

KARNATAKA LOKAYUKTA

No:

Date:14-07-2022

ORDER

In 'Vijaya Karnataka daily' dated 13.07.2022, a news item with the heading "ನ್ಯಾನಪ್ಪನಹಳ್ಳಿ ಸರಕಾಲಿ ಶಾಲೆಯಲ್ಲಿ ಕೂಠಡಿ ಕೂರತೆ ವರಾಂಡದಲ್ಲೇ ಮಕ್ಕಳಿಗೆ ಪಾಠ! ಶಿಕ್ಷಕರಿಗೆ ಪ್ರತ್ಯೇಕ ಕೂಠಡಿ ಇಲ್ಲ" has been published. Instead of repeating the news item, it is useful to extract the same, which reads as hereunder:

"ಶಾಲೆಯಲ್ಲಿ ಐವರು ಶಿಕ್ಷಕರಿದ್ದು, ಪ್ರತ್ಯೇಕ ಕೂಠಡಿ ಇಲ್ಲ. ವಿರಮಿಸಲು, ಮೀಟಿಂಗ್‌ಗೆ ಮಕ್ಕಳು ಕುಳಿತಿರುವ ಕೂಠಡಿಯನ್ನೇ ಅವಲಂಬಿಸಬೇಕು. ದಾಖಲೆಗಳನ್ನು ಮಕ್ಕಳಿರುವ ಕೂಠಡಿಯಲ್ಲೇ ಇಟ್ಟುಕೊಳ್ಳಲಾಗುತ್ತಿದೆ.

ಬೊಮ್ಮನಹಳ್ಳಿ ವಿಧಾನಸಭಾ ಕ್ಷೇತ್ರದ ಅರೆಕೆರೆ ವಾರ್ಡ್‌ನ ನ್ಯಾನಪ್ಪನಹಳ್ಳಿಯ ಸರಕಾಲಿ ಕಿರಿಯ ಪ್ರಥಮಿಕ ಶಾಲೆಯಲ್ಲಿ ಕೂಠಡಿ ಕೂರತೆಯಿಂದ ಮಕ್ಕಳು ವರಾಂಡದಲ್ಲೇ ಕುಳಿತು ಪಾಠ ಕೇಳುವ ಪರಿಸ್ಥಿತಿ ನಿರ್ಮಾಣವಾಗಿದೆ.

ಈ ಶಾಲೆಯಲ್ಲಿ 170 ವಿದ್ಯಾರ್ಥಿಗಳಿದ್ದು, ಕೇವಲ 4 ಕೂಠಡಿಗಳಿವೆ. ಎರಡು ಕೂಠಡಿಯನ್ನು 1 ಮತ್ತು 2ನೇ ತರಗತಿಯ ಮಕ್ಕಳಿಗಾಗಿ 'ನಲ-ಕಲ' ತರಗತಿಗಾಗಿ ಬಳಸಿಕೊಳ್ಳಲಾಗುತ್ತಿದೆ. 3 ಮತ್ತು 5ನೇ ತರಗತಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಲಾ ಒಂದು ಕೂಠಡಿ ಬಳಕೆಯಾಗುತ್ತಿದೆ. 4ನೇ ತರಗತಿ ವಿದ್ಯಾರ್ಥಿಗಳು ವರಾಂಡದಲ್ಲೇ ನೆಲದಲ್ಲ ಕುಳಿತು ಪಾಠ ಕೇಳುವಂತಾಗಿದೆ. ಜಮಖಾನವೊಂದನ್ನು ಹಾನಿ ಮಕ್ಕಳನ್ನು ಕುಳ್ಳಿರಿಸಲಾಗುತ್ತಿದೆ. ವರಾಂಡದಲ್ಲ

ಅಧ್ಯಕ್ಷರೇಡೆಯ ಮೇಲೆ ಪ್ಲಾಸ್ಟಿಕ್ ಶೀಟ್ ಹೊದಿಸಿದ್ದರೂ ಮಳೆ, ಗಾಳಿಯಿಂದ ರಕ್ಷಣೆ ನಿಗುತ್ತಿಲ್ಲ. ಇದರಿಂದಾಗಿ ಮಕ್ಕಳು ಪದೇ ಪದೇ ಅನಾರೋಗ್ಯಕ್ಕೆ ತುತ್ತಾಗುತ್ತಿದ್ದಾರೆ. ಶಾಲೆ ತಗ್ಗು ಪ್ರದೇಶವಲ್ಲದ್ದು. ಮಳೆ ಬಂದಾಗ ಒಳಚರಂಡಿ ನೀರು ಕೊಠಡಿಗೆ ನುಗ್ಗುತ್ತದೆ. ಆಗಲೂ ಮಕ್ಕಳು, ಶಿಕ್ಷಕರು ಪರದಾಡುವಂತಾಗುತ್ತದೆ.

