LITERACY AND EDUCATIONAL ATTAINMENT IN UTTAR PRADESH: A REGIONAL ANALYSIS (1911-2001)

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MASTER OF PHILOSOPHY

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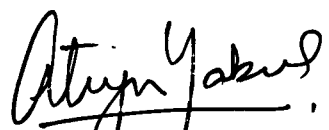School of Social Sciences
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CERTIFICATE

I, **FARHANA KHATOON**, certify that the dissertation entitled "Literacy and Educational Attainment in Uttar Pradesh: A Regional Analysis (1911 - 2001)" for the degree of **MASTER OF PHILOSOPHY** is my bonafide work and may be placed before the examiner for evaluation.

Dated: 18/7/2008

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DEDICATED TO MY BELOVED PARENTS

Who are my strength, the greatest source of inspiration and encouragement since my childhood

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CHAPTER 1

INTRODUCTION

INTRODUCTION

1.1: Statement of the Problem

Education is the crucial element of social transformation. It is the cornerstone of economic, social and cultural development of a country. It is the most powerful way of promoting social change and of developing the quality of the population. Education is an important social resource and a means of reducing inequality in society. It provides the means to an individual to raise his social status in various ways. Knowledge, skills, values and attitudes acquired through education helps one to achieve a desired quality of life (Ghosh, 1998)[1]. With the development of education, economic opportunities to the masses increase and the social barriers get narrowed down. It is liberation from all forms of darkness and ignorance. Education exercises a decisive influence on social and economic development. It not only enhances the productive capacity of the individual but also plays a crucial role in ensuring a fair and equitable distribution of wealth generated in the country. It is a potent force for national reconstruction and cultural rejuvenation of the country.

India has a long tradition of organized education especially for certain sections of society. Historians suggest that there is no other country where the love of learning had so early an origin or has exercised so lasting and powerful an influence. But, during the colonial rule effort for educating the masses were not very widespread. Thus at the time of independence, India inherited a system of education which was not only quantitatively small but also characterized by the persistence of intra and inter-regional imbalance.

After 50 years of planning, education in India continues to be a neglected area and total literacy remains to be a distant dream. UNICEF in "The Progress of Nations" (1994) declares that *"the day will come when the progress of nations will be judged not by their military or economic strength, nor by the splendours of their capital cities and*

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[1] P.K. Ghosh (1998), "Disparities and Some Possible Determinants of Rural Literacy", *IASSI Quarterly*. Vol. 17, No. 1, pp. 124-143.

public buildings, but by the well being of their people: by their levels of health, nutrition and education"(Shaukath,2005)[2].

The reasons for prevailing illiteracy in India are the result of historical, economic and cultural forces. Literacy has had a little direct functional value for the traditional agricultural economy of the country. The poverty of the people has been a serious impediment to the progress of literacy even when the process of education had been stimulated after independence. Illiteracy itself works as a vicious circle with illiterate parents not being able to educate their children (Krishan & Shyam, 1977)[3].

The attribute of literacy has immense social, economic and cultural significance. It is regarded as both a means and an end of development. It is one among the several indicator of educational development. The effect of literacy is to provide a person with an additional means of communication and has a pervasive value in reducing costs and in improving the productivity of the economy (Buragohain, 1997)[4].

Attainment of basic education is important both due to its impact on the living standards of the people and also in augmenting their capabilities. With this realization the Union and State Government adopted policies and programmes in the field of literacy and education after independence. The Constitution of India laid special emphasis on providing free elementary education to each and every citizen of the country. It stated *"the state shall endeavor to provide within a period of ten years from the commencement of this constitution for free compulsory education for all the children until they complete the age of 14 years" (Article 45).* However the spread of literacy was highly uneven.

Uttar Pradesh the case study state in this study is one of the educationally most backward states of India. It has inherited disparities which are mainly regional, sex based

[2]Shaukath Azim (2005), "Literacy Growth Disparities in Karnataka", *Economic and Political Weekly,* Vol. 40, No. 16, pp. 1647 - 49.
[3] Gopal Krishan and Madhav Shyam (1977), "Literacy in India", *Geographical Review of India,* Vol. 39, pp. 117-125.
[4] Tarujyoti Buragohain (1997), "Differentials in Literacy Rates by Social Groups", *Margin,* Vol. 29, No. 3&4, pp. 267- 281.

and caste based. These disparities exist due to social and cultural factors that hamper the educational development of scheduled castes, minorities and women. The progress of literacy and educational attainment in the total population, and among the scheduled castes and religious groups of the state has been analyzed in a spatio-temporal context.

The study has been divided into two sections. First section deals with the literacy scenario of the state at the beginning of the 21st century. While the next section presents the progress of literacy after independence. In this study an attempt has been made to analyse the changing pattern of literacy and education among social and religious groups and among the male and female populations over the century.

1.2: Review of Literature

There is a corpus of literature available on the various aspects of literacy and education in India but surprisingly very little on Uttar Pradesh. The literature survey for this study includes a number of studies which are general in approach but help in understanding progress of education/literacy in Uttar Pradesh over one century. Therefore with the help of studies done by scholars our present survey has been divided into:

1. Studies related to different levels of education.
2. Studies related to disparities in literacy.
3. Studies related to female literacy/education.
4. Studies related to education of Scheduled Caste.
5. Studies related to literacy/education of Minorities.

Studies Related to Levels of Education

Raghavendra and Narayana[5], present an overview of the progress made in the field of elementary education and literacy in India. Their main focus is on the measures taken towards universalisation of elementary education (UEE). The authors' review the institutional policy and programmes initiated so far and show the persisting rural-urban

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[5] P.S. Raghavendra and K.S. Narayana (2004), "Problems and Prospects of Elementary Education and Literacy in India", *Perspective in Education,* Vol. 20, No.3, pp. 143-160.

disparities, gender differentials, inter and intra state variations with respect to scheduled castes/scheduled tribes and general population in literacy. They argue for free access to elementary education for the socially and economically disadvantaged sections even in the private schools.

The authors' also calls for more proactive and effective role for the state in realizing universal elementary education. They advocated allocation of at least 6% of GDP in the education sector and panel action against parents not sending children to school, severe punishment against employers of child workers, introduction of child centered curriculum, incentives to attract children to schools, inculcation of greater teacher commitment to teaching etc.

Saldanha[6], analyses the status of literacy and primary education within the country. Based on census data, other national level documentation, he analyzes literacy according to gender, region and community for the age group of seven years and above. He pointed out that constraints within the primary education system as regards access, retention and achievement have an impact on adult illiteracy in that the young non-enrolled and drop outs/push outs with incomplete or inadequate attainments, from the educational systems contribute to the increasing absolute numbers of the latter, despite initiatives in adult education. It is thus that pre-primary, primary and non formal education, together with adult education are clubbed together under the concept of basic education, which is an essential enabling skill in contemporary society. Literacy campaigns would have to confront the caste, class and patriarchal structures that work against the non-literates and inhibit an isolated literacy intervention.

Indiresan[7], mentions that in global village setup which the world has become today, the role of higher education will be both qualitative and quantitative, making people responsive to rapid changes in technology and providing full range of skills a

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[6] Denzil Saldanha (1998), "Literacy Campaign and Basic Education Status and Issues", *Indian Journal of Social Work,* Vol. 59, No.1, pp. 382-406.

[7] P.V. Indiresan (1996), "Education for Development in the 21st Century", *Journal of Educational Planning and Administration,* Vol. X, No.1, pp. 25-34.

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modern economy needs. He focuses on the changing economic scenario of the world where more and more people are opting for white collar jobs rather than for blue collar jobs. This he stresses can only be materialized if the status of higher education is up to expectation in developing countries especially in India where a section of population is devoid of this opportunity.

Reddy and Nageswara Rao[8], survey the various aspects of education in an effort to pin point the reasons for the poor performance of the sector with special reference to Andhra Pradesh. Though Andhra Pradesh doing better in school density, size and distribution of habitation, student- teacher rates etc., the declining allocation of funds for education in successive budgets could undermine these gains. The non-formal system has thus far proved to be ineffective and for the state to achieve genuine literacy, it is the formal sector that needs enhanced investment. The intention of the authors' here is to examine the problems of primary schooling at the district level and also between rural-urban situations in Andhra Pradesh.

Banerji[9], tries to show that the economic condition is not the only determining factor of literacy rates in the slums of big cities. Through field studies in Mumbai and Delhi have shown that the reasons for so many slum children not being in school has less to do with their family's economic circumstances than with the shortcomings of the school system. Although the number of primary schools has increased dramatically in the last 50 years, successive governments have failed to make education for all a reality. According to him the notion that children are not in school because they are working is not a sufficient reason and her analysis shows that the school system is inadequate to attract the children. The dominant explanation in most literacy related literature hinges to poverty as an explanatory variable, but the author argues that there are a lot of children not in school but significant proportion of these is not at work either. She says that though children assist parents from time to time, but such work can be easily adjusted

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[8] V. Ratna Reddy and R. Nageswara Rao (2003), "Primary Education: Progress and Constraints", *Economic and Political Weekly,* Vol. 38, No. 12-13, March 22-29, pp. 1242-51.
[9] Rukmini Banerji (2000), "Poverty and Primary Schooling, Field Studies from Mumbai and Delhi", *Economic and Political Weekly,* March 4, pp. 795-802.

with schooling timings. From the survey it was found that the schools were over crowded and teaching staff were inadequate.

Mohanty,[10] in his article discusses the various policies and programmes of primary and elementary education and the role of various national and international organizations in financing education. He gives a clear picture of the growth and development of primary and elementary education in free India along with the objectives, roles and function of the same. The author has also presented an in-depth analysis of organization and management of primary education, role and responsibility of teachers, organization of co-curricular activities etc. The author has also given a special section on sociological and psychological aspects of primary and elementary education with reference to education of girls, scheduled castes, scheduled tribes, underprivileged and physically handicapped children. He also analyses the physical growth and emotional, social and language development of children etc.

Studies Related to Disparities in Literacy

Education is one of the most powerful ways of promoting social change and development of the quality of the population. The distribution of literacy/educational opportunities is far from equal. Encyclopedia of Sociology define equality as a equality of opportunity which refers to the fairness of processes through which individuals through different background, from different social groups reach particular outcome such as educational or occupational goals. It is usually judge with reference to major social groupings such as race, sex and socio-economic status. Gore[11], also defined the concept of equality as an idea of equality of opportunity that means the opportunity for improvement of economic and social standing, it also implies equal access to the channels of mobility. Lack of equality is known as inequality or disparity.

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[10] Jagannath Mohanty (2002), *"Primary and Elementary Education"*, Deep and Deep Publications, Pvt, Ltd., New Delhi.
[11] M. S. Gore (1994), *"Indian Education Structure and Process"*, Rawat Publication, New Delhi

Chatley[12], in his study has examined educational disparities in Border States of the country. On the other hand Reddy and Reddy[13], attempt to focus on the inequality in utilization of and participation in education in rural areas of Andhra Pradesh. They examined the differences in gross enrolment ratios between different socio-economic groups and sex and focus that though sex discrimination exists irrespective of economic position, are more in poor families. The author says that any peace-meal approach may not solve the problem of inequality in education. A simultaneous attack on all fronts of inequality— social, economic and cultural etc. must be made to overcome the problem of inequality.

Moonis Raza[14], in his study presents the comprehensive picture of the educational scenario in India in both direction towards the past and future. He looks at the whole pyramid of the education endeavor from literacy through schooling to universities. He points that the persistence of disparities in rural-urban continuum can be traced to the spatial organization of under development. The colonial process which not only affected the qualitative but quantitative attributes of educational development as well, was embedded in the space economy and also suggest that the problems of inequalities are deeply rooted in the regional sub-system of interdependence. Raza also highlights that the persistence of regional imbalances and inter-regional disparities are reflected in the constructed industrial base and proliferation of territory sector, which largely is non-productive. All these processes have led to the emergence of regional disparities in educational development as well.

According to Singh and Bansal[15], inter-district literacy disparities would be minimized when disparity in enrolment in schools registered substantial reduction. He concluded that four decades of fast development has failed to achieve the universalisation

[12] Y.P. Chatley (1995), *"Education, Population and Development: A Regional Perspective of Northwest India"*, Centre For Research in Rural and Industrial Development, Chandigarh.
[13] Reddy, B. Shiva and P. Sanjeeva (1992), "Inequality of Educational Opportunity in Rural Areas: A Case Study", *Journal of Educational Planning and Administration*, Vol. VI, No. 3, pp. 237 – 250.
[14] Moonis Raza (1990), *"Education Development and Society"*, Vikas Publishing House, Pvt, Ltd, New Delhi
[15] Baldev Singh and R.K. Bansal (1993), "Regional Disparities in Educational Development in Punjab", in Sheel C. Nuna(ed), *Regional Disparities in Educational Development*, South Asian Publishers Pvt. Ltd., New Delhi

of primary education even at margin. The number of infrastructure facilities has increased while the inter district disparity in regard to school enrolment have failed to respond and decreased. Similarly in another study, Panwar and Vyas[16], tries to highlight that the disparities are the result of social, cultural and historical factors. It is the result of financial constraints and limited economic sources. They also attempted to highlight the thrust area of national education policy and efforts made by the Government for the removal of educational disparities in Rajasthan.

Zaidi[17], put a light on inter-state disparities in educational development and observed that economically backward states are also unfortunately backward with respect to educational development, and thereby argues that inadequacy for finances form an important constraints in the development of educational levels of the people. He also highlights the inter-regional variations in Uttar Pradesh both with respect to the general indicators of educational development and with respect to allocation of public expenditure. Zaidi argues that hill regions inhabited by less proportion of the total population enjoy a better share in the total educational expenditure and this trend both at the national and state levels needs to be reverted. On the other hand Hemlata Rao[18], tries to analyze equality in the spread of educational opportunities in the state. For the assessment of level of education, composite index has been worked out. She arrived at the conclusion that though inter-district disparities exist in the state but this is not an alarming situation.

Similar study was done by the Sarkar[19], in which he focuses on female literacy and analyzed the rural-urban disparities among males and females separately and classified the states into various groups based on literacy and educational levels. In this

[16] Lalit K. Panwar and S.S Vyas (1993), "Planning Strategies for Removal of Disparities in Educational Development in Rajasthan", in Sheel C. Nuna(ed), *Regional Disparities in Educational Development*, South Asian Publishers Pvt. Ltd., New Delhi

[17] Naseem A. Zaidi (1986), "Educational Planning and Regional Disparities", In Tilak J.B.G(ed), *Education and Regional Development*, Yatan Publications, New Delhi

[18] Hemlata Rao (1993), "Inter-district Disparities in Educational Development in Karnataka", in Sheel C. Nuna(ed),*Regional Disparities in Educational Development*, South Asian Publishers Pvt. Ltd., New Delhi.

[19] B.N Sarkar (1986), "Inter State Disparities in education", in Sheel C. Nuna(ed), *Regional Disparities in Educational Development*, South Asian Publishers Pvt. Ltd., New Delhi.

study he explains non-participation in schools by caste groups among males and females separately and by different age groups.

Studies Related to Female Literacy/Education:

The education of women is viewed as an important instrument to promote the welfare of individual families. However, educational development of women is nowhere at par with men. Many scholars have made an attempt to analyze the gender disparities in literacy and education. Kingdon[20], attempt to explain the gender gap in educational attainment in India and tries to test the fact that differential treatment of sons and daughters by parents is a potential explanation of the gender gap in education in developing countries. She found that the most important factors influencing educational attainment of women were parental background, wealth, and opinions, individual ability, age at marriage, and the quality of primary school attended. Both low and backward caste men and women and Muslim men and women have low enrolment and low educational attainment than their high caste and non-Muslim counterparts. Labour market discrimination against these social groups also appears to be responsible to some extent. Therefore these social groups face poor economic incentives and do not feel motivated for investing in schooling.

Shaukath[21], tries to highlight the regional disparities in literacy based on region and gender. She finds that from basic literacy to higher educations, disparities exist at all levels and concludes that gender gap in literacy indicates the status accorded to women in a society. If there is higher rate of disparity between men and women in literacy, it shows that women in that region are severely neglected. In another study Zaidi[22], examined the sex disparity in education in Uttar Pradesh. For the spatial and temporal analysis of sex disparities, she uses the statistical tool of modified Sopher's

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[20] Geeta Gandhi Kingdon (2002), "The Gender Gap in Educational Attainment in India: How Much Can Be Explained?", The *Journal of Development Studies,* Vol. 39, No. 2, pp. 25-53.
[21] Shaukath Azim (2005), "Literacy Growth Disparities in Karnataka", *Economic and Political Weekly,* Vol. 40, No. 16, pp. 1647-49.
[22] S.M.I.A Zaidi (1998), "Sex Disparities in Education: A Study of Literacy in Uttar Pradesh", *New Frontiers in Education,* Vol. XVIII, No. 3, pp. 58-74.

Index. She tries to present a comparative picture of male-female disparities in literacy and shows how the disparity trend has changed in Uttar Pradesh.

Buragohain[23], has made an attempt to assess the trend in literacy and the relative position of scheduled caste and scheduled tribes in different states in India. Multivariate analysis has been used to identify some of the factors responsible for variations in access to literacy. He has arrived at the conclusion that economic inequality, socio-economic characteristics like historical legacies; different administrative and political effectiveness has the greater influence in regional as well as gender disparity in India. The gaps between the educational attainments of rural and urban population and males and females continued to be strikingly high. Even the differential rates and patterns of educational development have been leading towards the regional and gender convergence in education.

Dunn[24], attempts to show the situation of women among scheduled caste and scheduled tribe groups. His study focuses specifically on the situation of minority women and documents the presence of extreme degrees of gender inequality among the scheduled castes and scheduled tribes. Relative to minority men, minority women in India have far more limited access to both educational and employment resources. He comes to the conclusion that socioeconomic development serves to reduce the disadvantages of scheduled caste women relative to men.

Vaid (2004)[25], has tried to highlight the factors responsible for the inequalities in educational opportunities for both boys and girls from socially deprived origins. She makes an effort to understand how social background variables affect children's schooling and also studies how girls from a particular community or class fared as compared to boys from the same community.

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[23] Tarujyoti Buragohain (1997), "Differentials in Literacy Rates by Social Groups", *Margin*, Vol. 29, No. 3&4, pp. 267-281

[24] Dana Dunn (1993), "Gender Inequality in Education and Employment in the Scheduled castes and Tribes of India", *Population Research and Policy Review*, Vol.12, pp. 53 – 70

[25] Divya Vaid (2004), "Gender Inequality in Educational Transitions", *Economic and Political Weekly*, Aug. 28, pp. 3927 - 38

Jaba (1991)[26] divided the factors determining participation of girls in schools into demand side factors and supply side factors. Demand side factors are mostly associated with socio-cultural and economic issues. He stressed that it is the supply side factors which play more decisive role in explaining low educational achievement of women.

Studies Related to Education of Scheduled Castes:

The level of literacy of a given society is the product of a various historical and socio-economic factors. The educational backwardness as well as the general backwardness of scheduled castes in India refers to the historical and social attributes. The Twenty First Report of the Commission of Scheduled Castes and Scheduled Tribes clearly reveals that the scheduled castes are suffering from social and economic disparities. Wankhede[27], in his study focused attention on educational inequalities among scheduled castes group. For his analysis he uses the Census data and tried to focus attention on the question of why a particular caste does better than the other and what is the economic background of that caste.

Aggarwal and Muralidhar[28], study the case of scheduled castes in Maharashtra using a modified Index of Sopher's Disparity. They estimate intra- group disparity indices among the scheduled castes for a variety of bi-nomial elements such as total male-female, rural male-female, urban male-female, total rural-urban, male rural-urban, female rural-urban by districts. They rightly feel that comparison between scheduled castes and non-scheduled caste is not appropriate. Infact comparison should be made between scheduled castes and non-scheduled castes (excluding scheduled tribes) population. Interestingly they observe that the disparities are high when the levels of

[26] Guha Jaba (1991), "Socio-economic Determinants of Female Literacy Rates", *Journal of Educational Planning and Administration,* Vol. 5, No. 2, pp. 195-199.
[27] G. G. Wankhede (2001), "Educational Inequalities among Scheduled Castes in Maharashtra", *Economic and Political Weekly,* May, pp. 1553 – 58.
[28] Y P Aggarwal and V Muralidhar (1986), "A Temporal Analysis of Disparities in the Levels of Literacy between Scheduled Castes and Non- Scheduled Castes Population in Maharashtra", in Tilak J.B.G (ed), *Education and Regional Development,* Yatan Publications, New Delhi.

literacy are low. Another study on the state of Maharashtra by Paranjape[29], attempts to highlight unevenness in the distribution of education across regions, gender and caste groups in Maharashtra. He made his analysis by the use of NSSO 55th round data. He arrived at the conclusion that gender and castes inequalities in access to education consistently decline with a rise in the average age of schooling.

Mohanty[30], makes an assessment of the impact of development planning on scheduled castes. He emphasize that in spite of the various measures taken by the government, no appreciable improvement has been noticed in the condition of scheduled castes. All these have only brought a marginal improvement in the socio-economic condition of scheduled castes. Mohanty arrived at the conclusion that the apathetic conditions of the scheduled castes population should only be improved through conscious mass movement.

However Ghosh[31], in his study tries to assess the educational progress of scheduled castes, scheduled tribes and the general population. For the analysis he has taken three reference periods of 1971, 1981 and 1991. Besides analyzing the disparities between scheduled and non-scheduled population he also tries to analyse the possible socio-economic factors which are responsible for such disparity. He arrived at the conclusion that most significant socio–economic determinants of literacy/education are adult literacy, female work participation rate, child work participation rate and work in non-agricultural activities for males in rural India. A similar study has been done by the Aikara[32], in which he emphasized on the continued backwardness of scheduled castes in terms of education. The prevalent inequalities in education are the result of British educational policy. He also highlights the effort taken after independence for scheduled castes education and progress therein. He concludes that cultural prejudices, social

[29] Madhu S. Paranjape (2007), "Uneven Distribution of Education in Maharashtra – Rural-Urban, Gender and Caste Inequalities", *Economic and Political Weekly*, Jan, pp. 213-16.
[30] B.B. Mohanty (2002), "Development of Scheduled Castes: An Overview", *IASSI Quarterly*, Vol. 20, No.3, pp. 108-116.
[31] P.K Ghosh (1998), "Disparity and Some Possible Determinants of Rural Literacy/Education", *IASSI Quarterly*, Vol. 17, No. 1, pp. 124-143.
[32] Jacob Akira (1996), "Inequalities of Educational Opportunities: The Case of Scheduled Castes in India", *Journal of Educational Planning and Administration*, Vol. X, No.1, pp. 1-14.

practices and political factors have contributed to the educational backwardness of the scheduled castes in India.

Aggarwal[33], examines the various aspects of socio-economic inequalities which have acted as impediments in the path of educational development in general and that of scheduled castes population in particular. His study is essentially concerned with the analysis of literacy and the regional variations therein for the scheduled castes population in India. The intra group inequalities in the levels of literacy of the scheduled castes population have also been examined. Aggarwal also made an attempt to examine the salient characteristics of the work participation among scheduled castes population as it constitute the important determinant of economic status. He arrived at the conclusion that the backwardness of scheduled castes population in terms of literacy is the result of historical factors.

Nambissan[34], in an article on "Equity in Education: Schooling of Dalit Children in India", draws attention to the effect of learning environment within the formal educational system on the *dalit* pupils. She argues that besides poor infrastructural facilities, lack of effective pedagogic support to acquire cognitive and linguistic competencies affect the schooling of the *dalit* children. More importantly, the apathetic treatment by teachers and school administrators largely shape the learning experiences of these socially disadvantaged groups.

Studies Related to Literacy/Education of Minorities:

Muslims not only lag behind in all fields but are trailing behind every other community in India. In a state of economic and educational deprivation, the Muslim community as a whole ranks below even those categorized as other backward classes. A very few studies have been conducted on educational situation of Muslims. Kamat[35], has

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[33] Yash Aggarwal (1987), "Some Aspects of Educational Development among the Scheduled Caste Population in India", *Journal of Educational Planning and Administration*, pp. 137.

[34] Geetha. B. Nambissan (1996), "Equity in Education: Schooling of Dalit Children in India", *Economic and Political Weekly*, Vol. 29, No. 42, pp. 2747 – 2754.

[35] A.R Kamat (1981), "Literacy and Education among Muslims: A Note", *Economic and Political Weekly*, No. 3, pp. 1031 - 33

examined the literacy and educational status of the Muslim in India since Independence and has pointed out the meager information on state of education among them. He has noted the poor literacy rate of the Muslims and examined the various factors which are responsible for their educational backwardness.

In another study Adulrahim[36], also seeks to explore the Muslims educational backwardness. For his study he uses different sources of data to present a picture of educational situation of Muslims, and has arrived at the conclusion that the main reason for the educational backwardness of Muslims is a very narrow middle class base.

Siddiqui[37], examined the educational situation of the Muslims of Calcutta. The author is of the opinion that historically this lag in India is a direct consequence of their encounter with the colonial rule which during its early and decisive phase annihilated the community not only politically but also economically and socially to the extent that vast bulk of the Muslims lost the style of life necessary for acquiring education. He also pointed out several remedial measures for improving educational status of the Muslim minority.

Ahmad[38], has made an attempt to answer the assumptions that Muslims are an aggregate community and the appeal of education is universal to all social strata. He argued that educational opportunities are likely to be exploited in any community by those sections that are oriented to employment in the professions and services. The educational backwardness of Indian Muslims attributed not to any religious fanaticism or minority complex but to the small size of the social strata whose members can be expected to seek educational opportunities.

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[36] Adulrahim P. Vijapur (1999), "Education among Muslims: Problems and Prospects", *Social Action*, Vol. 49, No. 4, pp. 387-400.
[37] M.K.A Siddiqui (1984), *"Educating the Backward Minority"*, Calcutta, ABADI,
[38] Imtiaz Ahmad (1981), "Muslim Educational Backwardness: An Inferential Analysis", *Economic and Political Weekly*, Vol. 10, pp. 1457-65.

Besides these aspects of education, scholars have also attempted to analyse the other issues of education. Bhatty[39], in her field based study tries to highlight that the issues of economic constraints, schooling quality and parental motivation as the possible factors affecting the determination of the educational decision and overall picture of educational development at the national level. She lays more emphasis on poor quality of schooling as an important factor affecting educational performance rather than the most widely held belief that the demand for education is related with the poor economic status of parents. She has shown that in Kodathuchery, a harijan village in Tamil Nadu, despite of poor economic conditions of the population, the village has achieved literacy rates above 99 percent for males and females in 1980. She even pointed out the fact that direct cost of schooling even in government schools add up to a substantial figure and imposes a burden on poor families especially if there is more than one school going children in the family. All these factors have implications for providing free education to all up to the age of 14. But of all the factors she laid most emphasis on the poor quality of education, poor physical infrastructure and unattractive teaching practice in India. According to him many studies take the status of schooling quality as a constant on the supply side. But in fact a minimum standard has to be maintained in order to create an acceptable environment in which learning can take place.

Nalinijuneja[40], in his paper draws attention to the factors that operate in metropolitan cities and work against the interest of universalisation of elementary education. He points out that the conditions of the lives of underprivileged, the characteristics of city level planning; administrative decentralization and arrangements for elementary education have adverse implications for education of the poor in cities. He also argues that city specific monitoring of educational indicators can serve to draw attention to the problem areas and to identify foci for the targeting of intervention.

[39] Kiran Bhatty (1998), "Educational Deprivation in India – A Survey of Field Investigations", *Economic and Political Weekly*, Vol. 33, No. 27, pp. 173 - 40.
[40] Nalinijuneja (2003), "Education of the Poor in Metropolitan Cities – An Issue of Concern", *Perspective in Education*, Vol. 19, No. 2, pp. 69 – 87.

Mukherjee[41] tries to highlight the trends, patterns and interacting factors affecting the quantitative and qualitative aspects of school education system in India. She observed that enrolments in schools have improved substantially in recent years but the retention rates are poor and only a fraction of enrolled students completes even the primary classes. According to him factors like poverty, presence of a wide child labour market, absence of assured employment after schooling and infrastructural bottlenecks are responsible for poor performance of elementary education system in India.

In another study Shukla[42], has critically examined the relationship between literacy and socio-economic development. He has discussed the various policies regarding education and has highlighted the importance of universal literacy and work oriented literacy programmes. The author has discussed the quantitative growth in literacy rate and concluded that in the last decade of this century, the country faces the challenge of universal literacy of nation's illiterate millions.

Some scholars attempted to study the financing pattern in education as it is considered as one of the most important factor in the development of education. Geetha Rani[43], has focused on the financing pattern of elementary education in Uttar Pradesh, and has come to the conclusion that the goal of universalizing elementary education in a resource poor state seems elusive in the near future. Neither the financing pattern of education *per se* nor elementary education in particular is conducive for achieving the target of universal elementary education. The study also highlight that the goal of universal elementary education could not became a reality unless there is a joint commitment between the federal and state politics. Gounden[44], in his study emphasizes that education in India is treated as a form of investment and shows that investment on

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[41] Dipa Mukherjee (2005), "Educational Attainment in India, Trends, Patterns and Policy Issues", *Journal of Educational Planning and Administration,* Vol. XIX, No. 4, pp. 523 – 41.
[42] S. Shukla (1991), "Literacy and Development: Retrospect and Trends", *Economic and Political Weekly,* Vol. XXVII, No. 38, pp. 2195 – 2206.
[43] P. Geetha Rani (2004), "Growth and Financing of Elementary Education in Uttar Pradesh – A Province in India", *Education Policy Analysis Achieves,* Vol. 12, No. 25, pp. 1 – 30.
[44] A.M. Nalla Gounden (1967), "Investment in Education in India", *The Journal of Human Resources,* Vol. 2, No. 3, pp. 347 – 358.

education at various levels is conducive not only for economic growth but also for educational development.

Tilak[45], based on data generated by the National Sample Survey Organization on household expenditures on education, draws attention to the fact that households spend substantial amounts of money on acquiring primary education. More specifically, it has been found that students pay tuition fees, examination fees and other fees even in government schools. The financial and material incentives provided by the government are far from adequate to meet the cost of primary schooling of poor children. He concludes that there are large scale regional variations in aspects relating to public provision of incentives and also to the levels of household expenditure on education.

The review of above studies clearly suggest that as education is a multi-dimensional subject, considerable number of studies has been carried out on different aspects of education. All these studies focus either on disparities or on the levels of educational attainment. Thus there is a need for specifically focused studies to understand the historical development of education and the level of educational development among different segments of population within a region. Hence, in this study an attempt has been made to assess the historical development of education in Uttar Pradesh. This will give a deeper insight into the educational achievement among different segment of the population of the state.

1.3: Objectives of the Study

The major objectives of the study are as follows.

1. To study the historical development of educational policy and educational attainment in Uttar Pradesh.
2. To study the disparity in literacy rates in Uttar Pradesh in terms of caste and religion.

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[45] J.B.G. Tilak (1996), "How Free is 'Free' Primary Education in India", *Economic and Political Weekly*, Vol. 31, No. 5, pp. 275 – 282.

3. To study the Spatio-temporal variation in literacy and levels of educational attainment in Uttar Pradesh among social groups and between gender from 1961-2001.

4. To identify the impact of socio-economic factors on literacy rates.

1.4: Methodology

Methodology is a tool through which the research agenda is arranged in a systematic way. The present study is based on data analysis with the help of various statistical methods. While doing the historical analysis of literacy and educational attainment in Uttar Pradesh mainly the percentage share have been calculated to reveal the pattern of literacy in the general population, scheduled castes and among religious groups. Caste wise literacy scenario has also been analyzed to reveal the extent of educational backwardness within scheduled caste. Out of 66 major and minor castes in the state, two categories have been made on the basis of their share in the total scheduled caste population.

Disparity in the literacy is a cumulative expression of social, economic and historical factors. In this study an attempt has been made to analyse the extent of disparity in the general population, among scheduled castes and within scheduled castes. For this purpose Sopher's Index of Disparity has been worked out. If x_1 and x_2 represent the respective percentage value of the variables of group 1 and 2 then the disparity index (D) can be calculated by the following equation.

$$D = \log (x_2/x_1) + \log (100-x_1)/ (100-x_2)$$

Where $x_2 > x_1$

For providing better result, Kundu and Rao (1982) have modified the index.

$$D = \log (x_2/x_1) + \log (200-x_1)/ (200-x_2)$$

The value of the index always vary between (+ 1) to (- 1) and in ideal case it should be zero. If it is negative then there is no disparity against x_2.

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The statistical tool of correlation matrix has been used for analyzing the relationship between literacy/education and some selected indicators.

Cartographic methods have been used for the spatial representation of data. Various maps have been prepared to spatially analyze the pattern of literacy and education among social groups.

1.5: Data Base

All the data which has been used in the present study is extracted from the Census of India from 1911 to 2001.

1. Census of India, 1911, Vol. XV: United Provinces of Agra and Oudh, part I - Report by E.A.H. Blunt, Government Press Allahabad (1912).

2. Census of India, 1911, Vol. XV: United Provinces of Agra and Oudh, Part II- Imperial and Provincial Tables, by E.A.H. Blunt, Government Press Allahabad (1912).

3. Census of India, 1961, Vol. XV: Uttar Pradesh: Part V-A (I) - Special Tables for Scheduled Caste, Superintendent of Census Operation, Uttar Pradesh.

4. Census of India, 1961, Vol. XV: Uttar Pradesh: Part II-A, General Population Tables, Superintendent of Census Operation, U.P.

5. Census of India, 1961, Vol. XV: Uttar Pradesh: Part II-C (II), Cultural and Migration Tables, Superintendent of Census Operation, U.P.

6. Census of India, 1991, Vol. I: Uttar Pradesh: Part VIII (I), Special Tables on Scheduled Castes, Directorate of Census Operation, U.P.

7. Census of India 2001, Uttar Pradesh: Provisional Population Totals, Registrar General of India.

8. Census of India 2001, Uttar Pradesh: Social and Cultural Tables, Registrar General of India.

9. Census of India 2001, Uttar Pradesh: Special Tables for Scheduled Castes Registrar General of India.

10. Census of India 2001, Uttar Pradesh: Economic Tables, Registrar General of India.

1.6: Study Area

Uttar Pradesh is the most populous and the fifth largest state of India covering an area 238,566 sq.km. Uttar Pradesh in many respects is a microcosm of Indian society. The regional variations in economic, social, cultural and political trends that characterized India are present within it. In other words we can say that it is the miniature image of India's social and economic condition. It has experienced low degree of industrialization and urbanization in fifty years after independence. Uttar Pradesh is mainly agrarian state with in 1991, 72% of economically active population engaged in agriculture. Its social development record is dreadful. The neglect of social development in Uttar Pradesh is closely related to the entrenched class structure of the state. Due to its sheer size and diversity, there is a wide regional variation in the social and cultural development of the state which is also reflected in the educational attainment of the state.

1.7: Limitations of the Study

This study has certain major limitations. Due to major changes in the administrative boundary of Uttar Pradesh after 1911, it is not possible to compare 1911 data with subsequent periods. So analysis of this period has been done separately.

The concept of literacy has also undergone several major definitional changes. In 1961 the population under age of five was not included in the literate population. While from 1991 onwards, the age limit has been increased to seven years. On the other hand age-wise break up of scheduled caste population is not available in the census. So in order to make data comparable for the period of 1961 – 2001, the crude literacy rate has been worked out.

The educational category especially after the primary level, have not been consistent during the period 1961-2001. So the categories have clubbed in order to create major category of matriculation and above.

In 1961 the number of districts in Uttar Pradesh was 46, while in 2001 it increased to 70. In this study 1961, has been taken as base and of districts of 2001 has adjusted accordingly. In the case where one district has been bifurcated into two districts, these two districts have been clubbed to make it comparable to the district of the base year of analysis which is 1961. In the case where a district has been created by taking towns and *tahsils* of two or more districts, the newly created district has been clubbed with the district which shares a larger number of *tahils* of this district.

1.8: Significance of the Study

Education has a multifarious role in the social, economic and cultural development of the society. The lack of literacy acts as a break on the social development, economic progress, and political maturity of a nation. This is because nowadays literacy has proved to be an important indicator to gauge the quality of men and women of a nation. So much importance has been given to the level of education that it is considered as an index of the pace at which the socio-economic transformation of a society is taking place. India, as a developing country, is still lagging behind in the field of literacy/education. There are also alarming regional disparities. These educational disparities always attract the attention of planners. Keeping all these issues and my personal interest in mind, Uttar Pradesh has been chosen as the area of study. Uttar Pradesh is one of the educationally backward states in India next only to Bihar (51%) with literacy rates of 56.3%.

1.9: Chapter Scheme of the Study

Chapter I is an introduction to the topic and consists of the review of research on the themes which are related to the topic directly or indirectly. The objectives, methodology, data base, study area, limitations of the study are also discussed in this chapter.

Chapter II deals with the historical development of education in India, the education policy during the colonial period, the beginning of modern education and the progress of primary, secondary and higher education. A section of the chapter deals with

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the history of educational policy in Uttar Pradesh, with major emphasis on education among women, education among backward classes and education among Muslims.

Chapter III discusses the level of literacy/education in Uttar Pradesh at the beginning of the twentieth century. In this chapter an overview of the level of education in the state has been given and an attempt has been made to analyse the level of literacy in the state among different socio-religious groups such as the Hindu and Muslim religious communities and among depressed castes. Levels of education are also discussed in terms of Hindi and Urdu knowing people.

Chapter IV deals with the literacy scenario in the state in the period between 1961 to 2001. In this chapter an attempt has been made to analyse the spatial spread of literacy in Uttar Pradesh. Literacy and educational levels of different strata of society has been discussed in detail, like in the total population, among scheduled caste population, within castes and among religious groups. Other section of the chapter deals the spatial spread of level of education among total population and among scheduled castes.

In Chapter V disparities among different strata of population in the state has been discussed. The disparities among general male- female, rural- urban, scheduled caste male-female and non scheduled caste male-female have been analyzed spatially. Disparities in different levels of education have also been discussed separately for general population and scheduled castes. Other section of the chapter presents the correlation matrix which was worked out to analyze the relation between literacy and socio-economic factors.

A summary of findings and conclusions are presented in the Chapter VI

UTTAR PRADESH
Administrative Divisions
1911

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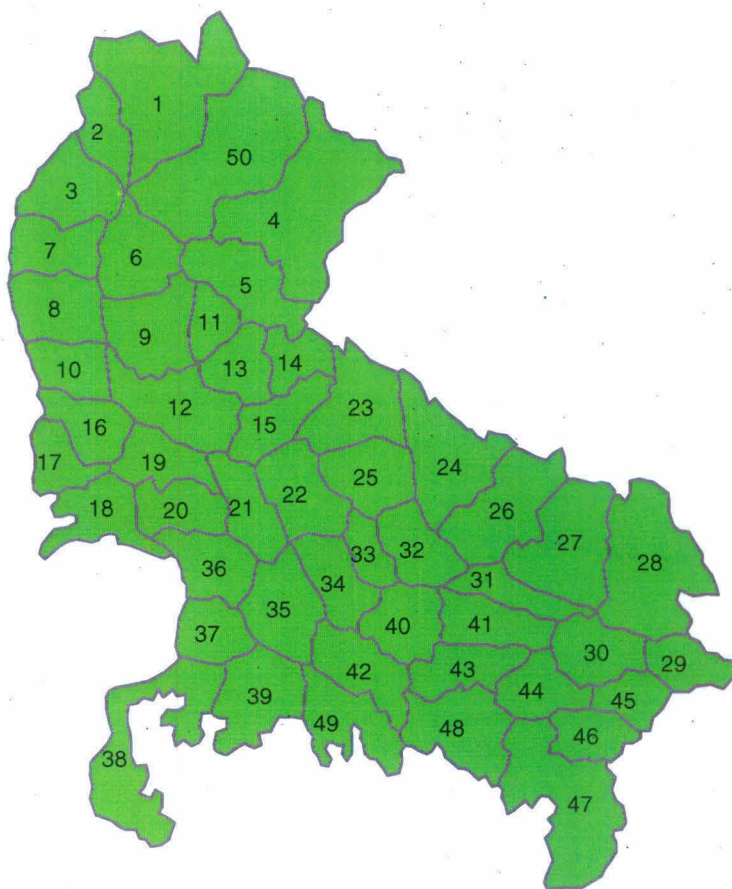
INDEX

Districts

Map not to scale   Map: 1.1

UTTAR PRADESH
Administrative Divisions
1961

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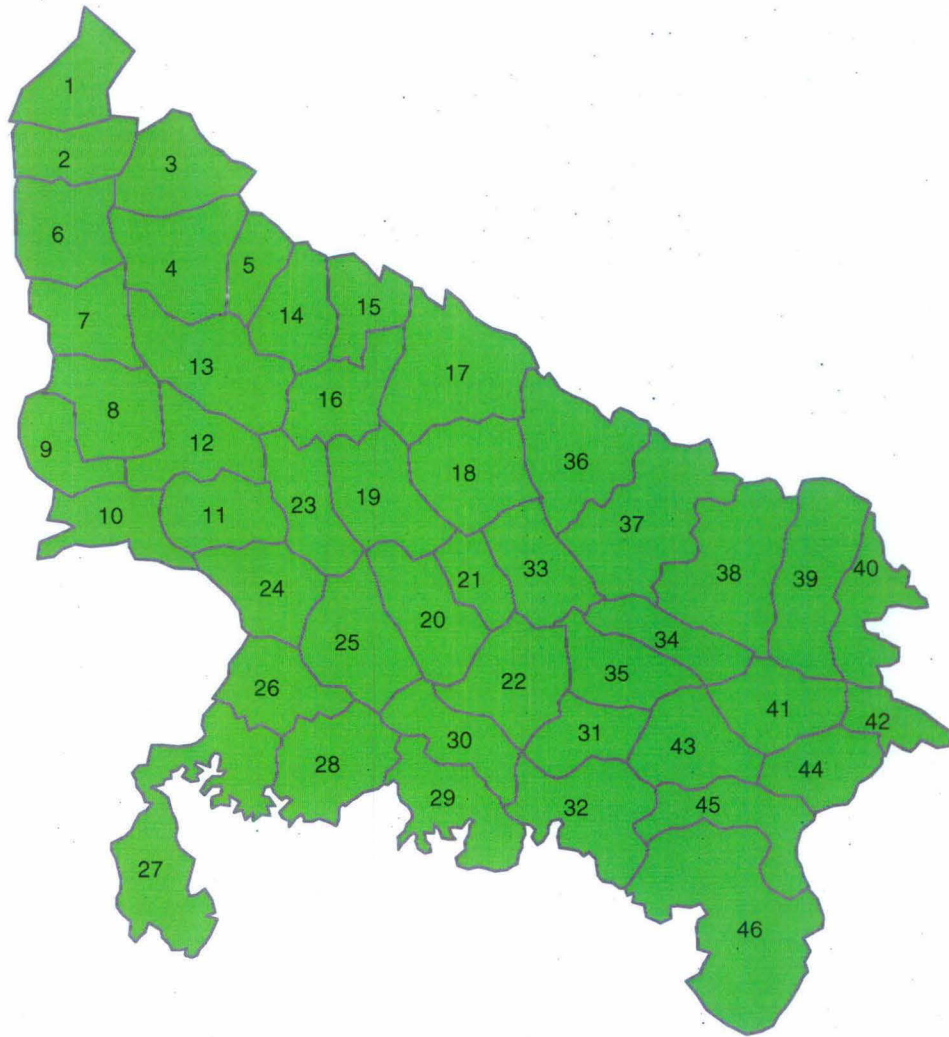
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Districts

UTTAR PRADESH

Administrative Divisions

2001

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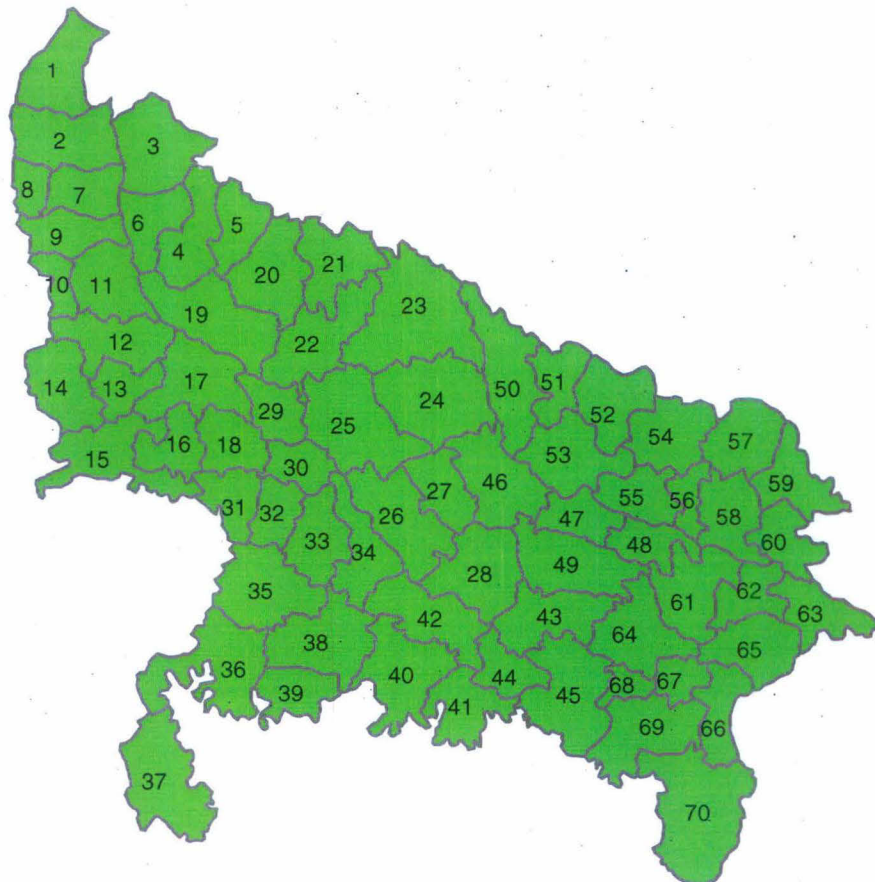
INDEX

Districts

Map not to Scale

Map: 1.3

Index of the Districts of Uttar Pradesh

	1961		2001
S. No.	**Name of Districts**	**S. No.**	**Name of Districts**
1	Saharanpur	1	Saharanpur
2	Muzaffarnagar	2	Muzaffarnagar
3	Bijnor	3	Bijnor
4	**Moradabad**	4	**Moradabad**
5	Rampur	5	Rampur
		6	**Jyotiba Phule Nagar**
6	**Meerut**	7	**Meerut**
		8	**Bhagpat**
		9	**Ghaziabad**
7	**Bulandshahr**	10	**Gautam Budha Nagar**
		11	**Bulandshahr**
8	**Aligarh**	12	**Aligarh**
		13	**Hathras**
9	Mathura	14	Mathura
10	Agra	15	Agra
11	**Mainpuri**	16	**Firozabad**
12	Etah	17	Etah
		18	**Mainpuri**
13	Budaun	19	Budaun
14	Bareilly	20	Bareilly
15	Pilibhit	21	Pilibhit
16	Shahjahanpur	22	Shahjahanpur
17	Kheri	23	Kheri
18	Sitapur	24	Sitapur
19	Hardoi	25	Hardoi
20	Unnao	26	Unnao
21	Lucknow	27	Lucknow
22	Rae Bareli	28	Rae Bareli
23	**Farrukhabad**	29	**Farrukhabad**
		30	**Kannauj**
24	**Etawah**	31	**Etawah**
		32	**Auraiya**
25	**Kanpur**	33	**Kanpur Dehat**
		34	**Kanpur Nagar**
26	Jalaun	35	Jalaun
27	**Jhansi**	36	**Jhansi**
		37	**Lalitpur**

28	Hamirpur	38	Hamirpur
		39	Mahoba
29	Banda	40	Banda
		41	Chitrakoot
30	Fatehpur	42	Fatehpur
31	Pratapgarh	43	Pratapgarh
		44	Kaushambi
32	Allahabad	45	Allahabad
33	Barabanki	46	Barabanki
34	Faizabad	47	Faizabad
		48	Ambedkar Nagar
35	Sultanpur	49	Sultanpur
36	Bahraich	50	Bahraich
		51	Shrawasti
		52	Balrampur
37	Gonda	53	Gonda
		54	Siddarthnagar
38	Basti	55	Basti
		56	Sant Kabir Nagar
		57	Maharajganj
39	Gorakhpur	58	Gorakhpur
		59	Kushinagar
40	Deoria	60	Deoria
41	Azamgarh	61	Azamgarh
		62	Mau
42	Ballia	63	Ballia
43	Jaunpur	64	Jaunpur
44	Ghazipur	65	Ghazipur
		66	Chandauli
45	Varanasi	67	Varanasi
		68	Sant Ravidas Nagar
46	Mirzapur	69	Mirzapur
		70	Sonbhadra

Note: Districts of 2001 are adjusted according to Base Year 19961,

Index of the Districts of Uttar Pradesh, 1911

S.No.	Name of Districts	S.No.	Name of Districts
1	Tehri Garhwal	26	Gonda
2	Dehradun	27	Basti
3	Saharanpur	28	Gorakhpur
4	Almora	29	Ballia
5	Nainital	30	Azamgarh
6	Bijnor	31	Faizabad
7	Muzaffarnagar	32	Barabanki
8	Meerut	33	Lucknow
9	Moradabad	34	Unnao
10	Bulandshahr	35	Kanpur
11	Rampur	36	Etawah
12	Budaun	37	Jalaun
13	Bareilly	38	Jhansi
14	Pilibhit	39	Hamirpur
15	Shahjahanpur	40	Rae Bareli
16	Aligarh	41	Sultanpur
17	Mathura	42	Fatehpur
18	Agra	43	Pratapgarh
19	Etah	44	Jaunpur
20	Mainpuri	45	Ghazipur
21	Farrukhabad	46	Banaras
22	Hardoi	47	Mirzapur
23	Kheri	48	Allahabad
24	Bahraich	49	Banda
25	Sitapur	50	Garhwal

CHAPTER 2

EDUCATION IN INDIA: AN HISTORICAL OVERVIEW

EDUCATION IN INDIA: AN HISTORICAL OVERVIEW

2.1: Introduction

Education is a process of developing the ingrained mental faculties of human beings. It may formally be acquired by attending educational institutions or through experience over time. Both of these avenues are associated with the developmental level of a region and historical events that help in the setting up of educational institution as well as other enterprises. In the history of education in India the scale of development as well as the pace of progress has not been uniform. The development of education in the country has been influenced by the colonial powers, having their own social economic and political order totally different from the native one. Such a situation often led to the emergence of contesting and mutually contradictory trends and there was a contest between colonial and indigenous educational systems which significantly influenced the development of education in the country.

