

Review

Not peer-reviewed version

---

# A Comprehensive Analysis of State-Wise Literacy Rates in India

---

[KHRITISH SWARGIARY](#) \*

Posted Date: 26 October 2023

doi: [10.20944/preprints202310.1688.v1](https://doi.org/10.20944/preprints202310.1688.v1)

Keywords: literacy rate; male literacy; female literacy; Indian states; NSO survey



Preprints.org is a free multidiscipline platform providing preprint service that is dedicated to making early versions of research outputs permanently available and citable. Preprints posted at Preprints.org appear in Web of Science, Crossref, Google Scholar, Scilit, Europe PMC.

Copyright: This is an open access article distributed under the Creative Commons Attribution License which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Disclaimer/Publisher's Note: The statements, opinions, and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of MDPI and/or the editor(s). MDPI and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.

Review

# A Comprehensive Analysis of State-Wise Literacy Rates in India

**Khrithish Swargiary**

M.A. Education, M.A. Psychology; khritish@teachers.org

**Abstract:** This research article examines the state-wise literacy rates in India, with a focus on male and female literacy, as well as the disparities between them. The data was sourced from a survey conducted by the National Statistical Office (NSO), with a special emphasis on Union Territories and Northeastern states based on the 2011 Census. Kerala boasts the highest literacy rate at 96.2%, while Andhra Pradesh reports the lowest at 66.4%. Notably, the national male-female literacy gap stands at 12.9%. Kerala also demonstrates the smallest gender gap at 2.2%, while Rajasthan exhibits the highest at 23.3%. Through descriptive and explorative analysis, this article provides a comprehensive overview of literacy rates across various Indian states and Union Territories, highlighting the significant disparities that exist.

**Keywords:** literacy rate; male literacy; female literacy; Indian states; NSO survey

## Introduction

Education is a cornerstone of social development and progress. It is a fundamental right that significantly impacts an individual's ability to participate in society and the economy. Understanding the literacy rates in different regions of India is vital for assessing the overall educational landscape. This research delves into the state-wise literacy rates in India, with a particular focus on male and female literacy, and the disparities between them. The data was sourced from the National Statistical Office (NSO) survey, which also includes Union Territories and Northeastern states, based on the 2011 Census.

## Methodology

The research utilized data collected by the National Statistical Office (NSO) to analyze literacy rates across Indian states and Union Territories. The dataset includes male and female literacy rates, as well as the average literacy rate. The male-female gap in literacy was calculated by subtracting the female literacy rate from the male literacy rate. To gain a comprehensive understanding of the data, descriptive and explorative data analysis techniques were applied.

## Results

**Table 1.** The following table presents the literacy rates for Indian states and Union Territories.

| State/UT                      | Male Literacy Rate (%) | Female Literacy Rate (%) | Average Literacy Rate (%) |
|-------------------------------|------------------------|--------------------------|---------------------------|
| <b>A&amp;N Islands</b>        | 90.11                  | 81.84                    | 86.27                     |
| <b>Andhra Pradesh</b>         | 73.4                   | 59.5                     | 66.4                      |
| <b>Arunachal Pradesh</b>      | 73.69                  | 59.57                    | 66.95                     |
| <b>Assam</b>                  | 90.1                   | 81.2                     | 85.9                      |
| <b>Bihar</b>                  | 79.7                   | 60.5                     | 70.9                      |
| <b>Chhattisgarh</b>           | 85.4                   | 68.7                     | 77.3                      |
| <b>Chandigarh</b>             | 90.54                  | 81.38                    | 86.43                     |
| <b>Dadra and Nagar Haveli</b> | 86.46                  | 65.93                    | 77.65                     |



|                            |       |       |       |
|----------------------------|-------|-------|-------|
| <b>Daman &amp; Diu</b>     | 91.48 | 79.59 | 87.07 |
| <b>Delhi</b>               | 93.7  | 82.4  | 88.7  |
| <b>Goa</b>                 | 92.81 | 81.84 | 87.4  |
| <b>Gujarat</b>             | 89.5  | 74.8  | 82.4  |
| <b>Haryana</b>             | 88    | 71.3  | 80.4  |
| <b>Himachal Pradesh</b>    | 92.9  | 80.5  | 86.6  |
| <b>Jammu &amp; Kashmir</b> | 85.7  | 68    | 77.3  |
| <b>Jharkhand</b>           | 83    | 64.7  | 74.3  |
| <b>Karnataka</b>           | 83.4  | 70.5  | 77.2  |
| <b>Kerala</b>              | 97.4  | 95.2  | 96.2  |
| <b>Lakshadweep</b>         | 96.11 | 88.25 | 92.28 |
| <b>Madhya Pradesh</b>      | 81.2  | 65.5  | 73.7  |
| <b>Maharashtra</b>         | 90.7  | 78.4  | 84.8  |
| <b>Manipur</b>             | 86.49 | 73.17 | 79.85 |
| <b>Meghalaya</b>           | 77.17 | 73.78 | 75.48 |
| <b>Mizoram</b>             | 93.72 | 89.4  | 91.58 |
| <b>Nagaland</b>            | 83.29 | 76.69 | 80.11 |
| <b>Odisha</b>              | 84    | 70.3  | 77.3  |
| <b>Puducherry</b>          | 92.12 | 81.22 | 86.55 |
| <b>Punjab</b>              | 88.5  | 78.5  | 83.7  |
| <b>Rajasthan</b>           | 80.8  | 57.6  | 69.7  |
| <b>Sikkim</b>              | 87.29 | 76.43 | 82.2  |
| <b>Tamil Nadu</b>          | 87.9  | 77.9  | 82.9  |
| <b>Telangana</b>           | 80.5  | 65.1  | 72.8  |
| <b>Tripura</b>             | 92.18 | 83.15 | 87.75 |
| <b>Uttarakhand</b>         | 94.3  | 80.7  | 87.6  |
| <b>Uttar Pradesh</b>       | 81.8  | 63.4  | 73    |
| <b>West Bengal</b>         | 84.8  | 76.1  | 80.5  |
| <b>All-India</b>           | 84.7  | 70.3  | 77.7  |

