

# DISTRICT BASIC EDUCATION PROJECT

## PROPOSAL

FOR

DISTRICT RAMPUR

UTTAR PRADESH

NIEPA DC



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IMPLEMENTATION CENTER  
National Council of Educational  
Research and Administration,  
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DOC, No ..... D-9387 .....  
Date ..... 18/12/96 .....

## FOREWORD

*Low level of literacy has been one of the major constraints in socio-economic development of the District. The World Bank assisted District Basic Education Project shall serve a long felt need of the people of Rampur.*

*It has not been an easy task to formulate a proposal for a group of people so diverse in their socio-economic and cultural backgrounds. They have different priorities and compulsions. It was important to understand their view points before any practical exercise in this regard could be undertaken. There was no better way to initiate the process than by involving the people themselves. It deserves to be mentioned that some of the best suggestions came from most unexpected quarters like children and almost illiterate men and women. Many, if not all, of these suggestions find place in the proposal.*

*The experience of administrators and officials associated with education have also helped in preparation of the document. I am sure that such cooperation would also be forthcoming in future.*

*Benefits of the projects are known to all and need no elaboration. We all need to put our heads down together and work committedly to achieve the project goals.*

**DISTRICT MAGISTRATE  
RAMPUR**

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## CHAPTER - I

### *INTRODUCTION*

#### *Geographical Information :*

Rampur, the smallest district of Uttar Pradesh, is situated between 78.54 to 69.28 eastern longitudes and 28.25 to 29.18 latitudes. This rapidly developing district falls under Moradabad commissionerary. The boundary of Rampur district is demarcated by district Nainital in the north, district Bareilly in the east, district Badaun in the south and district Moradabad in west.

The total land area of Rampur is 2367 sq.km. which constitutes only 0.8% of the State's total land area. The whole land area of the district is made up of alluvium of Ramganga river and its tributaries Kosi, Gagan, Sajni and Peela khar. Due to its vicinity to the terai belt of Himalayas, the land of this district is extremely fertile. Of the total land area, 235360 hectares land is under cultivation, 6611 hectares under forest cover and 7062 hectares of usar land is uncultivable. The forest cover of the district falls under the Bilaspur tehsil consisting mainly of Sheesham, Jamun, Imli, Searal, Sirsa and Eucalyptus trees. There are also small fruit orchards of Mango and Leechee etc. The main crops cultivated in the district are rice, wheat, sugarcane, bajra, makka, soyabean, arhar, urad, moong, jwar and potato. Deer and neelgai are the only wild animals found in this area whereas goats, buffalo, mule and horse are commonly domesticated.

#### *Historical Background :*

The history of Rampur district goes back to the Mahabharata era, when it was a part of the Panchal country, the native land of princess Draupadi. Over the years, it has been ruled by Rajputs, Rohila kings and Nawabs formerly known as 'kather' it came to be known as Rampur after the name

of famous katheria king Ram Singh. Genesis of modern Rampur can be traced to Rohilla chief Faizulah Khan. It was ruled by this dynasty for about 175 glorious years beginning 1775. After independence district of Rampur was merged into Union of India by Nawab Mohammad Raza Khan on Dec. 1, 1949.

The fort of Rampur, Kothi Khas Bagh, Benazir garden, Raza library add to the archeological splendour of the district. The contribution of Rampur in freedom struggle centres around the three prominent freedom fighters namely Mohd. Ali, Shaukat Ali and Maulana Mohd. Ali Jauhar. The Ali brothers are remembered for their role during the Khilafat movement and Maulana Ali Jauhar for his unforgettable speech at the Round Table conference in 1930. During the freedom struggle Maulana Jauhar propagated his revolutionary thoughts through his publication "Comrade" and "Hamdard".

### *Culture :*

Rampur is famous for its 'Ganga-Jamuni' culture. In the district about 45 festivals of Hindus and 26 festivals of Muslims are harmoniously celebrated each year. Exquisite traditional craftsmanship in zari-zar-dozai, applique work, knife-making have fetched Rampur national acclaim. This district is also famous for its kajri, birha, alha, and for forms/styles of Indian classical and folk music.

Mr. Najmul Ghani contributed enormously to the literary wealth of the district. He wrote more than 30 books as also the history of Rampur and Hyderabad states. Among the famous educationists, Maulana Abdul Wahab Khan is remembered for his contribution in the field of education and for establishing Jamait-ul-maurif.

### *Socio-Economic Background :*

Rampur, geographically the smallest district of the state constitutes 0.8% of the total land area of the state and 1.07% of its population. This densely populated district is predominantly inhabited by minority communities which constitute nearly 52% of population. It also has large scheduled caste population, constituting 21.2% of the total district population

### *Sex-wise, Block-wise Population Data :*

According to census-1991 the total population of Rampur district is 1502000, of which 26.16% live in urban areas, about 73.8% population is rural based. Of the total population 46.46% are women and 53.60% males. The most populous block in the district is Saur which has almost 20% of district population. The most sparsely populated block is Saidnagar with only 10% of district population

Age -wise almost 42% of the total population falls in the age group 0 to 19 years. Significantly 29% population lies in the target age group for of 0 - 14 year of which 56% are males and 44% girl children.

Rural scheduled caste population claims 16.1% of the total SC population of the district. The population growth rate in this segment was as high as 26.8% during 1981-1991, whereas the state growth rate of population during this period was only 24.8%, Shahbaq and Milak blocks have highest percentage of SC population i.e 24.% and 21.2% respectively,

Habitations predominantly inhabited by SC/ST, OBCs, minorities are Shabad, Nullahpur, Shastri Nagar, Quila camp, Indira colony, Gangapur Machhi bazar, Harijan basti, Radha road, Raushan bagh etc, where as Saidnagar, Chamrauwa blocks have lower percentage of SC population i.e 9.8% and 10.4% respectively, The district has negligible scheduled tribe population of 51 only.

A very striking feature of Rampur district is predominance of minority communities with high rate of population growth. Government efforts towards promotion of family planning have not yielded desired results due to poverty, lack of education and awareness, poor medical facilities etc. During 1981-1991 population growth rate of Rampur was 27.4% which is higher than the state growth rate of 25.48% .

This district also has the dubious distinction of being most densely populated district of the state with the steep population density of 635 persons per sq.km. as against state population density

of 473 persons per sq.km. Saidnagar and Chamrauwa are the most densely populated blocks of the district. Block-wise population density is given below.

Name of block	Density of Population (Persons per sq.km.)
1. Bilaspur	290
2. Saur	538
3. Saidanagar	654
4. Chamrauwa	681
5. Shahabad	497
6. Milak	526

The birth rate of Rampur district is 31 per thousand and death rate 15 per thousand .

