

Male-Female Differentials of Literacy in Ranchi District (Jharkhand): A Geographical Analysis

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1.0 Abstract:

According to the census of India, “A person aged seven and above, who can both read and write with understanding in any language, is treated as literate- a person who can only read but cannot write, is not literate.” A person must be literate before he becomes educated. A higher level of education provides dynamism to society and helps in social upliftment. Literacy is a crucial indicator of socio-economic development and plays a pivotal role in shaping the future of individuals and communities. Education is one of the greatest needs of our time as it brings improvement in the quality of life and plays a pivotal role in social reconstruction. Literacy is the first indispensable step for achieving sustainable development in any area.

Being an important indicator of the Human Development Index, the literacy condition of any nation has always been a critical issue to be prioritized. India, like other developing countries, is always characterized by its low level of literacy and greater disparity among the huge masses of Indian people. In this paper attempt has been made to focus on the Ranchi district, we seek to identify disparities in literacy levels, understand the factors contributing to these differences, and propose recommendations for fostering educational equity. The present study aims to highlight the level of literacy among males of Ranchi District by using the census data of 2001 & 2011.

Keywords: Literacy, Differential Index, Socio-economic Development, Ranchi District (Jharkhand), Gender Disparity, Sustainable development.

2.0 Introduction:

Literacy is a fundamental human right and a key driver of social and economic progress. Ranchi district, situated in [mention state/country], presents an interesting case for examining literacy disparities, especially among the Understanding literacy variations among different social groups are essential for crafting targeted interventions to bridge existing gaps. This study aims to provide valuable insights into the factors influencing literacy rates in Ranchi district.

Literacy and education are good indicators of the development of society. Spread and diffusion are generally associated with essential traits of today's civilization such as modernization, urbanization, industrialization, communication, and commerce. It forms an important input in the overall development of individuals enabling them to comprehend their social, political, and cultural environment better and respond to it appropriately. Higher levels of education and literacy lead to greater awareness and also contribute to the improvement of economic conditions. It acts as a catalyst for social upliftment enhancing the return on an investment made in almost every aspect of development efforts, be it population control, health, hygiene, environmental degradation control, empowerment of women, and amelioration of

workforce of the society. Improvements in literacy are also prerequisites for acquiring various skills (Provisional Census Report, 2011).

Literacy is one of the important social characteristics on which information is obtained from every individual in the census. For census, a person aged seven and above, who can both read and write with understanding in any language, is treated as literate.

A person, who can only read but cannot write, is not literate. In the census before 1991, children below five years of age were treated as illiterate. Earlier literacy had no direct bearing on the socio-economic and cultural system of the society because it did not have any important role in economic pursuits as the whole activities were primary and secondary in nature. But since last century and particularly after the independence, literacy has been considered one of the most essential needs of the society for its development and therefore in India, it received great emphasis in all five-year plans.

Education is universally acknowledged as a fundamental driver of societal progress, catalyzing economic development, empowerment, and social cohesion. While strides have been made globally to ensure equitable access to education, persistent gender-based disparities in literacy rates remain a formidable challenge, particularly in regions where cultural, social, and economic factors intersect. Ranchi District, situated in the heart of India, stands as a microcosm of this complex educational landscape, where the interplay of various factors contributes to discernible differences in male and female literacy rates.

As the global community rallies behind the Sustainable Development Goals (SDGs), specifically Goal 4 - Quality Education, and Goal 5 - Gender Equality, it becomes imperative to scrutinize and address gender-based educational disparities at the local level. This study embarks on an exploration of the male-female differentials of literacy in Ranchi District, seeking to unravel the intricacies of educational inequalities and contribute to the broader dialogue on gender-responsive education policies.

The significance of this inquiry is underscored by the intrinsic link between literacy and empowerment. Education not only equips individuals with knowledge and skills but also serves as a catalyst for social change. Recognizing the transformative potential of education, it becomes paramount to understand the nuances of literacy differentials, particularly with respect to gender, in order to formulate targeted interventions and policies.

This introduction sets the stage for an in-depth examination of the factors influencing male and female literacy rates in Ranchi District. Drawing from a synthesis of existing literature, the study navigates through the socio-economic and cultural dimensions that contribute to the observed disparities. By shedding light on the unique challenges faced by both genders in accessing and acquiring literacy skills, this research seeks to inform evidence-based strategies for promoting educational equity in Ranchi District and beyond.

