

JAI NARAIN VYAS UNIVERSITY JODHPUR



2016 - 2021

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners.

SAMPLE DOCUMENTS

प्रज्ञा निकेतन नैत्रहीन एवं विकलांग छात्रावास संख्या 4, जय नारायण व्यास विश्वविद्यालय, जोधपुर (राजस्थान)

वार्षिक प्रगति प्रतिवेदन : 2020–2021

छात्रावास का संक्षिप्त परिचय

जोधपुर में नेत्रहीन एवं विकलांग छात्रों के लिए वर्ष 2005 से उच्च शिक्षा के लिए छात्रावास का निःशुल्क संचालन जयनारायण व्यास विश्वविद्यालय के द्वारा पब्लिक पार्क के पास आंबटित भवन में **प्रज्ञा निकेतन नेत्रहीन एवं विकलांग छात्रावास संख्या-4** के नाम से खोला है। इस समय छात्रावास में कुल 64 नैत्रहीन व विकलांग विद्यार्थी रहकर बी.ए. प्रथम वर्ष से लेकर एम.ए., तथा विभिन्न प्रतियोगी परीक्षाओं की तैयारी हेतु अध्ययनरत है। छात्रावास में छात्रों के आवास, भोजन व अध्ययन की निःशुल्क व्यवस्था है। वर्तमान में छात्रावास की वार्डन प्रोफेसर मीना बरडिया हैं।

सुविधाएँ

नेत्रहीन उच्च शिक्षा श्रवण यन्त्रों के माध्यम से प्राप्त करते हैं। हर विद्यार्थी को ब्रैल घड़ीयाँ, टॉकिंग कम्प्यूटर, मेमोरी कार्ड,, इलेक्ट्रॉनिक स्मार्ट वाकिंग कैन, सी.डी. प्लेयर (कक्षा में नोट्स लेने के लिए) तथा टॉकिंग लाईब्रेरी की सुविधा प्राप्त है। पढाई की सुविधाओं के साथ-साथ संगीत विषय लिए हुए या संगीत में रुचि रखने वाले छात्रों की प्रतिभा विकास के लिए सभी संगीत वाद्य उपलब्ध है। समय-समय पर इनके सांस्कृतिक कार्यक्रमों का आयोजन होता रहता है। आकाषवाणी पर भी हमारे विद्यार्थी अक्सर कार्यक्रम देते रहते हैं। कम्प्यूटर की ट्रेनिंग देने के लिए टॉकिंग सॉफ्टवेयर कम्प्यूटर में लगाये गये हैं तथा नेत्रहीन एवं विकलांग छात्रों को ट्रेनिंग देने हेतु विशेष प्रक्षिपक की भी व्यवस्था प्रज्ञा निकेतन द्वारा की जा रही है। छात्रों को कहीं भी आवागमन हेतु दानदाताओं के सहयोग से जीप की व्यवस्था की गई है।



कम्प्युटर लैब



संगीत कक्ष



कम्प्युटर लैब में प्रशिक्षण



संगीत का प्रशिक्षण



स्वच्छता अभियान



हिन्दी दिवस कार्यक्रम



गणतंत्र दिवस कार्यक्रम



देश भक्ति गीत का कार्यक्रम



गणतंत्र दिवस कार्यक्रम



कुलपति महोदय को बधाई देते छात्र



स्वतंत्रता दिवस पर वृक्षारोपण



आजादी का अमृत महोत्सव कार्यक्रम



जर्मन कलाकार द्वारा कठपुतली कार्यक्रम



विश्व विकलांग दिवस पर होसले की उड़ान कार्यक्रम



विश्व एडस दिवस पर डॉ अरविन्द माथुर द्वारा व्याख्यान

इस छात्रावास से वर्ष 2020–2021 में चयनित हुए विद्यार्थी

	
करण सिंह पुस्तकालय सहायक के पद पर	रोहित श्रीवास्तव अध्यापक द्वितीय श्रेणी के पद पर
	