According to census 1991 ,Rampur has male populaton of 808419 and female population of 693722, thereby the district has a highly adverse sex-ratio of 858 female per thousand males.

The economy of Rampur district is mosly agrarian in nature with nearly 70% of its income accruing from the primary sector.According is census 1991,out of the total population of 1502141 almost 31% i.e 465578 is working population employed as farmers and agricultural labour. Occupa- tion wise population data (1991) is given below.



Name of occupation	Population employed
1. Farmer	251337
2. Agricultural labour	68158
3. Pariwarik industry	7487
4. Non-pariwarik industry	32796
5. Construction, bussiness, commerce, Transport & communication	44028
6. Others	33703
7. Total chief workers	440011
8. Border line	25567

Although Rampur is not a very industrialised district, it boasts of 16 large industrial units, prominent ones being Raza Textiles Ltd. Rampur Distillery & Chemicals Ltd., Modi Xerox, Modi Olliveti, U.P. Sugar Cane Corp Sugar Factory, India Toners & Developers, Chaddha Paper Mills Pvt. Ltd. etc. These large/ medium scale industries provide employment to nearly 8124 people. There are also 5622 small scale industrial units employing 23977 people. The main handicrafts/cottage industries of the district are zari-zardozi, knife-making, applique work, cap making etc. Besides bidi-making is also done on a large scale all over the district.

#### *Administrative Setup :*

The district is divided into five tehsils namely - Bilaspur, Milak, Shahbad, Suar, Rampur and into six blocks- Bilaspur, Milak, Shahbad, Saur, Saidnagar and Chamrauwa. There are total of 1098 habited villages, 1 forest village, 742 Gram Sabhas, 75 Nyaya Panchayats, 5 Municipal Boards and 3 Town Areas in the district.

Under decentralised planning the emphasis is on minimum needs programmes in order to attain the objective of development with social justice. Active participation of the people's representatives in the planning and implementation process is aimed under the ammended Panchayat Raj

Act. This will ensure decentralised decision making at all the 3 levels- zila panchayat, Nyaya Panchayat and Gram Panchayat. A great appreciation of local needs and problems at grass root level would be made possible, now on the one hand and greater participation of people in the process of development is expected on the other.

*General Information :*

The non-government organisations functioning in the district are-

1. Gramin Vikas and Mahila Kalyan Samiti, Village Sonakpur, Tehsil Suar.
2. Saroj Training Institute, Manpur Ojha, Tehsil Bilaspur.
3. U.P. Social Welfare Institute, Rampur.
4. Bhartiya Mahila Sewa Sansthan, Rampur.
5. Rampur Zila Gramin Vikas Samiti, Rampur.
6. Nirbal Varg Sewa Samiti Rampur.
7. Khadi Gram Udyog Mandal Rampur.
8. Nehru Yuva Kendra, Rampur.
9. Akhand Jyoti Kala Mandal, Rampur.
10. Sharma Kalyan Kendra, Rampur.

The developmental efforts made by the government and endeavours of the NGO'S in their functional areas have unitedly attempted to steer the district towards over all social, economic, educational, cultural and industrial growth.

## CHAPTER-II

### EDUCATIONAL STATUS IN THE DISTRICT

#### *Historical Background :*

Educationally Rampur is a backward district. Lack of insight into local educational needs inadequate infrastructural facilities in the education sector and unplanned growth of schools/colleges in the district resulted in a low level of educational development in pre-independence era of the district. After independence there has been sustained governmental effort to improve the lot of education in the district. However, much remains to be done in this field.

Some of the important educational institutions of the district are-

1. Government Raza Post Graduate College, Rampur.
2. Government Girls Post Graduate College.
3. Sunder Lal Inter College.
4. Jain Inter College.
5. Sanatan Dharam Inter College.
6. Khursid Girls Inter College.
7. St. Mary's school.
8. Dayawati Modi Academy
9. Hamid Inter College.
10. Govt. Raza Inter College.
11. D.A.V. Inter College Bilaspur.
12. Divan Kanta Prasad Memorial Vidyalaya, Shahbad.

There are in all two degree colleges, one polytechnic, 3 ITIs, 45 higher secondary schools,

138 senior basic schools and 834 Junior basic schools in the district. Maulana Mohammad Ali Jauhar, Nazmul Gani Khan and Maulana Abdul Wahab Khan are some of the prominent educationist hailing from the district.

In the year 1990-1991 the number of junior basic schools per lakh population was 51.8 in Rampur, while the State average for corresponding period was 66.77.

### *Literacy Rates:*

The literacy rate of the district is 25.36% as against the average literacy rate of 28.19% in West U.P. and 27.16% in U.P. The pace of educational growth has been very slow. During the last decade, the literacy grew by only 4.2%. Of the total population only 33.79% males and 15.31% females are literate. This pitiable state of female literacy has had a compounding effect on the overall women's development.

Sainagar and Chamrauwa block have lowest literacy rates in the district i.e. 13.1% and 14.6% respectively. Equally alarming is the state of scheduled castes where of the total 1.95 lakh SC population 1.71 lakh persons are illiterate.

There is vast discrepancy between rural and urban literacy in the 7 + age group. Urban literacy is 49.98%. whereas rural literacy is only 19.17%. The sex divide is also very prominent. The rural male literacy in 7+ age group is 28.3% where as rural female literacy is insignificant 8.06%. The number of literate and illiterate people in the district, according to 1991 Census, is given below

Details	Total	Male	Female
Total			
Population	1502141	808419	693722
Population in (7+age groups)	1173147	638278	534869
Literate in (7+age groups)	297588	215680	81908
Illiterate in (7+age groups)	87559	422598	452961

According to 1991 census the district has total 171821 urban illiterates of which 86478 are women and 85343 males. Bilaspur block has the highest literacy rate of 26.7% in the district followed by Milak. Block-wise literacy data is given below -

Name of block	Male	Female	Total	Percentage (%)
1. Suar	30466	8544	39010	18.8
2. Bilaspur	22364	8377	30741	26.7
3. Saidnagar	11766	1730	13496	13.1
4. Chamraua	14033	2515	16548	14.6
5. Shahbad	23486	3752	27238	17.6
6. Milak	29967	5845	35812	22.6
<b>Rural Literacy</b>				19.1
<b>Urban Literacy</b>				42.0
<b>District Literacy</b>				25.4

### *Educational Institutions :*

The category- wise break-up of the educational institutions in the district is as follows-

Category	Number of Institutions
Junior basic school	856
Senior basic school	138
Degree college	2
Polytechnic	1
District Education & Training Institute	1
ITI	3
Physical Education Training	1

### *Student enrolment :*

In district Rampur almost 15% of the total population falls in the target age group for primary education. The district has total number of 205439 children in the age group 6 years to 14 years of which 80920 are girls and 124519 male children. A total of 136000 children are enrolled for schooling of which female participation is only 39.40% In 1994-95 about 99000 male students and 40,000 female students were enrolled at primary level. This number declined to 97500 for males and 38500 for females in 1995-96. This highly disturbing trend signifies low admissions and high drop-out rate at primary level.

