



State Policy On
Safety Measures

तमसो मा ज्योतिर्गमय

शिक्षालोक

दिसम्बर 2010

हरियाणा विद्यालय शिक्षा विभाग का मासिक प्रकाशन



प्रोढ़ साक्षरता
अभियान



शैक्षिक क्रांति के
सूत्रधार बनेंगे
पीपीपी मॉडल!



Sports
Scholarships



साक्षरता अभियान

साक्षरता अभियान,
 एक अति पावन कर्म
 जैसे नेत्रदान।
 साक्षरता अभियान।।
 एक हो उठें सभी,
 कम्मर कस जुटें सभी,
 मिलेगी इस अभियान में,
 हमें सफलता तभी।
 करें सभी श्रमदान- बड़े हमारा मान।
 साक्षरता अभियान।।

यों देना है अक्षरज्ञान,
 कान्हा ने छोड़ी ज्यों तान,
 स्वतः हो एकाग्रध्यान,
 सुनें गौर से सबके कान।
 मुरली लागे सरस जुबान- वर्ण उच्चारण ज्यों मिष्टान्न।
 साक्षरता अभियान।।

सरस्वती प्रसाद बटे यों,
 मिले आलोक दिवाकर से ज्यों,
 अपने आलोकित भारत में,
 रहे निरक्षर कहीं कोई क्यो?
 मिले सभी को ज्ञान- महके यह उद्यान।
 साक्षरता अभियान।।

घर-घर ज्ञान उजागर होगा,
 जन-जन जहां साक्षर होगा।
 भाइयों! भू-भर के देशों में,
 उसका नाम शिखर पर होगा।
 वह राष्ट्र बने महान- जग में पाए ज्ञान।
 साक्षर भारत

उन्नति पथ का छोर कहां है?
 बोलो, अंतिम भोर कहां है?
 यही सोच कर बढ़ो निरंतर, सुस्ताने का दौर कहां है?
 राष्ट्र का रहे ध्यान- भारत बने महान।
 साक्षर भारत।।



अनुक्रमणिका

प्रधान संपादक श्री भूपेन्द्र सिंह हुड्डा मुख्यमंत्री, हरियाणा	साक्षरता अभियान 2
	Educational Statistics at a Glance as On 01.11.2009 for the year 2009-10, 6
	शैक्षिक क्रांति के सूत्रधार बनेंगे पीपीपी मॉडल! 8
	State Policy On Safety Measures 10
संरक्षक श्रीमती गीता भुक्कल शिक्षा मंत्री, हरियाणा	Adult Literacy Programme. 13
	New Grant in Aid Policy for Aided Schools 15
	New Enrolment based Aid System 15
	Sanskriti Schools in Haryana 15
	Haryana - School Nurture Policy 16
	Introduction of Child Care Leave (CCL) during 19
	बरखा रानी 26
	Sports Scholarships 27
प्रकाशक एवं प्रधान संपादक विजेन्द्र कुमार निदेशक, विद्यालय शिक्षा विभाग, हरियाणा	Delegation of Powers to District Level Committee for Condemnation of School Rooms and Auction of Material 29
	Sanctioned Strength Of School Education Department 30
	Delegation of Powers to District Level Committee for Condemnation of School Rooms and Auction of Material 32
	To Change the of Single Shift School in Winter 33
	To postpone the winter vacations.. 33
	Kisan Model Schools in Haryana 34
	EBB Schools in Haryana 36
	साक्षरता अभियान 37
	आपके पत्र 37
	आयोजन किए जाने वाले खेलों की सूची 38
	खेल कैलेंडर 2010-11 39
	List of Holidays in the Public Offices under the Haryana Government during the Calendar Year 2011 41
	Major Achievements of Elementary Education, Haryana 42
	Edusat Broadcast Time Table 44
	List of Employees those will Retired on 31-12-2010. 46
	शिक्षा का अधिकार कानून विद्यालय प्रबन्ध समिति की क्रान्तिकारी भूमिका 48
	आशाएं 50
	कैलेंडर दिसम्बर 2010 51

संपर्क:
विद्यालय शिक्षा विभाग, हरियाणा
30 बेज बिल्डिंग, सेक्टर-17, चंडीगढ़
email: shikshalok_2006@rediffmail.com

मुद्रक: भास्कर प्रिंटिंग प्रेस, चंडीगढ़





संदेश



में यह जानकर उत्साहित हूं कि स्कूल शिक्षा निदेशालय, हरियाणा अपनी मासिक पत्रिका **शिक्षालोक** का प्रकाशन सफलतापूर्वक कर रहा है। पत्रिका द्वारा शिक्षा के क्षेत्र में किए जा रहे महत्वपूर्ण कदमों की सम्पूर्ण जानकारी मिलना अपने आप में एक सराहनीय प्रयास है।

शिक्षा का अधिकार सिर्फ विद्यार्थियों तक सीमित नहीं है, बल्कि इसमें राज्य के वे सभी वर्ग भी शामिल हैं, जिन्हें शिक्षा ग्रहण करवाकर सम्पूर्ण राज्य को एक शिक्षित राज्य बनाया जा सके। सरकार के इसी प्रयास को सार्थक बनाने के लिए किसान मॉडल स्कूल स्थापित किए गए हैं, जिनकी स्थापना अगले शैक्षणिक सत्र में राज्य के पांच जिलों में कि जा रही है ताकि विद्यार्थियों के साथ-साथ ग्रामीण क्षेत्रों के लोगों को भी उच्च शिक्षा प्राप्त हो सके।

साथ ही राज्य में **संस्कृति मॉडल स्कूल, ईबीबी स्कूल, पीपीपी परियोजनाएं**, 6-14 वर्ष की आयु के अनुसूचित जाति के विद्यार्थियों के लिए स्कूल परिसर में ही मुफ्त योग कक्षाएं लगाना, आर्थिक रूप से कमजोर वर्गों के बच्चों को निजी स्कूलों में आरक्षण, तकनीकी व व्यावसायिक शिक्षा पर जोर आदि अनेक ऐसे महत्वपूर्ण कदम हैं, जिनकी बदौलत राज्य **सब पढ़े- सब बढ़े** की नीति को सफल बनाने में प्रयासरत है।

आगे भी यह प्रकाशन सफलतापूर्वक चलता रहे, इसी आशा के साथ में अपनी शुभकामनाएं प्रेषित करता हूं।



भूपेन्द्र सिंह हुड्डा

भूपेन्द्र सिंह हुड्डा
मुख्यमंत्री, हरियाणा



संदेश



यह अत्यंत हर्ष का विषय है कि शिक्षा विभाग की मासिक पत्रिका शिक्षालोक के नवंबर अंक का प्रकाशन किया जा रहा है।

शिक्षालोक शिक्षा विभाग की एकमात्र ऐसी पत्रिका है जिसका निरन्तर सफल प्रकाशन किया जा रहा है तथा विद्यार्थियों एवं अध्यापकों के बीच यह पत्रिका काफी लोकप्रियता हासिल कर चुकी है।

शिक्षा राज्य सरकार का प्राथमिक क्षेत्र है और सरकार का उद्देश्य सभी को गुणात्मक शिक्षा प्रदान करना है। हरियाणा में शिक्षा का अधिकार अधिनियम लागू किया गया है, जिसके लिए राज्य का शिक्षा विभाग प्रत्येक स्तर पर शिक्षा में सुधार के लिए निरन्तर परयत्नशील है।

मुख्यमंत्री श्री भूपेन्द्र सिंह हुड्डा के नेतृत्व में प्रदेश सरकार का लक्ष्य एक ऐसी शिक्षा प्रणाली विकसित करने का है जो संपूर्ण देश में अनुसरणीय हो और हमारे विद्यार्थी प्रतिस्पर्धा के युग में वैश्विक चुनौतियों का आसानी से सामना कर सके।

मुझे आशा है कि यह पत्रिका सरकार द्वारा शिक्षा के क्षेत्र में लागू की गई नई नीतियों एवं कार्यक्रमों की जानकारी शिक्षकों एवं विद्यार्थियों तक पहुंचाने में अति सहायक होगी और यह न केवल विद्यार्थियों एवं अध्यापकों को अपने भाव व्यक्त करने का एक सुअवसर प्रदान करेगी, बल्कि दूसरों को भी लिखने के लिए प्रेरित करेगी।

मैं पत्रिका के सफल प्रकाशन के लिए अपनी शुभकामनाएं देती हूं।



गीता भुक्कल

शिक्षा का अधिकार कानून : विद्यालय प्रबन्ध समिति की क्रान्तिकारी भूमिका

संयुक्त राष्ट्र द्वारा घोषित मानवाधिकारों के सार्वभौमिक घोषणा-पत्र के अनुच्छेद 26 के अनुसार मुफ्त और अनिवार्य बुनियादी शिक्षा प्राप्त करना मानव मात्र का अधिकार है। भारत सरकार ने शिक्षा का अधिकार कानून बनाकर इस हेतु एक बड़ी पहल कर दी है। सरकार ने पहली बार देश के भविष्य का निर्माण करने वाली भावी पीढ़ी के प्रति अपने उत्तरदायित्व को प्रमुखता से चिह्नित किया है। उसने पहली बार अपनी गैर-मतदाता प्रजा अर्थात् बच्चों की शिक्षा के लिए स्वयं को प्रामाणिकता के साथ प्रतिबद्ध किया है। देश के प्रत्येक बालक-बालिका को अनिवार्य एवं निःशुल्क शिक्षा पाने का कानूनी अधिकार देकर सरकार ने मानो प्राचीन विश्वगुरु भारत को पुनः गौरवशाली बनाने की दिशा में एक महत्त्वपूर्ण कदम रख दिया है। इतना ही नहीं, इस कानून को बनाने की प्रक्रिया में भारत देश के नीति-नियन्ताओं ने देश के अभावग्रस्त क्षेत्रों व वंचित वर्ग के बालकों के लिए शिक्षा-सुविधाओं के नितान्त अभाव की वर्तमान नग्न सच्चाई को भी गंभीरता के साथ रेखांकित किया है। देश के योजनाकारों ने आधुनिक विश्व में शिक्षा के सर्वोच्च महत्त्व को स्वीकारा है तथा पहली बार अपने समाज की सबसे निचली सीढ़ी पर खड़े एक अभावग्रस्त भारतवासी की साधनहीन संतान को शिक्षा प्रदान करने हेतु कोई ठोस योजना प्रस्तुत की है। केन्द्र की अटल बिहारी वाजपेयी सरकार ने दिसम्बर 2002 में 86वाँ संविधान संशोधन विधेयक लाकर देश के 6 से 14 वर्ष की आयु के सभी बच्चों को मुफ्त और अनिवार्य शिक्षा का मौलिक अधिकार प्रदान कर देश के आम आदमी को जो कल्पनातीत सपना दिखाया था, वह सपना सरकारी अकर्मण्यता और इच्छाशक्ति के अभाव की आठ वर्ष लम्बी वैतरणी को पार करके अब मूर्त रूप लेने को है।

मनमोहन सरकार ने यूँ तो देश के सभी बच्चों को अनिवार्य एवं निःशुल्क शिक्षा प्रदान करने की महत्त्वपूर्ण जिम्मेदारी स्वयं ही ओढ़ी है, परन्तु कार्यान्वयन की दृष्टि से उसने अपने इस दायित्व के निर्वहन का अधिकतर बोझ बड़ी ही कुशलता से जनता के ही कंधों पर डाल दिया है। इस समूचे प्रकरण में शिक्षा के अधिकार कानून के अन्तर्गत प्रस्तावित विद्यालय प्रबन्ध समितियों की बहुत ही क्रान्तिकारी भूमिका रहने वाली है। वैसे भी, वर्तमान में जिस ढर्रे पर अपना देश चल रहा है, ऐसे में क्रान्तिकारी उपायों के बिना किसी भी क्षेत्र में बड़े सुधारों की आशाएँ पालना व्यर्थ है। शिक्षा के लिए लाया गया यह अभूतपूर्व कानून देश में शिक्षा के लिए एक बड़ी क्रान्ति करने का महत्त्वपूर्ण आव्हान करता है। इस कानून में शिक्षार्थी बालकों के माता-पिता व अभिभावकों को अग्रणी भूमिका में रखा गया है तथा स्कूल के प्रबन्धन से लेकर इसके विकास तक की समस्त मुख्य गतिविधियों के संचालन की कुँजी उन्हीं को सौंप दी गई है। इस कानून के अन्तर्गत सरकार स्वयं एक आपूर्तिकर्ता व सहयोगी की भूमिका में खड़ी हुई दिखाई देती है। शिक्षा-क्रान्ति के इस पुनीत अभियान को सफल बनाने के लिए विद्यालय प्रबन्ध समितियों का कुशलतापूर्वक संचालन करने हेतु बच्चों के माता-पिता के रूप में लाखों क्रान्तिधर्मी योद्धाओं की आवश्यकता पड़ेगी। वर्तमान समय के सरकारी ढर्रे की जड़ता को तोड़ने के लिए देश के भविष्य का अहर्निश चिन्तन करने वाले ऐसे समर्पित सामाजिक कार्यकर्ताओं को निरन्तर जुटना होगा, जिनकी शिक्षा और शिक्षक दोनों के प्रति गहरी श्रद्धा हो और जिनके हृदय में अपने अभावग्रस्त वंचित समाज के लिए अगाध प्रेम भरा हो। विद्यालय प्रबन्ध समिति में न्यूनतम बारह कार्यकर्ताओं की नियुक्ति का प्रावधान किया गया है। बारह की बात छोड़िए, इन समितियों के लिए जहाँ-जहाँ भी केवल दो या तीन ही निष्काम

भाव से कार्य करने वाले समर्पित व निष्ठावान कार्यकर्ता मिलते जाएँगे, वहीं-वहीं शिक्षा-क्रान्ति के सुखद परिणाम सामने आने लगेंगे।

इस कानून के अनुसार देश के गैर सहायता प्राप्त विद्यालयों को छोड़कर शेष सभी विद्यालयों में विद्यालय प्रबन्ध समितियों का गठन करना होगा, जिनका कार्यकाल दो वर्ष का होगा। समिति अपने गठन के प्रथम वित्त वर्ष की समाप्ति से कम से कम तीन महीने पहले तक आने वाले तीन वर्षों के लिए विद्यालय विकास योजना के रूप में अपनी पूरी कार्ययोजना तैयार करेगी, जिसमें आगामी तीनों वर्षों के लिए बनाई गई अलग-अलग वार्षिक उप योजनाएँ भी प्रस्तुत करनी होंगी। इस योजना में स्कूल की सभी आधारभूत आवश्यकताओं का पूर्ण विवरण दिया जाएगा। समिति के दो वर्ष के कार्यकाल की समय सीमा उचित ही है। दो वर्ष का समय स्कूल की समस्याओं व आवश्यकताओं को भली प्रकार समझने और किए गए सुधारों के अपेक्षित परिणाम प्राप्त करने के लिए वाँछनीय है, परन्तु यदि दुर्भाग्य से समिति में अयोग्य अथवा अकर्मण्य लोगों का प्रवेश हो जाए, तो विकास कार्य अवरुद्ध होने की स्थिति में उन्हें दो ही वर्ष बाद हटाकर समिति के पुनर्गठन का प्रावधान रखा गया है।

शिक्षा के अधिकार कानून की सबसे उत्साहजनक बात यह है कि विद्यालय की समस्त गतिविधियों के संचालन में महत्त्वपूर्ण भूमिका निभाने वाली विद्यालय प्रबन्ध समिति में 75 प्रतिशत सदस्य बच्चों के माता-पिता अथवा अभिभावक/संरक्षक होंगे तथा उन्हीं में से किसी को समिति का अध्यक्ष व उपाध्यक्ष बनाया जाएगा। शेष 25 प्रतिशत सदस्यों में से एक तिहाई सदस्य स्थानीय पंचायत या नगरपालिका/नगरपरिषद् के होंगे, अन्य एक तिहाई उसी विद्यालय के अध्यापकों द्वारा तय किए गए अध्यापक होंगे और शेष एक तिहाई में विद्यालय के छात्र या स्थानीय शिक्षाविद् होंगे, जिनका चयन बच्चों के अभिभावक ही करेंगे। समिति के कुल सदस्यों में पचास प्रतिशत महिलाओं की भागीदारी को अनिवार्य बनाना इसकी दूसरी बड़ी विशेषता है। देहात और दूरदराज के क्षेत्रों में यद्यपि महिलाएँ भी परिवार की रोटी-रोजी के लिए दिन-रात जुटी रहती हैं, तथापि छह से चौदह वर्ष के बच्चों की शिक्षा के मामले में पुरुषों की तुलना में महिलाएँ ही अधिक सचेत रहती हैं और अपना अधिक समय निकाल पाती हैं।

इस कानून में विद्यालय प्रबन्ध समितियों के सदस्यों से बहुत अधिक अपेक्षाएँ की गई हैं। जैसे- समिति द्वारा सरकार के आर्थिक सहयोग से आधारभूत ढाँचे का विकास करना और विद्यालय के लिए आवश्यक संसाधन जुटाना। बच्चों के मानसिक व शारीरिक उत्पीड़न पर दृष्टि रखना और यह देखना कि आस-पड़ोस के किसी भी बच्चे को दाखिले से वंचित न रखा जाए। मुफ्त पाठ्य सामग्री और वर्दी की उपलब्धता को सुनिश्चित करना। मध्याह्न भोजन की योजना को ठीक से लागू कराना आदि-आदि। परन्तु, इस समिति से ऐसी आशाएँ भी की गई हैं, जिनका पूरा होना अत्यन्त संदिग्ध प्रतीत होता है, जैसे- समिति विद्यालय के आसपास के निवासियों तक पहुँचकर उन्हें बच्चों के शिक्षा संबंधी अधिकारों की सूचना प्रदान करेगी। वह लोगों को बताएगी कि कानून के अनुसार विद्यालय का क्या कर्तव्य है, स्थानीय निकायों व राज्य सरकारों के क्या-क्या दायित्व हैं। समिति के सदस्य लोगों को यह भी समझाएँगे कि बच्चों की अनिवार्य शिक्षा के कानून के अनुसार स्वयं माता-पिता

के क्या-क्या कर्तव्य हैं। समिति से यह भी अपेक्षा की गई है कि वह शारीरिक रूप से निःशक्त बच्चों की पहचान करे, उनकी शिक्षण सम्बन्धी विशेष सुविधाओं पर अपनी पैनी नजर रखे और उनकी बुनियादी शिक्षा प्राप्ति को सुनिश्चित कराए। समिति के सदस्य ही यह भी सुनिश्चित करेंगे कि विद्यालय के अध्यापकों को कहीं गैर-शिक्षण कार्यों के बोझ तले तो नहीं दबाया जा रहा है। ऐसे में, सरकार अपने अधीन काम करने वाले शिक्षक कर्मचारियों को विभिन्न प्रकार के गैर-शिक्षण कार्य सौंपेगी और उन कार्यों को मना करने की बात पर सरकार, समिति व अध्यापकों के बीच जो तनातनी होगी उसका क्या दुष्परिणाम होगा तथा ऐसे संभावित मतभेदों की अंतिम परिणति कैसे तय हो पाएगी, कहना कठिन है। इसके अतिरिक्त, समिति के सदस्य किसी भी प्रत्यक्ष लाभ के बिना मुफ्त में ही ये तमाम काम करते फिरेंगे और इस कानून की सभी अपेक्षाओं पर खरा उतरकर दिखाएँगे, यह बात गले नहीं उतरती। हाँ, यदि समिति के कार्यकर्ता विद्यालय की विकास योजनाओं में से किसी प्रकार का अप्रत्यक्ष लाभ अर्जित करते हुए ये सारे काम करेंगे तो बात जमती है, परन्तु उससे तो गन्दे भ्रष्टाचार को ही बढ़ावा मिलेगा, जिसकी समाज में बहुत नाकारात्मक प्रतिक्रिया होगी और एक पवित्र शिक्षा अभियान को बड़ी भारी क्षति पहुँचेगी। देश में शिक्षा के लिए एक क्रान्ति करने का वातावरण बनाए बिना इस कानून का पालन हो पाना कठिन है। साथ ही, यह भी तय है कि निष्काम सेवा करने वाले कार्यकर्ताओं के प्रोत्साहन की ठोस योजनाएँ सामने लाए बिना ये सब ख्याली पुलाव पक नहीं पाएँगे। फिर भी, चूँकि आशावाद ही प्रगति का संबल है, इसलिए आइए इस समिति के निष्ठावान कार्यकर्ताओं की सक्रियता के कारण बाल शिक्षा के क्षेत्र में मिलने वाले संभावित शुभ परिणामों का विचार करते हैं।

