



Government of Karnataka

Generic Book **on** **Government Hostel Management**

**Three days training programme for
Hostels staff and warden's
(Department of Social welfare,
Backward class and Minorities)**



ADMINISTRATIVE TRAINING INSTITUTE
Lalith Mahal Road, Mysore-570 011



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Foreword

Under the Social Welfare, Backward Classes and Scheduled Caste & Tribes Department, totally 4847 hostels are being managed. In these hostels nearly 3,46,000 students of Schedule caste, Schedule tribe and backward classes and minorities students are pursuing their studies with free boarding and lodging facilities.

Wardens / Superintendents of these hostels, play pivotal role in moulding the better future of the children, who are studying in these Hostels. It is observed that there is enormous scope for improvement and there is dire necessity of proper training for the Superintendents / Wardens and cooks working in these hostels.

With this background, Administrative Training Institute, Mysore has indentified hostels of Social Welfare, Backward classes & minorities Departments of Bangalore-Rural, Bellary, Mysore, Kolar, Gulbarga, Bijapur, Hassan, Raichur, Haveri, Belgaum for intensive training of hostels Superintendents / Wardens and cooks under the D.F.I.D. funded D.O.P.T. sponsored, Capacity building for Poverty Reduction-Training for All Project. This training will help the Superintendent / Wardens to create best opportunity for the students to have bright future.

With this background Administrative Training Institute had organised a workshop under the chairmanship of Director General, Administrative Training Institute to ascertain the needs of training and to workout training strategy. Commissioner of Social Welfare, 10 Joint Directors and Deputy Directors of Social Welfare Department participated in this workshop. Members deliberated at length regarding training Schedule of Hostel Superintendents and cooks and strategies of training them was also discussed and films to be incorporated during training. They made valuable contributions regarding subjects to be incorporated in training.

Administrative Training Institute is bringing out one book covering subjects like Time Management, Effective Communication Skills, Stress Management, Public Relations, Preparation of Action Plan, and valuable tips for guiding students for better future.

We hope this book will help Hostel Superintendents / Wardens in smooth running of their day to day work.

We are grateful to Social Welfare and Backward Classes Department officers. We are grateful to Department of Personnel & Training, Government of India for providing financial assistance.

We are thankful to Gupta Offset Printers, Mysore for printing within a very short time.

Place : Mysore


(Director General)

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MANAGING SELF

1. Introduction :

We live in a constantly changing world. Everything around us the technology, the processes and even the people are changing, constantly every moment. This results in the change in our roles we play and our in our responsibilities. Interestingly, we are expecting something more, something different from ourselves also ! It may be our own home, or our society or our place of work wherever we are, we have to answer three questions :

- Who am I ?
- What do I do ?
- How I do, what I have to do ?

We must honestly answer these questions also. If we are wrong, we should not be ashamed, but get ready to improve ourselves. Reforms and education are unending processes. In a constantly changing environment around us, we need greater strength, newer resources to swim across the thick waves of change. We need a bridge which would take us to the other-better-side of the world.

What one needs to develop one own self and also those around us? Our everyday ordinary life has also become extremely complex. We play, astonishingly, a very wide variety of roles almost simultaneously sometimes even clashing with each other. Quick decisions with reference to our own self, to our family, to our place of work and to the society we live in have all become almost inescapable. Rash, wrong decisions are prone to shatter the already sore relations may be for ever. This throws us in panicky situation – which, if aggravated, forces us to take even worse decisions !

What's the way out, then ? What should we do ? While performing our role especially at the place of work – we must always weigh the pros and cons of every decision we take, so that it would not be only just, but is constructive also which finally culminates in our own development and the development of those with whom we interact.

Sequencing our priorities is also equally important. It results, not only in a better lay-out of our work, but it also helps in building healthy and cordial relations with our colleagues.

In short, we must learn to chart our path so that futile disputes are avoided and we are able to reach our goal with greater ease and greater understanding.

About Ourselves :

While performing our roles at different levels, one thing must not escape our attention : We must fully understand ourselves i.e. our abilities, our skills, our duties, our responsibilities and, of course, our short-comings too ! This helps us in performing our role

in a better way. Others with whom we interact also have some specific opinions and expectations about our role in the whole process. It would be wise to get them understood first. A patient hearing to others is a great, rare virtue. It helps in knowing our deficiencies – and this finally betters our own performance.

Our Role in Office :

Of all the roles, the one we perform in our office is the one which is most crucial. Our performance here is reflected in almost every sphere. Therefore, we must take ultra care while performing our role in the office. Whatever the work we do, or the responsibility assigned to us, we must try to get the complete information about it, and also try to acquire skills needed to perform it. It is obvious that nobody is perfect. Along with many abilities and efficiencies, we have disabilities and deficiencies too. We must, therefore, try to find out our defects and to do away with them. This is of no less significance. In fact, it is the fundamental need if we wish to play our role in the most effective way. One has to prove every time that in the changing socio-economic environment, and under the stress of globalization, I am fully capable of performing my role in the best possible manner. It is because of this that one has to improve oneself constantly to match with the changing situations around.

Learning out comes

1. At the end of this chapter, trainers will be able to analyse their own strengths and weaknesses.
2. Developing strategies how to deal with changing and challenging situations.

SUGGESTIVE QUESTIONS:

- How do you analyse your strength and weaknesses?
- How do you propose to deal with changing challenges and situations?
- Any other thing you want to do?

EFFECTIVE COMMUNICATION SKILLS

Introduction :

Communication is a process intended to invoke an information, action, emotion, methodology, thought to one or more persons with an aid of guidelines.

In brief, an interaction between two or more persons is termed as communication.

Information and communication is imperative to fulfill any action or plan in an effective way.

To establish a dialogue. Dialogue is a very powerful, effective instrument to understand each other and diffuse the differences; it helps smoother exchange of ideas and builds trust between the two. Language is a great blessing to human beings. It is through the language that a person can convey his/ her feelings/ thoughts and opinions to anybody. In exchange, can also understand others'.

Significance of Language :

An appropriate language, used in a better way, can do miracles. Language helps us in understanding each other, can establish coordination in work and finally culminates in success in any work undertaken. Every person should try to establish a dialogue with person s/he comes in contact with. This paves a way for a good cooperation between the two which is very important. On the contrary, an aggressive / arrogant language, a threat to create difficulties, undue insistence on one's own views – spoil every thing : Instead of trust, it builds distrust; instead of compatibility, it creates anomaly and finally spoils the whole thing gross failure in the work undertaken.

How to Talk ?

For effective dialogue, following tips would be useful :

- Speak slowly,
- Speak clearly,
- Speak loudly enough,
- Speak with changing tone, wherever necessary, &
- Give apt illustrations, to bring home the point.

What to bear in mind ?

While holding a dialogue, some other points are also important, e.g. modesty, presence of mind, good /appropriate gestures, candour, balance, coordination, ability to stick to the point, etc.

Conversational Skills :

Conversational skills can be developed through constant practice. Previous experience also helps. One should also be aware of the situation around and the occasion

while selecting right words. One should also be able to convince the listener that an insistence on a point is purely from a constructive/ positive view point. It helps win a person. Insistence on one's own view, as a mere obstinacy, is obviously a vice and does a great damage. Here, the experience one has, and the way in which s/he is brought up play important role.

Advantages of good conversation :

The gains of good conversation are many and include the establishment of friendly / cordial relations; a healthy habit of giving patient hearing to others; tidiness; discipline; punctuality all leading to a quicker completion of a job at hand, and promoting virtues like courtesy, studiousness and a sense of duty.

Exercise: Rumour Clinic:

How to Conduct:

AIM

To illustrate distortions which may occur in transmission of information from an original source through several individuals to a final destination.

Group size:

Unlimited. There should be a minimum of eight participants.

Time Required:

Thirty Minutes.

Materials:

1. Copies of the Rumour Clinic Observation form for process observers.
2. Flipchart paper and a felt-tipped marker.

Physical setting:

1. A meeting room. All observers are seated facing an area where the Rumour Clinic is staged.
2. A separate room in which volunteers can be isolated.
- 3.

Process:

Stage-1

The facilitator asks for six volunteers (the rest of the group remains to act as process observers).

Stage-2

Five of the six volunteers are asked to go into the isolation room. One remains in the meeting room with the facilitator and the observers.

Stage-3

The facilitator distributes Rumour Clinic Observation Forms to the observers, who are to take notes on the proceedings.

Stage-4

The facilitator then reads the 'accident report' on the Observation Form to the single volunteer who is with the observers in the meeting room. The volunteer may not take notes on the report.

Stage-5

The facilitator asks a volunteer in the isolation room to return. The first volunteer repeats the 'accident report' to the volunteer from the isolation room. It is important that the volunteers transmit the message in their own way, without help. After passing the message the volunteer can be given an observation sheet and sits in with the observers to watch the remaining volunteers passing the message.

Stage-6

Another volunteer returns from the isolation room, and the second repeats the 'accident report'. It is important that the volunteers transmit the message in their own way, without help.

Stage-7

The process is repeated until all the volunteers but the last have had the message transmitted to them.

Stage-8

Then the last volunteer returns to the room. This volunteer is told to assume the role of a police-officer. The fifth participant repeats the 'accident report' to the police-officer. Afterwards, the police-officer writes the message on flipchart paper so the group can read it.

Stage-9

The facilitator then posts the original message (previously prepared on flipchart paper) so it can be compared with the police-officer's version.

Stage-10

Observers are asked to report their notes. Volunteers then discuss their experience. The facilitator leads a discussion with the entire group on implications of the Rumour Clinic.

Variations:

1. The succession of messages can be recorded (either audio or video) for replay during the processing.
2. The message can be rewritten to be more pertinent to the particular group.

- The entire group can be used as conveyers of message (no observers are used). Groups of six are formed, and five persons from each group are sent to the remaining participants. One member from each group is brought back into the meeting room at the same time to receive the message. The final members simultaneously write the message for all to see.

Rumour Clinic Observation Form

ACCIDENT REPORT

“I cannot wait to report this accident to the police. I must get to the hospital as soon as possible.

The delivery truck, heading south, was turning right at the junction when the sports car, heading north, was attempting to turn left. When they saw that they were turning into the same lane, they both honked their horns but continued to turn without slowing down. In fact’ the sports car seemed to be accelerating just before the crash.”

Volunteer	Additions	Deletions	Distortions
1			
2			
3			
4			
5			
6 Police-officer			

Learning Out comes:

The Trainer will be able to

- Describe what is communication
- Describe its importance
- Describe tips for effective communication.
- Any other think you wants to do.

SUGGESTIVE QUESTIONS:

- What is the importance of communication?
- How to communicate?
- How to receive communication?
- List the dos and don'ts of effective communication?
- Any other thing you want to do?

RIGHT TO INFORMATION ACT

Introduction

Good governance does not mean political power wrested in a few hands. A country can have good governance only when, even a common man is in a position to successfully oppose the erring government, i.e. the erring government employees. This is what the Father of the Nation the late Mahatma Gandhi had said. The Act of Right to Information is a step forward towards good governance. There is a mistaken belief that India is the only country having this Act. But one must understand that the right to information is just one part of global flow. Sweden is the first country in the world to pass this Act, as long back as 1976. Since then, nearly 57 countries have followed Sweden. Fortunately, we find increasing awareness of this Act in many countries including, of course, India. In India, many states witnessed many agitations, before this law could be passed. At the Centre, the government drafted the law of freedom to get information in 2002. At present, the Act of Right to Information (2005) is in force.

Change in the Role :

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There are many, many laws prevailing in India at present, and their implementation also is being smoothly done. The Act of Right to Information, however, is a very different Act. As far as all the other laws are concerned, the executor of the law is government; people just abide by these laws. But as far as the law of Right to Information is concerned it is just the opposite : Here, the public is the executor and the government has just to act; i.e. the roles of the public and the government are just the opposite. It is, probably, this situation which was a great hurdle in the execution of the law.

The Final Objective :

The results of this crucial law are extremely important : The principal pillar of democracy i.e. the citizens will be stronger. This is the greatest advantage of the law. An honest implementation of the law will keep the government alert, and will, to some extent at least, keep the government employees away from misdeeds. The government at different levels will march towards better, transparent administration. More importantly, people's participation in government administration will increase which will help in strengthening democracy. Another advantage is that, in addition to the normal 'financial', audit, every governmental project / plan will have 'social' audit also. This law will, indirectly though, create fresh employment assisting thus our Endeavour to reduce poverty.

The Reason Behind the Law

Every law does have a specific background. The law of Right to Information is, of course, no exception. Because of the astonishing growth of the Information Technology

(IT) Sector, any yes, any information is available almost instantly. The logical question which follows is why not then the governmental information ? This, too, should be available to anybody – yes, again to anybody. This will lead to the beginning of an ‘era of information’. This is the reason behind this law. To enable the people to reach to the government records, to make the governmental administration transparent and answerable to the people are other reasons. The law would also help imbibe the spirit of brotherhood in the people. It would also make them aware that economic resources are scarce and their utility is very precious.

