Government Programmes

&

Policies for the Development

of Scheduled Caste Women
GOVERNMENT PROGRAMMES AND POLICIES FOR THE DEVELOPMENT OF SCHEDULED CASTE WOMEN

The present study seeks to describe the salient features of the social change that came among the scheduled caste women and their socio-cultural aspirations. As it is evident that women represent half of the population and half of the potential in every society. Women are the most important part of society and the development of society is incomplete if it does not encompass women. Present study seeks the status of scheduled caste women in contemporary Indian society. Their education, which is gradually increasing now-a-days. Due to their association with their caste, they remained deprived and disadvantaged; they faced the age old stigma of untouchability with all its disabilities. In the contemporary Indian society the problems and patterns of adjustments to the new situation are likely to be characteristically different from those of the educated women belonging to the caste Hindus. It is known the structure of the traditional Indian society is characterized by the spirit of social inequality based on birth and sex.

In the Encyclopaedia of Dalits in India Paswan & Jaideva (2002), stated that history has referred to Dalits as people without a history of their own. They have been marginalized as objects in a country rather than being treated as its subjects-objects of philanthropic and social work rather than subjects of a nation who have equal rights as other citizens to all the benefits, which are given to them as worthy citizens. Rather than that they
have been pushed around and subjugated and exploited at every point and their life. Thus, their status needs to be uplifted and all the atrocities meted out against them, put to a check. For this we need certain strict measures to uplift them through sanctions by law, which give them a chance to avail facilities like reservation in employment and education and thus emancipate themselves further in the mainstream of the country.

Neelam Yadav (2003), stated that regarding education in India, nineteenth century may be noted for the most abominable conditions for women as well as the initiation of their emancipation. At the beginning of the century, the women were humiliated and tortured, kept illiterate, tradition bound and incomplete subjugation to the men’s well.

Reformers started their reform in the direction of women emancipation in the late nineteenth century and continued in the twentieth century. They succeeded in breaking the strong nations of women’s inferior status. However, the process of awakening to reality was initiated and India passed to an era in which myth around women began to be seriously questioned in terms of realities of human existence. Women started regaining their freedom of will and intellect. Still, the majorities of women were believed to be emotionally morally, biologically and intellectually inferior to women and so were unable to contemplate their equal status with men. To alter this situation it was required that they should undergo a transition in its outlook towards them.
In India, education is the most important instrument for human resource development, education, therefore occupies top priority amongst various measurers taken to improve the status of women in India.

India, A reference Annual of 2005 describes that before 1976, education was the exclusive responsibility of the states. The Constitutional Amendment of 1976, which included education in the concurrent list, was a for reaching step. The substantive, financial and administration implication required a new sharing of responsibility between the Union Government and the states. While the role and responsibility of the states in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrative character of education, to maintain quality and standards including those of the teaching profession at all levels and monitory of the educational requirements of the country.

Neelam Yadav (2003), again threw light on the present scenario in India and added that education is the most important instrument for human resource development. Education, therefore occupies top priority amongst various measurers taken to improve the status of women in India. In recent years the focus of planning has shifted from equipping women for their traditional roles of house-wives and mothers to recognizing their worth as producers, making a major contribution to family and national income.

Girls belonging to scheduled caste communities are lagging behind the boys. The ratio of S.C. boys to girls in the elementary classes is 2:1. in
the VI to VIII classes, 61.9 percent of girls in the general population are enrolled, whereas among scheduled castes this proportion is only 20.9 percent; the reasons for scheduled castes and scheduled tribe girls lagging behind boys are mainly rooted in socio-economic conditions and environmental constraints such as inaccessibility of schools in tribal areas. Irrelevance of formal education curriculum to the immediate environment is also responsible for low initial enrolment and subsequent drop out rates.