### *Teachers :*

The total number of teachers at primary level in the district are 1656. The current teacher pupil ratio is 1 : 82. Vigorous efforts are underway to fill the vacant sanctioned posts of Assistant Teachers.

The projections regarding the additional enrolment of the students during the period 1996-2000 A.D is given below -

year	No. of students enrolled
1997-98	175846
1998-99	235008
1999-2000	282009

The shortfall in teaching staff is proposed to be compensated by appointment of additional 125 teachers over the project period. This would further be augmented by non-formal education, which would take care of special educational problems related to the disadvantaged children belonging to the weaker sections of the society. Appointment of full time Assistant Teachers will be done with extreme care and parsimony as it means a permanent recurring burden on the state exchequer. But to ensure healthy teacher- pupil interaction, services of teaching personnels would also be sought on honoraria basis.

*Primary Schools without Head Teachers:*

It has been accepted in principle that each school should have a Head Teacher. In Rampur district there are 135 schools without Head Teachers. Internal Management of the schools needs streamlining. These schools provided Head teachers urgently.

*DIET:*

District Institute for Education and Training has fulfilled an important function of training the elementary teaching staff at Rampur. In the light of increased responsibility and demands the need is being felt to upgrade and modernise this institution. DIET has a vital role to play in implementation of

this project particularly with regard to " Quality Improvement " aspects.

## SCHOOLING FACILITIES

### UNSERVED AREAS :

As per the norms 109 unserved areas have been identified which require new primary schools in Rampur district.

### SHELTERLESS AND SCHOOLS IN DILAPIDATED CONDITION :

72 schools in the district are either without school building or make do with dilapidated shelter.

### SCHOOLS WITHOUT TOILETS AND DRINKING WATER FACILITY :

In Rampur district as many as 1030 schools lack even basic amenities. 481 primary schools do not have drinking water facility and 549 schools have been found to be lacking toilet facility.

### SCHOOLS REQUIRING REPAIR:

132 of the existing primary school premises in Rampur district require major or minor repairs.

### SCHOOLS REQUIRING ADDITIONAL CLASS ROOMS:

259 primary schools have inadequate housing capacity for students, of which 221 schools require one additional class room and 39 schools need two additional class rooms.



## NON FORMAL EDUCATION :

In district Rampur has taken up Non-formal Education Programme. About 600 NFE centres have been established. Efforts are underway to encourage NGO participation and make education a people's programme. The details of the NFE centres is given below :-

<u>Name of Block</u>	<u>No. of NFE Centres</u>
Bilaspur	100
Suar	100
Saidnagar	100
Chamrauwa	100
Shahbad	100
Milak	100
.....	.....
Total	600
.....	.....

### *Total Literacy Campaign:*

Total literacy campaign was undertaken in District Rampur. So far 178030 illiterates have been registered under the programme. The goal of increased literacy is proposed to be achieved through 19509 Hindi and 6777 Urdu centres. Presently 13169 Hindi and 2408 Urdu centres are operational all over the district.

### Village Educational Committee:

VECs have been constituted in all the 742 Gram Panchayats in the district. This is a significant step in the process of decentralisation of educational administration in the district. VEC mem-

bers representing varied sections of the society have shown keen interest in the development of education at grass-root level. However, they have been constrained by lack of training and awareness about their role in providing the desired level of support. Seminars, Workshops and Orientation Programmes for them would go a long way in developing VECs as effective instruments for extension of education.

## CHAPTER III

### **PROBLEM AREAS IN EDUCATIONL DEVELOPMENT IN DISTRICT RAMPUR**

#### **1. Administrative Difficulties:**

The educational development has been severely hampered on account of lack of professionalism among educational administrators and red tapism. Inadequate trained staff, motivated interests, emphasis on quantitative targets, political influences, centralised decision making have all contributed to uneven educational growth in the district.

Insensitivity of educational Planners and Managers towards area specific localised problems has resulted in lop-sided and unrealistic educational planning. As a consequence the inputs have not yielded proportionate and desired results.

#### **2. Social Cultural and Attitudinal Problems:**

Cultural values and social morals influence educational development. In Rampur high priority is given to religious education among Muslim community. In order to make the educational process complete, religious education needs to be supplemented with formal and regular curriculum.

#### **EDUCATION OF GIRL CHILD:**

Prevalence of customs such as purdah system and child marriage, social perceptions which consider female education a liability rather than asset have had definite adverse bearing on female literacy. In rural areas preference is given to male education. As for girls household chores and babysitting is considered more productive. Orthodox attitudinal mindset is opposed to sending girls unescorted to schools and more so to co-educational institutions. Lack of lady teachers and fixed school timings further add to the problems. Effect of such hinderances and social biases is reflected clearly in poor status of female literacy in the district which is only 15%.

Teachers are mostly not willing to join schools in remote areas. Teachers at large have been found to suffer from low self-esteem and attitudinal angularities which adversely affect the teacher-taught relationship and overall schooling environment. Teaching quality has also suffers on account of absenteeism of teachers

### 3. Infrastructural Difficulties:

Unavailability of schools within convenient distance to the target audience has been a major limiting factor. 109 such unserved areas have been identified which do not have a primary schools within 1.5 kms. over a population of 300. Also the state of existing schools is far from satisfactory, 72 primary schools in the district are either shelterless or have dilapidated structure, 1030 schools lack even basic amenities like toilets and drinking water facility and 132 schools urgently need repairs. To add to the unsatisfactory state 259 schools have inadequate housing facility for students. Rampur district has about 265 villages which are not linked by proper roads thereby limiting the access.

Besides, extra curricular and informal learning aids are conspicuous by the total absence. The drab and uninteresting school environment has led to low enrolment and high drop out rate at primary level. Present teacher-pupil ratio in the district is 1 : 83. There is no provision for specialised Science teacher and Physical Training Instructor at the primary schools. Lack of growth prospects professionally and incentives to able teachers have also led to demotivation.

