

# Female Literacy of Shahdol District: A Geographical Analysis

<sup>1</sup>Milind Baudh

Research Scholar

Department of Geography

Indira Gandhi National Tribal University, M.P., India

<sup>2</sup>Dr. Richa Chaturvedi

Assistant Professor

Department of Geography

Indira Gandhi National Tribal University, M.P., India

## Abstract

This research paper is lead to geographical analysed of the female literacy of the Shahdol district. Research objectives are followed as (a) To discuss the block-wise Female literacy condition in the study area (b) to examine the barriers that hinder the female literacy rate (c) to give the suggestions for improve the female literacy rate in the study area. Methodology of the study is based on secondary sources which are compiled Block wise by the help of District census book 2001 and 2011. Besides, some other reports and government publications have been used to supplement our analysis. Findings of the study as the forgoing analysis reveals that there are spatial variations in the level of literacy. The level of female literacy is low compared to male literacy. In tribal community it is a very critical condition, only 44.73 per cent females are literate. In the study area, most of the literates among the ST were literate only up to the primary level. Based on this study, we found that the district of the Shahdol has the maximum gender disparity in literacy which are crucial and alarming condition for development.

**Keywords-** Literacy, Female Literacy, Male Literacy, Tribe, Development.

## Introduction:

Literacy is the key factor for social, economic and overall development in any society. Attainment of basic education is a vital and has positive impact on the living standards of the people. The role of girls is considered as useful by parents in managing household activities, which lead to the low participation of girls in education (Mahapatra, 2006). The problem of women's illiteracy is directly connected with poverty (Dighe, 1991). Literacy is considered as a tool for the empowerment of women to fight against inequality and injustice in the society (Patel & Dighe, 1997). There is a need to implement literacy programmes as an integral part of an integrated rural development programme with a provision for vocational skill development and income generation programmes because literacy has a link with both societal needs and national development (Das & Singh, 2002). Female literacy is important as it is a force multiplier for the social development of a Community (Katiyar, 2016) and (Mok & Jeong, 2016).

**Table 1: Status of Literacy in 2011 and 2001**

India				Madhya Pradesh			Shahdol District		
Year	Female	Male	Total	Female	Male	Total	Female	Male	Total
2001	53.67	75.26	64.83	50.29	76.06	63.74	44.17	70.37	57.60
2011	65.46	82.14	74.04	60.02	80.53	70.63	56.99	76.14	66.70

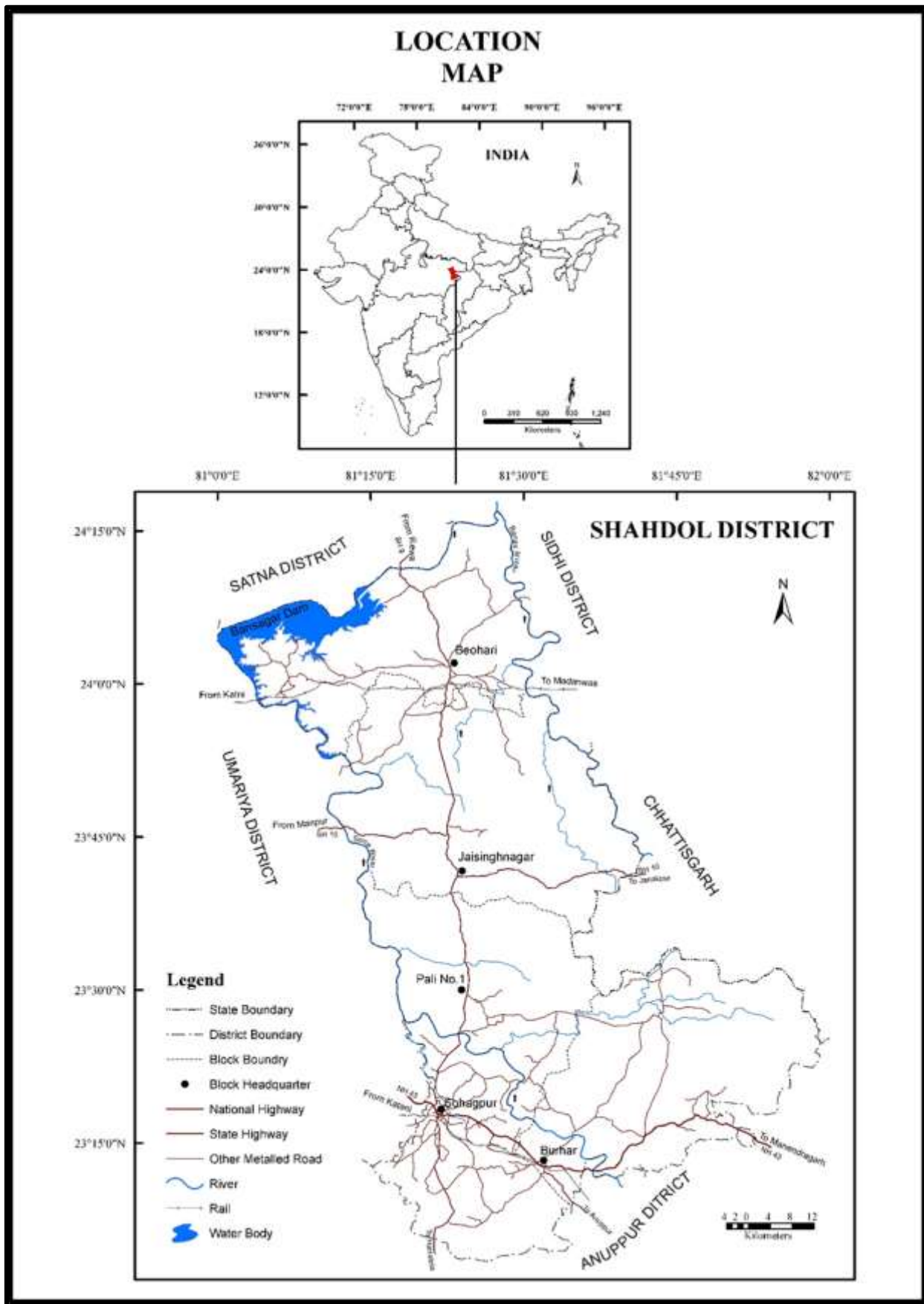
Source: Census of India 2001 and 2011.

