1. Chapter One

1.1 INTRODUCTION

'Education is the key to success' is an old adage, universally applicable to all the developed and developing countries. Education is the inextinguishable torch of knowledge which penetrates the darkness of ignorance. The developed countries recognised this and gave due priority to education right in the initial stages of their development and succeeded in developing human resources adequately and, thereby, achieved the desired, unprecedented development in all spheres of life.

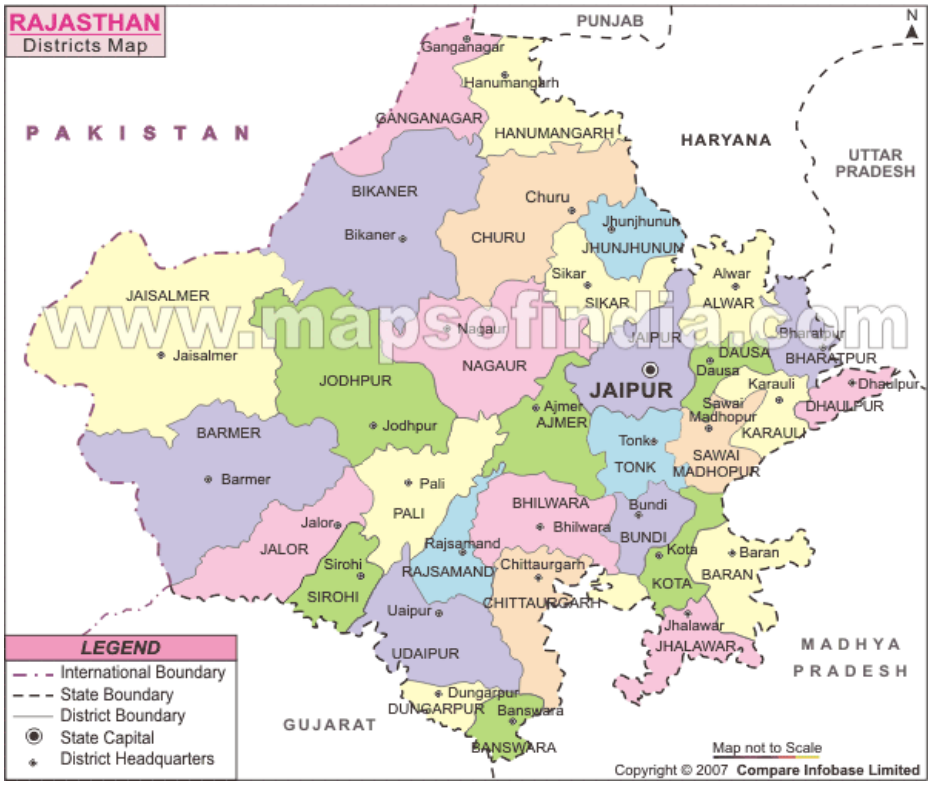
After India achieved its independence, after a prolonged and sustained strife, the perspicacious members of the Indian Constituent Assembly recognised the overwhelming importance of education in the rejuvenation and development process of nascent independent India and laid due emphasis on education in the drawing up of the Indian Constitution.

They have very aptly dealt with education in Article 45 of the Indian Constitution, the relevant excerpts of which read:

"The State shall endeavour to provide, within a period of ten years from the commencement of the constitution, free and compulsory education for all children until they complete the age of fourteen years..."

The Government of India (GoI) has been making various endeavours in pursuit of this goal from time to time, in a multitude of ways. The State Governments too have been following suit, in tandem with the GoI.

As education is critical to human and social development, relentless and unflinching efforts need to be constantly made.



1.2 Features of Rajasthan

1. Formation of the State of Rajasthan

Rajasthan was formed on 30 March 1949, when all the erstwhile princely States, ruled by the Rajputs, known as the Rajputana, merged into the Dominion of India. The difference between the erstwhile Rajputana and Rajasthan is that certain portions governed directly by the British Raj, in the former province of Ajmer-Marwar, were included. Portions lying geographically outside of Rajputana, such as Tonk State, were given to Madhya Pradesh.

The capital of Rajasthan is Jaipur, popularly known as the Pink City. Endowed with natural beauty, a great history, splendid forts and palaces, colourful festivals and fairs, diverse and lively culture, varied landscapes and thick forests, Rajasthan will always enchant visitors.

2. Regal History

Rajasthan has a rich and colourful history that makes it one of the most coveted tourist destinations of India. The home of the heroic Rajputs, known for their bravery and loyalty, Rajasthan is said to be a region where human settlement dates back to the early historical period.

Archaeological excavations establish a connection with the Harappan culture, which dates back to about 1000 BCE. In the period from 300-500 BCE, this region formed a part of the river valley inhabitation. The relics of Virat also speak of the area being inhabited by Pre-Aryan people of the oldest place, called Pushkar Narayana (modern Pushkar in Ajmer). The first Aryan settlement here was at Dundhmer in modern Dundhar.

The influence of Jainism and Buddhism also spread to this region. It witnessed the rule of the Magadha, Kushanas and the Guptas, during which it was divided into Mahajanapadas and Janapadas. Rajasthan formed part of the Mauryan Empire in about 130-150 AD and the Guptas ruled it in the 4th century.

From about 640 AD, the Gurjars, Pratiharas, Chauhans, Gahlots, etc., established their independent Kingdoms. Internal rivalry between the Rajput Kingdoms led to the establishment of many strong Rajput Kingdoms, which resisted the supreme domination of the Mughals. The Mughal rule declined by about 1707 AD and gave way to the Marathas. The Marathas were subdued by the British, who disintegrated many of its areas. After independence, Rajasthan was organised into a state in 1956.

History has it that Rajputs, Naths, Jats, Bhils, Ahirs, Gurjars, Meenas and some other tribes made a great contribution in building the State of Rajasthan. All these tribes faced great difficulties in protecting their cultures and the land. Millions of them were martyred for this land. ‘The Hinduan Suraj’ title to Udaipur was due to the Bhils. Jats had been fighting since the beginning. Gurjars had been killed in Bhinmal and Ajmer areas, fighting with the invaders. Bhils once ruled Kota and Bundi. Gurjars were the sardars in Alwar, Jodhpur and Ajmer areas. Meenas were the rulers of Dhundhar region, Bundi. The earlier contributions of warriors and protectors of the land, Jats, Bhils, Gurjars and Meenas, were neglected and lost in history.

Rajasthan includes most of the Rajputana, which comprises a number of Rajput kingdoms as well as Jat kingdoms and a Muslim kingdom. The Jats were the rulers in Bharatpur and Dholpur. Tonk was ruled by a Muslim Nawab. Jodhpur, Bikaner, Udaipur, and Jaipur were some of the main Rajput States. Rajput families rose to prominence in the 6th century. The

Rajputs resisted the Muslim incursions into India, although a number of Rajput kingdoms eventually became subservient to the Delhi Sultanate and the Mughal Empire.

The Mehrangarh Fort in Jodhpur was built by Rao Jodha in 1498. Mewar led others in resistance to the Muslim rule. Rana Sanga fought the Battle of Khanua against Babur, the founder of the Mughal empire, and Maharana Pratap Singh resisted Akbar in Haldighati. Other rulers, like Raja Maan Singh of Amber, were their trusted allies. As the Mughal Empire weakened, the Rajputs reasserted their independence.

With the decline of the Mughal Empire in the 18th century, Rajputana came under attack from the Marathas and the Pindaris and the Maratha general, Scindia, captured Ajmer. The Rajput kings concluded treaties with the British in early 19th century, accepting British sovereignty, in return for local autonomy. Following the Mughal tradition as well as its strategic location, Ajmer became a province of British India, while the autonomous Rajput States, the Muslim State (Tonk), and the Jat States (Bharatpur and Dholpur), were organised into the Rajputana Agency. Rajputana Agency was a collection of native States in India, now in Rajasthan, west of Jaipur, northwestern India, under the political charge of an agent to the Governor-General of India, who resided at Mount Abu in the Aravalli Range.

The Marwaris (people from Marwar) and Rajasthan's formerly independent kingdoms created a rich architectural and cultural heritage, seen today in their numerous forts and palaces (Mahals and Havelis) which are enriched by features of Muslim and Jain architecture. The development of the frescos in Rajasthan is linked with the history of the Marwaris, who have also played a crucial role in the economic development of the region.

3. Demography

Rajasthan has a mainly Rajasthani population. Hindus account for 88.8 per cent of the population. Muslims make up 8.5 per cent, Sikhs 1.4 per cent and Jains 1.2 per cent of the population. Rajasthan is also populated by Sindhis, who came to Rajasthan from the Sindh province (now in Pakistan) during the India-Pakistan separation in 1947.

The mother tongue of the majority of people in Rajasthan is Rajasthani. Rajasthani and Hindi are the most widely used languages in Rajasthan. After independence, Rajasthani was used as a medium of instruction, along with Hindi and English, in some schools. Some other languages used in Rajasthan are Sindhi and Punjabi.

Before the Indian Independence, Urdu and Jharsai languages were also the official languages.

4. Topography

Although Rajasthan is the largest State of India, in terms of area, it has a very scanty population density. It hosts the large, inhospitable Great Indian Desert (Thar Desert), which has an edge paralleling the Sutlej-Indus river valley along its border with Pakistan. The region borders Pakistan to the west, Gujarat to the southwest, Madhya Pradesh to the southeast, Uttar Pradesh and Haryana to the northeast and Punjab to the north.

Area-wise, Rajasthan is the largest state in India. It sprawls over an area of about 342239 sq. kms. The State of Rajasthan has a rhombus like shape, extending from 23^0.3" to 30^0.11' 54" North latitudes and from 69^0 29' 05" to 78^0, 6'24" East longitudes, the Tropic of Cancer, touching

the southern boundary, passes through the State. Its total population is 5.65 crore (according to 2001 census) and is thus placed 8th in India. The density of population is 165 persons per sq. km. The sex ratio is 1000 (males): 922 (females). It ranks 22nd in urbanisation, since only 23.38 percent of its population lives in urban areas.

5. **Geography**

The main geographic features of Rajasthan are the Thar Desert and the Aravalli Range, which runs through the State from southwest to northeast, almost from one end to the other, for more than 850 km, and the termination of the Ghaggar River near the archaeological ruins at Kalibanga, which are the oldest in the subcontinent discovered so far.

Mount Abu is at the southwestern end of the range, separated from the main ranges by the West Banas River, although a series of broken ridges continue into Haryana, in the direction of Delhi, where it can be seen as outcrops, in the form of the Raisina Hill and the ridges farther north. About three-fifths of Rajasthan lies northwest of the Aravallis, leaving two-fifths on the east and south.

The northwestern portion of Rajasthan is generally sandy and dry. Most of the region is covered by the Thar Desert, which extends into adjoining portions of Pakistan. The Aravalli Range intercepts the moisture-giving southwest monsoon winds off the Arabian Sea, leaving the northwestern region in a rain shadow (a rain shadow, or more accurately, precipitation shadow, is a dry region of land that is leeward of a mountain range or other geographic feature, with respect to prevailing wind direction. The mountains block the passage of rain-producing weather systems, casting a "shadow" of dryness behind them).

The Thar Desert is thinly populated and the town of Bikaner is the largest city in the desert. The northwestern thorn scrub forests lie in a band around the Thar Desert, between the desert and the Aravalli. This region receives less than 400 mm of rain on an average year. Summer temperatures can exceed 45 °Celsius in the summer months and drop below freezing in the winter. The Godwar, Marwar and Shekhawati regions lie in the thorn scrub forest zone, along with the city of Jodhpur.

The Luni River and its tributaries is the major river system of Godwar and Marwar regions, draining the western slopes of the Aravalli and emptying southwest into the great Rann of Kutch wetland in neighbouring Gujarat. This river is saline in the lower reaches and remains potable only up to Balotara in Barmer district. The Ghaggar River, which originates in Haryana, is an intermittent stream that disappears into the sands of the Thar Desert in the northern corner of the State and is seen as a remnant of the primitive mythical Saraswati River.

The Aravalli Range and the lands to the east and southeast of the range are generally more fertile and better watered. This region is home to the Kathiarbar-Gir dry deciduous forests eco-region, with tropical dry broadleaf forests that include teak, acacia, and other trees. The hilly Vagad region lies in southernmost Rajasthan, on the border of Gujarat. With the exception of Mount Abu, Vagad is the wettest region in Rajasthan and the most heavily forested. North of Vagad lies the Mewar region, home to the cities of Udaipur and Chittorgarh.

The Hadoti region lies to the southeast, on the border of Madhya Pradesh. North of Hadoti and Mewar is the Dhundhar region, home to the State capital of Jaipur. Mewat, the

easternmost region of Rajasthan, borders Haryana and Uttar Pradesh. Eastern and southeastern Rajasthan is drained by the Banas and Chambal rivers, tributaries of the Ganges.

The Aravalli Range traverses the State from the southwest peak Guru Shikhar (Mount Abu), which is 1,722 m in height, to Khetri in the northeast. This divides the State into 60 per cent in the northwest of the range and 40 per cent in the southeast. The northwest tract is sandy and unproductive, with little water, but improves gradually from desert land in the far west and northwest to relatively fertile and habitable land towards the east. The area includes the Thar Desert.

The southeastern area, higher in elevation (100 to 350 m above sea level) and more fertile, has a very diversified topography. In the south lies the hilly tract of Mewar. In the southeast, a large area, within the districts of Kota and Bundi, forms a tableland. To the northeast of these districts is a rugged region (badlands) following the line of the Chambal River. Farther north, the country levels out and the flat plains of the northeastern Bharatpur district are part of an alluvial basin. The major tribe in Ajmer region is Rawat.

The Aravalli Range is the main source of most of the rivers and is replete with gypsum and saline reserves. These nurture agrarian as well as industrial societies and contribute to the all-round development of the people and the land. The Range cradles the only hill station of Rajasthan, Mount Abu, and its world-famous Dilwara Temples, a sacred pilgrimage for Jains. Eastern Rajasthan has two national tiger reserves, Ranthambore and Sariska, as well as the Keoladeo National Park near Bharatpur, once famous for its bird life.

The Aravalli outlines the most important part of Rajasthan. The Chambal River, which is the only large and permanent river in the State, originates from its drainage to the East of this range and flows northeast. Its principal tributary, the Banas River, rises in the Aravalli, near Kumbhalgarh, and collects all the drainage of the Mewar plateau.

Further north, the Banganga, after rising near Jaipur, flows eastwards, before disappearing. The Luni is the only significant river west of the Aravalli. It rises in the Pushkar valley of Ajmer and flows 320 km west-southwest into the Rann of Kachchh. Northeast of the Luni basin, in the Shekhawati territory, is an area of internal drainage, characterised by salt lakes, the largest of which is the Sambhar Salt Lake.

In the vast sandy northwestern plain, extending over the districts of Jaisalmer, Barmer, Jalore, Sirohi, Jodhpur, Bikaner, Sri Ganganagar, Jhunjhunu, Sikar, Pali and Nagaur, the soil is mainly saline or alkaline. Water is scarce, but is found at a depth of 30 to 61 metres. The soil and sand are calcareous (chalky). Nitrates in the soil increase its fertility and, as has been seen in the area of the Indira Gandhi (formerly Rajasthan) Canal, cultivation is often possible where adequate water supplies are made available.

The soil in the Ajmer district, in central Rajasthan, is sandy – clay content varies between three and nine per cent. In the Jaipur and Alwar districts in the east, soil varies from sandy loam to loamy sand. In the Kota, Bundi and Jhalawar territory, generally, the soil is black.

In Udaipur, Chittorgarh, Dungarpur, Banswara, and Bhilwara districts, eastern areas have mixed red and black soil and western areas have red to yellow soil.

6. **Climate**

The climate of Rajasthan greatly varies throughout the State, extreme cold and extreme heat. The climate of Rajasthan can be divided into four seasons: summer, monsoon, post-monsoon and winter.

The summer, which extends from April to June, is the hottest season, with temperatures ranging from 32° degrees Celsius to 45° degrees Celsius. In western Rajasthan, the temperatures may rise to 48° degrees Celsius, particularly in May and June. At this time, Rajasthan's only hill station, Mt. Abu registers the lowest temperatures. In the desert regions, the temperature dramatically drops at night. Winds blow from the west and sometimes carry dust storms (called aandhi).

The monsoon extends from July to September. Although the temperatures drop, humidity increases, even when there is slight drop in the temperatures (35° degrees Celsius to 40° degrees Celsius). Ninety per cent of the rainfall occurs during this period.

The post-monsoon period is from October to November. The average maximum temperature is 33° degrees Celsius to 38° degrees Celsius and the minimum temperatures are between 18° degrees C and 20° degrees Celsius.

