

**SEMINAR
ON
EDUCATION FOR ALL : UTTAR PRADESH**

6-9 NOVEMBER 1990

BACKGROUND MATERIAL



**Department of Education
GOVERNMENT OF UTTAR PRADESH**

1990



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NIEPA DC



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Department of Education

GOVERNMENT OF UTTAR PRADESH

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ABBREVIATIONS

AE	Adult Education
AEO	Adult Education Officer
APO	Assistant Project Officer
BP	Block Pramukh
BSPS	Basic Shiksha Parishad Samiti
BTC	Basic Training Certificate (for teachers of Elementary Schools)
DAEO	District Adult Education Officer
DIET	District Institute of Education and Training
DRU	District Resource Unit (for Adult and Non-formal Education)
EFA	Education for All
GNS	Government Normal School
IPCL	Improved Pace and Content of Learning
JSN	Jan Shikshan Nilayam
MIS	Management Information System
MPFL	Mass Programme of Functional Literacy
MTF	Mission Task Force (State Level)
NAEP	National Adult Education Programme
NCERT	National Council of Educational Research and Training
NFE	Non-formal Education
NIEPA	National Institute of Educational Planning and Administration
NLM	National Literacy Mission
NPE	National Policy on Education (1986)
OB	Operational Blackboard
PS	Primary School
RFLP	Rural Functional Literacy Programme
SAEP	State Adult Education Programme
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SLMA	State Literacy Mission Authority
SRC	State Resource Centre
ST	Scheduled Tribe
SUPW	Socially Useful Productive Work
UEE	Universalisation of Elementary Education
UPE	Universalisation of Primary Education
VEC	Village Education Committee
ZP	Zilla Parishad

GLOSSARY

Adhikari	Officer
Anudeshak	Instructor in the context of NFE/AE
Basic Shiksha Parishad	A Statutory Autonomous body responsible for Elementary Education in the State
Bhabar	Waterless belt of forest
Block Pramukh	President Block Development Committee which is the elected local body at the Block level
Do-aab	Area between two rivers; in this context Ganga and Yamuna
Gram Pradhan	President of Gram Sabha
Gram Sabha	An assembly of all Adults of a village or group of villages
Gram Shiksha Samiti	Village Education Committee
Gyan Deep	Literally the lamp of knowledge. It is the name given to the Primers for Non-formal Education
Jan Shikshan Nilayam	Literally a home for community education; literacy-cum-continuing education centre for 4-5 villages
Mahila Samakhya	Literally, women speaking as equals; a programme of women's development and education
Nagar	City/Town
NyayaPanchayat	A Council of elected representatives responsible for justice and development in a group of villages
Panchayat	A village level body of elected representatives
Prerak	Literally, a motivator; a supervisor as well as a person in charge of Jan Shikshan Nilayam
Samaj Kalyan Shiksha Karmi	Social Welfare An educational worker
Tarai	Plain area extending from the foothills
Tehsil	An administrative unit of the district
Zilla	District
Zilla Basic Shiksha Samiti	District Committee of elementary education - the district level body of the Basic Shiksha Parishad
Zilla Parishad	District Council - an elected body for general development of rural areas.

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State of Uttar Pradesh

1. An Overview

Uttar Pradesh is known for its rich culture and civilization from the ancient days. The antiquities unearthed in Bundelkhand, Mirzapur and Meerut reveal distinct impact of neolithic and Harappan culture. It has been the birth place of Ram and Krishna, the mythological Gods of Hindus. Lord Mahabir, the prophet of Jainism, and Lord Buddha, the founder of Buddhism started their preachings in this very state. Well-known sufi saints had enriched the religious tapestry of this state. The great poets Valmiki, Tulsī, Kabir and Soor sang their melodious lyrics in this land. The pious shrines of Badrinath and Kedarnath in the Himalayan range, historical places like the cities of Agra, Varanasi, Allahabad, Ayodhya, Lucknow, Chitrakut, Mathura and the holy rivers Ganga, Yamuna and Sarayu stand testimony to the rich cultural heritage of the country. In modern times too the State played a leading role in the first Indian war of Independence in 1857 as well as during the struggle for freedom. It produced leaders like Moti Lal Nehru, C.Y. Chintamani, Tej Bahadur Sapru, Madan Mohan Malviya, Jawaharlal Nehru, Govind Ballabh Pant, Rafi Ahmad Kidwai and Lal Bahadur Shastri.

Geographical Location

The northern boundary of U.P. runs along the Himalayas touching Tibet and Nepal. Himachal Pradesh, Haryana, Delhi and Rajasthan are on its western and south-western fringes. Madhya Pradesh joins it on the south and Bihar in the east. Geographically the State has four distinct areas viz., the Himalayan region in the north, the Bhabar and Tarai area in the foot of the Shivaliks and the Himalayas, the Gangetic plain in the middle and the Vindhya hills and plateau in the south. The Himalayan region is traversed by several mountain ranges. It comprises snow-bound areas in the higher reaches and forests in lower attitudes and the climate is generally cold. The Bhabhar and Tarai area consists of the belt of land from Saharanpur in the west to Deoria in the east. It is covered with jungle and elephant grass, the climate being humid. The Gangetic plain covers the major fertile portions of the State. The southern hill and plateau part is an extension of the central Vindhyan plateau with the land being rocky and barren, rainfall being scanty and temperature hot.

Area and Population

The area of Uttar Pradesh is 294000 sq. kms. The State ranks fourth among the States occupying nearly nine per cent of the country's total area. But it is the most populous state accounting for 16.2 per cent of the total population of the country. The state is more populous than every other country of the world except China, Soviet Union, U.S.A., Japan and Indonesia. According to 1981 Census the population of U.P. is 111 millions - 59 million males and 52 million females. The rural and urban population is 91 millions and 20 millions

respectively, the rural population being 82.1 per cent of the total population. The Scheduled Caste population of the State is about 23 million constituting 21.2 per cent of the total population. The scheduled tribes population is about 0.2 million and is 0.2 per cent of the total population. The density of population in the State is 377 per square km. U.P. is the fourth most densely populated state of India, the other three being Kerala, West Bengal and Bihar.

The growth rate of population of the State was 25.5 per cent during 1971-81 as against 19.8 per cent in the preceding decade. The sex ratio for the State is 885.

The total rural area of the State is 289850.6 sq. kms. and there are 1,12,568 inhabited villages. The number of towns in 1971 was 334 including 22 towns with a population exceeding 1,00,000. In 1981 their number stood at 704 including 30 towns with a population of more than 1,00,000. The percentage of urban population in the total population of the State was 11.09 in 1901. By 1971 this percentage had increased to 14 and in 1981 it stood at 17.95.

In 1981 Census the population was classified into three categories, namely - main workers, marginal workers and nonworkers. The total number of workers was 32 million. Among them 29 million were males and 3 million females. The number of marginal workers was 1.6 million of which 0.3 million were males and 1.3 million females. Among the workers 58.5 per cent were cultivators, 16 per cent agricultural labourers and the rest were engaged in other economic pursuits.

Administrative Structure

The administrative set up of U.P. has 13 divisions comprising 63 districts. There are 294 Tehsils, 896 development blocks, 224 municipalities and 417 town areas.

The Literacy Scene

Uttar Pradesh is educationally one of the most backward states of India. According to the 1971 census the literacy rate for Uttar Pradesh was 21.07% with 69 million persons illiterate. In 1981 the percentage of literacy rose to 27.16%, but along with this rise, the total numbers of illiterate persons also grew to 80 million. In 1971 Uttar Pradesh ranked 24th in literacy among all the States and Union Territories of India. In 1981, its rank declined to the 25th position.

Women's literacy rate as per 1981 census was 14.04%. The districts with an overall low literacy rate also have a relatively wider gap between male and female literacy rates. The literacy rates among the Scheduled Castes and Scheduled Tribes was 14.96% and 24.45% respectively.

A closer look at the literacy rates of the 1981 census indicates wide regional variation. There are 8 districts in the State which have a literacy rate below 20%; 28 districts in the literacy rate range of 21%-30%, and 10 districts in the 31%-40% range. Only 3 districts fall within the range of 41%—50%, and one district has a literacy rate of above 50%. Districts with a literacy rate which is even lower than the National Female Literacy Average are

51 in number.

A feature which characterises Uttar Pradesh is its sizeable Scheduled Caste population. They account for 20% of the total population. This group has a very low literacy rate, with female illiteracy levels among them touching a low of 3%.

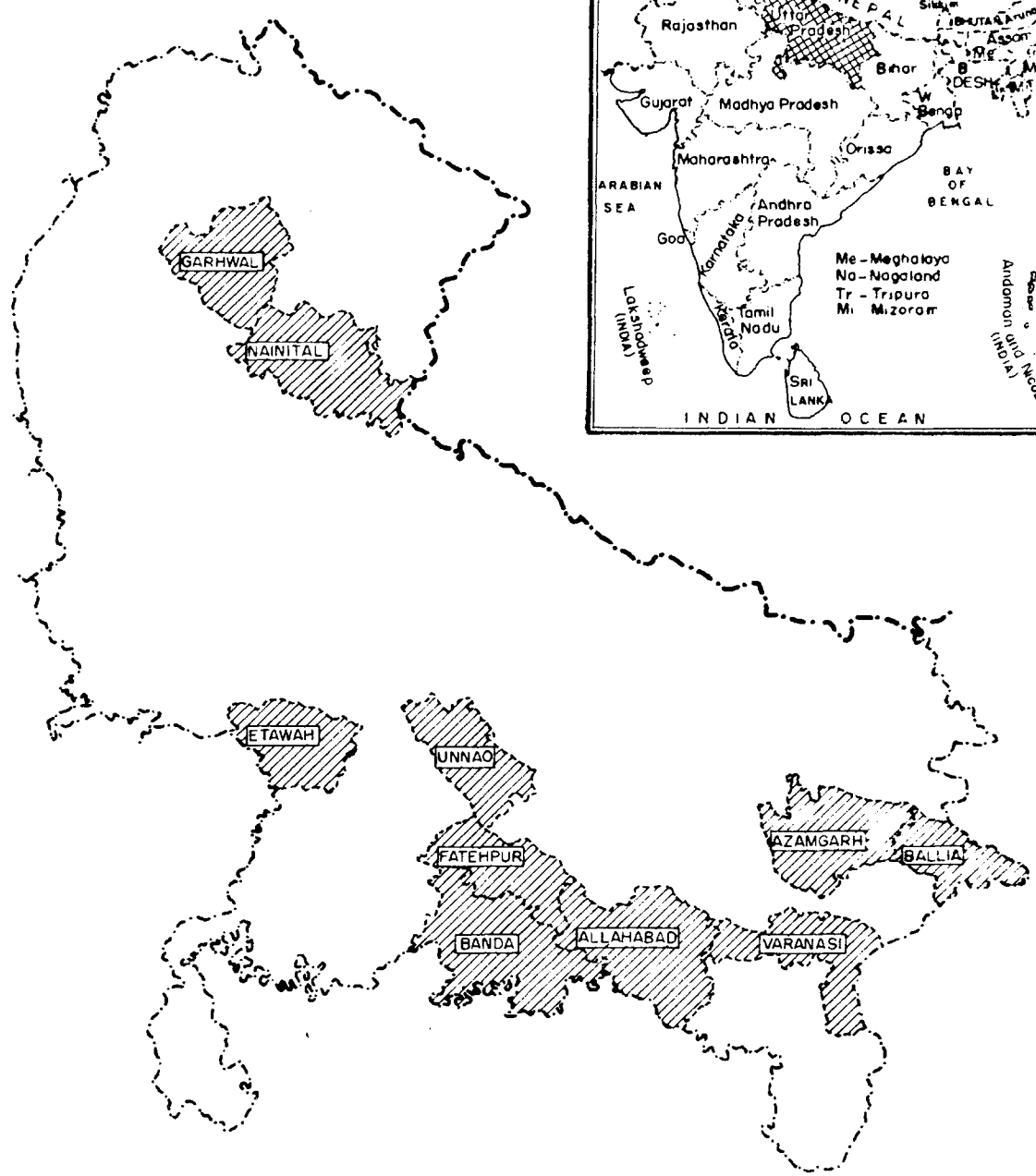
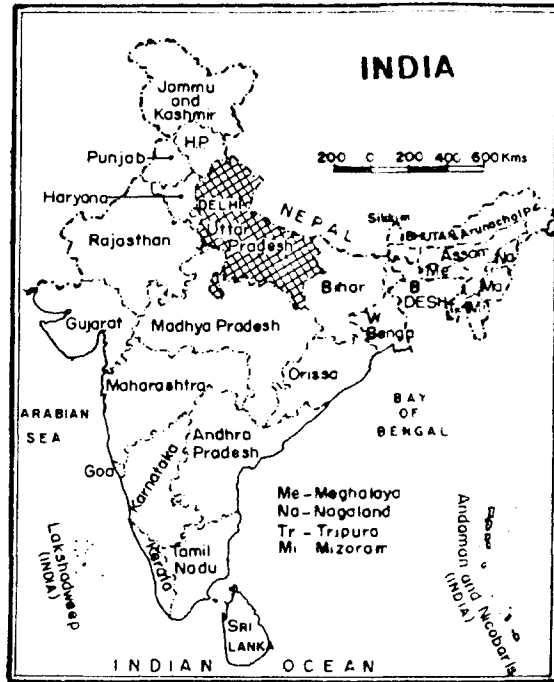
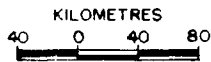
There is a wide urban-rural gap with urban areas showing literacy levels approaching 46% against the rural figure which stands as low as 24%. Table 1.1 shows the breakup of illiterate persons by rural, urban, male, female, SC/ST classification.

Table 1.1
UTTAR PRADESH ILLITERACY SITUATION, 1981 (ALL AGES)

Percentage of Literacy shown in parentheses
Other figures (in lakhs)

AREAS	GENERAL POPULATION			POPULATION			POPULATION			POPULATION			POPULATION					
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females			
RURAL	909.63	480.41	429.22	699.88 (76.94)	311.41 (64.82)	388.47 (90.51)	210.00	110.67	99.33	181.63 (86.49)	85.01 (76.81)	96.62 (97.28)	2.21	1.15	1.06	1.79 (81.05)	0.81 (70.34)	0.98 (92.68)
URBAN	198.99	107.78	91.21	107.69 (54.21)	48.80 (45.27)	58.89 (64.57)	24.53	13.30	11.23	17.81 (72.61)	8.18 (61.54)	9.63 (85.77)	0.11	0.06	0.05	0.06 (49.31)	0.03 (39.08)	0.03 (61.88)
TOTAL	1108.62	588.19	520.43	807.57 (72.84)	360.21 (61.24)	447.36 (85.96)	234.53	123.97	110.56	199.44 (85.04)	93.19 (75.17)	106.25 (96.10)	2.32	1.21	1.11	1.85 (79.55)	0.84 (68.78)	1.01 (91.31)

UTTAR PRADESH: PROJECT DISTRICTS



- - - - - INTERNATIONAL BOUNDARY
 - - - - - STATE BOUNDARY
 - - - - - DISTRICT BOUNDARY

NIEPR/P.N. Tyagi/10690

Status of Elementary Education

2. Access and Participation

Enrolment

The enrolment at the primary level is about 13 million, of which 8 million are boys and 5 million are girls. The enrolment at the upper primary level is about 3 million of which 2.2 million are boys and 0.8 million are girls. The percentage of girls' enrolment to total enrolment at primary and upper primary level is 36.2 per cent and 25.01 per cent respectively. The percentage of Scheduled Caste students at class I-V level is 21.2 per cent and at class VI-VII level 23.9 per cent, while the percentage of Scheduled Caste population to total population is 21.2 per cent. The percentage of Scheduled Tribes students at class I-V level is 0.24 per cent and at class VI-VIII level is 0.34 per cent. The percentage of Scheduled Tribe population to total population being 0.2 per cent. There are 14000 children enrolled in nursery, K.G., montessory schools. 0.6 million boys and 0.8 million girls are enrolled in non-formal centres; of which 107351 boys and 133458 girls are SCs and 449 girls are STs. There has been an increase of 62 per cent and 38.8 per cent in the enrolment of class I-V and class VI-VIII respectively during the current decade.

Institutions

There are 74275 primary co-educational schools and 14549 upper primary schools in Uttar Pradesh out of which 3316 are exclusively for girls. The break-up of the number of institutions by management is 91 primary and 266 upper primary government schools, 70237 primary and 8511 upper primary government schools run by Basic Shiksha Parishad, 3952 primary and 5772 upper primary schools run by private management. There are 45 recognised nursery, K.G. and montessory schools for the education of children of 3 to 6 age-group. There are 59,620 centres for non-formal education. In addition 32 voluntary agencies are running 2506 non-formal centres in the State.

According to Fifth All India Educational Survey, 185172 habitations covering 88.56 per cent rural population had primary schools within a distance of 1 km. Out of 39555 habitations having a population of less than 300, 28382 habitations had the schooling facility of primary level within a distance of 1 km. At present there is a need to open 11374 primary schools to serve all habitations as per existing norms. 180445 habitations covering 81.88 per cent rural population had upper primary schools within a distance of 3 kms. There were 61664 habitations with a population of 500 or more, of these 81.05 per cent habitations had facility for upper primary stage schooling within a distance of 3 kms. Out of 167026 habitations having a population of less than 500, 130528 habitations had schooling facility of upper primary level within a distance of 3 kms. Now the number of educationally unserved habitations at upper primary level is 4775. As per the norms in the plain area a habitation

of size 300 and above should have a primary school within a distance of 1.5 kms while in the hill areas, the distance norm is 1 km only. New upper primary schools are opened in accordance with the norms for a habitation having a minimum population of 800 and a distance of 3 kms.

Teachers

Total number of teachers in primary schools is 263456, female teachers being 47761. Number of teachers in upper primary schools is 95213, inclusive of 18831 female teachers. There has been an increase of 6.3 per cent and 30.2 per cent in the number of teachers of primary and upper primary schools respectively during the current decade. Teacher-pupil ratio is 1:41 at primary level and 1:35 at upper primary level. There were 94.89 per cent trained teachers at primary stage and 88.84 per cent trained teachers at upper primary stage. Arrangements have been made for the in-service training of the remaining untrained teachers. In 1986 there were 9981 single teacher schools but at present with the provision of additional teachers there is no single teacher school.

Buildings and other amenities

According to Fifth All India Educational Survey, there were 19452 primary and 4148 upper primary schools which did not have any pucca building. A drive for construction of school buildings was launched during the last two years. Provision for 7755 school buildings in 1989-90 and for 5086 buildings in 1990-91 have been made and buildings are being constructed. Besides, now no new primary or upper primary school is opened unless there is sanction of building for it. Still 974 primary schools in rural area and 2549 primary schools in urban area and 2104 upper primary schools in depleted state would be left without buildings. Buildings of 6671 primary schools have ruined considerably and they require reconstruction. Out of the total primary schools having buildings approximately 4601 have only one room, 37773 are with two rooms, 15101 with three rooms, 6637 with four rooms, 3610 with five rooms and 3030 are having more than five rooms. Likewise out of upper primary schools with buildings 2095 have 1-2 rooms, 5620 have 3-4 rooms 2670 have 5-6 rooms, 1158 have 7-8 rooms and the rest 902 have more than 8 rooms.

