

**Sensitization of students and  
employees of the Institution to the  
constitutional obligations: values,  
rights, duties and responsibilities  
of citizens**



**RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA  
VIDYALAYA, GWALIOR (M.P.)**



### 7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

#### Response:

'Sarathi' Club, under OMASS project, conducts activities aimed at promoting awareness of constitutional rights and responsibilities for all individuals. Understanding constitutional obligations, values, rights, duties, and responsibilities like respect to National anthem, emblems and fellow citizens is not just a legal constraint but an essential and fundamental aspect for nurturing a conscientious and ideal citizen. In line with this ethos, 'Sarathi' club took various initiatives, including celebration of important national days like Independence Day, Republic Day, Constitution Day and Legal Literacy Day. Every RVSKVVIAN is given a booklet entitled '51 Attributes of RVSKVVIAN' codified with virtues of ideal human being. The organization of 'Nitya Vandana'- replete with constitutional values - every morning in each constituent College fills the thrill of duty and dedication in every member of RVSKVV family. The booklet 'Academic Regulation' in both Hindi and English language is provided to the first year students during their welcome programme called 'Abhinandan' that serves as the torch bearer for them, guiding them through thick and thin all through their campus life. NCC and NSS inculcate in the students the prerequisites of a dutiful citizen abounding with civic and patriotic sense.

- ✚ **Constitution Day** is celebrated on November 26, every year that holds immense significance as it marks the adoption of the Constitution of India. Rallies are organized where students and employees march together, carrying placards and banners adorned with excerpts from the Constitution of India. These rallies serve as a public demonstration of RVSKVV's commitment to the constitutional ideals and principles.
- ✚ **Legal Literacy Day** is celebrated every year on November 09, where RVSKVV conducts workshops and seminars focusing on different aspects of the Constitution. Legal experts and eminent personalities are invited to enlighten participants about the constitutional framework, fundamental duties, cyber law and crime, human rights



and its relevance. Interactive sessions are conducted to encourage active participation of the students and employees.

- ✦ **Essay, Quiz and Debate Competitions:** For encouraging critical thinking and expression, RVSKVV organizes essay, quiz and debate competitions on the themes taken from the constitution. These competitions provide a platform for the participants to articulate their understanding of constitutional values and engage in constructive discourse.

The efforts invested in sensitizing the students about constitutional matters have yielded substantial results:

- ✦ **Heightened Awareness and Empowered Citizenship:** Individuals are more confident in exercising their rights. There has been a noticeable increase in awareness among students and employees regarding their constitutional rights and responsibilities.
- ✦ **Strengthened Civic Values:** A culture of civic responsibility and adherence to the rule of law has taken root within the University.

At RVSKVV, it is believed that constitutional awareness is not merely an academic exercise but a cornerstone of educated and responsible citizenship. Through the diverse array of programs and activities, generation of individuals are nurtured, who are not only aware of their rights but also mindful of their duties towards society and the nation. The University continues on this journey of sensitization with commitment to upholding the ideals of the Constitution and inspiring others to do the same.

# **Courses on Human values & ethics**



**RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA  
VIDYALAYA, GWALIOR (M.P.)**





# *Course Curriculum*

*On*

*Under Graduate Degree Programme in Agriculture  
[B.Sc. (Hons.) Agriculture]*

*(Based on the Recommendations of V Deans' Committee)*



**DEAN, FACULTY OF AGRICULTURE  
RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA VIDYALAYA,  
GWALIOR**

**2019**

**60. HVE – 112 (Human Values and Professional Ethics)****Credit Hours: 1(1+0)****Topics in Theory:**

| S. No. | Topics  |
|--------|---|
| 1.     | Understanding the need, content and process for Value Education   |
| 2.     | Self-exploration: its content and process, Continuous happiness and prosperity: A look at basic human aspirations.  |
| 3.     | Right understanding, and Relationship and physical facilities.  |
| 4.     | Harmony in the human being: Understanding human being as a co-existence of the sentient 'I' and the material 'Body'.  |
| 5.     | Understanding the needs of Self (T) and Body.   |
| 6.     | Understanding the harmony of 'I' with the body: <i>Sanyam</i> , and <i>Swasthya</i> .   |
| 7.     | Understanding values in human – human relationship: meaning of <i>Nyaya</i> and programme for its fulfillment to ensure <i>Ubhay-tripti</i> .   |
| 8.     | Trust ( <i>Vishwas</i> ), and Respect ( <i>Samman</i> ), as the foundational values of relationship.  |
| 9.     | Understanding the harmony in the society (society being an expression of family): <i>Samadhan</i> , <i>Samridhi</i> , <i>Abhay</i> , <i>Sah-astitva</i> as comprehensive human Goals.   |
| 10.    | Understanding the harmony in the Nature; Interconnectedness and mutual fulfilment among the four orders of nature.  |
| 11.    | Recyclability and self- regulation in nature.   |
| 12.    | Understanding existence as co-existence ( <i>sah-astitva</i> ) of mutually interacting units.   |
| 13.    | Understanding existence as co-existence ( <i>sah-astitva</i> ) of mutually interacting units.   |
| 14.    | Natural acceptance of human values.   |
| 15.    | Definitiveness of ethical Human Conduct, Basis for humanistic Education, humanistic Constitution and universal Human Order;   |
| 16.    | Competence in Professional Ethics. Case studies of typical holistic technologies, management models and production systems.   |
| 17.    | Role of gender in promoting inclusivity and understanding of diverse human values and ethical perspectives  |
| 18.    | Convergence of gender perspectives with identity, equality, equity sensitization against gender stereotype and glass- ceiling in the social institutions.   |
| 19.    | Gender- awareness, planning, mainstreaming and redistributive policies to augment the value system in agriculture   |
| 20.    | Gender equity and gender issues, constitutional obligations like values, rights, duties, and responsibilities of citizens, lecture series on tolerance and harmony, towards diversities related to cultural, regional, linguistic, socio-economic conditions. |



## Topics in Practical:

| S. No. | Topics   |
|--------|--|
| 1.     | Introduce yourself in detail, what are the goals in your life? How do you set your goals in your life? How do you differentiate between right and wrong?   |
| 2.     | List down all your important desires. Observe whether the desire is related to Self (I') or body. If it appears to be related to body or both visualize, which part of it is related to self (I) and which part is related to Body.                                    |
| 3.     | Observe any physical facility you use follows the given sequence with time: Necessary and tasteful → unnecessary but still tasteful → unnecessary and tasteless → intolerable.   |
| 4.     | Chalk out some programmes towards ensuring your harmony with the body- in terms of nurturing, protection and right utilization of the body.  |
| 5.     | Observe, on how many occasions, you are able to respect your related ones (by doing the right evaluation) and on how many occasions you are disrespecting by way of under evaluation, over evaluation or otherwise evaluation.   |
| 6.     | List down some common units (things) of Nature which you come across in your daily life and classify them in the four orders of nature. Analyse and explain the aspect of mutual fulfilment of each unit with other orders.  |
| 7.     | Make a chart to show the whole existence as co-existence. With the help of this chart try to identify the role and the scope of some of the courses or your study.   |
| 8.     | Identify any two important problems being faced by the society today and analyse the root cause of these problems. Can these be solved on the basis of natural acceptance of human values? If so, how should one proceed in this direction from the present situation? |

**Suggested Readings:**

- R.R. Gaur, R. Sangal, G.P. Bagaria, 2009: A Foundation Course in human Values and Professional Ethics, Excel Books, New Delhi.
- Donella H, Meadows, Dennis L., Jorgen Randers, William W., Behrens III, 1972, Limits to Growth – Club of Rome report, Universe Books.
- Anagraj, 1998, Jeevan Vidyaek Parichay, Divya Path Sansthan, Amarkantak.
- P.L. Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
- A.N. Tripathy, 2003, Human Values, New Age International Publishers.
- Subhash Palekar, 2000, how to practice natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
- M. Govindrajran, S Natrajan and V.S. Senthil Kumar, Engineering Ethics (including human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
- B.P. Bannerjee, 2005, Foundations of Ethics and Management, Excel Books.
- B.L. Bajpai, 2004, Indian Ethos and Modern Management, New Royal book Co. Lucknow, Reprinted 2008.



## NON-GRADIAL COURSES

### *I. NSS/NCC/Physical Education & Yoga Practices 2(0+2)*

#### *Semester I*

#### *61. Course Title: National Service Scheme I*

##### **Introduction and basic components of NSS:**

**Orientation:** history, objectives, principles, symbol, badge; regular programmes under NSS, organizational structure of NSS, code of conduct for NSS volunteers, points to be considered by NSS volunteers' awareness about health.

##### **NSS programmes and activities**

Concept of regular activities, special camping, day camps, basis of adoption of village/slums, conducting survey, analysing guiding financial patterns of scheme, youth programme/ schemes of GOI, coordination with different agencies and maintenance of diary

##### **Understanding youth**

Definition, profile, categories, issues and challenges of youth; and opportunities for youth who is agent of the social change

##### **Community mobilization**

Mapping of community stakeholders, designing the message as per problems and their culture; identifying methods of mobilization involving youth-adult partnership

##### **Social harmony and national integration**

Indian history and culture, role of youth in nation building, conflict resolution and peace-building

##### **Volunteerism and shramdan**

Indian tradition of volunteerism, its need, importance, motivation and constraints; shramdan as part of volunteerism

##### **Citizenship, constitution and human rights**

Basic features of constitution of India, fundamental rights and duties, human rights, consumer awareness and rights and rights to information

##### **Family and society**

Concept of family, community (PRIs and other community-based organizations) and society

#### *Semester II*

#### *62. Course Title: National Service Scheme II*

##### **Importance and role of youth leadership**

Meaning, types and traits of leadership, qualities of good leaders; importance and roles of youth leadership

##### **Life competencies**

Definition and importance of life competencies, problem-solving and decision-making, inter personal communication

##### **Youth development programmes**

Development of youth programmes and policy at the national level, state level and voluntary sector; youth-focused and youth-led organizations

##### **Health, hygiene and sanitation**



Definition needs and scope of health education; role of food, nutrition, safe drinking water, water borne diseases and sanitation (Swachh Bharat Abhiyan) for health; national health programmes and reproductive health.

**Youth health, lifestyle, HIV AIDS and first aid**

Healthy lifestyles, HIV AIDS, drugs and substance abuse, home nursing and first aid

**Youth and yoga**

History, philosophy, concept, myths and misconceptions about yoga; yoga traditions and its impacts, yoga as a tool for healthy lifestyle, preventive and curative method

### *Semester III*

#### *63. Course Title: National Service Scheme III*

**Vocational skill development**

To enhance the employment potential and to set up small business enterprises skills of volunteers, a list of 12 to 15 vocational skills will be drawn up based on the local conditions and opportunities. Each volunteer will have the option to select two skill-areas out of this list

**Issues related environment**

Environmental conservation, enrichment and sustainability, climatic change, natural resource management (rain water harvesting, energy conservation, forestation, waste land development and soil conservations) and waste management

**Disaster management**

Introduction and classification of disaster, rehabilitation and management after disaster; role of NSS volunteers in disaster management.