Education in India has undergone many changes since the Vedic period. The educational system of India was not the creation of the East India Company since India had an educational system since the ancient times. As stated by **F.W. Thomas** "*education is no exotic in India. There is no country where the love of learning has so early an origin or has exercised so lasting and powerful an influence. From the simple poets of the Vedic age to the Bengali philosopher of the present day there has been an uninterrupted succession of teachers and scholars*". Indian education since the Vedic age has been a classical and spiritual rather than of a practical nature (Mukherji, 1974)[1].

The advent of British rule found a corpus of literature and a system of instruction existing among both Hindus and Muslims, in each case closely connected with their religious institution. In order to run and perpetuate a foreign rule some clerks and agents were needed by the English, so they started schools and colleges that were neither English nor Indian in character. The system of education as we find in India today

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[1] Mukherji, S.N.(1974), "*History of education in India - Modern Period*", Acharya Book Depot, Baroda.

is due to the result of a gradual and steady change and progress. It has its root in the British system of education. As remarked by Howell *"Education in India under the British government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on its present footing"* (Goyal,1955)[2]. In this period of Christian missionary activities, certain remarkable efforts were made by them in the field of education. There were improved method of teaching, systematic study of science and technology and use of natural forces to the service of man.

The history of education in India can be divided into three broad categories.

1. The Educational Policy of the East India Company (1765-1813)
2. Beginning of Modern Education (1813-1853)
3. Emphasis on Indigenous Education (1854-1947)

2.2: Educational Policy of the East India Company (1765-1813)

After 1765 when the Company became a political power in India, its educational policy underwent a change. The Company had restricted its attention to the education of Europeans and Anglo-Indian children (Nurullah, 1951)[3]. The Calcutta *madarsah* and Banaras Sanskrit College shows the beginning of the Orientalist school of educational policy. Meanwhile Lord Minto the Governor General wrote a Minute in 1811 to the Court of Directors wherein he described the lamentable decay of education in this country. In his famous Minute he stressed that education among Hindus and Muslims is on the verge of decay, and asked for larger funds and more vigorous drive to revive and improve the classical learning of this country. He observed: *'It is a common remark that science and literature are in a progressive state of decay among the native of India... The number of the learned is not only diminished but the circle of learning even among those who still devote themselves to it appears to be considerably contracted'*. He submitted proposals for reforming the Calcutta *Madarsah* and Banaras Sanskrit College. His main

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[2] C.P. Goyal (1955), *"History of Education in India— Ancient, Medieval and Modern Periods"*, Chand Publications,Bhiwani.

[3] S. Nurullah and J.P. Naik (1951*), "History of Education in India- During the British Period"*, Macmillan and Co. Ltd., Bombay.

aim was to preserve the Hindu and Islamic culture through the establishment of these institutions

The period between, 1765-1813, is significant because during this period a number of institutions for higher learning were founded by different agencies with different motives. These institutions had no clear-cut policy of education until 1854. The Company did not take upon itself any clear-cut responsibility for educating the Indian people (Kaur, 1985)[4].

Although the foundation of what we call modern education was laid down during the British rule, the East India Company that overtook power from the Moguls remained aloof from the educational care of the Indians for the first 50 years. The Charter Act of the East India Company was renewed in 1813 and a sum of one lakh of rupees was sanctioned for educational purposes (Mukherji, 1951)[5].

2.3: Beginning of the Modern Education (1813 – 1853)

The forty years between the Charter Act of 1813, which merely compelled the East India Company to accept responsibility for the education of the Indian people and the dispatch of 1854 which prescribed an education policy for India in detail, form the second important period in the history of education in India during the British rule. This period was mainly one of conquest and consolidation of British power in India. Education was therefore a back-bench subject which came up for discussion at infrequent intervals and which was allotted only a meager portion of the total administrative expenditure. This general neglect is the principle cause of its slow progress[6].

The Charter Act of 1813 laid the foundation of the modern system of education, as existing in India today; therefore it forms a turning point in the history of Indian education. On June 3, 1814, for the first time, the Directors of Company issued a

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[4] Kuldip Kaur (1985), *"Education in India (1781 – 1985), Policies, Planning and Implementation"*, Centre for Research in Rural and Industrial Development, Chandigarh

[5] S.N. Mukherji (1951), *"History of Education in India"*, Acharya Book Depot, Baroda

[6] S. Nurullah and J.P. Naik, (1951), *"A Students' History of Education in India"*, Macmillan and Co. Limited, Bombay.

notification and proclaimed that they would spend about one lakh of rupees for the education of Indians, especially for the Hindu system of education. Lord Moira expressed this noble sentiment in his Minute of 1815 and called for more enlarged and liberal policy on education to adorn and embellish the life of Indians. He proposed that the sum of one lakh of rupees should be spent for the improvement of existing schools and for opening new schools to make education available to the people[7].

With the introduction of the Charter Act of 1813, controversies and debates came up. The main controversy revolved around aims, objectives, medium of instruction and missionary policies. The controversies gave birth to three schools of thought. The Orientalist advocated for the preservation of Oriental learning and the use of Sanskrit and Persian as the media of instruction. The Anglicist supported the case for the dissemination of Western knowledge through English. The third school comprised of those who believed in the use of Indian languages as the medium of instruction even for higher education.

Although Macaulay's Minute of 1835 helped to set these controversies at rest, yet only partially. Eventually higher education was decentralized and English education was encouraged partially for the upper section of the society. It was decided that indigenous education was to be imparted at the elementary level. Meanwhile in 1833 the funds earmarked for education were raised to Rs. 10 lakh, and the issues of education had begun to engage attention of both the government and the people.

When the controversy between the Orientalist and the Occidentalist reached its height, Lord Macaulay came to India as a law member of the Governor Generals' Executive Council and became the president of the General Committee of Public Instruction. He rejected the argument of the Orientalists through a forceful Minute of 1835, in which he favoured the education of the elite class and made a vigorous plea for spreading western learning through the English language. Several attempts were now

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[7] Kuldip Kaur (1985), *"Education in India (1781 – 1985), Policies, Planning and Implementation"*, Centre for Research in Rural and Industrial Development, Chandigarh

made to established institutions on European lines and to abolish institutions of oriental learning. This led to the decline of indigenous education. English was made the main language of study and the medium of instruction after the primary stage. In this way Anglicist prevailed and determined the educational system. Indian languages and Indian culture received a serious set back

In 1837 English was made the language of administration and a Government Resolution of 1844 threw subordinate positions open to Indians. Therefore a large number of Indians started reading in English schools, leading to the rapid expansion of English education. The indigenous system of education were neglected and even suppressed. By the middle of the nineteenth century education came to be regarded as a state responsibility. English had grown popular and the people belonging to the higher stratum of society adopted and patronized it. In this way the system of English education had taken root.[8]

2.4: Emphasis on Indigenous Education (1854 – 1947)

Before Wood's Despatch the government's only aim was to provide a higher type of education to a few people who had leisure and money in the hope that western knowledge and culture would filter down to the masses. This policy of the British is known as "Downward Filtration Theory". Wood's Despatch sought to encourage indigenous education and planned a coherent policy of education[9].

While reviewing the Charter Act of 1813, a select Committee of the House of Commons was set up in 1853 to institute an inquiry into the progress of education in India. The result was the education Despatch of Sir Charles Wood, the president of Board of Control. In 1853 Parliament investigated for the first time, the development of Indian education. The evidence submitted to the parliamentary committee formed the basis of the Despatch of 1854 which determined the future development of Indian education. The

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[8] Kuldip Kaur (1985), *"Education in India (1781 – 1985), Policies, Planning and Implementation"*, Centre for Research in Rural and Industrial Development, Chandigarh
[9] ibid, pp. 26 - 27

Despatch first imposed upon the Government of India the responsibility of creating the properly articulated system of education from 1854 to 1882.

The Despatch of 1854 was the landmark in the history of education in India. Its scheme was so comprehensive that it touched all aspects of Indian education right from the primary to the university levels. A number of recommendations were made for the more extended and systematic promotion of general education in India. With this Despatch the whole educational structure was changed, it prescribed the establishment of institutions for training teachers for all types of schools, the maintenance of the existing government colleges when necessary, the establishment of new schools between the elementary and high schools; the multiplication and improvement of vernacular, indigenous and other schools for other elementary education etc.

The year 1854 holds special importance in the history of educational development in India (Ghosh, 2000)[10]. Apart from laying the foundation of modern education in the country, the famous Wood Despatch, also said to be the Magna Carta of English education in India, opened up a new era in educational administration, defined the aim of Indian education, determined government attitudes towards religion, stressed mass education and recognized the need for technical and women's education (Mukherji, 1974)[11]. The Despatch of 1854 is thus the climax in the history of education in India.

The Wood's Despatch made deep impact on the overall educational development. A Department of Public Instruction was setup in 1855 in every Province under British India. However, the revolt of 1857 served as a set back to the development of Indian education. In the years that followed the revolt, the British Government did not take interest in the spread of education in India. Most of the plan and proposals for the establishment of the educational institutions were turned down, while on the other hand there was a tremendous concern among the Indians for reform in the British system of

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[10] S.C. Ghosh (2000), *"The History of Education in Modern India"*, Orient Longman
[11] op. cit. pp. 118

education. There was a great movement for making the mother tongue as the medium of instruction of schools, colleges and universities[12].

A significant progress was made in all front of education after the Wood Despatch of 1854. The Government of India gave great impetus to all forms of education. The universities of Calcutta, Madras and Bombay were founded between 1857 and 1861. In that year the number of pupils in public institutions in the Provinces of Madras, Bombay, Bengal (including Assam) and Agra amounted to about 230,000 of whom 200,000 were in the primary stage. In spite of the comprehensive recommendations of the Despatch the progress of education was not satisfactory at that time.

Progress of Primary Education

In 1882, the Commission for Indian Education was set up to look into the principles of Wood's Despatch and suggest policy measures. It was the first ever Education Commission in India and is also known as Hunter Commission[13]. The Commission ascertains that primary education should be the first duty of local boards. The system of grant-in-aid was revised in almost all the states. Rules on the powers and duties of local bodies relating to primary education were prescribed. The report of the Education Commission resulted in a great educational awakening and by 1882 – 83, there were 20, 61,541 pupils in 82,916 primary schools including government aided and unaided schools as against 6, 07,320 pupils in 16,473 primary schools in 1870 – 71. In 1882 – 83, there were 1.92 and 0.88 percent of boys and girls respectively in schools to the total male and female population of school going age in primary schools. There was a further leap in the proportion of children in primary schools. In a span of 10 years, i.e., from 1891 to 1892 the proportion of boys enrolled in primary schools to total male population of school going age rose to 19.8%, where as the same for girls increased to 2.0%. Thus while the proportion of boys in primary schools increased tenfold, for girls the proportion arose merely two times. In the following, 5 years (1896 – 97) there was slow growth. As against 11.1% of children of total population of school going age being

[12] S. Nurullah and J.P. Naik (1951), *"A Students' History of Education in India"*, Macmillan and Co. Limited, Bombay

[13] S.C. Ghosh (2000), *"The History of Education in Modern India"*, Orient Longman

in primary school in 1891 – 92, there were 12% of children enrolled in primary school in 1896 – 97[14]. Thus the overall growth rate during the period between 1891 – 92 and 1896 – 97 was just 0.9%. Again, while the growth rate of boys during the same period was 2.8% point, the same for girls was 0.3% (Mukherji, 1977). Due to this system no doubt some progress had been made but it was too commercial in nature. The percentage of private institutions was very high, but it varied according to states. The following statistics is interesting from this point of view.

Table 2.1: Numbers of Primary Schools in India
1881 – 82 to 1901 – 02

Provinces	1881 - 82		1901 - 02	
	No. of Departmental or Board Schools	No. of Aided Private Schools	No. of Departmental or Board Schools	No. of Aided Private Schools
Madras	1,263	7,414	2,836	11,125
Bombay	3,811	196	4,670	1,929
Bengal	28	47,374	26	36,046
North-West Frontier Provinces	—	—	135	17
United Provinces	**5,561**	**243**	**4,598**	**2,463**
Punjab	1,549	278	1,802	636
Central Provinces	894	368	931	864
Assam	7	1,256	1,260	1,482
Berar	467	209	640	400
Coorg	57	3	70	4

Source: S.N Mukherji, History of Education in India, 1974

The progress of primary education was not satisfactory. Several causes had contributed to the slow growth of primary education. Education was the domain of upper class Hindus and Muslims. Poorer and lower castes were not given of the fruit of education. One of the main reasons for this sad state of affair was that the local

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[14] Quinquennial Review of the Progress of Education in India, 1892-97, Vol. I.

government was hard pressed of funds. While on the policy front, there happened to be some progress when the British Government with Lord Curzon as its head in India brought forth a resolution in education policy in 1904. Extensive discussion on the existing defects in different branches of education took place and valuable suggestions were offered. Among other things, the resolution admitted that primary education was receiving much less attention. It stressed that an active expansion of primary education was one of the most active duties of the Government. The document felt that the curricula were too rigid. It therefore suggested the need for providing diversified curricula[15].

Progress of Secondary Education:

Despatch of 1854 made great strides in the growth of secondary education. Since the publication of the Wood's Despatch, there has been a great expansion of secondary education. Between 1854 and 1870, therefore, there was a large increase in the number of secondary schools directly conducted by the Government. The number of government secondary schools in 1882 was 1363(with 44,605 pupils) as against 169 (with 18335 pupils) in 1855 (Nurullah, 1951)[16].

The Hunter Commission of 1882 examined the position of secondary schools of those days and suggested diversified courses of instruction at this stage of education. The growth of secondary education was very striking between 1882 and 1902, when the number of schools rose from 3,916 to 5,124 and enrolment from 214,677 to 622,868 (Mukherji, 1974)[17]. Despite of all the effort the progress of education was not satisfactory. This fact is indicated clearly in Table 2.2.

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[15] S. Nurullah and J.P. Naik (1943), *"A Students' History of Education in India"*, Macmillan and Co. Limited, Bombay

[16] S. Nurullah and J.P. Naik (1951), *"History of Education in India- During the British Period"*, Macmillan and Co. Ltd., Bombay.

[17] S.N. Mukherji (1974), *"History of Education in India- Modern Period"*, Acharya Book Depot, Baroda.

Table 2.2: Statistics of Public Instruction
1860 – 61 to 1891 – 92

	1860 - 61	1870 - 71	1881 - 82	1891 - 92
Primary Schools				
Institutions	5450	15,921	86,269	97,109
Scholars	2,01,245	5,17,574	21,56,242	28,37,607
Secondary School				
Institutions	142	3,146	4,122	4,872
Scholars	23,165	2,06,300	21,56,242	4,73,294
Art Colleges (including oriental colleges)				
Institutions	17	44	67	104
Scholars	3,182	3,994	6,037	12,985
Schools for Special Instruction				
Institutions	26	104	238	554
Scholars	1,937	4,346	9,150	21,732
Colleges for Professional Training				
Institution	8	19	18	37
Scholars	679	2,126	1,545	3,292
Total –Institutions	5,643	19,234	90,714	1,02,676
Scholars	2,30,208	7,34,340	23,95,071	33,48,910
Expenditure on Education(in thousand of rupees)	3,594	12,115	1,87,50	3,05,20

Source: Imperial Gazetteer of India, Vol. IV, 1909, PP. 456

The period between 1905 and 1919 witnessed a rapid increase in the number of pupils and especially in those studying in the higher classes. The growth of secondary schools was tremendous between 1916 – 17 to 1947 – 48. The number of schools rose from 4,883 to 12,693 and the enrolment from 124,770 to 2,953,995. Several causes contributed to this rapid expansion. There was a general demand for secondary education mostly due to the awakening among the masses, and a number of secondary schools were

established in rural and semi urban areas with a view of bringing secondary education within easy reach of children (Mukherji, 1974)[18].

Progress of Higher Education:

Higher education spread quickly because of the establishment of universities on the recommendation of the Wood's Despatch (1854). By 1901 – 1902 there was a very rapid expansion of college education. As against 68 colleges in 1881 – 82, there were 179 affiliated colleges in 1901 – 02, out of which 138 were in British India, 32 in the Indian states and 9 in Ceylon. With the rapid increase in the number of universities, the number of affiliated colleges as well as enrolment also increased. This is evident from the Table 2.3 (Mukherji, 1974)[19].

Table 2.3: Number of Colleges and Enrolment
In British India, 1921 – 1947

Item	1921 - 22	1931 - 32	1946 - 47
Institution	231	417	933
Enrolment	59,591	99,493	1,99,253

Source: S.N Mukherji, History of Education in India, 1974

The Education resolution was no doubt a very comprehensive document that reflected the determination of the government's aims and objectives and the direction of its educational policy. In 1910 the Viceroy's Executive Council was enlarged. A new member for education was added to it. In 1913 the government passed a resolution on education. G.K Gokhle was instrumental in bringing forth this resolution. The resolution stressed the need for expanding lower primary schools and starting upper primary schools at suitable centers. It also recommended for the opening of Local Board Schools in place of Private Schools[20].

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[18] op. cit., pp. 228
[19] op. cit., pp 226
[20] S.C. Ghosh (2000), "The History of Education in Modern India", Orient Longman

By the resolution of 1913, the Government accepted the need of concentrating the energies of the State on improving and spreading primary education. The resolution formulated a new policy with regard to high school and university education. Meanwhile the Government of India appointed the Calcutta University Commission in 1917 to deal with practically every problem of secondary and university education. The recommendations have great significance because they shaped the educational ideals of the country until Independence (Kaur, 1985)[21].

The Simon Commission appointed a sub committee known as Auxiliary Committee of the Indian Statutory Commission in 1928 with Sir Phillip Hartog as a Chairman. The committee was not satisfied with the progress of literacy made during 1882 – 1922. The committee surveyed the education policy of the government, studied the present system of education, examined the effect of political reforms on the educational progress of the country, pointed out the defects and made recommendations for its improvement (Mukherji, 1974)[22].

Government of India and Central Advisory Board gave a plan for post war educational reconstruction in India, known as Sergeant Scheme in 1944. The objective of the Scheme was to provide India with a system of education approximating to those available in other countries.

After Independence India demanded a review of the existing state of education. The government of India appointed a University Education Commission presided over by Dr. S. Radha Krishnan, which started its deliberation in 1948, and published its report in 1949.

The University Grant Commission was appointed in 1946, after a separate education department was formed at the centre under a member of the Central Executive. The committee was raised to the status of the Commission in 1953 on the

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[21] op. cit., pp. 29-30
[22] op. cit., pp. 208-210

recommendation of the University Education Commission and a large amount was placed at its disposal for sanctioning grant-in-aid to the universities. It advises about the establishment of new universities, the expansion of any old universities and the improvement in university education (Mukherji, 1974)[23].

In the free India educationists had not only to tackle the problem of expanding educational facilities and bringing schools to villages and towns which had no such facilities , but also to reorganize the entire educational system. The biggest tasks were remodeling the system of education in the national interest, the provision of universal free and compulsory education for all children of school going age, and giving special education for all illiterates.

India has set before itself two goals in the field of primary education, introduction of free and compulsory education for all children up to 14 years age and conversion of all primary schools to the basic pattern. Article 45 of the Indian Constitution enjoins on the state to endeavour to provide free, compulsory and universal education for all children until they complete the age of 14 years. Increase in the school enrolment has been substantial in the post Independence decades. The achievements have however, been offset by population growth on the one hand and by the problem of drop outs and stagnation on the other. In the Sixth Five Year Plan, therefore the strategy had been adopted with a two prolonged attack of increasing enrolment and improving retention. For purpose of professional efficiency the focus had been on primary school between, 1980- 85 and on middle schools between, 1985- 90.[24]

It is an undeniable fact that educationally India has been one of the most backward countries of the world. Illiteracy is particularly found with greater virulence in rural areas. The situation of Uttar Pradesh is not different from the country, Infact in terms of literacy it is one of the most backward states in the country.

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[23] op. cit., pp. 250
[24] A.Biswas and S.P. Aggarwal (1986), *"Development of Education in India: A Historical Survey of Educational Documents Before and After Independence"* Concept Publishing Company, New Delhi.

2.5: History of Educational Policy in Uttar Pradesh

In the beginning of the 18th century several educational institutions were established in the United Provinces by missionaries. The modern system of education took its root in the state when Jonathan Duncan in 1791, established a Sanskrit *pathshala* at Varanasi. The activities of the missionaries were, however, confined to elementary education among the weaker sections of society. Elementary schools were established in various parts of the state as elsewhere in the country. The attitude of the East India Company towards education was extremely hesitant and uncertain. It did practically nothing for the spread of education till 1813. The establishment of educational institutes begun in 1818 when the first British school was open in Varanasi, other institutes for modern education was soon opened. In 1823 a General Committee of Public Instruction was appointed. The committee started its work with a view to promoting Oriental education and for that purpose it first reorganized Banaras Sanskrit College. In 1823, the College had 271 students on roll of which 203 were from outside the district.[25]

The authorities considered it wiser to adopt the mother tongue as the medium of instruction because they realized that there was very little local need or demand for English education, as the Province was very backward. The State Government wanted to educate the masses. With that objective in view, attention was first paid to the improvement of indigenous schools in Agra city and some other districts. The Agra College, which later became the nucleus of the Agra University; came into existence in 1824. As quoted by Richie, the plan followed was to *"multiply and improve the village schools by supervision, advice and encouragement and by the distribution of elementary books suited to their wants"*[26].

At the close of 1850 three types of elementary schools existed in this Province, they were the *Tahsili, Halkabandi* and *Indigenous* schools. The most remarkable feature of these institutions was the provision of vernacular language as the medium of instruction. In the same year the government opened on experimental basis *Tahsili*

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[25] Gazetteer of India- Uttar Pradesh State Gazetteer, Vol. V, Government of Uttar Pradesh.
[26] Cited in S.N. Mukherji (1974), *"History of Education in India: Modern Period"*, Acharya Book Depot, Baroda.

schools in 8 districts i.e. Bareilly, Shahjahanpur, Agra, Mathura, Mainpuri, Aligarh, Etawah, and Farrukhabad. In 1853 the Government proposed for the extension of these schools to the remaining districts.[27]

Another type of schools known as the *Halkabandi* or village schools were opened in 1851.The status of *Halkabandi* schools was not altered, as it was thought that it would involve the neglect of the lower classes for the sake of the higher. In 1853 *Halkabandi* schools were established in the districts of Agra, Bareilly, Etah, Etawah, Mainpuri, and Shahjahanpur. At the end of 1854, there were about 1,7000 students receiving education in them. With the success of the *Halkabandi* schools, the indigenous schools gradually degenerated. By the end of 19th century the *Halkabandi* schools formed the main plank of primary education in the state. These schools were known as primary schools.

As the *Indigenous* schools were not the outcomes of any scheme of education formulated by the education department, they did not receive much encouragement at the hands of the state officials. But the few sympathetic inspectors tried to improve them by friendly inspection.

The first grant-in-aid rule of the Province lay down that no state aid should be given to schools which would not charge fees from the pupils. But this rule, however, was not rigidly enforced because in some schools run by missionary bodies there were pupils who could not afford to pay even a small fees.

The **second phase** in the history of education in Uttar Pradesh starts from 1880 and lasts until 1947. During this period primary education made some headway. In the meantime as recommended by the Hunter Commission the control of primary education was transferred to the local bodies. This helped in the progress of primary education. The Government of India resolution of 1904 gave a further fillip to it by emphasizing the need to expand facilities for primary education.

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[27] *Gazetteer of India- Uttar Pradesh State Gazetteer, Vol. V*, Government of Uttar Pradesh.

With the introduction of diarchy in 1921, education became a transferred subject. The noted liberal leader and journalist, the late Shri C.Y Chintamani became the first Minister of Education. In 1925, the Government went a step further and developed the one teacher preparatory schools (with three classes) into full primary schools with one teacher for every 30 pupils. In 1926 it went still further and passed United Provinces District Board Primary Education Act by which, on a resolution passed by more than half the members of a district board, primary education was to be made compulsory for children between 6-11 years old in the rural areas as well. Between 1922 and 1937, 36 municipalities and 25 rural areas found it possible to introduce compulsory education.

This period also saw more important changes in the organization of secondary and university education. Acting upon one important recommendation of the Sadler Commission, a Board of High School and Intermediate Education was set up under the relevant act passed in 1921. The board was assigned the task of conducting public examination at the end of high school and intermediate stages. Intermediate education thus regarded as a part of school education, at best preparatory but by no means part of university education. With the advent of provincial autonomy and popular ministries in 1937, education in the state got a new life. Under the inspired guidance of Dr. Sampurnanand, the then Education Minister a number of new schemes was taken up and it was planned to introduce important changes in all important spheres of education.

The year 1921 heralded a new period in the annals of this land. The Montague Chelmsford report which formed the basis of Government of India Act 1919 came into operation in 1921. With this reform education became a transferred subject and was left almost entirely to the care of the provinces. The Education Act received the ascent of the governor in 1921. It was an act for the establishment of a Board of High School and intermediate education to take the place of the Allahabad University in regulating and supervising the system of high school and intermediate education in the United Provinces.

The United Province Primary Education Act of 1919 made provision for the imposition of an education cess by any municipality in which primary education was

declared to be compulsory. A municipality was to select any of the authorized taxes or increase any tax already levied. No fees were to be charged in municipal schools in compulsory areas. According to the provision of this act, the government had to contribute two thirds of the additional costs involved. The total government contribution was not to exceed 60% of the total cost of primary education in a municipality.

The District Board primary Education Act of 1926 was the result of the report of the Mr Kichlu, Deputy Director of Public Instruction. He was put on special duty in 1924 to examine how the present expenditure on primary education could be made to yield better results and how far it was possible to introduce compulsory education in rural areas and with what limitations.

The post war period, however opened a new era in the field of education when the whole structure was remodeled in accordance with the policy advocated by the Central Advisory Board of Education which had been received in 1935 and the Indian provinces gave more emphasis to the reorganization and overhauling of the whole education system. This keenness on the part of the provincial government is clearly born out by the increase in expenditure during 1921-22 to 1946-47. The year 1947, was a period of intense educational activity in the Province. The changes in the designation of the Head of Department to the Director of Public Instruction and then to the Director of Education, gives an index to the importance that problems of educational reconstruction and developments reviewed. The whole educational system was reviewed and ground prepared for future growth and development. This, however, was not done at the cost of the expansion of education which moved with a speed and rapidity never equaled before in the history of education of Uttar Pradesh. Some very useful educational experiments were conducted and the foundation stone of many new ones were laid.

Education among Women in the State:

In the beginning of the century the progress of the women education was not encouraging in the State. The slow progress was due to the lack of women teachers in

girls' schools and the lack of material consideration which formed a contributing factor in boys' education.

In the Province the first school for girls was started at Varanasi in 1823. Christian missionaries started a large number of schools for girls. There were 31 schools for girls run by them in 1851, in which 737 girls were receiving education. While in 1875-76, there were 400 government primary schools for girls in the North-Western Provinces and Avadh with 900 students on roll. The number of girls' schools in 1882, was 308 with 8,883 students were on roll. The Indian education commission of 1882 recommended that women's education should be given special encouragement. It laid down elaborate rules regarding women's education.[28]

The number of institutions for women's education increased from 391 in 1881, to 499 in 1891, and 637 in 1901, and the number of pupils from 9,422 to 13,870 and 21,314 respectively. In 1903, there were 800 institutions with 26,048 pupils. Though the numbers had increased, the total enrolment was still very small. In 1901, only 0.62% of the female population of school going age was under instruction.[29]

In spite of recommendations of the Commission the progress of primary education was, however, slow. A committee was appointed in 1913. It recommended that in its general constitution the girls' schools should be similar to those for boys. Because of the recommendations of the committee the number of primary schools for girls rose from 347 to 1,089 between 1901 and 1917. It is a quite strange fact that in spite of efforts made to bring women in the forefront of education in 1901- 02 neither any Hindu nor any Muslim girls was in a high school. The Government paid less heed to the development of female education. The Sargent Committee report also failed to pay any particular attention on the problem of women's education and its pace of expansion during the decade 1937-47 declined.

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[28] *Gazetteer of India- Uttar Pradesh State Gazetteer, Vol. V*, Government of Uttar Pradesh
[29] *Imperial Gazetteer of India (1908), United Provinces of Agra and Oudh*, Superintendent of Government Printing, Calcutta, Vol. 1

Education among Backward Classes in the State:

History of educational development shows that the condition of the backward classes in this regard was miserable. Their sad state of affair was the result of neglected Government policy and social stigma. The primary schools for the students belonging to the backward or the depressed classes were first started in 1910. In 1919-20, supervisors had been appointed for these schools on experimental basis in the district of Meerut, Varanasi and Jaunpur. In another effort a scheme for the opening of special schools for depressed classes was chalked out in 1921 and financial assistance was provided to the district boards. Because of all these efforts there was marked increase in the number of primary schools specially opened for the depressed classes and also in the number of backward class students attending all schools. The following statistics shows this[30].

Table 2.4: Number of Depressed Class Students in Schools, 1931-1933

Year	Number of Depressed Class Schools	Number of Depressed Class Students	Others Students	Total Enrolment of Depressed Class students
1931 - 32	757	17,888	8,186	113,228
1932 - 33	757	18,443	9,267	115,992

Source: The Figures have been taken from the 'General Report on Public Instruction in the United Provinces of Agra and Oudh, 1933, Allahabad.

The Hartog Committee examined in detail the problem of education of these classes and was of the opinion that these special schools should be replaced by the mixed primary schools. The Provincial Depressed Class Educational Committee constituted in 1941 was instrumental in stimulating the demand of education among depressed classes.

Efforts were also taken to increase the number of teachers in these schools. Owing to these changes in the decades between 1943- 44 and in 1944-45 there was a

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[30] *General Report on Public Instruction in the United Provinces of Agra and Oudh,* 1933, Allahabad

marked fall in the number of depressed class scholars reading in schools especially opened for the depressed class. There was, on the other hand, an increase in the number of other scholars reading in such schools and a proportionately very large increase in the number of depressed class students in ordinary schools. The following Table reveals this fact more clearly[31].

Table 2.5: Number of Depressed Class Students in Schools, 1943-1945

Year	Number of Depressed Class Schools	Enrolment in Depressed Class Schools			Enrolment of Depressed Class Students in Ordinary Schools	Total Enrolment of Depressed Class Students
		Depressed Classes	Others	Total		
1943 - 44	855	26,589	13,560	40,149	1,25,977	1,52,566
1944 - 45	813	25,926	14,250	40,176	1,53,446	1,79,372

Source: The Figures have been taken from the 'General Report on Public Instruction in the United Provinces of Agra and Oudh', 1945, Allahabad.

Scheduled castes were the victims of social ostracism due to the practice of untouchability. Because of this social evil their educational development suffered a lot. After independence greater incentives were given to students of these communities to encourage the spread of education among them. A District Harijan and Social Welfare Officer were appointed in each district under the administrative control of the Director, Harijan and Social Welfare Department, U.P., with headquarters at Lucknow.

Education among Muslims in the State:

The state of education among Muslims was not as backward in the province as it was in some parts of India. The chief cause of backwardness of Muslim education was their general aversion to English education. In 1881 Muslims formed 12% of the students in art colleges; they proportions were 17% in 1891, and 15% in 1901. In general school

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[31] *General Report on Public Instruction in the United Provinces of Agra and Oudh*, 1945, Allahabad

education, the share of Muslims in 1901 was about 21% of the total in secondary schools and 14% in primary schools.

In 1944 – 45, there was a slight increase in the number of Muslims enrolled in different schools specially meant for them though the total number of schools declined because many of the maktabs run by the private institutions were closed. The following statistics shows the number of Muslims reading in the various types of primary schools[32].

**Table 2.6: Enrolment of Muslim Students in Primary
Schools, 1943-1945**

Year	Islamia Schools		Aided Maktabs		Unaided Maktabs		Ordinary Schools	Total Muslims Enrolment
	No.	Enrol.	No.	Enrol.	No.	Enrol.		
1943-44	541	27,706	1,672	66,801	990	18,043	11,2920	22,5470
1944-45	540	28,498	1,589	66,836	869	21,449	11,5683	23,2466

Source: The Figures have been taken from the 'General Report on Public Instruction in the United Provinces of Agra and Oudh', 1945, Allahabad.

2.6: Conclusions

1. The historical survey of the progress of education in India indicates that the modern system of education was created in India by the British Government. The aim was to educate a class of people and leave it to this educated class to educate masses at some future date. The system which they adopted was obviously meant for the upper social classes and was too costly to allow any large-scale expansion.

2. After Independence the educational activities inspired and sponsored by the Ministry of Education were not confined to any one aspect of education, but

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[32] *General Report on Public Instruction in the United Provinces of Agra and Oudh*, 1945, Allahabad

covered its entire field. The whole educational system was reviewed and tl ground prepared for future growth and development. Some very usefi educational experiments were conducted and the foundation stone of many ne ones were laid. So it can be inferred from the preceding discussion that the cause of disparities in the educational attainment among different strata of populatic of the Indian society are to some extent rooted in the faulty educational policy (the Britishers.

3. The history of educational development in Uttar Pradesh shows that progress (education has been very slow in the state. Since the early period of education development in India, this Province remained most backward. The progress (education among depressed classes was only started after Independenc However, considerable efforts have been made through various programmes ar legislation in the post- Independence decades to improve the status and expansic of education especially up to school level.

CHAPTER 3

LITERACY AND EDUCATION IN UTTAR PRADESH 1911— AN OVERVIEW

LITERACY AND EDUCATION IN UTTAR PRADESH 1911—
AN OVERVIEW

Literacy is one among several indicators of educational development. It is capable of transforming the existing order and of defining the aims and objectives of an authentic human resource development[1]. Infact literacy is also an important indicator of socio-economic and cultural development for society as a whole and for individual communities within it. It is generally regarded as both a means and an end of development. Even though literacy has paramount importance in a country's progress, India has done poorly in this field. Since the beginning of the present century the progress of literacy has not been satisfactory. The abysmally slow rates of growth in literacy have been the result of the faulty educational policy of British Government in India. The socio-economic base of education in colonial India was extremely narrow and the door of education was closed for the economically and socially deprived sections of the society.

Levels of literacy have been not even in all sections of society in the state of Uttar Pradesh and historically we find wide disparities among caste and religious communities. In this chapter an attempt has been made to analyse the literacy/educational scenario in the state as well as the spatial distribution of literacy vis-à-vis the total population, religious groups and castes in 1911.

3.1: Literacy Status in Uttar Pradesh, 1911

In 1911 the percentage of literates in the state was 3.41 percent as against the all India average of 5.91 percent. The male and female literacy in Uttar Pradesh was 6.07 and 0.49 percent respectively, while the all India average for male and female literacy was 10.55 percent and 1.05percent respectively. The root of educational backwardness of the state was embedded in colonial educational policy. The over all literacy rates in the

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[1] Tarujyoti Buragohain (1997), "Differentials in Literacy Rate by Social Groups: An Analysis of Census Data across States", *Margin*, Vol. 29, No. 3 & 4, pp. 267-282.

state was no doubt abysmally low, but when we analyze the situation at more disaggregated level, somewhat interesting pictures has emerged.

Table 3.1: District Wise Literacy Rates in Uttar Pradesh, 1911

Districts	Total	Male	Female	Districts	Total	Male	Female
Dehradun	9.67	14.23	3.11	Banaras	6.87	12.05	1.61
Saharanpur	3.35	5.59	0.64	Mirzapur	3.14	6.03	0.30
Muzaffarnagar	3.05	5.21	0.41	Jaunpur	3.39	6.42	0.37
Meerut	3.73	6.39	0.61	Ghazipur	3.01	5.74	0.28
Bulandshahr	2.98	5.24	0.46	Ballia	3.04	5.79	0.28
Aligarh	4.39	7.51	0.72	Gorakhpur	2.97	5.64	0.29
Mathura	5.46	9.22	0.85	Basti	2.80	5.27	0.28
Agra	5.66	9.41	1.16	Azamgarh	2.93	5.52	0.32
Farrukhabad	3.38	5.58	0.70	Nainital	5.64	9.07	1.17
Mainpuri	3.19	5.29	0.62	Almora	6.47	12.15	0.62
Etawah	3.80	6.38	0.66	Garhwal	7.21	14.35	0.32
Etah	2.56	4.38	0.39	Lucknow	5.88	9.58	1.55
Bareilly	2.96	4.97	0.57	Unnao	3.32	6.06	0.29
Bijnor	2.79	4.71	0.62	Rae Bareli	3.38	6.44	0.29
Budaun	2.05	3.37	0.45	Sitapur	2.50	4.42	0.32
Moradabad	2.67	4.46	0.61	Hardoi	2.69	4.61	0.39
Shahjahanpur	2.80	4.70	0.55	Kheri	2.04	3.59	0.28
Pilibhit	2.74	4.63	0.54	Faizabad	2.76	5.27	0.27
Kanpur	4.98	8.45	0.81	Gonda	2.84	5.36	0.22
Fatehpur	3.03	5.51	0.38	Bahraich	2.74	5.07	0.23
Banda	3.29	6.18	0.34	Sultanpur	2.58	5.02	0.21
Hamirpur	3.74	7.12	0.30	Pratabgarh	2.36	4.63	0.22
Allahabad	3.94	7.03	0.76	Barabanki	2.38	4.32	0.28
Jhansi	4.54	8.15	0.72	Rampur	1.21	2.14	0.16
Jalaun	4.61	8.52	0.41	Tehri Garhwal	3.70	7.36	0.14

Source: Census of India, United Province of Agra and Oudh, 1911
Note: Figures are in Percentages showing Crude Literacy Rates

We find that though the state as a whole was characterized by low level of literacy and educational development, there was remarkable contrast at the regional and districts level. the district-wise analysis of literacy scenario shows that on the one end of the scale was Dehradun with 9.67% of its population returned as literate followed by Garhwal (7.21%), Banaras (6.87%), Almora (6.47%), Lucknow (5.88%), Agra (5.66%),

Nainital (5.64%), Mathura (5.46%), Kanpur (4.98%), Jalaun (4.61%), Jhansi (4.54%), and Aligarh (4.39%). While Rampur with literacy rate of 1.21% was on the bottom. Other districts which closely followed Rampur were Kheri (2.04%), Budaun (2.05%), Pratabgarh (2.36%), Barabanki (2.38%), Sitapur (2.50%), Etah (2.56%), and Sultanpur (2.58%).

Education of women has a major impact on the over all development of a society. Jawaharlal Nehru said, *"If our nation is to rise, how can it do so if the half of the nation, of our womenkind, lag behind and remain ignorant and uneducated?"*[2]. In Uttar Pradesh the development of literacy among women was poorest and far from satisfactory. The district wise pattern for the male and female literacy rate show another aspect of disparity in literacy/educational attainment within the state. In Uttar Pradesh, only 0.49 percent of females were literate as against the 6.07 percent of male. The inequality in literacy by sex was the outcome of traditional prejudices against female education. The highest male literacy was recorded in the district of Garhwal (14.35%) closely followed by the districts of Dehradun (14.23%), Almora (12.15%), Banaras (12.05%), Lucknow (9.58%), Agra (9.41%), Mathura (9.22%) and Nainital (9.07%). It is interesting to note that all the hill districts of state show the highest male literacy rates. On the other hand the lowest male literacy was found in the districts of Rampur (2.14%), Budaun (3.37%) and Kheri (3.59%). The highest female literacy rate was in Dehradun (3.11%) followed by Banaras (1.61%), Nainital (1.17%) and Agra (1.16%). All other districts had female literacy rates less than one percent.

Table 3.1 brings to light the great disparity between male and female literacy. The yawing gulf between the two can be explained in a variety of ways. Though, in ancient India women enjoyed an equal status with man, In course of time with the introduction of purdah, there was a consequential decrease in female education. Growing rigidities of the castes system also worked towards the same end.

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[2] Shaukath Azim (2005), "Literacy Growth Disparities in Karnataka", *Economic and Political Weekly*, Vol. 40, No. 16, pp. 1647-49.

UTTAR PRADESH

District-Wise Total Literacy Rates

1911

N

INDEX

percentage of Literates

	1.21 - 2.77
	2.78 - 3.09
	3.10 - 3.90
	3.91 - 9.67
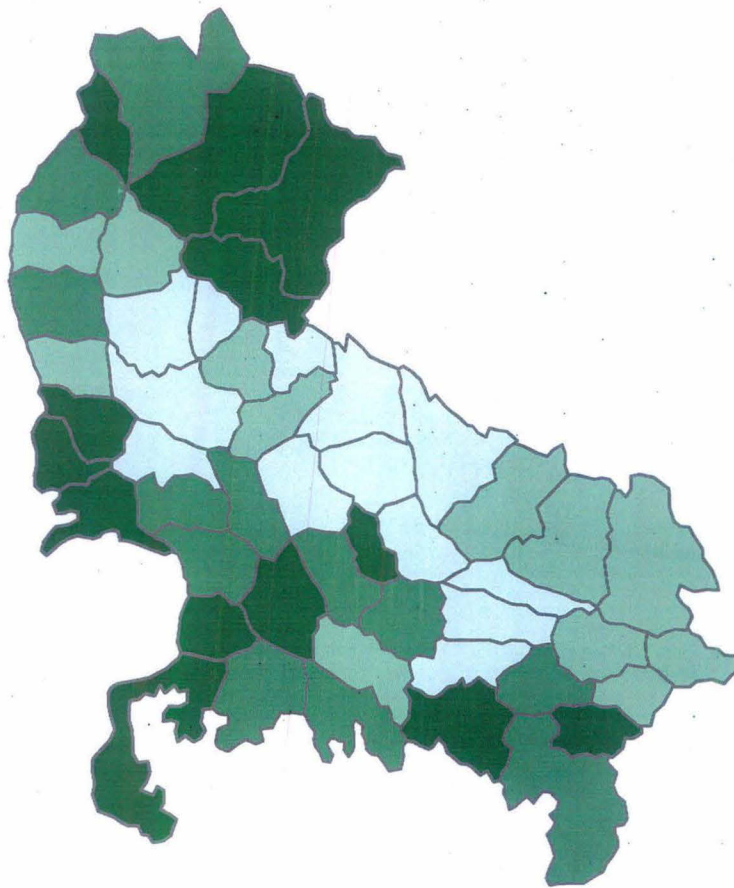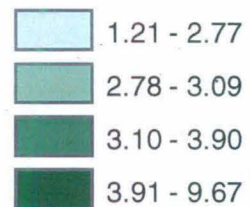
Map not to scale

Map: 3.1

UTTAR PRADESH

District-Wise Total Female Literacy Rates

1911

N

INDEX

percentage of Literates

	0.14 - 0.29
	0.30 - 0.40
	0.41 - 0.63
	0.64 - 3.11
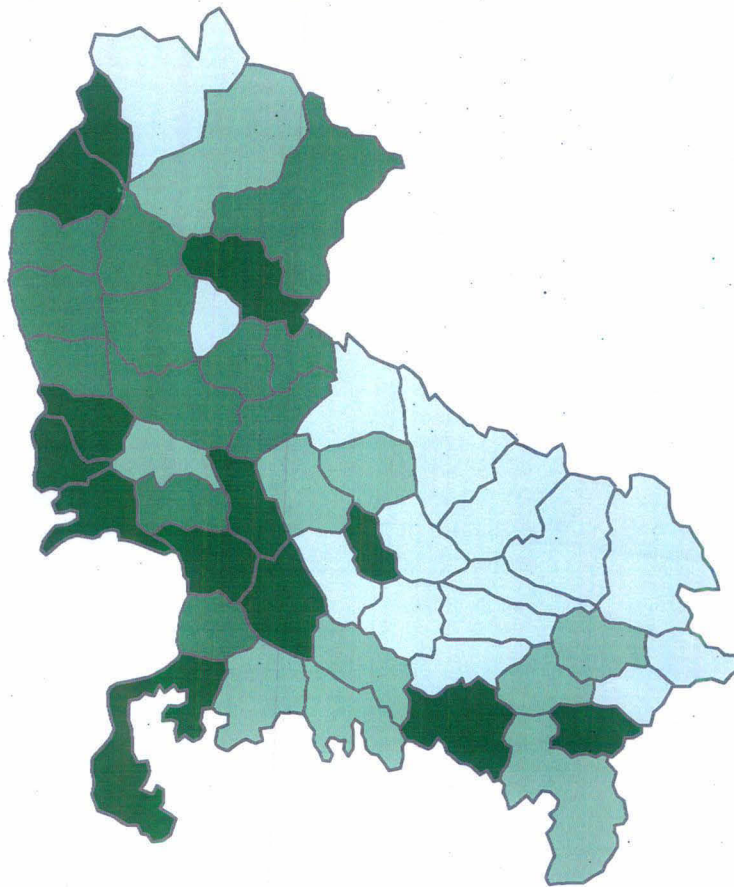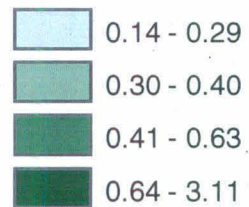
Map not to scale   Map: 3. 2

Administrative division-wise literacy scenario shows that among all the divisions, Faizabad and Rohilkhand lagged behind in education and had literacy rates of 2.63% and 2.66% respectively. In contrast the highest percentage of literates was found in the Kumaun division. The male literacy rate was also highest in this division. Although the Kumaun division led all other divisions in terms of literacy, female literacy was poor in this division. Agra division had greater proportion of female literates followed by Meerut division.