ಈ ಕುರಿತು ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿ ಪಂಕಜ ಅವರ ಗಮನಸೆಳೆದಾಗ, "ಶಾಲೆಗೆ ಮೂಲ ಸೌಲಭ್ಯ ಕಲ್ಪಿಸಲು ಅನುದಾನವಿಲ್ಲ. ದಾನಿಗಳ ನೆರವಿನಿಂದ ಶಾಲಾ ಕಟ್ಟಡಗಳನ್ನು ನಿರ್ಮಿಸಲು ಪ್ರಯತ್ನಿಸಲಾಗುವುದು. ಶಾಲೆಗೆ ಭೇಟಿ ನೀಡಿ ಪರಿಶೀಲಿಸಲಾಗುವುದು" ಎಂದರು.


ಸ್ಥಳೀಯರಾದ ನ್ಯಾನಪ್ಪನಹಳ್ಳಿ ಮಂಜುನಾಥ್ ಈ ಬಗ್ಗೆ ಪ್ರತಿಕ್ರಿಯಿಸಿ, "ಸರ್ಕಾರಿ ಶಾಲೆಗೆ ಮೂಲ ಸೌಕರ್ಯ ಒದಗಿಸುವಂತೆ ಒತ್ತಾಯಿಸಿ ಶಾಸಕ ಸತೀಶ್ ರೆಡ್ಡಿ ಅವರಲ್ಲಿ ಮನವಿ ಮಾಡಲಾಗಿದೆ. ಶಾಲೆಗೆ ನೂತನ 4 ಕೊಠಡಿಗಳನ್ನು ನಿರ್ಮಿಸಿಕೊಡಲು ಶಾಸಕರು ಭರವಸೆ ನೀಡಿದ್ದಾರೆ ಎಂದರು."

2. The news item extracted above indicates that due to lack of adequate class rooms in Nyanappanahalli Government Junior Primary School, the students are compelled to attend the classes sitting on the veranda of the said school. According to the news item, 170 students are studying in the said school and only 4 class rooms are available. One class room is being used for first and second standard students, two rooms are being used for third and fifth standard students



respectively. But, the students of fourth standard are made to sit in the veranda for attending their regular classes which is causing serious hardship to the students not only on their health, but also on their studies. Further, the news item also indicates that due to lack of adequate funds, the concerned Block Education Officer is unable to provide infrastructure to the said school and he is finding ~~out the donors for construction of~~ additional class rooms. However, it is also reported in the news item that the local MLA had assured to get four new class rooms constructed for the said school.

3. It is relevant to point out that it is an obligation, duty and responsibility of the authorities who are entrusted with the responsibility of providing basic infrastructure to the Government School. ^The news item extracted above indicates that for want of required budget, the concerned Block Education Officer could not provide additional class rooms to the said school.



4. In this connection it is also useful to refer to the observations made by the Hon'ble Supreme Court of India, in the case of *Ashoka Kumar Thakur v. Union of India*, (2008) 6 SCC 1 which reads as hereunder:-

369. Free and compulsory education is now a fundamental right under Article 21-A. The State is duty-bound to implement this article on a priority basis. There has been grave laxity in its implementation. This laxity adversely affects almost every walk of life. In my opinion, nothing is more important for the Union of India than to implement this critical article.

420. Under Article 21A, it is a mandatory obligation of the State to provide free and compulsory education to all children aged six to fourteen. **In order to achieve this constitutional mandate, the State has to place much greater emphasis on allocating more funds for primary and secondary education. There is no corresponding constitutional right to higher education. The entire Nation's progress virtually depends upon the proper and effective implementation of Article 21A.**

431. Undoubtedly, the Government has allocated more funds of late for education, but we need to have far more allocation of funds and much greater emphasis on free and compulsory education. Anything less would flout Article 21A's mandate.....

432. In a country where only 18% of those in the relevant age group make it to higher education, this is incredible. See NSSO 1999-2000. It is not suggested that higher education needs to be

neglected or that higher education should not receive more funds, but there has to be much greater emphasis on the primary education. Our priorities have to be changed. Nothing is really more important than to ensure total compliance with Article 21A. How can a sizeable portion of the population be precluded from realizing the benefits of development when almost everyone acknowledges that the children are our future?

434. Mr. P.P. Rao, learned Senior Advocate, rightly submitted that when you lack a school building, teachers, books and proper facilities, your schooling might be "free" but it is not an "education" in any proper sense. Adequate number of schools must be established with proper infrastructure without further delay. In order to achieve the constitutional goal of free and compulsory education, we have to appreciate the reality on the ground. A sizeable section of the country is still so poor that many parents are compelled to send their children to work. The State must carve out innovative policies to ensure that parents send their children to school.