**Entrepreneurship development**

Definition, meaning and quality of entrepreneur; steps in opening of an enterprise and role of financial and support service institution.

**Formulation of production-oriented project**

Planning, implementation, management and impact assessment of project

**Documentation and data reporting**

Collection and analysis of data, documentation and dissemination of project reports

### *Semester IV*

#### *64. Course Title: National Service Scheme IV*

**Youth and crime**

Sociological and psychological factors influencing youth crime, cybercrime, peer mentoring in preventing crime and awareness for juvenile justice

**Civil/self defense**

Civil defense services, aims and objectives of civil defense; needs and training of self defense

**Resource mobilization**

Writing a project proposal of self-funded units (SFUs) and its establishment

**Additional life skills**

Positive thinking, self-confidence and esteem, setting life goals and working to achieve them, management of stress including time management.



### Semester I

#### 65. Course Title: National Cadet Corps

1. Aims, objectives, organization of NCC and NCC song. DG's cardinals of discipline.
2. Drill- aim, general words of command, attention, stands at ease, stand easy and turning.
3. Sizing, numbering, forming in three ranks, open and close order march and dressing.
4. Saluting at the halt, getting on parade, dismissing and falling out.
5. Marching, length of pace, and time of marching in quick/slow time and halt. Side pace, pace forward and to the rear.
6. Turning on the march and wheeling. Saluting on the march.
7. Marking time, forward march and halt.
8. Changing step, formation of squad and squad drill.
9. Command and control, organization, badges of rank, honors and awards
10. Nation Building- cultural heritage, religions, traditions and customs of India. National integration.
11. Values and ethics, perception, communication, motivation, decision making, discipline and duties of good citizen.
12. Leadership traits, types of leadership. Character/personality development.
13. Civil defense organization, types of emergencies, firefighting, protection,
14. Maintenance of essential services, disaster management, aid during development projects. 15. Basics of social service, weaker sections of society and their needs, NGO's and their contribution, contribution of youth towards social welfare and family planning.
15. Structure and function of human body, diet and exercise, hygiene and sanitation.
16. Preventable diseases including AIDS, safe blood donation, first aid, physical and mental health.
17. Adventure activities
18. Basic principles of ecology, environmental conservation, pollution and its control.
19. Precaution and general behaviour of girl cadets, prevention of untoward incidents, vulnerable parts of the body, self-defense.

| References                  |  |
|-----------------------------|--|
| Cadet Hand Book (Army Wing) | Major R.C. Mishra  |
| Cadet Hand Book (Army Wing) | Directorate General, NCC, Ministry of Defense, R.K. Puram, New Delhi |

### Semester II

#### 66. Course Title: National Cadet Corps

1. Arms Drill- Attention, stand at ease, stand easy. Getting on parade. Dismissing and falling out. Ground/take up arms, examine arms.
2. Shoulder from the order and vice-versa, present from the order and vice-versa.
3. Saluting at the shoulder at the halt and on the march. Short/long trail from the order and vice-versa.
4. Guard mounting, guard of honor, Platoon/Coy Drill.



5. Characteristics of rifle (.22/.303/SLR), ammunition, fire power, stripping, assembling, care, cleaning and sight setting.
6. Loading, cocking and unloading. The lying position and holding.
7. Trigger control and firing a shot. Range Procedure and safety precautions. Aiming and alteration of sight.
8. Theory of groups and snap shooting. Firing at moving targets. Miniature range firing.
9. Characteristics of Carbine and LMG.
10. Introduction to map, scales and conventional signs. Topographical forms and technical terms.
11. The grid system. Relief, contours and gradients. Cardinal points and finding north. Types of bearings and use of service protractor.
12. Prismatic compass and its use. Setting a map, finding north and own position. Map to ground and ground to map.
13. Knots and lashings, Camouflage and concealment, Explosives and IEDs.
14. Field defenses obstacles, mines and mine lying. Bridging, watermanship
15. Field water supplies, tracks and their construction.
16. Nuclear, Chemical and Biological Warfare (NCBW)
17. Judging distance. Description of ground and indication of landmarks.
18. Recognition and description of target. Observation and concealment. Field signals. Section formations.
19. Fire control orders. Fire and movement. Movement with/without arms. Section battle drill.
20. Types of communication, media, latest trends and developments.

## *Semester I*

### *67. Course Title: Physical Education and Yoga Practices*

Teaching of skills of Football – demonstration, practice of the skills, correction, involvement in game situation (For girls teaching of Tennikoit)

Teaching of different skills of Football – demonstration, practice of the skills, correction, involvement in game situation (For girls teaching of Tennikoit)

Teaching of advance skills of Football – involvement of all the skills in game situation with teaching of rules of the game

Teaching of skills of Basketball – demonstration, practice of the skills, correction of skills, involvement in game situation

Teaching of skills of Basketball – demonstration, practice of the skills, involvement in game situation

Teaching of skills of Basketball – involvement of all the skills in game situation with teaching of rule of the game

Teaching of skills of Kabaddi – demonstration, practice of the skills, correction of skills, involvement in game situation

Teaching of skills of Kabaddi – demonstration, practice of the skills, correction of skills, involvement in game situation

Teaching of advance skills of Kabaddi – involvement of all the skills in game situation with teaching of rule of the game





- Teaching of skills of Ball Badminton – demonstration, practice of the skills, correction of skills, involvement in game situation
- Teaching of skills of Ball Badminton – involvement of all the skills in game situation with teaching of rule of the game
- Teaching of some of Asanas – demonstration, practice, correction and practice
- Teaching of some more of Asanas – demonstration, practice, correction and practice
- Teaching of skills of Table Tennis – demonstration, practice of skills, correction and practice and involvement in game situation
- Teaching of skills of Table Tennis – demonstration, practice of skills, correction and practice and involvement in game situation
- Teaching of skills of Table Tennis – involvement of all the skills in game situation with teaching of rule of the game
- Teaching – Meaning, Scope and importance of Physical Education
- Teaching – Definition, Type of Tournaments
- Teaching – Physical Fitness and Health Education
- Construction and laying out of the track and field (\*The girls will have Tennikoit and Throw Ball).

| References   |                                      |
|--|--------------------------------------|
| Foundation of Physical Education                       | C.A. Bucher and D.A. Wuest           |
| Introduction to Physical Education, Fitness and Sports | Davyal                               |
| Applied Anatomy and Biomechanics in sports             | John Bloom field et al.              |
| Methods of Physical Education                          | Kamlesh and Sangral                  |
| Science of Sports training                             | Hardayal Singh                       |
| Application of Measurement to physical education       | H. Harrigon Clark and David H. Clark |

### Semester II

#### 68. Course Title: Physical Education and Yoga Practices

1. Teaching of skills of Hockey – demonstration practice of the skills and correction.
2. Teaching of skills of Hockey – demonstration practice of the skills and correction. And involvement of skills in games situation
3. Teaching of advance skills of Hockey – demonstration practice of the skills and correction. Involvement of all the skills in games situation with teaching of rules of the game
4. Teaching of skills of Kho-Kho – demonstration practice of the skills and correction.
5. Teaching of skills of Kho-Kho – demonstration practice of the skills and correction. Involvement of the skills in games situation
6. Teaching of advance skills of Kho-Kho – demonstration practice of the skills and correction. Involvement of all the skills in games situation with teaching of rules of the game
7. Teaching of different track events – demonstration practice of the skills and correction.
8. Teaching of different track events – demonstration practice of the skills and correction.





9. Teaching of different track events – demonstration practice of the skills and correction with competition among them.
10. Teaching of different field events – demonstration practice of the skills and correction.
11. Teaching of different field events – demonstration practice of the skills and correction.
12. Teaching of different field events – demonstration practice of the skills and correction.
13. Teaching of different field events – demonstration practice of the skills and correction with competition among them.
14. Teaching of different asanas – demonstration practice and correction.
15. Teaching of different asanas – demonstration practice and correction.
16. Teaching of different asanas – demonstration practice and correction.
17. Teaching of different asanas – demonstration practice and correction.
18. Teaching of weight training – demonstration practice and correction.
19. Teaching of circuit training – demonstration practice and correction.
20. Teaching of calisthenics – demonstration practice and correction.

Note: 1) Compulsory Uniform: Half pants, Tee Shirts, Shoes and socks all white (Girls will have white Tee Shirt and Track pants) 2) The games mentioned in the practical may be inter changed depending on the season and facilities.

# NCC Program



**RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA  
VIDYALAYA, GWALIOR (M.P.)**



## ***“NCC Program”***

RVSKVV has NCC Wings which enrolls young boys and girls, and inculcates them in values of patriotism and service to the nation. National Cadet Corps (NCC) holds paramount significance in nurturing the youth of a nation. It serves as a platform where young individuals undergo structured military training and helps to teach them core values of discipline, leadership, and camaraderie. NCC develop several personality improving skills that can help students to serve for betterment of society and nation.

**1. Leadership Development:** NCC develop leadership qualities among students, empowering them to take charge, make responsible decisions, and inspire others to follow. This leadership training extends beyond the military sphere and equips cadets with essential life skills for future endeavors.

**2. National Integration:** NCC promotes unity and camaraderie in students from diverse backgrounds, inspire a sense of national pride and solidarity. Through collective training and activities, students develop mutual respect, understanding, and appreciation for the rich cultural of their nation.

**3. Character Building:** The rigorous training regimen of NCC develop discipline, resilience, and a strong sense of duty in students. By overcoming challenges, facing adversity, and upholding moral values, students emerge as upstanding citizens with integrity and a commitment to serve society.

**4. Community Service:** NCC encourages students to actively engage in community service and social welfare activities, contributing positively to society. Students participate in various initiatives such as blood donation drives, environmental conservation projects, and disaster relief efforts.

**5. Career Opportunities:** Participation in NCC opens up many career opportunities for students in both military and civilian sectors. Students develop skills in areas such as leadership, teamwork, and problem-solving, which are highly valued by employers across industries.

RVSKVV believes that NCC plays a pivotal role in shaping the character, values, and aspirations of young students, thereby contributing significantly to the holistic development of the nation's youth and the overall progress of society.



## *Glimpses of NCC Activities*

### *Independence Day Celebration at University Campus*



### *India Tracking Camp*

#### *NCC Cadets of RVSKVV attended Sardar Patel Narmada tracking camp*







*Firing practice at National camp*





*NCC "B" & "C" Certificate Exam*







*Participation in Parade for Republic Day Celebration*





*Interaction and Lecture Seasons by NCC Officials*







***For Awareness of Soil health NCC Cadets participated in celebration of  
“World Soil Day 2023”***



***Plantation Activity by University Staff & NCC Cadets***



# Anti-Ragging Program



**RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA  
VIDYALAYA, GWALIOR (M.P.)**



## “Anti-Ragging Program”

The importance of an anti-ragging program in colleges cannot be overstated, as it serves to ensure the safety, well-being, and psychological health of students. At RVSKVV we have “Anti-Ragging Committee” in our five colleges and proper monitoring is been done by university on regular basis. In the University our policy and Anti-Ragging Programs ensure pleasant and discipline atmosphere for students in many ways like...

