 per cent of literates, which amplifies 10.35 per cent as earlier decade and again goes overhead to the country’s average. Only 6.6 per cent literates put in the country’s average and with this, literacy for India went up to 16.10 per cent. Study region also added 7.24 per cent of literates in its previous literacy after it reached at 15.11 per cent.

Considering above study concerning literacy, it is plainly detected that, the study region was always behind the state and the nation regarding the literacy during the pre-independence period. While Maharashtra had better condition in literacy as compared to those of the nation and the study region, during pre-independence period.

6.3.2 EARLY POST-INDEPENDENCE PERIOD

Surprisingly, during the first decade of the early post-independence period i.e. 1951 literacy of all the three regions was not much increased than
the previous or last decade of the pre-independence period. During this decade, India recorded 16.67 per cent literacy, which was increased by only 0.57 per cent as compared to the earlier decade. Literacy for Maharashtra increased to more than 20 per cent, adding 1.46 per cent literates, while Pune Division had comparatively better situation, with an increase of 4.15 per cent, literacy of Pune Division (19.26 %) was behind average literacy of the country.

In 1961, Maharashtra state with the highest increase of 14.12 per cent stood at the leading position. The literacy for Maharashtra was 35.08 per cent and it was about 10 per cent higher than the nation’s average literacy. Literacy for Pune Division remained higher than the nation’s average during this decade also. With an increase of 10.57 per cent, literacy for Pune Division was 29.83 per cent, while average literacy for India during the same decade was 24.02 per cent, which was 7.35 per cent more than that of the earlier decade.

As compared to decade of 1961, a paradox was observed in the literacy during the decade 1971. Maharashtra state recorded highest increase during the last decade, which showed lowest increase during this particular decade. The literacy for Maharashtra rested at 39.18 per cent with an increase of only 4.1 per cent. On the other hand, with an increase of 8.11 per cent, Pune division was just behind from the state’s average (37.94 %). The average literacy for India during this decade was 29.34 per cent, with decadal increase of 5.32 per cent.

6.3.3 LATE POST-INDEPENDENCE PERIOD

The average literacy for India showed lot of consistency till the 1981. During this decade also, 6.83 per cent of literates were added in the average literacy of India and it went up to 36.15 per cent. Maharashtra (47.18 %) and Pune Division (47.01 %) recorded almost the same literacy during this decade. It means that literacy for Pune division began to match up with the state average. Increase in the literacy for Maharashtra and Pune Division was 8.0 and 9.07 per cent respectively as compared to that of earlier decade.

The decade of 1991 came forward as a most valuable decade in the case of literacy. During this decade, literacy for all the hierarchical regions crossed
the mark of 50 per cent first time in the century. Literacy for Maharashtra and Pune Division boosted up to more than 60 per cent. This decade recorded the highest increase in literacy of Maharashtra and Pune Division, which was more than 17 per cent, while an increase in the literacy of India was almost 16 per cent. Due to governmental policies, promotion of programmes of education, awareness campaigns, coercive primary education, improving education facilities, etc. literacy of India as well as Maharashtra and Pune division rapidly bounced up during this particular decade. It was gone up for Maharashtra to 64.87 per cent, for Pune Division it was 64.71 per cent and for India, it was 52.11 per cent.

During the last decade i.e. 2001 of the investigated century, literacy of Maharashtra (77.27 %) and Pune Division (76.68 %) crossed 75 per cent mark, and for India, it reached at the 65.38 per cent. As compared to that of the previous decade, except some variations, it was almost similarly increased for all the hierarchical regions. For India it was increased by 13.27 per cent, for Maharashtra, 12.4 per cent and for Pune Division, it was 11.97 per cent.

Maharashtra is one of the developed, most urbanised and most industrialised states in India. The literacy of Maharashtra, therefore, reached at almost 80 per cent. Pune Division was not far behind the state average, it is because of the impact of educational hub like Pune, and development of educational institutes supported by cooperative sector in Kolhapur, Sangli and Satara districts. Literacy level of India was relatively low till date as compared to that of Maharashtra and Pune Division, due to some states like Bihar (47.5 %), Jharkhand (54.1 %), Jammu & Kashmir (54.5 %), Arunachal Pradesh (54.7 %) and Uttar Pradesh (57.7 %).

