



**BLOCK DEVELOPMENT PLAN IN EDUCATION
FOR BIKANER BLOCK
1988-90 & 1990-95**

**DIRECTORATE OF PRIMARY & SECONDARY EDUCATION
RAJASTHAN, BIKANER**

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RAJ-B

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P R E F A C E

Since the inception of the First Five Year Plan, onwards planning for education, has become an integral part of Five Year Plans exercises (NIEPA). The Seventh Plan strongly advocated multi-level decentralised micro planning as an instrument of achieving targets of UEE as has been envisaged in the POA of NPE-86. Micro planning is a grass-root planning which helps in achieving targets of educational development from block level to national level. When planning decision are taken at lower spatial level, decision making is easier and realistic. It will provide a better opportunity to incorporate the local needs and aspirations of people (NIEPA).

Planning at the block level is a challenging problem of bridging the gap between 'WHAT IS' and 'WHAT SHOULD BE'. Projections of major educational trends and alternatives are made on the basis of past trends and targets relating to UEE. Reduction of imbalances in educational achievement in the different age-group population and areas are priority items of the block level planning.

The block level planning of Bikaner Block presents a vivid picture of educational development from Primary to + 2 level in the block. Besides, it includes programmes, plans and training facilities useful for human resource development.

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The present project is divided into three parts. The first part relates to the diagnosis stage, second part includes the future projection targets and strategies and the third part depicts financial implication etc.

It is a modest beginning in the State with a pious hope that if we act collectively with sustained efforts the plan would become an effective instrument of social change.

I am confident that this project will serve as a model for the planners, who are engaged in block level planning. This block level planning, if implemented in a phased manner will prove very useful for educational development. I am thankful to the authorities of NIEPA for providing guidance in preparing this project. The Guides, Fieldworkers also deserve credit for toiling hard to prepare such a useful model plan for Bikaner block.

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ABBREVIATIONS

NPE	National Policy of Education, 86
POA	Programme of Action
VEC	Village Education Committee
Vol.Ag.	Voluntary Agencies
NFE	Non-Formal Education Centre
AE	Adult Education
SC	Schedule Caste
ST	Schedule Tribe
PS	Primary School (I to V)
UPS	Upper Primary School (VI to VIII)
Sec.	Secondary School
Hr.Sec.	Higher Secondary School
OB	Operation Blackboard
TP	Teacher Pupil Ratio
DEO	District Education Officer
EEO	Education Extension Officer
DRDA	District Rural Development Authority
CAD	Command Area Development
WFP	World Food Programme
NREP	National Rural Employment Programme
RLEGP	Rural Labour Employment Guarantee Programme
BDO	Block Development Officer
BAPD	Border Area Development Programme
SEIP	Science Education Improvement Programme
IASE	Institute of Advance Studies in Education
DIET	District Institute of Education & Training

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BLOCK LEVEL PLANNING OF
BIKANER BLOCK

OBJECTIVES

The present project has been designed to show a vivid picture of human resource development with special emphasis on educational development of Bikaner block under BAP Scheme.

The main objectives of the project are:-

- To study, analyse and diagnose the present position of Education in the block from primary stage to + 2 stage.
- To achieve targets of U.E.E. by 1995.
- To prepare a model plan for the year 88-89, 89-90 & from 1990 to 1995, covering various dimensions of educational field.

GENERAL SCENERIO

LOCATION :

The district Bikaner derives its name from the principal city Bikaner. Rao Bika established this city in samvat 1545 (i.e. 1498 A.D.), hence after his name the name of the district is coined. Bikaner district is divided into two sub-divisions known as Bikaner North & Bikaner South. Bikaner North consists of Bikaner and Lunkaransar Tehsils & Bikaner South consists of Kolayat and Nokha Tehsils. These Tehsils and Panchayat Samities (Blocks) are co-terminus in this District.

Bikaner Panchayat Samitee consists of 31 village panchayats and 176 villages. Out of which 156 villages are populated. In the recent past new habitats came into existance in the command area.

Bikaner district is spread over an area of 27,24 SQ KM lying in the North Western part of Rajasthan, located between 270.11 and 290.03' North latitude and 720.4' and 700.12' East longitudes. The area covered by Bikaner block is 8643 SQ K.M. which is located between 28' N to 29' N latitude and 72.33' E to 73.64' E longitude. This block area is the biggest one in the district. Bikaner district is surrounded by Ganganagar on the North, partly by Jaisalmer district and partly by Pakistan on the West and by Nagaur and Jodhpur district on the South and South East and Ganganagar & Churu district in the East respectively.

GEOGRAPHICAL FEATURES

The major part of Bikaner Block is comprised of desolate and dreary regions which form part of the great Indian desert of THAR. In a decade, on an average 6 to 7 years, this block faces droughts.

CLIMATIC CONDITIONS

Hot winds blow in summer that shifts sand dunes everywhere. There are no hills, no rivulets or streams of any significance. People face scorching heats during summer when temperature rises upto 48.0^c and extreme cold that touches the freezing point during winters.

DEMOGRAPHIC FEATURES

It is one of the largest block in the district so far as its area and population are concerned.

Table given on the next leaf shows the area and population of this block.

A COMPARATIVE STATEMENT OF

TABLE 1 : AREA, POPULATION, SEX RATIO OF BIKANER BLOCK AND DISTRICT
(as per 1981 Census)

Particulars	Area Sq.Km	Density per Sq. Km.	No. of villages	POPULATION		Sex ratio (Female per 1000 Male)
				Male	Female	
1	2	3	4	5	6	7
Panchayat Rural	84,887	17	156	78,386	68,933	879
Sanittee Urban	154.3	2015	05	1,66,668	1,44,298	866
Bikaner Total	8643.0	53	161	2,45,054	2,13,231	870
District Rural	27078.5	19	571	2,69,473	2,44,191	906
Bikaner Urban	165.5	2025	6	1,79,279	1,55,806	869
Total	27,244.0	31	577	4,48,752	3,99,997	891
% to Rural	31.36	99.9	33.12	29.08	28.24	97.02
District Urban	99.22	99.5	83.3	93.01	92.58	99.7
Total	31.73	170.9	33.75	54.62	53.32	97.6

This table reveals that .

this block covers 1/3 area of the whole district i.e. 32.45% and its population is 54% i.e. out of 8.48 lakhs, the total population of Bikaner block (Tehsil) was 4.58 lakhs as per census 1981. The population of 1971 was 3.14 lakhs hence this represents a decinial growth rate of 46.14% as compared to the average district rate of 48.01%. The major population of the District is rural which constitutes 64% of the population. There are 571 inhabited villages in the district out of which 156 villages are there in the Bikaner Block. The village named 'BERIYAWALI' of Dantor village panchayat, situated in this

Block, is the only village in the district having a population of more than 10,000 spread over 28948 hectares. The District has 121 village Panchayats out of which 31 Village Panchayats are in this Block.

There are 1.56^{lac}/scheduled Castes and 0.015 lacs Scheduled Tribes in the district. Out of which 50.94% S/C & 0.25 S/T of the total population of S/C and S/T reside in this block. The population of S/C and S/T of this block is given below :-

The population of S/C and S/T is 1.56 & 0.015 lakhs respectively in this district.

TABLE 2 :- POPULATION OF S.C. AND S.T.
(As per 1981 Census)

Particulars		S.C.	S.T.
Block	Persons	73,047	1152
	Male	39,071	624
	Female	33,976	528
% to total	Persons	8.60	0.13
Population	Male	8.71	0.13
of the Block.	Female	8.49	0.12

SPECIAL FEATURES

There are 'Revariya's' in the rural areas of the block though having semi-nomadic life, yet contributing to the economy of the area. The state Govt. has introduced special schemes of economic & social development for them

by establishing a Sheep & Wool research centre, Central Camel research centre & financing marketing facilities.

The majority of population of the block is that of Hindus followed by Muslims. The muslim population comprises of 4.85% in Rural and 10.45% in Urban areas.

LITERACY SITUATION :

Judged by the standards of Literacy, Bikaner block has a definite edge over all the blocks of the district. This block is the first in the district, that has 39.93% literacy as compared to 28.02% of the district literacy percentage as per 1981 Census. Among male, the literacy percentage is 49.03% while in the case of female it is 28.44%. This population of literates is higher than other blocks of the district viz Lunkaransar (4.80%) Kolayat (4.62%) Nokha (6.15%).

The following table indicate the rural and urban literacy percentage in 1971 and 1981 of the block vis-a-vis district along with literacy Percentage of S/C and S/T population of the block.

Particulars	1971		1981	
	Person	Female	Person	Female
Bikaner Block :				
Total	37.25	25.14	39.93	28.44
Rural	14.37	4.74	15.55	5.56
Urban	46.13	33.13	51.44	39.37
Bikaner Distt:				
Total	25.82	15.63	28.20	17.57
Rural	11.71	3.64	13.51	4.19
Urban	45.80	32.77	50.70	38.55

There are 73,047 persons of Scheduled Castes and 1152 Persons of Scheduled tribes in the block which constitute 8.6% and 0.13% of the total population of the block respectively. The literacy Percentage of Scheduled Caste (14.52%) and Scheduled Tribes (26.04%) in the block is higher than district literacy rates viz 9.31% and 21.99% S.C. and Scheduled Tribes.

The female literacy in the case of S.C. & S.T. is 4.30% & 7.58 respectively which is low as compared to male literacy of the same group.

The literacy rates of S.C. and S.T. are given below :-

TABLE 4 : LITERACY RATES OF S.C. AND S.T.
(As per 1981 Census)

Particulars	S.C.		S.T.	
	Person	Female	Person	Female
Bikaner Block :				
Total	14.52	4.30	26.04	7.58
Rural	7.79	0.93	28.67	3.17
Urban	22.36	8.24	25.65	8.17
Bikaner Distt.:				
Total	9.31	9.17	21.99	6.04
Rural	5.57	0.50	13.75	1.02
Urban	21.47	7.72	25.63	8.07

A comparison of literacy Percentage of different blocks of the district shows that Bikaner block has an edge over other blocks and in respect of the district average too. However the comparison of literacy percentage of 1981 with that of 1971 shows a gradual increasing trend in the literacy despite many constraints as successive drought topography, sparsely populated habitats and conservative out-look of village people.

TABLE 5 : BLOCK WISE LITERACY RATES
(As per 1981 Census)

Block 1	Persons 2	Male 3	Female 4
Bikaner	39.93	49.93	28.44
Lunkaransar	13.64	21.80	4.80
Kolayat	12.34	19.77	4.62
Nokha	15.99	25.30	6.15
DISTRICT	28.20	37.66	17.57

Despite an encouraging trend of literacy in the block in comparison to other blocks of the district, the actual number of illiterate persons is very high. The following table shows the number of illiterates.

TABLE 6 : NO. OF ILLITERATES OF THE BLOCK
(As per 1981 Census)

Particulars	Persons	Male	%	Female	%
Total	2,75,571	1,22,687	44.52%	1,52,884	55.48%
Rural	1,24,263	59,164	47.61%	65,099	52.39%
Urban	1,51,008	63,523	42.07%	87,485	57.93%

The above table indicates that more than 50% population (Male/Female) of the block is still illiterate.

TABLE 7 : AREA UNDER DIFFERENT TYPE OF LAND. USE
(IN HECTARES) - 1981 CENSUS.

S.No.	Particular	Distt. Bikaner	P.S.Bikaner population	percentage to Distt.
1.	population	5,13,664	1,47,319	29%
2.	Forest	15,309	14,352	93%
3.	Irrigated land	30,566	25,950	84.89%
4.	Un irrigated including fellow land.	11,10,704	3,01,605	27%
5.	Culturable waste (including ganchar & graves)	13,70,413	4,85,164	35.4%
6.	Area not available for cultivation.	1,20,174	21,799	18%

The above table indicates that near about 1/3 population of the district reside in Bikaner block but the area of land is mostly covered by forests, unirrigated of fallow land and culturable waste.

WORK PARTICIPATION :

The percentage of Non-workers in this block is very high which shows that there is alarming dearth of employment-possibilities in the district. The proportion of non workers in Urban area is higher (73.97%) than that of in Rural area (61.37%) while the proportion of main workers is 28.05% and marginal workers is 0.60% only. In rural area of the block percentage of female workers is higher than that of urban areas which is 3.45% only.

