

Annual Report

OF

**CENTRE FOR INTERNAL QUALITY ASSURANCE
(CIQA)**

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

Year-2023-24

Part – I: General Information

1.1 Date of notification of the Centre (attach a copy of the notification):

<https://vmou.ac.in/node/573>

1.2 Details of Director, CIQA

- Name : Dr. Anuradha Dubey
- Qualification: M.Sc., Ph.D.
- Appointment Letter and Joining Report: <https://vmou.ac.in/node/563>

1.3 Details of CIQA Committee:

a. Composition as per Regulations

S. No.	Designation	Nominations	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice: Chancellor of the University	Chairperson	Prof. Kailash Sodani		VMOU/CIQA/2024/699 DATE : 07/06/2024
b.	Three Senior teachers of HEI	Member 1	Prof. B. Arun Kumar	Ph.D.	VMOU/CIQA/2024/699 DATE : 07/06/2024
		Member 2	Prof. Subodh Kumar	Ph.D.	VMOU/CIQA/2024/699 DATE : 07/06/2024
		Member 3	Dr. Kshamata Choudhary	Ph.D.	VMOU/CIQA/2024/699 DATE : 07/06/2024
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 1	Dr. Keerti Singh	Ph.D.	VMOU/CIQA/2024/699 DATE : 07/06/2024
		Member 2	Dr. Anurodh Godha	Ph.D.	VMOU/CIQA/2024/699 DATE : 07/06/2024
		Member 3	Dr. Surendra Kulshreshtha	Ph.D.	VMOU/CIQA/2024/699 DATE : 07/06/2024
d.	Two External Experts of OLD and/or Online Education	Member 1	Prof. Naval Kishor SOMS, IGNOU, Maiden Garhi, New Delhi	Ph.D.	VMOU/CIQA/2024/699 DATE : 07/06/2024
		Member 2	Dr. Bharat Bhushan Director, Student Support Services IGNOU, Maiden Garhi, New Delhi	Ph.D.	VMOU/CIQA/2024/699 DATE : 07/06/2024
e.	Officials from departments of HEI • Administration • Finance	Member 1	Registrar, VMOU, Kota	MA	VMOU/CIQA/2024/699 DATE : 07/06/2024
		Member 2	Finance Officer VMOU, Kota	MA	VMOU/CIQA/2024/699 DATE : 07/06/2024
f.	Director, CIQA	Member 1	Dr. Anuradha Dubey	Ph.D.	VMOU/CIQA/2024/699 DATE : 07/06/2024

b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N)

If no, reason thereof

Yes

1.4 Number of meetings held and its approval:

a. No. of meetings held every year: 02

b. Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	20/12/2023	01	https://www.vmo.u.ac.in/node/570	Approved
Meeting 2	13/06/24	01	https://www.vmo.u.ac.in/node/570	Approved

1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

From July, 2023 academic session:

Sr. No	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DDMM-YYYY) of HEI/Regulatory authority (if required)	No. of Learner Support Centre Operation alized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Transgender)			
									M	F	T G	Total
1.	SCHOOL OF HUMANITI ES & SOCIAL SCIENCE	Certificate in Apabhransha Language	6	18	किसी मान्यता प्राप्त बोर्ड से 10वीं उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	1400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	68	0	0	0	0
2.	SCHOOL OF HUMANITI ES & SOCIAL SCIENCE	Certificate in Awareness of Gandhian Methods	6	0	साक्षर मात्र	1200	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	71	12	7	0	19
3.	SCHOOL OF HUMANITI ES &	Certificate in Creative Writing in English	6	12	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक	3400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	64	1	1	0	2

	SOCIAL SCIENCE				पाठ्यक्रम) उपाधि अथवा समकक्ष							
4.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Falit Jyotish	6	12	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण या 1989 से पूर्व हायर सैकण्डरी पास या वर्धमान महावीर खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण	4500	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	11	8	5	0	13
5.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Functional English	6	18	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण या 1986 से पूर्व हायर सैकण्डरी पास या वर्धमान महावीर खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण।	5400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	65	1	1	0	2
6.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Mahatma Gandhi NREGA Mate	6	12	साक्षर मात्र	1600	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	70	13	14	0	27
7.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Prakrit Language	6	18	किसी मान्यता प्राप्त बोर्ड से 10वीं उत्तीर्ण अथवा समकक्ष	2100	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	63	0	1	0	1
8.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Rajasthani Language and Culture	6	18	साक्षर मात्र	1400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	69	9	1	0	10
9.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Teaching of English	6	12	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	3400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	64	4	5	0	9

***Not for Private University**

Note: Mention details separately for < July, 2023 academic session, as applicable, as above.

1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC(ODL Programmes and Online Programmes)

Regulations, 2020:

From <July, 2023> academic session:

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority(if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction *Off Campus	Number of students admitted (Male/Female/Transgender)			
									M	F	TG	Total
1.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Apabhrrasha Language	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड. अजमेर से हायर सेकेंडरी उत्तीर्ण	2200	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	54	1	0	0	1
2.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Culture and Tourism	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड. अजमेर से हायर सेकेंडरी उत्तीर्ण या वर्धमान महावीर खुला विश्वविद्यालय से सी सी टी उत्तीर्ण	3900	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	69	11	7	0	18
3.	SCHOOL OF CONTINUING EDUCATION	Diploma in Library and Information Science	12	36	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या	4100	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	7	4018	3446	0	7464

					1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड. अजमेर से हायर सेकेंडरी उत्तीर्ण							
4.	SCHOOL OF CONTINUING EDUCATION	Diploma in Mass Communication	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड. अजमेर से हायर सेकेंडरी उत्तीर्ण	4800	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	19	65	18	0	83
5.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Prakrit Language	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड. अजमेर से हायर सेकेंडरी उत्तीर्ण	2000	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	52	0	3	0	3
6.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Social Problem in Rajasthan	12	24	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड. अजमेर से हायर सेकेंडरी उत्तीर्ण	2000	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	12	11	5	0	16
7.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Watershed Management	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड. अजमेर से हायर सेकेंडरी उत्तीर्ण	3000	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	68	24	9	0	33
8.	SCHOOL OF SCIENCE & TECHNOLOGY	Diploma in Yoga Science	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या	5800	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	68	1072	1255	0	2327

					बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड. अजमेर से हायर सेकेंडरी उत्तीर्ण							
9.	SCHOOL OF SCIENCE & TECHNOLOGY	Diploma in Computer Application (Online)	12	36	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड. अजमेर से हायर सेकेंडरी उत्तीर्ण	8700			0	0	0	0

*Not for Private University

Note: Mention details separately for July, 2023 academic session, as applicable, as above.

1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

From January, 2024 academic session:

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DDMM-YYYY) of HEI/Regulatory authority (if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Transgender)			
									M	F	T G	Total
1.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Apabhransha Language	6	18	किसी मान्यता प्राप्त बोर्ड से 10वीं उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड. अजमेर से हायर सेकेंडरी उत्तीर्ण	1400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	68	0	0	0	0

2.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Awareness of Gandhian Methods	6	0	साक्षर मात्र	1200	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	71	4	0	0	4
3.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Creative Writing in English	6	12	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	3400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	64	1	1	0	2
4.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Falit Jyotish	6	12	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण या 1989 से पूर्व हायर सैकण्डरी पास या वर्धमान महावीर खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण	4500	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	11	19	6	0	25
5.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Functional English	6	18	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण या 1986 से पूर्व हायर सैकण्डरी पास या वर्धमान महावीर खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण।	5400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	65	0	3	0	3
6.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Mahatma Gandhi NREGA Mate	6	12	साक्षर मात्र	1600	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	70	7	8	0	15
7.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Prakrit Language	6	18	किसी मान्यता प्राप्त बोर्ड से 10वीं उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	2100	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	63	0	0	0	0

8.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Rajasthani Language and Culture	6	18	साक्षर मात्र	1400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	69	7	5	0	12
9.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Teaching of English	6	12	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	3400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	64	4	3	0	7

HEI ID: U-0428 Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan) Type of HEI: State Government Open University

*Not for Private University

Note: Mention details separately for <January, 2024> academic session, as applicable, as above.

1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

From <January, 2024> academic session:

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority(if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction */Off Campus	Number of students admitted (Male/Female/Transgender)			
									M	F	TG	Total
1.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Apabhrasha Language	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	2200	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	54	0	0	0	0
2.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Culture and Tourism	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण या वर्धमान महावीर खुला विश्वविद्यालय से सी सी टी उत्तीर्ण	3900	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	69	34	20	0	54
3.	SCHOOL OF CONTINUING EDUCATION	Diploma in Library and Information Science	12	36	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	4100	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	7	3872	3251	0	7123

4.	SCHOOL OF CONTINUING EDUCATION	Diploma in Mass Communication	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	4800	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	19	66	22	0	88
5.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Prakrit Language	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	2000	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	52	1	0	0	1
6.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Social Problem in Rajasthan	12	24	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	2000	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	12	8	14	0	22
7.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Watershed Management	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	3000	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	68	39	12	0	51
8.	SCHOOL OF SCIENCE & TECHNOLOGY	Diploma in Yoga Science	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड,	5800	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	68	2054	2483	0	4537

					अजमेर से हायर सेकेंडरी उत्तीर्ण							
9.	SCHOOL OF SCIENCE & TECHNOLOGY	Diploma in Computer Application (Online)	12	36	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	8700			31	22	0	53

*Not for Private University

Note: Mention details separately for <January, 2024>academic session, as applicable, as above.

1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:

From <January, 2024>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Transgender)				
								M	F	TG	Total	
1.	-	-	-	-	-	-	-	-	-	-	-	-
N.	-	-	-	-	-	-	-	-	-	-	-	-

*Not for Private University

Note: Mention details separately for <January, 2024>academic session, as applicable, as above.

1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:

From January, 2024 academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No.	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Transgender)			
								M	F	TG	Total
1.	Bachelor in Library and Information Science	12	48	किसी मान्यता प्राप्त विश्वविद्यालय से ५० प्रतिशत अंकों के साथ स्नातक (न्यूनतम त्रिवर्षीय) अथवा समकक्ष एवं SC/ST/OBC/PH के लिए ४५ प्रतिशत; अथवा किसी भी विषय	9000	F.No. 1-18/2018(DE B-1) dated 31.12.2018	8	10485	8234	0	18719

				में स्नातकोत्तर उपाधि अथवा स्नातक (न्यूनतम त्रिवर्षीय) के साथ पुस्तकालय एवं सूचना विज्ञान में डिप्लोमा; अथवा स्नातक (न्यूनतम त्रिवर्षीय) के साथ पुस्तकालय एवं सूचना केंद्र में दो वर्ष का कार्यानुभव; अथवा प्रोफेशनल विषयों में स्नातक उपाधि							
2.	Bachelor of Arts Programme (Pass Course)	36	36 36 36	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा VMOU से बीएपी/बीसीपी/बीएस सीपी परीक्षा उत्तीर्ण अथवा समकक्ष	I year Rs.5200/ II year Rs. 5200/ III year Rs. 4900/ वैकल्पिक विषय के रूप में निम्न में से कोई एक लेने पर भूगोल , मनोविज्ञान एवं कंप्यूटर विज्ञान I year Rs. 7100/ II year Rs. 7100/ III year Rs. 6900/	F.No. 1- 18/2018(DE B-1) dated 31.12.2018	90	10485	8234	0	18719
3.	Bachelor of Business Administration Programme	36	36 36 36	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा VMOU से बीएपी/बीसीपी/बीएस सीपी परीक्षा उत्तीर्ण अथवा समकक्ष	6700 6700 6700	F.No. 1- 18/2018(DE B-1) dated 31.12.2018	61	0	0	0	0
4.	Bachelor of Commerce Programme (Pass Course)	36	36 36 36	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा VMOU से बीएपी/बीसीपी/बीएस सीपी परीक्षा उत्तीर्ण अथवा समकक्ष	4400 4400 4200	F.No. 1- 18/2018(DE B-1) dated 31.12.2018	79	0	0	0	0
5.	Bachelor of Computer Application	36	32 32 28	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2)	10400 10100 10100	F.No. 1- 18/2018(DE	50	0	0	0	0

				परीक्षा उत्तीर्ण अथवा समकक्ष		B-1) dated 31.12.2018					
6.	Bachelor of Journalism	12	48	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	10100	F.No. 1-18/2018(DE B-1) dated 31.12.2018	53	104	35	0	139
7.	Bachelor of Science Programme (BSc)	36	36 36 36	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा VMOU से बीएपी/बीसीपी/बीएस सीपी परीक्षा उत्तीर्ण अथवा समकक्ष	चयित विषय के अनुसार 13400 से 17300 तक	F.No. 1-18/2018(DE B-1) dated 31.12.2018	50	0	0	0	0
8.	Bachelor of Social Work	36	36 36 36	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा समकक्ष	4400 4400 5200	F.No. 1-18/2018(DE B-1) dated 31.12.2018	45	0	0	0	0
	Bachelor of Education	24	42 33	As Per NCTE	26880 26880	F.No. 1-18/2018(DE B-1) dated 31.12.2018	10	208	291	0	499

***Not for Private University**

Note: Mention details separately for <January, 2024>academic session, as applicable, as above.

1.9 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:

From January, 2024 academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Postgraduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/Off Campus	Number of students admitted (Male/Female/Transgender)			
								M	F	TG	Total
1.	Master of Arts Economics	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	74	485	229	0	714
2.	Master of Arts Education	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	68	311	230	0	541
3.	Master of Arts English	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	79	1480	1693	1	3174
4.	Master of Arts Geography	24	80	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 8400/- उत्तराह्न Rs. 8400/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	64	1272	661	0	1933
5.	Master of Arts Hindi	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	79	2317	2684	0	5001
6.	Master of Arts History	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	81	4381	2888	0	7271
7.	Master of Arts Mathematics	24	80	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	12000	F.No. 1-18/2018(DEB-1) dated 31.12.2018	67	0	0	0	0

8.	Master of Arts Police Administration	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1- 18/2018(DEB-1) dated 31.12.2018	45	117	31	0	148	
9.	Master of Arts Political Science	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1- 18/2018(DEB-1) dated 31.12.2018	80	4084	2146	1	6230	
10.	Master of Arts Psychology	24	80	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 8400/- उत्तराह्न Rs. 8400/-	F.No. 1- 18/2018(DEB-1) dated 31.12.2018	29	249	356	0	605	
11.	Master of Arts Public Administration	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1- 18/2018(DEB-1) dated 31.12.2018	69	0	0	0	0	
12.	Master of Arts Rajasthani	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1- 18/2018(DEB-1) dated 31.12.2018	70	112	52	0	164	
13.	Master of Arts Sanskrit	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1- 18/2018(DEB-1) dated 31.12.2018	72	153	252	0	405	
14.	Master of Arts Sociology	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1- 18/2018(DEB-1) dated 31.12.2018	72	110	152	0	262	
15.	Master of Commerce	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 5400/- उत्तराह्न Rs. 5650/-	F.No. 1- 18/2018(DEB-1) dated 31.12.2018	69	174	178	0	352	
16.	Master of Computer Application	24	72	Passed BCA/ Bacher degree in Computer Science	19700 18800	F.No. 1- 18/2018(DEB-1) dated 31.12.2018	7	0	0	0	0	

				Engineering or equivalent degree.								
17.	Master of Journalism	12	64	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) के साथ बी जे (एक वर्षीय) की उपाधि	12100	F.No. 1-18/2018(DEB-1) dated 31.12.2018	54	0	0	0	0	
18.	Master of Library and Information Science	12	48	पुस्तकालय एवं सूचना विज्ञान में स्नातक उपाधि (BLIS)	8800	F.No. 1-18/2018(DEB-1) dated 31.12.2018	8	0	0	0	0	
19.	Master of Science (Computer Science)	24	72	Bachelor's Degree (minimum TDC) from any recognized University in any discipline with at least Second Division or equivalent	Previous 15900 Final 18700	F.No. 1-18/2018(DEB-1) dated 31.12.2018	18	734	175	0	909	
20.	Master of Science Chemistry	24	80	Passed B.Sc. with Chemistry as a major subject in graduation degree/B.Sc. (Hons.) in Chemistry/ passed equivalent	पूर्वाह्न Rs. 16200/- उत्तराह्न Rs. 16200/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	25	89	136	0	225	
21.	Master of Science Geography	24	80	Passed B.Sc. with Geography as a major subject in graduation degree/B.Sc. (Hons.) in Geography/ passed equivalent	13400	F.No. 1-18/2018(DEB-1) dated 31.12.2018	4	0	0	0	0	
22.	Master of Science Mathematics	24	80	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष	पूर्वाह्न Rs. 6900/- उत्तराह्न Rs. 6900/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	40	2640	1321	0	3961	
23.	Master of Social Work	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम	7700 8850	F.No. 1-18/2018(DEB-1) dated 31.12.2018	44	0	0	0	0	

				त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष								
24.	MSc Botany	24	80	Passed B.Sc. with Botany as a major subject in graduation degree/B.Sc. (Hons.) in Botany /passed equivalent	पूर्वार्द्ध Rs. 16200/- उत्तरार्द्ध Rs. 16200/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	12	37	67	0	104	
25.	MSc Physics	24	80	Passed B.Sc. with Physics as a major subject in graduation degree/B.Sc. (Hons.) in Physics /passed equivalent	पूर्वार्द्ध Rs. 16200/- उत्तरार्द्ध Rs. 16200/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	10	48	46	0	94	
26.	MSc Zoology	24	80	Passed B.Sc. with Zoology as a major subject in graduation degree/B.Sc. (Hons.) in Zoology/passed equivalent	पूर्वार्द्ध Rs. 16200/- उत्तरार्द्ध Rs. 16200/-	F.No. 1-18/2018(DEB-1) dated 31.12.2018	16	29	78	0	107	
27.	Master of Business Administration	24	132	Bachelor's Degree (minimum TDC) with 50% marks from any recognized University OR Master's Degree from any recognized University OR Bachelor's Degree from any recognized University with three years of supervisory/ Managerial/ Professional Experience OR	Previous 16300 Final 16300			183	91	0	274	

				Professional Degree in Engineering/ Technology Medicine/ Architecture/Law or Professional Qualification in Accountancy/Cost and Work Accountancy/Company Secretaryship etc.								
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*Not for Private University

Note: Mention details separately for <January, 2024>academic session, as applicable, as above.

Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning

2.1 Action taken on the functions of CIQA: -

S.No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	<p>1. Student One View is a one-of-a-kind application accessible through the university's website. Students can observe their related information by clicking on this application. With a simple login with the scholar number and Date of Birth of the learner, one can get most of the desired information which includes but not limited to enrolment details, programme details, course details, downloading of question bank as well as SLM, examination status, assignment submission status. It not only facilitates learners but also promote transparency and e governance. This application could be used by staff of VMOU for faster grievances redressal. With the help of Student One View Learners can also track the delivery status of their SLM, grade reports, degree, provisional certificate, and migration certificate. In addition, they can register any complaints through this application. In addition, they may submit an application for Defaulter Examination, Revaluation Application, Promote Application, and Data Correction. It is one stop solution for student's queries</p> <p>2. Information of Self-Learning Material Sent by Material Production and Distribution Division (MPDD).</p> <p>3. The face-to-face counselling and other services provided by Study Centres are being monitored by Regional Centres and Study Centres. The counselling to learners by different other mechanism is being carried out by EMPC under the supervision of Director (CIQA).</p> <p>4. The process of conduction of term end examination and evaluation of answer sheets</p>	<p>https://online.vmo.ac.in/Admission/Statusway.aspx</p> <p>https://online.vmo.ac.in/Admission/Statusway.aspx</p> <p>https://www.vmo.ac.in/notices-contact-camp</p> <p>https://www.vmo.ac.in/notices-exam</p>

		<p>are being carried out by the office of the Controller of Examinations.</p> <p>5. Grievance related to the various services related to learners are being managed by Grievance Redressal Cell of the university. The learners can lodge their grievances on mobile phone, e-mail or the UGC or government portals.</p> <p>6. The learners can conveniently submit their feedback on the courses by filling the Google form embedded in the website. Besides they can</p>	<p>https://online.vmou.ac.in/GrievanceForm.aspx</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform</p>
2.	<p>Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution</p>	<ul style="list-style-type: none"> · On the basis of the feedback received from the stakeholders, the suggestions are reviewed and discussed extensively during the meetings of the academics and appropriate actions are taken. · Annual Report of the Finance Department is studied and appropriate quality improvement measures are suggested and discussed. · The RSD of the university organizes a meeting of the Regional Directors and feedback received at the RCs is discussed and incorporated if found feasible. <p>Improvement in the exam related matters is discussed with the Controller of Examinations and suggestions are duly considered</p>	<p>https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform?pli=1</p> <p>https://www.vmou.ac.in/members</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform?pli=1</p> <p>https://www.vmou.ac.in/notices-exam</p>
3.	<p>Contribution in the identification of the key areas in which Higher Educational Institution</p>	<p>Programme/Course Design and Development: The University has a well organized system of curriculum design and development in place in the form of a Course Development Committee (CDC) and Course Revision Committee (CRC) comprising faculty members from the relevant department as well as invited external experts according to the guidelines issued by DEB norms. A new course is conceived by the convener and coordinator</p>	<p>https://vmou.ac.in/node/568</p>

	<p>should maintain quality</p>	<p>of the course. Subsequently, the course is prepared according to UGC guidelines Minor modifications in the course are executed by the faculty members themselves while major revision is done by CRC with approval from the Academic Council. The CDC meet to review existing syllabi and designs, as well as develop new curriculum based on the needs of the stakeholders. Each department's curriculum and related PPR is then presented to the Academic Council for approval. The university teaching faculties attend Faculty Development Programmes from time to time to update themselves in the concerned fields. Research seminars are organized regularly in which external experts hold talks and deliberate on various latest developments in the concerned fields. The online Grievance redressal Portal is fully functional and the students converse with the academics of the university.</p>	<p>https://online.vmu.ac.in/GrievanceForm.aspx</p>
<p>4.</p>	<p>Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)</p>	<p>N/A</p>	

5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	<p>The system of getting feed-back from its learners and introducing necessary improvements has been in place in the University During face-to-face interactions with the learners, say, in the mandatory workshops and the mandatory practical classes, learners are requested to submit their feedback. It is finally submitted to the coordinator who analyses these feedback sheets or online feedback (whatever the case) and suggests the corrective actions the authorities of the University. It is relevant to mention that in many programmes of study this practice is being carried out. Apart from these workshops or practical sessions the feedback is collected by Study Centers and it is also sent to the University for Further Action. Thus, the University has a well-defined institutional system of learner feedback.</p> <ul style="list-style-type: none"> · A feedback form is also provided on the university website where all the stakeholders namely, learners, teachers, staff, parents, society, employers can offer their feedback for quality improvement. <p>The stakeholders can also send their feedback via e-mail, text message or e-mail.</p>	https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQack2N3hyH8SwFw/viewform?pli=1
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6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	<p>CIQA under the chairmanship of Vice Chancellor had made it mandatory to nominate a member from each School, Division, Centre, Unit and Cell to monitor the quality aspects and provide information for assessment. Further Course Content is being reviewed by School Quality Assurance Committee. Meetings were conducted with the Directors of all the Schools, Divisions, Centres, Units and Cells to update them on the new developments taken place in Higher Education system. A task force has also been constituted to implement the provisions of NEP-2020 in the university. Also mails were sent to Directors of all the Schools, Divisions, Centres, Units and Cells to disseminate information among their colleagues and for compliance.</p> <p>· External experts are invited to give lectures on significant topics of the subjects concerned and the latest perspectives are incorporated in the courses to ensure quality improvement.</p>	<p>https://www.vmou.ac.in/gallery</p> <p>https://www.vmou.ac.in/node/571</p> <p>https://vmou.ac.in/node/588</p>
7.	Implementation fits recommendations through periodic reviews	<p>The core committee consists of all the Directors of Schools, Director (Academic), Director (Learner Support Section), Registrar and Finance Officer has been constituted by Hon'ble Vice Chancellor to provide support in advising and monitoring the quality assurance aspects of the University to CIQA. The Core Committee met at regular intervals throughout the year. The CDC develops the courses strictly on the basis of the guidelines provided in DEB norms.</p>	<p>https://www.vmou.ac.in/members</p> <p>https://vmou.ac.in/node/574</p>

<p>8.</p>	<p>Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.</p>	<p>Seminars and workshops are organized by the university from time to time to provide a chance to the learners to interact with experts from the specific field. Discussing about the relevant topics of the particular subject, students tend to learn about the latest information and new skills related to the concerned subject. As a result of genuine interest shown by the students to know and learn about the subject, they research about the particular topic with the help of expert guidance and land in their conclusion after a careful investigation, experiment, and simulation. The report of these seminars and workshops is disseminated among all the stakeholders to ensure maximum utilization of the outcomes</p>	<p>https://www.vmou.ac.in/gallery https://www.vmou.ac.in/node/571</p>
<p>9.</p>	<p>Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution</p>	<p>The university has established Center for Entrepreneurship and Skill Development through which skill training programmes are offered. An MoU was executed between Maulan Azad Education Foundation (MAEF) and VMOU. Under Seekho aur Kamao Scheme, MAEF released funds for implementation of training target of 1400 trainees of Trade/job role of Plumbing Supervisor and Medical Records and Health Information Technician. The training programme was organized at 9 various centers of VMOU across the state of Rajasthan between 01.12.2021 and 15.09.2022.</p> <ul style="list-style-type: none"> · The objective of this partnership is to link vocational education and training with higher education, thereby making India's youth employable through the creation of new avenues for them to access better work opportunities. 	<p>https://archive.vmou.ac.in/naac7 https://vmou.ac.in/node/587</p>

10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	The Core Committee of the University had carried out a review of the enrolment ratio of the programmes. Before development of a new academic programme a need assessment survey/ study is made compulsory, based on which the various parameters of the programme is decided including the programme fees to be charged and various services to be delivered. The feedback on the courses is sought from the students through Google forms made available on the university website. The received data is analysed and action is taken accordingly to ensure quality of the programmes	https://www.vmou.ac.in/members https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform?pli=1
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	<p>CIQA conducts a workshop for designing the Programme Project Report for all the programmes to be offered by the university. The PPR prepared by the Schools of Study are being reviewed by CIQA for further approval by statutory authorities. All the new programmes which were launched have been approved by the Academic Council.</p> <ul style="list-style-type: none"> · The university has adopted the Regulation 2017 and the PPR is developed strictly according to the guidelines 	https://www.vmou.ac.in/members https://archive.vmou.ac.in/content/164191361

12.	Mechanism to ensure the proper implementation of Programme Project Reports	The Programme Project Reports have been prepared for all the programs being offered through the Open Distance learning and reviewed periodically for changes incorporating feedback from the stakeholders. The announcement of the proposed programmes are made on the website for the information of the students.	https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQack2N3hyH8SwFw/viewform?pli=1 https://www.vmou.ac.in/members
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	<p>The annual report of the University is prepared by the Registrar of the University under the direction of the Board of Management.</p> <ul style="list-style-type: none"> · The Annual Reports provide a record of the work, events, project and financial highlights, year by year. The annual reports focus on how the university continues to transform the lives of individuals, putting students at the heart of everything the University does, bringing in benefits to the economy and society across the state of Rajasthan and beyond. The Financial Statements include information on sources of funding and income, treasury management, the University's financial strategy and the independent auditor's report. · Annual Plans and Annual Reports are discussed in the monthly/quarterly meetings held in the university and actionable reports are generated 	https://www.vmou.ac.in/annual-report
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to	The feedback received from the stakeholders are reviewed timely by the conveners of the schools and the feasible suggestions are incorporated and forwarded to the CRC.	https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQack2N3hyH8SwFw/viewform?pli=1

	the job market.		
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	Teaching and learning needs are not always straightforward. We cannot always anticipate a priori the unique learning needs of each individual in order to judge how much or little they already know, how relevant the knowledge is to the current learning goal, how well-founded their current understanding is, or how, when and where different learning needs will surface. It is not possible to pre design maximum guidance or direct instruction to support infinite differences in prior knowledge, ability, learning goals or the spontaneous circumstances within which they emerge. Through feedback received from the learners during counselling sessions and on the university website, suggestions are thoroughly discussed in the CRC meetings and appropriate improvements in the courses are made to bring about qualitative change to create learner centric environment. <ul style="list-style-type: none"> · During the Ph.D. course work external experts are invited deliver lectures on research methodology and other relevant issues 	https://www.vmou.ac.in/members https://www.vmou.ac.in/important-letters https://www.vmou.ac.in/rnd
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body	As a nodal coordinating unit for seeking assessment and accreditation from NAAC etc, the CIQA holds periodic meetings with all the units, departments, schools to discuss various issues involved. Besides suggestions and action proposed are also invited through e-mails. <ul style="list-style-type: none"> · the university has been successfully accredited and received Grade A. 	https://www.vmou.ac.in/naac https://vmou.ac.in/n

	for accreditation such as NAAC etc.		ode/575
17.	Measures adopted to ensure internalization and institutionalisation of quality enhancement practices through periodic accreditation and audit	The Hon'ble Vice Chancellor of the university regularly instructs the faculty to hold periodic accreditation and audit to ensure internalization and institutionalization of quality enhancement practices	https://www.vmu.ac.in/annual-report
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	CIQA regularly approaches UGC-DEB to coordinate for various quality related initiatives taken by the university and ensure that the guidelines have been strictly followed. The required data is being sent to UGC-DEB.	https://www.vmu.ac.in/ciqa

19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	Best practices require quality institutions agreeing to link standards to Quality Assurance. Learner-cantered teaching focuses on use of various relevant media in open distance learning (ODL). Emerging technologies include various types of media: print, audio, video, telephone, computer based and mobile hand-held devices that have improved communication systems by synchronizing learning delivery processes in ODL systems. The coordinators of the Study Centres of the university are asked to provide information regarding various quality benchmarks and best practices adopted by the university. The university has signed MoUs with other open universities and suggestions are sought as and when required regarding various quality benchmarks or parameters and best	https://archive.vmo.ac.in/naac7
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Annual Report of CIQA recording activities undertaken on quality assurance is prepared and sent to the authorities for approval	https://vmou.ac.in/ciqa
21.	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.		

	<p>(a) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.</p>	<p>A copy of the Annual Report about the activities at the end of each session in the format as specified by the Commission are duly approved by the statutory bodies of the university is sent to the Commission.</p>	<p>https://www.vmou.ac.in/annualreport</p>
<p>22.</p>	<p>Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes</p>	<p>The functioning of CIQA is overseen by the Registrar of the university, who examines the report generated by CIQA and gives instructions to ensure effectiveness of quality assurance systems and processes.</p>	<p>https://www.vmou.ac.in/ciqa</p>

23.	Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes	As decided by the Academic Council of the university in 2017 and 2022, the university avails the facility of adopting courses from other universities	https://www.vmu.ac.in/members
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24.	Promoted automation of learner support services of the Higher Educational Institution	<ul style="list-style-type: none"> • The admission to the students is done through the online portal of vmou.ac.in through which the student may take admission online by his /her mobile or through e-mitra centers of state government located all over the state. • The admitted learner may track his /her admission online after the finalization of admissions at the level of their respective regional centre. On the Student One View Portal, the study material, the details of the counselling classes, practical camps, other all student- related activities are all uploaded on it from where the student may download the same. • The examination schedule, time table, admit card, results, grade card etc are all available on university online portal. • The university portal also has the feature like online grievance redressal management system. The student has the option of selecting the department of the university by which his/her grievance is related. The student may track the status of his/her grievance from time to time. 	<p>https://www.vmou.ac.in/notices-admission</p> <p>https://www.vmou.ac.in/notices-exam</p> <p>https://online.vmou.ac.in/GrievanceForm.aspx</p>
25.	Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes	The services of external subject experts are solicited for course revision process	https://vmou.ac.in/node/568
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	The UGC Regulation 2020 has been duly adopted in matters of coordinating with third party auditing bodies for quality audit of programmes.	https://www.vmou.ac.in/members

27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	the university has been successfully accredited and received Grade A. AQAR(2022-2023) has been successfully submitted on the date 27-02-2024.	https://vmou.ac.in/node/575 https://www.vmou.ac.in/naac
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	MoUs have been signed with BAOU, BRAOU and PSSOU for quality enhancement of ODL mode of education and research therein.	https://www.vmou.ac.in/mou
29.	Facilitated in industry-institution linkage for providing exposure to the learners and enhancing their employability.	The university has established Center for Entrepreneurship and Skill Development through which skill training programmes are offered. An MoU was executed between Maulan Azad Education Foundation (MAEF) and VMOU. Under Seekho aur Kamao Scheme, MAEF released funds for implementation of training target of 1400 trainees of Trade/job role of Plumbing Supervisor and Medical Records and Health Information Technician. The training programme was organized at 9 various centers of VMOU across the state of Rajasthan between 01.12.2021 and 15.09.2022. · The objective of this partnership is to link vocational education and training with higher education, thereby making India's youth employable	https://www.vmou.ac.in/gallery https://vmou.ac.in/node/587

		through the creation of new avenues for them to access better work opportunities.	
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2.2 Compliance of Quality Monitoring Mechanism – As per Annexure–I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

Sr.No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
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1.	<p>Governance, Leadership and Management:</p> <p>a. Organisation Structure and Governance</p> <p>b. Management</p> <p>c. Strategic Planning</p> <p>d. Operational Plan, Goals and Policies</p>	<p>(a)The university has 140 sanctioned posts for various faculty out of which 19 are filled. The requisition of the remaining posts (121) has been sent to the state government for approval.</p> <p>(b)The university faculty exhibits hierarchy culture type, which represents the university as an organization that concentrates on internal maintenance where individuals follow procedures, and leaders effectively coordinate and organise activity to maintain a smooth running organisation.</p> <p>(c) Through a collaborative approach, the university ensures curriculum, teaching and research work together to maximise positive effect on a diverse community of learners, to improve access to Higher Education, enhance quality and student outcomes, and create new knowledge to impact on society, culture, the economy and governments.</p> <p>(d) VMOU, as a regional leader in higher education, provides every adult in Rajasthan with the opportunity to learn and achieve by leveraging technology and our world-class expertise in supported distance learning. We have always been a movement, not just a university, and we have always been in a class of our own. We are passionately open to people, places, methods and ideas, with a huge range of resources that enable thousands of people every year to take their first – or further - steps into higher education. Because most of our undergraduate admissions are non-selective, we enable students from diverse backgrounds to achieve the highest</p>	<p>N/A</p> <p>https://online.vmo.ac.in/Department.aspx</p> <p>https://www.vmo.ac.in/mou</p> <p>https://online.vmo.ac.in/SLM.aspx</p>
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		levels of academic and professional excellence.	
2.	Articulation of Higher Educational Institution Objectives	The vision, mission, ethos and broad strategy has been aptly articulated in the prospectus and the courses offered are in line with UGC (ODL Programmes) Regulations 2020	https://www.vmou.ac.in/about-vmou
3.	<p>Programme Development and Approval Processes</p> <p>a. Curriculum Planning, Design and Development</p> <p>b. Curriculum Implementation</p> <p>c. Academic Flexibility</p>	<p>(a) The University has a well-organized system of curriculum design and development in place in the form of a Course Development Committee (CDC) and Course Revision Committee (CRC) comprising faculty members from the relevant school as well as invited external experts according to the guidelines issued by DEB norms.</p> <p>(b) The CDC meet to review existing syllabi and designs, as well as develop new curriculum based on the needs of the stakeholders. Each school's curriculum and related PPR is then presented to the Academic Council for approval.</p> <p>(c) The university provides students with flexible schedules, allowing them to study at their own pace and on their own time. Another important aspect of flexibility is the extension of registration or re-entry validity. The University has established mechanisms for lateral entry into undergraduate and graduate programmes, whereby We credits from other institutions are accepted, saving students time and money.</p>	<p>https://vmou.ac.in/node/568</p> <p>https://vmou.ac.in/node/568</p> <p>https://vmou.ac.in/notices-admission</p>

	d. Learning Resource	(d) SLM is regularly updated to reflect changes in the field of study and is reviewed on a regular basis in light of feedback from students, counsellors, experts, and others in order to make it more learner friendly and academically rich. The university portal has digital repository where the digitized form of study material is kept and can easily be downloaded by the learners.	https://online.vmo.ac.in/SLM.aspx
	e. Feedback System	(e) To create a more directed revision process, faculty sets goals and uses reflective practice to deepen the analysis of the issues in the course. This practice is based on the feedback received from the stakeholders online and offline.	https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform
4.	Programme Monitoring and Review	The Schools of Studies' reports are considered by a university-level peer review group, who report to the faculties on outcomes in terms of academic standards and the student learning experience. Overall findings and recommendations from the process are outlined in an annual report which is submitted to the AC. Recommendations and resultant actions are followed up by the Directors of the schools and reported to relevant committees. The outcomes of lead to changes of university procedure, sharing of best practice and improvement of the student learning experience.	https://vmou.ac.in/members
5.	Infrastructure Resources	At the beginning of the academic year need- assessment for replacement /up gradation/addition of the existing infrastructure is carried out based on the suggestions from the Planning Board, members, Directors of the schools, lab technicians and system administrator	https://archive.vmo.ac.in/content/164191643

		<p>after reviewing course requirements, computer- student ratio, budget constraints, working condition of the existing equipment and also students' grievances.</p> <p>The university has well regulated policies and mechanism to create, upgrade and enhance infrastructural facilities for quality sustenance and enhancement of the Teaching Learning process.</p>	
6.	Learning Environment and Learner Support	<p>Course counsellors are available at each infrastructure is carried out based on the suggestions from the Planning Board, members, Directors of the schools, lab technicians and system administrator after reviewing course requirements, computer- student ratio, budget constraints, working condition of the existing equipment and also students' grievances.</p> <p>The university has well regulated policies and mechanism to create, upgrade and enhance infrastructural facilities for quality sustenance and enhancement of the Teaching Learning process. Regional Centre/Study Centre, who are the student's nearest point of contact for studies and assist the student in studies by their presence.</p> <p>University has developed a repository of pre-recorded video lectures. This instructional video tool can be accessed any time. Besides guest speakers, content experts, program coordinators, senior faculties from other universities visiting university are also regulated to deliver lectures on specific topics. Webinar or Web based seminar is another media which is used to counsel the learners. Here the learner is encouraged to hear the guest speaker or interact with him.</p>	<p>https://archive.vmu.ac.in/naac2</p>
7.	Assessment and Evaluation	<p>The university uses credit system, and learners are assessed through continuous assessment practices and</p>	<p>https://archive.vmu.ac.in/naac5</p>

		final exams. Continuous assessment practices include assignments graded by supervisors and computers as well as course specific project reports in some courses.	
8.	Teaching Quality and Staff Development	The teaching faculty is encouraged to participate in the Faculty Development Programmes (FDP) online or offline periodically	https://vmou.ac.in/node/589

2.3 Compliance of Process of Internal Quality Audit - As per Annexure-I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

Sr. No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document

1.	Academic Planning	<p>The University 's Academic Council exercises supervision and controls over and is responsible for the maintenance of the standards of education, teaching, examination and other academic matters. The university draws on a student assessment framework, where we consider the variety of students' experiences from entrance to graduation and beyond and look at how these experiences shape student outcomes. This holistic approach focuses on the quality of these experiences at various stages of students' journeys and on students' learning, development, and success We use both quantitative and qualitative measures to shed light on the effectiveness of university offerings and on student achievements.</p> <p>The university works collaboratively with directors-schools of study, individual faculty members, and the administration to design and implement a variety of program-based, curricular, and instructional innovation assessment initiatives in the AC meetings.</p>	https://vmou.ac.in/members
2.	Validation		N/A

3.	<p>Monitoring, Evaluation and Enhancement Plans</p> <p>(a) Reports from Learner Support Centres (for Open and Distance Learning programmes)</p> <p>(b) Reports from Examination Centres</p> <p>(c) External Auditor or other External Agencies report</p> <p>(d) Systematic Consideration of Performance Data at Programme, Faculty and</p>	<p>(a) The coordinators of the Study Centres send their report annually on academic activities to the concerned Regional Centres. The report includes Program Advocacy and Promotion, Program and learner related activities at the Regional Centers, Learner support Activities at the Learner Support Centers, Learner related queries and grievances handled, Utilization of the SMS Service for Learner Support Services etc. The reports are monitored by the RSD of the university.</p> <p>(b) The University sends its own observers and flying squad to observe the conduct of examination and to carryout physical checking of the examinees during exams. The reports are submitted to the CEE after every TEE and appropriate actions are initiated.</p> <p>N/A</p> <p>(d) The web based facilities have been provided to the learners. The results are incorporated in the Annual Reports.</p>	<p>https://vmou.ac.in/node/565</p> <p>https://vmou.ac.in/node/564</p> <p>https://online.vmou.ac.in/Admission_Stat/usway.aspx</p> <p>https://www.vmou.ac.in/ciga</p>
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	<p>Higher Educational Institution levels</p> <p>(e) Reporting and Analytics by the Higher Educational Institution</p> <p>(f) Periodic Review</p>	<p>(e) Self-assessment of learning is linked to greater self-regulation and achievement. The ability to evaluate one's own work and processes is an important objective of higher education. Feedback concerning task, process, and self-regulatory processes improves educational outcomes.</p> <p>(f) The university has an effective system of collecting feedback, online and offline, from the stakeholders and quality enhancement is initiated keeping in view the viability of the feedback received.</p>	<p>https://online.vmou.ac.in/SLM.aspx</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform</p>
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Part – III: Human Resources and Infrastructural Requirements

3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University) - Regular, full time, at least Associate Professor

Or Name and details of Head for each school (for Open University) - Full time dedicated, not below the rank of an Associate Professor

School of Continuing Education				
Sr. No.	Name Of Faculty Member and Employee	Designation	Qualification	Salery Per Month
1	Dr. Subodh Kumar	Director, Professor, Journalism	M.A. Ph.D.	289916
School of Commerce & Management				
1	Dr. Anurodh Godha	Director, Associate Professor	M.Com. Ph.D.	259904
School of Science & Technology				
1	Dr. (Mrs.) Anuradha Dubey	Director, Associate Professor, Botany	M.Sc. Ph.D.	259904
School of Humanity & Social Science				
1	Prof. B Arun Kumar	Director Academic, Professor CAS (Political Science)	M.A. Ph.D.	335948
2	Dr. (Smt) Kshamata Chaudhary	Director, Associate Professor, English	M.A. Ph.D.	283898
School of Education				
1	Dr. (Mrs.) Keerti Singh	Director, Associate Professor Education	M.A. Ph.D.	259904