विद्यालय प्रबन्ध समिति यह सुनिश्चित करेगी कि विद्यालय के आसपास के सभी बच्चों का विद्यालय में दाखिला हो पाए। वह इस बात पर भी अपनी पैनी नजर रखेगी कि दाखिल हुए बच्चों की विद्यालय में उपस्थिति लगातार बनी रहे। यहाँ, उपस्थिति की निगरानी करने वाला काम बहुत महत्वपूर्ण है। कल्पना कीजिए कि यदि कोई बच्चा दाखिले के बाद अपनी किसी आर्थिक, सामाजिक, शारीरिक या किसी अन्य व्यक्तिगत समस्या के कारण स्कूल में आना छोड़ दे और समिति के कोई भी दो-तीन सदस्य उसके घर पहुँचकर बच्चे के स्कूल में न आने का कारण जानें व आपसी सहयोग द्वारा अथवा समुदाय की सहायता से बच्चे की उस बाधा के कारण का निवारण कर दें तो एक क्रान्तिकारी घटना घट सकती है। देश में अभी हम बच्चों के स्कूल तक न पहुँचने की समस्या के चिंतन में उलझे हैं, परन्तु उस स्थिति में समिति के माध्यम से स्वयं स्कूल ही किसी समस्याग्रस्त बच्चे के घर तक जा पहुँचेगा और उसे पुनः अपना लेगा।

अभी, आए दिन समाचार पत्रों में ऐसी खबरें छपती रहती हैं कि अमुक गाँव में लोगों ने किसी न किसी बात पर क्षुब्ध होकर गाँव के सरकारी स्कूल पर ताला जड़ दिया। ऐसा सरकारी अकर्मण्यता व प्रशासनिक असंवेदनशीलता के फलस्वरूप उपजे जनक्रोश के कारण होता है। अब स्कूल में पढ़ने वाले बच्चों के माता-पिता ही स्कूल की अनेक मुख्य गतिविधियों के प्रमुख सूत्रधार होंगे, तो ऐसी अशोभनीय घटनाओं में निश्चित रूप से कमी आएगी। स्कूल की विभिन्न गतिविधियों के लिए कितना धन चाहिए, मुफ्त पुस्तकें, अन्य प्रकार की पाठ्यसामग्री व वार्दियाँ कब-कब कितनी-कितनी चाहिएँ, यह सब समिति के कार्यकर्ता ही तय करेंगे। समिति द्वारा प्रस्तावित योजना के आधार पर शिक्षा की विभिन्न मदों पर खर्च करने के लिए सरकार समिति को नकद धनराशि उपलब्ध कराएगी अथवा सीधे ही वॉछित वस्तुओं व पाठ्य-सामग्री की आपूर्ति करेगी, यह बात सरकार को ही तय करनी है। वर्तमान में, कई बार पूरा शैक्षणिक सत्र ही निकल जाता है, परन्तु सरकार अमुक-अमुक

विषयों की पाठ्य-पुस्तकें छापकर समय रहते उसकी आपूर्ति तक नहीं कर पाती। सरकारी हलकों में ऐसी गली-सड़ी कार्य-संस्कृति के चलते इस कानून के प्रभावपूर्ण क्रियान्वयन पर अभी अनेक बड़े-बड़े प्रश्न चिह्न लगे हुए हैं।

विद्यालय प्रबन्ध समिति के गठन से लेकर इसके संचालन तक की समस्त गतिविधियों में इसके संयोजक सदस्य के रूप में अपना दायित्व निभाने वाले स्कूल के मुख्याध्यापक अथवा मुख्याध्यापक न होने की स्थिति में किसी वरिष्ठतम अध्यापक की सबसे अधिक महत्वपूर्ण भूमिका रहने वाली है। समिति की मासिक बैठक बुलाना, बैठक में लिए गए निर्णयों का पूरा विवरण आम जनता के अवलोकन हेतु संभालकर रखना, सभी मदों के आय-व्यय का पूरा लेखा-जोखा रखना आदि सब काम उसी के हैं। इस समिति में संयोजक सदस्य एक विशेष महत्त्व रखने वाला सरकारी प्रतिनिधि होगा। सरकार भी पूरी समिति में केवल उसी को विशेष प्रशिक्षण देने वाली है। समिति के प्रत्येक निर्णय पर उसकी सम्मति का विशेष अर्थ होगा। उसके हस्ताक्षरों के बिना समिति का एक भी निर्णय, इसकी कोई भी योजना तथा कोई भी लेखा रिपोर्ट मान्य नहीं होने वाली। अतः विद्यालय प्रबन्ध समितियों के संयोजक सदस्यों की भूमिका निभाने वाले मुख्याध्यापकों की नियुक्तियाँ करते समय सरकार को अतिरिक्त सतर्कता बरतनी चाहिए तथा इस पद के लिए असंदिग्ध चरित्र वाले ऐसे कर्मठ व्यक्तियों का चयन करना बन चाहिए, जो सदैव एकनिष्ठ भाव से शिक्षा के लिए ही समर्पित रहे हों। इन समितियों के संयोजक सदस्य बने मुख्याध्यापकों को एक पूर्णकालिक कार्यकर्ता की तरह स्वयं को प्रस्तुत करना होगा तथा समिति के अन्य सक्रिय सदस्यों की भावनाओं व आकांक्षाओं के अनुरूप शिक्षा के शुभ कार्य हेतु सदैव तत्पर रहना होगा।

शिक्षा का कानून बनाकर सरकार ने बाल शिक्षा के इस अश्वमेध यज्ञ में अपने लिए यजमान वाली प्रमुख भूमिका स्वीकार की है तथा उसने यज्ञ का पुरोहित समाज को या है। कार्य निष्पादन की दृष्टि से 'विद्यालय प्रबन्ध समिति' ही यहाँ पुरोहित की प्रधान भूमिका में रहने वाली है। सरकार ने शिक्षा-अश्वमेध के मार्ग में आने वाली विभिन्न बाधाओं पर पार पाने के लिए समाज के हाथ में कानून का शस्त्र भी सौंप दिया है। इस शस्त्र की धार कितनी पैनी रखनी है तथा इसका कब-कब कितनी द्रुत गति से उपयोग करना है, यह बात समाज को ही तय करनी है। बाधाएँ बहुत बड़ी-बड़ी हैं, परन्तु अपना भारतीय समाज जब-जब सामुदायिक हितों के लिए किसी शुभ कर्म में जुटाता है, तो वह बाधाओं को उखाड़ फेंकता है। सरकार यजमान है, अतः यज्ञ के लिए उपयोगी समस्त आवश्यक साधन-सामग्री को समय पर उपलब्ध कराना उसी का दायित्व है। मन्त्रोच्चार के अवसर पर जब 'पुरोहित' को किसी वस्तु की आवश्यकता पड़ेगी तो यहाँ उस आहुति की पूर्ति 'मनसा परिकल्पय' कह देने से नहीं होने वाली। 'यजमान' के समर्पण भाव में खोटे आने पर अथवा संसाधन-सामग्री की कमी से यदि बाल शिक्षा का यह अश्वमेध यज्ञ विकृत हो गया, तो भविष्य का जो प्रकोप प्रकट होगा, उसका पाप तो यजमान बनी सरकार को ही लगेगा, परन्तु उसके गंभीर दुष्परिणाम पूरे देश को भोगने पड़ेंगे।

—डॉ. मनोज शर्मा (स्वतन्त्र टिप्पणीकार)

संपर्क : दूरभाष - 09466648714,

ई-मेल manoj.sharma.doctor@gmail.com

राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् हरियाणा, गुड़गाँव मासिक गतिविधियाँ दिसम्बर 2010, शिक्षा लोक पत्रिका के संदर्भ में अपेक्षित

राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, हरियाणा प्रदेश की विद्यालयी शिक्षा के गुणात्मक विकास हेतु सतत रूप से कार्य कर रही है। परिषद् में दिसम्बर मास में आयोजित गतिविधियों का विभागानुसार वर्णन निम्न प्रकार है।

अध्यापक शिक्षा विभाग

- * डी.एड. काउंसलिंग 04-08 दिसम्बर 2010
- * दिसम्बर 2010 में पानीपत, रोहतक एवं गुड़गाँव में स्थित स्वायत्तशासी संस्थाओं का निरीक्षण।
- * हरियाणा विद्यालय शिक्षा बोर्ड भिवानी द्वारा आयोजित डी.एड. पाठ्यक्रम सम्बन्धी बैठक में

सहभागिता दिनांक 06-08 दिसम्बर 2010

- * अध्यापक क्षमता विकास कार्यक्रम के अंतर्गत गणित अध्यापक प्रशिक्षण कार्यक्रम

03-07 दिसम्बर 2010 प्रतिभागी 22
08-12 दिसम्बर 2010 प्रतिभागी 49
22-26 दिसम्बर 2010 प्रतिभागी 30
27-31 दिसम्बर 2010 प्रतिभागी 55

- * अध्यापक क्षमता विकास कार्यक्रम के अंतर्गत सामाजिक अध्ययन अध्यापक प्रशिक्षण कार्यक्रम 29 नवम्बर -03 दिसम्बर 2010 प्रतिभागी 75

06-10 दिसम्बर 2010 प्रतिभागी 79
22-26 दिसम्बर 2010 प्रतिभागी 80
27-31 दिसम्बर 2010 प्रतिभागी 170

- * अध्यापक क्षमता विकास कार्यक्रम के अन्तर्गत प्राध्यापक अर्थशास्त्र प्रशिक्षण कार्यक्रम

16-20 दिसम्बर 2010 प्रतिभागी 34

- * अध्यापक क्षमता विकास कार्यक्रम के अन्तर्गत प्राध्यापक भूगोल प्रशिक्षण कार्यक्रम

13-17 दिसम्बर 2010 प्रतिभागी 55

- * भट्टाशाला केन्द्र अध्यापकों का प्रशिक्षण

01-03 दिसम्बर 2010 प्रतिभागी 60
10-12 दिसम्बर 2010 प्रतिभागी 55

- * डाइट में कार्यरत अंग्रेजी एवं गणित प्राध्यापकों का प्रशिक्षण 17-21 दिसम्बर 2010 गणित प्रतिभागी 32 एवं अंग्रेजी प्रतिभागी 31

- * द्विदिवसीय छात्र अधिगम कार्यशाला 13-14 दिसम्बर 2010 प्रतिभागी 55

- * दिसम्बर 2010 में सेतु पाठ्यक्रम के तृतीय स्तर के निर्माण कार्य को अन्तिम रूप दिया।

- * 14 दिसम्बर 2010 को राष्ट्रीय माध्यमिक शिक्षा अभियान संबंधी बैठक में सहभागिता।

- * 12 दिसम्बर 2010 को गीता जयन्ती के उपलक्ष्य में श्लोकोच्चारण प्रतियोगिता का आयोजन। प्रतिभागी 55
- * 18 दिसम्बर 2010 को गीता जयन्ती के उपलक्ष्य में देशभक्ति के गीत एवं भजन गान प्रतियोगिता का आयोजन। प्रतिभागी 45
- * 27 दिसम्बर 2010 को विद्वद् गोष्ठी रेवाड़ी में विशेष अतिथि के रूप में।
- * 28 दिसम्बर 2010 को वित्तायुक्त एवं सचिव शिक्षा हरियाणा सरकार के साथ डी.एड. के संबंध में बैठक।

शैक्षिक मूल्यांकन एवं अनुसंधान विभाग

- * दिनांक 3-12-10 से 26-12-10 तक परिषद् में आयोजित प्रशिक्षण कार्यक्रमों का मूल्यांकन किया।
- * हरियाणा विद्यालय शिक्षा बोर्ड भिवानी के लिए डी0एड0 प्रथम वर्ष (दोनों सैमेस्टर) के प्रश्नपत्रों का डिजाइन तैयार किया।
- * युवा संसद प्रतियोगिता एवं जिला स्तरीय विज्ञान प्रदर्शनी में निर्णायक के रूप में कार्य।
- * मेवात विकास प्राधिकरण द्वारा परिषद् में भेजे गए फार्मों की चैकिंग का कार्य।

भाषा अनुभाग

- * विभाग द्वारा प्रकाशित शिक्षा लोक पत्रिका का मूल्यांकन किया।
- * परिषद् में विभिन्न विभागों द्वारा आयोजित कार्यक्रमों में सहभागिता।
- * परिषद् में आयोजित भाषा संबंधी शिक्षक-प्रशिक्षण कार्यक्रमों में कुंजी व्यक्ति के रूप में कार्य किया।
- * विभिन्न अनुभागों से प्राप्त सामग्री की प्रूफ रीडिंग करना।

समावेशित शिक्षा विभाग

- * मौसम विभाग को प्रतिदिन दिन में दो बार मौसम की जानकारी हेतु रिपोर्ट देना

परीक्षा विभाग

- * विभिन्न विभागों से प्राप्त डी0एड0 के प्रमाण पत्रों की जाँच करना।
- * डी0एड0 से संबंधित आर.टी.आई. के पत्रों का जवाब देना।
- * डी0एड0 के डुप्लीकेट प्रमाण पत्र तैयार करना
- * राज्य में NMMS व HSTSE की परीक्षा 2010-11 का परीक्षा परिणाम तैयार करने संबंधी प्रक्रिया की गई।
- * NMMS परीक्षा की मगबमचजपवद त्मचवतज सभी जिलों से मंगवाकर मानव संसाधन विकास मंत्रालय को भेजी गई।

जनसंख्या शिक्षा विभाग

- * जनसंख्या एवं विकास शिक्षा के विशेष व्याख्यान कार्यक्रम के अंतर्गत महेन्द्रगढ़ जिले में संबंधित विषय पर विषय विशेषज्ञों द्वारा व्याख्यान दिये गये।

- * 1 दिसम्बर 2010 को एड्स दिवस मनाया गया।
- * राज्य स्तरीय विज्ञान प्रदर्शनी के अंतर्गत जनसंख्या शिक्षा संबंधी प्रदर्श लगाया।

शैक्षिक तकनीकी विभाग

- * पाठ्यक्रम परिवर्तन के कारण एजूसैट से प्रसारित शैक्षिक कार्यक्रम हेतु विषय सामग्री का चयन
- * परिषद् की वेबसाइट का अद्यतन किया गया।
- * राज्य स्तरीय युवा संसद प्रतियोगिता का आयोजन।
- * सीआईईटी, एन.सी.ई.आर.टी. नई दिल्ली द्वारा निर्धारित आईसीटी पर क्रियात्मक शोध जारी।
- * परिषद् की कम्प्यूटर की प्रयोगशाला का रख-रखाव।

गणित अनुभाग

- * प्राइमरी मॉड्यूल तैयार किया गया।
- * गणित प्रयोगशाला के विस्तार हेतु नए मॉडल बनाए गए।
- * डी0एड0 काउंसलिंग में सहभागिता।

भाषा अनुभाग

अनुभूति

मैं अनुभूत समस्याओं पर आज यहाँ कुछ बोल रहा हूँ।
खाने का जब समय था भाई , पढ़नेकी शुभ घड़ी थी आई।
संस्कारमयी थी ये अंगड़ाई , फिर भी मेरी समझ न आई।
यौवन ग्रस्त नगर में बन्धो, तब हमसब को मस्ती आई।
शारीरिक मानसिक समृद्धि, किंचित् भी तब समझ न आई।
बाल किशोर अवस्थाओं पर , चिन्तन करके डोल रहा हूँ।
मैं अनुभूत समस्याओं पर आज यहाँ कुछ बोल रहा हूँ। | 1 |

आया अवसर पुत्र धर्म का, गरिमामय मातपिता भूले।
न समझी थी उनकी कीमत, नित जीवन में उलटे झूले।
नहीं समझ थी इस सृष्टि में, पालक पोषक हैं वरदानी।
यही विरंचि विष्णु शंकर हैं, यथा रमा उमा कमलारानी।
बन्धो! अवसर जाने पर मैं, पितृभक्ति पर बोल रहा हूँ।
मैं अनुभूत समस्याओं पर आज यहाँ कुछ बोल रहा हूँ। | 2 |

आया अवसर भ्रातृ धर्म का, इसका गुणधर्म नहीं जाना।
रामायण को सुनकरके भी, तब भ्रातृ धर्म न पहचाना।
भ्राता के हित राज त्यागकर, कैकयनन्दन न पहचाना।
अति श्रद्धान्वित भ्रातृभाव से, भ्रातृ पादुका को राजा माना।
आज घोर कलियुग में भ्राता दुश्मन बनके बोल रहा हूँ।
मैं अनुभूत समस्याओं पर आज यहाँ कुछ बोल रहा हूँ। | 3 |

आया अवसर शिष्यधर्म का, झुकना तब हम भूल गए।
शासित होना समझ न पाए, अनुशासन से भी दूर गए।
पुस्तक गुरु दोनों की महिमा, बहुत अधिक सुखदायी है।

इन दो को समझे विना आज, जीवन समस्त दुःखदायी है।
आज द्वन्द्व में पड़ने पर मैं, गुरु भक्ति पर बोल रहा हूँ।
मैं अनुभूत समस्याओं पर, आज यहाँ कुछ बोल रहा हूँ। | 4 |

एकलव्य पहचान गुरु को, थे कितने भक्त महान हुए।
गुरु शिष्य के दृढ़ सम्बन्धों को, निरख वीर मतिधीर हुए।
मृन्निर्मित सदगुरु से शिक्षा, वे लेकर विश्वविख्यात हुए।
लोक ज्ञान परलोक ज्ञान की, गुरु कुंजी है हम भूल गए।
आज समय के ओझल होते, ही मैं यह सब बोल रहा हूँ।
मैं अनुभूत समस्याओं पर, आज यहाँ कुछ बोल रहा हूँ। | 5 |
आया समय गृहस्थी का तब, हमसब इसको भूल गए।
हुई अधिक नादानी सबसे, मित्र चयन में पिछड़ गए।
कर बैठे हैं कई मनमानी, जीवन पथ से भटक गए।
अब कैसे पथ पर लौटेंगे, ये सबके पाश पलट गए।
अब उल्टी गिनती गिनकर, मैं संकोची बन बोल रहा हूँ।
मैं अनुभूत समस्याओं पर आज यहाँ कुछ बोल रहा हूँ। | 6 |

आज चाहते सब मनवाना, सन्ततियों को नित पढ़वाना।
सदाचार निज राष्ट्रधर्म का, मानवतामय पाठ पढ़ाना।
यह कैसे सम्भव हो सकता, अब युग ने पाशा पलटा है।
सदा सुसंस्कारों से निरन्तर, आगे गुणाधान हो सकता है।
इसी दिशा में सोच सोचकर, आहत होकर बोल रहा हूँ।
मैं अनुभूत समस्याओं पर आज यहाँ कुछ बोल रहा हूँ। | 7 |