TABLE 8 : PERCENTAGE OF WORKERS IN BIKANER BLOCK(IN LAC)

Particulars	Main Workers	Marginal Workers	Non Workers
Total	28.05	0.60	69.92
Rural	32.96	1.49	61.37
Urban	25.72	0.19	73.97

Main workers of the district and block as classified according to economic activities/occupational work is shown in the table below :-

TABLE 9 : OCCUPATIONAL DISTRIBUTION OF POPULATION IN BIKANER BLOCK

(As per 1981 Census)

Particulars	Persons	%	Male %	Female %
1	2	3	4	5
Cultivators	36,603	7.98%	86.17%	13.83%
Agricultural Labourers	37,93	0.83%	91.46%	8.54%
House hold industries	5,509	1.20%	86.17%	13.83%
Others	82,623	18.03%	93.07%	6.93%
Marginal labourers	9,326	2.04%	15.86%	34.14%
Non-workers	3,20,431	69.92%	39.61%	60.39%

There has been an edge of agricultural labourers (37093) over the cultivators (36603) as per 1981 Census. The Agriculture and Animal husbandry are the primary activities of the rural masses which employ most of the working force of the block.

'Indira Gandhi Canal' has been showing an increasing trend in the economic activities of the Command Area where new habitats are increasing.

Soon after the independence and ushering in democratic decentralisation in the state, a lot of Developmental works took place at all levels for improving socio-economic conditions of the people. With the construction of the 'Indira Gandhi Canal, not only the command area is developing but also its impact on the neighbouring areas of the block show an increasing trend in the economic activities of the block. Agriculture, crops, forestry, transportation, medical & health facilities, Educational facilities, cottage industries etc. are progressing constantly in the block. This has generated a new work culture in the drought stricken areas of the block and has infused^a sense of contentment to some extent among the people of the block.

EDUCATIONAL SCENERIO

GENERAL EDUCATIONAL DEVELOPMENT

There has been a phenominal increase in the Educational institutions during the last three decades. Due to the vast deserts, the access of education to far-flunged areas was not encouraging in the Sixties. Educational facilities for girls were limited to urban area i.e. Bikaner^{city}. The area of planned-development in the field of Education in the State, was started in 1970-71 i.e. before the 3rd All India Educational Survey.

Locational plans for educational facilities were lacking. Now since the inception of N.P.E. 86, school mapping exercises have been started.

With the advent of integrated Rural development programme, it has influenced the Educational scenerio of the block. After 1971 the schooling facilities up to 1981 has increased two times and nearly three times upto 1987, in respect of primary schools of the block. The scheme of expansion in education has been undertaken as per plan. The encouraging involvement of local communities and participations of field staff have been a motivational factor in the increase of different levels of schools.

This has also helped the block to introduce management information system in education with a time log of one year.

At present, the number of various types of institutions (stage wise) in the block, as compared to District are as under :-

TABLE 10 :- EDUCATIONAL AND TRAINING FACILITIES IN
BIKANER BLOCK
(1987-88)

Particulars	Rural	Urban	Total
A-INSTITUTIONS :			
1. Primary Schools	162	173	335
2. Upper Primary Schools	29	94	123
3. Secondary Schools	12	19	31
4. Hr. Sec. Schools	1	24	25
5. NFE Centres	-	-	352
6. Adult Edu. Centres	200	400	600
7. Academic Colleges	7	7	7
8. professional Colleges (medical & Veterinary)	-	2	2
9. Poly Technique	-	1	1
10. I.T.I.	-	1	1
11. Teachers Training College (IASE)	-	1	1
12. Teachers Training School (ETTI male & female)	-	2	2
13. Nurses' Trg. School	-	1	1
14. Staff Trg. Institute	-	1	1
15. University - Agriculture	-	1	1
16. HCM Institute of public Administration (Campus)	-	1	1
17. Galicha & Darri Trg. Centre	-	1	1
18. Libraries and Reading Rooms	1	5	6
19. Govt. Printing Press	-	1	1
20. Senior Hr. Sec. Vocational	-	1	1
21. Orthopaedically handicapped education unit.	-	1	1
22. Blind schools	-	1	1

The above tables show that in rural area the ration of Primary and Upper Primary Schools is 1:5 whereas in urban areas this ratio is 1:2. This fact reveals that the Upper Primary Schools are not existing as per norms in the rural area. More over all sorts of trg. facilities & Special educational centre do exist in urban area where as rural area is deprive of with such facilities.

TABLE : 11 SHOWING NUMBER OF SCHOOLS OVER A PERIOD OF FIVE YEARS

Institutions	1982 - 83			1987 - 88		
	P.S. Bikaner			P.S. Bikaner		
	R	U	T	R	U	T
1. Primary Schools	115	169	284	162	173	335
2. Upper Pry.Schools	24	40	64	29	94	123
3. Secondary Schools	11	3	14	12	17	29
4. Hr.Secondary Schools	1	21	22	1	24	25

The above table clearly shows that there is a increase in number of institutions at every stage of the school education over a period of 5 years i.e. 1982-83 to 1987-88. The maximum increase is at elementary stage where the facilities have increased by more than 45% but in the case of Secondary schools the increase is more than 100%

The above table reflects that the schooling facilities have increased more rapidly in a large numbers in the urban sector as compared to rural, except in the case of Primary Schools.

RURAL AREA SCHOOLING FACILITIES

In Bikaner block 80% habitats are having primary schools, 23% habitats are with upper primary school, while only 7% habitats have secondary schools. There is only one Higher Secondary School in the Block having + 2 facilities.

The following table shows the position of habitats with or without schools of different levels :-

TABLE 12 : HABITATIONS WITH OR WITHOUT SCHOOLS OF DIFFERENT LEVELS (AS PER Vth ALL INDIA EDUCATIONAL SURVEY)

(A)

Population	No. of habitats	Primary Schools	U.P.S. Schools	Secondary Schools	Hr. Sec. Schools
Above 5,000	2	6	2	1	1
2,000 to 4999	20	21	14	8	-
1,000 to 1999	31	34	12	3	-
500 to 999	35	43	1	-	-
400 to 499	11	15	-	-	-
300 to 399	10	10	-	-	-
Below 300	47	33	-	-	-
Total :-	156	162	29	12	1

(B)

HABITATIONS WITHOUT SCHOOLING FACILITIES:

Habitations without schooling facilities having population below 300 including Dhannis 28

In this block there are 28 habitations having no schooling facility what so ever. During the recent past about 25 habitations have come off in the Command area of Indira Gandhi Canal, which need schooling facilities.

ENROLMENT TRENDS :

With the provision of increase in schooling facilities in the block the enrolment has shown as increasing trend at all levels of school Education by 1986. The rate of growth has been comparatively more rapid in command area of the block. In 1987-88 due to the successive severe droughts in the area, the increasing trends could not be maintained, due to migration of certain part of population.

The following table shows the enrolment of students at different levels.

TABLE 13 ENROLMENT

Particulars	I to V		VI to VIII		IX to XI		
	Total	Girls	Total	Girls	Total	Girls	
<u>P.S. Bikaner</u>							
1982-83	R	12379	3118	2606	433	1046	86
	U	40887	17014	13410	5212	10676	3047
1986-87	R	16936	4157	3123	649	903	110
	U	54785	19618	14854	5953	12634	3859
1987-88	R	17115	4240	3070	466	810	134
	U	57978	21133	15457	6308	14400	3925
<u>Distt. Bikaner</u>							
1982-83		83883	26367	21512	6493	13210	3265
1986-87		113652	33046	25642	7690	16101	4226
1987-88		117371	34511	26495	8059	17665	4392

The above tabular representation presents a comparative vivid picture of increasing and decreasing trends of stage-wise enrolment in Bikaner block & ^{district} during the period from 1982-83 to 1987-88.

The table shows that in Bikaner block the enrolment trend of both boys and girls raised to 38.26 & 35.98% in rural area respectively during the above period. But it is surprising to see that at the VI to VIII stage the enrolment raised only to 17.44% and 7.62% (girls) during the said period. This is perhaps due to constant drought conditions prevailing in the block in the last 4 years constantly. At U.P.S. Stage a decreasing in enrolment in respect of girls is noticed in the year 1987-88 where as in respect of boys the enrolment as in respect of has shown an increasing trend ^{the} / in rural areas.

Thus, it is obvious that in Bikaner block the percentage of enrolment trend lowered down at Secondary level because at this level the facilities in the faculty of Science Agriculture, Commerce do not exist in rural Secondary schools.

With respect to the Urban area, it is reflected that there is an increase in enrolment at all stages but the increase in girls enrolment is not in proportionate to that of boys. This fact is further analysed in the following table.

TABLE 15 : STATUS OF PRIMARY SCHOOLS BY THE
NUMBER OF TEACHERS

No. of Schools	Rural	Urban	Total	Percentage to total No. of schools(rural area)
Single teacher Schools	105	4	109	65%
Double Teacher Schools	23	10	33	14%
Three or more than three teachers	41	161	202	21%
Grand Total :-	169	175	344	100%

The above table shows the number of teachers at Primary level. The table reveals that in the block, there are 65% Single School teachers, 14% Double School teachers and 21% three or more than three teachers Schools. It shows that 65% of the rural area have only single teacher in each School. The situation poses serious problem when the teacher proceeds on leave resulting into closure of the school. It adversely effects Universal enrolment, Universal retention *viz-a-vis* Qualitative improvement. Due to this the number of School leavers increases every year. The problem of single teacher school is negligible in urban area.

INTER BLOCK VARIATIONS :

From the table shown below it is clear that Bikaner block is on the top in all respects except in case of total enrolment in Upper Primary Classes. It is followed by Nokha, Lunkaransar & Kolayat, Kolayat & Nokha Blocks are lower in Literacy Percentage as compared to literacy of Rural areas of the Distt. The girls enrolment in Primary & Upper Primary Schools is- very low in Lunkaransar & Kolayat blocks. Only 2.96%, 1.69% girls of Kolayat & Nokha blocks respectively are in Secondary Education as compared to total enrolment of Rural area of the Distt. These areas need special attention.

The position of Bikaner block among various blocks is encouraging. The following will indicate the position of Bikaner block.

RANK ORDER OF BIKANER BLOCK (Inter block variations rural area)

TABLE 16 :

S.No.	Item	Rank order
1.	Literacy	1st
2.	Total enrolment I to V	2nd
3.	Girls enrolment I to V	1st
4.	Total enrolment VI to VIII	2nd
5.	Girls enrolment VI to VIII	1st
6.	Enrolment in Secondary & Higher Secondary Classes.	1st
7.	Enrolment of girls in Secondary & Higher Secondary	1st

TABLE 17 :

NUMBER OF TEACHERS DURING
1982 - 83 & 1987 - 88

	TEACHERS					
	1982-83			1987-88		
	Rural	Urban	Total	Rural	Urban	Total
1. Primary Schools	187	991	1178	328	1514	1842
2. Upper Primary Schools	213	696	909	229	476	705
3. Secondary schools	135	193	328	133	314	445
4. Higher Secondary Schools	29	708	737	29	827	956

It is clear from the above table that there is a phenominal increase in the number of teachers in Elementary Education which corresponds with increase in schooling facilities in the Block. The percentage of female teachers is shown in the following table.

TABLE 18 : PERCENTAGE OF FEMALE TEACHERS

School	Block (Rural Area)	Distt.
Primary	38.2	40
Upper Primary	44.8	49.2
Secondary	20	38.53
Higher Secondary	3.3	36.13

From the educational point of view it is desirable that there should be atleast one female teachers in every Primary school. It therefore, makes out the need to appoint more lady teachers so that the present percentage of 38.2 be raised to 50% in the block. The same logic is true with respect to U.P.S. also which comprises of classes I to VIII. Hence in U.P.S. more lady teachers are required to be appointed/placed so as to raise the percentage upto 50%.

RURAL URBAN VARIATIONS :

The largest population of the district, ^{i.e.} 75% lives in Bikaner Block. It is because of Bikaner city which alone shares 29.83% of the district population. Within the block itself the rural population is 28.68%. The literacy rate in rural area is very low particularly in Nokha block, These variations have been illustrated in the following table -

TABLE 19 : PERCENTAGE POPULATION & LITERACY RATE IN RURAL AREAS

Block	Population		Literacy	
	Total	Rural	Rural	Urban
1. Bikaner	34%	28.68	11.65	51.44
2. Lunkaransar	13.45%	22.23	13.64	-
3. Kolayat	11.11%	18.36	12.34	-
4. Nokha	21.44%	30.73	12.13	41.20

INTERNAL EFFICIENCY

By visualising the school system of Elementary level the cohort in I - V classes as a whole, it has been seen that out of 100 students who join class - I, only 46.15 reach class V.

