



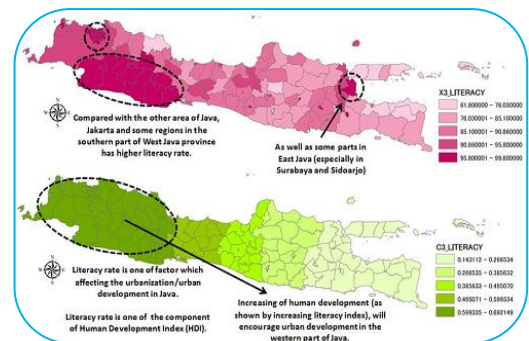
## SPATIAL DISTRIBUTIONAL PATTERN OF URBAN LITERACY IN BAGALKOT DISTRICT: A GEOGRAPHICAL ANALYSIS

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### ABSTRACT :

Literacy is an important indicator of socio-economic development and a key factor in enhancing individual and community well-being. The purpose of this study is to look into the variances in literacy rates in Bagalkot District between rural and urban areas. This study examines the urban literacy rates in Bagalkot District, Karnataka, from 1981 to 2021, highlighting taluka-wise variations and trends over four decades. The data reveals significant changes in urban literacy, with the overall literacy rate increasing from 13.46% in 1981 to 21.71% in 2021, marking a decadal variation of 8.25%. Notably, the taluka of Hunagund exhibited the most dramatic improvement, with urban literacy soaring from 15.05% in 2001 to 42.08% in 2021. In contrast, Jamakhandi experienced a decline in literacy rates during the last decade, indicating unique local challenges. While most talukas demonstrate steady growth in urban literacy alongside substantial population increases, disparities exist that merit further investigation into the socio-economic factors influencing educational attainment. This analysis underscores the progress made in urban education in Bagalkot District while highlighting the need for targeted interventions in areas facing stagnation or decline in literacy rates.



**KEYWORDS :** Spatial variation, Urban literacy, volume of change.

### 1. INTRODUCTION

Literacy is a fundamental indicator of socio-economic development, playing a crucial role in shaping individual and community well-being. In India, the urban literacy rate serves as a key metric for assessing the educational landscape, particularly in the context of rapid urbanization and demographic changes. Bagalkot District, located in the northern part of Karnataka, has witnessed significant transformations in its urban population and literacy levels over the past few decades.

This study focuses on the urban literacy rates in Bagalkot District from 1981 to 2021, analyzing data at the taluka level to understand trends and variations in literacy. The period under study encompasses critical phases of educational reforms, policy implementations, and socio-economic changes that have influenced literacy outcomes in urban areas. By examining taluka-wise urban literacy

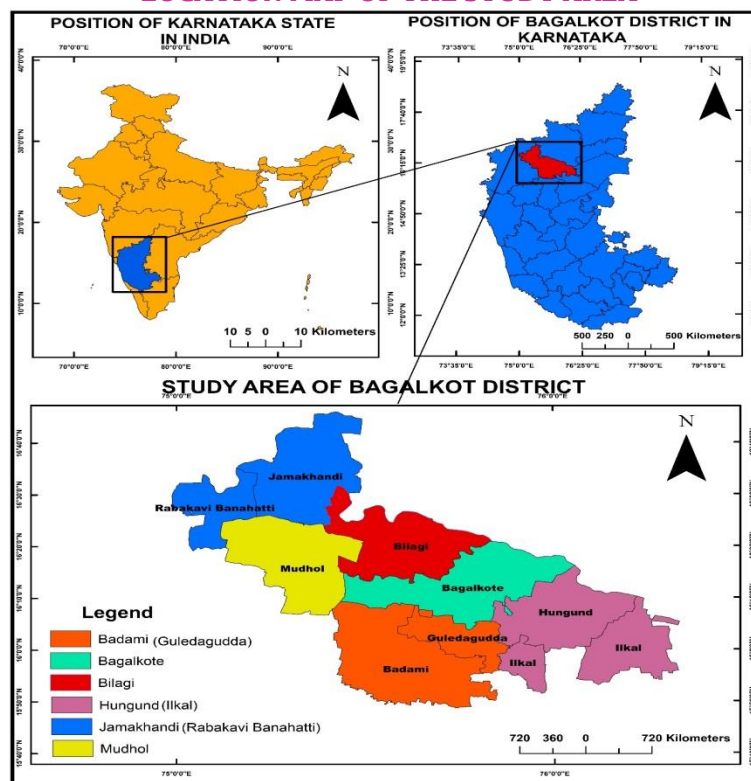
rates, this research aims to highlight disparities in educational attainment, identify factors contributing to these differences, and provide insights into the effectiveness of existing educational initiatives.

