

Gender and Regional disparities in Literacy rate in Karnataka among generation Z people

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ABSTRACT

Education plays a major role in the development of human beings and also the development of the State. Among all indicator's literacy has been considered as one of the very important indicators of educational development in the State. The purpose of the study was to identify whether there was equality or inequality among Generation Z people who reside in urban and rural areas for literacy rate. It further tried to understand whether there were gender differences among Generation Z for literacy rate. Generation was defined as a set of individuals who were born and brought up around the same time-space. Generation Z refers to individuals who were born during the mid-nineties up to 2012. The rationale behind selecting Generation Z was the availability of advanced technology, urbanization, and digitalized era, and so on, where it can be seen that every individual irrespective of urban and rural had internet access which further removes the barrier of inaccessibility to education when compared to olden days. Literacy refers to one's ability to read, write and communicate well. The study was descriptive. The data had been collected from both primary and secondary methods. From the study it can be inferred that there was regional disparity for Generation Z individuals who resided in urban and rural areas, further it can also be inferred that there were certain districts like Dakshina Kannada who had the highest literacy rate and certain districts where the literacy rate was very low such as Yadgiri. From the study, it was also clearly evident that differences existed among males and females in both urban and rural areas among Generation Z.

Keywords: Literacy rate, Gender, Region, disparity, Karnataka

Education is called one of the fundamental instruments for human growth. It helps individuals to explore and know more things and improvise and develop their knowledge. We could say that it is one of the primary factors in people's lives and helps them to face the different challenges and hurdles in life. Once Swamy Vivekananda said, "education is the full development of the human being". So, the education must be aimed at increasing knowledge of the human being and all-round development of the individual. The objective of education is to prepare an individual for life. Education is considered the tool for success in life (Shuaibi, 2014). The literate people are the actual assets of our society. Education leads to following characteristics to people such as it gives a

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proper profession, a position in the society, belief in oneself to the individual in life (Shuaibi, 2014). Education leads to the universal development of the people, community, and country (Bhardwaj, 2016). Education is not a short-term process in one's life it is considered a lifelong process or continuous process because it shapes one's life. Education helps a person to shape his entire life, it changes individual behaviour and adds more value to life. That is why it should be the priority of any political leadership to develop education and introduce policies and schemes for the educational development of the people in the state. The educational policies introduced by the state government should be aimed at the removal of illiteracy and increase of literacy rate and also all-round development of the people in the state. Aristotle once said the main purpose of education is to reach happiness through the means of divine activities. Here the esteemed author compared education as a holy or sacred thing. One more very important western philosopher Socrates says, the important goal of education is finding truth by eliminating all negative thoughts. One more important scholar John Dewey says education is nothing but its self-realization. Rousseau says education leads to the creation of good habits in life. So all the above examples show the importance of education in one's life and the important purposes of education.

In Karnataka in the pre-independence period and also in the post-independent period education has been given importance. After the reorganization of states, the political leadership in Karnataka has been given much importance to the educational development in the state. We have examples from the ancient period such as the gurukul system of education and so on during the pre-independence period also education has been given importance in the state. So literacy is considered as one of the main indicators of educational development in any state. According to UNESCO, literacy is a continuous process of gathering knowledge by individuals to attain their goals in society. Literacy means it is the capability to understand, read and write one's language. The growth of the society always depends upon the number of literate people in that state.

In this paper, the researcher tried to examine the differences in literacy rates in the rural and urban areas and also the difference in the male and female literacy rates in the state. We tried to find out whether there is any significant difference in the rural and urban areas in the literacy rates and also whether there is any difference in male and female literacy rate in the state and the causes for the disparities.