अभिमत देख बुढ़ापा आया, कर्मन्द्रिय ने भी साथ छुड़ाया।
इससे पूर्व न धर्म कमाया, पाछे अब फिर क्यों पछताया।
आँख कान और हाँथ पाँव भी, मिलके साथ छोड़ने वाले हैं।
बन्धो! इसी समय हम सब, मिलके धर्म कमाने वाले हैं।
तन से हीन सबल मन से, आज यहाँ पर बोल रहा हूँ।
मैं अनुभूत समस्याओं पर, आज यहाँ कुछ बोल रहा हूँ। | 8 |

अभी नहीं कुछ भी बिगड़ा है, समय साथ देने को खड़ा है।
गाँव नगर के बालक देखो, राह भटक के कौन खड़ा है।
उन सबके संकल्पों को जानो, उनके पथ को भी पहचानो।
शाला द्वारा कथित मदरसे, इनको सहज भाव से जानो।
राष्ट्रभक्ति के पथ पर आया, आज यहाँ पर बोल रहा हूँ।
मैं अनुभूत समस्याओं पर, आज यहाँ कुछ बोल रहा हूँ। | 9 |

यदि दिशा विपरीत लगे तो, जीवन नाशक धर्मविरोधी।
आत्महानि की पोषक हो तो, राष्ट्रविरोधक नीति विरोधी।
ये परिचिन्तन करने पर, दिग्विहीन दानव भूमि पर।
मानव की सोच बदलकर, पूर्ण सुखी जीवन शैली पर।
अति पावन पुनीत बेला में, श्रेयांश द्विवेदी बोल रहा हूँ।
मैं अनुभूत समस्याओं पर आज यहाँ कुछ बोल रहा हूँ। | 10 |

Educational Statistics at a Glance
as On 01.11.2009 for the year 2009-10

1. NUMBER OF SCHOOLS				
	Govt.	Non-Govt (Aided)	Non-Govt. (Un-Aided)	Total as on 1.11.2009
	AS ON 01.11.2009			
Pre Pry/Balwaries	21	-	-	21
Primary Schools *	9301	173	3578	13052
Middle Schools	2270	6	1200	3476
High Schools	1600	102	1604	3306
Sr. Sec Schools	1518	104	954	2576
Central Schools	28	-	84	112
Navodya Vidyalaya	19	-	-	19
Grand Total	14757	385	7420	22562

*Independent Govt Primary Schools Only

2. ENROLMENT STAGE-WISE (ONLY GOVT SCHOOLS)						
	TOTAL INCLUDING (SC)			ONLY SC		
	Boys	Girls	Total	Boys	Girls	Total
Pre-Pry/ Balwaries	746	690	1436	264	250	514
Nursery	40285	37780	78065	16320	15793	32113
Classes I-V	701412	664679	1366091	278173	261192	539365
Classes VI-VIII	313068	325464	638532	126362	120333	246695
Classes IX-X	158408	168691	327099	53395	50302	103697
Classes XI-XII	154068	126085	280153	38887	28791	67678
GRAND TOTAL	1367987	1323389	2691376	513401	476661	990062

3. NUMBER OF TEACHERS IN GOVT. SCHOOLS ONLY		
	Sanctioned	Total Working
J.B.T	38357	29843
C.&V	21442	14912
Master/Misterss	25517	16481
Lecturers	12345	8914
Head Master/Mistress	1995	1095
Principal	1604	1325
GRAND TOTAL	101260	72570

4. AVAILABILITY OF EDUCATION FACILITY (RADIUS) IN KMS.			
	Year 1966-67 (AS ON 1-11-1966)	Year 2008-2009	2009-10 (AS ON 01.11.2009)
Primary	1.60	1.06	1.03
Middle	3.88	1.23	1.07
High	4.85	1.53	1.52
Sr. Secondary	5.06	2.30	2.28

5. LITERACY RATE						
Year	HARYANA			INDIA		
	Male	Female	Total	Male	Female	Total
1961	29.20	9.20	19.90	34.40	12.90	24.00
1971	37.29	14.89	26.89	39.40	18.70	29.40
1981	48.20	22.30	36.14	46.74	24.88	36.23
1991	69.10	40.47	55.85	63.86	39.42	52.11
2001	78.49	55.73	67.91	75.30	53.70	64.80

6. SOME FACTS ACCORDING TO CENSUS		
Area of Haryana State= 44212 Sq. K.M.s.		
Total Population (Figure in Lac)	1991 (Census)	2001 (Census)
Male	88.28	113.64
Female	76.38	97.80
Total	164.64	211.44
Sex Ratio	865 Females Per 1000 Males	861 Females Per 1000 Males
Sex Ratio (0-6 yrs.)	879	819

7. Number of Districts = 21

8. Number of Blocks = 119

Dropout rate 2008-09

Classes I-V = 3.4

Classes VI-VIII = 4.4

शैक्षिक क्रांति के सूत्रधार बनेंगे पीपीपी मॉडल!

शिक्षा मानव विकास की आधारशिला है जो मानव को सुसंस्कृत संवेदनशील व विवेकशील बनाती है। समाज के प्रत्येक व्यक्ति को शिक्षित करने का उत्तरदायित्व केंद्र व राज्य सरकारों का है। सरकारों ने देश की स्वतंत्रता प्राप्ति के उपरांत इस क्षेत्र में महत्वपूर्ण कार्य किया है परंतु तेजी से बढ़ती जनसंख्या ने उपलब्ध शिक्षा संसाधनों को बौना सिद्ध कर दिया है, जिसके कारण राजकीय वित्तीय क्लेश में भारी बढ़ोतरी के बावजूद वह अपर्याप्त बना रहा। इसी वजह से केंद्र व राज्य सरकारों के साथ-साथ स्थानीय निकाय, गैर सरकारी संस्थाओं धार्मिक व लाभकारी समूहों ने इस क्षेत्र में अपना-अपना योगदान दिया। यही कारण रहा कि सरकारी क्षेत्र के अतिरिक्त निजी क्षेत्रों द्वारा भारी संख्या में शिक्षण संस्थान शिक्षा प्रदान करने के उद्देश्य से खोले गए।

प्राप्त आंकड़ों के अनुसार भारतवर्ष में लगभग 220 लाख बच्चों में से मात्र 40 प्रतिशत बच्चे ही विभिन्न शिक्षण संस्थाओं में पंजीकृत हैं जिसका सीधा सा अर्थ है कि लगभग 132 लाख बच्चे आज भी शिक्षा पाने के अधिकार से वंचित

30 प्रतिशत की दर हासिल करने पर भी मात्र 6.6 करोड़ बच्चे कॉलेज स्तर की शिक्षा क्षेत्र में प्रवेश कर पाएंगे। हमारे देश में शोधकार्य में लगे शोधकर्ताओं की संख्या दस लाख में से 156 ही है जबकि विकसित देशों में यही संख्या 4500 से लेकर 6700 के बीच है। ऐसी विकट स्थिति में विश्वस्तरीय आंकड़ों तक पहुंचने के लिए भारी मात्रा में बजट प्रावधानों व शिक्षा संसाधनों की आवश्यकता है। सरकारों के भागीरथ प्रयासों के बावजूद निजी क्षेत्र की सहभागिता अति अनिवार्य बन जाती है और यह भी तर्क गले नहीं उतरता कि हम और लंबे समय तक प्रतीक्षा करें।

निसंदेह सरकारों के सामने एक बड़ी चुनौती है। अतः इस चुनौती का मुकाबला सरकारों के अतिरिक्त निजी क्षेत्र, सामाजिक संगठनों, कारोबारी संस्थाओं, एनजीओ के साथ-साथ सामाजिक व लाभकारी समूहों को प्राथमिकता के आधार पर करना होगा। देश भर में भारी संख्या में केंद्रीय विद्यालय नवोदय विद्यालय व राजकीय विद्यालय इस कार्य में जुटे हैं। साथ ही 75 हजार से भी अधिक निजी विद्यालयों ने कुल शिक्षार्थियों का

पीपीपी में खोल जाएंगे जिनमें से हरियाणा प्रदेश के हिस्से में 100 मॉडल स्कूल आएंगे।

हरियाणा प्रदेश में 100 पीपीपी मॉडल विद्यालयों में 1.5 लाख बच्चों को विश्वस्तरीय शिक्षा प्रदान करने का लक्ष्य है। इनमें से एक लाख ऐसे बच्चों का चयन किया जाएगा जो सामाजिक व आर्थिकरूप से पिछड़े हैं। एवं पब्लिक स्कूल की फीस अदा करने में असमर्थ हैं। प्रदेश के विषय विशेषज्ञ नीति निर्धारण के लिए सतत विचार-विमर्श कर रहे हैं। प्रदेश सरकार निजी क्षेत्र की साझेदारी में संस्थागत ढांचा- विद्यालय भवन, प्रयोगशालाएं, पुस्तकालय, खेल मैदान, अभिरुचिवर्धक सुविधाएं, शिक्षण सहायक सामग्री, शुद्ध पेयजल, साफ सुथरे शौचालय, मनोरंजन सुविधाएं व विद्यालय प्रबंधक अध्यापकों व कर्मचारियों की नियुक्ति प्रशासन आदि उत्तरदायित्व निजी क्षेत्र को सौंपना चाहती है जबकि वित्तीय व्यवस्था, पाठ्यक्रम निर्धारण, सीबीएसई आधारित परीक्षाओं का संचालन, समय-समय पर आवश्यक दिशा-निर्देश, अध्यापकों सेवाकालीन प्रशिक्षण आदि दायित्वों को सरकार स्वयं निभाना चाहती है। ये मॉडल स्कूल वास्तव में महंगे पब्लिक स्कूलों की तरह कार्य करेंगे। परंतु धन कमाना इनका उद्देश्य बिल्कुल नहीं होगा।

नीति विधायक विचार कर रहे हैं कि एक विद्यालय में अधिकतम 2500 विद्यार्थी पहली कक्षा से 12वीं कक्षा तक होंगे। इनमें से 1000 बच्चों का चयन प्रवेश परीक्षा के माध्यम से किया जाएगा, जिनमें से 50 प्रतिशत बच्चे अर्थात् 500 बच्चे अनुसूचित, जनजाति व पिछड़े वर्ग के होंगे जबकि



25 प्रतिशत लड़कियां को संया होगी। चयनित बच्चे मात्र 25 रुपए प्रतिमाह शुल्क अदा कर शिक्षा ग्रहण करेंगे जबकि शेष 1500 बच्चों की फीस निर्धारण का कार्य विद्यालय प्रबंधक समिति तय करेगी। प्रदेश सरकार अपनी हिस्सेदारी के रूप में पाठ्यक्रम पुस्तकें , गणावेश , मिड डे मील व छात्र वृत्तियों के साथ-साथ प्रति छात्र एक आकर्षण अनुदान राशि स्कूल प्रबंधकों को प्रदान करेगी। पीपीपी मॉडल स्कूल पर सरकार 5 से 7 करोड़ रुपए की अनुमानित राशि खर्च करने के बारे में विचार कर रही है।

सरकार व निजी क्षेत्र के बीच कम से कम 10 वर्ष का अनुबंध होगा जिसे आगे आंच वर्षों या इससे भी अधिक समय के लिये बढ़ाया जा सकता है। इन विद्यालयों में शिखा की गुणवत्ता बनाए रखने के लिए मापदंडों का निर्धारण सरकार करेगी। इन्हीं मापदंडों पर विद्यालयों को जारी किए जाने वाली अनुदान राशि निर्भर करेगी। मापदंडों में जैसे उतम परीक्षा परिणाम, विद्यार्थियों व शिक्षकों की उपस्थिति दर, विद्यार्थियों की ड्राप आउट संया की दर, अन्य गतिविधियों में शिक्षार्थियों की उपलब्धियां आदि हो सकते हैं। वास्तव में इन विद्यालयों में नो सर्विस नो पेमेंट का सिद्धांत लागू करने की विचार है।

कुछ विशेषज्ञों का मत है कि पीपीपी मॉडल स्कूल वास्तव में प्रदेश के वर्तमान एडिड स्कूलों का सुधरा हुआ रूप हो सकता है। एडिड स्कूलों की प्रबंध समितियों को सरकार की ओर से अध्यापकों के वेतन का कुछ अंश अनुदान के रूप में दिया जा रहा है। विद्यालय के संचालन, सुविधाएं प्रदान करने भवन निर्माण करने व रख रखाव हेतु कुछ भी योगदान सरकार की ओर से नहीं दिया जाता बल्कि विद्यालय प्रबंधन अपने संसाधनों से या विद्यार्थियों के कुछ मदों में अतिरिक्त धनराशि एकत्रित कर विद्यालयों का संचालन करता है। निसंदेह एडिड स्कूल पीपीपी मॉडल स्कूलों के अधिकतर मापदंडों को भली-भांति बढ़िया ढंग



से पूरा करते हैं। जैसे इन विद्यालयों के शानदार परीक्षा परिणाम व शिक्षा नीति व निर्देशों की अनुपालना करते हुए अन्य गतिविधियों में शानदान भागीदारी व सफलताएं इनके सशक्त उदाहरण हैं। परंतु इन मापदंडों पर आधारित किसी प्रकार का अतिरिक्त अनुदान इन विद्यालयों को नहीं दिया जाता।

जबकि सरकार इन विद्यालयों के संचालन हेतु दिशा निर्देश, सेवा नियम, शुल्क की दरें आदि निर्धारित करती है। एडिड स्कूलों व पीपीपी मॉडल स्कूलों का सबसे बड़ा अंतर यह है कि एडिड स्कूलों में आर्थिक बोझ विद्यार्थियों व अभिभावकों पर रहता है। जबकि पीपीपी मॉडल स्कूलों में इसी बोझ को कम या बिल्कुल समाप्त करने बारे विचार विमर्श चल रहा है। वास्तव में पीपीपी मॉडल स्कूल सरकार व निजी क्षेत्र के बीच कोस्ट शेयरिंग सिस्टम पर आधारित शिक्षण संस्थाएं होंगी।

पीपीपी मॉडल अनेक निजी क्षेत्रों जैसे

पुल, हाईवे, रेलवे, पावर स्टेशन, दूरसंचार, चिकित्सालय आदि में काफी सफल हुआ है बल्कि इसका देश की प्रगति में एक सराहनीय योगदान रहा है। लेकिन कुछ विशेषज्ञ उपरोक्त प्रकल्पों की समानता शिक्षण संस्थाओं के साथ करने के पक्षधर नहीं हैं क्योंकि शिक्षण संस्थाओं में धिक मानव संसाधन की सीधी भागीदारी मापदंडों में परिस्थिति व समय के अनुसार ढील देने की आवश्यकता हो सकती है अर्थात् एक तय मॉडल हर समय उपयुक्त नहीं हो सकता।

केंद्रीय मंत्री कपिल सिब्बल के कथानुसार देश में 2020 तक शतप्रतिशत साक्षरता दर को हासिल करने का हमारा लक्ष्य है तो निसंदेह सरकार को निजीकरण की प्रबंधन कुशलता, प्रतिबद्धता, निष्ठा व भारी निवेश की उपलब्धता का एक विश्वास के साथ लाभ उठाने का तुरंत निर्णय करना होगा।

रमेश बंसल

Adolescence Education Programme

An intensive partnership between Department of Secondary & Higher Education and the National AIDS Control Organization has paved new ground in mainstreaming HIV prevention across different sectors.

Given the rising epidemic and the urgent need to implement a multisectoral solution, Shri Arjun Singh, the Hon'ble Minister of Human Resource Development (MHRD) in Government of India took the initiative to convene an Inter-Ministerial meeting in October 2004 with Ministers and Secretaries of eight different ministries. A holistic multisectoral strategy for addressing AIDS was agreed to at the meeting, in line with the international experience that AIDS is a multisectoral problem and not merely a health problem.

This meeting resulted in accelerating the ongoing partnership between Department of Education and National AIDS Control Organization (NACO) to break new ground in HIV prevention efforts. Key components of the acceleration include:

A review of the ongoing efforts in the area of Adolescence & Life Skills Education with the close cooperation of NACO and UNICEF, with a view to harmonize approaches and support scaled implementation. Programs reviewed were the School AIDS Education Programme (SAEP), the Scheme on Co-curricular Activities on Skill Development in Adolescence Education (CASDAE) under the National Population Education Programme (NPEP), the Adolescent Reproductive & Sexual Health (ARSH) Project, and the HIV/AIDS components of the National Framework on Teacher Education. Several agencies involved: the National AIDS Control Organization (NACO), the National Council of Educational Research & Training (NCERT), the Council of Boards of Secondary Education (COBSE), the United Nations Fund for Population Activities (UNFPA), United Nations Children's Fund (UNICEF), and the National Council for Teacher Education (NCTE).

Development of a detailed National Education Action Plan for integration of HIV prevention education. The Action Plan outlined specific outcomes and timeframes for scaling up the School AIDS Education Programme for co-curricular activities in classes IX-XII to 100% of the schools across by the end of 2005 and for meeting substantial targets in terms of the other pillars of the Adolescence Education, viz. incorporation in education policy, pre-service / in-service teacher education / training, incorporation in curriculum, and coverage of out-of-school learners through the Alternate Innovative Education Schemes (AIES) of SSA and other adult education schemes.

Responsibilities were assigned to various nodal and partner organizations like the National Council for Teacher Education (NCTE), National Council of Educational Research & Training (NCERT), Council of Boards of Secondary Education (COBSE),

Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Tibetan School Authority (CTSA), National Literacy Mission (NLM) and the National Institute of Open Schooling (NIOS) and each organization was asked to develop their own activity-wise Action Plans with specific outcomes and timeframes in tandem with the National Action Plan.

- Education being a matter in the Concurrent List of the Constitution of India, responsibility for this rests with both the Central and State Governments. A major share of the school system is with 28 States and 7 Union Territories. A consultative process was initiated with them to develop corresponding State and UT Action Plans, while incorporating their concerns and accommodating the demands of contextualizing the intervention to State/UT – specific needs and supporting such modifications technically or financially through MHRD, NACO and UNICEF.
- A series of Regional Workshops were planned jointly by MHRD, NACO and UNICEF at Patna, Kolkata, Chandigarh, Dehradun, Delhi, Mumbai, Chennai and Guwahati (March-May, 2005) to have in-depth sharing of views with the State/UT Departments of Education, State Councils of Education Research & Training (SCERTs), State/UT Boards of Education and State AIDS Control Societies (SACs) of all 35 States/UTs and to help finalize the State/UT Action Plans. (Annexure 3: Summary Document on the Regional Adolescence Education Workshops (March-May 2005).

In pursuance of the above initiatives, training resources for co-curricular activities were readied in the form of a Toolkit developed by DoE (MHRD), NACO with UNICEF. A Common Minimum Framework was developed by NCERT as part of Scheme on Co-curricular Activities on Skill Development in Adolescence Education (CASDAE) under NPEP. For curricular activities, training resource and Common Minimum Framework was developed by NCERT as part of the Scheme of Content on Adolescence Education. For teacher education, a revised National Framework on Teacher Education was finalized and this covers pre-service and in-service education of teacher and teacher educators.

A National Core Committee has since been constituted under the Chairmanship of Secretary (S&HE) in November 2005. The terms of reference of the Committee is indicated below: -

- To review the overall progress in implementation of the NAP from time to time.
- To lay guidelines for the implementation arrangement of the NAP.
- To identify areas for coordination amongst various Departments / Ministries / Agencies involved and
- To give suggestions to the implementing agencies.

Kendriya Vidyalaya Schools in Haryana

OBJECTIVES

To cater to the educational needs of the children of transferable Central Government employees including Defence and Para-Military personnel by providing a common programme of education;

To pursue excellence and set pace in the field of school education;

To initiate and promote experimentation and innovativeness in education in collaboration with other bodies like the Central Board of Secondary Education and National Council of Educational Research and Training etc.

To develop the spirit of national integration and create a sense of "Indianness" among children. Memorandum Of Association (Hindi version)

SALIENT FEATURES

Common text-books and bilingual medium of instructions for all Kendriya Vidyalayas.

