

About the University:

Dr. S. Radhakrishnan, the President of India inaugurated the then University of Jodhpur on **24th August, 1962**. In his inaugural address the Hon'ble President revered Prof. Radha Krishnan desired and defined the goals and objective of the then **Jodhpur University** now **J.N.V.U** " That the young people, who will be educated in this university , will go forward not as prisoners of the past, but as pilgrims of the future; will develop in them a spirit of dedication, a spirit of renunciation, a spirit of whole-hearted, single-minded concentration on the advancement of the knowledge, whether in science or humanities."



Jai Narain Vyas University, Jodhpur was established in 1962 as University of Jodhpur. There are four Government Colleges of Jodhpur became part of the University

Jai Narain Vyas University is a residential university but the Colleges situated within the municipal limits of Jodhpur are affiliated to the University. Date of UGC recognition as university **July 14, 1962**.

University Grants Commission & its financial support:

The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

TEPSE & HEPSN Scheme:

The UGC had started the scheme of assistance to universities to facilitate Teacher Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs (Differently-abled Persons) (HEPSN) during the Ninth Five-Year Plan, which continued in the Tenth Plan. Keeping in view the need to provide special education programmes as well as infrastructure to differently-abled persons in higher education institutions, the scheme is extended to the Eleventh Plan too.

The **Teacher Preparation in Special Education (TEPSE) scheme** is meant for assisting Departments of Education to launch special education teacher preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings. The scheme provides financial assistance to offer B.Ed. and M.Ed. degree courses with specialization in one of the disability areas.

The main objective of the TEPSE scheme is to encourage Universities to start M.Ed. special education courses to prepare teacher educators to serve in higher education institutions offering special education teacher preparation courses.

The **HEPSN (Higher Persons for Persons with Special Needs) scheme** is basically meant for creating an environment at the higher education institutions including Universities to enrich higher education learning experiences of differently-abled persons. Creating awareness about the capabilities of differently-abled persons, constructing facilities aimed at improving accessibility, purchase of equipment to enrich learning, etc., are the broad categories of assistance under this scheme.

The specific objectives of the HEPSN Scheme are to provide equal educational opportunities to differently-abled persons in higher education institutions, to create awareness among the functionaries of higher education about the specific educational needs of differently abled persons, to equip higher education institutions with the

facilities to provide access to differently-abled persons, to provide special devices to higher education institutions that will augment the learning experiences of differently-abled persons and to monitor the implementation of all existing and future legislation and policies, which are pertaining to higher education of differently-abled persons.

In relation to the above mentioned UGC scheme Jai Narain Vyas University instigate to open a school for intellectually impaired as well as the bachelors' degree course in Special Education in 2006.

Mental Retardation Model School(Among the rare Universities which run schools for intellectually impaired children:

An Introduction:

The model school for the mentally challenged children is being running at ex-director's bungalow, behind K.N.College, Jodhpur since inauguration of the centre on 15/07/2006 by the Ex-Governor H.E. Mrs. Pratibha Devi Singh Patil (presently the President of India) Initially the school was started with only two children and now the number has increased more than sixty.



(TEPSE & HEPSN Centre)

The children of the school included all the categories of mental retardation such as mild, moderate and severe cases. The children coming to school not only have very low academic level but also suffer from various problems such as lack of motor skills,

eye-hand coordination, lack of speech, very low communication skills, behavioral problems, hyperactivity, autism, cerebral palsy, body imbalance etc.

Aims and Objectives:

The school has clear aims for its work. The staff has also drawn up shared values to guide the way they work together with the children and their families. The following are the major aims of the school:

1. To enable all children to achieve their full potential in all areas of development within a happy, caring, secure and supportive environment (i.e. social, emotional, intellectual, physical, moral and spiritual development).
2. To work together with everyone involved with the child so that she/he can become increasingly independent and integrate more effectively within the community.
3. To provide access to a balanced and broadly based curriculum which includes the national curriculum and foundation curriculum and is relevant to the needs of the individual child.