Table 3.2: Division-Wise Literacy Rates in the Total Population In Uttar Pradesh, 1911

Divisions	Total	Male	Female	Divisions	Total	Male	Female
Meerut	3.77	6.39	0.66	Gorakhpur	2.92	5.51	0.29
Agra	4.01	6.70	0.74	Kumaun	6.53	12.09	0.63
Rohilkhand	2.66	4.44	0.56	Lucknow	3.18	5.58	0.47
Allahabad	4.07	7.31	0.60	Faizabad	2.63	4.97	0.24
Banaras	3.86	7.17	0.55	Native States	2.11	3.93	0.15

Source: Census of India, United Province of Agra and Oudh, 1911

Although there is a marked variation between the literacy rates of the 50 districts within the states, there was a considerable similarity between the percentages of literates within the different districts in the same division. Uniformity between the different districts within a division was particularly noticeable in both the case of total population and male and female population in Rohilkhand, Lucknow, Faizabad and Gorakhpur divisions, while less marked in Allahabad Agra and Banaras divisions.

3.2: Literacy among Religious Groups

Literacy among Hindus:

Hindus constitute the largest share of population among religious groups in Uttar Pradesh. In 1911 about 84% of the total population of the state was Hindus. The total literacy rates among Hindus ranged between 7.70% in Dehradun to 0.92% in

Rampur district. The data revealed that there was a considerable inter-district variation in literacy among males. The lowest male literacy among Hindus was recorded in the districts of Rampur (1.64%), Budaun (2.80%), Kheri (3.53%), Etah (3.92%) and Barabanki (3.94%), while the districts of Garhwal (14.30%), Dehradun (12.40%), Banaras (12.15%), and Almora (11.54%) had the highest literacy rates. In all these districts total literacy rates was also high. The lowest literacy among Hindus female was observed in Rampur (0.17%) while comparatively higher literacy was observed in the districts of Banaras (2.81%), Dehradun (2.04%), Nainital (1.49%), Agra (1.38%), Mathura (1.37%) and Etawah and Aligarh (1.02%).

If we analyze the division wise scenario, the highest percentage of literate was found in the Kumaun division (6.41%), while the lowest was in the Rohilkhand division (2.32%). The following Table shows this fact more clearly.

Table 3.3: Division-Wise Literacy Rates among Hindus In Uttar Pradesh, 1911

Divisions	Total	Male	Female	Divisions	Total	Male	Female
Meerut	3.41	5.92	0.43	Gorakhpur	2.92	5.56	0.25
Agra	3.63	6.15	0.55	Kumaun	6.41	12.17	0.40
Rohilkhand	2.32	3.93	0.40	Lucknow	2.85	5.11	0.30
Allahabad	3.53	6.51	0.34	Faizabad	2.54	4.83	0.19
Banaras	3.68	6.90	0.47	Native States	2.34	4.45	0.12

Source: Census of India, United Province of Agra and Oudh, 1911

The lowest literacy among Hindus was found in the divisions of Rohilkhand, Lucknow, and Faizabad. Within the Rohilkhand division, the lowest literacy rate among the Hindus was found in the district of Budaun (1.67%). On the other hand the highest rates of literacy among Hindus were observed in the districts of Kumaun, Allahabad, Agra and Meerut divisions.

UTTAR PRADESH
Total Literacy Rates Among Hindus
1911

N
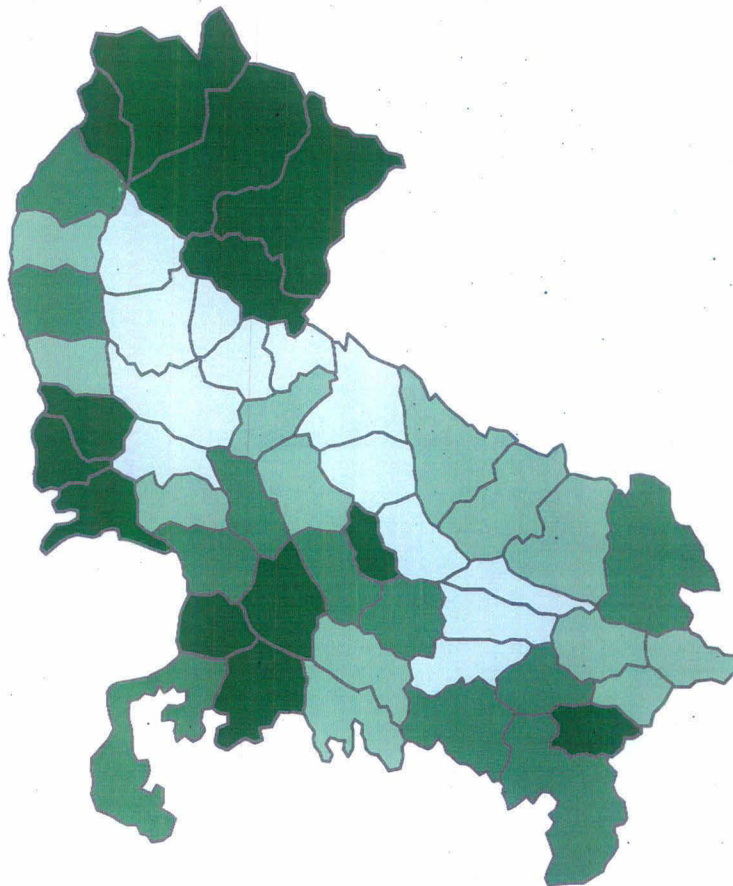
INDEX

percentage of Literates

	0.92 - 2.54
	2.55 - 2.96
	2.97 - 3.53
	3.54 - 7.70

Map not to scale

Map: 3. 3

UTTAR PRADESH
Female Literacy Rates Among Hindus
1911

N
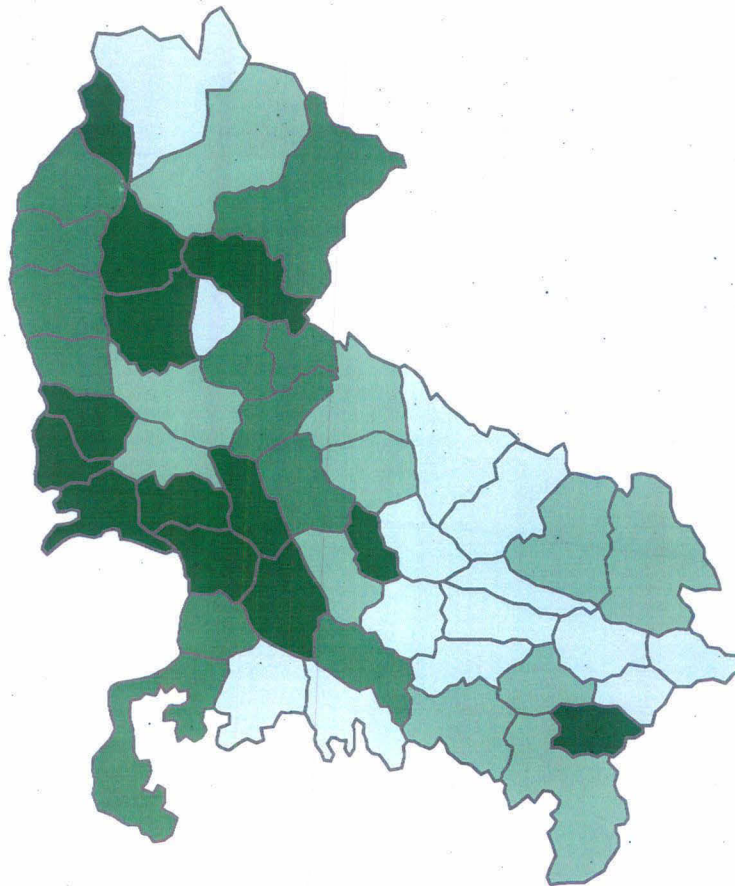
INDEX

percentage of Literates

	0.17 - 0.42
	0.43 - 0.59
	0.60 - 0.84
	0.85 - 2.81

Map not to scale

Map: 3. 4

The situation of female literacy was worse. The Map (3.4) shows that 14 districts were in the lower rung of the ladder of literacy, all of these districts represented the eastern zone of the state. This shows that in the eastern region, the performance of the districts in terms of Hindu female literacy was the poorest, while the western and hill regions of the state present a somewhat better picture.

Literacy among Muslims:

Muslims in India in terms of their position in greater socio-economic and political structure of the country are less privileged. They are a non-dominant and weak section of the nation[3]. It is a well known fact that educational status of Indian Muslims is pathetic. All other communities had an earlier start in the field of education. The relative backwardness of Muslims in literacy and formal education was reflected in the Census of 1911 also. In the Census of 1911 the literacy rate of Muslims in India was only about 5 percent.

Backward state of literacy/education among Muslims was not so marked in the United Province (Uttar Pradesh) as in some parts of India. In 1911 the literacy rates among the Muslims (3.30%) was greater than that of the Hindus (3.18%). Indeed the literacy in the total population and among Muslims was low in the districts in which the proportion of Muslims population was high. These districts were Rampur, Moradabad, Saharanpur, Bijnor, Muzaffarnagar, Bareilly, Meerut and Nainital. The district-wise literacy figures show that the districts like Almora (17.32%), Banda (8.99%), Jhansi (8.74%), Lucknow (7.88%), Dehradun (7.45%), Garhwal (7.30%) has exceptionally high rates of literacy, while the lowest literacy figure was recorded in Rampur (1..49%). The district of Rampur had the lowest literacy rates both in case of total population and in religious groups. This fact reveals that Rampur was educationally the most backward district of the state (Appendix 3.1).

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[3] Sekh Rahim Mondal (1997), *"Educational Status of Muslims: Problems Prospects and Priorities"*,Inter-India Publications, New Delhi.

UTTAR PRADESH
Total Literacy Rates Among Muslims
1911

N

INDEX

percentage of Literates

	1.49 - 2.60
	2.61 - 3.41
	3.42 - 5.25
	5.26 - 17.32
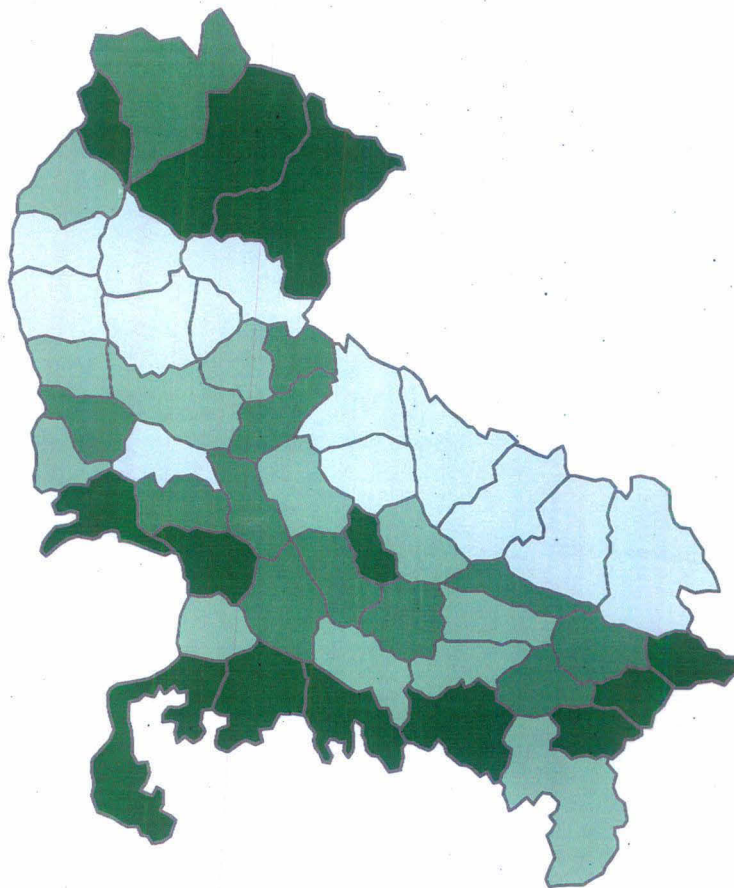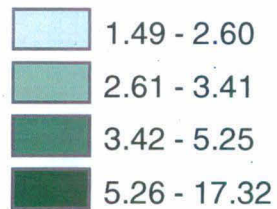
Map not to scale

Map: 3. 5

UTTAR PRADESH

Female Literacy Rates Among Muslims

1911

N

INDEX

percentage of Literates

	0.00 - 0.35
	0.36 - 0.59
	0.60 - 0.96
	0.97 - 3.49
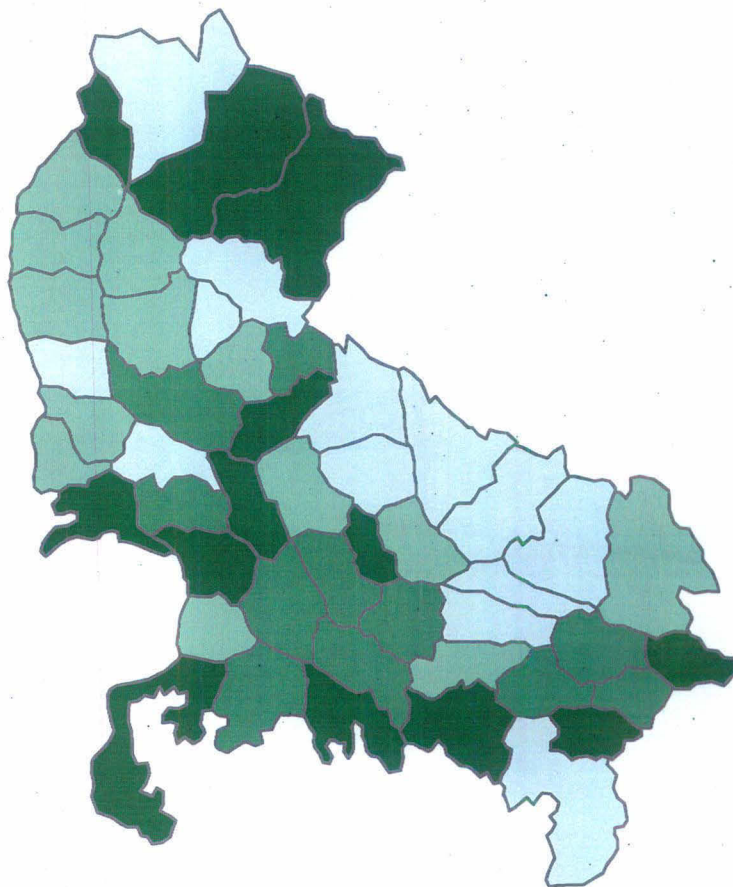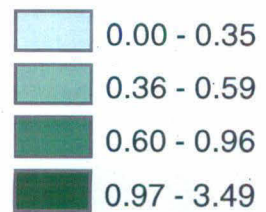
Map not to scale

Map: 3. 6

The division wise analysis of literates among Muslims shows that Allahabad division had the distinction of having the highest percentage of literates (5.82 percent). This division also has the highest male-female literacy figures.

**Table 3.4: Division-Wise Literacy Rates among Muslims
In Uttar Pradesh, 1911**

Divisions	Total	Male	Female	Division	Total	Male	Female
Meerut	2.84	4.89	0.44	Gorakhpur	2.62	4.77	0.45
Agra	3.99	6.71	0.86	Kumaun	3.25	5.28	0.42
Rohilkhand	2.75	4.73	0.55	Lucknow	4.01	6.92	0.81
Allahabad	5.82	10.33	1.06	Faizabad	2.86	5.34	0.36
Banaras	4.99	9.17	0.89	Native States	1.50	2.65	0.21

Source: Census of India, United Province of Agra and Oudh, 1911

Table 3.4 shows that literacy rates of both males and females among Muslims was the lowest in the Native States than in any other division. The highest literacy among Muslims was recorded in Allahabad division. Within Kumaun division, Almora district had the highest literacy rate (3.49%) among Muslim females, while the lowest figure was observed in Tehri Garhwal district where not even a single woman among Muslims were literate. The analysis of the districts level scenario of literacy in the total population and among religious groups shows that females were deprived of education among all sections of population and the Muslim woman was most depressed.

3.3: Literacy among Different Caste Groups

Traditionally Indian society is characterized by social exclusion and glaring inequalities are structured in it on this basis. Hierarchical caste relations are the bedrock of the Hindu society. The modes of living, working and ideology that make up this

stratification have developed an in-built mechanism for perpetuating the system[4]. Though this has been the practice as far back as the history of Indian society can be traced, the caste based inequality and deprivation reached its extreme form under British colonialism. British educational policy of "Downward Filtration Theory" also exercised its impact on equality of educational opportunities. Thus the traditional caste system in which education was the prerogative of the upper castes, and the British policy of providing education to the elite reinforced each other to produce a social segregation in the educational arena of the society[5].

The literacy status of an individual caste or community helps in measuring its educational backwardness. In the preceding sections the literacy scenario among general population and among religious groups has been analyzed, while in this section an attempt has been made to present the caste wise scenario of literacy at the Census of 1911.

Table 3.5 reveals the pattern of literacy among the various castes. Three categories have been made to analyze the caste based inequality in literacy, like Upper Caste Hindus, Muslim Caste and Backward Castes. From the table it can be inferred that, in 1911 the growth of literacy was not uniform across the castes. There was a wide range of disparities between Upper and Backward Castes and among the Backward Castes themselves.

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[4] B.B. Mohanty (2002), "Development of Scheduled Castes: An Overview", *IASSI Quarterly*, Vol. 20, No. 3, pp. 108-117.
[5] Jacob Aikara (1996), "Inequality of Educational Opportunities: The Case of Scheduled Castes in India", *Journal of Educational Planning and Administration*, Vol. X, No. 1, pp. 1-14.

Table 3.5: Caste-Wise Population and Literacy
In Uttar Pradesh, 1911

Castes	Population			Percentage of Literates		
	Total	Male	Female	Total	Male	Female
Total all Caste	37247938	19464043	17783895	3.70	6.66	0.46
Hindu Castes						
Brahman	4642107	2444205	2197902	11.88	21.66	1.01
Rajput	3629498	1937556	1691942	6.11	10.82	0.71
Kayastha	483443	255775	227668	32.47	54.43	7.81
Agarwal	284578	158680	125898	24.32	41.24	3.00
Muslim Castes						
Sheikh	1307633	689945	617688	6.22	10.72	1.20
Pathan	957967	498600	459367	4.94	8.72	0.84
Saiyad	245982	127564	118418	16.13	27.73	3.64
Backward Castes						
Chamar	6068382	3099321	2969061	0.11	0.20	0.02
Dhobi	716100	369650	346450	0.16	0.27	0.04
Pasi	1303100	665847	637253	0.14	0.26	0.02
Khatik	92122	49016	43106	0.48	0.81	0.11
Dhanuk	124739	66689	58050	0.19	0.33	0.01
Dom	306494	158186	148308	0.62	1.16	0.05
Koeri (Kori)	417609	212783	204826	1.08	2.09	0.04
Dusadh	69557	33458	36099	0.24	0.48	0.03

Source: Census of India 1911, United Provinces of Agra and Oudh, Vol. XV
Notes: The Category of Backward Castes is based on 1931 Census Classification of Backward Castes

Among the High Caste Hindus, the Kayasthas were the most educationally advanced, though they comprised only 1.29 percent of the population of all castes, they constituted 32.47 percent of the literate population. In 1911, 54.43 percent of Kayasthas males and 7.81 percent of females could read and write. This was mainly because Kayasthas were traditionally a professional caste for whom education was necessary. Next were the Agarwals, the total literacy among them was 24.32 percent, while the male- female values were 41.24 percent and 3 percent respectively. Among Hindu Castes, literacy among Rajputs was lower than any other caste of this group.

Table 3.5 also shows that among the Muslims Caste, Saiyads were most literate, i.e. 16.13 percent of the total population of Saiyads was literate. Female literacy among Saiyads was very high i.e. 3.64 percent. The high literacy among Muslim castes was due to the fact that they were mostly confined to large cities and were engaged in

professional occupations. Among the Muslim castes, Pathans were backward in terms of literacy.

The condition of Backward Castes in Uttar Pradesh was more depressing. The Backward Castes as a whole were more backward than Muslims and Higher Hindus Caste, while within this caste there was a wide variation in terms of percentages of literates. The practice of untochability and pathetic economic conditions of the Backward Castes were responsible for this sad state of affairs. Among the Backward Castes, depressingly low literacy rates were observed among all the castes. Chamar which constituted the greater share of total population that is 16.29 percent had the only 0.11 percent of the literate population. The mass illiteracy of this section was attributable to a long history of their association with occupations (agricultural labour, sanitary services) for which literacy had little functional value. Moreover appalling poverty was another powerful deterrent to the propagation of education where the parents did not send their children to schools but instead sent them for work with a view to augmenting their family income. Relatively high literacy was recorded among Koeri (Kori) i.e. 1.08 percent. Female literacy among all the castes of this group was nearly zero.

3.4: Education in Uttar Pradesh— An Overview

The foregoing analysis has brought out the regional dimension of literacy among socio-religious groups in Uttar Pradesh. In such circumstances it becomes quite appropriate to probe into the pattern of spatial spread of education and not just in terms of literacy which is the ability to read and write with some understanding, in the total population and among religious groups. Here an attempt has been made to analyze the education of the people in respect of different languages known by them. The following Table presents the division wise education in the total population.

Table 3.6: Division-Wise Percentage of Population Knowing Different Languages to the Total Population, 1911

Divisions	Urdu Only			Hindi Only			Literate in English		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
United Province	**0.65**	**1.16**	**0.10**	**2.29**	**4.11**	**0.31**	**0.29**	**0.49**	**0.07**
Meerut	1.06	1.84	0.13	2.09	3.52	0.39	0.41	0.66	0.12
Agra	0.61	1.03	0.09	2.86	4.76	0.55	0.36	0.60	0.07
Rohilkhand	1.20	2.07	0.18	1.06	1.70	0.32	0.23	0.40	0.04
Allahabad	0.56	0.97	0.12	2.86	5.24	0.30	0.47	0.76	0.15
Banaras	0.37	0.66	0.08	2.96	5.58	0.35	0.27	0.51	0.04
Gorakhpur	0.28	0.51	0.05	2.35	4.45	0.22	0.10	0.19	0.01
Kumaun	0.15	0.28	0.02	6.05	11.29	0.47	0.51	0.84	0.16
Lucknow	0.78	1.35	0.13	1.92	3.40	0.25	0.35	0.59	0.09
Faizabad	0.52	0.98	0.06	1.75	3.32	0.16	0.12	0.23	0.02
Native State	0.61	1.11	0.07	1.46	2.75	0.08	0.09	0.17	0.01

Source: Census of India, United Province of Agra and Oudh, 1911, Vol. XV

The analysis of the languages known by total population reveals that in the Rohilkhand division 'only Urdu' knowing population was relatively higher (1.20%) than any other division of the Province, this was also true for both males and females i.e. 2.07% and 0.18% respectively. Kumaun division had the lowest percentage of 'only Urdu' literate population. The reason for this was that Rohilkhand division was a Muslims majority region, while Kumaun division was dominated by high proportion of Hindus population. Within the divisions some districts had higher percentages of 'only Urdu' knowing population while others had marginally low shares. Like Lucknow district of Lucknow division had relatively high percentage of 'only Urdu' literate population i.e. 2.45 percent with 4.07% of male and 0.56% of female populations. On the other hand nearly zero percent of 'only Urdu' literate was recorded in the Native States of Tehri Garhwal (Appendix 3.2).

Table 3.6 shows that in the United Province the majority of the population were acquainted with Hindi language, nearly 2.29% of the population was literate in

'only Hindi' with 4.11% of male and 0.31% of female populations. Kumaun division had the highest percentage of 'only Hindi' knowing population while the lowest figure was recorded in the Rohilkhand division. The Muslim majority divisions of Lucknow and Faizabad also showed very low 'only Hindi' literate population. In 1911 English was not favoured language among masses rather people were reluctant to adopt it. Among all the divisions, Kumaun division had the highest percentage of English literates, i.e.0.84% of male and 0.16% of female populations. This was mainly because of the opening of the many English medium schools in this division for European students. The lowest performing division in this regard was Gorakhpur division and the Native States.

Table 3.9 shows the percentage share of population knowing different languages to the total literate population. It reveals that 19.21% of the total literate population was acquainted with 'only Urdu', while the share of females was 20.15%. The share of the 'Only Urdu' knowing literates was the highest in the Rohilkhand Division (45.30%). Majority of the total literate population of the state was acquainted with 'only Hindi', i.e.67.20%. English literacy among total literate population was 8.40%.

3.5: Education among Religious Groups

Education among Hindus:

Table 3.7 shows that in the United Provinces Urdu were not most popular among Hindus, i.e. 0.28% of the total Hindus were literate in only Urdu language. The Hindus in the Muslim dominated districts were well versed in Urdu, while the area where Hindus population was large, Hindi was the most favoured language among them. A greater percentage of Hindus of Rohilkhand division was literate in Urdu (0.68%). All other divisions lagged behind in terms of Hindu population knowing 'only Urdu' language. Hindu females were less aware of the Urdu language. The 'only Urdu' knowing Hindu females were nearly zero in all the divisions of the state.

Table also shows that the Hindi literate population was relatively high in the state, 2.54% of the total Hindu population was acquainted with 'only Hindi' (4.58% of male and 0.31% of female). In the Kumaun division majority of the Hindu population

was acquainted with Hindi only, i.e. 6.31%. All districts of the Kumaun division had a high percentage of 'only Hindi' knowing Hindu population. On the other hand 'only Hindi' knowing Hindus were relatively very low in the districts of Rampur (0.31%), Budaun (0.84%) etc. (Appendix 3.3). English was not the most popular language among the Hindus and only 0.16% of the Hindus were literate in English. English literacy among females was significantly low among all the divisions of the state.

Table 3.7: Division-Wise Percentage of Hindu Population Knowing Different Languages to the Total Hindu Population, 1911

Divisions	Urdu Only			Hindi only			Literate in English		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
United Province	0.28	0.53	0.01	2.54	4.58	0.31	0.16	0.30	0.01
Meerut	0.56	1.02	0.02	2.40	4.11	0.38	0.21	0.38	0.01
Agra	0.31	0.55	0.01	2.91	4.87	0.52	0.21	0.38	0.01
Rohilkhand	0.68	1.22	0.03	1.32	2.12	0.36	0.13	0.24	0.00
Allahabad	0.13	0.23	0.02	2.99	5.52	0.28	0.20	0.38	0.01
Banaras	0.10	0.19	0.01	3.10	5.86	0.35	0.22	0.43	0.01
Gorakhpur	0.08	0.17	0.00	2.58	4.90	0.24	0.08	0.15	0.00
Kumaun	0.02	0.04	0.00	6.31	11.98	0.39	0.26	0.51	0.01
Lucknow	0.35	0.64	0.02	2.14	3.80	0.26	0.18	0.33	0.01
Faizabad	0.25	0.49	0.01	1.96	3.71	0.17	0.08	0.16	0.00
Native States	0.24	0.45	0.01	2.06	3.92	0.10	0.08	0.15	0.00

Source: Census of India 1911, United Provinces of Agra and Oudh, Vol. XV

The analysis of languages known by Hindus population to the total literate Hindus shows more clearly that in the United Provinces 8.95% of the literate Hindus were knowing 'only Urdu' language while the share for Hindi was 79.77%. In the case of literate Hindu females, 3.88% was aware of 'only Urdu', while 87.86% of them were acquainted with 'only Hindi' (Table 3.9).

Education among Muslims:

Table 3.8 shows that in the state, 2.63% of the Muslim population were literate in 'only Urdu' with 4.59% of the male and 0.50% of the female populations. In the Allahabad division the share of 'only Urdu' knowing Muslims was as high as 4.51%, (females 0.89%). Within Allahabad division, Banda district had a high share of 'only Urdu' knowing Muslims (Appendix 3.4). The lowest proportion of 'only Urdu' knowing Muslims was recorded in the Native States (1.47%). Among Muslims, Hindi literacy was poor, only 0.37% of Muslims were literate in Hindi. Table also reveals that English literacy among Muslims was higher (0.32%) as compare to Hindus. In the Allahabad division English literacy among males and females was the highest i.e.1.43% and 0.05% respectively. These figures bring out the fact that Muslims of Allahabad division were more advanced than in other divisions in terms of English literacy.

Table 3.8: Division-Wise Percentage of Muslim Population Knowing Different Languages to the Muslim Total Population, 1911

Divisions	Urdu Only			Hindi Only			Literate in English		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
United Province	**2.63**	**4.59**	**0.50**	**0.37**	**0.66**	**0.04**	**0.32**	**0.59**	**0.02**
Meerut	2.38	4.13	0.33	0.19	0.32	0.04	0.32	0.57	0.02
Agra	3.09	5.19	0.68	0.47	0.80	0.08	0.49	0.88	0.05
Rohilkhand	2.52	4.34	0.51	0.06	0.11	0.01	0.21	0.39	0.01
Allahabad	4.51	7.94	0.89	0.64	1.18	0.08	0.76	1.43	0.05
Banaras	3.29	5.89	0.74	1.11	2.12	0.11	0.44	0.88	0.01
Gorakhpur	1.62	2.85	0.38	0.62	1.19	0.05	0.16	0.31	0.00
Kumaun	2.14	3.50	0.25	0.67	1.07	0.12	0.32	0.55	0.01
Lucknow	3.52	6.02	0.76	0.28	0.51	0.03	0.49	0.91	0.03
Faizabad	2.10	3.89	0.31	0.47	0.89	0.04	0.15	0.29	0.00
Native States	1.47	2.59	0.21	0.02	0.04	0.00	0.10	0.19	0.00

Source: Census of India 1911, United Provinces of Agra and Oudh, Vol. XV

Table 3.9: Division-Wise Percentage of Population Knowing Different Languages to the Total Literate Population, 1911

Divisions	Urdu Only			Hindi Only			Literate in English		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
TOTAL									
United Province	19.21	19.14	20.15	67.20	67.60	61.91	8.40	8.03	13.36
Meerut	28.01	28.75	19.49	55.33	55.04	58.74	11.00	10.37	18.21
Agra	15.10	15.35	12.35	71.31	71.05	74.22	9.03	8.98	9.57
Rohilkhand	45.30	46.63	32.81	40.02	38.14	57.65	8.80	8.95	7.41
Allahabad	13.73	13.28	19.60	70.10	71.64	49.97	11.50	10.44	25.31
Banaras	9.55	9.22	13.83	76.78	77.88	62.48	7.02	7.07	6.42
Gorakhpur	9.67	9.23	18.03	80.59	80.84	75.91	3.45	3.45	3.44
Kumaun	2.33	2.31	2.63	92.59	93.44	75.10	7.80	6.95	25.37
Lucknow	24.47	24.21	27.92	60.41	61.00	52.64	11.13	10.58	18.42
Faizabad	19.89	19.73	23.17	66.73	66.73	66.59	4.71	4.59	7.29
Native States	28.80	28.17	46.04	69.19	69.93	49.11	4.41	4.41	4.36
HINDUS									
United Province	8.95	9.23	3.88	79.77	79.33	87.86	5.04	5.23	1.62
Meerut	16.45	17.14	5.24	70.45	69.32	88.84	6.17	6.43	1.92
Agra	8.46	8.96	1.72	80.20	79.22	93.40	5.83	6.17	1.21
Rohilkhand	29.19	31.12	6.52	56.66	53.86	89.46	5.60	6.01	0.84
Allahabad	3.69	3.58	6.04	84.59	84.72	81.79	5.65	5.83	1.89
Banaras	2.73	2.76	2.27	84.22	84.87	74.64	5.99	6.21	2.68
Gorakhpur	2.91	2.97	1.47	88.43	88.10	95.98	2.63	2.72	0.66
Kumaun	0.34	0.34	0.29	98.39	98.40	98.26	4.09	4.17	1.49
Lucknow	12.18	12.52	5.58	75.04	74.37	87.93	6.17	6.37	2.40
Faizabad	9.93	10.14	4.42	77.28	76.74	91.57	3.16	3.25	0.85
Native States	10.06	10.05	10.67	88.07	88.09	87.20	3.43	3.47	1.83
MUSLIMS									
United Province	79.58	79.04	85.47	11.12	11.45	7.47	9.55	10.17	2.88
Meerut	83.84	84.52	74.94	6.78	6.57	9.53	11.20	11.65	5.34
Agra	77.58	77.37	79.40	11.66	11.89	9.65	12.38	13.15	5.53
Rohilkhand	91.86	91.83	92.13	2.23	2.24	2.18	7.53	8.21	1.09
Allahabad	77.45	76.83	83.80	11.05	11.43	7.16	13.06	13.84	4.99
Banaras	65.96	64.24	83.23	22.22	23.16	12.74	8.86	9.63	1.06
Gorakhpur	61.79	59.72	84.02	23.73	24.96	10.54	5.97	6.45	0.82
Kumaun	65.90	66.32	58.57	20.69	20.20	29.29	9.86	10.35	1.43
Lucknow	87.78	87.12	93.90	6.98	7.34	3.70	12.18	13.14	3.19
Faizabad	73.62	72.80	85.93	16.37	16.74	10.80	5.18	5.47	0.89
Native States	97.57	97.45	99.19	1.41	1.48	0.40	6.73	7.18	0.40

Source: Census of India, United Province of Agra and Oudh, 1911, Vol. XV

To get the broader picture of languages known by Muslims, the data has also analysed in terms of total Muslim literates. The table 3.8 shows that about 79% of literate Muslims were knows only Urdu language, while female share in this regard was as high as 85.47%. This brings to the light that at that time literacy among Muslims was to the extent of only the knowledge of mother tongue. The table shows that 9.55% of literate Muslims were acquainted of English language.

3.6: Conclusions

1. The data available in the Census of 1911 clearly indicate that in terms of total literacy rates 17 districts were above the state average of 3.41%, while remaining 33 districts were below it. All the hill districts showed exceptionally high rates of literacy. The reason for this can be attributed to the fact that a larger proportion of the population here was engaged in non-agricultural activities. A contiguous belt of Rohilkhand, Lucknow and Faizabad divisions was educationally the most backward area of the state. Within these divisions only Lucknow district was educationally advanced. The district wise scenario reveals that Rampur was educationally most backward district. The literacy rate was the lowest here among all strata of society, i.e., in the total population and in the various religious and caste groups. One of the reasons for such depressing state of literacy was that majority of the population of this district was Muslim (about 46%). The nearest to this figure were the districts of Moradabad, Bijnor and Shahjahanpur. All these districts had the lowest rates of literacy. The other reason was that majority of Hindus in the Rampur district belonged to castes which rank low in the Hindu social order.

2. Further we find that the share of literates among females was also high in those districts where percentage of total literates was high. The districts of Agra, Mathura, Banaras, Lucknow, Dehradun and Allahabad show high literacy rates in case of both the total population and female. Another interesting and somewhat unexpected feature revealed by the data is that in the hill districts the disparity

between male-female literacy was highly marked. In the Garhwal district of the male literates were 14.35% as against only 0.32% female. The reason for such a disparity was that education was associated with occupation.

3. Religion wise breakdown of the literacy figure of the state shows an interesting picture. All those districts where total literacy rates were high, literacy among Hindus was also high, because majority of population was Hindus. While in the case of female literacy, few districts of Rohilkhand division showed high literacy rates. All the districts of Agra division had high female literacy. The remarkable performance of the Agra district was due to early start of schools and colleges and better educational facilities. These good educational facilities of the district are reflected in the literacy rates of the district.

4. The proportion of literates among Muslims was higher than those of Hindus. The reason was that firstly, on the whole Muslims kept up their traditional knowledge rather more than the Hindus. The second reason was that a larger proportion of Muslims lived in cities and towns than the Hindus, where they had to be literate for practical purposes of business. The Census data reveals that nearly 25 districts had literacy figures above the state average of 3.41%. This was partly due to more Muslims knowing Urdu. Female education was more among Muslims than their Hindu counterpart.

5. Caste wise break down of the literacy figure reveals another interesting story. The figures show that among the higher Hindu Castes, the Kayasthas were most literate than any other caste. This was because of the nature of occupation they engaged in. Among the Muslims, Sheikhs were the most literate caste. The condition of Backward Castes was more depressing. The caste system was responsible to some extent for the backwardness of education among them. Nearly one quarter of the total number of Hindus were considered so impure that a member of a higher caste after contact with them was required to bathe. Though

the schools were open to all, the admission of a boy belonging to one of these impure castes would be resented.

6. The analysis of different languages known by the people reveals that in the case of Urdu literates Rohilkhand Division was ahead of any other division, mainly because this Division was dominated by Muslims, while the total literacy rates and Hindi literacy was lowest here. The Muslims of Allahabad Division were more advanced educationally. English literacy among them was higher than the Hindus.

CHAPTER 4

SPATIO-TEMPORAL ANALYSIS OF LITERACY AND LEVELS OF EDUCATION IN UTTAR PRADESH

SPATIO-TEMPORAL ANALYSIS OF LITERACY AND LEVELS OF EDUCATION IN UTTAR PRADESH, 1961-2001

4.1: Introduction

Literacy is a sensitive indicator of cultural advancement of an area. It develops the personality and rationality of individuals, qualifies them to fulfill certain economic, political and cultural functions and thereby plays an active part in the socio-economic transformation of a society. A greater degree of its diffusion in recent years has been helpful in raising the standard of living and the social status of the poor masses[1]. Literacy helps a social group to acquire a higher social status through the process of social mobility. It is one of the tragedies of India's development that the country still lags behind educationally, both absolutely and in comparison to other developed countries with similar income levels. At the time of independence only 17 percent of country's total population was literate. Now even after 55 years of independence, only about 65 percent of the country's population can both read and write.

The United Nations Educational Scientific and Cultural Organization (UNESCO) has defined literacy as the, "*ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying context. Literacy involves a process of learning to enable an individual to achieve his or her goals to develop his or her knowledge and potential and to participate fully in the wider society*"[2]. Thus literacy greatly expands the range of human potentialities and is a worthwhile goal in its own right.

In Census enumeration a person is counted as literate if he or she can read and write in any language with understanding. It is not necessary for a person to have received any formal education or passed any minimum educational standard for being

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[1] Pram Sagar (1991), "Regional Disparities in Literacy in India", *Asian Profile*, Vol. XIX, No. 3, pp. 283-267

[2] Dana Dunn (1993), "Gender Inequality in Education and Employment in the Scheduled Castes and Tribes of India", *Population Research and Policy Review*, Vol. 12.

treated as literate. A person who can merely read but can not write is not considered as a literate.

In censuses earlier than 1961 the whole population has been classified into literates and illiterates. From 1961 onwards children above the age of 5 were being treated as literate. But in 1991 a slight departure was made and children in the age group 0-6 were excluded for obtaining literacy rates. It was argued that ability to read and write with some understanding could not be achieved by people until the age of seven years or more. As such the estimates of percent literate obtained from Census documents are not strictly comparable over time. So in order to make the literacy data comparable over time crude literacy rates have been used in this study.

4.2: Literacy Status in Uttar Pradesh

Literacy among Total Population:

One of the characteristic of educational achievement of Uttar Pradesh is that there exist large scale disparities in literacy between different regions and social and religious groups. The low levels of educational development among the various strata of society are both the cause and the effect of socio-economic disparities between them. Here in this chapter an attempt has been made to analyse the literacy scenario in Uttar Pradesh among different strata of society. The analysis about the progress of literacy in the total population shows that over all literacy rates of the state was 17.34 percent in 1961 which rose to 45.56 percent in 2001. This shows that over the fifty years of planned development the progress in literacy has been marginally low. The female literacy shows much improvement as it increased from 6.94 percent in 1961 to 34.11 percent in 2001. The district wise analysis of the literacy data shows that in 1961, lowest literate districts were Basti, Gonda, Bahraich, Sultanpur, Barabanki, Rae Bareilly, Sitapur, Kheri, Shahjahanpur, Pilibhit, and Budaun, all these districts show poor performance in literacy in 2001 also. Table 4.1 shows the performance of districts in terms of literacy over the two time periods.

UTTAR PRADESH

Total Literacy Rates

N

1961

2001

INDEX
Percentage of Literates

- 9.64 - 13.47
- 13.48 - 16.43
- 16.44 - 19.79
- 19.80 - 31.49

INDEX
Percentage of Literates

- 27.67 - 40.44
- 40.45 - 46.36
- 46.37 - 49.42
- 49.43 - 61.28
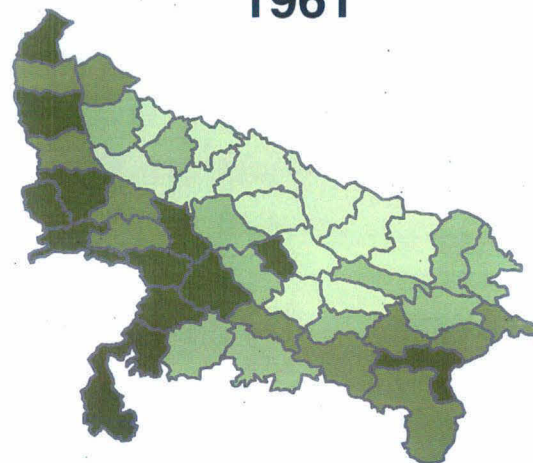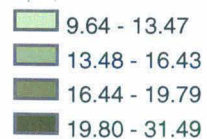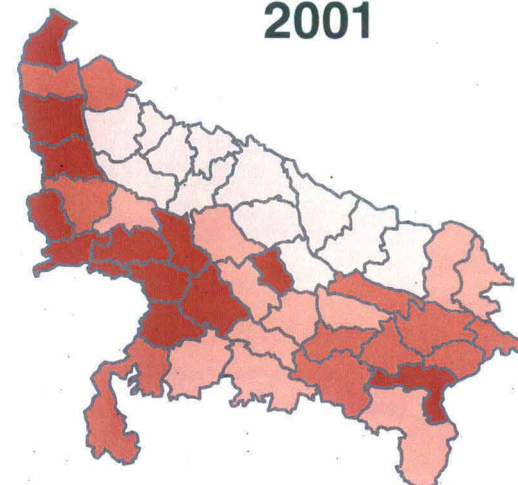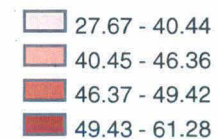
Map Not to Scale

Map: 4.1

**Table 4.1: Literacy Rates in the Total Population
In Uttar Pradesh, 1961-2001**

Year	Areas	Lowest Literacy Rates			Highest literacy Rates		
		Total	Male	Female	Total	Male	Female
1961	Total	Budaun (9.64)	Budaun (14.21)	Bahraich (2.72)	Kanpur (31.49)	Kanpur (41.58)	Lucknow (19.55)
	Rural	Budaun (7.89)	Budaun 12.41)	Bahraich (1.75)	Etawah (21.12)	Jalaun (33.00)	Kanpur (8.74)
	Urban	Rampur (27.65)	Budaun (34.03)	Hamirpur (18.30)	Gorakhpur (48.44)	Gorakhpur (60.34)	Lucknow (36.08)
2001	Total	Bahraich (27.67)	Bahraich (37.06)	Bahraich (16.80)	Kanpur (61.28)	Kanpur (67.32)	Kanpur (54.21)
	Rural	Bahraich (25.55)	Rampur (35.14)	Bahraich (14.22)	Etawah (55.34)	Etawah (64.62)	Etawah (44.43)
	Urban	Budaun (43.23)	Budaun (49.16)	Budaun (36.57)	Allahabad (68.64)	Allahabad (74.60)	Kanpur (63.91)

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

Table clearly shows that the district which has high level of literacy achievement in 1961, has high literacy rate in 2001 also, while those districts whose performance was poor in literacy in 1961, shows abysmally low rates of literate in 2001 also. All these districts which show low literacy rates were educationally backward since the beginning of the present century. The educational backwardness of the state was very much a result of social attitude of the people. As Dreze and Gazdar[3] rightly remarked that *"the educational expansion in Uttar Pradesh depends crucially on a transformation of social attitudes and practices"*. Figure 4.1 shows the progress of literacy over the period 1961 and 2001.

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[3] Jean Dreze and Haris Gazdar (1996), "Uttar Pradesh: Burden of Inertia", in J. Dreze and A.K. Sen (ed), *Indian Development: Selected Regional Perspective*, Oxford University Press, New Delhi.