All Kendriya Vidyalayas affiliated to Central Board of Secondary Education

All Kendriya Vidyalayas are co-educational, composite schools.

Sanskrit is taught from class V to IX

The quality of teaching is kept reasonably high by an appropriate teacher-pupil ratio.

No tuition fee for boys upto Class VIII, girls upto Class XII and SC/ST students and children of KVS employees.

MISSION OF KENDRIYA VIDYALAYA

The Kendriya Vidyalayas have a four - fold mission, viz.,

1. To cater to the educational needs of children of transferable Central Government including Defence and Para-military personnel by providing a common programme of education ;
2. To pursue excellence and set the pace in the field of school education;
3. To initiate and promote experimentation and innovations in education in collaboration with other bodies like the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) etc. and
4. To develop the spirit of national integration and create a sense of "Indianness" among children.

Jawahar Navodaya Vidyalayas

Navodaya Vidyalayas are schools with a mission and philosophy. They are founded on the belief that education is intrinsic to human development. Fostering excellence with equity are the precepts through which Navodaya Vidyalayas seek to fulfill a major objective of Independent India: Education on an equal footing to those denied access to quality education: girls, children of SC and ST communities and rural children.

In accordance with the National Policy on Education (1986), Government of India started Jawahar Navodaya Vidyalayas (JNVs). Presently the JNVs are spread in 27 States and 7 Union Territories. These are co-educational residential schools fully financed and administered by Government of India through an autonomous organization, Navodaya Vidyalaya Samiti. Admission in JNVs are made through the Jawahar Navodaya Vidyalaya Selection Test (JNVST) at class VI. The medium of instruction in JNVs is the mother tongue or regional language upto class VIII, and English thereafter for Maths and Science and Hindi for Social Science. Students of the JNVs appear for X and XII class examinations in the Central Board of Secondary Education. While education in the schools is free including board & lodging, uniforms and textbooks, a nominal fee of Rs. 200/- per month will be collected from the children from IX to XII class. However, children belonging to SC/ST, Girls, Physically Handicapped and from the families whose income is below Poverty line are exempted from payment of fees.

Rural education is sought to be brought to the forefront in Navodaya Vidyalayas. Setting and sharing the pace and goal of excellence in school education in the districts in which they are located are among the important objectives of Navodaya Vidyalayas.

National integration through education, integration with the immediate neighbourhood through pace setting activities and integration with regions other than one's own through school exchange programmes are some of the other goals on the charter of Navodaya Vidyalayas.

Development of leadership qualities, personality development, promotion of team spirit, understanding and appreciation of India's composite culture and heritage, adventure, sports, scouts and guides & NCC activities and computer education are sought to be fully integrated into the calendar of school activities so that to the objective of excellence with equity is achieved.

Objective of the scheme

- (i) To provide good quality modern education including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education to the talented children predominantly from rural areas.
- (ii) To ensure that students attain a reasonable level of competency in three languages,
- (iii) To promote national integration through migration of students from Hindi to non-Hindi speaking States and vice-versa,
- (iv) To serve in each district as focal point for improvement of quality of school education in general through sharing of experiences and facilities.

Adult Literacy Programme

NATIONAL LITERACY MISSION:-

The programmes of Adult Education Bureau are implemented through National Literacy Mission, launched on 5th Many 1988 with the aim of imparting functional literacy to non literates in 15-35 age group.

STATE LITERACY MISSION AUTHORITY:-

As per guidelines of National Literacy Mission, State Literacy Mission authority has been constituted which will cover and monitor the performance of various district level Total Literacy/Post Literacy/ Continuing Education Projects.

ZILA SAKSHARTA SAMITIES:-

The literacy programmes in the districts are being implemented through voluntary agencies known as Zila Saksharta Samities. The Deputy Commissioner of the District is the chairman of the Zila Saksharta Samiti.

LITERACY PROJECTS:-

1. TOTAL LITERACY CAMPAIGNS (TLC):-

Total Literacy campaign (TLC) is the principal strategy of the National Literacy Mission (NLM) for imparting functional literacy to 100 Million persons in the 15-35 age groups in a time-bound manner.

The TLC has certain positive characteristics like being area-specific, timebound, participative, delivered through voluntarism, cost-effective and outcomeoriented.

Through the TLC emphasizes the achievement of predetermined levels of literacy and numeracy, there are other activities linked up with TLCs, such as campaigns for universal enrolment and retention in schools, immunization,



conservation of environment, the small-family norm, women's empowerment, etc.

The TLC has an assumed duration of 12 to 18 months of which half is devoted to preparation and half to actual teaching/ learning activity. In exceptionally difficult areas, the duration is suitably extended. Two activities, namely, environment building as well as monitoring and concurrent evaluation are continued throughout the campaign.

The initial activity of environment building is closely followed by a door-to-door survey to identify potential learners and volunteer instructors. Suitable primers (in 3 parts) are developed through the state resource centres for adult education in accordance with the new pedagogic technique of 'Improved Pace and content of Learning'.

POST LITERACY CAMPAIGNS (PLC):-

On conclusion of a Total Literacy Campaign (TLC), Post Literacy Campaign (PLC) is implemented by the Zila Saksharta Samiti for a period of one year.

One of the major objectives of a PLC is to enable the neo-literates to learn the application of literacy skills as a problem solving tool, so that learning becomes relevant to living and working. In the limited time available during TLC, it is not possible to dwell adequately on the functionality and awareness components of the programme. Therefore, in the PLC phase, these objectives take centre stage.

One of the first tasks in a PLC programme is what is known as 'mopping up' operation. Those learners, who dropped out or could not achieve the NLM levels of literacy in the TLC phase, are enabled to achieve them through remediation or mopping up operation. To ensure that there is no time lag between the conclusion of

the basic literacy phase and the start of post literacy programme, which could result in a regression of neo-literates, NLM has laid a great deal of emphasis on the planning and launching of PLC well in time.

Post literacy specifically aims at remediation, retention and consolidation of literacy skills in the first phase through guided learning. In the second phase, learners are provided with a variety of supplementary reading material and library services to help them continue learning through self-directed processes. The NLM has emphasized the integration of skill development programmes with PLC to enable the neo-literates acquire skills for their economic self-reliance.

CONTINUING PROGRAMME:-

Government of India has approved a new Scheme of continuing Education for Neo-Literates in December 1995. The Scheme is in the initial process of implementation. It provides a learning continuum to the efforts of the Total Literacy and Post Literacy Programmes.

Under the Scheme the main thrust is given to setting up of Continuing Education Centres (CECs) which will function as the focal points for providing learning opportunities such as library, reading room, learning centre, training centre, information centre, charcha mandal, development centre, cultural centre, sports centre and other

EDUCATION

individual interest promotion programme centres.

FUNDING PATTERN:-

TLC/PLC

It has been estimated that it requires about Rs.90-180 to literate one person.

- Funds are shared by Central and State Government in the ratio 2:1.

CONTINUING EDUCATION:-

- 100% Central Assistance to the Scheme for the first 3 years of implementation.
- Cost to be shared equally by Central and State Governments in the 4th and 5th years.



The importance of science education for children

One of the features of word press is a list of what web searches have led people to your blog (or at least hits anyway) and they themselves can be fascinating glimpses into what people are interested in or what information on (mostly Tyrannosaurus and Jurassic Park). A recent one was the title of this post and it is a very interesting question (precisely it was “what is the importance of teaching science to children?”). Apart from the fundamental answer (well, everyone should know a bit about biology, chemistry and physics, much as they should know a bit about history, geography, art and maths) it is a good question. What does science bring to the table? It’s hard to put in specific terms, but science as a concept (as opposed to just learning facts and theories, or heating stuff in test tubes) has some nice ideas to offer that would be useful for many people to learn and would be useful throughout their lives. Concepts such as logical deductions and inference, parsimony, and not accepting arguments (or dismissals) based on authority but from evidence and skepticism would all be handy. Teaching someone how to appraise and evaluate conflicting evidence and any bias in that evidence would be useful ‘life skills’ for pretty much everyone. Let’s face it, it ultimately comes down to trying to spot patterns, work out reasons for them, and to spot errors and mistake: how can learning these skills be bad or unimportant?

Of course many of these are taught in various ways and in subjects well beyond science, (history lessons for me at least included things like looking for bias in various accounts of events), but

I do rather like the idea of formally teaching students what it means and why it’s important. I don’t think I was ever taught the ‘scientific method’ as a concept, we were just told there was a right and wrong way to do things, and while that included excellent guidelines about things like eliminating alternative possibilities to the cause of the results (effectively applying a control) the concept of a control in itself was not.

Something that laid out the ideas and reasons behind accurate formal writing, using good judgment, formulating rules, testing ideas, parsimony, and bias would be an excellent introduction to the scientific method, but also to thought itself. Teach kids how to think, how to evaluate and judge, how to process information and come to rules and conclusions about the world. Get that right and they will be armed with a powerful set of tools that will literally last them a lifetime, and frankly it’s hard to see how that cannot be good. I don’t think kids are incapable of learning these things as concepts and entities, and already many if not all of them *are* taught – but in a more systematic and integrated framework, I would expect them to stick better in the mind and let the kids see how the ideas work together. The benefits to science teaching (and many of the arts) are clear if the children had an established concept of how to present and test their ideas independently and to evaluate material put in front of them, as well as having something to take outside the classroom for the future.

New Enrolment based Aid System

Various issues/demands have been raised by the associations of Privately Managed Aided Schools Management Association, Haryana and Non-Govt. Privately Managed Aided Schools Teacher’s Association, Haryana with regard to increase the quantum of Government Grant-in-Aid (from 75% to 95%); or in case of non increasing of the quantum of Grant-in-Aid, services of the staff working on the sanctioned posts may be taken over by the Government and thereafter all the schools may be de-aided.

After careful examination of the demands of the associations, it is hereby conveyed that at this stage it is not feasible to increase the quantum of Grant-in-Aid from 75% to 95%.

However a new Grant in Aid Model is being proposed and comments are invited from all Aided Schools and other stakeholders in the School Education System.

New Enrolment based Aid System

Department proposes a new Grant in Aid System in place of earlier Teacher based grant in aid system. Department shall provide aid

on the basis of enrolment i.e. a fixed support per child per month. In the new per child grant-in-aid system, State shall expect certain performance & quality standards (some of the possible standards are: hiring only STET qualified teaching staff; All Children should pass external exams like class 10th and 12th Board Exams -failing which the school may have to reimburse the aid received by the school per child; school shall have to affiliate with BOSE or CBSE/ ICSE/IB etc; school shall be subject to all relevant Acts/Rules – RTE 2009, Haryana School Education Act/Rules as amended from time to time; school shall abide by National Education Policy including changes in Curriculum (NCF), Evaluation (CCE), Teacher Training etc.)

All stakeholders are requested to send their comments on the above.

Note: In case some of the aided schools agree to switch over to the new Aid System (per child grant-in-aid), then they may kindly submit the relevant resolution/undertaking of their school management to the Department as soon as possible.

Haryana - School Nurture Policy

Children are our future and our future depends upon the quality of education.

Haryana has 16,000 Government Primary and High schools catering to the educational needs of about 26 lakh children who are mostly from the low and middle strata of the society. We are committed to ensure free, compulsory and quality education for all children in the age group of 6-14 years.

It is proposed to introduce a 'School Nurturing Programme' to link the nurturers and the needy schools for development as centers of excellence, to recognize the efforts of the nurturers and to streamline the process of linking up.

Objective: School Nurturing Programme aspires to:

1. Create a pool of partners committed to strengthening the education sector
2. Extend support to individuals, organisations and institutions like SDMCs, PRIs and NGOs to work more closely with the schools and
3. Lessen the urban and rural disparities.

As a nurturer you need to

1. Choose a school from the list
2. In case of desire to donate any item – you have to file an Application
3. In case of desire to adopt a school for all round development or for any specific capacity building and training intervention within a school you have to enter into an "Memorandum of Understanding" with the Department.

Following is the list of desired interventions:

There are ample scope for intervention based on the needs of schools, children, the kind of education required and the local issues. Quality Education is the deciding factor in all the aspects of this programme. However, as an entry point, we have listed various possible interventions under the following heads:

1. Capacity Building and Trainings

- a. In-service trainings and orientations to teachers
- b. Educational tours for teachers and children
- c. Sports meet, cultural melas, nature camps, annual days etc.,
- d. Personality development camps/trainings
- e. Training in art/handicrafts and socially useful productive activities

- f. Job orientation programmes
- g. NSS, NCC, Scouts & Guides, Science clubs, Junior red cross etc.,

2. Teaching and Learning related activities

- a. Library – Books, reference material, hands on activity kits, audio-visual aids (including player, projector), book shelves, cupboards, furniture, power supply, Room etc.,
- b. Laboratory – Equipments, charts, furniture, storage facility, room etc.,
- c. Computer Lab – Computers, soft-wares, Battery(dual charging), UPS, Operator/teacher, training aspects etc.,
- d. Material related to other hands on education methods.
- e. Dual Desks, black-boards, cupboards, maps, charts, etc.,

3. Supportive Activities

- a. Scholarship (preferably 99 year support)
- b. Adopting poor and orphan children (for full elementary and secondary education)
- c. Providing in kind or cash for prizes for various occasions, reading & writing material, sports equipments
- d. Development of slum areas around the school
- e. Value addition for Mid Day Meal Programme - additional food material, plates, rice boilers, dining area etc.,
- f. Celebration of National, International & traditional festivals

4. Construction Activities

- a. Class rooms – construction and renovation
- b. Drinking Water Facility – Water cooler, piped water supply, taps, etc.,
- c. Kitchen – equipments like utensils, stoves, storage facility, water, sink, waste disposal system etc.,
- d. Sanitation – Toilets for boys and girls, water facility, sink, cleaning material and etc.,
- e. Protection Wall – bio-fencing, wired fencing, compound wall
- f. Play Ground – trainings, courts, sports gadgets, etc.,
- g. School garden and kitchen garden

5. Vocational Education

- a. Setting up a vocational activity from the suggestive list of projects
 - b. Supporting a project in terms of finance or supply of materials/machinery required to run the project
 - c. Providing vocational teachers
 - d. Providing apprenticeship related to the project at a facility/factory/establishment
6. Science Education
- a. Setting up science museum
 - b. Providing science models
 - c. Funding research project
 - d. Instituting Science Scholarships
 - e. Setting up Innovations in Science Awards
 - f. Sponsoring Field visits to science establishments

Approach :

To encourage community participation through donations and activities, in any of the government schools, a donor/s can choose the school and the kind of donation that one wants to make.

Benefits for the Nurturer :

Joining hands for a noble cause deserves appreciation and acknowledgement in the following ways...

1. More than 1/3 contribution in construction activity will be acknowledged with naming the structure in the name of the nurturer's choice
2. Display board in the school premises/on the school information wall
3. Publicity & Documentation
4. Rightful place on the departmental portal
5. Acknowledgement on major occasions

Degree of Recognition		
Less Than Rs. 10 thousand	=	Web Portal
	=	Recognition certificate
More than 10,000 upto One lakh	=	Web Portal
	=	Recognition certificate
	=	Name on School Information Board
One lakh	=	Web Portal
	=	Recognition certificate
	=	Name on School Information Board
	=	Public Honour on a Special Occasion

यादि क्रमांक 2/91-2010 वर्कस (2)

विषय :- महात्मा गांधी राष्ट्रीय ग्रामीण रोजगार योजना के तहत राजकीय विद्यालयों/डाइटों के भवनों के रख-रखाव बारे।

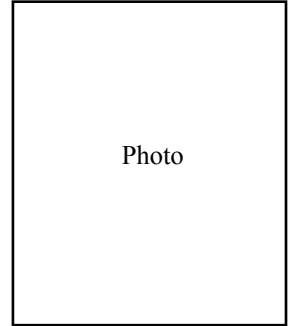
उपरोक्त विषय के सन्दर्भ में।

सूचित किया जाता है कि वित्तायुक्त एवं प्रधान सचिव, हरियाणा सरकार ग्रामीण विकास विभाग, चंडीगढ़ की अध्यक्षता में दिनांक 18.11.2010 को आयोजित बैठक में निर्णय लिया गया है कि राजकीय विद्यालयों/डाइटों के ग्राउंडों को समतल करने, मिट्टी का भरत करने, खेल के मैदानों का सौन्दर्यकरण करने तथा भवनों को बाढ़ से बचाने के लिए रिंग बांध बनवाने इत्यादि का कार्य महात्मा गांधी राष्ट्रीय ग्रामीण योजना के तहत करवाया जा सकता है।

आपसे अनुरोध है कि आपके जिले से सम्बन्धित जिन विद्यालयों/डाइट के भवनों के स्थलों में मिट्टी के भरत करने, खेल मैदान को समतल करने, विद्यालय पर पार्क विकसित करने, पेड़ लगवाने तथा भवनों को बाढ़ से बचाने के उपायों के लिए कार्य की सूची तैयार करके सम्बन्धित अतिरिक्त जिला उपायुक्त को भेजते हुए उसकी एक सूची निदेशालय को भी भेजी जाए।

Format I**School Nurture Application Form**

1. Name of Donor : _____
2. Father's Name : _____
3. Address : _____
4. Item/nature of Activity : _____
5. Approximate value of Donations/ Assistance : _____

**Signature of Donor****Attach Detail of Items****Memorandum of Understanding** (to be signed on Rs. 2 stamp Paper)

This Memorandum of Understanding is entered into on this day of200 , between the Department of School Education, Government of Haryana through DEO/BEO of District/Block..... on the one part and represented by on the other part, hereinafter called the Donor.

Where as the Donor in collaboration with the Department has desired to take up all round improvement of the school situated in village/town, as per circular 26-082008. and has agreed to adopt the said school as per the guidelines in the said circular by preparing a "Program of Action".

The Donor has identified the following points for preparing the "Programme for Action".

- 1)
- 2)
- 3)
- 4)

The Donor and the representative of the department have together agreed to implement the "Programme of Action". All civil structures built by the Donor and all equipment provided will become part of school property.

This Memorandum of Understanding will be valid for a period of five years. After reviewing the results of the partnership and mutual consent the MOU can be renewed for further periods of five years at a time.

This day this MOU has been read agreed and signed by both the parties.

FOR DONOR

for Department of School Education

Place: _____, Date: _____

Subject: Introduction of Child Care Leave (CCL) during probation period.

I am directed to refer to Finance Department letter No. 11/102/2009-3FR, dated 05/02/2010 on the subject noted above and to say that it has been further decided that no Child Care Leave shall be granted to the Haryana Government women employees during the probation period.

Subject: - Regarding provides the work of Chowkidar to Peons.

I am directed to invite your attention on the subject noted above and to say that the matter was under consideration with the State Govt. for some time and it was noted that many departments experience a lot of difficulties in case when the Chowkidars are away from the office even for a couple of days either on leave or due to some other reason. After consideration, it has been decided that a clause may be incorporated in the appointment letters of the Peons that in case of exigency the duties of Chowkidars would be assigned to Peon as a part of stop gap arrangement during such period the Chowkidar is away from the office.

2. These instructions would be brought to the notice of all concerned for their

information and compliance.

Subject: - Purchase Cases to be decided by the High Powered Purchase Committee.

Kindly refer to the State Government order No. 2/2/2010-4IBII dated 28.05.2010 on the subject cited above.

I would like to bring to your kind notice that the Hon'ble Finance Minister, Haryana (Chairman of High Powered Purchase Committee) has fixed the dates of meeting of High Powered Purchased Committee as per Schedule given below :-

October 13, 2010 and October 27, 2010

November 10, 2010 and November 24, 2010

December 08, 2010 and December 22, 2010

You are requested to send the copy of agenda notes to this office clearly one week in advance from the dates of meeting the High Powered Purchased Committee for their consideration and decision.

Kindly note that these dates are tentative and any deviation from it will be informed accordingly.

Subject: - Record Management.