In the Reference Annual (2005), describes that the Central Government played a very important role in evaluating and monitoring of educational policies and programmes, the most notable among them are the National Policy of Education (NPE), 1986 and the Programme of Action (POA), 1986 as updated in 1992. The modified policy envisages to bring about uniformity in education, making adult education programmes a mass movement, providing universal access, retention and quality in elementary education, special emphasis on education of girls, establishment of pace-setting schools like Navodaya Vidhyalayas in each district, vocationalization of secondary education, synthesis of knowledge and interdisciplinary research in higher education, starting more Open Universities in the States, strengthening of All India Council of Technical Education, encouraging sports, physical education, Yoga and adoption of an effective evaluation method etc. Besides a decentralized management structure had also been suggested to ensure popular participation in education. The POA lays down a detailed strategy for the implementing agencies.
De Haan, (2005), pointed out that while the 83rd constitutional amendment recognizes education as a fundamental right to all citizens, disparities continue to be pronounced between the various castes. The Government of India’s approach to historically marginalized groups draws on provision made in the Indian constitution, which contains explicit state obligation towards protecting and promoting social, economic and cultural rights. “The State shall promote with special care the educational and economic interest of the weaker sections of the people and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social justice and all forms of exploitation (Directive Principle of State Policy, Article 46). The constitution mandates positive discrimination in government services, state-run, and sponsored educational institutions. Amendments to the constitution also enabled representation of Scheduled Caste men and women in local governance structure.

Neelam Yadav (2003), pointed out the social reformers of nineteenth century raised the demand for women’s transformation but to make them more capable to fulfilling their traditional roles. Since independence, the policy makers have argued for universal education and for making education as a tool for bringing about social equality. Female enrolment in educational institutions is low as compared with males and drop out rates are higher. The factors which do not permit the closing of the existing gap between the education of men and women are many. While undertaking the review of the educational system at the time of formulation of the National Policy on
It was noted that the system was caught in a state of ambivalence, aiming at creating an equal society, while at the same time not disturbing the class, caste and gender relationship.

Education enables women to acquire basic skills and abilities, and fosters a value system which is conducive to raising their status in society. Efforts have been made over the past three decades of planned development to enroll more girls in schools and encourage them to stay in schools, to contribute their education as long as possible and to provide non-formed educational directives in respect of providing free and compulsory education upto the age of 14 years has been included as one of the components of "Minimum Needs Programme" and given overriding priority. In the chain of the efforts made by the government, great emphasis has been laid on women's education in the five years plans. The first five years plan advocated the need for adopting special measures for solving the problems of women's education. It held that women, "must have the same opportunities as men for taking all kinds of work and this presupposes that they get equal facilities so that their entry into the professions and public services is in no way prejudicial". It further added that "at the secondary and the university stage it should have a vocational and occupational basis, as far as possible, so that who complete such stages may be in a position, if necessary, to immediately take up some vocation or other". According the educational facilities for girls continued to expand in the subsequent plans.
The second plan continued the emphasis on overall, expansion of educational facilities. The report of the National Committee on Women’s Education (1959) made strong impact on the next five years plan.

The third five years plan launched important schemes like condensed scheme courses for adult women, Bal Sevika Training and Child Care Programmes. Subsequent plans supported these measures and also continued incentive such as free text-books and scholarships for girls. This trend continued in the fourth and fifth five year plans.

The sixth five year plan was proved as the landmark in the inclusion of women’s education as one of the major programmes under women and development which was an outcome of the publication of the report of the committed on the status of women in India. The programme for universalization of elementary education were specially directed towards higher enrolment and retention of girls in schools. It was envisaged to promote Balwadi cum-creches attached to the schools to enable girls responsible for sibling care at home attend schools. Women teachers, where necessary, were to be appointed in rural areas to encourages girls education. Science teaching in girl schools and colleges had to be strengthened to achieve greater participation of women in science and technology. Multipurpose institutions were developed for imparting training in arts, crafts etc.

The seventh plan envisages restructuring of the educational programmes and modification of school curriculum to eliminate gender bias.
Enrolments of girls in elementary, secondary and higher education courses, formal as well as non-formal has been accorded high priority. Education has been made for girls at elementary stage. Various schemes and measurers were launched to reach 100 percent coverage in elementary education.

**Financial assistance schemes** to voluntary agencies to run early childhood (pre school centers) as adjuncts of primary/middle school are to be expanded. Special efforts laid to be made to enroll children belonging to scheduled castes areas. Incentives by way of distribution of uniform, free text-books and attendance scholarships to needy girls are to be continued. It is also proposed the expand of the “Open learning system” including correspondence courses for them.

To expedite education among the girls of the scheduled castes and scheduled tribes, additional facilities will continue to be provided under the “Development of Backward Classes” sector. Girls above the matriculation stage will get higher scholarship/stipends than male students.