बाबुदान कनिष्ठ लिपिक के पद पर	

छात्रावास में आयोजित विभिन्न

कार्यक्रम एवं प्रगति विवरण (2020–21)

12 अगस्त 2020 को ही कृष्ण जन्माष्टमी के पर्व बड़ी धुमधाम से मनाया गया इस अवसर पर छात्रों ने राधा कृष्ण, देवकी, वासुदेव, मथुरा, गोकुल तथा गौ संरक्षा के बारे में विचार विमर्श व भजन संध्या का आयोजन किया।

15 अगस्त, 2020 को छात्रावास प्रांगण में 15 अगस्त को 74 वां स्वतंत्रता दिवस बड़ी धुमधाम से मनाया जिसमें छात्रावास के छात्रों ने झंडा रोहण, देश भक्ति गीतो तथा भाषण की प्रस्तुति दी। डॉ कुसुमलता भण्डारी द्वारा झंडा रोहण किया गया। डॉ. मीना बरडिया ने भारत की स्वतन्त्रता और वर्तमान आजादी के बारे में अपने विचार व्यक्त किये।

साथ ही प्रज्ञा निकेतन छात्रावास में इनर व्हिल क्लब के अध्यक्ष कोषाध्यक्ष सचिव व सभी सदस्यों ने रक्षा बंधन का कार्यक्रम रखा इनरव्हिल क्लब की तरफ से नेत्रहीन विकलांग विधार्थियों के हाथों की कलाइयों पर राखी बांधी।

02 अक्टूबर 2020 को प्रज्ञा निकेतन छात्रावास में भारत के राष्ट्रपिता महात्मा गांधी की 152 वीं जयन्ती मनाई गई जिसमें राष्ट्रपिता महात्मा गांधी को याद कर उनके विचारों पर प्रकाश डाला। प्रोफेसर मीना बरडिया ने महात्मा गांधी का भारत के स्वतंत्रता आंदोलन में योगदान विषय पर व्याख्यान दिया।

14 नवम्बर 2020 को छात्रावास प्रांगण में लक्ष्मी पूजन कर सादगी के साथ दिपावली का पर्व मनाया गया।

03 दिसम्बर 2020 को प्रज्ञा निकेतन छात्रावास में विकलांग दिवस बड़ी धूमधाम से मनाया गया इस दिवस के दिन हमारी संस्था में छात्रों ने अपने अपने विचार प्रकट किये।

04 जनवरी, 2021 को इस छात्रावास में ब्रेल लिपि के निर्माता श्री लुई ब्रेल की 212 वीं जयन्ती के उपलक्ष्य में कार्यक्रम का आयोजन किया गया। जिसमें अध्यक्षा तथा छात्रों ने लुई ब्रेल की जीवनी तथा लुई ब्रेल लिपि के बारे में बताया। हमें भी एक संकल्प तथा लक्ष्य निर्धारण करना चाहिये यह बात अध्यक्षा डॉ. कुसुमलता भण्डारी ने बताई। छात्रों ने कविता कहानी तथा विचारों से लुई ब्रेल की जयन्ती समारोह पूर्वक मनाया।

14 जनवरी 2021 को छात्रावास में प्रांगण में मकर संक्रान्ति के पर्व मनाया गया इस पर्व में छात्रावास के छात्रों भजन एवं संगीत का कार्यक्रम प्रस्तुत किया। इस कार्यक्रम में इनरव्हिल क्लब से आये अध्यक्षा डॉ. कुसुमलता भण्डारी एवं सचिव शोभा रानी, मौजूद थे।

26 जनवरी 2021 को प्रज्ञा निकेतन छात्रावास में 72 वाँ गणतंत्र दिवस मनाया गया। इस समारोह में संस्था के अध्यक्षा डॉ. कुसुमलता भण्डारी ने ध्वजारोहण किया तथा इस समारोह में प्रज्ञा निकेतन के सदस्यगण (डॉ. कमल मोहनोत, डॉ. मीना बरडिया, डॉ. कृष्णा मोहनोत एवं श्रीमति अंजु मोदी) मौजूद थे। छात्रावास अध्यक्षा डॉ. कुसुमलता भण्डारी ने आये हुए सभी अतिथियों का स्वागत किया तथा डॉ. मीना बरडिया ने सभी का धन्यवाद दिया।