### 4. Economic Problems:

Economic compulsions also contribute to low enrolment and high drop out rate of children. In Rampur district traditional handicrafts like zari, zardazi, applique, kinfe making, bidi making etc. employs children on large scale thus hampering their formal education. Preoccupation with household chores, taking care of siblings, and helping in family's economic occupation are major restricting

factors for female education. Fixed school timing often clash with the working hours. In brief, economic constraints get better of educational needs. Provisions for non-formal education should be made for such children.

#### 5. Training:

There is acute shortage of professionally trained personnel at all functional levels in administration of education. The district officials, the non-government support agencies are ill equipped to meet the challenges. A strong training infrastructure is required at all functional levels to upgrade the professional skills of the functionaries. The Asstt. Teachers should be trained on regular basis to improve the teaching methodology. It is also important to develop training curricular and methodology suited to local conditions. To effectuate the delivery system professionally skilled, committed and trained educational planners managers, supervisors and teachers are important pre-requisites.

#### 6. Curriculum and Text Books:

The curriculum followed by district Rampur does not incorporate the local needs and priorities adequately. The process of curricular transaction is authoritarian in nature and examination is over emphasised. The important aspect of personality development and extra-curricular activities are neglected. Minimum levels of learning should be ensured, as this would increase the level of achievement and also retention. There is no supplementary reading material based on local environment. There is hardly any innovative teaching aids or activity based learning equipment with the schools.

7. The value of education is not properly appreciated by most. It is perceived as a passport to white collar jobs and the burgeoning number of educated unemployed is perceived as lack of functionality or use of education. This perception, specially among rural illiterate parents, can be altered by making curriculum utility based.

8. Many parents also, withdraw their children because of low achievements. Parent-school interaction needs to be encouraged and the school management must take the responsibility of counselling the dis-oriented parents.

9. High rate of absenteeism among the teachers needs to be addressed immediately. Efforts should be made to find and develop local talent and increase the level of commitment.

## ANNEXURE

### CHAPTER V

#### ***SALARY GRADES - DISTRICT PROJECT OFFICE***

<b>Officer</b>	<b>Salary Grade (in Rs.)</b>
Asstt. Director (Specialist)	Rs. 3000-4500
Specialist B.S.A.	Rs. 2200-4000
Asstt. Officer Finance & Accounts	Rs 2000-3200-
Computer Operator	Rs 1400-2600
Accountant	Rs 1400-2600
Asstt. Accountant	Rs 1200-2040
Stenographer	Rs 1400-2600
Typist/Clerk	Rs 950-1500
Driver	Rs 950-1500
Peon(3 for each district)	Rs. 750- 940

## CHAPTER IV

### *PROJECT PROPOSAL FOR DISTRICT RAMPUR*

The approach adopted in formulation of the proposal is firmly rooted in the ground realities of the prevailing conditions in the district. Without losing the sight of the historical past which continues to have a penetrating effect on the socio-cultural pschye of the populace, the demographic, economic, administrative and political climate have been analysed in order to develop ensight into the factors that have restrained educational growth in the district. Status of education sector has been studied to zero in on the specific weaknesses of educational management and infrastructure in rural Rampur. This proposal is a planned endeavour to achieve the goal of universsal primary education by overcoming impediments and creating an environment conducive to healthy educational development in the district.

#### *1. Educational Environment:*

Healthy community participation would be essential in bringirfg about the desired changes in the perceptions of the administrators and managers of education on one hand and the receiptis on the other. A concrete effort is envisaged to promote education as a programme by the people, of the people and for the people of the district would be taken to ensure effective launch of the project.

##### **a) Administration and Management of Education**

One of the major constraints in growth of education has been the attitudnal mind set of the administrators who have treated education as a low priority sector. Political and administrative will to invest time and effort for the cause is important. A concerted effort is proposed to professionalise and streamline the educational administration and systems as also develop a missionary zeal among the project functionaries towards the project goals. Motivational programmes, orientation workshops,



seminars and refresher courses on continuings basis are important components of the proposal. Further, cash incentives for good work are in- built in the scheme.

**b) Decentralisation of Planning, Management and Monitoring:**

The existing top-down system of educational planning, management and monitoring has failed to cater to area specific educational needs in the district. Constructive and active participation of VECs, NPRCs., BPECs, BRCs is a remedial steps to ensure need based educational planning and execution. Establishment of 742 VECs, 75 NPRCs, 6 BRCs have been provided for in the proposal. These institutions will be instrumental in planning at the grass-root levels as also in managing and monitoring the educational activities at local levels. They will also perform an important role of mainstreaming the neglected segments of the community and mobilise social awareness and support for the programme. In order to make these institutions effective, training and orientation programmes for the members have been packaged into the proposal.

**c) Community Participation:**

A programme of such gigantic proportions cannot succeed without mass community involvement. A very positive effort in this direction could be made by the district educational administration and Panchayat Raj institutions. People from all segments specially weaker sections, women and social workers, SC/ST, Members from teaching staff and parents would be encouraged to join the effort.

**d) Publicity and Extension:**

The process of environment building and community involvement would be initiated through innovative methods of communication, publicity and extension. Through target based communication education would be projected as an attractive proposition.

## 2. Educational Access:

The growth of education in the district has been unplanned. There are many areas in the district without schools. The proposal covers 109 unserved areas. Besides, 75 school clusters at Nyaya Panchayat level, 60 public libraries would be set up to bring education within easy reach of the masses.

Formal Primary Education has also been supplemented by 120 Non-Formal Education Centres to be established in the weakest blocks of the district.

## 3. Equity and Special Programmes :

Rampur is predominated by minorities accounting for nearly 52% of total population. It is significant to note that even Hindu community, having higher average literacy across the State have lagged far behind in the race of education in this district. Child labour, handicapped children, SC/ST children have special educational needs which would be provided for in form of special educational programmes tailor-made to their requirements. This programme would be implemented with active support of voluntary agencies. Religious education to the Muslim community needs to be toned and made complete by supplementing it with contemporary mathematical and science curriculum. Services of NGOs is proposed to be sought to effectively meet the objectives of the said programmes.

Conservative ideology and social bias have adversely affected **FEMALE EDUCATION**. Economic and domestic compulsions Purdah system, co-educational institutions, lack of lady teachers etc. contribute to low girl child enrolment. This is proposed to be countered by formulation of a non-formal education package for girls distinctively designed in tune with local socio-cultural environment. Services of lady teachers would be taken for this purpose. It is also proposed to elicit the support of educated women in the community to undertake non-formal extension of education among children.