I am directed to refer you on the subject noted above and to intimate that though detailed guidelines exist for maintenance, upkeep and weeding out of record and files, these are not being followed meticulously and record is not weeded out on a regular basis. As a result of this office face ever increasing demands on the space available, increased expenditure on purchase of racks and almirahs and also delays in extracting records. It has also been observed that in many departments/organizations there is a prevalent practice of burning the old/unwanted record which results into loss of revenue to the government as well as polluting the environment. In the interest of increased efficiency and economy in expenditure it is imperative that list of pending files are maintained and updated regularly and the old/superfluous record is weeded out (instead of burning the record) as per instructions of the government and the provisions contained in the Record Retention Schedule issued by the Archives Department.

2. You are requested to bring these instructions to the notice of all concerned in your department for strict compliance. Action taken in the matter may also be intimated to the Administrative Reforms Department.

Subject: - Instructions regarding fixation of pay of an employee on his promotion where the functional pay scale of the feeder post and functional scale of the promotion post are identical.

I am directed to invite your attention to this department order No. 1/48/2009-2PR (FD), dated 27th July, 2009 on the subject cited above. After careful consideration it has been decided to modify these orders to the following extent:-

“In all such cases where, as a consequence to the application of the provisions of the Haryana Civil Services (Revised Pay) Rules, 2008, the feeder and promotional posts are identically placed in the same Grade Pay, on promotion the incumbent employee shall be entitled to one increment equal to 3% of the pay in the pay band plus the existing grade pay to be rounded off to the next multiple of 10 and the same shall be added to the existing grade pay to be rounded off to the next multiple of Grade Pay remaining unchanged provided that before such a dispensation is accorded, the competent authority certifies that the promotional post carries higher responsibilities and duties. However, the conditions as laid down in Finance Department letter No. 1/8/3(PR)/88, dated 7.03.1988, 1/37/2001-2PR (FD), dated 04.12.2001 and dated 9.1.2004 shall also remain unchanged.”

2. The above modification shall take place w.e.f.

1.1.2006 i.e. from the date of implementation of Haryana Civil Services (Revised Pay) Rules, 2008.

3. All such cases which have already been decided before the issuance of these order and are inconsistent to these orders shall be reviewed and pay be re-fixed accordingly without effecting any recovery upto the date the date of issuance of this letter.
4. Copy of this letter is also available on website which can be downloaded from the site www.finhry.gov.in

Subject: Ex-gratia grant and other facilities of families of Government employee who die while in service- waiving of recovery of loans from employee belonging to Group C and D (Class-III and Class IV.)

I am directed to invite your kind attention to state Government letter No. 16/3/85- 3GS-II, dated 20-3-85 read with letter No.16/3/85-3GS-1.1 dated 7-6-85 and letter No. 16/3/85- 3GS-11 dated 24-1-86 on the subject noted above where in it has been stated that in case of an employee belonging to group C&D (Class-III & IV) who dies while in service, the outstanding principal amount of House Building advance, Marriage advance, Wheat advance, Festival advance, Cycle advance and the recovery of outstanding interest on all the advances taken by group C&D employees will be waived off. It was further clarified that in the case of House Building advance, the outstanding amount including interest of the advance will be waived off only in those cases where not more than one surviving member of the family is employed. On further consideration of the matter, it has been decided to extend this facility in respect of waiving off the recovery of balance Plot loan and interest thereon due from Govt. Class-III & IV employees, who dies while in service on the same terms and conditions mentioned in above letters. However, this amount will be waived off only on those cases where not more than one surviving member is employed.

2. These instructions shall come into operation with immediate effect and shall not have retrospective effect.
3. This issue with the concurrence of the Finance Deptt. Vide their U.O.No. 36/1/2010-WM (4), dated 22-6-10.

Subject: - Payment of Dearness Allowance to Haryana Government Employees on revised scales of pay.

I am directed to refer to Finance Department circular

letter No. 4/1/2009-5FR, dated 12th April, 2010 on the subject noted above and to say that the Governor of Haryana is pleased to decide that the dearness Allowance payable to Haryana Government Employees shall be enhanced from the existing rates of 35% to 45% of the pay w.e.f. 1st July 2010.

2. All other conditions for payment of dearness allowance on revised pay scale contained in the instructions including FD's letter No. 4/1-2009-5 FR dated 12-1-2009 shall continue to be applicable while regulating dearness allowance under these orders.
3. The additional installment of DA payable, under these orders shall be paid in cash to all Haryana Govt. employees from October, 2010 i.e. for the month of October, 2010 paid in November, 2010.
4. The payment of arrears of enhanced Dearness Allowance for the month from July, 2010 to September, 2010 shall be made in the month of November, 2010.
5. Copy of this letter is also available on website which can be downloaded from the site www.finhry.gov.in

Subject: - Grant of refundable advance to Haryana Govt. Employees includes all personal religious ceremonies.

I am directed to refer to Finance Department notification No. 4/4(2)/2003-2FR dated 09-05-06 on the subject noted above and to say that on reconsideration in the matter govt. has decided to include all personal religious ceremonies performed occasionally such as Jagran, Akhand Path, Ramayan Path, Birthday, Marriage anniversary etc. and the programmes relating to all religions to sanction the advance as mentioned in clause-I of GPF rule -16 to meet obligatory expenses.

The necessary amendment in the relevant rules will be made in due course.

Subject: Delegation of Powers to District Level Committee for Condemnation of School Rooms and Auction of Material.

A District Level Committee comprising of the following is hereby constituted:

1. Additional Deputy Commissioner
2. Executive Engineer, PWD (B&R)
3. District Education Officer

4. Concerned School Head

This Committee is hereby authorized to assess the school buildings with regard to safety, declare rooms unfit for use, fix the auction rates and conduct the auction. Such cases need not be sent to the Directorate of Secondary Education and Elementary Education for any approval.

However, the Committee shall intimate the Directorates concerned well in time with regard to condemnation of rooms and allocation of funds for construction of new rooms.

Subject: - Conversion of various periods in the schools of Haryana State.

Refer to the subject cited above.

It is to inform you that the Edusat Period of 6th to 12th classes be converted into library period with immediate effect. These instructions may please be brought to the notice of all Govt. Schools.

In addition to this school may also fix the periods as per detail given below with immediate effect:-

1. Sports period one per day
2. Computer period one per day
3. G.K. period one per week

These instructions may please be brought to the kind notice of all Head of Govt. Schools.

Memo No. 3/8-2009LC (I) Dated, Chandigarh, the,

Sub: Nomination of Nodal Officer of State Literacy Mission Authority, Haryana, Chandigarh.

This is in continuation of this office Memo No. EVEN dated 19.11.2010 on the subject cited above.

I am directed to inform you that in place of Sh. R.P. Yadav, Joint Director, Literacy, the name, designation and address of Nodal Officer of SLMA Haryana for contacting directly to under field visit for reviewing the progress of implementation of Saakshar Bharat in Haryana is as under:-

1. Name: Sh. Zile Singh
2. Designation: Deputy Director, Literacy
3. Address: 0/0 Director Secondary Education, Haryana 30 Bays Building, 3rd Floor, Sector 17B, Chandigarh.

4. Mobile No. 09466659115

Sub: Designating of State Public Information Officer (SPIO)/ State Assistant Public Information Officer (ASPIO) and First Appellate Authority under the Right to Information Act, 2005 for Utkarsh Society, Edusat, Panchkula.

Please refer to the above noted subject.

The following officers are hereby appointed as Appellate Authority, SPIO and ASPIO with immediate effect as per provision contained in section 19(1) and 5(2) of the RTI Act, 2005 respectively:-

Sr.No.	Post	Designation
1	Joint Director of Secondary Education dealing with EDUSAT/IT	Appellate Authority
2	Channel Manager, Secondary Edu.	State Public Information Officer
3	Channel Manager, Elementary Edu.	State Assistant Public Information Officer

ORDER NO. 15/59-2005 CO (4) DATED CHANDIGARH THE:

In continuation of this office order No. 15/59-2005 Co (4) dated 27.10.2010 and dated 08.11.2010 the following committees of the Officers are hereby constituted at the Directorate level for examining the cases of displaced Guest faculty teachers for adjustment:-

I). For Lecturer School Cadre

1. Sh. S.R. Vats, Joint Director - Chairman
2. Sh. Zile Singh, Deputy Director - Member
3. Sh. Ranbir Singh Tewatia, Asstt. Director - Member

II). For Master Category

1. Sh. D.N. Yadav, Deputy Director - Chairman
2. Sh. Dilbag Singh, Deputy Director - Member
3. Sh. Karan Singh, Deputy Director - Member

III). For C&V Teachers

1. Sh. Harcharan Singh, Deputy Director - Chairman

2. Sh. Jai Sir Singh Tewatia, Registrar Education - Member
3. Smt. Roopa Saini, E.O. - Member

IV). For JBT Teachers

1. Sh. Anurag Dhalia, HCS, JDA - Chairman
2. Sh. R.P. Sangwan, Deputy Director - Member
3. Sh. Mohan Lal Saini, Assistant Director - Member

The concerned branch Superintendent will be putting up the individual case duly recommended by the concerned District Education Officer/District Elementary Officer before the committee. The committee will be examining the cases on 2nd and 17th day of each month, in order to assess the eligibility of guest faculty for reo adjustment. In case 2nd and 17th of the month happens to be holiday then the committee would be examining the cases on the next working day. The guest faculty would be producing their original documents personally before the said committee.

Order No. 15/206-2010 CO (1)

SUBJECT: DELEGATION OF POWERS.

Reference this office Order No. Order No. 15/112-2006 Co (1) dated 8.2.2007 and 13.4.2007 and Order No. 4/78-2009 HRL (2) dated 24.4.2009 on the subject cited above.

The powers to decide the following establishment matters relating to Vocational Lecturers/Instructors category are hereby delegated as under:-

Sr. No.	Subject	Delegated To	Remarks
1	Maintenance of personal files of the Vocational Lecturers and Instructors	District Education Officer Concerned	<p>That while maintaining the personal files of Vocational Lecturers/Instructors it may be ensured that:</p> <ol style="list-style-type: none"> 1. ACRs of all the Lecturers/Instructors may be written well in time. 2. The personal files may be kept in safe custody. 3. The personal files may be kept under the supervision of responsible officer. 4. In case of loss of personal file the responsibility of the concerned officer / official be fixed. 5. In case of any negligence on the part of the officer/official responsible for the safe custody of the personal files, strict disciplinary action be initiated under Punishment & Appeal Rules 1987. . 6. NAC may be avoided. However if need be solid explained reason will be given. 7. The integrity of the custodian of the personal files should be good. 8. Whenever a Vocational Lecturer / Instructor is transferred out of district his whole personal me and service book etc. may be sent along with the LPC to the District Education Officer of the new district where he has been transferred

2	Forwarding of Applications of Vocational Lecturers and Instructors	District Education Officer Concerned	<p>That while permitting the Vocational Lecturers/Instructors of the District for I higher qualification it may be ensured that:-</p> <ol style="list-style-type: none"> 1. Adhoc employees may not be permitted to join course or appear in examination and no regular employee who have not completed 3 years of regular service be accorded permission. Such permission in reckoning of 3 years service rendered by the Govt. employee in any other Department /Govt. should also be considered provided he fulfills the following conditions:- <ul style="list-style-type: none"> (i) Govt. work should not suffer. (ii) Leave only be allowed for examination days. 2. There is no pending complaint/enquiry against the official. 3. The instructions issued by the C.S. vide No. 43369 dated 4.12.61, 21209 dated 18.7.72,12309 dated 13.5.76 & 2096 dated 13.12.89 be kept in view. 4. Any other instructions issued by the Govt. from time to time in this regard are adhered to.
3	Permission Higher qualification Vocational Lecturers and Instructors	District Education Officer Concerned	<p>That while forwarding the applications of the Vocational Lecturers/Instructors of the district it may be ensured that:-</p> <ol style="list-style-type: none"> 1. The applications of only regular employees will be forwarded. 2. 3 years of regular service should be ensured. 3. There is no pending Complaint/Enquiry against the official. 4. The instructions issued by the Govt. vide No. 13987 C.S.-61 & 43360 dated 4.12.61 be kept in view. 5. Any other instructions issued by the Govt. from time to time in this regard are adhered to.
4	Journey beyond Jurisdiction (JBJ) of Vocational Lecturers and Instructors.	District Education Officer	<ol style="list-style-type: none"> 1. The J.B.J. cases up to 10 days will be decided at the District Level and the JBJ cases of more than 10 days should be sent to the Directorate. 2. Instructions issued by the Govt. from time to time should be strictly adhered to. 3. The claimant will produce the attendance certificate.

5	extension in service beyond the age of 55 years of Vocational Lecturers and Instructors		<p>That, while granting extension in service beyond the age of 55 years to Vocational Lecturers/Instructors it may be ensured that:</p> <ol style="list-style-type: none"> 1. Service record of the last 10 years has to be assessed and out of which 70% should be good or above. 2. The integrity of the official should be good. 3. There is complaint/ inquiry against the official. 4. In case charge-sheet has been and court cases are pending a charges are such which aspersions on the integrity or the integrity of the person has been doubtful at any stage in the carrier and mention thereof has been made in the ACR. Such types of cases must be sent to the Headquarter. 5. The instructions issued by the Government vide No. 32/198/83-4GSI dated 16.8.83, 32/2/2005- 4GSI dated 11.4.2005,32/01/2005 4GSI dated 12.4.2005 be kept in view. 6. Any other instruction issued by the Government from time to time in this regard shall be adhered to. 7. The case of extension in service be submitted by the official at least 6 months prior to attaining the age of 55 years. <p>The case be decided at least one month prior to attaining the age of 55 years of the official.</p>
6	handicapped Allowance of vocational Lecturers &Instructors	District Education Officer Concerned	<p>Before granting the Handicapped Allowance it should be ensure that :-</p> <ol style="list-style-type: none"> 1. Certificate of disability issued by the CMO is genuine. 2. Handicappedness of the employee must be at least 40% 3. Entitlement of the Handicapped allowance will be w.e.f. from the date of claim in the office of the district Education Officer.
7	A.C.P. Scale of vocational lecturers and instructors	District Education Officer Concerned	<p>While allowing the ACP Scale to the Vocational Lecturers/Instructors it may be ensured that:-</p> <ol style="list-style-type: none"> 1. Service record of the last 10 year has to be assessed and out of which 70% should be good or above. 2. Integrity of the official should be good. 3. There is no pending complaint/inquiry under Rule-7 against the official. 4. The instructions issued by the Government from time to time in this regard are to be adhered to. 5. In case charge-sheet has been issued and court cases are pending and the charges are such which cast aspersions on the integrity, or the integrity of the person has been doubtful at any stage in the career and mention thereof has been made in the ACR. Such types of cases must be sent to the Headquarter.

8	Pension cases of Vocational Lecturers and Instructors Category	District Education Officer concerned	<p>That while forwarding the cases of Vocational Lecturers/Instructors to the Accountant General Haryana it may be ensured that:-</p> <ol style="list-style-type: none"> 1. To get the pension papers filed from the retiree 24 months before the date of his retirement. A set of pension papers will be provided to the pensioner. 2. Immediately on receipt of pension papers, necessary action will initiated for verification/ completion of service book/record. 3. In case of transfer of an employee from one school to another, the service book will be completed with regard to service verification, entitlement of leave etc. The service book should be forwarded at the time of issuance of LPC. 4. Steps should be taken to finalize long standing advances/recoveries against the retiree. 5. It should be ensured well in time that steps are taken to expedite enquiries, if any, pending against the official. 6. In the case of employees residing in the Government accommodation, steps should be taken for obtaining No Dues Certificate from the concerned authority well in time. 7. If the employee wants to retain Government accommodation for the permissible period of 4 months after the date of retirement, the license fee of the period be deposited in advance. 8. The pension case should be sent to the Accountant General (A&E) Haryana for the issuance of Certificate and Report at least one year before the date of retirement. 9. It may be noted that any amount required to be withheld for adjustment of outstanding dues should be intimated to the Accountant General Haryana (A&E) while sending the reply to C&R which should accompany N.D.C. 10. In case of employees against whom departmental/ judicial proceedings are pending, steps should be taken for the grant of provisional pension and the case should be sent to A&G (A&E) Haryana 6 months before the retirement. However, it may be ensured that provisional pension is authorized on merits depending upon gravity of offence.
---	----------------------------------------------------------------	--------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Sanskriti Schools in Haryana

1	GMSSSS Barara (Ambala) [13]	Barara	11	GMSSSS Mahendergarh (Mahendergarh) [4100]	Mahendergarh
2	GMSSSS Tosham (Bhiwani) [356]	Tosham	12	GMSSSS Saroli (Mewat) [872]	Punhana
3	GMSSSS Indachhoi (Fatehabad) [3408]	Tohana	13	GMSSSS Dhatir (Palwal) [1005]	Palwal
4	GMSSSS Gurgaon (Sushant Lok) (Gurgaon) [5520]	Gurgaon	14	GMSSSS Panchkula (Sector 20) (Panchkula) [5522]	Pinjore
5	GMSSSS Sisai (Hisar) [1485]	Hansi	15	GMSSSS Panipat (G T Road) (Panipat) [2130]	Panipat
6	GMSSSS Ladain (Jhajjar) [3077]	Matan Hail	16	GMSSSS Tatarpur Istmurar (Rewari) [2545]	Rewari
7	GMSSSS Balerkha (Jind) [1513]	Narwana	17	GMSSSS Sanghi (Rohtak) [2681]	Rohtak
8	GMSSSS Keorak (Kaithal) [2186]	Kaithal	18	GMSSSS Sirsa (Sirsa) [2844]	Sirsa
9	GMSSSS Taraori (Karnal) [1807]	Nilokheri	19	GMSSSS Ganaur (Sonipat) [3460]	Ganaur
10	GMSSSS Ismailabad (Kurukshetra) [2399]	Shahabad	20	GMSSSS Bilaspur (Yamuna Nagar) [175]	Bilaspur

Inclusive Education for the Disabled at Secondary Stage (IEDSS)

The Scheme of Integrated Education for Disabled Children (IEDC) is being run in the State of Haryana through the Department of School Education to bring the disabled children in the mainstream of education. The scheme envisages ensuring the optimum growth of such disabled children in a conducive environment with the help of a Resource Teacher, special aids and equipment. The scheme further aims to ensure that the disabled child stays with his family and attends regular classes in the schools along with normal children and that the disabled child feels comfortable in the regular class-room so that he/she gains confidence and skills as a functional citizen of the society.

Under the scheme, 124 IED centers are functioning in the 14 Govt. High Schools and 110 Govt. Sr. Sec. Schools in the State under the active supervision of the Director, SCERT, Haryana, Gurgaon, Resource teachers are deputed to these IED centers for imparting education to the disabled children. These resource teachers are trained by SCERT Gurgaon. Under this scheme the children with

special needs (CWSN) are provided necessary facilities such as books, stationery, transport allowance, uniform allowance and equipment allowance etc. An amount of Rs. 5, 09, 58,000/- (Rs Five Crore Nine Lacs Fifty Eight Thousand Only) has been utilized by the state of Haryana under this scheme during the year 2008-09 this amount will be reimbursed by Govt. of India. The total number of student who have benefited from the scheme during 2008-09 is 13000. Approximately 3200 numbers of children / students for Classes 9th to 12th were benefiting from new scheme of Inclusive Education for Disabled at Secondary State (IEDSS) Educational facilities under this scheme for all children with disabilities that are included in general schools at the secondary and secondary level (Classes IX to XII). During the year an amount of Rs. 6.50 Crore has been released under the scheme and sanction has been conveyed for the same to the quarter concerned. Moreover, the scheme is being implemented /monitored at SCERT level.