6.4 DISTRICT-WISE TRENDS IN LITERACY (1901-2001)

In the case of literacy, Maharashtra ranked fourth among all the states in India. Only Kerala (90.9 %), Mizoram (88.5 %) and Goa (82.3 %) states were ahead of Maharashtra, as per 2001 census. In 2001, literacy of Maharashtra was 77.27 per cent, whereas Pune Division also equalised the state average having 76.68 per cent of literacy.
Table 6.2
District-Wise Literacy Rate (1901-2001)

(D. V. = Decadal Variation)

<table>
<thead>
<tr>
<th>Decades</th>
<th>Pune</th>
<th>D.V.</th>
<th>Satara</th>
<th>D.V.</th>
<th>Sangli</th>
<th>D.V.</th>
<th>Kolhapur</th>
<th>D.V.</th>
<th>Solapur</th>
<th>D.V.</th>
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<tbody>
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<td>1901</td>
<td>6.61</td>
<td>-</td>
<td>3.45</td>
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<td>4.84</td>
<td>-</td>
<td>4.62</td>
<td>-</td>
</tr>
<tr>
<td>1911</td>
<td>7.51</td>
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<td>5.02</td>
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<td>1.42</td>
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<tr>
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<td>2.01</td>
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<td>1.97</td>
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</table>

Source: Census of India of concern years and concern regions.
As per 2001 census, the overall literacy for Pune Division was 76.68 per cent. Literacy for Satara (78.2 %), Kolhapur (76.9 %) and Sangli (76.6 %) districts were just near the average of Pune Division. Pune district recorded highest literacy; While Solapur district experienced the lowest literacy almost throughout the investigated period. Table 6.2 exposes the literacy for all the districts since 1901 to 2001.

The table 6.2 depicts that, the literacy for all the districts in the Pune Division recorded positive trend of literacy decade by decade. But this increase was not even, there were some variations over the time as well as space. Hence, some ups and downs in the literacy of these districts are observed.

![Fig. 6.3 District-wise Literacy in Pune Division (1901-2001)](image)

Pune district was more aware about the literacy and education, since 1901 to 2001, the district maintained leading position in literacy as compared to the other districts in Pune Division, as it has a historic importance in education. Many old educational institutes still stand proudly in Pune. Pune city has became an educational hub, and its literacy went over 80 per cent. Similarly, literacy of Satara, Kolhapur and Sangli districts remained high at the end of the investigated century, *i.e.* above 75 per cent. Particularly, these
districts having a commendable background of cooperative sector, and this sector side by side supported the educational institutes. Solapur district trailed behind in the literacy.

In earlier days, literacy for Solapur district has remained consistently at the lowest level, while in last few decades of investigated century it was started to boost up. Figure 6.3 tells the whole story about the literacy of all the districts included in the study region. It clearly indicates that, literacy of all the districts, showed similar trends. Up to 1931, literacy for all the districts recorded not much variations. After 1931, Pune, Satara and Solapur districts experienced some increase in literacy, while Kolhapur and Sangli districts showed almost the same trend of increase in literacy.

The above figure also shows that the literacy for Pune district was always on the top throughout investigation period as compared to the literacy of other districts in the study region. More interestingly, increase in the literacy of Solapur district before independence showed better situation, but after independence, it dropped down and rested at the bottom as compared to the others districts. On the contrary, Satara district during the early decades of the investigated century showed relatively low literacy level than that of the others, but after independence, suddenly it boosted, and rested at second position at the end of the investigated century. Kolhapur and Sangli districts showed consistent increase in the literacy throughout whole investigation period.

Figure 6.4 put focus on the decade-wise increase in the literacy. It clearly seen from above figure that, increase in the literacy was very low during the first three and four decades of particular century. This was the period before independence, so people were not as much aware about education and literacy. Inspite of that, educational facilities were also inadequate as well as only higher caste people dominated in education, lower caste people had no right of education, casteism was on the zenith during those days, hence, the proportion of literacy remained low.

In the medieval period of the century, literacy gradually started to increase, and during last few decades, it was increased swiftly. Basically, after independence there was necessity to get every person literate. Due to this
purpose, the government of India as well as government of Maharashtra took special efforts for increasing literacy. During the entire decade, 1981-91 the literacy of all the districts in Pune Division was increased to a considerable extent.

**6.4.1 PRE-INDEPENDENCE PERIOD**

During the pre-independence period, not much variation was observed in the literacy, it remained low. Very few numbers of literates were observed during this particular period in all the districts in Pune Division, most of time literacy of all the districts remained below 10 per cent.