Under the **National Sports Policy**, participation of women and girls in sports and games is to be encouraged. Stress is to be laid on the identification of sports talent among women and provisions made for sports scholarships, coaching and nourishment support for promising girls.

Reference Annual (2005, 2006, 2007, 2008) describes that since, India became free, the government have taken number of steps to strengthen the educational base of the persons belonging to the scheduled castes and tribes. **National Policy on Education 1986** and the **Programme of Action**
(POA) 1992, these following provisions for SCs and STs have been incorporated in the existing schemes of the departments of the Elementary Education and Literacy and Secondary and Higher Education:

a) Relaxed norms for opening primary/middle schools; a primary school with in 1 km. walking distance from habitation of population upto 200 instead of habitation of population upto 300.

b) Abolition of tuition fee in all states in government schools at least up to the upper primary level in fact most of the states have abolished tuition fees for SC/ST students upto the senior secondary level.

c) Incentives like free text books, uniforms, stationary, school bag etc. for these students;

d) The mid-day meal scheme: a successful incentive programme, covers all students of primary classes in all the government and local body and government aided schools in the country with the aim to improve enrolment, attendance and retention while simultaneously impacting on the nutritional status of the children.

e) Sarva Shiksha Abhiyan (SSA) is a historic astride towards achieving the long cherished goal of universalization of Elementary Education (UEE) while bridging social, regional and gender gaps in society, the programme lay emphasis on the education of the girl child. The main features of the programme are:-

(i) Focus on the girls especially belonging to SC/ST communities and minority groups.
(ii) Back to schools for out of school girls.

(iii) Free textbooks for girls, special coaching/remedial classes and a congenial learning environment.

(iv) Teacher’s sensitization programmes to promote equitable learning opportunities.

(v) Special focus for innovative projects related to girl’s education.

(vi) Recruitment of 50 percent female teachers.

f) **District Primary Programme (DPEP)** provides infrastructure facilities and special interventions for the education of girls, SC, STs, disabled etc.

g) **The constitutional (86th Amendment) Bill** notified of 13th December 2002 provides for free and compulsory elementary education as a fundamental right, for all children in the age group of 6-14 years.

h) **Mahila Samakhya (MS)** addresses traditional gender imbalances in educational access and achievement. This involves enabling (especially from socially and economically disadvantage and marginalized groups) to address and deal with problems of isolation and lack of self confidence, oppressive social costumes and struggle for survival, all of which inhibit their empowerment.

i) The scheme of **Kasturba Gandhi Swatantrata Vidhyala** is to improve literacy among the women belonging to SCs, STs, OBCs and Minorities. It is proposed to set up 500 residential schools in districts
having less than 10 percent literacy among women. Initially schools would be upto class V and subsequently upgraded in rural areas.

j) **Education Guarantee Scheme and Alternative and Innovative Education (EGC and AIE)** has been launched to provide access to school less habitations.

k) **Shikha Karmi Project (SKP)** aims at universalization and qualitative improvement of primary education in remote, arid and socio-economically backward villages in Rajasthan with primary attention to girls. It is noteworthy that in **Shiksha Karmi Schools**, 74 percent of the students are from SCs, STs and OBCs.

l) **Reservation** of seats for SCs and STs in Central Government institution of higher education. There is no relaxation in minimum qualifying cut off stages for admission, apart from reservation.

m) The UGC has established SC/ST cells in 113 universities to ensure proper implementation of reservation policy.

n) To improve academic skills and linguistic proficiency of students in various subjects and to raise their level of comprehension remedial and special watching is provided and special coaching is provided for SC/ST students and for those who marginally fail in the entrance examination are provided a one year preparatory course and those who qualify and admitted to the first year of B.Tech course.

o) The UGC provides relaxation of 5 percent at the Master’s level for appointment as lecturer for SC/CT candidates. The commission has
also reduced the minimum percentage of marks required for appearing in the NET examination to 50 percent at master’s level for SCs/STs.

p) UGC awards scholarships, research associate ships, fellowships exclusively to SC/ST students. UGC also awards Junior fellowships every year in science and humanities including social sciences to SC/ST candidates who appear in the National Eligibility Test (NET) of the UGC and qualify the eligibility test for lecturer ship.