The winter is from December to March. There is a marked variation in maximum and minimum temperatures and there are regional variations across the State. January is the coldest month of the year and there may be subzero temperatures in some cities of Rajasthan, like Churu. There is slight precipitation in the north and northeastern region of the State and there are light winds, predominantly from the north and northeast. At this time, relative humidity ranges from 50% to 60% in the morning and 25% to 35% in the afternoon.

7. **Districts**

A district is an administrative geographical unit, headed by a Collector/District Magistrate, an officer belonging to the Indian Administrative Service. Rajasthan has 33 Districts. These Districts are grouped into seven Divisions. There are seven Divisions in the State. A Division is headed by a Divisional Commissioner, an officer belonging to the Indian Administrative Service.

8. Transport System

Rajasthan is connected to the country by many national highways, the most renowned being NH-8, which was India's first 8-10 line highway. Rajasthan also has a good inter-city surface transport system, both in terms of railways and bus network. All important and tourist cities are connected by air, rail and road.

9. **Economy**

Rajasthan's economy is primarily agricultural and pastoral. Wheat, barley, pulses, sugarcane, oilseeds, etc., are cultivated over large areas. Cotton and tobacco are the cash crops. Rajasthan is among the largest producers of edible oils in India and the second-largest producer of oilseeds. Rajasthan is also the biggest wool-producing State in India. There are mainly two crop seasons, the Rabi and the Kharif. The water for irrigation comes from wells and tanks. The Indira Gandhi Canal irrigates northwestern Rajasthan.

The main industries are mineral-based, agriculture-based, textiles, tourism, etc. Rajasthan is the second-largest producer of polyester fibre in India. The Bhilwara District produces more cloth than Bhiwandi, Maharashtra. Several prominent chemical and engineering companies

are located in the town of Kota, in western Rajasthan. Rajasthan is pre-eminent in quarrying and mining in India. The State is the second-largest source of cement in India.

It has rich salt deposits at Sambhar. It has copper mines at Khetri and zinc mines at Dariba, Zawar, Zawarmala, Rampura Aghucha (opencast) near Bhilwara, etc. Dimensional stone mining is also undertaken in Rajasthan. Jodhpur sandstone is mostly used in monuments, important buildings, residential buildings, etc. This stone is called "chittar patthar".

Endowed with natural beauty and a great history, tourism is a flourishing industry in Rajasthan. The palaces of Jaipur, the lakes of Udaipur and the desert forts of Jodhpur, Bikaner and Jaisalmer are among the most preferred tourist destinations. Tourism accounts for eight percent of the State's domestic product. Many old and neglected palaces and forts have been converted into heritage hotels. Tourism has increased employment in the hospitality sector.

Rajasthan is now the preferred destination for IT companies and North India's largest integrated IT park is located in Jaipur and is called Mahindra World City Jaipur, covering nearly 3,000 acres (12 km^2) of land. Some of the companies operating in Rajasthan include Infosys, Genpact, Wipro, Truworth, Deusche Bank, NEI, MICO, Honda Siel Cars, Coca-Cola, Gillette, etc.

10. **Languages**

Rajasthani language consists of five prime dialects, i.e., Marwari, Dhundhari, Mewari, Mewati and Hadauti. It is derived from Apabhramsa, with all its linguistic and orthographical peculiarities. Rajasthani, as a language of literature, suffered a great setback during the British period. Today, hundreds of poets and writers are writing in Rajasthani. Folk literature in Rajasthani is varied and rich and consists of songs, tales, sayings, riddles and folk-plays, popularly known as khyals.

11. **People**

According to the 2001 Census Survey, Rajasthan has a population of 5.65 million. Rajasthan has a large indigenous populace, Minas (Minawati) in Alwar, Jaipur, Bharatpur and Dholpur areas. The Meos and the Banjaras are travelling tradesmen and artisans. The Gadia Lohars are the Lohars, meaning ironsmiths, who travel on Gadias, meaning bullock carts, and generally make and repair agricultural and household equipments.

The Oswals hail from Osiyan, near Jodhpur, and are successful traders and predominately Jains. While the Mahajans (the trading class) are subdivided into a large number of groups, some of these groups are Jains, while others are Hindus. In the north and the west, the Jats and the Gurjars are among the largest agricultural communities. The Gurjars, who are Hindus, reside in eastern Rajasthan.

The nomadics, the Rabaris and the Raikas, are divided in two groups, the Marus, who breed camels, and Chalkias, who breed sheep and goats. The Muslims form less than 10 per cent of the population and most of them are Sunnis. There is also a small, but affluent, community, Shia Muslims, known as Bhoras, in southeastern Rajasthan.

The Rajputs, though they represent only a small proportion of the populace, are the most influential section of the people in Rajasthan. They are proud of their martial reputation and regal ancestry.

The Bhils are one of the oldest people in India, who inhabit the districts of Bhilwara, Chittorgarh, Dungarpur, Banswara, Udaipur and Sirohi and are famous for their skill in archery. The Grasias and nomadic Kathodis live in the Mewar region. Sahariyas are found in the Kota district and the Rabaris of the Marwar region are cattle breeders.

12. **Lifestyle**

A majority of the population in Rajasthan resides in villages. The rural vistas have a lot to offer to the visitors. Being the origin of the famous folk arts and crafts of the State, the rural settings are home to the very warm-hearted people and idyllic surroundings. Away from the hustle and bustle of the cities, rural life is the best way to re-energise and re-invigorate visitors among people that derive their energy from their own close knit and very caring and sharing society.

The peaceful surroundings not only present a view of the very different lifestyles but also offer the most sumptuous cuisine, along with some dazzling attires and seemingly endless celebrations.

13. **Cuisine**

In the kitchens of Rajasthan, food was very serious business and rose to the level of an art-form. Hundreds of cooks worked in the pompous palaces and kept their recipes a closely guarded secret.

Cooking here has its own unique flavour and the simplest, the most basic of ingredients go into the preparation of most of the dishes. The warlike lifestyle of its inhabitants and the availability of ingredients in this region influenced the cuisine of Rajasthan. In the desert region of Jaisalmer, Barmer and Bikaner, cooks use minimum water and prefer, instead, to use more milk, butter milk and clarified butter. Gram flour is a major ingredient here and is used to make some of the delicacies like khata, gatte ki sabzi, pakodi, etc.

14. **Culture**

Rajasthan is culturally rich and has artistic and cultural traditions which reflect the typical ancient Indian ways of life. There is rich and varied folk culture in villages, which is symbolic of the bygone era. Highly cultivated classical music and dance forms, with their own distinct styles, are part of the cultural traditions of Rajasthan. The music is uncomplicated and songs depict day-to-day relationships and chores, more often focused around fetching water from wells or ponds.

The Ghoomar dance of Udaipur and the Kalbeliya dance of Jaisalmer have gained international recognition. Folk music is a vital part of the Rajasthani culture. Kathputali, Bhopa, Chang, Teratali, Ghindar, Kachchhighori, Tejaji, etc., are the typical examples of the traditional Rajasthani culture. Folk songs are commonly ballads, which relate heroic deeds and love stories, and religious or devotional songs, known as bhajans and banis, (often accompanied by musical instruments like dholak, sitar, sarangi, etc.) are also sung.

Rajasthan is internationally renowned for its traditional, colourful art. The block prints, tie and dye prints, Bagaru prints, Sanganer prints, Zari embroidery, etc., are major export products from Rajasthan. Handicraft items, like wooden furniture and handicrafts, carpets, blue pottery, etc., are some of the things typically found in Rajasthan. Rajasthan is a shoppers' paradise, with

beautiful goods found at low prices. Reflecting the colourful Rajasthani culture, Rajasthani clothes have a lot of mirror-work and embroidery.

A Rajasthani traditional dress for females comprises an ankle length skirt and a short top, also known as lehenga and chaniya choli. A piece of cloth is used to cover the head, both for protection from heat and modesty. Rajasthani dresses are usually designed in bright colours like blue, yellow, orange, etc.

Rajasthan is famous for the majestic forts, intricately carved temples and decorated havelis, which were built by the kings in previous ages. The Jantar Mantar, the Dilwara Temples, the Chittorgarh Fort, the Lake Palace Hotel, the City Palaces, the Jaisalmer Havelis, etc., are part of the true architectural heritage of India. Jaipur, the Pink City, is noted for the ancient houses made of a type of sand stone dominated by a pink hue.

In Ajmer, the white marble Bara-dari on the Anasagar Lake is exquisite. Jain Temples dot Rajasthan from north to south and east to west. The Dilwara Temples of Mount Abu, the Ranakpur Temple dedicated to Lord Adinath near Udaipur, the Jain temples in the fort complexes of Chittor, Jaisalmer and Kumbhalgarh, the Lodarva Jain temples, Bhandasar Temple of Bikaner, etc., are some of the best examples.

Rajasthan is often called a shopper's paradise because of textiles, semi-precious stones and handicrafts. The attractive designs of jewellery and clothes are eye-catching and invite shoppers. Rajasthani furniture has intricate carvings and bright colours. Rajasthani handicrafts are in demand due to the intricate work on them. Above all, Rajasthan's shopping appeals to both tourists and people from other parts of India due to reasonable prices and quality goods.

The main Hindu religious festivals are Deepawali, Holi, Gangaur, Teej, Gogaji, Makar Sankranti and Janmashtami. Rajasthan's desert festival is celebrated with great zest and zeal. This festival is held once a year during winters. Dressed in brilliantly hued costumes, the people of the desert dance and sing haunting ballads of valour, romance and tragedy. There are fairs with snake charmers, puppeteers, acrobats and folk performers. Camels, of course, play a stellar role in these festivals.

15. **Music and Dance**

Each region of Rajasthan has its own dialect of music and dance. The Ghoomar dance of Udaipur and the Kalbeliya dance of Jaisalmer are world-famous. Folk music is a very important part of Rajasthani culture. A large variety of musical instruments are used in the countryside. Dholaks, changs, or majiras, flutes, trumpets, etc., are generally used. Amazingly, rich music of Rajasthan has an extraordinary individuality, tradition and exotic flavour. Songs are generally sung on every occasion. They have rich emotional content, almost an endless variety of tunes. Quite a few delightful dance forms and a large number of musical instruments, all a collective creation of the folk, have been retained by people in its traditional form and character and have been passed down from one generation to the next.

16. **Flora and Fauna**

Though a large percentage of the total area is desert, and even though there is little forest cover, Rajasthan has a rich and varied flora and fauna. The natural vegetation is classed as Northern Desert Thorn Forest (Champion 1936). These occur in small clumps, scattered in more or less

open forms. The density and the size of patches increase from the west to the east, following the increase in rainfall.

Some wildlife species, which are fast vanishing in other parts of India, are found in the desert in large numbers such as the Great Indian Bustard (ardeotis nigriceps), the Blackbuck (antilope cervicapra), the Indian Gazelle (gazella bennettii) and the Indian Wild Ass.

The Desert National Park, Jaisalmer, spread over an area of 3162 km², is an excellent example of the ecosystem of the Thar Desert and its diverse fauna. Great Indian Bustards, Blackbucks, Chinkaras, Desert Foxes, Bengal Foxes, Wolves, Desert Cats, etc., can be easily seen here. Seashells and massive fossilised tree trunks in this park record the geological history of the desert. The region is a haven for migratory and resident birds of the desert. One can see many Eagles, Harriers, Falcons, Buzzards, Kestrels and Vultures. Short-toed Eagles (circaetus gallicus), Tawny Eagles (aquila rapax), Spotted Eagles (aquila clanga), Laggar Falcons (falco jugger) and Kestrels are the commonest of these.

The Tal Chhapar Sanctuary is a very small sanctuary in Churu District, 210 km from Jaipur, in the Shekhawati region. This sanctuary is home to a large population of the graceful Blackbuck. Desert Foxes and Desert Cats can also be spotted, along with typical avifauna, such as Partridges and Sand Grouses.

17. **Tourist Attractions**

Gifted with natural beauty and rich history, Rajasthan is a popular tourist destination in India. Rajasthan is situated in northwest of India and is renowned as the most colourful region of India. The landscape of Rajasthan is gorgeous and the people follow interesting customs. Witness to a great royal past, Rajasthan is endowed with extraordinary forts and palaces. The landscape offers its own variety, from lofty hills to simmering sand dunes, thus contributing different tourist attractions of nature and wildlife. It has strange combinations in all its forms - people, customs, culture, attires, music and cuisine.

18. **National and Global Achievers**

Rajasthanis have proved themselves to be great accomplishers, in almost all the fields and sectors, especially industrial and economic, both within and outside the country. The Rajasthani Diaspora spans the globe, far and wide, and stretches across all the oceans and continents and the sun never seems to set for the Indian Diaspora. Its industry, enterprise, economic strength, educational standards and professional skills are universally acknowledged. Non-resident Indians live in different countries, speak different languages and are engaged in different vocations. What gives them their common identity is their Indian origin, consciousness of their cultural heritage and deep attachment to India.

The Indian Diaspora has established itself as entrepreneurs, workers, traders, teachers, researchers, inventors, doctors, lawyers, engineers, managers and administrators. The Rajasthani Diaspora has contributed greatly in the fields of education, health, investment in industry, IT, infrastructure, power, you name it and they have done it, with equal ease and panache, both nationally and globally.

2. Chapter Two

2.1. Profile of Rajasthan

2.1.1. An Overview

Rajasthan is a mesmerising State, with its unique enigma, where tradition and royal glory meet in a hue of colours, against the magnificent backdrop of sand and desert. It has unique and rich diversity to offer by way of people, customs, cultures, costumes, music, etiquette, dialects, cuisine, topography and gorgeous landscapes.

The land is replete with invincible forts, magnificent palaces, havelis, rich culture and heritage, beauty and natural resources. It is a land rich in music, dance, art and craft and adventure, a land that never ceases to intrigue and enchant.

There is a haunting air of romance about the State, which is palpable in every nook and corner. The abodes of kings are some of the most exotic locales for tourists from around the world. The State has not only retained all its ethnicity but owes its charisma and colour to its enduring traditional way of life.

So rich is the history of the land that every roadside village has its own tales of valour and sacrifice to tell. The winds appear to sing them and the sands cascade to spread them. Rajasthan is 'spicy', but then, what is life, after all, without a little bit of 'spice'. Rajasthan provides abundant scope to all and sundry to relish it.

Rajasthan appears to defy definition!

2.2. General Scenario

'Rangeelo' (colourful) Rajasthan is a vibrant, exotic and scintillating tourist destination. Enigmatic Rajasthan has a provisional population of 5.65 crores people, comprised of 2.94 crore males and 2.71 crore females, and is spread over 342,239 sq kms. The male-female ratio is 1000/921. The urban population is 23.4 per cent and 76.6 per cent of the population is spread around in rural areas. It has one of the lowest population densities in the country, 165 people per sq km. (The above data is based on 2001 Census.)

The projected population for 2009 is 6,71,43,000, being 3,51,26,000 males and 3,20,17,000 females. The Decennial Growth Rate is 28.41 (1991-2001). The total literacy rate is 60.4 per cent, out of which males are 75.7 Per cent and females are 43.9 Per cent. The Education Index is 0.755. The Health Index is 0.735. The Income Index is 0.640 and the Human Development Index is 0.710. There are 20,99,121 families in the category of Below the Poverty Line. (The above data is based upon the website of the Directorate of Economics and Statistics.)

It is situated in the northwestern part of India. It has contiguous international border with Pakistan. It has 33 Districts (32 from education perspective, as no District Education Officer has been appointed in the newly-formed District of Pratapgarh), grouped into Seven Divisions. It has 237 Blocks, 9184 Gram Panchayats and 41353 villages in all. The capital of Rajasthan is Jaipur. The other major cities are Ajmer, Jodhpur, Bikaner, Kota and Udaipur. It is connected by air, rail and road with the rest of the country.

The length of the roads is 61,520 kms in Rajasthan, out of which 2,846 kms National Highways. The National Highways are Delhi-Ahmedabad, Agra-Bikaner, Jaipur-Bhopal and

Bhatinda-Kandla. The climate is extreme, ranging from Subzero Celsius to 52 ° Celsius. The languages commonly used are Hindi, English and a gamut of Rajathani dialects.

In the west of the State is the Thar (Indian) Desert, which is sparsely inhabited by pastoral nomads. In the east is part of the upland region of the Deccan where, with the aid of irrigation, millet, wheat and cotton are grown. The State's cultivated acreage has increased through irrigation projects, including the Indira Gandhi Canal, which started in 1984.

The Aravalli Hills cross the State from the northeast to the southwest. They are replete with salt, lead, zinc, marble, coal, mica, phosphate, gypsum, etc. Handicrafts and tourism are Rajasthan's leading industries.

The State has numerous famous Buddhist, Jain and Mughal monuments. In 1974, the desert region of Rajasthan was the site of the underground explosion of India's first nuclear device.