Teacher Education Programme

17 District Institutes for Educational Training (DIETs) have been set up to provide pre-service and in-service training to the Teachers. Up to the year 1999 there were only 12 DIETs in the State. Thereafter the Govt. of India has sanctioned 5 new DIETs- one each at Kaithal, Panipat, Panchkula, Rewari and Yamuna Nagar. All these new five DIETs are located at District Headquarters. The buildings for these new DIET'S have been constructed at a total cost of 7.50 crores and have become operational w.e.f. August 2004. The case has been taken up with Govt. of India for providing funds for starting DIETs for the remaining three districts i.e. Jhajjar, Fatehabad and Mewat.

Teacher Education has been revamped. For optimum utilization of facilities and to ensure that these DIETs serve as district level nodal agency for quality improvement,

four new wings namely W.E. (Work Experience), Curriculam Material Development and Evaluation Branch, E.T.(Education Technology) and P&M (Planning and Management) have been added to each of the DIETs. The Government Elementary Teachers' Training Institutes (GETTIs), except at Morni (Panchkula) and Ferozpur Namak (Gurgaon), have merged with the DIETs in the respective Districts to have better quality inputs.

In the year 2006-2007 an amount of Rs. 13.78 crore were provided for this scheme. For the year 2007-2008 an amount of Rs. 9.29 were provided under this scheme. An amount of Rs. 21.25 crore was provided for the year 2008-2009 under this scheme. An amount of Rs. 28.53 crore have been provided for the year 2009-2010 under this scheme.

Sports Scholarships

SPAT (Sports & Physical Aptitude Test)

Eligibility:

SPAT is open for girls and boys in 8-19 years age group.

As per government policy, one scoring 75% and ranked in first 5000 in SPAT 2011 will be awarded monthly scholarship with validity for the period April, 2011 to March, 2012.

Scholarship

The scholarship has validity for one year. Amount is Rs.1500 per month for 8 - 14 years and Rs. 2000 for 15-19 years age group.

Other benefits

Besides scholarship, the SPAT qualifiers are entitled for kit, equipments, coaching and access to playgrounds throughout the state. They are free to opt for sports of their choice and compete in block, district, state and national level tournaments, depending on their performance.

Residential nurseries and sports hostels

Qualifiers may opt for residential nurseries and sports hostels. There, they are supported with diet money at government approved rates.

Multi-Sports Talent Development Centers

There is a plan to open four Multi-Sports Talent Development Centers at Divisional level and give them world class training conditions. They will be playing league matches among themselves and with teams from abroad. Idea is to make them globally competitive in commercialized sports like football, basketball, boxing, cricket so that they can play for Clubs. It will raise the standard of game and create additional income and employment opportunities.

Money in your account , certificates in your mail!

The scholarship money is credited directly to the SPAT qualifiers account. Idea is to eliminate transition loss and delay completely. It aims at building cost bearing capacity among players in developing years.

It is also likely to strengthen spirit of enterprise among young citizens as they grow up believing that they are capable of income generating behavior.

Exercise is on to make gradation certificate available online to eligible players.

Continuance of Scholarship

Award of scholarship to SPAT qualifiers is contingent on 22 days a month of prectice and abstinence from drug and deliquency. It is aimed at creating a stake in good behavior for young citizens.

What is the format?

Participants from all over the state in the age group 8 – 19 years are administered Sports & Physical Aptitude Test, a battery of standardized tests.

It measures one's athletic potential in terms of agility, flexibility, endurance and strength.

How is the potential measured?

Participants are required to take part in 30m Flying, 6 × 10m Shuttle Run, Forward Bend and Reach, Standing Broad Jump, Vertical Jump, Medicine Ball and 800 m race. Scoring is age and gender sensitive and measures one on a cumulative score of 21. One scoring 75% (16 out of 21) is considered good enough to take the rigor of and pursue a career sports.

How does it help aspiring sportspersons?

SPAT provides an access ramp to aspiring players to government's athlete development schemes like sports scholarships and nurseries. They can choose a game, play tournaments and graduate to higher levels on strength of their performance.

Database

Along with other parameters like height, weight, blood group, place of birth, date of birth, background, preferred sports, parents' income level and occupation, SPAT score has helped the department in creating a database on high potential athletes in an objective, transparent and reliable manner.



Potential users

Sports department is using the database in identifying beneficiaries for its athlete support programs. It is also helping the department in developing applications to deliver the identified beneficiaries awards, prize money, gradation certificates online. Agencies in private domain like sports associations and corporate sports foundations can utilize the data in planning their athlete support activities. The database has data mining tools enabling the users to access it on different parameters.

The database can also help researchers in testing sports-related hypothesis and enable the department to plan and implement its schemes with greater effectiveness. It can also help other departments in planning their youth related programs better.

SPAT 2011

The first edition of the SPAT has attracted over 80,000 young boys and girls.

We plan to host SPAT, 2011 in from 3-9 Dec.2010r. Schools shall be conducting Round I of SPATlite [30 m Flying Race, 6X10 m Shuttle Run and Standing Broad Jump] for their wards and aspirants from their locality on their own. Those scoring 75%+ will qualify for Round II, to be organized by Sports Department from 15 Jan, 2011. Top 5000 will be eligible for scholarships,

subject to conditions.

30 lakhs students are likely to participate. We aim to step up the level of participation progressively and universalize SPAT in 8-19 years age-group by 2012. It would enable them to have an idea of their level of fitness and athletic potential and plan a career in sports.



Delegation of Powers to District Level Committee for Condemnation of School Rooms and Auction of Material.

Eligibility:

SPAT is open for girls and boys in 8-19 years age group.

As per government policy, one scoring 75% and ranked in first 5000 in SPAT 2011 will be awarded monthly scholarship with validity for the period April, 2011 to March, 2012.

Scholarship

The scholarship has validity for one year. Amount is Rs.1500 per month for 8 - 14 years and Rs. 2000 for 15-19 years age group.

Other benefits

Besides scholarship, the SPAT qualifiers are entitled for kit, equipments, coaching and access to playgrounds throughout the state. They are free to opt for sports of their choice and compete in block, district, state and national level tournaments, depending on their performance.

Residential nurseries and sports hostels

Qualifiers may opt for residential nurseries and sports hostels. There, they are supported with diet money at government approved rates.

Multi-Sports Talent Development Centers

There is a plan to open four Multi-Sports Talent Development Centers at Divisional level and give them world class training conditions. They will be playing league matches among themselves and with teams from abroad. Idea is to make them globally competitive in commercialized sports like football, basketball, boxing, cricket so that they can play for Clubs. It will raise the standard of game and create additional income and employment opportunities.

Money in your account , certificates in your mail!

The scholarship money is credited directly to the SPAT qualifiers account. Idea is to eliminate transition loss and delay completely. It aims at building cost bearing capacity among players in developing years.

It is also likely to strengthen spirit of enterprise among young citizens as they grow up believing that they are capable of income generating behavior.

Exercise is on to make gradation certificate available online to eligible players.

Continuance of Scholarship

Award of scholarship to SPAT qualifiers is contingent on 22 days a month of practice and abstinence from drug and delinquency. It

is aimed at creating a stake in good behavior for young citizens.

What is the format?

Participants from all over the state in the age group 8 – 19 years are administered Sports & Physical Aptitude Test, a battery of standardized tests.

It measures one's athletic potential in terms of agility, flexibility, endurance and strength.

How is the potential measured?

Participants are required to take part in 30m Flying, 6 × 10m Shuttle Run, Forward Bend and Reach, Standing Broad Jump, Vertical Jump, Medicine Ball and 800 m race. Scoring is age and gender sensitive and measures one on a cumulative score of 21. One scoring 75% (16 out of 21) is considered good enough to take the rigor of and pursue a career sports.

How does it help aspiring sportspersons?

SPAT provides an access ramp to aspiring players to government's athlete development schemes like sports scholarships and nurseries. They can choose a game, play tournaments and graduate to higher levels on strength of their performance.

Database

Along with other parameters like height, weight, blood group, place of birth, date of birth, background, preferred sports, parents' income level and occupation, SPAT score has helped the department in creating a database on high potential athletes in an objective, transparent and reliable manner.

Potential users

Sports department is using the database in identifying beneficiaries for its athlete support programs. It is also helping the department in developing applications to deliver the identified beneficiaries awards , prize money, gradation certificates online. Agencies in private domain like sports associations and corporate sports foundations can utilize the data in planning their athlete support activities. The database has data mining tools enabling the users to access it on different parameters.

The database can also help researchers in testing sports-related hypothesis and enable the department to plan and implement its schemes with greater effectiveness. It can also help other departments in planning their youth related programs better.

SPAT 2011

The first edition of the SPAT has attracted over 80,000 young boys and girls.

SANCTIONED STRENGTH OF SCHOOLS**SUBJECT-WISE**

	Principal	Head Master	Head Master (Middle)	Lecturer	Master	C&V	Total
Non Teaching	1605	1622	377	15	6		3625
Agriculture					12		12
Biology				225			225
Chemistry				432			432
Commerce				451			451
Computer Science				226			226
Cutting & Tailoring						35	35
DPE					1500		1500
Drawing						4597	4597
Economics				1213			1213
English				1988			1988
Fine Arts				30	2		32
Geography				301			301
Hindi				1968		4907	6875
History				1636			1636
Home Science				92	351		443
Mathematics				700	5535		6235
Music				43	125		168
Physical Education				21			21
Physics				431			431
Political Science				1662			1662
Psychology				20			20
PTI						5112	5112
Public Administration				5			5
Punjabi				117		1004	1121
Sanskrit				845		5967	6812
Science					6440		6440
Social Studies					11913		11913
Sociology				158			158
Urdu				1	5		6
Total	1605	1622	377	12580	25889	21622	63695

OL EDUCATION DEPARTMENT**DISTRICT-WISE**

	Principal	Head Master	Head Master (Middle School)	Lecturer	Master	C&V	Total
Ambala	82	79	10	580	1346	1215	3312
Bhiwani	152	157	0	1108	2152	1756	5325
Faridabad	48	41	9	439	718	589	1844
Fatehabad	50	88	53	440	1066	934	2631
Gurgaon	79	54	34	619	1130	867	2783
Hisar	115	157	17	930	1785	1494	4498
Jhajjar	115	55	10	786	1183	945	3094
Jind	93	121	77	704	1497	1304	3796
Kaithal	81	68	1	579	1253	1025	3007
Karnal	80	89	55	606	1382	1197	3409
Kurukshetra	54	63	1	471	1282	1065	2936
Mahendergarh	79	71	46	655	1190	1054	3095
Mewat	25	44	3	220	1008	716	2016
Palwal	44	54	18	361	861	768	2106
Panchkula	34	27	19	298	582	504	1464
Panipat	56	55	2	435	885	701	2134
Rewari	71	78	0	697	1211	984	3041
Rohtak	108	58	18	809	1099	842	2934
Sirsa	78	106	1	623	1450	1346	3604
Sonipat	113	98	1	758	1444	1196	3610
Yamuna Nagar	48	59	2	445	1357	1118	3029
Chandigarh	0	0	0	15	0	0	15
Reserve Pool	0	0	0	2	8	2	12
Total	1605	1622	377	12580	25889	21622	63695



HARYANA GOVERNMENT EDUCATION DEPARTMENT
ORDER

Delegation of Powers to District Level Committee for Condemnation of School Rooms and Auction of Material.

A District Level Committee comprising of the following is hereby constituted:

1. Additional Deputy Commissioner
2. Executive Engineer, PWD (B&R)
3. District Education Officer
4. Concerned School Head

This Committee is hereby authorised to assess the school buildings with regard to safety, declare rooms unfit for use, fix the auction rates and conduct the auction. Such cases need not be sent to the Directorate of Secondary Education and Elementary Education for any approval.

However, the Committee shall intimate the Directorates concerned well in time with regard to condemnation of rooms and allocation of funds for construction of new rooms.

Dated the 29th November, 2010

**FINANCIAL COMMISSIONER & PRINCIPAL SECRETARY
To GOVT. HARYANA, EDUCATION DEPARTMENT, CHANDIGARH.**

ENDST. NO. 2/96-2010-WORKS(2)

DATED 29/11/2010

A copy of the above is forwarded to the following for information and necessary action :-

1. Director, Secondary Education, Haryana, Chandigarh.
2. Director, Elementary Education, Haryana, Chandigarh.
3. State Project Director, Haryana Prathmik Shiksha Pariyojana Parishad, Chandigarh.
4. Engineer - in- Chief, PWD (B&R), Haryana, Chandigarh with the request to direct all the Executive Engineers, PWD (B&R) in the State accordingly.
5. All Deputy Commissioners in Haryana.
6. All Additional Deputy Commissioners in Haryana.
7. All District Education Officers in Haryana.
8. All District Elementary Education Officers in Haryana.

PS to Hon Tale Financial Commissioner & Principal Secretary to Govt. Haryana, Education Department, Chandigarh.

**DEPUTY SECRETARY EDUCATION
FOR FINANCIAL COMMISSIONER & PRINCIPAL SECRETARY
TO GOVT. HARYANA, EDUCATION DEPARTMENT, CHANDIGARH**

From

Director School Education,
Haryana, Chandigarh.

To

All District Education Officers
State of Haryana.

Memo No. 19/2-2010 SE(5)

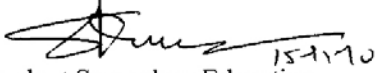
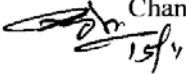
Dated, Chandigarh the 15-11-2010

Subject:- To change the time of single shift schools in view of the winter season.

Refer to the subject cited above.

It is decided that the time of the single shift schools from 15.11.2010 to 31.3.2011
will be from 9.00 A.M. to 3.00 P.M.

So you are directed that to inform all the concerned accordingly.


Superintendent Secondary Education
For Director Secondary Education Haryana,
Chandigarh.


Memo No. 5/79-2010 SE(S)

Subject: To postpone the winter vacations.

Refer on the subject cited above.

In view of the Right to Education Act, 2009 which has come in to effect from 1st April 2010. The matter regarding the working days of academic session-2010- 11 is under consideration of the Government and now it is decided that the winter vacations which are to commence from 22nd December to 31st December 2010 are hereby postponed till further decision.

Delegation of Powers to District Level Committee for Condemnation of School Rooms and Auction of Material

A District Level Committee comprising of the following is hereby constituted:

1. Additional Deputy Commissioner 2. Executive Engineer, PWD (B&R) 3. District Education Officer 4. Concemed School Head

This Committee is hereby authorised to assess the school buildings with regard to safety, declare rooms unfit for use, fix the auction rates and conduct the auction. Such cases need not be sent to the Directorate of Secondary Education and Elementary Education for any approval.

However, the Committee shall intimate the Directorates concerned well in time with regard to condemnation of rooms and allocation of funds for construction of new rooms.

Financial Commissioner & Principal Secretary
To Govt. Haryana, Education Department, Chandigarh

Kisan Model Schools in Haryana

Kisan Model School - Concept

Definition

School in rural areas which can provide education of high standard to children from farming families and prepare them for entering into institutions of higher learning in various academic and technical fields. It is proposed to setup Senior Secondary Model Kisan Schools in rural areas which would be an attempt to integrate all aspects of rural life and culture with the development of rural community in academics and vocational fields.

The scheme would be known as - qualitative improvement of school education in rural areas in partnership with HSAMB.

Kisan Model School - Concept

Objective

- *To take steps to provide course content in the emerging areas in education.*
- *To take steps for providing improved infrastructural facilities, better equipped labs, sports activities, residential accommodation for the faculty, hostels for the students (if necessary), transport facility.*
- *Integration of community service and service learning projects into the daily curriculum.*

Kisan Model School - Concept

Objective...

- *To make quality education available to farming community in rural areas.*
- *To improve the delivery of Science/Maths/ Commerce/Creative Arts Education in rural areas so that students are better equipped to face the challenges of competitive exams after class XII.*
- *To encourage and support teaching learning situation to enable learners to discover their talents to realize their intellectual and creative potentialities*

to the fullest.

Kisan Model School - Concept

...Objective

- *To provide course contents in Global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, environmental literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration, information literacy, media literacy, ICT literacy.*
- *Life long learning and social skills.*
- *Integration of vocational education in all the classes.*
- *To take all steps which may be required for quality education in rural schools.*

Kisan Model School - Society

Management of the schools in society mode - It would be an ambitious project to be implemented in the fixed time frame without any delay. There will be a State & District level Steering committee for the monitoring of the Government Kisan Model Schools/Rural Teachers Training Institute Scheme for the State & District level. Each of the schools will have also a School Management & Development Committee (SMDC)

Kisan Model School -District Level Management Committee

<i>Title</i>	<i>Occupation</i>	<i>Designation</i>
<i>Deputy Commissioner (DC)</i>	<i>Service</i>	<i>Chairman</i>
<i>Additional Deputy Commissioner (ADC)</i>	<i>Service</i>	<i>Member</i>
<i>Sub-Divisional Magistrate (SDM)</i>	<i>Service</i>	<i>Member</i>
<i>District Education Officer (DEO)</i>	<i>Service</i>	<i>MemberSecretary</i>

<i>District Elementary Education Officer (DEEO)</i>	<i>Service</i>	<i>Member</i>
<i>Representative of DSE</i>	<i>Service</i>	<i>Member</i>
<i>Representative of DEEO</i>	<i>Service</i>	<i>Member</i>
<i>Representative of SPD</i>	<i>Service</i>	<i>Member</i>
<i>Principal of Kisan Model School</i>		<i>Member</i>
<i>Representative to the nominated by SDMC</i>		<i>Member</i>
<i>Sarpanch of the Concerned Village</i>		<i>Member</i>
<i>One eminent farmer to be nominated by DC</i>		<i>Member</i>
<i>One eminent educationist to be nominated by</i>		<i>Member</i>

Kisan Model School - Governing Body

• <i>Financial Commissioner and Principal Secretary to Govt. Haryana, School Education Department</i>	<i>Chairman</i>
• <i>Financial Commissioner and Principal Secretary to Govt. Haryana, Agriculture Department</i>	<i>Co-Chairman</i>
• <i>Chief Administrator, HSAMB</i>	<i>Member</i>
• <i>Director Elementary Education</i>	<i>Member</i>
• <i>Representative of HPSPSP Haryana looking after SSA</i>	<i>Member</i>
• <i>Deputy Commissioner of the district concerned</i>	<i>Member</i>
• <i>Representative of school education directorate looking after civil works</i>	<i>Member</i>
• <i>Director Secondary Education</i>	<i>Member Secretary</i>
• <i>Eminent Farmer</i>	<i>Member</i>
• <i>Eminent Educationist</i>	<i>Member</i>

Kisan Model School - Agenda Points

- *RMSA/MHRD/GOI approval for the Kisan Model School Concept*
- *Financing the Construction of Schools & Hostels*
- *Financing recurring costs of schools & Hostels*
- *Approval of Society Structure to run the schools*
- *Approval of Teachers Training Institute*
- *Action Steps*
- *Any other item with permission of the Chair*

Kisan Model School - Issues

- *School design and building*
- *The school will have Primary, Middle, Secondary and Sr. Secondary wings. The estimated cost per school would be to the tune of Rs. 5 crores. Expenditure on this account may be borne by HSAMB and the civil works may be executed by HPSPSP.*
- *Procurement of Equipment*
- *SCERT Gurgaon may be authorized to workout in this regard. The expenditure would be borne by HSAMB. Procurement would be done through Director, Supplies and Disposal.*

Kisan Model School - Issues

- *Identification of Land*
- *As a first priority it may be seen if the required land is available with the HSAMB failing which the gram panchayat may be asked to make available the land. As per norms land measuring 5 acres may be required for setting up such a school and 2 acres for setting up the Hostel.*