3.2 Compliance status of “Human Resource and Infrastructural Requirements” – As per Annexure - IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of Staffing norms and physical infrastructure exclusively/independently, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

Insert Box

HEI ID: U-0428 Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan) Type of HEI: State Government Open University

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason thereof
UG + PG	99	18	Partially Yes	Sanction of the remaining post yet to be received from state government

S. No.	Programme Name	No. of Full timeDedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/ month			Date of joining programme and Joining report
							Type	Gross salary/ month	Contract period	
							Type Regular/Contract with gross salary			Upload pdf
							Regular/ Contact	Gross Salary per month		
1	Journalism UG+PG	1	Dr. Subodh Kumar	Professor in Journalism	M.A. Ph.D.	11 Years	regular	289916	29.06.2013	
2	Economics UG+PG	1	Dr. Surendra Kumar Kulshreshtha	Assistant Professor in Economics	M.A. Ph.D.	10 Years	regular	149234	02.10.2014	
3	English UG+PG	1	Dr. (Smt) Kshamata Choudhary	Associate Prof. In English	M.A. Ph.D.	17 Years	regular	283898	29.05.2007	
4	Public Administration UG+PG	1	Dr. Akbar Ali	Asstt. Prof. In Public Administration	M.A. Ph.D.	11 Years	regular	147116	05.07.2013	
5	Political Science UG + PG	1	Prof. B. Arun Kumar (CAS)	Prof. In Political Science	M.A. Ph.D.	15 Years	Regular	335948	19.08.2009	
6	Geography UG + PG	1	Dr. Alok Chouhan	Asstt. Prof. In Geography	M.Sc. Ph.D.	10 Years	regular	162812	15.01.2014	

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7	Sanskrit UG + PG	1	Dr. Kapil Gautam	Asstt. Prof. Sanskrit	M.A. Ph.D	10 Years	regular	162812	11.01.2014
8	Zoology UG + PG	1	Shri Sandeep Hooda	Asstt. Prof. Zoology	M.Sc.	10 Years	regular	140678	27.09.2014
9	Botany UG + PG	1	Dr. Anuradha Dubey	Associate Prof. Om Botany	M.Sc. Ph.D.	15 Years	regular	259904	03.08.2009
10	Physics UG + PG	1	Shri Sushil Rajpurohit	Asstt. Prof. In Physics	M.Sc.	10 Years	regular	136400	22.01.2014
11	Maths UG + PG	1	Dr. Ravi Gupta	Asst. Prof. In Maths	M.Sc. Ph.D.	10 Years	regular	149234	09.01.2014
12	Computer Science UG + PG	1	Shri Rakesh Sharma	Asstt. Prof. In Computer Science	B.Sc. MCA	34 Years	regular	297140	15.02.1990
		1	Dr. Neeraj Arora	Asstt. Prof. In Computer Science	M.Tech	9 Years	Regular	130988	24.01.2015
13	Commerce UG + PG	1	Dr. Anurodh Godha	Associate Prof. In Commerce	M.Com. Ph.D.	15 Years	regular	259904	03.08.2009
14	Education UG + PG	1	Dr. Anil Kumar Jain	Professor, Education	M.Sc. Ph.D.	10 Years	On Lien		11.07.2013
		1	Dr. (Mrs) Keerti Singh	Associate Prof. In Education	M.A. Ph.D.	15 Years	regular	259904	03.08.2009
		1	Dr. Akhilesh Kumar	Asstt. Prof. In Education	M.Sc. Ph.D.	7 Years	On Lien		09.01.2014
		2	Dr. Patanjali Mishra	Asstt. Prof. In Education	M.A. Ph.D.	10 Years	On Lien		01.07.2013

3.3 Details of Administrative staff

Number of Administrative staff available exclusively for ODL programmes at HQ & at LSCs

Admin Staff	Required (up to 5,000 students)	Available
Deputy Registrar	1	2
Assistant Registrar	1	10
Section Officer	1	2
Assistants	3 (2 for DM Universities)	6
Computer Operator	2	2
Multi-Tasking Staff	2	0

(Attach duly attested photocopy of appointment letter with salary details)

Link- <https://www.vmou.ac.in/node/572>

Note:

1. In case of the enrolment higher than 5,000 the number of positions in the Centre for Distance and Online Learning may be increased by the HEI appropriately.
2. Private University eligible to offer ODL programmes through its Head Quarters only and duly recognized off-campus centres; not through any Learner Support Centre.

Part – IV: Examinations

4.1 Information of formative and summative assessments/examinations conducted with the actions taken to ensure sanctity of examinations:

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes	
2.	For ensuring transparency and credibility, the full time faculty of the Open and Distance Learning mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	Yes	
3.	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centres shall be allotted to any private organisations or unapproved Higher Educational Institutions.	Yes	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Yes	

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Yes	
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Yes	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Yes	
10.	Safety and security of the examination centre must be ensured	Yes	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Yes	
12.	Provision of drinking water must be made for learners	Yes	
13.	Adequate parking must be available near the examination centre	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	

4.2 Compliance status of 'Evaluation' and 'Certification' – As per Regulations 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Upload guidelines	No Online exam is not being conducted
2.	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.	Upload mechanism Yes Office Order is attached	https://vmou.ac.in/prospectus (Page no. 16-21)
3.	<p>The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>i) the Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted;</p> <p>ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each</p>	<p>NA</p> <p>Yes</p>	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution		
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through Open and Distance Learning mode shall be evolved by adopting same standards as being followed in conventional mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	No	Since VMOU is an OLD institution only
5.	The weightage for different components of assessments for Open and Distance Learning mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	Upload sample question paper Yes Q.P. of assignment Q.P. of theory paper	https://vmou.ac.in/node/564 https://vmou.ac.in/node/577 https://vmou.ac.in/node/578
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes (Relevant prospectus page attached)	https://vmou.ac.in/prospectus

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	Upload sample Yes UG marksheet attached	https://vmou.ac.in/node/564
8.	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	Upload Process Yes Paper setting format attached	https://vmou.ac.in/node/564 https://vmou.ac.in/node/580
9.	The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	Upload list Yes Exam Centers list Attached	https://vmou.ac.in/node/564 https://vmou.ac.in/node/581
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	YES	
	(b) Availability of biometric system	NO	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners	Yes Attendance are Verified by Aadhaar Card or by photo ID issued by Govt.	
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	Yes	https://vmou.ac.in/node/579
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Upload Sample and list	NO
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Upload details of Observer assigned	https://vmou.ac.in/node/564 https://vmou.ac.in/node/582
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Upload Observer Report	https://vmou.ac.in/node/564
13.	(a) All end semester examinations or term end examinations for programmes offered through Open and Distance	Yes	https://vmou.ac.in/exam-time-table

HEI ID: U-0428 Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan) Type of HEI: State Government Open University

	Learning mode shall be conducted		
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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	through proctored examination (pen-paper or online or computer-based testing) within Territorial Jurisdiction, in the examination centre as mentioned in these regulations.		
	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	Yes	
14.	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	Yes In Govt. institution as well as prestigious private educational institution too	
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	Yes	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes	
17.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognized identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Upload samples Yes (Photo copy of Degree attached) No Yes	https://vmou.ac.in/node/576
	(b) Each award shall also be uploaded on the National Academic Depository		
18.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Learner Support Centres (only for Open and Distance Learning); (v) Name and address of	Upload samples Mode of delivery, date of admission identified by scholar no. Year Batch Completion is mentioned on the marks sheet (iv) & (v) not done/feasible because of large no. Of study centre and exam centre	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	all Examination Centres		

4.3 Whether any examination held through online mode.

If yes, provide details regarding technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination

NO

4.4 Result and Student Progression

For UG, PG and PGD programmes

Vardhman Mahaveer Open University, Kota

Exam Statistics for Exam : JUNE23

Program	Registered-Total	Appeared-Total	Progressed-Total	Passed-Total	% Passed	First Div-Total	% Ist Div
BA2L-2	29	27	27	12	44.44	10	37.04
BA2L-3	32	30	30	18	60	15	50
BA3L-3	26	23	23	9	39.13	6	26.09
BAA(EC)	9	6	6	3	50	2	33.33
BAA(ED)	2	1	1	0	0	0	0
BAA(EG)	503	396	396	198	50	136	34.34
BAA(GE)	35	34	34	20	58.82	20	58.82
BAA(HD)	89	68	68	47	69.12	42	61.76
BAA(HI)	32	25	25	20	80	18	72
BAA(JM)	13	10	10	5	50	5	50
BAA(MT)	99	78	78	42	53.85	37	47.44
BAA(PA)	2	2	2	1	50	1	50
BAA(PS)	19	10	10	7	70	6	60
BAA(PSY)	18	10	10	1	10	1	10
BAA(RJ)	9	5	5	5	100	5	100
BAA(SA)	90	68	68	55	80.88	54	79.41

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BAA(SO)	8	6	6	4	66.67	4	66.67
BAA(UD)	110	76	76	47	61.84	29	38.16
BA-I	31537	27418	27418	12293	44.84	8763	31.96
BA-II	21839	20069	20069	8609	42.9	6392	31.85
BA-III	17201	15781	15781	9875	62.58	7802	49.44
BBA-I	53	36	36	23	63.89	16	44.44
BBA-II	24	15	15	8	53.33	6	40
BBA-III	25	18	18	10	55.56	7	38.89
BCA-I	260	200	200	66	33	63	31.5
BCA-II	97	82	82	35	42.68	30	36.59
BCA-III	62	44	44	23	52.27	22	50
BCOM2L-2	3	2	2	1	50	1	50
BCOM2L-3	1	1	1	0	0	0	0
BCOM3L-3	2	2	2	1	50	0	0
BCOM-I	305	234	234	117	50	71	30.34
BCOM-II	204	185	185	103	55.68	49	26.49
BCOM-III	174	146	146	109	74.66	88	60.27
BED-I	531	524	524	502	95.8	501	95.61
BED-II	562	557	557	492	88.33	492	88.33
BJ	175	132	132	93	70.45	87	65.91
BJL-F	1	1	1	1	100	0	0
BLIS	3640	2704	2704	723	26.74	423	15.64
BSC2L-2	24	23	23	9	39.13	9	39.13
BSC2L-3	19	18	18	13	72.22	11	61.11
BSC3L-3	31	28	28	16	57.14	15	53.57
BScA(BO)	8	5	5	3	60	3	60
BScA(BT)	8	5	5	0	0	0	0
BScA(CH)	11	7	7	3	42.86	3	42.86
BScA(EC)	1	0	0	0	#DIV/0!	0	#DIV/0!
BScA(GE)	28	20	20	16	80	16	80
BScA(MT)	23	17	17	9	52.94	9	52.94
BScA(PH)	4	3	3	0	0	0	0
BScA(ZO)	12	9	9	5	55.56	5	55.56
BSC-I	3322	2806	2806	842	30.01	656	23.38
BSC-II	2509	2315	2315	888	38.36	747	32.27
BSC-III	2207	2047	2047	978	47.78	867	42.35
BSW-I	56	41	41	18	43.9	12	29.27
BSW-II	31	29	29	15	51.72	11	37.93
BSW-III	23	23	23	10	43.48	5	21.74

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CFE	6	4	4	2	50	2	50
CIJ	24	12	12	8	66.67	8	66.67
CPGM	26	26	26	7	26.92	7	26.92
CPL	1	1	1	0	0	0	0
CPNM	24	12	12	2	16.67	1	8.33
CRLC	22	6	6	5	83.33	2	33.33
CTE	14	10	10	5	50	4	40
DAL	1	1	1	0	0	0	0
DCT	74	50	50	34	68	21	42
DGA	7	3	3	2	66.67	1	33.33
DLIS	8510	6200	6200	1651	26.63	128	2.06
DMC	110	71	71	58	81.69	39	54.93
DNHE	5	3	3	3	100	2	66.67
DNS	4	3	3	3	100	2	66.67
DPL	4	0	0	0	#DIV/0 !	0	#DIV/0 !
DSPR	27	12	12	6	50	3	25
DWSM	87	63	63	23	36.51	7	11.11
DYS	2785	2412	2412	1869	77.49	952	39.47
MAEC-F	384	295	295	159	53.9	14	4.75
MAEC-P	635	466	466	260	55.79	45	9.66
MAED-F	643	575	575	497	86.43	468	81.39
MAED-P	887	732	732	566	77.32	505	68.99
MAEG-F	2244	1901	1901	1083	56.97	765	40.24
MAEG-P	2654	2209	2209	1242	56.22	780	35.31
MAGE-F	3094	2775	2775	2089	75.28	1802	64.94
MAGE-P	4211	3659	3659	2149	58.73	1594	43.56
MAHD-F	2379	2125	2125	1666	78.4	1216	57.22
MAHDL-F	1	1	1	0	0	0	0
MAHD-P	3594	3151	3151	2390	75.85	1821	57.79
MAHI-F	2176	1984	1984	1584	79.84	1389	70.01
MAHIL-F	2	2	2	2	100	2	100
MAHI-P	3548	3089	3089	1960	63.45	1263	40.89
MAMT-F	85	56	56	41	73.21	33	58.93
MAMT-P	122	92	92	44	47.83	28	30.43
MAPA-F	74	66	66	55	83.33	45	68.18
MAPA-P	143	101	101	67	66.34	45	44.55
MAPS-F	2251	2001	2001	1569	78.41	1039	51.92
MAPS-P	3156	2725	2725	1967	72.18	1550	56.88
MAPST-F	124	105	105	85	80.95	67	63.81
MAPST-P	190	149	149	112	75.17	90	60.4
MAPSY-F	404	358	358	280	78.21	278	77.65

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MAPSY-P	692	544	544	360	66.18	352	64.71
MARJ-F	71	64	64	37	57.81	22	34.38
MARJ-P	88	67	67	40	59.7	32	47.76
MASA-F	345	289	289	139	48.1	81	28.03
MASA-P	430	339	339	127	37.46	73	21.53
MASO-F	368	313	313	171	54.63	60	19.17
MASO-P	582	457	457	326	71.33	171	37.42
MBA-I	260	217	217	168	77.42	99	45.62
MBA-II	137	124	124	79	63.71	66	53.23
MBO-F	289	262	262	166	63.36	157	59.92
MBO-P	209	171	171	67	39.18	62	36.26
MCA-I	76	69	69	37	53.62	27	39.13
MCA-II	27	26	26	15	57.69	14	53.85
MCA-III	6	5	5	2	40	2	40
MCAQ-I	9	8	8	4	50	2	25
MCAQ-II	9	8	8	3	37.5	3	37.5
MCOM-F	396	319	319	248	77.74	51	15.99
MCOM-P	344	282	282	201	71.28	66	23.4
MJ	36	27	27	18	66.67	16	59.26
MLIS	581	496	496	326	65.73	173	34.88
MPH-F	362	303	303	128	42.24	70	23.1
MPH-P	411	340	340	81	23.82	22	6.47
MSCCH-F	764	667	667	418	62.67	281	42.13
MSCCH-P	729	668	668	328	49.1	252	37.72
MSCCSC-F	115	107	107	67	62.62	50	46.73
MSCCSC-L-F	46	45	45	23	51.11	18	40
MSCCSC-P	323	311	311	177	56.91	151	48.55
MSCCS-F	4	4	4	3	75	2	50
MSCCS-P	2	2	2	0	0	0	0
MSCGE-F	232	216	216	141	65.28	117	54.17
MSCGE-P	130	122	122	77	63.11	43	35.25
MSCMT-F	3175	2738	2738	1714	62.6	1290	47.11
MSCMT-L-F	1	1	1	1	100	0	0
MSCMT-P	5472	4541	4541	2291	50.45	1541	33.94
MSCPH-F	1	1	1	1	100	1	100
MSCPH-P	1	1	1	1	100	1	100
MSW-F	345	308	308	209	67.86	129	41.88
MSW-P	639	544	544	376	69.12	266	48.9
MZO-F	642	579	579	360	62.18	255	44.04

HEI ID: U-0428 Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan) Type of HEI: State Government Open University

MZO-P	584	516	516	282	54.65	168	32.56
PGDCA	88	73	73	48	65.75	26	35.62
PGDCAA	1	0	0	0	#DIV/0!	0	#DIV/0!
PGDCL	9	8	8	8	100	3	37.5
PGDGC	48	37	37	32	86.49	10	27.03
PGDGN	1	0	0	0	#DIV/0!	0	#DIV/0!
PGDLL	14	10	10	9	90	1	10
PGDYS	33	23	23	20	86.96	13	56.52
PGIPR	1	1	1	0	0	0	0

Vardhman Mahaveer Open University, Kota

Exam Statistics for Exam : DEC23

Program	Registered-Total	Appeared-Total	Progressed-Total	Passed-Total	% Passed	First Div-Total	% Ist Div
BA2L-2	29	25	25	11	44	8	32
BA2L-3	19	13	13	6	46.15	4	30.77
BA3L-3	26	21	21	11	52.38	7	33.33
BAA(EC)	7	3	3	2	66.67	2	66.67
BAA(ED)	4	1	1	0	0	0	0
BAA(EG)	506	349	349	117	33.52	94	26.93
BAA(GE)	27	16	16	8	50	8	50
BAA(HD)	94	65	65	47	72.31	46	70.77
BAA(HI)	24	17	17	13	76.47	13	76.47
BAA(JM)	13	11	11	6	54.55	6	54.55
BAA(MT)	52	31	31	11	35.48	11	35.48
BAA(PA)	3	3	3	2	66.67	2	66.67
BAA(PS)	19	12	12	9	75	9	75
BAA(PSY)	16	10	10	8	80	8	80
BAA(RJ)	32	27	27	19	70.37	19	70.37
BAA(SA)	62	46	46	25	54.35	23	50
BAA(SO)	5	4	4	4	100	4	100
BAA(UD)	72	55	55	30	54.55	26	47.27
BA-I	15341	12395	12395	5866	47.33	4532	36.56
BA-II	16678	14639	14639	5610	38.32	4434	30.29
BA-III	11747	10357	10357	5689	54.93	4736	45.73
BBA-I	40	19	19	12	63.16	11	57.89
BBA-II	29	21	21	15	71.43	13	61.9
BBA-III	18	14	14	5	35.71	5	35.71
BCA-I	153	116	116	48	41.38	47	40.52

HEI ID: U-0428 Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan) Type of HEI: State Government Open University

BCA-II	90	75	75	33	44	31	41.33
BCA-III	48	41	41	16	39.02	15	36.59
BCOM2L-2	3	3	3	2	66.67	2	66.67
BCOM2L-3	3	3	3	2	66.67	2	66.67
BCOM3L-3	1	0	0	0	#DIV/0!	0	#DIV/0!
BCOM-I	164	90	90	49	54.44	31	34.44
BCOM-II	135	106	106	52	49.06	33	31.13
BCOM-III	100	84	84	57	67.86	51	60.71
BED-I	20	15	15	12	80	12	80
BED-II	39	30	30	20	66.67	20	66.67
BJ	139	110	110	80	72.73	77	70
BLIS	4408	3045	3045	3767	123.71	312	10.25
BSC2L-2	15	13	13	9	69.23	9	69.23
BSC2L-3	5	5	5	2	40	2	40
BSC3L-3	10	10	10	3	30	3	30
BScA(BO)	4	3	3	1	33.33	1	33.33
BScA(BT)	1	1	1	0	0	0	0
BScA(CH)	2	2	2	1	50	1	50
BScA(GE)	13	10	10	8	80	8	80
BScA(MT)	9	5	5	2	40	2	40
BScA(PH)	1	1	1	0	0	0	0
BScA(ZO)	1	0	0	0	#DIV/0!	0	#DIV/0!
BSC-I	1162	983	983	427	43.44	267	27.16
BSC-II	1040	894	894	388	43.4	264	29.53
BSC-III	889	796	796	399	50.13	290	36.43
BSW-I	30	21	21	11	52.38	8	38.1
BSW-II	25	24	24	6	25	4	16.67
BSW-III	34	22	22	10	45.45	9	40.91
CCE	3	1	1	0	0	0	0
CFE	3	2	2	1	50	1	50
CIA	1	1	1	1	100	0	0
CIJ	21	13	13	11	84.62	11	84.62
CPGM	19	19	19	2	10.53	2	10.53
CPL	1	1	1	0	0	0	0
CPNM	30	13	13	1	7.69	0	0
CRLC	11	6	6	3	50	1	16.67
CTE	11	6	6	4	66.67	2	33.33
DCT	52	40	40	18	45	4	10
DGA	7	7	7	4	57.14	1	14.29
DLIS	9909	6240	6240	9052	145.06	57	0.91

HEI ID: U-0428 Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan) Type of HEI: State Government Open University