The relevance of this study is underscored by the growing importance of education in empowering individuals and fostering sustainable development. Understanding urban literacy trends in Bagalkot District is essential for policymakers, educators, and community leaders as they strive to enhance educational access and quality in the region. This analysis not only reflects the progress made in urban education but also emphasizes the need for continued efforts to address inequalities and improve literacy outcomes across all talukas.

## 2. STUDY AREA:

The Bagalkot district is one of the most historically, culturally, and mythologically rich areas in the state. Geographically, the district is situated in the northern region of the Deccan plateau, it consists of six taluks, namely Badami, Bagalkot, Bilgi, Hungund, Mudhol, and Jamkhandi. Bagalkot is the district capital, is a commercial center and a significant regional hub, and the district has 18 revenue circles. It stretches 101 kilometers from north to south and 138 kilometers from east to west, encompassing a total land area of 6,552 square kilometers. In terms of land area, Bagalkot ranks 12th among districts. The district is located between north latitude  $15^{\circ}48$  minutes and north latitude  $16^{\circ}46$  minutes, and east longitude  $74^{\circ}58$  minutes and east longitude  $76^{\circ}18$  minutes. The district is surrounded by the Bijapur district to the north, the Gadag and Koppal districts to the south, the Raichur district to the east, and the Belgaum district to the west.

### LOCATION MAP OF THE STUDY AREA



Source: Author digitized using the shape files downloaded from USGS and KRS.

Fig.No.1

### 3. REVIEW OF LITERATURE:

The current research examines the spatial distribution pattern of urban population in Bagalkot district. Numerous researches have been conducted on the topic of defining population areas in different continents and nations. Several famous researchers from different disciplines have underlined the necessity to measure and explain regional differences in population growth. The current study analyses the influence of the population on society in urban areas in Bagalkot district.

Kalyan Sundar Som and R.P. Mishra (2012) examine the "Literacy and their Differential in west Bengal" the main focus of on this paper is human emancipation, regional development, literacy development index, spatial pattern of literacy and regional planning.

H.R. Anulawathie Menike (2015) his paper entitle "Rural-Urban Disparity in Sri Lanka" this paper highlights on disparities rural and urban area with the help of selected indicators. The study revealed that a vast unbalanced expansion of the development between the rural and urban sections in the country.

In the essay, Chandana and Sidhu (1980) explain the significance of literacy in removing poverty and mental isolation, fostering amicable and peaceful international relations, and allowing the demographic process to go unhindered.

A person is literate, according to the census definition, if they can read and write in any language comprehension. According to G.T. Trewarth (1969), a person who can read and write is considered literate. One who lacks the ability to read or write is considered "illiterate." Someone who can only read and write is referred to as "semi-literate." In India, literate individuals are those who possess the ability to comprehend and write a basic message in a language. The United Nations Population Commission has offered this definition; nevertheless, many other nations have their own interpretations of what literacy means. Blind people who are also literate are those who can read Braille.

### 4. OBJECTIVES:

- a. Assess the changes in urban literacy rates across different talukas in Bagalkot District over the four decades, focusing on the overall increase and variations among individual talukas.
- b. Examine the decadal variations in urban literacy rates for each taluka, highlighting periods of significant improvement or decline and exploring the factors influencing these changes.
- c. Investigate the relationship between population growth and urban literacy rates, determining how demographic shifts have influenced educational outcomes in the region.
- d. Provide a comprehensive dataset and analysis that can serve as a foundation for further research on educational trends and socio-economic development in Bagalkot District.

### 5. METHODOLOGY:

The current study is based on secondary data collected from the digital library of the 2001, 2011 and 2021 (projected) Census of India. The data used for the study from 1981-2021 (i.e. 40 years' data) the collected data has been examined and analysed at an interval of 20 years (i.e. 1981 to 2001, 2001-2021) in study. Microsoft Office is used to generate tables and diagrams. ArcGIS 9.3 is used to generate a district location map. Using simple math tools like percentages and ratios, the census data was evaluated and shown.

The Bagalkot district consisted of 6 talukas in 1981, later the government of Karnataka bifurcated and increased the number of talukas from 6 to 9 talukas of the district. For the convenience of the present study, the researcher has selected earlier (old) 6 talukas namely Badami, Bagalkot, Bilgi, Hungund, Mudhol, and Jamakhandi districts for the data analysis and newly formed 3 talukas namely Guledagudada, Ilkal and Rabakavi Banahatti have been merged in the old taluks of the district. It means

earlier 6 talukas of the district have been considered as a spatial unit for the data analysis in the present study.