During the very first decade of the investigated century i.e. 1901, only Pune district recorded literacy over 5 per cent (6.61 %), remaining districts had literacy below 5 per cent. Kolhapur (4.84 %), Solapur (4.62 %) and Sangli (4.36 %) districts showed almost similar level of literacy, while Satara district stayed at the bottom of the table with 3.45 per cent of literacy. According to table 6.2, Pune district was a leading district in the decade, Kolhapur, Sangli, Solapur and Satara districts were followed Pune district in succession.
In the next decade *i.e.* 1911, not much vicissitudes were observed in the increasing trends of literacy. During this decade Pune district with the highest increase of 0.9 per cent recorded 7.51 per cent of total literacy. After that, Sangli district increased its literacy with 0.66 per cent and Kolhapur with 0.30 per cent. The literacy of Kolhapur and Sangli districts was 5.14 and 5.02 per cent respectively. On the other hand, Satara district showed very low increase in the literacy, with only 0.05 per cent of and reached at 3.50 per cent during this decade. As far rank wise distribution was concerned Pune, Kolhapur and Satara districts maintained their ranks as per last decade, there was deviation found in the rank of Sangli and Solapur district. Sangli district jumped one-step above and left behind Solapur district in literacy.

Kolhapur district boosted up its literacy with 1.42 per cent and reached up to 6.56 per cent during the decade of 1921. After Kolhapur, hopefully literacy of Satara district increased with 1.11 per cent and rested at 4.61 per cent. Sangli district also increased its literacy with just over one percent and reached up to 6.05 per cent. Pune and Solapur districts showed an increase of 0.75 and 0.58 per cent respectively in their literacy as compared to those of the past decade. Literacy wise rank of the districts remained the same as in the previous decade.

Literacy of Pune district first time reached to over 10 per cent in the decade of 1931, any other district had not achieved this mark up to this particular decade. Followed by Pune, Kolhapur district reached at 8.53 per cent with an increase of 1.97 per cent as compared to that of the earlier decade. Solapur district had 7.11 per cent of literacy, jumped over one-step ahead of Sangli district with an increase of 1.81 per cent. On the contrary, literacy of Sangli district dropped down one-step below and rested at 6.88 per cent, with an increase of only 0.83 per cent only. During this particular decade, highest increase was recorded by Satara district *i.e.* 2.01 per cent, but Satara district remained at the last position with 6.62 per cent of total literacy.

In the 1941 decade, the literacy of all the districts comprising the study region reached over 10 per cent, while in Pune district literacy doubled, with 21.30 per cent and maintained the leading position, with highest increase by
11.1 per cent. As per the Table 6.3, the decade of 1941 showed more ups and downs in the literacy rates. A sudden change occurred in the literacy of Solapur and Satara districts. Literacy rate of Solapur district jumped one-step ahead from its position in the past decade and rested at the second position with 15.4 per cent. Satara districts went up by two-steps from its last position and stayed at the third position with 15.1 per cent. During this decade, Sangli district kept its previous position with 12.31 per cent, while Kolhapur district, astonishingly, rested at the last position with the loss of two ranks as compared to that of the previous decade and recorded 11.45 per cent of literacy. The increase in the literacy of Kolhapur district also remained on the last position with only 2.92 per cent increase during this decade.

6.4.2 EARLY POST-INDEPENDENCE PERIOD

In the early post-independence period, an increase in the literacy for all the districts included in the study region showed almost similar change as that of the last decade of the pre-independence period. In the first decade of the post-independence period i.e. 1951, Pune district maintained its first rank both in the total literacy (27.68 %) and also in an increase in the rate (6.68 %) as compared to those of the past decade. After Pune, with an increase of 5.5 per cent of literates Satara district improved its rank by one-step from the earlier decade, total literacy of Satara district was 20.60 per cent. Sangli and Kolhapur districts also improved their ranks by one-step from those of the previous one, with literacy of 17.20 and 16.08 per cent respectively. Sangli district improved its literacy by 4.89 per cent, while Kolhapur improved by 4.63 per cent. Lowest increase was found in the Solapur districts i.e. only 0.34 per cent during this decade and total literacy was 15.74 per cent, with the loss of two ranks, as compared to that in the previous decade, it was dropped down to the bottom of the table.

All the districts maintained their ranks regarding the total literacy during the decade of 1961, but the variation was observed in the increasing trends of literacy. The highest increase was found in the literacy of Satara district (13.38), with this increase the total literacy of Satara district reached up to
33.98 per cent, getting closer to the literacy of Pune district (34.31 %). Kolhapur district increased its literacy by 11.57 per cent. The total literacy of Kolhapur district rested at 27.65 per cent. Sangli district was just behind Kolhapur district with increasing trend of literacy (10.87 %) but still managed to get a literacy of 28.07 per cent higher than that of Kolhapur district. Solapur district experienced 25.15 per cent of literacy with an increase of 9.41 per cent, which was comparatively the lowest. It is interesting to note that, during this decade, Pune district showed relatively lower increasing trend (6.63 %), but this situation not executed any damage to the leading position of the same district.