q) SC/ST candidates are provided relaxation upto 10 percent in cut off marks for the Junior Research Fellowship (JRF) test and for all the SC and ST candidates qualifying for the JRF are awarded fellowship.

r) IITs have scheme under which SC/ST students, who fail to qualify entrance examinations, are admitted to preparatory courses run by IITs with those who qualify at the end of the preparatory courses being offered admission.

s) Tuition fee exemption, book bank facility and scholarships are given to SC/ST students in IITs.

t) Out of 43,000 scholarships at the secondary stage for talented children from rural area, 13,000 scholarships are exclusively reserved for SC/ST students subject to fulfillment of criteria laid down.

u) 225 scholarships are exclusively reserved for SC/ST students under the National Talented Search Scheme conducted by NCERT.
v) **The Central Institute for Indian Languages**, Mysore has a scheme for development of Indian languages through research, developing manpower and production of materials in Modern Indian Languages including Tribal Languages. The institute has worked in more than 90 tribal and border languages.

w) Under the scheme of strengthening of boarding and hostel facilities of girls students of secondary and higher secondary schools cent percent financial assistance is given to voluntary organizations to improve enrolment of adolescent girls belonging to rural areas and weaker sections. Preferences is given to educational backward districts particularly those predominantly inhabited by SCs/STs and educationally backward minorities.

x) 146 districts have been identified as low female literacy districts to be given focused attention by the Centre as well as State/Union Territories for implementation of programmes /schemes.

y) From the allotted Budgets of the Departments of Elementary Education and Literacy and Secondary and Higher Secondary Education, 15 percent and 7.5 percent are allotted under the special component plan and tribal, sub-plan for scheduled castes and scheduled tribes respectively.

A Reference Annual of 2007 describes that **The Central Advisory Board of Education (CABE)**, the highest advisory body to advise the Central and State Governments in the field of Education, was first
established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and had continued to exist till 1994. CABE has a particularly important role to play at the present juncture in view of the significant socio-economic and socio-cultural developments taking place in the country and for the view of National Policy on Education which is also due. It is a matter of importance that the Central and State Governments, and educationists and people representing all interests, should increase their interaction and evolve a participative process of decision making in education, which enhances the federal structure of our polity. The National Policy on Education, 1986 (modified in 1992) also envisages that the CABE will a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation, and will function through appropriate mechanisms created to ensure contact with, and coordination among, the various areas of human resource development. Accordingly the CABE has since been reconstituted CABE was held on 10th and 11th August 2004. The Board consists of nominated members representing various interests in addition to elected members from the Lok Sabha and Rajya Sabha, and the representative of the Government of India, State Governments, UT Administrators and the representatives of the Government of India.

In the meeting of the reconstituted CABE held on 10-11 August 2004 some critical issues had emerged needing detailed deliberations. Accordingly, seven CABE committees were set up to examine:
i) Free and compulsory Education Bill and other issues related to Elementary Education.

ii) Girl’s Education and the Common School System.

iii) Universalization of Secondary Education.


v) Integration of Culture Education in the School Curriculum.

vi) Regulatory Mechanism for the Text books and Parallel Text Books taught in school outside the Government System, and

vii) Financing of Higher and Technical Education.

**Jan Shikshan Sansthan (JSS)** or institute of people’s education is a polyvalent or multifaceted adult education programme aimed at improving the vocational skill and quality of life of the beneficiaries. The objective of the scheme is educational, vocational and occupational development of the socio-economically backward and educationally disadvantage groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum bevellers, migrant workers etc.

Jogdand (1995), further added that in addition in the series of the various steps taken by the government for scheduled castes especially women. A document “National perspective plan for women, 1988-2000 A.D.” has noted that “employment opportunities in the governmental and public sectors and the private corporate sector are limited in view of the general constraints on resources for region, expansion and dependence on the dictates of the market mechanisms which are prejudicial to women.
Given these realities and based on the performance of previous decades, it is unlikely that this sector can offer much relief by way of expanded employment potential to women.