Information About the Law :

Every Indian citizen has an exclusive right to demand an information. No religion, cast, sex, province, cult will be a bar. It must, however, be remembered that, despite this, some government machineries have been, partially, kept outside the purview of the Law : e.g. [RAW], Border Security Force [BSF], [CRPF], etc. on security grounds, of course, if any complaint is registered regarding corruption or violation of human rights, even these machineries are not spared i.e. information relating to such charges has to be supplied to the applicant.

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Exceptions :

However, the Law excludes some information from its purview. For example, any information which is likely to harm the sovereignty, unity or security of the nation, cannot be sought under this law. Any information harming military/ scientific / economic interest of the country also cannot be sought. Again, if any information is expected to lead to an occurrence of crime, such information can be withheld by the government. Also, an information banned by a court, or, is likely to result in the contempt of the court can be withheld. The law also spares the information which violates the special rights of parliament / assembly. Commercial secrets, professional secrecies, intellectual properties and information likely to put harm to one’s competitiveness are other examples. Similarly, any information provided by a foreign country to our country with trust and confidentiality is also unshakable. Again, if a piece of information which is likely to harm a person’s life, or his/her physical security, is also excluded. Other information which is excluded from the purview of the law is :

1. Information harming an investigation process;
2. Documents in the custody of a ministry;
3. Information harming the ownership rights of a person;
4. Personal information which has no concern whatsoever with a public act / public interest.

Right To Information : It means :

1. The right to reach up to the source of information;

2. The right to inspect the work, documents, records;
3. The right to take notes of / to have true copies of records / summaries / documents.
4. The right to take standardized samples of information.
5. The right to obtain information in the form of floppy tapes/ video cassettes/ computer notes, etc.

System of the Office :

Almost every office / administrative department has a public relations officer (PRO). It is expected that he helps any citizen seeking any information. If need be, he can take the assistance of other officers / employees in the office to provide such information and in the overall discharge of his duties. Any 'other' officer, so assisting, becomes the 'PRO' as far as that matter is concerned. If the applicant is not satisfied with the decision of the PRO, s/he has a freedom/ right to go into an appeal. The appeal can be made at two different levels, and at two different times : The first of such an appeal can be made to the appellate officer who is supposed to be a senior officer of the same office. If the applicant is not satisfied with the decision of this officer also, s/he has the right to lodge a second appeal, now with Information Commission. [The decision of the Commission is final and binding on the applicant].

Self-announced Information :

For getting an information, an applicant tenders an application. But this is only one way of getting a required information. Another way is 'self-announced information' : Every public authority is expected to publish information about itself i.e. about its working. In fact, it is mandatory. It covers complete information about the institution including its functions, duties and responsibilities of its employees / officers, the decision making process of the institution, its superintendence, the standards of responsibilities, rules / regulations of the office, records, notification, information about employees/ officers, their wages / salaries, perquisites given to them, the budget of the office, the details of expenditure incurred, etc. etc. Such information has to be furnished in 17 samples; and is to be published in the local language, easily reachable to the people and in minimum expenditure. It is also expected that this published information is available with the concerned PRO also.

After the Acceptance of an Application :

As per the provisions of the law, an application has to be tendered in a written form. (oral requests are not entertained). The application has to be in English/ Hindi/ local language along with a fee of Rs.10/-. Needless to say, the application must contain the exact mention of the required information. It is possible that an applicant is totally illiterate unable to read / write. The Information Officer is expected to help such applicant. The application does not require any personal information of the applicant, or the reason for demanding the information.

The To-do's After the Receipt of an Application :

As per the provisions of the Law, it is mandatory to take a decision on the application within 30 days of the receipt of the application i.e. whether to provide the information sought, or not to provide. A failure to do so is akin to a denial to provide the relevant information. If it is decided that the relevant information is not to be provided, the reason behind this denial has to be communicated to the applicant. If any additional fee is required, this is to be informed to the applicant by post. The applicant is also to be informed, in detail, about the appeal, if s/he wants to go in for an appeal.

Appeal :

If an applicant desires to file an appeal with the first appellate authority, s/he can do so within 30 days. If the verdict of the first appellate authority is to be challenged, the applicant can file an appeal with the Information Commission within 90 days with a fee of Rs. 20/-.

Fine :

If a government employee refuses to accept an application, crosses the stipulated time-limit, destroys the relevant information or provides wrong, incomplete and misleading information, s/he is liable to be fined. The fine amount is Rs.250/- per day and a maximum of Rs.25,000/-. Of course, only the Information Commission has the right to charge the fine. The Commission can also recommend a departmental inquiry against the erring employee. Needless to say, the concerned employee is given adequate time and opportunity to plead himself/ herself.

Learning Out comes: After reading this chapter, you will be able to:

1. Describe provisions under Right To Information.
2. Describe the procedure to be followed under this Act.
3. Apply the concept of Right to Information in their day to day work.

Suggestive Questions:

1. Describe the salient features of Right to Information Act?
2. List the Information which can be obtained as per the provisions of this Act?
3. Describe the procedure to be followed for giving information as per this Act?
Any other thing you want to do?

CO-OPERATION, CO-ORDINATION & TEAM BUILDING

Introduction:

People be have some time selfishly, they are pre occupied with their own problems and performance. They do not recognise. How and why they can help fellow members to succeed and solve problems. They are frustrated when the goals and objectives are not achieved.

Co-operation, Co-ordination and team working is a powerful force which can be used constructively to achieve . Individual and organizational needs, aspirations and success.

Exercise

BROKEN SQUARES: NON-VERBAL PROBLEM-SOLVING

Goals

- I. To analyse some aspects of co-operation in solving group problem.
- II. To enable participants to identify behaviours which may help or hinder the solving of a group problem.

Group Size

Any number of groups of six. There are five participants and an observer in each group.

Time Required

Approximately 45 minutes.

Materials

- I. A set of broken squares (prepared according to directions following) for each group of participants.
- II. One copy for each group of the Broken Squares Group Instruction sheet.
- III. One copy for each observer of the Broken Squares Observer Instruction Sheet.

Physical Setting

A table that will seat five participants is needed for each group. Tables should be spaced far enough apart so that no group can see the puzzle-solving results of other groups.

Process

- I. The trainer can begin with a discussion of the meaning of co-operation; this should lead to hypotheses about what is essential to successful group co-operation in problems-solving. The trainer tells the groups they will conduct an experiment to test these hypotheses. Points such as the following are likely to emerge.

1. Each individual should understand the total problem
 2. Each individual should understand that they can contribute towards solving the total problem.
 3. Each individual should be aware of the potential contributions of other individuals.
 4. There is a need to recognize the problems of other individuals in order to aid them in making their maximum contribution.
 5. Groups that pay attention to their own problem-solving processes are likely to be more effective than groups that do not.
- II. The trainer forms groups of six with five participants plus the observer. The observers are each given a copy of the Broken Squares Observer Instruction Sheet. The trainer then asks each group to distribute among its members the sets of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.
- III. The trainer reads the Broken Squares Group Instruction Sheet to all the groups, calling for questions or questioning groups about their understanding of the instructions.
- IV. The groups are then told to begin work. It is important that the trainer monitors groups during the exercise to check that observers are enforcing the rules established in the instructions.
- V. When all groups have completed the task, the trainer leads a discussion on the experience. Observers are asked to report on what they saw during the exercise, based on the observation sheet.

The following learning points may emerge from the discussion:

- ★ Some team members lose sight of the total problem and see it in terms of an individual task.
- ★ Some individuals can behave selfishly; they are pre-occupied with their own performance.
- ★ Team members don't recognize how they can help other team members to succeed.
- ★ Frustration is created when progress is not being made in achieving the task.
- ★ Frustration can lead to attempts to break the rules.
- ★ Some team members may just give up.
- ★ The motives for giving pieces away may be interpreted as help in achieving the task or withdrawing from the task.
- ★ Team members need to stay involved with the progress of all team members if they are to identify and take opportunities to help

- ★ Some team members try to dominate even without talking.
- ★ Competition is a powerful force which can be used constructively to achieve group success or destructively for personal motives.
- ★ Lack of effective communication is a major barrier to success. If the teams were able to communicate the task would become easier.
- ★ Non-verbal communication can be observed as being very powerful.
- ★ Teams may develop a strategy for passing pieces between members.

When leading the discussion the trainer should be careful to ask questions based on the behaviours observed. The group should be led to draw their own conclusions about the learning points. The trainer must resist telling the group what they have learned as there is a risk that they will reject the learning and feel manipulated.

The trainer may say 'I noticed that Jean made a square and then seemed to lose interest. What happened and how did other team members feel?'

The discussion should end with the trainer encouraging the groups to relate this experience to their "back-home" situations.

Variations:

- I. When one member makes a square and fails to co-operate with the remaining members, the other four can be formed into two-person subgroups to make squares of the leftover pieces. They discuss their results, and the exercise is resumed.
- II. The five-person teams can be given advice by the trainer, the observer or by one appointed member of the team. This may be best from a person who has done the exercise before.

The advice may be limited to reminding the group of the task and the options they have to help other team members. It can extend into suggesting that a team member needs to break their square for the team to succeed: confirming the size of the square required: that all the pieces of card must be used.

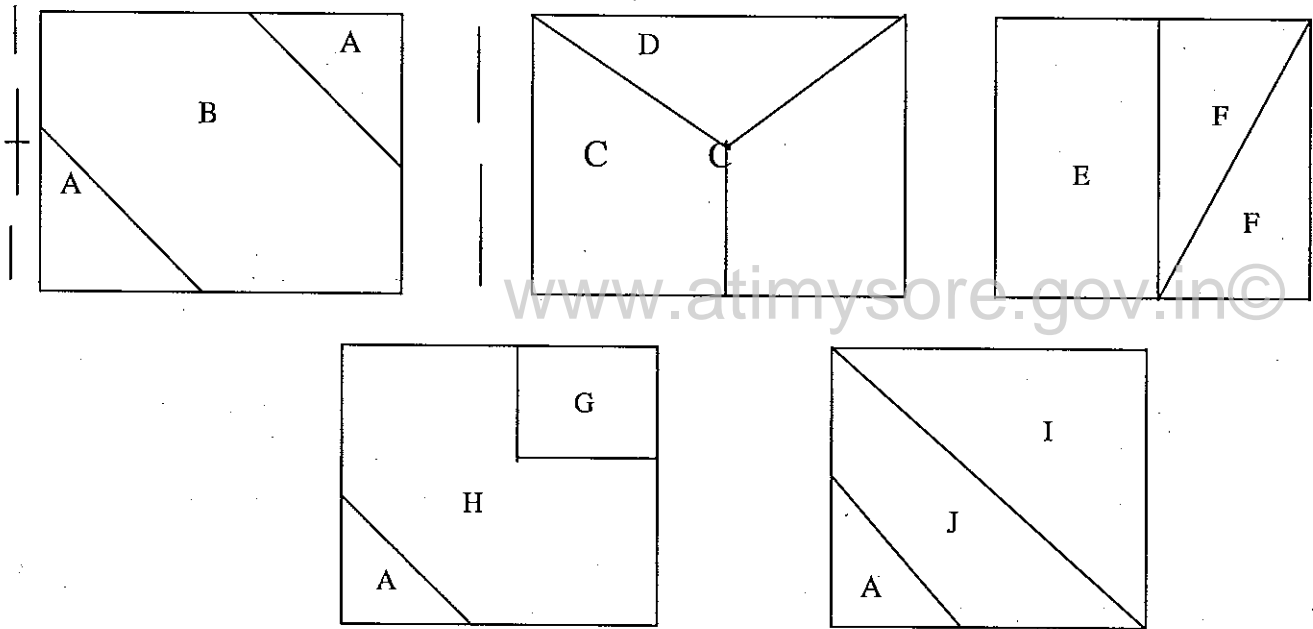
- II. The five-person t
- III. Ten-person teams can be formed, with two duplicate sets of five squares each distributed among them. Teams of six to nine persons can be formed; in this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary.
- IV. An intergroup competition can be established, with appropriate recognition to the group that solves the problem first.
- V. Members may be permitted to talk during the problem-solving, or one member may be given permission to speak.

VI. Members may be permitted to write messages to each other during the problem-solving.

DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" X 6" (150mm X 150mm). Place the squares in a row and mark them as below, pencilling the letters lightly so they can be erased.



The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" X 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4 and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different colour of cardboard.