During the years 1987-88 and 1988-89, 65388 primary schools of all the 895 developmental blocks in the districts covered under the operation blackboard scheme were provided with essential teaching and learning materials like maps, charts, blackboards, books, toys, science and mathematics kit, etc.

34274 primary and 1663 upper primary schools are without drinking water facilities.

Incentives

In order to give incentives to teachers of primary schools an award of Rs. 500 is given to 700 teachers on the basis of their results, work-appraisal and contribution to enrolment drive as well as interest in games, scouting, red cross, etc. Teachers are also given facility of educational tours for which funds are granted by the State. Teachers working in rural areas get rural allowance; teachers working in remote border districts are being given border allowance. Teachers working in hill areas are also being given hill allowance.

Education in the State is free upto 12th standard. To give incentive to the meritorious students there is merit scholarship for the students of classes VI-VIII. The number of such scholarships is 10370. Students belonging to the Scheduled Castes and the Scheduled Tribes are being given various scholarships by the Social Welfare Department of the State. Another incentive for students is the scheme of mid-day meals for the age-group 6-11. This scheme is running in 8 districts covering 1.15 lakh children.

Non-Formal Education

In Uttar Pradesh, non-formal system of education was introduced as a supplement to the Formal System of Education in the year 1980-81. During the year 5364 centres of Primary level and 1404 centres of Upper Primary Level were started. At the Primary Level Centres 1,01,049 learners participated out of which 71076 were boys and 29973 were girls. At upper primary level centres 19412 learners participated. Upper Primary Level centres were discontinued from the year 1988-89. Year-wise progress is given in the following Table :

Table 2.1
PROGRESS IN NON-FORMAL EDUCATION

Year	No. of Centres		No. of Participants	
	Primary Level	Upper Primary Level	Primary Level	Upper Primary Level
1980-81	5364	1404	101049	19412
1981-82	11043	2261	238249	38856
1982-83	16657	3085	370444	64850
1983-84	20857	3839	475082	81587
1984-85	29922	3910	704054	86553
1985-86	22845	2771	725602	85862
1986-87	29252	3157	724142	79178
1987-88	28965	1592	778995	3906
1988-89	34320	—	800634	—
1989-90	37070	—	864064	—
1990-91	45624	—	1106316	—

Since 1989-90 the Non-formal Education Centres have been reorganised in the form of projects. In each Project, which is one Social and Geographical Unit, there are 100 to 105 non-formal education centres. The over-all incharge of a project is a Project Officer. The project Officer, alongwith his/her administrative duties is charged with the responsibility of providing educational leadership to the non-formal education centres.

At present 59,820 non-formal education centres are running under 591 projects in the State. In the year 1990-91, 255 nonformal education projects in plains and 5 projects in hill-areas are being started.

Table 2.2
INSTITUTIONS IN UTTAR PRADESH

<i>No. of Institutions</i>	<i>1950-51</i>	<i>1960-61</i>	<i>1970-71</i>	<i>1980-81</i>	<i>1989-90</i>
Primary					
Boys	29459	35156	50503	70606	74275
Girls	2520	4927	11624	(co-ed)	(co-ed)
Total	31979	40083	62127		
Upper Primary					
Boys	2386	3574	6779	10355	11233
Girls	468	661	2008	3200	3316
Total	2854	4335	8787	13555	14549
Nursery	6	73	141	65	45

Table 2.3
NUMBER OF TEACHERS IN UTTAR PRADESH

<i>No. of Teachers</i>	<i>1950-51</i>	<i>1960-61</i>	<i>1970-71</i>	<i>1980-81</i>	<i>1989-90</i>
Primary Schools					
Male	65110	87340	170857	203712	213698
Female	5189	11714	32502	44042	47761
Total	70299	99054	203359	247754	261459
Upper Primary					
Male	11605	19057	41306	58775	76382
Female	2900	4202	10880	14326	18831
Total	14505	23259	52186	73101	95213
Nursery					
Male	8	51	270	69	49
Female	14	348	750	490	408
Total	22	399	1020	559	457

Table 2.4
BUDGET ALLOCATION OF BASIC EDUCATION IN UTTAR PRADESH
(PRIMARY AND UPPER PRIMARY)

(Rs. millions)

<i>Year</i>	<i>Budget Allocation for Elementary Education</i>
1950-51	33.2
1960-61	56.9
1970-71	316.7
1980-81	1646.5
1989-90	11141.7

3. Content and Process

Curriculum and Textbooks

The curriculum for primary schools is centrally decided at the state level specifying the subjects to be studied in different grades, relative weightage to be given to the various subjects as well as between curricular and co-curricular activities. For this the authority is vested in the Basic Siksha Parishad (Council for Basic Education) consisting of experts and educational administrators with the Director of Basic Education as the Chairperson. The curriculum is periodically revised by the Basic Siksha Parishad with the help of the SCERT. The curricular frame presently followed in the State broadly corresponds to the curricular framework developed at the national level by the NCERT. After the announcement of the National Policy on Education in 1986, the SCERT initiated the task of revising the curriculum and textbooks prescribed for the primary and upper primary schools. The present curriculum followed in the schools of the State consists of the following :

Primary School : Hindi, Arithmetic, Science, Social Studies, Art, Physical Education and Moral Education.

Upper Primary School : Three languages under the three language formula, Arithmetic, Science, Art, Social Studies, Physical Education, Agriculture/Craft, and Moral Education

Preparation of Textbooks

Preparation of textbooks for primary and upper primary schools sections (grades I to VIII) is the responsibility of the State Institute of Education (SIE) and the State Institute of Science Education (SISE), both located at Allahabad and functioning under the SCERT. Preparation of textbooks in science and mathematics is looked after by the SISE and textbooks for all other subjects are prepared by the SIE. Preparation of textbooks is done through groups specially set up for different subject areas by the Director of SCERT. Normally, every such group includes a faculty member from the SIE/SISE as the Coordinator, 3-4 members who would actually do the task of writing the textbook, 1 or 2 experts to review the book, one editor, and an official of the Directorate who would be responsible for supervising all activities till the manuscript reaches the Press. Since 1986, revised versions have been prepared and produced with respect to 3 text-books and the revision work with respect to others is under progress. As such there is no role for the private sector in the preparation of textbooks. All schools recognized by the Basic Education Council whether government managed or private managed (both aided and unaided) are required to use only the textbooks produced by the SCERT.

Production and Distribution of Textbooks

A Textbook Officer (Pathya Pustak Adhikari) at the State Council of Educational Research and Training coordinates the activities related to Textbook production. The books are got printed from private establishments through contractual arrangements. In order to keep the prices of the textbooks under check, government supplies paper at concessional rates to the printers. For ensuring timely printing and production of the textbooks, generally, the work for each book is assigned to 3-5 printing establishments located at different parts of the State. Number of copies to be printed by each press is determined by the Pathya Pusthak Adhikari based on the number of children studying in the particular grades in the respective regions where the printing press is located. The concerned District Education Officer where the press is located supervises the work to ensure that the quality of production is satisfactory and that the press does not indulge in any malpractices. The printed textbooks are procured by the booksellers directly from the printing establishments thereby avoiding the problem of warehousing and storage of books by the Department. At present, the State Government has no provision for free distribution of textbooks to needy students. Nor is the system of Book Bank uniformly adopted in the schools.

Organization of Instructional Programme

As per the norms specified, every primary and upper primary school should function for about 220 days in a year. And, each school is expected to carry out classroom instruction for about 4 hrs. 30 mins. every day which includes about 30 mins. of free time. It is the responsibility of the concerned inspecting officers to ensure that all the schools follow these prescriptions. Normally the schools function from 7.00 to 11.30 a.m. But, this is flexible and there is freedom to make minor changes in this based on local climatic conditions and seasonal variations.

Learning Aids

Efforts have been made in the past to provide minimum learning aids in the form of kits, particularly for teaching science and mathematics. At present, production and supply of science and mathematics kits to all the primary schools has been planned under an Indo-German project being implemented through the NCERT. Also, the Operation Blackboard Scheme visualises provision of minimum learning facilities to all the schools. Till now all Basic Shiksha Council Schools have been covered under this Scheme.

Learner Evaluation

As per the existing policy no child is to be detained in Grades I and II irrespective of the learning level achieved. The teachers are supposed to carry out continuous evaluation of students and ensure that they are progressing satisfactorily. However, there is no insistence on maintenance of written records in a cumulative fashion according to any proforma or format prescribed by the Department of Basic Education. From Grade III onwards, students are promoted to the higher grades based on their performance in half-yearly and annual examinations to be conducted by the concerned teachers. Teachers have to continue with periodic evaluation of students mainly for diagnostic and remedial purposes. Students face their first external examination at the fifth grade level. Organization of this common examination for children studying in all recognized schools is done by the concerned Sub-

District Inspector of Schools. However, the evaluation of the answer books is done by the concerned teacher teaching in the respective schools. At the end of Junior High School (Grade VIII) the examination is conducted by the school itself. The same is the case with the Junior High Schools which function as part of Secondary schools.

The headmaster or the incharge Senior Teacher is expected to play a central role in ensuring that the daily schedule of instructional activities are effectively followed and also that the prescribed syllabus is strictly followed and completed. The headmaster is also responsible for monitoring the regularity with which the teachers attend to their duties and also to make substitute provisions during periods of absence of the teacher.

External Supervision

External Supervision of instructional programmes at different schools is to be done by inspecting officers operating at the Block level. The officers are normally to cover about 60 schools. It is often pointed out that during the school visits for inspection, generally more attention is devoted to examination of official records than to academic aspects.

Training of Primary School Teachers

Preservice training to elementary teachers is provided in the state through a network of institutions called Government Normal Schools & DIETs. There are 121 Government Normal Schools (GNSs) in the State. There are five institutions meant for training women teachers for Nursery Schools. The GNSs offer a two year certificate course in elementary teacher training leading to B.T.C. These are under the administrative authority of the Directorate of Basic Education even though the academic responsibility lies with the State Council of Educational Research and Training. The GNSs are fairly well distributed over the whole state with an average of two GNSs per district, one for men and one for women. In addition to 121 GNSs, there are seven Regional Institutes of Education located in different regions of the State, namely, Lucknow, Jhansi, Muzaffarnagar, Almorah and Modinagar imparting BTC training. There is a Centre for imparting training through correspondence operating at the State Institute of Education for the purpose of training untrained teachers already working in primary & upper primary schools.

Staff Structure and Enrolment

The staff structure at the GNSs is fairly uniform consisting of a principal/headmaster, ten to twelve teacher educators and one accountant-cum-clerk. The teacher educators at the GNS are to possess a bachelor degree in any of the subjects along with one year B.Ed or equivalent degree. Each GNS enrolls 20 to 25 teacher trainees every year, except those GNSs located in Hilly areas which are allowed to admit more number of students due to shortage of qualified teachers in these areas. It may be mentioned that prior to 1980-81, the GNSs were enrolling about 60 to 70 teacher trainees every year, from 1980-81 onwards the enrolment has been brought down significantly due to continued unemployment of trained teachers. However, staff strength in GNSs has by and large remained the same. The staff strength at the Regional Institutes of Education ranges from 7 to 17 lecturers who are trained post-graduates.

Admission to GNSs and Absorption of the Graduates

There is a heavy demand for admission to GNSs. The procedure adopted till recently for selection of candidates for admission to the GNS involved districtwise screening of the candidates on the basis of marks obtained by them at the Higher Secondary/Intermediate Examinations. Since last year, the performance of candidates on a written test organized at the state level or interviews held at the district level is also being considered in addition to their performance at the Higher Secondary/Intermediate Examination. On the completion of each year examinations are conducted by the Registrar, Departmental Examinations, Government of Uttar Pradesh, Allahabad. It has recently been decided by the Government to admit graduates in BTC training course from 1991 academic Session.

There is a long gap between the training of the prospective teachers and their regular appointment as teachers at the primary schools. At present the gap is about 5 years as appointment to teaching positions is done essentially based on the year of passing of the B.T.C. There is no regular arrangement for refresher training of the teachers before being inducted into the teaching positions.

The B.T.C. Curriculum and Teaching at the GNSs

The teacher education curriculum followed at the GNSs essentially consists of two components, namely, foundation courses in education and practice-in-teaching programme. In the wake of the reframing of primary teacher training curriculum by the NCTE during late seventies, the curriculum was revised in 1980. The curriculum has again been revised and is likely to be implemented from the academic year 1991-92.

The B.T.C. curriculum mainly consists of six component courses on which the teacher trainees are evaluated. Five of these are theoretical foundation courses and the sixth is the practice-in-teaching component. At present, all teacher trainees undergo a general programme of teacher education for teaching all subjects. There is a widespread feeling that specialised training should be given for teaching science and mathematics at least at the upper primary level.

Inservice Teacher Education

At present, there are more than 356,000 teachers serving in the primary and upper primary schools of the State. Organizing continuous programmes of inservice education to all these teachers is a task of gigantic proportion. The State Institute of Education, The State Institute of Science Education and the seven Regional Institutes of Education are supposed to look after the inservice education needs of all these teachers. The SIE and SISE are essentially concerned with training of resource persons from the various GNSs who are supposed to in turn carry out training programmes for practicing teachers. The RIEs also organize some programmes every year. But these programmes are mainly related to the various centrally sponsored schemes and UNICEF assisted projects. The newly created District Institutes of Education and Training have been specially equipped with necessary resources and capabilities for organizing inservice education programmes on a larger scale. When the DIET becomes fully operational in each district, it will cater to the needs of inservice training of teachers in the district. During the recent past an attempt was made under the PMOST

programme of the NCERT to provide a short refresher programme to a large number of teachers of primary schools. Under this about 1,40,000 teachers were given a five day orientation on the new trends in teaching at the elementary stage of education.

Development of Learning Materials for Non-Formal Education

There is a Non-formal Education Cell in the S.I.E. This cell is responsible for developing books for non-formal education. It has developed 2 books (Gyan Deep Part-I and Gyan Deep Part-2) for Primary level participants. Gyan Deep Part-1 is taught in the first year, whereas Gyan Deep Part-2 is taught in the Second Year. For upper primary level learners, the cell has developed three books—Gyan Deep Part-3, Part-4 and Part-5 (Two volumes), for first, second and third years respectively. Alongwith 5parts of Gyan Deeps, the cell has developed Teachers' Guide, Posters, Folders, Alphabet-Charts. The procedure for development and publication of books is almost the same as is followed for production of books for schools. Director S.C.E.R.T. approves the names of the writers, advisors and reviewers, and they prepare the manuscript for publication. The manuscript is handed over to the private publishers for publication. Published materials are stored in the cell and are supplied to the centres.

Attempt is made to ensure that a learner after receiving education for two years at a non-formal education centre should be able to join the main stream of formal education. The learning materials are developed keeping in view this goal.

4. Management of Education

Organisational Structures

Uttar Pradesh has four tier educational administrative setup for school education i.e., state, region, district and subdistrict levels.

State Level

All sectors of school education including adult and non-formal education are controlled and coordinated at secretariate level. Education Secretary coordinates the five different Directorates of Education :

- Directorate of Education (Secondary)
- Directorate of Education (Basic)
- Directorate of Adult Education
- State Council of Educational Research and Training
- Directorate of Urdu Education

Regional Level

All Directorates have regional level set-up except that of Adult Education.

The Regional Assistant Directors of Basic Education (one in each 13 regions of the State) are in charge of all primary and upper primary schools. There is an officer on special duty for non-formal education at the regional level. Separate regional officers are there for boys and girls secondary institutions. There is however, no in-built system of coordination among the various directorates at the regional level.

District Level

District is the most important unit of planning and implementation for school education in the State with following officers looking after different sectors of education :

- | | | |
|--|---|--|
| —District Basic Education Officer | : | Primary and Upper Primary Schools |
| —District Non-formal Education Officer | : | Non-formal Education (Elementary Level) |
| —District Inspector of Schools | : | High Schools and Higher Secondary Schools (Boys) |

- District Inspectress of Schools : High Schools and Higher Secondary Schools (Girls)
- District Adult Education Officer : Adult Education

There is no officer at the district-level to coordinate the functions of officers of different directorates of education.

Sub-District Level

There is sub-district level set-up of educational administration in accordance with the requirements of various sectors of education. District is divided into educational circles according to the number of schools which may or may not be co-terminous with Development Blocks of the State. For primary and junior basic high schools, there is an 'educational circle' on an average for 60 to 75 schools. Similarly, for about 50 to 60 secondary schools there is one Inspector of Schools.

The field level functionaries at the sub-district level have inspection duties but not provided with any supporting staff and field office.

Institutional Level

There is a separate cadre of Headmasters in case of primary and upper primary schools. Teachers of these schools belong to the B.T.C. Cadre and minimum qualifications prescribed are Inter, B.T.C. Appointments to the headmasters are made on the basis of seniority in case of Government and Basic Shiksha Parishad schools whereas Private Aided schools make direct selections also.

Headmasters of primary and upper primary schools are authorised to purchase equipment upto Rs. 100/- and under-take minor repairs upto a limit of Rs. 1000/-. Likewise construction activity to the tune of Rs. 90,000/- can also be undertaken jointly by Headmaster and Gram Panchayat.

Educational ladder and Organogrammes showing general administrative set-up of the District and educational administration at the field level are given in Annexure I to III.

Management of Local Body Schools

Prior to 1972, the Elementary Education was under the administrative Control of Local Bodies. With the adoption of U.P. Basic Education Act in 1972, an autonomous body, namely 'Basic Shiksha Parishad' was created to take over the responsibility of planning, management and control of basic education from the local bodies with adequate financial and administrative powers to manage primary and upper primary schools (both in urban and rural areas) in the State. However, the management of primary and upper primary sections of secondary and higher secondary schools continued to be vested with the Directorate of Secondary Education.

Simultaneously with the adoption of the above mentioned Act, a separate Directorate of Basic Education was also created in 1972. The Director of Basic Education was made

ex-officio Chairman of the Basic Shiksha Parishad for coordination in planning and management of Basic Siksha Parishad and government schools.

Under this Act of 1972, a three tier administrative structure was created for management of Basic Siksha Parishad schools :

- (a) Basic Shiksha Parishad (Council of Basic Education) at State level;
- (b) i) Zilla Basic Shiksha Samiti, (District Basic Education Committee) in every district for rural areas;
ii) Nagar Basic Shiksha Samiti (Basic Education Committee) in all urban areas;
- (c) Gram Shiksha Samiti (Village Education Committee) in every village or group of villages having Gram Sabha (Village Council);

Basic Shiksha Parishad

The main objective of Basic Shiksha Parishad is to promote basic education in the State and coordinate arrangements in this regard. This Committee is primarily responsible for planning and management of primary and upper primary schools of Basic Siksha Parishad in rural and urban areas. The membership of the Committee consists of :

- Director of Basic Education (Chairman)
- Two representatives from President of Municipal Corporation/Zilla Parishads
- Representative of Finance Department of the State
- Secretary, Madhyamik (Secondary) Shiksha Parishad
- Principal, State Institute of Education
- President, U.P. Primary Teacher Association
- Two educationists to be nominated by the State Government
- An officer not below the rank of a Deputy Director of Education (Member-Secretary).