16 जनवरी 2021 को छात्रावास में बसंत पंचमी के पर्व पर मा. सरस्वती की पुजा कर छात्रों ने भजनों की रस धारा प्रस्तुति की।

16 फरवरी, 2021 को महाशिव रात्रि के पावन पर्व में एक विशेष कार्यक्रम का आयोजन किया गया इस कार्यक्रम डॉ. कुसुमलता भण्डारी, डॉ. मीना बरडिया, श्रीमति शोभा रानी व छात्रों ने उत्साह के साथ भाग लिया तथा छात्रों द्वारा भजन कीर्तन का आयोजन हुआ।

21 जून, 2021 को छात्रावास में विश्व योग दिवस के अवसर पर योग शिविर का आयोजन प्रोफेसर मीना बरडिया के नेतृत्व में किया गया जिसमें दो योग विशेषज्ञों ने छात्रों को निर्देशित किया।

15 अगस्त, 2021 को प्रज्ञा निकेतन छात्रावास में 75 वाँ स्वतंत्रता दिवस बड़ी धूमधाम से मनाया। प्रज्ञा निकेतन वार्डन डॉ. मीना बरडिया ने आए हुए अतिथियों का परिचय एवं स्वागत किया। कार्यक्रम के मुख्य अतिथि विश्वविद्यालय में राजनिति शास्त्र के एसिस्टेंट प्रोफेसर डॉ. दिनेश कुमार गहलोत ने इस अवसर पर मुख्यवक्ता के रूप में भारतीय संविधान के मूल्यों एवं आदर्श विषय पर व्याख्यान दिया।

कार्यक्रम की विषिष्ट अतिथि इनर व्हील क्लब की सविच शुभ्रता जी ने वर्तमान समय में स्वतंत्रता एवं शिक्षा सम्बन्धी पहलुओं पर विचार व्यक्त किये। इस कार्यक्रम में डॉ. कुसुमलता भण्डारी, श्री मुकुन्द क्षीर सागर, निर्मल चन्द सेनी, इनरव्हील क्लब उपाध्यक्ष श्री रंजना जी जैन समेत कई गणमान्य लोग उपस्थित थे।

30 अगस्त 2021 को ही कृष्ण जन्माष्टमी के पर्व बड़ी घुमघाम से मनाया गया इस अवसर पर छात्रों ने राधा कृष्ण, देवकी, वासुदेव, मथुरा, गोकुल तथा गौ संरक्षा के बारे में विचार विमर्श व भजन संध्या का आयोजन किया।

17 सितम्बर 2021 को छात्रावास में कैरियर कौंसलिंग पर विशेष व्याख्यान उँचे सपने उँची उड़ान का कार्यक्रम रखा गया जिसमें प्रोफेसर मीना बरडिया ने छात्रों को आगे आने वाले समय में नोकरी तथा रोजगार संबंधित जानकारी दी।

02 अक्टूबर 2021 को प्रज्ञा निकेतन छात्रावास में भारत के राष्ट्रपिता महात्मा गांधी की 152 वीं जयन्ती मनाई गई जिसमें राष्ट्रपिता महात्मा गांधी को याद कर उनके विचारों पर प्रकाश डाला।

4 नवम्बर 2021 को छात्रावास प्रांगण में लक्ष्मी पूजन कर सादगी के साथ दिपावली का पर्व मनाया गया।

28 नवम्बर, 2021 को संविधान दिवस के उपलक्ष्य में प्रोफेसर मीना बरडिया ने भारतीय संविधान एवं लोकतांत्रिक मूल्य विषय पर व्याख्यान दिया तथा छात्रों को संविधान की विशेषताओं के बारे में जानकारी दी।