BROKEN SQUARE OBSERVER INSTRUCTION SHEET

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.
2. Participants may give pieces directly to other participants but may not take pieces from other members.
3. Participants may not place their pieces into the centre for others to take.
4. It is permissible for members to give away all their pieces of the puzzle, even if they have already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish "their" puzzle and then withdraw from the group problem-solving?
3. Is there anyone who continually struggles with their pieces, yet is unwilling to give any or all of them away?
4. Who is actively engaged in putting the pieces together during the exercise?
5. Who is taking an active interest in how other team members are progressing?
6. What is the level of frustration and anxiety?
7. Is there any turning point at which the group begins to co-operate effectively and how did it develop?
8. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope which contains pieces of cardboard for forming squares. When the trainer gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be complete until every individual has before them a perfect square of the same size as those in front of the other group members. Specific limitations are imposed upon your group during this exercise.

1. No member may speak.
2. No member may ask another member for a piece or in any way signal that another person is to pass a piece. (Members may voluntarily give pieces to other members).

Learning Out Come:

1. Importance of co-operation, co-ordination and working in Team.
2. How Co-operation, co-ordination & working of Team.
3. Working in teams helps in solving problems.

SUGGESTIVE QUESTIONS:

1. Why should people work in team.
2. What are the consequences of non co-operation, non coordination, working individually instead in team.
3. What are the benefits of cooperation, coordination and working in teams.
4. Any other thing you want to do?

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TIME MANAGEMENT

There is a saying that 'Time is gold'. But time is more than the value of gold. The lost can be bought with money, but not the precious time.

Development of a person depends upon, how he spends his second, hour and day. We term it as time management.

Work and toil turns to money

Study enhances knowledge

Exercise builds the body in health

Remaining inactive leads to unproductive time

Objective:

The trainees will be able to:

- List the skill of performing the day's work on priority and urgent basis.
- To manage time, so as to reap the benefits such as utilizing the time with extraordinary interest, self improvement and development of the establishment.
- To explain the ways of utilizing the surplus time in a creative way.

Exercise-1:

Material Required:

Content Sheet and pen

Methodology:

Each trainee should do separately

Stage-1: content sheet should be distributed to each trainee

Stage-2: Filling up the content sheet should be explained.

Stage-3: Each trainee should be given 15 minutes time to fill the content sheet.

Stage-4: At least 20 trainees should be asked that how many years (year and months) has they spent on sleep and official work. It must be checked from their date of birth to their present age.

Sl. No.	Action performed	Time spent		Life time
		One day	One year	
1.	Sleep			
2.	Official work			
3.	Domestic work			
4.	Food, water			
5.	Education, family Social commitment			
6.	Health problem Hospital, travel			
7.	Day's activities bath, natural ordeals, design hair cutting etc.,			
8.	Waiting			
9.	Rest time & recreation			
10.	Miscellaneous programs			

After filling up the form duly, the trainees should compute from it, that in to how many years they would have spent and on what events it was spent.

After determining their average age as 70 years and from it their present age should be deducted. A scheme of plan, that how they would spend their remaining years should be made out. For that a separate column should be aligned under the caption "spending time hereafter".

Know thy self:

From this exercise, every trainee could assess the time spent by him in their life time, as resourceful or not.

Exercise-2:

Objective:

Every trainee will be able to:

- State time wasting situations during official work
- Explain the ways of managing the time in an effective

33		73				78	
	85		89	82			
		37			74		50
41	1	81	61	42		14	
29	25			2			
65		21	93		66	86	
	53				54		30
5		45	69	22		38	70
						6	
					10		
57	13	77		46	94		
			49			90	34
17		97			58	26	
		9		62			
					98		18
			3				
75	15			4			
	67			32	76	48	
		47					
31						8	
	27						
		95	7				
35				28		52	
	23						
		51			56		
	11	91		44			
43						12	64
		71		36			
59					16		
	19		63				
		55		84	24	96	72
99							60
	87				80		
39					92		
		79		20			40
						68	
				100	88		
	83						

Exercise:

Brainstorming (Each trainee should put forth one idea)

Reasons lead to time wasting in office:

- Improper / unplanned action
- Procrastination
- Lack of division of labour

- Expecting wholesome perfection and urge to do so.
- Official meetings
- Telephonic calls
- Visitors
- Higher ups
- Half leaked information
- Loss of memory
- Unproductive talk, debates
- Unexpected intervention / interception by others
- Lack of interest to develop new skills.

Learning out comes:

1. List of skill of performing the day's work on priority and urgent basis.
2. To manage time, so as to reap the benefits such as utilizing the time with extraordinary interest, self improvement and development of the establishment.
3. To explain the ways of utilizing the surplus time in a creative way.

SUGGESTIVE QUESTIONS:

1. How do you manage time?
2. How to use time in a creative way?
3. How to utilize official time in optimum?
4. Any other thing you want to do?

PUBLIC RELATIONS

Introduction:

Now a day's Government servants ought to combat many challenges ahead of them. The advent of RTI (Right To Information Act) Act has enhanced the awareness among general public to know their rights. Even Media play a major role in magnifying a minute things into a major issue. Hence Government servants had to exercise a greater caution in dealing with public welfare duties.

If the relations between the local self government institutions, Panchayat Raj, the administrative machinery of central and state governments on one hand, and the subject (i.e. people) living in rural / urban / cosmopolitan regions on the other hand, are complementary to each other, it is easier to deliver the benefits of various governmental welfare programmes to the economically backward sections of the society. The officers, regional employees and servants working within the offices need to maintain constant public relations. In fact, an effective public relations system is the sine qua non for strengthening 'people-oriented' administration.

To meet people's daily needs, to provide them the educational and health amenities and to raise the living levels of people residing in remote regions – are some areas where governmental administration has ambitious programmes to implement. Though the government tries its best, sometimes, some such programmes fail to deliver.

What's the reason ?

Though such programmes are meant for people's welfare, their participation is strangely missing. But why people do not participate ? Because most of them are unaware. Again, why are they unaware ? Because nobody goes to tell them about such programmes. It is exactly here that the public relations play a vital role. Government Officers and employees are the ambassadors of the government. Their efficiency, their skills and innovative ideas can win people's minds, and then, their wholehearted / soulful participation will automatically flow in. We must understand that people even those who otherwise look simple and innocent are now increasingly becoming aware, not only of their own needs, but of the duties of the government employees also. Increasing literacy and improved communication systems generate aspirations in their minds. Fortunately, we notice an increasing concord between people and the government employees. This is to be strengthened and the effective public relations system can achieve this.

Objectives of Public Relations :

Public relations is an extremely powerful / effective instrument which has a variety of objectives :

- To generate a favourable public opinion which would be useful in the effective implementation of various administrative services and the welfare programmes of the government.
- To provide adequate information of various governmental services to the public.
- To assure the public of the efficacy of governmental administrative machinery.
- To create and maintain the feeling of affection regarding governmental administration.
- To ensure public support to governmental administration.
- To strengthen the existing coordination between the government [which conducts the development programmes at various levels] on one hand, and the people [who are willing to support the government] on the other, etc.

Public Relations Officer [PRO] :

Every government office has an independent section of public relations. The Public Relations Officer (PRO) is in charge of this section. The section provides information to the visitor regarding the work undertaken by the office, the section or departmentwise distribution of the work, etc. In fact, the PRO is a crucial link between the visitor and the office. He possesses entire relevant information including the intercom numbers, officers with their names & designations, primary information of the office-work, administrative powers of different officers, area/ range covered by the office, the economic/ financial constraints – etc. etc. If the visitor gets the primary information just on his/her entry into the office, he has great psychological satisfaction. In addition, PRO's guidance saves the time of the visitor in completing his work. It is needless to say that a PRO must have an upto date knowledge of the entire functioning of the office he works in. The Public Relations Office is a 'single window' providing the entire basic / primary information. It helps the visitor in deciding the direction in which he/she should proceed; and this is very crucial from the visitor's point of view. It increases the pace of the work and saves time too all finally resulting in the greater output per employee.

Help Desk:

The need of every office is expected to establish an help desk in his office. Such desk provides all the primary details of the entire work undertaken by the office.

Ideally, every office should have a PRO. But some offices are too small to have one. In a situation like this, a particular officer / employee is given an additional charge of PRO. One thing is to be borne in mind very carefully : To meet the challenges thrown by the changing times, every office will have to make suitable changes in the style of its functioning; and the most crucial change is PRO. In the absence of a special PRO, every employee in an office should play an additional role of a PRO even if the visitor has no specific work related to his table; and for this, every employee should know at least the

overall functioning of the office; e.g., the various schemes run by the office, its administrative officers, the financial aspects etc. etc. Personal Relations Office is the gateway of knowing and understanding the office. Therefore, while establishing personal relations, virtues like courtesy, affection, modesty, regard / respect for the visitors, etc. are expected. It's humanity that creates a cordial environment diffusing the tensions which are generally associated with any governmental work. 'Personal Relations' is a very wide / broad concept which covers all this.

- Suggestion Box
- Parents Meeting
- Community Meeting
- Help Desk
- RTI
- Citizen Charter

Are some of the best practices introduced in Karnataka for redressal of public grievances.

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Exercise:

Role play: Time : 20 minutes

Objective:

To understand the feelings and expectations of the people, representatives of the people and different classes or to understand their feelings as well as to know our image in the society.

How to Conduct:

Slips in the names of

- a) Member of the Parliament.
- b) Member of Legislative Council
- c) Member of Legislative Assembly
- d) Social Welfare Department, Deputy Director
- e) Social Welfare Department, Assistant Director
- f) Hostel Superintendent / Warden
- g) Hostel Cooks

Process :

Seven trainees are to be selected to perform these roles. They should be asked to express their opinions and their expectations about Hostels.

After the role play trainers should explain objectives and guide them.

Learning Out comes:

- To take measures to have effective public relations.
- To state the objective of public relations.
- To state measures taken by Government for effective Public Relations.

SUGGESTIVE QUESTIONS:

1. What is Public Relations?
2. Why it is important?
3. Measure taken by Government creation of effective Public Relations?
4. Any other thing you want to do?

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ACTION PLAN

Introduction:

Action plan is a powerful tool to ensure transfer learning from the training situation to the field situation. It helps the trainees to put use the knowledge and skill acquired during training. It ensures that the training is not for the sake of training because practical ground realities hurdles will be discussed in preparation of action plan. If the copy of the action plan is forwarded to Head of the Departments it will help to put same into practice there by achieving organization goal. It adds professional discipline in trainers, trainees, training Institute and client-organisations.

How to administer:

Specimen format of Action Plan is given below.

INDIVIDUAL ACTION PLAN (IAP) FORMAT

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NAME:

e-mail:

Improvement Areas / Objectives	Activities to be undertaken	Approving line manager Resources required	Expected outcomes	Completion Date	Additional Remarks.

Instruction for filling up:

- Look at areas linked up directly to your training.
- Make IAP practical and doable.
- Make IAP for immediate work say 3 to 6 months

Action Planning Worksheet Format

Goal:

Strategy :

Enabling

Strategy:

Instruction for filling up

- Look at areas linked up directly to your training.
- Make IAP practical and doable.
- Make IAP for immediate work say 3 to 6 months.

Partners in change (Who needs to change?)	What changes are you asking for?	What challenges might your face?	Who can influence your partners in change?	Resources (What resources do you have?)	What practices and policies will help?	Next Steps	What do you need to know?

Action Plan

Who should be responsible
For seeing to it that the goal
Is achieved?

Who else needs to work
On the planning team?

What currently is being
obstacles would to
Done address the goal?
the goal?

Action	Time Frame for each Action

What information is needed

What

To Achieve the goal

prevent realization of

The trainers has administer this to trainees. Individually to fill up. After words should be discussed in open class regarding hurdles and suggest solutions to overcome.

Learning Out come:

1. Prepare action plan
2. Implement the action plan in their work situations.
3. Transfer their learning “off the Job” to “ on the Job”

SUGGESTIVE QUESTIONS:

1. What is Action Plan?
2. What are the uses of Action plan?
3. Develop Action Plan?
4. Any other thing you want to do?

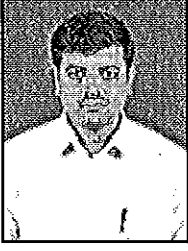
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Part - II

Case Studies



ಇಂದ,

ಶ್ರೀ. ಶ್ರೀಕಾಂತ್ ಈಶ್ವರ ದೇವಲತ್ತಿ,
ಮೇಲ್ವಿಚಾರಕರು,
ಬಿ.ಸಿ.ಎಂ. ಮೆಟ್ರಿಕ್ ಪೂರ್ವ ಬಾಲಕರ ವಿದ್ಯಾರ್ಥಿನಿಲಯ,
ಖಾನಾಪುರ, ಬೆಳಗಾವಿ ಜಿಲ್ಲೆ.
ದಿನಾಂಕ: 10.04.2010

ಗೆ,
ಶ್ರೀಮತಿ ಅಂಜು ಡಿ.ಎನ್. ಸಿಂಗ್,
ತರಬೇತಿ ಸಲಹೆಗಾರರು,
ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆ,
ಲಲಿತ್‌ಮಹಲ್ ರಸ್ತೆ,
ಮೈಸೂರು.
ಮಾನ್ಯರೆ,

ವಿಷಯ : ಬಿ.ಸಿ.ಎಂ. ಮೆಟ್ರಿಕ್ ಪೂರ್ವ ಬಾಲಕರ ವಿದ್ಯಾರ್ಥಿನಿಲಯ ಖಾನಾಪುರ, ತಾ|| ಖಾನಾಪುರ,
ಜಿಲ್ಲೆ, ಬೆಳಗಾವಿ ಇವರ ಉತ್ತಮ ಸುಧಾರಣಾ ವಿವರಣೆ ಕುರಿತು.