Male and female literacy both is more important but in India more difference between two. Table 1: data is expressed the crude literacy rate, according to census 2001, 75.26 per cent male and 53.67 per cent female are literate but in 2011, 82.14 per cent male and 65.46 per cent female are literate. In Madhya Pradesh, male literacy rate is 76.06 per cent and female literacy rate is 50.29 in 2001 and in 2011 census, 80.53 per cent male and 60.02 per cent female literate. In Shahdol district 70.37 per cent male and 44.17 per cent female literate in 2001 and according to 2011, 76.14 per cent male and 56.99 per cent female literate. In reference of Scheduled Caste and Scheduled Tribe female literacy rate is very low in study area. The coming table reveals the rural female population literacy rate that only 44.73 per cent Scheduled Tribe and 50.45 per cent Scheduled Caste female are literate in Shahdol district. But in India, M.P. and Shahdol district female literacy rate is gradually increased which is the good indicator of development. (Wang, 2019).

### Study Area:

Shahdol district lies in the eastern part of the Madhya Pradesh. This is situated between 23<sup>0</sup>06'N latitude scope to 24<sup>0</sup>29'N scope and 81<sup>0</sup>00'E Longitude to 82<sup>0</sup>00'E longitude. Its boundary is formed by four Districts of M.P. and one district of Chhattisgarh State, viz., Koriya district (Chhattisgarh State) and Sidhi district in the East, Anuppur districts in the South, Satna and Sidhi districts in the North and Umaria district in the West. Administratively, it covers 6205Sq.km. area with population 10,64,989 persons (2011). The district has been divided into four Tahsils (Beohari, Jaisinghnagar, Sohagpur and Jaitpur) and sub divided into five Developmental blocks (Beohari, Jaisinghnagar, Sohagpur, Burhar and Gohparu).

The entire district is drained by Son and its tributaries. Geographically it lies at the trijunction of Maikal Ranges of the Satpura Mountain in the north-eastern part of the Deccan Plateau., the foot of the Kymore Range of the Vindhya Mountain and a mass of parallel hills which extend over the Chhota Nagpur plateau.



**Objective:**

- To discuss the Block Wise Female literacy condition in the study area.
- To examine the barriers that hinders the female literacy rate.
- To give the suggestions for improve the female literacy rate in the study area.

### Data and Methodology-

The study is based on secondary sources which are compiled Community Development Block wise by the help of District census Book 2001 and 2011. Besides, some other reports and government publications have been used to supplement our analysis. In the table number two calculating the change of literacy between two decades.