01 दिसम्बर 2021 को प्रज्ञा निकेतन छात्रावास में छात्रसेवा मण्डल द्वारा विष्व विकलांग दिवस एवं विष्व एड्स दिवस मनाया गया जिसमें डॉ. अरविन्द माथुर, पूर्व प्राचार्य, सम्पूर्णानन्द मेडिकल कॉलेज की अध्यक्षता में विष्व एड्स दिवस के बारे में जानकारी दी। इस कार्यक्रम के विधि संकाय के अधिष्ठाता, प्रो. चन्दन बाला, निदेशक, महिला अध्ययन केन्द्र की प्रो. सरोज कौषल, छात्र सेवा मण्डल की अध्यक्ष प्रो. मीना बरडिया एवं प्रज्ञा निकेतन की अध्यक्ष डॉ. कुसुमलता भण्डारी ने सभी प्रज्ञा निकेतन के छात्रों के प्रशंसा एवं सरहाना की तथा सांस्कृतिक समन्वयक डॉ. हितेन्द्र गोयल ने सभी को घन्यवाद के साथ कार्यक्रम का समापन किया।

(प्रो. मीना बरडिया)
वार्डन

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 chalks, 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.

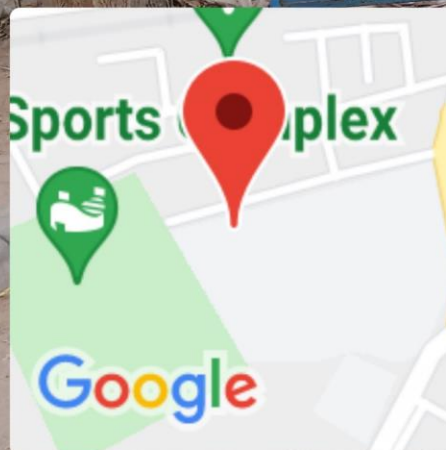
Misconceptions like Special schools were usually located in the central town and its cost more expensive than the regular schools; they also think that regular elementary schools could not accept children with special needs since they had no experiences and facilities to provide some assistance for children 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



GPS Map Camera



Jodhpur, Rajasthan, India

72QM+3Q9, Ajit Colony, Jodhpur, Rajasthan 342001, India

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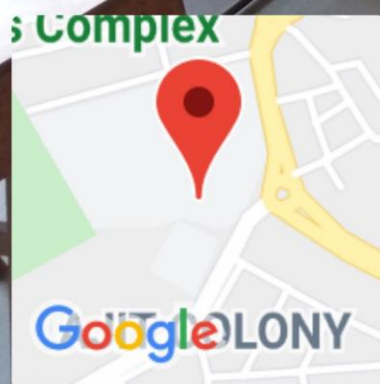
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CLASSROOMS- B.ED, M.ED



GPS Map Camera



Jodhpur, Rajasthan, India

Bunglaw No 1, near Gaushala Sports Complex, Ajit Colony,

Jodhpur, Rajasthan 342006, India

Lat 26.286351°

Long 73.035885°

31/12/21 02:25 PM

PHYSIOTHERAPY CENTRE



Jodhpur, Rajasthan, India

60/61, Umed Club Rd, Ajit Colony, Jodhpur, Rajasthan 342001,
India

Lat 26.287297°

Long 73.03404°

31/12/21 02:21 PM

PSYCHOLOGY LAB



GPS Map Camera

Jodhpur, Rajasthan, India

60/61, Umed Club Rd, Ajit Colony, Jodhpur, Rajasthan 342001,
India

Lat 26.287296°

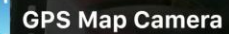
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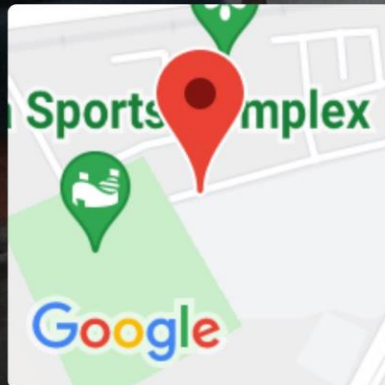