#### **4. Quality of Education:**

The proposal aims at streamlining the delivery system and improving the quality of education to increase its overall attractiveness. Qualitative improvement in educational services provided to students will positively influence the enrolment and bring down the drop-out rate. The steps proposed in this direction are as below :-

##### **a) Facilities :**

In order to strengthen and create healthier environment in the existing schools, the proposal provides for buildings to 72 shelters/ delapidated schools, the additional classroom to 221 schools and additional classrooms to 39 schools in the district. Basic amenities of drinking water and toilets have been provided to 481 and 549 schools respectively. Funds for repairs and maintenance of the school structure are proposed for 132 schools in the district.

##### **b) Internal Management of Schools:**

Internal management and administration of 135 schools will be streamlined by providing Head Teachers. These schools have been functioning without head teachers. Besides, over 300 Asstt. Teachers are to be added to the present strength.

##### **c) Teachers Training and Motivation:**

Teachers occupy centre stage in this plan of action for achieving the project goals. Annual training programme for about 2000 Asstt. Teachers is an integral part of this proposal with a view to enhance professional competencies and skills of the teachers. Regular orientations, seminars and workshops are proposed for raising the motivational and commitment levels of the teachers. District Institute of Education and Training and the Block Resource Centres and NPRCs would be operationalised for academic and training support. A cadre of resource persons on honoraria basis will be developed for area specific requirements.

**d) Teaching, Learning Material and Curriculum:**

The primary schools in the district will be equipped with teaching learning aids to make the methodology interesting, innovative and child centred. With active involvement of DIET, SIEMAT NCERT, SCERT and VECs the curricular would be developed to suit the local needs.

e) Moreover, **health checkups** of the students is envisaged as a value addition to schooling and education.

These steps at quality improvement are expected to create an inspiring schooling climate which will increase the enrolment and retention of the children in the schools.

## CHAPTER V

### *PROJECT COST*

#### *1. School Mapping and Micro-Planning:*

A sum of Rs. 96,000/- have been allocated for school mapping and micro planning exercise in district Rampur. For printing and survey worth Rs. 10,000/- has been allocated to each of the six blocks in the district. This work would be completed in the year 1996-97. These blocks have also been provided Rs. 36,000/- for conducting seminars and workshops in 1996-97 and 1997-98.

#### *2. District Project Office:*

A total sum of Rs. 50.24 lacs has been allocated for developing the district project office. This expenditure would include furniture fixtures, office equipment and computer system, vehicle etc. as fixed cost. Recurring cost like salary, travelling allowances maintenance, etc have been calculated for a period of four years beginning 1996 - 97. As accelerated increment of 10% has been assured towards salary cost, salary structure of the project office staff is annexed.

#### *3. Operationalising DIET:*

A sum of Rs. 18.45 lacs has been allocated towards operationalising the District Institute for Education and Training. Capital expenditure of Rs. 6.40 lacs will be incurred during 1996 - 97. As the project progress, additional equipments, fixtures would be required and the same have been provided for and phased out accordingly. Recurring expenditure on printing, seminar / workshop, honorarium, allowances, maintenance etc. have been worked out for whole of project period.

#### *4. Block Resource Centre:*

Six Block Resource Centres will be established. Allocation of Rs. 10.00 lacs per resource centre has been made towards civil construction of which 40% is estimated to be used in the year

1996-97 itself. Equipment would be purchased in the year 1997-98. Each BRC has been allocated Rs. 50,000/- for equipment. Salaries for one co-ordinator and one Asstt. Co-ordinator per Block Resource Centre are included in the cost estimate from 1996-97 onwards. Expenditure towards purchase of books, maintenance, travelling allowance have been taken into account as per the norms.

**5. Construction, Re-construction, Repairs and Additional facilities for Primary schools:**

Cost of constructing 72 shelterless/ dilapidated schools at the rate of RS. 2.14 lacs per school has been accounted for in the cost estimates. Besides 221 one room additions @ Rs. 55,000/- per room, 39 two room additions @ Rs. 1.05 lacs per school, 549 toilets @ Rs. 12,000/- per toilet and 481 drinking water facilities @ Rs. 20,000/- per India Mark II/III hand-pump have been also included in the estimated cost. Provision for repairing 132 schools @ Rs. 2000/- per school has been made in the first two years. The total estimate expenditure towards this work is Rs 483.96 lacs.

It is estimated that 40% of the total estimated expenditure i.e. Rs. 191.48 lacs would be utilised during 1996-97 and the balance in the year 1997-98.

**6. Upgradation to Head Teachers and Additional Teaching Staff:**

The differential cost of salaries towards upgradation of 135 Asstt. Teachers as Head Teachers has been worked out @ Rs. 1552/- per Head Teacher per month (Rs. 4360/- - Rs. 2808/-) Salary of 100 additional teachers has been worked out @ Rs. 2808/- per head per month. Assuming 10 % annual increment in the salaries a total sum of Rs. 390.30 lacs has been added to the cost estimates.

**7. ECCE Centres:**

A total sum of Rs. 21.48 lacs has been provided for starting 90 ECCE centres in the district 1996-97 onwards. This includes expenditure on teaching learning material, honorarium, mainte-

nance and service charges to NGOs etc. A grant of Rs. 1.17 lacs has been provided for in the year 1996-97 for preparatory work.

**8. Health Check-ups of students:**

As per the norms honorarium of Rs. 1500/- and Travelling allowance of Rs. 5,000/- per PHC per year has been provided to each of the 34 Primary Health Centres in the district amounting to a total sum of Rs. 7.73 lacs.

**9. Training Programmes:**

Cost of training the teachers - in- service and newly appointed - has been calculated @ Rs. 700/- per teacher per year. An amount of Rs. 100/- per VEC member has been provided for training @ 5 members per VEC. A total sum of Rs.66.07 lacs has been allocated for training purposes. The training of in - service teachers will commence in 1996-97.

**10. School Complex/NPRC :**

Cost of 75 school clusters has been included in the estimates. Each centre has been provided Rs. 1.95 lacs for construction Rs. 4360/- per month towards salary, Rs. 5000/- for equipment, Rs. 5000/- for books and Rs. 4000/- towards maintenance. The total expenditure estimated under this head is Rs. 262.33 lacs of which funds for construction and equipment are proposed to be fully utilised by the year 1997-98. A nominal allocation of Rs. 2000/- per centre has been made for purchase of books in the year of 1996-97. So as to enable them to appreciate the activities.

**11. Community Libraries:**

72 community libraries to be established under the project have been provided Rs. 5000/-

each for purchase of books and nominal amount towards administrative honoraria.