No change observed in the ranks of districts regarding the literacy during 1971, all the districts stayed at their own positions, which they held form last two decades. Pune district increased its literacy with more than 10 per cent and stayed at number one position with 44.62 per cent of literates. There was some decline in increasing trend of literacy in Satara district (4.34 %), along with the total literacy of 38.32 per cent and still stayed at the second rank. Sangli and Kolhapur districts increased their literacy by 9.41 and 7.72 per cent respectively. Total literacy of Sangli district was 37.48 per cent, whereas Kolhapur district had 35.37 per cent of literates. Literacy of Solapur district was at the last position throughout last two decades, Solapur district recorded literacy of 33.90 per cent, with an increase of 8.75 per cent.

**6.4.3 LATE POST-INDEPENDENCE PERIOD**

Literacy truly boosted up during the late post-independence period all over India. Many reasons were responsible for it, such as government policies, National Literacy Mission (NLM), Total Literacy Campaign (TLC), awareness campaigns, improvement in educational facilities and free compulsory primary education. Again, the interest taken by Non Governmental Organisations (NGOs) was also an important factor.

During 1981, literacy of Pune district reached to 54.03 per cent, first time in the investigation period. Any district other than Pune was not at this level during 1981, but all recorded their literacy above 40 per cent. After Pune,
Satara district had 48.15 per cent literacy, followed by Sangli and Kolhapur, with 46.87 and 45.34 per cent literacy respectively. Solapur district was at the fifth position, with 40.68 per cent of literacy. It means that all the districts maintained their ranks as those in the previous decade.

The decade of 1991 was entirely different, because during this decade increasing rate of the literacy reached at its pinnacle in all the districts. As a result of this, literacy of all the districts went up during this decade. Pune district stayed at number one position with 71.05 per cent literacy, it increased by 17.02 per cent of literates as compared to that of the earlier decade. Kolhapur district, with the highest increases of 21.6 per cent, not only during this decade but also during the investigated century, jumped at number two position, having 66.94 per cent of literacy. Satara district (66.67 %) lost its previous rank by one-step and stood at number three, but not far away from Kolhapur district. Sangli district has 62.61 per cent of literates, with 18.52 per cent increase and stood at fourth position.

During the very first decade of the twenty-first century i.e. 2001, average literacy of the study region was 76.68 per cent. Districts like Satara (78.2 %), Kolhapur (76.9 %) and Sangli (76.6 %) were just nearby the average of Pune Division. Pune district (80.5 %) was just ahead of the average literacy of Pune Division, on the contrary, Solapur district (71.2 %) was slightly behind. In this decade, literacy of all the districts except Solapur hit the number of 75 per cent. Only Solapur district was behind it, but optimistically not far behind.

It was observed that, trend in the literacy showed some positivity during investigated period in the study region. Initially, in the pre-independence period, literacy rested at the lowest level, and it showed almost parallel trends in all the districts. In the middle period of the century, literacy gradually started increasing, while during the last few decades of the investigated century, it was growing fast and ended at a good note. In the near future, the literacy is expected to increase with the faster rate.
6.5 SPATIO-TEMPORAL CHANGES IN LITERACY

In the above discussion, one could know that the literacy status of India improved regularly, but it was not enough to match with the time. As mentioned above, Maharashtra and Pune Division are ahead of the average literacy of India. Some backward states of India having low literacy, which affected the overall literacy of the country. This inequality is found in the Maharashtra also, not all the districts in Maharashtra are having the average literacy, while satisfactory thing is that, the study region, similarly goes with the state’s average.

District level analysis further exposes that, all the districts, except Solapur also walk parallel with the average of Pune Division. Solapur district is not far behind of it. There is need to analyse the situation within the districts regarding literacy. Hence, there is necessity of further research. For that purpose, a micro level spatio-temporal analysis was made.

Table 6.3 puts light on the tahsil-wise literacy for the study region since 1971 to 2001. The spatio-temporal analysis has been discussed with the help of this table and the figure 6.5. The table further reveals the decadal variation in the literacy for all the 58 tahsils comprised in the study region, along with areal disparity in the literacy. It means that, this may also help to analyse spatio-temporal changes in the literacy for the investigated area and during the period under study.

Based on the total literacy, tahsils in the study area are divided into five groups viz. (i) above 80 (ii) 61 to 80 (iii) 41 to 60 (iv) 25 to 40 and (v) below 25 per cent.

Table 6.3
Tahsil-Wise Literacy Rate in Pune Division (1971-2001)

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Table 6.3 reveals tahsil-wise literacy in the study region. A tahsil-wise analysis of literacy further discloses the spatio-temporal changes in the literacy of the study region (Fig 6.5).