1. **Safety and Security:** An anti-ragging program in RVSKVV creates a safe and secure environment for students by actively discouraging and preventing any form of physical, mental, or emotional harassment. It ensures that students can pursue their education without fear of bullying or intimidation.
2. **Promotion of Healthy Relationships:** By promoting respectful and inclusive interactions among students, our anti-ragging program create a culture of mutual respect, empathy, and cooperation. It encourages positive relationships and discourages harmful behaviours that can undermine the college community's well-being.
3. **Preservation of Dignity:** Ragging can have severe consequences on the victims' mental health and self-esteem. An anti-ragging program aims to protect students' dignity and uphold their right to study in an environment free from humiliation, degradation, or abuse.
4. **Prevention of Trauma:** Ragging incidents can leave lasting psychological scars on victims, leading to trauma, anxiety, depression, and even suicidal tendencies. By implementing strict measures to prevent ragging, colleges can mitigate the risk of such traumatic experiences and safeguard students' mental health.
5. **Enhancement of Academic Performance:** A supportive and harassment-free environment is conducive to learning and academic achievement. By eliminating distractions and disruptions caused by ragging, our policy against ragging can help students focus on their studies and excel academically.
6. **Positive Institutional Reputation:** University with strong anti-ragging measures shows our commitment to student welfare and safety. It enhances reputation as responsible University that prioritize students' well-being.

Anti-ragging program in RVSKVV is indispensable for ensuring the comprehensive development and success of students by promoting a culture of respect, empathy, and zero tolerance for harassment.





### Ragging free Campus





## Workshop on Anti-Ragging Programme



Anti-Ragging Committee at COA, Khandwa RVSKVV Gwalior,  
coordination with District Administration

| भ.म. कृषि महाविद्यालय, खण्डवा (म.प्र.)                         |             |
|--|-------------|
| रैगिंग विरोधी समिति  |             |
| डॉ. दीपक हरि रानडे<br>अधिष्ठाता                                | 98266 05965 |
| डॉ. एम. के. कुरील<br>सहायक प्राध्यापक                          | 83194 26227 |
| डॉ. पी.डी. सिंह<br>वैज्ञानिक                                   | 9406785220  |
| डॉ. रश्मि शुक्ला<br>वरिष्ठ तकनीकी अधिकारी                      | 99771 76654 |
| डॉ. आशीष पटेल<br>सहायक प्राध्यापक                              | 90988 49239 |
| कु. अम्बिका पाटीदार<br>छात्रा प्रतिनिधि, तृतीय वर्ष            | 78797 81273 |
| श्री नवीन पटेल<br>छात्रा प्रतिनिधि, तृतीय वर्ष                 | 77239 82439 |
| कु. शीतल पटेल<br>छात्रा प्रतिनिधि, द्वितीय वर्ष                | 97702 85369 |
| कु. मानसी यादव<br>छात्रा प्रतिनिधि, प्रथम वर्ष                 | 74891 49298 |
| श्री मनमोहन<br>छात्रा प्रतिनिधि, प्रथम वर्ष                    | 78040 22174 |
| मान. पुलिस अधीक्षक द्वारा नामित सदस्य                          |             |
| मान. जिलाधीश द्वारा नामित सदस्य                                |             |
| राजमाता विजयारामे सिंधिया कृषि विश्वविद्यालय, ग्वालियर, म.प्र. |             |





## Ragging free Campus

**उद्यानिकी महाविद्यालय, मन्दसौर म.प्र.**


**सावधान**

**STOP Ragging!**

उद्यानिकी महाविद्यालय, मन्दसौर में रैगिंग पूर्णतः निषेध है

रैगिंग के प्रचार में प्रत्यक्ष अथवा परोक्ष रूप से संलिप्त होने पर आपका उज्ज्वल भविष्य अंधकारमय हो सकता है।

1. आपको ज्ञात होना चाहिए कि महाविद्यालय परिसर में रैगिंग विरोधी दल सक्रिय है।
2. आपके रैगिंग गतिविधियों में संलिप्त पाये जाने की पुष्टि होने पर रैगिंग विरोधी दल, विनियम 91 उपखण्ड (ए) के तहत तुरंत कार्यवाही करेगा।
3. आपके तथा आपके माता-पिता द्वारा दिये गये शपथ पत्र के अनुसार, रैगिंग के नियम तोड़ने पर आपराधिक प्रकरण दर्ज कराया जावेगा एवं आप पर कठोर दण्ड की कार्यवाही होगी।
4. रैगिंग से आप बचे एवं दूसरों को रैगिंग हेतु प्रोत्साहित भी न करें नहीं तो आपके विरुद्ध पुलिस थाने में प्राथमिकी (एफ.आई.आर.) दर्ज कराई जावेगी एवं आप पर आपराधिक मुकदमा कायम किया जावेगा।
5. आपके रैगिंग में संलिप्त पाये जाने पर तथा इसकी पुष्टि होने पर इसकी सूचना जिला दण्डाधिकारी को तुरंत दी जावेगी और आपके विरुद्ध अनुशासनात्मक कार्यवाही की जावेगी

 **राजमाता विजयाराजे सिंधिया कृषि विश्वविद्यालय**  
**ग्वालियर, म.प्र.**





RVSKVV, GWALIOR (MP)

METRIC 7.1.9

College of Horticulture, Mandsaur Committed to Abolish Ragging



**RAGGING IS A CRIME**

24X7 ANTI RAGGING TOLL FREE HELPLINE  
1800-180-5522

**JOIN HANDS TO ABOLISH  
RAGGING**



**Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior, M.P.**

College of Horticulture, Mandsaur M.P.

**STOP RAGGING**

बस... और नहीं



**Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior, M.P.**





RVSKVV, GWALIOR (MP)

METRIC 7.1.9



# TAKE CARE OF YOUR JUNIORS

THEY WILL BE WITH YOU TOMORROW



College of Horticulture, Mandsaur M.P.

Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior, M.P.

**RAGGING**

- Creates Hatred
- Crushes Self Esteem
- Instigates Negative Attitude
- Leads to Mental & Physical Trauma

Of Course... Leads to Jail



So **SAY**

**NO** to

**RAGGING**

College of Horticulture, Mandsaur M.P.



Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior, M.P.





RVSKVV, GWALIOR (MP)

METRIC 7.1.9

**STOP**

College of Horticulture, Mandasaur M.P.

**SAY  
NO TO  
RAGGING**

**WARNING**  
Ragging is a Crime

**STOP** **RAGGING**

**STOP  
Ragging!**





Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior, M.P.

The poster features a black background with a large, stylized red and yellow 'STOP' sign on the left. Below it is a black handprint with 'STOP Ragging!' written inside. In the center, there is a photograph of a hand in handcuffs. To the right, the text 'College of Horticulture, Mandasaur M.P.' is written in yellow. Below that, 'SAY NO TO RAGGING' is written in large yellow letters. Underneath, 'WARNING Ragging is a Crime' is written in red. At the bottom right, there are two red signs: a hexagon with 'STOP' and a circle with a diagonal line through it and 'RAGGING' inside. The college logo is repeated in the bottom left corner, and the full name of the college is written in green at the bottom.



# उद्यानिकी महाविद्यालय, मन्डसौर म.प्र.

विश्वविद्यालय अनुदान आयोग  
(अधिनियम 1956 धारा 26 (1) जी के अंतर्गत)

उद्यानिकी महाविद्यालय, मन्डसौर में रैगिंग पूर्णतः निषेध है

## रैगिंग क्या होती है ?

**निम्नलिखित कोई एक अथवा अनेक कार्य रैगिंग के अंतर्गत आयेंगे ।**

- किसी छात्र अथवा छात्रों द्वारा नये आने वाले छात्रों का मौखिक शब्दों अथवा लिखित रूप से उत्पीडन अथवा दुर्व्यवहार करना ।
- छात्र अथवा छात्रों द्वारा उत्पात करना अथवा अनुशासनहीनता का वातावरण बनाना जिससे छात्र को कष्ट, आक्रोश, कठिनाई, शारीरिक अथवा मानसिक पीड़ा हो ।
- किसी छात्र से ऐसे कार्य को करने के लिये कहना जो वह सामान्य स्थिति में न करे तथा जिससे नये छात्र में लज्जा, पीडा अथवा भय की भावना उत्पन्न हो ।
- वरिष्ठ छात्रों द्वारा किया गया कोई कार्य जो किसी अन्य अथवा नये छात्र के चलते हुए शैक्षिक कार्य में बाधा पहुंचाये ।
- नये अथवा किसी अन्य छात्र का दूसरों को दिये गये शैक्षिक कार्य को करने हेतु बाध्य कर शोषण करना ।
- शारीरिक शोषण का कोई भी कार्य/किसी भी प्रकार का यौन शोषण, समलैंगिक प्रहार, निर्वस्त्र करना, अश्लील तथा काम संबंधी कार्य हेतु विवश करना, अंग चालन द्वारा बुरे भावों की अभिव्यक्ति करना, किसी प्रकार का शारीरिक कष्ट जिससे किसी व्यक्ति अथवा उसके स्वास्थ्य को हानि पहुंचे ।
- मौखिक शब्दों द्वारा किसी को गाली देना, ईमेल, डाक सार्वजनिक रूप से किसी को अपमानित करना, किसी को कुमार्ग पर ले जाना, स्थानापन्न अथवा कष्ट देना या सनसनी पैदा करना जिससे नये छात्र को घबराहट हो ।
- कोई कार्य जिससे नये छात्र के मन, मस्तिष्क अथवा आत्म विश्वास पर दुष्प्रभाव पड़े ।
- नये अथवा किसी छात्र को कुमार्ग पर ले जाना तथा उस पर किसी प्रकार की प्रभुता दिखाना ।







**उद्यानिकी महाविद्यालय, मन्दसौर म.प्र.**

## **विद्यार्थियों को सूचना**

1. विद्यार्थी अपनी इच्छा के बिना किसी का कोई कार्य न करे, चाहे उसके लिए उनके वरिष्ठ छात्रों ने कहा हो।
2. विद्यार्थी अपने पंजीकरण के समय संस्था को अपनी पढ़ाई करते समय निवास स्थान का पता व अपना सम्पर्क सूत्र का विशेष विवरण देवें।
3. विद्यार्थियों के लिए महाविद्यालय में कोई विशेष ड्रेस (गणवेश) निर्धारित नहीं है। अतः ऐसा कोई एक रूपता वाला गणवेश न पहने।
4. जब कक्षा न लग रही हो तो विद्यार्थी पुस्तकालय में बैठ कर पढ़ाई करें। कक्षा में अध्यापक समय पर न आये तो शैक्षणिक प्रकोष्ठ में तुरन्त सूचित करें।
5. यदि ऐसा लगता हो कि रैगिंग का प्रयास किया जा रहा है तो इसकी विधिवत सूचना तुरन्त, अधिष्ठाता, वार्डन व रैगिंग विरोधी दल को देवें।