Kisan Model School - Issues

- *Creation of Posts*
- *The recurring expenditure on this count per school per annum would be to the tune of Rs. 1.4 Crore.*
- *5 teachers, a Lab attendant, an office clerk for each 21 Kisan Model Schools as already approved by MHRD in annual plan 2010-11*
- *Selection and appointment of the staff - Initially the faculty will be taken on deputation from the existing Govt schools - suggestion is to put in State Award Winners. Later, trained teachers will be taken from State Level Teacher Training Institute.*

Haryana School Board Education Award of Scholarships

- (a) The Board shall award annually, on the results of various examinations, scholarships to be known as Board scholarships.
- (b) Each scholarship shall be of the value of Rs. 30 for Middle, Rs. 50/- for Secondary and Rs. 100/- for Senior Secondary Certificate Examination or of the value as decided by the Board from time to time.
- (c) One scholarship shall be awarded for each complete unit of one thousand candidates or part thereof on the results of the Examination to be calculated separately for each examination on the basis of the total number of candidates appearing in each of these examinations.
- (d) These scholarships shall be awarded on the basis of results of the annual examination only.
- (f) *If two or more candidates secure equal marks, they will be bracketed together each one of them shall be entitled to the scholarship irrespective of their age and the number of scholarship shall be increased accordingly. However, in the merit list, they will be shown in the increasing order of their ages i.e. the youngest one will be shown first, then the next order one and so on.
- * Approved by the Govt. vide memo No. 6/20/99 Edu 4(2) dt. 19.11.99.
- (g) The scholarships shall be tenable for two years in case of Middle and for twelve months for Secondary and Senior Secondary Certificate Examination respectively irrespective of the duration of a course a scholar has joined.
- (h) These scholarships will be awarded to those Scholars/ who continue their study in an institution situated in Haryana/ Chandigarh/ Haryana Universities/All India Institutes/or any other institution/Board/ University duly recognized/approved by the Board for this purpose. Provided that the students join higher/new course within the permissible admission days in the year of his/ her passing the examination.
- (i) No student shall hold more than one scholarship except by a special resolution of the Board. Provided that one of the following scholarships may be held in addition to a Board scholarship:-
- A merit-cum means scholarships;
 - A scholarship reserved for Backward classes/ Scheduled Castes/ Scheduled tribes;
 - Atomic Energy Scholarship;
 - School/College Merit Scholarship or School/College necessitous of full or half fee concession by the School/College.
- (j) Scholarship shall be awarded on the express understanding that the holder shall attend a college/ school as a regular student and pursue his studies with industry. If it should appear at any time that the scholar fails to make satisfactory progress or has been guilty of gross misconduct or laziness or has been irregular in attendance and a warning to this effect proved ineffective, a report of the fact shall be made by the principal of the institution or Head of the University Department, as the case may be, to the Board which may diminish or withdraw the scholarship.
- (k) Each scholar shall be informed of his/her having been awarded a scholarship. If a scholar does not notify the Board in writing of his/her acceptance of the scholarship within two weeks of the receipt of the Secretary's notice by registered A.D. Post, he/she shall be liable to forfeit his scholarship which may be awarded to the next eligible candidate.
- (l) In addition to above one hundred extra scholarships shall be awarded every year. These extra scholarships shall further be divided category-wise as detailed below:
- | | |
|----------------------------------|------------|
| For Scheduled Castes | 21 |
| For Backward Classes A Block | 17 |
| For Backward Classes B Block | 12 |
| For Physically handicapped/Blind | 25 |
| For General Category | 25 |
| Total | 100 |
- (i) These Scholarships are admissible to those candidates only who have obtained at least 60% marks in aggregate and fulfill other conditions also as given in the Regulations.
- (ii) These scholarships shall be awarded on the basis of the result of annual examination only on the basis of merit to those candidates who have passed the examination as a whole in one and the same sitting. The Scholarship reserved for Scheduled Castes/ Backward Classes A Block & B Block/Physically handicapped will be awarded on submission of documentary proof regarding their Castes/ disability issued by the authority competent to issue such certificates. These scholarships will not be transferable from one category to another. In case the

number of eligible candidates from the reserved category (only) is less than the number of scholarship reserved for that category the remaining scholarships shall be deemed to have been ceased.

(iii)

Norms for physical disability/blindness will be the same as prescribed by the Govt. from time to time for the purpose of providing employment to such person.

* Approved by Govt. vide letter No. 5/67-2001 ISof'k0 (2) dated 4.2.2002.

AWARD OF MEDALS AND PRIZES :

(A) The Board will award one gold plated silver medal with a bank draft of Rs.5000/- (Rupees five thousand only) and one silver medal each to the candidates getting first and second positions respectively (in all the three groups – Science, Commerce & Humanities separately) on the result of the Senior Secondary Examination without any distinction between school and private candidates.

(i) One gold plated silver medal with a bank draft of Rs. 5000/- (Rupees five thousand only) to the candidates standing first in the Middle, Secondary and Senior Secondary Certificate Examinations.

(ii) One silver medal to the candidate standing second in these examinations.

(B) **KALPANA CHAWLA MEMORIAL MEDAL** One gold plated silver medal “Kalpna Chawla Memorial Medal” with a bank draft of Rs.25000/- (Rs. Twenty five thousand only) will be awarded in the Secondary School Examination to the female candidate standing first amongst girls candidates.

Note:-

(i) Medals shall be awarded on the basis of the results of the annual examinations only.

(ii) Only those candidates who take and pass the examination in the first attempt/ chance shall be entitled to the award of medals.

(iii)

When two or more candidates secure equal marks they will be bracketed together and each one of them shall be awarded the same kind of medal and the number of medals shall be increased accordingly.

MERIT CERTIFICATES :

Merit certificates will be issued to the candidates who :-

(A) Obtain 80% or more marks, provided they take the examination as a whole in the same session.

(B) Secure 80% and more marks in one or more subjects and obtain first division in the examination.

(C) The merit certificates will be issued free of cost to the above mentioned candidates in respect of such candidates will be issued on receipt of the prescribed application form and fee.



आपके पत्र

मान्यवर,

शिक्षालोक पत्रिका पाठकों को बहुत लुभाती है क्योंकि शिक्षा से संबंधित प्रत्येक ज्ञान को इसमें प्रकाशित किया जाता है। शिक्षालोक पत्रिका के प्रधान संपादक जी का ध्यान इस ओर दिलाना चाहता हूँ कि समय-समय पर इस पत्रिका के माध्यम से विद्यार्थियों को देश-विदेश में घटित होने वाली घटनाओं से अवगत करवाना चाहिए ताकि जो विद्यार्थी शिक्षा के साथ-साथ कम्पीटिशन की तैयारी कर रहे हैं उनके लिए यह लाभकारी सिद्ध हो सके। इस पत्रिका में विद्यार्थियों को निबंध लेखन का मौका दिया जाना चाहिए ताकि जिन विद्यार्थियों की निबंध लेखन में रुचि पैदा हो इसके द्वारा उन्हें अपनी प्रतिभा को उजागर करने का मौका मिल सके। समय-समय पर पत्रिका के माध्यम से सामूहिक विचार-विमर्श तथा सामान्य ज्ञान से संबंधित प्रतियोगिता आयोजित करनी चाहिए ताकि विद्यार्थी के गुणों में वृद्धि हो सके।



संदीप कुमार

EBB Schools in Haryana

DISTRICT: BHIWANI		Name of Block	DISTRICT: BHIWANI		Name of Block
1	GMS Alakhpura (Bhiwani) [5695]	Tosham	44	GSSS Isharwal (Bhiwani) [338]	Tosham
2	GHS Alampur (Bhiwani) [419]	Tosham	45	GGHS Isharwal (Bhiwani) [464]	Tosham
3	GMS Asalwas Dhubia (Bhiwani) [5690]	Tosham	46	GMS Jainawas (Bhiwani) [641]	Tosham
4	GMS Asalwas Mehrata (Bhiwani) [623]	Tosham	47	GSSS Jhumpa Khurd (Bhiwani) [536]	Siwani
5	GMS Bagan Wala (Bhiwani) [624]	Tosham	48	GSSS Kalod Gudha (Bhiwani) [465]	Siwani
6	GHS Bajina (Bhiwani) [676]	Tosham	49	GMS Katwar (Bhiwani) [5722]	Tosham
7	GMS Bakhtawarpura (Bhiwani) [5731]	Siwani	50	GSSS Khanak (Bhiwani) [429]	Tosham
8	GSSS Barwa (Bhiwani) [4124]	Siwani	51	GSSS Kharakari Jhanwari (Bhiwani) [378]	Tosham
9	GGHS Barwa (Bhiwani) [632]	Siwani	52	GMS Kharakari Sohan (Bhiwani) [5698]	Tosham
10	GHS Bhariwas (Bhiwani) [544]	Tosham	53	GMS Khawa (Bhiwani) [638]	Tosham
11	GSSS Bhera (Bhiwani) [545]	Siwani	54	GHS Kikral (Bhiwani) [637]	Siwani
12	GHS Bidhwan (Bhiwani) [542]	Siwani	55	GHS Lilas (Bhiwani) [551]	Siwani
13	GHS Bidola (Bhiwani) [471]	Tosham	56	GHS Mandhan (Bhiwani) [546]	Tosham
14	GHS Budhseli (Bhiwani) [543]	Siwani	57	GHS Mandholi Khurd (Bhiwani) [657]	Siwani
15	GMS Bushan (Bhiwani) [649]	Tosham	58	GHS Matani (Bhiwani) [672]	Siwani
16	GMS Chanana (Bhiwani) [5696]	Siwani	59	GSSS Miran (Bhiwani) [332]	Tosham
17	GMS Chhapar Jogian (Bhiwani) [611]	Tosham	60	GGHS Miran (Bhiwani) [4054]	Tosham
18	GHS Chhapar Rangran (Bhiwani) [473]	Tosham	61	GSSS Mithi (Bhiwani) [548]	Siwani
19	GMS Dadam (Bhiwani) [621]	Tosham	62	GMS Mohilla (Bhiwani) [5730]	Siwani
20	GHS Dang Kalan (Bhiwani) [433]	Tosham	63	GMS Morka (Bhiwani) [673]	Siwani
21	GMS Dang Khurd (Bhiwani) [618]	Tosham	64	GHS Nigana Kalan (Bhiwani) [596]	Tosham
22	GHS Dariyapur (Bhiwani) [466]	Siwani	65	GHS Patodi (Bhiwani) [406]	Tosham
23	GMS Devawas (Bhiwani) [645]	Tosham	66	GHS Pinjo Khera (Bhiwani) [462]	Tosham
24	GMS Devsar (Bhiwani) [5709]	Siwani	67	GHS Riwasa (Bhiwani) [399]	Tosham
25	GMS Dhani Balhara (Bhiwani) [5717]	Siwani	68	GHS Rodhan (Bhiwani) [550]	Tosham
26	GHS Dhani Bhakra (Bhiwani) [642]	Siwani	69	GHS Rupana (Bhiwani) [650]	Siwani
27	GHS Dhani Mahu (Bhiwani) [431]	Tosham	70	GHS Sagwan (Bhiwani) [442]	Tosham
28	GGSSS Dhani Mahu (Bhiwani) [394]	Tosham	71	GMS Sahlewala (Bhiwani) [5699]	Tosham
29	GMS Dhani Miran (Bhiwani) [643]	Tosham	72	GSSS Sandwa (Bhiwani) [382]	Tosham
30	GHS Dhani Riwasa (Bhiwani) [597]	Tosham	73	GGHS Sandwa (Bhiwani) [607]	Tosham
31	GMS Dharan (Bhiwani) [5684]	Tosham	74	GHS Saral (Bhiwani) [440]	Tosham
32	GMS Dhulkot (Bhiwani) [5705]	Siwani	75	GHS Sidhan (Bhiwani) [651]	Tosham
33	GHS Dulhari (Bhiwani) [434]	Tosham	76	GMS Siwach (Bhiwani) [5708]	Siwani
34	GMS Gadwa (Bhiwani) [5729]	Siwani	77	B.E.O. Siwani (Bhiwani) [5121]	Siwani
35	GMS Gaindawas (Bhiwani) [639]	Siwani	78	B.R.C. Siwani (Bhiwani) [5316]	Siwani
36	GGMS Garanpura (Bhiwani) [612]	Tosham	79	GMS Siwani Khera (Bhiwani) [653]	Siwani
37	GHS Garanpura Kalan (Bhiwani) [679]	Tosham	80	GGSSS Siwani Mandi (Bhiwani) [319]	Siwani
38	GMS Garanpura Khurd (Bhiwani) [5721]	Tosham	81	GSSS Siwani Mandi (Bhiwani) [359]	Siwani
39	GHS Garwa (Bhiwani) [668]	Siwani	82	GHS Thilod (Bhiwani) [449]	Tosham
40	GMS Ghangala (Bhiwani) [5706]	Siwani	83	GSSS Tosham (Bhiwani) [390]	Tosham
41	GMS Gudda (Bhiwani) [5707]	Siwani	84	GMSSSS Tosham (Bhiwani) [356]	Tosham
42	GSSS Gurera (Bhiwani) [318]	Siwani	85	B.R.C. Tosham (Bhiwani) [5313]	Tosham
43	GHS Hassan (Bhiwani) [554]	Tosham	86	B.E.O. Tosham (Bhiwani) [5117]	Tosham

खेल कैलेंडर 2010-11

(स्कूल शिक्षा विभाग, हरियाणा)

क्र.	दिनांक	स्थान	खेल	आयु वर्ग
1.	23-08-10 से 25-08-10	पंचकूला	बैडमिंटन, टेबल टेनिस, लॉन टेनिस ताइक्वांडो	14, 17, 19 वर्ष (लड़के/लड़कियां) 19 वर्ष (लड़के/लड़कियां)
2.	27-08-10 से 30-08-10	करनाल	फेंसिंग, रोलर हॉकी, रोलबाल स्केटिंग बेसबाल फुटबाल	19 वर्ष (लड़के/लड़कियां) 19 वर्ष (लड़के) 11, 14, 17, 19 वर्ष (लड़के/लड़कियां) 14, 17, 19 वर्ष (लड़के/लड़कियां) 19 वर्ष (लड़के/लड़कियां)
3.	27-08-10 से 30-08-10	सोनीपत	हॉकी क्रिकेट खो-खो	14, 17, 19 वर्ष (लड़के/लड़कियां) 14 वर्ष (लड़के) 14, 17, 19 वर्ष (लड़के/लड़कियां)
4.	01-09-10 से 04-09-10	सिरसा	तैराकी/डाइविंग, वाटरपोलो क्रिकेट तीरंदाजी फुटबाल फुटबाल	14, 17, 19 वर्ष (लड़के/लड़कियां) 19 वर्ष (लड़के) 16 वर्ष (लड़के) 14, 17, 19 वर्ष (लड़के/लड़कियां) 14, 17 वर्ष (लड़के/लड़कियां) 14 वर्ष (लड़कियां)
5.	06-09-10 से 09-09-10	रोहतक	सुब्रतो, मुखर्जी फुटबाल, इंटर स्कूल ताइक्वांडो, चैस, नेटबाल दुसु	अंडर 14, 17 वर्ष (लड़के) 14, 17, 19 वर्ष (लड़के/लड़कियां) 19 वर्ष (लड़के/लड़कियां)
6.	06-09-10 से 08-09-10	शाहबाद (कुरुक्षेत्र)	हॉकी प्री नेहरू इंटर स्कूल	अंडर 17 वर्ष (लड़के/लड़कियां) 15 वर्ष (लड़के)
7.	09-10-10 से 12-10-10	पानीपत	कब्बड़ी शोबाल जुडो	14, 17, 19 वर्ष (लड़के) 14, 17, 19 वर्ष (लड़के/लड़कियां) 14, 17, 19 वर्ष (लड़कियां)
8.	10-09-10 से 13-09-10	अंबाला	जिनास्टिक, रिदमिक ऐक्रोबैटिक्स क्रिकेट डोजबाल सॉफ्टबाल	14, 17, 19 वर्ष (लड़के/लड़कियां) 19 वर्ष (लड़के/लड़कियां) 19 वर्ष (लड़कियां) 19 वर्ष (लड़के/लड़कियां) 14, 17, 19 वर्ष (लड़के/लड़कियां)

9.	18-10-10 से 21-10-10	भिवानी	बास्केटबाल, वालीबाल, बॉक्सिंग सूटिंगबाल	14, 17, 19 वर्ष (लड़के) 19 वर्ष (लड़के/लड़कियां)
10.	22-10-10 से 25-10-10	नरवाना/जींद	हैंडबाल योगा कुश्ती	14, 17, 19 वर्ष (लड़के/लड़कियां) 14, 17, 19 वर्ष (लड़के) 19 वर्ष (लड़कियां)
11.	27-10-10 से 30-10-10	हिसार	एथलेटिक्स, जुडो, कुश्ती टेनिसबॉल, क्रिकेट	14, 17, 19 वर्ष (लड़के/लड़कियां) 19 वर्ष (लड़के/लड़कियां)
12.	03-11-10 से 07-11-10	कुरुक्षेत्र	हॉकी राइफल, शूटिंग, मार्शल आर्ट, साइक्लिंग क्रिकेट रोप, स्किपिंग, भारतोलन	14, 17, 19 वर्ष (लड़कियां) 17, 19 वर्ष (लड़के/लड़कियां) 19 वर्ष (लड़के) 19 वर्ष (लड़के/लड़कियां)
13.	09-11-10 से 12-11-10	करनाल	बास्केटबाल, वालीबाल, एथलेटिक्स, कबड्डी	14, 17, 19 वर्ष (लड़कियां)
14.	14-11-10 से 17-11-10	यमुनानगर	फुटबाल खो-खो, योगा	17 वर्ष (लड़कियां) 14, 17, 19 वर्ष (लड़कियां)
15.	01-12-10 से 04-12-10	कैथल	सांस्कृतिक कार्यक्रम	19 वर्ष (लड़के/लड़कियां)



List of Holidays in the Public Offices under the Haryana Government during the Calendar Year 2011

Sr. No.	Name of Holidays	Dates on which they fall	Day of the week	No. of holiday
1.	All Sundays			52
2.	All Saturdays			53
3.	Guru Gobind Singh's birthday	January 05	Wednesday	1
4.	Republic Day	January 26	Wednesday	1
5.	Sir Chhotu Ram Jayanti	February 08	Tuesday	1
6.	Basant Panchami	February 08	Tuesday	1
7.	Guru Ravidas's Birthday	February 18	Friday	1
8.	Maha Shivratri	March 02	Wednesday	1
9.	Sahidi Diwas of S. Bhagat Singh, Rajguru & Sukhdev	March 23	Wednesday	1
10.	Ram Navami	April 12	Tuesday	1
11.	Vaisakhi	April 14	Thursday	1
12.	Dr. B. R. Ambedkar's Jayanti	April 14	Thursday	1
13.	Lord Parshu Ram Jayanti	May 05	Thursday	1
14.	Sant Kabir Jayanti	June 15	Wednesday	1
15.	Teej	August 02	Tuesday	1
16.	Independence Day	August 15	Monday	1
17.	Janmashtami	August 22	Monday	1
18.	Id-ul-Fitr	August 31	Wednesday	1
19.	Haryana Heroes' & Martyrdom Day	September 23	Friday	1
20.	Maharaja Agrasen Jayanti	September 28	Wednesday	1
21.	Dussehra	October 06	Thursday	1
22.	Maharshi Valmiki's Birthday	October 11	Tuesday	1
23.	Diwali	October 26	Wednesday	1
24.	Vishavkarma Day	October 27	Thursday	1
25.	Haryana Day	November 01	Tuesday	1
26.	Id-ul-Juha (Bakrid)	November 07	Monday	1
27.	Guru Nanak's Birthday	November 10	Thursday	1
28.	Shaheed Udham Singh's Birthday	December 26	Monday	1

The following festivals and occasions which fall on closed day have been excluded from the above list:

Sr. No.	Name of Holidays	Dates on which they fall	Day of the week	No. of holiday
1.	Maharishi Dayanand Saraswati Jayanti	February 27	Sunday	1
2.	Holi	March 20	Sunday	1
3.	Mahavir Jayanti	April 16	Saturday	1
4.	Maharana Partap Jayanti	June 04	Saturday	1
5.	Mahatma Gandhi's Birthday	October 02	Sunday	1
6.	Christmas Day	December 25	Sunday	1

Besides the above holidays employees may be allowed any two holidays to be chosen out of the Restricted Holidays mentioned below: -

Sr. No.	Name of Holidays	Dates on which they fall	Day of the week	No. of holiday
1.	2	3	4	5
1.	Id-E-Milad or Milad-ul-Nabi	February 16	Wednesday	1
2.	Good Friday	April 22	Friday	1
3.	Budh Purnima	May 17	Tuesday	1
4.	Guru Arjun Dev's Martyrdom Day	June 05	Sunday	1
5.	Shaheed Udham Singh's Martyrdom Day	July 31	Sunday	1
6.	Raksha Bandhan	August 13	Saturday	1
7.	Karva Chauth	October 15	Saturday	1
8.	Goverdhan Puja	October 27	Thursday	1
9.	Guru Teg Bahadur's Martyrdom Day	November 24	Thursday	1
10.	Muharram	December 06	Tuesday	1

Major Achievements of Elementary Education, Haryana

The State Government is determined to achieve Universalization of Elementary Education, as a mission mode as has been provided under Sarv Shiksha Abhiyan which provides that all children complete five years of Primary schooling by 2007 and eight years Elementary schooling by 2010.