### 6.5.1 CHANGES IN LITERACY (1971)

During 1971, there are no tahsils, which recorded more than 80 per cent literacy, while only one tahsil *i.e.* Pune City (63.07%) was under the category of 60 to 80 per cent of literacy. Pune City being a centre of education had many educational institutes, which provided education and directly influenced the literacy.

There were 14 tahsils in the category of 40 to 60 per cent of literacy. Interestingly, it was observed that all these tahsils recorded their literacy below 50 per cent. Out of these 14 tahsils, five tahsils were from Satara district, namely Satara city (47.05%), Mahabaleshwar (46.77%), Koregaon (44.28%), Karad (41.69%) and Wai (40.73%). Sangli and Kolhapur districts were having three tahsils each.
PUNE DIVISION
LITERACY

Fig. 6.5
Miraj (46.84 %), Walwa (42.01 %) and Tasgaon (40.12 %) from Sangli and Karveer (45.95 %), Shirol (42.21 %) and Hatkanangale (40.76 %) from Kolhapur district were in this category. Haveli (45.73 %) and Purandar (40.85 %) tahsils from Pune district and Solapur North (45.32 %) was only tahsil from Solapur district, was in this group. In 1972, the severe drought conditions had comprehensive impact on literacy rate. People migrated towards urban areas in search of employment for survival. The urban centres were imparting educational facilities. Along with, many private educational institutes also made impact on literacy. All these aspects were helpful in an improvement in the literacy status of many of above-mentioned tahsils.

Most of the tahsils i.e. 35 tahsils remained in the category of 25 to 40. As per the average of Pune Division during this decade (37.94 %), Daund, Junnar, Maval, Baramati, Shirur, Bhor, Ambegaon, Indapur, Khed, Mulshi these ten tahsils from Pune district were in this group. After Pune, nine tahsils from Solapur district were also included in this category, which were Pandharpur, Barshi, Mohol, Madha, Karmala, Akkalkot, Solapur S., Malshiras and Sangola. Kolhapur district had seven tahsils viz. Gadhinglaj, Kagal, Bavada, Panhala, Radhanagari, Bhudargad and Ajara in the group of 26 to 40 per cent literacy. Khandala, Khatav, Phaltan, Patan and Man tahsils from Satara district and Khanapur, Kavatemahankal, Shirala and Atpadi tahsils from Sangli district were placed in this category.

Only six tahsils i.e. one tahsil each from all the districts except Kolhapur district were found in the category of below 25 per cent of literacy. Only Kolhapur district had two tahsils i.e. Chandgad (22.84 %) and Shahuwadi (22.76 %) in this group. Velhe (21.64 %) from Pune district, Jaoli (24.94 %) from Satara, Jat (20.17 %) from Sangli and Mangalwedha (24.63 %) from Solapur district were having below 25 per cent of literacy (Fig. 6.6 A). All the above-mentioned tahsils were in this category because these tahsils exhibited scattered settlement patterns, as they were deficient in primary education facilities. According to Census of India (1971), the predominance of traditional occupations carried out by tribal people deprived them form educational facilities.
Fig. 6.6
6.5.2 CHANGES IN LITERACY (1981)

During 1981, literacy of all the districts was between 25 to 60 per cent, except Pune City. Only two categories were dominant in this decade. Pune City (68.19 %) was the only tahsil, which was in the category of 60 to 80 per cent of literacy. There was not a single tahsil found in the both \textit{i.e.} below 25 per cent and above 80 per cent categories.

There were 32 tahsils in the category of 40 to 60 per cent of literacy. Pune and Satara districts were dominated by this category. Haveli and Purandar tahsils from Pune districts, Satara city, Mahabaleshwar, Koregaon, Wai, and Karad form Satara district, Miraj, Walwa and Tasgaon from Sangli district, Karveer, Shirol and Hatkanangale from Kolhapur district and Solapur South from Solapur district, \textit{i.e.} 14 tahsils were in this category as the previous decade. Besides, Baramati, Daund, Junnar, Maval, Bhor, Ambegaon, Indapur and Shirur tahsils from Pune districts, Khandala, Khatav and Phaltan tahsils from Satara district, Khanapur and Kavatemahankal from Sangli district, Kagal and Gadchinglaj from Kolhapur district and Barshi and Madha tahsils from Solapur district moved one category up from the previous. Inspite of that, Jaoli tahsil from Satara district moved two categories up in this category.

The remaining tahsils were in the category of 25 to 40 per cent of literacy. Velhe form Pune district, Jat from Sangli district, Chandgad and Shahuwadi from Kolhapur district and Mangalwedha tahsil from Solapur district were from this category, which were previously below 25 per cent category. Apart from that, many tahsils were upgraded from this category, such as Khed and Mulshi from Pune, Patan and Man from Satara, Shirala and Atpadi from Sangli, Panhala, Bhudargad, Ajara, Radhanagari and Bavada from Kolhapur and Pandharpur, Mohol, Karmala, Malshiras, Akkalkot, Solapur South and Sangola from Solapur district.