Fig. 4.1: Literacy Rates in the Total Population in Uttar Pradesh, 1961-2001
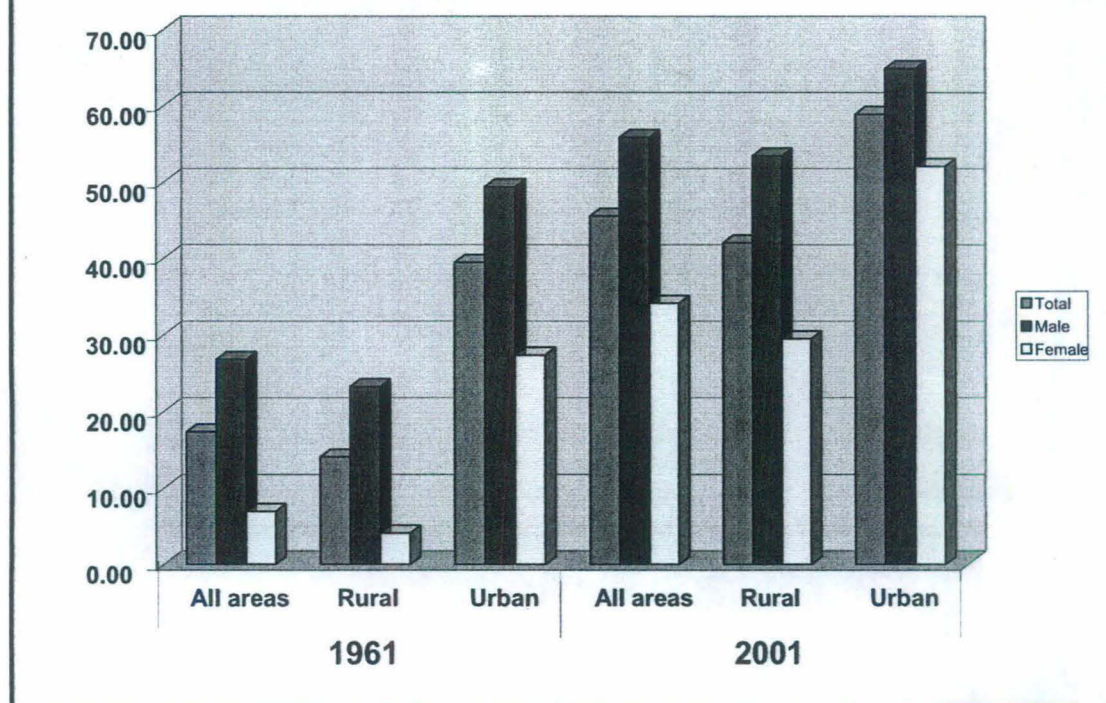
We find a sharp contrast between eastern and western areas of state in term of educational achievement. In the state different administrative divisions have their own story to tell. The division wise analysis shows that Faizabad and Rohilkhand divisions have the lowest literacy rates both in terms of rural-urban and male-female, while the Allahabad division has the highest percentage of literates in its rural-urban and male-female populations.

The rural-urban break down of the literacy figure shows another interesting feature. There exists a wide disparity in the literacy rates of urban and rural areas. The rural literacy rates were 14.07 percent in 1961 which rose to 42.06 percent in 2001, while levels of literacy during these periods in urban areas were 39.47 percent and 58.92 percent respectively.

Division-wise rural-urban literacy scenario shows that lowest percentages of literate were recorded in Rohilkhand division where rural literacy was 9.91 percent in

1961 which rose to 34.21 percent in 2001, but was still lagging behind the rest of the divisions. On the other hand level of literacy was the highest in Allahabad division among rural-urban population; this is also true in the case of females.

These rural-urban differentials are attributed to the fact that urban places are far better equipped with educational facilities and urban population is socially more aware and economically more capable of imparting education to their children. The British administration was also partly responsible for creating a wide gap between the rural and urban literacy rates.

Table 4.2: Division-Wise Literacy Rates in the Total population In Uttar Pradesh, 1961- 2001

	TOTAL					
	1961			**2001**		
Divisions	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**
Uttar Pradesh	**17.34**	**26.77**	**6.94**	**45.56**	**55.85**	**34.11**
Rohilkhand	13.62	19.76	6.39	37.55	46.41	27.36
Meerut	19.65	29.13	8.46	52.14	61.43	41.41
Agra	20.55	30.52	8.86	49.22	59.78	36.80
Allahabad	23.34	33.81	11.27	53.12	62.24	42.61
Jhansi	18.28	29.16	6.22	48.41	60.00	34.98
lucknow	16.47	24.71	7.05	44.60	53.97	34.00
Faizabad	12.68	21.47	3.51	38.87	49.36	27.59
Gorakhpur	14.41	24.09	4.62	42.87	54.88	30.53
Varanasi	19.54	31.72	7.31	47.50	59.11	35.20
	RURAL					
Uttar Pradesh	**14.07**	**23.23**	**4.11**	**42.06**	**53.43**	**29.47**
Rohilkhand	9.91	15.74	3.03	34.21	44.26	22.57
Meerut	15.41	24.85	4.37	48.89	59.73	36.35
Agra	16.53	26.40	5.01	46.39	58.62	31.93
Allahabad	17.60	28.03	5.94	47.87	58.63	35.55
Jhansi	15.06	25.46	3.66	44.32	56.96	29.65
lucknow	12.64	20.53	3.74	39.65	50.25	27.63
Faizabad	11.58	20.19	2.65	37.21	48.05	25.59
Gorakhpur	13.19	22.61	3.75	40.90	53.36	28.18
Varanasi	17.00	28.88	5.36	45.03	57.39	32.12
	URBAN					
Uttar Pradesh	**39.47**	**49.40**	**27.32**	**58.92**	**64.92**	**52.06**
Rohilkhand	31.40	39.24	22.34	47.48	52.91	41.37
Meerut	39.15	48.35	27.80	58.20	64.60	50.83
Agra	37.98	48.07	25.83	56.45	62.79	49.13
Allahabad	45.64	54.76	33.78	66.74	71.52	61.15
Jhansi	38.80	51.92	23.28	62.59	70.59	53.38
lucknow	43.25	52.59	31.56	62.62	67.58	57.05
Faizabad	34.87	45.54	22.13	58.65	64.61	51.91
Gorakhpur	43.64	56.21	27.98	61.40	68.66	53.42
Varanasi	39.98	52.44	24.91	61.19	68.29	53.12

UTTAR PRADESH

Total Rural Literacy Rates

N

1961

2001

INDEX

Percentage of Literates

- 7.89 - 11.66
- 11.67 - 13.85
- 13.86 - 16.28
- 16.29 - 21.12

INDEX

Percentage of Literates

- 25.55 - 37.69
- 37.70 - 43.62
- 43.63 - 46.70
- 46.71 - 55.34
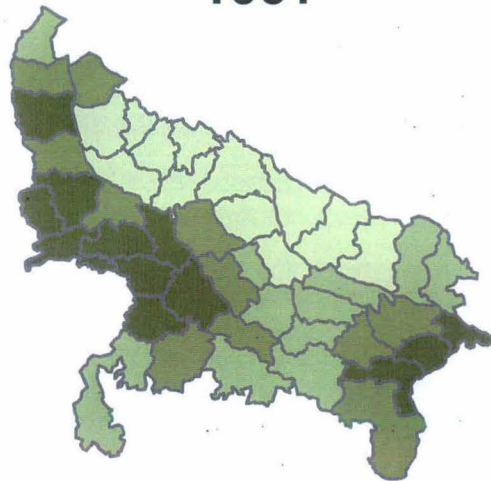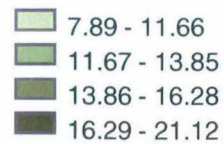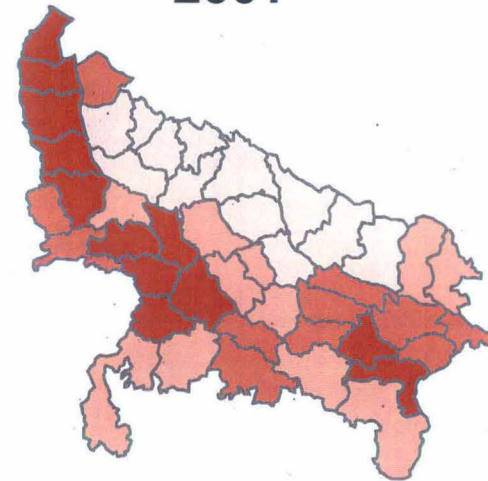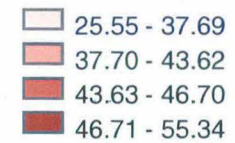
Map Not to Scale

Map: 4.2

UTTAR PRADESH
Total Urban Literacy Rates

N

1961

2001

INDEX

Percentage of Literates

- 27.65 - 33.97
- 33.98 - 37.72
- 37.73 - 41.27
- 41.28 - 48.44

INDEX

Percentage of Literates

- 43.23 - 54.48
- 54.49 - 58.35
- 58.36 - 61.74
- 61.75 - 68.64
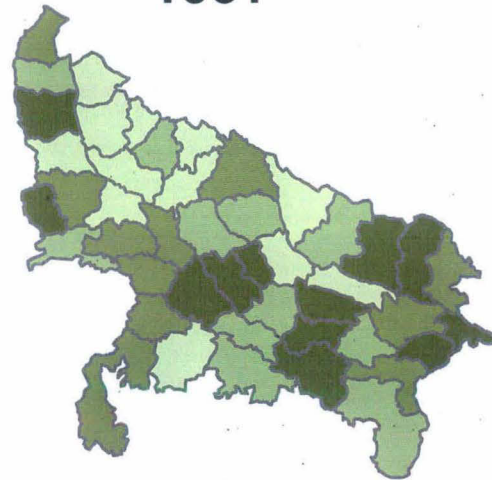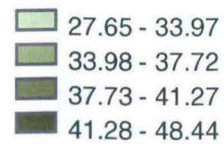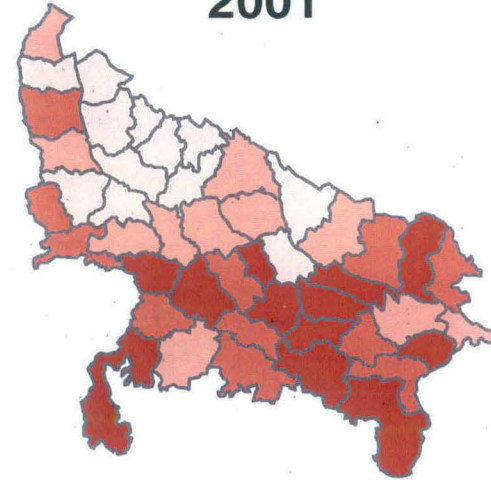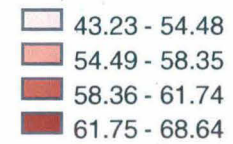
Map Not to Scale

Map: 4.3

4.3: Literacy among Scheduled Caste

Historically scheduled castes have been suffered from distinct social, economic and educational disabilities. The low level of educational development of scheduled caste and the disparities therein was the result of the historical separation of work from knowledge. Thus the prevailing old traditional social customs, orthodox and conservative outlook prevented the weaker and backward sections of the society to get easy access to education. After Independence number of provisions has been made for the development of scheduled caste. Article 46 of the Indian constitution lays down a directive principle of the state policy which provides that "*the state shall promote with special care the educational and economic interests of the people and, in particular, of the scheduled castes and scheduled tribes and shall protect them from social injustice and all forms of exploitation*"[4].

The educational development of a region is an index of social development. In a region where all sections of society are literate, overall educational achievement is also high. So here in this section an attempt has been made to review the progress of literacy among scheduled castes of Uttar Pradesh. In this state caste prejudices are most prevalent and it is very much reflected in the educational achievement of the weaker sections of the state.

In 1961 level of literacy among scheduled castes were 6.97 percent with 12.49 percent male and 1.11 percent female literates, while in 2001 it increased to 36.75 percent with 48.12 percent male and 24.11 percent female literates. Over the period the progress of literacy among scheduled caste females was more than the males. The scheduled castes display a sharp contrast in the literacy rates of their males and females. As we can observed that in 1961 male literacy was 12.49 percent while female was 1.11 percent. In 2001 also male literacy rate was double the female literacy rate. Such a depressingly low literacy rate among the females belonging to the scheduled castes is partly the product of the socio-economic denials and deprivations that this social group has suffered for centuries and partly because the kind of jobs the scheduled castes female take up do not

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[4] N. Mishra (2001), "*Scheduled Castes Education: Issues and Aspects*", Kalpaz Publications, Delhi.

make it necessary for them to get educated. On the other hand their residential, social and occupational segregation has been the most inhibiting factor in the acquisition of education particularly among the females. Table 4.3 shows the district wise literacy rate among scheduled caste populations.

Table 4.3: Literacy Rates among Scheduled Caste in Uttar Pradesh, 1961-2001

Literacy	1961			2001		
	Total	Rural	Urban	Total	Rural	Urban
Lowest	Sultanpur (2.82)	Rampur (2.66)	Barabanki (6.21)	Bahraich (21.37)	Gonda (21.55)	Barabanki (30.71)
Highest	Kanpur (15.29)	Etawah (12.60)	Gonda (34.69)	Meerut (50.08)	Etawah (48.62)	Jhansi (57.06)

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

The district-wise literacy scenario reveals another interesting pattern. It is evident from the examination of the above Table that during both the period the scheduled caste literacy rates were high in the districts where literacy among total population was high. The highest percentages of literate were observed in the districts of Meerut, Agra, Mainpuri, Etawah, Kanpur, Jalaun, while poorest literacy among scheduled caste was recorded in the districts of Budaun, Rampur, Sultanpur, Gonda, Basti and Barabanki (Appendix 4.4). In all these districts female literacy was significantly low. No doubt the overall share of scheduled castes in literacy has increased over the time, but when we compare it with the general population literacy they are still the most deprived section of the society.

UTTAR PRADESH

Scheduled Caste Literacy Rates
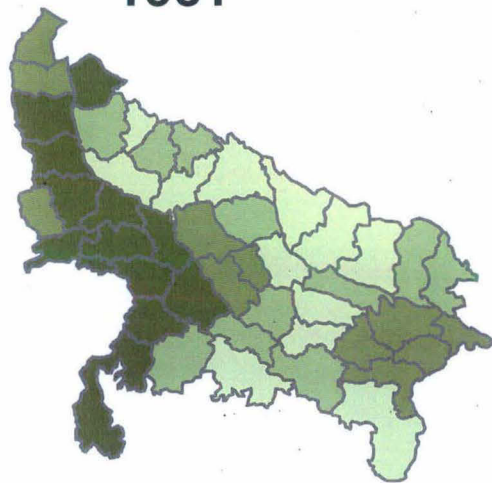
N

1961

2001

INDEX

Percentage of Literates

- 2.82 - 4.93
- 4.94 - 6.29
- 6.30 - 8.98
- 8.99 - 15.29

INDEX

Percentage of Literates

- 21.37 - 32.55
- 32.56 - 36.53
- 36.54 - 41.39
- 41.40 - 50.08
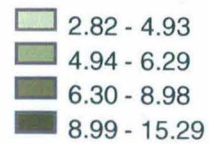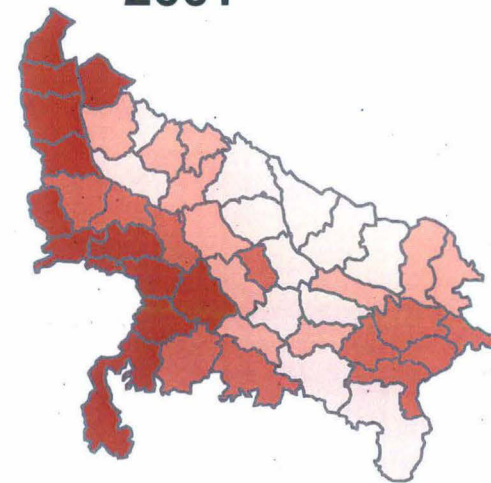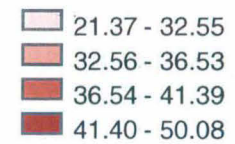
Map: 4.4

Map Not to Scale

Fig. 4.2: Literacy Rates among Scheduled Caste In Uttar Pradesh, 1961-2001
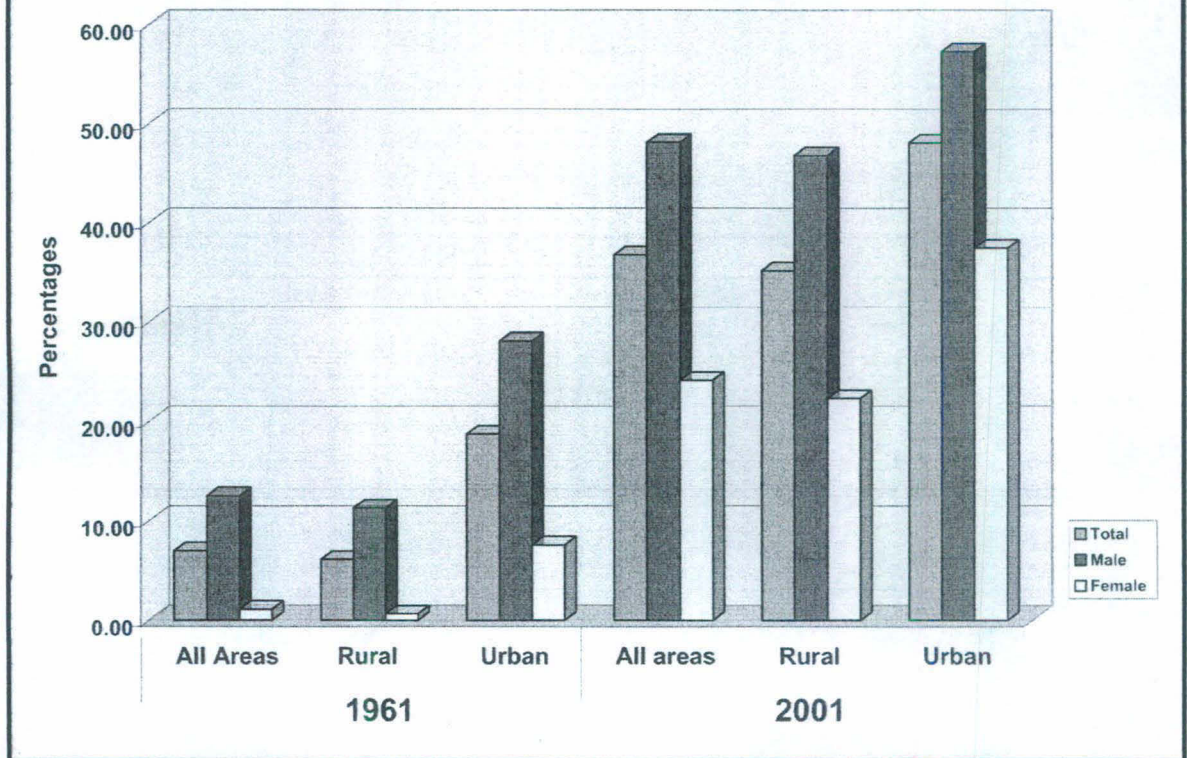
To get clear picture of scheduled caste educational development, literacy among rural and urban section of scheduled caste population has also been analyzed. In tune with the general population, the scheduled caste population also exhibits sharp disparity between the literacy standards of rural and urban areas. In 1961 only 6.10 percent of the rural scheduled castes were literate; on the other hand in 2001 such percentages increased to 35.16 percent while in the urban areas the increase was from 18.70 percent and 48.06 percent. In 1961, the districts that displayed relatively higher scheduled caste literacy included Bijnor, Meerut, Bulandshahr, Aligarh, Mathura, Agra, Mainpuri, Etah, Farrukhabad, Etawah, Kanpur, Jalaun and Varanasi. At the other end of the scale were the districts of Sultanpur, Gonda, Basti, Bahraich, Allahabad, Barabanki, Budaun, Bareilly and Rampur which displayed relatively low literacy among their scheduled caste populations. The same is also true for 2001. On the other hand in urban

areas high literacy rate was recorded in the districts of Meerut, Aligarh, Lucknow, Etawah, Kanpur, Jalaun, Jhansi, Allahabad, Gorakhpur, Azamgarh, and Ghazipur during both the periods. Broadly speaking the high literacy among the scheduled castes was characteristic of the areas where general literacy was high, degree of urbanization was relatively high and proportion of workers outside agriculture sector was significant.

In 1961 Allahabad division shows high literacy rates among scheduled caste population i.e. 10.15%, the same is also true in the case of scheduled caste females. While the lowest literacy was recorded in Faizabad division, both among total scheduled caste population as well as in females. In 2001, the total literacy and female literacy was high in Meerut division and the lowest was in Faizabad division. The analysis of rural scheduled caste literacy shows that it was the highest in Agra division, while the lowest in Faizabad division in 1961. Except in Agra and Allahabad divisions, in all other divisions female literacy was almost negligible. While in 2001 we find a better performance in terms of literacy though Faizabad division was still backward. Likewise scheduled caste literacy among urban segment was high in Allahabad division while it was the lowest in the Varanasi division in 1961. In 2001, Faizabad division recorded the lowest literacy among urban scheduled castes and Jhansi division had the highest urban scheduled caste literacy.

Table 4.4: Division-Wise Literacy Rates among Scheduled Caste
In Uttar Pradesh, 1961- 2001

Divisions	1961			2001		
	Total	Male	Female	Total	Male	Female
TOTAL						
Uttar Pradesh	**6.97**	**12.49**	**1.11**	**36.75**	**48.12**	**24.11**
Rohilkhand	5.26	9.01	0.87	34.66	45.01	22.66
Meerut	9.24	16.48	1.07	46.95	58.76	33.22
Agra	9.91	16.97	1.76	41.62	52.94	28.31
Allahabad	10.15	16.70	2.83	39.79	50.16	27.89
Jhansi	7.74	14.05	1.03	40.79	53.03	26.59
Lucknow	6.07	10.50	1.18	33.93	44.38	22.15
Faizabad	4.18	8.04	0.34	29.55	40.27	18.12
Gorakhpur	5.29	10.35	0.50	34.76	47.41	21.88
Varanasi	6.66	12.87	0.66	34.97	47.44	21.73
RURAL						
Uttar Pradesh	**6.10**	**11.27**	**0.66**	**35.16**	**46.81**	**22.27**
Rohilkhand	4.68	8.20	0.56	33.57	44.18	21.22
Meerut	8.48	15.54	0.56	45.07	57.68	30.40
Agra	9.07	15.92	1.18	40.62	52.86	26.20
Allahabad	7.69	13.56	1.30	37.50	48.30	25.15
Jhansi	6.27	11.70	0.53	38.13	50.59	23.63
Lucknow	5.53	9.75	0.91	32.59	43.25	20.56
Faizabad	3.96	7.71	0.24	29.16	39.90	17.72
Gorakhpur	5.00	9.92	0.34	34.22	46.95	21.33
Varanasi	6.18	12.08	0.51	34.14	46.69	20.90
URBAN						
Uttar Pradesh	**18.70**	**28.05**	**7.57**	**48.06**	**57.28**	**37.45**
Rohilkhand	13.65	20.80	5.34	42.04	50.61	32.24
Meerut	16.44	25.21	6.03	52.27	61.82	41.19
Agra	14.95	23.17	5.26	44.63	53.21	34.61
Allahabad	25.15	34.52	13.12	51.91	59.92	42.54
Jhansi	20.92	34.60	5.70	52.79	64.06	39.83
Lucknow	18.86	26.97	8.32	48.47	56.53	39.35
Faizabad	15.84	25.10	5.80	41.83	51.57	30.96
Gorakhpur	21.70	32.64	10.17	44.10	55.17	31.91
Varanasi	14.69	25.33	3.31	45.80	56.87	33.10

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

UTTAR PRADESH

Rural Scheduled Caste Literacy Rates

1961

2001

INDEX

Percentage of Literates

- 2.66 - 4.26
- 4.27 - 5.61
- 5.62 - 7.75
- 7.76 - 12.60
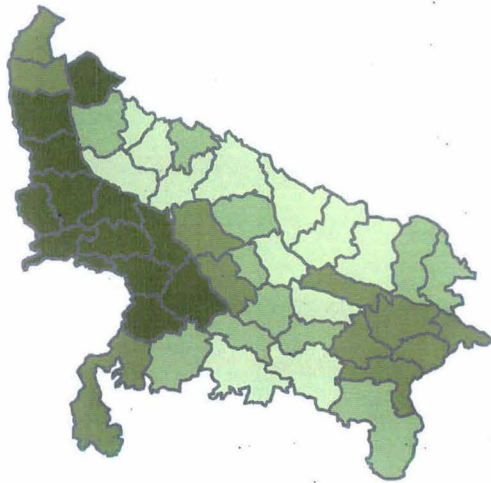
INDEX

Percentage of Literates

- 20.89 - 31.75
- 31.76 - 35.25
- 35.26 - 39.03
- 39.04 - 48.62
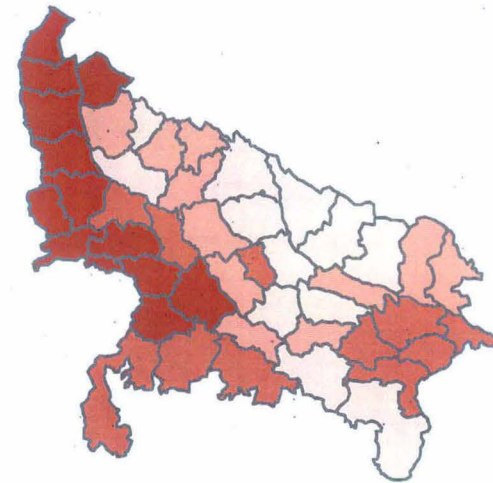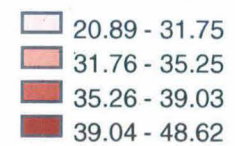
Map Not to Scale

Map: 4.5

UTTAR PRADESH

Urban Scheduled Caste Literacy Rates
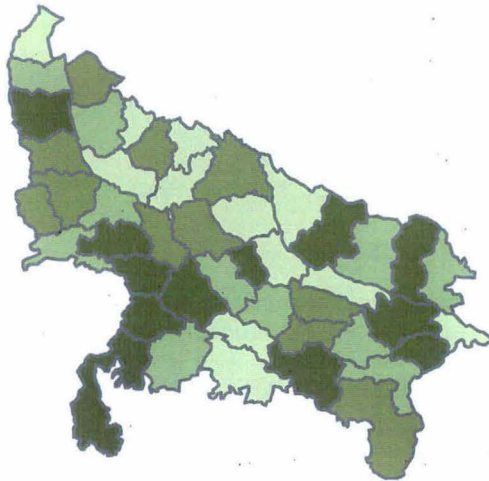
N

1961

2001

INDEX

Percentage of Literates

- 6.21 - 12.91
- 12.92 - 14.41
- 14.42 - 19.51
- 19.52 - 34.69

INDEX

Percentage of Literates

- 30.71 - 41.84
- 41.85 - 44.59
- 44.60 - 47.51
- 47.52 - 57.06
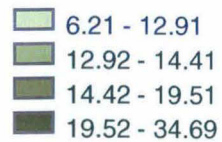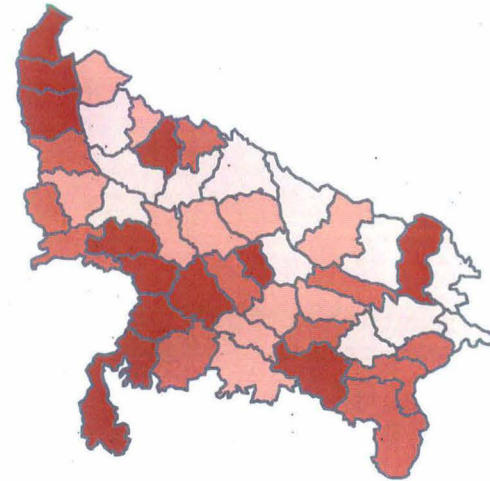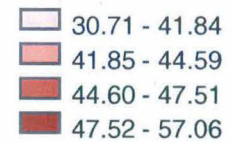
Map: 4.6

Map Not to Scale

Caste-Wise Percentage of Literates among Scheduled Caste:

Though educational achievement among scheduled caste is significantly low, but within the scheduled caste there is a wide disparity between the castes in terms of level of literacy. Out of 66 caste groups in the state, 8 major castes constitute more than 90% of the scheduled caste population, while remaining 58 castes constitute 10% of scheduled population of the state.

Some castes made significant progress in educational attainment while others have still lagged behind. Their educational backwardness is the result of their long association with their traditional occupation. Caste wise analysis of literacy shows that Shilpkar is the most literate caste; percentage of literates among them was 11.57 percent in 1961 which rose to 35.59 percent in 1991. While throughout the period, the lowest literacy rate was recorded among Pasis. Chamars constitute more than 56 percent of the scheduled caste population of the state, but literacy among them was only 7.41 percent in 1961 and 22.17 percent in 1991. Within these caste females are most deprived. Within the span of 30 years literacy among different castes has increased but females are still backward in terms of literacy. In 1991, 4.68 percent of Pasi female was literate while male literacy among them was 25.14 percent. Social prejudices and economic deprivation is the cause of low literacy among different castes group and specially women within the castes. Table 4.5 shows the literacy rates among different castes.

Table 4.5: Caste-Wise Shares of Literates
In Uttar Pradesh, 1961-1991

Castes	1961			1991		
	Total	Male	Female	Total	Male	Female
All Caste	7.14	12.79	1.14	21.08	32.27	8.31
Major Caste						
Chamar	7.41	13.47	0.94	22.17	34.18	8.38
Pasi	5.25	9.46	0.83	15.47	25.14	4.68
Dhobi	7.20	12.65	1.41	22.49	34.17	9.05
Kori	6.50	11.41	1.52	21.69	32.62	9.01
Balmiki	8.06	13.09	2.46	22.73	31.99	12.06
Shilpkar	11.57	20.99	1.66	35.59	49.64	21.18
Dhanuk	8.21	13.66	2.10	22.21	31.72	10.98
Khatik	9.51	15.66	2.73	22.07	32.38	10.23
Other Minor Caste	6.11	10.71	1.25	16.78	25.52	6.90
Unclassfied	7.33	12.39	2.05	24.80	33.67	14.26

Source: Census of India, Uttar Pradesh: Special Tables for Scheduled Castes, 1961 and 1991

4.4: Literacy among Religious Groups

Hindus and Muslims constitute 99% of the total population of the Uttar Pradesh. There is a wide disparity between educational standard of these two communities. Muslims are more economically backward and educationally lagging behind. It is quite well established that the majority of Muslims are poor and engaged in marginal economic activities. As remarked by Imtiaz Ahmad [5] *"the educational backwardness among the Muslims is due not so much to their religious fanaticism or their acute minority complex, but rather because of the small size of the social strata whose members can be expected to go in for education as a normal activity"*. Educational deprivation of Muslims has historical roots, since the beginning of present century their educational standard was deplorable. Hindus had an earlier start in the educational field while the Muslims entered into this at a much later stage. In Independent India the practice of maintaining community-wise literacy figures has been discontinued. Therefore we do not exactly know how far behind the Muslims have fallen in literacy and education. In the Census of 2001, however, this information is available hence in this section an attempt has been made to analyse the literacy scenario of two major communities of state in 2001 according to this Census.

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[5] Imtiaz Ahmad (1981), "Muslim Educational Backwardness: An Inferential Analysis", Economic and Political Weekly, Vol.10, pp. 1457 – 65.

Fig. 4.3: Literacy Rates among Religious Groups In Uttar Pradesh, 2001
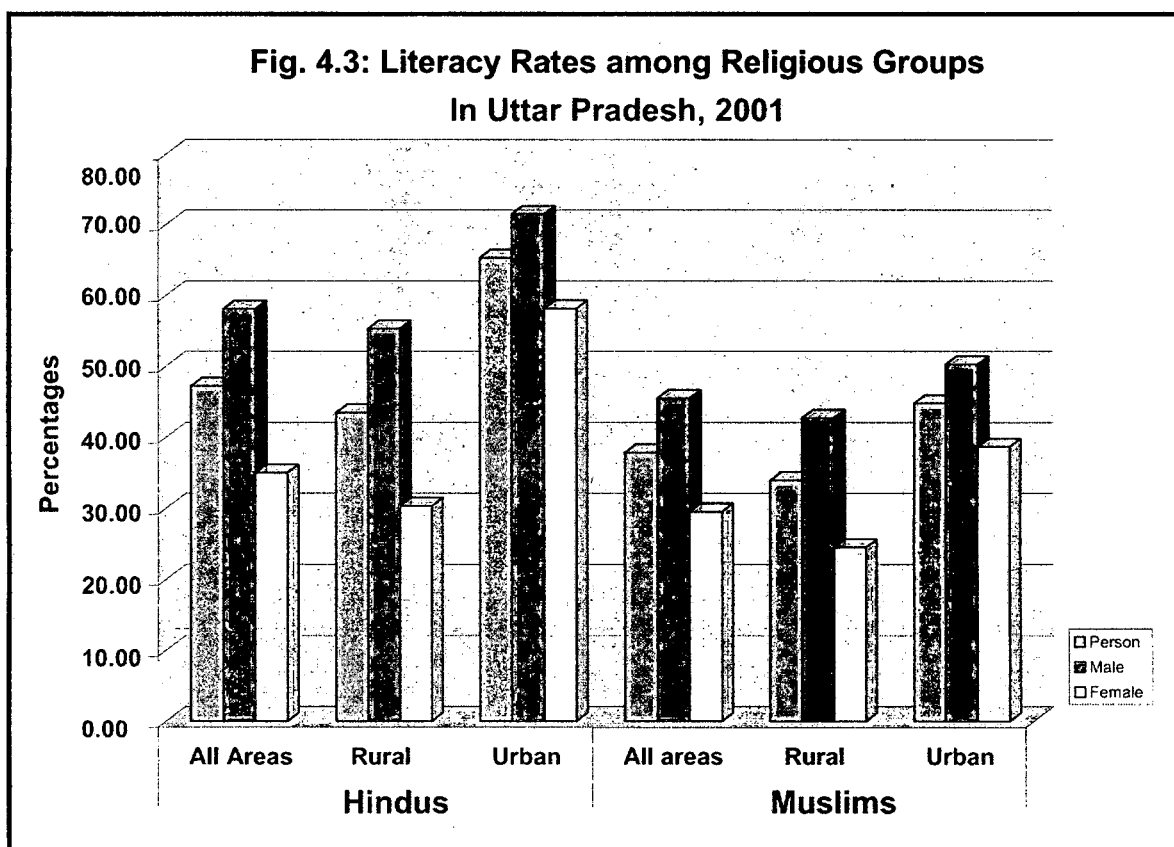
Figure 4.3 clearly depicts the literacy status of two communities of the State. According to 2001 Census the percentage of literates among the Hindus is 47.17 percent as against 37.81 percent of Muslim literates. Inter-district variations in literacy quite distinct. Among the Hindus, on the one end of the scale is Kanpur with 62.41 percent of its population returned as literate while Budaun has a literacy rate of 30.74 percent and is at the bottom. Other districts which have low literacy rates are Rampur, Kheri, Sitapur, Barahbanki, Bahraich, Gonda and Basti; all these districts have literacy rates of less than 40 percent. While the districts which are close to with Kanpur are Saharanpur, Muzaffarnagar, Bijnor, Meerut, Bulandshahr, Aligarh, Mathura, Etawah, Lucknow, Agra and Mainpuri. An interesting feature of the data is that literacy rates are particularly low in districts with a high concentration of Muslim population. On the other hand the lowest literacy rates among Muslims have been reported in the districts of Moradabad, Rampur, Budaun, Bareilly, Bahraich and Gonda i.e. less than 30 percent. While the districts of Lucknow, Kanpur, Jhansi, Hamirpur, Allahabad, Azamgarh and Ballia have literacy rates

above 50 percent. The reasons for high literacy among Muslims in these districts are attributed to a large number of big cities and early start of educational reform.

Rural-urban break down of the data shows greater disparities in literacy within these communities. Rural literacy rates among Hindus are 43.44 percent with 55.26 percent male and 30.29 percent female literates, such figures for Muslims are 33.91 percent, 42.69 percent and 24.45 percent respectively (Appendix 4.8). In the case of urban areas literacy among Hindus is 65.29 percent with 71.49 percent of male and 58.11 percent of female literates. In urban areas Out of 46 districts, a majority of the districts have Hindu literacy above 60 percent while that of Muslim's are less than 45 percent. Muslim females are more deprived than their Hindu counterparts. In the districts of Ghazipur, Jaunpur, Ballia and Azamgarh urban literacy among Muslims is greater than that of the Hindus. Low literacy rates among Hindus of these districts might be because of the large proportion of low caste Hindu population who are educationally backward while Muslims of these districts are better off socially and economically.

Table 4.6: Division-Wise Literacy Rates among Religious Groups
In Uttar Pradesh 2001

Divisions	Hindu Literates			Muslim Literates		
	Total	Male	Female	Total	Male	Female
TOTAL						
Uttar Pradesh	**47.17**	**58.08**	**34.96**	**37.81**	**45.44**	**29.50**
Rohilkhand	40.62	50.53	29.01	30.90	37.75	23.27
Meerut	58.50	68.22	47.14	36.28	44.52	27.01
Agra	50.71	61.65	37.79	35.90	43.64	27.15
Allahabad	53.74	63.20	42.77	48.05	54.99	40.39
Jhansi	48.13	59.99	34.35	49.28	58.12	39.49
Lucknow	45.38	55.28	34.12	39.76	46.50	32.34
Faizabad	40.19	51.35	28.11	33.85	41.77	25.49
Gorakhpur	42.70	55.31	29.68	43.72	52.61	34.80
Varanasi	47.45	59.43	34.78	47.54	55.98	38.51
RURAL						
Uttar Pradesh	**43.44**	**55.26**	**30.29**	**33.91**	**42.69**	**24.45**
Rohilkhand	36.81	47.66	24.05	26.48	34.49	17.51
Meerut	54.28	65.67	40.95	34.39	43.51	24.17
Agra	47.30	59.65	32.67	31.75	42.11	19.97
Allahabad	48.45	59.37	35.90	41.92	50.99	32.02
Jhansi	44.31	57.02	29.52	43.19	54.47	30.67
Lucknow	40.51	51.43	28.08	32.93	41.35	23.61
Faizabad	38.78	50.17	26.50	30.66	39.08	21.83
Gorakhpur	40.96	53.91	27.66	40.66	50.18	31.22
Varanasi	44.96	57.50	31.85	45.81	55.70	35.48
URBAN						
Uttar Pradesh	**65.29**	**71.49**	**58.11**	**44.74**	**50.26**	**38.61**
Rohilkhand	58.23	64.00	51.62	37.76	42.83	32.16
Meerut	67.45	73.64	60.25	39.11	46.02	31.29
Agra	61.74	68.17	54.24	38.57	44.64	31.75
Allahabad	70.13	74.91	64.46	54.44	59.11	49.22
Jhansi	63.72	72.10	54.00	54.72	61.40	47.36
Lucknow	67.80	73.00	61.87	49.96	54.25	45.28
Faizabad	64.45	71.13	56.75	50.77	55.70	45.35
Gorakhpur	62.96	70.93	54.08	57.53	63.19	51.49
Varanasi	65.20	72.55	56.76	50.02	56.36	43.00

Source: Census of India, Uttar Pradesh, Report on Religion, 2001

Division-wise analysis of level of literacy among these communities depicts another interesting feature. Table 4.6 shows that Faizabad division is most backward educationally. Meerut division has the highest literacy among Hindus. While the highest Muslim literacy is recorded in Jhansi division. Table also shows that Muslims of Jhansi and Gorakhpur divisions are more advanced educationally than their Hindus counterparts.

4.5: Educational Attainment among Total Population

Primary Level of Education:

Primary level of education is achieved through formal schooling. It includes 1-5 years of schooling. Here in this section an attempt has been made to analyse educational achievement in the total population and among scheduled castes at two levels i.e. education up to primary level and education up to matriculation and above. Over the 50 years of planned development, several measures have been taken to augment the educational achievement in the state. So in order to gauge the progress of education, district-wise achievement at the primary and matriculation and above levels of education have been analyzed.

Primary Level of Education by Districts:

The district-wise break down of the primary level of education has been shown in table 4.7. It indicates that in 1961, primary level of education in the total population was 4.18 percent in the state which rose to 22.82 percent in 2001. The increase is very sharp in the case of females as it increased from a mere 1.34 percent to 19.47 percent. Out of the 46 districts of the State in 1961, the relatively high percentage of educational attainment at the primary level was observed in the districts of Lucknow (8.21 percent), Kanpur (7.86 percent), Etawah (6.18 percent), Farrukhabad (5.90 percent), Meerut (5.46 percent), and Mainpuri (5.15 percent). All these districts had an early start in educational programmes in the larger urban centers which were numerous. While on the other end of the scale were the districts of eastern and central parts of the state. These districts had a low level of literacy and educational achievement through out the period. In 1961, even though the primary level of educational attainment was low, the condition of female in this regard was worse. Only 1.34% of the total female population attained primary level of education. Within districts it ranged from as high as 4.89 percent in Lucknow to as low as 0.32 percent in Basti district.

UTTAR PRADESH
Attainment of Primary Level of Education
In the Total Population
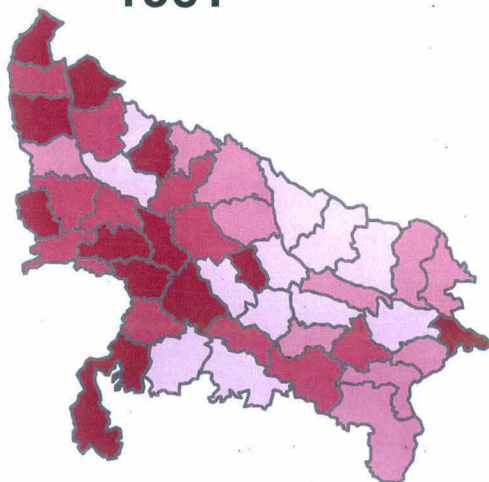
N

1961

2001

INDEX

**Percentages to the
Total Population**

- 2.40 - 3.38
- 3.39 - 4.00
- 4.01 - 4.78
- 4.79 - 8.21

INDEX

**Percentages to the
Total Population**

- 15.76 - 22.03
- 22.04 - 23.34
- 23.35 - 24.73
- 24.74 - 26.82

Map Not to Scale

Map: 4.7
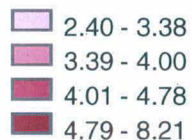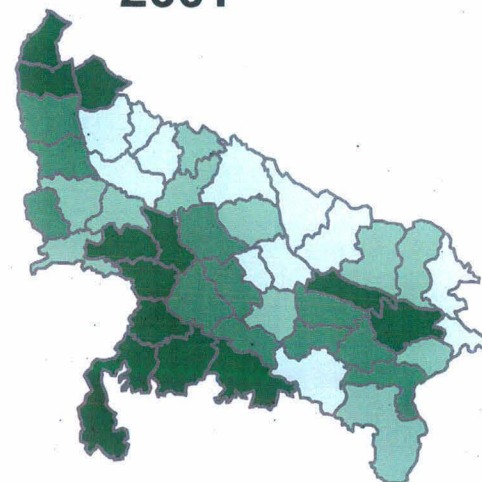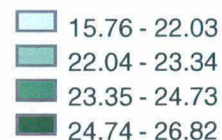
Table 4.7: Attainment of Primary Level of Education in the Total Population in Uttar Pradesh, 1961-2001

Districts	Primary Level					
	1961			2001		
	Total	Male	Female	Total	Male	Female
Uttar Pradesh	**4.18**	**6.75**	**1.34**	**22.82**	**25.86**	**19.42**
Saharanpur	4.91	7.12	2.23	26.40	28.59	23.88
Muzaffarnagar	4.63	7.04	1.77	25.10	27.99	21.78
Bijnor	4.80	7.44	1.80	25.29	27.84	22.44
Moradabad	4.70	6.85	2.21	19.34	22.97	15.21
Rampur	3.26	4.89	1.38	16.36	19.85	12.39
Meerut	5.46	8.25	2.14	23.83	25.48	21.92
Bulandshahr	3.88	6.41	1.01	23.40	26.35	20.00
Aligarh	4.03	6.40	1.27	22.91	25.49	19.91
Mathura	4.96	7.76	1.62	23.97	26.86	20.53
Agra	4.26	6.23	1.91	23.28	26.03	20.03
Mainpuri	5.15	8.25	1.56	25.76	27.31	23.95
Etah	4.11	6.58	1.25	22.45	25.38	19.01
Budaun	2.69	4.25	0.83	17.33	21.10	12.85
Bareilly	5.03	7.05	2.61	19.59	22.81	15.90
Pilibhit	3.94	5.91	1.60	22.92	26.85	18.44
Shahjahanpur	4.28	6.59	1.49	22.35	25.40	18.71
Kheri	3.69	5.93	1.06	22.02	25.56	17.95
Sitapur	3.96	6.50	0.99	22.38	26.35	17.78
Hardoi	4.40	7.11	1.23	24.29	28.10	19.76
Unnao	2.95	4.84	0.82	24.48	27.90	20.68
Lucknow	8.21	10.98	4.89	21.87	23.02	20.57
Rae Bareli	3.30	5.90	0.61	23.18	27.25	18.89
Farrukhabad	5.90	9.32	1.81	24.88	26.55	22.93
Etawah	6.18	9.63	2.10	26.82	27.13	26.46
Kanpur	7.86	10.51	4.60	23.50	23.90	23.04
Jalaun	4.48	7.62	0.94	25.13	26.48	23.54
Jhansi	5.07	7.94	1.88	24.75	28.53	20.43
Hamirpur	2.58	4.42	0.59	24.79	28.52	20.45
Banda	3.05	5.32	0.55	26.04	29.96	21.50
Fatehpur	4.44	7.76	0.81	24.24	27.30	20.80
Pratabgarh	3.44	6.48	0.58	24.36	27.91	20.83
Allahabad	4.34	6.89	1.59	21.62	24.68	18.15
Barabanki	3.24	5.56	0.65	20.93	24.25	17.20
Faizabad	3.49	6.14	0.78	24.75	27.65	21.72
Sultanpur	3.36	6.17	0.60	24.48	27.93	20.96
Bahraich	2.76	4.75	0.54	15.76	20.34	10.47
Gonda	2.66	4.68	0.49	18.18	23.05	12.77
Basti	2.40	4.38	0.32	22.15	26.63	17.44
Gorakhpur	3.80	6.57	0.96	22.07	26.38	17.53
Deoria	3.67	6.67	0.68	21.32	25.51	17.04
Azamgarh	2.81	5.13	0.56	24.87	27.68	22.08
Ballia	4.87	8.57	1.31	20.60	22.71	18.39
Jaunpur	4.26	7.89	0.84	24.65	28.18	21.18
Ghazipur	3.46	6.35	0.63	22.97	25.39	20.50
Varanasi	3.73	6.32	1.00	24.36	27.16	21.28
Mirzapur	3.62	6.16	0.92	22.46	26.77	17.65

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

Due to constant effort of the Government through its various programmes and policies to augment the educational progress of the state, the overall achievement in primary level of education increased in 2001 and 22.82 percent of the total population with 25.86 percent of the males and 19.42 percent of the females had been educated to this level. However, inter-district disparity still persists. In 2001, the lowest figure for primary level of educational attainment was observed in the districts of Bahraich (15.76%), closely followed by Rampur, Budaun, and Gonda districts, while on the other hand districts of Etawah, Saharanpur, Mainpuri and Bijnor showed a considerably high percentage of total population having primary level of education.

Primary Level of Education by Division:

Division-wise break down of the data (Table 4.8) reveals that in 1961 in the Allahabad division 5.85 percent of the total population had primary level of education while in 2001, the highest figure was recorded in Jhansi division (25.19 percent). While the lowest percentage of educational attainment at the primary level, was observed in Faizabad division, in the case of both total population and females.