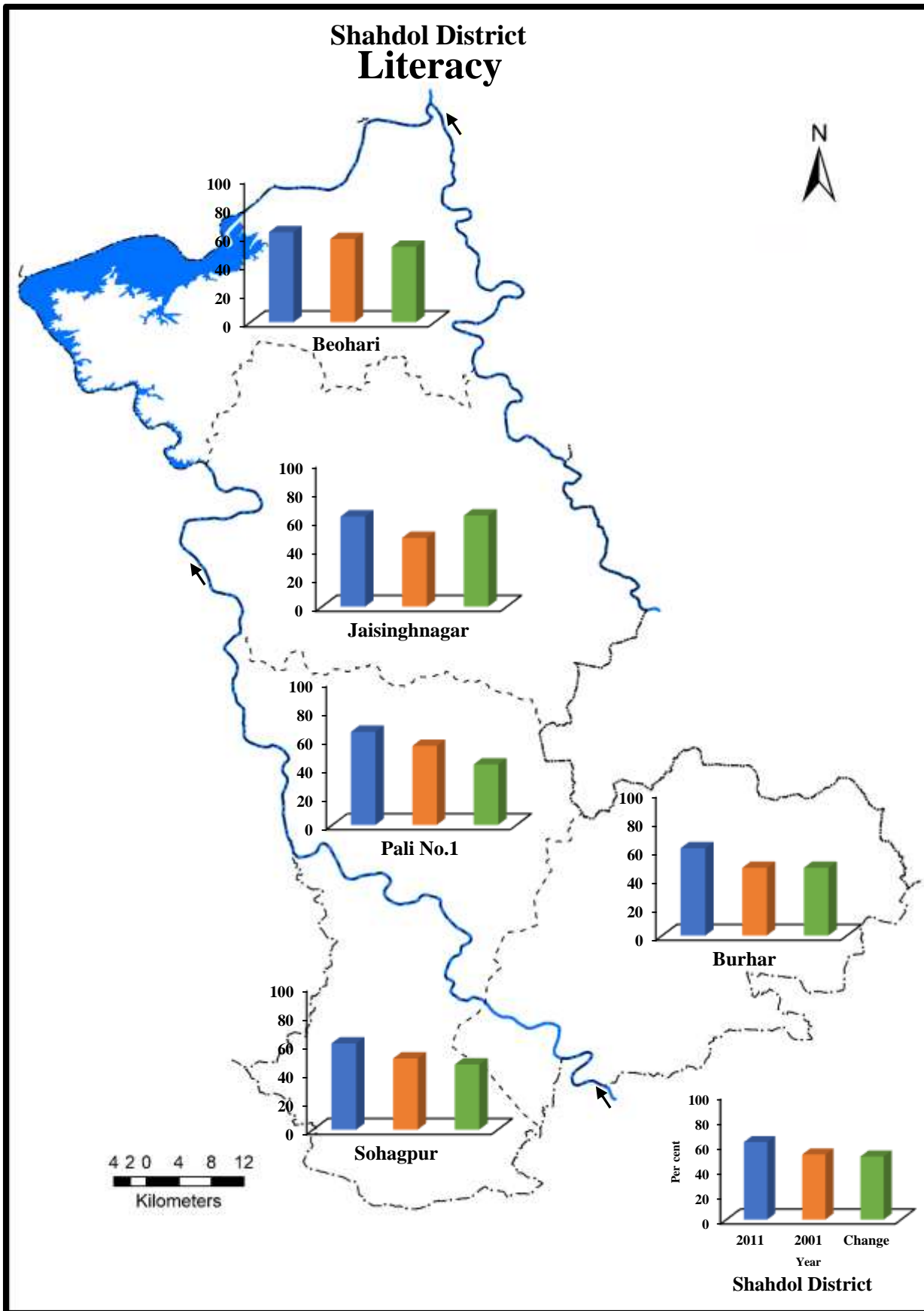
### Result and Discussion:

**Table 2: Literacy of Shahdol District 2011 &2001**

Sr. No.	Block	Literacy (%)		
		2011	2001	Change
1	Beohari	62.83	58.10	52.60
2	Jaisinghnagar	62.64	47.80	63.29
3	Sohagpur	60.23	49.70	45.52
4	Pali No.1	64.98	55.20	42.23
5	Burhar	61.30	47.50	47.50
District		62.16	52.20	50.62

Source- District Census Handbook of Shahdol 2011 and 2001

This table 2 is expressed the rural area population literacy rate of the study area. In study area, district average of literacy rate is 62.16 per cent in 2011. During the last decade the rise in literacy rate of Shahdol district is 9.96 per cent. Highest literacy has been marked in Pali No.1 Community Development Block with 64.98 per cent and lowest in Sohagpur Community Development Block with 60.23 per cent. The decadal change in literacy is 50.62 per cent from 2001-2011 in the whole district. Highest decadal change is noticed in Jaisinghnagar Community Development Block with 63.29 per cent and lowest in Pali No.1 Community Development Block with 42.23 per cent from 2001-2011.