6.5.3 CHANGES IN LITERACY (1991)

The National Literacy Mission (NLM) was launched on May 5, 1988 by the former Prime Minister, Late Rajeev Gandhi, aiming at improving functional
literacy and values of national concern for more than 80 million illiterate people (Mujumdar, 1999). The National Literacy Mission has created a new sense of immediate awareness and seriousness for eradicating illiteracy. The decadal variation in the literacy reached at the highest level in almost all the tahsils during 1991 (Fig. 6.6 B), hence, it was proved that NLM was successfully implemented. As per the table 6.3, it is clearly found that, almost all the tahsils moved up from their previous categories. Besides, few of them jumped two steps up from their earlier categories. Only four tahsils remained in their same category.

Pune city was the only tahsil, which had a literacy of 81.25 per cent and placed in the highest category i.e. above 80 per cent of literacy. Majority of the tahsils (31 tahsils) were in the 60 to 80 per cent category of literacy. All of them improved their category. Whereas, tahsils like Radhanagari, Bhudargad and Panhala from Kolhapur district jumped directly in this category from 25 to 40 per cent category of literacy. It is due to the fast increasing population and lack of land resource also compelled the people to divert towards non-agriculture sector for which education was necessary. Haveli, Purandar, Junnar, Baramati, Daund, Maval, Ambegaon and Bhor tahsils from Pune district; Satara city, Mahabaleshwar, Koregaon, Wai, Karad, Khandala, Khatav, Phaltan and Jaoli from Satara district; Miraj, Tasgaon, Walwa and Khanapur tahsils from Sangli district; Karveer, Shirol, Hatkanangale, Kagal and Gadhinglaj tahsils from Kolhapur district and Solapur North tahsils from Solapur district had the literacy between 60 per cent and 80 per cent, during 1991.

All the remaining tahsils were in the category of 40 to 60 per cent literacy. Out of them only Indapur and Shirur tahsils from Pune district, Kavathemahankal tahsil from Sangli and Madha tahsil from Solapur district were in the same category as compared with the past decade. Remaining tahsils moved up from their earlier category, these tahsils were Khed, Mulsi and Velhe tahsils from Pune district, Patan and Man tahsils from Satara district, Shirala, Atpadi and Jat tahsils from Sangli district, Ajara, Shahuwadi, Chandgad and Bavada tahsils from Kolhapur district and Pandharpur, Karmala, Mohol,
Malshiras, Mangalwedha, Sangola, Solapur South and Akkalkot tahsils from Solapur district.

### 6.5.4 CHANGES IN LITERACY (2001)

The employment opportunities in non-agricultural sector increased during 2001, along with the infrastructure for education was also available at satisfactory level in many of the highly urbanised tahsils in the study region. Technologically advanced tahsils displayed higher literacy levels. These tahsils demanded literate workers. There is no need of formal education or high technical skills to work in agricultural sector, while in industrial sector, higher educational qualifications and technical skills both are essential. The proportion of literates, therefore, is higher among those who are engaged in secondary or tertiary activities. Economic status of the people has also increased during the decade 2001. All the above facts contributed to the rise in the literacy, hence, during 2001, literacy of all the tahsils in the study region went up to more than 60 per cent.

During 2001, tahsil Pune city with the literacy of 86.6 per cent stayed at number one position. Besides, Haveli tahsil from Pune district, Mahabaleshwar, Satara City and Koregaon tahsils from Satara district, Miraj tahsils from Sangli district and Karveer, Hatkanangale and Shirol tahsils from Kolhapur district, newly entered in the above 80 per cent category of literacy.

Remaining all the 48 tahsils in the study region recorded their literacy between 60 per cent and 80 per cent. There was not a single tahsil in the last three categories during 2001. It means that during this decade the literacy was increasing very rapidly. More satisfactorily, over 70 per cent of the tahsils (41 tahsils) had literacy over 70 per cent.

Overall, Pune City, Karveer, Satara City, Haveli, Mahabaleshwar and Miraj tahsils have comparatively high literacy during the investigation period (1971-2001). Means of communication, urbanisation, industrialisation, occupational structure, availability of jobs, educational facilities and socio-economic status of the people are the major factors directly influenced the
literacy of these tahsils. Whereas, Jat and Mangalwedha tahsils are in the
drought prone zone, further, Velhe, Shahuwadi, Chandgad and Bavada tahsils
have heavy rainfall and undulating topography. Because of the adverse
physical conditions, these tahsils experienced economic backwardness, and this
economic backwardness again lead to migration of population and has made
impact on the literacy. Thus, these tahsils have remained relatively low literacy
category during the investigation period (1971-2001). According to Golden
Hilda (1961), the proportion of agricultural workers and literacy are inversely
correlated to each other, above said tahsils mostly depend on the agricultural
activity, therefore, the same is true in case of these tahsils.