The main functions of this Parishad are as follows :

- to prescribe syllabus and books for basic education and teachers' training;
- to conduct BTC examinations and issue certificates to successful candidates;
- to prescribe norms for establishing schools by the Zila Basic Shiksha Samiti or Nagar Basic Shiksha Samiti and to supervise their administration in respect of teaching;
- to control and supervise all basic schools, normal schools, BTC units;
- to approve schemes for promoting development and extension of Basic Education prepared by the Zilla Basic Shiksha Samiti or Nagar Basic Shiksha Samiti;

- to acquire and hold property and to accept donation of building or equipment for a basic school or a normal school on conditions which the Parishad deems fit; and
- to receive loans, grants and other assistance from the State Government.

Zilla Basic Shiksha Samiti

Under this Act, Zilla Basic Shiksha Samitis were set up in every district for planning and coordinating educational activities at Basic Level in rural areas with the following membership: Adhyaksha Zilla Parishad (Chairman)

- District Inspector of Schools
- District Development Officer
- Zilla Basic Shiksha Adhikari (Member-Secretary)
- Deputy Inspectress of Girls schools
- Harijan and Samaj Kalyan Adhikari
- Three nominees of State Government from Zilla Parishad Members
- Deputy Inspector of Schools (Assistant Member-Secretary)

There is also a District Education Advisory Committee with following membership.

- i) Member of Parliament and Members of Legislative Assembly
- ii) District Development Officer
- iii) District Harijan and Social Welfare Officer
- iv) District Basic Education Officer
- v) District Inspector of Schools (Convenor)

Village Education Committee

Every village or group of villages having Gram Sabha is to have a Village Education Committee (VEC) for all Primary and Upper Primary Schools in the village. The composition of the VEC is on the following lines :

- i) Head of Gram Sabha (Chairman)
- ii) Three parents of school going children of which one is to be a lady and one to be SC.
- iii) Senior most Headmaster of Primary/Upper Primary School located in the village (member-secretary)

Parents of only those pupils are nominated to the VEC who secure the highest percentage of marks in a class. The powers and functions of VEC have also been defined as under :

- i) *Financial Powers* : The VEC is fully empowered to regulate utilisation of funds collected through development fees and grants for maintenance of school plant.

This Committee discusses all the needs and requirements for maintenance of building, furniture equipment etc of schools in the village. The heads of concerned schools are authorised to make purchases costing upto Rs. 100/- at their own level. If the estimated cost is more than Rs. 100/-, the system of calling quotations/tenders has to be followed. For maintenance of school plant every primary school gets a grant of Rs. 500/- and upper primary school a grant of Rs. 450/- This Committee is authorised to spend upto Rs. 1000/ on repairs and Rs. 90,000/- on construction activity of school building.

- ii) *Administrative Powers* : The Committee is also authorised to inspect schools to ensure regularity and attendance of teachers and submit reports to the District Basic Education Officer. Disciplinary action is taken on the basis of recommendations of VEC against defaulting teachers.

Similarly, in case of schools located in urban areas, there are such committees for every Ward. A retired Government officer or Gazetted officer or a respected person of the area is nominated as Chairman of this Committee with the prior approval of the concerned Education Officer. Other members, powers and functions of this Committee are similar as in the case of VEC.

Academic Support System

At the state level, the following institutions and organisations provide academic and professional support in the areas of basic, non-formal, adult and teacher education :

a) Main agencies of SCERT

- Central Pedagogical Institute (for secondary level teacher training)
- Bureau of Psychology (primarily for educational and vocational guidance at secondary level)
- State Institute of Education (for basic and non-formal education and teacher training)
- State Institute of Science Education (for science education at basic and secondary levels)
- State Institute of Educational Technology (for basic and secondary education)
- Education Expansion Office (for social education)
- State Hindi Institute (for development of Hindi language)
- English Teaching Institute (for development of English language)
- Text Book Office for preparation, printing and distribution of text books at basic level
- State Resource Centre for adult education
- Non-formal Education Cell

b) State Literacy House (autonomous body concerned with literacy programmes)

- c) Nursery Training Colleges (two) for training of teachers for pre-primary education

At the regional level, there are six Regional Institutes of Education. It is planned to convert these Institutes into District Institutes of Education and Training (DIET) for Basic Education.

Forty Districts have been sanctioned District Institutes of Education and Training (DIET) which would primarily be concerned with various aspects of basic, non-formal and adult education and teacher education at basic level. In addition, there are 121 Government Normal Schools (Teacher Training Institutions for training of basic level teachers) located in different districts. With the establishment of a DIET in every district, many of these normal schools will be closed down.

Personnel Management

Recruitment Agencies

For the selection and recruitment of teachers the department has constituted standing Selection Committees separately for government and Basic Siksha Parishad schools. These committees are as follows :

- a. District Committee under the chairmanship of District Basic Shiksha Adhikari (for selection of Assistant Primary School Teachers for government schools)
- b. District Committee under District Inspector of Schools (Secondary) for selection of Assistant Primary School Teachers for Basic Siksha Parishad schools
- c. Regional Level Committee under the chairmanship of Regional Assistant Director of Education for selection of Assistant Teachers for government upper primary schools
- d. Regional Level Committee under the chairmanship of Regional Deputy Director of Education (Secondary) for selection of Assistant Teachers in upper primary sections of government secondary schools

For private upper primary schools, every school constitutes its own selection committee with a representative of State Government.

There is a system of direct recruitment to the post of Assistant Teachers in government as well as in Basic Siksha Parishad primary schools. In case of government upper primary schools 50 per cent of posts are filled up by promotion and remaining through direct recruitment. However, in case of Basic Siksha Parishad upper primary schools, all these posts are filled up through promotion from the cadre of the Assistant Teachers of primary schools.

Provincial Education Service

U.P. is among the few states of the country where a system of direct recruitment to senior level positions in provincial education services exists. The maximum age of entry is 28 years. In this service, 40 per cent of the posts (other than those of principals of

intermediate colleges) are filled through direct recruitment. However, all posts of principals of intermediate colleges are filled by promotion.

Recruitment Procedure

Every agency as mentioned above has evolved its own procedure for inviting and scrutiny of applications, and conduct of interviews. However, in all the cases 45% posts are reserved for Schedule Castes, Scheduled Tribes, backward classes, freedom fighters, disabled, ex-servicemen, etc. All posts of headmasters of primary and upper primary schools, both in case of Basic Siksha Parishad and government schools, are filled up through promotion and not by direct recruitment.

Selection of Candidates for Teacher Training

Selection of candidates for training in Teacher Training Institutions is done on the basis of written test, academic qualifications and interview.

Posting and Transfers

a) *Government Schools*

In matters of posting, efforts are made to post primary and upper primary teachers in their own districts as far as possible. No teacher is normally transferred before stay of 5 years at a particular school. Even after 5 years, they are generally not transferred unless there is a request from the teachers themselves or there are sound administrative grounds for the same.

Powers for transfer of teachers rest with their appointment authorities which in case of teacher of primary and upper primary schools, is at the district level.

b) *Basic Shiksha Parishad Schools*

For transferring the teachers there are three member District Level Transfer Committee under the Chairmanship of President of Zilla Parishad. In case of urban areas, such committee is under Chairman of Municipal Board Corporation. District Education Officers (Basic) is Member-Secretary of both these committees. In both these committees, the third member is a field level education officer.

Except the cases of adjustments not more than 5% of teachers can be transferred. Any deviation from this norm requires prior approval of the Basic Shiksha Parishad at the State level. It is also essential that transfers are undertaken only during June-July.

System of Promotion

After direct recruitment as assistant teacher in Primary Schools, it takes a person about 8 to 10 years to become a headmaster of primary school and for next promotion it takes about 5 to 8 years to become assistant teacher in a upper primary school. After becoming an assistant teacher in junior high school, again, it takes about 10 years or more to become

a headmaster of a upper primary school. Promotion to higher posts, however, depends on availability of vacancies.

Ten per cent of the posts of Sub-Deputy Inspectors are filled up from the cadre of headmasters of upper primary schools. Similarly, 45% of Sub-Deputy Inspectors are promoted from teaching cadre. It may be mentioned that it takes about 25 years for an Assistant Primary School Teacher to become a Sub-Deputy Inspector or Assistant Teacher in a Secondary School.

Disbursement of Pay and Allowances

Pay bills are prepared by Headmasters of government Primary and upper primary schools and sent to the district level officers for counter-signature. After counter-signature, the district officer sends them to the treasury which after verification, sends the bills to the bank for payment to the teachers. Every school teacher has a bank account and his salary is credited to his account.

Identical arrangement exists for Basic Shiksha Parishad Schools.

Staff Training

It is the policy of the Government to appoint only trained teachers in schools and therefore, there is no provision for induction-training course. Direct recruits in the Education Service (i.e. Class II gazetted cadre), have to undergo a 15 months induction-training programme. In this programme, the trainees have to spend about three months at the Administrative Training Institute of the State, six months are devoted to the Departmental Training and in case they do not possess degree in teacher training, they are given condensed course in education. In case of Sub-Deputy Inspectors and Assistant Inspectors, there is provision for in-service training programme.

Hill Cadre

There is a separate cadre for teachers and officers working in hill areas namely, Hill Cadre for teachers working in Government up to the pay scale of headmasters of Normal Schools and Deputy Inspector/Inspectress of Schools. Employees of this cadre are normally posted, transferred and promoted only in hill areas.

Information Management

The State level unit responsible for planning functions consists of a Deputy Director of Education (Planning), one Statistical Officer and two officers drawn from the Planning Department of the State.

At the regional and block levels, there is no separate staff for planning purposes. However, at the district level, in some big districts, there is a Statistical Assistant.

The educational statistics are collected every year from all government and recognised non-government institutions and cover institutions by level, management and area; enrolment

by classes, sex, SC/ST, teachers by sex, training, SC/ST, qualifications, and institutions; and itemwise recurring and non-recurring expenditure on different types of institutions.

Educational Planning

For UEE, every local school conducts house to house survey to collect data on children in 6 to 14 age-group on annual basis and teacher-wise targets are fixed for enrolment coverage. At district level, the information collected is used for planning purposes. The system of planning at village, institution and block levels does not exist.

At the district level, educational plans are prepared on the basis of guidelines prescribed by the state level authorities. This exercise is undertaken under the auspices of District Planning Committee. In this Committee all local members of Parliament and Assembly and district officers participate as members.

At the State level, every Directorate prepares its plans which are coordinated at the secretariate level for discussion and finalisation in the State Planning Department and Planning Commission at the National Level.

Inspection and Supervision

The traditional system of inspection and supervision of schools is followed. The field inspectors have heavy load of work.

Orders have been issued for establishing headquarters and offices of Inspecting authorities at Block Level. The Inspecting staff has also been empowered to write assessment reports of teachers. Now it is compulsory for every Inspecting Officer to carry out atleast two inspections of each school in his jurisdiction every year.

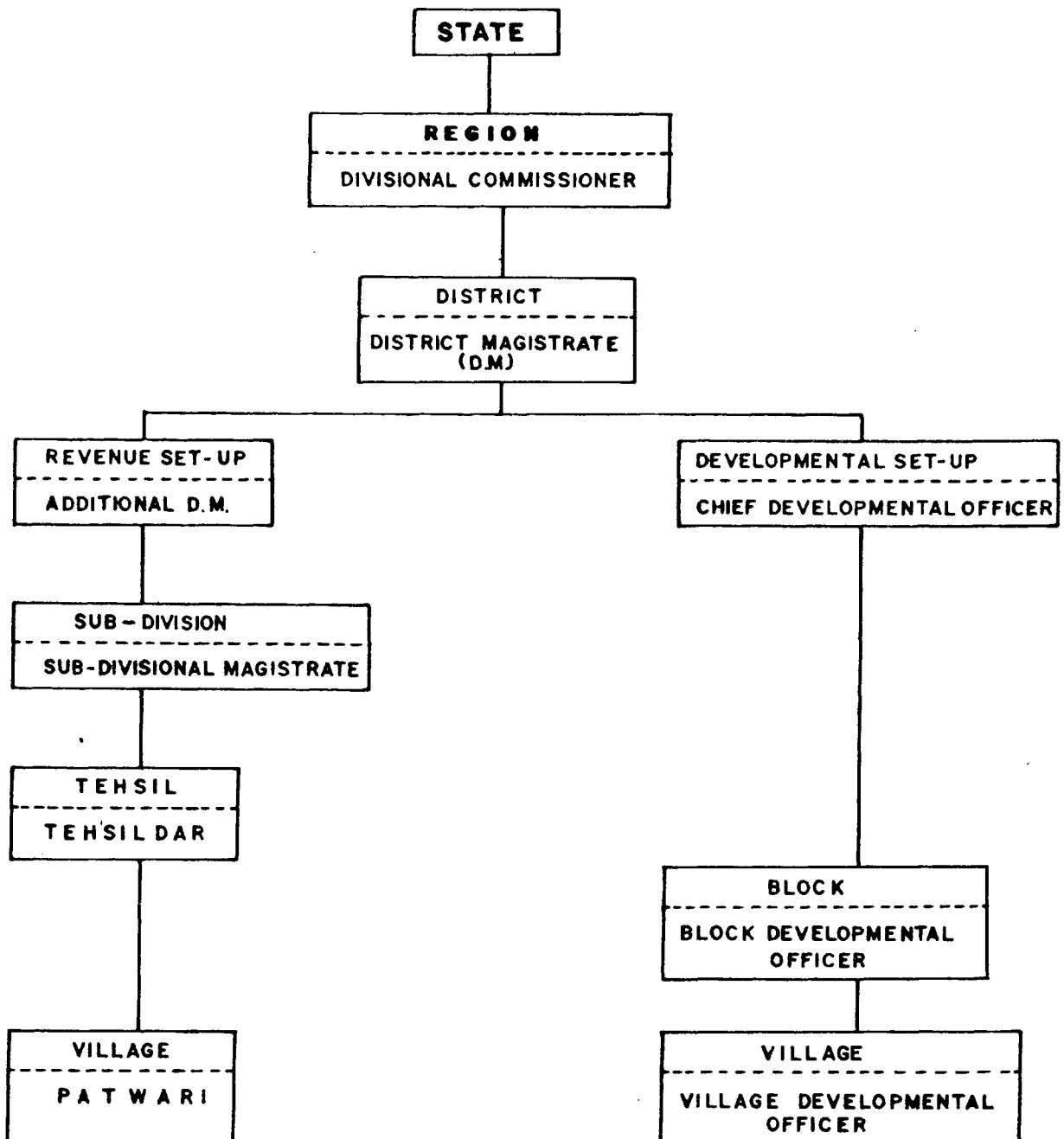
Coordination and Linkages

Intra and Inter-departmental and sectoral co-ordination would require special attention in educational administration at almost all levels. Over a period of time new Directorates have been created which have also established their own offices at regional, district and lower levels and that too in isolation from each other. Linkages with development departments are also missing at different levels of educational administration.

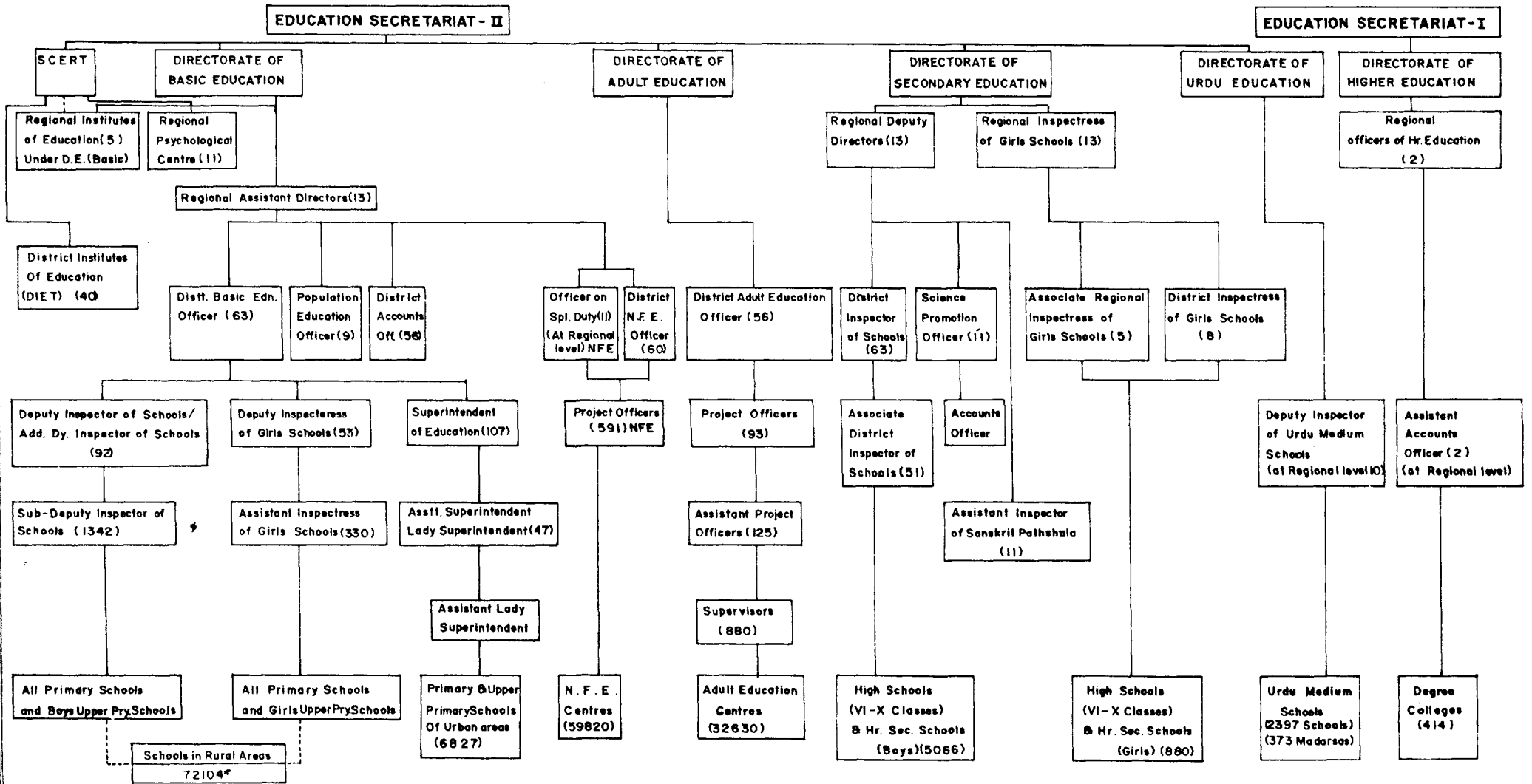
UTTAR PRADESH EDUCATIONAL LADDER

AGE IN YEARS	EDUCATIONAL LEVEL	CLASSES
25	M.S.	XX
24	M.D.	XIX
23	M.Phil./Ph.D.	XVIII
22		XVII
21	M.T.I. (B.C.)	XVI
20		XV
19	M.Ed. B.Ed.	XIV
18		XIII
17	M.A. M.Sc. M.Com.	XII
16		XI
15	B.A. B.Sc. B.Com.	X
14		IX
13	HIGHER SECONDARY (INTERMEDIATE)	VIII
12		VII
11	SECONDARY (HIGH SCHOOL)	VI
10		V
9	UPPER PRIMARY SCHOOL	IV
8		III
7	PRIMARY	II
6+		I
5	PRE-PRIMARY	
4		

CLASSES

GENERAL ADMINISTRATIVE FIELD LEVEL SET-UP

EDUCATIONAL ADMINISTRATION IN UTTAR PRADESH: FIELD LEVEL ADMINISTRATIVE SET-UP



* INCLUDING BOYS AND GIRLS

Source:- SECOND ALL INDIA SURVEY OF EDUCATIONAL ADMINISTRATION, 1990
(NIEPA / STATE EDN. DPTT.)