2.3. Statistics

Table: 2.3.1. Socio-economic Indicators

S.No.	Item	Description	Year	Unit	Particulars
1.	Area	—	2001	'000Sq Km	342
2.	Population	Total	2001	Crore	5.65
		Male	2001	Crore	2.94
		Female	2001	Crore	2.71
3.	Density of Population		2001	Per Sq Km	165
4.	Literacy Rate	Total	2001	%	60.4
		Male	2001	%	75.7
		Female	2001	%	43.9
5.	Per centage of Urban Population to Total Population	—	2001	%	23.4
6.	Average Size of Operational Holdings	—	2000-01	Hectare	3.65
7.	Gross Irrigated Area to Gross Cropped Area	—	2006-07	%	36.96
8.	Net Irrigated Area to Net Area Sown	—	2006-07	%	38.75
9.	Net Area Sown to Total Reporting Area	—	2006-07	%	48.92
10.	Consumption of Fertilisers per Hectare of Cropped Area	—	2006-07	Kg. Hect	49.45(F)
11.	Average Yield per Hectare (F)	—			
	(i) Foodgrains	—	2006-07	Kg.	1170.84
	(ii) Oil Seeds	—	2006-07	Kg.	1141.17
	(iii) Sugarcane	—	2006-07	Kg.	57782.51
	(iv) Cotton (Lint) 2006-07Kg.363.14	—			
12.	Total Livestock	—	2003	Lakh No.	491(P)
13.	Per Capita Consumption of Electricity	—	2006-07	KWH	575.05(P)
14.	Villages Electrified	—	2006-07	Nos.	35591
15.	Wells Energised	—	2006-07	'000	No.761
16.	Villages Covered under Safe Water Supply Schemes	—	December, 2007	Nos.	39723
17.	Population Served per Medical Institution	—	2007-08	Nos.	4317
18.	Population Served per Doctor	—	2007-08	Nos.	8424

19.	Population Served per Bed	—	2007-08	Nos.	1334
20.	Area Served per Medical Institution	—	2007-08	Km	26.15
21.	Population of Children Attending School in Age-groups	—			
		(i) 6-11 Years Boys Girls	2006-07 2006-07 2006-07	'000 '000 '000	9326.57 4998.34 4328.23
		(ii)11-14 Years Boys Girls	2006-07 2006-07 2006-07	'000 '000 '000	3564.87 2175.44 1389.43
22.	Road Length	(a) per 100 Sq Km of area	31.03.2007	Km	50.70
		(b) per lakh of population	31.03.2007	Km	307.10
23.	No. of Banking Offices per Lakh of Population	—	September, 2007	No.	5.6
24.	Area Coverage per Bank	—	September, 2007	Sq Km	95
25.	Railway Route Km/ Lakh Population	—	2006-07	Km	10.46(P)
26.	Villages Connected by B.T. Roads		31.3.2007	No.	26581
		(i) With population 1000 & above	31.3.2007	No.	14077
		(ii)With population 500-1000	31.3.2007	No.	7975
		(iii)With population below 500	31.3.2007	No.	4529
27.	General Wholesale Price Index	(Base 1999-2000=100)	2007	No.	157.56
28.	General Consumer Price Index	(Base 2001=100)			
		(a) Jaipur	2007	No.	134
		(b) Ajmer	2007	No.	129
		(c) Bhilwara	2007	No.	133
29.	Per Capita Income	(at current prices) (A)	2007-08	Rs.	21565
30.	Per Capita Income (A)	(at constant 1999-00prices)	2007-08	Rs.	16260
31.	Population	(i)India	2001	Crore	102.86
		(ii)Rajasthan	2001	Crore	5.65
32.	Females per 1000 Males	(i)India	2001	No.	933
		(ii)Rajasthan	2001	No.	921
33.	Telephone Density (per Sq Km)	—	As on 31.3.2008	Per Sq Km	11.99
34.	Telephone Density (as per Census 2001)	—	31.3.2008	Per 100 Population	7.27

Note F - Final
P - Provisional
(A) - Advance @ Based on 2001 Population Census

Table: 2.3.2. Human Development Index

Human Development Index-2007: Districts and the State of Rajasthan

DISTRICTS	Education Index	Health Index	Income Index	Human Development Index
Ajmer	0.772	0.574	0.686	0.677
Alwar	0.747	0.776	0.710	0.744
Banswara	0.630	0.309	0.335	0.425
Baran	0.763	0.571	0.624	0.653
Barmer	0.798	0.581	0.355	0.578
Bharatpur	0.762	0.625	0.424	0.604
Bhilwara	0.685	0.396	0.818	0.633
Bikaner	0.718	0.863	0.756	0.779
Bundi	0.722	0.561	0.663	0.649
Chittorgarh	0.705	0.383	0.585	0.558
Churu	0.832	0.759	0.226	0.606
Dausa	0.757	0.591	0.380	0.576
Dholpur	0.758	0.504	0.230	0.497
Dungarpur	0.640	0.282	0.304	0.409
Sri Ganganagar	0.787	0.816	0.825	0.809
Hanumangarh	0.765	0.846	0.673	0.761
Jaipur	0.833	0.688	0.814	0.778
Jaisalmer	0.714	0.641	0.663	0.673
Jalore	0.638	0.497	0.445	0.527
Jhalawar	0.735	0.588	0.520	0.614
Jhunjhunu	0.850	0.850	0.433	0.711
Jodhpur	0.725	0.725	0.609	0.686
Karauli	0.767	0.568	0.364	0.566
Kota	0.875	0.682	0.803	0.787
Nagaur	0.736	0.699	0.396	0.610
Pali	0.692	0.356	0.593	0.547
Rajsamand	0.724	0.440	0.571	0.578
Sawai Madhopur	0.725	0.484	0.474	0.561
Sikar	0.837	0.830	0.428	0.698
Sirohi	0.6950	.487	0.753	0.645
Tonk	0.688	0.443	0.582	0.571
Udaipur	0.761	0.413	0.611	0.595
Rajasthan	0.755	0.735	0.640	0.710
Co-ef. of Var	7.9	27.8	31.5	15.5

Source: Directorate of Economics and Statistics, Government of Rajasthan Website.

Table: 2.3.3. Birth and Death Rates – Rajasthan and India

(Per Thousand)

Year	Birth Rate		Death Rate	
	Rajasthan	India	Rajasthan	India
2000	31.4	25.8	8.5	8.5
2001	31.1	25.4	8.0	8.4
2002	30.6	25.0	7.7	8.1
2003	30.3	24.8	7.6	8.0
2004	29.0	24.1	7.0	7.5
2005	28.6	23.8	7.0	7.6
2006	28.3	23.5	6.9	7.5

Source: SRS Bulletin.

Birth and Death Registration – Rajasthan and India

(in per cent)

Year	Birth		Death	
	Rajasthan	India	Rajasthan	India
2003	46.2	59.5	59.1	56.7
2004	56.9	65.9	70.4	58.1
2005	65.3	63.7	65.9	58.0
2006	78.0	NA	72.9	NA
2007	79.58	NA	71.63	NA

Source: Directorate of Economics and Statistics, Government of Rajasthan Website.

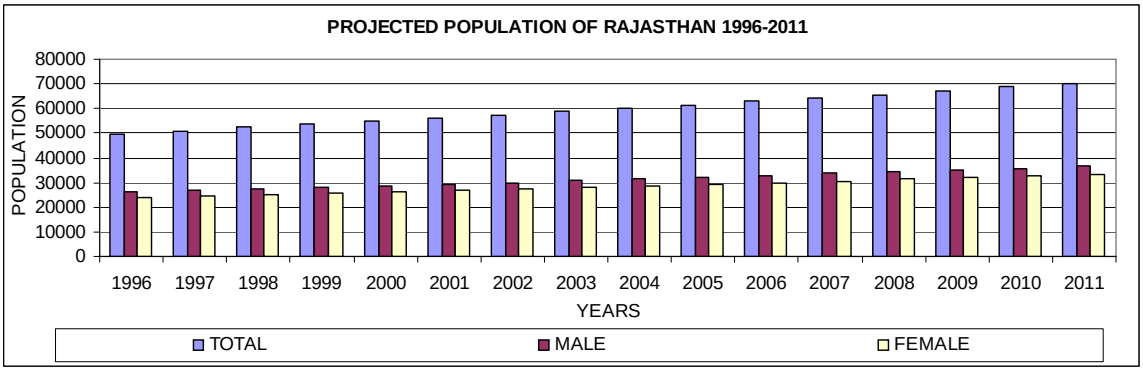
Table: 2.3.4. Projected Population of Rajasthan, 1996-2011

(in '000s)

YEAR	TOTAL	MALES	FEMALES
1996	49828	26063	23765
1997	51040	26698	24342
1998	52271	27342	24929
1999	53523	27997	25526
2000	54795	28663	26132
2001	56087	29339	26748
2002	57399	30026	27373
2003	58731	30723	28008
2004	60083	31431	28652
2005	61455	32149	29306

2006	62847	32877	29970
2007	64259	33616	30643
2008	65691	34366	31325
2009	67143	35126	32017
2010	68615	35896	32719
2011	70107	36677	33430

Note : Population of 2001 is actual as per census.



Source: Directorate of Economics and Statistics, Government of Rajasthan.

Table: 2.3.5. Scheduled Caste and Scheduled Tribe Population – 2001

DISTRICTWISE SCHEDULED CASTE AND SCHEDULED TRIBE POPULATION AND THEIR PERCENTAGE OF TOTAL POPULATION ,2001

S.NO.	DISTRICT	POPULATION			% OF TOTAL POPULATION	
		TOTAL	SC	ST	SC	ST
1	2	3	4	5	6	7
1	AJMER	2181670	386298	52634	17.71	2.41
2	ALWAR	2992592	539036	239905	18.01	8.02
3	BANSWARA	1501589	64336	1085272	4.28	72.27
4	BARAN	1021653	181070	216869	17.72	21.23
5	BARMER	1964835	308996	118688	15.73	6.04
6	BHARATPUR	2101142	455891	47077	21.7	2.24
7	BHILWARA	2013789	316536	180556	15.72	8.97
8	BIKANER	1674271	334242	5945	19.96	0.36
9	BUNDI	962620	174346	194851	18.11	20.24
10	CHITTORGARH	1803524	250762	388311	13.9	21.53
11	CHURU	1923878	407207	10063	21.17	0.52
12	DAUSA	1317063	279377	353187	21.21	26.82
13	DHOLPUR	983258	197895	47612	20.13	4.84
14	DUNGARPUR	1107643	45986	721487	4.15	65.14

15	GANGANAGAR	1789423	603371	14744	33.72	0.82
16	HANUMANGARH	1518005	396646	10029	26.13	0.66
17	JAIPUR	5251071	777574	412864	14.81	7.86
18	JAISALMER	508247	74094	27834	14.58	5.48
19	JALORE	1448940	261315	126799	18.03	8.75
20	JHALAWAR	1180323	184642	141861	15.64	12.02
21	JHUNJHUNU	1913689	309236	36794	16.16	1.92
22	JODHPUR	2886505	456363	79540	15.81	2.76
23	KARAULI	1209665	280132	270630	23.16	22.37
24	KOTA	1568525	300555	151969	19.16	9.69
25	NAGAUR	2775058	545229	6497	19.65	0.23
26	PALI	1820251	323452	105814	17.77	5.81
27	RAJSAMAND	987024	122502	129198	12.41	13.09
28	SAWAIMADHOPUR	1117057	223224	241078	19.98	21.58
29	SIKAR	2287788	339824	62512	14.85	2.73
30	SIROHI	851107	162984	210763	19.15	24.76
31	TONK	1211671	233084	145891	19.24	12.04
32	UDAIPUR	2633312	158257	1260432	6.01	47.86
	TOTAL	**56507188**	**9694462**	**7097706**	**17.16**	**12.56**

Source: Census of India, 2001.

Table: 2.3.6. District-wise Demography

DISTRICTWISE POPULATION, DECENNIAL, GROWTH RATE, DENSITY AND SEX RATIO 2001

S.No.	DISTRICT	AREA	POPULATION	DENSITY	DECENNIAL GROWTH RATE 1991-2001	SEX RATIO
1	AJMER	8481	2181670	257	26.17	931
2	ALWAR	8380	2992592	357	30.31	886
3	BANSWARA	5037	1501589	298	29.94	974
4	BARAN	6955	1021653	146	26.08	909
5	BARMER	28387	1964835	69	36.90	892
6	BHARATPUR	5066	2101142	415	27.22	854
7	BHILWARA	10455	2013789	192	26.40	962
8	BIKANER	27244	1674271	61	38.24	890
9	BUNDI	5550	962620	173	24.98	907
10	CHITTORGARH	10856	1803524	166	21.52	964
11	CHURU	16830	1923878	114	24.67	948
12	DAUSA	2950	1317063	384	32.44	899
13	DHOLPUR	3034	983258	324	31.19	827
14	DUNGARPUR	3770	1107643	294	26.65	1022
15	SRI GANGANAGAR	20634	1789423	163	27.59	873

16	HANUMANGARH	0	1518005	157	24.39	894
17	JAIPUR	11588	5251071	471	35.06	897
18	JAISALMER	38401	508247	13	47.52	821
19	JALORE	10640	1448940	136	26.81	964
20	JHALAWAR	6219	1180323	192	23.34	962
21	JHUNJHUNU	5928	1913689	323	20.93	946
22	JODHPUR	22850	2886505	126	34.04	907
23	KARAULI	0	1209665	218	30.39	855
24	KOTA	5481	1568525	288	28.51	896
25	NAGAUR	17718	2775058	157	29.38	947
26	PALI	12387	1820251	147	27.50	981
27	RAJSAMAND	4768	987024	256	19.97	1000
28	SAWAI MADHOPUR	10057	1117057	248	27.55	889
29	SIKAR	7732	2287788	296	24.14	951
30	SIROHI	5136	851107	166	30.13	943
31	TONK	7194	1211671	168	24.27	934
32	UDAIPUR	12511	2633312	196	27.42	971
	RAJASTHAN	**342239**	**56507188**	**165**	**28.41**	**921**

Source: Census of India 2001.

Table: 2.3.7. District-wise Rural and Urban Population by Sex

DISTRICTWISE RURAL AND URBAN POPULATION BY SEX 2001

S. N.	DISTRICT	POPULATION								
		TOTAL			RURAL			URBAN		
		TOTAL	MALES	FEMALES	TOTAL	MALES	FEMALES	TOTAL	MALES	FEMALES
1	2	3	4	5	6	7	8	9	10	11
1	AJMER	2181670	1129920	1051750	1306994	669903	637091	874676	460017	414659
2	ALWAR	2992592	1586752	1405840	2557653	1349768	1207885	434939	236984	197955
3	BANSWARA	1501589	760686	740903	1394226	705110	689116	107363	55576	51787
4	BARAN	1021653	535137	486516	849638	445205	404433	172015	89932	82083
5	BARMER	1964835	1038247	926588	1819431	959844	859587	145404	78403	67001
6	BHARATPUR	2101142	1133425	967717	1692182	914034	778148	408960	219391	189569
7	BHILWARA	2013789	1026650	987139	1598938	807979	790959	414851	218671	196180
8	BIKANER	1674271	886075	788196	1079235	568904	510331	595036	317171	277865
9	BUNDI	962620	504818	457802	783058	410483	372575	179562	94335	85227
10	CHITTORGARH	1803524	918063	885461	1514255	767555	746700	289269	150508	138761
11	CHURU	1923878	987781	936097	1387682	710681	677001	536196	277100	259096
12	DAUSA	1317063	693438	623625	1181245	621591	559654	135818	71847	63971
13	DHOLPUR	983258	538103	445155	806640	443006	363634	176618	95097	81521
14	DUNGARPUR	1107643	547791	559852	1026787	505664	521123	80856	42127	38729
15	GANGANAGAR	1789423	955378	834045	1336066	709710	626356	453357	245668	207689

1	2	3	4	5	6	7	8	9	10	11
16	HANUMANGARH	1518005	801486	716519	1214467	639921	574546	303538	161565	141973
17	JAIPUR	5251071	2768203	2482868	2659004	1389167	1269837	2592067	1379036	1213031
18	JAISALMER	508247	279101	229146	431853	236309	195544	76394	42792	33602
19	JALORE	1448940	737880	711060	1338946	679637	659309	109994	58243	51751
20	JHALAWAR	1180323	612804	567519	1012081	524425	487656	168242	88379	79863
21	JHUNJHUNU	1913689	983526	930163	1518573	775776	742797	395116	207750	187366
22	JODHPUR	2886505	1513890	1372615	1909423	994172	915251	977082	519718	457364
23	KARAULI	1209665	651998	557667	1037720	560375	477345	171945	91623	80322
24	KOTA	1568525	827128	741397	729948	382495	347453	838577	444633	393944
25	NAGAUR	2775058	1424967	1350091	2297721	1175976	1121745	477337	248991	228346
26	PALI	1820251	918856	901395	1429364	714698	714666	390887	204158	186729
27	RAJSAMAND	987024	493459	493565	858301	426630	431671	128723	66829	61894
28	SAWAI MADHOPUR	1117057	591307	525750	904417	478716	425701	212640	112591	100049
29	SIKAR	2287788	1172753	1115035	1815250	927195	888055	472538	245558	226980
30	SIROHI	851107	437949	413158	700217	357178	343039	150890	80771	70119
31	TONK	1211671	626436	585235	958503	496092	462411	253168	130344	122824
32	UDAIPUR	2633312	1336004	1297308	2142995	1078441	1064554	490317	257563	232754
	RAJASTHAN	56507188	29420011	27087177	43292813	22426640	20866173	13214375	6993371	6221004

Source: Planning (Manpower), Department, Government of Rajasthan.