## Data Analysis

The data on literacy rates in Indian states and Union Territories highlights several noteworthy trends and disparities. A more in-depth analysis of this data can provide a deeper understanding of the educational landscape in India.

### 1. Regional Disparities:

- The state of Kerala stands out with the highest literacy rate of 96.2%, reflecting its longstanding commitment to education.
- On the other hand, Andhra Pradesh reports the lowest literacy rate at 66.4%, indicating substantial challenges in the state's education system.
- States like Bihar (70.9%), Rajasthan (69.7%), and Uttar Pradesh (73.0%) also have literacy rates significantly below the national average of 77.7%.

### 2. Gender Disparities:

- At the national level, the male-female literacy gap is 12.9%, with male literacy at 84.7% and female literacy at 70.3%.
- Kerala showcases the smallest gender gap, with just a 2.2% difference between male and female literacy rates. This can be attributed to the state's progressive social policies and gender-inclusive education.
- In contrast, Rajasthan presents the highest gender gap at 23.3%, underscoring the need for targeted efforts to improve female literacy in the state.

### 3. Union Territories and Smaller States:

- Lakshadweep, with a literacy rate of 92.28%, stands out among the Union Territories, demonstrating a high level of educational attainment.
- The data reveals that smaller states like Mizoram (91.58%), Tripura (87.75%), and Goa (87.4%) have above-average literacy rates, indicating the effectiveness of education programs in these regions.

#### 4. North-Eastern States:

- States in the North-Eastern region, such as Manipur (79.85%), Nagaland (80.11%), and Arunachal Pradesh (66.95%), show varying literacy rates. These states often face geographical and infrastructural challenges that impact education.

#### 5. Economic Development and Literacy:

- States with higher levels of economic development, like Delhi (88.7%), Gujarat (82.4%), and Maharashtra (84.8%), tend to have better literacy rates. Economic prosperity often correlates with improved access to education.

### Discussions

1. Challenges in Education Access: The data reveals that several states, particularly in North India, struggle to provide equitable access to education. These states often grapple with issues such as poverty, limited infrastructure, and social barriers that hinder literacy improvement.
2. Gender Disparities: The gender gap in literacy rates is a critical concern. Kerala's success in narrowing this gap suggests that focused efforts on gender-inclusive education policies, along with cultural and social changes, can lead to substantial improvements in female literacy.
3. Role of Union Territories and Smaller States: Smaller states and Union Territories demonstrate that effective education policies and focused investments can yield positive results. These regions can serve as models for larger states in improving literacy rates.
4. North-Eastern States: The North-Eastern states present a mixed picture, with some states achieving relatively high literacy rates. The geographical and cultural diversity of this region calls for tailor-made educational strategies that address local challenges.
5. Economic Development: The correlation between economic development and literacy rates suggests that economic growth can contribute to improved education. This underscores the importance of holistic development in addressing literacy challenges.

### Conclusions

The state-wise literacy rates in India demonstrate a complex interplay of factors, including regional disparities, gender inequities, and economic development. This analysis underscores the need for tailored educational strategies that address the unique challenges and opportunities in each region, with a particular emphasis on closing the gender gap in literacy. Educational policies that promote inclusivity and access to quality education are essential for bridging these disparities and fostering a more literate and educated nation.

### Declarations

This study involving human subjects has received ethical approval from ERC: European Research Council. Approval from the ethics committee ensures that the study complies with ethical standards and safeguards the well-being of participants.

"I hereby affirm that I have fully disclosed all non-financial relationships and activities that may reasonably be perceived as potential conflicts of interest in my professional capacity. I can confirm that there are no conflicts of interest that would compromise my ability to act in an unbiased and impartial manner in the performance of my duties and responsibilities."

Author declares no funding was granted.