ಬಿ.ಸಿ.ಎಂ. ಮೆಟ್ರಿಕ್ ಪೂರ್ವ ಬಾಲಕರ ವಿದ್ಯಾರ್ಥಿನಿಲಯ ಖಾನಾಪುರ ತಾ|| ಖಾನಾಪುರ, ಜಿಲ್ಲೆ ಬೆಳಗಾವಿ ಇವರ ಉತ್ತಮ ಸುಧಾರಣಾ ವಿವರಣೆ ಪಡೆಯುತ್ತಿರುವ ಶ್ರೀಮತಿ ಅಂಜು ಡಿ.ಎನ್. ಸಿಂಗ್ ತರಬೇತಿ ಸಲಹೆಗಾರರು, ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆ, ಲಲಿತ್‌ಮಹಲ್ ರಸ್ತೆ, ಮೈಸೂರು ಇವರಿಗೆ ನಮ್ಮ ಇಲಾಖೆಯ ತಾಲ್ಲೂಕು ಹಾಗೂ ಜಿಲ್ಲೆಯ ಪರವಾಗಿ ತುಂಬಾ ಹರ್ಷದಾಯಕ ಅಭಿನಂದನೆಗಳು.

ವೈಯಕ್ತಿಕ ಉತ್ಸಾಹ ದಾನಿಗಳಿಂದ ಹಾಗೂ ಇಲಾಖಾ ಸಹಕಾರದಿಂದ ಅಭಿವೃದ್ಧಿ ಹೊಂದುತ್ತಿರುವ ಬಿ.ಸಿ.ಎಂ. ಮೆಟ್ರಿಕ್ ಪೂರ್ವ ಬಾಲಕರ ವಿದ್ಯಾರ್ಥಿನಿಲಯ ಖಾನಾಪುರ ತಾ|| ಖಾನಾಪುರ ಇದನ್ನು ಕಟ್ಟಡದ ನಿರ್ಮಾಣದ ಹಂತದಿಂದ ತಿಳಿದುಕೊಳ್ಳುವುದು ಸೂಕ್ತವೆನಿಸುತ್ತದೆ.

1993ನೇ ಇಸವಿಯಲ್ಲಿ ಆಗಿನ ಹಿಂದುಳಿದ ವರ್ಗಗಳ ಹಾಗೂ ಅಲ್ಪ ಸಂಖ್ಯಾತರ ಇಲಾಖೆ ಜಿಲ್ಲಾ ಅಧಿಕಾರಿಗಳು, ಈಗಿನ ಶ್ರೀ. ಎಂ. ರಾಮಯ್ಯ, ಜಂಟಿ ನಿರ್ದೇಶಕರು, (ವಸತಿ ನಿಲಯ) ಹಿಂ.ವ.ಕ. ಇಲಾಖೆ ಬೆಂಗಳೂರು. ಇವರ ಉತ್ಸಾಹದ ಮೇರೆಗೆ ಈ ಕಟ್ಟಡ ನಿರ್ಮಾಣಗೊಂಡಿತು. ಅಂತಹ ಸಂದರ್ಭದಲ್ಲಿ ಅವರು ನಿಲಯದ ಆವರಣದಲ್ಲಿ ತೆಂಗಿನ ಮರ ನೆಟ್ಟಿದ್ದರು. ಆದು ಈಗ ಫಲನೀಡುತ್ತಿದೆ. ಕಟ್ಟಡ ನಿರ್ಮಾಣವಾಗುವ ಸಂದರ್ಭದಲ್ಲಿ ನಿಲಯ ಮೇಲ್ವಿಚಾರಕರಾಗಿ ಶ್ರೀ. ಎನ್.ಎಸ್. ಹಲಗೇಕರ ಹಾಗೂ ಹಿಂದುಳಿದ ವರ್ಗಗಳ ಪರಿವೀಕ್ಷಕರಾಗಿ ಶ್ರೀ. ಎಸ್.ಬಿ. ದುಗ್ಗಣಿಯವರು ಕಾರ್ಯನಿರ್ವಹಿಸಿ ನಿಲಯದ ಸುಭದ್ರ ಅಡಿಪಾಯಕ್ಕೆ ಕಾರಣರಾಗಿದ್ದಾರೆ ನಿಲಯದ ಕಟ್ಟಡದ ನಿರ್ಮಾಣದ ಬಳಿಕ ಅನೇಕ ಗಣ್ಯರು ನಿಲಯದ ಆವರಣದಲ್ಲಿ ಸಸಿಗಳನ್ನು ನೆಟ್ಟಿದ್ದರು ಅವುಗಳೆಲ್ಲವೂ ಫಲನೀಡುತ್ತಿವೆ. ಅವರು ಮಾಡಿದ ಕಾರ್ಯವನ್ನು ಈ ಕೆಳಗಿನಂತೆ ವಿವರಿಸಲಾಗಿದೆ.

- ಶ್ರೀ. ಎಸ್.ಕೆ. ಹಾಜರಾ, ಭಾ.ಆ.ಸೇ. ವಿಭಾಗಾಧಿಕಾರಿಗಳು ಬೆಳಗಾವಿ ಇವರು ಹಲಸಿನ ಮರವನ್ನು ನೆಟ್ಟಿದ್ದಾರೆ.
- ಶ್ರೀ. ಕೆ. ನಾರಾಯಣ ಭಾ.ಆ.ಸೇ. ನಿರ್ದೇಶಕರು, ಹಿಂದುಳಿದ ವರ್ಗಗಳ ಹಾಗೂ ಅಲ್ಪ ಸಂಖ್ಯಾತರ ಇಲಾಖೆ ಬೆಂಗಳೂರು ಇವರು ತೆಂಗಿನ ಮರ ನೆಟ್ಟಿದ್ದಾರೆ.
- ಶ್ರೀ. ಜ್ಯೋತಿ ರಾಮಅಂಗಮ್ ಭಾ.ಆ.ಸೇ. ಜಿಲ್ಲಾಧಿಕಾರಿಗಳು, ಬೆಳಗಾವಿ ಇವರು ಹಲಸಿನ ಮರ ನೆಟ್ಟಿದ್ದಾರೆ.
- ಶ್ರೀ. ಲಕ್ಷ್ಮೀನಾರಾಯಣ ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಾಹಕ ಅಧಿಕಾರಿಗಳು, ಜಿಲ್ಲಾ ಪಂಚಾಯತ್ ಬೆಳಗಾವಿ ಇವರು ತೆಂಗಿನ ಮರ ನೆಟ್ಟಿದ್ದಾರೆ.

ಶ್ರೀ. ಪದ್ಮರಾಜ ದಂಡಾಪಾಣಿ ಪ್ರಜಾವಾಣಿ ಸಂಪಾದಕರು ಇವರು ತೆಂಗಿನ ಮರ ನೆಟ್ಟಿದ್ದಾರೆ.

ಇನ್ನೂ ಅನೇಕ ಗಣ್ಯರು ನೆಟ್ಟಿರುವ ಸಸಿಗಳು ಈಗ ಬೆಳೆದು ದೊಡ್ಡದಾಗಿ ಫಲ ನೀಡುತ್ತಿರುವುದಕ್ಕೆ ಸಂತೋಷ ಹಾಗೂ ಅಭಿನಂದನೆಗಳು.

ಈಗ ಪ್ರಸ್ತುತ ವಿಷಯಕ್ಕೆ ನಾವು ಬಂದಾಗ ನಾನು ಸದರೀ ನಿಲಯಕ್ಕೆ ಹಾಜರಾದ ಮೇಲೆ ಹಿಂದುಳಿದ ವರ್ಗಗಳ ಹಾಗೂ ಅಲ್ಪ ಸಂಖ್ಯಾತರ ಕಲ್ಯಾಣ ಇಲಾಖೆ ಬೆಳಗಾವಿ ಜಿಲ್ಲಾ ಆಧಿಕಾರಿಗಳಾದ ಶ್ರೀ. ಅರವಿಂದ ಎನ್. ಪ್ರಭಾರರವರು ಈಗಿನ ಹಿಂದುಳಿದ ವರ್ಗಗಳ ಕಲ್ಯಾಣ ಇಲಾಖೆಯ ಉಪ ನಿರ್ದೇಶಕರು ಬೆಂಗಳೂರು ಇವರ ಪ್ರೋತ್ಸಾಹದ ಮೇರೆಗೆ ಇಲಾಖಾ ಹಾಗೂ ಇನ್ನುಳಿದ ಮೂಲಗಳಿಂದ ನಿಲಯದ ಸರ್ವಾಂಗೀಣ ಅಭಿವೃದ್ಧಿ ಮಾಡಬೇಕೆಂದು ಅಚಲ ವಿಶ್ವಾಸ ಹಾಗೂ ಉತ್ಸಾಹ ಫಲ ನನ್ನಲ್ಲಿ ಮೂಡಿತು. ಇದರಿಂದ ಇಲಾಖಾ ಉದ್ದೇಶಗಳನ್ನು ಈಡೇರಿಸುವುದರೊಂದಿಗೆ ಹಿಂದುಳಿದ ವರ್ಗಗಳ, ಅಲ್ಪ ಸಂಖ್ಯಾತರ, ಪರಿಶಿಷ್ಟ ಜಾತಿ, ಹಾಗೂ ಪರಿಶಿಷ್ಟ ವರ್ಗಗಳ ನಿಲಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಅಭಿವೃದ್ಧಿಯಾಗಬೇಕು ಹಾಗೂ ನಿಲಯ ಒಂದು ಒಳ್ಳೆಯ ಆಶ್ರಮ ರೀತಿಯಲ್ಲಿ ಬೆಳೆಯಬೇಕೆಂಬ ಹುಮ್ಮಸ್ಸಿನಿಂದ ಅನೇಕ ಉತ್ಸಾಹಿ ದಾನಿಗಳತ್ತ ನನ್ನ ಗಮನ ಹರಿಸಿದೆ.

ಈ ಸಂದರ್ಭದಲ್ಲಿ ನಾನು ಪಟ್ಟಣದ ಅನೇಕ ಗಣ್ಯರಲ್ಲಿಗೆ ಹೋಗಿ ನಿಲಯದ ಹಾಗೂ ನಿಲಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ, ದೈಹಿಕ, ಮಾನಸಿಕ ಶಿಸ್ತು ಮುಂತಾದ ವಿಷಯಗಳ ಕುರಿತು ಮನವರಿಕೆ ಮಾಡಿ ಸಹಾಯ ಹಾಗೂ ಸಹಕಾರ ಕೇಳದೆ ಸುಧೀರ್ಘ ಚರ್ಚೆಯಿಂದ ಉತ್ಸಾಹಗೊಂಡ ಅನೇಕ ಗಣ್ಯರು ಸ್ವಸಂತೋಷದಿಂದ ಈ ಕೆಳಕಂಡಂತೆ ದಾನ ಮಾಡಿದರು.