Table: 2.3.8. General Information

Population	56.47 million (2001 Census, estimated at more than 58 million currently)
Districts	33
BPL Families	2099121
Cities and Towns	222
Major Cities	Jaipur, Jodhpur, Udaipur, Kota, Ajmer, Bikaner, Sikar, Churu, Bharatpur, Bhilwara, Alwar, Sri Ganganagar, Pali, Makrana, Bundi, Chittorgarh, Didwana, Sujangarh, Nagaur, Sikar
Connectivity	Rail, road and air
Roads	61,520 kms (2,846 kms National Highways)
National Highways Crossing Rajasthan	Delhi-Ahmedabad, Agra-Bikaner, Jaipur-Bhopal and Bhatinda-Kandla
Climate	Extreme: Generally dry with monsoon during July-August
Temperatures	Ranging from Subzero ° Celsius to 52 ° Celsius
Languages	English, Hindi and Rajasthani dialects
Literacy	61.03 per cent

Source: Compiled from various sources.

3. Chapter Three

3.1. Educational Scenario

3.1.1. Prehistoric Era

In prehistoric times, education took place orally, through observation and imitation, from parents, extended family and kin. Later on, instruction was of a more structured and formal nature, imparted through initiation, religion or rituals, stories, legends, folklores and songs, without need for a writing system, through rhyme and alliteration.

The advent of agriculture prompted the Neolithic Revolution, when access to food surplus led to the formation of permanent human settlements, the domestication of some animals and the use of metal tools.

As communities grew larger, there was more opportunity for some members to specialise in one skill or activity or another, becoming priests, artisans, traders, builders or labourers. In large settlements, social stratification began to develop, a hierarchical arrangement of social classes or castes within the society.

Before the development of writing, probably there were already epic poems and hymns to gods and incantations, such as those later found written in the ancient library at Ninevah, the Vedas and other oral literature. In ancient India, the Vedas were learnt by repetition of various forms of recitation, through rote method, and were passed down through generations.

Starting in about 3500 BCE, various writing systems were developed in ancient civilisations around the world. The original Mesopotamian writing system was derived from a method of keeping accounts and by the end of the 4th millennium BCE, this had evolved into using a triangular-shaped stylus, pressed into soft clay for recording numbers.

Around the 26th century BCE, cuneiform began to represent syllables of spoken Sumerian. Cuneiform writing became a general purpose writing system for logograms, syllables and numbers. Symbols were imprinted on a wet clay tablet, with a stylus, often made of reed.

In Egypt, fully developed hieroglyphs that could be read in rebus fashion were in use at Abydos, as early as 3400 BCE. Later, the world's oldest known alphabet was developed in Central Egypt, around 2000 BCE, from a hieroglyphic prototype. One hieroglyphic script was used on stone monuments. Other cursive scripts were used for writing in ink on papyrus, a flexible, paper-like material, made from the stems of reeds that grow in marshes and beside rivers such as the River Nile.

The Phoenician writing system was adapted from the Proto-Caananite script in around the 11th century BCE. A variant of the early Greek alphabet gave rise to the Etruscan alphabet and its own descendants, such as the Latin alphabet. Other descendants from the Greek alphabet include the Cyrillic alphabet, used to write Russian, among others. The Phoenician system was also adapted into the Aramaic script, from which the Hebrew and Arabic scripts are descended.

In China, the early oracle bone script has survived on tens of thousands of oracle bones, dating from around 1400-1200 BCE in the Shang Dynasty. Out of more than 2500

written characters in use in China, in about 1200 BCE, as many as 1400 are identifiable as the source of later standard Chinese characters.

Of several pre-Columbian scripts in Mesoamerica, the one that appears to have been best developed, and the only one to be deciphered, is the Maya script. The earliest inscriptions which are identifiably Maya date to the 3rd century BCE and writing was in continuous use until shortly after the arrival of the Spanish conquistadores in the 16th century CE.

Other surfaces used for early writing include wax-covered writing boards, clay tablets (by the Assyrians), sheets or strips of bark from trees, (in Indonesia, Tibet and the Americas), the thick palm-like leaves of a particular tree, the leaves then punctured with a hole and stacked together like the pages of a book, (these writings in India and Southeast Asia include Buddhist scriptures and Sanskrit literature), parchment, made of goatskin that had been soaked and scraped to remove hair, which was used from at least the second century BCE, vellum, made from calfskin, and wax tablets which could be wiped clean to provide a fresh surface (in Roman times).

3.1.2. Advent of Education in India

In many early civilisations, education was associated with wealth and the maintenance of authority, or with prevailing philosophies, beliefs, or religion. In ancient India, the Gurukul system of education supported traditional Hindu residential schools of learning, typically the teacher's house or a monastery. Education was free, but students from well-to-do families paid "Gurudakshina," a voluntary contribution after the completion of their studies.

At the Gurukuls, the teacher imparted knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, Medicine, Astrology and History (the Sanskrit word "Itihaas" means History). The corpus of Sanskrit literature encompasses a rich tradition of poetry and drama as well as technical, scientific, philosophical and generally Hindu religious texts, though many central texts of Buddhism and Jainism have also been composed in Sanskrit.

The Vedic texts, the earliest known writings on existential philosophy, are thought to have been composed in India, sometime between 2000 BCE and 1500 BCE. These, with later Hindu texts and scriptures, formed the basis of the predominant educational systems in India, until 600 BCE. Vedic education included proper pronunciation and recitation of the Veda, the rules of sacrifice, grammar and derivation, composition, versification and meter, understanding of secrets of nature, reasoning, including logic, the sciences and the skills necessary for an occupation.

Some medical knowledge existed and was taught. There is mention in the Vedas of herbal medicines for various conditions or diseases, including fever, cough, baldness, snake bite, etc. Education, at first freely available in Vedic society, became more discriminatory over time, as the caste system, originally based on occupation, evolved, with the brahmans (priests) being the most privileged of the castes.

The oldest of the Upanishads – another part of Hindu scriptures – date from around 500 BCE. These texts encouraged an exploratory learning process, where teachers and students were co-travellers in search of truth. The teaching methods used reasoning and

questioning. Nothing was labelled as the final answer. Other elements in ancient Indian education include two epic poems.

The Mahabharata discusses human goals (purpose, pleasure, duty and liberation), attempting to explain the relationship of the individual to the society and the world (the nature of the 'Self') and the workings of karma. The earliest layers of the story probably date back to around the 8th century BCE.

The other epic poem is shorter, although it has 24,000 verses. The Ramayana is thought to have been compiled between approximately 400 BCE and 200 CE and tells the story of Lord Rama, whose wife, Sita, is abducted by the demon king of Lanka, Ravana. Thematically, the epic explores themes of human existence and the concept of dharma.

An early centre of learning in India, dating back to the 5th century BCE, was Takshashila, which taught the three Vedas and the eighteen accomplishments. It was an important Vedic/Hindu and Buddhist centre of learning from the 6th century BCE to the 5th century CE. The first millennium and the few centuries preceding it saw the flourishing of higher education at Nalanda, Takshashila, Ujjain and Vikramshila Universities.

Amongst the subjects taught were Art, Architecture, Painting, Logic, Mathematics, Grammar, Philosophy, Astronomy, Literature, Buddhism, Hinduism, Arthashastra (Economics and Politics), Law and Medicine. Each university specialised in a particular field of study. Takshila specialised in the study of medicine, while Ujjain laid emphasis on astronomy. Nalanda, being the biggest centre, handled all branches of knowledge and housed up to 10,000 students at its peak.

Nalanda was a Buddhist centre of learning, founded in Bihar, India, around the 5th century CE, and conferred academic degree titles upon its graduates, while also offering postgraduate courses. It has been called "one of the first great universities in recorded history".

The Vikramshila University, another important centre of Buddhist learning in India, was established by King Dharmapala (783 to 820), in response to a supposed decline in the quality of scholarship at Nalanda.

British records show that indigenous education was widespread in India in the 18th century, with a school for every temple, mosque or village in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion. The schools were attended by students representing all the classes of society.

Subsequently, education in Rajasthan was imparted through madarsas, pathshalas, vidhyapeeths, vishwavidyalayas, etc.

3.1.3. Current Scenario in Rajasthan

During the 1990s, the problem of illiteracy was particularly acute in the four States of the Hindi heartland - Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. But, the latest statstics show that the rate of improvement has been faster in each of these States than in India, on the whole.

Year	Persons	Males	Females
India			
1991	52.21	64.13	39.29
2001	65.38	75.85	54.46
Difference - In percentage points	13.17	11.72	15.17
Rajasthan			
1991	38.55	54.99	20.44
2001	61.03	76.46	44.34
Difference - In percentage points	22.48	21.47	23.90

Rajasthan's improvement in respect of literacy has been spectacular. In the last decade, it has recorded the highest percentage increase in literacy rate among Indian States. Of particular interest are data concerning the inter-state and inter-district variations in the ratio of literates to the total population. A comparison of data with that of 1991 gives an insight into the variations, pace, emphasis and progress in this area.

The percentage increase in total literacy and male literacy in the 1981-91 decade in Rajasthan was similar to the all-India increase, but in the case of female literacy, it was lower than the all-India increase. However, Census 2001 shows that in the last decade, the percentage increase in total literacy in the State has far exceeded the all-India average.

The number of literates aged seven and above has risen by 22.45 percentage points in Rajasthan, against an all-India increase of 13.17 percentage points. Its literacy rate in 2001 has jumped to 61.03 percent in 2001, from 38.55 in 1991, though it is still lower than the all-India average of 65.38.

But, Rajasthan has improved its position among the States. In 1991, only Bihar had a lower literacy rate than Rajasthan, but in 2001, Rajasthan is ahead of Uttar Pradesh (57.36 percent), Arunachal Pradesh (54.74 percent), Jammu and Kashmir (54.46 percent), Jharkhand (54.13 percent) and Bihar (47.53 percent).

In the case of sex-wise literacy rates, Rajasthan presents a much brighter picture. Among males, it is 76.46 percent, against the all-India average of 75.85. More satisfying is the fact that the percentage point increase in female literacy is the highest in Rajasthan. The district-wise data for 1991 and 2001 show that every district has recorded an increase in the literacy rate among both males and females. The literacy gap between districts in the case of males has narrowed, but increased in the case of females.

Interestingly, there is no positive correlation between high literacy and low gender gap. Although the situation that prevailed in 1991 has changed and some of the high-literacy districts now have a lower gender gap, the overall position is not positive. This may be a temporary phase. A stage has been reached where overall literacy cannot increase without a significant increase in female literacy. The emphasis, therefore, has to shift to women's education.

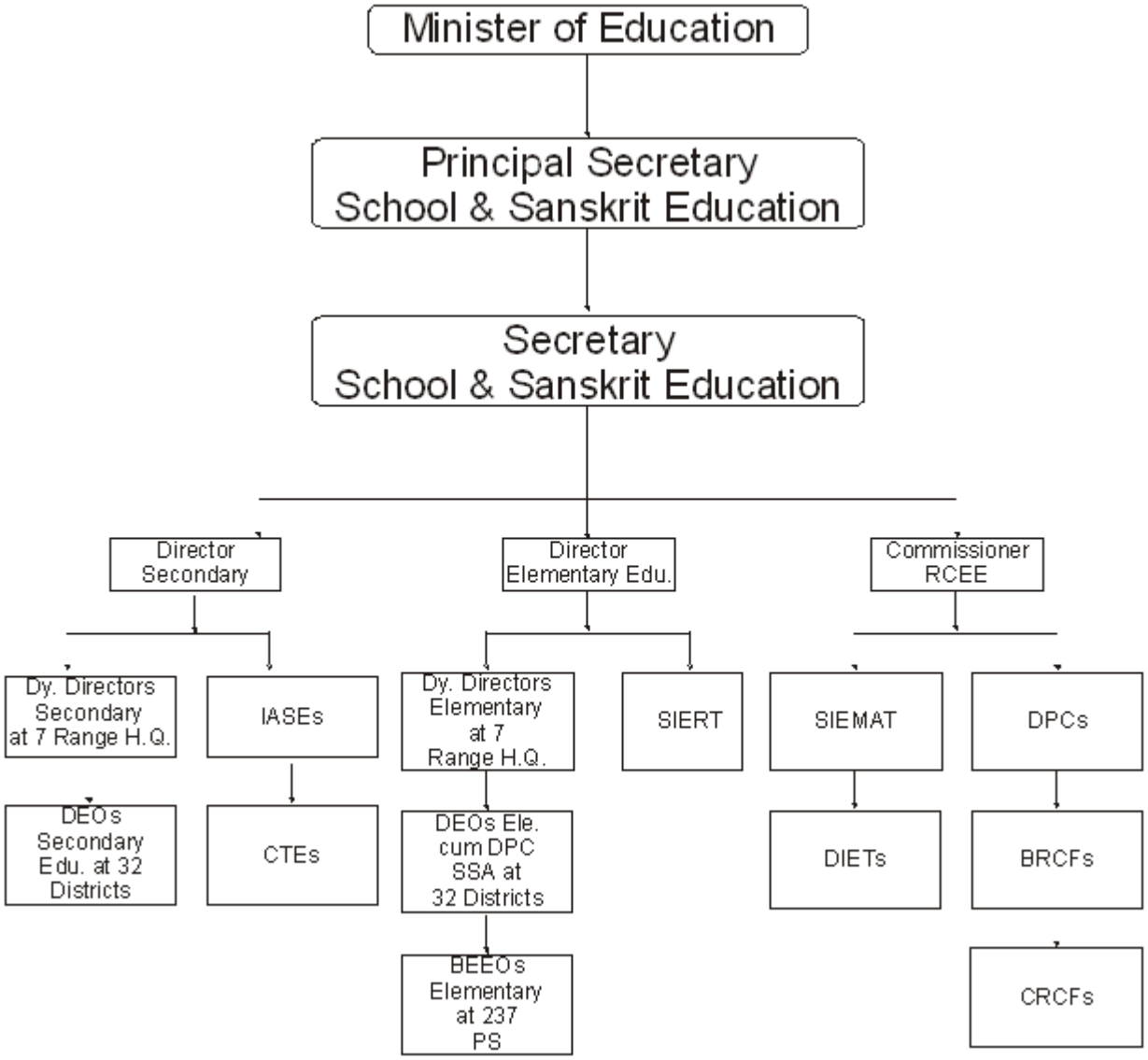
Although, the progress in the 1991-2001 period is encouraging, much remains to be done. In 1951, a year after Rajasthan came into being, with the merger of some princely States, the status of education was very low. Literacy was only 8.02 percent, which was less than half the

national average and only 17 percent of the children in the 6-11 age group were enrolled in schools in Rajasthan.

Now, percentage-wise, Rajasthan is still slightly behind the all-India average, but effort-wise, the literacy rate has risen three to six time over the decades, much more than the all-India increase.

Though education in Rajasthan has registered a relatively remarkable growth over the past decade, the prevailing situation in the State can hardly be regarded as satisfactory. However, the significant increase in the number of educational institutions, teachers and students and the upward trend in enrolment and retention figures of students over time reflect the sincere efforts made in Rajasthan.