Fig. 4.4: Attainment of Primary Level of Education in the Total Population in Uttar Pradesh, 1961-2001
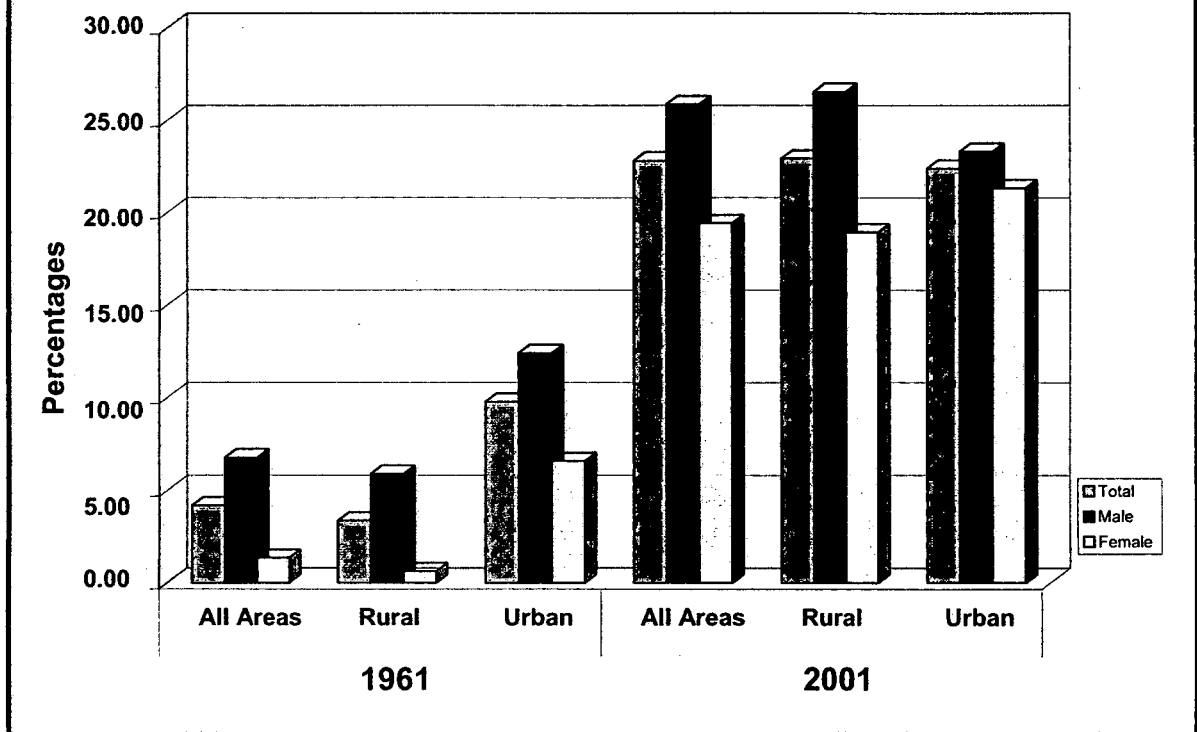
Division-wise rural-urban break up of the data indicates that in rural areas the percentage of primary level educated to the total population was high in Allahabad division i.e. 4.39% in 1961, while in 2001 it was in Jhansi division. The lowest figure in this regard was observed in Faizabad division in 1961 and Rohilkhand division in 2001. One of the interesting features of data is that in 1961, Allahabad division had better performance in primary level of education in total, rural and urban areas. Female education was also relatively high in this division. In 2001, Jhansi division has taken the lead in terms of total and rural population, while in urban population Lucknow division shows a better achievement.

Table 4.8: Division-wise Attainment of Primary Level of Education In the Total Population in Uttar Pradesh, 1961-2001

Divisions	Primary Level (percentages to the total population)					
	1961			2001		
	Total	Male	Female	Total	Male	Female
TOTAL						
Uttar Pradesh	**4.18**	**6.75**	**1.34**	**22.82**	**25.86**	**19.42**
Rohilkhand	4.21	6.27	1.79	20.34	23.69	16.48
Meerut	4.82	7.35	1.82	24.40	26.67	21.77
Agra	4.43	6.90	1.53	23.68	26.17	20.76
Allahabad	5.85	8.83	2.42	23.62	25.35	21.63
Jhansi	3.84	6.37	1.04	25.19	28.56	21.28
Lucknow	4.43	6.93	1.57	22.97	26.25	19.25
Faizabad	3.12	5.54	0.60	21.21	24.98	17.16
Gorakhpur	3.16	5.66	0.63	22.61	26.55	18.56
Varanasi	3.97	7.00	0.94	23.32	26.38	20.07
RURAL						
Uttar Pradesh	**3.35**	**5.87**	**0.62**	**22.93**	**26.54**	**18.93**
Rohilkhand	3.01	5.01	0.65	20.41	24.33	15.85
Meerut	3.55	6.05	0.62	25.48	28.19	22.34
Agra	3.75	6.32	0.76	24.63	27.64	21.07
Allahabad	4.39	7.47	0.94	24.18	26.60	21.41
Jhansi	2.80	5.00	0.39	25.48	29.60	20.69
Lucknow	3.35	5.72	0.68	23.26	27.31	18.57
Faizabad	2.79	5.10	0.39	20.88	24.88	16.60
Gorakhpur	2.96	5.42	0.49	22.33	26.61	17.96
Varanasi	3.70	6.79	0.68	23.08	26.56	19.45
URBAN						
Uttar Pradesh	**9.78**	**12.39**	**6.57**	**22.39**	**23.31**	**21.34**
Rohilkhand	9.94	12.37	7.15	20.13	21.76	18.31
Meerut	10.65	13.20	7.50	22.37	23.82	20.70
Agra	7.36	9.37	4.94	21.24	22.34	19.97
Allahabad	11.54	13.77	8.64	22.18	22.14	22.23
Jhansi	10.51	14.85	5.38	24.18	24.94	23.29
Lucknow	11.98	15.03	8.17	21.89	22.40	21.31
Faizabad	9.87	13.83	5.14	25.16	26.16	24.03
Gorakhpur	8.09	11.02	4.43	25.28	26.05	24.44
Varanasi	6.14	8.51	3.27	24.62	25.46	23.66

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

Matriculation and above Level of Education by Districts:

Table 4.9 shows that only 1.59 percent of the total population of the state, has matriculation and above level of educational attainment in 1961, which rose to 20.76 percent in 2001. The share of females in this regard was 0.38 percent in 1961 and 13.01 percent in 2001. Matriculation and above level of educational attainment was highest in the districts of Lucknow, Kanpur, Meerut, Agra, Aligarh, Mathura, Allahabad, Ghazipur, Bareilly, Gorakhpur and Jhansi in 1961 and percentage shares ranged between 1.81 to 6.40 percent. On the other end of the scale were the districts of Bahraich, Basti, Gonda, Sultanpur, Barabanki, Kheri, Sitapur, Hardoi, Unnao and Budaun, with percentage shares ranged between 0.55 to 0.81 percent. The female educational attainment was worse, only 0.38 percent of the total females had education matriculation and above level. Except the districts of Lucknow and Kanpur, all other districts had less than one percent matriculation and above level of educational attainment among females.

Over the period of 50 years the over all percentages has increased considerably. In 2001, 20.76 percent of the total population of the state has literacy at the matriculation and above level; the figure for female was 13.01 percent. But there was a wide inter-district disparity. All those districts where matriculation and above level of education was high in 1961, maintained the lead in 2001 also. The highest figure was recorded in Lucknow while the lowest was in Bahraich in the case of both total population and females.

Table 4.9: Attainment of Matriculation and above Level of Education
In the Total Population in Uttar Pradesh, 1961-2001

Districts	Matriculation & above Level (percentages to the total population)					
	1961			2001		
	Total	Male	Female	Total	Male	Female
Uttar Pradesh	**1.59**	**2.69**	**0.38**	**20.76**	**27.73**	**13.01**
Saharanpur	2.31	3.69	0.65	20.50	26.07	14.06
Muzaffarnagar	1.75	2.91	0.37	21.36	27.51	14.30
Bijnor	1.45	2.41	0.35	19.12	25.13	12.40
Moradabad	1.63	2.48	0.65	15.80	20.92	9.95
Rampur	1.18	1.88	0.38	11.77	15.58	7.44
Meerut	2.83	4.49	0.87	30.12	37.09	22.03
Bulandshahr	1.69	2.92	0.30	25.21	33.68	15.45
Aligarh	2.18	3.58	0.56	23.79	32.05	14.19
Mathura	2.03	3.36	0.44	23.89	33.06	12.97
Agra	2.73	4.26	0.90	25.31	32.21	17.15
Mainpuri	1.27	2.21	0.18	25.31	33.18	16.10
Etah	0.96	1.65	0.17	19.68	27.13	10.90
Budaun	0.74	1.20	0.19	11.65	16.46	5.93
Bareilly	2.04	3.10	0.77	17.03	22.59	10.64
Pilibhit	1.05	1.69	0.29	15.29	21.66	8.03
Shahjahanpur	1.03	1.66	0.27	15.24	20.90	8.52
Kheri	0.81	1.34	0.18	13.26	18.38	7.40
Sitapur	0.81	1.38	0.16	13.98	19.40	7.71
Hardoi	0.75	1.25	0.17	16.21	22.77	8.43
Unnao	0.79	1.38	0.13	19.05	25.11	12.29
Lucknow	6.40	9.38	2.85	34.83	39.90	29.11
Rae Bareli	0.60	1.11	0.08	18.89	25.64	11.79
Farrukhabad	1.39	2.31	0.29	23.49	30.65	15.13
Etawah	1.41	2.39	0.26	29.60	37.68	20.18
Kanpur	3.98	6.14	1.32	34.84	40.35	28.38
Jalaun	1.21	2.11	0.18	26.87	36.23	15.84
Jhansi	1.82	3.01	0.49	22.93	30.40	14.38
Hamirpur	0.75	1.35	0.11	19.30	27.39	9.86
Banda	0.82	1.48	0.10	17.21	25.05	8.14
Fatehpur	0.81	1.47	0.09	19.82	27.11	11.66
Pratabgarh	0.83	1.65	0.07	20.60	29.58	11.66
Allahabad	2.75	4.49	0.88	23.56	31.96	14.05
Barabanki	0.61	1.06	0.10	15.12	21.01	8.48
Faizabad	1.13	2.10	0.15	20.25	27.52	12.65
Sultanpur	0.72	1.38	0.06	18.78	26.64	10.77
Bahraich	0.55	0.97	0.08	9.29	13.29	4.68
Gonda	0.72	1.30	0.11	11.66	16.95	5.80
Basti	0.62	1.16	0.04	14.30	20.99	7.26
Gorakhpur	1.88	3.48	0.23	19.82	27.82	11.40
Deoria	1.26	2.45	0.06	19.38	27.79	10.82
Azamgarh	0.88	1.73	0.06	19.63	27.02	12.31
Ballia	1.72	3.40	0.09	24.58	33.48	15.24
Jaunpur	1.08	2.13	0.09	19.84	28.41	11.40
Ghazipur	1.08	2.08	0.09	22.96	32.12	13.56
Varanasi	2.40	4.21	0.49	24.49	32.61	15.58
Mirzapur	1.15	2.06	0.18	18.39	25.27	10.73

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

UTTAR PRADESH

Attainment of Matriculation & above Level of Education in the Total Population

N

1961

2001

INDEX

Percentages to the Total Population

- 0.55 - 0.81
- 0.82 - 1.17
- 1.18 - 1.80
- 1.81 - 6.40

INDEX

Percentages to the Total Population

- 9.29 - 16.00
- 16.01 - 19.75
- 19.76 - 23.73
- 23.74 - 34.84

Map Not to Scale

Map: 4.8
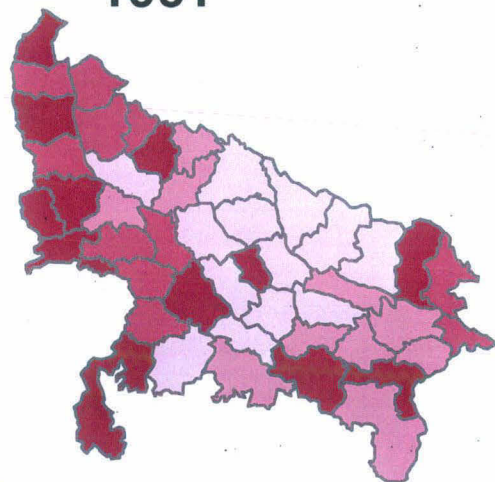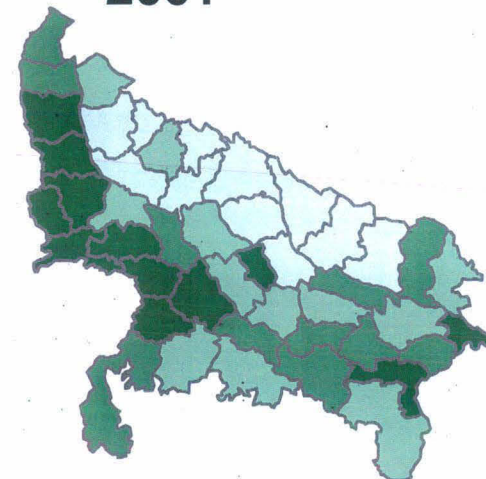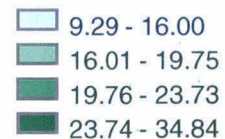
Matriculation and above Level of Education by Division:

Division-wise scenario reveals that out of nine divisions of the state, Allahabad division had the highest percentage of matriculation and above level of educated population i.e. 2.45 percent in 1961 and 27.16 percent in 2001. This is also true in the case of female population. In 1961 close to Allahabad division was the Meerut division (2.25%), while all other divisions had less than 2 percent of literate at the matriculation and above level. In 2001 also Meerut division closely followed Allahabad division in the case of the educational attainment of both total and female populations.

Fig. 4.5:Attainment of Matriculation & above Level of Education in Uttar Pradesh, 1961-2001
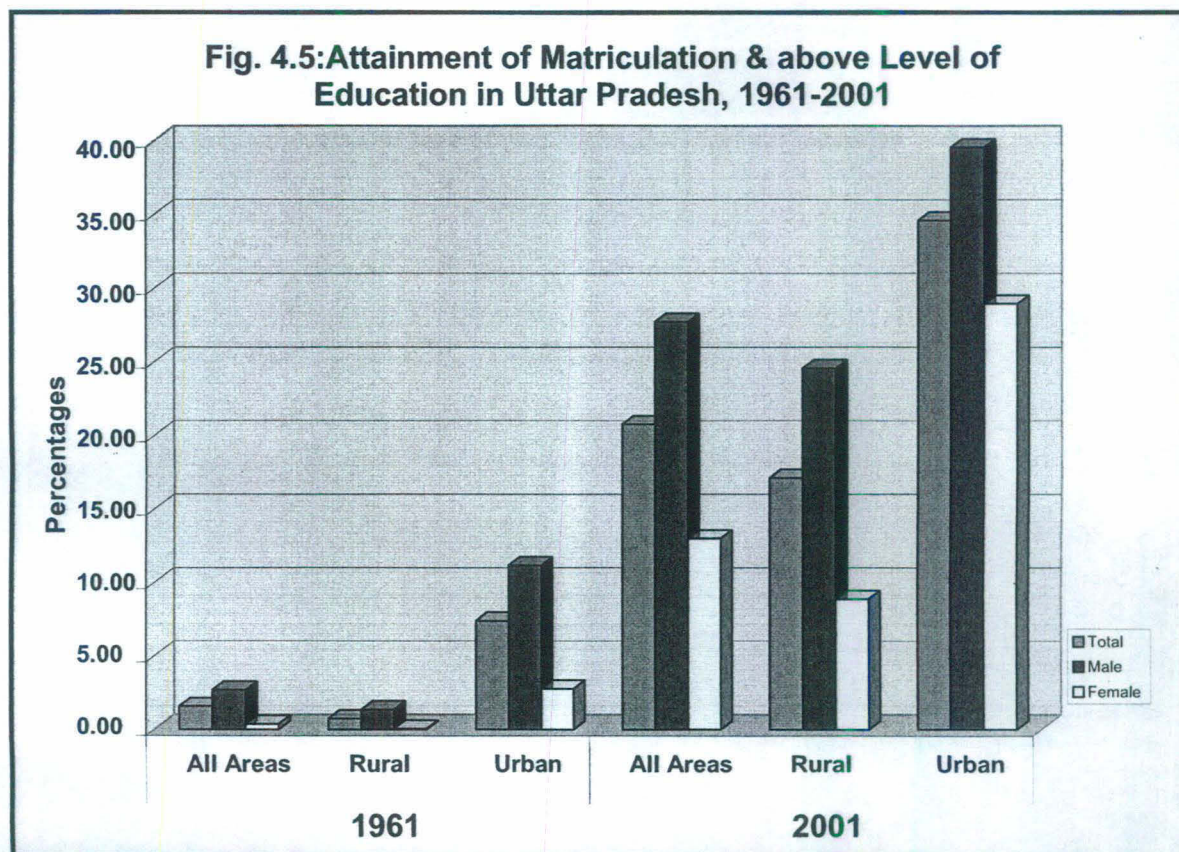
Table 4.10 shows the division-wise rural and urban scenario of educational attainment during 1961and 2001. It reveals that in 1961 in the rural areas only 0.73 percent of the total population was literate at the matriculation and above level which rose to 17.13 percent in 2001. In these censuses the rural female shares were 0.04 percent and 8.89 percent respectively. During both the censuses Meerut division had the highest

percentage of total, rural and female populations educated at the matriculation and above level. In this regard the rural population of Meerut division was most advanced than in any other divisions of the state. In urban areas 7.39 percent of the population was educated at the matriculation and above in 1961. This share increased to 34.60 percent in 2001. The increase in case of urban females was most remarkable i.e. it increased from 2.78 percent in 1961 to 28.95 percent in 2001. Among the divisions, Lucknow was ahead of all other divisions while Faizabad lagged behind. In 2001 Allahabad division shows remarkable progress and had the highest percentages of total and urban populations educated at the matriculation and above level. A very poor performance was observed in the Rohilkhand division.

Table 4.10: Division-Wise Attainment of Matriculation & above Level of Education in the Total Population in Uttar Pradesh, 1961-2001

Divisions	Matriculation & above Level (percentages to the total population)					
	1961			2001		
	Total	Male	Female	Total	Male	Female
TOTAL						
Uttar Pradesh	1.59	2.69	0.38	20.76	27.73	13.01
Rohilkhand	1.37	2.15	0.45	15.43	20.74	9.32
Meerut	2.25	3.65	0.59	25.73	32.66	17.72
Agra	1.93	3.15	0.50	23.78	31.63	14.56
Allahabad	2.45	3.95	0.72	27.16	34.39	18.83
Jhansi	1.19	2.05	0.24	21.25	29.30	11.93
Lucknow	1.66	2.62	0.57	19.59	25.35	13.08
Faizabad	0.76	1.40	0.10	15.69	21.96	8.93
Gorakhpur	1.16	2.20	0.10	18.33	25.94	10.50
Varanasi	1.59	2.95	0.22	22.20	30.45	13.47
RURAL						
Uttar Pradesh	0.73	1.36	0.04	17.13	24.58	8.89
Rohilkhand	0.50	0.89	0.05	12.01	17.91	5.17
Meerut	1.11	1.99	0.08	21.37	29.44	12.03
Agra	0.85	1.53	0.05	20.21	29.17	9.62
Allahabad	0.81	1.48	0.06	21.29	29.45	11.94
Jhansi	0.48	0.90	0.03	16.78	25.11	7.11
Lucknow	0.49	0.88	0.04	14.25	20.40	7.28
Faizabad	0.49	0.95	0.02	14.33	20.71	7.50
Gorakhpur	0.83	1.62	0.03	16.62	24.32	8.76
Varanasi	0.97	1.91	0.05	19.95	28.51	11.00
URBAN						
Uttar Pradesh	7.39	11.17	2.78	34.60	39.56	28.95
Rohilkhand	5.52	8.26	2.36	25.60	29.27	21.48
Meerut	7.48	11.11	3.00	33.87	38.69	28.33
Agra	6.63	10.09	2.45	32.90	37.99	27.03
Allahabad	8.83	12.92	3.52	42.39	47.08	36.90
Jhansi	5.70	9.12	1.64	36.76	43.88	28.57
Lucknow	9.92	14.24	4.51	39.01	43.42	34.06

Faizabad	6.16	9.88	1.72	31.75	36.55	26.33
Gorakhpur	9.06	14.79	1.92	34.37	40.67	27.46
Varanasi	6.57	10.52	1.78	34.74	40.83	27.82

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

4.6: Educational Attainment among Scheduled Caste Population

Primary Level of Education by Districts:

Since scheduled castes are viewed as the most deprived, disadvantaged and suffering sections of the society, it is necessary to assess progress made by them in different levels of education. Table 4.11 provides data about primary level of education among scheduled caste populations between 1961 and 2001. The primary level of education among scheduled castes increased from 1.54 percent in 1961 to 22.22 percent in 2001. Correspondingly the attainment of the primary level of education among the female population in 1961 and 2001 was 0.18 percent and 17.18 percent respectively. One of the interesting features revealed by the data is that all those districts where primary level of education in the total population was high, scheduled caste primary level of education was also encouraging. In 1961, Etawah (3.23 percent) had the highest percentages of scheduled castes literate at the primary level followed by Mainpuri (3.00 percent), Kanpur (2.72 percent), Meerut (2.65 percent), Farrukhabad (2.44 percent), Jalaun (2.24 percent), Etah (2.23 percent) and Lucknow (2.10 percent). One can see that these percentages were very low. The lowest percentages of literate at the primary level were recorded in the entire eastern part of the state. The situation of female educational attainment was pitiable in this respect. In 1961 the highest figure was recorded in the district of Kanpur (1.23 percent) and the lowest were in Bahraich and Sultanpur (0.02 percent). The over all educational attainment of the scheduled castes at the primary level increased in 2001, but when we compare this level with that of the general population, they still lagged behind. Saharanpur (30.05 percent) shows high literacy among scheduled castes at the primary stage, while the lowest was in Bahraich (13.96 percent). Table 4.11 also shows that Banda district has made significant progress over the period in scheduled caste primary level of literacy.

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UTTAR PRADESH

Attainment of Primary Level of Education
Among Scheduled Caste

N

1961

2001

I NDEX

**Percentages to the
Total SC Population**

- 0.59 - 1.14
- 1.15 - 1.45
- 1.46 - 1.93
- 1.94 - 3.23

I NDEX

**Percentages to the
Total SC Population**

- 13.96 - 20.80
- 20.81 - 22.36
- 22.37 - 24.43
- 24.44 - 30.05
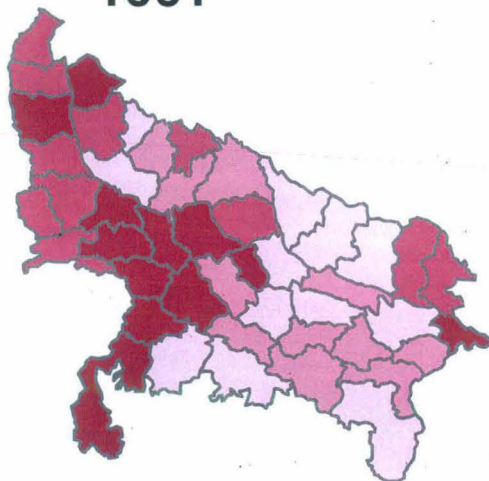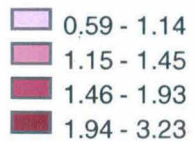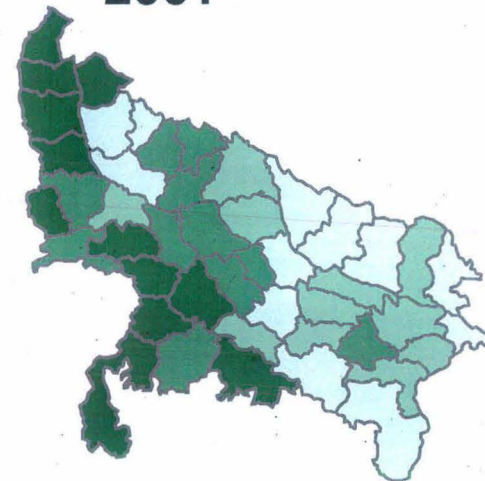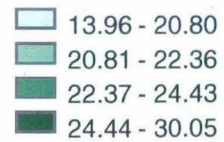
Map Not to Scale

Map: 4.9

Table 4.11: Attainment of Primary Level of Education among Scheduled Caste Population in Uttar Pradesh, 1961-2001

| Districts | Primary Level (percentages to the total SC population) | | | | | |
| | 1961 | | | 2001 | | |
	Total	Male	Female	Total	Male	Female
Uttar Pradesh	**1.54**	**2.83**	**0.18**	**22.22**	**26.75**	**17.18**
Saharanpur	1.56	2.74	0.20	30.05	33.62	25.90
Muzaffarnagar	1.66	3.00	0.12	27.61	31.76	22.78
Bijnor	2.27	3.90	0.50	25.96	29.56	21.88
Moradabad	1.80	3.18	0.21	20.77	25.31	15.52
Rampur	0.96	1.73	0.08	18.34	22.75	13.27
Meerut	2.65	4.78	0.22	27.24	30.34	23.63
Bulandshahr	1.59	3.03	0.06	25.43	30.57	19.48
Aligarh	1.57	2.81	0.17	24.17	28.56	19.06
Mathura	1.64	3.00	0.11	25.61	30.53	19.84
Agra	1.72	2.98	0.22	24.05	28.22	19.11
Mainpuri	3.00	4.97	0.67	26.74	29.33	23.70
Etah	2.23	3.96	0.24	22.05	26.10	17.24
Budaun	0.83	1.45	0.07	19.22	23.32	14.35
Bareilly	1.30	1.99	0.45	22.81	26.16	18.91
Pilibhit	1.61	2.87	0.14	24.01	28.33	19.05
Shahjahanpur	1.27	2.28	0.07	22.55	26.09	18.32
Kheri	1.36	2.48	0.11	20.94	25.60	15.63
Sitapur	1.61	2.97	0.08	20.88	25.68	15.32
Hardoi	1.97	3.58	0.14	22.39	27.21	16.59
Unnao	1.40	2.53	0.17	23.36	28.07	18.20
Lucknow	2.10	3.59	0.41	23.41	26.68	19.76
Rae Bareli	0.97	1.85	0.08	20.47	26.13	14.63
Farrukhabad	2.44	4.10	0.35	24.10	27.19	20.44
Etawah	3.23	5.64	0.45	27.18	28.82	25.22
Kanpur	2.72	3.97	1.23	24.74	26.75	22.38
Jalaun	2.24	4.16	0.13	25.39	28.13	22.10
Jhansi	1.97	3.64	0.16	24.51	29.49	18.84
Hamirpur	0.87	1.67	0.06	23.88	29.09	17.76
Banda	0.67	1.27	0.04	24.69	30.21	18.34
Fatehpur	1.37	2.61	0.07	22.32	26.94	17.18
Pratabgarh	1.38	2.83	0.10	21.86	27.48	16.43
Allahabad	1.38	2.49	0.25	18.57	23.67	12.91
Barabanki	0.86	1.63	0.03	18.34	22.80	13.33
Faizabad	1.35	2.73	0.03	21.80	26.47	17.01
Sultanpur	0.59	1.19	0.02	20.99	26.59	15.24
Bahraich	0.81	1.55	0.02	13.96	18.97	8.07
Gonda	0.82	1.53	0.10	14.78	20.76	8.05
Basti	0.82	1.59	0.03	19.37	24.94	13.49
Gorakhpur	1.49	2.93	0.14	21.07	26.49	15.43
Deoria	1.47	2.95	0.07	19.51	24.90	14.02
Azamgarh	1.10	2.22	0.08	22.26	26.78	17.85
Ballia	2.00	4.01	0.10	19.33	22.87	15.59
Jaunpur	1.43	2.98	0.06	22.39	27.92	16.91
Ghazipur	1.32	2.63	0.09	21.36	25.44	17.14
Varanasi	1.42	2.65	0.20	21.70	26.72	16.16
Mirzapur	0.78	1.51	0.04	18.32	24.65	11.38

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

Primary Level of Education by Division:

Table 4.12, shows the division-wise literacy among scheduled castes at the primary level in total, rural and urban areas. Among the divisions Faizabad division was most backward in terms of scheduled castes education at the primary level of literacy, in 1961 only 0.96 percent of total scheduled castes and 0.05 percent of its females were literate at the primary level in the Faizabad division. The relative backwardness of the scheduled castes in Faizabad also continued in 2001 when only 18.95 percent of the total scheduled castes and 13.52 percent of its females were educated primary level in this division.

Division-wise rural-urban break down of the data indicates that in 1961, only 1.34 percent of the rural Scheduled castes and 0.09 percent of the females were literate at the primary level.

Fig. 4.6: Primary Level of Education among Scheduled Caste in Uttar Pradesh, 1961-2001
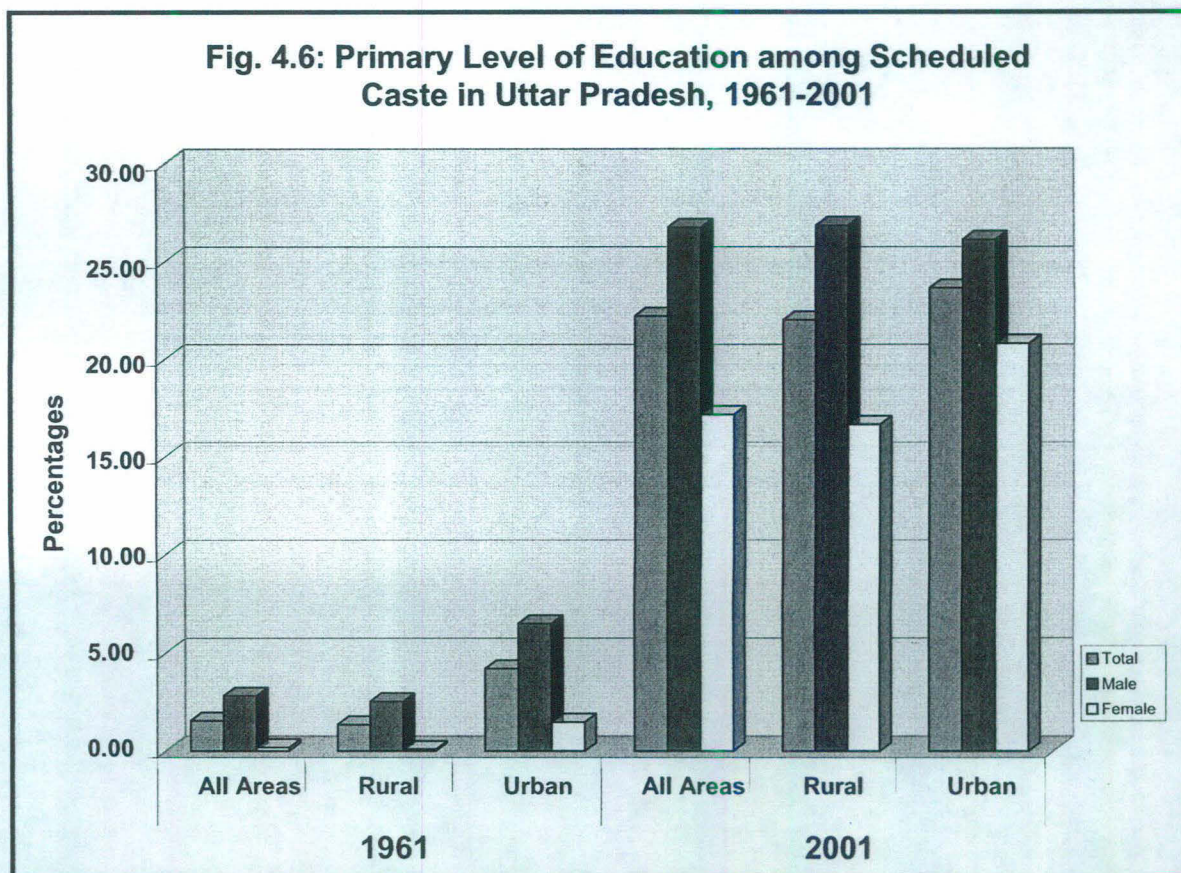
There was an improvement in the situation in 2001 and the level of attainment rose to 22.02 percent and 16.67 percent respectively. Within the state there has been a great disparity between different divisions. We find that the Faizabad division shows lowest attainment at the primary level of education among scheduled castes in both the censuses.

Table 4.12: Division-Wise Attainment of Primary Level of Education Among Scheduled Caste Population in Uttar Pradesh, 1961-2001

Divisions	Primary Level (percentages to the total SC population)					
	1961			2001		
	Total	Male	Female	Total	Male	Female
TOTAL						
Uttar Pradesh	1.54	2.83	0.18	22.22	26.75	17.18
Rohilkhand	1.51	2.60	0.24	22.07	26.05	17.46
Meerut	1.94	3.53	0.16	27.41	31.27	22.92
Agra	1.94	3.39	0.26	24.55	28.53	19.87
Allahabad	2.16	3.64	0.52	22.52	26.07	18.46
Jhansi	1.46	2.74	0.10	24.59	29.33	19.10
Lucknow	1.58	2.87	0.15	21.85	26.54	16.56
Faizabad	0.96	1.88	0.05	18.95	24.03	13.52
Gorakhpur	1.19	2.36	0.08	20.71	25.88	15.44
Varanasi	1.30	2.55	0.10	20.60	25.77	15.11
RURAL						
Uttar Pradesh	1.34	2.53	0.09	22.02	26.85	16.67
Rohilkhand	1.35	2.38	0.15	22.16	26.37	17.26
Meerut	1.73	3.22	0.06	27.82	32.13	22.81
Agra	1.77	3.13	0.20	25.15	29.57	19.95
Allahabad	1.60	2.92	0.15	22.27	26.20	17.78
Jhansi	1.11	2.12	0.04	24.40	29.60	18.35
Lucknow	1.44	2.67	0.10	21.75	26.70	16.16
Faizabad	0.91	1.80	0.03	18.83	23.96	13.37
Gorakhpur	1.12	2.25	0.04	20.65	25.93	15.31
Varanasi	1.25	2.46	0.08	20.43	25.73	14.83
URBAN						
Uttar Pradesh	4.21	6.51	1.47	23.66	26.12	20.82
Rohilkhand	3.86	5.90	1.50	21.51	23.88	18.81
Meerut	4.00	6.42	1.13	26.23	28.80	23.25
Agra	2.96	4.92	0.64	22.73	25.37	19.63
Allahabad	5.63	7.70	2.96	23.85	25.38	22.06
Jhansi	4.61	8.14	0.67	25.47	28.08	22.47
Lucknow	4.93	7.48	1.62	22.96	24.75	20.93
Faizabad	3.82	6.37	1.05	22.57	26.25	18.45
Gorakhpur	5.22	8.02	2.28	21.75	25.18	17.96
Varanasi	2.25	4.05	0.33	22.84	26.26	18.93

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

A completely different picture, however, emerges in the urban areas in the matter of attainment of education at the primary level with 4.21 percent of the total urban Scheduled Caste and 1.47 percent of scheduled caste females at this level. Within the divisions, Allahabad had a relatively higher level of attainment, while a lower level was noticed in the Agra division. Among all other divisions, Meerut division showed remarkable progress in 2001, in case of both the total scheduled castes and their female component. Rohilkhand division, as usual lagged behind in both the above two categories.

Attainment of Matriculation & above Level of Education among
Scheduled Castes by Districts:

Table 4.13 shows that as we move higher in the pyramid of educational level, the share of Scheduled Castes has declined. In 1961, just 0.29 percent of the total scheduled castes were educated at the matriculation and above level. The share of females in this respect was abysmally low. While in 2001, the condition improved slightly in comparison to 1961 and the scheduled caste share rose to 12.84 percent and that of scheduled caste females to 5.59 percent. But when we compare these shares with the general population, the scheduled castes were most backward. Among the districts, Meerut (21.83 percent) shows a high percentage of scheduled castes educated at the matriculation and above level closely followed by Etawah (21.22 percent) Jalaun (20.56 percent) and Kanpur (19.56 percent). On the other end of the scale were the districts of Bahraich (5.62 percent), Gonda (5.89 percent), Kheri (7.77 percent) and Budaun (7.82 percent). The condition of female higher education was also poor in these districts.

Table 4.13: Attainment of Matriculation and above Level of Education Among Scheduled Caste Population in Uttar Pradesh, 1961-2001

Districts	Matriculation & above Level (percentages to the total Sc population)					
	1961			2001		
	Total	Male	Female	Total	Male	Female
Uttar Pradesh	**0.29**	**0.53**	**0.03**	**12.84**	**19.35**	**5.59**
Saharanpur	0.23	0.40	0.03	15.37	22.65	6.91
Muzaffarnagar	0.34	0.64	0.01	16.09	23.75	7.19
Bijnor	0.34	0.66	0.00	14.59	22.40	5.74
Moradabad	0.21	0.38	0.00	11.87	18.29	4.47
Rampur	0.10	0.18	0.01	8.94	13.90	3.23
Meerut	0.73	1.35	0.02	21.83	29.66	12.69
Bulandshahr	0.47	0.90	0.02	16.00	24.16	6.57
Aligarh	0.44	0.80	0.03	15.02	22.63	6.18
Mathura	0.36	0.66	0.01	14.31	22.32	4.91
Agra	0.45	0.82	0.01	14.97	20.85	8.01
Mainpuri	0.47	0.85	0.02	18.58	26.08	9.74
Etah	0.33	0.60	0.02	13.09	19.46	5.55
Budaun	0.14	0.24	0.02	7.82	12.50	2.28
Bareilly	0.24	0.43	0.02	12.21	18.49	4.90
Pilibhit	0.14	0.25	0.01	10.35	16.35	3.45
Shahjahanpur	0.14	0.25	0.01	9.51	14.75	3.26
Kheri	0.10	0.17	0.01	7.77	12.30	2.60
Sitapur	0.13	0.25	0.00	8.56	13.50	2.83
Hardoi	0.20	0.37	0.01	10.80	17.03	3.31
Unnao	0.24	0.45	0.01	10.89	16.29	4.98
Lucknow	0.34	0.60	0.04	16.09	21.97	9.50
Rae Bareli	0.18	0.35	0.00	9.15	14.26	3.87
Farrukhabad	0.59	1.05	0.01	13.84	19.97	6.56
Etawah	0.53	0.98	0.02	21.22	29.14	11.77
Kanpur	0.70	0.83	0.54	19.56	26.05	11.93
Jalaun	0.47	0.90	0.00	20.56	30.39	8.72
Jhansi	0.30	0.56	0.03	15.47	22.79	7.16
Hamirpur	0.15	0.28	0.00	12.42	19.51	4.09
Banda	0.10	0.19	0.00	8.96	14.45	2.65
Fatehpur	0.14	0.28	0.00	11.14	17.44	4.14
Pratabgarh	0.22	0.46	0.01	11.45	18.47	4.67
Allahabad	0.30	0.59	0.01	11.23	17.57	4.21
Barabanki	0.06	0.12	0.00	8.40	13.41	2.76
Faizabad	0.17	0.35	0.00	12.14	18.45	5.67
Sultanpur	0.08	0.17	0.00	9.30	14.98	3.45
Bahraich	0.07	0.13	0.00	5.62	9.26	1.34
Gonda	0.13	0.24	0.02	5.89	9.73	1.57
Basti	0.10	0.21	0.00	9.81	15.95	3.33
Gorakhpur	0.35	0.69	0.03	12.74	20.34	4.85
Deoria	0.34	0.70	0.00	12.70	20.19	5.09
Azamgarh	0.24	0.48	0.03	13.93	20.88	7.15
Ballia	0.60	1.22	0.01	17.99	27.25	8.20
Jaunpur	0.22	0.46	0.00	12.33	19.71	5.03
Ghazipur	0.31	0.63	0.00	16.20	24.99	7.12
Varanasi	0.38	0.74	0.02	14.11	21.49	5.97
Mirzapur	0.12	0.24	0.00	7.26	11.70	2.40

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

UTTAR PRADESH

Attainment of Matriculation & above Level of Education Among Scheduled Caste

N

1961

2001

INDEX

**Percentages to the
Total SC Population**

- 0.06 - 0.14
- 0.15 - 0.24
- 0.25 - 0.36
- 0.37 - 0.73

INDEX

**Percentages to the
Total SC Population**

- 5.62 - 9.59
- 9.60 - 12.38
- 12.39 - 15.28
- 15.29 - 21.83
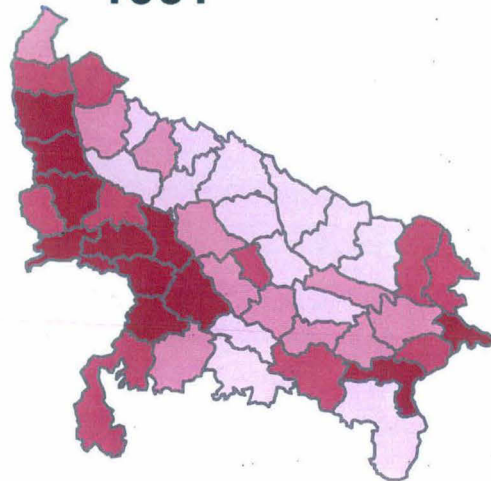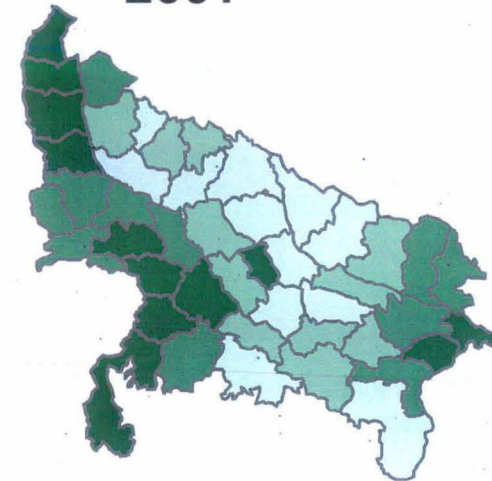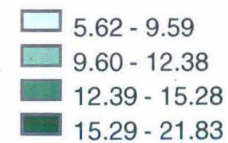
Map Not to Scale

Map: 4.10

Attainment of Matriculation and above Level of Education among
Scheduled Caste by Divisions:

Division-wise break down of the data shows that in 1961, in none of the divisions of state not more that one percent of the scheduled castes had achieved an education at the matriculation and above level. Meerut division showed the highest percentage of scheduled castes educated at this level both in 1961 and 2001, while Faizabad division showed the lowest level. Figure 4.7 indicates this very clearly.

Fig. 4.7: Attainment of Matriculation & above Level of Education Among Scheduled Caste in Uttar Pradesh, 1961-2001
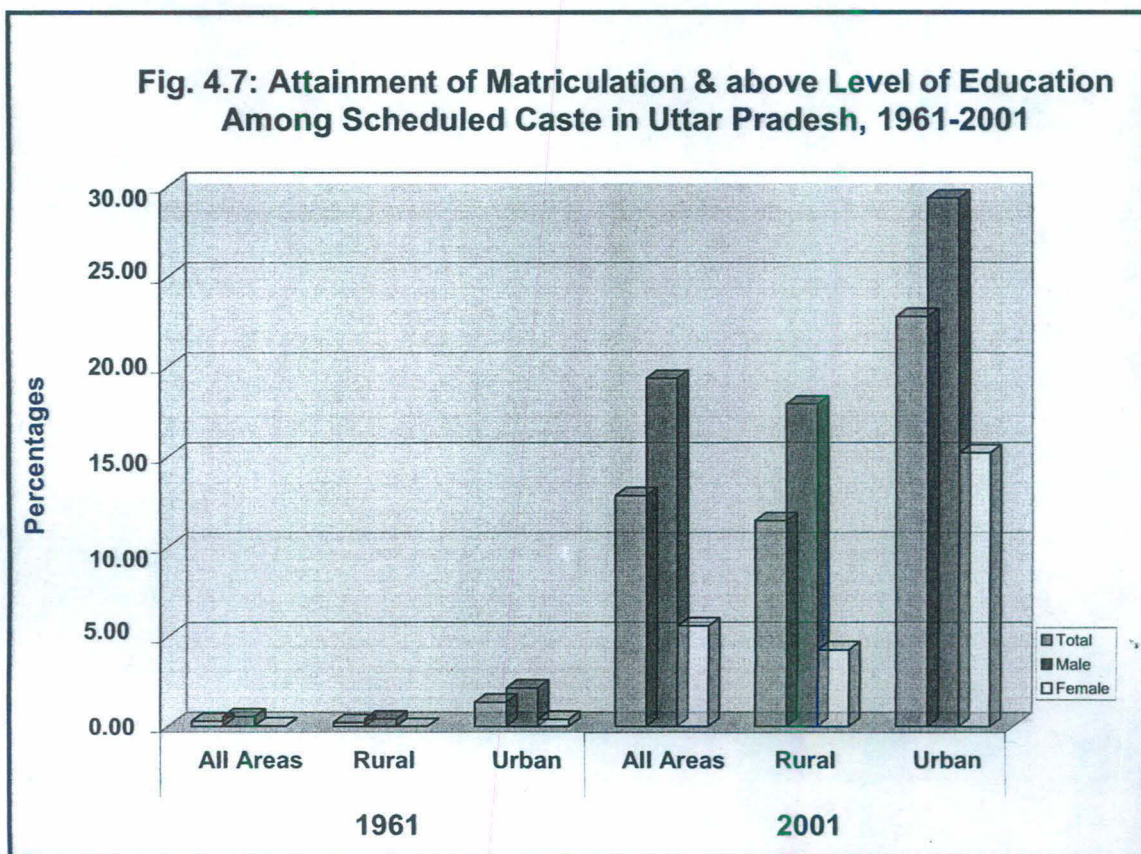
The data for rural and urban areas brings out another reality of scheduled caste educational backwardness. Only 0.21 percent of the rural scheduled caste population of the state was educated at the matriculation and above level in 1961, while in 2001 this share rose to 11.44 percent. Rural educational levels were the highest in the Meerut division among both the total scheduled castes and their female component. In 1961 the

attainment of education at the matriculation and above level in the urban areas was highest in the Gorakhpur division, but in 2001 Allahabad division took this lead.