1. ಮಾನ್ಯ ಶಾಸಕರು, ಶ್ರೀ. ಪ್ರಹ್ಲಾದ್ ರೇಮಾಣಿ, ಖಾನಾಪುರ ಮತ ಕ್ಷೇತ್ರ ಇವರಿಂದ ಎರಡು ಲಾರಿ ಉಸಕನ್ನು ನಿಲಯದ ಉದ್ಯಾನವನ ಹಾಗೂ ಇನ್ನಿತರ ಕೆಲಸಗಳಿಗಾಗಿ ಪಡೆಯಲಾಗಿದೆ.
2. ಶ್ರೀ. ಶಶಿಧರ ಎಸ್. ಸೋನೊಳ್ಳೆ ಗಣ್ಯರು ಖಾನಾಪುರ ಇವರಿಂದ ಗಾರ್ಡನ್ ನಿರ್ಮಿಸಲು ಹಾಗೂ ನೀರಿನ ಟ್ಯಾಂಕ್ ನಿರ್ಮಿಸಲು ಒಂದು ಲಾರಿ ಇಟ್ಟಿಗೆ ಪಡೆಯಲಾಗಿದೆ.
3. ಪಟ್ಟಣ ಪಂಚಾಯತ್ ಖಾನಾಪುರ ಇದರ ಅಧ್ಯಕ್ಷರು ಹಾಗೂ ಸದಸ್ಯರಿಂದ ನಿಲಯಾರ್ಥಿಗಳ ಬಿಸಿನೀರಿನ ಸ್ನಾನಕ್ಕಾಗಿ ಸೋಲಾರ್ ಹೀಟರ್‌ವಾಟರ್‌ನ್ನು ಪಡೆಯಲಾಗಿದೆ.
4. ತಾಲ್ಲೂಕು ಪಂಚಾಯ್ತು ಖಾನಾಪುರ ಇದರ ಕಾರ್ಯನಿರ್ವಾಹಕ ಅಧಿಕಾರಿಗಳಾಗಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸಿದ ಶ್ರೀ. ಸಿ.ಬಿ ಅಂಗಡಿಯವರಿಂದ ಒಂದು ಕಂಪ್ಯೂಟರ್ ಪ್ರಿಂಟರ್ ಹಾಗೂ ಒಳ್ಳೆಯ ಗಣಮಟ್ಟದ ವಾಲ್ ಕ್ಲಾಕ್, ಶ್ರೀ. ಹೆಚ್.ಕೆ. ವೆಂಟಗೋಡಿ, ಇವರಿಂದ ಆಫೀಸ್ ಖರ್ಚುಗಳು, ಲೈಬ್ರರಿ ಕಟ್ಟಿಗೆ ಕಪಾಟ ಹಾಗೂ ಲೈಬ್ರರಿ ಪುಸ್ತಕಗಳನ್ನು ಪಡೆಯಲಾಗಿದೆ. ಹಾಗೂ ಶ್ರೀ. ಬಿ.ಬಿ. ತೀರ್ಥ ಇವರಿಂದ ಲೈಬ್ರರಿ ಪುಸ್ತಕಗಳನ್ನು ಪಡೆಯಲಾಗಿದೆ.
5. ಶ್ರೀ. ಜಾನು ಆರ್. ಗವಳಿ ಮಾಜಿ ತಾಲ್ಲೂಕು ಪಂಚಾಯತ್ ಅಧ್ಯಕ್ಷರು, ಇವರಿಂದ ಖರ್ಚುಗಳನ್ನು ಪಡೆಯಲಾಗಿದೆ.
6. ಶ್ರೀ. ಮಹಾದೇವಿ ಹರಿಜನ ಅಧ್ಯಕ್ಷರು ತಾಲ್ಲೂಕು ಪಂಚಾಯತ್ ಖಾನಾಪುರವರಿಂದ ಬೋರ್‌ವೆಲ್ ಪಂಪ್‌ಸೆಟ್‌ನ್ನು ಪಡೆಯಲಾಗಿದೆ.
7. ಪಟ್ಟಣ ಪಂಚಾಯತಿಯಿಂದ ಮೂರು ನಲ್ಲಗಳನ್ನು ಪಡೆಯಲಾಗಿದೆ.
8. ಶ್ರೀ. ಚಂದ್ರಶೇಖರ್ ಬಿ. ಹೊಸಮನಿ ಇವರಿಂದ 3500 ಅಟರ್ ಸಾಮರ್ಥ್ಯ ನೀರಿನ ಟ್ಯಾಂಕ್ ನಿರ್ಮಿಸಲು ಸಿಮೆಂಟ್ ಕಲ್ಲಿನ ಕಡಿ ಹಾಗೂ ಕಬ್ಬಿಣ ಪೂರೈಕೆಯಾಗಿದೆ.
9. ಶ್ರೀ. ನಂದಿ ಎಂಟರ್ ಪ್ರೈವೆಟ್ ಬೆಳಗಾವಿ ಇವರು ಬಜ್ಜಲ ನೀರಿನ ಪೈಪ್ ಪೂರೈಸಿದ್ದಾರೆ.
10. ಶ್ರೀ. ಎ. ಆಯ್ ಕೊಡೊಳ್ಳೆ ಗಣ್ಯರು ಇವರಿಂದ ಗಾರ್ಡನ್ ನಿರ್ಮಿಸಲು ವಿವಿಧ ಹೂವಿನ ಹಾಗೂ ಫಲ ನೀಡುವ ಸಸ್ಯಗಳನ್ನು ಪಡೆಯಲಾಗಿದೆ.
11. ಶ್ರೀ ನಿಂಗಪ್ಪ ಆಯ್ ಕೊಡೊಳ್ಳೆ-ಖಾಣಪುರ್, 4 ಟ್ಯಾಂಕ್ ಮಣ್ಣನ್ನು ಉದ್ಯಾನವನಕ್ಕಾಗಿ ಪಡೆಯಲಾಗಿದೆ.
12. ಶ್ರೀ ರವಿ ಕಾಡಗಿ ಖಾನಾಪುರ - ಗಣ್ಯರು ಇವರಿಂದ ನಿಲಯಕ್ಕೆ ಬಾಳೆ ಸಸಿಗಳನ್ನು ಪಡೆಯಲಾಗಿದೆ.

13. ಶ್ರೀ ಸಿದ್ಧೇಶ್ವರಿ ಗಾವಡ ಅಧ್ಯಕ್ಷರು ಪಟ್ಟಣ ಪಂಚಾಯತ್ ಖಾನಾಪುರ ಇವರಿಂದ ನಿಲಯದ ಹೊರಭಾಗ ಹಾಗೂ ಕಾಂಪೌಂಡಿಗೆ ಸುಣ್ಣ, ಬಣ್ಣ ಮಾಡಿಸಲಾಗಿದೆ.
14. ಶ್ರೀ ಜಾಯ್ ಆರ್ಡ್ಸ್ ಖಾನಾಪುರ ವಲಿಂದ ಕಡಿಮೆದರದಲ್ಲ ಚಿತ್ರಪಟ ಹಾಗೂ ಇನ್ನಿತರೆ ಪೆಂಟಿಂಗ್ ಮಾಡಿಸಲಾಗಿದೆ.
15. ಶ್ರೀ ಅಮೃತ ಜಿ. ಪಾಟೀಲ ಗಣ್ಯರು - ಖಾನಾಪುರ ಇವರಿಂದ ಹೂ ಗಿಡ ಹಾಗೂ ತರಕಾರಿ ಬೆಳೆಯಲಕ್ಕೆ ಕೊಟ್ಟಿಗೆ ಗೊಬ್ಬರ ಪೂರೈಕೆಯಾಗಿದೆ. ಹೀಗೆ ಇನ್ನೂ ಅನೇಕ ಗಣ್ಯರು ನಿಲಯಕ್ಕೆ ಸಹಾಯ ಹಸ್ತ ನೀಡಿದ್ದಾರೆ.

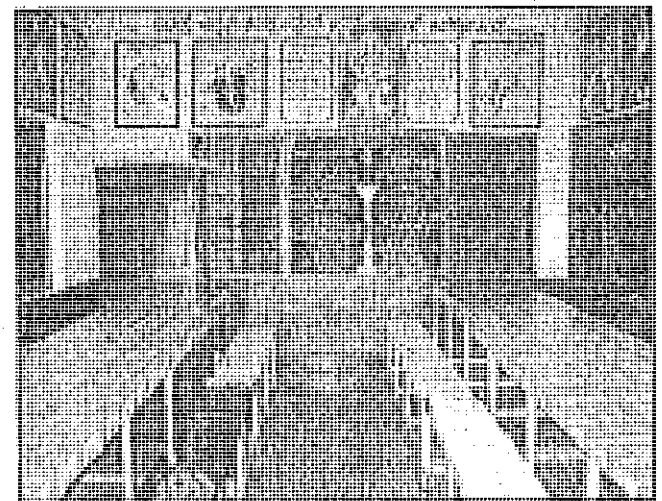
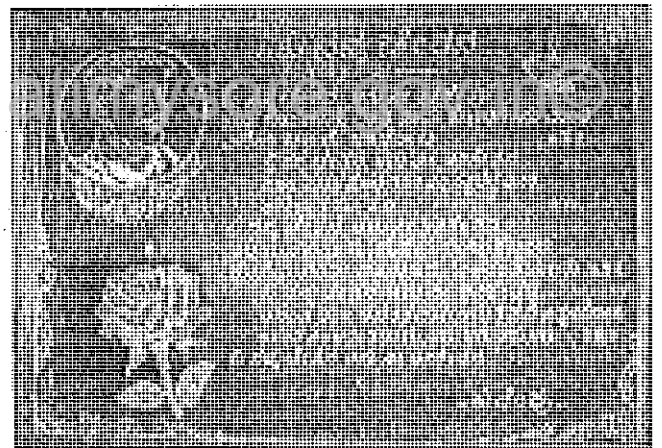
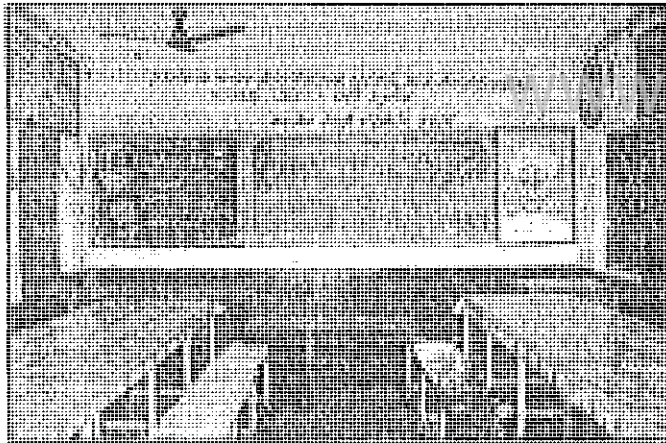
ಅಲ್ಲದೆ ನೀರಾವರಿ ಇಲಾಖೆಯಿಂದ ಸಸ್ಯಗಳ ಬೆಳವಣಿಗೆಗೆ ಪೂರಕವಾಗಲು ಗೊಬ್ಬರವನ್ನು ಸಸ್ಯಗಳನ್ನು ರೋಗ ಹಾಗೂ ಕೀಟಗಳ ಬಾಧೆಯಿಂದ ರಕ್ಷಿಸಲು ಔಷಧಿಗಳನ್ನು ತೋಟಗಾರಿಕಾ ಇಲಾಖೆಯಿಂದ ಪಡೆಯಲಾಗಿದೆ.

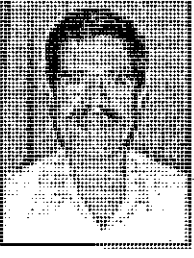
ನಿಲಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಅಭಿವೃದ್ಧಿಗಾಗಿ ಇಲಾಖಾ ಹಾಗೂ ಸಾರ್ವಜನಿಕರಿಂದ ಗೋಡೆ ಮೇಲೆ ನಾಣ್ಣುಡಿಗಳನ್ನು ಗಣ್ಯರ ಚಿತ್ರಗಳನ್ನು ವೈಜ್ಞಾನಿಕ ಚಿತ್ರಗಳನ್ನು ಸುವ್ಯವಸ್ಥಿತ ಗ್ರಂಥಾಲಯ ಹಾಗೂ ಊಟದ ಕೊಠಡಿಯನ್ನು ನಿರ್ಮಿಸಲಾಗಿದೆ. ಅಲ್ಲದೆ ನಿಲಯಾರ್ಥಿಗಳಲ್ಲಿ ಶಿಸ್ತು ಹಾಗೂ ಪರಿಸರ ಪ್ರೇಮ ಬೆಳೆವುದಕ್ಕೋಸ್ಕರ ಉದ್ಯಾನವನದಲ್ಲ ಒಂದೊಂದು ಗಿಡಗಳನ್ನು ಒಬ್ಬೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿಗೆ ಪ್ರತ್ಯೇಕವಾಗಿ ಸ್ವಸಂತೋಷದಿಂದ ಬೆಳೆಸಲು ಪ್ರೋತ್ಸಾಹಿಸಲಾಗಿದೆ. ಕಾರಣ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಉದ್ಯಾನವನದಲ್ಲಿರು ವ ತಮ್ಮದೇ ಆದ ಪ್ರತ್ಯೇಕ ಗಿಡಗಳಿಗೆ ತಮ್ಮ ಹೆಸರಿನ ನಾಮಫಲಕ ನಿಲ್ಲಿಸಿ ಪ್ರೀತಿಯಿಂದ ಘೋಷಿಸಿ ಬೆಳೆಸುತ್ತಿದ್ದಾರೆ.