The drop out rates have also been worked out for I to V classes for the State as a whole. It has been found this rate declines from class I to V. However the rate of drop out from class I to II, & II to class III is the most alarming i.e. 27.91 and 29.85 percent respectively.

TABLE 20 : DROPOUT RATES AT PRIMARY STAGE IN THE STATE
IN THE YEAR 80-81 to 1983-84 & 1984-85

Classes	State in percentage	
	Total	Girls
I to II	27.91	23.96
II to III	29.85	35.97
III to IV	2.86	4.92
IV to V	9.52	9.86
Stage I to V (80-81 to 84-85)	53.85	58.30

On the basis of comparisons of dropout rates of state, District and the block, it has been found that this rate is high between class I to V in the District and very high in the block. The same position was there in respect of drop out rate of girls.

The drop out rates in district and block is given in the following table :

TABLE 21 : DROPOUT RATES IN ELEMENTARY STAGE IN THE
DISTRICT AND BLOCK (RURAL AREA)
(1983-84 to 87-88)

Classes	District		Block	
	Total	Girls	Total	Girls
I to II	27.81	30.05	39.00	31.72
II to III	33.40	39.21	42.60	64.13
III to IV	12.83	9.78	10.62	18.88
IV to V	14.37	11.49	32.61	29.46
Stage I to V	65.00	83.40	79.06	86.00
VI to VII	13.80	12.05	13.00	10.44
VII to VIII	5.19	6.13	15.71	20.00

To study the efficiency of school system as a whole vis-a-vis district, by using the method of educational pyramid, we find that the base of pyramid (Ratio from Pry. stage to Sec. stage taken as one) tends to shorten at Distt. level. It indicates that the system in the rural area of the block vis-a-vis district is not effective, as shown in the following table -

TABLE 22 : EDUCATIONAL PYRAMID AT SCHOOL STAGE IN
BILNER BLOCK AS COMPARED TO DISTT.

School	Block(Rural)	Total	District
Primary	5.6	2.7	3.7
Upper Primary	2.4	2	2.4
Secondary/Hr.Sec.	1	1	1

From the table given below, it transpires that the enrolment at the Block and District level differs to a great extent. There is a big gap between the rural area Pry. & Upper Primary Stages i.e. out of 21 students at Primary level only 4 complete Upper Primary Stage, where as at the district level out of 10 ^{Students} /- of Pry. level only 2 students complete U.P.S. Stage. The main reasons for this fall in the height of pyramid are :-

- (i) The U.P.S. and Secondary Schools are less in number.

- (ii) The distance between different levels of schools is not between the convenient reach of the students.

TABLE 23 : ENROLMENT PYRAMID AT THE BLOCK AND DISTT. LEVEL

Stage	Block Bikaner (Rural area)	District Bikaner
Primary	21	10
Upper Primary	4	2
Secondary & Hr. Sec.	1	1

The T P Ratio of the district is greater than the block in the different levels of schools except U.P.S. The following table shows the T P Ratio of the Block and the district.

TABLE 24 : TEACHER - PUPIL RATIOS

	District	Block (Rural Area)
Primary	42	30
Upper Primary	28	22
Secondary	14	19
Higher Secondary	17	15

TABLE 25 : AVERAGE SIZE OF THE SCHOOL BIKANER BLOCK

	Block	District
Primary Schools	221	166
Upper Primary Schools	151	133
Secondary/Hr. Sec.	272	368

From the above table it is evident that on an average there are 221, 151 and 272 pupils in Primary, Upper Primary and Secondary/Hr. Secondary ^{Schools} respectively in this block, ^{The} average except at Secondary/H.S.S. level stage ^{is} in size of the schools better than the district average.

TABLE 26 : BASIC AMENITIES IN SCHOOLS OTHER THAN BUILDING

Schools	Total	No. of Schools having		
		Drinking Water	Electricity	Toilet facilities
Pry. School	344	227	215	127
Upper Primary	121	85	105	89
Secondary	29	25	29	25
Hr. Secondary	25	25	25	25

PRY. SCHOOLS : It is clear from the above table that

these schools, suffer most in respect of facilities of drinking water, electricity and toilet. ^{It is observed that} Privately managed schools are comparatively better so far as these facilities are concerned.

G.U.P.S. : Out of 121 UPS only 85^{U.P.S.} possess drinking water storage & tap water facilities, whereas rest run without storing facilities. The schools under private management are better equipped with toilet facilities.

SEC. SCHOOLS AND H.SEC.SCHOOL :

All schools do have adequate arrangements so far as these facilities are concerned. However, in co-educational institutions provision for separate toilet facilities are needed. With increase in enrolment additional facilities would be required.

TABLE 27 : SCHOOLS HAVING PHYSICAL FACILITIES (BUILDING)

Facility	Fry.	U.P.S.	S.S.	H.S.S.
BUILDING:				
Pucca	177 50%	68 56%	20 76%	18 72%
Kacha	45 14%	5 4%	-	-
Open Space	24 8%	-	-	-
Rented Building	98 28%	48 40%	9 24%	7 28%
	344 100%	121 100%	29 100%	25 100%

According to V all India survey^{8%} Primary Schools are running in open space where 14% Primary School are running in Kacha buildings i.e. in huts. The schools having pucca buildings are 177 in number. The following description reveals the actual position of 177 Primary Schools having number of rooms.

No. of Rooms	1	2	3	4	5	6 to 7	8 to 9
No. of Schools	9	35	60	43	18	9	3

So far buildings of U.P.S. are concerned 4% U.P.S. are having Kacha buildings in the rural area. It reveals the fact that the economic conditions of villages, having Kacha U.P.S. building is not sound. According to Vth All India Survey the following statement shows the U.P.Schools of rural area having number of rooms.

No. of rooms	1-2	3-4	5-6	7-8	9-10	11-12	13-14
No. of Schools	2	1	2	4	11	8	1

17% U.P. Schools in the rural area do not have the required number of rooms for a Upper Primary Schools as per norms. In urban area 48 U.P.S. are housed in rented buildings.

Similarly 20% Secondary Schools are running in buildings having 7 to 9 rooms while 80% Sec. Schools are having 10 to 12 rooms but these schools need more rooms as per set norms. None of the school has a Science lab., library and reading room seperately as per norms.

TABLE NO. 28 : PHYSICAL FACILITIES - FURNITURE AND BLACK-BOARD

S.No.	Type of School	No. of Schools	No. of Sections	Available facilities -				
				B.B. only	Chair only	Chair Table only	Mats both	
1.	P.S.	344	1781	830	426	570	52	526
2.	U.P.S.	121	920	816	-	800	-	573
3.	Sec.	29	239	230	138	239	-	225
4.	Hr. Sec.	25	493	463	223	493	-	-

PRIMARY SCHOOLS :

Keeping in view the basic requirement of furniture and blackboard, it is found that all the sections of schools are not fully equipped.

In primary schools, about 50% sections do not have black-boards neither the chairs & tables are available for all the sections. As per V all India Survey 985 sections do not have any mats and 275 sections have inadequate mats.

UPPER PRIMARY SCHOOLS:

104 sections are without black boards and 120 sections are without chairs and tables.

In upper primary schools 246 sections are without mats and 101 sections have inadequate mats.

So far as black-board & table & chairs facilities are concerned in primary and upper primary schools, only the strength of teachers & sections are kept in view.

SECONDARY/HR.SEC. SCHOOLS :

The figures as given in table No.28 indicate the availability of black-boards [&] chair/tables in respect of number of sections as per one section one teacher.

In Sec./Hr.Sec. Schools students of classes IX to XI do need atleast one stool and one students table for which the figures are not available. However the students of classes VI to VIII in Sec. & Hr. Sec. Schools can use mats for seating purposes ^{but they} do not have any, neither they have low-desks for writing purposes.

AVAILABILITY OF OTHER FACILITIES :

S.No.	Items	No. of Schools Primary	having facilities Upper Primary
1.	Almirah & trunk	66	54
2.	Almirah only	55	32
3.	Trunk only	90	28
4.	Library facilities	64	107
5.	play ground facilities	286	113

NO. OF SCHOOLS :

Primary		Upper Primary	
Govt.	Private	Govt.	Private
241	103	76	45

on the basis of general experience it is assumed that Privately managed schools do have above facilities except the play ground facilities since most of them are located in urban area where open space is scarce. The deficiency of the above facilities exists in Govt. schools.

SCIENCE EQUIPMENTS & TEACHING AIDS :

The NPE '86 puts great emphasis on Science facilities from Primary to + 2 level. The Primary and Upper Primary Schools are un equipped with science equipments so is the case with secondary and Hr. Sec. Schools which were not having science faculty in the optional stream.

The new core-curriculum is introduced in our state. In order to follow the national cocurriculum all the schools from Primary to + 2 levels are to be made well equipped so far^{as} science equipments and lab. facilities are concerned.

Although the teaching aids for Primary & Upper Primary classes are being supplied by the Deptt. & the Zila Parishad, yet due to the change in curriculum they become obsolete and replacement becomes necessary. Teaching aids what ever supplied, so far, are inadequate as per norms of the operation black-board.

ART AND CULTURE :

In the new curriculum art and culture has been introduced as a compulsory subject for all the classes but facilities of teaching these subjects practically do not exist in these schools.

SPECIAL REQUIREMENTS :

At the Secondary and Higher secondary Stage subjects like languages, geography, economics, history, drawing, painting, music, home science need special equipments and appratus to develop the skills separate rooms and required equipments donot exist in most of the schools.

**EDUCATIONAL AND TRAINING FACILITIES
OTHER THAN SCHOOLS :**

The block is catering the needs of man power in various fields of vocations, occupations, industry and service sector. Some of the institutions like Medical and Veterinery Colleges as well as academic post graduate colleges and college of teacher education are the source of supplying man-power for the national and inter-national markets.

There are institutions like poly-technique, ETTI and I.T.I., produce skilled and semi skilled man power for the consumption of state and the district market either in the public/^{of}in the pvt. sector.

There are institutions like Nehru Yuvak Kendra Sheep & Wool, Social Welfare Agriculture, medical, Industry, animal husbandry, forest departments & department of non vocational sources of energy like wind & Sun. Through their district functionaries^{they}are engaged in conducting training programmes in order to enhance and improve the existing skills in various vocations and occupations.

The details in regard of enrolment or intake annual capacity of the institutions in the block is given on the over leaf.

**EDUCATIONAL & TRAINING INSTITUTIONS
AVAILABLE IN THE BLOCK**

<u>Type of the institution</u>	<u>Faculty</u>	<u>Enrolment</u>
1. PBM Medical College	Graduation	120
	Post Graduation	NA
2. Poly.technique College	Civil	332
	Mechanical	
	Electrical	
	Electronics	
3. Veterinary College	Graduation	344
	Post Graduation	
	P.Hd.	
4. Teachers' Training College	Graduation	315
	Post graduation	
5. Dungar College	Arts	2856
	Science	
	Agriculture	
	Law	
	Phd.	
6. M.S.College (Girls)	Arts	1195
	Science	
	Commerce	
	Home Science	
7. B.J.S. Rampuria Jain College	Arts	1869
	Commerce	
	Law	
	Management	
	Computer	
8. Jain P.G.College	Arts	1167
	Commerce	
9. I.T.I.	Trades (13)	206

	34
10. S.T.C. Boys	70
11. S.T.C. Girls	90
12. Binnani Girls College	80
13. Nehru Sharda Peeth	189
14. Sanskrit College	NA
15. Blind school (1 to X Classes)	22
16. Orthopaedically handicapped integrated course	85
17. (attached with UPS)	
17. District Industry Office (1) Grah Udyog Project Training	150
18. Nehru Yovak Kendra - Vocational training programme	400

All the above facilities exists in the urban area of the block i.e. in Bikaner city.

At present no agency in the district has either the capacity or the responsibility to under take the kind of exercises required even in quantitative terms to link long term planning of education to match developmental and man power needs in the country.

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Not only this even employment and job/skills profiles required for the district are not available.

YOUTH AND SPORTS :

Generally 30% of the population/^{is} comprised of youths. They constitute a vital and vibrant human resource. Their contribution in national affairs in general and state development, in particular is significant. In order to give opportunity to youths for the development of their personality, & skills, in Bikaner block, the following facilities are existing besides those of school college facilities.