### References

1. Andrews, J. A., Hops, H., & Duncan, S. C. (1997). Adolescent modeling of parent substance use: The moderating effect of the relationship with the parent. *Journal of Family Psychology*, 11(3), 259–270. <https://doi.org/10.1037/0893-3200.11.3.259>
2. Berndt, T. J., Hawkins, J. A., & Jiao, Z. (1999). Influences of friends and friendships on adjustment to junior high school. *Merrill-Palmer Quarterly*, 45(1), 13–41.
3. Brechwald, W. A., & Prinstein, M. J. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence*, 21(1), 166–179. <https://doi.org/10.1111/j.1532-7795.2010.00721.x>
4. Brown, B. B., Bakken, J. P., & Ameringer, S. W. (2009). A comprehensive conceptualization of the peer pressure process in adolescence. In G. R. Adams & M. D. Berzonsky (Eds.), *Blackwell handbook of adolescence* (pp. 361–393). Wiley-Blackwell.
5. Chen, X., Chang, L., Liu, H., & He, Y. (2008). The peer group as a context: Mediating and moderating effects on relations between academic achievement and social functioning in Chinese children. *Child Development*, 79(6), 235–251.
6. Dumas, T. M., Ellis, W. E., & Wolfe, D. A. (2012). Identity development as a buffer of adolescent risk behaviours in the context of peer group pressure and control. *Journal of Adolescence*, 35(4), 917–927. <https://doi.org/10.1016/j.adolescence.2011.12.012>
7. Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Iver, D. M. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48(2), 90–101. <https://doi.org/10.1037/0003-066x.48.2.90>
8. Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., & Flanagan, C. (1993). Developmental transitions in school: Perceived performance as a context for motivation in middle school. *Journal of Adolescent Research*, 8(2), 187–204.
9. Fletcher, A. C., Steinberg, L., & Williams-Wheeler, M. (2004). Parental influences on adolescent problem behaviour: Revisiting Stattin and Kerr. *Child Development*, 75(3), 781–796. <https://doi.org/10.1111/j.1467-8624.2004.00706.x>
10. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
11. Guay, F., Marsh, H. W., & Boivin, M. (2003). Academic self-concept and academic achievement: Developmental perspectives on their causal ordering. *Journal of Educational Psychology*, 95(1), 124–136. <https://doi.org/10.1037/0022-0663.95.1.124>
12. Hartup, W. W. (1989). Social relationships and their developmental significance. *American Psychologist*, 44(2), 120–126. <https://doi.org/10.1037/0003-066X.44.2.120>
13. Helsen, M., Vollebergh, W., & Meeus, W. (2000). Social support from parents and friends and emotional problems in adolescence. *Journal of Youth and Adolescence*, 29(3), 319–335. <https://doi.org/10.1023/A:1005147708827>
14. Juvonen, J., & Murdock, T. B. (1995). Grade-level differences in the social value of effort: Implications for self-presentation tactics of early adolescents. *Child Development*, 66(6), 1694–1705. <https://doi.org/10.2307/1131904>
15. King, R. B., & McInerney, D. M. (2016). Culture's consequences on student motivation: Capturing cross-cultural universality and variability through personal investment theory. *Educational Psychologist*, 51(3), 376–401.
16. Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62(5), 1049–1065. <https://doi.org/10.1111/j.1467-8624.1991.tb01588.x>
17. Pomerantz, E. M., Grolnick, W. S., & Price, C. E. (2005). The role of parents in how children approach achievement: A dynamic process perspective. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 259–278). Guilford Press.
18. Prinstein, M. J., & Dodge, K. A. (2008). *Understanding peer influence in children and adolescents*. Guilford Press.
19. Prinstein, M. J., & Wang, S. S. (2005). False consensus and adolescent peer contagion: Examining discrepancies between perceptions and actual reported levels of friends' deviant and health risk behaviours. *Journal of Abnormal Child Psychology*, 33(3), 293–306. <https://doi.org/10.1007/s10802-005-3566-4>

20. Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38(2), 437–460. <https://doi.org/10.3102/00028312038002437>
21. Ryan, A. M., & Shim, S. S. (2006). Social achievement goals: The nature and consequences of different orientations toward social competence. *Personality and Social Psychology Bulletin*, 32(9), 1246–1263. <https://doi.org/10.1177/0146167206289345>
22. Sebanc, A. M., & Pierce, W. D. (2001). Social comparison and dimensions of perceived academic competence among adolescents. *Journal of Research on Adolescence*, 11(3), 219–242.
23. Simpkins, S. D., Schaefer, D. R., Price, C. D., & Vest, A. E. (2013). Adolescent friendships, BMI, and physical activity: Untangling selection and influence through longitudinal social network analysis. *Journal of Research on Adolescence*, 23(3), 537–549. <https://doi.org/10.1111/j.1532-7795.2012.00836.x>
24. Steinberg, L., & Monahan, K. C. (2007). Age differences in resistance to peer influence. *Developmental Psychology*, 43(6), 1531–1543. <https://doi.org/10.1037/0012-1649.43.6.1531>
25. Steinberg, L., Fletcher, A., & Darling, N. (1994). Parental monitoring and peer influences on adolescent substance use. *Pediatrics*, 93(6 Pt 2), 1060–1064. <https://doi.org/10.1542/peds.93.6.1060>
26. Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90(2), 202–209. <https://doi.org/10.1037/0022-0663.90.2.202>

**Disclaimer/Publisher's Note:** The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of MDPI and/or the editor(s). MDPI and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.