**राजमाता विजयाराजे सिंधिया कृषि विश्वविद्यालय, ग्वालियर, म.प्र.**



RVSKVV, GWALIOR (MP)

METRIC 7.1.9

**College of Horticulture, Mandsaur M.P.**

**Say NO to RAGGING**



**Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya  
Gwalior, M.P.**





RVSKVV, GWALIOR (MP)

METRIC 7.1.9

**College of Horticulture, Mandsaur M.P.**



*Ragging  
is a **crime***



**Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya  
Gwalior, M.P.**



## उद्यानिकी महाविद्यालय, मन्डसौर म.प्र.

### रैगिंग में दोषी पाए जाने पर निम्न दण्ड का प्रावधान है

1. कक्षा में उपस्थित होने तथा शैक्षिक अधिकारों से निलम्बन।
2. छात्रवृत्ति/छात्र अध्येतावृत्ति तथा अन्य लाभों को रोकना / वंचित करना।
3. किसी टेस्ट/परीक्षा अथवा अन्य मूल्यांकन प्रक्रिया में उपस्थित होने से वंचित करना।
4. परीक्षाफल रोकना।
5. किसी प्रादेशिक, राष्ट्रीय अथवा अंतर्राष्ट्रीय मीट, खेल, युवा महोत्सव आदि में संस्था का प्रतिनिधित्व करने से वंचित करना।
6. छात्रावास से निष्कासित करना।
7. प्रवेश रद्द करना।
8. संस्था से 4 सत्रों तक के लिए निष्कासन करना।
9. संस्था से निष्कासन तथा परिणाम स्वरूप किसी भी संस्था में निश्चित अवधि तक प्रवेश न मिलना।
10. जब रैगिंग करने अथवा रैगिंग करने के लिए भड़काने वाले व्यक्तियों की पहचान न हो सके तब संस्था द्वारा सामूहिक अर्थदण्ड का आश्रय लेना।







## उद्यानिकी महाविद्यालय, मन्दसौर म.प्र.

### रैगिंग के अंतर्गत निम्नलिखित अपराध आते हैं

1. रैगिंग हेतु उकसाना।
2. रैगिंग के लिये आपराधिक षडयंत्र बनाना।
3. रैगिंग के समय अवैध ढंग से एकत्र होना तथा उत्पात करना।
4. रैगिंग के समय जनता को बाधित करना।
5. रैगिंग के द्वारा शालीनता और नैतिकता भंग करना।
6. शरीर को चोट पहुँचाना।
7. गलत ढंग से रोकना।
8. आपराधिक बल प्रयोग करना।
9. प्रहार करना, यौन सम्बन्धी अपराध अथवा अप्राकृतिक अपराध।
10. बलात् ग्रहण करना।
11. आपराधिक ढंग से बिना अधिकार दूसरे के स्थान में प्रवेश करना।
12. सम्पत्ति से संबंधित अपराध करना।
13. आपराधिक धमकी देना।
14. मुसीबत में फँसे व्यक्तियों के प्रति उपरोक्त में से कोई अथवा सभी अपराध करना।
15. उपरोक्त में से कोई एक अथवा सभी अपराध पीड़ित के विरुद्ध करने हेतु धमकाना।
16. शारीरिक अथवा मानसिक रूप से अपमानित करना।
17. रैगिंग की परिभाषा से सम्बन्धित सभी अपराधों में संलिप्त होना।





उद्यानिकी महाविद्यालय, मन्दसौर म.प्र.

# रैगिंग पूर्ण निषेध

## रैगिंग क्या है ?

‘किसी छात्र अथवा छात्रों के द्वारा दूसरों को मौखिक अथवा लिखित शब्दों द्वारा प्रताड़ित करना, उसे छेड़ना, किसी नए छात्र के साथ दुर्व्यवहार करना अथवा उसे अनुशासनहीनता की गतिविधियों में लगाना जिससे आक्रोश, कठिनाई, मनोवैज्ञानिक हानि हो तथा किसी नए अथवा अन्य किसी छात्र में भय की भावना उत्पन्न हो अथवा किसी छात्र से ऐसे कार्य को करने के लिए कहना जो वह सामान्य स्थिति में नहीं करे अथवा ऐसा कार्य कराना जिससे उसमें लज्जा की भावना उत्पन्न हो, पीड़ा हो, घबराहट हो, मनोवैज्ञानिक दृष्टि से दुष्प्रभाव पड़े, शक्ति प्रदर्शन करना अथवा किसी छात्र का कनिष्ठ होने के कारण शोषण करना।’



राजमाता विजयाराजे सिंधिया कृषि विश्वविद्यालय, ग्वालियर, म.प्र.



# NSS Program



**RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA  
VIDYALAYA, GWALIOR (M.P.)**



## ***“NSS Program”***

RVSKVV has a National Service Scheme (NSS) unit that holds immense importance in shaping the character, values, and social responsibility of students. NSS activities builds a good character of students in many ways like..

1. **Community Engagement:** NSS provides students with a platform to actively engage with communities and address their needs. Through various service projects, students contribute to social welfare, community development, and environmental conservation, thereby making a positive impact on society.
2. **Civic Awareness:** Participation in NSS cultivates civic responsibility and awareness among students. By working on projects related to healthcare, literacy, sanitation, and other social issues, students gain insights into community challenges and learn the importance of active citizenship and civic engagement.
3. **Leadership Development:** NSS create leadership qualities among students by providing opportunities to organize and lead service activities. Through planning, coordination, and execution of projects, students enhance their leadership, communication, and organizational skills, preparing them for future leadership roles.
4. **Personal Growth:** NSS promotes personal growth and self-discovery among students. Engaging in service activities outside the classroom allows students to develop empathy, compassion, and a deeper understanding of social diversity, thereby build their overall development as responsible and empathetic individuals.
5. **Social Gathering:** NSS brings together students from diverse backgrounds, helping bonds of friendship, solidarity, and mutual respect. By working together towards common goals, students develop teamwork, cooperation, and respect for others, contributing to social cohesion and harmony.
6. **Career Enhancement:** Participation in NSS enhances students' employability and career prospects. Employers value candidates with volunteer experience, as it demonstrates their commitment to social causes, leadership potential, and ability to work effectively in diverse environments.
7. **National Integration:** NSS plays a crucial role in promoting national integration and unity by encouraging students to work towards common goals that transcend regional, linguistic, and cultural differences. Through collaborative efforts, students contribute to the building of a more inclusive and harmonious society.



## Glimpses of NSS Activities

### Cleanliness Drive at COA, Khandwa







**Mental Health Day & Awareness Program celebrated through Nukkad Natak**



**Nasha Mukti Abhiyan**



**दैनिक भास्कर**      सीहोर    08-10-2021

**चौपाल , बैनर तख्ती लेकर बताए ग्रामीणों को नशे के दुष्परिणाम**

सीहोर | आरएके कृषि महाविद्यालय की राष्ट्रीय सेवा योजना की इकाई के छात्राओं ने ग्राम जहांगीरपुरा में मद्य निषेध सप्ताह के तहत जनजागरण कर ग्रामीणों को नशे के दुष्परिणाम बताए। इस अवसर पर कॉलेज की रास्यो इकाई की छात्रा नीलिमा लोधी, शालू राजपूत एवं विभूति चौकसे ने समाज में बढ़ती हुई मद्यपान और नशीली दवा, मादक पदार्थों के दुष्परिणामों के बारे में गांव के लोगों को जागरूक किया । इस अवसर पर ग्रामीणों ने नशा मुक्ति अभियान को आगे बढ़ाने का संकल्प लिया। छात्राओं ने घर-घर जाकर, गांव के चौपाल एवं ग्राम पंचायत में पेंपलेट, पोस्टर, बैनर, तख्ती एवं स्लोगन के माध्यम से लोगों को जागरूक किया जिससे युवाओं में नशे की प्रवृत्ति को रोका जा सके। कार्यक्रम अधिकारी डॉ. डीके रैदास ने बताया कि यह कार्य छात्राओं द्वारा महात्मा गांधी की 152वीं जयंती 2 अक्टूबर से किया जा रहा है। कार्यक्रम का उद्देश्य समाज में पनप रहे नशे के प्रचलन तथा इससे होने वाले अपराधों को रोकने की दिशा में उठाने वाला कदम बताया।



**Awareness activity and plantation on Poshan Ahar**



# Swachhata Abhiyan



**RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA  
VIDYALAYA, GWALIOR (M.P.)**





## “Swachhata Abhiyan”

RVSKVV Celebrate Swachhata Abhiyan every year in University and college Campuses. Swachhata Abhiyan emphasizes the critical importance of cleanliness for both humanity and society. Maintaining cleanliness not only enhances public health by reducing the spread of diseases but also promotes a sense of civic responsibility and community pride.

The participation of students and staff in Swachhata Abhiyan programs is important. It helps to create a culture of cleanliness from a young age, instilling habits that can lead to lifelong practices of waste reduction, proper sanitation, and environmental stewardship. By actively engaging in Swachhata Abhiyan, students and staff contribute directly to creating cleaner and healthier environments, ensuring the way for sustainable development and improved quality of life for all.

RVSKVV Celebrates **Swachhata Abhiyan** by cleanliness drive in campus, Blood Donation camp and other activities like poster making competition.



## Glimpses of Swachhata Abhiyan

### Swachhata Shapath (Pledge)







## Participation of Staff in Cleanliness Drive in Campus







### Participation of Staff in Cleanliness Drive in Campus







## Participation of Students in Cleanliness Drive in Campus







## Blood Donation Camp and Swachhata Abhiyan



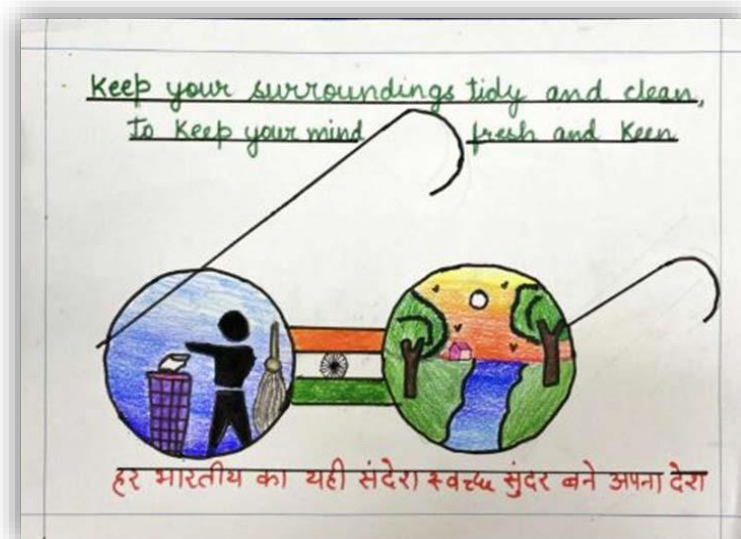
## Plantation on Swachhata Abhiyan







Poster making competition on Swachhata Abhiyan





## Celebration of Swachhata Abhiyan in Viksit Bharat Sankalp Yatra



## Cleanliness in Campus







### College, Classroom and Lab Cleanliness Drive



# Constitution Day



**RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA  
VIDYALAYA, GWALIOR (M.P.)**



## ***“Constitution Day”***

RVSKVV celebrates “Sanvidhan Diwas” every year on 26<sup>th</sup> November marked as **The Constitution Day** of India by Prime Minister Shri Narendra Modi in the year 2015 as a part of year-long celebration of the **125th birth anniversary** of **Dr B.R. Ambedkar**. It aims to bring awareness on the importance of the Indian Constitution and its architect, Dr. B. R Ambedkar.