Status of Adult Education

5. Programmes and Coverage

Functional literacy is imparted to those who were denied education during their childhood. The objective at present is to impart functional literacy to illiterate adults in the 15-35 age group.

Target Population

According to the 1981 census 59.89 per cent of the people were illiterate in 15-35 age-group. Thus 19.82 million persons out of a total population of 33.09 million in the age group were illiterate. Table 5.1 indicates the levels of illiteracy in this age-group genderwise.

Table 5.1
LITERACY POSITION

(fig. in millions)

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Literates	10.03 (57.73)	3.24 (20.62)	13.27 (41.11)
Illiterates	7.35 (42.27)	12.47 (79.38)	19.82 (59.89)
Total	17.38 (100.00)	15.71 (100.00)	33.09 (100.00)

Note : Figures in parenthesis indicate percentage

Functional Literacy

Functional literacy implies that learners

- * achieve self-reliance in literacy and numeracy;
- * become aware of the causes of their deprivation and move towards amelioration of their condition through organisation and participation in the process of development;
- * acquire skills to improve the economic status and general well-being;
- * imbibe the values of national integration, conservation of the environment, women's equality, observance of small family norm etc.

Priority is accorded to persons belonging to rural areas, women, and the Scheduled Caste and Scheduled Tribe population.

The Programmes

The programmes in operation, for imparting functional literacy are, the Rural Functional Literacy Programme (RFLP), State Adult Education Programme (SAEP), literacy programmes by voluntary agencies, universities and colleges, and the Mass Programme for Functional Literacy. The programme in the State follows essentially a centre-based approach with a small "Each One Teach One" component under the MPFL programme.

Adult Education Centres

Adult Education centres operate in all the 63 districts of Uttar Pradesh, with 1 or 2 projects of 300 centres functioning in each district. The number of centres currently operating in the State are 32100. For these adult education centres, an area approach is followed to the extent that blocks adjacent to each other are selected for locating the Adult Education Centres. Priority is given to locating centres for women and Scheduled Caste and Scheduled Tribe population. For the selection of blocks/areas following considerations are borne in mind :

- the block has an overall low literacy rate
- the area is inhabited predominantly by SC/ST population
- the 2 blocks are contiguous to each other

The physical facilities at the centres vary from village to village. Often classes are conducted on a balcony or patio of a private brick house. On the other occasions classes are held in a temple or any other public place, and sometimes even under open thatch roof structure. If classes are held during the day, there is enough natural light for the teaching-learning activity. If classes are held in the evening, there are generally insufficient lighting and ventilation facilities.

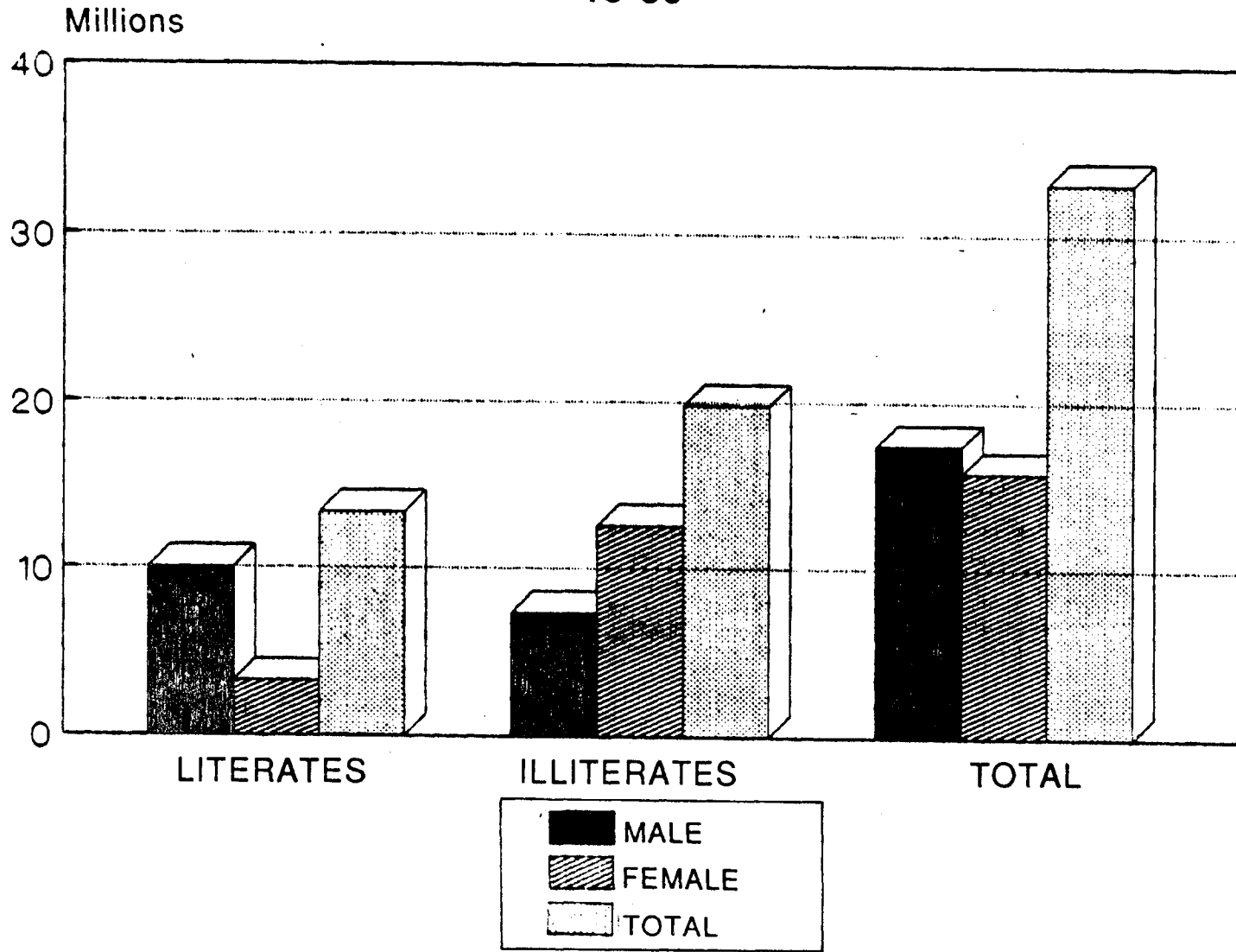
Normally, an adult education centre enrolls 30 learners. A project of 300 centres therefore, has a maximum outreach to 9000 persons; the total annual enrolment in this state being of the order of 9,63,000.

On similar pattern adult education centres are also run by voluntary agencies. At present there are 93 voluntary agencies which organise 6,195 centres. On a smaller scale universities and colleges are also involved in the programme with approximately 220 centres under the sector.

Involvement of Volunteers

Since 1986 a programme for involving students in literacy has been taken up in the State. These students impart literacy on 'Each One Teach One' basis. However, in some cases the ratio between the student-volunteer and the learners goes upto 1:5. 21 universities in the State are participating in the programme. In addition 4,000 student-volunteers of secondary schools also participated in the programme in 1989-90. During 1990-91 it is expected that 0.15 million student-volunteers of secondary schools would be involved in the literacy programme.

LITERACY STATUS IN THE AGE GROUP 15-35



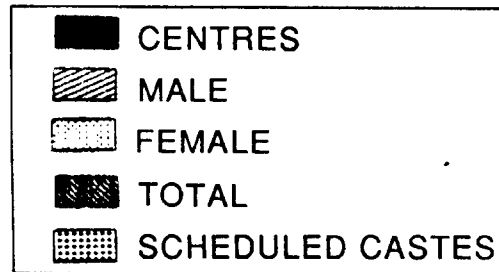
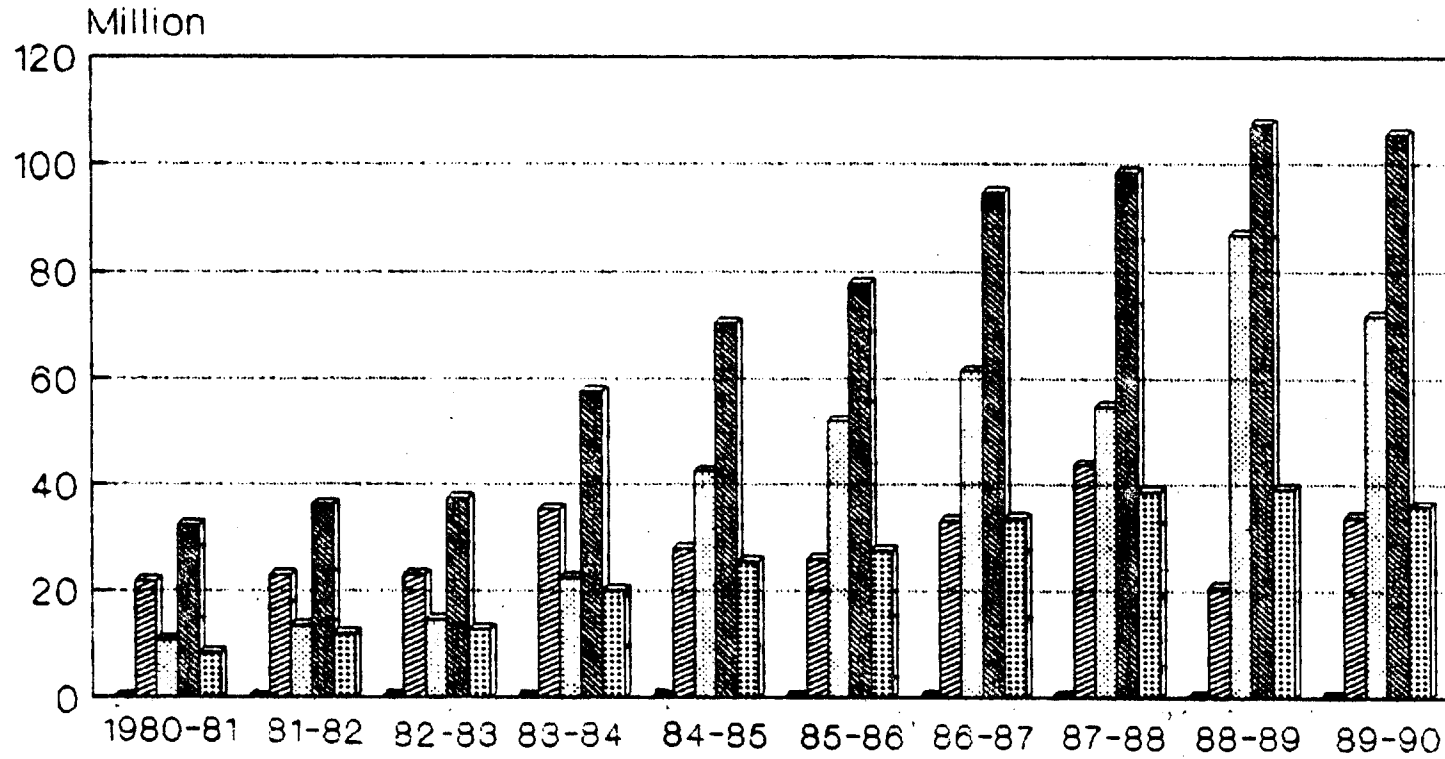
Coverage

From 1980-81 to 1989-90 the coverage under all programmes put together has been shown in Table 5.2.

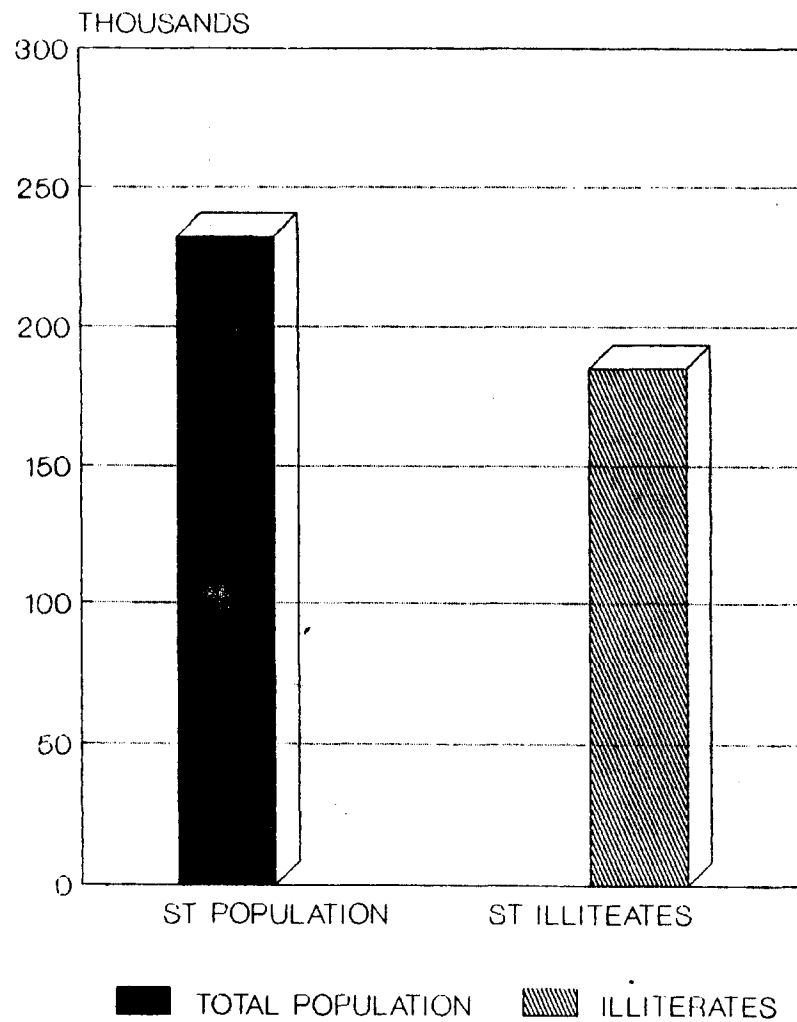
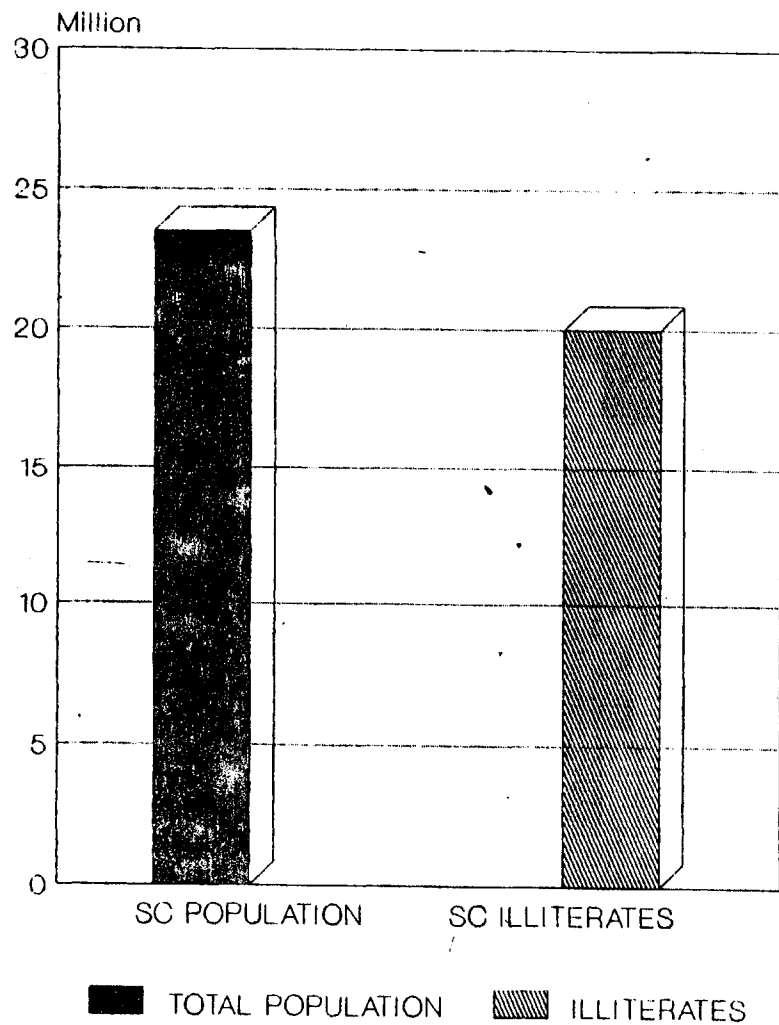
Table 5.2
COVERAGE UNDER ALL PROGRAMMES

Year	Centres	Learners Enrolled (in millions)			SC
		Male	Female	Total	
1	2	3	4	5	6
1980-81	11,888	.22	.11	.33	.08
1981-82	12,777	.23	.13	.36	.12
1982-83	12,782	.23	.14	.37	.13
1983-84	19,302	.35	.22	.57	.20
1984-85	23,336	.28	.42	.70	.25
1985-86	25,984	.26	.52	.78	.27
1986-87	30,654	.33	.61	.94	.34
1987-88	32,493	.44	.55	.99	.39
1988-89	35,848	.21	.87	1.07	.39
1989-90	35,042	.34	.72	1.06	.36
TOTAL	2,40,106	2.89	4.29	7.17	2.53

COVERAGE UNDER ALL PROGRAMMES FROM 1980-81 TO 1989-90



POSITION OF THE ILLITERATE SCHEDULED CASTES AND SCHEDULED TRIBES OUT OF THEIR TOTAL POPULATION



6. Curriculum and Learning Achievement

State Resource Centres

Technical Resource Support for the adult education programme is provided by Literacy House, an autonomous organisation established by Welthy Fisher. The institution trains the functionaries of adult education programmes, develops curricula and materials for basic literacy and follow-up programmes, conducts research and learner-evaluation.