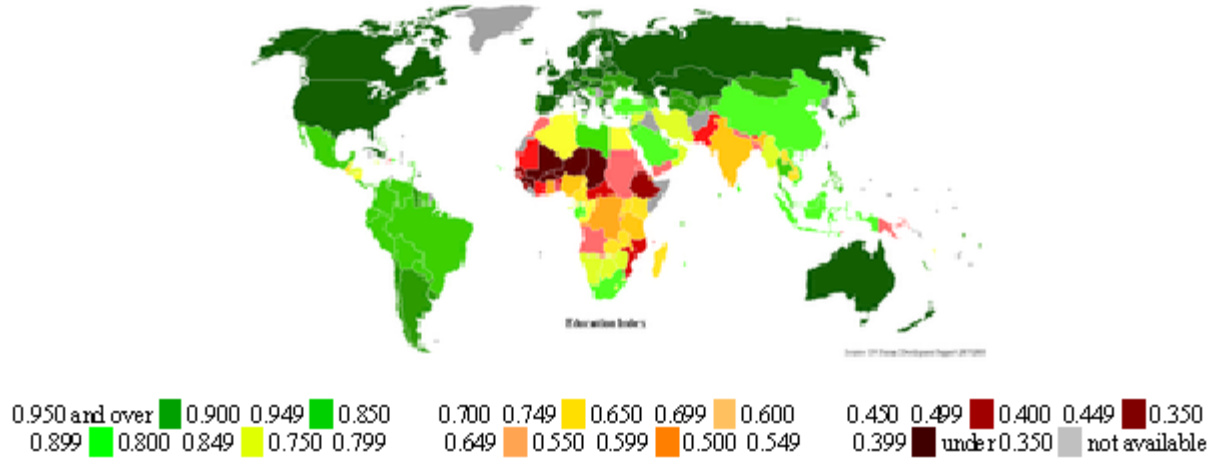
3.1.5. Administrative Set-up of School Education in Rajasthan



4. Chapter Four

4.1. Educational Statistics

4.1.1. World Education Index



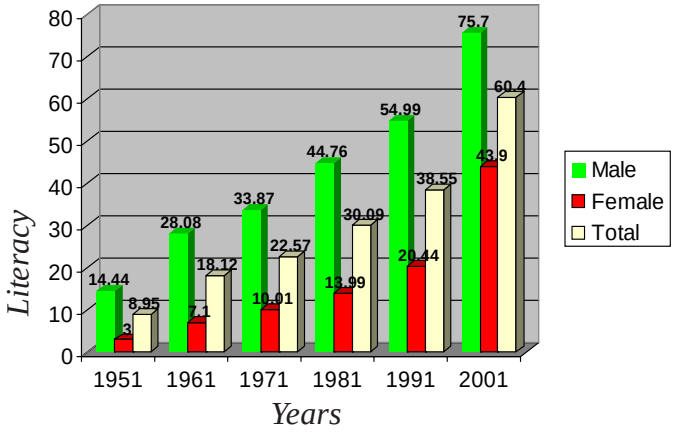
4.1.2. Status of Secondary Education At-A-Glance

S. No.	Status	Statistics
1	**Total Literacy Rate**	60.40%
	i) Males	75.70%
	ii) Females	43.90%
2	**Total Schools**	13809
	i) Secondary	8023
	ii) Senior Secondary	5786
3	**Teacher Training Colleges**	
	i) IASEs	02
	ii) CTEs	09
	iii) Teacher Training Colleges	790
	iv) Physical Training Colleges	10
4	**Teachers (Provisional)**	
	i) Secondary	71349
	ii) Senior Secondary	75692
5	**Financial Management (2007-08) Actual Expenditure**	
	i) Non-plan	Rs 1730.41 Crore

	ii) Plan	Rs 51.94Crore
	iii) CSSs	Rs 4.15Crore
6	**Enrolments (30.09.07) Provisional**	
	i) IX Class	8.25 Lakhs
	ii) X Class	7.77 Lakhs
	iii) XI Class	3.32 Lakhs
	iv) XII Class	3.77 Lakhs
7	**Teacher-Pupil Ratio**	
	i) Secondary	1:22
	ii) Senior Secondary	1:27
8	**Gross Enrolment Ratio (IX-XII Classes)**	
	i) Boys	47:02
	ii) Girls	26:11
9	**Retention Rate (IX-XII Classes)**	
	i) Boys	55.90
	ii) Girls	60.40
10	**Results**	
	i) VIII Class	73.00%
	ii) X Class	53.45%
	iii) XII Class	75.13%
	a. Arts	77.97%
	b. Science	68.20%
	c. Commerce	79.23%

Source: Directorate of Secondary Education, Government of Rajasthan, Bikaner.

4.1.3. Trends of Literacy



Source: Census of India 2001.

Analysis

- Total literacy rate in the State is 60.41 per cent, as per census 2001, against the national literacy rate of 65.33 per cent. Male literacy rate in the state is 75.70 percent, whereas the female literacy rate is 43.85 percent.

I*nterpretation*

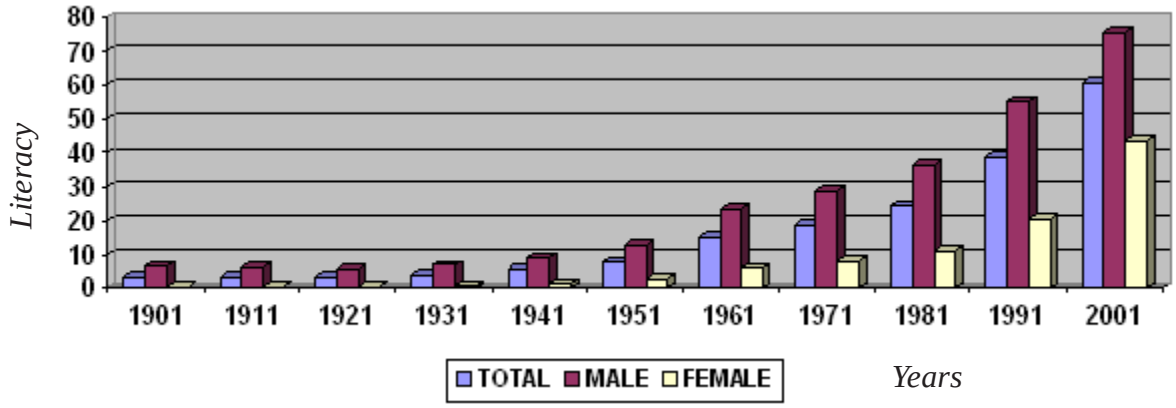
- Relatively low female literacy rate in Rajasthan can perhaps be attributed to social evils, bad practices and taboos such as child marriage, purdah system, gender discrimination, male dominance, etc.

4.1.4. Growth of Literacy Rate in Rajasthan, 1901-2001

LITERACY RATE IN PERCENTAGE

YEAR	TOTAL	MALES	FEMALES
1901	3.47	6.42	0.21
1911	3.41	6.24	0.30
1921	3.25	5.78	0.42
1931	3.96	7.01	0.60
1941	5.46	9.36	1.16
1951	8.02	13.09	2.51
1961	15.21	23.71	5.84
1971	19.07	28.74	8.46
1981	24.38	36.30	11.42
1991	38.55	54.99	20.44
2001	60.41	75.70	43.85

Source: Census of India 2001.



Source:Census of India 2001.

Analysis

- The total literacy rate has increased from 3.47 per cent in 1901 to 60.41 per cent in 2001. The male literacy rate has increased from a meagre 6.42 per cent in 1901 to a considerable 75.70 per cent in 2001. The female literacy rate has grown from a paltry 0.21 per cent in 1901 to a staggering, considering the social evils, bad practices and taboos, 43.85 per cent in 2001.

Interpretation

- A lot of increase in the Literacy Rate can be attributed to the corresponding increase in the population. However, even after making requisite allowances for this increase, there is an appreciable increase. This perhaps reflects the change in social thinking and attitude over time.

4.1.5. Rajasthan Educational Scenario

S. No.	Name of Districts	No. of Blocks	No. of Gram Panchayats	No. of Villages	Population in Lakhs	Literacy in Percentage
1	Ajmer	08	276	1038	21.82	65.06
2	Alwar	14	478	1994	29.92	62.48
3	Banswara	08	334	1504	15.01	44.22
4	Baran	07	215	1207	10.22	60.37
5	Barmer	08	380	1941	19.64	59.65
6	Bharatpur	09	371	1472	21.00	64.24
7	Bhilwara	11	381	1745	20.15	51.09
8	Bikaner	05	219	778	16.74	57.54
9	Bundi	04	181	849	09.63	55.80
10	Chittorgarh	14	382	2395	18.03	54.37
11	Churu	06	249	979	19.23	66.97
12	Dausa	05	223	1058	13.17	62.75
13	Dholpur	04	153	802	09.83	60.77
14	Dungarpur	05	237	858	11.07	48.32
15	Hanumangarh	03	251	1905	15.18	65.72
16	Jaipur	13	488	2131	52.52	70.63
17	Jaisalmer	03	128	637	05.08	51.40
18	Jalore	07	264	706	14.48	46.51
19	Jhalawar	06	252	1600	11.80	57.98
20	Jhunjhunu	08	288	859	19.13	73.61
21	Jodhpur	09	339	1063	28.86	57.38

S. No.	Name of Districts	No. of Blocks	No. of Gram Panchayats	No. of Villages	Population in Lakhs	Literacy in %
22	Karauli	05	224	798	12.09	64.59
23	Kota	05	158	892	15.68	74.45
24	Nagaur	11	461	1500	27.75	58.26
25	Pali	10	320	949	18.20	54.92
26	Rajsamand	07	206	987	09.87	55.82
27	Sri Ganganagar	07	320	3014	17.90	64.84
28	Sawai Madhopur	05	197	794	11.16	57.34
29	Sikar	08	329	992	22.87	71.19
30	Sirohi	05	151	462	08.50	54.39
31	Tonk	06	231	1093	12.11	52.39
32	Udaipur	11	498	2351	26.33	59.26
	TOTAL	**237**	**9184**	**41353**	**564.97**	**60.41**

Source: Rural Development Department, Government of Rajasthan.

Analysis

- The highest literacy rate is 74.45 per cent in Kota, followed by 73.61 per cent in Jhunjhunu. The third-highest rate is 70.63 per cent in Jaipur. The lowest literacy rate is 44.22 per cent in Banswara, preceded by 46.51 per cent in Jalore. The third-lowest literacy rate is 48.32 in Dungarpur.

Interpretation

- Kota, apparently, has the highest literacy rate because of being an industrial town, where lot of people from other States come to work, and having developed into the largest and the most important educational hub of Rajasthan.
- Jhunjhunu appears to have the second-highest rate because a lot of industrial families of India belong to this belt and perhaps infuse funds into the belt for educational activities.
- Jaipur, surprisingly, despite being the capital of Rajasthan and having a lot of economic activities, does not have the highest rate.
- Banswara appears to have the lowest rate because of being a part of the tribal belt. Jalore has the second-lowest rate, perhaps because of being in the backward interiors. Dungarpur also appears to have a low rate because of being a part of the tribal belt.

4.1.6. Enrolment Ratio in Rajasthan

State-wise Gross Enrolment Ratio in Rajasthan (GER)
(For Secondary and Senior Secondary Stage – Class 9-12, Age-group 14-17 years)
Enrolment of Primary and Secondary Education year 2006-07 and 2007-08

(in Lakhs)

		2006-07			2007-08		
S. No.	**Class**	**Primary Setup**	**Secondary Setup**	**Total**	**Primary Setup**	**Secondary Setup**	**Total**
1	Prep	01.14	00.61	01.75	01.41	00.71	02.12
2	I	25.12	01.77	26.89	24.16	01.76	25.92
3	II	18.73	01.24	19.97	18.21	01.24	19.45
4	III	15.77	01.22	16.99	15.58	01.27	16.85
5	IV	13.77	01.22	14.99	13.51	01.21	14.72
6	V	13.18	01.24	14.42	13.42	01.25	13.67
7	VI	08.77	04.74	13.51	09.38	04.58	13.96
8	VII	06.92	04.53	11.45	07.59	04.65	12.24
9	VIII	05.79	04.90	10.69	06.26	05.07	11.33
10	IX	00.00	07.23	07.23	00.00	08.25	08.25
11	X	00.00	06.78	06.78	00.00	07.77	07.77
12	XI	00.00	03.33*	03.33	00.00	03.32	03.32
13	XII	00.00	03.01*	03.01	00.00	03.77	03.77
	Total	109.19	41.82	151.01	108.52	44.85	153.37

Source: Directorate of Primary and Secondary Education, Government of Rajasthan, Bikaner.

**Note: There is a variation of 0.88 per cent and 2.42 per cent between the figures of XI and XII classes in the Table above and the Data captured in the DCF (Table 15).*

Enrolment at Secondary Stage, 2007-08 (Provisional)

(in lakhs)

S. No.	CLASS	BOYS	GIRLS	TOTAL
1	IX	5.35	2.90	8.25
2	X	5.10	2.67	7.77
3	XI	2.22	1.10	3.32
4	XII	2.56	1.20	3.77

Source: Directorate of Primary and Secondary Education, Government of Rajasthan, Bikaner.

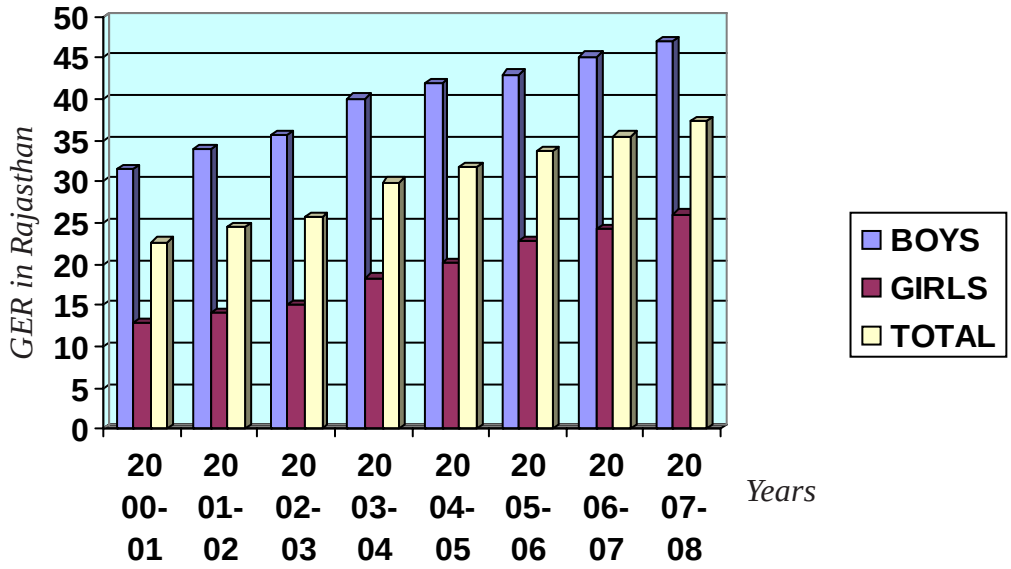
Analysis

- The X and XII Class data indicates that about 50 per cent of the students remain up to Class XII at the Secondary Stage.

Gross Enrolment Ratio in Rajasthan, 2000-08

S. No.	Year	Boys	Girls	Average
1	2000-2001	31.59	13.00	22.68
2	2001-2002	34.01	14.15	24.50
3	2002-2003	35.56	15.17	25.79
4	2003-2004	40.10	18.37	29.96
5	2004-2005	41.85	20.17	31.72
6	2005-2006	43.03	22.78	33.63
7	2006-2007	45.18	24.32	35.54
8	2007-2008	47.02	26.11	37.26

Secondary and Senior Secondary Stage: IX-XII Classes
(Age-group 14-17 years)



Source: Directorate of Primary and Secondary Education, Government of Rajasthan, Bikaner.

4.1.7. Retention Rate at Senior Secondary Stage

Retention Rate

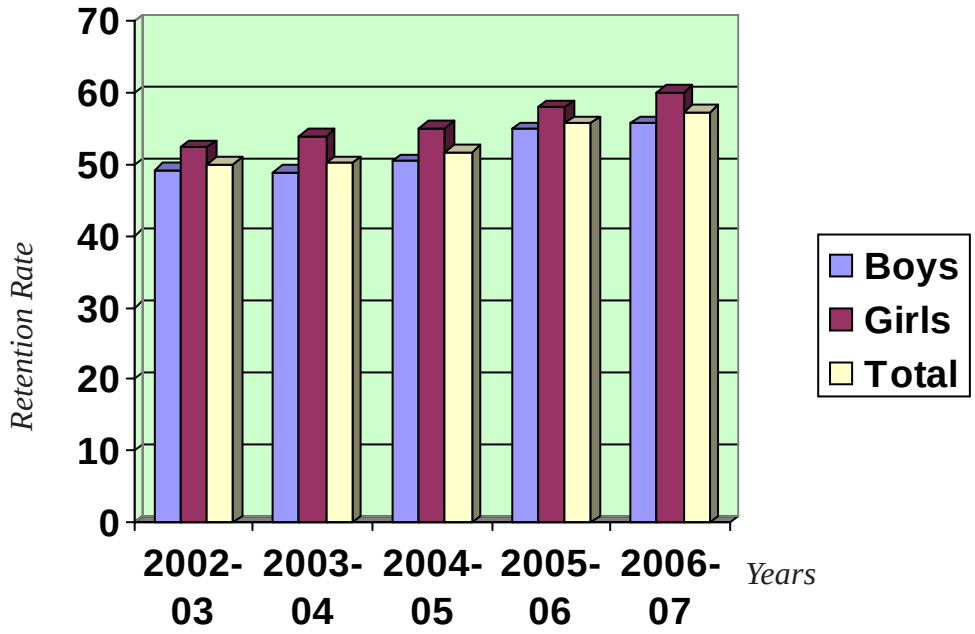
(IX-XII Classes, Age Group 14-17)

(in lakhs)

Year	Boys	Girls	Total
2002-2003	49.19	52.54	50.06
2003-2004	48.92	53.97	50.26
2004-2005	50.53	55.08	51.76
2005-2006	54.93	58.00	55.82
2006-2007	55.80	60.12	57.41

Source: Directorate of Secondary Education, Government of Rajasthan, Bikaner.