Constitution Day holds significant importance in university as it serves as a pivotal educational opportunity for students and faculty alike. It allows them to know about the fundamental principles that underpin their rights, responsibilities, and the structure of governance within their country. Celebrating Constitution Day in University involves activities such as seminars, discussions, and workshops that deepen understanding of constitutional history, its relevance in contemporary society, and the rights it guarantees to citizens.

By organizing Constitution Day, RVSKVV promote civic awareness and engagement among students, encouraging them to critically analyze legal and political issues. It creates a sense of respect for the rule of law, democratic principles, and the importance of safeguarding constitutional values. Constitution Day celebrations serve as a platform for issues of social justice, equality, and human rights, empowering students to become informed and active participants in shaping the future of their society. Thus, Constitution Day in university is not just a special day celebration activity but a vital educational tool that cultivates responsible citizenship and a deeper appreciation for democratic ideals.





## *Glimpses of Celebration of Constitution Day*



## *Pledge taken by Staff and Student*





*Participation of Students in Celebration of Constitution Day*



# Van Mahotstav



**RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA  
VIDYALAYA, GWALIOR (M.P.)**





## “Van Mahotsav”

The celebration of **Van Mahotsav** at RVSKVV is an ideal opportunity to instil personal and social responsibility in our students, faculty and staff towards safeguarding trees and forests. The event help to bring awareness about the green cover around us. It also help us in strengthening the bond between plants and human.

To create awareness and ensure to actively participation of students in Van Mahotsav we organise various activities like Expert lectures, Essay writing, drawing competition and plantation.





# Expert Lecture in Van Mahotasav


**Expert:** - Dr. S.D. Upadhyay

**Topic:** - Role of trees outside forest in combating environment challenges.

**Mode:** - Online by Google Meet

## Glimpse of Session

**Role of Trees Outside Forest in Combating Environmental Challenges**



Dr. S.D. Upadhyay  
Director, RVSKVV  
Gwalior (M.P.)  
Phone: 07732-261111  
Email: dsd@rvskvv.ac.in  
dsd@rvskvv.com

**Major Environmental Challenges**

- Depletion of biodiversity
- Global warming
- Land degradation
- Shrinking of forest
- Fuel/Fodder shortage
- Nutritional insecurity
- Environmental pollution

**To combat the challenges what natural woody resources we have**

Environmental challenges can be combated through MPTs incorporation in Farm Forestry/ Agroforestry/ Plantation Forestry/ Village Forestry/ Urban Forestry/ Social Forestry/ Environmental Forestry etc....

**Forest and Tree cover of India - 2021**

| Class                       | Area (km <sup>2</sup> ) | % of Geographical area |
|-----------------------------|-------------------------|------------------------|
| Forest cover                |                         |                        |
| a. Very dense forest        | 99,370                  | 0.02                   |
| b. Moderately dense forest  | 3,08,472                | 0.59                   |
| c. Open Forest              | 3,04,499                | 0.58                   |
| Total Forest cover          | 7,12,249                | 21.87                  |
| Tree Cover                  | 90,844                  | 2.79                   |
| Total Forest and Tree cover | 800090                  | 24.43                  |
| Borub                       | 42,177                  | 1.33                   |
| Non-Forest                  | 25,53,069               | 77.87                  |
| Total Geographical Area     | 32,87,283               | 100.00                 |


**India - a mega biodiversity country**

- India, with only 2.4% of the world's area, is home to over 8% of its biological diversity
- Its diversity of ecosystems (forests, wetlands, grasslands, marine areas, and deserts) is amongst the world's highest, and harbour over 137,000 species of wildlife (about 47,000 plants, and 50,000 animals)


**The panorama of Indian forests ranges from**

- Evergreen tropical rain forests in the Andaman and Nicobar Islands, the Western Ghats, and the north-eastern states, to dry alpine scrub high in the Himalaya to the north and scrub in the western deserts
- Between the extremes, the country has semi-evergreen rain forests, deciduous monsoon forests, thorn forests, subtropical pine forests in the lower montane zone and temperate montane forests

**Diverse Conditions**

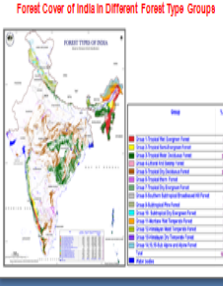


**Scientific forestry began in India about 150 years ago**




Classification of Forest Types of India has evolved over a period of time

**Forest Cover of India in Different Forest Type Groups**




**Group I: Tropical Wet Evergreen Forest**




Wet Bamboo Shrub, Aomacha (Madak)

Upper Assam Valley tropical evergreen Forest, Lakhimpur District, Assam

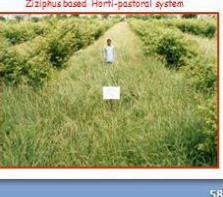
**Castor: Eucosma barrier for soil-water conservation**




**Silvipasture of Albizia procera and Dichromilia ananatum**



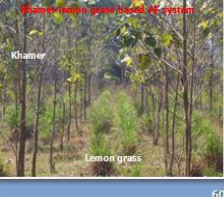
**Ziziphus based Horti-pastoral system**



**Neem based Agri-silvicultural system**



**Tropical rain green model Ag system**



Khair  
Lemon grass

**DALBERGIA SISBOO + BADDY**



Age of the trees: 5 years  
Planting geometry: 5x5 m

**DALBERGIA SISBOO + NAPIER GRASS**



Age of the trees: 13 years  
Planting geometry: 5x5 m

**ACACIA NILOTICA + BADDY (TR-19)**



Age of the trees: 12 years  
Planting geometry: 5x5 m

**GUAVA + BADDY**



Age of the trees: 4 years  
Planting geometry: 5x5 m

**Conclusion**

- Future success of all programs involving trees outside forests will depend on the application of principles that have been learned with great difficulty.
- First and foremost of these principles is the involvement of local communities in the planning, implementation, and reaping of benefits.
- Hopes for TOF are framed within the broad context of combating food shortages, energy scarcities, environmental degradation, and the continuing scourge of material poverty.





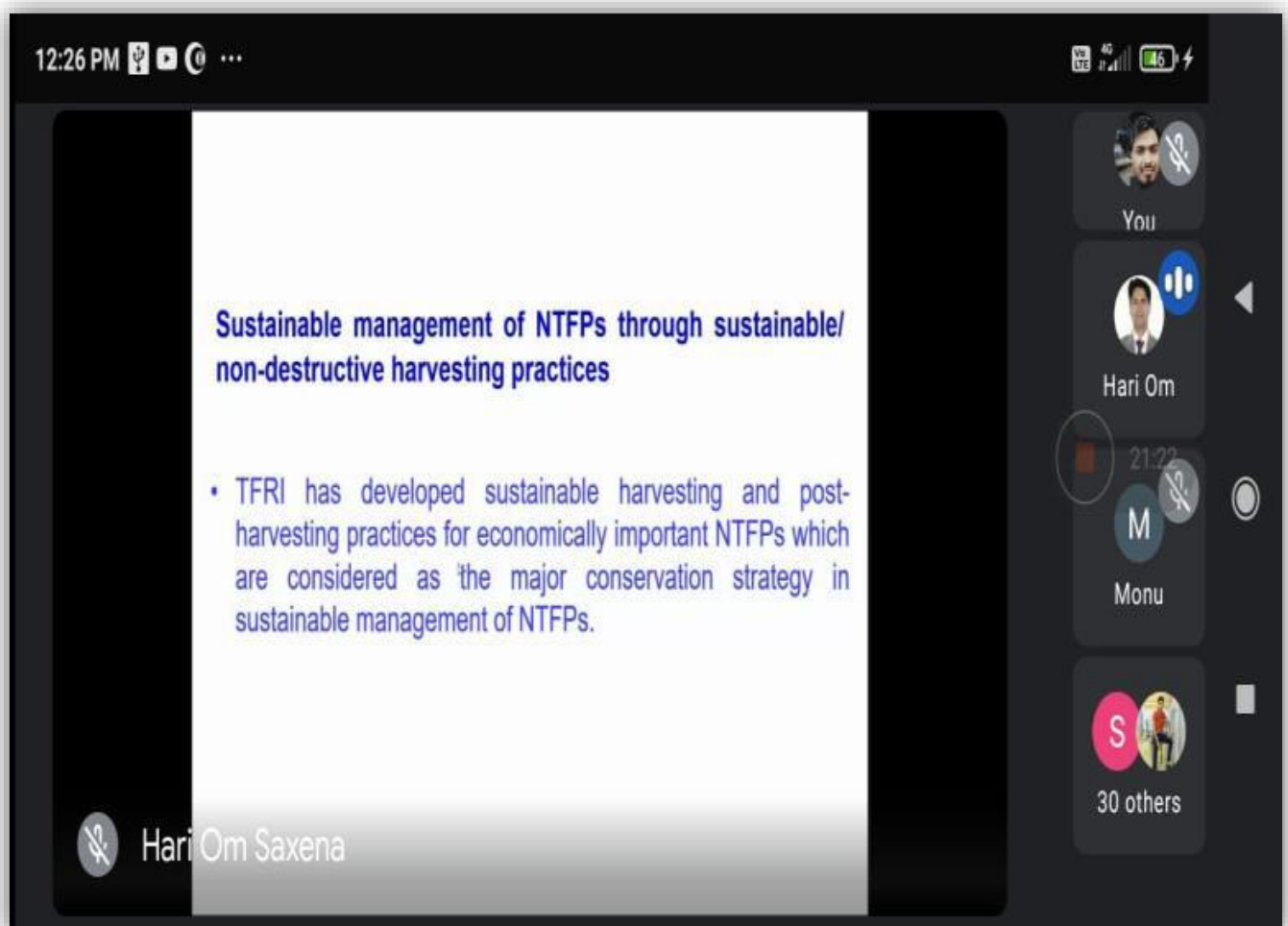
## Expert Lecture in Van Mahotasav

**Expert:** - Dr. Hari Om Saxena (Scientist, TFRI, Jabalpur)

**Topic:** - Sustainable management of economically important NTFPs of central India for their conservation and sustaining livelihood of dependent communities.