Curriculum

The curriculum for adult education in the State has two components :

- a. a core curriculum which aims at imparting information and developing capabilities to appreciate certain values of national concern, including women's equality, removal of social barriers, promotion of scientific temper, conservation of environment, promotion of small family norm, and national integration; and
- b. a need-based curriculum depending on the requirements of individual groups of learners for which the literacy programme is planned. This is situation-specific and learner-centered.

The curriculum, thus is purported to be flexible, responsive to the needs of the learners and taking into account their interests and aspirations. The State Resource Centre has produced different sets of materials conforming to the linguistic and regional variations in the State. These materials are prepared with the assistance of creative writers and thinkers. Writers' workshops are organised for the purpose, which take into account detailed surveys for needs assessment with a view to understanding the content-input and the vocabulary used by learners in different areas.

Improved Pace and Content of Learning

In the current year a new innovative technique of learning has been adopted. This envisages a reduced duration of learning, an improved motivation of learners and functionaries and an inbuilt mechanism for evaluation of learner's achievement. The State Resource Centre has developed different sets of a 3-graded basic literacy primer. The primer ensures that through a number of simple tests the learner achieves the expected levels of learning. Each part of the 3-graded primer corresponds to a different level of literacy.

From the earlier 300 hours and a course of 10 months, the duration of learning has been reduced to 200 hours spread over 56 months. This technique is expected to introduce a

process of self directed learning and self evaluation by the learners.

Learner Evaluation

In the new design of materials developed by the State Resource Centre, evaluation has been conceived of as :

- * a part of the total literacy process
- * an exercise towards promoting self evaluation by learners
- * an instrument for making learners perceive their own achievement to motivate them to further learning

The package thus developed :

- * permits easy management of learner-evaluation component
- * ensures easy record keeping
- * assures a reasonable degree of credibility that learners are learning and moving towards self reliant levels of literacy.

Training

A decentralised system of training operates in the State. The State Resource Centre conducts training programmes for Project Officers, Assistant Project Officers and Supervisors. The Project Officers and Assistant Project Officers in turn conduct the training programme for instructors and preraks.

The training programmes are aimed at developing a clear understanding among the participants of the roles of the various adult education functionaries. The training curricula emphasises the methods of primer-transaction as also methods and attitudes to teaching adults. In recent times greater emphasis is attempted to be laid on the area approach to literacy, the IPCL technique, evaluation of learning outcome, and sustenance of learner motivation throughout the programme.

Training programmes for the various categories of personnel are residential. Teachers' Training Institutes available at the district level are utilised for the purpose of training. Occasionally the office of the Block Development Officer may also become the venue for the training. At the State level, facilities for residential training exist at the State Resource Centre. Training programmes are conducted in coordination with the State Directorate of Adult Education, SCERT and other local institutions.

District Resource Units

With a view to provide techno-academic support at the district level, District Resource Units are being established along with District Institutes of Education and Training. District Resource Units will organise good quality induction and in-service training for instructors and other persons interested in imparting literacy as also to identify and train resource persons

required for training of instructors. Wherever possible DRUs will also undertake development and production of locally relevant materials for literacy, post-literacy and training purposes, and assist in the work connected with learner evaluation.

7. Programme Management and Appraisal

Organisational Structure

State Level

The top level body in the State for decision making and for directing the programme is the State Literacy Mission Authority (SLMA) with the Chief Minister as Chairman. The executive body is the Directorate of Adult Education headed by a Director. The duties of the Director involve planning, management, coordination and direction of the programme throughout the State. He is assisted by a team of officers of the rank of Deputy and Assistant Directors, Research Officers, etc. The Director works under the overall guidance and control of the State Education Secretary. For technical resource support there is a State Resource Centre.

District Level

At the district level, the District Adult Education Committee performs similar functions as are performed by SLMA at the State level. The District Magistrate/Collector is its Chairman as also the District Mission Leader. In each district, District Adult Education Officer plans, oversees implementation, supervises, coordinates and manages all the activities relating to adult education. He/she is assisted in this task by a small office staff. The State Government is the appointing authority for DAEOs and transfers and postings are done by the State Education Department.

Project Level

In the District, there are projects (either RFLP or SAEP) which are headed by Project Officers. The Project Officers are assisted by Assistant Project Officers. In some projects, there are 4 APOs, in others only one APO. Wherever there are 4 APOs, 37 Preraks are required to do supervision and post literacy work. Where only one APO is posted in the Project Office, 10 Supervisors help him in this task. This disparity in the staffing pattern is attributable to the non-adjustment of the supervisors' category in their parent departments even after the adoption of the new formula for appointment of personnel.

Block Level

A Block Adult Education Committee under the Chairmanship of Block Pramukh oversees the functioning of programme implementation at Block level. Since one Project usually

operates in two contiguous Blocks, there are 2 Block Advisory Committees in each Project.

Village Level

In each village, where the AEC is organised, a Village Adult Education Committee is constituted and Gram Pradhan (Village Chief) is its Chairman. For every 8—10 villages (at Nyaya Panchayat level) a Jana Shikshan Nilayam Committee has been formed to ensure that Post-Literacy Activities are properly organised.

Appointment of all Officers in the State Directorate and of District Adult Education Officers and Project Officers is made by the Government of Uttar Pradesh.

The Instructors and Preraks are selected locally from within the Project Area, by the local district officials. Preraks are required to possess a minimum of High School pass qualification.

Appointment of all officers in the State Directorate and of the District Adult Education Officers and Project Officers is done by the Education Department of Government of Uttar Pradesh. The Instructor is selected from the community where the literacy programme/AEC is to be organised. A matriculate is preferred but in exceptional cases and especially in case of women and girls these qualifications are relaxed. He/she is a part-time worker who gets an honorarium of Rs.100/- per month for this work.

Programme Appraisal and Review

Programme Monitoring

A detailed in-built monitoring system for collection of information exists according to which the status of programme implementation is known at various levels. As far as Projects are concerned, the basic level from which monitoring information flows up to the Directorate of Adult Education through the Project Officer is the Adult Education Centre. The data is compiled in the State Directorate of Adult Education. The monitoring information invariably includes particulars of persons becoming literate as a result of evaluation done of the learning competencies.

The State and National Level

The data is compiled in the State Directorate of Adult Education. The monitoring information invariably includes particulars of persons becoming literate as a result of evaluation done of the learning competencies.

Management Information System

A Computerised Management Information System (MIS) has recently been designed for being operationalised in two districts, viz., Mirzapur and Aligarh. The MIS includes administrative, academic, physical and financial aspects.

Programme Evaluation

State Planning Institute

The Planning Department of the Government of Uttar Pradesh has established a State Planning Institute which is responsible for internal evaluation of all governmental schemes in the State. It has undertaken several studies on evaluation of the Adult Education Programme in the State during the last 10 years. These studies include appraisal of work done under government projects, as also programmes undertaken by the voluntary agencies, colleges and universities.

Institutions of Social Science Research

Three other Institutes have been identified in the State to undertake external evaluation of the programme. These institutions are : (i) Giri Institute of Development Studies, Lucknow (ii) Govind Ballabh Pant Institute of Social Sciences, Allahabad and (iii) Kumaon University. The districts where each institute takes up evaluation of the programme have been clearly demarcated. The various aspects to be studied have also been specified with a view to avoiding duplication and overlapping of efforts.

8. Continuing Education

A systematic effort to institutionalise post-literacy education for neo-literates began in the State with the launching of the National Literacy Mission in the country. The main instrumentality, through which post-literacy and continuing education activities are organized, is the Jana Shikshan Nilayam. 3716 Jan Shikshan Nilayams have been sanctioned. Out of these 1,608 are in operation. Each JSN serves a population of 5,000 persons spread over a cluster of 4-5 contiguous villages.

The basic objective in the planning of post-literacy and continuing education programmes is to ensure retention of literacy skills, provide facilities for learners to continue their learning beyond basic literacy, and to create scope for application of learning for improvement of their general conditions.

The Jan Shikshan Nilayams cater to social and cultural needs of neo-literates and other groups of people and provide a forum not only for new learning, but also information-sharing and recreational facilities.

The Jan Shikshan Nilayams perform the following functions :

An evening class	Once a week for upgrading literacy skills
A library	for which books especially designed by the SRC and other agencies are purchased
A reading room	where newspapers and neo-literate magazines are available
A discussion group	for discussions on common problems
Training programmes	short duration, relating to new developments in agriculture, tailoring, etc.
Sports	indigenous sports like Kabaddi, and Netball are stressed
Recreational and cultural activities	traditional musical instruments are provided; folk forms of art, rural theatre, puppetry, and songs are emphasised.

Jan Shikshan Nilayams are established on priority in those villages where the people themselves come forward to support them providing suitable accomodation and other local resources.

District Profiles

Allahabad

Allahabad, also known as Prayag is anchored deep in history. Situated at the confluence of the great rivers of the Ganga, the Yamuna and the mythical Saraswati, the place is rich in Hindu mythology wearing around it an aura of sacredness. Its early history is traced in ancient Hindu literature, the Vedas and the Ramayana, the Mahabharatha and the Puranas, the archaeological findings, architectural ruins and the inscriptions on pillars. The inscription on the Allahabad Pillar of Ashoka and Terracottas from Bhita date back to the Mauryan Period (317—1010 B.C). The place was visited by Fahien and Huen Tsang during Gupta period and Kannauj rule (320-647 A.D.).

The area of this district was ceded by the Nawab of Avadh to the British in 1810. It was in 1840 when the district was reorganised into nine tehsils viz. Chail, Sirathu, Manjhanpur, Soraon, Phulpur, Handia, Bara, Karchhna and Meja. The last two hundred years of Allahabad mirror the history of the entire subcontinent. It was in the fore front of the 1857, war of Independence. The district was a stronghold of the Indian National Congress from the dawn of 20th Century.

Location, Topography and Climate

The district of Allahabad lies between latitude 24°47' and 25°47' North and Longitude 81°19' and 82°20' East. On the North it is bounded by the districts of Pratapgarh and Jaunpur, the former being separated by the Ganga for about one-third of its boundary. The Southern boundary is formed by the state of Madhya Pradesh, on the east lies the district of Varanasi and on the South-East the district of Mirzapur. The districts of Banda and Fatehpur bound it on the South-West and West respectively.

Topographically, the district may be divided into three parts - the trans Ganga tract or the Gange Plain, the do-aab and the trans Yamuna tract or the Yamunapar tract. These are separated by two main rivers the Ganga and the Yamuna. The trans-Ganga part is a plain area. The high banks of the Ganga are covered with poor sandy soil; beds of loam and barren lands also exist in this part. The do-aab tract is rich and fertile, the land is plain and it consists of alluvial and light loam soils. The trans-Yamuna tract forms a part of Bundelkhand region. The ridge formed by the Ganga and the Yamuna is crowned with light sandy soil. The ranges of the Vindhyan series of the South Plateau also lie in this tract.

The main rivers of the district are the Ganga, the Yamuna and the Tons. The Sasur Dhaderi and the Belan are also two important rivers of the district.

The climate of the district is known for a long and hot summer, pleasant rains and

delightfully cold winter. Temperature starts rising rapidly after February. In May and June the heat is intense and May is usually the hottest month. The Western winds which are hot, dry and dusty, make the heat more intense during the day time. The monsoon breaks in the last week of June and lasts till September. The air is very humid during rains. The day temperature starts dropping gradually in October and the Winter extends from November to February.

Area and Population

The area of Allahabad district is 7261 sq. kms. According to 1981 census, the total population of the district is 3.8 million of which 2 million are males and 1.8 million females. Sex ratio is 890. The number of scheduled castes is 24.52% of the total population. The number of Scheduled Tribes is almost nil. Percentage of urban population to total population is 20.37. Density of population is 523 per sq. kms. Decennial population growth rate during 1971-81 was 29.37%, 29.62% of total population are main workers and 0.63% are marginal workers. Among workers 46.28% are cultivators, 22.84% are agricultural labourers and rest are engaged in other economic pursuits. Small scale industries are handloom, potteries, leather-work, printing and binding of books, making of polythene bags etc.

Literacy

The literacy rate of the district is 27.99%. The literacy rate of the males is 41.51, and the literacy rate of the females is 12.81%. The number of illiterate persons in the 15-35 age group is 0.68 million.

Institutions, Enrolment and Teachers

At present, there are 427 Upper primary schools, of which 286 schools are for boys and 141 are for girls. There are 1907 Primary schools. Total enrolment in Primary schools is .36 million—0.24 million boys and 0.12 million girls. The number of students enrolled in upper primary schools is 67368, 52187 are boys and 15181 girls. Number of scheduled castes students in total enrolment is 23.29% and 24.18% at primary and upper primary level respectively. There are 9191 teachers in Primary schools of which 7645 are males and 1546 females. The number of teachers serving in upper primary schools is 2553—1955 males and 598 females.

There are 490 unserved areas where Primary schools are needed and 178 unserved areas where upper primary schools are required according to the present norms.

There are 1459 centre for non-formal education in 21 projects of the district. 16899 boys and 19053 girls are enrolled in non-formal centres.

99 buildings of primary schools are in dilapidated state while 44 primary schools are without buildings.

1132 primary schools and 20 upper primary schools are without drinking water facility.

Adult Education Programme

Five government projects covering 10 blocks are being run in the district. Each of the government projects has 300 adult education centres. Allahabad district also has a large involvement of voluntary agencies in the programme. There are 22 voluntary agencies running 1270 adult education centres all over the district. For post-literacy and continuing education 52 Jana Shiksha Nilayams have been established.

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Date: 11/12/90

Azamgarh

Azamgarh is famous for its association with the ancient sages Maharishi Dewal, Durvasa and Dattatreya and with intellectuals like Rahul Sanskritayan, Shibli, Kaifi Azami, Acharya Chandra Bali Pandey, Ram Charitra Upadhyay and Shantipriya Dwivedi and Brigadier Usman. The district takes its name after Raja Azam Khan, who founded the town of Azamgarh in 1665 A.D.

Geographical Location, Topography and Climate

The district of Azamgarh is situated in eastern part of the state in the division of Gorakhpur. The district has recently been reorganised, with the exclusion of Ghosi and major part of Muhammadabad tehsils creating the new district of Mau. Azamgarh is bounded on the east by Mau on the south by Ghazipur and Jaunpur on the west by Jaunpur and Sultanpur and on the north by Faizabad and Gorakhpur. Azamgarh is level plains without any hills or natural eminence. The chief rivers of the district are Chhoti Sarju, Tons, Kunwar, Mangar and Ghaghra, besides there are numerous lakes and rivers of considerable size. The climate of the district is uniform in pattern, the rainy season beginning from the 3rd week of June upto the beginning of October, the temperature falling down from the month of November and rising after February to June. The district is fairly well-wooded filled with mangoes, Mahuas, Jamuno Neems and other trees.

Area and Population

The area of the district after its recent reorganisation is 4220 sq. kms. The district has a population of 2.5 million with 1.3 million males and about 1.2 million females. The sex ratio is 989, higher than the state average of 885. The density of population is 597 per sq. kms. The population of scheduled castes is 25.7 per cent of the total population. The population of scheduled tribes is negligible. The growth rate of the population of the state was 24.03% during 1971-81. Percentage of urban population is 9.2% of total population. The percentage of workers and marginal workers to the total population is 26.5% and 5.7% of the total population respectively. Of the total number of workers 61.11% are cultivators, 17.51% agricultural labourers and the rest engaged in other pursuits. Agriculture and allied activities are the main source of livelihood to the majority of people. The small scale industries in the district are handlooms and powerlooms, potteries and sutli (thin rope) making.

The district has four tehsils, 21 development blocks, and 3666 inhabited villages.

Literacy

The percentage of literacy in Azamgarh is 23.4% of which 37.10% is male literacy and

10.25% is female literacy. The percentage of female literacy is lower than the state average of 14.04%.

Institutions, Enrolment and Teachers

There are 1223 primary and 320 upper primary schools in the district. Out of the total upper primary schools 59 are for girls.

1131 primary and 280 upper primary schools are situated in rural areas. There are 1535 non-formal education centres in the 15 projects of the district.

The district has 225 and 76 educationally unserved habitations at primary and upper primary level respectively.

Total enrolment of primary level is 0.22 million of which 76900 are girls; at upper primary level the enrolment is 55867 of which 13709 are girls. The percentage of girls' enrolment to total enrolment is 34.7% and 24.5% at primary and upper primary level respectively. Enrolment of scheduled castes children is 26.07% and 21.86% respectively at class I-V and VI-VII level which is in accordance with the population of scheduled castes in the district. 18654 Boys and 21057 girls are enrolled in nonformal centres.

There are 4728 male and 691 female teachers in primary schools and 1965 male and 270 female teachers in upper primary schools.

Adult Education Programme in the District

There are 2 government projects in Azamgarh covering 4 development blocks in the district. These projects run 600 Adult Education Centres. Five Voluntary organizations are also contributing to the adult education programme in the district. 24 Jana Shikshan Nilayams have been established in the district.

Buildings and other Facilities

As a result of a drive of construction of school buildings during the year 89-90 and 90-91 all primary schools in rural area have buildings. There are 35 primary school in urban area and 15 upper primary schools in the district which are without building. 108 primary schools buildings are in dilapidated state. During the last two years provision for the construction of 85 Primary and 15 upper primary school buildings was made. 426 primary and 15 upper primary schools are without drinking water facilities.

Ballia

District Ballia is situated in the eastern most part of Uttar Pradesh. Legends of Pauranas associated this district with king Bali, from whom the name of the district is derived. Maharishi Bhrigu and Dardar Muni were famous saints of this area.

The people of the District played a prominent role in the freedom struggle, Mangal Pandey, the martyr of the first Independence war of 1857 was born in this district. The other well known historical personalities of Ballia were Chittu Pandey, Pandit Parshuram Chaturvedi, Dr. Hazari Prasad Dwivedi, etc. Shri Jai Prakash Narain. Its social and cultural history is very rich and unique.

Location

District Ballia is situated between the parallel of 25°33' and 26°11' north latitude and 83°38' and 84°39' east longitude in Varanasi division. It is bounded on the east by district Saran of Bihar state, on the north by district Deoria, on the west by district Azamgarh and south west and south east by districts of Ghazipur and Shahbad (Bihar) respectively.

There are three tahsils namely Rasra, Bansdih and Ballia. The district has three urban centres namely Rasra, Reoti, and Ballia. There are 16 development blocks and 1767 villages.

Area and Population

The total area of the district is 2988 sq. kms. Total population of the district is about 1.8 million, of which 0.9 million are males and about 0.9 million are females. Density of population is 619 per sq. km. Decennial population growth rate during 1971-81 was 22.43%, percentage of urban population is only 9.1. Sex ratio is 982. Share of Scheduled Castes is 15.4% of the total population. The number of Scheduled Tribes is almost nil. 25.48% of the total population are workers and 4.44% are marginal workers. 48.94% of the workers are cultivators, 32.07% are agricultural labourers and rest are engaged in other economic pursuits. Ballia has the maximum number of agricultural labourers in comparison to the other districts of U.P. Small Scale Industries mainly consist of making of earthen pots, making of ban and moor, carpentry and basket making.