Lat 26.287174°
Long 73.03369°
31/12/21 02:27 PM

31/12/21 02:27 PM



VOCATIONAL ROOM



Jodhpur, Rajasthan, India

60/61, Umed Club Rd, Ajit Colony, Jodhpur, Rajasthan 342001,
India

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Long 73.034075°

31/12/21 02:25 PM



GPS Map Camera

Jodhpur, Rajasthan, India

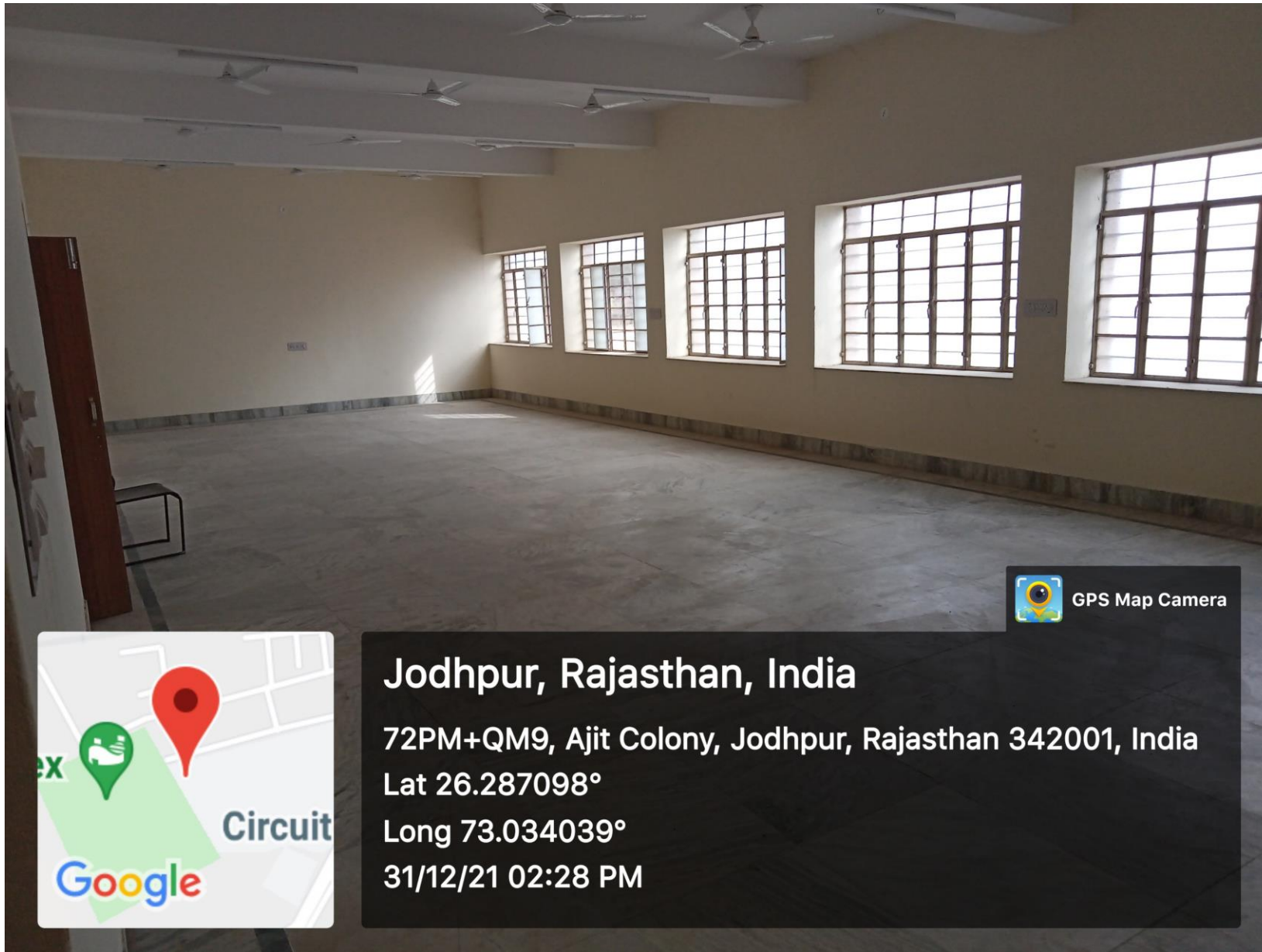
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Long 73.033981°