The school also encourages parental involvement and welcomes parents to join in the full range of school and class activities. **Parents do not need to make an appointment to come into school.**

The school places great emphasis on the appearance of the children and parents are asked to support the school in this. We ask that children to come to school in uniform. If parents have difficulty in providing their child with the essential items of clothing or footwear needed to attend school, a limited amount of financial assistance may be available depending on parents' income.

Although our school operates in much the same way as a mainstream school. All children follow different curriculum according to their abilities and needs. Some children with more severe and complex needs will have some adaptations made to their curriculum to ensure it matches their needs and provides particular experiences. The school has more structured curriculum in the core subjects of Literacy and Numeracy

and Personal, Social and Health Education. Each child has an Individual Education Plan (IEP) in literacy, numeracy and personal and social development, including self-help skills and the promotion of independence.



(Pics of academics / Electornic Aids etc.)

There are smaller teaching groups (08 to 10 children). Great emphasis is placed on personal/social development and building self-esteem, self-confidence and promoting independence. The use of specialist approaches to develop the children's play skills, play being viewed as a vehicle for learning for all children. Alternative communication systems to support curriculum access and learning for some children. These include the use of some Electronic Aids and Picture Exchange Communication System (PECS).

The students of the school are coming from various areas of Jodhpur vary in physical age of 5 to 30 years. Their mental age varies from 2 years to 15 years. All the children have been divided into three class rooms according to their mental age.

The school timings are 10 a.m. to 4 p.m. This time period of six hours is divided into a disciplined curriculum. This includes exercise, yoga, academic and vocational training as well as entertainment by the specially trained teachers of the school. Initial one hour of school timing is spend on exercise and yoga in

order to improve body balance, increase coordination between hands and complete body and increasing concentration level.

The next time of the school hours is being spent on academics for the young children and vocational training for elder ones. The elderly children with mental age of above ten years are trained academically such that they can read and write simple sentences; make simple calculations and knowing simple facts of science which may help them to lead a normal life without being dependent on their family members.

The academics for the young children start from line making to writing alphabets and numbers as well as recognizing them. Along with academics the young children who are unable to speak and communicate are given speech therapy. Efforts are also made to improve their communication skills that they can easily explain their feelings to the people around them. The children with autistic features are given special attention so that the repeated speech may be reduced. The activities of daily living such as wearing clothes, brushing teeth, self cleaning, wearing shoes, combing hair, eating food etc. are also taught to the children to make them more and more self dependent. Social skills such as greetings, taking care of guests and helping each others etc. are also taught for keeping their environment clean.

(Pictures of students performing daily activity skills)

Simultaneously, Physiotherapy therapy is given to the required students of the special school regularly. Many students with learning difficulties will have personal priority needs which are central to their learning and quality of life. Some students will have therapeutic needs or require paramedical care. The range of therapeutic needs and paramedical care is wide. Provision for these needs is a legitimate and essential element of the curriculum and should be planned for. This provision enhances individual' readiness to learn in many ways, for example by positioning students so that they learn effectively, helping students to maintain good posture, appropriate muscle tone and ease

of movement, encouraging the development, refinement or maintenance of skills in independent mobility , promoting relaxation and support to help students to manage stress and anxiety, developing pupils' self-esteem.

(physiotherapy pics)

Our school is also setting focus on establishing means of communication for students with communication disorders also. For this, speech & language therapy is given the required students daily. These therapists are specialize in a variety of activities, and strive to create a multi-modal communication environment throughout the school. This environment includes using signing, picture exchange, icons, photographs, and text. Students begin to develop their receptive language and a method of expressive language which they are able to continue developing throughout their school career.

(Speech Therapy Pics)

Pre-vocational and vocational training are the trainings which should be given compulsorily to these children. Skills training in vocational activities are very necessary for these children because it keeps them busy, regulates their routine and above all boosts their confidence. The vocational training which is given in our school to the students includes manufacturing of chinks, candles, envelope of different sizes, rakhies, diyas and other various handicrafts.

These products are made by children on large scale so it can be put for sale so that they learn about money transactions, selling-buying skills and can know how to support their parents financially. The University itself consumes a large quantity of these products, however other colleges of Jodhpur district are also support the school by purchasing products on regular basis.