**12. New Primary Schools in Unserved Areas:**

A total sum of Rs. 492.81 lacs has been allocated for opening 109 primary schools in the identified Unserved areas. Of this Rs. 233.26 lacs would be utilised for construction and civil works @ Rs. 2.14 lacs per school. Each school has been provided salary and equipment expenditure totalling Rs. 248.65 lacs and Rs. 1.09 lacs respectively.

**13. Non-Formal Education:**

A sum of Rs. 32.74 lacs allocated for non-formal education has been phased over the entire project period. This includes expenditures on equipment, supervision, teaching, learning material and training etc. A sum of Rs. 1.90 lacs has been granted in the year 1996-97 towards mobilisation expenses.

**14. Teaching learning material:**

Each of the 897 primary schools in the district have been provided Rs. 1500/- per year towards the purchase of teaching learning material.

**15. Incentive to VECs.:**

A sum of Rs. 25,000/- per VEC per block per year has been provided as incentive for excellence in performance. The incentive would be given 1996-97 onwards.

**16. Publicity and Extension:**

A sum of Rs. 4.00 lacs has been allocated for meeting the publicity and extension cost 1996-97 onwards.

**17. Assistance to NGOs:**

In order to meet the expenditure for Special Programmes for identified target groups, a sum



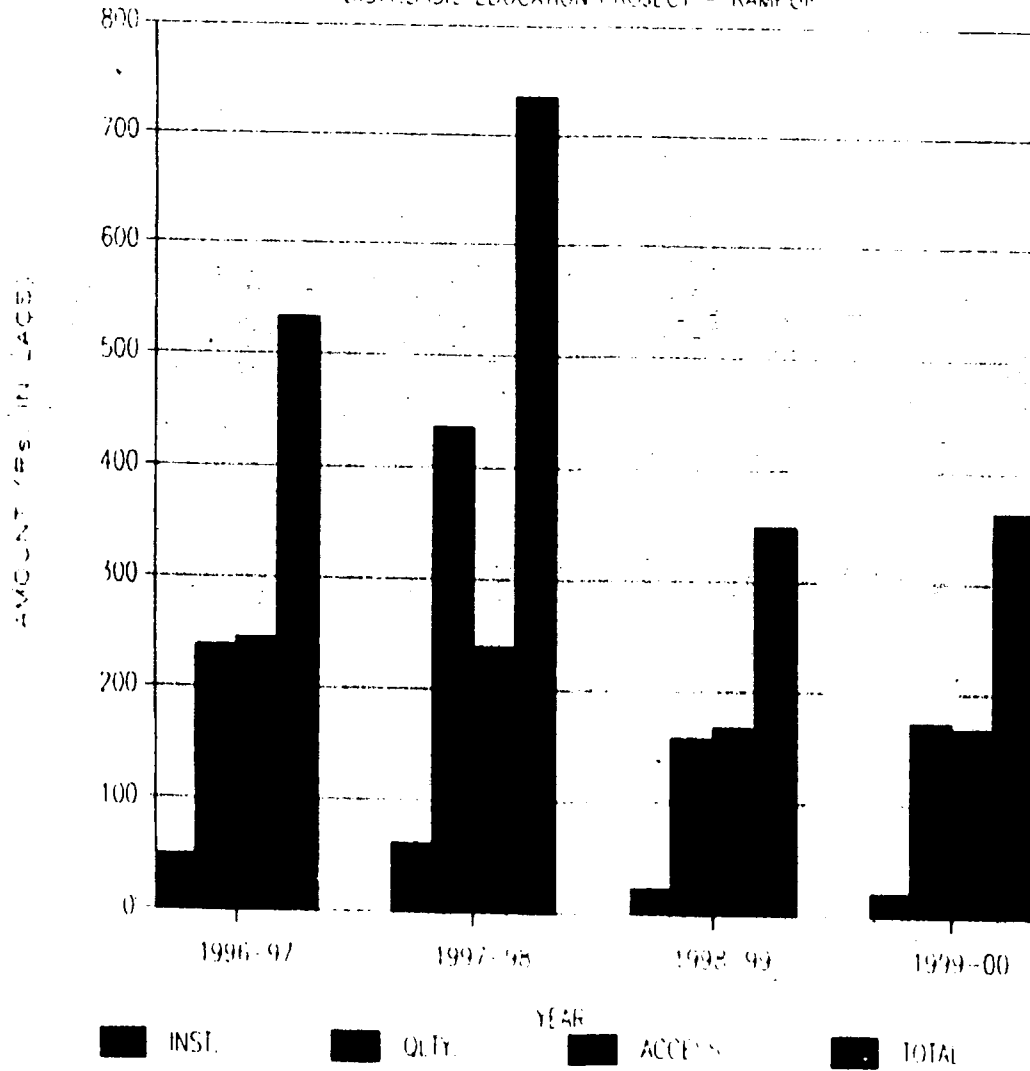
of Rs. 5.00 lacs has been provided as assistance to the NGOs. This amount has been phased out during the period 1996-97 to 2000 A.D.

Due care has been taken in adhering to the norms laid down by the State Project Office in working out the cost estimates. Efforts have been made to take realistic estimate of the cost and minimise avoidable expenditure. Conservative standards have been adopted in order to keep the fix recurring expenditure within manageable limits.

**Brief of the project cost and detailed cost estimate is annexed.**

# YEARLY BREAK UP OF PROJECT COST

DIST. BASIC EDUCATION PROJECT - RAMPUR



## ANNEXURE-CH5

PROJECT COST : DISTRICT - RAMPUR

## 1. SCHOOL MAPPING &amp; MICRO PLANNING

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
1.1	PRINTING/SURVEY @ Rs.10000 / BLOCK	60	0	0	0	60
1.2	SEMINAR/WORKSHOP	24	12	0	0	36
TOTAL (1)		84	12	0	0	96

## 2. DISTRICT PROJECT OFFICE

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
2.1	FURNITURE/FIXTURE	150	50	0	0	200
2.2	EQUIPMENT	200	50	25	25	300
2.3	VEHICLE	350	0	0	0	350
2.4	BOOKS	25	20	15	10	70
2.5	COMPUTER SYSTEM	500	25	15	15	555
2.6	PRINTING	10	10	10	10	40
2.7	SEMINAR/WORKSHOP	10	25	25	25	85
2.8	SALARY	325	715	787	865	2692
2.9	TRAVELLING ALLOWANCE	18	18	18	18	72
2.10	TELEPHONE	25	25	25	25	100
2.11	VEHICLE MAINT. & P.O.L.	30	50	55	60	195
2.12	MAINTENANCE	10	10	15	20	55
2.13	INCENTIVE	0	5	5	5	15
2.14	CONSULTANCY CHARGES	50	100	50	25	225
2.15	CONTINGENCY	25	20	15	10	70
TOTAL (2)		1728	1123	1060	1113	5024