DMC	84	61	61	58	95.08	35	57.38
DNHE	1	1	1	1	100	1	100
DNS	1	1	1	1	100	1	100
DPL	4	1	1	0	0	0	0
DSPR	14	9	9	1	11.11	1	11.11
DWSM	55	42	42	22	52.38	7	16.67
DYS	2890	2501	2501	1968	78.69	1116	44.62
MAEC-F	358	261	261	98	37.55	23	8.81
MAEC-P	521	368	368	190	51.63	66	17.93
MAED-F	598	531	531	438	82.49	425	80.04
MAED-P	727	584	584	458	78.42	430	73.63
MAEG-F	1781	1474	1474	841	57.06	476	32.29
MAEG-P	2791	2268	2268	1173	51.72	503	22.18
MAGE-F	2246	1932	1932	1556	80.54	1248	64.6
MAGEL-F	2	2	2	1	50	1	50
MAGE-P	4356	3553	3553	2673	75.23	2133	60.03
MAHD-F	2436	2199	2199	1728	78.58	1387	63.07
MAHDL-F	2	2	2	2	100	1	50
MAHD-P	3994	3410	3410	2329	68.3	1710	50.15
MAHI-F	2424	2196	2196	1673	76.18	1360	61.93
MAHIL-F	1	0	0	0	#DIV/0!	0	#DIV/0!
MAHI-P	4083	3511	3511	2569	73.17	1812	51.61
MAMT-F	63	48	48	20	41.67	12	25
MAMT-P	102	68	68	22	32.35	21	30.88
MAPA-F	84	69	69	43	62.32	26	37.68
MAPA-P	137	109	109	76	69.72	50	45.87
MAPS-F	2290	2002	2002	1440	71.93	920	45.95
MAPSL-F	1	1	1	1	100	1	100
MAPS-P	3061	2539	2539	1890	74.44	1343	52.89
MAPST-F	129	107	107	72	67.29	62	57.94
MAPST-P	142	105	105	66	62.86	41	39.05
MAPSY-F	292	253	253	198	78.26	186	73.52
MAPSY-P	561	397	397	268	67.51	237	59.7
MARJ-F	53	45	45	33	73.33	24	53.33
MARJ-P	194	135	135	86	63.7	65	48.15
MASA-F	307	251	251	95	37.85	57	22.71
MASA-P	453	381	381	158	41.47	71	18.64
MASO-F	397	341	341	244	71.55	122	35.78
MASO-P	510	412	412	284	68.93	209	50.73
MBA-I	219	166	166	89	53.61	76	45.78
MBA-II	149	125	125	54	43.2	46	36.8
MBO-F	64	46	46	28	60.87	15	32.61

HEI ID: U-0428 Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan) Type of HEI: State Government Open University

MBO-P	59	27	27	29	107.41	8	29.63
MCA-I	112	102	102	80	78.43	67	65.69
MCA-II	21	20	20	14	70	12	60
MCA-III	3	3	3	1	33.33	1	33.33
MCAQ-I	15	15	15	9	60	9	60
MCAQ-II	13	13	13	11	84.62	10	76.92
MCOM-F	366	313	313	238	76.04	200	63.9
MCOM-P	340	239	239	180	75.31	135	56.49
MJ	29	21	21	18	85.71	16	76.19
MLIS	508	436	436	342	78.44	260	59.63
MPH-F	135	112	112	54	48.21	26	23.21
MPH-P	198	162	162	76	46.91	37	22.84
MSCCH-F	195	148	148	94	63.51	49	33.11
MSCCH-P	179	126	126	73	57.94	39	30.95
MSCCSC-F	93	80	80	54	67.5	43	53.75
MSCCSC-L-F	31	29	29	20	68.97	15	51.72
MSCCSC-P	375	313	313	210	67.09	185	59.11
MSCCS-F	2	1	1	0	0	0	0
MSCGE-F	73	49	49	36	73.47	15	30.61
MSCGE-P	55	39	39	28	71.79	11	28.21
MSCMT-F	2516	2186	2186	850	38.88	587	26.85
MSCMT-P	4667	3736	3736	1459	39.05	1029	27.54
MSW-F	374	318	318	209	65.72	173	54.4
MSW-P	523	437	437	321	73.46	229	52.4
MZO-F	167	139	139	66	47.48	32	23.02
MZO-P	138	110	110	55	50	20	18.18
PGDCA	41	27	27	23	85.19	5	18.52
PGDCL	1	1	1	1	100	0	0
PGDGC	15	5	5	2	40	1	20
PGDLL	1	1	1	1	100	1	100
PGDYS	14	12	12	8	66.67	6	50
PGIPR	2	1	1	1	100	1	100

Part – V: Programme Project Report (PPR) and Self-Learning Material (SLM)

5.1 Compliance status of ‘Guidelines on Programme Project Report’ – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that PPRs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

S. N	Programme	Year of Commencement	Date of AC	AC Decision
1.	Bachelor of Arts	1988-89	27.10.87 9.1.88	01/01.01
2.	Bachelor of Computer Application	2009	09.12.2009	39/12
3.	Bachelor of Education	1987-88	13.10.88	03/10
4.	Bachelor of Journalism	1987-88	13.10.88	03/10
5.	Bachelor of Library & Information Science	July,2002	28.10.98	19/11
6.	Bachelor of Science	July-07	19.04.95 05.03.07	09/02 19/8(2)
7.	Master of Arts (Economics)	1996-97	04.05.89	04/07.01
8.	Master of Arts (Education)	July, 2007	22.08.91 04.12.06	06/17 28/25.3
9.	Master of Arts (English)	July, 2007	05.03.07	29/8(4)
10.	Master of Arts (Geography)	July 2008	22.04.2008	34/05-3
11.	Master of Arts (Hindi)	July 2002	12.12.01 05.03.07	25/04 29/8(4)
12.	Master of Arts (History)	1996-97	04.05.89	04/07.01
13.	Master of Arts (Police Administration)	July 2014	10.04.2014	48/28
14.	Master of Arts (Political Sci.)	1996-97	04.05.89	04/07.01
15.	Master of Arts (Rajasthani)	July, 2010	09.12.09	39/07
16.	Master of Arts (Sanskrit)	July, 2014	23.10.13	44/07
17.	Master of Arts (Sociology)	July, 2007	22.08.91 19.04.2000 05.03.07	06/05 21/05 29/8(4)
18.	Master of Business Administration	July,2013	23.02.2013	44/19
19.	Master of Commerce	July-07	04.12.06	28/24
20.	Master of Computer Science	2008	22.04.2008	34/05-2
21.	Master of Psychology	July 2014	10.04.2014	48/32(2)
22.	Master of Science (Botany)	July 2013	Feb23,2013	44/06
23.	Master of Science (Chemistry)	July 2013	Feb23,2013	44/06, 45/20
24.	Master of Science (Mathematics)	July 2010	09.12.2009	39/09
25.	Master of Science (Physics)	July 2013	Feb23,2013	44/06, 45/20
26.	Master of Science (Zoology)	July 2013	Feb23,2013 May4,2013	44/06, 45/20

Sr. No.	Course Name	Web link
1.	BA	https://online.vmou.ac.in/ProgrammeDetails.aspx
2.	BBA	https://online.vmou.ac.in/ProgrammeDetails.aspx
3.	BCA	https://online.vmou.ac.in/ProgrammeDetails.aspx
4.	BCOM	https://online.vmou.ac.in/ProgrammeDetails.aspx
5.	BED	https://online.vmou.ac.in/ProgrammeDetails.aspx
6.	BJ(L)	https://online.vmou.ac.in/ProgrammeDetails.aspx
7.	BJ	https://online.vmou.ac.in/ProgrammeDetails.aspx
8.	BLIS	https://online.vmou.ac.in/ProgrammeDetails.aspx
9.	BSC	https://online.vmou.ac.in/ProgrammeDetails.aspx
10.	BSW	https://online.vmou.ac.in/ProgrammeDetails.aspx
11.	MAEC	https://online.vmou.ac.in/ProgrammeDetails.aspx
12.	MAED	https://online.vmou.ac.in/ProgrammeDetails.aspx
13.	MAEG	https://online.vmou.ac.in/ProgrammeDetails.aspx
14.	MAGE	https://online.vmou.ac.in/ProgrammeDetails.aspx
15.	MAHD	https://online.vmou.ac.in/ProgrammeDetails.aspx
16.	MAHI	https://online.vmou.ac.in/ProgrammeDetails.aspx
17.	MAMT	https://online.vmou.ac.in/ProgrammeDetails.aspx
18.	MAPA	https://online.vmou.ac.in/ProgrammeDetails.aspx
19.	MAPS	https://online.vmou.ac.in/ProgrammeDetails.aspx

20.	MAPST	https://online.vmou.ac.in/ProgrammeDetails.aspx
21.	MAPSY	https://online.vmou.ac.in/ProgrammeDetails.aspx
22.	MARJ	https://online.vmou.ac.in/ProgrammeDetails.aspx
23.	MASA	https://online.vmou.ac.in/ProgrammeDetails.aspx
24.	MASO	https://online.vmou.ac.in/ProgrammeDetails.aspx
25.	MBA(MP)	https://online.vmou.ac.in/ProgrammeDetails.aspx
26.	MBO	https://online.vmou.ac.in/ProgrammeDetails.aspx
27.	MCOM	https://online.vmou.ac.in/ProgrammeDetails.aspx
28.	MJ	https://online.vmou.ac.in/ProgrammeDetails.aspx
29.	MILS	https://online.vmou.ac.in/ProgrammeDetails.aspx
30.	MPH	https://online.vmou.ac.in/ProgrammeDetails.aspx
31.	MSCCH	https://online.vmou.ac.in/ProgrammeDetails.aspx
32.	MSCCH	https://online.vmou.ac.in/ProgrammeDetails.aspx
33.	MSCCS	https://online.vmou.ac.in/ProgrammeDetails.aspx
34.	MSCGE	https://online.vmou.ac.in/ProgrammeDetails.aspx
35.	MSCMT	https://online.vmou.ac.in/ProgrammeDetails.aspx
36.	MSW	https://online.vmou.ac.in/ProgrammeDetails.aspx
37.	MZO	https://online.vmou.ac.in/ProgrammeDetails.aspx

5.2 Compliance status of 'Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy' - As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.

Development of Self-Learning Material

Preamble

In a traditional classroom, the teacher serves as the primary resource, supplemented by other resources such as textbooks, audio aids, and so on, to teach the students. However, there is no teacher in distance education. A combination of learning materials and tutors replaces the teacher. The tutors, on the other hand, are not always available to the students. They primarily serve as facilitators and have little interaction with the students. As a result, distance education material must perform all of the functions that a teacher does in a traditional classroom. It is the study material used in distance education that serves as the students' ultimate information source and guide. Distance education is inherently self-study or self-learning, which makes the instructional material even more important for performing the various self learning tasks. Distance education is a type of education that encourages and promotes self-learning. In this case, the individual student assumes responsibility for his or her own learning, independent of the teacher.

Writing for distance education is a difficult task that is distinct from writing a book or a journal. Self-Learning Material (SLM) can take the place of a live teacher. It must include all of the materials that have been prepared to encourage independent learning.

It is also critical to revise the SLM. It must be updated to reflect new developments in the field of study. Furthermore, the course must be reviewed in light of feedback from students, counselors, experts, and others in order to make the course more learner friendly and academically rich.

Introduction

Printed course material is the most important method of imparting instruction to thousands of distance learners. As a result, academic standards must be met when developing course materials. Academics working on SLM should be familiar with all of the key terms related to the ODL process:

Programme: It refers to curriculum or combination of courses in a particular field of study e.g. Under Graduate, Post Graduate, Diploma, and Certificate Programmes.

Course: It includes the teaching materials and other components of the study. It consists of a number of booklets of printed material, audio and video components, counseling sessions, assignments, library work, laboratory work, project work etc. A course is divided into Blocks in the form of a booklet of about 60/80 pages. Each block presents one unified theme. Each block is further divided into Units based on the relevant topics. Each unit is further broken into sections and sub-sections for the clarity of the presentation of concepts, information, illustrations etc.

All the units of a block are logically and thematically linked with each other. The length of a unit may be 5000 to 6000 words.

Characteristics of Self-Learning Materials

The self-learning materials so developed should have the following distinct characteristics:

- **Self-motivating:** Students are motivated and encouraged to learn when they use self-learning materials. It encourages them to raise issues and relate situations to their newfound knowledge. It makes the learning process more meaningful to the students.
- **Self-learning:** Self-learning materials include features such as directions, hints, references, and so on, allowing students to learn independently. Examples, explanations, illustrations, and activities supplement the learning material.
- **Self-explanatory:** The learner can go through the material and comprehend it without any outside assistance. The self-study material is conceptually sound and consistent. As a result, before developing content, it is logically analyzed.
- **Self-contained:** Self-learning material is sufficient in and of itself, requiring only minimal outside assistance. Because of their remote locations, many distance education students are unable to obtain external assistance. As a result, it is designed in such a way that content can be visualized easily and effectively.
- **Self-directed:** At each stage of learning, the material provides learners with support and guidance. The content is self-directed and is presented in the form of simple explanations, sequential development, illustrations, learning activities, and so on.
- **Self-evaluating:** Evaluation mechanisms such as self-check questions, activities, and exercises are included in self-learning material. It provides learners with the necessary feedback about their progress, motivating and encouraging them to continue and reinforce their learning.

Access Devices:

These are devices that enable learners to find what they need to read and make the content more intimate to them.

- **Structure of the Unit:** Each unit is given a title appropriate to the content presented in the unit. The learner should get a clear idea about the content being covered in the unit from the title. The structure with itemized sections and sub-sections should be given in order of the occurrence of the content in the material.
- **Objectives:** The objectives of the unit should be defined clearly in behavioral terms.
- **Division of Content:** Each section is indicated distinctly by bold capitals and each sub-section by relatively small but bold typeface.
- **Illustrations:** The content should be supported with appropriate illustrations, diagrams, charts, graphs, photographs, flow diagrams etc.
- **Glossary:** Adequate glossary of keywords, new concepts, and technical expressions should be given in the unit after the summary.
- **Instructions:** Precise and unambiguous instructions as how to go through the unit should be given.

Developing a Unit:

The course material should be oriented towards self-learning so that the learners may be able to learn with or without the support of the teacher.

Beginning of the Unit:

- **Structure of the Unit:** The structure with the help of clearly differentiated and logically arranged sections and subsections, makes the material more learner-oriented and learner friendly. The sections and sub-sections of a unit are simply numbered in the sequence using one point, e.g., 3.1, 3.2, 3.3, and so on. In this example the left hand digit denotes the unit number, and the digit on the right hand denotes the section number.
- **Introduction to the Unit:** In the introduction you need to receive, welcome and motivate the learners by giving them the impression that what they are going to study in the unit is easy and manageable. The introduction should

usually be a page or so. Because the introductory part covers the entire unit and establishes links with previous units, it may actually be written after the unit is completed.

Components of the Introduction: There are three major components of an introduction.

- **Structural Component:** In the introduction, we give information about the previous content; thus, we establish a link between what a learner has already learned and what he/she is going to study in the unit at hand.
- **Defining Objectives:** By objectives we mean – what should, a learner be able to do after going through the unit. Objectives are the behaviors to be displayed by the learner. Defining objectives is to identify the terminal outcomes of instruction in terms of observable performance of learners. These outcomes are to be presented in ‘behavior terms’ which are also called ‘learning outcomes’.

Main body of the Unit:

The main body of the unit includes the content in the form of sections and sub-sections, each of which presents at least one new point or idea, and self-check questions related to those points/ideas.

The body of the unit, therefore, consists of a sequence of materials explaining a topic and self-assessment questions, exercises and/or activities.

The course writer needs to be aware of the following considerations:

- **Small Steps:** The content should be divided into small manageable learning steps/activities, and each activity should be put under a section or sub-section. The learner will move on point-by-point. Moreover, the content should be divided into reasonably small points so as to make easier for the learner to move from one step to the other.
- **Logical arrangement:** The content should be logically arranged so that the learners can proceed from one learning point to another just as if they were climbing stairs. These learning points should be started clearly in the unit and each point should be linked with the other that follows it. This logical arrangement will maintain both the continuity and consistency of what is presented.
- **Language:** Writing is different and difficult from speaking in a classroom. A self-learning material should persuade the learner to read it, participate in and interact with it before it makes learners think critically about it.
- **Use of personal pronouns:** Friendliness motivates learner to read and seriousness makes the learner focus on the subject. Hence a balance between these two has to be maintained in our writing.
- **Illustrations:** Illustrations create interest, stimulate imagination, increase comprehension, and help retain information/knowledge on long term bases. To be effective they should be presented in varied formats, not in a dull and monotonous fashion.

Assessment: In SLMs we use two types of assessment. In-text questions that include self-check questions, check your progress questions, exercises, activities and assignment questions. Term-end examinations exclusively measure the learners’ performance.

Self-Assessment Questions (SAQs): The functions of these questions are to help the learner to revise information, to support learning, and to assess, for himself as to how much content he has grasped.

All SAQs must be provided with model answers/possible answers. They serve the purpose of feedback to the learners and consequently enhance their learning and maintain motivation.

- **Exercises:** Exercises facilitate learning through practice (drill) and reinforcement. Practice is one of the basic conditions of learning.
- **Assignments:** The basic purpose of an assignment is to initiate actual dialogue or pedagogical interaction between the distance teacher and the distance learner, and thus reinforce learning. The assignments provide feedback to both the teacher and the learners. This is called continuous assessment. Assignment may contain essay and short answer type questions. The scope of each question within an assignment should be defined clearly, i.e., guidelines

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regarding the length of the answer, points to be covered, criticality, whether to give illustrations, etc., should be stated explicitly.

Ending of the Unit:

- **Summary:** The learner is aided to recall the important points in the unit. The learners recapitulate the important learning points discussed in the unit.
- **Glossary:** The key words, difficult words, and the neutral/multi meaning words should be glossed at the end of the unit.
- **Suggested books:** The suggestion is that the listed books should be useful for the learner and should be easily available at reasonable prices.

NAME OF THE PROGRAMME	NAME OF THE COURSE and Code	Title	Details of the Electronic Media and other digital components incorporated	Link	Date of Uploaded
MAEG	MAEG 01	Concepts & Objectives of Communication	University's YouTube Channel	https://www.YouTube.com/watch?v=JaFjCcSoveY&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF	01 Feb. 2014
MAEG	MAEG 01	Importance of English	University's YouTube Channel	https://www.YouTube.com/watch?v=8l1YiTeZR5k&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=2	31 Dec. 2013
MAEG	MAEG 01	Let's experiment with Vocabulary Enhancement	University's YouTube Channel	https://www.YouTube.com/watch?v=caK8BSwXfdg&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=10	10 Oct. 2014
MAEG	MAEG 01	Homonyms & Paroxysm	University's YouTube Channel	https://www.YouTube.com/watch?v=jXfQD8gyD-o&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=11	09 Oct. 2014
MAEG	MAEG 01	Changing Matrix of Reading Habits	University's YouTube Channel	https://www.YouTube.com/watch?v=g0udRRKpa1Q&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=16	02 Jan. 2015
MAEG	MAEG 01	Phonetic Transcription - The Basics	University's YouTube Channel	https://www.YouTube.com/watch?v=TzhyswX-omA&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=18	20 Jan. 2016
MAEG	MAEG 02	Chaucer: Prologue to the	University's YouTube Channel	https://www.YouTube.com/watch?v=eXjo_1uz_U&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=22	27 Jan. 2019

		Canterbury Tales Series I- Noblest Characters			
MAEG	MAEG 02	Chaucer: Prologue to the Canterbury Tales- Women Characters & Unassuming Common folk	University's YouTube Channel	https://www.YouTube.com/watch?v=ciWhqUMHPng&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=23	09 Jul. 2019
MAEG	MAEG 02	Chaucer: Prologue to the Canterbury Tales - Series III - Hypocritical & Pretentious Characters	University's YouTube Channel	https://www.YouTube.com/watch?v=Z079gKMjkYY&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=24	09 Aug. 2019
MAEG	MAEG 04	Romanticism in English Literature	University's YouTube Channel	https://www.YouTube.com/watch?v=RyoxnuHcJIU&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=8	27 Sep. 2014
MAEG	MAEG 04	Wordsworth's Intern Abbey	University's YouTube Channel	https://www.YouTube.com/watch?v=P-UXHc78TMQ&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=9	29 Sep. 2014
MAEG	MAEG 05	Plato & Literature	University's YouTube Channel	https://www.YouTube.com/watch?v=QaNq-tiFTNc&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=3	04 Apr. 2014
MAEG	MAEG 05	Jacques Derrida & Deconstruction	University's YouTube Channel	https://www.YouTube.com/watch?v=STydy9wbAo0&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=4	04 Apr. 2014
BA	BA 05	Nature of Literature and Genesis of Genres	University's YouTube Channel	https://www.YouTube.com/watch?v=oGYmIRIDuY&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=5	29 Apr. 2014
BA	BA 05	Nature of Literature and its Generic Classification	University's YouTube Channel	https://www.YouTube.com/watch?v=GZSuyHN-P_c&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=6	28 Apr. 2014
MAEG	MAEG 05	Aristotle's poetics	University's YouTube	https://www.YouTube.com/watch?v=6rVbVRD6vSI&list=PLjcG5Ob1Ayz0lz2Ty_I	11 Oct. 2014

			Channel	75C4vfSOH40hMF&index=12	
MAEG	MAEG 05	T. S. Eliot: Tradition and Individual Talent	University's YouTube Channel	https://www.YouTube.com/watch?v=gB G9lwdFgRs&list=PLjCg5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=13	11 Oct. 2014
MAEG	MAEG 05	Modernism and English Literature	University's YouTube Channel	https://www.YouTube.com/watch?v=xOoocOJSNQ8&list=PLjCg5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=14	14 Oct. 2014
MAEG	MAEG 06	Francis Bacon & His Prose Style	University's YouTube Channel	https://www.YouTube.com/watch?v=3uB0-3wbf0&list=PLjCg5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=19	22 Jan. 2016
MAEG	MAEG 08	Geeta's Relevance Today	University's YouTube Channel	https://www.YouTube.com/watch?v=cqLDEtC89qA&list=PLjCg5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=15	31 Dec. 2014
MAEG	MAEG 08	Comparative Literature: An Introduction	University's YouTube Channel	https://www.YouTube.com/watch?v=mC8xiRRVpnM&list=PLjCg5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=20	16 Feb. 2016
MAEG	MAEG 09	The Emotions of Migration	University's YouTube Channel	https://www.YouTube.com/watch?v=BoD-pqwHQw8&list=PLjCg5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=21	25 May. 2016
MAPA	MAPA 01	Master in Public Admin	University's YouTube Channel	https://www.YouTube.com/watch?v=c13Vn6ppMWc&list=PLjCg5Ob1Ayz1htyrTh-I31KwFEWFgSoFc&index=1	10 Jul. 2014
Bachelor PA	Bachelor PA 01	BA Public Administration	University's YouTube Channel	https://www.YouTube.com/watch?v=5WlnjuzryIw&list=PLjCg5Ob1Ayz1htyrTh-I31KwFEWFgSoFc&index=2	12 Jul. 2014
MAPA/ Bachelor PA	MAPA/ Bachelor PA 01	Supervision	University's YouTube Channel	https://www.YouTube.com/watch?v=AL2acep1ed0&list=PLjCg5Ob1Ayz1htyrTh-I31KwFEWFgSoFc&index=7	19 Dec. 2015
MAPA/ Bachelor PA	MAPA/ Bachelor PA 01	Coordination	University's YouTube Channel	https://www.YouTube.com/watch?v=ng5stFfnLi4&list=PLjCg5Ob1Ayz1htyrTh-I31KwFEWFgSoFc&index=8	19 Dec. 2015
MAPA Bachelor PA	MAPA/ Bachelor PA 03	Union Public Service Commission	University's YouTube Channel	https://www.YouTube.com/watch?v=cZANAub2rkg&list=PLjCg5Ob1Ayz1htyrTh-I31KwFEWFgSoFc&index=3	1 Sep. 2014
MAPA	MAPA 03	CURRENT POLITICS-	University's YouTube	https://www.YouTube.com/watch?v=g0rMffi5p4k&list=PLjCg5Ob1Ayz1htyrTh-	12 Dec.