- Public Stadium
- Railway Stadium
- Cycling Velodrom
- Pushkarna Stadium

The above stadiums are utilised for conducting state and national games.

In order to nurture the prospective talent in the field of games & sports, The facility is made available for the age group 11 to 14 in Sadul Sports Higher Secondary School, Bikaner, but this institution is exclusively for boys.

CULTURAL PERSPECTIVE :

For the unfoldment of personality, requires three dimensional developments i.e. head, hand and heart. In the block there are institutions & societies, under the management of individuals or private agencies which are engaged in helping the child to discover his or her latent talent and to express. It creatively either in some form

or script. To mention a few such Creative expressions, there are dramatic, music, dance, wall painting, sculpture, painting or camel hides (Usta painting) ^{Institutions}./etc. Such institution which are engaged in above activities are not part of formal school system.

Institutions like Nagari Pracherani Sabha, archeological department, Rajasthan Academy and Oriental research institute (campus) are engaged in their respective fields to propogate the Indian culture.

LIBRARY :

TABLE 29 : SCHOOLS WITH LIBRARY AND ALLIED FACILITIES

Area	P.S.	U.P.S.	S.S.	H.S.S.
Rural	31	31	12	1
Urban	33	76	17	24
Total	64	107	29	25

The above table shows the number of institutions provided with library & allied facilities in the block.

Although, looking to the figures only it is obvious that such facilities are available almost in all the secondary and Higher Secondary schools where as these are lacking in most of the primary school (280) & a few of Upper primary (14) schools.

- In Secondary and Higher Secondary Schools adequate reading room facilities do not exist
- Although the schools are centres of community yet the library and reading room facilities are not provided to them.
- Only text books are issued to the teachers or some times to the students. New arrivals are rarely made available to them.
- At Primary and Upper primary schools library, reading room and furniture facilities are mostly lacking. More over "Children literature" is not provided to children.

Besides the above mentioned available facilities there are public libraries both in public & Private sectors. Worth mentioning are - Divisional library, Nahta Library, A Gun Prakashan Sajjanalaya, Sethia library, Tehsil library at Deshnok and public library at Napasar.

TABLE 30 : U.I.P./E.P.I. PROGRAMMES
RUN BY DISTT. MEDICAL & HEALTH OFFICE
1987 - 88

Name of the Centre	Immunisation coverage by %				
	T.T.	D.P.T.	Polio	Missels	BCG
1. Primary Health Centre, Napasar(R)	68.17	61.96	54.23	35.79	N.A.
2. Bikaner city	91.06	69.96	78.76	74.63	63.16
Distt. average	65.68	64.98	65.67	74.52	43.97

Health of prospecting mothers and children is of paramount importance. The coverage in the urban area is quite satisfactory where 91.06% of the prospecting - mothers have been administered T.T. Nearly 71% of the young siblings have been immunised against Missels, Polio, Diptheria and Tubercloses.

In ^{the} rural area, the state of affairs in this respect can not be said to be satisfactory.

INCENTIVE SCHEMES :

Incentives to students belonging to S.C. and S.T. have been provided in the various levels of schools. The present position of Incentives Schemes is given below -

TABLE - 31 SCHOOLS WITH INCENTIVES SCHEMES AND NUMBER OF BENEFICIARIES FOR S.C. & S.T.

Area	No. of Schools	Mid-day Meal		Free Uniform		Free Text-Book	
		B	G	B	G	B	G
PRIMARY:							
Rural	36	720	340	230	230	-	-
Urban	-	-	-	-	-	-	-
		Free Uniform		Free Text-book		Attendance Scholarships for girls	
		B	G	B	G		
U.P.S. :							
Rural	5	34	26	28	5	153	
Urban	-	-	-	-	-	78	

S.S. :

Rural	-	-	-	-	-	11
Urban	-	25	18	23	18	77

H.S.S. :

Rural	-	21	-	66	66	85
Urban	-	-	-	-	-	-

S. TRIBE :

S.S.	-	-	-	-	-	29
H.S.S.	-	-	-	-	-	10

The above table shows that less than 1% of SC students have been provided incentives.

EDUCATION OF WEAKER SECTION OF SOCIETY

(a) GIRLS EDUCATION :

The Block has taken number of steps for improvement of Girls Education in the form of special incentives to girls. There is also separate offices of D.E.O. and Sr. Dy. D.E.O. to look after the girls education. The number of girls enrolled per 100 boys at two different points of time is given below.

TABLE 32 : RATIO OF GIRLS ENROLMENT IN BIKANER BLOCK

Level	1982 - 83		1987 - 88	
	Total	Rural	Total	Rural
Primary	38	33	35	34
Upper Primary	35	20	36	13
Secondary	26	8.6	27	15

The above table speaks that -

- (i) at Primary stage the ratio of girls enrolment has slightly ¹increased in the rural area where as it has dropped from 38% to 35% taking the block as a whole.
- (ii) The proportion of girls enrolment ratio though increased a bit in a period of half decade it fell down in the rural area from 20% to 13%
- (iii) there is an over all increase at the secondary stage.

The above facts reflect the socio-cultural outlook towards women education that primary education for the girls is still considered sufficient. Having attained the age of 11 or 12 years, the girls are being engaged in domestic affairs.

Besides, the socio-cultural factors, perhaps the non-availability of schooling facilities exclusively for girls at the stage of U.P.S. & S.S. is a major deterrent in continuing further school education.

EDUCATION OF SCHEDULED CASTES :

As per 1981 Census, the total population of S.C. in the rural area of the Block is nearly 76.66%. There were only 0.10% persons of scheduled Tribes in the block. Social welfare Department provides incentives to scheduled castes and Scheduled Tribes students. They also run special hostels in the state. The following table shows the enrolment No. of S/C ST in the block & district.

TABLE 33 : ENROLMENT OF S/C AND S/T IN RURAL AREA

(1987-88)

Particular	I to V		VI to VIII		IX to XI	
	Total	Girls	Total	Girls	Total	Girls
Block Bikaner :						
Total	17115	4240	3070	466	810	134
S.C.	2823	480	390	14	98	3
% to total	16.49	11.32	12.70	3	12.09	2.23
S.T.	20	3	2	-	2	-
% to total	0.11	0.07	0.06	-	0.24	-

EDUCATION OF SCHEDULED CASTE :

It is reflected from the above table that the percentage of S/C students from Class I to V is only 16.49% which is lesser than their proportion in the rural population, although the percentage of S.T. students from I to V is equal to their proportion in the rural area, but goes on decreasing towards higher classes. The situation of girls enrolment of both S/C & S/T is not at all satisfactory.

INCENTIVES FOR S.C. & S.T.

Incentives as provided by the Social Welfare Deptt., Bikaner to the students of S/C & S/T are mentioned below:-

The targets fixed for 88-89 show an increasing trend as compared to the targets of 87-88.

Scheme	Targets	Benefi- ciaries	Amount
1987 - 88 :			
(i) Hostel	344	271	3,55,795
(ii) post matric scholarship for S.C. & S.T.			
S.C.	103	103	1,06,222
S.T.	09	09	9,507
(iii) scholarship for handicapped children			
State	134	134	58,940
Central	50	50	61,080
Targets for 88-89:			
(1) Hostel	374	-	5,00,000
(2) Post matric Scholarship for S.C. & S.T.			
S.C.	125	-	1,50,000
S.T.	20	-	25,000
(3) Scholarship for handicapped children			
State	150	-	75,000
Central	50	-	70,000

NON FORMAL EDUCATION :

Universalisation of education has been the felt need of our country since it was liberated from the British Rule in 1947, Free compulsory education to the children of 6-11 years became imperative and thus to benefit the non-school going and dropout children in the age group 6-14, The scheme of Non formal education came into existence in Bikaner from 1979-80. Yearwise progress of the N.F.E. Centres (Governmental scheme) and the beneficiaries in the district has been given as below :-

TABLE : 34

Year	No. of Centres			No. of beneficiaries		
	Targets	Achievement	Short fall	Targets	Achievement	Short fall
1979-80	200	134	66	6000	3869	2131
1980-81	200	174	26	6000	4331	1669
1981-82	200	185	15	6000	3998	2002
1982-83	200	186	14	6000	5872	128
1983-84	300	200	100	8500	5004	2496
1984-85	300	299	1	8500	7863	637
1985-86	488	NA	NA	12200	NA	NA
1986-87	200	348	148(+)	8600	9319	719(+)

The children qualifying the units i.e. I to XI units year-wise has been given as under :-

TABLE : 35

Year	No. of children reading in units				No. of children completing 1st phase(I to XI units)
	I to III	IV to VII	VIII to IX	Total	
1980-81	2139	1838	76	4053	57
1981-82	980	3732	186	3998	171
1982-83	2814	2773	215	5802	205
1983-84	3021	1559	432	5012	409
1984-85	5846	2252	1120	8118	1115

The records also reveal that only 67 children could attain the level/standard of V class through the non formal education upto Dec.83 i.e. in four years period since Jan., 1980.

The Panchayat Samitiwise break up was as under :-

Bikaner	Nil
Nokha	25
Kolayat	12
Lunkaransar	30
	67

These were two voluntary organisation which had taken up Non formal education programme since 1975. The details are given as below :-

Name of agency	No. of centres and the date of commencement.	Scheme
Bikaner Pradesh Siksha Samiti	52 Centres since 1975	The centres were financed by the State Government.
Vikas Bal Niketan, Bikaner.	30 Centres Since 1983	Under the Centrally Sponsored Scheme.
	30 Centres since May 83	Under the Centrally Sponsored Scheme.

Total number of beneficiencies of non formal education programme being run through Bikaner Praudh Shiksha Samiti during these years is of 18,960 children.

Non formal education programme as has been taken up in the district during 1987-88 and accordingly unit wise progress made in the district has been shown in the following table :-

TABLE : 36 UNITWISE PROGRESS 1987-88

	P.S.Bikaner			P.S.Kolayat			P.S. Nolkha			P.S.Lunkaransar		
	B	G	Total	B	G	Total	B	G	Total	B	G	Total
No. of Centres	40	10	50	42	48	100	48	2	50	60	40	100
Up to 6 Months												
to III Unit	290	175	465	210	329	539	535	99	634	762	640	1402
to VII Unit	508	220	728	520	729	1249	447	139	586	545	262	807
to XI Unit	101	37	138	320	166	486	190	74	264	349	192	541
Total	899	432	1331	1050	1224	2274	1172	312	1484	1656	1094	2750

Unit wise programme ^{launched} by Bikaner Praudh Shiksha Samiti by running 52 centres during 1987-88 has been shown in the following table :-

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Ist to IIIrd Unit	588	486	1074
4 to 7 Unit	322	82	404
8 to 11 Unit	66	19	85
Total	976	587	1563

Consolidated position of Non Formal Education Programme in the district during 1987-88 has been given as under :-

1. No. of sanctioned centres during 1987-88 352

2. Break up of 352 sanctioned centres :-

Boys	Girls	Mixed	Total
200	100	52	352

3. No. of enrolment of Boys and Girls in these centres

Boys	Girls	Total
5581	3824	9405

4. Unit-wise Progress of the district :-

8-11 Unit

appeared	Passed	Pass percentage
631	586	92.87

Having qualified the 8-11 unit, 586 children have been promoted to allow admission in the regular stream of formal education in class VI during 1987-88.

ADULT EDUCATION :

National Literacy Mission - Bikaner

Literacy profile

Literacy percentage of Bikaner according to 1981 census is 28.20 as against the state percentage of 24.38. Total population of Bikaner is of 8,48,749 people which comprises of 4,48,757 male and 3,99,997 female population.

Literacy percentage according to 1981 census of Bikaner district has been given as under

	Male	Female	Total
Total literacy of the District	37.66	17.57	28.20
Urban	61.27	38.55	50.70
Rural	21.96	4.19	13.51

.....

The general population of the district adults of 15-35 age group, illiterate & literate adults of 15-35 and the population of illiterates likely to be, by 1995 Panchayat samitiwise is as under :-

TABLE : 37

Block	Total population 15 - 35			Made literate 81 to 88
	Male	Female	Total	
Bikaner	84049	69531	153580	13726
Lunkaransar	20559	17710	38269	7392
Kolayat	17236	14375	31611	8361
Nokha	32070	28902	60972	6839
Total	153914	130518	284432	36318

EDUCATIONAL ADMINISTRATION :

(A) STATE LEVEL :

Education Department in the state has the following wings :-

- Director, College Education, Jaipur
- Director, Primary & Secondary Education, Bikaner
- Director, Technical Education, Jodhpur.
- Director, Sanskrit Education, Jaipur
- Director, State Institute of Educational research & Training, Udaipur
- Director, Adult Education & NFE Jaipur
- Additional Director, Vocational
- Director, Education Tech. Cell, Jaipur.