## 6. SPATIAL PATTERN OF URBAN LITERACY RATIO:

The study displays that the district's urban has significantly different literacy rates. the district's rural literacy ratio is higher than its urban literacy ratio. In all decades of the study period from 1981 to 2021.

The rural literacy rate in the district as a whole increase faster than the urban literacy ratio. The literacy rate in rural areas shows that, in comparison to urban literate populations in the district, the literacy rate in rural areas has increased as a result of improved socio-economic conditions and population growth.

### Spatial Pattern of Urban Literacy:

The data clearly shows that urban literacy in the district is lower than rural literacy when compared to the ratio. In 1981, the district has an urban literacy rate of 13.46 percent; this increased to 16.76 percent in 2001 and 21.71 percent in 2021. Throughout the study period of 1981–2021, the district's urban literacy ratio improved as a result of the development of urban areas' socio-economic infrastructure and educational institutions.

**BAGALKOT DISTRICT**  
**TALUKA WISE URBAN LITERACY RATE 1981-2021**  
**Table No. 1**

Sl. No.	Taluka	1981		2001		2021		Decadal variation of Urban Literacy (%)		
		Total population	Urban Literacy	Total population	Urban Literacy	Total population	Urban Literacy	1981-2001	2001-2021	1981-2021
1.	Badami	214746	25439	291924	48409	381696	70209	4.74	1.81	6.55
		18.65	11.84	17.67	16.58	17.35	18.39			
2.	Bagalkot	182457	38674	247271	63096	335440	112420	4.32	8	12.32
		15.85	21.19	14.96	25.51	15.25	33.51			
3.	Bilagi	98251	3896	141996	8663	181136	15890	2.14	2.67	4.81
		8.53	3.96	8.59	6.1	8.23	8.77			
4.	Hunagund	220207	26804	287086	43226	377687	158933	2.88	27.03	29.91
		19.13	12.17	17.37	15.05	17.17	42.08			
5.	Jamakhandi	270955	44380	408441	88852	627693	69389	5.38	-10.7	-5.32
		23.54	16.37	24.72	21.75	28.53	11.05			
6.	Mudhol	164389	15824	275174	42232	295952	50789	-0.67	8.21	7.54
		14.28	9.62	16.65	8.95	13.45	17.16			
	Total	1151005	155017	1651892	294478	2199604	477630	3.3	4.95	8.25
		100	13.46	100	16.76	100	21.71			

### Current pattern: 2021

The study shows that the level of literacy among the urban population in each taluka within the district differs significantly based on the socio-economic circumstances and educational facilities available. Among the talukas of the district, a high (>20%) percentage of urban literacy ratio was found in Hunagund (42.08%) and Bagalkot (33.51%) talukas because of the district headquarter. Whereas, the medium (12-20%) percentage of urban literacy ratio was found in the two talukas of Badami (18.39%) and Mudhol (17.16%). The low (<12%) percentage of urban literacy ratio is confined to the talukas of Bilagi (8.77%) and Jamakhandi (11.05%). (Fig.No.2).

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**Volume of change: 1981-2021**

Explaining the taluka level study of the volume of change in the urban literacy ratio are Table No.1 and Figure No.2. In the first phase, from 1981 to 2001, there was no high (>8%) percentage of increase in the urban literacy ratio. In the second phase, from 2001 to 2021, Hunagund (27.03%), Mudhol (8.21%), and Bagalkot (8%) talukas come under this group. In contrast, during the first phase of 1981–2001, the medium (3-8%) percentage of increase was noted in the talukas of Jamakhandi (5.38%), Badami (4.74%) and Bagalkot (4.32%), the same category was not recorded during second phase. Whereas, the Hunagund (2.88%) and Bilagi (2.14%) during 1981 to 2001, as well as in Badami (1.81%) and Bilagi (2.67%) talukas during 2001 to 2021, there was a low (<3%) percentage increase in the urban literacy ratio.

The high (>8%) percentage decrease in urban literacy was not seen in the first phase in 1981 to 2001. During 2001 to 2021, Jamakhandi (-10.7%) taluka comes under this category. There was no medium percentage decrease from 1981–2001 and 2001–2021. Whereas, Mudhol (-0.67) seen a low (<3%) percentage of urban literacy from 1981 to 2001. The same category was not observed during 2001-2021.

Throughout the study period of 1981–2021, the overall changes in the urban literacy ratio revealed a highly variable distribution. The two talukas with the highest (>8%) percentage of increase are Hunagund (29.91%) and Bagalkot (12.32%). The three talukas of Mudhol (7.54%), Badami (6.55%) and Bilagi (4.81%) show the medium (3–8%) percentage increased. On the other hand, the low (<3%) percentage of increased was not found during the period.