		INDIA	Channel	l31KwFEWFgSoFc&index=5	2015
MAPA	MAPA 03	FUNDAMENTAL RIGHTS AND DUTIES	University's YouTube Channel	https://www.YouTube.com/watch?v=0aN7XoQdUo&list=PLjcG50b1Ayz1htyrTh-l31KwFEWFgSoFc&index=6	14 Dec. 2015
MAPA	MAPA 03	प्रधानमंत्री और कैबिनेट प्रणाली	University's YouTube Channel	https://www.YouTube.com/watch?v=8wIAET6EC8U&list=PLjcG50b1Ayz1htyrTh-l31KwFEWFgSoFc&index=9	07 Jan. 2016
MAPA	MAPA 03	73rd Constitutional Amendment Act Anurag Shrivastava	University's YouTube Channel	https://www.YouTube.com/watch?v=QLf5wt8MBws&list=PLjcG50b1Ayz1htyrTh-l31KwFEWFgSoFc&index=10	30 Sep. 2016
MAPA	MAPA 03	भारतीय प्रशासन का राजनितिक पर्यावरण Dr Suryabhan Singh	University's YouTube Channel	https://www.YouTube.com/watch?v=594hf1PmcHs&list=PLjcG50b1Ayz1htyrTh-l31KwFEWFgSoFc&index=13	21 Nov. 2016
MAPA	MAPA 03	Ecology of Indian Public Administration Dr Suryabhan Singh	University's YouTube Channel	https://www.YouTube.com/watch?v=QgIWXeIgLgUsg&list=PLjcG50b1Ayz1htyrTh-l31KwFEWFgSoFc&index=14	21 Nov. 2016
BAPA	MAPA 03	CAG (Comptroller & Auditor General of India) Dr. Dharmendra Mishra	University's YouTube Channel	https://www.YouTube.com/watch?v=wjuekaXdwgs&list=PLjcG50b1Ayz1htyrTh-l31KwFEWFgSoFc&index=15	07 Dec. 2016
MAPA	MAPA 03	Ecology of Indian Public Administration Dr Suryabhan Singh	University's YouTube Channel	https://www.YouTube.com/watch?v=vv9SAsPoE2U&list=PLjcG50b1Ayz1htyrTh-l31KwFEWFgSoFc&index=16	20 Dec. 2016
MAPA	MAPA 03	भारतीय प्रशासन का राजनितिक पर्यावरण Dr Suryabhan Singh	University's YouTube Channel	https://www.YouTube.com/watch?v=ITYJYA_d714&list=PLjcG50b1Ayz1htyrTh-l31KwFEWFgSoFc&index=17	21 Dec. 2016

MAPA	MAPA 05	Jai Prakash Narayan जय प्रकाश नारायण Dr Indrajeet Singh Sodhi	University's YouTube Channel	https://www.YouTube.com/watch?v=IbXG8AlHrec&list=PLjcG5Ob1Ayz1htyrTh-131KwFEWFgSoFc&index=11	22 Oct. 2016
MAPA	MAPA 07	ENACTMENT OF BUDGET	University's YouTube Channel	https://www.YouTube.com/watch?v=iZt3ddB710A&list=PLjcG5Ob1Ayz1htyrTh-131KwFEWFgSoFc&index=4	17 Aug. 2015
MAPA	MAPA 08	Non Governmental Organization (NGO) Dr Dharmendra Mishra	University's YouTube Channel	https://www.YouTube.com/watch?v=DEcGD7eAOaQ&list=PLjcG5Ob1Ayz1htyrTh-131KwFEWFgSoFc&index=12	11 Nov. 2016
B.Ed.	B.Ed	Teaching of Business Organisation	University's YouTube Channel	https://www.YouTube.com/watch?v=GpW-LnhYK30&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=14	14-May-14
BA/BSc GE I Year	BA/BSc GE-02	Physiography of Rajasthan	University's YouTube Channel	https://www.YouTube.com/watch?v=Pop00epolzg&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=5	12 Oct. 2015
BA/BSc GE III year	BA/BSc GE-07	ASIA NATURAL VEGETATION	University's YouTube Channel	https://www.YouTube.com/watch?v=hHFolezex90&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=10	10 Jan. 2016
Bachelor of Computer Application	BCA-01	Mail Merge	University's YouTube Channel	https://www.YouTube.com/watch?v=PiPHJbBXj9w&list=PLjcG5Ob1Ayz2KH7Mp-n-1GxKCMtraEm1rw&index=3	21 Mar. 2014
Bachelor of Computer Application	BCA-01	Shortcut Keys	University's YouTube Channel	https://www.YouTube.com/watch?v=1kt935tTn9E&list=PLjcG5Ob1Ayz2KH7Mp-n-1GxKCMtraEm1rw&index=4	26 Mar. 2014
BED	BED 119 Crating an Inclusive School	Equitable & Inclusive Education- Reflections from NEP-2020	University's YouTube Channel	https://www.YouTube.com/watch?v=m9PeYmESctM&list=PLjcG5Ob1Ayz1HQuHpl-ynulGOSIEVQqqP&index=13	16 Apr. 2021
BED	BED 106	Phases of Teaching	University's YouTube	https://www.YouTube.com/watch?v=-o-PVaNl2nY&list=PLjcG5Ob1Ayz36nGEDq	17 Sep. 2014

			Channel	u3YqY0dX1m7gIkl&index=53	
BED	BED 125 Pedagogy of Biology	Biology Teaching	University's YouTube Channel	https://www.YouTube.com/watch?v=gYMrOyX0H8w&list=PLjcG50b1Ayz2cJNsiTr61P1ZqSj60dcwm&index=13	12 Jan. 2014
BED	BED101	BEd An Introduction	University's YouTube Channel	https://www.YouTube.com/watch?v=QpVch8ZpGho&list=PLjcG50b1Ayz2cJNsiTr61P1ZqSj60dcwm&index=2	16 May. 2014
BED	BED104 Understa nding discipline s and subjects	शिक्षा संदर्भ और बंधता	University's YouTube Channel	https://www.YouTube.com/watch?v=VCpgKSf5Ioo&list=PLjcG50b1Ayz2cJNsiTr61P1ZqSj60dcwm&index=14	02 Jul. 2014
BEd	BED108 Pedagogy of mathemat ics	Teaching of Mathematics	University's YouTube Channel	https://www.YouTube.com/watch?v=aozkr72yThs&list=PLjcG50b1Ayz2cJNsiTr61P1ZqSj60dcwm&index=10	03 Jan. 2014
BED	BED108 Pedagogy of mathemat ics	Objectives of Teaching Mathematics	University's YouTube Channel	https://www.YouTube.com/watch?v=kDGjP0BJE00&list=PLjcG50b1Ayz36nGEDqu3YqY0dX1m7gIkl&index=54	23 Sap. 2014
BED	BED109 Pedagogy of social scineces	Teaching of Social Studies	University's YouTube Channel	https://www.YouTube.com/watch?v=iIlLnKw21RY&list=PLjcG50b1Ayz2cJNsiTr61P1ZqSj60dcwm&index=16	10 Jul. 2014
BED	BED118 Creating an Inclusive School	Reinforceme nt Skill- पुनर्बलन कौशल	University's YouTube Channel	https://www.YouTube.com/watch?v=1bR-loLGNk8&list=PLjcG50b1Ayz1HQuHpl-ynulG0SIEVQqqP&index=4	19 May. 2015
BED	BED118 Creating an Inclusive School	Visual Impairment	University's YouTube Channel	https://www.YouTube.com/watch?v=W5_JN705JG4&list=PLjcG50b1Ayz1HQuHpl-ynulG0SIEVQqqP&index=5	22 May. 2015
BED	BED118 Creating an Inclusive School	Equitable & Inclusive Education For Children with disabilities- (Reflections from NEP- 2020)	University's YouTube Channel	https://www.YouTube.com/watch?v=RiwPbTS-Aw&list=PLjcG50b1Ayz36nGEDqu3YqY0dX1m7gIkl&index=133	05 Jan. 2021
BED	BED118	Challenges	University's	https://www.YouTube.com/watch?v=Gv	14 Jun.

	Creating an Inclusive School	towards Equitable & Inclusive Education For Children with Disabilities- Dr.Akhilesh Kumar	YouTube Channel	OWSpSBaUw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=134	2021
BED	BED118 Creating an Inclusive School	Learning Disability- A Brief History- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=9wViynbD5ks&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=135	16 Jun. 2021
BEd	BED118 Creating an Inclusive School	Characteristics of Children with Learning Disabilities Vs School Demands- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=FNwwXtPIQ5Y&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=148	29 Jan. 2022
BEd	BED118 Creating an Inclusive School	The Origin of Inclusive Practices- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=R7wJGSL-9jM&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=149	03 Feb. 2022
BED	BED118 Creating an Inclusive School	Principle of Normalization & Inclusive Education- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=zpYVOnAMfv4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=151	05 Feb. 2022
BED	BED118 Creating an Inclusive School	RPWD Act 2016- Locomotor Disabilities- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=hSXkw4-VVbE&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=152	18 Feb. 2022
BED	BED118 Creating an Inclusive school	Models of Disabilities Part 1- Understanding Impairment, Disability & Handicap- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=eUvCaoeGxvE&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=21	22 Jun. 2018

BED	BED118 Creating an Inclusive School	ADHD: ADHD: Definitional Perspective- DSM-5 Criteria of Diagnosis	University's YouTube Channel	https://www.YouTube.com/watch?v=JQjAGtixjIg&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=41	18 Mar. 2021
BED	BED118 Creating an Inclusive School	A Brief Introduction and history of ADHD	University's YouTube Channel	https://www.YouTube.com/watch?v=TQ_ye8vrXMc&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=42	20 Mar. 2021
BED	BED118 Creating an Inclusive School	ADHD: Tools for Assessment- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=BtoR9uuEAw0&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=43	01 Apr. 2021
BED	BED118 Creating an Inclusive School	Educational Alternatives for Children with ADHD- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=IT8HZXa0mY8&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=45	08 Apr. 2021
BED	BED118 Creating an Inclusive School	Equitable & Inclusive Education- Reflections from NEP- 2020	University's YouTube Channel	https://www.YouTube.com/watch?v=m9PeYmESctM&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=46	16 Apr. 2021
BED	BED118 Creating an Inclusive School	Equitable & Inclusive Education For Children with disabilities- (Reflections from NEP- 2020)	University's YouTube Channel	https://www.YouTube.com/watch?v=RiwPbTS-Aw&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=47	05 Jun. 2021
BED	BED118 Creating an Inclusive School	Challenges towards Equitable & Inclusive Education For Children with Disabilities- Dr.Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=GyOWSpSBaUw&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=48	14 Jun. 2021
BED	BED118 Creating	Learning Disability- A	University's YouTube	https://www.YouTube.com/watch?v=9wViyndB5ks&list=PLjcG5Ob1Ayz2MV2w	16 Jun. 2021

	an Inclusive School	Brief History- Dr. Akhilesh Kumar	Channel	1o4C-XLnTqb_561t7&index=49	
BED	BED118 Creating an Inclusive School	Definitions of Learning Disability - Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=FeFpEjCeVr8&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=50	01 Jul. 2021
BED	BED118 Creating an Inclusive School	Principle of Normalization & Inclusive Education- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=zpYVOnAMfv4&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=51	05 Feb. 2022
BED	BED118 Creating an inclusive school	Equitable & Inclusive Education- Reflections from NEP-2020	University's YouTube Channel	https://www.YouTube.com/watch?v=m9PeYmESctM&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=10	16 Apr. 2021
BED	BED118 Creating an Inclusive School	RPWD Act 2016- Locomotor Disabilities- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=hSXkw4-VVbE&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=52	18 Feb. 2022
BED MAPSY	BED119 Creating an inclusive schools MAPSY08 Developmental Disorders	COVID 19 & Open and Distance Learning	University's YouTube Channel	https://www.YouTube.com/watch?v=2MfSdWbWkos&list=PLjcG5Ob1Ayz1HQUHpJ-ynuIG0SIEVQqqP&index=10	06 Apr. 2021
BED	BED123 Pedagogy of physics	Teaching of Physics	University's YouTube Channel	https://www.YouTube.com/watch?v=eatOx_tCF04&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=11	03 Jun. 2014
BED	BED124 Pedagogy of Chemistry	Teaching of Chemistry	University's YouTube Channel	https://www.YouTube.com/watch?v=kKlwSKOAEcs&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=9	23 May. 2014
BED	BED126 Pedagogy of Geography	Teaching of Geography	University's YouTube Channel	https://www.YouTube.com/watch?v=vGCHNnFxM8&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm	17 May. 2014
BED	BED127	Qualities of a	University's	https://www.YouTube.com/watch?v=p8	11 Aug.

	Pedagogy of History	History Teacher	YouTube Channel	q0czkldDo&list=PLjcG5Ob1Ayz36nGEDq u3YqY0dX1m7gIkl&index=33	2014
BED	BED127 Pedagofy of history	AIMS OF TEACHING HISTORY	University's YouTube Channel	https://www.YouTube.com/watch?v=C92zSAxZfzI&list=PLjcG5Ob1Ayz36nGEDq u3YqY0dX1m7gIkl&index=34	13 Aug. 2014
BED	BED127 Teaching of History	Teaching of History	University's YouTube Channel	https://www.YouTube.com/watch?v=M6GnjEUAEnI&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj60dcwm&index=7	20 May. 2014
BED	BED128 Pedagogy of Civics	TEACHING OF CIVICS BED19	University's YouTube Channel	https://www.YouTube.com/watch?v=W yEpLdfAQgI&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj60dcwm&index=12	07 Jun. 2014
BED	BED129 Teaching of Economic s	Teaching of Economics	University's YouTube Channel	https://www.YouTube.com/watch?v=Hx9BH4qlZmE&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj60dcwm&index=6	19 May. 2014
BED	BED130 Pedagogy of Homes sciences	Teaching of Home Science	University's YouTube Channel	https://www.YouTube.com/watch?v=E3WH7yk0X9o&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj60dcwm&index=15	07 Jul. 2014
BED	BED131 Teaching of Business Organisat ion	Teaching of Business Organisation	University's YouTube Channel	https://www.YouTube.com/watch?v=GpW-LnhYK30&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj60dcwm&index=5	14 May. 2014
BJ	BJ	BJMC Course	University's YouTube Channel	https://www.YouTube.com/watch?v=YdKv4U5XqPs&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=14	12 Jul. 2014
BJ	BJ 01	Website: Concept & Types	University's YouTube Channel	https://www.YouTube.com/watch?v=6HB7Wh0L_RI&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=22	15 May. 2015
BJ	BJ 02	Communicati on Dr. Manoj Kumar Shrivastava	University's YouTube Channel	https://www.YouTube.com/watch?v=Ob8N1iOokIU&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=3	27 May. 2014
BJ	BJ 02	Communicati on & mass Communicati on	University's YouTube Channel	https://www.YouTube.com/watch?v=cvx8-oEY4tc&list=PLjcG5Ob1Ayz2DG56ZrMpu g0A_VOKwhw3m&index=16	07 Nov. 2014
BJ	BJ 02	Communicati on Dr. Yogesh	University's YouTube Channel	https://www.YouTube.com/watch?v=lgunrTmzA9k&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=29	10 Jun. 2016

		Kumar Gupta			
BJ	BJ 03	Hindi Journalism	University's YouTube Channel	https://www.YouTube.com/watch?v=Vk34n3LQmWI&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=5	30 May. 2014
BJ	BJ 03	Different Program Formats of Radio	University's YouTube Channel	https://www.YouTube.com/watch?v=QYBhUs9mJQ8&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=17	02 May. 2015
BJ	BJ 03	Elements of Radio Program Production	University's YouTube Channel	https://www.YouTube.com/watch?v=B0ixEhnrXSU&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=19	05 May. 2015
BJ	BJ 03	भारत मे FM Radio	University's YouTube Channel	https://www.YouTube.com/watch?v=FJR8vt0YXfQ&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=25	02 Jun. 2015
BJ	BJ 03	Journalism in Rajasthan	University's YouTube Channel	https://www.YouTube.com/watch?v=Bpz-iP2Bz1M&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=26	01 Mar. 2016
BJ	BJ 04	NEWS	University's YouTube Channel	https://www.YouTube.com/watch?v=HyHdJYLqxNc&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=6	03 Jun. 2014
BJ	BJ 04	Media Reporting	University's YouTube Channel	https://www.YouTube.com/watch?v=FpWvdsukx0w&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=8	05 Jun. 2014
BJ	BJ 04	TV Serials Writing	University's YouTube Channel	https://www.YouTube.com/watch?v=0_I6x-pL74c&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=10	07 Jun. 2014
BJ	BJ 04	TEN TIPS FOR COVERING A BEAT	University's YouTube Channel	https://www.YouTube.com/watch?v=iTF1B4jC2QQ&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=18	04 May. 2015
BJ	BJ 04	Online Journalism Dr Harish Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=ZbkaA06h4dvk&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=28	09 Jun. 2014
BJ	BJ 04	NEWS Shambhu Sharan Gupta	University's YouTube Channel	https://www.YouTube.com/watch?v=Q1l5QaY5N1A&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=30	21 Dec. 2016
Bj	BJ 05	Public Relations	University's YouTube Channel	https://www.YouTube.com/watch?v=-Y9-89R1Sro&list=PLjcG50b1Ayz2DG56ZrM	30 May. 2014

				pug0A_VOKwhw3m&index=4	
BJ	BJ 05	Advertising -- Role, Media Tool and Practices	University's YouTube Channel	https://www.YouTube.com/watch?v=7Jq9h8-8U&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=11	10 Jun. 2014
BJ	BJ 06	News Paper Layout Content and Look	University's YouTube Channel	https://www.YouTube.com/watch?v=od-eZe49ec&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=7	05 Jun. 2014
BJ	BJ 06	Different Camera Shots	University's YouTube Channel	https://www.YouTube.com/watch?v=NCbCdpRsR8I&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=9	07 Jun. 2014
BJ	BJ 07	News Agency	University's YouTube Channel	https://www.YouTube.com/watch?v=OXDuiWrcU0w&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=12	20 Jun. 2014
BJ	BJ 08	Practical Paper- प्रायोगिक पेपर - Dr. Subodh Agnihotri	University's YouTube Channel	https://www.YouTube.com/watch?v=20iX9EzlBuY&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=32	30 Apr. 2022
BJ	BJ02	Research Problem & Litreture Review	University's YouTube Channel	https://www.YouTube.com/watch?v=4jRnI3KAIH4&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m&index=2	23 May. 2014
BJ	BJ07	Cyber Law Need & Importance	University's YouTube Channel	https://www.YouTube.com/watch?v=1vQhSm5_UqY&list=PLjcG50b1Ayz2DG56ZrMpug0A_VOKwhw3m	22 May. 2014
BED	Creating an Inclusive School-BED119	Equitable & Inclusive Education For Children with disabilities- (Reflections from NEP-2020)	University's YouTube Channel	https://www.YouTube.com/watch?v=RiwPbTS-Aw&list=PLjcG50b1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=14	05 Jun. 2021
BED	Creating an inclusive school-BED119	Challenges towards Equitable & Inclusive Education For Children with Disabilities-	University's YouTube Channel	https://www.YouTube.com/watch?v=GvOWSpSBaUw&list=PLjcG50b1Ayz1HQuHpJynulG0SIEVQqqP&index=15	14 Jun. 2021