Literacy

Ballia has a literacy rate of 28.18%. Male literacy is 41.85%, while female literacy is 14.29% only. The literacy rate of the district is lower than the national average, but marginally higher than the state average. In the 15-35 age group there are .32 million illiterates.

Number of Schools, Enrolment and Teachers

The number of primary and upper primary schools is 1275 and 322 respectively. 235 upper primary schools are for boys and the remaining 87 for girls. 1181 primary and 275 upper primary schools are in rural area.

Total number of students enrolled in primary schools is 259006 out of which 40 per cent are girls. The number of students at upper primary schools is 69314 of which 26 per cent are girls. The number of Scheduled Castes students is 15.19% and 13.86% the total enrolment in primary and upper primary schools.

At primary school level 4957 teachers are working in primary schools out of which 14.5 per cent are female teachers. In upper primary schools out of 2100 teachers, 18 per cent are female teachers.

At per the present norms, 47 habitations are still unserved by a primary school and 22 by an upper primary school.

14 projects with 1500 centres are running under non-formal education programme. In these centres, 24709 students are enrolled out of which 42 per cent are girls.

Adult Education Programme

Four developmental blocks are covered under adult education programme namely Dubhar, Hanumanganj, Garhwar and Nagra. Two projects with 600 centres impart education to adults in these blocks. The number of Jan Shikshan Nilayams established in the district is 26.

Buildings and other Facilities

In the year 1989-90 and 1990-91, the government has sanctioned the money for 166 buildingless primary schools. Those buildings are under construction. At present 14 primary schools are without buildings and 82 primary school buildings are in dilapidated condition and need reconstruction. 12 upper primary schools are without buildings.

In 601 primary and 29 upper primary schools, no drinking water facility is available.

Banda

The district is said to have derived its name from Bamdeo, a sage in Hindu mythology and a contemporary of Lord Rama. The district has a long historical past and finds mention in the Vedas, Ramayan and Mahabharata. The hill of Chitrakut (Kamadgiri) and many other places in its neighbourhood are associated with the episode of Lord Rama's exile. Traditions say that Lord Rama alongwith Sita and Lakshman stayed a while at Chitrakut.

In South of Banda stands a magnificent hill fort of Kalinjar, which had been one of the stronghold of Chandels, who ruled the area from about 850 A.D. till the rise of Medieval Monarchies.

The district was ceded to the British by the Treaty of Bassain in 1803. At the time of annexation, the present districts of Banda and Hamirpur and part of Jalaun were formed into a single district, named Bundelkhand. In 1819 it was divided into northern and southern Bundelkhand. District Banda is comprised of the southern portions.

Location, Topography and Climate

Administratively, this district is one of the five districts of Jhansi Division. It lies between 24°53' and 25°54' north latitude and 80°7' and 81°53' east longitude. In the south it touches Madhya Pradesh and in the east district of Allahabad, in the west district Hamirpur and in the north Fatehpur district. Rivers Yamuna, Ken, Chandrawal Baghain and Paisuni pass through the district.

The district largely consists of irregular uplands with outcrops of rocks intermingled with nearly low lands frequently under water in rainy season. North of Baghain river is intersected by various smaller rivers and nullahs. The general slope of the district is from south west to north east.

The climate is hot. After October temperature decrease. The winter is less intense. Rainfall is exceedingly capricious both in amount and distribution.

Area and Population

Area of the district is 7624 sq. kms. The population of the district is 1.5 millions density of population is 201 per sq. km. The sex ratio (number of females per 1000 males) is 864. There are five Tahsils viz., Banda, Baberu, Naraini, Karwi and Mau, of which Banda is the most populous and Mau is the least, while area-wise Karwi is the largest and Mau is the smallest. There are 1207 inhabited villages and 10 towns in the district. Nearly 11.8

per cent of the population resides in the urban area. Urbanization in the district is lower than of the state as a whole (17.9 per cent). Scheduled Caste population is nearly 23.63 per cent of the total population while Scheduled Tribe population is negligible. Decennial growth rate of population was 29.76 during 1971-81.

The number of whole time main workers is 33.03 percent of total population. Among main workers 59.95 percent are cultivators, 25.84 percent agricultural labourers, 2.21 per cent engaged in household industry and 12 percent classified as other workers. 4.31 percent of the total population are marginal workers. Small scale industries of stone statue wooden furniture, use of tendu leaves mineral base industries have some scope.

Literacy

The level of literacy is 23.3 per cent. The literacy level of males is 35.99. The literacy level of females is 8.61% which is much below the state level of 14.04%. In the age group 15-35, there are 0.3 million illiterates.

Institutions, Enrolment and Teachers

There are 232 upper primary schools out of which 197 schools are for boys and 35 for girls. There are 1280 primary schools with an enrolment of 0.2 million. Girls constitute 36 per cent of primary enrolment. There are 43153 students enrolled in upper primary schools out of which 20 per cent are girl students. 12.7 per cent of the 3605 primary school teachers are female. Total number of teachers serving in upper primary schools is 1269 with 15 per cent female teachers. Number of S.C. Students is 22.55% and 17.24% of the enrolment at Primary and Upper Primary Level respectively.

There are 7 projects comprising 700 centres of non-formal education 17500 students are enrolled out of which 70 per cent are girls.

The number of unserved areas is 138 at the primary level and 142 at the upper primary level, according to the present norms.

Adult Education Programme

Four development blocks are covered with adult education programme namely, Naraini, Bisanda, Karvi and Pahari. Two adult education projects in these blocks have 600 centres. A voluntary agency, Akhil Bhartiya Samaj Sewa Sanstha, Manikpur is also running adult education centres in the district. 24 Jan Shikshan Nilayams are functioning in the project area to cater to the post-literacy and continuing education need of the adult learners. A programme for women's empowerment through Mahila Samakhya is also operating in the district.

Buildings and other Facilities

In the year 1989-90 and 1990-91 government has sanctioned funds for 298 primary school buildings. At present only 35 primary schools are without buildings. Buildings of 197 primary schools are in dilapidated condition and need reconstruction. The upper primary schools however, have their own buildings.

117 primary schools and 9 upper primary schools are without drinking water facilities.

Etawah

The tract that now constitutes Etawah district was once fairly densely forested. It was part of the ancient Kingdom of Panchala which is said to have extended from the foot of Himalayas in the north to the river Chambal in the south. The ruins of ancient towns and forts that lie buried under the numerous mounds in the district, though unexplored, are believed to have been strongholds of Meos, a tribe of early settlers in the area who were displaced by many clans of Rajputs during the course of their settlement in various parts of the district in early 13th century.

Geographical Location

The district lies between the parallels of 26°21' and 27°0' north latitude and 78°45' and 79°45' east longitude. It is situated in the north west of Allahabad division. It is bounded on the north by Mainpuri and Farrukhabad districts, on the east by Kanpur, on the south by Jalaun district and on the west by Agra and the state of Madhya Pradesh, the dividing line being the river Chambal.

The district lies entirely in Gangetic plain but its physical features vary considerably. It is divisible into four belts of distinct natural characteristics which run from the west to the south-east. 'Panchoi' as locally known is the belt of upland broken by occasional sandy ridges or streams. The second belt called ghar, lies between the Sengar and the Yamuna. The third belt called Vharka lies south of the ghar constituting parts of the tehsil of Etawah. Bharthana and Auraiya adjoining the Yamuna. The fourth belt is the Chambal-Jamuna doab with the central level plateaus with good light soil. The main rivers of the district are the Yamuna, Chambal, Sindh, Kuwari and the Sengar. The economy of the district is predominantly agricultural and the main crop is wheat.

Area and Population

The area of Etawah is 4326 sq. kms. The rural area of the district consists of 1543 villages out of which 1462 are inhabited. The urban areas consist of 12 towns.

District comprises of 4 tehsils namely—Etawah, Bharthana, Didhuna and Auraiya and 14 developmental blocks. The population according to 1981 census is about 1.7 million. The sex ratio is 831. The proportion of urban population is 14.8 per cent. The SC and ST population accounts for 25.41 and 0.002 per cent respectively. The density of population is 403 per square km. Deceminal populations growth rate is 20.37 per cent.

26.21% of the total population are workers and 0.22% are marginal workers. Among

the workers 65.93 per cent are cultivators, 12.80 per cent agricultural labourers, 2.57 per cent engaged in household industry and 18.70 per cent in other economic pursuits. The small scale industries consist of engineering goods, plastic goods, glass wares, electrical goods, leather goods, handloom-weaving, pottery, edible oils, carpentary products footwears, baskets, blankets and agricultural implements.

Literacy

The level of literacy is 37.29 per cent which is higher than the state average of 27.2 per cent. The literacy level of males is 48.69 per cent while that of females is 23.58 per cent against the state level of 38.76 per cent and 14.04 per cent for males and females respectively.

Institutions, Enrolment and Teachers

There are 1259 mixed primary schools and 365 upper primary schools out of which 287 are for boys and 78 for girls. 1091 primary and 263 upper primary schools are in rural areas. There are 225 unserved areas without primary schools. The number of unserved areas where there is no facility of upper primary school is 139. There are 1100 centres for non-formal education in the eleven projects of the district.

The enrolment at the primary level is 262137 and the girls account for 41.8 per cent. The enrolment at the middle level is 64615 out of which 34.3 per cent are girls. The share of Scheduled Caste students is 33.6% and 27.6% at primary and upper primary levels respectively, which is much higher than the share of Scheduled Caste in total population. 11764 boys and 15764 girls are enrolled in non-formal education centre.

Total number of teachers in primary schools is 4988 out of which 18 per cent are females. Number of teachers in Upper Primary Schools is 2490 and women teachers account 16.2 per cent.

Adult Education Programme

Two developmental blocks viz., Basrehar and Jaswantnagar are covered by the Adult Education Programme. One government project comprising 300 centres and 5 projects in the voluntary sector operate in the district. 26 Jan Shikshan Nilayams have also been established. There are 0.7 million people in the age group of 15-35 of which 0.336 million people are illiterate. (Male 0.15 and female 0.221 million).

Buildings and other Facilities

At primary level 164 schools in rural area and 35 schools in urban area are without buildings. Besides 140 buildings of primary schools are in dilapidated condition and need reconstruction. At upper primary level 49 schools are without buildings. During the year 1989-90 and 1990-91 provision was made for the construction of 131 primary and 4 upper primary school buildings.

852 primary schools and 16 upper primary schools are without drinking water facilities.

Fatehpur

Fatehpur is situated on do-aab land formed by the rivers Ganga and Yamuna with the old Mughal road (now called G.T. Road or Shershah Suri Road) passing through and linking Delhi with the vast gangetic plain. This strategic situation of the district made it the target of numerous invasions in the past. Rajputs, Khilzis, Afghans, Mughals and Britishers, all in turn, captured the district. The battle for throne between Aurangzeb and Shuja was fought here. Temples of Tenduli and Bahua, relics of Hathgaon Asni and the idol of Lord Vishnu of the Gupta age indicate the prosperous remote past of the district.

Geographical Location

Fatehpur is situated in the eastern portion of the do-aab, the river Ganga forming the northern boundary of the district separating it from Unnao, Rae Bareli and Pratapgarh and the river Yamuna forming the southern boundary separating it from Hamirpur and Banda. The district is bounded on the north-west and southeast by the districts of Kanpur and Allahabad respectively. The land in the neighbourhood of the rivers stands high and falls slightly towards the centre. Along the two rivers are narrow alluvial strips of varying width, sometimes the distance between the river and high bank being as large as eight kms. Above the high banks is level plain. This upland plateau slopes gently from the north-west to the south-east. The climate of the district is hot.

Area and Population

Rectangular in shape, the area of the district is 4152 sq. kms. The population of Fatehpur is about 1.5 million - males being 0.8 million and females being 0.7 million. The density of population is 379 per sq. km. The SC population is 23.73 per cent of the total population. The population of scheduled tribes is negligible in the district. The sex ratio is 896. The growth rate of population was 23.01 per cent during 1971-81.

Out of the total population of the district, percentage of urban population is only 8.99. 30.27 per cent of the total population in the district are workers, 2.93 per cent are marginal workers and 664.80 per cent are non-workers. 61.4 per cent of the total of workers are cultivators, 22.38 per cent are agricultural labourers and the rest are engaged in other economic pursuits. Thus the main occupation of the district is agriculture. The small scale industries of bamboo, wood-whips, cotton prints, manufacture of coarse blankets, metal work, pottery, wool have a scope for development.

Fatehpur has 3 tahsils and 13 development blocks, 6 towns and 1349 inhabited villages.

Literacy

The level of literacy in Fatehpur is 25.97 per cent with 38.07 per cent for males and 12.48 per cent for females. The literacy rate is below the state average. The number of illiterates in the 15-35 age group is 0.288 million.

Institutions, Enrolment and Teachers

There are 1029 primary and 231 upper primary schools in Fatehpur, 53 of the upper primary schools being for girls. Out of these, in rural area there are 949 primary and 196 upper primary Schools. Number of educationally unserved habitations at primary and upper primary level is 258 and 98 respectively. There are 650 centres for non-formal education in the 7 projects of the district.

Enrolment at primary level is about 0.23 million - 0.14 million boys and 0.09 million girls. At upper primary level there are 40807 boys and 10297 girls. The percentage of girls to total enrolment is 37.9 and 20.1 at primary and upper primary level respectively. The share of Scheduled Caste students is 22.22 per cent and 17.61 per cent at primary and upper primary levels respectively, which is a little lower than the 23.73 per cent population of Scheduled Castes in the district. 6877 boys and 7157 girls are enrolled in non-formal centres.

There are 3285 male and 425 female teachers at primary level and 1166 male and 253 female teachers at upper primary level.

Adult Education Programme

There are two projects of adult education programme in Fatehpur covering 4 developmental blocks of Amauli, Deomai, Arayan and Vijaipur. The number of Adult Education Centres is 600. One voluntary agency is also contributing to the programme of adult education. There are 26 Jan Shikshan Nilayams established in the district.

Buildings and other Facilities

During the year 1989-90 and 1990-91, provisions for the construction of 161 school buildings were made. 28 primary schools in rural and 19 in urban areas and 18 upper primary schools are without buildings. 67 primary school buildings are in dilapidated condition and need reconstruction. 416 primary and 16 upper primary schools do not have drinking water facilities.

Nainital

This area at the southern river of Himalayas was never under a single ruler except for a brief interval of time. The history of the hilly and sub-mountainous tract had its tortuous course full of relentless struggle among the various tribes for domination while that of the Tarai and the plain is associated with the powerful empires of northern India.

Gurkha invasion in 1795 paved the way for their sovereignty over hilly tracts and bhabar areas of the district. It was conquered by the British in 1815. On 5th October 1981, the district in present shape was carved out.

Location

The district comprises partly of hills and partly of plains and is bounded on the north by Garhwal, in the West by Bijnor and on the south-west by Moradabad and on the south by districts of Rampur, Bareilly and Pilibhit. On the east it had international boundary with Nepal, the dividing line being Sharada river which touches the district on the south-east along the Tarai region.

Topography and Climate

The district is divided into three main regions - hilly region, Bhabar region and the Tarai region.

Except the Kosi, none of the rivers in this district has its origin in the snowy heights of the Himalayas. The river Kosi rises in the north of the district in the hilly area of Almora district. To the east, there is river Sharda which touches the eastern fringe of pargana Bilehri. There are several lakes of great size and beauty, situated in the district.

The tehsil 'Nainital' mostly comprises the hilly region of the district. The height of the hills ranges from 1800 feet to 8000 feet from sea level. The annual mean rainfall ranges from 2286 mms to 2540 mms (between 90'' and 100'')

The Bhabar region along the foot of the hills is a stretch of a narrow belt of land, about 8 to 24 kms in breadth. It is called Bhabar because of being a waterless belt of forest. Haldwani tehsil is situated in this belt of forest land. Annual rainfall ranges between 60'' and 90''.

To the south of the Bhabar region lies the region of Tarai, with an average breadth of 17.6 km. from north to south. It comprises of Kichha and Kasipur tahsils of the district.

Topographically the region is akin to the plains having good forests. The region is the most fertile in the district.

In the forests Sal and Sisham, Khair, Deodar, Bang, Kharsu, Chir, are generally found.

Area and Population

The area of Nainital district is 6794 sq. kms. According to 1981 census the population is about 1.1 million with sex ratio of 841. 27.49% of the total population lives in urban areas. The percentage of Scheduled Caste population to total population is 16.47. Percentage of ST population to total population is 6.51. The density of population is 167 per sq. km. Decennial growth rate of population during 1971-81 was 43.85 which was maximum in comparison to other district of Uttar Pradesh.

The rural area of the district consists of 1791 revenue villages and 65 forest villages out of which 1743 revenue villages and 63 forest villages are inhabited. There are 18 urban centres in the district.

The number of main workers is 31.68 per cent of total population. Among the main workers 44.70 per cent are cultivators, 19.09 per cent agricultural labourers, 2.01 per cent engaged in household industry and 34.20 per cent classified as other workers.

Prospects of tourism industry, electronics, optics, precision instruments are proper for the small scale set up in the district. Development of woolan industry, forest and fruit vegetable based industries have immense potential. Fruit processing plants, packing cases, paper pull units, furnitures, saw mills, terpentiles and matches are the other industries can be useful for future expansion.

The administrative sub-divisions of the district are 6 tehsils, and 11 development blocks.

Literacy

The rate of literacy in Nainital district is 37.81 per cent. The literacy rates for male and female are 46.81 and 27.10 per cent respectively. The number of illiterates in the 15-35 age group is 0.18 million

Institutions, Enrolment and Teachers

The district has 1227 primary schools and 249 upper primary schools. Out of 249 upper primary schools 20% are for girls. There are 600 non-formal education centres in the 6 projects of the district.

There are 193 unserved areas where there is no schooling facility at primary level. The number of unserved areas where there is no facility of upper primary school is 76.

The enrolment at the primary level (class I-V) is 1,50,808 out of which 40% are girls. The enrolment at the level of upper primary classes (VI-VIII) is 29447 out of which 34% are girls. The share of Scheduled Caste students is 16.66% and 11.59% at primary and

upper primary levels respectively. The share of Scheduled Tribe students is 6.12% and 4.63% at primary and upper primary level respectively. There are 6347 boys and 6269 girls enrolled in non-formal centres.

Total number of teachers in primary schools is 3566 out of which 32% are females. Out of 1570 upper primary teachers, 24.7% are females.

Adult Education Programme

Two government projects of 600 centres which caters to 36,000 learners annually are being run in the blocks of Ram Nagar, Bajpur, Bhimatal and Okhal Khanda. In addition, 2 voluntary agencies are running 200 centres in the district. There are 26 Jana Shikshan Nilayam established for post literacy and continuing education activities.

Buildings and other Facilities

All the buildingless primary schools have been provided with buildings which are under construction. At upper primary level only one school is without building. Besides, 102 primary school buildings are in dilapidated condition and need reconstruction.

614 primary schools and 100 upper primary schools are without drinking water facilities.