435. **In addition to free education and/or other financial assistance, they should also be given books, uniforms and any other necessary benefits so that the object of Article 21A is achieved. Time and again, this Court, in a number of judgments, has observed that the State cannot avoid its constitutional obligation on the ground of financial inabilities.**

5. The Hon'ble Supreme Court in **Ashok Kumar Thakur's case** referred to above has observed that the State cannot avoid its constitutional obligation on the ground of financial inabilities. Therefore, the

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education provided by the Government Institutions cannot be of inferior quality either in the matter of academic curriculum or in the matter of providing necessary infrastructure. Without eradicating educational backwardness, it is not conducive to promote fraternity among all the citizen assuring the dignity of the individual and the unity and integrity of the nation which is an important Constitutional goal.

6. Further, it is well known that, only the children of poorer and weaker section of the society are going to the Government Institutions. Therefore, the concerned authorities are required to provide adequate infrastructure to the Government School and discharge their constitutional obligations. If the children who are the future of this country are allowed to attend the classes sitting in the school verandas, it affects the quality education that would be imparted in such kind of schools.

7. In this connection, it is useful to refer to the observations made by the Hon'ble Supreme Court of

India, in the case of **Avinash Mehrotra Vs. Union of India and others** reported in (2009) 6 SCC 398

which reads as hereunder :

“24. Education occupies an important place in our Constitution and culture. There has been emphasis on free and compulsory education for children in this country for a long time. There is a very strong historical perspective. The Hunter Commission in 1882-1883, almost 125 years ago, recommended universal education in India. It proposed to make education compulsory for the children.

25. The Government of India Act, 1935 provided that “education should be made free and compulsory for both boys and girls”. While debating on a Bill in the Imperial Legislation Council in 1911, Shri Gopal Krishna Gokhale strongly advocated that elementary education should be both compulsory and free.

26. Our original Framers of the Constitution placed free and compulsory education in the directive principles. The unamended Article 45 provided that:

“45. *Provision for free and compulsory education for children.*—The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.”

27. The Kothari Commission on Education set up by the Government of India in 1966 strongly recommended free and compulsory education for children up to 14 years. The Commission observed that there is no other way for the poor to climb their way out of this predicament.

28. Education occupies a sacred place within our Constitution and culture. Article 21-A of the Constitution, adopted in 2002, codified this Court's holding in *Unni Krishnan, J.P. v. State of A.P.* [(1993) 1 SCC 645] in which we established a right to education. Parliament did not merely affirm that right; the amending Act placed the right to education within the Constitution's set of fundamental rights, the most

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cherished principles of our society. As the Court observed in *Unni Krishnan*¹: (SCC p. 664, para 8)

“8. The immortal poet Valluvar whose *Tirukkural* will surpass all ages and transcend all religions said of education:

‘Learning is excellence of wealth that none destroy;
To man nought else affords reality of joy.’”

29. Education today remains liberation—a tool for the betterment of our civil institutions, the protection of our civil liberties, and the path to an informed and questioning citizenry. Then as now, we recognise education's “transcendental importance” in the lives of individuals and in the very survival of our Constitution and Republic.

30. In the years since the inclusion of Article 21-A, we have clarified that the right to education attaches to the individual as an inalienable human right. We have traced the broad scope of this right in *R.D. Upadhyay v. State of A.P.* [(2007) 15 SCC 337 : AIR 2006 SC 1946] holding that the **State must provide education to all children in all places, even in prisons, to the children of prisoners. We have also affirmed the inviolability of the right to education.**

35. The Constitution likewise provides meaning to the word “education” beyond its dictionary meaning. **Parents should not be compelled to send their children to dangerous schools, nor should children suffer compulsory education in unsound buildings.**

36. Likewise, the State's reciprocal duty to parents begins with the provision of a free education, and it extends to the State's regulatory power. **No matter where a family seeks to educate its children, the State must ensure that children suffer no harm in exercising their fundamental right and civic duty. States thus bear the additional burden of regulation, ensuring that schools provide safe facilities as part of a compulsory education.**

37. In the instant case, we have no need to sketch all the contours of the Constitution's guarantees, so we do not. **We merely hold that the right to education incorporates the provision of safe schools.**

39. In view of the importance of Article 21-A, it is imperative that the education which is provided to children in the primary schools should be in the environment of safety.