**Mode:** - Online by Google Meet

### Glimpse of Session







## Glimpse of Session

12:24 PM

### Sustainable Management of NTFPs

- Sustainable management of NTFPs, is the use of NTFPs in such a way to cater the needs of current generations while preserving them for future generations too.
- It also means to conserve the resources, use them efficiently and to avoid their misuse for individual purposes.
- It works on the three bottom lines—people, planet, and profit—so that all three can prosper in the future.

Sustainable management of NTFPs through:

- Sustainable/ non-destructive harvesting practices
- Capacity building
- Domestication

You

Hari Om

M

Monu

S

32 others

2:21 PM

Hari Om Saxena

2:21 PM

harvesting of *Sterculia urens* (Kullu) for Gum Karaya

You

Hari Om

M

Monu

S

33 others

**Feedback on Expert Lecture by staff and Students**

| S.NO | YOUR NAME                  | GENDER | CLASS (YEAR)                         | DESIGNATION                | EMAIL-ID                       | HOW DO YOU FEEL AFTER LISTENING TO THE EXPERT LECTURES. |
|------|----------------------------|--------|--------------------------------------|----------------------------|--------------------------------|---|
| 1    | Dr.A.K.Sharma              | Male   | Faculties                            | Dean                       | dean.indore@rvskvv.net         | EXCELLENT   |
| 2    | SONU KORI                  | Male   | M.sc (Ag)                            | S R.F                      | korisonu176@gmail.com          | EXCELLENT   |
| 3    | Mukesh Dhakad              | Male   | 4 th                                 | Student                    | dhakadmukesh7576@gmail.com     | GOOD  |
| 4    | HARSH PATIDAR              | Male   | 2nd                                  | Student                    | ag19ag301043@medicaps.ac.in    | GOOD  |
| 5    | Abhinav tiwari             | Male   | 3                                    |                            | Ag19ag301004@medicaps.ac.in    | GOOD  |
| 6    | Mokka Srinu                | Male   | Agbsc 3rd year                       | Hyderabad                  | AG19AG301068@medicaps.ac.in    | EXCELLENT   |
| 7    | Parul Sharga               | Female | PhD 2 year                           | PhD Scholar                | parulsharga@gmail.com          | EXCELLENT   |
| 8    | Aman anjane                | Male   | 4th                                  | Medicaps university indore | Anjane140@gmail.com            | GOOD  |
| 9    | Tapsendra Patel            | Male   | 2018-22                              | Student                    | tapsendra.tappy@gmail.com      | GOOD  |
| 10   | AASTHA MALVIY              | Female | 3rd                                  | Student                    | aastham0802@gmail.com          | EXCELLENT   |
| 11   | Saurabh Pankaj Deore       | Male   | 3rd                                  | Student                    | saurabhdeore17082000@gmail.com | EXCELLENT   |
| 12   | Shubham Baghel             | Male   | 1                                    |                            | baghelshubham9@gmail.com       | EXCELLENT   |
| 13   | Jayesh longre              | Male   | B.SC(hons)ag.1st year 2nd semester   | Student                    | Jayeshlongre495@gmail.com      | EXCELLENT   |
| 14   | Avi mundra                 | Male   | 1                                    |                            | mundraavi2001@gmail.com        | EXCELLENT   |
| 15   | Rahul                      | Male   | 1 year                               |                            | rahulgandhare@kngmali.com      | MEDIUM  |
| 16   | Tisha Gondey               | Female | 1st year                             | Student                    | tishugonde17@gmail.com         | EXCELLENT   |
| 17   | GautamRathore AG19AG301034 | Male   | Bsc agriculture 3rd year             | Indore                     | AG19AG301034@medicaps.ac.in    | EXCELLENT   |
| 18   | Gokul Dhanora              | Male   | 1st year 2nd semester                | Student                    | gddhakad001@gmail.com          | EXCELLENT   |
| 19   | Ashutosh Patel             | Male   | 1st year                             |                            | ashutoshpatel933@gmail.com     | EXCELLENT   |
| 20   | Anil kumar choudhary       | Male   | 4th yr                               |                            | choudharyanil42@gmail.com      | EXCELLENT   |
| 21   | Lalit dhakad               | Male   | Bsc (hons)Ag first year              | Mr                         | Lalidhakad9755@gmail.com       | EXCELLENT   |
| 22   | Hariom parmar              | Male   | 3 year                               | Student                    | hariomparmar1999@gmail.com     | GOOD  |
| 23   | Kalpana gour               | Female | B.sc 1st year, 2nd semester          | Student                    | kalpana02gour2003@gmail.com    | EXCELLENT   |
| 24   | Tapsendra Patel            | Male   | B.Sc (Agriculture) (Hons.) IVth Year | Student                    | tapsendra.tappy@gmail.com      | GOOD  |
| 25   | MAYANK PATEL               | Male   | 2nd                                  | Student                    | ag19ag301061@medicaps.ac.in    | MEDIUM  |



|    |  |        |                                      |   |                                  |           |
|----|--|--------|--------------------------------------|---|----------------------------------|-----------|
| 26 | Ajay Meena   | Male   | Bsc agriculture<br>1st year          | Student   | ajaym7067@gmail.com              | EXCELLENT |
| 27 | Dr Aaradhana<br>Patel  | Female |                                      | Assistant<br>Professor in<br>Medi- Caps<br>University<br>Indore | aradhana1910@gmail.com           | EXCELLENT |
| 28 | The session is<br>so informative<br>and I get aware<br>about different<br>aspect of forest<br>and its<br>importance. | Male   | graduate                             | student   | shivamgour622@gmail.com          | EXCELLENT |
| 29 | Ashish vitthal   | Male   | 1st year                             | Student   | ashishvitthal7@gmail.com         | EXCELLENT |
| 30 | Kapil Govinde  | Male   | 4rth year                            | Student   | kappugurjar2409@gmail.com        | EXCELLENT |
| 31 | Vivek Singh<br>Rajput  | Male   | 3rd                                  | Agriculture   | viveksinghrajput9288@gmail.com   | GOOD      |
| 32 | Deeksha<br>Solanki   | Female | 4 th year                            | Student   | deekshasolanki12101998@gmail.com | EXCELLENT |
| 33 | Deeksha<br>Solanki   | Female | 4th year                             | Student   | deekshasolanki12101998@gmail.com | EXCELLENT |
| 34 | Rajkumar<br>Verma  | Male   | Bsc Ag 2nd sem,<br>1st year          | Student   | rv1049489@gmail.com              | EXCELLENT |
| 35 | Makhan<br>kokanda  | Male   | 1st year                             | Student   | makhankokanda@gmail.com          | EXCELLENT |
| 36 | Harshit vyas   | Male   | 3rd year                             | student   | ag19ag301045@medicaps.ac.in      | GOOD      |
| 37 | Udit Tiwari  | Male   | 1st year                             | Student   | udittiwariut@gmail.com           | GOOD      |
| 38 | Kalpana gour   | Female | B.sc 1 year ,2 nd<br>semester        | Student   | kalpana02gour2003@gmail.com      | EXCELLENT |
| 39 | Tarun modi   | Male   | 1st year 2nd sem                     | Expert lecture's<br>are too good<br>and informative             | modit086@gmail.com               | EXCELLENT |
| 40 | Vijay kumar<br>mishra  | Male   | 1st year (2nd<br>semester)           | Student   | vm483773@gmail.com               | GOOD      |
| 41 | Pragya dhakad  | Female | Ah bsc 1st year                      | Student   | piyushdhakad1269@gmail.com       | EXCELLENT |
| 42 | Ranjana<br>Vasunya   | Female | 1 year 2nd sem                       |   | ranjanavasunya@gmail.com         | EXCELLENT |
| 43 | Santra more  | Female | Bs.c(hons) Ag 1st<br>year (2nd sem.) |   | moresantra1@gmail.com            | EXCELLENT |
| 44 | Narendra Yadav   | Male   | 1st year                             |   | narenyadav2003@gmail.com         | EXCELLENT |
| 45 | Rahul Pathak   | Male   | 1st year                             | Student   | rahulpathak2550@gmail.com        | EXCELLENT |
| 46 | Rohit Kumar<br>Barde   | Male   | 1st year,                            | Yes   | rohitkumarbarde4@gmail.com       | GOOD      |
| 47 | Meenaxi patidar  | Female | 1st year                             | Student   | patidarreena918@gmail.com        | EXCELLENT |
| 48 | Mohit Rathod   | Male   | 4th                                  |   | mr1480069@gmail.com              | EXCELLENT |
| 49 | Ram Jat  | Male   | 2nd year (BSc<br>Agriculture)        | Student   | ramjat0510@gmail.com             | GOOD      |
| 50 | Shailendra<br>singh yadav  | Male   | M.sc final year                      | Student   | sy43030@gmail.com                | EXCELLENT |






RVSKVV, GWALIOR (MP)

METRIC 7.1.9

|    |                        |        |                                  |                              |                                |           |
|----|------------------------|--------|----------------------------------|------------------------------|--------------------------------|-----------|
| 51 | Anurag Kamathker       | Male   | M.sc final year                  | PG Student                   | anuragkamathker@gmail.com      | EXCELLENT |
| 52 | Rahul dangi            | Male   | Bsc 1 year                       | Plantation is Very important | dangirahul153@gmail.com        | EXCELLENT |
| 53 | Nikita Solanki         | Female | B.Sc.Ag.1st year (2nd semester)  |                              | nikita2019solanki@gmail.com    | EXCELLENT |
| 54 | Deepika Verma          | Female | B.Sc. first year(2nd sem.)       | student                      | deepika2208v@gmail.com         | EXCELLENT |
| 55 | Ajay Patel             | Male   | 1st year                         | Mr                           | ajpatel16020@gmail.com         | EXCELLENT |
| 56 | piyush jain            | Male   |                                  | computer oparator            | pj1429702@gmail.com            | EXCELLENT |
| 57 | Savinay Mohabe         | Male   | BSc (Hons.) Agriculture 1st year | Student                      | savinaymohabe@gmail.com        | EXCELLENT |
| 58 | Harshit Vyas           | Male   | B.sc. 3rd year                   | Student                      | ag19ag301045@medicaps.ac.in    | GOOD      |
| 59 | Lalit dhakad           | Male   |                                  | Computer operator            | lalit12dhakad@gmail.com        | EXCELLENT |
| 60 | Deepak meena           | Male   | 1st year                         | Student                      | Dpkmaina1102@gmail.com         | EXCELLENT |
| 61 | Raushan Jaiswal        | Male   | B. S. C. FIRST YEAR (2nd sem).   | Student                      | raushanjaiswal946055@gmail.com | GOOD      |
| 62 | Deependra Solanki      | Male   |                                  | 4 Make possible              | deependrasolanki6@gmail.com    | EXCELLENT |
| 63 | DIVYARAJ SINH MORTHANA | Male   | II Year                          | Student                      | ag19ag301032@medicaps.ac.in    | EXCELLENT |
| 64 | Dr. Swati Barche       | Female | Faculty                          | Professor                    | sbkdap07@rediffmail.com        | EXCELLENT |
| 65 | Anurodh Kamathker      | Male   | M.sc final                       | Student                      | anurodhkamathker@gmail.com     | EXCELLENT |
| 66 | Dr. Devendra           | Male   |                                  | SRF                          | devendravbh@gmail.com          | EXCELLENT |