Pauri Garhwal

In the ancient religious books, Pauri is referred to as the sacred place of worship and meditation. Before 1815, Pauri was a part of Garhwal estate oppressed by the tyrannical rule of Gorkhas. In 1815, it came under the control of the British. Pauri is known for Rajaji National Park and Jim Corbett National Park the two famous wildlife sanctuaries. Holy places like Lachman Jhula, Swargashram, Neelkantha, Srinagar and Rudraprayag are located in this district.

Location, Topography and Climate

Pauri is the headquarter of Garhwal district and division. The district of Pauri is bounded by the districts of Chamoli on the north east, Bijnore on the South, Almora & Nainital on the east, while its western boundary is formed by river Ganges as far as Devprayag and the Alak Nanda as far as Rudra Prayag.

The district is entirely mountainous with no level land except for a narrow track of land at the foothills in the South known as Bhabar area. The mountainous tract consists of a succession of steep mountain ridges, their height varying between 1050 metres to 1950 metres. The Bhabar area has characteristics akin to the plains. 78% of this part is covered with forests. The terrain of Garhwal contains within itself varying climatic conditions according to height from the level of plains to altitudes rising over 3000 metres, thus making the climate exceedingly diverse. In the hilly areas, the climate ranges from Semi-temperate to severe cold. The main river in the district is Nayer which rises from Dudatoli mountain. More than half of the area of the district is in its basin; the river is well-known for carp. The mighty river Alaknanda flows along the border of the district.

Chir wood found upto a height of 2000 metres is used for building houses and preparing resin. Oak is found between 2000-2500 metres height. Devdar wood is found in abundance and is used for making furniture. Bhabar area is famous for Sal wood.

The land is known for a host of birds and animals and carnivora like tigers, leopards and panthers. Elephants are also found. Fish is found almost in every river.

Area and Population

The area of the district is 5440 sq. km. Total population of the district is 0.63 million out of which 0.33 million are females. The sex ratio is 1091 much higher than the sex ratio of 885 in Uttar Pradesh. The percentage of S.C. and S.T. population is 11.74% and 0.17% respectively. The decennial growth rate is 15.34%, much less than the growth rate

of 25.44 in the state. The urban population is only 9.82% of the total population. The percentage of workers and marginal workers to the total population is 36.21% and 7.25% respectively. Of the total number of workers 71.45% are cultivators and 0.82% are agricultural labourers. The density of population is 117, one of the lowest in the state.

Although cultivation dominates the economic scene, it possesses extremely lean potentials in the district. The production of vegetables and fruits is more profitable than the corns. Over 60% of the area of the district is under forest cover which has an important role in the development of the district. Small scale industries of wollen and slik-weaving, fruit-preservation, and wood-work have good potential.

There are 3 tehsils, 15 developmental blocks, 8 towns and 3237 inhabited villages in Pauri.

Literacy

The literacy percentage is 56.26% and 27.13% among males and females respectively. The total literacy percentage is 41.06. The literacy rate in this district is higher than the state average.

Institutions, Enrolment and Teachers

There are 1338 primary and 197 upper primary schools in Pauri, out of which 64 are for girls, 1301 primary and 184 upper primary schools are situated in rural area. There are 926 nonformal centres in the 12 projects of the district.

The district has 50 educationally unserved habitations at the upper primary level. At primary level there is no unserved habitation.

Enrolment at primary level is 70,515 boys and 57,432 girls. At upper primary level, there are 9485 boys and 6666 girls. 4991 boys and 5453 girls are enrolled in non-formal education centres. The percentage of girls' enrolment to total enrolment is 45% and 41.2% at primary and upper primary level respectively. Share of Scheduled Caste students is 10.74% and 9.33% of enrolment at primary and upper primary level respectively. Share of Scheduled Tribe students is 0.01% and 0.01% of enrolment of primary and upper primary level respectively.

There are 2798 teachers in primary schools of which 2079 are males and 719 are females. At upper primary level there are 788 male and 254 female teachers.

Adult Education Programme

There is one adult education project covering 2 developmental blocks of Nainidanda and Bironkhal. The number of Adult Education Centres is 300. There are three Voluntary Organizations which are running adult education centres in the district. 26 Jan Sikshan Nilayams have also been established in the district.

Buildings and Educational Facilities

During the year 1989-90 and 1990-91 provision for the construction of 48 primary and 15 upper primary school buildings was made. 3 primary schools in rural area and 11 in urban area and 2 upper primary schools are without building. 216 primary schools have buildings in dilapidated condition. 727 primary and 86 upper primary schools are without drinking water facility.

Unnao

Unnao is one of the well-known districts of Uttar Pradesh in Lucknow region. It is recognised for its appreciable role in politics, rich historical background, spiritualism and rich literature. It is situated in the Indo-Gangetic plain and the holy river Ganga and Sai flow through the district.

Many celebrities of legends, traditions and ancient Indian literature such as Parshuram, Dashratha, Shravan and Valmiki, etc. are associated with different parts of the district lending them a touch of sanctity. Queen Sita of Ayodhya while exiled was given shelter in this land. Renowned personalities like Chandra Shekhar Azad and Vishwambhar Dayal who dedicated their lives for the freedom of India, were born in this district.

Location, Topography and Climate

The district is situated in the central part of the state. On its north lies district Hardoi while on its south, district Rae Bareli is situated. River Sai and district Lucknow form its eastern boundary and river Ganga flows on the west of it. Beyond river Ganga, districts of Kanpur and Fatehpur are situated.

The district contains two types of land; low lands and uplands. The low lands of Ganga are known as Tarai or Khadar and are thinly populated because of frequent floods. The major parts of this low land are covered by Grass and Babul trees. The uplands are mainly fertile in which Rabi and Kharif crops are produced on mass scale. The climate of the district varies from very dry and hot in summer to pleasant cold in winter. There is plenty of rain during rainy season. Forests have gone down in their richness and expansiveness. There are trees of Babul, Bamboo, Ber, Khair, Sisoo and Munj etc. on the banks of rivers and nullahs. In the sandy soil Kanji, Arru, Semal, Bamboo, Khair and Teak trees are planted. Besides there are groves of mango and mahua and trees of Jamun, Bel, Roma, Neem, and Sisoo are found in substantial number.

In the Tarai region Indian antelope, porcupine, hare, hyaena, jackal, fox, jungle cat, mongoose and squirrels are found. Birds like cuckoo, parrots, crow, bulbul, pigeon and kite etc, different varieties of snakes and reptiles are found every where.

Area and Population

The area of this district is 4558 sq. kms. The rural population is 1.6 million in which there are 0.85 million males and 0.75 million females. The urban population is 11.8% of the total population. The total population of the district is 1.8 million, sex ratio being 889.

The density of population is 400. Percentage of scheduled caste and scheduled tribe population is 30.07 and 0.12 respectively. The increase in urbanisation over a period of 10 years from 1971 to 1981 is 466.37 per cent which is quite high compared to the increase in urbanisation in the entire state of U.P. which is merely 61.22 per cent during the above mentioned period. Decennial growth rate of population during 1971-81 was 22.78.

There are 29.34% workers and 1.70% marginal workers in the total population of the district. Among the workers 75% are cultivators 9.62% are agricultural labourers and the rest are engaged in other economic pursuits. The small-scale industries consist of leather tanning, shoe-making carpentry, mat and basket making, iron smithy, brasswares, stonework, handlooms, printing and dyeing, domestically embroidery work (Chikan) and Ban and Moonj making.

The whole district is divided into four Tahsils and 16 development blocks. The number of inhabited villages is 1687 and number of cities is 18.

Literacy

The literacy rate of Unnao district is 25.28 per cent in which 36.78% males and 12.34 per cent females are literate. This literacy rate is lower than the literacy average for the state which is 27.2 per cent. The total number of illiterate persons in the 15-35 age group is 0.33 million.

There are 10 projects of non-formal education in the district. Under these projects 958 non-formal centres are running and total number of beneficiaries are 23395.

Institutions, Teachers and Enrolment

In the district, total number of upper primary schools is 362 of which 287 are for boys and 75 for girls. At primary level, there are 1435 schools in which boys and girls study together. Of the 1 total schools 1319 primary and 315 upper primary schools are in rural areas. There are 194 unserved areas at primary level and 68 at upper primary level.

The number of students at upper primary level is 44285 in which 32189 are boys and 12096 are girls. At primary level the total number of children is 0.22 million out of which boys and girls are 0.14 and 0.08 million respectively. The number of Scheduled Caste students is 30.87% and 22.85% of the total enrolment at primary and upper primary level respectively. The share of Scheduled Tribes is 0.01% and 0.44% of the total enrolment at primary and upper primary level respectively.

Total number of teachers at upper primary level is 1733 in which 1360 are male and 373 are females. At primary level, there are 4117 teachers with 3572 males and 545 females.

Adult Education Programme

In Unnao, two adult education projects are currently in operation, covering five blocks. Besides government projects, some voluntary organisations such as New Public School Summit, Social Welfare Committee and Yuvak Mangal Dal are working for supplementing

the task of the state. 25 Jan Shikshan Nilayams have also been established.

Buildings and other Facilities

In the year 1989-90 and 1990-91, Government has sanctioned money for 273 building less primary schools. Those building are under construction.

At present 7 primary schools in rural area and 21 in urban area are without building. There are 138 schools in badly damaged condition which require reconstruction and 66 upper primary schools are without building.

There are 826 primary and 89 upper primary schools which do not have drinking water facility.

Varanasi

Varanasi is one of the ancient cities and a well known seat of learning in India. It is located on the left bank of sacred River Ganga. Varuna and Asi are the two streams bounding it from north and south. The name Varanasi originated from the rivers Varuna and Asi. In the medieval times, it was known as Banaras. Ancient name of the city was Kashi. Puran, Mahabharat and Ramayan have references of this sacred city. Besides Hinduism, Buddhism and Jain Dharma also flourished here. In Sarnath, 12 kms. away from Varanasi, Lord Budha preached his first sermon on eight fold path and ultimate Nirvana. In Sarnath emperor Ashoka built a hundred feet high Dharma Rajika stup and Dharm Chakra pillar surmounted by a lion. The pillar has been adopted by the Government of India as the national emblem.

Location

Varanasi is the eastern most district of Uttar Pradesh. Allahabad lies on the west of it, Jaunpur on the north-west, Ghazipur on the north east while Shahbad district of Bihar state bounds it from east and Mirzapur district from south.

Topography and Climate

Northern part of the district is alluvial plain while the southern part is hilly tract with projecting mountainous ranges of Vindhya. Western part of the district is also plain. The surface of Chandauli tehsil is comparatively low. Hence the water logging problem during rainy season. Climate of the district is sub-tropical monsoon type.

Total area of the forest in the district is 77404 hectares and 99 per cent of it lies in Naugarh block. Salai, piars, Mahua and Tendu trees are common in the forest. Dhek jungle is also found in plain area. Banarasi langara mango and banarasi betel leaves (Banarasi Pan) are well known. Among wild animals jackals, foxes, wild pigs, blue bull are common. Naugarh forest has leopards in them. Sambhar and cheetal are found near Chakia tehsil.

Places of Interest

Varanasi is famous for its ghats, Kashi Vishwanath Temple and Tulsi Manas Mandir. Samath is a sacred place for Budhists. Banaras Hindu University is the largest residential university of Asia. Ram Nagar fort, Alamgir Mosque, Gyan Vyapi Mosque, Kal Bhairon Ka Mandir, and the open type sanctuary in Naugarh with Rajdari and Devdari falls are places of religious and tourist importance.

Area and Population

Total area of the district is 5091 sq. km. Total population of the district is 3.7 million. Density of population is 727 per sq. kms. putting the district among six districts of the state having highest density. Decennial population growth rate during 1971-81 was 29.75. The percentage of rural and urban population is 73.12 per cent and 26.88 per cent respectively. Sex ratio is 904. The percentage of SC and ST is 18.12 and 0.005 respectively. 27.8 per cent of the total population are workers, 1.05 marginal workers and the remaining are non-workers. 35.36 per cent of the total number of workers are cultivators, 16.88 per cent agricultural labourers, 14.62 per cent are engaged in household industries and the rest in other pursuits.

There are 5 Tehsils, 22 blocks, 15 towns and 3662 inhabited villages in the district.

Literacy

The rate of literacy is 31.85 per cent of which male literacy is 45.95 and female literacy 16.25 per cent. The illiterate population in the age group 15-35 is 0.62 million.

Institutions, Enrolment and Teachers

There are 1687 primary schools in Varanasi. The number of upper primary schools is 406 of which 112 schools are for girls. Varanasi has 49 unserved habitations at the primary level and 96 unserved habitations at the upper primary level. There are 1688 centres for non-formal education covering 18 project in the district.

Enrolment at primary level is about 0.4 million of which 0.25 million are boys and 0.15 million are girls. At upper primary level the enrolment is about 0.1 million—0.08 million boys and 0.02 million girls. The percentage of girls to total enrolment is 35.6 and 18.6 at primary and upper primary level respectively. The percentage of Scheduled Castes enrolment to total enrolment is 14.46 and 11.33 at primary and upper primary level respectively, while their population is 18.12 per cent. There are 13,655 boys and 22,995 girls enrolled in non-formal education centres.

In primary schools there are 9496 teachers of which 11.7 per cent are females. In upper primary schools there are 2806 teachers of which 21.5 per cent are females.

Adult Education Programme

One government project of 300 centres is functioning in the blocks of Barahni and Sakaldiha. In addition 7 voluntary agencies are operating 265 centres in the district. For

post literacy and continuing education, 26 Jana Shikshan Nilayams have been established.

Buildings and other Facilities

In the year 1989-90 and 90-91 financial provisions have been made for the construction of 218 school buildings in Varanasi. 19 primary schools and 2 upper primary schools would still be without building. 135 primary school buildings are in dilapidated condition and need reconstruction. 1060 primary and 27 upper primary schools do not have drinking water facilities.

SELECTED DATA : PROJECT DISTRICTS

District Allahabad

1.	Population (In million)			
		Total	Male	Female
	Rural	3.0	1.6	1.4
	Urban	0.8	0.4	0.3
	Total	3.8	2.0	1.8
2.	Decennial population growth rate 1971-81			29.37
3.	Area (Sq. Kms.)			7261
4.	Density of population			523
5.	Sex ratio			890
6.	Literacy rate (Percentage)			
	Persons			27.99
	Male			41.51
	Female			12.81
7.	Percentage of urban population			20.37
8.	Percentage to total population			
	(i) Main workers			
	Persons			29.62
	Male			48.08
	Female			8.87
	(ii) Marginal workers			
	Persons			0.63
	Male			0.17
	Female			1.15
9.	Distribution of main workers			
	(i) Cultivators			46.28
	(ii) Agricultural labourers			22.84
10.	Percentage of Scheduled Caste Popula- tion to total population			24.52

11. Percentage of Scheduled Tribe population to total population				Nil
12. Number of villages				
	Total			2953
	Inhabited			3514
	Uninhabited			439
13. Number of Towns				17
14. Number of Tahsils				9
15. Number of Development Blocks				28
16. Number of schools				
	Primary (Mixed schools)	Upper Primary		
		Boys	Girls	Total
	1907	286	141	427
17. Enrolment				
		Boys	Girls	Total
	Primary (Class I-V) (In millions)	0.24	0.12	0.36
	Upper Primary (Class VI-VIII)	52187	15181	67368
18. Percentage of SC students				
	Primary			23.29
	Upper Primary			24.18
19. Percentage of ST students				Nil
20. Number of Teachers				
		Male	Female	Total
	Primary Level	7645	1546	9191
	Upper Primary Level	1955	598	2553

21. Non-formal education programme		
(i) Number of projects		21
(ii) Number of centres		1459
(iii) Number of learners benefitted		
Boys		16899
Girls		19053
Total		35952
22. Adult education programme		
(i) Number of projects		5
(ii) Number of centres		1500
(iii) Number and names of blocks covered		10*
(iv) Number of Jan Shikshan Nilayams		52
(v) Number of voluntary organisations contributing to AEP		22
23. Number of unserved areas		
Primary Level	Upper Primary Level	
490	178	
24. Number of primary schools having dilapidated buildings		99
25. Number of schools having no building		
Primary Level	Upper Primary Level	
44	Nil	
26. Number of schools which are without drinking water facility		
Primary Schools	Upper Primary Schools	
1132	20	

District Azamgarh

1.	Population (In million)			
		Total	Male	Female
	Rural	2.3	1.2	1.1
	Urban	0.2	0.1	0.1
	Total	2.5	1.3	1.2
2.	Decennial population growth rate 1971-81			24.03
3.	Area (Sq. Kms.)			4220
4.	Density of population			597
5.	Sex ratio			989
6.	Literacy rate (Percentage)			
	Persons			23.4
	Male			36.10
	Female			10.25
7.	Percentage of urban population			9.2
8.	Percentage to total population			
	(i) Main workers			
	Persons			26.55
	Male			45.06
	Female			8.06
	(ii) Marginal workers			
	Persons			5.76
	Male			1.90
	Female			9.53
9.	Distribution of main workers			
	(i) Cultivators			61.11
	(ii) Agricultural labourers			17.51
10.	Percentage of Scheduled Caste Popula- tion to total population			25.7

11. Percentage of Scheduled Tribe population to total population				NEG
12. Number of villages				
	Total			2825
	Inhabited			-
	Uninhabited			-
13. Number of Towns				14
14. Number of Tahsils				4
15. Number of Development Blocks				21
16. Number of schools				
	Primary (Mixed schools)	Upper Primary		
		Boys	Girls	Total
	2223	261	58	320
17. Enrolment				
		Boys	Girls	Total
	Primary (Class I-V) (In millions)	0.14	0.07	0.22
	Upper Primary (Class VI-VIII)	42158	13709	55867
18. Percentage of SC students				
	Primary			26.07
	Upper Primary			21.86
19. Percentage of ST students				NEG
20. Number of Teachers				
		Male	Female	Total
	Primary Level	4728	691	5419
	Upper Primary Level	1465	270	1735

21. Non-formal education programme		
(i) Number of projects		15
(ii) Number of centres		1535
(iii) Number of learners benefitted		
Boys		18654
Girls		21057
Total		39711
22. Adult education programme		
(i) Number of projects		2
(ii) Number of centres		600
(iii) Number and names of blocks covered		4*
(iv) Number of Jan Shikshan Nilayams		24
(v) Number of voluntary organisations contributing to AEP		5
23. Number of unserved areas		
Primary Level		Upper Primary Level
225		76
24. Number of primary schools having dilapidated buildings		
		108
25. Number of schools having no building		
Primary Level		Upper Primary Level
35		15
26. Number of schools which are without drinking water facility		
Primary Level		Upper Primary Level
426		15

1. Ajmetgarh; 2. Maharajgnj; 3. Mohammadpur; 4. Thekma

District Ballia

1.	Population (In million)			
		Total	Male	Female
	Rural	1.76	0.89	0.88
	Urban	0.08	0.04	0.03
	Total	1.84	0.93	0.91
2.	Decennial population growth rate 1971-81			22.43
3.	Area (Sq. Kms.)			2988
4.	Density of population			619
5.	Sex ratio			982
6.	Literacy rate (Percentage)			
	Persons			28.18
	Male			41.85
	Female			14.29
7.	Percentage of urban population			9.1
8.	Percentage to total population			
	(i) Main workers			
	Persons			25.48
	Male			NIL
	Female			NIL
	(ii) Marginal workers			
	Persons			4.44
	Male			NIL
	Female			NIL
9.	Distribution of main workers			
	(i) Cultivators			48.94
	(ii) Agricultural labourers			32.07
10.	Percentage of Scheduled Caste Population to total population			15.4