ಅಲ್ಲದೆ ನಿಲಯದ ಹಿಂದೆ ನಿಲಯಾರ್ಥಿಗಳಿಗೆ ಪೌಷ್ಟಿಕತೆ ವೃದ್ಧಿಯಾಗುವುದರ ಸಲುವಾಗಿ ಹಸೆ ತರಕಾರಿ ಬೆಳೆಯಲಾಗಿದೆ ಇವುಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ ಸಿಬ್ಬಂದಿ ಸ್ವ ಸಂತೋಷದಿಂದ ಬೆಳೆಸಿ ಹಸಿ ತರಕಾರಿ ಪಡೆಯುವುದರೊಂದಿಗೆ ನಿಲಯವನ್ನು ಸುಂದರವಾಗಿಸಿದ್ದಾರೆ. ಇನ್ನೂ ಅನೇಕ ಫಲ ನೀಡುತ್ತಿರುವ ಗಿಡಗಳು ನಿಲಯದ ಹಿಂದೆ ಹಾಗೂ ಮುಂದೆ ಕಂಗೊಳಿಸುತ್ತಿದೆ. ಈ ಎಲ್ಲಾ ಪರಿಸರ ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವೋತ್ತಮ ಅಭಿವೃದ್ಧಿಗೆ ಪೂರಕವಾಗಿರುವುದರಿಂದ ಸಂತಸ ಮತ್ತು ಹೆಮ್ಮೆ ಎನಿಸುತ್ತದೆ. ಈ ಎಲ್ಲಾ ಬೆಳವಣಿಗೆಗೆ ಸಹಕಾರ ನೀಡಿದ ಶ್ರೀ. ಎಂ. ರಾಮಯ್ಯ, ಜಂಟಿ ನಿರ್ದೇಶಕರು, (ವಸತಿ ನಿಲಯ) ಹಿಂದುಳಿದ ವರ್ಗಗಳ ಕಲ್ಯಾಣ ಇಲಾಖೆ ಬೆಂಗಳೂರು, ಶ್ರೀ. ಅರವಿಂದ ಎನ್ ಪ್ರಭಾ ಉಪ ನಿರ್ದೇಶಕರು, ಹಿಂ.ವ.ಕ. ಬೆಂಗಳೂರು, ಶ್ರೀ. ಸಿ.ಎನ್. ವಿಶ್ವೇಶ್ವರ, ಜಿಲ್ಲಾ ಅಧಿಕಾರಿಗಳು ಹಿಂದುಳಿದ ವರ್ಗಗಳ ಕಲ್ಯಾಣ ಇಲಾಖೆ, ಬೆಳಗಾವಿ, ಶ್ರೀ. ಬಿ.ಬಿ. ತೀರ್ಥ, ಕಾರ್ಯ ನಿರ್ವಾಹಕ ಅಧಿಕಾರಿಗಳು, ತಾಲ್ಲೂಕು ಪಂಚಾಯತ್, ಖಾನಾಪುರ, ಶ್ರೀ. ಎ.ಎ. ಪೀರಜಾದೆ ವಿಸ್ತೀರ್ಣಾಧಿಕಾರಿಗಳು, ಹಿಂ.ವ. ಹಾಗೂ ಅ.ಸಂ.ಕ. ಇಲಾಖೆ, ಖಾನಾಪುರ ತಾಲ್ಲೂಕಿನ ಎಲ್ಲಾ ನಿಲಯ ಮೇಲ್ವಿಚಾರಕರು, ಹಾಗೂ ಸಾರ್ವಜನಿಕ ಗಣ್ಯರು ಸಹಕರಿಸಿದ್ದಕ್ಕಾಗಿ ಎಲ್ಲರಿಗೂ ಹೃತ್ಪೂರ್ವಕ ಅಭಿನಂದನೆಗಳು.

ವಿಸ್ತೀರ್ಣಾಧಿಕಾರಿಗಳು ಹಿಂದುಳಿದ
ಹಾಗೂ ಅಲ್ಪಸಂಖ್ಯಾತರ ಕಲ್ಯಾಣ
ಇಲಾಖೆ, ಖಾನಾಪುರ

ಸಹಿ/-
(ಎಸ್.ಬಿ. ದೇವಲತ್ತಿ)





ಯಿಂದ:

ಡಿ. ರಾಮಯ್ಯ,
ಮೇಲ್ವಿಚಾರಕರು,
ಬಿಸಿಎಂ ವಿದ್ಯಾರ್ಥಿ ನಿಲಯ,
ಬಿಳಿಕೆರೆ, ಹುಣಸೂರು ತಾ||, ಮೈಸೂರು ಜಿಲ್ಲೆ
ದಿ.10.4.2010

ಗೆ,

ಶ್ರೀಮತಿ ಅಂಜು ಸಿಂಗ್ ಮೇಡಂ,
ತರಬೇತಿ ಸಲಹೆಗಾರರು,
ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆ,
ಲಲಿತ್‌ಮಹಲ್ ರಸ್ತೆ,
ಮೈಸೂರು

ಮಾನ್ಯರೆ,

ವಿಷಯ: ಬಿಸಿಎಂ ವಿದ್ಯಾರ್ಥಿ ನಿಲಯ, ಬಿಳಿಕೆರೆ, ಹುಣಸೂರುತಾ||, ಮೈಸೂರು ಜಿಲ್ಲೆ
ಇವರ ಉತ್ತಮ ಸುಧಾರಣೆಯ ಬಗ್ಗೆ.

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ಮೈಸೂರು ಜಿಲ್ಲೆ, ಹುಣಸೂರು ತಾ||, ಬಿಳಿಕೆರೆ ವಿದ್ಯಾರ್ಥಿ ನಿಲಯದ ಉತ್ತಮ ಸುಧಾರಣೆಯ ವಿವರ ಈ ಕೆಳಕಂಡಂತೆ ಇರುತ್ತದೆ. ಇ ವಿದ್ಯಾರ್ಥಿ ನಿಲಯ 1983 ಮಾರ್ಚ್ ತಿಂಗಳಲ್ಲಿ ಬಾಡಿಗೆ ಕಟ್ಟಡದಲ್ಲಿ ಪ್ರಾರಂಭವಾಗಿರುತ್ತದೆ. ನಂತರ ಈ ಕಟ್ಟಡಕ್ಕೆ ಬಿಳಿಕೆರೆ ಗ್ರಾಮ ಪಂಚಾಯತಿಯಿಂದ ಸುಮಾರು 1 ಎಕರೆ ಜಮೀನನ್ನು ಮುಖ್ಯರಸ್ತೆಯಲ್ಲಿ ನೀಡಿರುತ್ತಾರೆ. ಇದರ ಅನ್ವಯ ಸರ್ಕಾರದಿಂದ ಕಟ್ಟಡ ಕಟ್ಟಿಸಲು ಹಣ ಮಂಜೂರಾಗಿರುತ್ತದೆ. ಅಂದಿನ ಮೈಸೂರು ಜಿಲ್ಲೆಯ ಹಿಂದುಳಿದ ವರ್ಗದವರ ಜಿಲ್ಲಾ ಅಧಿಕಾರಿಗಳಾದ ಶ್ರೀ ಎಂ. ರಾಮಯ್ಯ ಸಾಹೇಬರ ನೇತೃತ್ವದಲ್ಲಿ ಸುಂದರವಾದ ಅಚ್ಚುಕಟ್ಟಾದ ಭವ್ಯವಾದ ಕಟ್ಟಡ ಒಳ್ಳೆಯ ಗುಣಮಟ್ಟದಲ್ಲಿ ನಿರ್ಮಾಣವಾಗಿರುತ್ತದೆ. ಇದು 26.3.1994 ರಲ್ಲಿ ಉದ್ಘಾಟನೆಯಾಗಿರುತ್ತದೆ. ಆ ಸಮಯದಲ್ಲಿ ನಿಲಯ ಮೇಲ್ವಿಚಾರಕರಾಗಿ (ದಿನಗೂಲಿ) ನೌಕರನಾಗಿ (ಡಿ.ರಾಮಯ್ಯ) ಕೆಲಸ ಮಾಡುತ್ತಿದ್ದ ಸಮಯದಲ್ಲಿ ಸಾಮಾಜಿಕವಾಗಿ ಹಳ್ಳಿಯ ಸೊಂದ ಜನಾಂಗದ ಮಕ್ಕಳಿಗೆ ಸೇವೆ ಮಾಡಲು ಒಳ್ಳೆಯ ಅವಕಾಶ ಸಿಕ್ಕಿರುತ್ತದೆ.

ಈ ವಿದ್ಯಾರ್ಥಿ ನಿಲಯವನ್ನು ಇಡೀ ರಾಜ್ಯದಲ್ಲಿ ಒಂದು ಒಳ್ಳೆ ಸುಂದರ ವಿದ್ಯಾರ್ಥಿ ನಿಲಯವನ್ನಾಗಿ ಮಾಡುವ ಹಂಬಲ ನನ್ನಲ್ಲಿ ಮನೆ ಮಾಡಿತ್ತು. ಈ ಸಮಯವನ್ನು ಇಲಾಖೆಯಲ್ಲಿ ದಕ್ಷ ಅಧಿಕಾರಿಗಳಾದ ಮಾನ್ಯ ಶ್ರೀ ಎಂ. ರಾಮಯ್ಯ ಸಾಹೇಬರು ಇವರು ನಿಲಯಕ್ಕೆ ಭೇಟಿ ನೀಡಿ ಪರಿಶೀಲಿಸಿ ನಮಗೆ ಕಟ್ಟು ನಿಟ್ಟಾದ ಸಲಹೆ ಸೂಚನೆ ನೀಡಿ ಪ್ರೋತ್ಸಾಹಿಸಿದರು. ಇವರ ಪ್ರೋತ್ಸಾಹವೇ ಇವರನ್ನು ಈ ನಿಲಯ ಒಂದು ಉತ್ತಮ ವಿದ್ಯಾರ್ಥಿ ನಿಲಯವಾಗಿ ಬೆಳೆಸಲು ಸಹಕಾರಿಯಾಯಿತು.

ಡಿ. ರಾಮಯ್ಯ,
ಮೇಲ್ವಿಚಾರಕರು,
ಬಿಸಿಎಂ ವಿದ್ಯಾರ್ಥಿ ನಿಲಯ,
ಬಿಳಿಕೆರೆ,

1. ಎಸ್.ಎಸ್.ಎಲ್.ಸಿ. ಫಲಿತಾಂಶವು ಶೇಕಡಾ 100% ರಷ್ಟು ಬಂದಿದ್ದು, ಅತ್ಯುತ್ತಮ ಮಾದರಿ ಕೈತೋಟವನ್ನು ನಿರ್ವಹಿಸಿದ್ದು, ಮತ್ತು ಸಾರ್ವಜನಿಕ ದಾನಿಗಳಿಂದ ಅಪಾರವಾದ ಅಗತ್ಯ ವಸ್ತುಗಳನ್ನು ಪಡೆದು ನಿಲಯವನ್ನು ಸಕಾಲದಲ್ಲಿ ಪ್ರಾರಂಭಿಸಿ ನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಊಟ, ತಿಂಡಿ, ವಿದ್ಯಾಭ್ಯಾಸ ಇತರೇ ಸರ್ಕಾರದ ಸೌಲಭ್ಯವನ್ನು ಸಮಯಕ್ಕೆ ಸರಿಯಾಗಿ ಒದಗಿಸಿರುವುದರಿಂದ ಇಲಾಖೆಯ ಹಿರಿಯ ಅಧಿಕಾರಿಗಳ ಸಲಹೆ ಸೂಚನೆ ಮತ್ತು ಆದೇಶಗಳನ್ನು ಕ್ರಮಬದ್ಧವಾಗಿ ನಿರ್ವಹಿಸಿರುತ್ತೇನೆ.

ಮೈಸೂರು ಜಿಲ್ಲೆ, ಹುಣಸೂರು ತಾಲ್ಲೂಕು, ಬಿಳಿಗರೆ, ಬಿ.ಸಿ.ಎಂ. ವಿದ್ಯಾರ್ಥಿ ನಿಲಯದಲ್ಲಿ ಮೇಲ್ವಿಚಾರಕರಾಗಿ ಕೆಲಸ ಮಾಡುತ್ತಿರುವ ಡಿ. ರಾಮಯ್ಯನಾದ ನಾನು 2009-10 ಸಾಲಿನಲ್ಲಿ ಈ ಕೆಳಕಂಡಂತೆ ನಿಲಯದ ಕೆಲಸವನ್ನು ನಿರ್ವಹಿಸಿದ್ದೇನೆ.