45. In the end, we should need to do little but enforce existing laws and encourage States in their own well-intentioned safety programmes. However, in the years since the fire at Lord Krishna Middle School, some States have moved slowly and safety standards have varied in quality across the States. These delays and variations have subjected millions more school children to danger from fire, earthquakes and other causes, when simple enhancements could offer much greater protection. **Articles 21 and 21-A of the Constitution require that India's school children receive education in safe schools. In order to give effect to the provisions of the Constitution, we must ensure that India's schools adhere to basic safety standards without further delay.**

46. It is the fundamental right of each and every child to receive education free from fear of security and safety. The children cannot be compelled to receive education from an unsound and unsafe building.

47. In view of what happened in Lord Krishna Middle School in District Kumbakonam where 93 children were burnt alive and several similar incidences had happened in the past, therefore, it has become imperative to direct that safety measures as prescribed by the National Building Code of India, 2005 be implemented by all government and private schools functioning in our country. We direct that:

(i) Before granting recognition or affiliation, the State Governments and Union Territories concerned are directed to ensure that the buildings are safe and secure from every angle and they are constructed according to the safety norms incorporated in the National Building Code of India.

(ii) All existing government and private schools shall install fire extinguishing equipments within a period of six months.

(iii) The school buildings be kept free from inflammable and toxic material. If storage is inevitable, they should be stored safely.

(iv) Evaluation of structural aspect of the school may be carried out periodically. We direct that the engineers and officials concerned must strictly follow the National Building Code. The safety certificate be issued only after proper inspection. Dereliction in duty must attract immediate disciplinary action against the officials concerned.

(v) Necessary training be imparted to the staff and other officials of the school to use the fire extinguishing equipments."

8. ~~Based on the news item published in Vijaya~~
Karnataka Kannada daily news paper, I am satisfied that the children who are studying in the said school are facing injustice and undue hardship on account of the failure of the concerned authorities in providing basic infrastructure to the school. Thereby, there is violation of fundamental right to education guaranteed under Article 21A of the Constitution of India and also seriously affects the right to life and liberty guaranteed to the students under Article 21 of the Constitution of India. Apart from that Article

41 of the Constitution of India imposes an obligation on the State to make effective provisions for securing Right to Education. Therefore, the authorities who are entrusted with the responsibility of providing basic infrastructure to the Government School are required to take immediate steps for redressing the grievances of the children of the said school.

9. It is needless to point out that the object of the Karnataka Lokayukta Act 1984 (hereinafter referred to as 'K.L. Act') is to redress the grievance of the public as a consequence of mal-administration and also to prevent mal-administration in the State Administration. The negligence on the part of the concerned authorities who are entrusted with the responsibility of providing basic infrastructure to the school, in my considered view falls within the meaning of 'mal-administration' under Sec. 2(10) of the K.L. Act.

10. Therefore, I am of the view that it is desirable to consider the news item published in 'Vijaya Karnataka' as source material to exercise the power

conferred on me under Sec. 7(2) and 9(3)(a) of the K.L. Act. Accordingly, I exercise my suo-motu power and the office is directed to register this proceedings as suo-motu proceeding.

11. With a view to examine the issues raised in the news item referred to above, I am of the view, that it is necessary to implead the officers mentioned herein below as parties/respondents to this proceeding and issue notice to them and call for comments from them.

1.	The Deputy Director of Public Instructions, Bengaluru South Taluk, Kalasipalya, Dispensary Road, Bengaluru.
2.	The Block Education Officer, Bengaluru South-3, 9 th Main Road, 1 st Stage, BTM Layout, Bengaluru -29.

12. The Officers/Officials referred to above are directed to examine the issues raised in the news item extracted above and take steps to provide basic infrastructure to the said school. They are given four

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weeks time to submit their report/comments with regard to the steps taken by them to relieve the hardship being faced by the students who are studying in Government Junior Primary School, Nyanapannahalli, Arakere Ward, Bommanahalli Assembly Constituency, Bengaluru.

13. Communicate copy of this order to the respondents referred to above along with the copy of news item published in 'Vijaya Karnataka Daily' and also to the Commissioner of Public Instructions, Nrupathunga Road, Bengaluru to hold an enquiry into the issues published in the news item and submit a report to this authority.

List this matter on 24.08.2022.

K.N. Phaneendra
 15/8/22
 (Justice K.N. Phaneendra),
 Upalokayukta-2,
 Karnataka State.