During the study period, 1981-2021, there was not observed urban literacy ratio with a high (>8%) percentage of decrease. In Jamakhandi (-5.32%) taluka, the literacy rate was found to be in the medium (3–8%). On the other hand, during the study period, the low percentage of urban literacy was absent.

According to the study, the main cause of the variation in the literacy ratio between rural and urban areas was population concentration. Because there are more rural populations in the study region than urban areas, the district's rural areas have a higher literacy rate than its urban areas. (Fig.No.2).



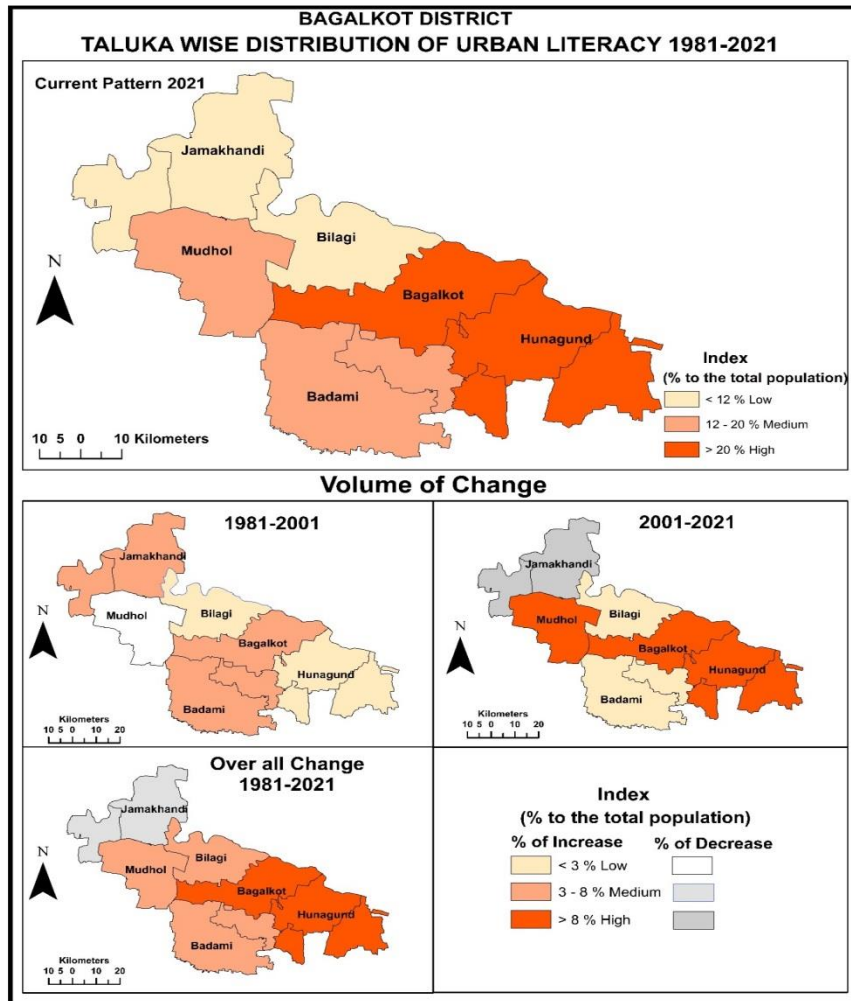


Fig.No.2

## 7. CONCLUSION:

The goal of educational institutions including schools, colleges, and other higher learning facilities is to raise people's quality of life. A person who can read and write in any language with comprehension is considered to be literate. according to the census definition Therefore, literacy is essential for the development of human resources and can aid in comprehending the numerous facets of culture.

This study has provided a comprehensive analysis of urban literacy rates in Bagalkot District from 1981 to 2021, revealing significant trends and disparities among its talukas. The overall increase in urban literacy from 13.46% to 21.71% over four decades reflects positive progress in educational attainment, underscoring the impact of various socio-economic and policy-driven factors. Notably, talukas such as Hunagund exhibited remarkable improvements, while others, like Jamakhandi, experienced declines in literacy, highlighting the diverse educational landscapes within the district.

The findings indicate a complex relationship between population growth and literacy rates, suggesting that while urbanization may provide opportunities for improved education, it also presents

challenges that need to be addressed. Disparities in urban literacy levels among talukas call for targeted interventions that consider local contexts, resources, and community needs.

It is imperative for policymakers and educational authorities to focus on equitable access to quality education across all talukas. Strengthening educational infrastructure, promoting community engagement, and implementing tailored literacy programs will be essential in sustaining the momentum of literacy improvements in Bagalkot District. This study serves as a vital resource for understanding the educational dynamics in the region and lays the groundwork for future research aimed at fostering inclusive and effective educational strategies

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