To achieve the goal of universalization, the following schemes are launched:-

(I) Implementation of RTE Act, 2009

The various provisions of Right to Free and Compulsory Education Act 2009 are being implemented. A decision has been taken to discontinue with board exam for class eight from this year onwards. In place of the exam system, CCE (Continuous Comprehensive Evaluation) is being developed for classes one to eight.

SCERT situated at Gurgaon has been

declared as an 'Academic Authority' for the purpose of the Act. The institute has been entrusted the task of preparing 'Bridge Courses Modules' for students taking admissions (Age Appropriate Admissions) in the classes as per their age.

Besides, Funds of different kinds collected at school level (classes one to eight) and board exam fee for class eight are being considered to discontinue so as to make elementary education totally free in actual sense.

Other steps like identification of neighborhood areas and respective schools, assessment of infrastructure gaps, enforcing procedures of admission in Govt. Aided & recognized and unaided & recognized schools etc. are also being taken to ensure implementation of the Act in letter and spirit.

(II) Mid-Day-Meal in Elementary Schools

Government of India launched programme of National Programme of Nutritional Support to children of Primary Education (Mid day Meal) w.e.f. 15.08.1995. It aims at increasing enrolment, attendance and retention of children of Primary schools as well to improve their nutritional level. Now in compliance of Hon'ble Supreme Court's order, cooked food is to be supplied to students studying in Government Primary Schools and Government Aided Primary schools and AIE Centers. Accordingly, implementation of Mid Day Meal scheme has been started in entire Haryana State during the year 2004-05.

The latest food norms (2009-10) under the program are as under:-

Sr. No.	Items	Quality Per Day	
		Primary	Upper Primary
1.	Food Grain	100 gms	150 gms
2.	Pulse	20 gms	30 gms
3.	Vegetables(leafy also)	50 gms	75 gms
4.	Oil & Fat	5 gms	7.5 gms
5.	Salt & Condiments	As per need	As per need

Cooking Assistance: This scheme has been converted to CSS on sharing basis during the year 2005-06. The cooking assistance for this academic year (2010-11) would be @ Rs. 2.69/- per child per school day for primary stage and 4.3/- for upper primary stage besides free Wheat/Rice. The cooking cost will be shared between the Centre and State on 75:25 basis. It will be revised by 7.5% on 01.04.2011.

Honorarium to Cook-cum-helper: A separate provision for payment to Cook-cum-helper @ Rs. 1000/- per month has been made. One cook-cum-helper may be engaged in a school

having up to 25 students, two for schools having 26 to 100 students and one additional for every addition of up to 100 students.

For this an amount of Rs. 9035/- lac for primary and Rs. 5471.00 for upper primary stage as Central Share and Rs.2940.00 lac for primary and Rs.2000.00 lac for upper-primary Stage and Rs.1800.00 lac for Kitchen sheds as state share has been proposed during 2010-11.

Involvement of Self Help Groups in MDM: Self Help Groups (SHGs) have been involved in the process of procurement of food articles locally,

preparation, cooking and serving of food. Only those SHGs who's members are female, from BPL category and formed under SGSY scheme run by DRDAs have been given an opportunity to work under the program. This step will enhance participation of more no. of local women who's children are in the same schools. It may also ensure collective participation of local women as a group in coming years, which is one of the objectives of SGSY scheme. The funds meant for training and infrastructure components of SGSY scheme may also be spent on these SHGs to increase their capabilities

and skills. It'll certainly give them an opportunity to empower themselves socially and economically.

MDM through ISKON: In all Govt. schools of Faridabad district, Mid Day Meal is being prepared centrally and distributed by ISKON. An MOU was initially signed on 01.12.2006 between Department of Elementary Education and ISKON. After that Thanesar block of Kurukshetra district was also covered from 01.04.2008. A decision has recently been taken to cover whole of Gurgaon & Palwal districts and Ladwa block of Kurukshetra district by the ISKON.

(III) Repair and Maintenance of School Buildings:

School buildings require repair and maintenance every year. Funds are demanded for rooms, toilets, and boundary walls. An amount of Rs. 17 crores has been allotted to elementary schools (classes one to eight) for this purpose for the academic year 2010-11. Out of which, Rs. 15 crores (Approx.) have been released through demand drafts directly to schools so as to avoid delay in transition.

IV) Recruitment of 9647 JBT Teachers:

To fill all existing vacancies in all govt. primary schools, a requisition for recruiting 9647 JBT teachers has been forwarded to Haryana Staff Selection Commission. Now the Commission has started interview for above posts. The appointment letters will immediately be issued as soon as the department receives the recommended list of candidates.

(V) Supply of Textbooks and Work Books to children:

To bring down drop out rate and to provide quality Education up to Elementary level, it is proposed to provide free textbooks. At present, textbooks and workbooks are provided free of cost to all students irrespective of various categories up to 8th class

under Sarv Shiksha Abhiyan. In total 49,66,241.(classes one to five) nos.& 62,37,859 (classes six to eight) nos.of textbooks and 77,88,185 (classes one to eight) nos. of workbooks have been distributed to all eligible students of classes one to eight in the start of the current academic year.

For this an outlay of Rs. 900.00 lac has been proposed during the year 2010-11.

(VI) Rajiv Gandhi Scholarship for Middle Classes:

In order to make this scheme wider and broad based, it has been decided to award scholarships to those students studying in class VI-VIII in independent Middle Schools who stood first in the preceding class. Two students (one boy & one girl) in each school class. Two students (one boy & one girl) in each school from 6th to 8th classes who stood first in the preceding class will be rewarded Rs.750/- each to encourage brilliance. An outlay of Rs. 65.00 lac has been proposed during the Annual Plan 2010-11 under this scheme. This scholarship is name as "Rajiv Gandhi Scholarship for excellence in education".

VII) Provision of Dual Desks in Middle Schools:

At present there are about 6.38 lac students on roll in Govt. Middle schools. To provide proper learning environment to all students, 3.19 lac Dual-Desks would be required. It is proposed to provide 33900 Dual-Desks @ Rs. 2950/- per Dual Desk to cover 67800 students during the year 2010-11 under this scheme. For this purpose an outlay of Rs.1000.00 lac has been proposed during the year 2010-11.

(VIII) EDUSAT:

EDUSAT is the first exclusive satellite for serving the Education Sector, it is specially configured to meet the growing demand for an interactive satellite based distance education system for the country through audio-

visual medium. EDUSAT is primarily meant for providing connectivity to schools, college and institutions of higher education and also to support non-formal education including developmental communication.

IX) Provision of free Cycle to SC boys students in class VI:

In order to encourage, enroll and retain SC boys students, it has been decided to provide Cycles to such SC students who take admission in Class VI. It is expected that 9076 Scheduled Caste Boys students will be benefited under this scheme. Only those Scheduled Caste Boys students will be benefited who do not have Middle School in their villages and who have to commute to next village for their further education. For this sum of Rs. 165.00 lac has been proposed during the Annual plan 2010-11.

(X) 33% Posts Of Teachers Reserved For Women:

Government has decided that a minimum of 33% posts will be reserved for women at the time of filling up of vacancies of teachers.

(XI) Providing Of Electric Connection On Domestic Rates:

It has been decided by the State Government to charge domestic rates of power from Elementary schools. Electric connections are being provided in all Government Elementary including Primary schools at the domestic rates. 9000 primary schools have got electric connections so far.

Haryana is on the threshold of a new era of development. There is a general sense of optimism among the people. This optimism and confidence throws up new challenges. People's aspirations and expectations have increased. Govt. perceives this as a healthy and promising sign and looks at each such challenge as a new opportunity to do still better and eventually excel in all sphere of human Endeavour.

EDUSAT BROADCAST TIME TABLE FOR SIT

Regural content will be started from April 26, 2010 to onwards and A

Time Days	8:10 to 8:55	8:55 to 9:30	9:30 to 10:05	10:05 to 10:40	10:40 to 11:15	
	0	I	II	III	IV	
Monday	LOCAL ADJUSTMENT BY SCHOOL PRINCIPAL	Physics XII	Economics XII	Physics XI	Accountancy XI	
Tuesday		Chemistry XII	B. Study XII	Chemistry XI	Economics XI	
Wednesday		Biology XII	Accountancy XII	Biology XI	Pol. Science XI	
Thursday		Practical Phys- ics/ Chemistry/ Biology on alternate week XII	English XII	History XI	G.K./Value Education/ Quiz on alter- nate week for XI	
Friday		Mathematics XII	Political Science XII	Mathematics XI	English XI	
Saturday		Geography XI & XII on alternate week	History XII	Practical Physics/ Chemistry/Biol- ogy on alternate week XI	Business Studies XI	

Note : Secondary Channel will be available to the students of Govt. Senior Secondary, High & Middle Schools (where SIT/ROT is not available), on primary channel (by switching the secondary channel No. 1) in DTH Room of primary from 11.40 A.M. to 2.00 P.M. Monday to Friday and on Saturday from 1.15 P.M. to 2.00 P.M.

T & DTH FOR THE SESSION 2010-11 (FINAL)

AIEEE Coaching classes will be started w.e.f. May 01, 2010 to onwards

	11:15 to 11:40	11:40 to 12:15	12:15 to 12:50	12:50 to 1:25	1:25 to 2:00	2:00 to 4:00
		V	VI	VII	VIII	*Special Coaching for Entrance Examination of AIEEE
R E C E S S	English X	Social Sci- ence X	Soft Skill VI & VII on	Soft Skill VI & VII	Physics - XI	
	Science X	G.K./Value Education on Alternate week VII & VIII	alternate week Soft Skill IX	on alternate week Soft Skill IX	Physics - XII	
	Hindi X	Mathematics X	Soft Skill X	Soft Skill X	Maths - XI	
	Soft Skill X	Soft Skill X	Math X	English X	Maths - XII	
	G.K./Value Education/ Quiz on alter- nate week for IX & X	G.K./Value Education on alternate week for XII	Social Science X	Science IX	Chemistry - XI	
	Soft Skill XII	Soft Skill XII	Soft Skill VIII	Soft Skill VIII	Chemistry - XII	

*AIEEE coaching is available for Class XI & XII of Govt. as well as Private Schools' students. The AIEEE coaching classes are not compulsory, only willing students may attend the coaching classes. Principals of Govt. Senior Secondary Schools will provide all facilities to the students at their own level in the school campus.

LIST OF EMPLOYEES THOSE WILL RETIRED ON 31-12-2010

[017166] Suresh Kumari	08/12/1950	31/12/2010	Principal	PHC	Retired from [3390] GSSS Ratta Khera Distt. Fatehabad
[001196] Bansi Lal Batra	01/01/1953	31/12/2010	Principal		GSSS Tandwal Distt. Ambala [41] -
[006573] Sita Ram	01/01/1953	31/12/2010	Principal		GSSS Kirawar Distt. Bhiwani [437] -
[057026] Jai Krishan	01/01/1953	31/12/2010	Principal		GSSS Kadma Distt. Bhiwani [480] -
[013793] Rameshwer Singh	01/01/1953	31/12/2010	Principal		GSSS Uncha Goan Distt. Faridabad [1082] -
[013504] Shakuntla Dalal	01/01/1953	31/12/2010	Head Master		GHS Mahawat Pur Distt. Faridabad [1178] -
[017771] Satish Batra	15/12/1952	31/12/2010	Principal		GSSS Landhari Distt. Hisar [1456] -
[019181] Bharat Bhushan	24/12/1952	31/12/2010	Head Master		GHS Pattan Tokas Distt. Hisar [1259] -
[041175] Mir Singh	01/01/1953	31/12/2010	Principal		GSSS Mandauthi Distt. Jhajjar [3094] -
[040056] Mahender Singh	01/01/1951	31/12/2010	Head Master	PHC	GGHS Barhana Distt. Jhajjar [3236] -
[024332] Tej Pal Singh	01/01/1953	31/12/2010	Principal		GSSS Garhi Birbal Distt. Karnal [1783] -
[010219] Vijay Kumari	06/12/1952	31/12/2010	Head Master		GGHS Nagina Distt. Mewat [826] -
[013041] Radhey Shyam	15/12/1952	31/12/2010	Head Master		GHS Pelak Distt. Palwal [1160] -
[013547] Nirmal Singh	01/01/1953	31/12/2010	Head Master		GHS Seoli Distt. Palwal [1168] -
[012567] Puran Singh	01/01/1953	31/12/2010	Head Master		GHS Baghola Distt. Palwal [1124] -
[045997] Ram Dutt	04/12/1952	31/12/2010	Head Master		GHS Khojkipur Distt. Panipat [2104] -
[032558] Ram Phal	16/12/1952	31/12/2010	Head Master		GGHS Naichana Distt. Rewari [2640] -
[032591] Shiv Kumar Gupta	22/12/1952	31/12/2010	Head Master		GHS Mundi Distt. Rewari [2496] -
[031946] Sunder Lal	01/01/1953	31/12/2010	Head Master		GHS Raliawas Distt. Rewari [2507] -
[038583] Santosh Swami	15/12/1952	31/12/2010	Principal		GSSS Bharokhan Distt. Sirsa [2818] -
[038185] Saroj Arya	26/12/1952	31/12/2010	Principal		GSSS Sukhchain Distt. Sirsa [2847] -
[045636] Kirpal Singh	20/12/1952	31/12/2010	Head Master		GHS Sitawali Distt. Sonipat [3537] -
[002531] Sunita Goyal	16/12/1952	31/12/2010	Head Master		GHS Amadalpur Distt. Yamuna Nagar [280] -

Teacher Evaluation in Haryana

Teachers' jobs involve far more than raising test scores. Proposed evaluation strategy referred to as 360-degree feedback, acknowledges the necessity of considering the bigger picture. The intent of this holistic approach is to gather information from everyone with knowledge of a teacher's performance to create a complete representation of a teacher's practice and to identify areas for improvement. Multiple data sources, including questionnaires and surveys, student achievement, observation notes, teacher-developed curricula and tests, parent reports, teacher participation in school management and maintenance, and the like, assure a rich store of information on which to base evaluation decisions. Current models tend to place the responsibility with administrators to interpret and respond to the data. To be sure, there are risks involved. The strategy even asks children to evaluate their teachers, and it gathers feedback from individuals who possess only a secondary knowledge of a teacher's practices, namely parents and fellow teachers and school management committees. Nonetheless, different kinds of information collected from different vantage points encourage full and fair representation of teachers' professional lives.

The attempt here has been to arrive at a 360 degree evaluation mechanism which not only gives adequate weightage to traditional system of measuring teacher performance ie student test scores but also widens the ambit of evaluation to incorporate views of various other stakeholders and finally, it seeks to give credit teacher's professional development in terms of additional qualifications acquired and trainings attended. Evaluation is proposed to be a tool to help the teachers to grow. Evaluation shall be placed

within a growth orientated and fair framework and the evaluation experience shall be non-threatening and beneficial for all parties, especially students.

The objective to be achieved is to ensure that teacher improves his teaching and the teacher emerges as a school team player which carries forward the vision of quality education for all.

The introduction of management's suggestions to the teacher shall be a guide to the areas of improvement required.

Annual performance report shall consist of three parts:

1. Self Appraisal
2. Management's evaluation and grading
3. Management's suggestions

The scheme of evaluation, grading structure and descriptors are detailed henceforth.

Scheme of Evaluation

Annual Evaluation shall consist of three parts:

1. Self Appraisal
2. Management's evaluation and grading
3. Management's suggestions

The marking scheme is as below:

1. Student Results	50
2. Assessment of SDMC	10
3. Assessment of Principal	20
4. Additional professional qualification during the year	10
5. Minimum Training attended during the year (two weeks)	10
Total	100

* Deductions if any

The grading scheme is detailed below:

- A = 90-100 %
- B = 75-89%
- C = 56-74%
- D = 35-55%
- E = below 35%





Quiz



1. टेलीफोन के आविष्कारक कौन थे?
2. मानव शरीर में कितनी हड्डियां होती हैं?
3. सौर मंडल में कितने ग्रह हैं?
4. किस वैज्ञानिक ने यह खोज की थी कि पृथ्वी सूर्य के चक्कर लगाती है?
5. अन्य मछलियों की तरह शार्क मछलियों में क्या नहीं होता?
6. राइट बंधुओं ने किस चीज का आविष्कार किया था?
7. भूकंप की तीव्रता किस यंत्र द्वारा मापी जाती है?
8. '0' गुप वाला व्यक्ति किस गुप वाले व्यक्ति से खून ले सकता है ?
9. किसी भी वस्तु को जलाने के लिए क्या जरूरी है?
10. वातावरण में उपस्थित कौन सी गैस हानिकारक पराबैंगनी किरणों से हमारी रक्षा करती है?

Rajeev Kochhar- Subject Specialist
Text Book Cell, Education Department,
Haryana Chandigarh

शिक्षालोक पत्रिका की क्वीज में भाग लेने के लिए प्रतियोगियों की पात्रता बारे में संशोधित उद्घोषणा:

- वरिष्ठ माध्यमिक विद्यालय स्तर तक के सभी छात्र इस क्वीज में भाग ले सकते हैं।
- प्रतियोगि किसी भी राज्य/ संघीय क्षेत्र का छात्र हो सकता है।
- प्रश्नों के उत्तर प्रत्येक माह की 30 तारीख तक भेजे जा सकते हैं।
- पूरा नाम, कक्षा, विद्यालय, टेलिफोन तथा पूरा पता अवश्य लिखें।
- परिणाम पत्रिका के अगले अंक में प्रकाशित किए जाएंगे।
- प्रधान संपादक का निर्णय अंतिम व मान्य होगा।

अपने उत्तर इस पते पर भेजे:

संपादक, विद्यालय शिक्षा विभाग, हरियाणा,

30 बेज बिल्डिंग, सेक्टर-17, चंडीगढ़ email: shikshalok_2006@rediffmail.com

दिसम्बर 2010

रविवार	सोमवार	मंगलवार	बुधवार	गुरुवार	शुक्रवार	शनिवार
	हस्तिका क्विज़		1	2	3 किवाली	4 दिव्यकर्म क्विज़
5	6	7	8	9	10	11
12	13	14	15 ईक-उल-जुहां (सकरीफ)	16	17	18
19 शुरुआतक चायनी	20	21	22 गुरु तेग बहादुर- शहीदी क्विज़	23	24	25
26	27	28	29	30	31	