### 6.6 ZONES OF LITERACY

The spatio-temporal analysis of the literacy, during 2001 helped to
demark Literacy Zones (Fig. 6.7), which are given below.

I. Zone of high literacy having literacy of more than 75.01 per cent,

II. Zone of moderate literacy having literacy between 65.01 and 75.0 per
    cent, and

III. Zone of low literacy having literacy below 65.0 per cent

#### 6.6.1 ZONE OF HIGH LITERACY

Some 43.86 per cent of the total tahsils in Pune Division, *i.e.* 25 tahsils
were in the high literacy zone. Out of them 16 tahsils are from Satara and Pune
districts. It means that these two districts dominated the high literacy zone.
Particularly, Satara district had more than 80 per cent tahsils *i.e.* 9 out of 11
tahsils (81.82 %) in this zone namely, Wai, Mahabaleshwar, Satara City,
Koregaon, Khandala, Karad, Khatav, Phaltan, and Jaoli. After Satara, Pune
district had seven tahsils (50.0 %), which includes Pune City, Haveli, Purandar,
Maval, Baramati, Junnar and Bhor in the high literacy zone. Five tahsils
includes Miraj, Palus, Walwa, Tasgaon and Khanapur tahsils from Sangli
district (55.56 %) were in the zone of high literacy. Three tahsils namely
Karveer, Hatkanangale and Shirol from Kolhapur district (25.0 %) and only
one tahsil from Solapur district (9.1%) \textit{i.e.} Solapur North were in the high literacy zone.

Most of the tahsils like Pune, Haveli, Satara, Karad, Miraj, Karveer, Hatkanangale, and Solapur North, which were relatively highly urbanised tahsils in the Pune Division. These highly urbanised tahsils offered employment opportunities to mostly literate and educated people from the non-agricultural sector. Therefore, literate population migrated towards these tahsils from surrounding areas caused high proportion of literacy. Industrialisation was also important factor for the high literacy in the tahsils like Haveli, Koregaon, Karad, Miraj, Hatkanangale and Solapur North. Apart from that, cooperative sector established the educational institutions and provided facilities in many of the tahsils, which comprised the zone of high literacy, such as Baramati, Satara, Karad, Walwa, Tasgaon, Karveer and Shirol. Cooperative sector is the main force behind the establishment of many educational institutes in these tahsils. Wai and Mahabaleshwar tahsils have tourist importance, secondary and tertiary activities were done by most of people and these circumstances manipulated the level of literacy in these tahsils. Many of the tahsils have uneven and rugged topography, but these tahsils are still fallen in the high literacy zone. These tahsils are sparsely populated and have scattered settlements, however, provided good settings and facilities of education.

6.6.2 ZONE OF MODERATE LITERACY

As per 2001 census, more than 50 per cent tahsils from the study region \textit{i.e.} 29 tahsils were having literacy between 65.0 per cent and 75.0 per cent. These tahsils are included in the zone of moderate literacy.

Solapur district had over 90 per cent tahsils in this zone \textit{i.e.} 10 out of 11 tahsils. It means that almost all the tahsils from Solapur district were included in this zone except Solapur North.

More than 65 per cent \textit{i.e.} 8 out of 12 tahsils from Kolhapur district were placed in this zone, which include Panhala, Kagal, Bhudargad, Gadhinglaj,
PUNE DIVISION
ZONES OF LITERACY RATE
2001

INDEX
Zones of Literacy Rate

High
Moderate
Low

Fig. 6.7

212
Radhanagari, Ajara, Shahuwadi, and Chandgad. From Pune district six tahsils (42.86 %) viz. Ambegaon, Daund, Shirur, Khed, Indapur and Mulshi were in the zone of moderate literacy. There were three tahsils (33.33 %) from Sangli and two tahsils (18.18 %) from Satara districts, particularly, Shirala, Kavatemahankal and Atpadi tahsils from Sangli district and Patan and Man tahsils from Satara district were in the zone of moderate literacy.