REVIEW OF LITERATURE

In Tamilnadu, the Harijans were regarded as the depressed classes. From 1900 to 1955 number of organizations, individuals, government programmes and Christian missionaries and philanthropists worked for the Harijan upliftment in the State. But the roles of Christian missionaries are very important. They played a very important part in spreading education among these communities and made them conscious of their civil rights. They helped for the economic and educational progress of Scheduled Castes in the state (Mohan, P, 1993). Indian society is always affected by social inequality like unequal opportunity, unequal positions, and so on in the society. The social inequalities and economic developments are linked to each other. The government made efforts to uplift economic development and reduce inequality in society. But in an actual sense, while improving the economic growth of the country the inequality level is increased. The cause for inequality is still unanswerable. The consequence of the improvement of economic growth is the poor will remain poor the rich will become richer. So finally, reasons for inequality remain silent (D'souza, V, 1975). The state of Karnataka is implementing several schemes and programmes to achieve a 100% literacy rate in the state. But despite these, a certain community of people is lagging in the

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literacy rate. Among the scheduled caste 35% of the people are illiterates and among the scheduled tribes 38% of the people are illiterates. The rate of literacy rate is very less among the Dalits in the state (Ahamed & Honakeri,2014). The disparities between male and female literacy rates are still a matter of concern in the country. the government has undertaken several policies and programmes for the development of education in the country but we could find the disparity between male and female literacy rates. the female literacy rate is always lesser than the male population (Dinesha, T, 2017). The state of Karnataka gave importance to the development of education in the state. even though the right to education is the fundamental right of the people, we could find differences and imbalances in the educational opportunities .disparities are found among different regions of the state and also different sections of the community (Ahmed & Honakeri, 2012). Compared to the other neighboring states the state of Karnataka is slightly lagging in terms of the literacy rate. we could notice the difference region-wise and also in the literacy rate of the male and female population in the state. Among all the (Azim, 2005)districts the Hyderabad Karnataka region shows the least performance. there is a need for appropriate government measures to increase the literacy rate in the state (Azim, 2005)

Need for the study

The objective of the study was to identify whether there are gender and regional disparities in the literacy rate in Karnataka. Literacy refers to an individual's ability to read, write and communicate well after the age of seven years. The significance of the study was to identify the literacy rate and also to focus on different etiology for disparities in literacy rate among urban and rural and between male and female populations. It also tried to understand how the literacy rate over time has increased among the regions and gender.

METHODOLOGY

The objective of the study was to examine the gender and regional disparities in literacy in Karnataka. the study aimed at understanding whether there was any kind of regional and gender disparities in terms of literacy rate in Karnataka. The data was collected through both primary and secondary sources. The Primary sources consist of the Gazettes, Census reports, and government documents, and the Secondary sources consist of Published journals, unpublished data, and so on. A qualitative analysis has been conducted to analyze the data.

Analysis and Interpretation

Table 1: Gender and regional disparities in literacy rate in Karnataka (in percentage)

Year	Urban	Rural	Regional Gap	Male	Female	Gender gap	Total literacy rate
1991	74.20	47.69	26.51	67.26	44.34	22.92	56.04
2001	80.60	59.68	20.92	76.10	57.45	18.65	66.64
2011	86.21	68.73	17.48	82.47	68.13	14.34	75.60

Source: Census report 2011

The above table shows that the gender and regional disparities in literacy rate and the total literacy rate in Karnataka from 1991 to 2011. In the year 1991 the total literacy rate was 56.04%, in 2001 it was 66.64% and for the year 2011 it was 75.60%.in the year 1991 the regional gap was 26.51 and in 2001 it was 20.92, we could notice it was decreased to 17.48 in 2011. In terms of the gender gap in 1991 it was 22.92, in 2001 it was 18.65 but it further decreased to 14.34 in 2011. From the table, it was evident that there was a significant difference in the growth of literacy rate for both male and female population and also in

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rural and urban areas from 1991 till 2011. But it is also evident that the disparities are shrinking steadily in the state. It was evident that the State is yet to achieve an equal literacy rate among the male and female population