Table 4.14: Division-Wise Attainment of Matriculation & above Level of Education among Scheduled Caste Population in Uttar Pradesh, 1961-2001

Divisions	Matriculation & above Level (percentages to the total SC population)					
	1961			2001		
	Total	Male	Female	Total	Male	Female
TOTAL						
Uttar Pradesh	0.29	0.53	0.03	12.84	19.35	5.59
Rohilkhand	0.21	0.37	0.01	11.18	17.27	4.12
Meerut	0.47	0.87	0.02	18.23	26.01	9.19
Agra	0.42	0.76	0.02	15.39	22.43	7.10
Allahabad	0.46	0.74	0.15	15.07	21.70	7.45
Jhansi	0.25	0.48	0.01	14.18	21.49	5.69
Lucknow	0.19	0.36	0.01	10.38	15.74	4.33
Faizabad	0.12	0.24	0.01	9.08	14.32	3.49
Gorakhpur	0.25	0.50	0.02	12.43	19.47	5.27
Varanasi	0.29	0.58	0.01	12.59	19.53	5.22
RURAL						
Uttar Pradesh	0.21	0.40	0.00	11.44	17.92	4.27
Rohilkhand	0.14	0.26	0.01	9.97	16.07	2.87
Meerut	0.42	0.78	0.01	15.94	24.03	6.53
Agra	0.32	0.59	0.01	14.00	21.53	5.13
Allahabad	0.24	0.46	0.00	12.96	19.63	5.34
Jhansi	0.12	0.23	0.00	11.61	18.68	3.38
Lucknow	0.14	0.27	0.00	9.11	14.40	3.15
Faizabad	0.09	0.19	0.00	8.80	14.01	3.24
Gorakhpur	0.21	0.42	0.00	11.94	18.93	4.85
Varanasi	0.25	0.51	0.00	11.91	18.78	4.65
URBAN						
Uttar Pradesh	1.34	2.14	0.39	22.79	29.36	15.22
Rohilkhand	1.09	1.96	0.08	19.36	25.40	12.46
Meerut	0.99	1.69	0.16	24.72	31.63	16.71
Agra	1.01	1.77	0.11	19.56	25.17	13.02
Allahabad	1.77	2.29	1.10	26.18	32.52	18.78
Jhansi	1.45	2.66	0.10	25.76	34.25	16.01
Lucknow	1.34	2.19	0.23	24.10	30.26	17.13
Faizabad	1.61	2.87	0.23	18.04	23.99	11.40
Gorakhpur	2.75	4.47	0.93	21.08	28.47	12.94
Varanasi	0.91	1.69	0.07	21.52	28.97	12.97

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

One of the interesting features of the data is that in 1961, only 0.39 percent of the urban scheduled caste females had acquired a higher level of education, while in 2001 this share marginally rose to 15.22 percent. It can, hence, be concluded that after 54 years of independence and in spite of the constitutional guarantee for equality of opportunity in access to education and in spite of the recommendations of various committees and commissions to bring education among scheduled castes at par with the general population, the gap in educational levels is still wide.

Education among different Castes of Scheduled Castes:

Scheduled castes are most backward in terms of educational achievement, but within them there are great disparities in the state. In order to assess the educational attainment of the different caste groups, 8 major castes have been selected out of the 66 castes in the state on the basis of their share in the total scheduled caste population and have been categorized as "major castes", while the remaining 58 castes which constitutes about 6 percent of the scheduled caste population of the state are nominated as "minor castes". Table 4.15 indicates that out of the 8 major caste groups in the state, Shilpkar caste has the highest share in total scheduled caste population which has attained primary level of education between 1961 and 1991 (2.54 and 11.67 respectively). A lower level of educational attainment was recorded among the Pasi caste and only 1.30 percent of the total Pasis in 1961 and 4.36 percent in 1991, attained education at the primary level. The share of females in this respect was negligibly low. Matriculation and higher level of education among them was attained by only 0.16 percent in 1961 and 5.67 percent in 1991. The Chamar caste which constitutes 56 percent of the total scheduled caste population had only 1.66 percent of their total population in this category in 1961 and 5.86 percent in 1991. Their low level of educational attainment is the result of their long association with their traditional occupation, in which education has little role to play.

**Table 4.15: Level of Education among Different Castes of Scheduled
Caste Population in Uttar Pradesh, 1961-1991**

Castes	1961					
	Primary Level (percentages to the total SC population)			Matriculation & above Level (percentages to the total SC population)		
	Total	Male	Female	Total	Male	Female
All Caste	**1.58**	**2.89**	**0.19**	**0.29**	**0.53**	**0.03**
Major Castes						
Chamar	1.66	3.06	0.17	0.33	0.63	0.02
Pasi	1.30	2.45	0.10	0.16	0.30	0.02
Dhobi	1.73	3.12	0.26	0.32	0.59	0.04
Kori	1.48	2.68	0.27	0.27	0.40	0.14
Balmiki	1.43	2.41	0.33	0.18	0.31	0.03
Shilpkar	2.54	4.50	0.49	0.29	0.50	0.06
Dhanuk	1.77	3.01	0.38	0.26	0.45	0.04
Khatik	1.89	3.32	0.32	0.36	0.66	0.03
Other Minor Castes	1.08	1.94	0.17	0.18	0.32	0.03
Unclassfied	1.49	2.63	0.29	0.47	0.85	0.08
	1991					
All Caste	**5.81**	**8.65**	**2.56**	**8.56**	**14.09**	**2.25**
Major Castes						
Chamar	5.86	8.77	2.51	9.41	15.55	2.35
Pasi	4.36	7.03	1.38	5.67	9.80	1.05
Dhobi	6.26	9.16	2.91	9.30	15.29	2.41
Kori	6.52	9.57	2.99	8.65	13.89	2.57
Balmiki	7.27	10.10	4.01	8.10	12.47	3.06
Shilpkar	11.67	16.07	7.17	11.03	17.52	4.36
Dhanuk	6.45	8.85	3.62	9.11	14.13	3.18
Khatik	6.05	8.50	3.23	9.23	14.57	3.09
Other Minor Castes	4.76	7.09	2.13	6.45	10.42	1.96
Unclassfied	6.34	8.32	4.00	10.94	16.02	4.90

Source: Census of India, Uttar Pradesh: Special Tables for Scheduled Castes, 1961 and 1991

4.7: Conclusions

The present chapter is essentially concerned with the analysis of literacy and educational attainment in the different components of the total population in Uttar Pradesh according to the censuses of 1961 and 2001. An attempt has been made to judge the development of literacy/education in the state after independence among all strata of society and spatial variations therein have been indicated. The main findings of the chapter are as follows.

1. Literacy among total population has increased over time, but when we compare it with other states, the progress is significantly low. Within the state the districts of Budaun, Rampur, and Bahraich are most backward educationally through out the period both in terms of total and female literacy, and in both the rural and urban areas.

2. Within the divisions, Allahabad shows a remarkably high literacy rate both in the total and female population in 1961, while all other divisions lagged behind. This was mainly because of the large number of urban centers in the division and opening of industries and a number of educational institutions. In 2001 also it maintained its pace in the total and rural literacy rates. Urban literacy was, however, the highest in the Meerut division.

3. The analysis of data clearly indicates that in 1961, literacy among the Scheduled Castes in Uttar Pradesh lagged far behind the literacy in the rest of the population. Only 6.97 percent of the scheduled castes were literate while literacy in the total population was 17.34 percent. In 2001 also the literacy in the scheduled caste population in the state was 36.75 percent while literacy in the total population was 45.56 percent. This shows the relative backwardness of the scheduled caste population through out the period. Strict caste prejudices and poor socio-economic conditions are the causes of the relative backwardness of this segment of the population of the state.

4. We further find that the percentage of literates within scheduled caste population is particularly small in the districts in which their population is high. Another interesting feature is that all those districts where literacy among general population is high, scheduled caste literacy are also high.

5. Caste-wise analysis of the data shows that the Chamar caste which constitutes 56 percent of the total scheduled caste population of the state has only 7.41 percent literacy in 1961 and 22.17 percent in 1991, i.e., more than half of the scheduled caste population has very low level of literacy.

6. The analysis of literacy scenario among two major religious groups of the state shows that only 37.81 percent of the Muslims are literate in 2001, little above the scheduled caste literacy of the state which was 36.75 percent.

7. Division-wise analysis of literacy among religious groups shows that literacy amongst the Hindus was highest in Meerut, Allahabad and Jhansi divisions. These divisions also had a high level of literacy amongst the Muslims. Rohilkhand division is educationally backward, as literacy among both religious groups is very low here. The analysis shows that the districts where the concentration of Muslim population is high, the literacy rate in the total population as well as amongst the Muslims is relatively low.

8. The share of the total population educated up to primary level in 1961 was relatively high in Allahabad division in all sections of the population i.e., total, rural and urban. It is interesting to note that male-female disparity at this level is low in comparison to the higher levels of education. In 2001 Jhansi division shows greater percentages of total population educated up to primary level. Faizabad division where literacy in the total population and also in the scheduled castes and religious groups is very low, educational attainment up to primary level is also very low.

9. The state was most backward in terms of attainment of education at the matriculation and above level (1.59 percent in 1961 and 20.76 percent in 2001). Allahabad division is most advanced educationally, as the percentage of total population who have achieved an education at the matriculation level and above is greater here than in any other division of the state. In terms of the rural and urban components of the population, education at the matriculation and above level is most advanced in the Meerut division in the rural areas while it is most advanced in Allahabad and Lucknow divisions in the urban areas.

10. In eastern Uttar Pradesh, overall literacy in the total population is not only significantly low but is the lowest among the scheduled castes and Muslims. It is a classic area of chronic educational backwardness.

11. Over all educational attainment among scheduled castes both at the primary and matriculation and above levels has increased over the period under study, but when we compare these levels with those of the total population, we find that this group is still most backward educationally. The condition of scheduled caste females is most depressing.

12. Caste-wise analysis of educational attainment of the scheduled castes shows that the three caste groups, like Chamars, Pasis and Dhobis which constitute more than 70 percent of the scheduled caste population, are very backward educationally.

Thus it can be inferred that educational opportunities are not distributed evenly among different segments of the population in Uttar Pradesh. It is true that inequality in education is not purely an educational issue for it cuts across the entire social, economic and political fabric of a nation. The social and economic inequalities which are the legacy of the past are reflected in the educational development of the different regions in the state.

CHAPTER 5

DISPARITIES IN LEVELS OF LITERACY AND EDUCATIONAL ATTAINMENT AND THEIR CORRELATES

DISPARITIES IN LEVELS OF LITERACY AND EDUCATIONAL ATTAINMENT AND THEIR CORRELATES

5.1: Introduction

The characteristic feature of the any pluralistic society like India is the co-existence of various social, ethnic and racial groups. The inequality in literacy and educational attainment to a considerable extent attributed to these factors. Disparity refers to unequal distribution of some of the traits between two groups of same population or between different strata of population. The unequal distribution of literacy rates can be attributed to the factors like historical legacies and differences in socio-demographic and economic development.

The major commitment of the National Policy on Education (1986) is towards equality in education and consequent removal of disparities which exist between social groups and between genders within these groups[1]. The Indian Constitution guarantees equality to all citizens of India irrespective of religion, caste, race, sex and place of birth. This declaration no doubt gave some impetus to the education of women, Scheduled Castes and Scheduled Tribes and inhabitants of backward areas. But in spite of all these efforts the task of achieving equality remains unfulfilled. In fact, the educational system itself perpetuates the existing disparities in literacy. According to the World Bank Report (1974) *"Educational systems not only fail to ensure mass participation, they also practice discrimination in their process of selection, promotion and future determination of careers. They show an elitist bias, favouring urban upper and middle income groups at the expense of urban and rural poor."*[2]

The inequality in educational attainment is not purely an educational issue; rather it cuts across the entire social, economic and political fabric of a nation. The social

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[1] Saraswati Raju (1993), "Regional Disparities in Female Literacy in Urban India: Problems and Prospects", in Sheel C. Nuna (eds), *Regional Disparities in Educational Development*, South Asian Publishers, Pvt. Ltd., New Delhi.

[2] R.P. Singh and Shashi Prabha (1987), "Inequality in Indian Education: A Social Perspective", *Journal of Social and Economic Studies*, Vol. 4, No. 1, pp. 48 -59.

disparities that show up in educational systems are the reflection of deeply embedded inequalities in the whole society and economy[3].

In this chapter an attempt has been made to analyze the extent of disparities in literacy and change therein over time in the state of Uttar Pradesh. The disparities have been viewed in the context of male-female and rural-urban populations and also between social groups like non-scheduled caste and scheduled caste. The disparities between these segments of population have been estimated by using the Sopher's Disparity Index (1974). The index is as follows.

$$D = Log(X_2/X_1) + Log\left[(Q- X_1)/(Q- X_2)\right]$$

Where X_1 and X_2 presents the percentage of literates between two groups of population and $X_2 \geq X_1$ and Q is assume to be greater than or equal to 100. This index lacks certain axiomatic frame necessary for the evaluation of disparity index. Thus Kundu and Rao (1986) proposed a modification in Sopher's index, where Q is taken as equal to or greater than 200. It satisfies all the axioms which are normally used for the evaluation of any inequality measure.. In this analysis modified version of disparity index has been used.

5.2: Male-Female Disparity in Literacy Rate in the Total Population

Table 5.1 shows that in year 1961 the index of male-female disparity was of the order of 0.63. For rural areas the disparity index was 0.80 while for urban areas it was only 0.32. It shows that in rural areas the sex disparities were more than double that of urban areas. More or less same trend was exhibited in 2001. Over the period sex disparities have decreased drastically as it was only 0.28, 0.32 and 0.14 in total, rural and urban areas respectively.

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[3] Moonis Raza and K.K. Premi (1987), "Indicators of Equity in Education: A Conceptual Frame Work", *Journal of Educational Planning and Administration*, Vol. 1, No. 2, pp. 1-29.

Table 5.1: District-Wise Sex Disparity in Literacy in the Total Population, 1961- 2001

Districts	1961			2001		
	Total	Rural	Urban	Total	Rural	Urban
Uttar Pradesh	**0.63**	**0.80**	**0.32**	**0.28**	**0.32**	**0.14**
Saharanpur	0.48	0.71	0.28	0.20	0.24	0.11
Muzaffarnagar	0.60	0.73	0.31	0.23	0.26	0.15
Bijnor	0.56	0.69	0.30	0.23	0.26	0.12
Moradabad	0.50	0.74	0.33	0.29	0.38	0.13
Rampur	0.55	0.86	0.32	0.29	0.37	0.14
Meerut	0.57	0.83	0.28	0.21	0.27	0.15
Bulandshahr	0.73	0.90	0.35	0.29	0.35	0.17
Aligarh	0.61	0.80	0.31	0.29	0.35	0.16
Mathura	0.68	0.92	0.36	0.33	0.41	0.17
Agra	0.51	0.81	0.32	0.25	0.37	0.14
Mainpuri	0.60	0.66	0.34	0.24	0.27	0.14
Etah	0.62	0.72	0.33	0.30	0.35	0.16
Budaun	0.56	0.72	0.22	0.34	0.42	0.16
Bareilly	0.45	0.81	0.25	0.28	0.38	0.15
Pilibhit	0.58	0.80	0.29	0.32	0.37	0.17
Shahjahanpur	0.55	0.75	0.28	0.28	0.33	0.13
Kheri	0.70	0.82	0.32	0.29	0.32	0.12
Sitapur	0.73	0.85	0.38	0.30	0.34	0.13
Hardoi	0.66	0.74	0.37	0.31	0.35	0.15
Unnao	0.65	0.69	0.25	0.26	0.29	0.13
Lucknow	0.35	0.74	0.25	0.14	0.28	0.09
Rae Bareli	0.81	0.86	0.38	0.30	0.32	0.13
Farrukhabad	0.52	0.59	0.28	0.23	0.26	0.13
Etawah	0.59	0.65	0.30	0.20	0.22	0.11
Kanpur	0.40	0.61	0.25	0.14	0.20	0.08
Jalaun	0.70	0.79	0.44	0.27	0.31	0.17
Jhansi	0.62	0.89	0.41	0.29	0.39	0.16
Hamirpur	0.78	0.86	0.46	0.34	0.38	0.21
Banda	0.92	1.08	0.44	0.32	0.35	0.19
Fatehpur	0.76	0.82	0.33	0.28	0.30	0.15
Pratapgarh	0.95	0.99	0.40	0.32	0.33	0.16
Allahabad	0.64	1.03	0.29	0.31	0.37	0.13
Barabanki	0.77	0.86	0.33	0.30	0.32	0.14
Faizabad	0.73	0.85	0.36	0.27	0.29	0.13
Sultanpur	0.87	0.91	0.37	0.30	0.31	0.13
Bahraich	0.90	1.06	0.38	0.39	0.45	0.12
Gonda	0.82	0.93	0.42	0.38	0.42	0.14
Basti	0.84	0.87	0.42	0.35	0.36	0.17
Gorakhpur	0.76	0.91	0.34	0.34	0.39	0.15
Deoria	0.85	0.88	0.45	0.35	0.37	0.18
Azamgarh	0.66	0.69	0.40	0.26	0.28	0.15
Ballia	0.66	0.68	0.42	0.29	0.30	0.16
Jaunpur	0.82	0.87	0.46	0.30	0.31	0.15
Ghazipur	0.65	0.68	0.39	0.29	0.31	0.17
Varanasi	0.65	0.86	0.37	0.28	0.33	0.15
Mirzapur	0.76	0.88	0.46	0.33	0.38	0.17

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

UTTAR PRADESH

Sex Disparity in Literacy in the Total Population

N

1961

2001

I NDEX

Disparity Values

- 0.35 - 0.57
- 0.58 - 0.66
- 0.67 - 0.76
- 0.77 - 0.95

I NDEX

Disparity Values

- 0.14 - 0.26
- 0.27 - 0.29
- 0.30 - 0.32
- 0.33 - 0.39
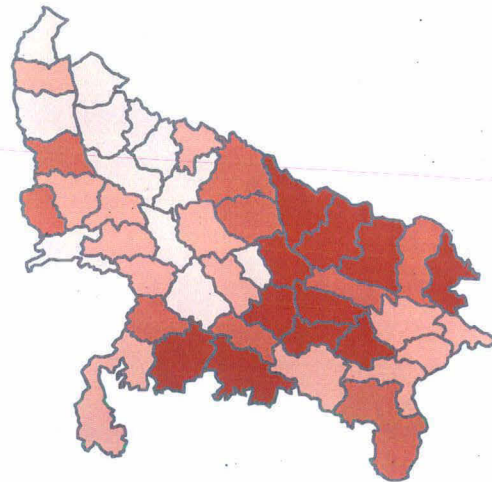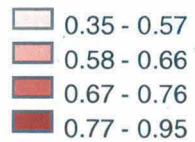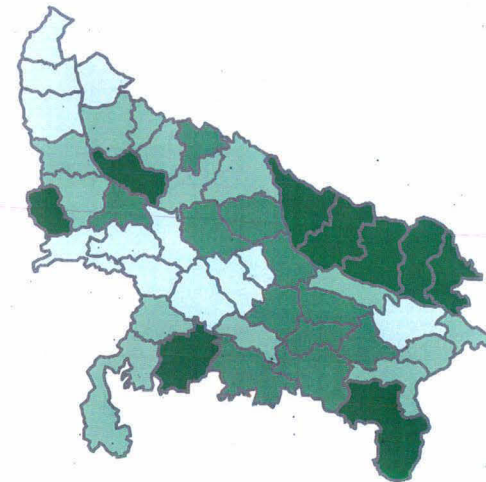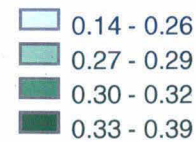
Map Not to Scale

Map: 5.1

The district-wise analysis of disparity index shows that in 1961, the highest sex disparity existed in Pratapgarh (0.95) and the lowest was found in Lucknow district where its magnitude was 0.35, closely followed by the districts of Kanpur (0.40), Bareilly (0.45) and Saharanpur (0.48). As far as the sex disparity in rural areas is concerned it was the highest in Banda (1.08) followed by the districts of Bahraich (1.06), Allahabad (1.03) and Gonda (0.93) and Mathura (0.92). The sex disparity in literacy was not so pronounced in urban areas as in rural areas. The highest male-female disparity in urban areas was observed in the districts of Hamirpur and Jaunpur (0.46) while the lowest index was recorded in Bahraich (0.22).

In 2001, after a lapse of 40 years, the over all sex disparity in literacy have declined significantly in the state and in all districts, but still there are wide variations in the disparity index from one district to another. The highest value of disparity index for male-female literacy during 2001 was observed in the district of Bahraich closely followed by the districts of Gonda, Deoria, Basti and Gorakhpur. These districts form contiguous belt in eastern Uttar Pradesh where literacy rates among all section of society was very low. While the lowest disparity index, was found in the districts of Kanpur and Lucknow (0.14). These districts show very high literacy rates in the total population. So it can be inferred that the districts where literacy rates is high, sex disparities is low.

In rural areas the highest sex disparity in literacy existed in Bahraich district (0.45) and the lowest disparity in this respect was found in Kanpur (0.20). In urban areas the highest index of disparity is found in Hamirpur (0.21) and the lowest again in Kanpur (0.08). The district-wise analysis shows that sex disparities have significantly declined over the study period but there still are wide inter-district variations.

Division-wise Analysis:

The division wise break up of the data shows that in 1961, sex disparities were the highest in Faizabad division (0.83) while they were the lowest in the Rohilkhand division. In rural areas also they were the highest in the Faizabad division but the lowest in the Allahabad division. Sex disparity index among urban areas was the highest in

Jhansi division and the lowest again were in the Allahabad division. This shows that educationally advanced divisions of the state have lowest sex disparity among total population, while educationally backward divisions exhibit the highest sex disparity in literacy. In 2001, the highest sex disparity was in the Gorakhpur division and the lowest was in the Allahabad division. In rural and urban areas both, the highest sex disparities were observed in Jhansi division while the lowest were again in Allahabad division.

Table 5.2: Division-Wise Sex Disparity in the Total Population, 1961-2001

Divisions	1961			2001		
	Total	Rural	Urban	Total	Rural	Urban
Uttar Pradesh	**0.63**	**0.80**	**0.32**	**0.28**	**0.32**	**0.14**
Rohilkhand	0.52	0.74	0.29	0.28	0.35	0.14
Meerut	0.59	0.80	0.30	0.23	0.28	0.15
Agra	0.59	0.77	0.33	0.28	0.34	0.15
Allahabad	0.53	0.73	0.27	0.22	0.28	0.10
Jhansi	0.73	0.89	0.43	0.31	0.36	0.18
Lucknow	0.59	0.78	0.28	0.26	0.32	0.11
Faizabad	0.83	0.92	0.37	0.31	0.33	0.13
Gorakhpur	0.76	0.82	0.38	0.32	0.35	0.16
Varanasi	0.70	0.79	0.40	0.29	0.32	0.16

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

5.3: Male-Female Disparity in Literacy among Scheduled Caste Population

In 1961, sex disparity among scheduled caste was very high in nearly all the districts of the state. Table 5.3 demonstrates that during this period sex disparity in the state was 1.08. For rural areas disparity index was 1.25 while for urban areas it was 0.62. District-wise analysis shows that the highest sex disparity index among scheduled caste was observed in the district of Basti (1.66) while the lowest was found in Rae Bareilly (0.53). The districts which show sex disparity less than state average were Kanpur, Bareilly, Lucknow, Etawah, Mainpuri, Etah, Bijnor, Farrukhabad, Agra and Allahabad. In these districts sex disparity among total population was also low and level of literacy was high. All other districts show sex disparity index greater than the state average for scheduled castes.

Table 5.3: District-Wise Sex Disparity in Literacy among Scheduled Caste Population, 1961- 2001

Districts	1961			2001		
	Total	Rural	Urban	Total	Rural	Urban
Uttar Pradesh	**1.08**	**1.25**	**0.62**	**0.36**	**0.39**	**0.24**
Saharanpur	1.17	1.40	0.40	0.30	0.31	0.19
Muzaffarnagar	1.11	1.51	0.33	0.34	0.35	0.26
Bijnor	0.98	1.04	0.57	0.34	0.35	0.27
Moradabad	1.15	1.44	0.69	0.40	0.44	0.25
Rampur	1.27	1.32	1.09	0.39	0.41	0.25
Meerut	1.22	1.57	0.70	0.29	0.33	0.23
Bulandshahr	1.37	1.41	1.16	0.39	0.42	0.29
Aligarh	1.05	1.32	0.63	0.37	0.40	0.27
Mathura	1.27	1.49	0.80	0.40	0.44	0.28
Agra	0.99	1.23	0.71	0.31	0.40	0.22
Mainpuri	0.92	0.98	0.57	0.28	0.30	0.22
Etah	0.98	1.00	0.79	0.36	0.38	0.26
Budaun	1.21	1.32	0.76	0.38	0.39	0.30
Bareilly	0.80	1.25	0.46	0.32	0.36	0.22
Pilibhit	1.11	1.26	0.68	0.36	0.37	0.25
Shahjahanpur	1.22	1.19	1.83	0.32	0.33	0.22
Kheri	1.13	1.23	0.43	0.37	0.38	0.25
Sitapur	1.40	1.44	0.91	0.38	0.39	0.25
Hardoi	1.20	1.22	0.88	0.40	0.41	0.26
Unnao	1.15	1.15	0.90	0.34	0.35	0.22
Lucknow	0.82	1.44	0.47	0.27	0.34	0.18
Rae Bareli	0.53	0.52	1.07	0.39	0.40	0.28
Farrukhabad	0.96	1.00	0.71	0.29	0.31	0.21
Etawah	0.85	0.86	0.75	0.26	0.26	0.20
Kanpur	0.61	1.11	0.36	0.23	0.26	0.17
Jalaun	1.27	1.32	1.11	0.36	0.38	0.27
Jhansi	1.01	1.53	0.74	0.37	0.43	0.25
Hamirpur	1.26	1.29	1.11	0.42	0.44	0.35
Banda	1.36	1.38	1.22	0.35	0.36	0.31
Fatehpur	1.24	1.25	1.12	0.37	0.38	0.30
Pratapgarh	1.38	1.38	1.36	0.40	0.40	0.31
Allahabad	0.99	1.31	0.70	0.42	0.46	0.23
Barabanki	1.67	1.69	1.30	0.39	0.40	0.31
Faizabad	1.44	1.43	1.67	0.36	0.36	0.26
Sultanpur	1.52	1.54	1.16	0.40	0.40	0.29
Bahraich	1.76	1.82	1.11	0.52	0.53	0.26
Gonda	1.07	1.66	0.32	0.53	0.55	0.30
Basti	1.66	1.75	1.03	0.45	0.45	0.35
Gorakhpur	1.28	1.60	0.57	0.43	0.45	0.29
Deoria	1.55	1.60	0.85	0.44	0.44	0.32
Azamgarh	1.23	1.34	0.34	0.34	0.34	0.29
Ballia	1.54	1.54	1.48	0.39	0.39	0.37
Jaunpur	1.56	1.63	0.87	0.38	0.39	0.34
Ghazipur	1.31	1.38	0.81	0.39	0.39	0.31
Varanasi	1.10	1.20	0.85	0.41	0.43	0.29
Mirzapur	1.45	1.48	1.29	0.47	0.50	0.30

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

UTTAR PRADESH

Sex Disparity in Literacy among Scheduled Caste

N

1961

2001

INDEX

Disparity Values

- 0.53 - 0.85
- 0.86 - 1.15
- 1.16 - 1.40
- 1.41 - 1.76

INDEX

Disparity Values

- 0.23 - 0.34
- 0.35 - 0.38
- 0.39 - 0.40
- 0.41 - 0.53
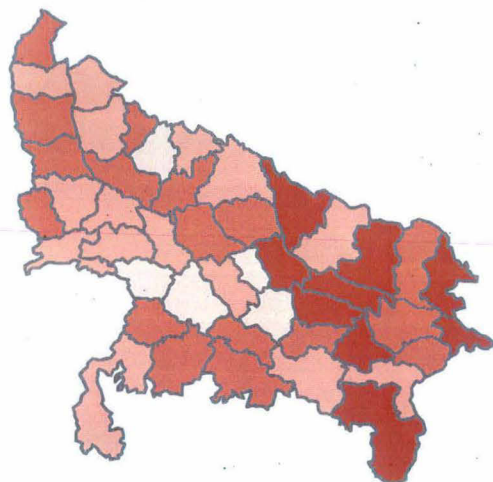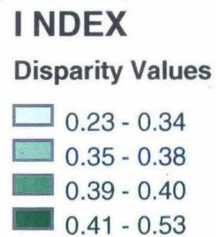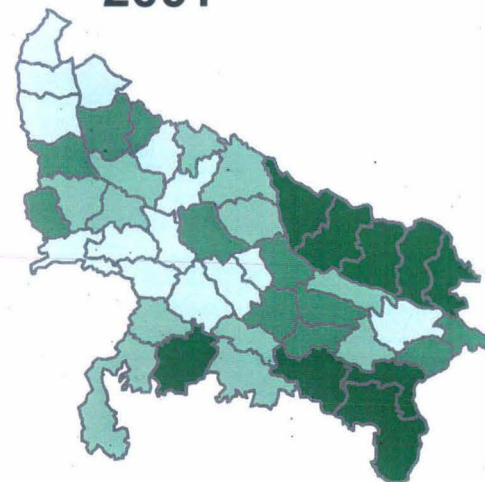
Map Not to Scale

Map: 5.2

In rural areas the highest sex disparity among scheduled caste was found in Basti (1.75) and the lowest in Rae Bareilly (0.52) followed by the districts of Etawah (0.86) and Mainpuri (0.98). All other districts show sex disparity index greater than state average for rural areas. On the other hand in urban areas the highest sex disparities among scheduled castes was observed in the district of Faizabad while the lowest disparity index was found in Gonda, Muzaffarnagar, Azamgarh, Kanpur and Saharanpur in the range of 0.32 to 0.40.

In 2001, sex disparities among the scheduled caste have reduced significantly. The disparity index among the scheduled caste of Uttar Pradesh was 0.36, while in rural and urban areas it was 0.39 and 0.24 respectively. District-wise analysis of the data shows that in all the districts sex disparity among scheduled caste has reduced over the study period. The highest sex disparity among scheduled caste in 2001 was recorded in the district of Gonda (0.53) followed by Bahraich, Basti, Gorakhpur and Deoria. In all these districts sex disparity among total population was also high. The lowest disparity was found in Kanpur 0.23. More or less the same pattern was observed in rural and urban areas. The sex disparity among scheduled caste was high in the rural areas as compared to the urban areas.

Division-Wise Analysis:

Division-wise analysis shows that in 1961, the lowest sex disparity among scheduled castes was found in Allahabad division while the highest index was recorded in the divisions of Faizabad (Table 5.4). The same is true for the rural areas also. In urban areas the highest sex disparity among scheduled caste population was observed in Varanasi division while the lowest was in Allahabad division. On the other hand in the year 2001, the highest sex disparity was recorded in Varanasi division. The same was also true in the case of rural and urban areas. The lowest disparity in this regard was observed in the division of Allahabad in the case of total, rural and urban areas. Thus it can be said that in the Allahabad division sex disparity among scheduled caste population was the lowest through out the period, while the highest disparity persisted in the educationally backward divisions.

Table 5.4: Division-Wise Sex Disparity among Scheduled Caste Population, 1961-2001

Divisions	1961			2001		
	Total	Rural	Urban	Total	Rural	Urban
Uttar Pradesh	**1.08**	**1.25**	**0.62**	**0.36**	**0.39**	**0.24**
Rohilkhand	1.03	1.18	0.63	0.36	0.38	0.25
Meerut	1.22	1.48	0.67	0.32	0.35	0.24
Agra	1.02	1.16	0.69	0.34	0.38	0.24
Allahabad	0.80	1.05	0.47	0.32	0.35	0.20
Jhansi	1.16	1.37	0.85	0.37	0.40	0.28
Lucknow	0.97	1.05	0.56	0.36	0.38	0.21
Faizabad	1.39	1.52	0.68	0.40	0.41	0.28
Gorakhpur	1.34	1.49	0.56	0.40	0.41	0.30
Varanasi	1.32	1.40	0.94	0.41	0.42	0.30

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

5.4: Rural-Urban Disparity in Literacy

Rural-Urban Disparity in the Total Population:

The rural-urban disparities in literacy are the result of imbalance in rural and urban economic and social development. Table 5.6 shows that in 1961, rural-urban disparity in literacy in the total population was of the magnitude of 0.51 in Uttar Pradesh. The highest rural-urban disparities were observed in the district of Bareilly (0.69) followed by the Gorakhpur, Basti, Kheri., Allahabad, Sultanpur, Lucknow, Pratapgarh, Gonda and Budaun districts in which disparities index ranges between 0.66 to 0.61. The lowest rural-urban disparities in literacy were found in the districts of Jalaun and Bijnor (0.33) followed by the district of Etawah, Farrukhabad, Bulandshahr, Mathura and Agra. In 2001 rural-urban disparities in literacy has declined significantly as it was only 0.20 in the state. Rural-urban disparities in litracy were very low in almost all the districts of the state. The districts with very low disparities were Muzaffarnagar, Bijnor, Meerut Bulandshahr, Aligarh and Mainpuri where their magnitude ranged between 0.06 to 0.09. On the other hand the highest disparities were found in Bahraich (0.39) closely followed

UTTAR PRADESH

Rural-Urban Disparity in Literacy in the Total Population

N

1961

2001

INDEX

Disparity Values

- 0.33 - 0.42
- 0.43 - 0.48
- 0.49 - 0.57
- 0.58 - 0.69

INDEX

Disparity Values

- 0.06 - 0.13
- 0.14 - 0.18
- 0.19 - 0.24
- 0.25 - 0.39
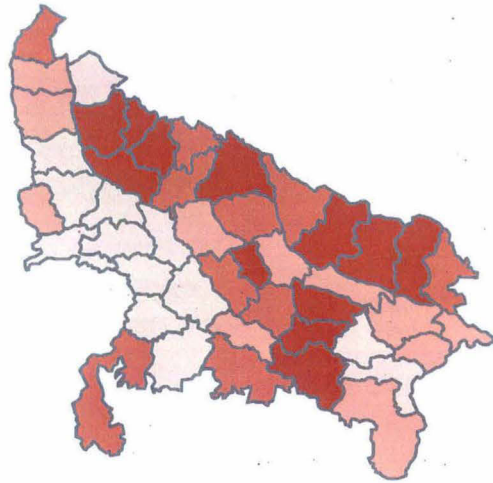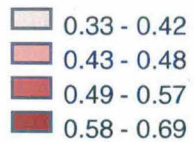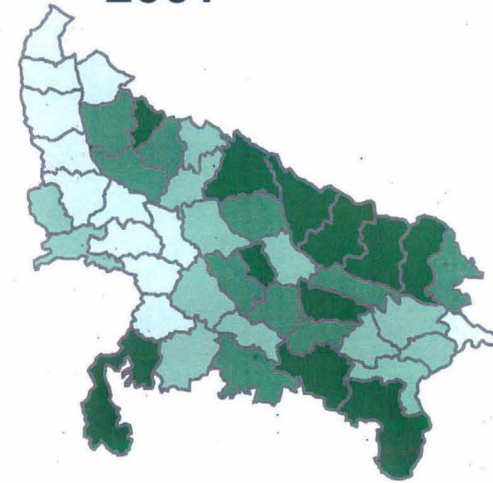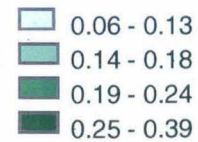
Map Not to Scale

Map: 5.3

Table 5.5: Rural-Urban Disparity in Literacy among Total Population And Scheduled Caste, 1961-2001

Districts	Total Population		Scheduled Caste Population	
	1961	2001	1961	2001
Uttar Pradesh	0.51	0.20	0.52	0.17
Saharanpur	0.55	0.11	0.18	0.11
Muzaffarnagar	0.44	0.08	0.33	0.07
Bijnor	0.33	0.06	0.23	0.01
Moradabad	0.58	0.19	0.48	0.14
Rampur	0.59	0.26	0.71	0.22
Meerut	0.46	0.09	0.30	0.07
Bulandshahr	0.35	0.09	0.27	0.06
Aligarh	0.42	0.07	0.38	0.02
Mathura	0.46	0.15	0.39	0.06
Agra	0.40	0.15	0.17	0.07
Mainpuri	0.40	0.07	0.25	0.04
Etah	0.41	0.13	0.17	0.07
Budaun	0.61	0.24	0.55	0.09
Bareilly	0.69	0.22	0.75	0.19
Pilibhit	0.54	0.17	0.45	0.17
Shahjahanpur	0.50	0.15	0.34	0.12
Kheri	0.65	0.25	0.66	0.13
Sitapur	0.55	0.24	0.43	0.17
Hardoi	0.44	0.18	0.48	0.13
Unnao	0.52	0.19	0.30	0.17
Lucknow	0.63	0.26	0.63	0.22
Rae Bareli	0.52	0.23	0.46	0.20
Farrukhabad	0.35	0.11	0.14	0.08
Etawah	0.34	0.11	0.27	0.08
Kanpur	0.42	0.15	0.55	0.11
Jalaun	0.33	0.10	0.35	0.10
Jhansi	0.55	0.26	0.63	0.25
Hamirpur	0.38	0.18	0.43	0.14
Banda	0.50	0.20	0.44	0.10
Fatehpur	0.43	0.18	0.43	0.10
Pratapgarh	0.63	0.19	0.57	0.16
Allahabad	0.64	0.29	0.77	0.29
Barabanki	0.48	0.18	0.27	0.04
Faizabad	0.47	0.20	0.28	0.14
Sultanpur	0.64	0.25	0.77	0.17
Bahraich	0.55	0.39	0.43	0.34
Gonda	0.62	0.37	1.11	0.34
Basti	0.65	0.27	0.64	0.14
Gorakhpur	0.66	0.29	0.80	0.19
Deoria	0.54	0.23	0.43	0.11
Azamgarh	0.46	0.14	0.59	0.05
Ballia	0.45	0.13	0.23	-0.01
Jaunpur	0.41	0.16	0.34	0.03
Ghazipur	0.48	0.17	0.59	0.11
Varanasi	0.40	0.15	0.31	0.15
Mirzapur	0.47	0.31	0.55	0.32

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

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by the districts of Gonda (0.37), Mirzapur (0.31), Allahabad and Gorakhpur (0.29). Thus the data demonstrate that over the period rural-urban disparities in literacy in the total population has declined significantly, but still educationally backward districts of the state show great variation in rural and urban literacy rates.

Rural-Urban Disparity among Scheduled Caste Population:

Table 5.5 shows that in 1961 rural-urban disparity in literacy among scheduled caste population was 0.52, little higher than that of the total population. Within the districts the highest rural-urban disparity in literacy was found in Gonda (1.11) followed by the districts of Gorakhpur, Sultanpur, Allahabad, Bareilly and Rampur while the lowest were found in Farrukhabad district (0.14). In 2001 rural-urban disparity in literacy among scheduled caste was reduced to 0.17. Nearly all the districts of the state show very low rural-urban disparity in literacy among the scheduled caste population. Bahraich and Gonda districts show the highest index of disparity (0.34).

5.5: Disparity in Literacy between Non-Scheduled and
Scheduled Caste Population

Inequality or disparities exists not only between genders and rural-urban populations but also between non-scheduled caste and scheduled caste population. The non-scheduled population is in a better position than scheduled caste population, like wise rural and urban non scheduled populations are advanced educationally than their scheduled caste counterpart.

Table 5.5 shows the disparity in literacy between the scheduled caste and non-scheduled caste population. In 1961, the index of disparity between them was 0.49 in Uttar Pradesh. In rural areas such disparity was of the magnitude of 0.45 and in urban areas it was 0.41. A quick glance at the non-scheduled caste and scheduled caste disparity index reveals that the highest disparity between these two groups of population existed in the districts of Sultanpur (0.79) while the lowest disparity was found in Mainpuri (0.27). The districts which have non scheduled caste and scheduled caste disparities less than state average was Etah, Etawah, Meerut, Bulandshahr, Bijnor, Jalaun, Kanpur, Aligarh,

UTTAR PRADESH
Rural-Urban Disparity in Literacy among Scheduled Caste

N

1961

2001

INDEX

Disparity Values

- 0.14 - 0.30
- 0.31 - 0.43
- 0.44 - 0.59
- 0.60 - 1.11

INDEX

Disparity Values

- -0.01 - 0.07
- 0.08 - 0.12
- 0.13 - 0.17
- 0.18 - 0.34
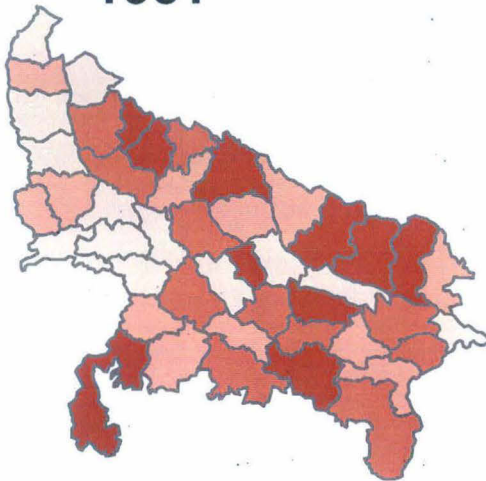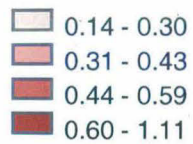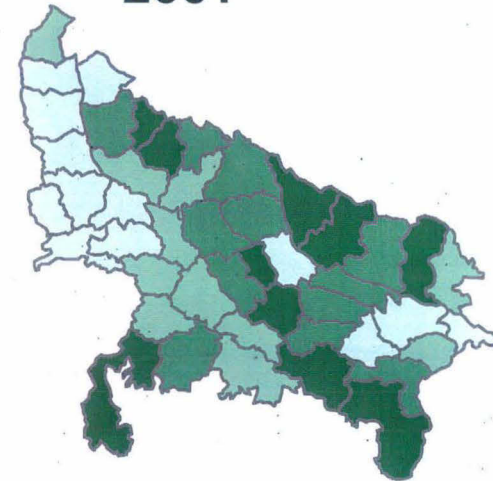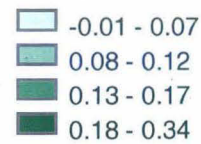
Map Not to Scale

Map: 5.4

Muzaffarnagar, Unnao, Jhansi, Pilibhit, Mathura and Agra. All other districts show disparity between non-scheduled caste and scheduled caste greater than the state average. In rural areas the magnitude of disparity between these two groups of population was the highest again in the district of Sultanpur (0.78), while it was the lowest in Mainpuri and Etah districts (0.24). In the urban areas the disparities in literacy between non-scheduled caste and scheduled caste population was the highest in Barabanki (0.78) while the lowest was in the district of Gonda (0.04). One of the interesting features which the data show is that in urban areas disparities between these two groups of population was highest in majority of the districts of the state while in the case of rural areas these districts shows low disparity between non-scheduled caste and scheduled caste groups of population.

In 2001, the disparity in literacy between non-scheduled caste and scheduled caste was declined. It was 0.15 for the state average, while in rural areas it was 0.12 and in urban areas 0.14. The analysis of the disparity index of 46 districts of the state reveals that all the eastern districts of the state show very high non-scheduled caste and scheduled caste disparity while the western districts which is educationally advanced show very low disparity in literacy between two groups of population. In rural areas in 2001, scheduled caste populations of Rampur, Budaun and Bareilly districts have literacy higher than their non-scheduled caste population. So in these districts there was no disparity in literacy against scheduled caste population. In urban areas the lowest disparity in literacy between non-scheduled caste and scheduled caste population was found in Saharanpur, Rampur and Bareilly (0.02), while the highest was recorded in the district of Barabanki. Thus the data demonstrate that in 2001 also disparity in literacy between two groups of population was high in urban areas. This trend was visible in almost all the districts of the state.

UTTAR PRADESH

Disparity in Literacy Between Non-Scheduled Caste And Scheduled Caste

N

1961

2001

I NDEX

Disparity Values

- 0.27 - 0.45
- 0.46 - 0.51
- 0.52 - 0.57
- 0.58 - 0.79

I NDEX

Disparity Values

- 0.03 - 0.10
- 0.11 - 0.14
- 0.15 - 0.18
- 0.19 - 0.33
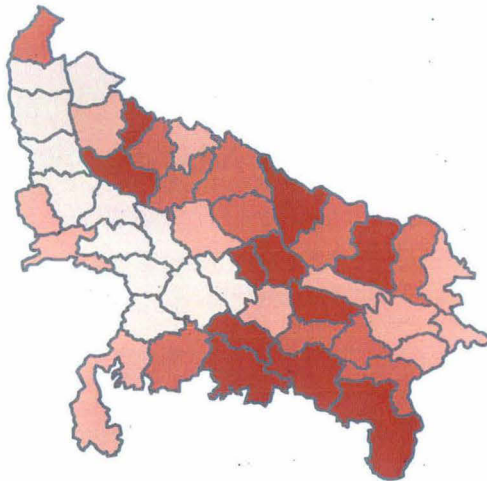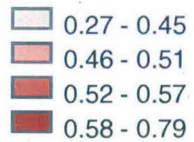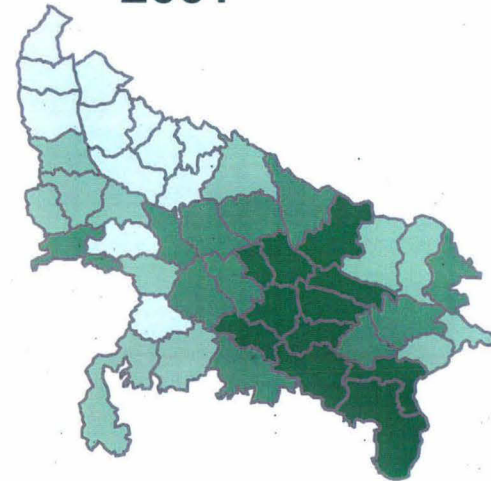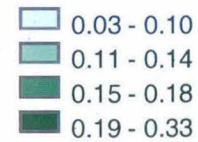
Map Not to Scale

Map: 5.5

Table 5.6: Disparity in Literacy between Scheduled and Non-Scheduled Caste Population, 1961- 2001

Districts	1961			2001		
	Total	Rural	Urban	Total	Rural	Urban
Uttar Pradesh	**0.49**	**0.45**	**0.41**	**0.15**	**0.12**	**0.14**
Saharanpur	0.57	0.40	0.72	0.05	0.02	0.02
Muzaffarnagar	0.44	0.39	0.49	0.06	0.05	0.05
Bijnor	0.37	0.32	0.37	0.07	0.06	0.09
Moradabad	0.49	0.36	0.43	0.05	0.01	0.07
Rampur	0.64	0.53	0.37	0.03	-0.03	0.02
Meerut	0.34	0.26	0.41	0.07	0.05	0.08
Bulandshahr	0.36	0.33	0.39	0.11	0.09	0.12
Aligarh	0.43	0.40	0.42	0.12	0.11	0.16
Mathura	0.48	0.42	0.46	0.12	0.08	0.18
Agra	0.48	0.35	0.59	0.15	0.10	0.20
Mainpuri	0.27	0.24	0.40	0.08	0.08	0.10
Etah	0.28	0.24	0.49	0.12	0.10	0.17
Budaun	0.59	0.53	0.56	0.04	-0.01	0.17
Bareilly	0.54	0.45	0.35	0.03	-0.02	0.02
Pilibhit	0.47	0.40	0.47	0.07	0.05	0.05
Shahjahanpur	0.57	0.49	0.61	0.10	0.08	0.09
Kheri	0.54	0.50	0.43	0.14	0.11	0.22
Sitapur	0.55	0.49	0.53	0.16	0.13	0.17
Hardoi	0.50	0.47	0.34	0.15	0.13	0.16
Unnao	0.44	0.42	0.59	0.18	0.16	0.15
Lucknow	0.73	0.58	0.46	0.25	0.17	0.16
Rae Bareli	0.51	0.49	0.50	0.25	0.23	0.23
Farrukhabad	0.33	0.29	0.50	0.16	0.15	0.17
Etawah	0.34	0.31	0.36	0.12	0.10	0.13
Kanpur	0.42	0.47	0.30	0.18	0.15	0.16
Jalaun	0.36	0.36	0.31	0.10	0.09	0.09
Jhansi	0.46	0.46	0.34	0.13	0.11	0.11
Hamirpur	0.57	0.58	0.50	0.14	0.12	0.16
Banda	0.72	0.70	0.71	0.15	0.12	0.23
Fatehpur	0.64	0.63	0.60	0.19	0.18	0.24
Pratapgarh	0.54	0.52	0.53	0.20	0.19	0.20
Allahabad	0.64	0.65	0.47	0.27	0.25	0.21
Barabanki	0.68	0.64	0.78	0.20	0.19	0.30
Faizabad	0.47	0.42	0.58	0.19	0.17	0.21
Sultanpur	0.79	0.78	0.59	0.23	0.22	0.28
Bahraich	0.58	0.54	0.61	0.15	0.12	0.16
Gonda	0.57	0.60	0.04	0.21	0.18	0.20
Basti	0.62	0.61	0.63	0.14	0.13	0.27
Gorakhpur	0.53	0.50	0.31	0.14	0.11	0.21
Deoria	0.50	0.49	0.58	0.15	0.13	0.25
Azamgarh	0.50	0.49	0.29	0.15	0.13	0.21
Ballia	0.49	0.47	0.69	0.13	0.11	0.25
Jaunpur	0.53	0.51	0.53	0.16	0.15	0.26
Ghazipur	0.50	0.50	0.36	0.14	0.13	0.18
Varanasi	0.56	0.49	0.55	0.20	0.19	0.16
Mirzapur	0.72	0.70	0.50	0.33	0.30	0.22

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

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5.6: Sex Disparity at Different Levels of Education in the Total Population

Inter-group disparities also exist at the levels of educational attainment. As we move higher up on the ladder of educational level, sex disparities tend to increase as compare to lower levels of educational attainment. Table 5.7 shows that in 1961 sex disparity at the primary level of education in the state were 0.71. District-wise pattern reveals that the highest disparity in this respect was recorded in the districts of Basti (1.15) closely followed by the districts of Pratapgarh (1.06), Sultanpur and Ghazipur (1.02), Deoria, Fatehpur and Rae Bareilly (1.00), Banda and Jaunpur (0.99), and Azamgarh (0.97). While the lowest index of disparity was found in the district of Kanpur (0.37). On the other hand in 2001, sex disparity in primary level of educational attainment was 0.14 in Uttar Pradesh. The highest disparity in this respect was found in the Bahraich district while the lowest was in the Kanpur district. Thus data show that during the period sex disparity at the primary level of education among total population declined considerably.