**National services volunteer scheme (NSVS),** launched with effect from 1977-78, aims at providing opportunities to students, generally speaking those who have completed their first degree, to involve themselves on a voluntary basis, in national building activities for a specific period on a whole-time bases. The requirement regarding completion of the first degree course may be relaxed in the case of students who discontinued their education after completion of Intermediate/Higher Secondary Education to participate in mass movement for a better political and social order, in case of students belonging to scheduled castes/scheduled tribes who have passed Intermediate/Higher Secondary Examination and in case of women students if in a particular district/area graduate women students are not available. The National Service Volunteer is envisaged as a social engineer, one who is striving to discover his creative potential and to gain a deep and critical insight into the issue involved in the process of development, and who is willing to commit all his energy in the service of the community and the country.

In the Fourth Joint Review Mission of Sarva Shiksha Abhiyan witness a significant increase in over all literacy rates and school participation rates across the country since the early 1990s. Gender and social disparities have also declined with an overall increase in school
attendance. This is confirmed by the data from various sources including the National family Health Survey-II (1998/99), Reproductive and Child Health Survey 2004-04, the 2001 Census and routine minority information from the Department of Education. The country is approaching here universalization of enrolment at the primary stage. The Gross Enrollment Rate has increased from 90% in 2003-2004 to 98% in 2004-2005. Similarly the net enrollment rate has risen from 72% to 82% during the same period (Department of Education, 2006).

A number of the rising factors that have contributed to the rising enrollment rate including the introduction of mid-day meals, opening of alternate schools, promoting the participation of Parent Teacher Associations (PTAs) and massive enrolment drives.

A constitutional amendment was passed in 2002 making free and compulsory education a fundamental right for children aged 6-14 years. The national and state governments continue to deliver the programme Sarva Shiksha Abhiyan (SSA), which aims to achieve universal elementary education by 2010.

Ghurye (1969), studied the patterns of caste and race in context of the contemporary Indian society and the efforts by the government taken in the direction for the overall betterment and educational upgradation. He pointed out that “it was in 1923 that the government issued a resolution that no grant would be paid to any aided educational institution which refused admission to the children of the depressed classes”.

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The District Welfare Officer for Scheduled Castes represents this department at the district level and Backward Classes Who is assisted by Tehsil Welfare Officers, one in each Tehsil. The administrative control at the state level is vested with the Director, Welfare of Scheduled Castes and Backward Classes, Haryana, Chandigarh.

The main functions of the District Welfare Officer for scheduled castes and backward classes include creating public opinion against untouchability and to adopt measures for the welfare and uplift of the scheduled caste, _vimukta jatis_ and other backward classes. He also guards the interests of these classes against their victimization untouchability and ejectment.

The different professions adopted by these classes include agricultural labour, sweeping and scavenging, leather tanning, shoe making, basket and rope making, pigs and sheep rearing, hair cutting, iron smithy and dyeing etc.

The Census of 1991 recorded 1,89,813 persons (102741 males and 87072 females) belonging to the scheduled castes. Out of them 1,67205 persons lived in rural areas and 22608 persons in towns.

The Department of Welfare of Scheduled Castes and Backward Classes has adopted certain measures for the benefit of these classes in pursuance of the directive principle embodied in the constitution of India.
ADVANCE OF LOANS (MISCELLANEOUS): -

An interest free loan to the tune of Rs. 800/- to each post-metric and Rs. 2000/- to each post-graduate scheduled castes student is advanced for the purchase of books and stationery articles. It is recoverable in 20 half yearly installments of its disbursement. It is governed by the backward classes (grant of loans) act, 1957 and the rules framed there under. The Haryana Harijan Kalyan Nigam, Chandigarh, also provides financial assistance to Harijans for their socio-economic and educational uplift. The loans are advanced at moderate rate of interest recoverable in easy installments, for various trades and profession. The loan is advanced for higher studies in which the interest is further reduced.

WIDOW DAUGHTER MARRIAGE SCHEME:-

This scheme was started in 1988 with the aim of providing financial assistance for the marriage of daughters of widows and destitute women belonging to scheduled caste/notified/ tapariwas community for meeting the marriage expenses of the daughter. A sum of Rs. 42,500/- was disbursed in the year 1988 which in 1999-2000 rose to Rs. 2,70,000/- and number of beneficiaries were 27.

KANYA DAN SCHEME

This scheme has been started w.e.f. 1.11.1999 with the aim of providing financial help on the occasion of the marriage of SC/ST girls. The grant will be available to only these SC/ST families, which are living below
the poverty line. A sum of Rs. 3,41,700/- was disbursed to 67 beneficiaries during the year 1999-2000.