3.0 Study Area:

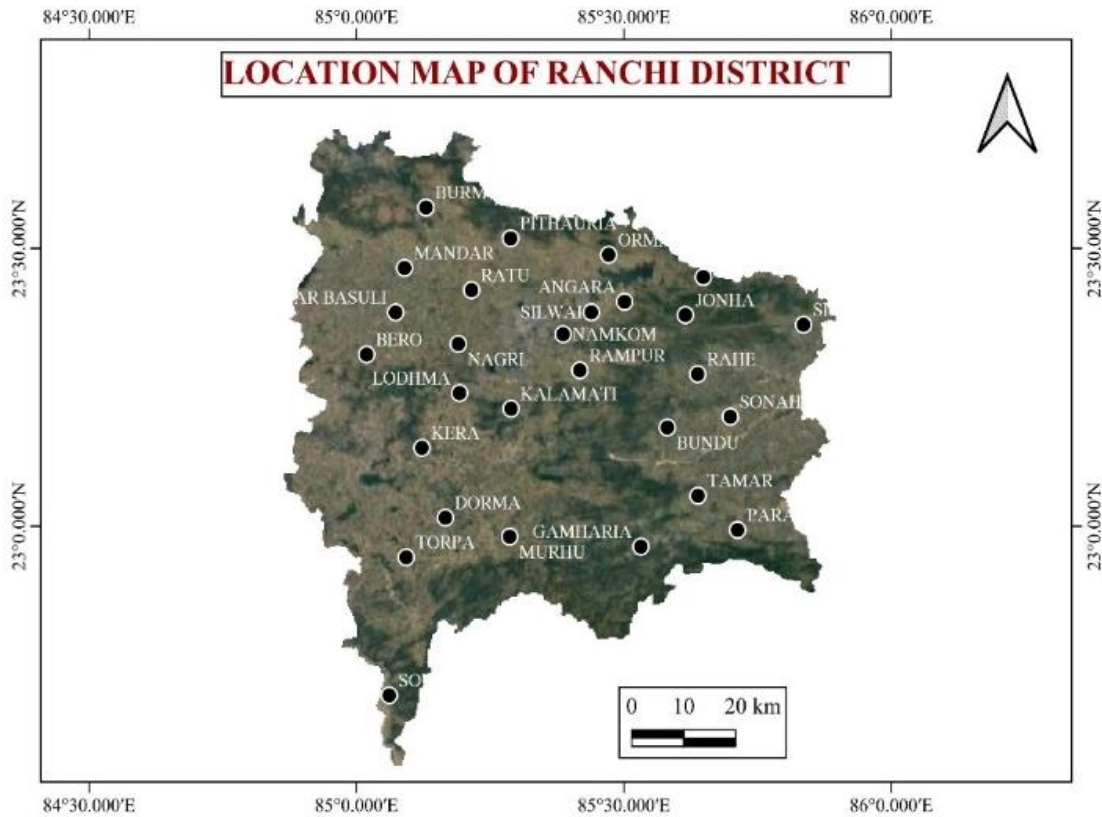


Figure 1: Location map of Ranchi District

Sources: Prepared By author through QGIS

Ranchi is the capital city of Jharkhand, a state in eastern India. The Ranchi district is part of the larger Ranchi Division and is centrally located within the state. Here are the geographical coordinates for Ranchi:

Latitudinal Extension: 22.00.00 N – 24.30.00 N

Longitudinal Extension: 85.00.00 E – 86.00.00 E

Ranchi is surrounded by hilly terrain and is known for its scenic landscapes. The city is situated on the Chotanagpur Plateau and is rich in natural beauty, with rivers, waterfalls, and dense forests in the surrounding areas. The coordinates provided are for the city of Ranchi, which serves as the administrative and cultural center of the district and the entire Jharkhand state.

4.0 Objectives of the Study:

The primary goal of this research is to conduct a comprehensive geographical analysis of male-female differentials in literacy rates in the Ranchi District. The study aims to map the spatial distribution of literacy, identify areas with notable disparities, and uncover potential contributing factors.