		Dr.Akhilesh Kumar			
BED	Creating an Inclusive School BED119	Challenges towards Equitable & Inclusive Education For Children with Disabilities- Dr.Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=9wViynbD5ks&list=PLjcG5Ob1Ayz1HQuHpJyynuIG0SIEVQqqP&index=16	16 Jun. 2021
BED118	Creating an Inclusive School BED119	Visual Impairment	University's YouTube Channel	https://www.YouTube.com/watch?v=W5_JN705JG4&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=19	22 May. 2015
BED	Creating an Inclusive School BED119	Definitions of Learning Disability- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=FeFpEjCeVr8&list=PLjcG5Ob1Ayz1HQuHpJyynuIG0SIEVQqqP&index=17	01 Jul. 2021
MAED11 BED104	Curriculum Development	Curriculum & Evaluation	University's YouTube Channel	https://www.YouTube.com/watch?v=7pRcEGl8-b0&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=3	14 May. 2014
MAED	Distance Education MAED06	Open and Distance Learning in NEP 2020	University's YouTube Channel	https://www.YouTube.com/watch?v=mkUmKYCar4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=142	19 Jul. 2021
MAED	Distance Education MAED06	Salient features of NIOS	University's YouTube Channel	https://www.YouTube.com/watch?v=oF6rXAFnA0M&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=147	06 Sep. 2021
MA Economics (P)	MAEC 01	MONOPOLY MARKET	University's YouTube Channel	https://www.YouTube.com/watch?v=rr1g9gTGe98&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=3	14 May. 2015
MA Economics (P)	MAEC 01	उपभोक्ता व्यवहार - CONSUMER BEHAVIOUR	University's YouTube Channel	https://www.YouTube.com/watch?v=GVJNVsyQFSE&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=4	28 May. 2015
MA Economics (P)	MAEC 01	Market	University's YouTube Channel	https://www.YouTube.com/watch?v=DnG7m_m9p9U&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=5	28 Sep. 2015
MA Econom	MAEC 01	Law of Equi-Marginal	University's YouTube	https://www.YouTube.com/watch?v=70gTBKjNSgY&list=PLjcG5Ob1Ayz1KNmc7	09 Oct. 2015

ics (P)		Utility- (सम सीमांत उपयोगिता नियम)	Channel	gSYY94RTMNcb6fxu&index=6	
MA Economics (P)	MAEC 01	Consumer Behaviour under uncertainty	University's YouTube Channel	https://www.YouTube.com/watch?v=PjI0hB6IDOU&list=PLjcG50b1Ayz1KNmc7gSYY94RTMNcb6fxu&index=8	03 Jun. 2016
BA Economics I	MAEC 01	Elasticity of Demand	University's YouTube Channel	https://www.YouTube.com/watch?v=eDma0m1MrKc&list=PLjcG50b1Ayz1KNmc7gSYY94RTMNcb6fxu&index=9	09 Jun. 2016
MA Economics (P)	MAEC 01	Cobb Douglas Production function Chitra Choudhary	University's YouTube Channel	https://www.YouTube.com/watch?v=cDU7sZgvxyA&list=PLjcG50b1Ayz1KNmc7gSYY94RTMNcb6fxu&index=10	10 Jun. 2016
MA Economics (P)	MAEC 01	उदासीनता वक्र (Indifference Curve) Dr. Surendra Kumar Kulshrestha	University's YouTube Channel	https://www.YouTube.com/watch?v=i0bDYzCaocY&list=PLjcG50b1Ayz1KNmc7gSYY94RTMNcb6fxu&index=21	29 Nov. 2016
BA Economics I	MAEC 01	उपभोक्ता का साम्य Consumer's equilibrium Dr. Surendra Kumar Kulsrestha	University's YouTube Channel	https://www.YouTube.com/watch?v=dM51GKH0aDg&list=PLjcG50b1Ayz1KNmc7gSYY94RTMNcb6fxu&index=22	07-Dec. 2016
MA Economics (P)	MAEC 01	THE IMPACT OF PRICE CHANGE Hicksian Approach K. R. Choudhary	University's YouTube Channel	https://www.YouTube.com/watch?v=20u5ycfBkJo&list=PLjcG50b1Ayz1KNmc7gSYY94RTMNcb6fxu&index=26	27 Jul. 2020
MA Economics (P)	MAEC 01	THE IMPACT OF PRICE CHANGE Slutsky Approach	University's YouTube Channel	https://www.YouTube.com/watch?v=VaPnvRhcII&list=PLjcG50b1Ayz1KNmc7gSYY94RTMNcb6fxu&index=27	28 Jul. 2020
MA Economics (P)	MAEC 02	Consumption Function Prof Narain Sinha	University's YouTube Channel	https://www.YouTube.com/watch?v=nKHHqSNne38&list=PLjcG50b1Ayz1KNmc7gSYY94RTMNcb6fxu&index=19	22 Oct. 2016
MA Economics (P)	MAEC 02	Consumption Function (University's YouTube Channel	https://www.YouTube.com/watch?v=UKm-	07 Dec. 2016

ics (P)		उपभोग फलन) Prof. Narayan Sinha	Channel	rfUrvzk&list=PLjcG5Ob1Ayz1KNmc7gSY94RTMNcb6fxu&index=23	
MA Econom ics (P)	MAEC 02	General Equilibrium Models ISLM Curve Prof Narayan Sinha	University's YouTube Channel	https://www.YouTube.com/watch?v=qC_UrxQkhrqk&list=PLjcG5Ob1Ayz1KNmc7gSY94RTMNcb6fxu&index=24	20 Dec. 2016
MA Econom ics (P)	MAEC 02	Macro Economics An Introduction Prof Narayan Sinha	University's YouTube Channel	https://www.YouTube.com/watch?v=-Q0oYHJXz0o&list=PLjcG5Ob1Ayz1KNmc7gSY94RTMNcb6fxu&index=25	20 Dec. 2016
MA Econom ics (F)	MAEC 05	FOREIGN EXCHANGE RATE SHIV SHARMA	University's YouTube Channel	https://www.YouTube.com/watch?v=ALbaQb6tTuE&list=PLjcG5Ob1Ayz1KNmc7gSY94RTMNcb6fxu&index=14	16 Jun. 2016
MA Econom ics (F)	MAEC 05	Intellectual Property Rights Role and Economic Growth- Part I- Dr. Dhiresh Kulshrestha	University's YouTube Channel	https://www.YouTube.com/watch?v=UIFbese5hEM&list=PLjcG5Ob1Ayz1KNmc7gSY94RTMNcb6fxu&index=30	30 may,20 22
MA Econom ics (F)	MAEC 05	IPR and Economic Growth- Part II- Patents, Trademarks, Copyright & Designs- Dr. Dhiresh Kulshrestha	University's YouTube Channel	https://www.YouTube.com/watch?v=jsXGvjsYrlo&list=PLjcG5Ob1Ayz1KNmc7gSY94RTMNcb6fxu&index=33	9 jun.202 2
MA Econom ics (F)	MAEC 05	Balance of Payments: Disequilibri um Causes and Remedies- Dr. Dhiresh Kulshrestha	University's YouTube Channel	https://www.YouTube.com/watch?v=XVdHZx7hh8s&list=PLjcG5Ob1Ayz1KNmc7gSY94RTMNcb6fxu&index=33	9 jun. 2022
MA/MS cGE (P)	MA/MScG E -02	CONTINENT AL DRIFT & PLATE TECTONICS THEORY AT	University's YouTube Channel	https://www.YouTube.com/watch?v=GO P51mI9UXU&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=11	20 Dec. 2016

		A GLANCE Om Prakash Rajpurohit			
MA/MS cGE (P)	MA/MScG E -02	Interior Structure of the Earth (पृथ्वी की आन्तरिक संरचना)	University's YouTube Channel	https://www.YouTube.com/watch?v=LBQQoIrnN90&list=PLjcG50b1Ayz2aWxVAG-f95jMx-FCV-uHB&index=14	19 dec.20 22
MA/MS cGE (P)	MA/MScG E -02	भूसन्तुलन (Isostasy)	University's YouTube Channel	https://www.YouTube.com/watch?v=AAf4ZT7n3TM&list=PLjcG50b1Ayz2aWxVAG-f95jMx-FCV-uHB&index=15	20 dec. 2022
MA/MS cGE (P)	MA/MScG E -02	वेगनर का महाद्वीपीय विस्थापन सिद्धान्त- (Continental Drift Theory of Wegener)	University's YouTube Channel	https://www.YouTube.com/watch?v=kC0ztDaPtig&list=PLjcG50b1Ayz2aWxVAG-f95jMx-FCV-uHB&index=16	22 dec. 2022
MA/MS cGE (P)	MA/MScG E -02	Plate Tectonics (प्लेट विवर्तनिकी)	University's YouTube Channel	https://www.YouTube.com/watch?v=N4GoehXn5xl&list=PLjcG50b1Ayz2aWxVAG-f95jMx-FCV-uHB&index=17	24 dec. 2022
MA/MS cGE (P)	MA/MScG E -02	पृथ्वी की हलचलें (Earth Movements)	University's YouTube Channel	https://www.YouTube.com/watch?v=ui-8RaUo58&list=PLjcG50b1Ayz2aWxVAG-f95jMx-FCV-uHB&index=18	02 jan.202 3
MA/MS cGE (P)	MA/MScG E -02	ज्वालामुखी क्रिया द्वारा निर्मित स्थलाकृतियाँ (Topography produced by Vulcanicity)	University's YouTube Channel	https://www.YouTube.com/watch?v=-SORVtMkl0c&list=PLjcG50b1Ayz2aWxVAG-f95jMx-FCV-uHB&index=19	18 jan. 2023
MA/MS cGE (P)	MA/MScG E -02	ज्वालामुखी (Volcanoes)	University's YouTube Channel	https://www.YouTube.com/watch?v=SPNcP7zNuRM&list=PLjcG50b1Ayz2aWxVAG-f95jMx-FCV-uHB&index=20	12 jan. 2023
MA/MS cGE (P)	MA/MScG E -02	भूकंप (Earthquake)	University's YouTube Channel	https://www.YouTube.com/watch?v=M9vJOCRBQkU&list=PLjcG50b1Ayz2aWxVAG-f95jMx-FCV-uHB&index=21	31 jan. 2023

MA/MS cGE (P)	MA/MScG E -05	मानचित्र की परिभाषा, प्रकृति एवं मानचित्रण की तकनीकें (Definition, Nature and Techniques of Map)	University's YouTube Channel	https://www.YouTube.com/watch?v=LmhzdVY0yYs&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=12	02 mar. 2017
MA/MS cGE (P)	MA/MScG E -05	मानचित्र प्रक्षेप एवं उनका वर्गीकरण (Map Projection and Their Classification)	University's YouTube Channel	https://www.YouTube.com/watch?v=ta95hM7m6lY&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=13	02 mar. 2017
MA/MS cGE (F)	MA/MScG E 06	National Park	University's YouTube Channel	https://www.YouTube.com/watch?v=bDZecFVli7U&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=6	01 apr. 2016
MA/MS cGE (F)	MA/MScG E -06	PHYSIOGRAP HY OF HIMALAYA	University's YouTube Channel	https://www.YouTube.com/watch?v=NgzrubWTs-k&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=9	09 jun. 2016
MA/MS cGE (F)	MA/MScG E -08	A Study of Chhattisgarh Assembly Election 2013	University's YouTube Channel	https://www.YouTube.com/watch?v=WbHxgzv3rU&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=8	28 may. 2016
MA/MS cGE (P)	MA/MScG E-01	Careers in Geography	University's YouTube Channel	https://www.YouTube.com/watch?v=y7aAPBlvcA&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=1	30 apr. 2014
MA/MS cGE (P)	MA/MScG E-02	Temperature	University's YouTube Channel	https://www.YouTube.com/watch?v=c-l44yjVkJ&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=2	09 apr. 2014
MA/MS cGE (P)	MA/MScG E-02	Insolation	University's YouTube Channel	https://www.YouTube.com/watch?v=00R9hSaNPzc&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=4	09 apr. 2014
MA/MS cGE (P)	MA/MSC GE-04	GLOBAL WARMING	University's YouTube Channel	https://www.YouTube.com/watch?v=ueSPlaY9luE&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=7	27 may. 2016

MA/MS cGE (F)	MA/MScG E-10	Remote Sensing Fundamental & Techniques	University's YouTube Channel	https://www.YouTube.com/watch?v=wM5vZcq5HJQ&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=3	01 may. 2014
MA Econom ics (P)	MAEC 04	Theory of Distribution	University's YouTube Channel	https://www.YouTube.com/watch?v=M-Y_PAcJH5k&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=7	01 jun. 2016
MA Econom ics (P)	MAEC 04	Correlation- सह-सम्बन्ध डॉ. संतोष राजपुरोहित	University's YouTube Channel	https://www.YouTube.com/watch?v=k0HRVb2NB0o&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=15	01 jul. 2016
MA Econom ics (P)	MAEC 04	Simple Regression डॉ. संतोष राजपुरोहित	University's YouTube Channel	https://www.YouTube.com/watch?v=5hbKnSTVjto&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=16	02 jul. 2016
MA Econom ics (P)	MAEC 04	Interpolation डॉ. संतोष राजपुरोहित	University's YouTube Channel	https://www.YouTube.com/watch?v=vq7BM2MeTPM&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=17	04 jul. 2016
MA Econom ics (P)	MAEC 04	Index Numbers डॉ. संतोष राजपुरोहित	University's YouTube Channel	https://www.YouTube.com/watch?v=7oOWfZWDhNo&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=18	05 jul. 2016
MA Econom ics (P)	MAEC 04	Uses Of Data In Economics (अर्थशास्त्र में डाटा उपयोग) Prof Narayan Sinha	University's YouTube Channel	https://www.YouTube.com/watch?v=J5uV4dn2NIY&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=20	21 nov. 2016
MA Econom ics (P)	MAEC01	HOW DOES ECONOMICS HELP IN TAKING RATIONAL DECISION	University's YouTube Channel	https://www.YouTube.com/watch?v=qHJJc87q880&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=29	05 AUG.20 20
MA Econom ics (P)	MAEC01	Cross Elasticity of Demand- Dr. Dhires Kulshrestha	University's YouTube Channel	https://www.YouTube.com/watch?v=fTeT64DdavQ&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=31	31 MAY. 2022
MA Econom ics (P)	MAEC03	FISCAL SUPPORT FOR INDIA'S LIBERALIZAT ION - IS IT	University's YouTube Channel	https://www.YouTube.com/watch?v=yDkL9jbCITw&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=28	04 AUG. 2020

		ADEQUATE			
MAED	MAED 06 Distance Education	Open Distance Learning A Brief History	University's YouTube Channel	https://www.YouTube.com/watch?v=fbQLKH95f0w&list=PLjCg5Ob1Ayz1HQuHpJynuIG0SIEVQqqP&index=12	09 APR. 2021
MAED	MAED01 Psycholog ical foundati ons of education	Pragmatism	University's YouTube Channel	https://www.YouTube.com/watch?v=x3ZGkWu4FVI&list=PLjCg5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=30	08 AUG. 2014
MAED	MAED01 Psycholog ical foundati ons of education	Contribution of arbindo in Education	University's YouTube Channel	https://www.YouTube.com/watch?v=I5Lq8xiKPN4&list=PLjCg5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=31	08 AUG. 2014
MAED BED	MAED-02 Psycholog ical Bases of Education BED106 Learning and Teaching	मनोविज्ञान की अध्ययन प्रणालियाँ परीक्षण प्रणाली- Experimental Method	University's YouTube Channel	https://www.YouTube.com/watch?v=LCQUtth-reY&list=PLjCg5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=22	29 FEB. 2020
MAED BED	MAED-02 Psycholog ical Bases of Education BED106 Learning and Teaching	मनोविज्ञान की अध्ययन प्रणालियाँ- विवरण प्रणालियाँ- व्यक्ति इतिहास प्रणाली, सर्वेक्षण प्रणाली	University's YouTube Channel	https://www.YouTube.com/watch?v=uLQrwBoTarI&list=PLjCg5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=23	06 MAR. 2020
MAED BED	MAED-02 Psycholog ical Bases of Education BED106 Learning and Teaching	मनोविज्ञान के संप्रदाय- School of Psychology- संरचनावाद, प्रकार्यवाद, व्यवहारवाद	University's YouTube Channel	https://www.YouTube.com/watch?v=fd-uC_QXl7k&list=PLjCg5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=24	17 MAR. 2020
MAED BED	MAED-02 Psycholog ical Bases	मनोविज्ञान के संप्रदाय-	University's YouTube Channel	https://www.YouTube.com/watch?v=iuwbiTEyE&list=PLjCg5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=25	21 MAR. 2020

	of Education BED106 Learning and Teaching	समग्रवाद- Gestaltism- मनो विक्षेपणवाद- Psychoanalysis			
MAED BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching	Educational Psychology शिक्षा मनोविज्ञान- मनोविज्ञान का अर्थ एवं उसके पड़ाव Dr. Anil Kumar Jain	University's YouTube Channel	https://www.YouTube.com/watch?v=inD1t8ijN6Y&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=26	11 JUN. 2020
MAED BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching	Educational Psychology शिक्षा मनोविज्ञान- मनोविज्ञान का अर्थ एवं उसके पड़ाव Dr. Anil Kumar Jain	University's YouTube Channel	https://www.YouTube.com/watch?v=inD1t8ijN6Y&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=27	11 JUN. 2020
MAED BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching	Science and Behavior- Educational Psychology शिक्षा एवं मनोविज्ञान (विज्ञान तथा व्यवहार)	University's YouTube Channel	https://www.YouTube.com/watch?v=i o ytmTos1w&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=28	17 JUN. 2020
MAED BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching	Science and Behavior- Educational Psychology शिक्षा एवं मनोविज्ञान (विज्ञान तथा व्यवहार)	University's YouTube Channel	https://www.YouTube.com/watch?v=i o ytmTos1w&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=29	17 JUN. 2020
MAED	MAED-02	Educational	University's	https://www.YouTube.com/watch?v=Hi	28 SEP.

BED	Psychological Bases of Education BED106 Learning and Teaching	Psychology- Stages of Development - Adolescence- विकास की अवस्थाएँ- किशोरावस्था	YouTube Channel	_GRM3XLL8&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=30	2020
MAED BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching	Education Psychology- Heredity and its Principles- शिक्षा मनोविज्ञान- वंशक्रम एवं उसके सिद्धांत	University's YouTube Channel	https://www.YouTube.com/watch?v=qR_XbgZf8zgo&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=31	05 OCT. 2020
MAED BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching	Educational Psychology- Heredity and Its Principles Part-2- वंशक्रम के अन्य प्रमुख सिद्धांत	University's YouTube Channel	https://www.YouTube.com/watch?v=ba_PXGO8v7CE&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=32	07 OCT. 2020
MAED BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching	Educational Psychology- Environment - शिक्षा मनोविज्ञान- वातावरण	University's YouTube Channel	https://www.YouTube.com/watch?v=5Ntx3zl5Gms&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=33	21 OCT. 2020
MAED BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching	Educational Psychology- Intelligence- शिक्षा मनोविज्ञान- बुद्धि	University's YouTube Channel	https://www.YouTube.com/watch?v=s-1nrilJ8Og&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=34	19 NOV. 2020
MAED BED	MAED-02 Psychological Bases of Education	Educational Psychology - Nature of Intelligence	University's YouTube Channel	https://www.YouTube.com/watch?v=KumvbsCKfZo&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=35	24 NOV. 2020

	Education BED106 Learning and Teaching	and its Principles- बुद्धि की प्रकृति एवं सिद्धान्त			
MAED BED	MAED-02 Psycholog ical Bases of Education BED106 Learning and Teaching	Growth and Development of the Child	University's YouTube Channel	https://www.YouTube.com/watch?v=iEo8pKDWyXk&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=36	11 DEC. 2020
MAED BED	MAED-02 Psycholog ical Bases of Education BED106 Learning and Teaching	Educational Psychology- Multi Factor Theory- शिक्षा मनोविज्ञान- बहु-कारक सिद्धान्त	University's YouTube Channel	https://www.YouTube.com/watch?v=rNFvIoOEzio&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=37	13 JAN. 2021
MAED BED	MAED-02 Psycholog ical Bases of Education BED106 Learning and Teaching	शिक्षा मनोविज्ञान - समूह कारक सिद्धान्त- Education Psychology - Group Factor Theory	University's YouTube Channel	https://www.YouTube.com/watch?v=PxUmGK7LF7Q&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=38	09 FEB. 2021
MAED BED	MAED-02 Psycholog ical Bases of Education BED106 Learning and Teaching	शिक्षा मनोविज्ञान- पदानुक्रमिक सिद्धान्त- Educational Psychology - Hierarchical Theory	University's YouTube Channel	https://www.YouTube.com/watch?v=inHAXzkba_o&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=39	17 FEB. 2021
MAED BED	MAED-02 Psycholog ical Bases of Education BED106 Learning and	शिक्षा मनोविज्ञान- तरल ठोस बुद्धि एवं त्रि तंत्र सिद्धान्त	University's YouTube Channel	https://www.YouTube.com/watch?v=Tm5T-9jD3HI&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=40	06 MAR. 2021

MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	Critique of trait theory of Allport (ऑलपोर्ट के सिद्धांत की समालोचना) Dr. Patanjali Mishra	University's YouTube Channel	https://www.YouTube.com/watch?v=JpXAISDZ-zI&list=PLjcG50b1Ayz2MV2w1o4CXLnTqb_561t7&index=20	25 APR. 2018
MAED BED MAPSY BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY03 Cognitive Psychology Basic processes	शिक्षा मनोविज्ञान-सांवेगिक बुद्धि-Emotional Intelligence	University's YouTube Channel	https://www.YouTube.com/watch?v=3p65v6F2-yM&list=PLjcG50b1Ayz36nGEDqu3YqY0dX1m7gIkl&index=143	02 AUG. 2021
MAED BED MAPSY BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY03 Cognitive Psychology Basic processes	सांवेगिक बुद्धि के तत्व-Components of Emotional Intelligence	University's YouTube Channel	https://www.YouTube.com/watch?v=RBIGaM_uxwg&list=PLjcG50b1Ayz36nGEDqu3YqY0dX1m7gIkl&index=145	13 AUG. 2021
MAED BED MAPSY BED	MAED-02 Psychological Bases of Education	सांवेगिक बुद्धि की विमायें-Dimensions of Emotional Intelligence-	University's YouTube Channel	https://www.YouTube.com/watch?v=YIAwg7fK74o&list=PLjcG50b1Ayz36nGEDqu3YqY0dX1m7gIkl&index=146	02 SEP. 2021

	BED106 Learning and Teaching MAPSY03 Cognitive Psychology Basic processes	Dr. Anil Kumar Jain			
MAED BED MAPSY BED	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY03 Cognitive Psychology Basic processes	Eysenck Theory of Personality (आइजेंक का शीलगुण सिद्धांत) Dr. Patanjali Mishra	University's YouTube Channel	https://www.YouTube.com/watch?v=VIg-Ow3xYkg&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=18	09 APR. 2018
MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	SPEARMAN'S TWO FACTOR THEORY (स्पीयरमेन का द्विकारक सिद्धांत)	University's YouTube Channel	https://www.YouTube.com/watch?v=ZOEQFbcvwo&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7	14 AUG. 2015
MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality:	Guilford - बुद्धि का त्रिविमीय सिद्धांत	University's YouTube Channel	https://www.YouTube.com/watch?v=spwFaDWAbvo&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=2	22 AUG. 2015

	Theories and assessment				
MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	बहुबुद्धि सिद्धांत- Multiple Intelligence	University's YouTube Channel	https://www.YouTube.com/watch?v=qrysew4rDGw&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=3	26 AUG. 2015
MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	व्यक्तित्व क्या है ?- What is Personality ?- डॉ. पतंजलि मिश्रा	University's YouTube Channel	https://www.YouTube.com/watch?v=N9FeM211nO4&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=11	23 FER. 2018
MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	Personality Type Theory- Part I (व्यक्तित्व- प्रकार सिद्धांत - भाग I) I Dr. Patanjali Mishra	University's YouTube Channel	https://www.YouTube.com/watch?v=RiuZokiTE2o&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=12	08 MAR. 2018

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MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	Personality Type Theory- Part II (व्यक्तित्व-प्रकार सिद्धांत - भाग II) I Dr. Patanjali Mishra	University's YouTube Channel	https://www.YouTube.com/watch?v=ZQxL8_CjHmA&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=13	08 MAR. 2018
MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	व्यक्तित्व का शीलगुण / विशेषक सिद्धान्त- Trait Theory of Personality- डॉ. पतंजलि मिश्रा	University's YouTube Channel	https://www.YouTube.com/watch?v=3xhnEMcXGpE&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=14	17 MAR. 2018
MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	Trait Theory of Allport (ऑलपोर्ट का शीलगुण सिद्धान्त) I Dr Patanjali Mishra	University's YouTube Channel	https://www.YouTube.com/watch?v=OV3oGRnXZ9E&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=15	17 MAR. 2018
MAED	MAED-02	Proprium &	University's	https://www.YouTube.com/watch?v=C	04

BED MAPSY	Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	Functional Autonomy (प्रोप्रियम और कार्यात्मक स्वायत्तता) Dr. Patanjali Mishra	YouTube Channel	Mqcet4LQko&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=16	APR. 2018
MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	Cattells theory of Personality (कैटल का शीलगुण सिद्धान्त) Dr. Patanjali Mishra	University's YouTube Channel	https://www.YouTube.com/watch?v=nvRbGsWxwrQ&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=17	06 APR. 2018
MAED BED MAPSY	MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment	Big 5 Factor Theory & Guildford Trait Theory (बिग 5-फैक्टर सिद्धान्त और गिलफोर्ड का शीलगुण)	University's YouTube Channel	https://www.YouTube.com/watch?v=nSKOMVXRjyA&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=19	11 APR. 2018
MAED BED MAPSY	MAED-02 Psychological Bases of	यूरी ब्रोनफेनब्रेनर	University's YouTube Channel	https://www.YouTube.com/watch?v=7rgVdJJSm10&list=PLjcG5Ob1Ayz2MV2w1o4CXLnTqb_561t7&index=10	18 NOV. 2017

	Education BED106 Learning and Teaching MAPSY08 Developm ental Psycholog y	का बाल विकास का जैव पारिस्थितिकीय सिद्धांत- Bio Ecological Model			
MAED MAPSY	MAED-02 Psycholog ical Bases of Education MAPSY08 Developm ental Psycholog y	बुद्धि का त्रिआयामी सिद्धांत/संक्रिया सिद्धांत- Three Dimensional Theory of Intelligence	University's YouTube Channel	https://www.YouTube.com/watch?v=L2xxKBbjVDQ&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=136	24 JUN. 2021
MAED MAPSY	MAED-02 Psycholog ical Bases of Education MAPSY08 Developm ental Psycholog y	Definitions of Learning Disability- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=FeFpEjCeVr8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=137	01 JUL. 2021
MAED MAPSY	MAED-02 Psycholog ical Bases of Education MAPSY08 Developm ental Psycholog y	शिक्षा मनोविज्ञान- बहु-बुद्धि सिद्धान्त Multi- Intelligence Theory- Dr. Anil Kumar Jain	University's YouTube Channel	https://www.YouTube.com/watch?v=Pd3YWR4j0yI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=138	03 JUL. 2021
MAED MAPSY	MAED-02 Psycholog ical Bases of Education MAPSY08 Developm ental Psycholog y	शिक्षा मनोविज्ञान- संज्ञानात्मक विकास सिद्धान्त- Cognitive Development Theory- Part-	University's YouTube Channel	https://www.YouTube.com/watch?v=JVjPvnMx4o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=140	09 JUL. 2021

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MAED MAPSY	MAED-02 Psychological Bases of Education MAPSY08 Developmental Psychology	शिक्षा मनोविज्ञान- संज्ञानात्मक विकास सिद्धान्त भाग - 2- Cognitive Development Theory Part- 2	University's YouTube Channel	https://www.YouTube.com/watch?v=KQxla3mQijY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=141	13 JUL. 2021
MAED MAPSY	MAED-02 Psychological Bases of Education MAPSY08 Developmental Psychology	Theory of Attachment- Bolby Theory Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=ft3UqB8aru0&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=6	18 APR. 2017
MAED MAPSY	MAED-02 Psychological Bases of Education MAPSY08 Developmental Psychology	संबंधन का सिद्धान्त- Theory of Attachment- Mary Ainsworth Theory	University's YouTube Channel	https://www.YouTube.com/watch?v=2FZljzbTH0U&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=7	28 APR. 2017
MAED MAPSY	MAED-02 Psychological Bases of Education MAPSY08 Developmental Psychology	Classification of Intellectual Disability- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=MBcAORV1fUw&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=9	16 MAY. 2017
MAED	MAED02 Psychological Bases of Education	Psychological Bases of Education	University's YouTube Channel	https://www.YouTube.com/watch?v=W5GVsVKj7T4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=5	01 FEB. 2014
MAED	MAED02 Psychological	Phases of Teaching	University's YouTube Channel	https://www.YouTube.com/watch?v=-oPVanL2nY&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=17	17 SEP. 2014

	foundatio n of education				
MAED	MAED02 Psycholog ical foundatio n of education	Reinforceme nt Skill- पुनर्बलन कौशल	University's YouTube Channel	https://www.YouTube.com/watch?v=1bR-loLGNk8&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=18	19 MAY. 2015
MAED	MAED02 Psycholog ical foundatio ns of Education	Concept & Characteristi cs of Teaching	University's YouTube Channel	https://www.YouTube.com/watch?v=42k6xj41wrs&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=32	13 AUG. 2014
MAED	MAED02 Psycholog ical foundatio ns of Education	Concept & Characteristi cs of Teaching	University's YouTube Channel	https://www.YouTube.com/watch?v=EkblYf9qly&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=52	16 SEP. 2014
MAED MAPSY	MAED03 Research Methods MAPSY01 Research Methods	Sample & Sampling technique in Research	University's YouTube Channel	https://www.YouTube.com/watch?v=00wAv3F8blc&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=55	18 OCT. 2014
MAED MAPSY	MAED03 Research Methods MAPSY01 Research Methods	Multi-Stage Sampling	University's YouTube Channel	https://www.YouTube.com/watch?v=KkDG0mgK8_M&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=57	12 NOV. 2014
MAED MAPSY	MAED03 Research Methods MAPSY01 Research Methods	Cluster Sampling	University's YouTube Channel	https://www.YouTube.com/watch?v=RbqI8VUGFis&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=58	12 NOV. 2014
MAED MAPSY	MAED03 Research Methods MAPSY01 Research Methods	Qualitative Sampling Techniques	University's YouTube Channel	https://www.YouTube.com/watch?v=BG BACZdlZ2o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=59	14 NOV. 2014
MAED MAPSY	MAED03 Research Methods MAPSY01 Research	Systematic Random Sampling	University's YouTube Channel	https://www.YouTube.com/watch?v=QDPRM_pwRFw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=60	03 DEC. 2014

	Methods				
MAED MAPSY	MAED03 Research Methods MAPSY01 Research Methods	Determinatio n of sample size	University's YouTube Channel	<a href="https://www.YouTube.com/watch?v=EA
gPZ4P_66Q&list=PLjcG5Ob1Ayz36nGED
qu3YqY0dX1m7gIkl&index=61">https://www.YouTube.com/watch?v=EA gPZ4P_66Q&list=PLjcG5Ob1Ayz36nGED qu3YqY0dX1m7gIkl&index=61	10 DEC. 2014
MAED MAPSY	MAED03 Research Methods MAPSY01 Research Methods	Experimental Research Design	University's YouTube Channel	<a href="https://www.YouTube.com/watch?v=nN
kIkju2jY&list=PLjcG5Ob1Ayz36nGEDqu
3YqY0dX1m7gIkl&index=62">https://www.YouTube.com/watch?v=nN kIkju2jY&list=PLjcG5Ob1Ayz36nGEDqu 3YqY0dX1m7gIkl&index=62	10 DEC. 2014
MAED MAPSY	MAED03 Research Methods MAPSY01 Research Methods	Factorial Research Design	University's YouTube Channel	<a href="https://www.YouTube.com/watch?v=jet
rzCOyu8M&list=PLjcG5Ob1Ayz36nGEDq
u3YqY0dX1m7gIkl&index=63">https://www.YouTube.com/watch?v=jet rzCOyu8M&list=PLjcG5Ob1Ayz36nGEDq u3YqY0dX1m7gIkl&index=63	24 DEC. 2014
MAED MAPSY	MAED03 Research Methods MAPSY01 Research Methods	Research Method- Characteristi cs of Good Test Dr. Patanjali Mishra	University's YouTube Channel	<a href="https://www.YouTube.com/watch?v=Z
MS301l9ZPc&list=PLjcG5Ob1Ayz36nGE
Dqu3YqY0dX1m7gIkl&index=77">https://www.YouTube.com/watch?v=Z MS301l9ZPc&list=PLjcG5Ob1Ayz36nGE Dqu3YqY0dX1m7gIkl&index=77	28 JAN. 2017
MAED MAPSY	MAED03 Research Methods MAPSY01 Research Methods	Research Method- Test & Its Different Types Dr. Patanjali Mishra	University's YouTube Channel	<a href="https://www.YouTube.com/watch?v=W
bB3c8gn_lo&list=PLjcG5Ob1Ayz36nGED
qu3YqY0dX1m7gIkl&index=78">https://www.YouTube.com/watch?v=W bB3c8gn_lo&list=PLjcG5Ob1Ayz36nGED qu3YqY0dX1m7gIkl&index=78	28 JAN. 2017
MAED	MAED05 Computer Literacy	Shortcut Keys	University's YouTube Channel	<a href="https://www.YouTube.com/watch?v=1k
t935tTn9E&list=PLjcG5Ob1Ayz36nGEDq
u3YqY0dX1m7gIkl&index=4">https://www.YouTube.com/watch?v=1k t935tTn9E&list=PLjcG5Ob1Ayz36nGEDq u3YqY0dX1m7gIkl&index=4	26 MAR. 2014
MAED	MAED06 Distance Education	Open and Distance Learning in NEP 2020	University's YouTube Channel	<a href="https://www.YouTube.com/watch?v=m
kmUkKYCar4&list=PLjcG5Ob1Ayz1HQ
uHpJ-ynuIG0SIEVQqqP&index=19">https://www.YouTube.com/watch?v=m kmUkKYCar4&list=PLjcG5Ob1Ayz1HQ uHpJ-ynuIG0SIEVQqqP&index=19	19 JUL. 2021
MAED	MAED06 Distance Education	An Introduction to NIOS (National Institute of Open Schooling)	University's YouTube Channel	<a href="https://www.YouTube.com/watch?v=do
rxlOWV80c&list=PLjcG5Ob1Ayz1HQ
uHpJ-ynuIG0SIEVQqqP&index=20">https://www.YouTube.com/watch?v=do rxlOWV80c&list=PLjcG5Ob1Ayz1HQ uHpJ-ynuIG0SIEVQqqP&index=20	31 JUL. 2021
MAED	MAED06 Distance	COVID 19 & Open and	University's YouTube	<a href="https://www.YouTube.com/watch?v=2
MfSdWbWkos&list=PLjcG5Ob1Ayz1ysRu">https://www.YouTube.com/watch?v=2 MfSdWbWkos&list=PLjcG5Ob1Ayz1ysRu	06 APR.

	education	Distance Learning	Channel	heH1qdIM5LWeT3Hq9&index=8	2021
MAED	MAED06 Distance Education	Problems Faced by Distance Learners	University's YouTube Channel	https://www.YouTube.com/watch?v=NS4hXi-Ohtl&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=18	03 JUL. 2021
MAED	MAED06 Distance education	Open and Distance Learning- Brief Introduction and Features	University's YouTube Channel	https://www.YouTube.com/watch?v=0hoiff4LAFa&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=132	03 JUN. 2021
MAED	MAED06 Distance Education	Problems Faced by Distance Learners	University's YouTube Channel	https://www.YouTube.com/watch?v=NS4hXi-Ohtl&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=139	03 JUL. 2021
MAED	MAED06 Distance Education	COVID 19 & Open and Distance Learning	University's YouTube Channel	https://www.YouTube.com/watch?v=2MfSdWbWkos&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=44	06 APR. 2021
MAED	MAED-06 Distance Education	An Introduction to NIOS (National Institute of Open Schooling)	University's YouTube Channel	https://www.YouTube.com/watch?v=doxrlOWV80c&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=144	31 JUL. 2021
MAED	MAED09 Education al Management	School System Issues & Management	University's YouTube Channel	https://www.YouTube.com/watch?v=xa5q1cdG6SY&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj60dcwm&index=8	20 MAY. 2014
MAED	MAED09 Guidance and counselling	Guidance and Counseling : Need and Importance	University's YouTube Channel	https://www.YouTube.com/watch?v=ygft5yoisJo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=51	16 SEP. 2014
MAED	MAED10	Measurement & Evaluation MED10	University's YouTube Channel	https://www.YouTube.com/watch?v=8YrU3PrnMZk&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=12	12 MAY. 2014
MAED	MAED10	Curriculum & Evaluation	University's YouTube Channel	https://www.YouTube.com/watch?v=7pRcEGl8-b0&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=13	14 MAY. 2014
MAED MAPSY	MAED10 Guidance and	Characteristics of Counselling I	University's YouTube Channel	https://www.YouTube.com/watch?v=ZH4AawzA3uY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=150	04 FEB. 2022

	Counseling MAPSY09 Guidance and Counseling Psychology	Dr. Akhilesh Kumar			
MAED MAPSY	MAED10 Guidance and Counseling MAPSY09 Guidance and Counseling Psychology	What should a Counsellor know about Counsee before Counselling	University's YouTube Channel	https://www.YouTube.com/watch?v=Fl3jZfcgE0g&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=153	26 MAR. 2022
MAED MAPSY	MAED10 Guidance and Counseling MAPSY09 Guidance and Counseling Psychology	Section A1- Four core areas (Section A The Counselling Relationship) - COUNSELLING CODE OF ETHICS- .	University's YouTube Channel	https://www.YouTube.com/watch?v=9EtLOdhjZdU&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=155	02 JUL. 2022
MAED MAPSY	MAED10 Guidance and Counseling MAPSY09 Guidance and Counseling Psychology	COUNSELLING CODE OF ETHICS Section A The Counselling Relationship Section A 2 Five core areas	University's YouTube Channel	https://www.YouTube.com/watch?v=2n5ABRftYuw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=156	26 JUL. 2022
BED MAPSY	MAPSY 08 Developmental Disorders BED118	A Brief Introduction and history of ADHD	University's YouTube Channel	https://www.YouTube.com/watch?v=TQ_ye8vrXMc&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIeVQqqP&index=7	20 MAR. 2021

	Creating an Inclusive School				
BED MAPSY	MAPSY 08 Developmental Disorders BED118 Creating an Inclusive School	ADHD: Signs, Symptoms & Characteristics	University's YouTube Channel	https://www.YouTube.com/watch?v=Lf7r5FADjgU&list=PLjcG5Ob1Ayz1HQuHpj-ynuIG0SIEVQqqP&index=8	22 MAR. 2021
BED MAPSY	MAPSY 08 Developmental Disorders BED118 Creating an Inclusive School	ADHD: Tools for Assessment- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=BoR9uuEAw0&list=PLjcG5Ob1Ayz1HQuHpj-ynuIG0SIEVQqqP&index=9	01 APR. 2021
MAPSY MAED	MAPSY01 MAED03	Steps in Conducting Descriptive Research Dr. Patanjali Mishra	University's YouTube Channel	https://www.YouTube.com/watch?v=cjHW1X tLrE&list=PLjcG5Ob1Ayz1HQuHpj-ynuIG0SIEVQqqP&index=6	16 JAN. 2017
MAPSY MAED	MAPSY01 MAED03 Research Methodology	Scales of Measurement	University's YouTube Channel	https://www.YouTube.com/watch?v=zryxhVBba0o&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=8	28 APR. 2017
MAPSY BED	MAPSY08 Developmental Disorders BED118 Creating an Inclusive School	A Brief Introduction and history of ADHD	University's YouTube Channel	https://www.YouTube.com/watch?v=TQ_ye8vrXMc&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=5	20 MAR. 2021
MAPSY BED	MAPSY08 Developmental Disorders BED118 Creating an Inclusive School	ADHD: Signs, Symptoms & Characteristics	University's YouTube Channel	https://www.YouTube.com/watch?v=Lf7r5FADjgU&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=6	22 MAR. 2021

	an Inclusive School				
MAPSY BED	MAPSY08 Developmental Disorders BED118 Creating an Inclusive School	ADHD: Tools for Assessment- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=Bt0R9uuEAw0&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=7	01 APR. 2021
MAPSY BED	MAPSY08 Developmental Disorders BED118 Creating an Inclusive School	Educational Alternatives for Children with ADHD- Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=IT8HZXa0mY8&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=9	08 APR. 2021
MAPSY BED	MAPSY08 Developmental Psychology BED101 Childhood and Growing Up	Dynamic Definitional Perspective of Intellectual Disability Dr. Akhilesh Kumar	University's YouTube Channel	https://www.YouTube.com/watch?v=p3z-PkUCqPs&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=5	11 APR. 2017
M.Sc. Botany	MBO-01	Classification Of Algae	University's YouTube Channel	https://www.YouTube.com/watch?v=vuUzV9fTDw&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=1	23 MAR. 2015
M.Sc. Botany	MBO-01	Bryophytes	University's YouTube Channel	https://www.YouTube.com/watch?v=4xZzklZL0AM&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=2	18 APR. 2015
M.Sc. Botany	MBO-01	FUNGI	University's YouTube Channel	https://www.YouTube.com/watch?v=DpG1BZegV7I&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=4	18 JUN. 2015
M.Sc. Botany	MBO-01	LICHENS	University's YouTube Channel	https://www.YouTube.com/watch?v=FgU4lLeOmMY&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=5	19 JUN. 2015
M.Sc. Botany	MBO-01	Classification of Lower Plants	University's YouTube Channel	https://www.YouTube.com/watch?v=7-WNECjudSs&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=10	27 OCT. 2015