14) ARLO-4 (Complaints Section))

ಶಿವಮೊಗ್ಗದ ಅಧಿಕಾರಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ

15/8/22

ಇಬ್ಬರು English ಕಲಿ ಭಾಗ-972

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ಪ್ರಿಯರೆ,
ಗೆಮನಿಸಿ, could 'ಮಾಡಲು ಸಾಧ್ಯವಾಯಿತು' ಎಂಬ ಪ್ರತ್ಯಯವನ್ನು ಪ್ರತಿನಿಧಿಸಿದರೂ ಕೂಡಾ, ಇದನ್ನು can ನಂತೆ ಬಳಸಬಹುದೇ? / ಬಲ್ಲೆಯಾ/ ಸಾಧ್ಯವಿದೆಯೇ/ ಆಗುತ್ತಿದೆಯೇ ಪ್ರತ್ಯಯಗಳಿಗಾಗಿಯೂ ಬಳಸಲಾಗುತ್ತವೆ. ಮತ್ತು ವಿನಂತಿಯವಾಗ could ಅನ್ನು ಬಳಸಿ ಕೇಳಿದರೆ ಅದು ಅತ್ಯಂತ ಸೌಜನ್ಯಪೂರ್ವಕವಾಗಿ ಮತ್ತು ವಿನಮ್ರವಾಗಿ ಮಾಡಿದ ವಿನಂತಿಯೆಂದು ತಿಳಿಯಲಾಗಿದೆ.

ಕೆಳಗಿನ ಉದಾಹರಣೆಗಳನ್ನು ಅಭ್ಯಸಿಸಿ.

1. Could I take your book?
= ನಾನು ನಿಮ್ಮ ಪುಸ್ತಕ ತೆಗೆದುಕೊಳ್ಳಬಹುದೇ?
2. Could I know your name?
= ನಾನು ನಿಮ್ಮ ಹೆಸರು ತಿಳಿದುಕೊಳ್ಳಬಹುದೇ?
3. Could you come tomorrow?
= ನಿಮಗೆ ನಾಳೆ ಬರಲು ಸಾಧ್ಯವಾಗುತ್ತಿದೆಯೇ?
4. Could you call me at 5?
= ದಯವಿಟ್ಟು ನನಗೆ ಸಂಜೆ 5 ಕ್ಕೆರೆ ಮಾಡಬಲ್ಲೆಯೇ?
5. Could you teach me English?
= ದಯವಿಟ್ಟು ನನಗೆ ಇಂಗ್ಲಿಷ್ ಕಲಿಸಬಲ್ಲೀರಾ?

ಕೆಳಗಿನ ವಾಕ್ಯಗಳನ್ನು ಅನುವಾದಿಸಿ:

1. ನಾನು ಯುವಕನಾಗಿದ್ದಾಗ ಕೆಲವೊಮ್ಮೆ ರಾತ್ರಿಯಿಲ್ಲಾ ಎಚ್ಚರವಿಲ್ಲ ಕೆಲಸ ಮಾಡಲು ಸಾಧ್ಯವಾಗುತ್ತಿತ್ತು, ಆದರೂ ಸುಸ್ತಾಗುತ್ತಿರಲಿಲ್ಲ, ಆದರೆ ಈಗ ಹಾಗಲ್ಲ.
2. ಅಲ್ಲಿ ಎಷ್ಟೊಂದು ಶಬ್ದ ಇತ್ತೆಂದರೆ ಯಾರೂ ಮಾತನಾಡಲು ಕೇಳುತ್ತಿರಲಿಲ್ಲ.
3. ನಾನು ಮನೆಗೆಲಸ ಮುಗಿಸಿದ ನಂತರ ಟಿವಿ ನೋಡಬಹುದೆಂದು ಹೇಳಿದ್ದೆ, ಈಗ ಏಕೆ ಬೇಡ ಎನ್ನುತ್ತೀ?
4. ಕ್ಷಮಿಸಿ, ನಾನೊಂದು ಮಾತು ಹೇಳಬಹುದೇ?
5. ನನಗೆ ಒಂದು ವಾರದ ಮುಟ್ಟಿಗೆ ಸ್ವಲ್ಪ ಹಣ ಕೊಡಲು ಸಾಧ್ಯವಾದೀತೇ? (ಮುಂದುವರಿಯುವುದು)



ಪರಭೂತ ಅಗ್ರಹಾರ ಕೇಂದ್ರ ಕಾರಾಗೃಹಕ್ಕೆ ಗೃಹ ಸಚಿವ ಆರಗ ಜ್ಞಾನೇಂದ್ರ ಮಂಗಳವಾರ ದಿಡ್ಡಿಲ್ ಭೇಟಿ ನೀಡಿದರು.

■ ವಿಶ್ವ ಸುದ್ದಿಲೋಕ ಬೆಂಗಳೂರು

ರಾಜಧಾನಿಯ ಪರಭೂತ ಅಗ್ರಹಾರ ಕೇಂದ್ರ ಕಾರಾಗೃಹದಲ್ಲಿನ ಅಕ್ರಮ ಚಟುವಟಿಕೆಗಳ ಬಗ್ಗೆ ಕೊನೆಗೂ ಕಣ್ತೆರೆದಿರುವ ಗೃಹ ಸಚಿವ ಆರಗ ಜ್ಞಾನೇಂದ್ರ ಅವರು ಕಾರಾಗೃಹಕ್ಕೆ ಮಂಗಳವಾರ ದಿಡ್ಡಿಲ್ ಭೇಟಿ ಕೊಟ್ಟು ಅಧಿಕಾರಿಗಳು ಮತ್ತು ಸಿಬ್ಬಂದಿಗೆ ಮೈಜಳಿ ಬಿಡಿಸಿದರು.