Ambegaon, Khed and Mulsi tahsils from Pune district, Patan tahsils from Satara district and Panhala, Bhudargad, Radhanagari, Ajara, Shahuwadi and Chandgad tahsils from Kolhapur district are having hostile physiography. Due to this, these tahsils suffered from many socio-economic problems such as low degree of urbanisation, poor industrialisation, lack of basic infrastructural facilities, less developed facilities of transportation and communication causing economic backwardness. These problems influenced the rate of literacy, and as a result, literacy remained moderate.

Among the tahsils in the moderate level of literacy, few tahsils frequently experienced droughts. It also affects the rate of literacy. Entire Solapur district, with some exceptions suffered from this kind of situation. Thus, about 90 per cent tahsils from Solapur district were placed in the zone of moderate literacy. Owing to same conditions, Kavatemahankal and Atpadi tahsils from Sangli district and Man tahsil from Satara district were also placed in this category (Fig. 5.6).

6.6.3 ZONE OF LOW LITERACY

As per the investigation, there were three tahsils i.e. above 5 per cent tahsils had less than 65 per cent of literacy. These were included in the zone of low literacy. One tahsil each from Pune, Sangli and Kolhapur districts was in the zone of low literacy. Specifically, Velhe tahsil from Pune, Jat from Sangli and Bavada tahsil from Kolhapur district were having less than 65 per cent of literacy. All these tahsils had unfavourable climatic and physiographic conditions. Velhe and Bavada tahsils mostly lies in the ranges of western ghat and experiences heavy rainfall, minimum agricultural productivity, due to this
these tahsils tormented by economic backwardness and this economic backwardness was pushing literate population towards nearby urban areas for their economic survival. This factor directly affected the literacy rate. Whereas, Jat tahsil located in the eastern part of the Sangli district, which is mostly in a rainshadow region, therefore, Jat tahsil suffered with droughtful and dry condition resulting into economic backwardness. This factor kept it in the zone of low literacy.

6.7 CONCLUSION

In the pre-independence period, there were many problems, such as very low degree of urbanisation, absence of industrial growth and development, misleading occupational structure, traditionally agro-based economy, dearth of proper transportation and communication facilities, poor educational facilities, scarcity of employment opportunities, etc. All these problems kept literacy at the lower level.

Literacy of Maharashtra and Pune Division disclosed almost the same trend in the entire investigation period. Literacy level of India was also low up to the pre-independence period, but after pre-independence period, India was left behind from average literacy of Maharashtra and Pune Division. It is because of some backward states of India were having low literacy level.

It is observed from district level analysis of literacy that, in the pre-independence period, literacy was very low, and it displayed almost similar trends in all the districts. In the middle of the century, pace of the literacy rose up, and in last few decades of the investigated century, it went at much higher position. Pune district showed the highest literacy than any other districts in the study region throughout the investigated period. During the same time, Solapur district experienced swelling literacy. Interestingly, in the pre-independence period, literacy level of Solapur district was ahead of Satara, Sangli and sometimes Kolhapur district also, but during post-independence period, it was placed at the last position. It means, the authorities failed in implementing illiteracy eradication policies and programmes in the Solapur district in proper perspective.
After successive launch of the National Literacy Mission (NLM) in 1988, the literacy level suddenly boosted up. That is why in the 1991, decadal variation in the literacy for all the hierarchical regions as well as all the tahsils comprising in the study region reached at the highest level. Tahsil-wise, literacy level also equalised in district-wise trend.

In the study region, urbanisation and industrialisation are taking place rapidly. Corporate sector opened up doors for highly qualified and skilled people and attract the people. Non-agricultural sector opened up job opportunities to the educated persons. Educational facilities are reaching at comfort level. People themselves are also aware about the importance of education. Government has been taking lead in the eradication of illiteracy. All these facts are influencing the rate of literacy and literacy level is increasing day by day. With these facts, we can expect that the literacy level will boost up and may reach at maximum level in the coming decades. However, planned efforts from GOs and NGOs are essential. Recently a survey was completed about the Economic Development of Maharashtra, 2009-10. According to the report, China with gigantic population has 93.03 per cent literate population and Shrilanka has 90.8 per cent literacy. Literacy in India is only 66 per cent. The literacy in Maharashtra was found as 76.88 per cent. Maharashtra ranked fifth after Kerala (90.86%), Mizoram (88.80), Goa (82.01) and Delhi (81.67).

In the study area, literacy of various districts was Pune 80.5, Satara 78.2, Kolhapur 76.9, Sangli 76.6 and Solapur 71.2 per cent. Nearest Sindhudurg district had higher literacy i.e. 80.30 per cent.

The children in the slum areas, child-labourers and children of the workers working in sugarcane fields deprived of education. The programmes like Adult Education, Total Literacy Campaign and Sugar Schools (Sakhar Shala) are unsuccessful according to the report. The problem is serious and needs immediate attention.
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