Graphical Representation of Retention Rate at Senior Secondary Stage



Source: Directorate of Secondary Education, Government of Rajasthan, Bikaner.

Analysis

- The retention rate is consistently increasing, for both boys and girls. However, surprisingly, it is senior for girls than for boys.

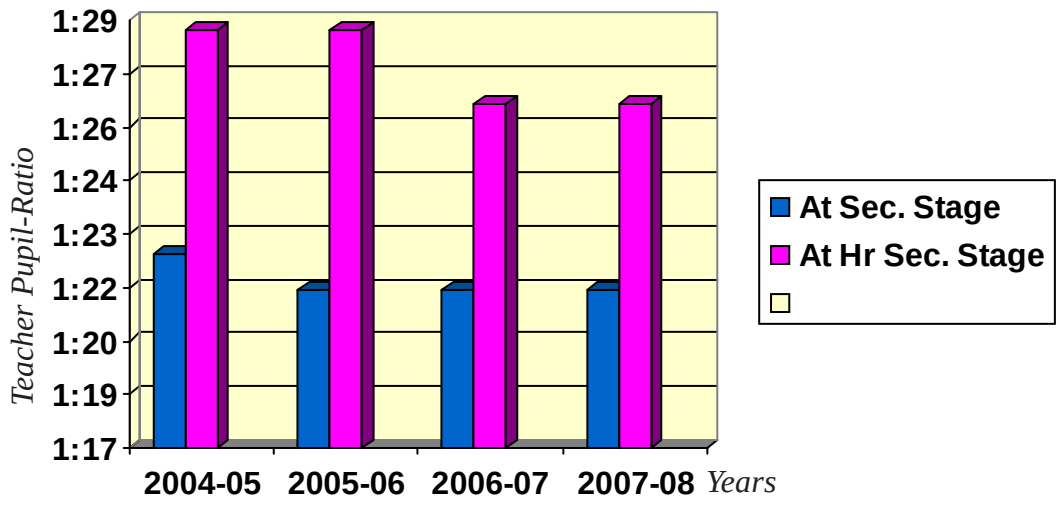
Interpretation

- There appears to be a significant positive change in the attitude of the people towards female literacy between the ages 14 to 17.
- It appears that once child marriage age (up to 13 years) is crossed, retention rate becomes better. This, again, appears to reflect change in social attitude.

4.1.8. Teacher-Pupil Ratio

S.No.	Year	At Secondary Stage	At Senior Secondary Stage
1	2004-2005	1:23	1:29
2	2005-2006	1:22	1:29
3	2006-2007	1:22	1:27
4	2007-2008	1:22	1:27

Teacher Pupil-Ratio



Source: Directorate of Primary and Secondary Education, Government of Rajasthan, Bikaner.

Analysis

- The Teacher-Pupil Ratio appears to be decreasing marginally over the years.

Interpretation

- Despite the decline, the data indicates a fairly satisfactory situation, particularly when compared with private schools.

4.1.9. Transition Rate from Elementary to Secondary Stage, 2007-08 (Provisional)

At the Elementary level, 11.25 lakh students of VIII Class appeared in the Examinations (Hindi Medium, as there is no English Medium at this stage) in 2007 and the result was 73 percent. This means 8.21 lakh students were eligible to reach IX Class.

For the Session 2007-08, the net enrolment of IX Class was 8.25 lakh (provisional), both Hindi Medium and English Medium. This data indicates that almost all the students of VIII Class who passed out took admission in IX Class .

4.1.10. Results of Board of Secondary Education, Rajasthan

Regular Students at Secondary Stage									
Year	**Secondary**			**Praveshika**			**Varisht Upadhayaya**		
	Appeared	**Passed**	**%**	**Appeared**	**Passed**	**%**	**Appeared**	**Passed**	**%**
2005	575387	289890	50.38	6213	2614	42.07	3430	2131	62.13
2006	650977	353292	54.27	6893	3176	46.07	3573	2462	68.90
2007	689548	336184	48.75	7455	2293	30.76	3827	2642	69.04
2008	881740	471282	53.45	8739	3164	36.21	4766	3369	70.69

Source: Board of Secondary Education, Rajasthan, Ajmer.

Regular Students at Senior Secondary Stage									
Year	**Arts**			**Science**			**Commerce**		
	Appeared	**Passed**	**%**	**Appeared**	**Passed**	**%**	**Appeared**	**Passed**	**%**
2005	189797	140545	74.05	75142	49726	66.18	30817	23383	75.88
2006	190236	156436	82.23	80417	59019	73.39	31403	24655	78.51
2007	191736	154532	80.59	78618	54263	69.02	30982	24799	80.01
2008	288211	224720	77.97	98971	67502	68.20	43258	34272	79.23

Source: Board of Secondary Education, Rajasthan, Ajmer.

Conclusion

The above mentioned X and XII Class examinations, conducted by the Board of Secondary Education, Rajasthan, indicate that there has been an increase in the number of students passing and there has been a qualitative improvement in the results.

5. Chapter Five

5.1. Policies and Programmes

The Government of Rajasthan has been implementing the Sarva Shiksha Abhiyan Project in all the 32 districts of the State, in partnership with the Government of India , through the Rajasthan Council of Elementary Education, since 2001-02.

Innovative projects, like Lok Jumbish, Shiksha Karmi, DPEP and Janshala Programmes, were implemented in the State to tackle the problem of out-of-school children, dropouts and quality-related issues. A door-to-door survey, Shiksha Darpan Survey, was conducted in 2000 and updated in 2002. The Child-tracking System programme was implemented in 2003-04 to track the school-going as well as out of school children. The Mukhya Mantri Shiksha Sambal Maha Abhiyan is also being conducted since 2005. Out-of-school children were made to join schools through enrolment drives implemented under the Praveshotsav programme. All possible efforts were made, through innovative activities and strategies, to achieve the major goals of access, enrolment, retention and quality of education.

Community mobilisation activities, through the MMSSMA, Praveshotsav, Kala Jatthas, Bal Melas, functional SDMCs, MTA meetings and orientation of PRIs, etc., succeeded in creating a conducive environment for enhancing enrolments. The physical facilities, in the form of school buildings, additional class rooms, hand pumps/PHED connections, ramps, etc., motivated the parents as well as the children to enrol. This also resulted in better retention figures.

The Midday Meal programme, run by the GoR, in partnership with the GoI, has also helped considerably in increasing the retention rate in the State. The SSA has given adequate priority to education of girls, especially those belonging to the scheduled castes, the scheduled tribes and the minorities. Special efforts have been made to include children from SC/ST minority groups, urban deprived children, children of other disadvantaged groups and children with special needs in the educational process.

To infuse improved quality in education, teacher training, employing the latest pedagogy, including multi-grade and multi-level teaching, is being conducted in primary and upper primary schools to make education at the primary and upper primary levels more useful for and relevant to children.

The academic levels of IV and VII Class students had been externally evaluated under the Quality Assurance Programme. Under this programme, Hindi, Mathematics, English and Environment Studies were selected for IV Class students and Hindi, Mathematics, English, Social Science and Science were selected for VII Class students. School-wise grades and subject-wise problematic areas of the subjects selected were communicated to each and every school concerned. Remedial programmes are being conducted in these problem areas, under the SSA.

All the endeavours mentioned above clearly show that a great emphasis has been placed on elementary education, since the introduction of the National Education Policy, 1986. As a result, now, the transition rate from VIII Class to IX Class has increased to about more than 90 per cent. Consequently, a great pressure on secondary education is already

being felt, due to the success of the SSA, although secondary education is not constitutionally compulsory.

However, it is extremely necessary to provide an attractive and congenial atmosphere in secondary and senior secondary schools to retain the students completing elementary education, to achieve the goal of universalisation of secondary education. It is now the right time to lay requisite emphasis on secondary education, with the help of the "Rashtriya Madhyamik Shiksha Abhiyan".

The Honourable Prime Minister, in his Independence Day speech in 2007, has, inter-alia, stated that "…We are setting out a goal of universalisation of secondary education… This is clearly the next stage of universalisation of elementary education…" The Mid-Term Appraisal of the 10th Five-Year Plan (June 2005) of the Planning Commission had also suggested a new mission for secondary education, on the lines of the SSA, pursuant to the success of the SSA.

The report of the Committee of the Central Advisory Board of Education on universalisation of secondary education has suggested urgent taking up of a programme in this regard with requisite norms.

The Government of Rajasthan has already constituted a high-level task force to execute the RMSA successfully. The survey/school mapping of all the secondary and senior secondary schools has been completed and the data has been captured in DCF, as per the directions of the National University of Educational Planning and Administration, in reference to the Ministry of Human Resource Development.

5.1.1. Rashtriya Madhyamik Shiksha Abhiyan

5.1.1.1. Background

Since universalisation of elementary education has become a constitutional mandate, it is imperative to promote secondary education and provide it to as many potential people as possible. This has already been achieved in a large number of developed countries and several developing countries. Paragraphs 5.13 to 5.15 of the NPE, 1986 (as modified in 1992), deal with secondary education. Paragraph 5.13 of the NPE, inter alia, states that "Access to Secondary Education will be widened[,] with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams… Vocationalisation[,] through specialised institutions[,] through the re-fashioning of secondary education[,] will, at this stage, provide valuable manpower for economic growth."

It is a well-recognised fact that mere eight years of education are insufficient to adequately equip a child for the career world and make her/him a competent adult and a responsible citizen. Consequently, the pressure on secondary education is already being felt, due to the success of the SSA. Therefore, while secondary education is not constitutionally compulsory, it is necessary and desirable that access to quality secondary education is made universal.

This would lead to enhanced participation of potential students in the educational process. At the same time, it may not be practically possible to fully universalise education at the secondary stage during the Eleventh Five-Year Plan, as the dropout rates up to VIII Class still remain quite high.

Secondary education occupies a crucial developmental place in the educational system, as it prepares the students for senior education and also for the future. This is the sector of education which provides teachers at the primary and middle levels as also makes the students eligible for college level and senior as well as technical education.

5.1.1.2.Suggestions for a Mission on Universalising Access to Secondary Education

The midterm appraisal of the 10th Five-Year Plan (June 2005) by the Planning Commission has suggested a new mission for promoting secondary education, on the lines of the SSA, pursuant to its success.

The report of the Committee of the Central Advisory Board of Education on "Universalisation of Secondary Education (June 2005)" has suggested urgent initiation of a programme in pursuit of this, based upon requisite norms.

The CABE Committee on "Girls Education and Common School System", in its report of June, 2005, has also, inter alia, recommended the following:

- "…Making good quality education available to all students in all schools at affordable fees is a primary commitment of the Common School System…"
- "…State should invest in public school system with standards, norms, buildings, etc., with the same standards as that of Kendriya Vidyalayas…"

Univeralisation of access to secondary education has also been emphasised in:

- The Prime Minister's Independence Day speech 2007-2008; and
- The Department-related Parliamentary Standing Committee on Human Resource Development in its 206th report on the Demands for Grants 2008-2009 has proposed the RMSA.

5.1.1.3. Vision and Objectives of Scheme

The vision of the scheme is to make good quality secondary education available, accessible and affordable to all young people in the age group 15-16 years.

The objectives of the scheme are:

- To achieve a GER of 75 per cent for IX and X Classes by the end of the 11th Five-Year Plan, by providing a secondary school within a reasonable distance of every habitation;
- To improve the quality of education imparted at the secondary level, through making all secondary schools conform to the prescribed norms;
- To remove the gender, socio-economic and disability barriers;
- To provide universal access to secondary level education by 2017, i.e., by the end of 12th Five-Year plan; and
- To achieve universal retention by 2020.

The targets of the scheme are:

- To improve the enrolment ratio for IX and X Classes to 75 per cent by 2011-12, from 25-26 per cent in 2005-06;
- To provide facilities for estimated additional enrolment of 63 lakh students by 2011-12 through:
- Strengthening of the 44,000 existing schools;

- Upgrading of 11,188 upper primary schools;
- Appointment of 2.50 lakh additional teachers; and
- Construction of 1.33 lakh additional classrooms.

5.1.1.4. Strategies of RMSA

The scheme is proposed to be implemented as a centrally-sponsored scheme by the Department of School Education and Literacy of the Ministry of Human Resource Development. The scheme envisages the development of state-specific norms. However, the general strategies are:

- Improving access to secondary education, by providing a secondary school within a reasonable distance of every habitation by:
  - Upgrading of upper primary schools, through construction of classrooms, laboratories, computer rooms, headmaster's room, library rooms, separate toilets for girls and boys, appointment of additional teachers; and
  - Strengthening of the existing secondary schools, through construction of classrooms, computer rooms, separate toilets for girls and boys, appointment of additional teachers, strengthening of laboratory facilities, etc.
    - Infusing equity in schools by providing:
      - Special incentives for girls; and
      - Special incentives for students belonging to SCs, STs, minorities and other weaker sections of the society.
    - Improving the quality through:
      - Construction of science laboratories, libraries, etc;
      - In-service training of teachers;
      - Leadership training of school heads;
      - Curricula reforms;
      - Science and Maths education;
      - Computer-aided education;
      - Co-curricular activities; and
      - Teaching-learning aids.

5.1.1.5. Components of Scheme

The main components of the scheme are enumerated below.

- Improving the infrastructure in schools by providing:
  - New classrooms with furniture;
  - Libraries;
  - Science laboratories;
  - Computer rooms;
  - Toilet blocks;
  - Disabled-friendly facilities and amenities;

- Drinking water;
- Electricity; and
- Telephone and internet.

- Improving the status of teachers through:
  - Recruitment of additional teachers, with emphasis on science, mathematics and English teachers;
  - In-service training for teachers; and
  - Residential accommodation for teachers in difficult and remote areas.
- Providing requisite teaching aids such as:
  - ICT; and
  - Other requisite teaching aids.
- Improving the general conditions through:
  - Putting focus on SC/ST/Minorities/Girls during micro-planning;
  - Giving preference to Ashram schools in upgrading of upper primary schools;
  - Giving cash incentive to SC/ST girls to pursue secondary education (separate scheme to be subsumed in the RMSA later);
  - Providing one girls' hostel in each educationally backward block (separate scheme to be subsumed in the RMSA later);
  - Appointment of more female teachers;
  - Providing separate toilet blocks for girls;
  - Giving priority to opening/upgrading schools in minority concentration areas; and
  - Enrolment drives and special coaching classes in minority concentration areas.

5.1.1.6. Financing Pattern and Fund Flow

The financing pattern and fund flow envisages the following:

- The Central Government will bear 75 per cent of the project expenditure during the 11th Five-Year plan.
- Twenty-five per cent of the cost is to be borne by the State Government.
- The sharing pattern will be 50:50 from the 12th Five-Year Plan onwards.
- The State Government is to commit resources to the Project.
- Funds are to be released in two instalments, the first instalment for expenditure between April and September and the second instalment for expenditure between October and March.
- The State has to apply for the second instalment after utilising at least 50 per cent of the first instalment, with the utilisation certificate for the amount utilised, for release of the State's share, etc.
- The State Government has to design a comprehensive Financial Management System.

5.2. Special Planning for Secondary Education in Rajasthan

5.2.1. Secondary and Senior Secondary Schools

The State Government has accorded due priority to Universalisation of Secondary Education in both rural and urban areas. Hence, requisite secondary and senior secondary schools have been opened in consonance with the need of the place.

5.2.2. Faculties

In senior secondary schools, Arts, Science, Commerce, Home Science, Agriculture and Fine Arts, faculties are available, as per the need of students..

5.2.3. Teachers

Requisite teachers have been provided as per the applicable norms.

5.2.4. Vidhyarthi Mitras

In special circumstances, i.e., where subject teachers are not available, provision is made for Vidhyarthi Mitras, on a short-term basis or till the end of the session.