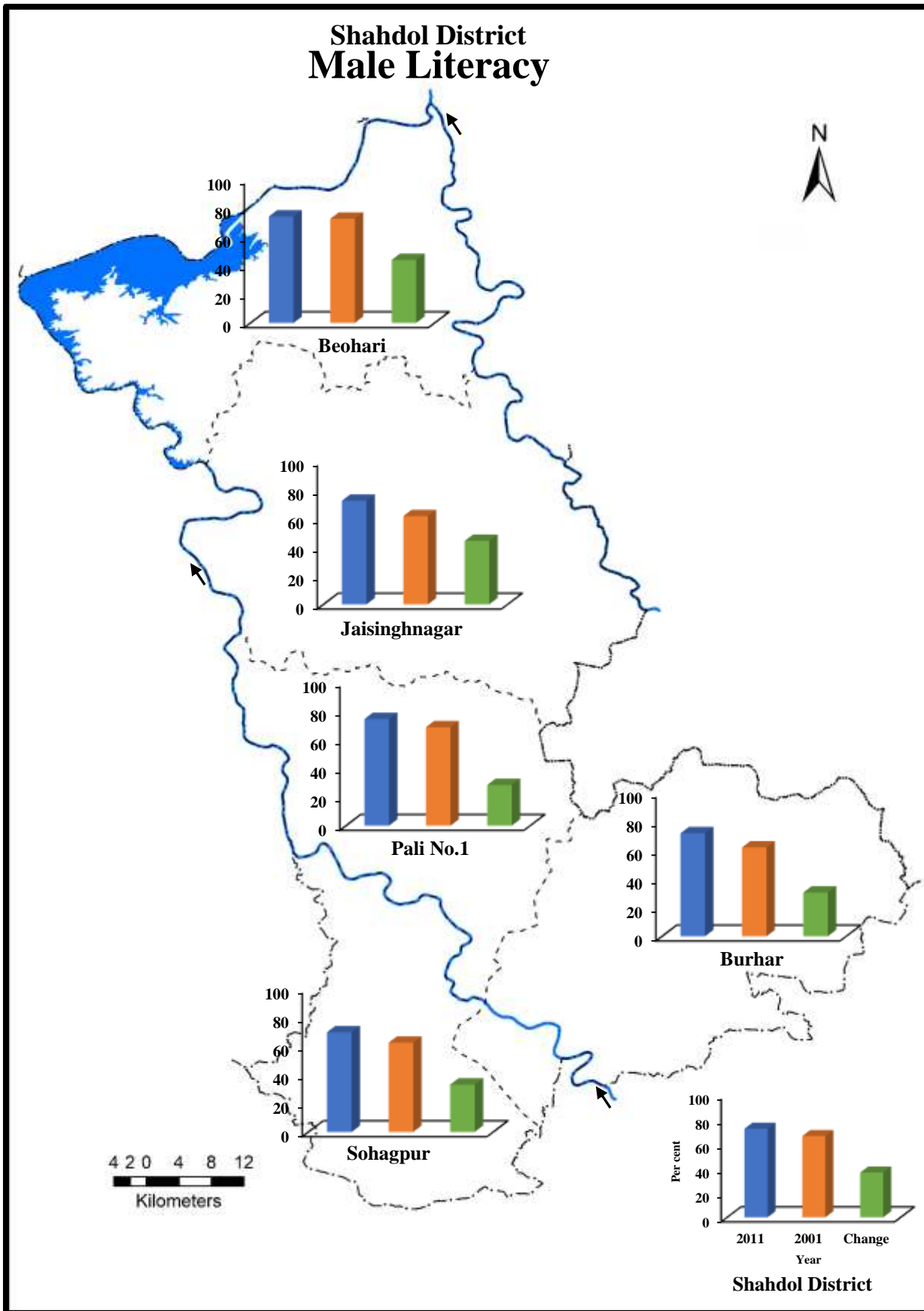


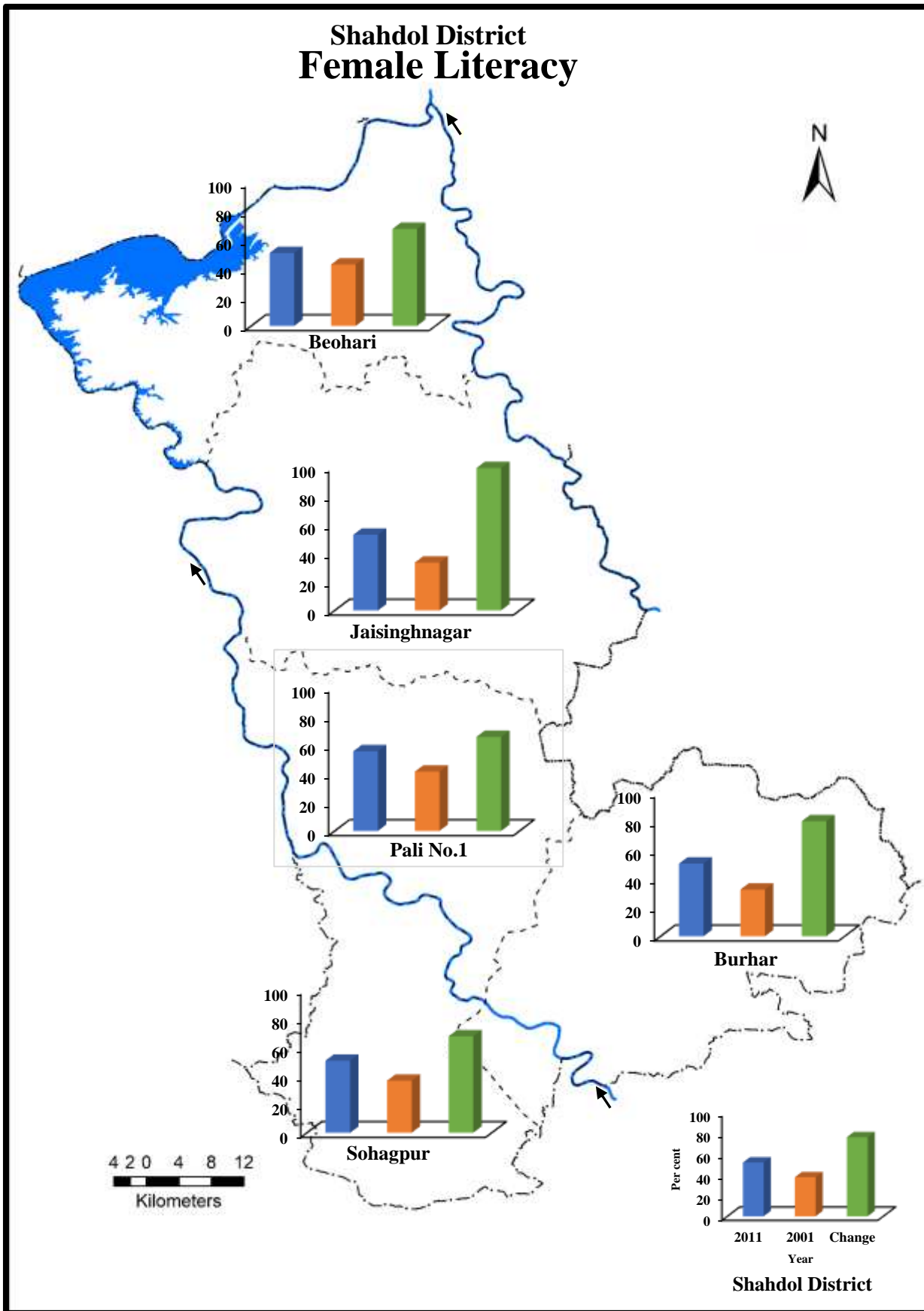
**Table 3: Male and Female Literacy of Shahdol district, 2011 & 2001**

S. No.	Block	Male Literacy (%)			Female Literacy (%)		
		2011	2001	Change (2001-2011)	2011	2001	Change (2001-2011)
1.	Beohari	74.34	72.80	43.98	50.94	42.90	67.74
2.	Jaisinghnagar	72.39	61.60	44.32	52.82	33.40	99.47
3.	Sohagpur	69.62	62.30	33.07	50.57	36.50	67.71
4.	Pali No.1	74.48	68.70	28.45	55.63	41.40	65.65
5.	Burhar	71.95	62.00	30.53	50.77	32.60	80.35
	District	72.38	66.40	36.55	51.85	37.70	76.22

Source- District Census Handbook of Shahdol, 2011 and 2001

The table No.3 represents male and female literacy and its decadal change from 2001-2011. Male and female literacy is calculated to the total male population and total female population. Highest male literacy has been found in Pali No.1 Community Development Block with 74.48 per cent and lowest in Sohagpur Community Development Block with 69.62 per cent in 2011. In reference of female literacy Pali No.1 Community Development Block with 55.63 per cent and Sohagpur Community Development Block is lowest with 50.57 per cent. Literacy rate for people both male and female has been increasing continuously. Thus, the figure reveals that literacy is increasing and literacy gap between male and female is declining during the reference period (2001-2011).