Graph 1: Gender and Regional disparities in literacy rate in Karnataka

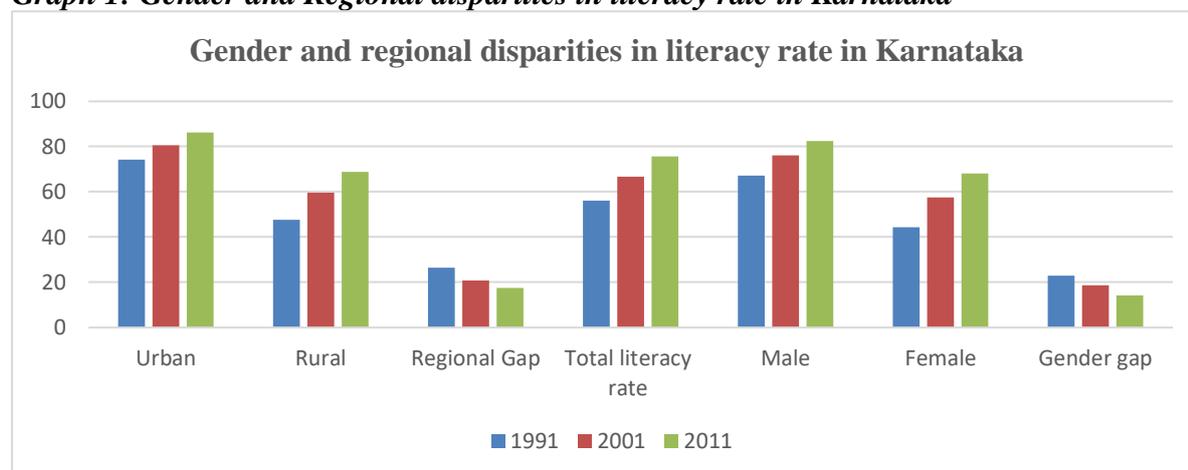


Table 2: Gender and regional disparities in literacy rate district wise in 1991 (in percentage)

Sl.no	Districts	Literacy rate	Male	Female	Gender gap
1	Bangalore	76.3	82.9	68.8	14.1
2	Bangalore rural	50.2	61.50	38.2	23.3
3	Belgaum	53.0	66.6	38.7	27.9
4	Bellary	45.6	58.7	32.0	26.7
5	Bidar	45.1	59.0	30.5	28.5
6	Bijapur	55.1	69.7	40.1	29.6
7	Chikmagalur	61.0	70.6	51.3	19.3
8	Chitra Durga	55.5	66.9	43.4	23.5
9	Dakshina kannada	75.9	84.4	68.0	16.4
10	Dharwad	58.7	71.4	45.2	26.2
11	Gulbarga	38.5	52.1	24.5	27.6
12	Hassan	56.9	68.9	44.9	24
13	Kodagu	68.3	75.4	61.2	14.2
14	Kolar	50.5	62.7	37.8	24.9
15	Mandya	48.1	59.2	36.7	22.5
16	Mysore	47.3	56.2	37.9	18.3
17	Raichur	36.0	49.5	22.2	27.3
18	Shimoga	61.5	71.2	51.4	19.8
19	Tumkur	54.5	66.5	41.9	24.6
20	Uttara kannada	66.7	76.4	56.8	19.6

Source: Census report 1991 (Note: Literacy rate is the percentage of literates to population aged 7 years and above)

The above table shows the district-wise literacy rate of the state in the year 1991. In the year 1991, there were twenty districts in the state. The data shows that the Raichur district shows the least literacy rate in the year 1991 with 36.0 percent and the Bangalore district shows the highest literacy rate in the state with 76.3 percent. The district with the highest male literacy

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rate was Bangalore with the rate of 82.9 percent and the lowest was Raichur with 49.5 percent. In the female population, the highest was Bangalore district with a 68.8 percent literacy rate and the lowest district was Raichur with 22.2 percent. It is inferred from the table that according to 1991 data the Raichur district was the lowest in the male and female literacy rate and the Bangalore district was the highest in both male and female literacy rates. It shows that the Raichur district needs special concern in terms both region-wise and also gender-wise.