**Nodal officer**  
**(IDP-NAHEP, CoA, Indore)**

  
**Coordinator/Co-coordinator**  
**(IDP-NAHEP, CoA, Indore)**



## Drawing and Essay Competition

### List of Participate in Essay(English)

| S.NO | STUDENT NAME      | CLASS                |
|------|-------------------|----------------------|
| 1    | Pragya Dhakad     | 1 <sup>st</sup> Year |
| 2    | Preetam Patidar   | 1 <sup>st</sup> Year |
| 3    | Amish Batham      | 3 <sup>rd</sup> Year |
| 4    | Nisha Raghuwanshi | 1 <sup>st</sup> Year |
| 5    | Vijay Mishra      | 1 <sup>st</sup> Year |
| 6    | Kamini Yadav      | 2 <sup>nd</sup> Year |
| 7    | Sanjana Devda     | 2 <sup>nd</sup> Year |
| 8    | Chetna Patidar    | 1 <sup>st</sup> Year |
| 9    | Ranjana Vasunya   | 1 <sup>st</sup> Year |
| 10   | Ashutosh Patel    | 1 <sup>st</sup> Year |
| 11   | SwarnimaKaurav    | 2 <sup>nd</sup> Year |
| 12   | Soniya Chouhan    | 3 <sup>rd</sup> Year |
| 13   | Lalit Dhakad      | 1 <sup>st</sup> Year |
| 14   | Tashi Dolma       | 1 <sup>st</sup> Year |
| 15   | Sukriti Bhargav   | 1 <sup>st</sup> Year |
| 16   | Manju Jamle       | 1 <sup>st</sup> Year |

### List of Participate in Essay(HINDI)

| S.NO | STUDENT NAME     | CLASS                |
|------|------------------|----------------------|
| 1    | Sapna Dawar      | 1 <sup>st</sup> Year |
| 2    | Jayesh Longare   | 1 <sup>st</sup> Year |
| 3    | Jitendra Malviya | 2 <sup>nd</sup> Year |
| 4    | Vishal Marar     | 1 <sup>st</sup> Year |
| 5    | Gokul Dhanora    | 1 <sup>st</sup> Year |
| 6    | Sonali Patel     | 2 <sup>nd</sup> Year |
| 7    | Shukhlal Bhabar  | 1 <sup>st</sup> Year |
| 8    | Piyush Rathod    | 2 <sup>nd</sup> Year |
| 9    | Sonu Ahirwar     | 2 <sup>nd</sup> Year |

### List of Participate in DRAWING

| S.NO | STUDENT NAME    | CLASS                |
|------|-----------------|----------------------|
| 1    | Sapna Dawar     | 1 <sup>st</sup> Year |
| 2    | Jayesh Longare  | 1 <sup>st</sup> Year |
| 3    | Pragya Dhakad   | 1 <sup>st</sup> Year |
| 4    | Sukriti Bhargav | 1 <sup>st</sup> Year |
| 5    | Meenaxi Patidar | 1 <sup>st</sup> Year |
| 6    | Raushan Jaiswal | 1 <sup>st</sup> Year |
| 7    | Krishna singh   | 1 <sup>st</sup> Year |



## Results of Competitions

**Date of conduct of Drawing Competition:- 04 July, 2021 Sunday**

**Topic: Save Trees Save Human**

**Mode:- Online**

**Result of Drawing Competition**

| S.No | Name          | Roll No  | Category | Position |
|------|---------------|----------|----------|----------|
| 1    | Khushi Thakur | 20120130 | OBC      | I        |
| 2    | Manju Jamle   | 20120135 | ST       | II       |
| 3    | Sanjana Dewda | 19120162 | ST       | III      |

**Date of conduct of Essay Competition (English):- 05 July, 2021 Monday**

**Topic : Sustaining Life and Ecosystem through Forest.**

**Mode:- Online**

**Result of Essay Competition (English)**

| S.No | Name          | Roll No   | Category | Position |
|------|---------------|-----------|----------|----------|
| 1    | Homee Samaiya | 19120126  | Gen      | I        |
| 2    | Sonam Tiwari  | 17110169  | Gen      | II       |
| 3    | Khushi Thakur | 20120130  | OBC      | II       |
| 4    | Tisha Gondey  | 20120175  | SC       | III      |
| 5    | Sakshi Tiwari | 190801034 | Gen      | III      |

**Date of conduct of Essay Competition (Hindi):- 05 July, 2021 Monday**

**Topic: वन के माध्यम से जीवन और पारिस्थितिकी तंत्र को बनाए रखना**

**Mode:- Online**

**Result of Essay Competition (Hindi)**

| S.No | Name            | Roll No  | Category | Position |
|------|-----------------|----------|----------|----------|
| 1    | Deepu Prajapati | 19120118 | OBC      | I        |
| 2    | Adesh Kanel     | 20120103 | ST       | II       |
| 3    | Rahul Sonkusre  | 19120152 | OBC      | III      |





## Plantation Activity







# **Skill Development through Experiential Learning Program ELP**



**RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA  
VIDYALAYA, GWALIOR (M.P.)**





## Skill Development through Experiential Learning Program ELP

RVSKVV is committed for overall growth of students. Experiential learning programs in education enrich students' educational journeys by providing practical experiences that complement academic theory. Experiential learning programs in college play a crucial role in shaping students' educational experiences by bridging theoretical knowledge with practical application. These programs offer several key benefits:

- 1. Hands-On Learning:** Experiential learning allows students to apply classroom concepts in real-world scenarios. This practical experience enhances understanding, retention, and mastery of subject matter.
- 2. Skill Development:** Students acquire valuable skills such as problem-solving, critical thinking, teamwork, and communication through experiential learning activities. These skills are essential for career readiness and personal development.
- 3. Career Exploration:** Experiential learning provides opportunities for students to explore different career paths and industries. Internships, co-op programs, and fieldwork enable students to gain insight into their chosen field and make informed career decisions.
- 4. Personal Growth:** Beyond academic learning, experiential programs helps personal growth and self-confidence. Students develop resilience, adaptability, and a deeper sense of responsibility as they navigate real-world challenges.
- 5. Networking Opportunities:** Engagement in experiential learning often involves interaction with professionals, industry experts, and peers. This networking can lead to mentorship, job prospects, and future collaborations.



## Experiential Learning Program by processing and value addition in Horticulture crop





## Making of dry flower portrait in ELP







## Making of herbal Gulal in ELP





## Making Amla Candy in ELP







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## Experiential Learning Program in Bio fertilizer production unit







## Experiential Learning Program in Organic farming







RVSKVV, GWALIOR (MP)

METRIC 7.1.9

## Experiential Learning Program in Mushroom Production







RVSKVV, GWALIOR (MP)

METRIC 7.1.9

## Experiential Learning Program in Commercial Vegetable Production





# Promotional Activities for Election



**RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWA  
VIDYALAYA, GWALIOR (M.P.)**



## ***“Promotional Activities for Election”***

RVSKVV organize “**मतदान सप्ताह**” A one week awareness campaign for awareness about election and to increase voter turnout in election. During an election awareness week at a university, promotional activities are organized to engage students, raise awareness about the upcoming elections, and encourage voter participation. This one week campaign is also part of SWEEP activities by Election Commission of India and District Administration. Election Ambassadors for campus are being selected from the students of UG & PG to lead the campaign. Many activities like an awareness rally, poster & Rangoli making competition and other initiatives are organized by university.

- 1. Awareness Rally:** An awareness rally organized by university students serves as a dynamic and engaging initiative to educate about the upcoming elections and the importance of civic participation. Staff and students actively participate in rally with banners, posters, and flags with election-related slogans and symbols to create a festive and informative atmosphere.
- 2. Poster Making Competition:** A poster making competition is held where students showcase their creativity and design skills. Participants create posters that highlight election dates, voting procedures, and importance of election. Winning entries are displayed prominently across campus to inform and inspire fellow students about the upcoming elections.
- 3. Rangoli Making Competition:** A Rangoli making competition organized by university to create awareness of elections is a unique and culturally enriching event designed to engage the university community in understanding the significance of democratic processes.
- 4. Social Media Engagement:** A coordinated social media campaign is launched throughout the awareness week. Students are encouraged to interact through hashtags, polls, and live Q&A sessions to promote a digital dialogue about the election.
- 5. Interactive Booths and Info Sessions:** Information booths are set up across campus where students can learn about voting procedures and discuss election issues. Interactive sessions may include mock voting stations to familiarize students with the voting process and encourage them to participate in the actual election.
- 6. Campaign Merchandise Distribution:** Campaign merchandise like stickers, buttons, and flyers featuring election slogans or election information is distributed to increase visibility and remind students of the upcoming election dates.



### Ambassadors Selected from each Class

|                  |  |
|------------------|--|
| B.Sc. 1st Year   | 1. Dhruv Kumar Tyagi<br>2. Laakhan Chouhan |
| B.Sc. 2nd Year   | 1. Eshant Pathak<br>2. Deepti Uikey        |
| B.Sc. 3rd Year   | 1. Ashutosh Rokde<br>2. Jaydeep Rathore    |
| B.Sc. 4th Year   | 1. Avantika Singh<br>2. Manu Jain          |
| M.Sc. 1st Year   | 1. Rahul Rawat<br>2. Jayveer Sahu          |
| M.Sc. Final Year | 1. Dilip Patidar<br>2. Rohit Yadav         |