11. Percentage of Scheduled Tribe population to total population				Nil
12. Number of villages				
	Total			1767
	Inhabited			
	Uninhabited			
13. Number of Towns				3
14. Number of Tahsils				3
15. Number of Development Blocks				16
16. Number of schools				
	Primary (Mixed schools)	Upper Primary		
		Boys	Girls	Total
	1275	235	87	322
17. Enrolment (in million)				
		Boys	Girls	Total
	Primary (Class I-V)	0.15	0.10	0.25
	Upper Primary (Class VI-VIII)	0.05	0.01	0.06
18. Percentage of SC students				
	Primary			15.19
	Upper Primary			13.86
19. Percentage of ST students				Nil
20. Number of Teachers				
		Male	Female	Total
	Primary Level	4236	721	4957
	Upper Primary Level	1718	382	2100

21. Non-formal education programme

(i) Number of projects	14
(ii) Number of centres	1500
(iii) Number of learners benefitted	
Boys	14119
Girls	10590
Total	24709

22. Adult education programme

(i) Number of projects	2
(ii) Number of centres	600
(iii) Number and names of blocks covered	4*
(iv) Number of Jan Shikshan Nilayams	26
(v) Number of voluntary organisations contributing to AEP	1

23. Number of unserved areas

Primary Level	Upper Primary Level
47	22

24. Number of primary schools having dilapidated buildings 82

25. Number of schools having no building

Primary Level	Upper Primary Level
14	12

26. Number of schools which are without drinking water facility

Primary Level	Upper Primary Level
601	29

1. Dubhar; 2. Hanumanganj; 3. Garhwar; 4. Nagra

District Banda

1. Population (In million)				
	Total	Male	Female	
	Rural	1.3	0.7	0.6
	Urban	0.2	0.1	0.1
	Total	1.5	0.8	0.7
2. Decennial population growth rate 1971-81				29.76
3. Area (Sq. Kms.)				7624
4. Density of population				201
5. Sex ratio				864
6. Literacy rate (Percentage)				
	Persons			23.30
	Male			38.99
	Female			8.61
7. Percentage of urban population				11.80
8. Percentage to total population				
	(i) Main workers			
	Persons			33.03
	Male			51.38
	Female			11.82
	(ii) Marginal workers			
	Persons			4.31
	Male			0.84
	Female			8.31
9. Distribution of main workers				
	(i) Cultivators			59.95
	(ii) Agricultural labourers			28.84
10. Percentage of Scheduled Caste population to total population				23.63

11. Percentage of Scheduled Tribe population to total population				Nil
12. Number of villages				
	Total			1344
	Inhabited			1207
	Uninhabited			137
13. Number of Towns				10
14. Number of Tahsils				5
15. Number of Development Blocks				13
16. Number of schools				
	Primary (Mixed schools)		Upper Primary	
		Boys	Girls	Total
	1280	197	35	232
17. Enrolment (in millions)				
		Boys	Girls	Total
	Primary (Class I-V)	0.13	0.07	0.20
	Upper Primary (Class VI-VIII)	35361	8792	34153
18. Percentage of SC students				
	Primary			22.55
	Upper Primary			17.24
19. Percentage of ST students				Nil
20. Number of Teachers				
		Male	Female	Total
	Primary Level	3146	459	3605
	Upper Primary Level	1090	179	1269

21. Non-formal education programme		
(i) Number of projects		7
(ii) Number of centres		700
(iii) Number of learners benefitted		
Boys		5250
Girls		12250
Total		17500
22. Adult education programme		
(i) Number of projects		2
(ii) Number of centres		600
(iii) Number and names of blocks covered		4*
(iv) Number of Jan Shikshan Nilayams		24
(v) Number of voluntary organisations contributing to AEP		1
23. Number of unserved areas		
Primary Level	Upper Primary Level	
138	142	
24. Number of primary schools having dilapidated buildings		197
25. Number of schools having no building		
Primary Level	Upper Primary Level	
35	Nil	
26. Number of schools which are without drinking water facility		
Primary Schools	Upper Primary Schools	
117	9	

1. Naraini; 2. Karvi; 3. Bisanda; 4. Pahari

District Etawah

1.	Population (In million)			
		Total	Male	Female
	Rural	1.5	0.8	0.7
	Urban	0.2	0.1	0.1
	Total	1.7	0.9	0.8
2.	Decennial population growth rate 1971-81			20.37
3.	Area (Sq. Kms.)			4326
4.	Density of population			403
5.	Sex ratio			831
6.	Literacy rate (Percentage)			
	Persons			37.29
	Male			48.69
	Female			23.58
7.	Percentage of urban population			14.79
8.	Percentage to total population			
	(i) Main workers			
	Persons			26.21
	Male			47.03
	Female			1.17
	(ii) Marginal workers			
	Persons			0.22
	Male			0.21
	Female			0.22
9.	Distribution of main workers			
	(i) Cultivators			65.93
	(ii) Agricultural labourers			12.80
10.	Percentage of Scheduled Caste Popula- tion to total population			25.41

11. Percentage of Scheduled Tribe population to total population				Nil
12. Number of villages				
	Total			1543
	Inhabited			1462
	Uninhabited			81
13. Number of Towns				12
14. Number of Tahsils				4
15. Number of Development Blocks				14
16. Number of schools				
	Primary (Mixed schools)	Upper Primary		
		Boys	Girls	Total
	1259	287	78	365
17. Enrolment (In million)				
		Boys	Girls	Total
	Primary (Class I-V)	.51	0.11	0.62
	Upper Primary (Class VI-VIII)	0.04	0.02	0.06
18. Percentage of SC students				
	Primary			33.6
	Upper Primary			27.6
19. Percentage of ST students				Nil
20. Number of Teachers				
		Male	Female	Total
	Primary Level	4084	904	4988
	Upper Primary Level	2085	405	2490

21. Non-formal education programme		
(i) Number of projects		11
(ii) Number of centres		1100
(iii) Number of learners benefitted		
Boys		11764
Girls		15764
Total		27528
22. Adult education programme		
(i) Number of projects		1
(ii) Number of centres		300
(iii) Number and names of blocks covered		2*
(iv) Number of Jan Shikshan Nilayams		26
(v) Number of voluntary organisations contributing to AEP		8
23. Number of unserved areas		
Primary Level		Upper Primary Level
225		139
24. Number of primary schools having dilapidated buildings		164
25. Number of schools having no building		
Primary Level		Upper Primary Level
199		49
26. Number of schools which are without drinking water facility		
Primary Level		Upper Primary Level
852		16

1. Basrehar; 2. Jaswantnagar

District Fatehpur

1. Population (In million)			
	Total	Male	Female
Rural	1.4	0.7	0.68
Urban	0.1	0.05	0.05
Total	1.5	0.8	0.7
2. Decennial population growth rate 1971-81			23.01
3. Area (Sq. Kms.)			4152
4. Density of population			379
5. Sex ratio			896
6. Literacy rate (Percentage)			
Persons			25.97
Male			38.07
Female			12.48
7. Percentage of urban population			8.99
8. Percentage to total population			
(i) Main workers			
Persons			30.27
Male			50.33
Female			7.65
(ii) Marginal workers			
Persons			2.93
Male			0.70
Female			5.42
9. Distribution of main workers			
(i) Cultivators			61.40
(ii) Agricultural labourers			22.38
10. Percentage of Scheduled Caste Population to total population			23.73

11. Percentage of Scheduled Tribe population to total population				Nil
12. Number of villages				
	Total			1531
	Inhabited			1349
	Uninhabited			182
13. Number of Towns				6
14. Number of Tahsils				3
15. Number of Development Blocks				13
16. Number of schools				
	Primary (Mixed schools)		Upper Primary	
		Boys	Girls	Total
	1029	178	53	231
17. Enrolment (in millions)				
		Boys	Girls	Total
	Primary (Class I-V) (in millions)	0.14	0.09	0.23
	Upper Primary (Class VI-VIII)	40807	10297	51104
18. Percentage of SC students				
	Primary			22.22
	Upper Primary			17.61
19. Percentage of ST students				Nil
20. Number of Teachers				
		Male	Female	Total
	Primary Level	3285	425	3710
	Upper Primary Level	1166	253	1419

21. Non-formal education programme

(i) Number of projects	7
(ii) Number of centres	650
(iii) Number of learners benefitted	
Boys	6877
Girls	7157
Total	14034

22. Adult education programme

(i) Number of projects	2
(ii) Number of centres	600
(iii) Number and names of blocks covered	4*
(iv) Number of Jan Shikshan Nilayams	26
(v) Number of voluntary organisations contributing to AEP	2

23. Number of unserved areas

Primary Level	Upper Primary Level
258	98

24. Number of primary schools having dilapidated buildings 67

25. Number of schools having no building

Primary Level	Upper Primary Level
47	18

26. Number of schools which are without drinking water facility

Primary Level	Upper Primary Level
416	16

1. Amauli; 2. Deomai; 3. Aryan; 4. Vijaipur

District Nainital

1. Population (In million)				
	Total	Male	Female	
	Rural	0.82	0.44	0.38
	Urban	0.31	0.17	0.14
	Total	1.13	0.61	0.52
2. Decennial population growth rate 1971-81				43.85
3. Area (Sq. Kms.)				6794
4. Density of population				167
5. Sex ratio				841
6. Literacy rate (Percentage)				
	Persons			37.81
	Male			46.81
	Female			27.10
7. Percentage of urban population				27.49
8. Percentage to total population				
	(i) Main workers			
	Persons			31.68
	Male			51.83
	Female			7.71
	(ii) Marginal workers			
	Persons			2.11
	Male			0.55
	Female			3.96
9. Distribution of main workers				
	(i) Cultivators			44.70
	(ii) Agricultural labourers			19.09
10. Percentage of Scheduled Caste Population to total population				16.47

11. Percentage of Scheduled Tribe population to total population				6.51
12. Number of villages				
	Total			1856
	Inhabited			1806
	Uninhabited			50
13. Number of Towns				16
14. Number of Tahsils				6
15. Number of Development Blocks				11
16. Number of schools				
	Primary (Mixed schools)	Upper Primary		
		Boys	Girls	Total
	1227	199	50	249
17. Enrolment				
		Boys	Girls	Total
	Primary (Class I-V) (In millions)	0.10	0.05	0.15
	Upper Primary (Class VI-VIII)	19431	10016	29447
18. Percentage of SC students				
	Primary			16.66
	Upper Primary			11.59
19. Percentage of ST students				
	Primary			6.12
	Upper Primary			4.63
20. Number of Teachers				
		Male	Female	Total
	Primary Level	2423	1143	3566
	Upper Primary Level	1182	388	1570

21. Non-formal education programme

(i) Number of projects	6
(ii) Number of centres	600
(iii) Number of learners benefitted	
Boys	6347
Girls	6269
Total	12616

22. Adult education programme

(i) Number of projects	2
(ii) Number of centres	600
(iii) Number and names of blocks covered	4*
(iv) Number of Jan Shikshan Nilayams	26
(v) Number of voluntary organisations contributing to AEP	2

23. Number of unserved areas

Primary Level	Upper Primary Level
193	76

24. Number of primary schools having dilapidated buildings 102

25. Number of schools having no building

Primary Level	Upper Primary Level
NIL	1

26. Number of schools which are without drinking water facility

Primary Schools	Upper Primary Schools
614	100

1. Ramnagar; 2. Bajpur; 3. Bhimtal; 4. Okhalkanda

District Pauri Garhwal

1. Population (In million)			
	Total	Male	Female
Rural	0.57	0.27	0.30
Urban	0.06	0.03	0.03
Total	0.63	0.30	0.33
2. Decennial population growth rate 1971-81			15.34
3. Area (Sq. Kms.)			5440
4. Density of population			117
5. Sex ratio			1091
6. Literacy rate (Percentage)			
Persons			41.06
Male			55.26
Female			27.13
7. Percentage of urban population			9.82
8. Percentage to total population			
(i) Main workers			
Persons			36.21
Male			42.21
Female			30.71
(ii) Marginal workers			
Persons			7.25
Male			1.98
Female			12.08
9. Distribution of main workers			
(i) Cultivators			71.45
(ii) Agricultural labourers			0.82
10. Percentage of Scheduled Caste population to total population			11.74

11. Percentage of Scheduled Tribe population to total population				0.17
12. Number of villages				
	Total			3573
	Inhabited			3237
	Uninhabited			336
13. Number of Towns				8
14. Number of Tahsils				3
15. Number of Development Blocks				15
16. Number of schools				
	Primary (Mixed schools)		Upper Primary	
		Boys	Girls	Total
	1338	133	64	197
17. Enrolment				
		Boys	Girls	Total
	Primary (Class I-V)	70515	57432	127947
	Upper Primary (Class VI-VIII)	9485	6666	16151
18. Percentage of SC students				
	Primary			10.74
	Upper Primary			9.33
19. Percentage of ST students				
	Primary			0.01
	Upper Primary			0.01
20. Number of Teachers				
		Male	Female	Total
	Primary Level	2079	719	2798
	Upper Primary Level	788	254	1042

21. Non-formal education programme

(i) Number of projects	12
(ii) Number of centres	926
(iii) Number of learners benefitted	
Boys	4991
Girls	5453
Total	10444

22. Adult education programme

(i) Number of projects	1
(ii) Number of centres	300
(iii) Number and names of blocks covered	2*
(iv) Number of Jan Shikshan Nilayams	26
(v) Number of voluntary organisations contributing to AEP	3

23. Number of unserved areas

Primary Level	Upper Primary Level
Nil	50

24. Number of primary schools having dilapidated buildings 216

25. Number of schools having no building

Primary Level	Upper Primary Level
14	2

26. Number of schools which are without drinking water facility

Primary Levels	Upper Primary Level
727	86

1. Nainidanda; 2. Berankhal

District Unnao

1.	Population (In million)		
		Total	Male
	Rural	1.6	0.8
	Urban	0.2	0.1
	Total	1.8	0.9
2.	Decennial population growth rate 1971-81		22.78
3.	Area (Sq. Kms.)		4558
4.	Density of population		400
5.	Sex ratio		889
6.	Literacy rate (Percentage)		
	Persons		25.28
	Male		36.78
	Female		12.34
7.	Percentage of urban population		11.87
8.	Percentage to total population		
	(i) Main workers		
	Persons		29.34
	Male		52.17
	Female		3.68
	(ii) Marginal workers		
	Persons		1.70
	Male		0.39
	Female		3.17
9.	Distribution of main workers		
	(i) Cultivators		75.00
	(ii) Agricultural labourers		9.62
10.	Percentage of Scheduled Caste population to total population		30.07

11. Percentage of Scheduled Tribe population to total population				0.12
12. Number of villages				
	Total			1796
	Inhabited			1687
	Uninhabited			109
13. Number of Towns				18
14. Number of Tahsils				4
15. Number of Development Blocks				16
16. Number of schools				
	Primary (Mixed schools)		Upper Primary	
		Boys	Girls	Total
	1435	287	75	362
17. Enrolment				
		Boys	Girls	Total
	Primary (Class I-V) (in Millions)	0.14	0.08	0.22
	Upper Primary (Class VI-VIII)	32189	12096	44285
18. Percentage of SC students				
	Primary			30.87
	Upper Primary			22.85
19. Percentage of ST students				
	Primary			0.01
	Upper Primary			0.44
20. Number of Teachers				
		Male	Female	Total
	Primary Level	3572	545	4117
	Upper Primary Level	1360	373	1733

21. Non-formal education programme		
(i) Number of projects		10
(ii) Number of centres		958
(iii) Number of learners benefitted		
Boys		12040
Girls		11355
Total		23395
22. Adult education programme		
(i) Number of projects		2
(ii) Number of centres		600
(iii) Number and names of blocks covered		5*
(iv) Number of Jan Shikshan Nilayams		25
(v) Number of voluntary organisations contributing to AEC		3
23. Number of unserved areas		
Primary Level		Upper Primary Level
194		68
24. Number of primary schools having dilapidated buildings		
		138
25. Number of schools having no building		
Primary Level		Upper Primary Level
28		66
26. Number of schools which are without drinking water facility		
Primary Schools		Upper Primary Schools
826		89

1. Bichiya; 2. Purwa; 3. Hassanganj; 4. Banger; 5. Miyaganj

District Varanasi

1. Population (In million)		Total	Male	Female
	Rural	2.7	1.4	1.3
	Urban	1.0	0.5	0.5
	Total	3.7	1.9	1.8
2. Decennial population growth rate 1971-81				29.75
3. Area (Sq. Kms.)				5091
4. Density of population				727
5. Sex ratio				904
6. Literacy rate (Percentage)				
	Persons			31.85
	Male			45.95
	Female			16.25
7. Percentage of urban population				26.88
8. Percentage to total population				
	(i) Main workers			
	Persons			37.80
	Male			47.73
	Female			5.77
	(ii) Marginal workers			
	Persons			1.05
	Male			0.27
	Female			1.91
9. Distribution of main workers				
	(i) Cultivators			35.36
	(ii) Agricultural labourers			16.88
10. Percentage of Scheduled Caste Population to total population				18.12

11. Percentage of Scheduled Tribe population to total population				.005
12. Number of villages				
	Total			4193
	Inhabited			3662
	Uninhabited			531
13. Number of Towns				21
14. Number of Tahsils				5
15. Number of Development Blocks				22
16. Number of schools				
	Primary (Mixed schools)	Upper Primary		
		Boys	Girls	Total
	1687	294	112	406
17. Enrolment (in million)				
		Boys	Girls	Total
	Primary (Class I-V) (In millions)	0.24	0.14	0.38
	Upper Primary (Class VI-VIII)	0.08	0.02	0.10
18. Percentage of SC students				
	Primary			14.46
	Upper Primary			11.33
19. Percentage of ST students				NEG
20. Number of Teachers				
		Male	Female	Total
	Primary Level	8384	1112	9496
	Upper Primary Level	2202	604	2806

21. Non-formal education programme

(i) Number of projects	18
(ii) Number of centres	1688
(iii) Number of learners benefitted	
Boys	13655
Girls	22995
Total	36650

22. Adult education programme

(i) Number of projects	1
(ii) Number of centres	300
(iii) Number and names of blocks covered	2*
(iv) Number of Jan Shikshan Nilayams	26
(v) Number of voluntary organisations contributing to AEP.	7

23. Number of unserved areas

Primary Level	Upper Primary Level
49	96

24. Number of primary schools having dilapidated buildings 135

25. Number of schools having no building

Primary Level	Upper Primary Level
19	2

26. Number of schools which are without drinking water facility

Primary Schools	Upper Primary Schools
1060	27

1. Barhni; 2. Sakaldihi



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