Table 3: Gender and regional disparities in literacy rate district wise in 2001 (in percentage)

Sl.no	Districts	Literacy rate	male	Female	Gender gap
1	Bangalore	82.96	87.92	77.48	10.44
2	Bangalore rural	69.59	78.99	59.67	19.32
3	Belgaum	64.21	75.70	52.32	23.38
4	Bellary	57.40	69.20	45.28	23.92
5	Bidar	60.94	72.46	48.81	23.65
6	Bijapur	57.01	69.94	43.47	26.47
7	Chikmagalur	72.20	80.29	64.01	16.28
8	Chitradurga	64.45	74.66	53.78	20.88
9	Dakshina kannada	83.35	89.70	77.21	12.49
10	Dharwad	71.61	80.82	61.92	18.9
11	Gulbarga	54.34	66.18	42.06	24.12
12	Hassan	68.63	78.37	59.00	19.37
13	Kodagu	77.99	83.70	72.26	11.44
14	Kolar	65.84	75.99	55.46	20.53
15	Mandya	61.05	70.50	51.53	18.97
16	Mysore	63.48	70.88	55.81	15.07
17	Raichur	48.81	61.52	35.93	25.59
18	Shimoga	74.52	82.01	66.88	15.13
19	Tumkur	67.01	76.78	56.94	19.84
20	Uttara kannada	76.60	84.53	68.47	16.06
21	Bagalkot	57.30	70.88	43.56	27.32
22	Koppal	54.10	68.42	39.61	28.81
23	Gadag	66.11	79.32	52.52	26.8
24	Haveri	67.79	77.61	57.37	20.24
25	Davangere	67.43	76.37	58.04	18.33
26	Udupi	81.25	88.23	75.19	13.04
27	Chamarajanagar	50.87	59.03	42.48	16.55
28	Yadgiri	39.90	51.35	28.32	23.03
29	Chikkaballapura	59.24	69.80	48.33	21.47
30	Ramanagara	60.71	69.88	51.22	18.66

Source: Census report, 2001,

There was an increase of ten districts in Karnataka from 1991 to 2001. The above table shows that the Dakshina Kannada district was the highest literate district with an 83.35 percent of literacy rate and the lowest district was Yadgiri with a 39.90 percent of literacy rate. In the male literacy, Dakshina Kannada was the highest literate district in male literacy level and the Bangalore was the highest rate in the female literacy rate with 77.48 percent. The lowest in the male literacy rate was Yadgiri district with 51.35 percent and in the female

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level, Yadgiri was the lowest with a 28.32 percent literacy rate. There was a very huge disparity between the male and female literacy rates among the districts, especially between Dakshina Kannada and Yadgiri. It was inferred from the table that we could find disparities between north Karnataka and south Karnataka and also between the female and male population in terms of literacy rate.

Table 4: Gender and regional disparities in literacy rate district wise in 2011 (in percentage)

Sl.no	Districts	Literacy rate	Male	Female	Gender gap
1	Bangalore	87.67	91.82	84.80	7.02
2	Bangalore rural	77.93	85.44	70.73	14.71
3	Belgaum	73.48	82.90	64.74	18.16
4	Bellary	67.43	77.24	58.28	18.96
5	Bidar	70.51	79.94	61.66	18.28
6	Bijapur	67.15	77.41	56.54	20.87
7	Chikmagalur	79.25	85.66	72.88	12.78
8	Chitradurga	73.71	81.37	66.05	15.32
9	Dakshina kannada	88.57	93.31	84.04	9.27
10	Dharwad	80.00	86.83	73.57	13.26
11	Gulbarga	64.85	75.11	55.87	19.24
12	Hassan	76.07	83.55	68.30	15.25
13	Kodagu	82.61	87.24	77.91	9.33
14	Kolar	74.39	81.94	66.56	15.38
15	Mandya	70.40	78.14	62.10	16.04
16	Mysore	72.79	78.44	66.59	11.85
17	Raichur	59.56	71.35	49.56	21.79
18	Shimoga	80.45	86.11	74.89	11.22
19	Tumkur	75.14	82.05	66.45	15.6
20	Uttara kannada	84.06	89.72	78.21	11.51
21	Davangere	75.74	83.02	69.39	13.63
22	Bagalkot	68.82	80.16	58.55	21.61
23	Haveri	77.40	84.22	70.65	13.57
24	Koppal	68.09	78.21	56.22	21.99
25	Chikkaballapura	69.76	78.36	61.55	16.81
26	Udupi	86.24	91.69	81.41	10.28
27	Yadgiri	51.83	63.33	41.31	22.02
28	Ramanagara	69.22	76.92	61.30	15.62
29	Gadag	75.12	84.89	65.29	19.6
30	Chamarajanagar	61.43	67.88	54.32	13.56