At the matriculation and above level of education sex disparity was considerably high in 1961 i.e. 0.86 in the state. Out of the 46 districts of the state, 31 districts showed a disparity index greater than state average, while remaining fifteen districts had disparities below the state average. These are mostly eastern districts of the state while some central and southern district also shows low disparity at the matriculation and above level of education. These were the districts of Lucknow, Jhansi and Allahabad. Lucknow district showed the lowest sex disparity at the matriculation and above level of education. In 2001 magnitude of disparity index in this respect was 0.36. The highest sex disparity at the matriculation and above level of education was found in Banda district (0.53), while the lowest was in Lucknow (0.17). Majority of the districts show disparity above state average. Out of 46 districts of the state, only 11 districts had disparity index below the state average. These were the districts of the eastern most zone of the state.

Table 5.7: Sex Disparity at Different Levels of Education
In the Total Population, 1961-2001

Districts	Primary Level		Matriculation & above level	
	1961	2001	1961	2001
Uttar Pradesh	**0.71**	**0.14**	**0.86**	**0.36**
Saharanpur	0.52	0.09	0.76	0.30
Muzaffarnagar	0.61	0.12	0.91	0.32
Bijnor	0.63	0.11	0.84	0.34
Moradabad	0.50	0.20	0.59	0.35
Rampur	0.56	0.22	0.70	0.34
Meerut	0.60	0.07	0.72	0.26
Bulandshahr	0.82	0.14	1.00	0.38
Aligarh	0.71	0.12	0.81	0.40
Mathura	0.69	0.13	0.89	0.46
Agra	0.52	0.13	0.68	0.31
Mainpuri	0.74	0.07	1.09	0.36
Etah	0.73	0.14	0.99	0.43
Budaun	0.72	0.24	0.79	0.47
Bareilly	0.44	0.17	0.61	0.36
Pilibhit	0.58	0.18	0.76	0.46
Shahjahanpur	0.66	0.15	0.80	0.42
Kheri	0.76	0.17	0.88	0.42
Sitapur	0.83	0.19	0.95	0.43
Hardoi	0.78	0.17	0.87	0.47
Unnao	0.78	0.15	1.03	0.34
Lucknow	0.36	0.05	0.53	0.17
Rae Bareli	1.00	0.18	1.14	0.37
Farrukhabad -	0.73	0.07	0.90	0.34
Etawah	0.68	0.01	0.96	0.32
Kanpur	0.37	0.02	0.68	0.18
Jalaun	0.92	0.06	1.07	0.41
Jhansi	0.64	0.17	0.79	0.36
Hamirpur	0.88	0.16	1.09	0.49
Banda	0.99	0.17	1.17	0.53
Fatehpur	1.00	0.13	1.20	0.40
Pratapgarh	1.06	0.14	1.40	0.45
Allahabad	0.65	0.15	0.72	0.40
Barabanki	0.95	0.17	1.03	0.42
Faizabad	0.91	0.12	1.16	0.37
Sultanpur	1.02	0.14	1.33	0.43
Bahraich	0.95	0.31	1.06	0.47
Gonda	0.99	0.28	1.06	0.49
Basti	1.15	0.21	1.47	0.49
Gorakhpur	0.85	0.20	1.18	0.43
Deoria	1.00	0.20	1.63	0.45
Azamgarh	0.97	0.11	1.48	0.38
Ballia	0.83	0.10	1.58	0.39
Jaunpur	0.99	0.14	1.39	0.44
Ghazipur	1.02	0.10	1.35	0.42
Varanasi	0.81	0.12	0.94	0.36
Mirzapur	0.84	0.20	1.06	0.41

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

5.7: Sex Disparity at Different Levels of Education among Scheduled Caste Population

The sex disparity at different levels of education among scheduled caste was conspicuously high in 1961. Table 5.8 shows that sex disparity at the primary level of education among scheduled castes was 1.20 in the state. The highest sex disparity in this respect was recorded in the district of Faizabad (1.91), closely followed by the districts of Bahraich, Sultanpur, Barabanki and Basti. The lowest sex disparity among scheduled caste at the primary level of education was recorded in the district of Kanpur (0.51) followed by the districts of Bareilly (0.65), Mainpuri (0.88), Bijnor (0.90) and Lucknow (0.95). All other districts of the state show a sex disparity at the primary level of education nearly equal to or greater than the state average. Table reveals that among scheduled caste sex disparity at the primary level of education was very high in 1961. In 2001 relatively index of disparity has declined significantly but there was still a wide regional variation. In Uttar Pradesh during this period sex disparity at the primary level of education was only 0.20. The highest disparity was observed in Gonda district (0.44) closely followed by the districts of Bahraich (0.40) and Mirzapur (0.37). The lowest index of disparity was found in the district of Etawah (0.07).

Sex disparity among scheduled castes at the matriculation and above level of education was conspicuously very high in 1961 i.e. 1.28. Nearly all districts of the state showed a very high index of sex disparity in this regard. The highest magnitude of disparity was recorded in the district of Ghazipur (2.89), while the lowest was in Kanpur (0.19). On the other hand in 2001, sex disparity among scheduled caste at the matriculation and above level of education was 0.57. The district-wise show that among scheduled caste such disparity is quite high in comparison to the general population. The highest magnitude of disparity was found in the district of Bahraich (0.86), while the lowest was in Kanpur (0.37). The data demonstrate that among scheduled caste population though disparity at the primary level of education reduced significantly over the study period, but at the matriculation and above level of education the disparity was still very high.

Table 5.8: Sex Disparity at Different Levels of Education among Scheduled Caste in Uttar Pradesh, 1961-2001

Districts	Primary Level		Matriculation & above level	
	1961	2001	1961	2001
Uttar Pradesh	**1.20**	**0.22**	**1.28**	**0.57**
Saharanpur	1.15	0.13	1.10	0.55
Muzaffarnagar	1.41	0.17	2.02	0.56
Bijnor	0.90	0.15	2.18	0.63
Moradabad	1.19	0.24	1.97	0.64
Rampur	1.35	0.26	1.51	0.66
Meerut	1.34	0.13	1.81	0.41
Bulandshahr	1.72	0.22	1.77	0.61
Aligarh	1.22	0.20	1.40	0.60
Mathura	1.45	0.21	1.69	0.70
Agra	1.13	0.19	1.76	0.45
Mainpuri	0.88	0.11	1.74	0.47
Etah	1.22	0.20	1.50	0.58
Budaun	1.35	0.23	1.06	0.76
Bareilly	0.65	0.16	1.41	0.61
Pilibhit	1.31	0.20	1.26	0.70
Shahjahanpur	1.50	0.17	1.48	0.68
Kheri	1.34	0.24	1.29	0.70
Sitapur	1.58	0.25	2.07	0.70
Hardoi	1.43	0.24	1.81	0.74
Unnao	1.18	0.21	1.83	0.54
Lucknow	0.95	0.15	1.14	0.39
Rae Bareli	1.37	0.28	2.06	0.59
Farrukhabad	1.07	0.14	1.89	0.51
Etawah	1.11	0.07	1.80	0.44
Kanpur	0.51	0.09	0.19	0.37
Jalaun	1.53	0.12	2.60	0.59
Jhansi	1.36	0.22	1.30	0.54
Hamirpur	1.43	0.24	1.76	0.71
Banda	1.49	0.25	1.98	0.76
Fatehpur	1.57	0.22	2.04	0.66
Pratapgarh	1.46	0.25	1.90	0.63
Allahabad	1.00	0.29	1.60	0.65
Barabanki	1.79	0.26	2.06	0.71
Faizabad	1.91	0.21	2.38	0.54
Sultanpur	1.82	0.27	2.06	0.66
Bahraich	1.89	0.40	1.91	0.86
Gonda	1.18	0.44	1.03	0.81
Basti	1.68	0.29	2.74	0.71
Gorakhpur	1.33	0.26	1.39	0.66
Deoria	1.66	0.28	2.81	0.63
Azamgarh	1.46	0.20	1.21	0.50
Ballia	1.60	0.18	2.04	0.57
Jaunpur	1.71	0.24	2.05	0.63
Ghazipur	1.47	0.19	2.89	0.59
Varanasi	1.13	0.24	1.65	0.59
Mirzapur	1.61	0.37	2.00	0.71

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

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5.8: Socio-Economic Correlates of Literacy

A certain minimum level of literacy is a basic requirement for people to get rid of ignorance and backwardness. Literacy therefore is now viewed as the catalyst of socio-economic transformation and as a means of comprehensive human resource development. In the previous sections pattern and level of literacy and disparities between male-female, rural-urban, and between social groups has been analyzed. In this section an attempt has been made to analyze the effect of various socio-economic factors on the literacy and disparity in literacy. For this purpose correlation matrix has been worked out. The explanatory variables which have been taken into consideration are: percentage share of scheduled caste population to the total population; percentage share of Muslim population in the total population; percentage share of population living in urban areas; percentage share of persons engaged in primary activities; persons engaged in secondary activities; persons engaged in tertiary activities; percentage share of persons with education up to matriculation and above level and scheduled caste population attain with primary level of education.

Indicators for Correlation Matrix:

X1:   Total literacy rate

X2:   Rural literacy rate

X3:   Urban literacy rate

X4:   Total male literacy rate

X5:   Total female literacy rate

X6:   Total male-female disparity in literacy

X7:   Rural male-female disparities in literacy

X8:   Urban male-female disparity in literacy

X9:   Rural-urban disparity in literacy

X10:   Scheduled Caste and non Scheduled Caste disparity in literacy

X11:   Non- Scheduled Caste rural-urban disparity in literacy

X12:   Scheduled Caste rural-urban disparity in literacy

X13:   Muslims male-female disparity in literacy

X14:   Muslims rural-urban disparity in literacy

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X15: Percentage of Scheduled Caste to total population

X16: Percentage of Muslim to total population

X17: Percentage of total population living in urban areas

X18: Percentage of persons engaged in primary activities

X19: Percentage of persons engaged in secondary activities

X20: Percentage of person engaged in tertiary activities

X21: Percentage of person attain Matriculation and above level of education

X22: Scheduled Caste attain primary level of education

Results of Correlation Analysis:

Scheduled caste is the most depressed and backward section of the society. Their concentration in particular areas greatly affects the literacy rates of that area. To see whether their concentration in any area has any influence on the literacy pattern of that area, proportion of scheduled caste population to the total population is taken as the explanatory variable of literacy. It is observed that in Uttar Pradesh, no significant correlation between proportion of scheduled caste population to the total population and literacy rates are found.

Like the scheduled castes and scheduled tribes, Muslims are also a very backward section of society. Their presence in a particular area has greatly influenced the literacy pattern of that area, in order to test this assumption; the proportion of Muslim population to the total population has been taken as one of the explanatory variables of literacy rates. The result of the correlation shows that the proportion of Muslim population to the total population has a negative relation with literacy rates in case of total literacy, urban literacy, rural literacy and male and female literacy. All indices of literacy have negative association with proportion of Muslim population in an area. This indicates that if an area has a greater proportion of Muslim population, literacy rates will tend to be low. This is also observed in some of the Muslim dominated districts of the state.

Urbanization and metropolitization has a great impact on the spread of education and literacy. It has been found that there is a high degree of positive correlation

between the degree of urbanization and the literacy pattern of an area. The more urbanized places have higher literacy rates as compare to places which are less urbanized or rural in nature. Urban areas have a higher demand for, and also a higher supply of educational institutions than rural areas. The occupational structure and technological development in urban areas necessitates the need of higher literacy than rural areas. The result of the correlation analysis shows a positive association of urbanization and literacy i.e. 0.530, which is significant at 99% confidence level.

Another factor which has been taken into consideration in this analysis is the percentage share of persons engaged in primary activities. A close association has also been observed between the indices of literacy and the occupational base of a district. An examination of Table 5.9 shows that the correlation coefficient between the percentage share of persons engaged in primary activities and literacy rates is both negative and significantly high in the case of total literacy rates, male literacy rates, female literacy rates and rural literacy rates. Thus the districts, in which the majority of the population is engaged in primary activities, have low literacy rates. This is mainly due to the fact that in agricultural and related sectors literacy has little role to play.

The correlation coefficient between persons engaged in secondary and tertiary activities is significantly and positively related to levels of literacy (total and male-female). This means that when a regional economy is diversified and the proportion of persons engaged in secondary and tertiary activities increases, the literacy rates of that region are bound to increase as in many segments of the secondary and tertiary sectors of the economy persons employed need a certain level of education.

Table 5.9: Correlation Matrix for Literacy Rates, 2001

	X1	X2	X3	X4	X5	X15	X16	X17	X18	X19	X20	X21	X22
X1	1.00												
X2	.944(**)	1.00											
X3	.637(**)	.578(**)	1.00										
X4	.975(**)	.952(**)	.701(**)	1.00									
X5	.977(**)	.895(**)	.568(**)	.907(**)	1.00								
X15	.175	.199	.419(**)	.227	.116	1.00							
X16	-.416(**)	-.449(**)	-.616(**)	-.534(**)	-.279	-.505(**)	1.00						
X17	.530(**)	.277	.061	.392(**)	.610(**)	-.228	.176	1.00					
X18	-.622(**)	-.435(**)	-.134	-.513(**)	-.689(**)	.235	-.172	-.888(**)	1.00				
X19	.520(**)	.410(**)	.040	.440(**)	.567(**)	-.194	.174	.693(**)	-.916(**)	1.00			
X20	.630(**)	.404(**)	.193	.511(**)	.704(**)	-.240	.150	.937(**)	-.949(**)	.743(**)	1.00		
X21	.951(**)	.839(**)	.594(**)	.907(**)	.947(**)	.046	-.367(*)	.652(**)	-.710(**)	.565(**)	.741(**)	1.00	
X22	.730(**)	.737(**)	.127	.676(**)	.726(**)	.025	-.045	.489(**)	-.506(**)	.438(**)	.500(**)	.595(**)	1.00

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Socio-Economic Indicators and Male-Female Disparity in Literacy:

In this section various indices of disparity in literacy and their association with socio-economic factors has been analyze. It is found that the proportion of scheduled caste population to the total population has not had a significant effect on the male-female disparity in literacy. In the case of rural male-female disparity in literacy the proportion of scheduled caste to the total population has a weak and negative correlation. This suggests that in the case of male-female disparity in literacy proportion of scheduled caste population to the total population has little impact and other factors influence the male-female disparity in literacy.

The results of correlation between the proportions of Muslim population to the total population and total male-female disparity in literacy show very weak and negative relation, while in the case of urban male-female disparity in literacy, the results show a significant relation. The correlation coefficient is significant at 95% confidence level. Rural-urban disparity in literacy shows a positive association with the proportion of Muslim population to the total population, though the correlation is not significant.

Urbanization contributes significantly to the raising of literacy rates and the lowering of the disparities therein. This is also conformed by the results of our correlation matrix. The results show that the proportion of population living in urban areas has strong negative relation with male-female disparity in literacy i.e. 0.61. This correlation is significant at 99% confidence level. This means that as the proportion of urban population to the total population increases male-female disparity in literacy decreases. This is because in urban areas the facilities to study are available.

The correlation of the percentage share of persons engaged in primary activities and the disparities in literacy between total male-female, rural male-female, urban male-female and rural-urban are strong and significantly high. The correlation between male-female disparities in literacy is 0.725 and is significant at 99 % confidence level.

The correlation coefficient between persons engaged in secondary activities and male-female disparities in literacy is highly significant and negative. This shows that diversification of economy reduces the male-female disparities in literacy. As the percentages of person engaged in secondary sector of the economy increased, male-female disparities in literacy declined. The value of correlation coefficient is 0.610. The results of rural and urban male-female disparity in literacy are also significantly high.

A close association has also been observed between the indices of male-female disparities in literacy and the proportion of persons engaged in tertiary activities. The result of the correlation coefficient shows that the relationship between these two is negative and significantly high. Thus it indicates that as the economy diversified and proportion of persons engaged in tertiary activities increases, number of educational institution also increased as this sector of the economy enhances the demand for education, this in turn reduces the male-female disparities in literacy.

The correlation coefficient is highly significant and negative between the proportion of persons attaining an education at the matriculation and above levels and different indicators of disparity. The result indicates that as the proportion of persons attaining a higher level of education increases, male-female disparities in literacy decline. The correlation coefficient between these two is 0.730 and is significant at 99% confidence level.

The value of correlation between percentages of scheduled caste attaining primary level of education is high and negatively correlated with male-female disparity indices, like total male-female, rural male-female, urban male-female and rural-urban disparities in literacy. The value of correlation coefficient is -0.663, -0.606, -0.050, and -0.793 respectively and are significant at 99% confidence level. Hence it can be inferred from the result that progress of education among scheduled caste population has a significant bearing on the male-female disparity in literacy.

Table 5.10: Correlation Matrix for Male-Female Disparity in Literacy, 2001

	X6	X7	X8	X9	X15	X16	X17	X18	X19	X20	X21	X22
X6	1.00											
X7	.850(**)	1.00										
X8	.615(**)	.471(**)	1.00									
X9	.572(**)	.646(**)	-.058	1.00								
X15	.008	-.129	-.006	.081	1.00							
X16	-.116	.020	-.324(*)	.043	-.505(**)	1.00						
X17	-.688(**)	-.237	-.371(*)	-.277	-.228	.176	1.00					
X18	.725(**)	.375(*)	.388(**)	.412(**)	.235	-.172	-.888(**)	1.00				
X19	-.610(**)	-.351(*)	-.286	-.464(**)	-.194	.174	.693(**)	-.916(**)	1.00			
X20	-.731(**)	-.350(*)	-.424(**)	-.323(*)	-.240	.150	.937(**)	-.949(**)	.743(**)	1.00		
X21	-.730(**)	-.593(**)	-.224	-.510(**)	.046	-.367(*)	.652(**)	-.710(**)	.565(**)	.741(**)	1.00	
X22	-.663(**)	-.606(**)	-.050	-.793(**)	.025	-.045	.489(**)	-.506(**)	.438(**)	.500(**)	.595(**)	1.00

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Socio-Economic Indicators and Disparities within Socio-Religious Groups:

Disparities also exist between two social groups and also within the same group in two different localities. In this section an attempt has been made to analyze the association between disparities in literacy within socio-religious groups and also between two social groups and their association with some selected indicators. The results of the correlation show that the relation among disparities between non-scheduled caste and scheduled caste population and proportion of scheduled caste population in particular areas has a significant and positive correlation, meaning thereby that as the share of the scheduled caste population to the total population increases, disparities in literacy among two social groups tends to increase. While the results of correlation for other indicators of social and religious disparities do not show any significant relation with proportion of scheduled caste to the total population.

The correlation coefficient between percentage share of Muslim population to the total population and disparities in literacy of two social groups, and male-female of the same group shows significant and negative relation i.e. -0.516. Non-scheduled caste rural-urban, scheduled caste rural-urban and Muslim male-female disparities in literacy do not show any significant relation with the proportion of Muslim population.

Urbanization does not seem to have a dampening effect on non-scheduled caste and scheduled caste disparities in literacy. The result also does not show any significant relationship with proportion of population living in urban areas and disparities between social groups and the male-female components within social and religious groups. In the case of the Muslim population, male-female disparities between literacy and urban population show a significant and negative relation. It suggests that with spread of urbanization disparities in literacy among Muslims decline.

The correlation of proportion of persons engaged in all the three sectors of economy and disparities in literacy between non-scheduled caste and scheduled caste population does not show a significant association. While in the case of non-scheduled caste rural-urban disparities in literacy persons engaged in primary activities show a

positive relation while the secondary and tertiary sectors show a negative and significant relationship. Muslims male-female disparity in literacy does not show any significant relation with persons engaged in all the three sectors of the economy, i.e., the primary, secondary and tertiary sectors.

The relationship between scheduled caste population with educational attainment at the primary level of education and the other indicators of disparity shows a significant association. It is found that the correlation of non-scheduled caste and scheduled caste disparity in literacy with scheduled caste population with primary level of education is negative and significant which indicates that education of scheduled caste reduces the structural disparities among social groups

Table 5.11: Correlation Matrix for Disparity in Literacy within Socio-Religious Groups

	x10	x11	x12	x13	x14	x15	x16	x17	x18	x19	x20	x21	x22
x10	1.00												
x11	.282	1.00											
x12	.438(**)	.792(**)	1.00										
x13	-.162	.286	.173	1.00									
x14	.203	.857(**)	.674(**)	.317(*)	1.00								
x15	.551(**)	-.051	.100	-.256	-.070	1.00							
x16	-.516(**)	.086	.104	.152	.336(*)	-.505(**)	1.00						
x17	-.195	-.278	-.075	-.334(*)	-.276	-.228	.176	1.00					
x18	.102	.436(**)	.198	.351(*)	.411(**)	.235	-.172	-.888(**)	1.00				
x19	-.074	-.497(**)	-.229	-.274	-.457(**)	-.194	.174	.693(**)	-.916(**)	1.00			
x20	-.111	-.337(*)	-.151	-.370(*)	-.327(*)	-.240	.150	.937(**)	-.949(**)	.743(**)	1.00		
x21	.140	-.558(**)	-.326(*)	-.477(**)	-.610(**)	.046	-.367(*)	.652(**)	-.710(**)	.565(**)	.741(**)	1.00	
x22	-.418(**)	-.776(**)	-.567(**)	-.250	-.752(**)	.025	-.045	.489(**)	-.506(**)	.438(**)	.500(**)	.595(**)	1.00

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

5.9: Conclusions

1. The data shows that in Uttar Pradesh sex disparity in literacy among total, rural and urban population was highest in the eastern zone in 1961 and continued to be so in 2001. This was also the most backward zone of the state in terms of literacy levels. Some of the districts of the central zone also exhibit the lowest male-female disparities in the state. It is also evident from the data that the over all disparities have declined among the districts of the state, but the districts which were backward in terms of levels of literacy and had pronounced disparities in 1961 continued to show low literacy and high disparity in 2001 also.

2. The division wise analysis of sex disparities among total population show that the educationally most advanced division of Allahabad had the lowest disparity in literacy through out the period in terms of total literacy, rural literacy and urban literacy. On the other hand the educationally most backward division of Faizabad had the highest sex disparity in literacy in total and rural areas while in urban areas it was the highest in the Jhansi division in 1961. In 2001 the highest disparity was observed in Jhansi division in all segments of the population.

3. The scheduled caste population had been kept out of formal education for centuries due to social norms. The data shows that sex disparity among scheduled caste population was very high in almost all the districts of the state in 1961. While in 2001 sex disparity among them reduced significantly in the case of total, rural and urban population. It is also evident that educationally advanced districts exhibit a lower sex disparity in literacy among the scheduled caste population.

4. The analysis of disparity in literacy among social groups like scheduled castes and non-scheduled castes shows that in 1961, in the urban areas disparities in literacy between non-scheduled caste and scheduled caste was high in the majority of the districts as compared to the rural areas. This trend was also visible in 2001. It can

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hence be inferred that urbanization has little impact on reducing educational disparities.

5. The analysis of sex disparities in educational attainment up to primary level shows that in 1961, the highest disparity was recorded in the Basti district. Nearly all the districts of eastern Uttar Pradesh show high sex disparity at the primary level of education. In 2001 such disparities declined considerably. In comparison to sex disparities at the primary level of education, disparities at the matriculation and above level of education were very high in both 1961 and 2001. The data show that sex disparity increases as we move higher up the ladder of educational levels.

6. Among the scheduled castes sex disparity at the primary level of education was very high in all the districts of the state except in Kanpur, Lucknow, Bareilly, Mainpuri, and Bijnor. While in 2001 such disparities declined considerably in all the districts of the state. In the case of sex disparities at the matriculation and above levels of education in 1961, all the districts of the state show an alarmingly high disparity while in 2001 these disparities reduce considerably. However, at the higher levels of education sex disparities among scheduled castes are very high.

7. The analysis of the correlation matrix has pointed out some important correlates of literacy and disparities in literacy among social groups as well as among genders. Although no causal association can be inferred from this exercise, it nevertheless gives the broad context in which literacy and disparity in literacy are affected by various factors. The correlation of the proportion of Muslim population to the total population as well as the percentage of persons engaged in primary activities shows a negative association with total literacy rates, rural literacy rates, male literacy rates and female literacy rates. While the results of correlation of percentages of total population living in urban areas, persons engaged in secondary activities, persons engaged in tertiary activities, percentage of total population with matriculation and above level of education and percentage of scheduled castes with primary level of

education show a positive correlation with literacy rates. The correlation coefficient is significant at 99% confidence level.

8. The results of the correlation between persons engaged in primary activities and sex disparities in literacy shows a positive association, while percentage of total population living in urban areas, persons engaged in secondary activities, persons engaged in tertiary activities, percentage of total population with matriculation and above levels of education, percentage of scheduled castes with primary level of education show a negative correlation with male-female disparities in literacy. The proportion of scheduled caste population to the total population and the proportion of Muslim population to the total population are not significantly correlated with male-female disparity in literacy.

CHAPTER 6
SUMMARY OF FINDINGS AND CONCLUSIONS

SUMMARY OF FINDINGS AND CONCLUSIONS

The present study was intended to analyze the levels of educational development of Uttar Pradesh and to ascertain the historical roots of the observed trends. It also focused on the spatio-temporal patterns and disparities in literacy among different segments of the population. The study was divided into two sections. The first section dealt with the history of educational progress and spatial pattern of literacy in the state as it was at the beginning of the twentieth century, i.e., as reported in the census of 1911, while the second section discussed the patterns of literacy and educational attainment in the post-Independence decades. The findings of the study are as follows:

1. The historical survey of the progress of education in India indicates that the modern system of education was created in India by the British government. The aim was to educate a class of people and leave it to this educated class to educate masses at some future date. The system which they adopted was obviously meant for the upper social classes and was too costly to allow any large-scale expansion.

2. After independence the educational activities inspired and sponsored by the Ministry of Education were not confined to any one aspect of education but covered its entire field. The whole educational system was reviewed and the ground prepared for future growth and development. Some very useful educational experiments were conducted and the foundation stone of many new ones were laid. So it can be inferred from the preceding discussion that the causes of disparities in the educational attainment among different strata of population of the Indian society are to some extent rooted in the faulty educational policy of the Britishers.

3. The history of educational development in Uttar Pradesh shows that progress of education has been very slow in the state. Since the early period of educational development in India, this province remained most backward. The progress of

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education among depressed classes was only started after Independence. However, considerable efforts have been made through various programmes and legislation in the post- Independence decades to improve the status and expansion of education especially up to school level.

4. The data available in the Census of 1911 clearly indicate that in terms of total literacy rates 17 districts were above the state average of 3.41%, while remaining 33 districts were below it. All the hill districts showed exceptionally high rates of literacy. The reason for this can be attributed to the fact that a larger proportion of the population here was engaged in non-agricultural activities. A contiguous belt of Rohilkhand, Lucknow and Faizabad Divisions was educationally the most backward area of the state. Within these Divisions only Lucknow district was educationally advanced. The district wise scenario reveals that Rampur was educationally most backward district. The literacy rate was the lowest here among all strata of society, i.e., in the total population and in the various religious and caste groups. One of the reasons for such depressing state of literacy was that the majority of the population of this district was Muslim (about 46%). The nearest to this figure were the districts of Moradabad, Bijnor and Shahjahanpur. All these districts had the lowest rates of literacy. The other reason was that majority of Hindus in Rampur district beloned to castes which rank low in the Hindu social order.

5. Further we find that the share of literates among females was also high in those districts where percentage of total literates was high. The districts of Agra, Mathura, Banaras, Lucknow, Dehradun and Allahabad show high literacy rates in case of both total population and females. Another interesting and somewhat unexpected feature revealed by the data is that in the hill districts the disparity between male-female literacy was highly marked. In the Garhwal district, the male literates were 14.35% as against only 0.32% female. The reason for such a disparity was that education was associated with occupation.

6. Religion wise breakdown of the literacy figures of the state shows an interesting picture. All those districts where total literacy rates were high, literacy among Hindus was also high, because majority of the population was Hindu. While in the case of female literacy, few districts of Rohilkhand Division showed high literacy rates. All the districts of Agra Division had high female literacy. The remarkable performance of the Agra district was due to the early start of schools and colleges and better educational facilities. These good educational facilities of the district are reflected in the literacy rates of the districts.

7. The analysis of literacy figures among Muslims indicates that Muslims of this Province were not backward in terms of education. The proportion of literates among Muslims was higher than those of Hindus. The reason was that firstly, on the whole Muslims kept up their traditional knowledge rather more than the Hindus. The second reason was that a larger proportion of Muslims lived in cities and towns than the Hindus, where they had to be literate for practical purposes of business. The census data reveals that nearly 25 districts had literacy figures above the state average of 3.41%. This was partly due to more Muslims knowing Urdu. Female education was more among Muslims than their Hindu counterparts.

8. Caste-wise break down of the literacy figures reveals another interesting story. The figures show that among the higher Hindu castes, the Kayasthas were most literate than any other caste. This was because of the nature of occupation they engaged in. Among the Muslims, Sheikhs were the most literate caste. The condition of backward castes was more depressing. The caste system was responsible to some extent for the backwardness of education among them. Nearly one quarter of the total number of Hindus were considered so impure that a member of a higher caste after contact with them was required to bathe. Though the schools were open to all, the admission of a boy belonging to one of these impure castes would be resented.

9. The analysis of different languages known by the people reveals that in the case of Urdu literates Rohilkhand division was ahead of any other division, mainly because this division was dominated by Muslims, while the total literacy rates and Hindi literacy was lowest here. The Muslims of Allahabad division were more advanced educationally; English literacy among them was higher than the Hindus

10. The analysis shows that literacy in the total population has increased over time (1961-2001), but when we compare it with other states, the progress is significantly low. Within the state the districts of Budaun, Rampur, and Bahraich are most backward educationally through out the period both in terms of total and female literacy, and in both the rural and urban areas.

11. Within the divisions, Allahabad shows a remarkably high literacy rate both in the total and female population in 1961, while all other divisions lagged behind. This was mainly because of the large number of urban centers in the division and opening of industries and a number of educational institutions. In 2001 also it maintained its pace in the total and rural literacy rates. Urban literacy was, however, the highest in the Meerut division.

12. The analysis of data clearly indicates that in 1961, literacy among the Scheduled Castes in Uttar Pradesh lagged far behind the literacy in the rest of the population. Only 6.97 percent of the scheduled castes were literate while literacy in the total population was 17.34 percent. In 2001 also the literacy in the scheduled caste population in the state was 36.75 percent while literacy in the total population was 45.56 percent. This shows the relative backwardness of the scheduled caste population through out the period. Strict caste prejudices and poor socio-economic conditions are the causes of the relative backwardness of this segment of the state's population.

13. We further find that the percentage of literates within scheduled caste population is particularly small in the districts in which their population is high. Another

interesting feature is that all those districts where literacy among general population is high, scheduled caste literacy are also high.

14. Caste-wise analysis of the data shows that the Chamar caste which constitutes 56 percent of the total scheduled caste population of the state has only 7.41 percent literacy in 1961 and 22.17 percent in 1991, i.e., more than half of the scheduled caste population has very low level of literacy.

15. The analysis of literacy scenario among two major religious groups of the state shows that only 37.81 percent of the Muslims are literate in 2001, little above the scheduled caste literacy of the state which was 36.75 percent.

16. Division-wise analysis of literacy among religious groups shows that literacy amongst the Hindus was highest in Meerut, Allahabad and Jhansi divisions. These divisions also had a high level of literacy amongst the Muslims. Rohilkhand division is educationally backward, as literacy among both religious groups is very low here. The analysis shows that the districts where the concentration of Muslim population is high, the literacy rate in the total population as well as amongst the Muslims is relatively low.

17. The share of the total population educated up to primary level in 1961 was relatively high in Allahabad division in all sections of the population i.e., total, rural and urban. It is interesting to note that male-female disparity at this level is low in comparison to the higher levels of education. In 2001 Jhansi division shows greater percentages of total population educated up to primary level. Faizabad division where literacy in the total population and also in the scheduled castes and religious groups is very low, educational attainment up to primary level is also very low.

18. The state was most backward in terms of attainment of education at the matriculation and above level (1.59 percent in 1961 and 20.76 percent in 2001).

Allahabad division is most advanced educationally, as the percentage of total population who have achieved an education at the matriculation level and above is greater here than in any other division of the state. In terms of the rural and urban components of the population, education at the matriculation and above level is most advanced in the Meerut division in the rural areas while it is most advanced in Allahabad and Lucknow divisions in the urban areas.

19. In eastern Uttar Pradesh, overall literacy in the total population is not only significantly low but is the lowest among the scheduled castes and Muslims. It is a classic area of chronic educational backwardness.

20. Over all educational attainment among scheduled castes both at the primary and matriculation and above levels has increased over the period under study, but when we compare these levels with those of the total population, we find that this group is still most backward educationally. The condition of scheduled caste females is most depressing.

21. Caste-wise analysis of educational attainment of the scheduled castes shows that the three caste groups, like Chamars, Pasis and Dhobis which constitute more than 70 percent of the scheduled caste population, are very backward educationally

22. The data shows that in Uttar Pradesh sex disparity in literacy among total, rural and urban population was highest in the eastern zone in 1961 and continued to be so in 2001. This was also the most backward zone of the state in terms of literacy levels. Some of the districts of the central zone also exhibit the lowest male-female disparities in the state. It is also evident from the data that the over all disparities have declined among the districts of the state, but the districts which were backward in terms of levels of literacy and had pronounced disparities in 1961 continued to show low literacy and high disparity in 2001 also.

23. The division wise analysis of sex disparities among total population show that the educationally most advanced division of Allahabad had the lowest disparity in literacy through out the period in terms of total literacy, rural literacy and urban literacy. On the other hand the educationally most backward division of Faizabad had the highest sex disparity in literacy in total and rural areas while in urban areas it was the highest in the Jhansi division in 1961. In 2001 the highest disparity was observed in Jhansi division in all segments of the population.

24. The scheduled caste population has been kept out of formal education for centuries due to social norms. The data shows that sex disparity among scheduled caste population was very high in almost all the districts of the state in 1961. While in 2001 sex disparity among them reduced significantly in the case of total, rural and urban population. It is also evident that educationally advanced districts exhibit a lower sex disparity in literacy among the scheduled caste population.

25. The analysis of disparity in literacy among social groups like scheduled castes and non-scheduled castes shows that in 1961, in the urban areas disparities in literacy between non-scheduled caste and scheduled caste was high in the majority of the districts as compared to the rural areas. This trend was also visible in 2001. It can hence be inferred that urbanization has little impact on reducing educational disparities.

26. The analysis of sex disparities in educational attainment up to primary level shows that in 1961, the highest disparity was recorded in the Basti district. Nearly all the districts of eastern Uttar Pradesh show high sex disparity at the primary level of education. In 2001 such disparities declined considerably. In comparison to sex disparities at the primary level of education, disparities at the matriculation and above level of education were very high in both 1961 and 2001. The data show that sex disparity increases as we move higher up the ladder of educational levels.

27. Among the scheduled castes sex disparity at the primary level of education was very high in all the districts of the state except in Kanpur, Lucknow, Bareilly, Mainpuri, and Bijnor. While in 2001 such disparities declined considerably in all the districts of the state. In the case of sex disparities at the matriculation and above levels of education in 1961, all the districts of the state show an alarmingly high disparity while in 2001 these disparities reduce considerably. However, at the higher levels of education sex disparities among scheduled castes are very high.

28. The analysis of the correlation matrix has pointed out some important correlates of literacy and disparities in literacy among social groups as well as among genders. Although no causal association can be inferred from this exercise, it nevertheless gives the broad context in which literacy and disparity in literacy are affected by various factors. The correlation of the proportion of Muslim population to the total population as well as the percentage of persons engaged in primary activities shows a negative association with total literacy rates, rural literacy rates, male literacy rates and female literacy rates. While the results of correlation of percentages of total population living in urban areas, persons engaged in secondary activities, persons engaged in tertiary activities, percentage of total population with matriculation and above level of education and percentage of scheduled castes with primary level of education show a positive correlation with literacy rates. The correlation coefficient is significant at 99% confidence level.

29. The results of the correlation between persons engaged in primary activities and sex disparities in literacy shows a positive association, while percentage of total population living in urban areas, persons engaged in secondary activities, persons engaged in tertiary activities, percentage of total population with matriculation and above levels of education, percentage of scheduled castes with primary level of education show a negative correlation with male-female disparities in literacy. The proportion of scheduled caste population to the total population and the

proportion of Muslim population to the total population are not significantly correlated with male-female disparity in literacy.

Thus we can conclude that despite the fact that significant strides in the field of education have been made since Independence, only 45.56 percent of the total population in the state can read and write. The situation is more precarious among scheduled castes and Muslims. Interestingly literacy has made a significant progress only in those districts of the state that were prominent on the literacy map of the state at the beginning of the Twentieth century. The efforts in raising the educational status of the scheduled castes and Muslims have had certain positive results, but they have not yet attacked the issue of inequality of educational opportunities in any significant way. As a result it has been seen that these communities continue to remain educationally disadvantaged in comparison to the general population. Regionally, relatively high literacy rates were the characteristic of the areas where educational reforms have had an early start and where the economy is more diversified and the degree of urbanization is high. After Independence only those districts of the state has made significant progress in literacy and educational attainment where education had taken root at the beginning of the Twentieth century. Districts which were backward then are still lagging behind. The picture of disparity in literacy and educational attainment among the total population and scheduled castes is a pointer to the challenges the state has to face. Urgent and holistic measures are needed to reduce the regional variation in literacy among different strata of society. There is also need to adopt special schemes to develop the regions which have been educationally backward since the colonial period and require special remedial measures to raise their levels of literacy and educational attainment.

It is important to take the study further and through field based analysis find out the factors which have given us the levels of literacy and educational attainment of the different components of the population in Uttar Pradesh. It is also important to relate our findings with the findings of the Government Commissions set up from time to time to understand the causes of educational backwardness and educational disparities in the State among the different socio-economic groups of the population.