There are ample literature and studies on literacy. Though several reports on the level of literacy are available it is not sufficient to formulate better planning policies. Keeping this gap in mind, the present study has been undertaken with the following objectives:

To highlight the level of literacy and to examine the literacy differentials among male-female

To find out the possible factors which affect the differentials of literacy in the study area.

5.0 Database & Methodology:

Data for this study is sourced from the census data (2001 & 2011) and educational surveys conducted in the Ranchi District. Variables such as literacy rates, socio-economic indicators, and geographic coordinates are utilized.

Geographic Information System (GIS) tools are employed to create maps illustrating the spatial distribution of male and female literacy rates. Spatial statistical techniques are applied to identify clusters and patterns.

For analysis purposes, the use of tables and maps has been done. Tables are generated with the help of Excel and maps are prepared with the help of QGIS software. The Methodology adopted for the present study covers the following steps.

$$\text{MFDI} = \frac{\text{MLR} - \text{FLR}}{\text{TLR}}$$

Where,
MFDI= Male- Female differential index
MLR= Male Literacy Rate
FLR= Female Literacy Rate
TLR= Total Literacy Rate

6.0 Literacy Rate in Ranchi District:

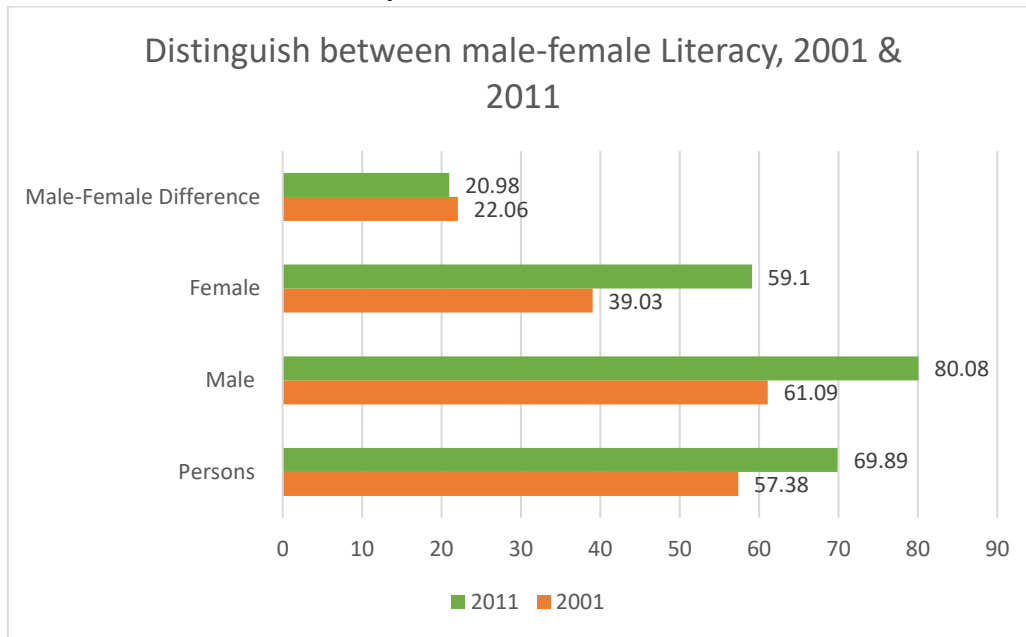
Census Year	Persons	Male	Female	Male-Female Difference
2001	57.38	61.09	39.03	22.06
2011	69.89	80.08	59.10	20.98

Table 1: Male- Female Difference of Literacy.

Literacy and educational attainment are powerful indicators of social and economic development among backward areas in India. Table;1 presents the literacy rates for the Ranchi district since 2001. The literacy rates for the Ranchi district as a whole in 2011 worked out to 69.89 for the population aged seven years and above. The corresponding figures for males and females are 80.08 Percent and 59.10 percent respectively. Thus, more than half and one-third of the female population aged seven years and above is literate in the study area today.

Ranchi district has continued its inexorable march in improving points from 57.38 percent in 2001 to 69.89 percent in 2011. The Decrease in male and female rates is 22.06 and 20.98 percent points respectively. Thus, the increase in the total male and female literacy during 2001-2011 has been recorded highest since 1991. The improvement in literacy rate augurs well for the country and needs not only to be sustained but requires a fillip, particularly in the case of the fairer sex.