Rajasthan State Text Board, Jaipur and Board of Secondary Education, Ajmer are Autonomus Bodies.

(B) RANGE & DISTRICT LEVEL :

There are 10 Range offices (5 for Boys institutions and 5 for Girls Institutions) in the state and District Education officer in each Revenue District for Boys Institution and 7 DEOs (Girls) and Sr. Dy. DEO (Girls) in each District for Girls institutions. There are independent offices of Adl. DEOs and Dy. DEOs in the field.

In each District, District Adult Education Officer, Project Officers, Assistant Project Officers and Supervisors centres for NFE are working at different levels.

(C) BLOCK LEVEL :

For Primary School of rural areas which are under Director, Development and Panchayat Raj there is a post of Sr. Dy. DEO in Zila Parishad office. At the block level Education Extension Officer are working in Panchayat Samities who are responsible for supervision and academic growth of Primary Schools of Panchayat Samities.

EDUCATIONAL ISSUES UNDER NPE - 86**10+2 PATTERN :**

The Block has only ones Higher Secondary and 12 Secondary Schools. The National core curriculum as envisaged in NPE-86 has been introduced in Secondary classes.

VOCATIONAL EDUCATION :

Vocational Education in 51 Higher Secondary Schools of the State was started in the year 1987-88. At present 12 vocational courses in Home-Science, Agriculture, Commerce, Engineering and Misc. groups have been identified and offered. There is no such facility in the rural area of the block except one in the Bikaner city. At present, vocational course is running in 125 Sr.Hr.Sec.Schools in the State.

WORK EXPERIENCE/SUPW :

Board of Secondary Education Rajasthan and SIERT Udaipur has been conducting orientation programmes for SUPW teachers. A comprehensive list of various activities of different areas has been identified and syllabus framed. Secondary class students are also required to attend an annual camp. which is a special feature of SUPW in the state.

NON-FORMAL EDUCATION :

Children for whom it is just not possible to participate in whole-day schools, will be enrolled in non-formal education centres.

NFE and the Programme of actions envisaged a large and systematic programme of NFE for habitations without schools and drop outs, for working children and girls who can not attend whole day schools. There are 352 NFE Centres in this Block, at present.

SHIKSHA KARMI PROJECT :

The project has been designed for application in remote villages where regular attendance of School teachers is inhibited by lack of housing facility and difficult access. Local human resources are being developed through innovative approach and methods. Special efforts are being made to recruit Female Shiksha Karmis. The aim is to provide 5 years of education or its equivalent in the non formal stream to all children in all the villages covered under this project.

At present this project is not in operation in this block.

EDUCATION FOR THE HANDICAPPED :

Under the CSS Scheme of Integrated Education for disabled, there are six units in 6 cities of Rajasthan. Out of which one unit is there in Govt. U.P.S. (Pabu Pathshala) Bikaner.

MINORITY LANGUAGES :

There is already a provision at the Primary level to impart instruction to the child in his mother tongue (Urdu, Sindhi, Punjabi, Gujrati). At the Upper Primary & Secondary level, minority language is being offered as third language. At the Hr.Sec. level the facility of learning minority language is available as one of the optional subjects.

DRDA

The following works have been completed during 1987-88.

ITEMS	Pry.Schools	UPS	Sec.	Hr.Sec.
Class rooms	155	54	26	-
Boundary walls	50	15	5	-
Water tanks	21	-	-	-
Hostel	-	-	4	-
Teachers rooms	24	40	22	-
Laboratory	NIL	NIL	-	-
Store rooms	NIL	NIL	-	-
Lavatory	NIL	-	-	-

The above figures indicate the contribution of DRDA for providing physical facilities to the educational institutions of rural segments of the Block.

PART - TWO : Projections, Targets & Strategies

ENROLMENT PROJECTIONS

Tables showing projected population of Rural & Urban segments of different age groups :-

TABLE : 38 (A)

RURAL AREA

Year	Age - groups					
	6 - 10			11 - 13		
	Population	Male	Female	Population	Male	Female
1989	28545	15265	13280	16320	8467	8053
1990	30446	15971	14475	17608	9024	8584
1991	31200	16363	14837	18048	9250	8798
1992	31980	16773	15207	18498	9480	9018
1993	32778	17191	15587	18950	9712	9238
1994	33596	17621	15975	19431	9958	9473
1995	34436	18061	16375	19922	10310	9612

URBAN AREA

Year	Age - groups					
	6 - 10			11 - 13		
	Population	Male	Female	Population	Male	Female
1989	49887	26235	23652	28840	15210	13630
1990	51596	27140	24456	29829	15734	14095
1991	53364	28077	25287	30851	16278	15068
1992	55193	29046	26147	31908	16839	15069
1993	57084	30048	27036	33001	17420	15581
1994	59039	31084	27955	34130	18020	16110
1995	61060	32155	28905	35299	18461	16638

TARGETS AND STRATEGIES IN RURAL SEGMENTS:

The following table shows the projected population, its enrolment in formal or non formal streams and the estimated targets of additional enrolment in the period 1988-89 to 1990-95:-

TABLE 39:-

Targets of enrolment of 6-11 years age group:-

A.Short term:-

ITEM	1988-89		1989-90	
	Boys	Girls	Boys	Girls
a) Projected Population	15285	13280	15971	14475
b) Enrolment in formal and Non-formal streams (Last year base).	13774	4672	14942	8652
c) Additional Enrolment.				
i) Formal	968	650	829	1298
ii) Non-formal	200	3330	200	3330

B.Long Term:-

ITEM	Year	1990-1995				
		I	II	III	IV	V
a) Projected Population		31200	31980	32770	33596	34534
b) Enrolment in Formal and Non-formal streams (Last Year Base).		30446	31206	31960	32778	33596
c) Additional Enrol.		760	780	818	818	938

The table given above thus proposes to get 100% of enrolment of boys and girls of 6-11 years age group till 1990 which satisfies the aim of universalization of

elementary education at primary level.

So far as, the Upper Primary level is concerned, enrolment of boys and girls of 11-14 years age group also is to be achieved 100% till 1995 as the following table proposes:-

TABLE 40: TARGETS OF ENROLMENT OF 11-14 YEARS AGE GROUP.

A. Short Term:-

ITEM	1988-89	1989-90
a) Projected Population	16520	17608
b) Estimated Enrolment in existing facilities	3070	3600
c) Additional Target of enrolment	530	740

B. Long Term:-

ITEM/YEAR	1990-1995				
	I	II	III	IV	V
a) Projected Population	18048	18498	18950	19431	19926
b) Estimated Enrolment in existing facilities.	4340	6700	11160	14620	18180
c) Additional Target of enrolment					
- Formal Stream	860	960	1060	1060	1060
- NFE and other alternatives like open school, Shiksha Karmi Schemes.	1500	2500	2500	2500	2500

STRATEGIES:

With the coming of National Policy on Education 1986, conscious planning and execution at lower levels is gaining strength so that the national aim of

universalization of elementary education is achieved till 1995. Hence the strategies are :-

A. At Primary Level:-

1. Opening of new Schools, seeking alternatives, Provision of teachers etc.

The targets for the period of 1988-89 and from 1990 to 1995 are proposed as given under:-

TABLE 41:-Targets for opening of new schools etc.at Primary level (6-11 years Age group)

ITEM	1988-89	1989-90	1990-95
1. New Primary Schools	4	4	20
2. Provision of Teachers	8	8	40
3. Non formal Education Centres	100	100	150
4. Building for New Schools (with 2 rooms)	4	4	20
5. Other facilities as per norms approved under 983	0.28	0.28	2.80
6. Renewal of Kutcha building into pucca ones, and new buildings for open air schools.	-	10	24
7. Construction of Addl. Class.	-	50	198

2. Provision of minimum essential facilities other than buildings.

All the primary schools will be provided minimum essential facilities like drinking water, black board, Tat patties, Toilets, Play-fields, teaching aids, Children's literature according to the norms of Operation Black Board.

3. Supply of additional teacher in single teacher schools:-

104 single teacher schools are to^{be} converted into double teacher schools till 1990.

4. Raising the percentage of women teachers:-

The existing percentage of 38.2 will be raised upto 50% till 1995.

5. Boosting of Retention Rate:-

At present 21% children complete 5 years schooling at Primary level in the block whereas in the state the retention rate is 47%. It is proposed to increase the retention rate equal to the State average till 1990 and a cent percent retention till 1995. Microplanned efforts will be carried out in every school.

A scheme of incentives to individual teachers and schools which may maintain 95 to 100 percent retention will be worked out.

6. Incentive to S.C., S.T. students:-

The table shows that 31,36 Primary Schools have already been provided incentives to students, belonging to S.C. and S.T., like Mid-day meal, free uniforms and Free Text-books. It is proposed that all schools which are to be opened till 1995 will be covered under the scheme.

7. Health and child welfare activities:-

At present there 71% coverage of immunizing children. Within a period of 3 years cent percent coverage will be obtained.

8. Bench work surveys:-

Bench work survey will be conducted for assessing the changing situations.

9. Community participation for universal enrolment, retention and facilities:-

Establishment of village Education committees will be taken up on priority basis so that community participation is obtained and the lowest level planning is made.

10. Opening of New NFE Centres:-

350 NFE centres common for boys and girls are proposed to be opened in a phased manner in the period 1988-1995 which may ^{provide} a second chance of education to dropouts from formal stream.

B. At Upper Primary Level:-

1. Opening of New Upper Primary Schools in the unserved areas, Provision of teachers etc.

It is hereby proposed that the New Upper Primary Schools be opened in the unserved areas for lessening the disparity between the number of boys and girls institutions. The following table shows the number of schools to be opened in the period 1988-89 to 1990-95.

TABLE 42:- Targets for opening of new schools etc. at Upper primary level (11-14 years age group)

ITEM	1988-89	1989-90	1990-95
1. New Upper Pry. Schools.	5 (3 for girls)	7 (2 for Girls)	10 (4 for Girls)
2. Teachers for New Upper Pry. Schools.	5	7	10
3. Additional Trs. For class VII, VIII.	-	7	30
4. N.F.E. Centres for Girls.	-	-	100
5. Minimum facilities and Furniture.	- - - - As Per Norms - - - - -		

2. Provision of buildings:-

According to the need assessment for the present schools of Upper Primary Level 5 schools need new building and others need the provision of 120 rooms. The following

table shows how and with which agency's aid this work is to be done:-

TABLE 43: Targets for construction of buildings of Upper Primary Schools:-

Name of the Agency	1988-89	1989-90	1990-95
1. World food Programme			
a) Conversion of Kutcha into Pucca building.	3	6	-
b) Construction of building for new schools.	5	7	10
2. Border Area Development Programme:-			
a) Construction of Addl. rooms in old existing schools.	104	16	-
b) Construction of Addl. rooms in newly proposed schools.	15	21	30

3. Provision of Minimum essential facilities other than building and science equipments and teaching learning materials:-

As per 5th All India Educational Survey the Upper Primary Schools lack in minimum essential facilities as given in the

following Table No. 44.

<u>ITEM</u>	<u>No. of Schools.</u>
1. Drinking Water	10
2. Black Board	5
3. Tat Patties	29
4. Furniture	29
5. Toilets	26
6. Science Equip	29
7. Teaching learning Aids.	29

The needs shown in the table will be met with the allocations of funds under the Operation Black Board Scheme. The need of Science equipments, however will be met with under science Improvement schemes where in 29 Upper Pry. schools will be supplied with Science kits costing Rs. 1200/- each.

4. Seeking Alternative systems for additional enrolment and cent percent coverage:-

3.1. Open School for standard VIII-

As continuing education is necessary for all, it is proposed to establish an Open School for the Standard VIII in Bikaner Distt. All those who have passed class V and could not continue their school education, will be eligible to take the examination of VIII, provided a period of 3 years has already ^{been} lapsed since passing class V. This measure may ^{prove useful} in increasing the number of persons passing class VIII in the age group above 14Yrs. This system may also be an alternative to the existing formal system and may help in creating an environment conducive to the spread of education consciousness.