5.2.5. Information and Communication Technology

Computer Education is imparted at the secondary level and latest technologies are employed to teach difficult subjects.

5.2.6. Computer Labs at District Level

There are 32 well-equipped District Computer Training Centres for providing computer literacy.

5.2.7. Distribution of TDRs

A Term Deposit Receipt of Rs. 1000/- was made available to each girls who passed out of VIII Class from KGBV and took admission in IX Class in a government school.

5.2.8. Gargi Puraskar

A Girl securing 75 per cent or more marks in X Class receive a sum of Rs. 1000/- per annum for two years.

5.2.9. Pannadhaya Jeevan Amrit Yojana (PJAY)

Two students from IX to XII Classes belonging to BPL family get Rs. 1200/- per annum under the scheme, if BPL family is insured.

5.2.10. Scholarships and Incentives

Following scholarships and incentives are awarded to the students under various schemes:

- Pre-matric scholarship to SC/ST/OBC students;
- Post-matric scholarship to SC/ST/OBC students;
- National merit scholarship;
- Hostel facilities for meritorious SC/ST students;
- Sanskrit scholarship;
- Kargil/Pre-Kargil scholarship;
- Scholarship to the daughter(s) of ex-soldiers;
- Scholarship to the ward of sweepers; and
- Scholarship to the winners of national games and sports competitions.

5.2.11. Aid to Widows

There is a provision of free education for the wards of widows.

5.2.12. Teacher-Training Programmes

In-service and pre-service teacher-training programmes are conducted by various institutes. Refresher and Orientation Courses are available for teachers to acquaint them with new techniques and methods of teaching.

5.2.13. Games and Sports Competitions

Various competitions are organised for the all-round development of students.

5.2.14. Anaemia Control

Anaemia Control Programme is being run for the development of adolescent girls.

5.2.15. Girls Hostels

There is a provision for hostels for girls who come to study from far away.

5.2.16. Free Education to IX to XII Classes

No tuition fee is charged from students of IX to XII Classes and they are also provided with free text books.

5.2.17. Female Teachers

Female Headmistresses and female teachers are posted in girls' schools.

5.2.18. Free Textbooks

The Rajasthan State Text book Board has been especially established to print text books of Class I - VIII.

5.2.19. Midday Meal

Nutritious midday meals are provided to the students of VI to VIII Classes under secondary education.

5.2.20. Welfare Programmes for Girls

Various welfare programmes for girls are run by the Balika Shiksha Foundation, Rajasthan.

5.2.21. Programmes for Encouragement of Girl Education

A. Free Cycles

Girls studying in X Class of government schools of rural areas and living 2-5 kms away from schools get cycles at a nominal rate of Rs. 300/- (the rest of the amount is borne by the Government).

B. Transport Vouchers

Girls living more than 5 kms away from schools get transport vouchers of Rs 5/- per day.

5.2.22. Colleges for Physical Teacher Training

Under the programme of physical and personality development, the State Government has separate Physical Teacher Training Colleges. There are one government and ten private colleges to impart the latest knowledge to Physical Education teachers. Referee clinics are also organised for Physical Education teachers.

5.2.23. Gender Budgeting

Gender budgeting is provided to facilitate encouragement to girl education.

5.2.24. Sports School

There is a separate sports school equipped with all requisite facilities to encourage games and sports.

5.2.25. Development of Minority Languages

There is a seperate section to promote minority languages such as Sindhi, Gujarati, Punjabi and Urdu at the Directed Level.

5.2.26. Insurance for Students

Vidhyarthi Suraksha Durghatna Beema Yojna is in operation for the students of government schools.

5.2.27. National Security and Integrity

Various programmes are organised in schools related to social service and NationalSecurity and Integrity, such as Scouts, Guides, NSS, NCC, etc.

5.2.28. Curriculum Development and Review

Under the National Curriculum Framwork, there is a continuous process going on for curriculum development, review and amendment.

5.2.29. Shikshak Sadan

Every divisional headquarters has boarding facility for teachers under the name of Dr. Radha Krishanan Shikshak Sadan.

5.2.30. Library Facilities

Public libraries are available at the Block/Tehsil/District/State level and secondary and senior secondary schools too have their own libraries.

5.2.31. Examination Control

Home examinations are organised and controlled by the District Common Examination Committee to maintain uniform evaluation system.

5.2.32. Supervision of Schools

Supervision norms are fixed for the education officers of different levels to maintain quality of teaching-learing process.

5.2.33. State Open School

Open Schooling is being run for students of X and XII Classess who were unable to complete their formal education. It is a flexible programme based upon the interest and time availability of the students.

5.2.34. State Institute of Education Research and Training (SIERT)

The SIERT was established for qualitative improvement of teaching in 1978. Now it is also working as the educational advisory body to the State. It mainly deals with:

- Humanities and Social Sciences;
- Science and Maths;
- Psychological Foundation and Vocational Teaching;
- Teacher Education;
- Educational Planning and Administration;
- Educational Technology;
- Educational Research and Extension Services;

- Informal education for left-out students; and
- Educational Evaluation and Programme Cell.

Its working areas and activities are:

- Training for Officers and Teachers;
- Innovation;
- Conferences;
- Material Production;
- Research;
- Broadcasting;
- Publications, etc.

In addition to these, other educational activities are also conducted by the SIERT, such as:

- Guidance;
- Women's Education;
- Language Development;
- Population Education;
- Proficiency Programmes for English;
- Curriculum Development;
- Health Education;
- Preparing lessons for EDUSET;
- Question Paper Preparation; and
- School Supervision, etc.

5.2.35. Development of English Language Teaching

The Resource Centre for English has been started functioning at the IASE, Bikaner since January 2006 and is now in full bloom. Training is imparted at the Resource Centre through orientation programmes and need-based courses in one-to-one mode and a one-year correspondence course is also available in distance mode.

5.2.36. Special Schools

Special schools are running for the deaf, dumb, blind and physically challenged/handicapped students.

5.2.37. Integrated Education for the Physically Handicapped Children

Integrated informal education is provided to the disabled children through the Integrated Education Scheme for the Disabled Children. The Scheme works in 18 districts of the State under the CSS.

5.2.38. School Management

Every school has a Vidhyalaya Vikas Samiti (School Development Committee), under the Societies Act 1958, to enhance public co-operation, transparent administration and to enrich the physical resources of the schools.

5.2.39. Yoga Education

Yoga training programmes are organised for mental and physical development of not only the students but also the teachers. Yoga education is also included in the curriculum. Yoga is also conducted everyday in the prayer assembly.

5.2.40. Career Counselling

The career counselling is provided to create awareness regarding career among the students.

5.2.41. Teacher Education

There are effective pre and in-service teacher training programmes for the teachers, based upon UGC/NCTE norms. In the State, there are two IASEs (Bikaner and Ajmer), nine CTEs (College for Teacher Education), 790 private recognised B.Ed./M.Ed. Colleges and 32 DIETs for teacher education.

5.2.42. Publication of Educational Magazines and Newsletters

Several periodicals and newsletters are brought out by various Centres and Institutes of the State. 'Shivira' is published monthly which contains the latest news of Innovations, Researches, Educational Articles and Office Orders. It also publishes the educational calendar for the whole session, providing details of examinations, sports and co-curricular activities. The Publications Section of the Education Department also brings out Teacher Today, a quarterly educational magazine. It gives the latest trends and articles by different teachers and research scholars. The Board of Secondary Education, Rajasthan and the SIERT also publish magazines. The District Resource Centre for English also publishes its Newsletter containing the latest innovations in teaching of English.

5.2.43. Conducting of Board Examinations

The Board of Secondary Education, Rajasthan has been working as an autonomous body for organising secondary and senior secondary examinations. In addition to this, it works for curriculum development, review and amendments in the syllabus, teacher training, innovation, publications, analysis and preparing of question papers, qualitative improvement, granting scholarships to the students, teachers, wards, etc. It also organises various competitions for the teachers.

In conclusion, the State Government has made requisite efforts to universalise secondary education in Rajasthan. However, efforts will be continued and new endeavours will be initiated.

6. Chapter Six

6.1 Mapping Survey

6.1.1. Background

At the behest of the Ministry of Human Resource Development (MHRD), Government of India, a mapping exercise was conducted in secondary and senior secondary schools in Rajasthan by the Government of Rajasthan, as per the Mapping Provisions, in Recognised Secondary and Senior Secondary Schools, with technical support from the National University of Educational Planning and Administration, in Data Capture Format, developed by the Department of Educational Planning, NUEPA, New Delhi, in consultation with the State Resource Team and the Department of School Education and Literacy, MHRD .

6.1.2. Purpose and Objective

The purpose of the exercise was to prepare a baseline status report which will serve as an important database for facilitating effective planning and implementation of various reform programmes and formulating district-level secondary education development plans.

The long-term objective of this exercise is to institutionalise a Secondary Education Management Information System for maintaining a district-level comprehensive database for secondary and senior secondary education in the country.

6.1.3. Target Group

The targets of the mapping survey were all the secondary and senior secondary schools in Rajasthan.

6.1.4. Methodology

The Data Capture Format (Appendix - A) , containing 53 questions in five Questionnaires/ Tables, was administered to all recognised secondary and senior secondary schools, through the Directorate of Secondary Education, Bikaner. The DCF was required to be filled in by the Headmaster/Principal and, from the questionnaires, the data was fed into the central computer in Delhi online on www.semis.online and the data was processed in the form of Tables.

State Resource Persons received training for filling in DCF in Delhi at NUEPA. These SRPs then imparted training to the District and Block-level Resource Persons. At every level, 5-10 data of the DCF was randomly test-checked for accuracy. The data has also been checked back to previous year figures and reports randomly to ascertain accuracy.

6.1.5. Data Accuracy

This mapping exercise in secondary education was undertaken for the first time at both national and state levels. However, as it was a mammoth and onerous exercise and conducted at the grass-roots level and the data was fed in and downloaded online, there was a possibility of ‘data slippage’. Therefore, on a confidence level of 95 per cent and allowing for an error rate of five per cent, we can reasonably say that the data is fairly representative of the existing ground realities and can be relied upon.

6.1.6. Findings

The findings of the mapping exercise are in the form of DCF Tables 1 to 26. The macro-findings of these 26 Tables have been encapsulated in four Macro-Summaries in the forthcoming sections. These Tables individually contain Analysis and Interpretation at the bottom of the Tables.

After the Macro-Summaries are the 26 DCF Tables :

6.1.6.1 At-A-Glance Macro-Summaries of DCF Tables

6.1.6.2. Macro-Summary 1: Profile of Schools

S. NO.	DESCRIPTION	SECONDARY SCHOOLS	SENIOR SECONDARY SCHOOLS	TOTAL NUMBER OF SCHOOLS
1.	BOYS	3624	2467	6091
2.	GIRLS	473	680	1153
3	CO-ED	3926	2639	6565
3.	CHILDREN WITH SPECIAL NEEDS	0	18	18
4.	RURAL AREAS	5621	3635	9256
5.	URBAN AREAS	2402	2151	4553
6.	TRIBAL AREAS	629	479	1108
7.	HILLY AREAS	180	105	285
8.	SC-DOMINATED AREAS	199	137	336
9.	ST-DOMINATED AREAS	523	454	977
10.	OBC-DOMINATED AREAS	1737	1287	3024
11.	RELIGIOUS MINORITY-DOMINATED AREAS	150	73	223
12.	OTHERS-DOMINATED AREAS	5424	3835	9259
13.	DESERT AREAS	1235	860	2095
14.	SLUMS	205	122	327
15.	INTERNATIONAL BORDER/LOC AREAS	110	109	219
16.	FLOOD-PRONE AREAS	13	16	29
17.	DROUGHT-PRONE AREAS	121	113	234
18.	FOREST AREAS	46	34	80
19.	COASTAL AREAS	44	29	73
20.	OTHER AREAS	6247	4503	10750
	TOTAL	**32909**	**23746**	**56655**

6.1.6.3.Macro-Summary 2: Consolidated Analysis of DCF Tables 1 to 15

DCF Table

Table 1	▪ The total number of schools in Rajasthan is 13,809. Out of this, there are 8023 secondary schools and 5786 senior secondary schools.
	▪ The highest number of schools is in Jaipur, 1529, followed by Sikar, 981, Jhunjhunu and Alwar, 934 each, Nagaur, 642, Jodhpur, 623, etc., to name a few.

	▪ The lowest number of schools is in Jaisalmer, 78, preceded by Sirohi, 139, Dungarpur, 138, Bundi, 191, Rajsamand, 194, and Banswara, 195, etc., to name a few.
Table 2	▪ Out of these, 3,522 schools belong to the State Government and 3,544 schools belong to private bodies. The remaining 957 schools belong to various other entities.
Table 3	▪ Out of these, 3,084 schools belong to the State Government and 2,064 schools belong to private bodies. The remaining 638 schools belong to various other entities
Table 4	▪ Out of the 8,023 secondary schools, 3,463 schools are fully recognised and fully-funded by the State Government. There are 3,065 private unaided (recognised but not aided by the State Government) schools. Unrecognised/ unaided section in recognised schools is comprised of 835 schools and 660 schools are owned by other entities.
Table 5	▪ Out of these, 3031 schools are fully funded by the State Government and 1,611 are private unaided (recognised) schools and 464 schools are private aided (recognised). Unrecognised/unaided section in recognised schools is comprised of 536 schools. The remaining 144 schools belong to various other entities.
Table 6	▪ Out of a total number of 13,809 schools, 12,838 were established before 2001 and 12,142 were recognised before 2001. Only 971 (a meagre 7%) schools were established after 2001 and 1,667 were recognised after 2001, whereas the population has been increasing exponentially.
Table 7	▪ Out of a total number of 13,809 schools, 7,747 schools were upgraded from upper primary schools to secondary schools in or before 2001 and 6,062 schools were upgraded after that. ▪ Out of a total of 13,809 schools, 10,346 schools were upgraded from secondary schools to senior secondary schools in or before 2001 and 3,463 schools were upgraded after that.
Table 8	▪ There are only 18 schools for the CWSNs that too only in urban areas of 18 districts. CWSNs in rural areas do not have access to such schools
Table 9	▪ It appears some respondents have misconstrued the column of “Coastal Area” to perhaps mean areas near lakes or water sources. However, it does not seem to affect the data materially. ▪ Out of a total number of 5786 senior secondary schools, 3635 senior secondary schools are in rural areas and 2151 in urban areas.

	▪ The chools according to various demographic categories are: - Tribal 479 - Hilly 105 - SC-dominated 137 - ST-dominated 454 - OBC-dominated 1,287 - Religious Minority-dominated 73 - Others 3,835 ▪ The schools according to topographical categories are: - Desert Areas 860 - Slums Areas 122 - Interior Border/LOC Areas 109 - Flood-prone Areas 16 - Drought-prone Areas 113 - Forest Areas 34 - Coastal Areas 29 - Other Areas 4,503
Table 10	▪ It appears some respondents have misconstrued the column of “Coastal Area” to perhaps mean areas near lakes or water sources. However, it does not seem to affect the data materially. ▪ Out of a total number of 8,023 secondary schools, 5,621 secondary schools are in rural areas and 2,402 in urban areas. ▪ The schools according to various demographic categories are: - Tribal 629 - Hilly 180 - SC-dominated 199 - ST-dominated 523 - OBC-dominated 1,737 - Religious Minority-dominated 150 - Others 5,424 ▪ The schools according to topographical categories are: - Desert Areas 1,235 - Slums Areas 205 - Interior Border/LOC 110 - Flood-prone Areas 13 - Drought-prone Areas 121

	- Forest Areas 46 - Coastal Areas 44 - Other Area Areas 6,247
Table 11	▪ The enrolments are 17,73,020, being 3,79,635 in VIII Class, 7,24,083 in IX Class and 6,72,002 in X Class. District-wise, the five highest enrolments are 64,379 in Jaipur, followed by 32,631 in Churu, followed by 27,068 in Alwar, followed by 24,426 in Jodhpur and 24,080 in Sikar. ▪ The five lowest enrolments are 3,362 in Jaisalmer, preceded by 4,351 in Bundi, preceded by 4,475 in Baran, preceded by 4,585 in Dungarpur and 4,932 in Banswara.
Table 12	▪ Out of a total number of 5,786 senior schools, 5,447 (94.14 per cent) are pucca schools. Partly kuchcha senior secondary schools are 261 (6.18 percent). ▪ There are 78 (1.34 per cent) senior secondary schools in the category of others, which presumably means some kind of make-shift arrangements.
Table 13	▪ Out of a total number of 8,023 secondary schools, 7,332 (91.39 per cent) are pucca secondary schools. Partly kuchcha secondary schools are 587 (7.32 per cent). ▪ There are 114 (1.42 per cent) secondary schools in the category of others, which presumably means some kind of make-shift arrangements.
Table 14	▪ For 13,809 secondary and senior secondary schools, there are 40,334 classrooms for IX and X classes and 20,546 for XI and XII classes. Although secondary schools are 58.10 per cent of the total number of schools and senior secondary schools are 41.90 per cent of the total number of schools, the number of classrooms for secondary schools is 40,334 and that of senior secondary schools is 20,456. The disparity between the two is almost 50 per cent. ▪ For 13,809 secondary and senior secondary schools, there are only 11899 (86.19 per cent) rooms for teachers.
Table 15	▪ There is a variation of 0.88 per cent and 2.42 per cent between the figures of XI and XII classes in Table 4.1.6. and the Data captured in the DCF (Table 15).