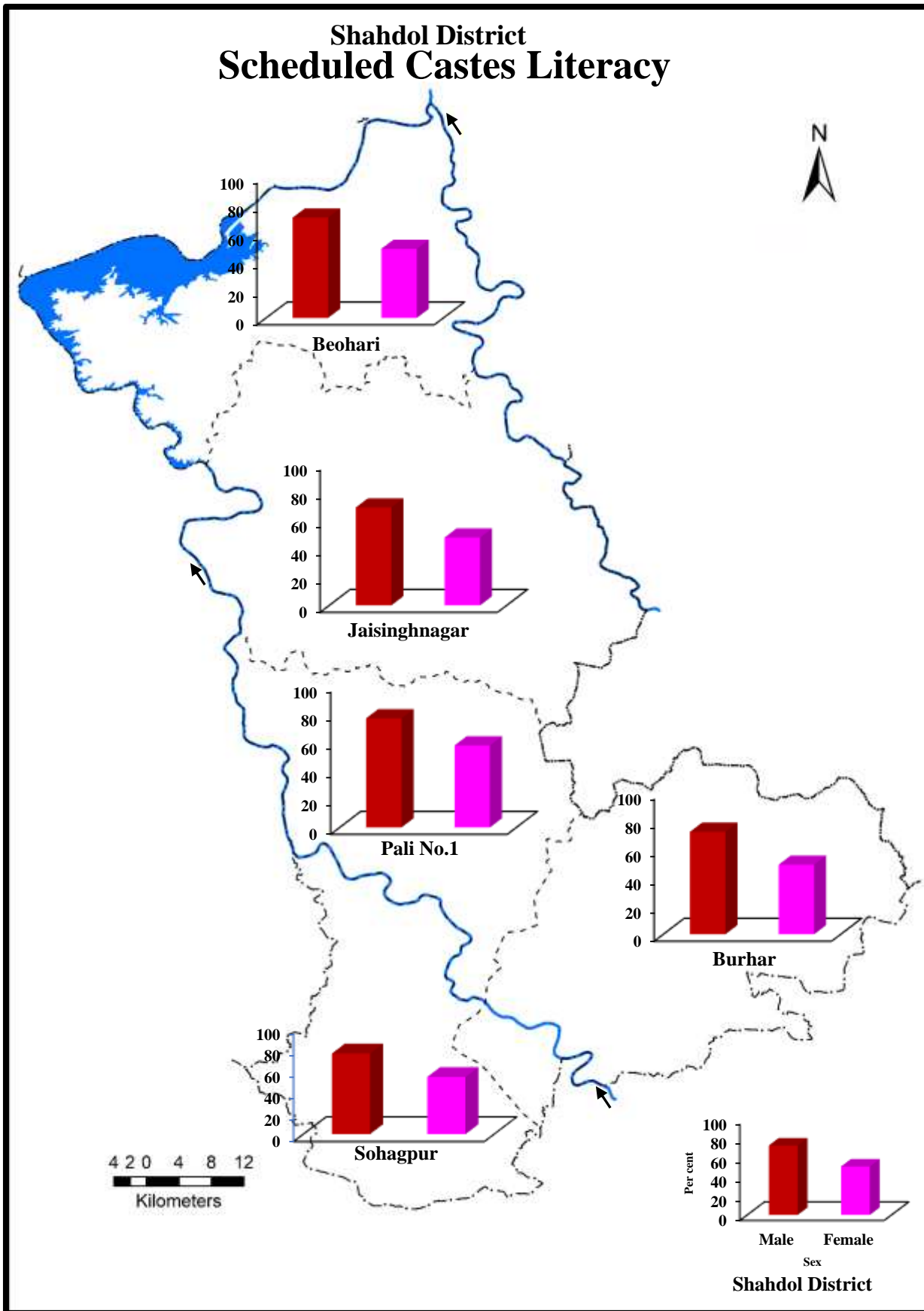


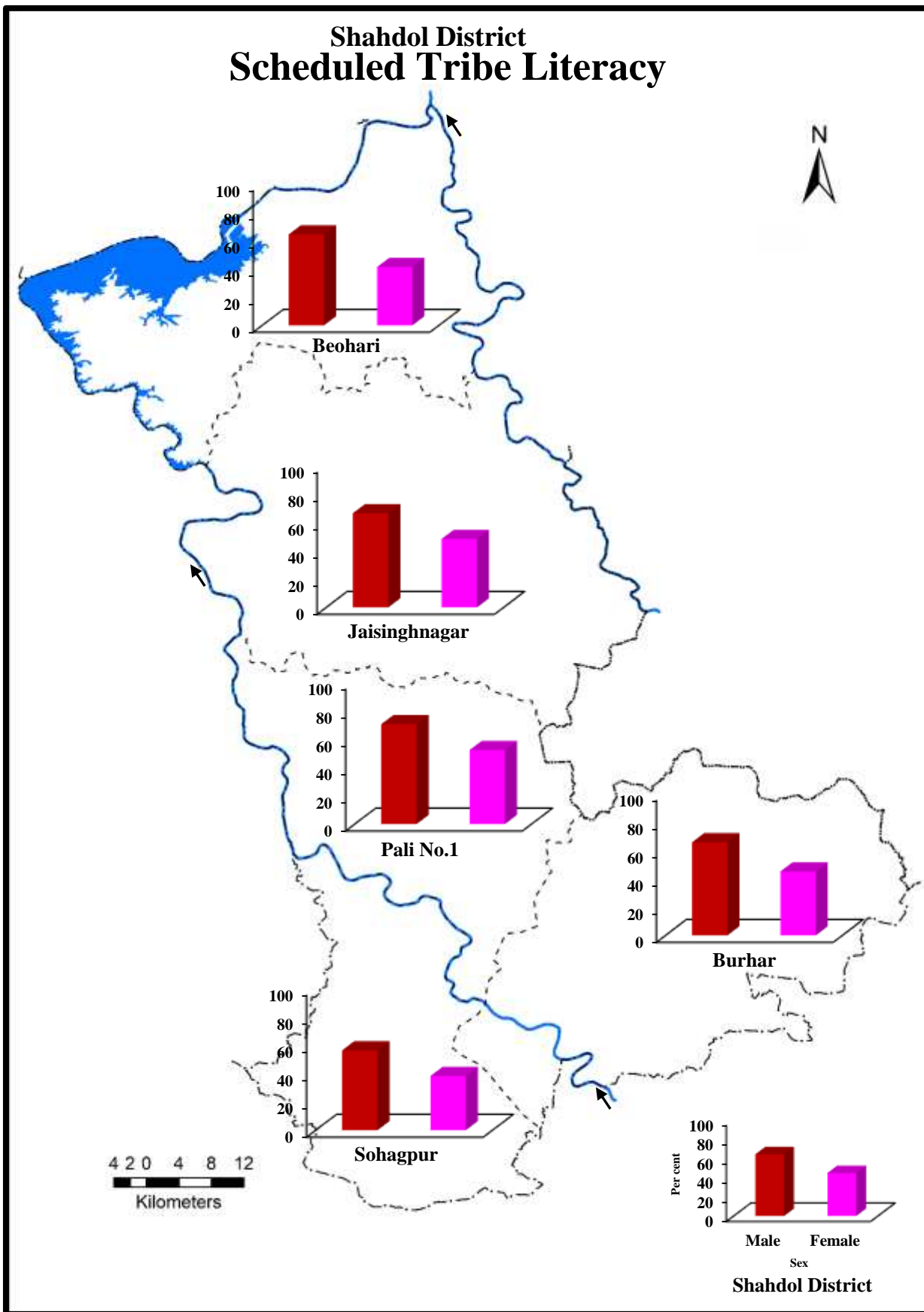
**Table 4: Sex wise literacy of Scheduled Castes and Scheduled Tribe Population of Shahdol District 2011**

Sr. No.	Block	Scheduled Castes		Scheduled Tribe	
		Male Literacy (%)	Female Literacy (%)	Male Literacy (%)	Female Literacy (%)
1	Beohari	71.16	48.98	64.49	41.43
2	Jaisinghnagar	69.16	47.88	66.47	48.28
3	Sohagpur	75.15	53.25	56.41	38.31
4	Pali No.1	77.00	57.90	70.53	52.29
5	Burhar	72.33	49.09	65.76	45.10
	District	72.33	50.45	64.30	44.73

Source: District Census Handbook of Shahdol, 2011

Study area is tribal dominant area. Tribal communities do not recognise the value of educating girls and the problems of access, quality, content and the devaluing of non-formal education reduce enrolment (Swamy, 2013). Literacy of the Scheduled Castes and Scheduled Tribe male and female is calculated to the total Scheduled Castes and Scheduled Tribe male and female population. According to 2011 census, percentage share of scheduled caste population in total population is 8.41 per cent and scheduled tribe population in total population is 44.65 per cent in district. The district average of the SC female literacy is 50.45 per cent and ST female literacy is only 44.73 per cent. Above table represent Scheduled Castes and Scheduled Tribe female literacy in which no any Community Development Block are cross the 60 per cent in terms of female literacy.





**Affecting factors for Female Literacy:**

There are numerous factors responsible for the low levels of female literacy. The elaborative discussion and the reasons as follow.

**Lack of women teachers**

Lack of women teachers in rural areas is an important constraining factor for low female literacy. Parents are hesitant to send their girls to school that have only male teacher in fact girls are more comfortable with lady teacher.

**Lack of quality education**

The researcher has made visits to some of the schools and found that quality of education is very less in study area. Infact, teacher performance is the important input in the field of education but here poor quality of school teacher with little motivation to teach children.