Source: Census report 2011

The above table shows the district-wise literacy rate among the different districts in the year 2011 in the state. According to the table, the Dakshina Kannada district was the highest in terms of literacy rate with 88.57 in the year 2011 and the lowest rate was Yadgiri with 51.83 percent of literacy rate. In the male population highest was Dakshina Kannada with a 93.31 percent of literacy rate and the lowest was Yadgiri with 63.33 percent. In terms of the female population, Bangalore was in the highest position with an 84.80 literacy rate and the lowest was Yadgiri with 41.31 percent. It is inferred from the table that also there are large disparities among the different districts' in terms of literacy rate. There are large disparities

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in the rural and urban sectors and also between the male and female population even though people are more digitalized and modernized. From the table, it can be evident that there were no districts that were capable of attaining a 100% literacy rate gender-wise and also region-wise.

Etiology for disparities among Gender and region in literacy rate among different districts in Karnataka:

- **Poverty:** It plays a very important role in disparities in literacy rate. It can be inferred that individuals with low economic background would give more importance to working to fulfill basic needs when compared to the significance of learning.
- **Mental set of the people:** People's mental set towards education especially in rural areas for females has still not changed irrespective of the digitalized era they belonged to, where they consider that females are meant only for household responsibilities. This is one of the most influential causes for disparities in literacy rates for urban and rural and among males and females.
- **Lack of transportation facilities:** In very remote and interior villages it can be seen that schools are located in very faraway places. Even though the government has come up with the policy of free education up to the age of 14 years still people could not access the facility because of inadequate transport facilities.
- **Mobility:** when individuals or populations migrate from one place to another place for job opportunities it could also influence the literacy rate.
- **The attitude of people:** The perception of people towards education and its significance needs to be enlightened, especially for a female child when compared to the male child.
- **Lack of schools:** In certain rural areas it can be seen that there were no schools located in the nearby geographical area this also could influence the literacy rate.
- **Lack of Awareness:** There should be adequate awareness programmes implemented by the government to make the population aware of various schemes, policies, and programs implemented for the Educational development of the people.
- Gender and caste discrimination
- The economic condition of the families makes education for their children a low priority.
- Negligence from the political leadership in the respective regions.

Major findings of the study

- Disparities existed among people which was evident in terms of literacy rate growth in urban and rural sectors.
- The female literacy growth rate was comparatively low when compared to the male literacy rate in urban sectors.
- The literacy rate has increased but still there exist disparities among rural and urban and for males and females.
- There was no single district with a 100% literacy rate.
- thought process irrespective of urban and rural did not have an impact on growth on literacy rate.
- The Dakshina Kannada district indicates the highest literacy rate and the Yadgiri district indicates the lowest literacy rate.
- There are wide disparities in the educational development between the north and south districts of the state.

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The data shows there is no change in the mindset of the people in terms of girls' education for rural areas.

CONCLUSION

The purpose of the study was to identify the regional and gender disparities in literacy rates. Generation Z people are considered as highly modernized and digitalized in all the sectors of society because they belong to the era where there is significant importance given to advanced technology, digitalization, and so on. Even the opportunities are more for this category of people in terms of health, education, job and so on. From the results, it can be inferred that their differences in terms of literacy rate existed among the generation Z. Even though the literacy rate has been increased from 1991-2011 we could notice gender and regional disparities for literacy rate among different districts in Karnataka. Further, it can be also inferred that there is no change in the mindset of the people in generation Z also in terms of girls' education for rural areas.

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Conflict of Interest

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