APPENDICES

Appendix 3.1
Districts-wise Literacy Rates among Religious Groups
In Uttar Pradesh, 1911

DISTRICTS	HINDUS			MUSLIMS		
	Total	Male	Female	Total	Male	Female
Uttar Pradesh	**3.18**	**5.78**	**0.66**	**3.30**	**5.80**	**0.58**
Dehradun	7.70	12.40	2.04	7.45	11.13	1.56
Saharanpur	2.98	5.09	0.79	2.68	4.60	0.37
Muzaffarnagar	2.82	4.84	0.60	2.35	4.01	0.36
Meerut	3.32	5.81	0.70	2.42	4.11	0.49
Bulandshahr	2.70	4.80	0.66	2.79	5.03	0.35
Aligarh	4.03	7.00	1.02	4.17	7.24	0.55
Mathura	5.44	9.28	1.37	3.06	5.13	0.55
Agra	4.84	8.26	1.38	5.35	9.11	1.01
Farrukhabad	3.11	5.21	0.99	3.72	6.13	1.06
Mainpuri	2.83	4.72	0.95	3.60	5.94	0.85
Etawah	3.48	5.88	1.02	5.65	9.35	1.46
Etah	2.27	3.92	0.55	2.57	4.51	0.35
Bareilly	2.49	4.22	0.78	2.84	5.00	0.39
Bijnor	2.40	4.08	0.86	2.43	4.28	0.45
Budaun	1.67	2.80	0.52	2.99	4.94	0.72
Moradabad	2.49	4.18	0.95	2.42	4.20	0.44
Shahjahanpur	2.59	4.41	0.73	3.43	5.66	0.98
Pilibhit	2.43	4.17	0.73	3.64	6.12	0.91
Kanpur	4.53	7.88	0.95	4.97	8.42	0.82
Fatehpur	2.96	5.40	0.61	3.27	5.95	0.60
Banda	2.90	5.55	0.35	8.99	15.79	2.26
Hamirpur	3.55	6.83	0.34	5.50	10.37	0.91
Allahabad	3.01	5.64	0.59	6.57	11.85	1.15
Jhansi	3.45	6.39	0.70	8.74	15.01	1.62
Jalaun	4.65	8.61	0.73	3.39	6.23	0.40
Banaras	6.85	12.15	2.81	5.41	9.46	1.17
Mirzapur	3.08	5.97	0.46	3.09	5.83	0.30
Jaunpur	3.19	6.09	0.56	4.93	9.04	0.89
Ghazipur	2.72	5.22	0.37	5.70	11.06	0.92
BALLIA	2.85	5.46	0.40	5.80	10.71	1.14
Gorakhpur	3.01	5.76	0.46	2.26	4.07	0.43
Basti	2.95	5.55	0.54	1.99	3.75	0.19
Azamgarh	2.70	5.16	0.42	4.28	7.70	0.89
Nainital	5.86	9.79	1.49	2.35	3.91	0.25
Almora	6.03	11.54	0.71	17.32	26.38	3.49
Garhwal	7.12	14.30	0.45	7.30	9.58	1.48
Lucknow	4.01	6.90	1.20	7.88	13.17	1.99
Unnao	3.24	5.96	0.43	3.81	6.53	0.79
Rae Bareli	3.24	6.21	0.42	4.59	8.44	0.81
Sitapur	2.43	4.32	0.52	2.46	4.46	0.28
Hardoi	2.57	4.45	0.60	3.05	5.23	0.59
Kheri	1.99	3.53	0.43	2.00	3.48	0.32
Faizabad	2.46	4.73	0.36	3.79	7.37	0.30
Gonda	2.93	5.58	0.36	2.17	4.06	0.25
Bahraich	2.75	5.13	0.34	2.51	4.56	0.31
Sultanpur	2.52	4.93	0.34	2.88	5.64	0.34
Pratapgarh	2.26	4.45	0.36	3.06	5.94	0.39
Barabanki	2.15	3.94	0.38	3.32	5.95	0.58
Rampur	0.92	1.64	0.17	1.49	2.62	0.21
Tehri Garhwal	3.69	7.35	0.26	3.65	7.08	0.00

Source: Census of India, United Province of Agra and Oudh, 1911, Vol. XV

Appendix 3.2
District-Wise Percentage of Total Population Knowing
Different Languages, 1911

Districts	Urdu Only			Hindi Only			Literate in English		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
United Province	**0.65**	**1.16**	**0.10**	**2.29**	**4.11**	**0.31**	**0.29**	**0.49**	**0.07**
Dehradun	1.39	1.96	0.57	5.63	8.91	0.92	2.47	3.09	1.59
Saharanpur	1.37	2.38	0.15	1.44	2.32	0.37	0.45	0.72	0.12
Muzaffarnagar	1.25	2.18	0.12	1.42	2.36	0.26	0.15	0.26	0.01
Meerut	1.05	1.84	0.11	1.99	3.39	0.33	0.50	0.82	0.12
Bulandshahr	0.96	1.72	0.11	1.55	2.67	0.31	0.19	0.33	0.03
Aligarh	0.69	1.20	0.10	3.12	5.30	0.55	0.32	0.54	0.05
Mathura	0.94	1.65	0.07	3.83	6.46	0.61	0.43	0.73	0.06
Agra	1.01	1.70	0.18	3.71	6.19	0.75	0.93	1.52	0.23
Farrukhabad	0.60	1.00	0.11	2.32	3.80	0.51	0.24	0.40	0.04
Mainpuri	0.27	0.46	0.05	2.54	4.18	0.54	0.14	0.25	0.01
Etawah	0.35	0.56	0.08	3.01	5.03	0.55	0.21	0.36	0.02
Etah	0.42	0.75	0.03	1.84	3.10	0.33	0.10	0.17	0.02
Bareilly	1.38	2.41	0.17	1.05	1.66	0.32	0.49	0.84	0.08
Bijnor	1.32	2.32	0.20	1.05	1.65	0.37	0.16	0.27	0.02
Budaun	0.99	1.68	0.15	0.77	1.19	0.26	0.10	0.18	0.01
Moradabad	1.37	2.38	0.21	0.95	1.47	0.35	0.26	0.42	0.07
Shahjahanpur	0.93	1.56	0.18	1.49	2.48	0.32	0.16	0.28	0.03
Pilibhit	1.15	1.97	0.20	1.22	2.01	0.31	0.14	0.24	0.01
Kanpur	0.54	0.90	0.10	3.53	6.09	0.46	0.63	0.99	0.21
Fatehpur	0.53	0.90	0.14	2.22	4.09	0.22	0.09	0.17	0.01
Banda	0.42	0.73	0.10	2.56	4.88	0.20	0.15	0.28	0.02
Hamirpur	0.28	0.48	0.06	3.20	6.13	0.22	0.09	0.17	0.01
Allahabad	0.90	1.60	0.17	2.11	3.92	0.25	0.78	1.25	0.29
Jhansi	0.43	0.74	0.10	3.28	6.02	0.38	0.66	1.10	0.20
Jalaun	0.20	0.36	0.03	4.08	7.55	0.35	0.13	0.25	0.01
Banaras	0.53	0.91	0.14	4.83	8.72	0.88	0.87	1.61	0.13
Mirzapur	0.17	0.31	0.03	2.66	5.15	0.22	0.14	0.24	0.03
Jaunpur	0.43	0.79	0.07	2.67	5.07	0.28	0.12	0.23	0.01
Ghazipur	0.48	0.88	0.07	2.23	4.27	0.18	0.17	0.32	0.01
Ballia	0.26	0.44	0.08	2.48	4.76	0.19	0.11	0.22	0.00
Gorakhpur	0.18	0.32	0.04	2.51	4.78	0.23	0.13	0.25	0.02
Basti	0.24	0.45	0.03	2.27	4.26	0.24	0.06	0.11	0.00
Azamgarh	0.54	0.98	0.11	2.10	3.98	0.20	0.08	0.15	0.00
Nainital	0.46	0.78	0.05	4.48	7.38	0.70	0.79	1.08	0.43
Almora	0.07	0.12	0.01	6.08	11.47	0.51	0.58	1.01	0.13
Garhwal	0.04	0.07	0.00	7.08	14.12	0.29	0.25	0.46	0.04
Lucknow	2.45	4.07	0.56	1.90	3.17	0.43	1.94	3.09	0.61
Unnao	0.47	0.83	0.07	2.50	4.58	0.20	0.12	0.23	0.01
Rae Bareli	0.50	0.94	0.07	2.53	4.84	0.20	0.12	0.23	0.01
Sitapur	0.64	1.15	0.07	1.53	2.67	0.23	0.15	0.27	0.02
Hardoi	0.53	0.90	0.09	1.84	3.15	0.28	0.11	0.18	0.01
Kheri	0.48	0.85	0.05	1.28	2.24	0.19	0.08	0.15	0.01
Faizabad	0.60	1.15	0.05	1.67	3.18	0.16	0.27	0.49	0.05
Gonda	0.43	0.80	0.04	2.02	3.82	0.16	0.12	0.22	0.02
Bahraich	0.56	1.02	0.06	1.84	3.39	0.15	0.11	0.20	0.01
Sultanpur	0.42	0.82	0.04	1.84	3.58	0.16	0.07	0.12	0.01
Pratabgarh	0.32	0.61	0.04	1.75	3.43	0.16	0.08	0.15	0.01
Barabanki	0.79	1.42	0.10	1.34	2.43	0.16	0.09	0.16	0.01
Rampur	0.95	1.68	0.11	0.23	0.39	0.04	0.09	0.17	0.01
Tehri Garhwal	0.01	0.02	0.00	3.64	7.24	0.14	0.09	0.19	0.00

Source: Census of India, United Province of Agra and Oudh, 1911, Vol. XV

Appendix 3.3
District-Wise Percentage of Hindus Knowing Different Languages, 1911

Districts	Urdu Only			Hindi Only			Literate in English		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
United Province	**0.28**	**0.53**	**0.01**	**2.54**	**4.58**	**0.31**	**0.16**	**0.30**	**0.01**
Dehradun	0.30	0.49	0.01	6.43	10.29	0.98	0.79	1.31	0.06
Saharanpur	0.67	1.20	0.03	1.89	3.15	0.36	0.26	0.48	0.01
Muzaffarnagar	0.79	1.40	0.03	1.66	2.79	0.28	0.12	0.21	0.01
Meerut	0.69	1.25	0.02	2.18	3.74	0.32	0.24	0.44	0.01
Bulandshahr	0.55	1.01	0.03	1.74	3.03	0.30	0.13	0.24	0.00
Aligarh	0.28	0.50	0.01	3.31	5.70	0.51	0.16	0.30	0.01
Mathura	0.81	1.46	0.01	4.15	7.01	0.63	0.27	0.48	0.01
Agra	0.40	0.73	0.01	3.82	6.42	0.69	0.48	0.87	0.02
Farrukhabad	0.27	0.47	0.01	2.46	4.04	0.50	0.18	0.32	0.01
Mainpuri	0.12	0.22	0.00	2.38	3.92	0.48	0.11	0.19	0.00
Etawah	0.09	0.15	0.01	3.00	5.04	0.52	0.12	0.22	0.00
Etah	0.23	0.42	0.00	1.80	3.06	0.28	0.07	0.13	0.00
Bareilly	0.87	1.57	0.03	1.33	2.13	0.37	0.18	0.34	0.00
Bijnor	0.66	1.22	0.02	1.35	2.16	0.42	0.11	0.20	0.00
Budaun	0.59	1.05	0.02	0.84	1.34	0.24	0.06	0.11	0.00
Moradabad	0.75	1.36	0.03	1.34	2.09	0.45	0.20	0.36	0.01
Shahjahanpur	0.54	0.97	0.02	1.70	2.82	0.34	0.11	0.20	0.00
Pilibhit	0.65	1.17	0.04	1.44	2.38	0.34	0.11	0.19	0.01
Kanpur	0.16	0.29	0.01	3.76	6.53	0.43	0.28	0.51	0.01
Fatehpur	0.24	0.39	0.08	2.44	4.49	0.23	0.07	0.13	0.00
Banda	0.04	0.07	0.00	2.65	5.06	0.17	0.07	0.14	0.00
Hamirpur	0.04	0.07	0.00	3.31	6.37	0.17	0.05	0.10	0.00
Allahabad	0.17	0.31	0.02	2.29	4.30	0.22	0.31	0.61	0.01
Jhansi	0.09	0.15	0.02	3.00	5.57	0.31	0.24	0.47	0.00
Jalaun	0.06	0.11	0.00	4.29	7.94	0.36	0.11	0.20	0.00
Banaras	0.11	0.21	0.01	5.27	9.55	0.94	0.78	1.50	0.06
Mirzapur	0.06	0.11	0.01	2.75	5.35	0.21	0.10	0.20	0.00
Jaunpur	0.13	0.25	0.00	2.79	5.32	0.28	0.08	0.16	0.00
Ghazipur	0.10	0.19	0.00	2.35	4.50	0.18	0.12	0.23	0.00
Ballia	0.10	0.18	0.02	2.50	4.78	0.19	0.09	0.18	0.00
Gorakhpur	0.05	0.11	0.00	2.71	5.17	0.24	0.10	0.20	0.00
Basti	0.10	0.18	0.01	2.59	4.85	0.27	0.05	0.10	0.00
Azamgarh	0.14	0.27	0.00	2.31	4.37	0.22	0.05	0.11	0.00
Nainital	0.09	0.16	0.01	5.52	9.21	0.76	0.41	0.72	0.01
Almora	0.00	0.01	0.00	5.99	11.48	0.38	0.26	0.50	0.01
Garhwal	0.01	0.01	0.00	7.07	14.19	0.24	0.19	0.39	0.00
Lucknow	0.97	1.73	0.09	2.32	3.89	0.48	0.86	1.55	0.04
Unnao	0.22	0.42	0.01	2.68	4.91	0.21	0.10	0.19	0.00
Rae Bareli	0.20	0.39	0.01	2.71	5.19	0.20	0.09	0.17	0.00
Sitapur	0.36	0.67	0.01	1.74	3.03	0.25	0.12	0.22	0.00
Hardoi	0.27	0.48	0.01	2.00	3.42	0.29	0.07	0.13	0.00
Kheri	0.26	0.49	0.01	1.44	2.53	0.21	0.06	0.11	0.00
Faizabad	0.28	0.56	0.01	1.82	3.47	0.17	0.12	0.24	0.00
Gonda	0.22	0.43	0.01	2.32	4.40	0.17	0.09	0.18	0.00
Bahraich	0.27	0.52	0.01	2.13	3.94	0.17	0.09	0.17	0.00
Sultanpur	0.23	0.46	0.00	1.99	3.86	0.17	0.05	0.10	0.00
Pratabgarh	0.13	0.26	0.01	1.87	3.66	0.17	0.06	0.11	0.00
Barabanki	0.37	0.68	0.02	1.53	2.77	0.18	0.06	0.11	0.00
Rampur	0.48	0.87	0.03	0.39	0.68	0.06	0.07	0.13	0.00
Tehri Garhwal	0.00	0.01	0.00	3.65	7.26	0.14	0.09	0.18	0.00

Source: Census of India, United Province of Agra and Oudh, 1911, Vol. XV

Appendix 3.4
District-Wise Percentage of Muslims Knowing
Different Languages, 1911

Districts	Urdu Only			Hindi Only			Literate in English		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
United Province	**2.63**	**4.59**	**0.50**	**0.37**	**0.66**	**0.04**	**0.32**	**0.59**	**0.02**
Dehradun	5.89	8.76	1.29	0.49	0.77	0.05	1.24	1.99	0.04
Saharanpur	2.45	4.21	0.32	0.10	0.16	0.02	0.24	0.43	0.01
Muzaffarnagar	2.13	3.66	0.31	0.06	0.10	0.01	0.12	0.21	0.00
Meerut	2.03	3.56	0.28	0.21	0.31	0.09	0.23	0.38	0.05
Bulandshahr	2.21	3.99	0.27	0.33	0.58	0.05	0.23	0.43	0.02
Aligarh	3.03	5.24	0.42	0.34	0.60	0.03	0.99	1.81	0.03
Mathura	1.95	3.27	0.35	0.43	0.78	0.01	0.38	0.63	0.07
Agra	4.48	7.55	0.94	0.52	0.94	0.03	1.07	1.97	0.03
Farrukhabad	3.04	5.06	0.80	0.34	0.52	0.15	0.23	0.39	0.06
Mainpuri	2.63	4.28	0.70	0.57	1.00	0.07	0.15	0.28	0.00
Etawah	4.06	6.66	1.12	0.91	1.49	0.24	0.97	1.71	0.13
Etah	1.93	3.43	0.20	0.29	0.49	0.05	0.08	0.14	0.02
Bareilly	2.65	4.69	0.35	0.09	0.16	0.02	0.28	0.52	0.00
Bijnor	2.29	4.02	0.44	0.05	0.08	0.01	0.13	0.23	0.01
Budaun	2.69	4.44	0.67	0.06	0.09	0.01	0.25	0.45	0.02
Moradabad	2.23	3.88	0.41	0.03	0.05	0.01	0.18	0.34	0.00
Shahjahanpur	2.96	4.91	0.83	0.10	0.18	0.03	0.28	0.53	0.01
Pilibhit	3.33	5.55	0.89	0.11	0.21	0.00	0.17	0.32	0.00
Kanpur	3.92	6.60	0.69	0.38	0.67	0.04	0.75	1.36	0.03
Fatehpur	2.73	4.88	0.60	0.34	0.69	0.01	0.16	0.31	0.00
Banda	6.71	11.82	1.66	0.67	1.16	0.19	1.23	2.18	0.30
Hamirpur	3.48	6.36	0.77	1.06	2.12	0.06	0.40	0.83	0.01
Allahabad	5.29	9.48	0.98	0.69	1.29	0.07	0.98	1.87	0.06
Jhansi	6.43	10.95	1.30	1.25	2.11	0.27	1.15	2.15	0.02
Jalaun	1.97	3.55	0.31	0.92	1.73	0.07	0.20	0.39	0.01
Banaras	3.79	6.43	1.02	0.96	1.77	0.11	0.66	1.28	0.01
Mirzapur	1.70	3.12	0.26	0.90	1.75	0.02	0.24	0.46	0.01
Jaunpur	3.54	6.38	0.75	0.99	1.89	0.11	0.39	0.79	0.01
Ghazipur	4.23	8.17	0.72	0.92	1.76	0.16	0.48	1.00	0.02
Ballia	2.60	4.41	0.89	2.18	4.27	0.18	0.34	0.70	0.00
Gorakhpur	1.23	2.10	0.34	0.63	1.20	0.05	0.23	0.45	0.01
Basti	0.97	1.79	0.13	0.68	1.30	0.05	0.06	0.13	0.00
Azamgarh	3.37	5.93	0.84	0.52	1.01	0.04	0.18	0.36	0.00
Nainital	1.73	2.86	0.22	0.34	0.57	0.02	0.22	0.37	0.01
Almora	8.74	13.87	0.93	5.19	7.52	1.64	2.17	3.59	0.00
Garhwal	3.74	5.12	0.20	2.91	3.54	1.28	0.55	0.77	0.00
Lucknow	7.49	12.51	1.92	0.18	0.33	0.02	1.50	2.76	0.10
Unnao	3.12	5.29	0.72	0.41	0.74	0.04	0.24	0.44	0.01
Rae Bareli	3.68	6.73	0.68	0.60	1.10	0.11	0.31	0.62	0.01
Sitapur	2.06	3.70	0.26	0.22	0.42	0.01	0.21	0.39	0.00
Hardoi	2.58	4.38	0.56	0.25	0.45	0.02	0.24	0.46	0.00
Kheri	1.63	2.81	0.29	0.22	0.39	0.02	0.12	0.22	0.00
Faizabad	3.03	5.87	0.27	0.40	0.79	0.02	0.20	0.40	0.00
Gonda	1.47	2.72	0.21	0.42	0.81	0.03	0.13	0.25	0.00
Bahraich	1.71	3.04	0.27	0.54	1.02	0.03	0.12	0.24	0.00
Sultanpur	1.93	3.76	0.25	0.64	1.25	0.07	0.11	0.22	0.00
Pratabgarh	1.94	3.67	0.34	0.71	1.41	0.05	0.19	0.40	0.00
Barabanki	2.87	5.14	0.52	0.25	0.45	0.05	0.17	0.32	0.01
Rampur	1.47	2.59	0.21	0.01	0.01	0.00	0.10	0.19	0.00
Tehri Garhwal	1.20	2.32	0.00	1.94	3.76	0.00	0.00	0.00	0.00

Source: Census of India, United Province of Agra and Oudh, 1911, Vol. XV

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Appendix 4.1
District-Wise literacy Rates in Uttar Pradesh 1961-2001

Districts	1961			2001		
	Total	Male	Female	Total	Male	Female
UTTAR PRADESH	17.34	26.77	6.94	45.56	55.85	34.11
Saharanpur	20.04	28.15	10.22	49.85	57.78	40.67
Muzaffarnagar	16.68	24.85	6.95	49.06	58.06	38.73
Bijnor	17.67	26.13	8.03	46.66	55.32	36.98
Moradabad	13.71	19.77	6.69	36.74	45.70	26.54
Rampur	12.07	17.92	5.36	30.74	38.45	21.97
Meerut	22.44	32.92	10.00	55.32	63.99	45.26
Bulandshahr	17.41	27.67	5.74	50.64	62.23	37.28
Aligarh	19.81	29.83	8.17	48.43	59.48	35.58
Mathura	21.47	32.84	7.90	49.44	61.76	34.76
Agra	24.02	34.09	12.02	51.18	61.13	39.41
Mainpuri	19.74	29.58	8.30	52.27	61.83	41.08
Etah	16.57	25.17	6.63	43.74	54.36	31.22
Budaun	9.64	14.21	4.16	30.12	38.91	19.69
Bareilly	15.16	21.10	8.03	38.33	47.27	28.07
Pilibhit	13.40	19.96	5.62	39.99	50.56	27.93
Shahjahanpur	13.24	19.37	5.83	39.42	48.30	28.86
Kheri	12.00	18.77	4.07	38.79	48.14	28.07
Sitapur	13.25	20.94	4.28	38.80	48.59	27.48
Hardoi	15.43	23.78	5.69	41.79	52.33	29.31
Unnao	15.14	23.52	5.74	45.00	54.74	34.15
Lucknow	30.20	39.12	19.55	58.39	64.73	51.24
Rae Bareli	13.19	22.25	3.79	43.85	55.05	32.07
Farrukhabad	21.39	30.59	10.42	49.98	58.90	39.57
Etawah	22.94	33.86	10.04	57.44	65.95	47.51
Kanpur	31.49	41.58	19.04	61.28	67.32	54.21
Jalaun	22.79	35.58	8.35	53.77	64.77	40.80
Jhansi	20.01	30.49	8.30	49.34	60.78	36.25
Hamirpur	16.24	26.60	5.02	45.44	57.57	31.30
Banda	14.86	25.23	3.41	46.19	57.91	32.63
Fatehpur	16.67	27.11	5.25	46.02	56.64	34.13
Pratapgarh	13.67	24.83	3.16	46.80	59.63	34.02
Allahabad	19.56	30.45	7.83	47.98	59.65	34.76
Barabanki	12.04	19.57	3.62	38.26	47.83	27.48
Faizabad	14.31	23.62	4.83	46.53	57.01	35.58
Sultanpur	12.95	22.68	3.38	45.05	56.69	33.18
Bahraich	11.74	19.83	2.72	27.67	37.06	16.80
Gonda	11.74	19.66	3.25	31.79	42.37	20.06
Basti	11.68	19.79	3.13	38.47	50.21	26.12
Gorakhpur	15.72	26.14	5.06	43.72	56.44	30.34
Deoria	14.12	24.39	3.87	42.30	55.32	29.03
Azamgarh	16.28	26.43	6.44	46.78	57.41	36.24
Ballia	19.37	31.32	7.82	47.03	58.37	35.13
Jaunpur	17.21	29.92	5.24	47.85	60.25	35.62
Ghazipur	17.98	28.93	7.24	47.57	59.48	35.37
Varanasi	23.59	36.83	9.63	50.61	61.83	38.29
Mirzapur	16.94	27.71	5.47	42.08	53.57	29.29

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961 and 2001

Appendix 4.2
District-Wise Rural literacy Rates in Uttar Pradesh 1961-2001

Districts	1961			2001		
	Total	Male	Female	Total	Male	Female
UTTAR PRADESH	**14.07**	**23.23**	**4.11**	**42.06**	**53.43**	**29.47**
Saharanpur	13.73	21.42	4.54	47.31	56.42	36.77
Muzaffarnagar	13.97	22.01	4.45	47.23	57.15	35.79
Bijnor	15.28	23.88	5.43	45.53	55.37	34.53
Moradabad	8.99	14.35	2.75	32.81	43.34	20.74
Rampur	7.98	13.28	1.93	26.49	35.14	16.56
Meerut	17.21	27.86	4.73	51.29	61.90	38.93
Bulandshahr	15.41	25.77	3.66	48.33	61.53	33.16
Aligarh	16.33	26.38	4.72	46.82	59.50	31.99
Mathura	17.20	28.39	3.89	45.59	59.90	28.48
Agra	16.58	26.73	4.65	45.31	58.31	29.90
Mainpuri	18.13	27.86	6.85	50.86	61.52	38.27
Etah	14.72	23.22	4.89	41.87	53.38	28.18
Budaun	7.89	12.41	2.48	27.22	36.71	15.80
Bareilly	8.96	14.44	2.38	32.87	43.38	20.68
Pilibhit	10.46	16.82	2.89	37.61	49.03	24.56
Shahjahanpur	10.51	16.53	3.16	37.10	47.00	25.26
Kheri	10.41	16.95	2.76	36.63	46.46	25.33
Sitapur	11.42	18.80	2.88	36.49	46.90	24.37
Hardoi	13.96	22.13	4.45	40.03	51.16	26.77
Unnao	14.49	22.84	5.15	42.54	53.00	30.91
Lucknow	13.48	21.62	4.33	43.51	53.52	32.23
Rae Bareli	12.47	21.43	3.22	41.90	53.59	29.65
Farrukhabad	19.27	28.52	8.21	48.15	57.86	36.73
Etawah	21.12	32.12	8.14	55.34	64.62	44.43
Kanpur	20.94	31.49	8.74	54.05	62.44	44.23
Jalaun	20.39	33.00	6.26	51.55	63.61	37.25
Jhansi	13.49	22.82	3.28	42.00	55.23	26.87
Hamirpur	14.76	24.90	3.84	42.53	55.33	27.55
Banda	13.31	23.43	2.18	43.73	55.98	29.56
Fatehpur	15.80	26.22	4.43	44.43	55.50	32.02
Pratapgarh	13.11	24.15	2.77	45.89	58.98	32.92
Allahabad	13.32	23.77	2.50	42.54	55.55	28.07
Barabanki	11.08	18.53	2.77	36.96	46.92	25.71
Faizabad	12.53	21.64	3.40	44.52	55.49	33.18
Sultanpur	12.36	21.96	2.96	43.98	55.85	31.93
Bahraich	10.56	18.48	1.75	25.55	35.34	14.22
Gonda	10.42	18.02	2.32	29.69	40.61	17.62
Basti	11.22	19.21	2.83	37.28	49.22	24.76
Gorakhpur	13.15	23.09	3.17	40.12	53.69	25.98
Deoria	13.48	23.58	3.45	40.90	54.26	27.37
Azamgarh	15.18	25.12	5.64	45.39	56.48	34.50
Ballia	18.38	30.12	7.15	45.91	57.68	33.64
Jaunpur	16.13	28.65	4.44	46.80	59.59	34.29
Ghazipur	17.06	27.84	6.53	46.38	58.59	33.94
Varanasi	18.38	31.62	5.11	47.05	59.80	33.25
Mirzapur	14.35	24.59	3.61	37.91	50.02	24.56

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

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Appendix 4.3
District-Wise Urban literacy Rates in Uttar Pradesh 1961-2001

Districts	1961			2001		
	Total	Male	Female	Total	Male	Female
UTTAR PRADESH	**39.47**	**49.40**	**27.32**	**58.92**	**64.92**	**52.06**
Saharanpur	41.12	49.98	29.86	57.14	61.73	51.85
Muzaffarnagar	34.43	43.18	23.65	54.41	60.77	47.22
Bijnor	29.84	37.71	21.06	50.15	55.19	44.57
Moradabad	30.27	39.01	20.33	46.44	51.57	40.68
Rampur	27.65	35.43	18.55	43.51	48.53	37.93
Meerut	42.58	51.93	30.97	59.87	66.37	52.37
Bulandshahr	31.21	40.67	20.27	56.78	64.06	48.32
Aligarh	37.73	47.42	26.23	52.98	59.41	45.65
Mathura	42.65	54.79	28.00	59.19	66.53	50.54
Agra	37.32	47.05	25.48	58.86	64.85	51.81
Mainpuri	40.05	50.71	27.06	56.86	62.86	50.05
Etah	33.90	43.42	22.90	52.66	59.11	45.37
Budaun	28.57	34.03	22.18	43.23	49.16	36.57
Bareilly	37.03	44.72	27.87	49.45	55.30	42.88
Pilibhit	31.99	39.91	22.69	50.90	57.61	43.31
Shahjahanpur	30.11	37.39	21.75	48.33	53.38	42.49
Kheri	39.23	49.04	27.12	56.74	62.06	50.66
Sitapur	35.40	45.80	22.14	55.79	61.27	49.74
Hardoi	34.16	44.58	21.76	54.70	61.08	47.45
Unnao	41.31	49.44	30.93	58.64	64.44	52.18
Lucknow	47.22	56.01	36.08	66.89	71.15	62.11
Rae Bareli	35.98	47.22	23.03	62.37	68.62	55.52
Farrukhabad	38.45	47.42	27.98	57.62	63.33	51.15
Etawah	41.15	51.23	29.15	66.41	71.74	60.40
Kanpur	46.67	55.12	35.23	68.31	72.07	63.91
Jalaun	39.17	52.70	23.08	61.03	68.64	52.26
Jhansi	40.85	54.02	25.13	65.39	72.94	56.76
Hamirpur	32.39	44.75	18.30	58.06	67.31	47.40
Banda	36.65	49.67	21.36	61.42	69.80	51.66
Fatehpur	37.70	47.90	25.79	59.90	66.61	52.43
Pratapgarh	45.74	59.79	28.99	63.11	70.82	54.75
Allahabad	47.56	57.69	34.63	68.64	74.60	61.39
Barabanki	30.30	38.98	20.20	51.01	56.77	44.60
Faizabad	33.07	42.73	21.41	62.38	68.41	55.51
Sultanpur	44.39	56.57	28.98	66.62	72.75	59.75
Bahraich	32.81	43.22	20.56	53.27	58.25	47.65
Gonda	37.45	49.85	22.60	57.96	63.95	51.06
Basti	42.28	55.27	25.38	59.72	67.37	51.22
Gorakhpur	48.44	60.34	32.85	65.34	72.40	57.44
Deoria	40.03	53.81	22.98	60.41	68.54	51.51
Azamgarh	38.08	50.61	23.84	57.66	64.41	50.45
Ballia	44.73	58.63	27.49	57.29	64.59	49.23
Jaunpur	36.57	50.55	20.81	61.00	68.07	53.26
Ghazipur	43.87	57.74	28.50	61.84	69.73	53.18
Varanasi	40.61	52.30	26.16	60.63	67.39	52.91
Mirzapur	36.87	50.33	20.81	64.48	72.09	55.53

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

Appendix 4.4
Districts-Wise Literacy Rates among Scheduled Caste 1961- 2001

Districts	1961			2001		
	Total	Male	Female	Total	Male	Female
UTTAR PRADESH	**6.97**	**12.49**	**1.11**	**36.75**	**48.12**	**24.11**
Saharanpur	7.15	12.57	0.91	46.82	57.86	33.98
Muzaffarnagar	7.16	12.46	1.02	44.97	56.99	30.98
Bijnor	9.03	15.66	1.77	42.05	53.81	28.70
Moradabad	5.26	9.23	0.68	33.85	45.10	20.87
Rampur	3.19	5.72	0.32	29.12	38.85	17.91
Meerut	12.07	21.42	1.43	50.08	61.13	37.18
Bulandshahr	9.07	16.82	0.79	43.19	56.69	27.58
Aligarh	9.05	15.76	1.50	40.70	52.97	26.42
Mathura	8.84	15.83	0.91	41.52	54.82	25.92
Agra	10.18	17.20	1.92	41.63	52.12	29.23
Mainpuri	12.09	20.06	2.62	46.43	56.65	34.36
Etah	9.75	16.56	1.89	36.58	47.28	23.89
Budaun	2.94	5.10	0.32	28.10	37.15	17.36
Bareilly	5.07	8.10	1.33	36.47	46.31	25.04
Pilibhit	5.22	9.06	0.74	35.75	46.40	23.53
Shahjahanpur	4.23	7.38	0.46	33.86	42.83	23.14
Kheri	4.45	7.86	0.61	31.53	41.55	20.11
Sitapur	5.11	9.30	0.39	31.41	41.55	19.64
Hardoi	6.62	11.73	0.79	34.35	45.59	20.85
Unnao	7.03	12.64	0.96	35.51	45.94	24.08
Lucknow	8.19	13.48	2.18	41.07	50.46	30.56
Rae Bareli	5.39	8.28	2.49	31.13	42.33	19.57
Farrukhabad	11.54	18.92	2.26	39.49	48.82	28.38
Etawah	13.08	21.50	3.35	49.46	59.22	37.82
Kanpur	15.29	22.95	6.18	47.54	56.20	37.35
Jalaun	12.58	22.80	1.37	47.49	60.37	31.98
Jhansi	9.07	15.94	1.67	41.49	53.98	27.29
Hamirpur	5.72	10.73	0.62	37.51	50.15	22.67
Banda	3.68	6.86	0.31	37.40	48.38	24.76
Fatehpur	4.99	9.21	0.56	35.03	46.23	22.57
Pratapgarh	4.91	9.99	0.44	34.85	47.83	22.30
Allahabad	6.02	10.77	1.17	32.22	43.86	19.32
Barabanki	3.45	6.50	0.14	28.40	38.19	17.39
Faizabad	6.14	12.07	0.46	35.20	46.52	23.60
Sultanpur	2.82	5.61	0.18	31.82	43.46	19.86
Bahraich	3.75	7.16	0.13	21.37	30.67	10.43
Gonda	3.87	7.04	0.62	22.20	32.38	10.75
Basti	3.51	6.85	0.15	30.73	43.00	17.78
Gorakhpur	5.71	11.14	0.62	35.40	48.84	21.45
Deoria	5.27	10.48	0.31	33.52	46.76	20.05
Azamgarh	6.54	12.86	0.81	38.09	50.03	26.45
Ballia	7.43	14.81	0.46	38.74	51.83	24.89
Jaunpur	6.44	13.25	0.39	38.00	51.24	24.90
Ghazipur	6.91	13.54	0.70	39.01	52.26	25.32
Varanasi	8.20	15.10	1.29	37.34	50.13	23.23
Mirzapur	4.91	9.33	0.35	26.83	37.99	14.59

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

Appendix 4.5
Districts-Wise Literacy Rates among Rural Scheduled Caste
In Uttar Pradesh 1961- 2001

Districts	1961			2001		
	Total	Male	Female	Total	Male	Female
UTTAR PRADESH	**6.10**	**11.27**	**0.66**	**35.16**	**46.81**	**22.27**
Saharanpur	6.90	12.46	0.53	45.83	57.22	32.54
Muzaffarnagar	6.64	12.04	0.40	44.01	56.41	29.59
Bijnor	8.71	15.30	1.50	41.95	53.93	28.35
Moradabad	4.51	8.16	0.31	32.28	44.08	18.68
Rampur	2.66	4.81	0.24	27.72	37.58	16.37
Meerut	10.77	19.81	0.59	47.47	59.77	33.04
Bulandshahr	8.52	15.91	0.67	42.44	56.53	26.21
Aligarh	7.89	14.23	0.73	40.38	53.44	25.15
Mathura	8.01	14.62	0.51	40.61	54.67	24.04
Agra	9.05	15.97	1.03	39.12	51.68	24.32
Mainpuri	11.65	19.55	2.26	45.67	56.34	33.03
Etah	9.43	16.12	1.73	35.88	46.90	22.76
Budaun	2.70	4.73	0.23	27.48	36.62	16.57
Bareilly	3.64	6.28	0.36	33.80	44.00	21.83
Pilibhit	4.69	8.30	0.47	34.57	45.36	22.19
Shahjahanpur	4.02	6.99	0.47	32.98	42.11	22.01
Kheri	4.21	7.55	0.46	31.18	41.27	19.69
Sitapur	4.95	9.06	0.35	30.98	41.19	19.14
Hardoi	6.36	11.31	0.72	33.97	45.31	20.34
Unnao	6.98	12.57	0.95	34.60	45.18	23.00
Lucknow	5.27	9.70	0.37	35.76	46.06	24.27
Rae Bareli	5.26	8.01	2.49	30.46	41.69	18.91
Farrukhabad	11.23	18.53	2.02	38.67	48.29	27.18
Etawah	12.60	20.81	3.16	48.62	58.55	36.72
Kanpur	9.14	16.07	1.36	44.49	53.83	33.45
Jalaun	11.33	20.72	1.09	45.86	59.17	29.74
Jhansi	6.02	11.30	0.36	36.41	49.45	21.57
Hamirpur	5.17	9.76	0.52	35.80	48.41	20.96
Banda	3.47	6.49	0.28	36.64	47.61	24.02
Fatehpur	4.80	8.87	0.53	34.60	45.85	22.10
Pratapgarh	4.85	9.86	0.43	34.52	47.52	22.00
Allahabad	3.98	7.57	0.38	29.84	41.72	16.78
Barabanki	3.41	6.43	0.14	28.33	38.17	17.27
Faizabad	5.95	11.70	0.46	34.73	46.12	23.10
Sultanpur	2.72	5.42	0.16	31.57	43.22	19.61
Bahraich	3.66	7.01	0.11	20.89	30.21	9.92
Gonda	3.20	6.20	0.14	21.55	31.72	10.12
Basti	3.37	6.61	0.12	30.41	42.68	17.48
Gorakhpur	5.07	10.20	0.27	34.18	47.80	20.14
Deoria	5.15	10.30	0.27	33.18	46.50	19.67
Azamgarh	6.30	12.57	0.62	37.90	49.90	26.25
Ballia	7.31	14.58	0.45	38.77	51.95	24.88
Jaunpur	6.28	13.00	0.33	37.93	51.23	24.82
Ghazipur	6.60	13.04	0.58	38.69	51.99	24.99
Varanasi	7.31	13.74	0.93	35.80	48.88	21.48
Mirzapur	4.39	8.37	0.29	25.47	36.59	13.33

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

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Appendix 4.6
Districts-Wise Literacy Rates among Urban Scheduled Caste
In Uttar Pradesh 1961- 2001

Districts	1961			2001		
	Total	Male	Female	Total	Male	Female
UTTAR PRADESH	**18.70**	**28.05**	**7.57**	**48.06**	**57.28**	**37.45**
Saharanpur	10.21	13.91	5.79	55.12	63.26	45.87
Muzaffarnagar	13.56	17.71	8.74	50.19	60.19	38.62
Bijnor	14.48	21.91	6.42	43.04	52.49	32.37
Moradabad	13.01	20.33	4.54	41.62	50.17	31.75
Rampur	12.88	21.24	1.93	42.22	50.78	32.34
Meerut	20.53	31.58	7.16	53.45	62.90	42.51
Bulandshahr	15.34	26.88	2.11	46.96	57.47	34.55
Aligarh	17.95	27.62	7.31	41.93	51.12	31.42
Mathura	18.40	30.03	5.48	45.28	55.45	33.56
Agra	13.07	20.29	4.27	44.81	52.66	35.46
Mainpuri	19.65	28.91	8.78	49.40	57.89	39.51
Etah	13.77	22.03	3.94	40.81	49.61	30.65
Budaun	9.23	14.43	2.69	32.63	41.08	22.98
Bareilly	19.09	26.97	10.27	47.55	56.05	38.01
Pilibhit	12.74	19.92	4.51	47.21	56.54	36.58
Shahjahanpur	8.68	15.36	0.24	41.61	49.28	32.79
Kheri	17.76	24.00	9.66	39.99	48.22	30.41
Sitapur	12.79	19.91	2.71	42.72	51.36	32.84
Hardoi	18.07	28.18	4.22	42.91	51.94	32.17
Unnao	13.36	21.90	3.06	47.11	55.58	37.85
Lucknow	20.80	28.65	10.66	52.64	59.95	44.36
Rae Bareli	14.33	25.16	2.40	44.35	54.60	33.10
Farrukhabad	15.24	23.63	5.06	44.37	52.02	35.50
Etawah	22.25	34.17	7.06	55.80	64.29	45.96
Kanpur	28.81	36.79	17.96	54.29	61.50	45.92
Jalaun	23.90	40.97	3.94	54.50	65.61	41.44
Jhansi	23.59	37.61	8.03	57.06	67.91	44.77
Hamirpur	13.48	24.09	2.10	46.43	59.23	31.50
Banda	9.33	16.99	1.10	44.03	55.14	31.26
Fatehpur	12.44	22.28	1.90	41.88	52.32	30.08
Pratapgarh	16.81	32.32	1.69	46.41	58.66	33.54
Allahabad	21.31	33.00	7.58	50.80	59.83	40.00
Barabanki	6.21	10.99	0.57	30.71	38.92	21.26
Faizabad	10.93	20.94	0.50	45.29	54.91	34.75
Sultanpur	14.91	27.29	2.16	43.68	54.00	32.15
Bahraich	9.66	16.95	1.43	40.85	49.63	30.80
Gonda	34.69	44.25	23.91	41.90	52.12	30.09
Basti	13.90	24.56	2.56	39.67	51.43	26.54
Gorakhpur	27.99	42.17	13.36	48.32	59.42	35.94
Deoria	13.24	22.39	3.48	41.11	52.38	28.85
Azamgarh	22.48	29.75	14.67	41.83	52.27	30.51
Ballia	12.18	23.85	0.90	38.25	50.03	25.03
Jaunpur	13.36	22.97	3.44	40.27	51.71	27.64
Ghazipur	23.25	39.42	7.30	46.91	58.75	33.79
Varanasi	14.32	24.10	3.84	47.39	58.13	35.03
Mirzapur	14.87	26.72	1.57	47.00	58.00	34.06

Source: Census of India, Uttar Pradesh, Social and Cultural Tables, 1961and 2001

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Appendix 4.7
Literacy Rates among Religious Groups in Uttar Pradesh

Districts	Hindu literates			Muslim literates		
	Person	Male	Female	Person	Male	Female
UTTAR PRADESH	**47.17**	**58.08**	**34.96**	**37.81**	**45.44**	**29.50**
Saharanpur	57.66	66.60	47.26	37.24	43.72	29.81
Muzaffarnagar	57.11	66.58	46.05	35.64	43.75	26.59
Bijnor	51.97	62.34	40.22	39.00	45.35	32.05
Moradabad	41.89	52.12	30.09	29.91	37.19	21.73
Rampur	33.72	43.43	22.39	25.91	31.72	19.44
Meerut	62.14	70.84	51.93	36.50	45.07	26.87
Bulandshahr	54.02	65.92	40.20	35.39	45.57	24.01
Aligarh	50.64	62.27	37.07	35.81	43.69	26.90
Mathura	51.05	63.65	35.97	30.39	39.32	20.31
Agra	51.90	62.21	39.67	41.12	48.20	32.95
Mainpuri	53.55	63.40	41.94	37.73	44.72	29.90
Etah	45.15	56.08	32.19	31.73	39.97	22.51
Budaun	30.74	40.06	19.50	27.64	34.33	20.09
Bareilly	42.65	52.34	31.29	29.22	36.55	21.11
Pilibhit	41.90	53.48	28.58	31.47	39.53	22.47
Shahjahanpur	40.55	50.05	29.15	31.80	38.11	24.61
Kheri	39.64	49.58	28.17	33.16	40.33	25.09
Sitapur	39.68	50.10	27.51	34.76	41.83	26.91
Hardoi	42.73	53.62	29.75	35.37	43.45	26.27
Unnao	45.60	55.69	34.32	40.11	46.91	32.77
Lucknow	59.71	66.67	51.80	52.03	56.19	47.47
Rae Bareli	44.28	55.72	32.22	40.30	49.79	30.50
Farrukhabad	52.06	61.00	41.51	38.14	46.58	28.85
Etawah	58.22	66.83	48.13	46.51	53.48	38.81
Kanpur	62.41	68.76	54.93	53.08	57.38	48.22
Jalaun	54.86	66.06	41.58	44.16	53.00	34.31
Jhansi	48.36	60.21	34.78	55.89	63.42	47.60
Hamirpur	44.98	57.32	30.53	50.86	60.46	40.12
Banda	46.17	58.05	32.37	45.99	55.54	35.49
Fatehpur	46.20	57.34	33.61	44.81	51.92	37.28
Pratapgarh	46.90	60.00	33.82	46.06	57.21	35.16
Allahabad	47.57	59.72	33.74	50.22	58.80	40.77
Barabanki	39.72	49.98	28.03	32.89	39.93	25.23
Faizabad	46.07	57.18	34.43	48.80	55.85	41.55
Sultanpur	45.68	57.46	33.61	41.76	52.65	30.88
Bahraich	29.28	39.71	17.03	23.98	31.05	16.07
Gonda	33.01	44.42	20.10	28.20	36.21	19.79
Basti	38.19	50.73	24.76	39.45	48.38	30.60
Gorakhpur	43.82	56.84	30.11	42.71	53.39	31.60
Deoria	42.74	56.03	29.15	39.63	51.00	28.30
Azamgarh	45.44	57.11	33.91	53.56	58.91	48.18
Ballia	46.54	58.15	34.35	53.66	61.33	45.72
Jaunpur	47.81	60.64	35.19	48.21	56.98	39.39
Ghazipur	46.74	58.99	34.19	54.69	63.50	45.66
Varanasi	51.53	63.27	38.68	44.33	52.39	35.36
Mirzapur	41.87	53.49	28.92	43.83	53.78	32.82

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Appendix 4.8
Rural Literacy Rates among Religious Groups in Uttar Pradesh 2001

Districts	Hindu literates			Muslim Literates		
	Total	Male	Female	Total	Male	Female
UTTAR PRADESH	43.44	55.26	30.29	33.91	42.69	24.45
Saharanpur	54.27	64.27	42.58	34.48	41.83	26.12
Muzaffarnagar	54.13	64.62	41.79	34.53	43.13	24.95
Bijnor	50.52	61.55	37.99	35.58	43.09	27.40
Moradabad	37.43	48.97	24.08	25.32	34.18	15.35
Rampur	29.55	40.02	17.31	19.84	26.40	12.46
Meerut	57.34	68.10	44.63	34.69	44.54	23.68
Bulandshahr	50.94	64.37	35.41	33.20	44.80	20.35
Aligarh	48.22	61.07	33.14	32.21	42.91	20.13
Mathura	46.56	61.01	29.24	28.50	39.99	15.24
Agra	45.70	58.78	30.16	34.88	46.02	22.11
Mainpuri	51.40	62.11	38.73	35.96	45.48	25.10
Etah	42.87	54.54	28.96	28.23	37.59	17.59
Budaun	27.97	37.80	16.02	23.04	30.57	14.46
Bareilly	35.92	47.13	22.70	24.32	32.83	14.86
Pilibhit	38.71	51.13	24.41	29.27	37.80	19.74
Shahjahanpur	37.60	47.89	25.19	28.91	36.65	20.12
Kheri	37.31	47.67	25.36	30.78	38.55	22.01
Sitapur	37.52	48.37	24.80	30.79	38.80	21.82
Hardoi	41.00	52.33	27.44	30.91	40.05	20.55
Unnao	43.07	53.72	31.18	36.55	44.58	27.87
Lucknow	43.92	54.24	32.27	39.91	47.46	31.53
Rae Bareli	42.41	54.20	30.04	37.16	47.92	26.09
Farrukhabad	49.72	59.41	38.24	36.10	45.64	25.53
Etawah	55.83	65.13	44.86	44.39	52.83	35.03
Kanpur	54.88	63.32	44.96	43.23	50.67	34.91
Jalaun	52.25	64.32	37.86	40.78	52.06	28.31
Jhansi	41.66	54.95	26.46	48.76	61.46	34.65
Hamirpur	42.37	55.24	27.31	45.80	57.33	32.65
Banda	43.86	56.21	29.54	41.22	51.82	29.59
Fatehpur	44.67	56.14	31.72	42.49	50.25	34.31
Pratapgarh	46.14	59.42	32.93	44.21	55.94	32.84
Allahabad	42.37	55.70	27.50	43.95	54.12	32.87
Barabanki	38.57	49.07	26.62	29.99	37.51	21.81
Faizabad	44.52	55.91	32.72	44.46	52.48	36.35
Sultanpur	44.70	56.67	32.48	40.15	51.43	28.97
Bahraich	27.66	38.34	15.11	20.36	27.88	11.96
Gonda	30.97	42.68	17.76	25.77	34.02	17.20
Basti	37.06	49.80	23.46	38.08	47.14	29.18
Gorakhpur	40.48	54.23	26.13	37.22	49.32	24.83
Deoria	41.36	54.96	27.52	38.12	49.93	26.46
Azamgarh	44.54	56.39	32.91	51.72	57.10	46.44
Ballia	45.56	57.53	33.06	51.66	60.07	43.07
Jaunpur	46.93	59.99	34.17	45.39	55.20	35.71
Ghazipur	45.71	58.18	33.01	53.28	62.66	43.80
Varanasi	47.42	60.36	33.46	42.21	52.74	30.58
Mirzapur	37.89	50.04	24.49	37.90	49.19	25.46

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Appendix 4.9
Urban Literacy Rates among Religious Groups in Uttar Pradesh 2001

Districts	Hindu literates			Muslim literates		
	Total	Male	Female	Total	Male	Female
UTTAR PRADESH	65.29	71.49	58.11	44.74	50.26	38.61
Saharanpur	71.01	75.84	65.48	42.81	47.52	37.35
Muzaffarnagar	68.03	73.85	61.38	38.09	45.12	30.22
Bijnor	61.14	67.33	54.21	44.36	48.88	39.38
Moradabad	57.83	63.48	51.39	37.54	42.23	32.30
Rampur	55.53	61.44	48.74	37.39	41.94	32.43
Meerut	67.87	74.13	60.58	38.41	45.63	30.28
Bulandshahr	64.16	71.00	56.11	38.29	46.58	28.93
Aligarh	60.30	67.08	52.54	38.43	44.26	31.82
Mathura	63.81	71.15	55.06	32.11	38.70	24.83
Agra	61.39	67.49	54.19	43.22	48.93	36.62
Mainpuri	63.24	69.35	56.24	38.52	44.36	32.04
Etah	60.41	66.56	53.38	35.43	42.50	27.62
Budaun	50.31	56.54	43.22	34.77	40.26	28.71
Bareilly	61.53	67.14	55.07	35.12	41.07	28.60
Pilibhit	61.73	68.14	54.40	36.06	43.17	28.17
Shahjahanpur	57.25	62.42	51.19	35.04	39.75	29.66
Kheri	62.93	68.57	56.40	43.55	48.16	38.42
Sitapur	63.69	69.74	56.91	45.41	50.09	40.33
Hardoi	61.08	67.54	53.65	43.92	50.05	37.10
Unnao	63.57	69.62	56.75	45.77	50.63	40.53
Lucknow	70.83	75.38	65.63	54.89	58.27	51.21
Rae Bareli	67.55	74.00	60.35	50.01	55.57	44.22
Farrukhabad	64.43	69.55	58.55	41.42	48.09	34.15
Etawah	70.44	75.71	64.46	48.59	54.11	42.51
Kanpur	71.21	75.10	66.60	56.29	59.56	52.59
Jalaun	65.38	73.15	56.36	46.93	53.77	39.26
Jhansi	65.78	73.84	56.50	58.11	64.04	51.61
Hamirpur	58.54	68.17	47.31	55.75	63.53	47.19
Banda	61.84	70.47	51.70	58.20	65.06	50.64
Fatehpur	63.56	70.92	55.22	51.88	56.99	46.41
Pratapgarh	63.95	72.30	54.73	60.57	66.79	54.10
Allahabad	70.93	76.88	63.51	60.62	66.45	54.08
Barabanki	59.59	65.72	52.58	42.87	48.27	37.01
Faizabad	64.12	71.10	55.85	59.41	63.86	54.65
Sultanpur	69.85	75.93	62.92	58.73	64.93	52.00
Bahraich	62.38	68.37	55.56	46.42	50.66	41.65
Gonda	66.33	72.77	58.90	46.08	51.53	39.82
Basti	60.80	68.95	51.66	56.98	63.54	49.82
Gorakhpur	66.21	73.69	57.80	60.91	66.44	54.86
Deoria	61.73	70.18	52.45	54.28	61.03	47.02
Azamgarh	58.58	66.95	49.36	56.77	62.00	51.32
Ballia	56.70	64.42	48.15	60.18	65.26	54.62
Jaunpur	63.98	71.73	55.30	55.90	61.67	49.80
Ghazipur	62.78	71.14	53.53	59.44	66.24	52.11
Varanasi	67.25	74.09	59.35	45.73	52.15	38.54
Mirzapur	65.84	73.55	56.70	55.27	62.56	47.14

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