3. OPERATIONALISING DIET

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
3.1	FURNITURE/FIXTURE	50	100	100	0	250
3.2	EQUIPMENT	75	100	100	0	275
3.3	VEHICLE	350	0	0	0	350
3.4	BOOKS	15	25	25	10	75
3.5	PRINTING	25	25	60	25	135
3.6	SEMINAR/WORKSHOP	20	20	25	25	90
3.7	HONORARIUM	20	40	50	50	160
3.8	TRAVELLING ALLOWANCE	15	35	35	35	120
3.9	VEHICLE MAINT. & P.O.L.	15	50	50	60	175
3.10	MAINTENANCE	5	20	20	20	65
3.11	CONTINGENCY	50	50	25	25	150
TOTAL (3)		640	465	490	250	1845

4. BLOCK RESOURCE CENTRE

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
4.1	CIVIL CONSTRUCTION @Rs.10 LAC/BLOCK	2400	3600	18	18	6036
4.2	FURNITURE/FIXTURE	0	25	25	0	50
4.3	EQUIPMENT	0	300	0	0	300
4.4	BOOKS	0	15	12	6	33
4.5	SALARY	140	567	624	686	2017
4.6	TRAVELLING ALLOWANCE	10	30	30	30	100
4.7	MAINTENANCE OF EQUIPMENT	0	6	12	18	36
4.8	CONTINGENCY	18	30	12	12	72
TOTAL (4)		2568	4573	733	770	8644

5. CONSTRUCTION/REC. & ADDITIONAL  
FACILITIES FOR EXISTING PRY SCHOOLS

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
5.1	CONSTRUCTION/REC.- PRY SCHOOLS (72) (CONSTN. THROUGH COMMUNITY ACTION)	6165	9245	0	0	15410
5.2	EXTENSION & ADDITIONAL FACILITIES - EXISTING PR SCHOOLS					
	- ONE ROOM (221 Nos.)	4862	7293	0	0	12155
	- TWO ROOMS (39 Nos.)	1638	2457	0	0	4095
	- TOILETS (549 Nos.)	2635	3953	0	0	6588
	- DRINKING WATER (481 Nos.)	3848	5772	0	0	9620
	SUB TOTAL (5.2)	12983	19475	0	0	32458
5.3	REPAIR & MAINTENANCE OF SCHOOL BUILDINGS (132 Nos.)	264	264	0	0	528
TOTAL (5)		19412	28984	0	0	48396

6. UPGRADATION/ADDITION OF TEACHERS

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
6.1	UPGRADED HEAD TEACHERS (135 Nos.) (ADDITIONAL SALARY)	2001	8405	8825	9265	28496
6.2	ADDITIONAL ASSTT. TEACHERS - SALARY (2 YR 50+3 YR 25+4 YR 50= 100 Nos.)	0	2527	3495	4512	10534
TOTAL (6)		2001	10932	12320	13777	39030

7. OPENING OF ECCE CENTRES - 30 Nos./YEAR

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
7.1	TEACHING/LEARNING MAT. & KITS	50	150	300	450	950
7.2	HONORARIUM	27	81	162	243	513
7.3	CONTINGENCY	10	30	60	90	190
7.4	MAINTENANCE OF EQUIPMENTS	5	15	30	45	95
7.5	SERVICE CHARGES TO NGOs	25	75	150	150	400
TOTAL (7)		117	351	702	978	2148

8. HEALTH CHECKUP OF STUDENTS(34 PHCs)

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
8.1	HONORARIUM	0	51	60	67	178
8.2	TRAVELLING ALLOWANCE	0	170	200	225	595
TOTAL (8)		0	221	260	292	773

9. TRAINING PROGRAMMES

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
9.1	INDUCTION TRAINING	0	205	17	17	239
9.2	IN-SERVICE TEACHERS' TRAINING	1160	1330	1365	1400	5255
9.3	VEC MEMBERS' TRAINING(742*5*Rs.700)	0	371	371	371	1113
TOTAL (9)		1160	1906	1753	1788	6607

10. SCHOOL COMPLEX (NPRC) - 75 Nos.

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
10.1	CONSTRUCTION @ Rs. 1.95 LACS/CENTRE	14625	0	0	0	14625
10.2	SALARY (1 HT/CENTRE)	0	1962	4120	4326	10408
10.3	EQUIPMENT @ Rs. 5000/CENTRE <i>details</i>	0	375	0	0	375
10.4	BOOKS	150	200	100	75	525
10.5	MAINTENANCE	0	0	150	150	300
TOTAL (10)		14775	2537	4370	4551	26233

11. COMMUNITY LIBRARY

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
11.1	BOOKS @ Rs. 5000/LIBRARY	60	60	120	120	360
11.2	HONORARIUM	20	40	80	160	300
TOTAL (11)		80	100	200	280	660

12. NEW PRY. SCHOOLS-UNSERVED AREAS (109)

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
12.1	CONSTRUCTION @ Rs. 2.14 LACS/SCHOOL	9330	13996	0	0	23326
12.2	SALARY (1 HT+1 ASST. TEACHER/SCHOOL)	0	4687	9843	10335	24865
12.3	FURNITURE/FIXTURE & EQUIPMENT <i>details</i>	0	1090	0	0	1090
TOTAL (12)		9330	19773	9843	10335	49281

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13. PRIMARY LEVEL NFE CENTRES (120 Nos.)

(30 CENTRES/BLOCK IN 4 BLOCKS)

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
13.1	EQUIPMENT	15	45	45	0	105
13.2	SUPERVISION / YA	10	30	60	30	130
13.3	HONORARIUM	50	144	288	144	626
13.4	TEACHING/LEARNING MAT. & KITS	100	562	1024	562	2248
13.5	CONTINGENCY	5	15	30	15	65
13.5	TRAINING	10	45	45	0	100
TOTAL (13)		190	841	1492	751	3274

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
14.	TEACHING/LEARNING MATERIAL TO PRIMARY SCHOOLS	1345	1345	1345	1345	5380
15.	INCENTIVE TO VECs @ Rs. 25000/BLOCK	150	150	150	150	600
16.	PUBLICITY & EXTENSION (PREPARATION OF SOFTWARE)	50	150	150	50	400
17.	ASSISTANCE TO NGOs FOR INNOVATIVE PROGRAMMES	100	200	100	100	500
GRAND TOTAL ( 1 TO 17 )		53730	73663	34968	36530	198891



## CHAPTER VI

### PROJECT IMPLEMENTATION

#### 1. Environment Building:

The programme will begin with a concerted effort towards developing an environment in the district that would facilitate the achievement of project goals and the targets. This would be ensured by publicity, extension and communication with the people for mobilising mass social support for the programme. Persons from all segments of the society would be invited and motivated to join the cause.