*Awareness Rally by University staff and Students*

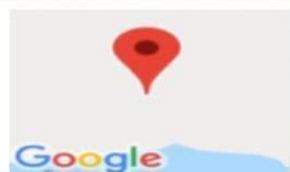




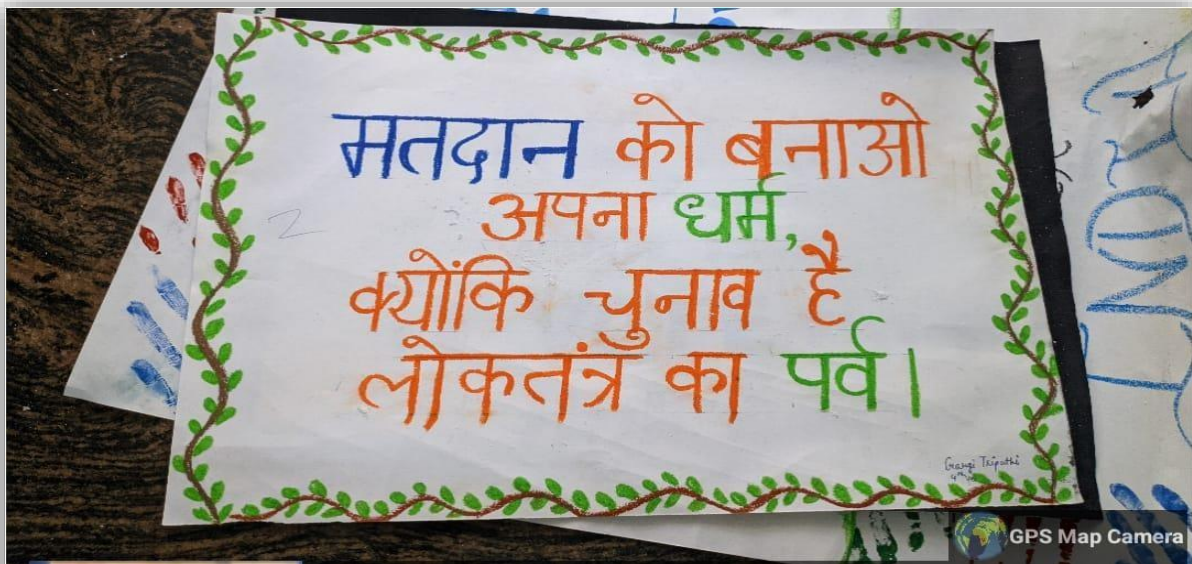
Posters by Students







Mandsaur District, Madhya Pradesh, India  
337Q+575, MP SH 14, Madhya Pradesh 458895, India  
Long 75.088228°  
Lat 24.062880°  
10/5/2024 05:23 PM

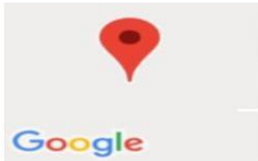


Mandsaur District, Madhya Pradesh, India  
337Q+575, MP SH 14, Madhya Pradesh 458895, India  
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Lat 24.062880°  
10/5/2024 05:18 PM

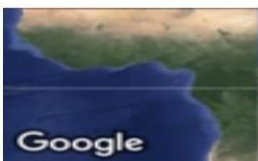




### Rangoli by Students



Mandsaur District, Madhya Pradesh, India  
337Q+575, MP SH 14, Madhya Pradesh 458895, India  
Long 75.088228°  
Lat 24.062880°  
8/5/2024 05:32 PM



Mandsaur District, Madhya Pradesh, India  
337Q+575, MP SH 14, Madhya Pradesh 458895, India  
Long 75.088228°  
Lat 24.062880°  
8/5/2024 05:23 PM





***NSS & NCC's participation for Election Awareness campaign***





RVSKVV, GWALIOR (MP)

METRIC 7.1.9

## SWEEP Activities by District Administration

कार्यालय जिला पंचायत, मंदसौर, म.प्र.

2837

21/3/24

क्रमांक/स्वीप/2024/ 302  
प्रति,

मंदसौर, दिनांक 21/03/2024

विभाग प्रमुख  
जिला - मंदसौर

विषय- स्वीप अंतर्गत विशेष गतिविधियों का आयोजन करने के संबंध में।

-0-

उपरोक्त विषयांतर्गत लेख है कि भारत निर्वाचन आयोजन द्वारा दिये गये निर्देश के पालन में लोकसभा निर्वाचन 2024 हेतु मंदसौर जिले में मतदाता जागरूकता के तहत स्वीप कैलेण्डर कार्यालयीन पत्र क्रं 560-561 मंदसौर, दिनांक 16.02.2024 द्वारा भेजा गया है। उक्त स्वीप कैलेण्डर अनुसार आपको मतदाता जागरूकता की गतिविधियों का आयोजन कराया जाना है। उसी अंतर्गत स्वीप के तहत विशेष तयारियों पर एवं खेल प्रतियोगिता का आयोजन करना हेतु विशेष गतिविधियों का आयोजन कराया जाना है। उक्त विशेष गतिविधियों का दिनांक एवं सप्ताह अनुसार जानकारी पत्र के संलग्न आपकी ओर भेजे जा रहे हैं।

अतः तत्काल दिये गये निर्देशानुसार स्वीप गतिविधियों का आयोजन कर जिला स्तरीय स्वीप व्हाट्सअप ग्रुप में प्रतिवेदन मय फोटोग्राफर्स व पेपर कटिंग सहित भिजवाया जाना सुनिश्चित करें।

संलग्न- उपरोक्तानुसार

नोडल अधिकारी (स्वीप) एवं  
मुख्य कार्यपालन अधिकारी  
जिला पंचायत, मंदसौर

मंदसौर, दिनांक 21.03.2024

पृष्ठ/संवादे/स्वीप/24/302  
प्रतिलिपि-

जिला निर्वाचन अधिकारी जिला मंदसौर की ओर सूचनार्थ प्रेषित।

नोडल अधिकारी (स्वीप) एवं  
मुख्य कार्यपालन अधिकारी  
जिला पंचायत, मंदसौर

नोडल अधिकारी (स्वीप) एवं  
मुख्य कार्यपालन अधिकारी  
जिला पंचायत, मंदसौर

21/3/2024

राष्ट्र हीत में मतदान अवश्य करे





RVSKVV, GWALIOR (MP)

METRIC 7.1.9



## स्वीप गतिविधियां का आयोजन

| क्रं | दिनांक / सप्ताह                              | गतिविधियां   | उत्तरदायित्व   |
|------|--|--|--|
| 1    | 25 मार्च 2024<br>होलिका दहन                  | ग्राम/वार्ड में मानव श्रृंखला/रंगोली से संदेश, शपथ कार्यक्रम का आयोजन  | स्वास्थ्य विभाग, पंचायत विभाग, शिक्षा विभाग, महिला एवं बाल विकास विभाग, आदिम जाति कल्याण विभाग, ग्रामीण एवं शहरी आजीविका मिशन के सदस्य, जनअभियान परिषद आदि समस्त विभाग |
| 2    | 31 मार्च 2024<br>सीतला सप्तमी                | महिला मानव श्रृंखला, शपथ, समस्त ग्रामों के माताजी के मंदिर परिसर एवं खिड़की माता मंदिर मेले में मतदाता जागरूकता की गतिविधियों का आयोजन करना।   | स्वास्थ्य विभाग, पंचायत विभाग, शिक्षा विभाग, महिला एवं बाल विकास विभाग, आदिम जाति कल्याण विभाग, ग्रामीण एवं शहरी आजीविका मिशन के सदस्य, जनअभियान परिषद आदि समस्त विभाग |
| 3    | 3 अप्रैल 2024<br>दशमता पूजन                  | रैली का आयोजन, शपथ, महिला मानव श्रृंखला समर। महिला मतदाताओं द्वारा   | स्वास्थ्य विभाग, पंचायत विभाग, शिक्षा विभाग, महिला एवं बाल विकास विभाग, आदिम जाति कल्याण विभाग, ग्रामीण एवं शहरी आजीविका मिशन के सदस्य, जनअभियान परिषद आदि समस्त विभाग |
| 4    | 10 अप्रैल 2024<br>गणगौर पूजन एवं चैतीचांद    | गणगौर पूजन अंतर्गत दशपुर कृज मंदसौर में महिलाओं द्वारा रैली का आयोजन, शपथ, महिला मानव श्रृंखला चैतीचांद में जुलूस के साथ मतदाता जागरूकता गतिविधियों का आयोजन   | परियोजना मंदसौर शहर की समस्त आगनवाड़ी कार्यकर्ता एवं सहायिकाएँ, स्वास्थ्य एवं शिक्षा विभाग   |
| 5    | 9 अप्रैल से 17 अप्रैल 2024<br>नवरात्रि उत्सव | नवरात्रि उत्सव के दौरान मंदिर परिसर के मेले में भजन संध्या कलश यात्रा रैली, शपथ अष्टमी एवं नवमी पर्व पर दुधाखेड़ी माताजी मंदिर नालाश मंदिर, सीताला माता मंदिर फौसरी माताजी मंदिर माकड़ी माताजी मंदिर परिसर के मेले में विशेष गतिविधियों का आयोजन किया जाना | स्वास्थ्य विभाग, पंचायत विभाग, शिक्षा विभाग, महिला एवं बाल विकास विभाग, आदिम जाति कल्याण विभाग, ग्रामीण एवं शहरी आजीविका मिशन के सदस्य, जनअभियान परिषद आदि समस्त विभाग |

सहायक नोडल अधिकारी (स्वीप) एवं  
जिला कार्यक्रम अधिकारी  
महिला एवं बाल विकास  
जिला - मंदसौर

"सारे काम छोड़ दो सबसे पहले वोट दो,  
मंदसौर करेगा मतदान"



## स्वीप गतिविधियां का आयोजन

| क्रं | दिनांक / सप्ताह            | गतिविधियां  | स्थान   | उत्तरदायित्व   |
|------|----------------------------|---|---|--|
| 1    | मार्च 2024 अंतिम सप्ताह    | 1. फाग महोत्सव<br>2. नर्सिंग कॉलेज शासकीय एवं अशासकीय युवा मतदाता रैली का आयोजन | 1. प्रत्येक होली दहन वाले स्थान<br>2. गांधी चौराह से महाराणा प्रताप बस स्टैण्ड मंदसौर | समस्त विभाग एवं डी.टी.एस                                   |
| 2    | अप्रैल 2024 प्रथम सप्ताह   | लोकतंत्र साइकिल रैली का आयोजन   | विधानसभा स्तर एवं जिला स्तर पर  | उच्च शिक्षा विभाग एवं खेल विभाग एवं स्वास्थ्य विभाग मंदसौर |
| 3    | अप्रैल 2024 द्वितीय सप्ताह | क्रिकेट प्रतियोगिता एवं एथ्लेटिक प्रतियोगिता                                    | विधानसभा स्तर एवं जिला स्तर पर  | उच्च शिक्षा विभाग एवं खेल विभाग एवं स्वास्थ्य विभाग मंदसौर |
| 4    | अप्रैल 2024 तृतीय सप्ताह   | बुमन वोटर रन, (नवीन वोटर संग)   | विधानसभा स्तर एवं जिला स्तर पर  | समस्त विभाग  |
| 5    | अप्रैल 2024 चतुर्थ सप्ताह  | सफाई कर्मी द्वारा रैली का आयोजन   | जिला स्तर पर  | नगर पालिका एवं नगर परिषद समस्त जिला मंदसौर                 |
| 6    | मई 2024 प्रथम सप्ताह       | युथ वोटर मैराथन रन  | जिला स्तर पर  | समस्त विभाग  |
| 7    | मई 2024 द्वितीय सप्ताह     | महिला मतदाता जागरूकता हेतु मतदान कलश यात्रा एवं बुध सजावट कार्यक्रम             | ग्राम स्तर, विधानसभा स्तर   | महिला एवं बाल विकास, आर.ओ/शिक्षा विभाग                     |

सहायक नोडल अधिकारी (स्वीप) एवं  
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"सारे काम छोड़ दो सबसे पहले वोट दो,  
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