31/12/21 02:29 PM

NEW HALL



GPS Map Camera



Jodhpur, Rajasthan, India

72PM+QM9, Ajit Colony, Jodhpur, Rajasthan 342001, India

Lat 26.287098°

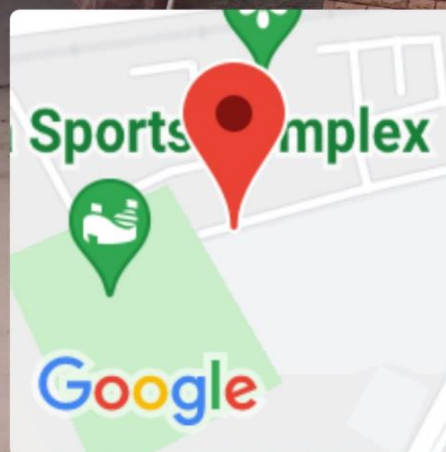
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CENTRE FOR DIFFERENTLY ABLED PERSONS



GPS Map Camera



Jodhpur, Rajasthan, India

60/61, Umed Club Rd, Ajit Colony, Jodhpur, Rajasthan 342001,
India

Lat 26.287401°

Long 73.034083°

31/12/21 02:18 PM

We have 01 Differently Abled Washroom and Ramps for easy access only.

Coaching Scheme for Entry into Services for SC/ST/ OBC (no creamy layer) and Minority Community Jai Narain Vyas University, Jodhpur

UGC Scheme: Coaching Classes for entry in services for SC/ST / OBC (no creamy layer) & Minorities Community Students (XII Plan (2012-2017))

1. Introduction

The well-being and development of the Scheduled Castes (SC), Scheduled Tribes (ST), OBC (non-creamy layer) and Minorities are important indicators of the strength and success of a democratic society. Specific provisions have been made to improve the status of these groups, socially and educationally, so that they can take their rightful place in society. Representation of the groups in All India / State / Provincial Services and equivalent positions in the private sector is an indicator of how far the country has been successful to equip them so that they are in a position to safeguard their own interests. In order to prepare students belonging to SC / ST/OBC (non-creamy layer) and Minority communities to get gainful employment in Central and other services mentioned above, the UGC allowed to continue the scheme of coaching classes for entry in services for SC / ST & Minorities during the Twelfth Plan.

2. Objectives

The basic objective of the coaching scheme was to prepare students belonging to SC / ST/ OBC (non-creamy layer) and Minority communities to get gainful employment in Group 'A', 'B' or 'C' Central services, State services or equivalent positions in the private sector. The coaching under the scheme should be oriented for particular examinations conducted for selection to services, such as the IAS, State Public Services, Bank recruitment, etc. The coaching may be focused, taking into consideration the specific requirements of a particular competitive examination.

Link for additional information: **UGC Website:** www.ugc.ac.in

Session: 2017

Details of Resource Persons delivered Lectures in R.A.S (Preliminary) coaching Classes

S.N	Name of Resource person	Address
1	Dr.K.A Goyal	Associate Professor, Department of BFE, JNVU, Jodhpur
2	Dr. Arjun Lal Meena	Assistant Professor, department of Geography, JNVU, Jodhpur
3	Dr. Bharat Deora	Assistant Professor, department of History, JNVU, Jodhpur
4	Dr. Lalit Kumar Panwar	Assistant Professor, department of History, JNVU, Jodhpur
5	Dr. Bhawani Singh Rajpurohit	Assistant Professor, department of History, JNVU, Jodhpur
6	Dr. S.P Meena	Assistant Professor, Faculty of Law, JNVU, Jodhpur
7	Dr. Mahendra Singh Rajpurohit	Assistant Professor, department of Hindi, JNVU, Jodhpur
8	Mr. Sharawan Kumar	Research Scholar, department of Economics, JNVU, Jodhpur
9	Mr. Ankit Kumar	Research Scholar, department of Geography, JNVU, Jodhpur
10	Miss. Anjali Meena	Research Scholar, department of Geography, JNVU, Jodhpur
11	Mr. Bhajan Lal	Research Scholar, department of Geography, JNVU, Jodhpur
12	Miss. Indra	Research Scholar, department of Geography, JNVU, Jodhpur