POST MATRIC SCHOLARSHIP TO SC

The objective of the scheme is to provide financial assistance to the SC/ST students studying at Post matriculation or Post Secondary stage to enable them to complete their education. During the year 1999-2000 a sum of Rs. 12469/- was disbursed to students belonging to SC Community.

MERITORIOUS INCENTIVE TO SCHEDULED CASTE STUDENTS WHO SECURE 1st DIVISION:

This scheme was started in the year 1997 with the aim of providing incentive to scheduled caste students who secure 1st division in the 1st attempt from post metric to post graduate including medical, engineering, agricultural and veterinary classes to promote higher education among students of Haryana belonging to SC category in Govt. as well as in recognized affiliated college/institution. A sum of Rs. 12000/- was disbursed to the SC studying during the year 1997 which in 1999-2000 went upto Rs. 20,500 and number of student were 19.

OTHER SOCIAL SERVICES.

Subsidy for construction of new house:

In order to provide shelter to the homeless members of scheduled castes and vimukat jatis, subsidies are granted for the construction of new house. A subsidy of Rs. 2000/- for the construction of a house was given to a person who had no house of his own. The subsidy amount of Rs. 2000/- was
raised to Rs. 5000/- in each case from the year 1988-89. The proprietary rights of the house remain vested in the Government for 20 years after which the house becomes the property of the beneficiary. The latter, of course has the free use of the house during this period.

**Industrial Training:**

In 1999-2000 a sum of Rs. 4,40,000/- was spent on providing facilities for industrial training. To improve the economic condition of the member of the scheduled castes, their young men are trained as skilled workers by giving them training on an apprenticeship basis in various trades in different industrial training institutions. Twenty percent of the seats are reserved for scheduled castes & two percent for other backward Classes. During the course of training, which varies from one year to two years, a monthly stipend of Rs. 100/- is granted to a trainee belonging to the scheduled castes. No stipend under this scheme is admissible to a trainee of other backward classes. This particular scheme is calculated to improve the status not only of the individuals concerned but also of the families to which they belong.
## Scheduled Caste Population in Relation to Total Population in India & U.P.

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<td>Percentage of Scheduled Caste Population in U.P.</td>
<td>25.15</td>
<td>17.43</td>
<td>17.22</td>
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<td>Percentage of Scheduled Caste of U.P. of Scheduled Caste of India</td>
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<td>19.25</td>
<td>23.15</td>
<td>21.18</td>
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<td>2.79</td>
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<td>Percentage of Scheduled Caste Population in India</td>
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<td>14.61</td>
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ALIGARH: THE ENVIRONMENT

ORIGIN OF THE NAME OF DISTRICT

There is a big history about the origin of the name of Aligarh. The district is named after its headquarters to Aligarh which itself receives this name from celebrated fort of Aligarh originally built in 1524 by Muhammad Khan. The government of Koil was under the Lodhies. It was rebuilt in 1717 by Sabit Khan, a Turk man governor during the reign of Farrukhsiyar and Muhammad Shah, and its name was changed to Sabitgarh. In 1757 it was taken by the Jats and was named Ramgarh. It received its present appellation of Aligarh in the time of Afrozyab Khan, who succeeded Safedar Jang, the nawab viz, is of Avadh, in 1782 as Air-ul-Umra.

Earlier the district of Aligarh comprised the northern most portion of the Agra division but it was declared a separate division in 2008. The district lies in the upper Ganga-Yamuna doab. It extends from 27°29 N latitude to 28°11 N latitude and 77°29 E longitude to 78°38 E longitude. To the north the boundary is purely conventional and touches the district of Bulandshahr; on the north east the Ganga separates it from district Budaun; on the east and south-east lays the district of Mathura; and on the west it is separated from Haryana by the river Yamuna. The greatest length of the district is about 120 km. from the Yamuna to the Ganga near the northern border and the maximum breadth from north to south is same 72 km. the district is divided into five tehsils and thirteen blocks.

According to the Central Statistical Organization the district covered 5,024 sq. km. in 1971 and stood 27th in the State in respect of area. According to the board of revenue the area of the district for the same year stood 5,030 sq. Km.