3.2. Continuing Education Centres:-

An open school system will further help to develop continuing education centres in the Distt. which may further be linked up with University level open Edu. system. It is hereby proposed to have at least 2 such

Centres in the Distt. by 1995 so as to cover 80% of the population of 14 age group.

3.3. Shiksha Karmi Yojna:-

The Shiksha Karmi Yojna, an innovative Project, is being implemented in some districts of the state. Shiksha Karmi is a locally available educational worker who is willing to work in a particular village for its development. The project aims to cater to the needs of far flung difficult areas where teachers do not generally join the services. It may help in achieving aim of UEE.

It is proposed that 20 such centres of Shiksha Karmi Yojna will be opened in the block in 1990-95 to meet with the needs of difficult areas.

3.4. Opening of Upper Primary Level NFE Centres:-

100 New NFE centres of Upper Primary Level for Girls are Proposed to be opened in the period 1990-95 respectively. This will cater to the needs of drop-outs and those who find difficult to continue school education in formal stream.

4. Retention:-

To boost up retention at Upper Primary Level there is already a scheme of scholarships for S.C., S.T. and Backward class students which proves a big incentive in this direction. Improvement of examination system,

to award grades in place of ^{division} will further lessen the drop-out rate. The new scheme of examination having a feature of continuous evaluation is under active consideration in the State.

A scheme of incentives to individual teachers and schools which will be able to keep 95 to 100% retention of students will be worked out.

5. Incentives:-

A scheme of scholarship of S.C., S.T. and Backward class pupils at the rate Rs. 20/- and Rs. 30/- per month already exists in the state. Attendance Scholarship to Girls is also under active consideration. The issue of facilities of hostels has been taken up elsewhere in this plan. Scholarship for Handicapped children, Rural talent scholarship is also already available. To increase the rates of scholarship to S.C., S.T. and Girls in this particular block, modalities will be worked out after discussions with related agencies like social welfare Deptt.

6. School Complexes:-

The movement of School complexes has already^{be-en} started in the State. In the Block the school complexes of Upper Pry. Schools will be started so that institutions get benefit of experiences and facilities through mutual exchange.

7. School Mapping:-

School mapping exercises will be done at Village Panchayat level so that the whole educational scenerio, targets and strategiss may emerge and the lowest level planning becomes local and specific. Thus this work will be done at all the Panchayat Centres in the block. The strategies of school mapping will be as follows:-

- i) Survey covering all habitations.
- ii) Institutional survey.
- iii) Demographic, geographical survey.
- iv) Identification of catchment area and identification of problems there of
- v) Rationalization of existing facilities.

Such a school mapping exercise will be a part of Micro plan of educational development of the block.

SECONDARY EDUCATION

For most of the students, Secondary Education stage is a terminal one after which they enter the world of work. For the rest it is preparatory to higher education. Out of the total projected population of 11-14 years age group the enrolment was only 4% in 1987-88.

Out of 25 villages in the Block, 13 villages having population above 2000 do not have Secondary Schools while 10 of them have Upper Pry. Schools and 2 have Primary Schools facilities. The villages Lalandesar and Rajera are at the distance of 3 and 4 kilometres respectively from the nearest Secondary School.

The details given as below:-

S.No.	Village	Population (1981 Census)	Existing School	Remarks
1.	Beriya Wali	10433	U.P.S.	Unserved, near I.G.C.P.
2.	Khara	2000	P.S.	Sec. School at the distance 7km.
3.	Nal Badi	4412	U.P.S.	13 Kms. from the nearest Sec. School Aerodrome.
4.	Kanasar	2237	U.P.S.	
5.	Bambloo	2983	U.P.S.	
6.	Gunsaisar	2241	U.P.S.	
7.	Naurangdesar	2448	U.P.S.	
8.	Gadhwal	2333	U.P.S.	
9.	Kesardesar Jatan	2136	U.P.S.	
10.	Lalandesar	2554	U.P.S.	Sec. School at 3Km distance.
11.	Jaimalsar	2206	U.P.S.	
12.	Rajera	2249	P.S.	S.S. at a distance 4Km.
13.	Poogal	1737 1000	2737	U.P.S. Command area, unserved area, nearest Sec. school at the distance 60 Km.

The following ^{details} shows the Secondary Education scenerio in respect of villages having population above 2000.

Villages above 2000 population	25
Villages ha ing Secondary Schools	12
Villages at a distance of 3 Kms from the nearest Sec.School	1
Villages having Pry.Schools	2
Villages not having Sec.Schools but having Upper Pry.Schools.	10

For upgrading Upper Primary Schools to Secondary levels, the following points are taken into consideration for fixing priorities.

- a) Unserved area of the block.
- b) Population
- c) Weaker sections of the society.
- d) Command area of Indira Gandhi Canal.
- e) Distance from the nearest Sec.School.

On the basis of above criteria it is proposed to upgrade Upper Primary School to Secondary in a phased manner.

Targets of opening new Secondary schools:-

The targets of opening new Secondary Schools are given as under:-

<u>Year</u>	<u>Number of Schools</u>
1988-89	2
1989-90	2
1990-95	10

Targets for fulfilling new requirements:-

According to the targets proposed to open new Secondary Schools, the targets of new requirements of staff, building etc will be as given under:-

TABLE 44:- Targets of requirements of New Secondary Schools

S.No.	ITEM	1988-89	1989-90	1990-95
1. Staffing:				
1)	Staff on upgrading UPS into Sec.	22	22	110
1i)	Additional staff for class x	-	8	8+40=48
2. Building -Addl. Rooms.				
3.	Laboratory	2	2	10
4. Toilets-				
a)	Boys	2	2	10
b)	Girls	2	2	10
5. Library/Reading Room				
1)	Existing See Schools (Backlog)	-	-	12
ii)	New Schools	2	2	10
6. Other facilities - - - - AS per norms - - - - -				
7.	Hostels	2	2	10
8.	Staff Qtrs.	6	6	30

Strategies:

Construction of Addl. rooms, Library rooms, hostels, Staff qtrs. etc.-

It is proposed that 36 additional classrooms will be constructed in 1989-90 under border Area Development programme. Besides this, the agencies like world food programme, RLGP and NREP and voluntary agencies, individuals, Panchayats will be motivated to participate and share the task.

Science Education Improvement:-

Under the new centrally sponsored scheme it is proposed that 12 existing Secondary Schools will be equipped with Laboratory facilities in 1988-89 with a grant of 75000/- per school. The newly proposed secondary schools in this plan will also be covered under this scheme in the period 1990-95.

A District Resource Centre of Science Education will also be established under the Scheme. This institution will promote Science Education. Training of Science and Maths. teachers and Teacher Educations will be conducted. It will have an advisory and consultative role also.

The table given below shows the proposals under Science Improvement Programme.

S.No.	ITEMS	1988-89, 89-90		1990-95	
		No. of Institutions	No. of Inst.	No. of Inst.	No. of Inst.
1.	Laboratory Facilities	12	9.00 Lacks	14	15.50 lacks
2.	Upgradation of Laboratories.	-	-	14	2.96 lacks
3.	Upgradation of Laboratory in HSS.	1	2500/-	2	5000/-
4.	Establishment of Distt. Centre of Science Edu.	1	1 lac.	-	50,000/-

Library:-

Upgradation of libraries in Secondary schools will be taken up in a phased manner utilizing a grant of Rs. 16000/- for each school in the period 1988-95.

HIGHER SECONDARY AND SENIOR HIGHER SECONDARY EDUCATION

At present there is only one Higher Secondary School in the block at Napasar. In order to provide facility in the unserved area it is proposed to upgrade Secondary School, Chhatragarh to Sr.Hr.Sec.level by 1990.

The second priority goes to Upper Pry.School Beriawali for Sr.Hr.Sec.level by 1995.

The third priority for upgradation goes to UPS, Poogal which may also be raised to Sr.H.S.S.level by 1995.

In the year 1988-89 GHS Napasar on a priority basis will be upgraded to Sr.H.S.S.

Looking to the expected population pressure in the command area 2 more Secondary Schools will be proposed to be converted into Higher Secondary Schools.

Thus the targets to open Higher Secondary Schools will be as follows-

S.No.	Item	1988-89	1989-90	1990-95
1.	Conversion of Sec. into Sr.H.S.S.	-	1	-
2.	New Higher Sec.Schools	-	-	3

The targets for addl.rooms and staff will be as given below:-

S.No.	Item	1988-89	1989-90	1990-95
1.	Addl.Rooms	-	3	15
2.	Staff	-	7	35

Vocational Education:

Since there is no vocational education facility in the rural area in the block. Hence it is proposed to start vocational courses at + 2 stage in Senior Higher Secondary School, Napasur by 1990 and 2 Schools in Command Area by 1995.

Additional subjects:-

As per proposals for upgradation to + 2 stage priority will be given to introduce ~~an~~ agriculture faculty besides Commerce, Science and Arts etc.

Navoday Vidyalaya:-

It is proposed to open one "Navoday vidyalaya" in the rural area in the year 1989-90. Action to acquire land has already been initiated. The budget will be borne by the Govt. of India.

(ii) TARGETS AND STRATEGIES IN URBAN SEGMENTS

The enrolment of 6-11 and 11-14 years age group in respect of girls is lagging behind to achieve the targets of U.E.E. Hence, the emphasis to increase the girls enrolment in Urban areas is to be ensured.

The following table shows the projected population its enrolment in formal stream and the estimated targets of additional enrolment in the period 1988-89 to 90-95:-

TABLE 40:- Targets of 6-11 years age group

A Short term

ITEM	1988-1989		1989-1990	
	Boys	Girls	Boys	Girls
i) Projected Population	26235	23652	27140	24456
ii) Enrolment in formal & Nonformal streams (Last year base)	36845	21133	37721	22652
iii) Additional enrolment	876	1519	934	1804
i) Formal				
ii) Non-formal	-	-	-	-

It is worth noting that the figures of actual enrolment cover pupils below 6 and above 11 yrs. Therefore the gross enrolment succeeds the age-specific enrolment. The tendency continues to be in future. Thus the projected figures show the gross enrolment. It can be concluded that in urban area there is no problem of enrolment except in case of girls. However the targets of U.E.E. will be achieved by 1990-95 through both the agencies i.e. formal & nonformal.

Following targets are given for opening of New Primary School & upgradation of Upper Primary Schools. These schools will be located in the newly developed colonies of the urban area & where S.C., S.T. are thickly populated.

Targets for urban area-age group 6 to 11

	<u>88-89</u>	<u>89-90</u>	<u>90-95</u>
i) New P.S. Boys	6	6	23
ii) Teachers for New P.S. 12		12	56
iii) Buildg. with 2 rooms	-	-	28
iv) Other facilities as per norms under OBB	-	-	-
v) NFE Centres for dropouts	5	5	10

Additional minimum facilities other than buildings etc will be provided in these new opened schools. The needs will be met out with O.B. budget.

Targets of URBAN Area for 11-14 age group.

ITEM	1988-89	89-90	90-95
1. New Upper Primary Schools for Boys & (6 for Girls) (6 for Girls) (30 for Girls) Girls.	12	12	12
2. Provision of teachers for New Upper Pry. Schools.	12	12	60
3. Additional teachers for class VII, VIII	-	18	90+18
4. NFE Centres for Girls	-	-	10
5. Minimum facilities and furniture.	- -	As per norms	- - - -
6. School building.	12	12	60

Targets for Urban Area for Age group 14-17 (for Govt. Schools)

S.No.	ITEMS	88-89	89-90	90-95
1.	Upgradation of U.P.S. in to Sec.	1	1	20
2.	Upgradation of Sec. into Hr.Sec.+2	-	-	5
3.	Upgradation of Hr. Sec. into +2	6	2	N.F.
4.	Staff upgrading UPS into Secondary.	11	11	220
5.	Additional Staff for class X	-	44	80
6.	Additional staff for class XII	30	10	N.F.
7.	Building- Addl. Rooms Sec.	5	5	100
	Hr.Sec.	12	12	N.F.
(a)	Laboratory	1	1	20
(b)	Toilets			
	(a) Boys	7	3	25
	(b) Girls	7	3	25
8.	Library/Reading Rooms existing Sec.Schools (back log)	7	10	N.F.
9.	Other facilities. Hostels	-	1	2

TEACHERS TRAINING

As has been mentioned earlier facilities for pre-services trg. of Elementary and Secondary school teachers exist in the block. The existing Teachers Trg. College, Bikaner has been converted into Institute of Advance Studies in Education. Elementary Teachers Trg. Institute will be developed as Distt. Institute of Education and Trg. by 1990 and shall also provide trg. to N.F.E. and A.E. functionaries. These institutes will also provide in-service trg. of teachers.