**Huge dropout rate**

Through it is gradually rising, the female literacy rate in Shahdol is lower than the male literacy. Compared to boys, far fewer girls are enrolled in the school, and many of them dropout. So, girl's dropout rate is higher in study area.

**Lack of facilities**

Another key factor that largely influence for the low enrollment of girls is reported which is lack of facilities in the schools. In study area, majority of the schools do not have minimum basic facilities like compound wall, toilets, proper sitting arrangements, teaching material, mid-day meals, library, sports, drinking water etc.

**Lack of awareness on the importance of education**

Apart from the other factors, the parents lack the awareness on the importance of education. A parent thinks education is just considered as wastage of money as well as time because after marriage they have to leave their parents' home. They do not consider girls as an earning member in their family. Thus, it leads to develop low interest among the parents about education, besides, migrations, unemployment etc. factors are also responsible.

**Geographically isolation**

Geographically isolation is another important factor which is indirectly responsible for low female literacy and area development. The study area is largely covered by dense forest and hilly terrain, sohere basic amenities such a proper road connectivity, educational facilities, health facilities, transportation, etc. are less which indirectly affect the level of education.

**Distance of the educational institute from the home**

Primary school is located every village in study area but for higher education girls travel long distance from home to school. Parents do not prefer to send girl to school if these are located far from their home. The economically poor parents cannot afford the cost of transport to send their children. Because of safety reason parents do not take interest for girl's higher education.

**Girls engaged in domestic work:**

Mostly girls are engaged in domestic work like cooking food, cleaning utensils, washing clothes, caring younger brothers and sister etc. when parents go outside for work. In fact, girls are helping hand for domestic work so it difficult for them to attend the school.

**Poverty**

Poverty is directly link to the illiteracy. In study area, most of the population depends on agriculture, allied activities and forest-based produces, so sources of income are very less. In poor economic condition, parents give more attention to the education of their son in comparison of daughter education.

**Age at marriages**

The age at which the girl is given in marriage depend on social and cultural values. During field investigation, it was found that early age marriages are popular in study area which is responsible for low female literacy. The compulsory marriage of the girls at very early age after which the education is stopped. Some respondent replies that age of girl marriage is 13-14 years appropriate. Above all the factors combine to produce low level of female literacy in Shahdol district.

**Suggestion:**

- In study area special efforts are being made to recruit women teachers and to augment teacher training facilities for women so that adequate number of qualified women teachers is available.
- School up to middle and above should be opened in village.
- Social evils/child marriage should be strictly prohibited.
- Parents, especially mothers, should be motivated and aware about the facilities and scheme provided by government for girl education.
- Education related more schemes should be implemented in study area.
- We should create safe environment for girl's education in school.
- Separate girl school should be setup wherever possible and relevant curriculum for girls should be introduced to have equal job opportunity.

**Conclusion:**

The forgoing analysis reveals that there are spatial variations in level of literacy. The level of female literacy is low comparison to male literacy. In tribal community it is very critical condition, only 37.99 per cent females are literate. In study area most of the literates among the ST were literate only up to the primary level. Based on this study, we found that the district of the Shahdol has the maximum gender disparity in literacy which is the alarming condition for development.

**References:**

Katiyar, S. P. (2016). Gender Disparity in Literacy in India. *Social Change*, 46(1), 46–69.  
<https://doi.org/10.1177/0049085715618558>

Mok, K., & Jeong, W. (2016). Revising Amartya Sen's capability approach to education for ethical development. *Asia Pacific Education Review*, 17(3), 501–510. <https://doi.org/10.1007/s12564-016-9449-2>

Wang, S. (2019). School heads' transformational leadership and students' modernity: the multiple mediating effects of school climates. *Asia Pacific Education Review*, 20(3), 329–341. <https://doi.org/10.1007/s12564-019-09575-3>

Mahapatra, Subhashini (2006). *Development of Women Challenges and Response*, Rajat Publication, p.60.

Dighe, A. (1991). Women and literacy: Some policy considerations. *Indian Journal of Adult Education* (New Delhi), 52(1&2), January–March, April–June 58.

Patel, I., & Dighe, A. (1997). Gender issues in literacy education. *Journal of Educational Planning and Administration*, 11(2), April, 161.

Das, Y. L., & Singh, S. N. (2002). Literacy campaign in Bihar: Problems and prospects. *Indian Journal of Adult Education* (New Delhi), 63(4), October–December 32.

Swamy, R. N. (2013). A bird's-eye view of problems plaguing tribal women's literacy in India. *Indian Journal of Adult Education* (New Delhi), 74(4), October–December 31.

Census of India 2001 and 2011

Research Toolkit: Women's Education and Literacy 2012, Asia South Pacific Association for Basic and Adult Education (ASPBAE)