6.1 Male-Female Differential in Literacy:



The male-female literacy was recorded at 22.06 percent in 2001 which Decreased to 20.98 percent in 2011 so, there is a gradual sign of improvement. Thus, in 2011 this gap was marginally reduced to 20.98 percent. These declines are bound to be slow initially as a result of the counting past legacy of a large number of adult illiterate women. Although female literacy is relatively low both in rural and urban areas, it is much lower in rural areas than in urban areas.

The lower literacy among females is the result of a long and continued prejudice against the education of women and their employment outside the home (Davis, 1951:151). It shows the extent to which the development of literacy has continued to be oriented to the individual’s occupation. Another serious obstacle in the expansion of female education is early marriage, which causes girls to be taken away from school before they reach even the standard of primary school certificates.

Besides the Prevalence of the Parda system, the low rate of female Participation in outdoor activities decreases the spread of education among Females (Gosal, 1967:15). But now females’ literacy is increasing faster than the male-female and therefore, the male-female differential has been narrowing gradually in the Ranchi District.

7.0 Spatial Pattern of Literacy Rate:

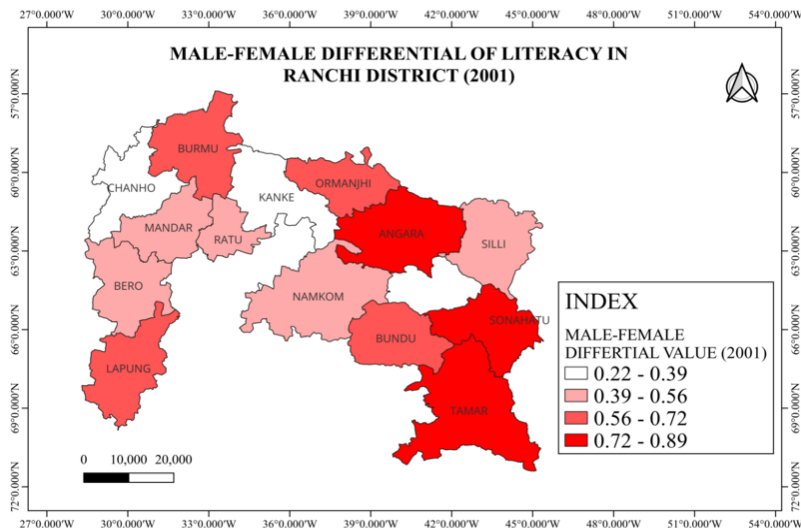
Block Name	2001 Census			2011 Census		
	Persons	Male	Female	Persons	Male	Female
Burmu	48.49	65.15	34.84	64.54	74.41	54.36
khelari				74.83	83.45	65.57
kanke	70.47	58.0643	41.9356625	84.92	90.72	79.3
Ormanjhi	47.18	65.4905	34.5094545	67.53	78.17	56.24
Angara	42.9	66.8243	33.1756558	64.92	76.48	53.19
Rahe				69.19	83.02	55.03
Silli	53.13	64.7951	35.2049131	73.73	85.57	61.39

Sonahatu	45.84	70.1938	33.9395609	66.04	79.66	52.13
Namkum	51.88	62.9543	37.0457348	73.72	82.88	64.22
Ratu	50.62	61.4786	38.5213948	73	81.72	64.08
Nagri				71.59	80.8	62.28
Mandar	47.15	60.8501	39.1499217	67.63	76.28	58.79
Chanho	44.9	63.54	36.4600218	66.81	75.74	57.76
Bero	46.7	62.1996	37.8003516	67.49	77.45	57.3
Itki				73.58	81.95	65.08
Lapung	38.82	63.6535	36.3464978	60.29	70.93	49.89
Bundu	48.81	66.1718	33.8282139	68.65	81.18	50.71
Tamar	42.07	68.7896	31.2103501	62.76	76.98	48.25
Ranchi				76.06	84.26	67.44

Table 2: Percentage of Literacy rate In the Ranchi District.