Targets

(A) DIET- Yearly in service programme for the District.

Title of the Programme	No. of Programme	Duration (in days)	Intake per programme
<u>TEACHERS</u>			
Comprehensive Inservice Trg. Course	8	30	100
Theme specific Programme	15	6	20
Meeting of Community, Trs. & others	4	3	30
Heads of Pry. Upper Pry Schools and Heads of School Complexes.	4	30	30
Office Management for non teaching staff	3	15	30
<u>AE & NFE</u>			
Indirection level Trg.			
A.E.-Instructors	10	20	30
Supervisors	1	20	30
NFE-Instructors	3	30	30
Supervisors	1	20	30
Reorientation Courses			
AE Instructure	10	15	30-35
Supervisors	4	10	30
NFE Instructors	10	20	30-35
Supervisors	1	10	30-35
Programme for developing learning materials/aids/item bank etc.	20	10	10-15

Illustrative list of In-service programmes for
Secondary School Teachers

Title of the Programme	Durature	Suggested No. of Courses	Suggested Intake per course
1. Subject oriented Progr Programmes in Common School Subjects.	3 to 4 Weeks	27	30 to 40
2. Short-term them- specific courses in courses in various areas.	6 days	19	30
3. Orientation Programmes for resource persons.	6 days	1	20
4. Research Seminar workshop, Symposiumse.	6 days	1 to 3	20
5. Inservice courses for elementary teacher educators including DIET faculty.	4 weeks	2 to 3	20
6. Inservice short-theme specific courses for elementary teacher educators.	4 weeks	2 to 3	20
7. Inservice snort them specific courses for Secondary teacher educators of other institutions.	6 days	1 to 2	20
8. Inservice orientation courses for			
(i) Principals of Secondary Schools.	2 weeks.	2 to 3	80
(ii) principals of ETETS (including DIETs)	2 Weeks	-do-	20
(iii) Middle level Educational administrators.	2 weeks	-do-	15

EXPERIMENTAL UNITS

(1) MODEL SCHOOL

The NPE-86 puts emphasis on the qualitative improvement in education, hence to achieve the targets of qualitative improvement in the field of education, the Bikaner block would take initiation to establish one primary One Upper Primary & One Secondary School as model schools on the experimental basis by the year 1989-90. This system will be fruitful to inculcate the idea of competition in other schools. In these Model schools the talented students of the rural segment will be admitted. Seats will be reserved for S.C., S.T. and weaker sections of the society. These schools will run on the pattern of 'Navodya Vidalya' as envisaged in NPE-86. The salient features of Model School will be as below :-

1. Experienced & trained teachers will be selected.
2. Staff stability for at least 3 years will be ascertained.
3. Moral values will be inculcated.
4. Provision for Physical Education, Yog Shiksha and Vocational education will be made.
5. All sorts of facilities regarding adequate building, furniture, mass media play grounds etc. will be provided.
6. Free uniforms, books, fees, stationery, lodging boarding facilities will be provided to the students.
7. Special incentives to the girls S.C., S.T. Students will be provided.
8. Residential facilities will be provided to the staff.

9. Enrichment material will be provided.
10. Good habits of fraternity, equality, brother-hood, nationality will be inculcated.
11. Lib. & Reading rooms facilities will be provided.
12. Learner-centered approach will be adopted.

Efforts will be made to give special shape to these Model schools so that they may look like special schools, where even walls can teach the moral values, to the on-lookers. The detailed project will be developed separately regarding admission, administration, syllabus and evaluation etc.

	TARGETS		
	88-89	89-90	90-95
	No. of Schools		
Primary	-	1	5% of total schools
Upper primary	-	1	"
Secondary	-	1	"

A token of Rs. 1.00 lac for Primary School and 2.00 lac for Upper Primary School and 3.00 lac for Secondary Schools will be ear-marked for this Model schooling system. These schools will run on experimental basis during 1989-90, thereafter on the basis of successful achievement, the scheme will be enlarged to establish atleast 5% such institutions during the period 1990-95 for which separate project will be prepared.

OPEN SCHOOL

It is proposed to establish a unit for open school by 1989-90 in the rural segment of the block to provide educational facilities specially to the weaker section of the Bikaner distt. This open schooling system will run on the pattern of the open university as envisaged in NPE-86. This system will facilitate to the illiterate masses who seek education through N.F.E. & Adult Education agencies through correspondance courses, contact programmes and with the help of mass media, facilities will be provided to the rural segment. This unit will have linkages with DIET, IASE and other agencies. The Principal DIET will be controlling officer of the unit. This unit will work as an autonomous body & would also issue certificates to the successful students.

A detail plan will be chalked out regarding admission curriculum, evaluation etc. separately.

PARTICIPATION :

Education process is not a singular act. It is a cooperative effort in which all the different segments of society and departmental units join their hands for a noble cause. An interwoven efforts for coordination and establishment of vertical and horizontal linkage is necessary which will help in the human resource development programmes. In order to spin the whole gamut of education with emphasis on HRD. The following agencies have been identified which will have their participation.

- SABE (State Advisory Board of Education)
- DBE (District Board of Education)
- BEC (Block Education Committee)
- S C (School Complexes)
- VEC (Village Education Committee)
- DIET (District Institute of Education & Training)
- SIEPA (State Institute of Educational Planning & Administration)
- SIERT (State Institute of Education Research and Training)
- D E (Director of Education)
- DEO (District Education Officer)
- BDO (Block Development Officer)
- EEO/SDI (Education Extension Officer, Sub Deputy Inspector)
- DAE (Director Adult Education and non formal Education)
- DPRD (Director Panchayati Raj and Development)
- D/AEO (District Adult Education Officer)

- Vol.Ag. (Voluntary Agencies)
- DRDA, RLEGP, CAD
- NREP, WFP

INTEGRATION AND COORDINATION MECHANISM :

- Sectoral approach to area approach
- Inter Sectoral integration
- Intra-Sectoral integration
- Decision-making from Verticalical to Horizontal
- Elimination of criss-cross.

ACCOUNTABILITY :

(IN BUILT MECHANISM)

- Specify role and responsibilities
 - i. Preparation of job charte
 - ii. Implementation schedules
- Job Specification
- Job enlargement/rotation/revision
- Provision of Reward and Punishment
- Recognition of Individuality
- Permit Innovation and creativity
- Sensitivity to the changing circumstances.

EXECUTIVE AGENCIES :

- Panchayat Samiti
- District Education Officer (Boys)
- District Education Officer (Girls)
- Senior Deputy District Education Officer (Girls)

OPERATIONAL STRATEGIES :

Operational strategies will be based on micro planning and Institutional planning to ensure children's enrolment and retention in schools. Familywise and child-wise design of action will be chalked out ^{to} ensure that every child regularly attends school or N F E Centres, Continues his education at a pace suitable to him, and completes at least 5 years of schooling or its equivalent.

To achieve the targets an atmosphere for public awareness will be created. The setting up of village Education committees and the involvement of each and every person would be relevant in this respect. The operational strategies at each level viz:- Block, Village Panchayat and Institution are :-

- Enrolment & retention planning
- Facilities planning
- Academic planning for attainment

Special Issues are :-

- Particular attention to improve enrolment and retention of girls.
- Identification of target groups requiring special attention viz. S/C & S/T, nomadic class & handicapped..

ALTERNATIVE SOLUTIONS:

- Boarding Schools to accomodate the children of small habitats.
- Alternative in-take system Viz- formal, non formal, Shiksha Karmi.
- R I T (Reduced Instructional Time)
- Creating a nuclear school with related feeder schools i.e. school complex.
- Clustering of schools where communication and transportation facilities are available.
- Increase in educational facilities.
- Condensed Primary School U.P.S. Curricula.
- Distance teaching facilities.

Targets and priorities at the village Panchayat level vis-a-vis the topographical socio Economic conditions of the area and group dynamics are to be modified. Local details may be helpful in providing a realistic situation. There are three different layers viz district, block and village Panchayat. This block is not a single homogenous monolith block. It varies from east to west with regard to socio economic cultural conditions. The western part of the Block adjoins the international boundry where majority population comprises of Muslims who rarely send their children to schools. The eastern part of the block has different situation where majority of population is not in favour of sending girls to schools. The child-marriage is common in this area.

IMPLEMENTATION :

- Constant micro planning and verification at institutional and habitat-levels will be done to ensure that enrolment, retention and successful completion of primary stage (classes I to V) by 1990.
- The implementation strategy will be area specific and population specific.
- School wise programme of school improvement, with required multi level and multi-dimensional planning will be launched to lessen the present situation of institutional stagnation and social apathy.
- involving all the people concerned particularly local level influential persons.
- V.E.C.
- Projects for the education of working-children .
- Special support for cling groups (predominantly areas for educational backwardness.

This block development plan is meant to provide an indication of the nature of actions which will be needed in order to implement and achieve targets. Broad strategy has been given within which detailed programmes and projects at institutional level may be subsequently drawn up. It will also facilitate the teachers. VEC and supervisory officials are to do preparatory work which will be required before launching any scheme in the block. The scheme wise programme/projects will be formulated in consultation with all concerned and put them in operational form.

Implementation will be a cooperative effort. Flexibility is assumed to make necessary modifications on the basis of experiences and emergency sceneries.

The Implementation of the various programmes and projects will be at different levels viz -

- Institutional level
- Village Panchayat level
- Block level/DEO level

The following steps will be incorporated in the plan :-

- Bench mark survey of the habitats
- Compilation of Data
- Targets fixing
- Means and Methods to be adopted
- Reporting
- Evaluation

The Village Education Committee/School Education Committee has the following roles at the different stages -

- (A) - Plan formulation stage
- Operational Stage
- Analysis stage
- (B) - Financial Support
- Provide cooperation from Vol. Agencies

The Education Officers and BDC have following roles-

- (A) - Technical Support
- Supervision
- Monitoring

- Analysis
 - Review and Revision
 - Coordination
 - Establishment of vertical and Horizontal linkages
- (B)
- Budgeting and financing
 - Cost Analysis
- (C)
- Man power demand forecasting
 - Man power procurement
- (D)
- Personal matters
 - Recruitment
 - Redressal of Grievances
 - Welfare programmes
- (E)
- Availability of physical resources

SCHOOL MAPPING :

School mapping exercises will be started for locational planning and planning for providing facilities in the schools, at the block and school complex levels.

STRATEGIES :-

- (1) Village urban survey covering all habitations.
- (ii) Institutional Survey
- (iii) Demographic, geographical surveys
- (iv) Identification of catchment area
- (v) Rationalisation of existing facilities

SCHOOL COMPLEXES :

The school complexes have been revitatised in the state during the year 1986-87. Which comprised of Secondary, Upper Primary and Primary schools around a Hr. Sec. School.

For the attainment of universal enrolment and retention of 6 to 14 years age group children by 1995, Primary School - Complexes around a Middle School will be constituted in the block. This exercise will be done by the Dy. D.E.O. of the area and E.E.O. of the Panchayat Samiti. This will also help in bridging the gap, sharing of resources and imparting guidance for qualitative improvement.

The teacher plays a pivotal role in whole of the educational process. For the Universal enrolment and retention, the teacher with the help of V.E.C. and influential personalities of the locality can impart valuable services.

For providing educational facilities to those children of 6 to 14 age group who are out of the formal system, alternative solutions in shape of N.F.E. Centres can be established.

NEED BASED SCHOOL TIMINGS :

It is generally seen that during the harvest season the children share their parents in many ways and as such cannot attend the school regularly. This situation adversely affects the retention. Hence it is proposed that possible flexibility in the school timing should be made in such areas. This flexibility in school timings will both help in enrolment and retention.

SCHOOL AS COMMUNITY CENTRE :

The School is a community centre. The community participation will prove very useful in every walk of school life. This will help in generating an atmosphere of ~~inter~~ and cooperation.

MONITORING :**PURPOSE :**

The purpose of monitoring is to take timely preventive or corrective action for shortcomings and or achievements.