There is also a computer training centre and a library providing the children with opportunities to develop their knowledge and computer skills.

Along with vocational work, the children are also taught bicycle riding so that they can move from one place to another on their own. They are taught small money transactions so that they may help their parents. They are given training for house hold works such as dusting, cleaning, simple cooking such as making tea, coffee etc. A lot of care is taken while teaching the children such work.

Children are not only given trainings and teachings but one hour daily is spent on entertaining them. Children are involved in activities such as dancing, playing games like cricked, racing, soft ball throw, and basket ball. They are also shown in simple cartoon movies and educational CD's etc. LCD projector is used to show movies etc.

The projectors and other resource materials are also used as teaching aids to improve the recognition power. Various games are developed by the teacher themselves so that along with play activity various skills can be developed.

Children are taken to various places for visits and picnics to give them more exposure. In order to give them more exposure and boost their confidence, cultural programmes were organized by the school time to time.

OTHER ACTIVITIES:

SPORTS: SPECIAL OLYMPICS/SPORTS MEET, TEACHERS-ACTP, MASTER TRAINERS, PARTICIPATIONS, WITH SOCIAL JUSTICE DEPT. , OTHER NGO,

The Special Olympics is an unpredictable global movement that, through quality sports training and competition, improves the lives of people with intellectual disabilities and, in turn, the lives of everyone they touch (Shriver 2003). It allows these people to realize their full potential and develop skills to become fulfilled and productive members of their families and the communities in which they live.

The Centre in 2007-08, started giving trainings to the special educators, trainee educators, parents of special children, sports professionals. Around 30 persons participated in Advanced Coaches Training Programme (ACTP) held at Jai Narain Vyas University jointly organized by Special Olympic Bharat, Rajasthan and TEPSE & HEPSN Centre.

District levels games were organized by the centre and community coaches training programme were organized by our centre. Around 300 children from different disabilities participated in this district level game which is also a nodal agency for Special Olympics, Bharat under the scheme of Ministry of Youth Affairs & Sports, Government of India.

Community Coaches Training programme was conducted by the Master Trainers of Jodhpur District which were specially trained at Laxmibai National University for Physical Education, Gwalior under Ministry of Youth Affairs and Sports. In this training fifty Community Coaches including sports personnel, athletes, physical instructor, special educators, parents and volunteers were registered.



Participants of Community Coaches Training Programme (CCTP)

Camps /Rallies/ Community Awareness Programmes by

Helping our communities become better by including people with developmental and intellectual disabilities through our **Awareness** campaign targeting community **and Poster Contest** for trainee students in degree courses of our Centre. This campaign also educates the community on best practices and issues that impact people with intellectual and developmental disabilities and their families.

The problems faced by people with disabilities are not only the results of their individual impairment, but also due to the negative attitude and beliefs existing in the community. So, an attempt by centre was made in 2006 to change community behavior (attitudes, knowledge and skills), including that of people with disabilities, to enable the community to engage and participate effectively in programs concerning disability issues. The programs and activities of CBR are directed towards fulfilling the statement that is **solving disability issues through community development**. Through the ongoing and continuing activities of CBR projects the centre always obtains the new experiences in implementing community-based programs.



The Centre had implemented awareness programs & Campaigns during the Xth and XIth Five year plans i.e. between 2006 to 2012 in various villages of Jodhpur district in Rajasthan. The participants of the programme found that many children with special needs in each village did not get appropriate education opportunities. They might be caused factors like Parents of the children with special needs did not know where to bring them to get an appropriate education.

Misconceptions like Special schools were usually located in the central town and its cost more expensive than the regular schools; they also think that regular elementary schools could not accept children with special needs since they had no experiences and facilities to provide some assistance for children with special needs. Surveys conducted in these years found that persons living in rural areas are in thought that children with special needs had very limited abilities in accepting some lessons from the schools. It was useless to provide them a formal education. However, the team tried to clear their misconceptions and informations regarding proper diet & nutrition, precautions at pre-natal, peri-natal & post natal stages, early identification, proper hygiene, home based trainings etc.



Every year, all the students of the school, staff, trainee-students of the centre participate in the awareness rally