Spatially Ranchi district has very diversified in terms social culture and also education. Historically Ranchi district reorganize several times and modified political boundary. Before 2000, it has a part of Bihar but after 2001, newly state Jharkhand has been formed and Ranchi is a capital of the Jharkhand state. So total number of Block of the Ranchi district modified for political reason, that’s why (Table-2) census report of block in Ranchi district has been changed. In 2001 census report total block of the Ranchi district was 14, but in 2011 census report, some blocks are adding in the Ranchi District and total block have 19. For study of this topic, some difficulties are come down because issues of data. all constructive data are not found. Above the discussion it is clear that newly formed state and their district wise literacy rate is very noticeable. Very least number of blocks in the Ranchi districts holds very high degree of literacy that’s are- kanke, Chanho, Ranchi, it reflects that educational facility is very high, number of schools, college is adequate and easily available of this block. Some block like, ormanjhi, Burmu, lapung, Bundu, Bero, Mandar, Ratu, Silli, Namkom are moderate rate of literacy. In other hand Tamar, Sonahatu, Angara is very low literacy rate, that’s are reflect low educational facility, poverty.

8.0 Male-Female Differential Index:



Sl. No	Block Name	Male-female Differential Index Value	
0		2001	2011
1	Burmu	0.62	0.31
2	khelari		0.23
3	kanke	0.22	0.13
4	Ormanjhi	0.65	0.32
5	Angara	0.78	0.35
6	Rahe		0.40
7	Silli	0.55	0.32
8	Sonahatu	0.79	0.41
9	Namkum	0.49	0.25
10	Ratu	0.45	0.24
12	Nagri		0.25
13	Mandar	0.46	0.25
14	Chanho	0.60	0.26
15	Bero	0.52	0.29
16	Itki		0.22
17	Lapung	0.70	0.34
18	Bundu	0.66	0.44
19	Tamar	0.89	0.45
20	Ranchi		0.22

Table 3: Male Female Differential Index Value (2001 & 2011)

The male-female differential index is associated with the gap between male and female literacy rates. In the area under study, the gender gap in literacy was very wide in the past. For instance, this gap narrowed down in the 2011 census (Table-3). Literacy in the Ranchi District in the past was meant mainly for males. The proportion of females who could read and write was negligible. However, in recent decades the gender gap in literacy has decreased sharply. The literacy among females was the product of socio-cultural and economic factors. There is traditionally been a general prejudice against female education and employment. Female were meant essentially for the household activity for which literacy was not a functional necessity. (Krishna and Shyam, 1973).

The index value of literacy differential between males and females varies widely in different parts of the study area. From the perusal of Table;3, it appears that the literacy differential between men and women in 2001 was quite high in all blocks of the Ranchi district. The high literacy differentials (Above 0.7) were Sonahatu (0.79), Tamar (0.89), Lapung (0.70). The literacy differential is comparatively lower (Below 0.7) in blocks of Burmu (0.62), Ormanjhi (0.65), Silli (0.55), Bundu (0.66) Blocks. The literacy differential is comparatively lower (Below 0.5) in blocks of Ratu (0.45), Mandar (0.46), Bero (0.52) Blocks.

In 2011, all the blocks made some reduction in the differential index compared to the 2001 level but the inequalities persisted to the same level. Tamar, Rahe, Sonahatu, Bundu these blocks are in which the literacy differential value is highest (above 0.4) other than all blocks in the Ranchi District. Forten blocks namely Burmu (0.31), Ormanjhi (0.32), Angara (0.35), Silli (0.32), Namkum (0.25), Ratu (0.24), Nagri (0.25), Mandar (0.25), Chanho (0.26), Bero (0.29), Itki (0.22), Ranchi (0.22) Found moderately

differential index (Below 0.2 to 0.4) Categories. Kanke is the only blocks in which the literacy differential index value is very low (Below 0.2). the low male-female differential in rural literacy is characterized by the high female literacy, better education facility, developed transport networks, commercial agriculture, and high proportion of non-agriculture workers. Thus, it becomes imperative to pay more attention to those blocks where the male-female differential index in literacy is Higher.

9.0 Conclusion:

In conclusion, the study focused on analyzing literacy differentials, particularly the male-female disparities, in the Ranchi district of Jharkhand, India. The findings revealed a positive trend in overall literacy rates, with significant improvements from 2001 to 2011. However, gender disparities persisted, although there was a gradual reduction in the male-female differential index over the years.

The spatial analysis highlighted varying literacy rates among different blocks in the Ranchi district, indicating the influence of socio-economic factors, educational facilities, and infrastructure on educational outcomes. Some blocks consistently exhibited low literacy rates, necessitating targeted interventions to address the underlying challenges.

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