Session: 2019

Details of Resource Persons delivered Lectures in R.A.S (Preliminary) coaching Classes

S.N	Name of Resource person	Address
1	Prof. P.S Bhati	Professor (Retd), Department of Political, JNVU, Jodhpur
2	Prof. Pravven Gehlot	Professor, Department of Botany, JNVU, Jodhpur
3	Prof. P.S Charan	Professor, Department of Philosophy, JNVU, Jodhpur
4	Dr. K.A Goyal	Associate Professor, Department of BFE, JNVU, Jodhpur
5	Dr. Arjun Lal Meena	Assistant Professor, department of Geography, JNVU, Jodhpur
6	Dr. Bharat Deora	Assistant Professor, department of History, JNVU, Jodhpur
7	Dr. Lalit Kumar Panwar	Assistant Professor, department of History, JNVU, Jodhpur
8	Dr. AshwaniArya	Assistant Professor, department of Geography, JNVU, Jodhpur
9	Dr. Omprakash	Assistant Professor, department of Geography, JNVU, Jodhpur
10	Dr. Dinesh Gehlot	Assistant Professor, Department of Political Science, JNVU, Jodhpur
11	Dr. Bhawani Singh Rajpurohit	Assistant Professor, department of History, JNVU, Jodhpur







Coaching centre for Weaker section

Jai Narain Vyas University, Jodhpur

Coaching centre for weaker section is established in 1992 under non plan. It is established for the welfare of weaker sections as SC, ST, OBC (non -creamy layer). The students of these section are providing coaching classes for different competitive exams of RPSC, UPSC, PTET etc.

Details of Resource Persons delivered Lectures in R.A.S (Preliminary) coaching Classes

S.N	Name of Resource person	Address
1	Prof. Pravven Gehlot	Professor, Department of Botany, JNVU, Jodhpur
2	Dr. K.A Goyal	Associate Professor, Department of BFE, JNVU, Jodhpur
3	Dr. Arjun Lal Meena	Assistant Professor, department of Geography, JNVU, Jodhpur
4	Dr. Bharat Deora	Assistant Professor, department of History, JNVU, Jodhpur
5	Dr. Dinesh Gehlot	Assistant Professor, Department of Political Science, JNVU, Jodhpur
6	Dr. Janak Singh Meena	Assistant Professor, Department of political science, JNVU, Jodhpur
7	Mr. Govind Singh	Assistant Professor, department of Geography, JNVU, Jodhpur
8	Dr. S.P Meena	Assistant Professor, Faculty of law, JNVU, Jodhpur
9	Dr. Hira Ram	Assistant Professor, Department of Zoology, JNVU, Jodhpur
10	Dr. Hitendra Goyal	Assistant Professor, department of English, JNVU, Jodhpur
11	Dr. Kshitiz Maharshi	Assistant Professor, Department of BFE, JNVU, Jodhpur
12	Prof. Jaga Mal Singh	Professor, Department of Pub. Administration, JNVU, Jodhpur
13	Dr. Minakshi meena	Assistant Professor, Department of Zoology, JNVU, Jodhpur

Dr. Lalit Singh Jhala
In charge, CCWS
JNVU, Jodhpur

18/07/2016 4813/8116

R.A.S. 2016.