ಕಾರಾಗೃಹದಲ್ಲಿ ಕೈದಿಗಳಿಗೆ ರಾಜಾತಿಥ್ಯ, ಮಾದಕ ವಸ್ತುಗಳ ಮಾರಾಟ, ಮೊಬೈಲ್ ಮತ್ತು ಮಾರಕಾಸ್ತ್ರಗಳ ಪೂರೈಕೆ ಸೇರಿದಂತೆ ಚೈಲಿನಲ್ಲಿ ನಡೆಯುತ್ತಿರುವ ಅಕ್ರಮ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ಜೈಲು ಸಿಬ್ಬಂದಿಯ ನಿಷ್ಠೆಯೇ ಬಗ್ಗೆ ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಬಂದ ವರದಿಗಳಿಂದ ಸರಕಾರಕ್ಕೆ ತಿವ್ವ ಮುಜುಗರವಾಗಿತ್ತು. ತಿವಮೊಗ್ಗದಲ್ಲಿ ನಡೆದಿದ್ದ ಹರ್ಷ ಕೊಲೆ ಪ್ರಕರಣದ ಆರೋಪಿಗಳು ಚೈಲಿನಲ್ಲಿ ಮೊಬೈಲ್ ಬಳಸುತ್ತಿದ್ದ ಸಂಗತಿ ಬಹಿರಂಗಗೊಂಡ ನಂತರ ಗೃಹ ಸಚಿವರು ಚೈಲಿಗೆ ಗುರಿಯಾಗಿದ್ದರು.

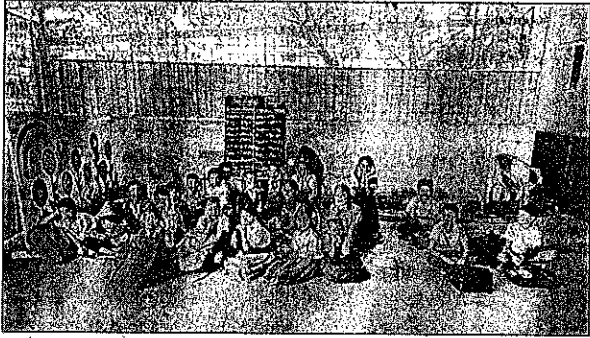
ಚೈಲಿನ ಅಕ್ರಮಗಳನ್ನು ಗಂಭೀರವಾಗಿ ಪರಿಗಣಿಸಿದ ಗೃಹ ಸಚಿವರು, ಕಾರಾಗೃಹಕ್ಕೆ ಮುದ್ದು ಭೇಟಿ ಕೊಟ್ಟು ವಸ್ತುಗಳಿಗೆ ಅವಲೋಕಿಸಿದರು. ಚೈಲಿನ ಬ್ಯಾರಕ್‌ಗಳು ಮತ್ತು ಆಸ್ಪತ್ರೆಯಲ್ಲಿ ಪರಿಶೀಲನೆ ನಡೆಸಿ, ಕೈದಿಗಳ ಅಹವಾಲು ಆಲಿಸಿದರು. ಚೈಲಿನ ಭದ್ರತಾ ವ್ಯವಸ್ಥೆ ಕೈದಿಗಳಿಗೆ ಸುಗುತ್ತಿರುವ ವೈದ್ಯಕೀಯ ಸೌಲಭ್ಯದ ಬಗ್ಗೆ ಪರಿಶೀಲನೆ ನಡೆಸಿದರು.

ಕಾರಾಗೃಹದಲ್ಲಿ ಕಾನೂನುಬಾಹಿರ ಚಟುವಟಿಕೆಗಳಿಗೆ ಅವಕಾಶವಿಲ್ಲ. ಜೈಲು ಸಿಬ್ಬಂದಿ ಅಕ್ರಮಕ್ಕೆ ಸಹಕರಿಸಿದರೆ ಸಹಿಸುವುದಿಲ್ಲ. ತಕ್ಷಣ ಸಿಬ್ಬಂದಿ ಎಷ್ಟೇ ಪ್ರಭಾವಿಗಳಾಗಿದ್ದರೂ ಕಾನೂನು ಕ್ರಮ ಜರುಗಿಸುತ್ತೇವೆ.