1. ನಾನು ಕೇಂದ್ರ ಸ್ಥಾನದಲ್ಲಿ ವಾಸವಾಗಿರುತ್ತೇನೆ.
2. ನಿಲಯದ ಎರಡು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ 1. ನವರಾಜಕುಮಾರ, 2. ವಿರಾಜು ಎಂಬ ಎರಡು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕಣ್ಣಿನ ದೃಷ್ಟಿ ಕಡಿಮೆ ಇದ್ದರಿಂದ ಅವರುಗಳನ್ನು ಮೈಸೂರಿನ ಕೆ.ಆರ್. ಆಸ್ಪತ್ರೆಗೆ ಕರೆದುಕೊಂಡು ಹೋಗಿ ಅವರುಗಳಿಗೆ ಸ್ವಂತ ಖರ್ಚಿನಲ್ಲಿ ತಪಾಸಣೆ ಮಾಡಿಸಿ ಕನ್ನಡಕವನ್ನು ಮಾಡಿಸಿ ಕನ್ನಡಕವನ್ನು ಕೊಡಿಸಿರುತ್ತೇವೆ.
3. ನಿಲಯದಲ್ಲಿ 2005 ರಿಮದ 2008ರ ವರೆಗೆ ನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮತ್ತು ಸಾರ್ವಜನಿಕರಿಗೆ ಉಚಿತ ನೇತ್ರ ತಪಾಸಣಾ ತಿಬಿರವನ್ನು ಏರ್ಪಡಿಸಿ ಸುಮಾರು 400 ಜನರಿಗೆ ಪರೀಕ್ಷಿಸಿ ಪ್ರತಿ ವರ್ಷ 50 ಬಡ ಜನರಿಗೆ ಉಚಿತ ಕನ್ನಡಕವನ್ನು ಕೊಡಿಸಿರುತ್ತೇನೆ. ಇದು ಜಿಲ್ಲೆಯಲ್ಲಿಯೇ ಪ್ರಥಮ ಕಾರ್ಯಕ್ರಮವಾಗಿದೆ.
4. ನಿಲಯದಲ್ಲಿ ಎಸ್.ಎಸ್.ಎಲ್.ಸಿ. ವಾರ್ಷಿಕ ಪರೀಕ್ಷೆಯ ಫಲಿತಾಂಶವು ಉತ್ತಮವಾಗಿದ್ದು,
2005-06 ನೇ ಸಾಲಿನಲ್ಲಿ 10ಕ್ಕೆ 9 ಜನ ವಿದ್ಯಾರ್ಥಿಗಳು ಉತ್ತೀರ್ಣರಾಗಿದ್ದು ಶೇ 90%
2006-07 ನೇ ಸಾಲಿನಲ್ಲಿ 12ಕ್ಕೆ 10 ಜನ ವಿದ್ಯಾರ್ಥಿಗಳು ಉತ್ತೀರ್ಣರಾಗಿದ್ದು ಶೇ 83.33%
2007-08ನೇ ಸಾಲಿನಲ್ಲಿ 12ಕ್ಕೆ 12 ಜನ ವಿದ್ಯಾರ್ಥಿಗಳು ಉತ್ತೀರ್ಣರಾಗಿದ್ದು ಶೇ 100 % ಫಲಿತಾಂಶವು ಬಂದಿರುತ್ತದೆ.
2009-10ನೇ ಸಾಲಿನಲ್ಲಿ 10ಕ್ಕೆ 10 ಜನ ವಿದ್ಯಾರ್ಥಿಗಳು ಉತ್ತೀರ್ಣರಾಗಿದ್ದು, ಶೇ 100% ಫಲಿತಾಂಶವು ಬಂದಿರುತ್ತದೆ.
5. ನಿಲಯದಲ್ಲಿ ಅತ್ಯುತ್ತಮವಾದ ಮಾದರಿ ಕೈತೋಟವನ್ನು ನಿರ್ವಹಿಸಿದ್ದೇನೆ. ತೆಂಗಿನ ಮರ ಮೂವತ್ತು, ಮಾವಿನ ಮರ ನಾಲ್ಕು, ದಾಳಿಂಬೆ ಮರ ಎರಡು, ಹಲಸಿನ ಮರ ಎರಡು, ನುಗ್ಗೆ ಮರ ನಾಲ್ಕು, ನಿಂಬೆ ಹಣ್ಣಿನ ಗಿಡ ಎಂಟು, ಹೆರಳೆ ಗಿಡ ಎರಡು, ಸಾಕಷ್ಟು ಪಪ್ಪಾಯಿ ಗಿಡ, ಸಾಕಷ್ಟು ಬಾಳೆಗಿಡ, ಅತ್ತಿ ಹಣ್ಣಿನ ಮರ, ಹೂವಿನ ಗಿಡ ಮತ್ತು ಇತರೆ ಶೋ ಗಿಡಗಳನ್ನು ಉತ್ತಮವಾಗಿ ಬೆಳೆಸಿ ಒಂದು ಮಾದರಿ ಕೈತೋಟವನ್ನು ಮಾಡಿರುತ್ತೇನೆ. ಇವುಗಳಿಂದ ಬರುವ ಹಣ್ಣು ಹಂಪಲುಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ವಿತರಣೆ ಮಾಡಿರುತ್ತೇನೆ. ಪ್ರಸ್ತುತ ಟೋಮೇಟೋ, ಬದನೆ, ಮೆಣಸಿಗೆ, ಬೀನ್ಸ್ ಇತ್ಯಾದಿಗಳನ್ನು ಹಾಕಲಿರುತ್ತೇನೆ.
6. ನಿಲಯದ ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಗುರುತಿನ ಚೀಟಿಯನ್ನು ವಿತರಿಸಲಾಗಿದೆ.
7. ಎಸ್.ಎಸ್.ಎಲ್.ಸಿ. ಮತ್ತು ಇತರೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತ್ರೈಮಾಸಿಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಬೋಧಕರಿಂದ ಮಾಡಿಸಿರುತ್ತೇನೆ.
8. ಶಾಲಾ ಹಾಜರಾತಿಯನ್ನು ಕಡ್ಡಾಯವಾಗಿ ತಂದಿರುತ್ತೇನೆ.
9. ಎಲ್ಲ ವಿದ್ಯಾರ್ಥಿಗಳ ಮಧ್ಯಂತರ ಮತ್ತು ವಾರ್ಷಿಕ ಪರೀಕ್ಷಾ ಫಲಿತಾಂಶವನ್ನು ತಂದಿರುತ್ತೇನೆ. ಮತ್ತು ಎಲ್ಲಾ ವಿವರದ ಛಾಟ್‌ಗಳನ್ನು ಬರೆಸಿ ಪ್ರದರ್ಶಿಸಲಾಗಿದೆ.
10. ಗೋಡೆಯ ಮೇಲೆ ಗಣ್ಯರ ಶ್ಲೋಕಗಳನ್ನು ಬರೆಸಿರುತ್ತೇನೆ.
11. ಪ್ರತಿ ತಿಂಗಳು ನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆರೋಗ್ಯ ತಪಾಸನೆಯನ್ನು ಮಾಡಿಸಿರುತ್ತೇನೆ. ಇದನ್ನು ಆರೋಗ್ಯ ತಪಾಸಣಾ ಕಡತದಲ್ಲಿ ನಮೂದಿಸಿದೆ.
12. ನಿಲಯದಲ್ಲಿ ಪ್ರತಿ ತಿಂಗಳು ಕಿರು ಪರೀಕ್ಷೆ ಮತ್ತು ಚರ್ಚಾ ಸ್ಪರ್ಧೆ ಮತ್ತು ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆಗಳನ್ನು ಮಾಡಿಸಿರುತ್ತೇನೆ.

ಇವುಗಳ ವಿವರವನ್ನು ನಿಲಯದ ಕಡತದಲ್ಲಿ ದಾಖಲು ಮಾಡಿರುತ್ತೇನೆ.