वीकर सेक्शन में आरएएस (प्री) कक्षाओं का शुभारंभ



विश्वविद्यालय की ओर से संचालित कोचिंग सेंटर फॉर वीकर सेक्शन में आरपीएससी की ओर से आयोजित होने वाले आरएएस प्री. परीक्षा की तैयारी के लिए कक्षाओं का शुभारंभ किया गया। इसका उद्घाटन कुलपति डॉ. आर.पी. सिंह ने किया।

इस अवसर पर कुलपति, कला संकाय अधिष्ठाता प्रो. सुधि राजीव, वीकर सेक्शन प्रभारी डॉ. अर्जुन लाल मीना आदि ने परिसर में पौधरोपण कर कक्षाओं का शुभारंभ किया। कुलपति ने इस मौके पर विद्यार्थियों को संबोधित करते हुए उन्हें हीन भावना से मुक्त होकर सफल व्यक्ति बनने के लिए प्रेरित किया।



सिटी राउंडअप...

वीकर सेक्शन में शुरू हुई आरएस की कक्षाएं



कोचिंग सेंटर फॉर वीकर सेक्शन में आरएस प्री परीक्षा की तैयारी के लिए शुरू हुई कक्षा को संबोधित करते कुलपति डॉ आरपी सिंह।

जोधपुर, जेएनवीयू की ओर से संचालित कोचिंग सेंटर फॉर वीकर सेक्शन में आरपीएससी की ओर से आयोजित होने वाले आरएस प्री परीक्षा की तैयारी के लिए कक्षाओं का संचालन शुरू हुआ। इसका शुभारम्भ कुलपति डॉ आरपी सिंह, कला संकाय अधिष्ठाता प्रो सुधि राजीव,

वीकर सेक्शन प्रभारी डॉ. अर्जुन लाल मीना आदि ने परिसर में पौधरोपण कर किया। सेक्शन के प्रभारी डॉ. मीना ने बताया कि कक्षाओं के प्रारम्भ में कुलपति ने विद्यार्थियों को संबोधित किया। उन्होंने हीन भावना से मुक्त होकर सफल व्यक्ति बनने के लिए प्रेरित किया।

डिस्कॉम





JAI NARAIN VYAS UNIVERSITY, JODHPUR.

Net Coaching Schemes for SC/ST and Minority students

Scheduled Castes and Scheduled Tribes have been characterized as the most downtrodden and oppressed sections in Indian society, accounting for around 15% and 7.5 percent of the entire population, respectively. To protect their interests in an independent democratic India, particular arrangements have been developed to improve these people's social and educational status, allowing them to reclaim their proper position in society. Despite the UGC's constitutional safeguards and regulations, quota for Scheduled Castes, Scheduled Tribes, OBC (non-creamy layer), and Minorities in universities is significantly below the intended level, even after more than 50 years of independence. Through numerous specific initiatives, the UGC has contributed to social fairness and socioeconomic mobility of the underprivileged parts of society. Minorities' well-being and growth are vital measures of a democratic society's strength and success. Because democracy is based on the rule of the majority, it is vital to safeguard and promote the interests and requirements of minority groups, not only in terms of their numbers, but also in a preferential way, with some reverse discrimination. Minority groups may be granted rights and advantages not available to the majority in order to bring them up to a feasible level of development. Muslims, Christians, Sikhs, Buddhists, Jains, and Parsis have been designated as religious minorities by the Indian government. They account for around 19 percent of the Indian population. Their educational progress is often modest, with considerable variances among states and educational levels.

AIMS AND OBJECTIVES:-

- a) The scheme's major goal is to prepare students from Scheduled Castes, Scheduled Tribes, and Minority Communities for NET or SET exams so that an adequate number of applicants are available for consideration as Assistant Professors in universities.
- b) Improving students' academic skills and linguistic fluency in a variety of courses.
- c) To improve their understanding of fundamental subjects in order to build a better basis for future academic work.
- d) To improve their knowledge, skills, and attitudes in subjects involving quantitative and qualitative techniques and laboratory activities, so that the necessary guidance and training can help students reach the level required to pursue higher education effectively and reduce their failure and dropout rates.
- e) To give career guidance and psychological therapy to those who require it in order to enhance their capacity.

Submitted by-

**Dr. Seema Parveen
Assisnant Professor
Department of Chemistry
JNVU, Jodhpur**