- ಆರಗ ಜ್ಞಾನೇಂದ್ರ, ಗೃಹ ಸಚಿವ

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ನ್ಯಾನಪ್ಪನಹಳ್ಳಿ ಸರಕಾರಿ ಶಾಲೆಯಲ್ಲಿ ಕೊಠಡಿ ಕೊರತೆ ವರಾಂಡದಲ್ಲೇ ಮಕ್ಕಳಿಗೆ ಪಾಠ!



ನ್ಯಾನಪ್ಪನಹಳ್ಳಿ ಶಾಲೆಯಲ್ಲಿ ವರಾಂಡದಲ್ಲಿ ಕುಳಿತು ಪಾಠ ಕೇಳುತ್ತಿರುವ ಮಕ್ಕಳು.

■ ಎಸ್. ಶಶಿಶಂಕರ್ ಬೊಮ್ಮನಹಳ್ಳಿ ಬೊಮ್ಮನಹಳ್ಳಿ ವಿಧಾನಸಭಾ ಕ್ಷೇತ್ರದ ಅರೆಕೆರೆ ವಾರ್ಡ್‌ನ ನ್ಯಾನಪ್ಪನಹಳ್ಳಿಯ ಸರಕಾರಿ ತಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಯಲ್ಲಿ ಕೊಠಡಿ ಕೊರತೆಯಿಂದ ಮಕ್ಕಳು ವರಾಂಡದಲ್ಲೇ ಕುಳಿತು ಪಾಠ ಕೇಳುವ ಪರಿಸ್ಥಿತಿ ನಿರ್ಮಾಣವಾಗಿದೆ.

ಈ ಶಾಲೆಯಲ್ಲಿ 170 ವಿದ್ಯಾರ್ಥಿಗಳಿದ್ದು, ಕೇವಲ 4 ಕೊಠಡಿಗಳಿವೆ. ಎರಡು ಕೊಠಡಿಯನ್ನು 1 ಮತ್ತು 2ನೇ ತರಗತಿಯ ಮಕ್ಕಳಿಗಾಗಿ 'ನಲಿ-ಕಲಿ' ತರಗತಿಗಾಗಿ ಬಳಸಿಕೊಳ್ಳಲಾಗುತ್ತಿದೆ. 3 ಮತ್ತು 5ನೇ ತರಗತಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಲಾ ಒಂದು ಕೊಠಡಿ ಬಳಕೆಯಾಗುತ್ತಿದೆ. 4ನೇ ತರಗತಿ ವಿದ್ಯಾರ್ಥಿಗಳು ವರಾಂಡದಲ್ಲೇ ನೆಲದಲ್ಲಿ ಕುಳಿತು ಪಾಠ ಕೇಳುವಂತಾಗಿದೆ. ಜಮಖಾನವೊಂದನ್ನು ಹಾಸಿ ಮಕ್ಕಳನ್ನು ಕುಳಿರಿಸಲಾಗುತ್ತಿದೆ. ವರಾಂಡದಲ್ಲಿ ಅರ್ಧ ಗೋಡೆಯ ಮೇಲೆ ಪ್ಲಾಸ್ಟಿಕ್ ಶೀಟ್ ಹೊದಿಸಿದ್ದರೂ ಮಳೆ, ಗಾಳಿಯಿಂದ ರಕ್ಷಣೆ ಸಿಗುತ್ತಿಲ್ಲ. ಇದರಿಂದಾಗಿ ಮಕ್ಕಳು ಪದೇ ಪದೇ ಅನಾರೋಗ್ಯಕ್ಕೆ ತುತ್ತಾಗುತ್ತಿದ್ದಾರೆ. ಶಾಲೆ ತಗ್ಗು ಪ್ರದೇಶದಲ್ಲಿದ್ದು, ಮಳೆ ಬಂದಾಗ ಒಳಚರಂಡಿ ನೀರು ಕೊಠಡಿಗೆ ನುಗ್ಗುತ್ತದೆ. ಆಗಲೂ ಮಕ್ಕಳು, ಶಿಕ್ಷಕರು ಪರಮಾಡುವಂತಾಗುತ್ತದೆ.

ಈ ಕುರಿತು ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿ ಪಂಕಜ ಅವರ ಗಮನಸೆಳೆದಾಗ,

ಶಿಕ್ಷಕರಿಗೆ ಪ್ರತ್ಯೇಕ ಕೊಠಡಿ ಇಲ್ಲ

ಶಾಲೆಯಲ್ಲಿ ಐವರು ಶಿಕ್ಷಕರಿದ್ದು, ಪ್ರತ್ಯೇಕ ಕೊಠಡಿ ಇಲ್ಲ. ವಿರಮಿಸಲು, ಮೀಟಿಂಗ್ ಗೆ ಮಕ್ಕಳು ಕುಳಿತಿರುವ ಕೊಠಡಿಯನ್ನೇ ಅವಲಂಬಿಸಬೇಕು. ದಾಖಲೆಗಳನ್ನು ಮಕ್ಕಳಿರುವ ಕೊಠಡಿಯಲ್ಲೇ ಇಟ್ಟುಕೊಳ್ಳಲಾಗುತ್ತಿದೆ.