A series of workshops, orientation programmes, and seminars would be conducted to generate awareness among the people. Innovative target based communication methods would be adopted to reach out to the people hitherto untouched by educational developments. Members of BEPACs, VECs, BRCs, NPRCs, Peoples representatives and official functionaries would also be covered by this exercise so as to ensure their constructive participation in implementing the project.

#### 2. Organisation and Administration:

A responsive and target oriented work culture would be instilled in the organisational and administrative structure of the district. This would be done by selecting the committed functionaries for the project and developing them professionally.

Decentralised organisational structure envisaged under the project would comprise of DEPC at the district level, BEPEC at the Block level and VEC at the village level. A series of Training and Orientation programme for the functionaries are proposed..

#### **DISTRICT EDUCATION PROJECT COMMITTEE:**

DEPC would be headed by the District Magistrate and the committee would include officials of district administration and education department, peoples representatives, educationists, social activists particularly women and SC/STs, NGOs etc. Chief Development officer will be the vice-chairman of the committee and Asst. Director Specialist will be the member secretary

#### **DISTRICT PROJECT OFFICE:**

DPO, the apex body for project operations, will be vested with over all responsibility of planning, managing, implementing, monitoring and supervising the project activities. Administrative and financial control of the project will also be vested in this office. DPO will be headed by a specialist officers. Besides accounts and administrative staff, this office will be assisted by District Basic Education Officer, District Non-Formal Education Officers and other concerned officials.

#### **BLOCK EDUCATION PROJECT ADVISORY COMMITTEE :**

Decentralisation being at the core of implementing strategy BEPAC would be responsible for formulation and implementation of the project at the block level. It will also perform an advisory function to the executive and administrative machinery. BEPAC will be held by the Block Pramukh and the committee shall include Gram Pradhans, Women and SC/ST representatives, principals and head teachers of local schools, teachers, NGOs and social activists.

BEPAC will formulate Block Education Plan and strategies. It will also monitor the block and village level educational activities. It shall serve as an effective link between DEPC and VECs, and also play an important role in environment building.

#### **VILLAGE EDUCATION COMMITTEE :**

The project is based on the fundamental belief that the ground realities at the micro level provide the only sound basis for planning and implementing the project of this dimension.

Village Education Committee, headed by the Gram Pradhan will be the primary unit for micro planning and formulating the educational plan, managing, implementing and supervising the project activities at village levels.

**DISTRICT INSTITUTE FOR EDUCATION AND TRAINING / BLOCK RESOURCE CENTRES / NYAYA PANCHAYAT RESOURCE CENTRES :**

DIET will be strengthened and technologically upgraded to provide academic support for training and development of the project functionaries. It will also be responsible for providing necessary R&D inputs for quality improvement in education and evaluation of the programme.

At block level, BRCs and at Nyaya Panchayat/village levels NPRCs will be established to strengthen the infrastructure for academic support at the grass root levels. These centre will be backed by expertise of DIET.

**3. Quality of Education:**

Success of the project would largely depend on the health of the delivery system. The overall attractiveness of the schools, teaching methodology, curriculum and its relevance would determine the enrolment and drop-out rates of the students. Schools will be provided with civil facilities like buildings, additional rooms, toilets and drinking water facilities at the earliest. A serious effort will be made to motivate and train the teaching staff, revise and improve the curriculum, modernise teaching methodology with the help of DIET BRCs and NPRCs. External expertise from SIEMET, NCERT, SCERT would also be solicited as and when required. Internal management of the schools would be strengthened by providing head teachers to the schools without Head Teachers during the year 1996 - 97.

**4. Non-Formal Education and Special Programmes:**

The prevailing demographic, economic and socio-cultural conditions in the district consider-

ably constrained the access and equity of formal education to all. In order to broaden the scope and excess of education committed and customised programmes of non-formal education would be undertaken with the help of governmental and non-government agencies. Vigorous efforts will be made to improve the neglected and downtrodden segments of the district. Child labour, girl children, SCs and minority groups would be prime targets of NFE.

### **5. Monitoring and Evaluation:**

The programme would be monitored on continuing and regular basis at all levels by the respective supervising bodies i.e. DEPC / DPO, BEPAC, VEC respectively. DIET, BRCs and NPRCs would assist the administrative machinery in monitoring and evaluating the progress of the programme.

Broadly, monitoring would be done on following grounds :-

- a) Enrolment and drop-out rates;
- b) Access and Equity achieved;
- c) Improvement in quality of education;
- d) Financial controls and utilisation of funds
- e) Level of achievements with regard to the project goals targets within the given time frame.

#### **Financial and Procurement Procedures:**

DPO would be responsible for management, allocation, and proper utilisation of funds at the district level. Accounts Officer at the District Project Office will maintain the accounts and transfer the allocated funds to the respective institutions like VECs, schools, DIET, BRCs, NPRCs etc. with prior approval of DEPC sub-committee on finance. The accounts statement will be submitted to the State Project Office on periodic basis.

The accounts will also be audited by the Chartered Accountant independently on annual basis and be subjected to the provisions of Comptroller and Auditor General at 1971.

Purchase and procurement of equipment, materials and consumables, vehicles etc. would be made in accordance with the existing financial rules ensuring quality, competitive price and timely supply.

**CIVIL WORKS :**

The construction of schools and other civil facilities would be undertaken as per the norms and specifications of Construction Manual prepared by the State Project Office.

Community Institutions would be commissioned for construction work. Further, specialised technical and supervisory assistance would be sought from agencies like Jal Nigam and Rural Engineering Service.

**CONCLUSION:**

The comprehensive approach adopted in the project is expected to lay a strong foundation for development of education in the district mainstreaming the masses into the programme. There are important redeeming features in this, otherwise, extremely backward district, which embolden the self-belief of the Project Administrators in eventual success of the Project. The district is developing rapidly in terms of industrialisation and entrepreneurship. Healthy geographic climate, proximity to more developed western districts, growing awareness and realisation among the people about the importance of the education will considerably strengthen the administrative efforts to educate all.

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