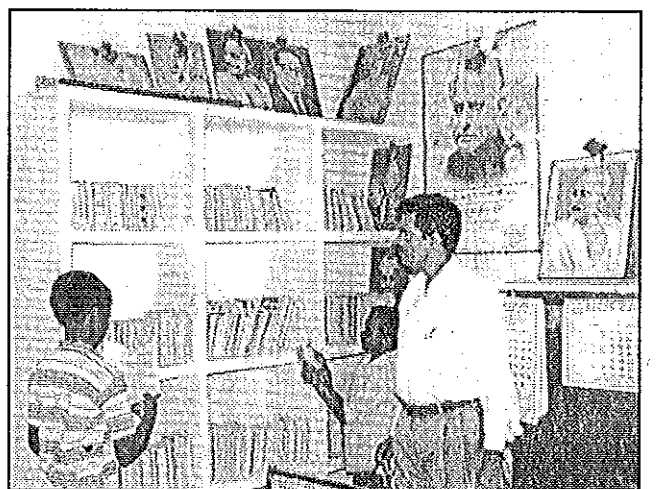
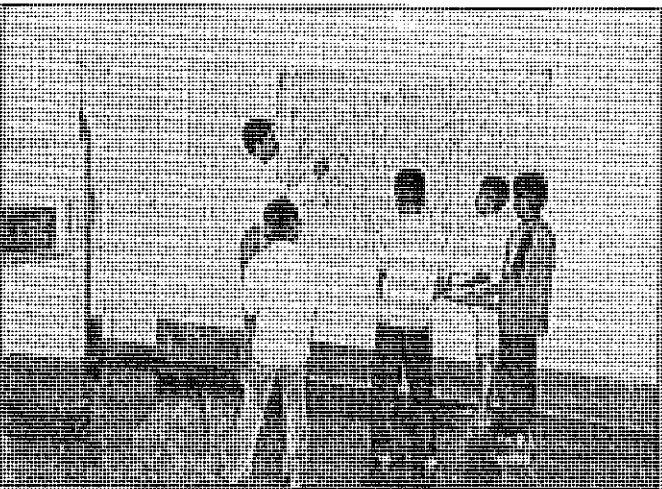
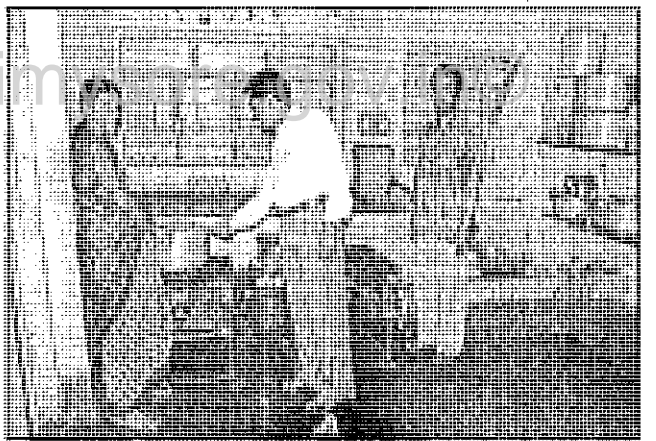
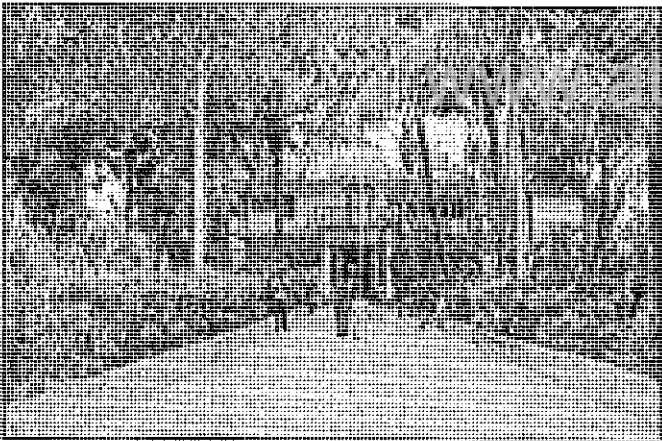
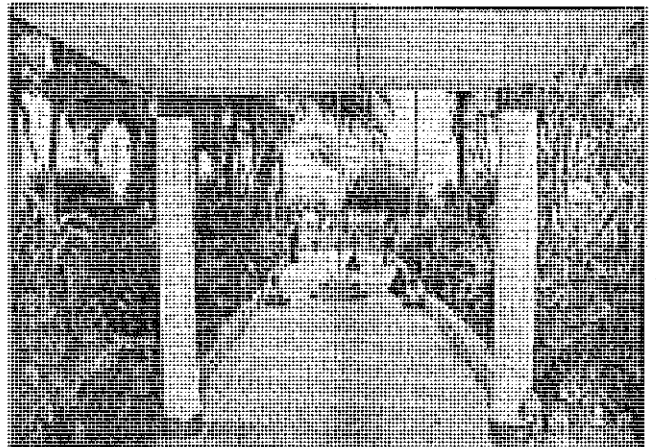
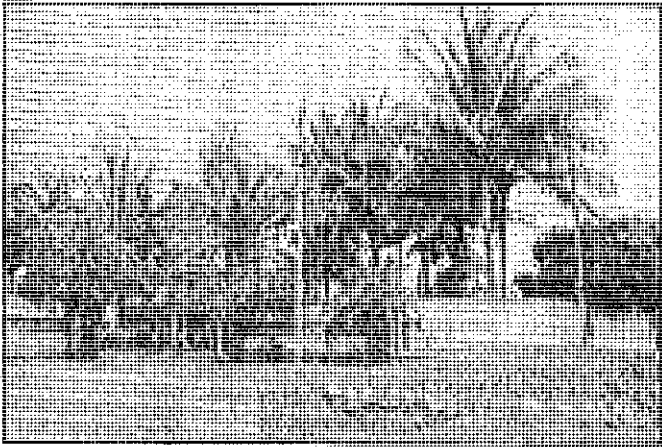
13. ನಿಲಯದ ಎಲ್ಲಾ ಕಡತಗಳನ್ನು ನಿರ್ವಹಿಸಿರುತ್ತೇನೆ.
14. ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ನಿಲಯಕ್ಕೆ ದಾಖಲಾತಿ ಮಾಡಿಕೊಳ್ಳುವಾಗ ಕಡ್ಡಾಯವಾಗಿ ಭಾವಚಿತ್ರ ಅಂಟಿಸಿ ದಾಖಲು ಮಾಡಿರುತ್ತೇನೆ ಮತ್ತು ಇವರುಗಳ ಅರ್ಜಿ ಫಾರಂ ಇತ್ಯಾದಿಗಳಿಗೆ ಪ್ರತ್ಯೇಕವಾದ ಕಡತಗಳನ್ನು ನಿರ್ವಹಿಸಿರುತ್ತೇನೆ.
15. ನಿಲಯದ ಶೌಚಾಲಯ, ಸ್ನಾನದ ಮನೆ, ಹೊರಾಂಗಣ-ಒಳಾಂಗಣವನ್ನು ಪ್ರತಿ ದಿನ ಶುಚಿ ಮಾಡಿಸುತ್ತಾ ಅಚ್ಚುಕಟ್ಟಾಗಿ ಇಟ್ಟಿರುತ್ತೇನೆ.
16. ನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮೆನು ಚಾರ್ಟ್ ಪ್ರಕಾರ ಊಟ-ತಿಂಡಿಯನ್ನು ಸಮಯಕ್ಕೆ ಸರಿಯಾಗಿ ನೀಡುತ್ತಾ ಸರ್ಕಾರದ ಸೌಲಭ್ಯಗಳನ್ನು ಕಾಲಕಾಲಕ್ಕೆ ಸರಿಯಾಗಿ ಒದಗಿಸಿರುತ್ತೇನೆ.
17. ಮೈಸೂರು ಜಿಲ್ಲಾ ಪಂಚಾಯತ್ ಇಲಾಖಾ ಕೈಪಿಡಿಯಲ್ಲಿ ನಿಲಯದ ಭಾವಚಿತ್ರವನ್ನು ಪ್ರಕಟಿಸಿರುತ್ತಾರೆ.
18. ಕರ್ನಾಟಕ ವಾರ್ತಾ ಇಲಾಖೆಯವರು ಹೊರ ತಂದಿರುವ ಪತ್ರಿಕೆಯಲ್ಲಿ ನಮ್ಮ ನಿಲಯದ ಭಾವಚಿತ್ರಗಳನ್ನು ಪ್ರಕಟಿಸಿರುತ್ತಾರೆ.
19. ಶ್ರೀ ಲಕ್ಷ್ಮಣ ತೀರ್ಥ ಪರಿಸರ ಸಂರಕ್ಷಣಾ ಸಂಘ, ತೆಂಕನಕೊಪ್ಪಲು, ಹುಣಸೂರು ತಾಲ್ಲೂಕು ಇವರಿಂದ ಪರಿಸರ ಸಂರಕ್ಷಣೆ ಬಗ್ಗೆ ಉಪನ್ಯಾಸ ಕಾರ್ಯಕ್ರಮವನ್ನು ನಿಲಯದಲ್ಲಿ ಏರ್ಪಡಿಸಿ ನಿಲಯದ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರಶಸ್ತಿ ಪತ್ರವನ್ನು ಕೊಡಿಸಿರುತ್ತೇನೆ.
20. ಗಣ್ಯ ವ್ಯಕ್ತಿಗಳಿಂದ ನಿಲಯಾರ್ಥಿಗಳಿಗೆ ಸಮವಸ್ತ್ರ ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರನೆಯನ್ನು ಬಹಳ ಅದ್ದೂರಿಯಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಜೊತೆಯಲ್ಲಿ ಆಚರಿಸಿ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಲು ಸ್ಥಳೀಯ ದಾನಿಗಳಿಂದ ನೋಟ್ ಪುಸ್ತಕ, ಸ್ಪೀಲ್ ಗ್ಲಾಸ್, ಜಾಮಿತ್ರಿ ಬಾಕ್ಸ್ ಇತ್ಯಾದಿ ಪದಾರ್ಥಗಳನ್ನು ಪಡೆದು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಟೋಟ ಸ್ಪರ್ಧೆಗಳನ್ನು ನಿಲಯದಲ್ಲಿ ಮಾಡಿಸಿ ಬಹುಮಾನ ಕೊಡಿಸಿರುತ್ತೇನೆ.
21. ನಿಲಯದಲ್ಲಿ ಮೇಲುಸ್ತುವಾರಿ ಸಮಿತಿಯನ್ನು ರಚಿಸಿ ಮತ್ತು ಪೋಷಕರ ಸಭೆಯನ್ನು ಪ್ರತಿ ಮಾಹೆ ನಿಲಯದಲ್ಲಿ ಏರ್ಪಡಿಸಿ ಇವರಿಂದ ಅಗತ್ಯ ಮಾಹಿತಿಗಳನ್ನು ಪಡೆದು ನಿಲಯದ ಸುಸೂತ್ರ ನಿರ್ವಹಣೆಗೆ ಒಟ್ಟು ನೀಡಿರುತ್ತೇನೆ.
22. ನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರೋತ್ಸಾಹಿಸುವ ಸಲುವಾಗಿ ಸೌಟ್ ಅಂಡ್ ಗೈಡ್‌ನಲ್ಲಿ ಭಾಗವಹಿಸುವಂತೆ ತಿಳಿಸಿ ಸೇರಿಸಿರುತ್ತೇನೆ.
23. ನಿಲಯಕ್ಕೆ ಇಲಾಖೆಯ ಅನೇಕ ಹಿರಿಯ ಅಧಿಕಾರಿಗಳು ಆಗಿಂದಾಗ್ಯೆ ಭೇಟಿ ನೀಡಿ ನಿಲಯದ ಸ್ವಚ್ಛತೆ ಮತ್ತು ನಿರ್ವಹಣೆಯ ಬಗ್ಗೆ ಅನೇಕ ಬಾರಿ ಮೆಚ್ಚುಗೆ(ಪ್ರಶಂಸೆ) ವ್ಯಕ್ತಪಡಿಸಿರುತ್ತಾರೆ. ಇದನ್ನು ಪರಿವೀಕ್ಷಣಾ ವಹಿಯಲ್ಲಿ ದಾಖಲಿಸಲಾಗಿದೆ.
24. ನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರತಿದಿನ ಬೆಳಿಗ್ಗೆ ವ್ಯಾಯಾಮ, ನಂತರ ಪ್ರಾರ್ಥನೆ, ಸಂಜೆ ವೇಲೆ ಪ್ರಾರ್ಥನೆ ಮಾಡಿಸಿ ದೇವರ ಹಾಡನ್ನು ಹಾಡಿಸಲಾಗುತ್ತಿದೆ. ಮತ್ತು ವಿಶೇಷ ಭೋಧನೆ ತರಗತಿಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳು ತಪ್ಪಿಸಿಕೊಳ್ಳದಂತೆ ಕಟ್ಟುನಿಟ್ಟಿನ ಕ್ರಮ ವಹಿಸಿರುತ್ತೇನೆ.
25. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಲೈಬ್ರರಿ ಪುಸ್ತಕ ಮತ್ತು ದಿನ ಪತ್ರಿಕೆಗಳನ್ನು ಕಡ್ಡಾಯವಾಗಿ ಓದುವಂತೆ ತಿಳಿಸಿರುತ್ತೇನೆ.
26. ನಿಲಯದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಮಿತಿಯನ್ನು (ಪ್ರಿಪ್ರೆಕ್ಟರ್) ವಿಷಯವಾರು ನೇಮಕ ಮಾಡಿರುತ್ತೇನೆ.
27. ಪ್ರತಿ ದಿನ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಣ್ಣೀರಿನಲ್ಲಿ ಸ್ನಾನ ಮಾಡುವಂತೆ ತಿಳಿಸಿರುತ್ತೇನೆ ಮತ್ತು ಮಾಡುತ್ತಿದ್ದಾರೆ.
28. ಮಾನ್ಯ ನಿರ್ದೇಶಕರು, ಬಿಸಿಎಂ, ಇಲಾಖೆ, ಬೆಂಗಳೂರು ರವರ ಸೂಚನೆ ಮತ್ತು ಆದೇಶದಂತೆ ಈ ಕೆಳಕಂಡ ದಾನಿಗಳಿಂದ ಉದಾರವಾಗಿ ನೀಡಿರುವ ವಸ್ತುಗಳನ್ನು ನಿಲಯಕ್ಕೆ ಪಡೆದಿರುತ್ತೇನೆ.

ಶ್ರೀ ನಂದೀಶು ಬಿನ್ ನಂಜುಂಡಪ್ಪ ಬಿಳಿಕೆರೆ ಹುಣಸೂರು ತಾಲ್ಲೂಕು ಇವರ	50 ಹಾಸಿಗೆ ದಿಂಬುಗಳನ್ನು ಉಚಿತವಾಗಿ ನೀಡಿರುತ್ತಾರೆ
ಶ್ರೀ ರಮೇಶ್ ಬಿನ್ ಬಸಪ್ಪ, ಹಂದನಹಳ್ಳಿ, ಹುಣಸೂರು ತಾ ಉಚಿತವಾಗಿ ನೀಡಿರುತ್ತಾರೆ.	ಒಂದು ಕಲರ್ ಟಿ.ವಿ.ಯನ್ನು 22 ಇಂಚಿನದು ಇದನ್ನು
ಶ್ರೀ ಮೋಹನ್ ಕುಮಾರ್, ಬಿನ್ ರಾಮಯ್ಯ, ಬಿಳಿಕೆರೆ, ಹುಣಸೂರು ತಾ	40 ಉಲ್ಲನ್ ಕಂಬಳಗಳನ್ನು ಉಚಿತವಾಗಿ ನೀಡಿರುತ್ತಾರೆ ಶ್ರೀ ಸಿದ್ಧನಾಯಕ, ಬಿಳಿಕೆರೆ 1 ಗೋಡೆ ಗಡಿಯಾರವನ್ನು ನೀಡಿರುತ್ತಾರೆ
ಶ್ರೀ ರಾಜೇಶ್, ಬಿನ್ ಶಿವನಂಜೇಗೌಡ, ಬಿಳಿಕೆರೆ, ಹುಣಸೂರು ಉಚಿತವಾಗಿ ನೀಡಿರುತ್ತಾರೆ.	5,000 ಬೆಲೆಯ ವಾಚನಾಲಯಕ್ಕೆ ಲೈಬ್ರರಿ ಪುಸ್ತಕಗಳನ್ನು

ನಿಲಯಕ್ಕೆ ಇನ್ನೊಬ್ಬರು ದಾನಿಗಳಿಂದ ಶೀಘ್ರದಲ್ಲಿಯೇ ಡೈನಿಂಗ್ ಟೇಬಲ್ ಮತ್ತು ಬೆಂಚುಗಳನ್ನು ಉಚಿತವಾಗಿ ಕೊಡಿಸುವಂತೆ ಮನವಿ ಮಾಡಿರುತ್ತೇನೆ. ಅವರು ಮಾಡಿಕೊಡಲು ಒಪ್ಪಿರುತ್ತಾರೆ.

ಈ ಮೇಲ್ಕಂಡ ಎಲ್ಲಾ ಕೆಲಸ ಕಾರ್ಯಗಳನ್ನು ತಮ್ಮ ಸೂಚನೆ ಮತ್ತು ಆದೇಶದಂತೆ ನಿರ್ವಹಿಸುತ್ತೇನೆಂದು ಇ ಮೂಲಕ ತಮ್ಮ ಗಮನಕ್ಕೆ ತಂದಿರುತ್ತೇನೆ.

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