"ಶಾಲೆಗೆ ಮೂಲ ಸೌಲಭ್ಯ ಕಲ್ಪಿಸಲು ಅನುದಾನವಿಲ್ಲ. ದಾನಿಗಳ ನೆರವಿನಿಂದ ಶಾಲಾ ಕಟ್ಟಡಗಳನ್ನು ನಿರ್ಮಿಸಲು ಪ್ರಯತ್ನಿಸಲಾಗುವುದು. ಶಾಲೆಗೆ ಭೇಟಿ ನೀಡಿ ಪರಿಶೀಲಿಸಲಾಗುವುದು," ಎಂದರು.

ಸ್ಥಳೀಯರಾದ ನ್ಯಾನಪ್ಪನಹಳ್ಳಿ ಮಂಜುನಾಥ್ ಈ ಬಗ್ಗೆ ಪ್ರತಿಕ್ರಿಯಿಸಿ, "ಸರಕಾರಿ ಶಾಲೆಗೆ ಮೂಲ ಸೌಕರ್ಯ ಒದಗಿಸುವಂತೆ ಒತ್ತಾಯಿಸಿ ಶಾಸಕ ಸತೀಶ್ ರೆಡ್ಡಿ ಅವರಲ್ಲಿ ಮನವಿ ಮಾಡಲಾಗಿದೆ. ಶಾಲೆಗೆ ನೂತನ 4 ಕೊಠಡಿಗಳನ್ನು ನಿರ್ಮಿಸಿಕೊಡಲು ಶಾಸಕರು ಭರವಸೆ ನೀಡಿದ್ದಾರೆ," ಎಂದರು.

ಪೊಲೀಸರ ಐನಾತಿ ಚಾಲೆ

■ ವಿಶ್ವ ಸುದ್ದಿಲೋಕ ಬೆಂಗಳೂರು

ಸಂಚಾರ ನಿಯಮ ಉಲ್ಲಂಘನೆ ದ್ವಿಚಕ್ರ ವಾಹನಕ್ಕೆ ನಕಲಿ ನೋಂದಣಿ ಆರೋಪಿಯೊಬ್ಬ ಪೊಲೀಸರಿಗೆ;

ದ್ವಿಚಕ್ರ ವಾಹನದಲ್ಲಿ ಎರಡು ನೋಂದಣಿ ಸಂಖ್ಯೆ ಹಾಕಿಕೊಂಡಿದ್ದ!

19ಕ್ಕೂ ಹೆಚ್ಚು ಬಾರಿ ಸಂಚಾರ ಒಮ್ಮೆಯೂ ದಂಡ ಕಟ್ಟಿರಲಿಲ್ಲ. ದ್ವಿಚಕ್ರ ವಾಹನದ ಮುಂಭಾಗ ಫಲಕ ಅಳವಡಿಸಿದ್ದ. ಆದರೆ, ನೋಂದಣಿ ಸಂಖ್ಯೆಯ ಫಲಕ ಕಟ್ಟಿಯದ್ದು, ನೋಂದಣಿ ಫಲಕ ಧರಿಸದ ವಾಹನ ಚಾಲನೆ ಮಾಡಿ ವಾಹನದ ದಾಖಲೆಪತ್ರಗಳನ್ನು ಬಯಲಾಗಿದೆ. ವಾಹನದ ಹಿಂಭಾಗ ಹಾಕಿದ್ದ ಆರೋಪಿ ಪೊಲೀ ಆರೋಪಿ ಕರಾಮತ್ತಿಗೆ ದಂಡ ನೋಂದಣಿ ಸಂಖ್ಯೆಯ ದ್ವಿಚಕ್ರ ವಾಹನದ ನಿಯಮ ಉಲ್ಲಂಘನೆ 10ಕ್ಕೂ ಹೆಚ್ಚು ಬಾರಿ ದಂಡ ಕಟ್ಟಿ ಸಿಲ್ಲ ಎಂದು ಹೇಳಿದರೂ ಸಂಚಾರ ದಾಲಿಸಿ ದಂಡ ವಿಧಿಸಿದ್ದರು. ಮಹಿಳೆ ಜಯನಗರೆ, ಬನಶಂಕರ 'ನಕಲಿ ನೋಂದಣಿ ಫಲಕ'ದ ಚಿ