6.1.6.4. Macro-Summary 3: Separate Room Status

S. No.	Description	Secondary Schools (8023)		Hr. Secondary Schools (5786)	
		Available	Required	Available	Required
1.	Head Master/ Principal's Rooms	7706	317	5899	As per demand
2.	Asst. HM/Principal's Rooms	1101	6922	1458	4328
3.	Classrooms	*	*	40334	As per demand
4.	Administrative Rooms	*	*	18655	As per demand
5.	Staffrooms	*	*	11899	As per demand
6.	Students	*	*	15736	As per demand
7.	Other Rooms	*	*	80734	As per demand
8.	Auditoriums	788	7235	1442	4344
9.	Girls' Rooms	1867	6156	2154	3632
10.	Boys' Rooms	2130	5893	1883	3903
11.	Female Teachers' Rooms	2590	5433	2786	3000
12.	Libraries	5591	2432	5803	As per demand
13.	Laboratories	1567	6456	7760	As per demand
14.	Indoor Games Rooms	1825	6198	1871	3915
15.	Co-curricular	1526	6497	1738	4048
16.	NCC/NSS/Etc. Rooms	1070	6953	860	4926
17.	First Aid/Sick Rooms	1332	6691	1437	4349
18.	Sports Equipment Rooms	4415	3608	4521	1265
19.	Guidance and Counselling Rooms	1428	6595	1487	4299
20.	Chowkidar/ Watchman	1325	6698	1973	3813
21.	Staff Quarters	1106	6917	3450	2336
22.	Kitchen Shed and Canteen	1648	6375	1748	4038
23.	Garden and Social Forestry	3900	4123	5786	3896

* Note; The data of Secondary Schools is included in the data of Senior Secondary Schools.

6.1.6.5. Macro-Summary 4: Status of Infrastructural Facilities

S. No.	Description	Secondary Schools (8023)		Sr. Secondary Schools (5786)	
		Available	Required	Available	Required
24.	Type of Building				
	▪ Pucca	7332	691	5447	339
	▪ Partially Pucca	587	587	261	261
	▪ Kuchcha	0	0	0	0
	▪ Tents	0	0	0	0
	▪ Others	104	104	78	78
25.	Boundary Walls				
	▪ Pucca	5902	2121	4509	1277
	▪ Kuchcha	195	195	108	108
	▪ Partly Pucca	356	356	263	263
	▪ Pucca but Broken	567	567	419	419
	▪ Barbed Wire Fence	71	71	42	42
	▪ Green Fence	11	11	5	5
26.	Play Grounds	6141	1882	4807	979
	▪ Usable	0	8023	0	5786
	▪ Adequate Sports Material	4322	3701	3604	2182
	▪ Facilities for Indoor Games	1857	6166	1689	4097
	▪ PT Instructors	4962	3061	4559	1227
27.	Electricity Facility				
	▪ Electric Connections	6200	1823	5091	695
	▪ Generators	914	7109	1216	4570
	▪ Substations less than 1 km	1252	As per need	461	As per need
	▪ Substations less than 2 kms	258	As per need	103	As per need
	▪ Substations less than 3 kms	69	As per need	41	As per need
	▪ Substations less than 5 kms	52	As per need	27	As per need
	▪ Substations over 5 kms	189	As per need	61	As per need
28.	Drinking Water Facility	7761	262	5686	100

S. No.	Description	Secondary Schools (8023)		Sr. Secondary Schools (5786)	
		Available	Required	Available	Required
	- Taps	23533	As per need	35884	As per need
	- Hand Pumps	2841	As per need	2164	As per need
	- Wells	1167	As per need	1535	As per need
	- Pitcher/Bucket/Pot	28567	As per need	33325	As per need
29.	Urinals				
	▪ Boys	28759		36965	
	Adequate	5752	23007	4249	32716
	▪ Girls	13501		16579	
	Adequate	5231	8270	3910	12669
	▪ Physically Handicapped	1176		1611	
	Adequate	620	556	709	902
	▪ Teachers	6393		7640	
	Adequate	3980	2413	3437	4203
30.	Lavatories				
	▪ Boys	11020		16220	
	Adequate	3775	7245	3421	12799
	▪ Girls	5865		8176	
	Adequate	3183	2682	2873	5303
	▪ Physically Handicapped	813		1163	
	Adequate	464	349	577	577
	▪ Teachers	3974		5033	
	Adequate	2686	1288	2778	2255
31.	Teaching-Learning Aids				
	▪ TV’s	1629	6394	1737	4049
	▪ AV/Public Address System	1159	6864	1431	4355
	▪ VCR/CD/DVD Players	1148	6875	1222	4564
	▪ Tape Recorders	1936	6087	1893	3893
	▪ LCD Projectors	154	7869	376	5410
	▪ Overhead Projectors	157	7866	361	5425
	▪ Radios	1426	6597	1359	4427
	▪ Cable TVs	558	7465	687	5099
	▪ Musical Instruments	2319	5704	2371	3415
	▪ School Band Sets	789	7234	887	4899

S. No.	Description	Secondary Schools (8023)		Sr. Secondary Schools (5786)	
		Available	Required	Available	Required
	▪ KYN Equipment	133	7890	126	5660
	▪ Typewriters	603	7420	1432	4354
	▪ Xerox/P'Copier Machines	221	7802	586	5200
	▪ Cyclostyle Machines	118	7905	385	5401
	▪ Almirahs/Boxes	5939	2084	4815	5305
	▪ Fire Extinguishers	751	7272	1036	4750
	▪ Water Coolers/Filters	1262	6761	1683	4103
	▪ Disable-friendly Ramps	1763	6260	1667	4119

7. Chapter Seven

7.1. Needs of the State

7.1.1 General Needs

1. There should be a separate Administrative Block with adequate infrastructure and staff for RMSA at Bikaner. Land is already available in the Directorate. A separate Administrative Block would increase the efficiency and productivity of the staff.
2. There should be District Project Co-ordinators in each of the 32 districts with adequate premises and staff.
3. In the context of rapid globalisation and growing international competitiveness, quality of education needs to be improved. This can be done through teacher development programmes and student development programmes. For teachers, the programmes will include development of teaching skills, communication and student handling techniques. For the students, the programmes will include personality development, communication skill enhancement and general knowledge and general awareness improvement.
4. Curriculum development of the existing syllabi needs to be looked into.
5. The examination system will be improved in consonance with the current needs.
6. The results will be examined to improve them.
7. Need-based new short vocational courses will be introduced with formal education..
8. Teaching-learning material will be developed in consonance with the current needs.
9. Furniture will be made available to the schools.
10. Teachers will be appointed as per requirement.
11. The special schemes will be continued such as scholarshps, Gargi Puraskar, hostel facilities, etc to promote girl education.
12. More concentration will be given to physical and yoga education as well as sports activities.
13. Adequate research and evaluation activities will be carried out on an on-going basis.
14. Secondary Education Management Information System will be initiated to facilitate better feedback mechanism, monitoring and control.
15. Proper guidance and counselling will be available to the students, particularly related to career options.
16. Libraries will be furnished and well-stocked with books.
17. Computer labs will be adequately equipped and furnished.
18. The administrative rooms of headmasters, principals/teachers etc.will be suitably furnished and equipped.
19. Science laboratories will be adequately equipped and furnished.
20. Requisite repair and maintenance will be carried out to prevent buildings and equipments from falling into disrepair and to maintain aesthetics of the premises.

7.1.2 Specific Needs

21. The need for new schools will be assessed and accordingly new schools will be opened or the existing ones will be upgraded as per school mapping (DCF Table 1).

22. PPP will be encouraged to open schools and the number of schools will also be increased (DCF Tables 2, 3, 4 and 5).

23. The number of schools will be increased at least in consonance with the population growth to minimise, if not eliminate, overcrowding of schools, which, among other things, compromises the quality of education imparted (DCF Table 6).

24. None in DCF Table 7.

25. There will be at least two schools, one in urban and one in rural area, for CWSNs in each (DCF Table 8).

26. Ways and means must be explored to render 261 partly kuchcha higher secondary schools into fully pucca schools on priority basis. (DCF Table 12).

27. Ways and means must be explored to render 587 partly kuchcha secondary schools into fully pucca schools on priority basis (DCF Table 13)

28. The additional classrooms will be constructed in the schools as per their needs.

29. None in DCF Table 15

30. The following rooms will be made available on priority (as per DCF Tables 16 and 17):

S. No.	Description	Secondary Schools (8023)	
		Available	Required
1.	Head Master/Principal's Rooms	7706	317
2.	Asst. HM/Principal's Rooms	1101	6922
3.	Auditoriums	788	7235
4.	Girls' Rooms	1867	6156
5.	Boys' Rooms	2130	5893
6.	Female Teachers' Rooms	2590	5433
7.	Libraries	5591	2432
8.	Laboratories	1567	6465
9.	Indoor Games Rooms	1825	6198
10.	Co-curricular Activity Rooms	1526	6497
11.	NCC/NSS/Etc. Rooms	1070	6953
12.	First Aid/Sick Rooms	1332	6691
13.	Sports Equipment Rooms	4415	3608
14.	Guidance and Counselling Rooms	1428	6595
15.	Chowkidar/Watchman	1325	6698
16.	Staff Quarters	1106	6917
17.	Kitchen Shed and Canteen	1648	6375
18.	Garden and Social Forestry	3900	4123

S. No.	Description	Sr. Secondary Schools (5786)	
		Available	Required
1.	Head Master/Principal's Rooms	5899	As per demand
2.	Asst. HM/Principal's Rooms	1458	4328
3.	Auditoriums	1442	4344
4.	Girls' Rooms	2154	3632
5.	Boys' Rooms	1883	3903
6.	Female Teachers' Rooms	2786	3000
7.	Libraries	5803	As per demand
8.	Laboratories	7760	As per demand
9.	Indoor Games Rooms	1871	3915
10.	Co-curricular Activity Rooms	1738	4048
11.	NCC/NSS/Etc. Rooms	860	4926
12.	First Aid/Sick Rooms	1437	4349
13	Sports Equipment Rooms	4521	1265
14.	Guidance and Counselling Rooms	1487	4299
15.	Chowkidar/Watchman	1973	3813
16.	Staff Quarters	3450	2336
17.	KitchenShed and Canteen	1748	2336
18.	Garden and Social Forestry	1890	3896

28. The following infrastructure will be made available on priority (as per DCF Tables 18 and 19):

S. No.	Description	Secondary Schools (8023)	
		Available	Required
1.	Boundary Walls		
	▪ Pucca	5902	2121
	▪ Kuchcha	195	195
	▪ Partly Pucca	356	356
	▪ Pucca but Broken	567	567
	▪ Barbed Wire Fence	71	71
	▪ Green Fence	11	11
2.	Play Grounds	6141	1882
	▪ Usable	0	8023
	▪ Adequate Sports Material	4322	3701
	▪ Facilities for Indoor Games	1857	6166
	▪ PT Instructors	4962	3061

S.No.	Description	Senior Secondary Schools	
		Available	Required
1.	Boundary Walls		
	▪ Pucca	4509	1277
	▪ Kuchcha	108	108
	▪ Partly Pucca	263	263
	▪ Pucca but Broken	419	419
	▪ Barbed Wire Fence	42	42
	▪ Green Fence	5	5
2.	Play Grounds	4807	979
	▪ Usable	0	5786
	▪ Adequate Sports Material	3604	2182
	▪ Facilities for Indoor Games	1689	4097
	▪ PT Instructors	4559	1227

29. The following teaching-learning aids will be made available on priority (as per DCF Tables 20 and 21) :

S. No.	Description	Secondary Schools (8023)	
		Available	Required
1.	Tv's	1629	6394
2.	AV/Public Address Systems	1159	6864
3.	VCR/CD/DVD Players	1148	6875
4.	Tape Recorders	1936	6087
5.	LCD Projectors	154	7869
6.	Overhead Projectors	157	7866
7.	Radios 1426	6597	
8.	Cable TVs558	7465	
9.	Musical Instruments	2319	5704
10.	School Band Sets	789	7234
11.	KYN Equipments	133	7890
12.	Typewriters	603	7420
13.	Xerox/P'Copier Machines	221	7802
14.	Cyclostyling Machines	118	7905
15.	Almirahs/Boxes	5939	2084
16.	Fire Extinguishers	751	7272
17.	Water Coolers/Filters	1262	6761
18.	Disabled-friendly Ramps	1763	6260

S. No.	Description	Senior Secondary Schools (5786)	
		Available	Required
1.	Tv's	1737	4049
2.	AV/Public Address Systems	1431	4355
3.	VCR/CD/DVD Players	1222	4564
4.	Tape Recorders	1893	3893
5.	LCD Projectors	376	5410
6.	Overhead Projectors	361	5425
7.	Radios	1359	4427
8.	Cable TVs687	5099	
9.	Musical Instruments	2371	3415
10.	School Band Sets	887	4899
11.	KYN Equipments	126	5660
12.	Typewriters	1432	4354
13.	Xerox/P'Copier Machines	586	5200
14.	Cyclostyling Machines	385	5401
15.	Almirahs/Boxes	4815	5305
16.	Fire Extinguishers	1036	4750
17.	Water Coolers/Filters	1683	4103
18.	Disabled-friendly Ramps	1667	4119

30. The following lavatory facilities will be made available on priority (as per DCF Tables 22 and 23) :

S.No.	Description	Secondary Schools (8028)	
		Available	Required
1.	Urinals		
▪	Boys	28759	—
	Adequate	5752	23007
	▪ Girls	13501	—
	Adequate	5231	8270
	▪ Physically Handicapped	1176	—
	Adequate	620	556
	▪ Teachers	6393	—
	Adequate	3980	2413
2.	Lavatories		
	▪ Boys	11020	—
	Adequate	3775	7245

	▪ Girls	5865	
	Adequate	3183	2682
	▪ Physically-handicapped	813	
	Adequate	464	349
	▪ Teachers	3974	
	Adequate	2686	1288

S.No.	Description	Senior Secondary Schools (5786)	
		Available	Required
1.	Urinals		
	▪ Boys	36965	—
	Adequate	4249	32716
	▪ Girls	16579	—
	Adequate	3910	12669
	▪ Physically Handicapped	1611	—
	Adequate	709	902
	▪ Teachers	7640	—
	Adequate	3437	4203
2.	Lavatories		
	▪ Boys	16220	—
	Adequate	3421	12799
	▪ Girls	8176	—
	Adequate	2873	5303
	▪ Physically-handicapped	1163	—
	Adequate	577	577
	▪ Teachers	5033	—
	Adequate	2778	2255

31. The following drinking water facilities will be made available on priority (as per DCF Tables 24 and 25) :

S.No.	Description	Secondary Schools (8023)	
		Available	Required
1.	Drinking Water Facility	7761	262
2.	Sources of Drinking Water		
	- Taps	23533	NA
	- Hand Pumps	2841	NA
	- Wells	1167	NA
	- Pitchers/Buckets/Pots	28567	NA

S.No.	Description	Senior Secondary Schools	
		Available	Required
1.	Drinking Water Facility	5686	100
2.	Sources of Drinking Water		
	- Taps	35884	As per need
	- Hand Pumps	2164	As per need
	- Wells	1535	As per need
	- Pitchers/Buckets/Pots	33325	As per need

32. The following electricity facilities will be made available on priority (as per DCF Table 26) :

S.No.	Description	Secondary Schools (8023)		Sr. Secondary Schools (5786)	
		Available	Required	Available	Required
1.	Electric Connections	6200	1823	5091	695
2.	Generators	914	7109	1216	4570
3.	Substations less than 1 km	1252	As per need	461	As per need
4.	Substations less than 2 kms	258	As per need	103	As per need
5.	Substations less than 3 kms	69	As per need	41	As per need
6.	Substations less than 5 kms	52	As per need	27	As per need
7.	Substations over 5 kms	189	As per need	61	As per need

33. Rooms and other infrastructural facilities mentioned above are the basic requirements for maintaining good teaching-learning environment and will be accorded due priority.