SYSTEM :

Periodic assessment of various components of programmes, projects and schemes. The process will be -

- Observation of facts - Supervision, Inspection etc.
- Reporting
- Feed back
- Review meetings
- Collection of New Data and its conversion into Meaningful data.
- Collection of information, compilation and analysis
 - (a) Quarterly Enrolment Statements
 - (b) Monthly attendance statements
 - (c) Monthly Plan Progress Reports - Physical and financial targets and achievements
 - (d) Quarterly Staff statements
 - (e) Annual Income and Expenditure statement
 - (f) Annual Educational Statistics
 - (g) Institutional information (Physical Attributes)

PART - THIRD FINANCIAL IMPLICATIONS
(RURAL & URBAN)

RURAL

Financial implication at Primary level 6-11 Age group
(Rural)

ITEM	1988-89		1989-90		1990-95	
	No.	Amount	No.	Am̄t.	No.	Am̄t.
1. New Pry Schools	4	0.92	4	1.93	20	5.00
No. of Posts.	(8)		(8)		(40)	
2. N.F.E. Centre	100	4.15	100	4.15	150	6.23
3. Buildg. for New Schools.	4	6.00	4	6.00	20	30.00
4. Other facilities - as per norms.	-	0.28	-	0.28	-	2.80
5. Renewal of Kutcha into pacca & - new building for open air schools.	-	-	10	45.00	24	108.00
6. Const. of Addl. class rooms.	-	-	50	37.50	198	148.50
		11.35		94.86		300.53

Financial implication at Upper Pry Schools level

11-14 age group(Rural)

(Rs.in lac)

ITEM	1988-89		1989-90		1990-95	
	No.	Amt.	No.	Amt.	No.	Amt.
i) New U.P.S.	5	1.15	7	2.87	10	2.50
ii) Teachers for New UPS	(5)		(7)		(10)	
iii) Addl. Teachers for class VII & VIII.	-	-	7	1.05	59	8.05
iv) N.F.E. Centres for Girls	-	-	-	-	100	4.15
v) Target of Const. of buildg. of U.P. Schools.						
i) <u>World Food Programme:-</u>						
a) conversion of Kutcha into pucca Buildg.	3	18.00	5	30.00	-	-
b) Construction of buildg. for new Schools.	5	11.25	7	15.75	10	22.50
ii) <u>Border area Development programme:-</u>						
a) Const. of Addl. rooms in old existing schools.	104	78.00	16	12.00	-	-
b) Const. of New proposed schools.	15	12.00	21	16.80	30	24.00
		120.40		78.47		62.00

Financial implication of Secondary Schools (Rural)

Item	1988-89		1989-90		(Rs. in lakhs) 1990-95	
	No.	Amt.	No.	Amt.	No.	Amt.
1) Upgrading of UPS to Sec. School	2	3.12	2	6.55	10	16.35
2) Addl. Staff for class X	-	-	8	1.08	48	7.08
3) Buildg. Addl. rooms.	10	7.50	10	7.50	50	37.50
4) Laboratory with store	2	2.24	2	2.24	10	11.20
5) Toilets						
a) Boys	2	0.20	2	0.20	10	1.00
b) Girls	2	0.20	2	0.20	10	1.00
6) Library/Reading Rooms in existing Sec. Schools (Back log)	-	-	-	-	12	12.00
ii) New Schools	2	6.00	2	6.00	10	30.00
7) Hostels	2	12.00	2	12.00	10	60.00
8) Staff qtrs.	6	6.00	6	6.00	30	30.00
		37.26		41.77		206.13

Financial implication for Higher Sec.level(Rural)
(Rs. in lac)

ITEM	1988-89		1989-90		1990-95	
	No.	amt.	No.	amt.	No.	amt.
Conversion of Sec.into Hr.Sec.	-	-	1	2.33	-	-
New Hr.Sec.Schools	-	-	-	-	5	12.80
1.Addl.Rooms	-	-	3	2.25	15	11.25
2.Staff qtrs.	-	-	7	7.00	35	35.00
Vocational Education + 2 stage	-	-	-	-	3	26.76
				11.58		85.81

Financial implication of Primary level (Urban)
(Rs. in lac)

ITEM	1988-89		1989-90		1990-95	
	No.	Amt.	No.	Amt.	No.	Amt.
1. New Pry. Schools						
Boys & Girls	6	1.38	6	2.90	28	7.00
2. Teachers for New Pry. Schools	12		12		56	
3. Buildg. with 2 rooms	6	9.00	6	9.00	28	42.00
4. N.F.E. Centres for drop out.	5	0.21	5	0.21	10	0.42
		10.59		12.11		49.42

Financial implication for Upper Pry. level (Urban)

1) New U.P.S. (Boys & Girls)	12	2.76	12	5.80	60	15.00
2. Addl. Teachers for class VII & VIII	-	-	18	2.70	234 234	35.10
3. N.F.E. Centres for Girls	-	-	-	-	10	0.42
4. School Buildg.	12	27.00	12	27.00	60	135.00
		29.76		35.50		185.52

Financial implication for Sec./Higher Sec.Schools
(URBAN AREA) (Rs. in lac)

ITEM	1988-89		1989-90		1990-95	
	No.	Amt.	No.	Amt.	No.	Amt.
1) Upgrading of UPS to Sec. Class X	1	1.56	1	3.28	20	31.60
	-	-	1	0.54	21	11.34
2) Upgrading of Sec. to Hr.Sec.+2	-	-	-	-	5	19.60
3) Upgrading of Hr.Sec. to +2	6	8.16	2	11.69	---	N.F.---
4) Addl. staff for Class XII.	30		10		NF	
5) Buildings.						
Addl. Rooms-Sec.	5	3.75	5	3.75	100	75.00
Hr.Sec.	12	9.00	12	9.00	N.F.	-
6) Laboratory with store	1	1.12	1	1.12	20	22.40
7) Toilets Boys	7	0.70	3	0.30	25	2.50
Girls	7	0.70	3	0.30	25	2.50
8) Library/Reading Rooms in existing Sec. Schools (BackLog)	7	7.00	10	10.00	N.F.	-
9) Hostels	-	-	1	6.00	2	12.00
		31.99		45.98		176.94

MODEL SCHOOL (C.S.S.)

Token provision for	1989-90	90-95
Primary Schools	1.00 lakh	
Upper primary Schools	2.00 lakhs	N.F.
secondary Schools	3.00 lakhs	
	<u>6.00 lakhs</u>	
Total :-	<u>6.00 lakhs</u>	

OPEN SCHOOL (C.S.S.)

Pattern	No. of post	scale	Rate	89-90	90-95
Principal	1	21	3600	0.29	-
Consultant	7	17	2700	1.51	-
Co-ordinator	1	17	2700	0.22	-
Supporting Staff:-					
O.A.	1	13	2100	0.17	-
U.D.C.	2	10	1900	0.30	-
L.D.C.	3	7	1040	0.25	-
Class IV	3	1	826	0.20	-
Travelling Exp.				0.09	-
Medical				0.06	-
Office Expenses (Non-Recurring)					
Office Equipment				3.00	-
Buildings, Science Lab., Library				7.00	-
Office Expenses (Recurring)				1.00	N.F.
Rent for building				0.25	-
				<u>14.33</u>	-
Total :-					

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 I.E.P.A. New Delhi-110016
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D04526

FINANCIAL IMPLICATIONS FOR NEW ITEMS (STATE PLAN) (Rs. in lac)

ITEMS	1988-89	1989-90	1990-95
Primary Schools (Rural)	11.35	94.86	300.53
" " (Urban)	10.59	12.11	49.42
Upper Pry.Schools (Rural)	120.40	78.47	62.00
" " (Urban)	29.76	35.50	185.52
Secondary Schools (Rural)	37.26	41.77	204.13
" " (Urban)	31.99	45.98	176.84
Hr.Sec.Schools (Rural)	-	11.58	85.81
Model & Open Schools	-	14.33	-
Total	241.35	334.60	1066.35

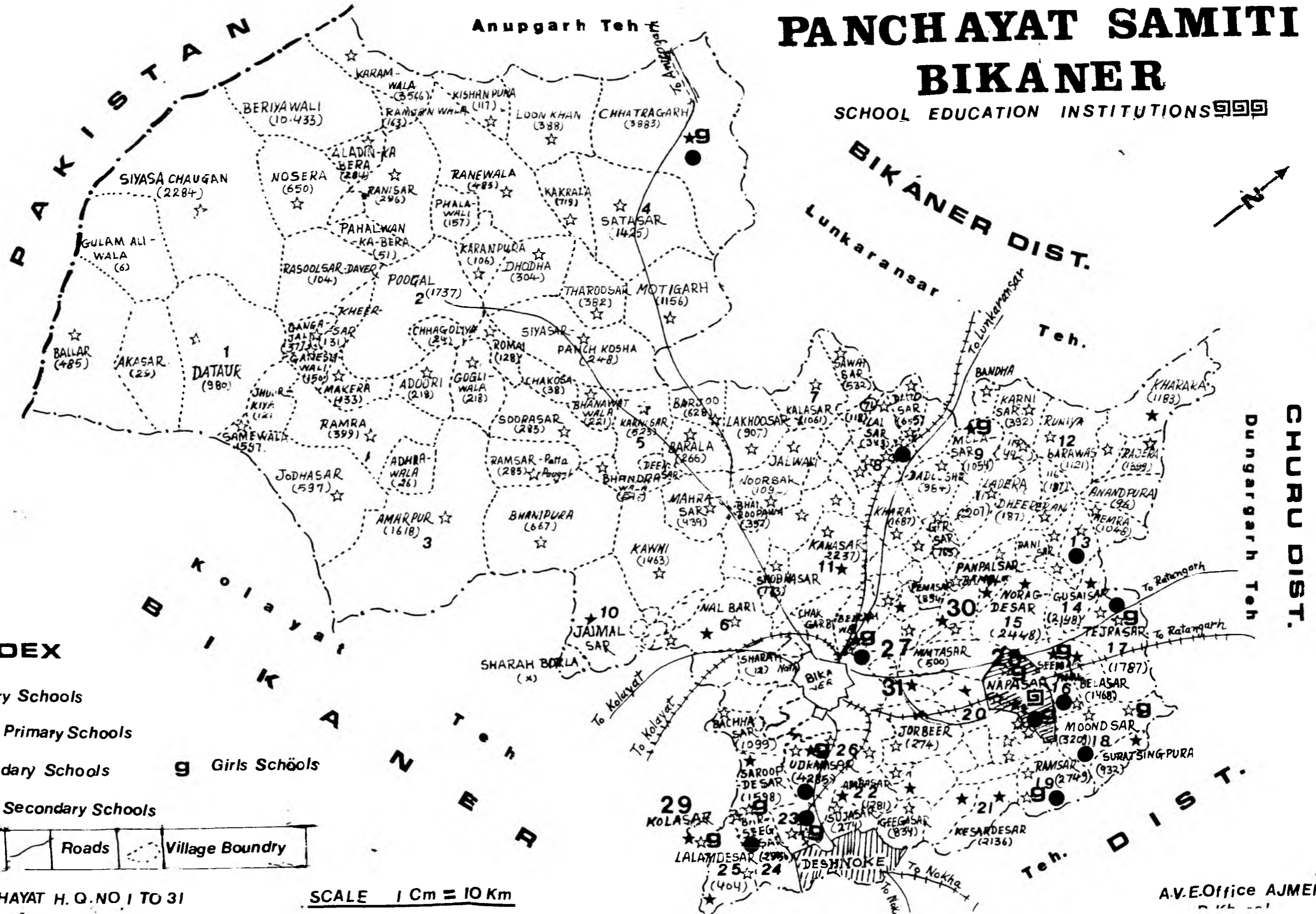
CENTRALLY SPONSORED SCHEMES

Schemes	Sanctioned 1988-89 1987-88	1989-90	
B.A.D.P.	57.93	42.48	42.48
Science Edu.improvement Prog.	-	16.12	-
O.B.B.	22.95	13.73	15.53
Minimum facilities & furniture for UPS,SS &HS	15.22	15.25	-
N.F.E.	12.02	12.02	14.42
Adult Education (R.F.P)	6.91	6.91	8.64
I.A.S.E.	-	19.30	-
Total	115.03	125.81	108.26

State Plan	1988-89 241.35	1989-90 334.60
C.S.S. (-)	125.81	108.26
Net requirement	115.54	226.34

PANCHAYAT SAMITI BIKANER

SCHOOL EDUCATION INSTITUTIONS



INDEX

☆	Primary Schools
★	Upper Primary Schools
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- - -	Village Boundry

PANCHAYAT H. Q. NO 1 TO 31

SCALE 1 Cm = 10 Km

A.V.E. Office AJMER