M.Sc. Botany	MBO-01	Pure Culture Techniques	University's YouTube Channel	https://www.YouTube.com/watch?v=VQpC0trTo1A&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=11	26 DEC. 2015
M.Sc. Botany	MBO-01	Economic Importance of fungi	University's YouTube Channel	https://www.YouTube.com/watch?v=6Tm1C4LH24g&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=12	30 DEC. 2015
M.Sc. Botany	MBO-01	FUNGI Dr DK Sharma	University's YouTube Channel	https://www.YouTube.com/watch?v=kAsxSp-eil8&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=21	13 JUN. 2016
M.Sc. Botany	MBO-01	Economic Importance of fungi	University's YouTube Channel	https://www.YouTube.com/watch?v=6Tm1C4LH24g&list=PLjcG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES&index=3	30 DEC. 2015
M.Sc. Botany	MBO-04	PHOTOSYNTHESIS	University's YouTube Channel	https://www.YouTube.com/watch?v=xGxBjWYXwaU&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=14	15 DEC. 2015
M.Sc. Botany	MBO-04	RESPIRATION IN PLANTS	University's YouTube Channel	https://www.YouTube.com/watch?v=Q4nXiF7aFoY&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=15	03 FEB. 2016
M.Sc. Botany	MBO-04	Plant Tissue Culture	University's YouTube Channel	https://www.YouTube.com/watch?v=FnOcn-Lxrrg&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=16	16 MAR. 2016
M.Sc. Botany	MBO-06	ENGLER AND PRANT'S SYSTEM OF CLASSIFICATION	University's YouTube Channel	https://www.YouTube.com/watch?v=er0U6S4uPwc&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=6	22 JUN. 2015
M.Sc. Botany	MBO-06	BACTERIA- General Introduction	University's YouTube Channel	https://www.YouTube.com/watch?v=oYbjMdtSic&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=17	29 MAR. 2016
M.Sc. Botany	MBO-06	National Park	University's YouTube Channel	https://www.YouTube.com/watch?v=bDZecFVli7U&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=18	01 APR. 2016
M.Sc. Botany	MBO-06	ROLE OF HERBARIUM IN BOTANY	University's YouTube Channel	https://www.YouTube.com/watch?v=Fjixtuig2eM&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=19	05 APR. 2016
M.Sc. Botany	MBO-08	DNA-REPLICATION	University's YouTube Channel	https://www.YouTube.com/watch?v=ki89bVQOBDI&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=7	02 JUL. 2015

M.Sc. Botany	MBO-08	Protoplast Culture	University's YouTube Channel	https://www.YouTube.com/watch?v=Z8GrKKVibTw&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=8	07 SEP.2015
M.Sc. Botany	MBO-08	Protoplast Fusion Or Somatic Hybridization	University's YouTube Channel	https://www.YouTube.com/watch?v=4n7hgCTgmSU&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=9	15 SEP. 2015
M.Sc. Botany	MBO-08	Protoplast-Isolation & Culture	University's YouTube Channel	https://www.YouTube.com/watch?v=nirRl-3l7lw&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=20	31 MAY. 2016
M.Sc. Botany	MBO-08	Pure Culture Techniques	University's YouTube Channel	https://www.YouTube.com/watch?v=VQpC0trTo1A&list=PLjcG5Ob1Ayz1q4vZjN-iLPZZXtHWh_nES&index=2	26 DEC. 2015
Master of Computer Application	MCA-303	Introduction to Biometrics	University's YouTube Channel	https://www.YouTube.com/watch?v=Ur56dUto5fY&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=2	11 APR. 2014
Master of Computer Application	MCA-304	Optimization (Some Basic Definitions)	University's YouTube Channel	https://www.YouTube.com/watch?v=JlrYWnkiQxA&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=10	23 MAY. 2015
Master of Computer Application	MCA-304	Optimization (First Introduction)	University's YouTube Channel	https://www.YouTube.com/watch?v=vRkqDYkiMFM&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=11	25 MAY. 2015
Master of Computer Application	MCA-304	Cloud Computing: Applications and Services	University's YouTube Channel	https://www.YouTube.com/watch?v=sVbUXVh7Nx0&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=12	18 FEB. 2016
MED 04	MED 04	MED 04	University's YouTube Channel	https://www.YouTube.com/watch?v=LTSEg2jVS0E&list=PLjcG5Ob1Ayz1HQuHpj-ynuIG0SIEVQqqP&index=3	08 MAY. 2014
MED 10	MED10	Measurement & Evaluation	University's YouTube Channel	https://www.YouTube.com/watch?v=8YrU3PrnMZk&list=PLjcG5Ob1Ayz1HQuHpj-ynuIG0SIEVQqqP&index=2	12 MAY. 2014

MJ	MJ	Master of Journalism (Mass Communication)	University's YouTube Channel	https://www.YouTube.com/watch?v=EQisVvFx-Go&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=15	12 JUL. 2014
MJ	MJ 04	जनसंचार- Mass Communication	University's YouTube Channel	https://www.YouTube.com/watch?v=bNN5f-KIqZE&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=24	02 JUN. 2015
MJ	MJ 05	अपराध और मीडिया	University's YouTube Channel	https://www.YouTube.com/watch?v=EZSK7T4TBk4&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=31	09 MAR. 2021
MJ	MJ 05	आज़ादी का अमृत महोत्सव- "स्वतंत्रता संग्राम और विज्ञान संचारकों का योगदान"	University's YouTube Channel	https://www.YouTube.com/watch?v=8MHN_uJcYkM&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=34	05 JAN. 2023
MJ	MJ 05	आज़ादी का अमृत महोत्सव "स्वतंत्रता संग्राम और विज्ञान संचारकों का योगदान" Part-2	University's YouTube Channel	https://www.YouTube.com/watch?v=0a23dZA-6t8&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=35	27 JAN. 2023
MJ	MJ 05	आज़ादी का अमृत महोत्सव "स्वतंत्रता संग्राम और विज्ञान संचारकों का योगदान" Part-03	University's YouTube Channel	https://www.YouTube.com/watch?v=dVRQRxqaHv8&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=36	07 FEB. 2023
MJ	MJ 06	न्यू मीडिया और विज्ञापन	University's YouTube Channel	https://www.YouTube.com/watch?v=0yyeg21Yzo4&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=20	12 MAY. 2015

		जगत (न्यू मीडिया विज्ञापन के प्रकार)			
MJ	MJ 06	न्यू मीडिया और विज्ञापन (अर्थ एवं परिभाषा)	University's YouTube Channel	https://www.YouTube.com/watch?v=arDL0EvPYPw&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=21	13 MAY. 2015
MJ	MJ 06	Video Lighting	University's YouTube Channel	https://www.YouTube.com/watch?v=RAKoBYdD4Y8&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=23	27 MAY. 2015
MJ	MJ 08	मीडिया की शब्दावली - Media Terminology- Dr. Subodh Agnihotri	University's YouTube Channel	https://www.YouTube.com/watch?v=ey6WTz7eTU&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=33	04 MAY. 2022
Master of Science (Computer Science)	MSCCS-205	Wireless Ad hoc Network Introduction	University's YouTube Channel	https://www.YouTube.com/watch?v=3KCO29inSb4&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw	15 APR. 2014
M.A./M. Sc. in Mathematics	MT 09	Laplace Transform I- Ravi Gupta	University's YouTube Channel	https://www.YouTube.com/watch?v=MQpWMRHkPGE&list=PLjcG5Ob1Ayz0Wjlqcnppcoh5LE5h0Gfht&index=5	12 OCT. 2021
M.A./M. Sc. in Mathematics	MT 09	Laplace Transform II- Ravi Gupta	University's YouTube Channel	https://www.YouTube.com/watch?v=vPz3HGhKY2A&list=PLjcG5Ob1Ayz0Wjlqcnppcoh5LE5h0Gfht&index=6	22 OCT. 2021
B.A./B.Sc. in Mathematics	MT05	First Order and First Degree Differential Equations Part-1	University's YouTube Channel	https://www.YouTube.com/watch?v=KjBBnPhz7o8&list=PLjcG5Ob1Ayz0Wjlqcnppcoh5LE5h0Gfht&index=3	02 NOV. 2015
B.A./B.Sc. in Mathematics	MT05	First Order and First Degree Differential Equations Part-2	University's YouTube Channel	https://www.YouTube.com/watch?v=ENyb9yy5W8E&list=PLjcG5Ob1Ayz0Wjlqcnppcoh5LE5h0Gfht&index=4	05 NOV. 2015
MA	MAEC 03	BLACK	University's	https://www.YouTube.com/watch?v=kd	13 JUN.

Economics (P)		MONEY SHIV SHARMA	YouTube Channel	Erd1hqFqs&list=PLjCG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=11	2016
MA Economics (F)	MAEC 03	INFLATION SHIV SHARMA	University's YouTube Channel	https://www.YouTube.com/watch?v=2aZew-FRZbA&list=PLjCG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=12	15 JUN. 2016
MA Economics (P)	MAEC 03	CONCEPTS OF TAXATION SHIV SHARMA	University's YouTube Channel	https://www.YouTube.com/watch?v=U5ulw8odyj4&list=PLjCG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=13	15 JUN. 2016
MaHI-04	Historical Thought	Qualities of a History Teacher	University's YouTube Channel	https://www.YouTube.com/watch?v=p8q0czkldDo&list=PLjCG5Ob1Ayz14u_pfBwgRsaIo12776Elm	11 AUG. 2014
MaHI-04	Historical Thought	AIMS OF TEACHING HISTORY	University's YouTube Channel	https://www.YouTube.com/watch?v=C9ZzSAxZfzI&list=PLjCG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=2	13 AUG. 2014
BAHI-01	History of India (Earliest Time to 1200 AD)	Pottery in Ancient India	University's YouTube Channel	https://www.YouTube.com/watch?v=49jl6fZmVY4&list=PLjCG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=3	20 APR. 2015
BAHI-02	History of Rajasthan (Earliest Time to 1956 AD)	Ahar Culture in Rajasthan: New Discoveries	University's YouTube Channel	https://www.YouTube.com/watch?v=hRH69jZShZA&list=PLjCG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=4	20 APR. 2015
MAHI-10	Growth of Administrative Institutions in Medieval India	AKBAR- AS A NATIONAL RULER	University's YouTube Channel	https://www.YouTube.com/watch?v=ZscDVtHaRNs&list=PLjCG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=5	23 APR. 2015
MAHI-15	Society and Economy in Modern Rajasthan	Women through The ages	University's YouTube Channel	https://www.YouTube.com/watch?v=jdFDc2Q9qHQ&list=PLjCG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=6	23 APR. 2015
BAHI-05	Contemporary India (1947-2000 AD)	प्रीवीपर्स की समाप्ति	University's YouTube Channel	https://www.YouTube.com/watch?v=TO11HRfzT4A&list=PLjCG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=7	23 APR. 2015
MAHI-02	World History (1815-1918) (Nationalism,	Industrial Revolution:- Definition & Causes	University's YouTube Channel	https://www.YouTube.com/watch?v=h4ETIJRXB_s&list=PLjCG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=8	24 APR. 2015

	Capitalism and Socialism)				
BAHI-05	Contemporary India (1947-2000 AD)	बैंको का राष्ट्रीयकरण	University's YouTube Channel	https://www.YouTube.com/watch?v=KfXFwhQfPjA&list=PLjcG50b1Ayz14u_pfBwgRsaIo12776Elm&index=9	25 APR. 2015
BAHI-01	History of India (Earliest Time to 1200 AD)	SOURCES OF ANCIENT INDIAN HISTORY	University's YouTube Channel	https://www.YouTube.com/watch?v=igpFk9HnGE0&list=PLjcG50b1Ayz14u_pfBwgRsaIo12776Elm&index=10	28 APR. 2015
BAHI-02	History of Rajasthan (Earliest Time to 1956 AD)	प्राचीन भारतीय इतिहास के स्रोत के रूप में शैलचित्र कला- एक परिचय	University's YouTube Channel	https://www.YouTube.com/watch?v=7caNU1PEcCk&list=PLjcG50b1Ayz14u_pfBwgRsaIo12776Elm&index=11	29 APR. 2015
BAHI-01	History of India (Earliest Time to 1200 AD)	Teaching and Principles of Buddhism	University's YouTube Channel	https://www.YouTube.com/watch?v=hV5ophHv-ho&list=PLjcG50b1Ayz14u_pfBwgRsaIo12776Elm&index=12	30 APR. 2015
BAHI-01	History of India (Earliest Time to 1200 AD)	जैन धर्म - Jainism	University's YouTube Channel	https://www.YouTube.com/watch?v=j-jSLwDUafU&list=PLjcG50b1Ayz14u_pfBwgRsaIo12776Elm&index=13	09 MAY. 2015
BAHI-02	History of Rajasthan (Earliest Time to 1956 AD)	Heritage Tourism in Rajasthan	University's YouTube Channel	https://www.YouTube.com/watch?v=j4r-8y2jBdI&list=PLjcG50b1Ayz14u_pfBwgRsaIo12776Elm&index=14	09 JAN. 2016
MAHI-01	World History (Medieval Society and Era of Revolution)	1789 की फ्रांसीसी क्रांति	University's YouTube Channel	https://www.YouTube.com/watch?v=Np2U0673nn4&list=PLjcG50b1Ayz14u_pfBwgRsaIo12776Elm&index=15	27 JAN. 2016
MAHI-02	World History (1815-1918) (Nationalism, Capitalism and Socialism)	वियना की संधि- (1815)	University's YouTube Channel	https://www.YouTube.com/watch?v=CMVYb-WgWDE&list=PLjcG50b1Ayz14u_pfBwgRsaIo12776Elm&index=16	28 JAN. 2016
BAHI-02	History of Rajasthan (Earliest Time to	MAHARANA PRATAP'S COUNTER	University's YouTube Channel	https://www.YouTube.com/watch?v=nhrH4ZW_rZw&list=PLjcG50b1Ayz14u_pfBwgRsaIo12776Elm&index=17	16 MAY. 2016

	1956 AD)	OFFENSIVE AGAINST IMPERIALISM IN 16th CENTURY-A FRESH PERSPECTIVE			
BAHI-05	Contemporary India (1947-2000 AD)	Merger of Rajput States in the Indian Union	University's YouTube Channel	https://www.YouTube.com/watch?v=pL89bGOP20E&list=PLjcG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=18	16 MAY. 2016
BAHI-01	History of India (Earliest Time to 1200 AD)	Vedic Dharma (वैदिक धर्म) Dr. Vishnu Prasad Sharma	University's YouTube Channel	https://www.YouTube.com/watch?v=2mSWKj9RdIA&list=PLjcG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=19	15 JUN. 2016
BAHI-01	History of India (Earliest Time to 1200 AD)	Pottery in Ancient India Dr. Asif Husain	University's YouTube Channel	https://www.YouTube.com/watch?v=1B3-YHpbnv0&list=PLjcG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=20	16 JUN. 2016
BAHI-02	History of Rajasthan (Earliest Time to 1956 AD)	Excavated Sites of Mewar Dr. Asif Hussain	University's YouTube Channel	https://www.YouTube.com/watch?v=Ad6ZcJmfCCw&list=PLjcG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=21	02 JUL. 2016
BAHI-01	History of India (Earliest Time to 1200 AD)	Indus Valley Civilization (सिन्धु घाटी सभ्यता) Dr. Vishnu Prasad Sharma	University's YouTube Channel	https://www.YouTube.com/watch?v=s1aslO-sF7o&list=PLjcG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=22	13 JUN. 2016
BAHI-01	History of India (Earliest Time to 1200 AD)	प्राचीन भारतीय इतिहास के अध्ययन के स्रोत- प्रो.(डॉ.) कमलेश शर्मा	University's YouTube Channel	https://www.YouTube.com/watch?v=oa9mk6ubh1Q&list=PLjcG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=23	09 OCT. 2017
BAHI-01	History of India (Earliest Time to 1200 AD)	प्राचीन भारतीय इतिहास के स्रोत- प्रो.(डॉ.) कमलेश शर्मा	University's YouTube Channel	https://www.YouTube.com/watch?v=krGbjfjwQCw&list=PLjcG5Ob1Ayz14u_pfBwgRsaIo12776Elm&index=24	11 OCT. 2017

HEI ID: U-0428 Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan) Type of HEI: State Government Open University

5.3 Compliance status in respect of Self-Learning Material– As per Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that SLMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

Prepared as per guideline/Corrections approved in AC (कार्यवाही विवरण विद्या परिषद की 61 वी बैठक दिनांक 01.10.2020 की 61/3 बिंदु)

Part – VI: Programme Delivery through Learner Support Centre (LSC)

6.1 Details of personal contact programmes implemented:

Please provide information in respect of programmes at UG, PG and PGD Programmes

S. No	Programme Name	Centre Name	No of Centres conducted PCP	No of PCP held every year	Registered Students	Average Students
1	BSC I (Chemistry)	DAV College Ajmer	01	01	140	132
2	BSC I(Physics)	DAV College Ajmer	01	01	47	33
3	BSC I (Zoology)	DAV College Ajmer	01	01	99	81
4	BSC I (Botany)	DAV College Ajmer	01	01	98	79
5	Master of Art (Geography)	DAV College Ajmer	01	01	635	575
6	Master of Science (Zoology)	DAV College Ajmer	01	01	25	15
7	Master of Science (Zoology)	DAV College Ajmer	01	01	30	15
8	Master of Art (Psychology)	DAV College Ajmer	01	01	25	20
9	Master of Science (Physics)	DAV College Ajmer	01	01	40	30
10	Master of Science (Physics)	DAV College Ajmer	01	01	183	45
11	Master of Art (Psychology)	Sophia Girls College Ajmer	01	01	35	25
12	Master of Science (Chemistry)	SBRM Govt. College Nagaur	01	01	60	20
13	PGDYS/DYS/DNS	Govt. Ayurvede Nurse and	01	01	27	21

		compounder training center, kayad Ajmer				
14	BCA-I yr/BSC-Iyr-CS	Sophia girls college, Ajmer	01	01	25	19
15	PGDYS/DYS/DNS	Govt. Ayurvede Nurse and compounder training center, kayad Ajmer	01	01		
16	BLIS	Sophia girls college, Ajmer	01	01	197	110
17	DLIS	Sophia girls college, Ajmer	01	01	624	335
18	BCA-II YR	Dav College,Ajmer	01	01	02	02
19	PGDCA/MSCCS/MCA	Dav College,Ajmer	01	01	09	07
20	BCA I	Dav College,Ajmer	01	01	02	02
21	PGDYS/DYS/DNS	Govt. Ayurvede Nurse and compounder training center, kayad Ajmer	01	01	27	19
22	BCA-III	Dav College,Ajmer	01	01	02	02
23	MSCCS(F)/MCA-II	Dav College,Ajmer	01	01	07	5
24	MCA-III YR	Dav College,Ajmer	01	01	01	01

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
	UG 1. BA/BSC-I,II,III GEOGRAPHY 2. BA-I,II,III PSY 3. BA-I,II,III HOME SCIENCE 4. BA/BSC-I,II,III CS,IT 5. BSC-I(CH,ZO,PH,BO,BT) 6. BSC-II(CH,ZO,PH,BO,BT) 7. BSC-III(CH,ZO,PH,BO,BT) 8. BCA-I,II,III 9. B.ED.-I,II 10.BLIS	1. Govt. Dungar College, Bikaner 2. D.A.V. College, Sriganganagar 3. Govt. Lohiya College, Churu 4. BJS Rampuriya Jain College, Bikaner 5. Modal Study Center, Bikaner 6. Govt. T.T.College(IASE) Bikaner	06	120	2890	75%
	PG 1.M.A./M.Sc. (Geography)-P&F 2.M.A. (Psychology) -P&F 3.M.Sc (Physics) - P&F 4.M.Sc (Chemistry) -P&F 5.M.Sc (Botany) - P&F 6.M.Sc (Zoology) - P&F 7.MSCCS (Computer Science) -P&F 8.MCA- I,II,III	1. Govt. Dungar College, Bikaner 2. D.A.V. College, Sriganganagar 3. Govt. Lohiya College, Churu 4. BJS Rampuriya Jain College, Bikaner 5. Modal Study Center, Bikaner 6. Govt. T.T.College(IASE) Bikaner	06	100	6746	75%

PGD 1. PGDYS 2. PGDCA	1. Modal Study Center, Bikaner	0	0	0	0
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Jodhpur

S.NO.	Program mes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of No. students registered in the programme	NO. of Students Attended on an average basis
1.	BSC-III PH-12 JULY22/JAN23	1. Shri Sumer Mahila PG Mahavidyalya, jodhpur 2. Govt. College, Jaitaran 3. Govt. PG College, Osian 4. MBC Govt. Girls College, Barmer 5. Govt. College, Sirohi	05	02	195	146
2.	BSC-III CH-12	1. Mahila PG Mahavidyalya, Jodhpur 2. Shri Sumer Mahila PG Mahavidyalya, Jodhpur 3. SBK Govt. College, Jaisalmer 4. Govt. PG College, Osian 5. Govt. College, Barmer 6. Govt. College, Sirohi 7. Govt. College, Jaitaran	07	02	620	465
3.	BSC-II ,BO-08,BT-08 JULY-22	1. Shri Sumer Mahila PG Mahavidyalya, Jodhpur 2. Govt. College, Jaitaran 3. Govt. College, Barmer 4. Govt. College, Sirohi	04	02	345	258
4.	BSC-II,PH-08 JULY-22	1. Mahila PG Mahavidyalya, Jodhpur 2. Onkar Mal Somani College Of Commerce,Jodhpur 3. Govt. College, Jaitaran 4. Govt. College, Barmer 5. Govt. College, Sirohi	04	02	181	135
5.	BA,BSC-I,II,III (CS)JULY-23/JAN.23	1. Shri Pushtikar Shri Purohit Suraj Raj Roopadevi Smriti Mahila Mahavidyalya	01	02	23	17

6.	BCA-I,II,III JULY- 23/JAN.2 3	1. Shri Pushtikar Shri Purohit Suraj Raj Roopadevi Smriti Mahila Mahavidyalya	01	02	90	67
7.	BSC- III,BO- 12,BT-12	1. Govt. College, Jaitaran 2. Shri Sumer Mahila PG Mahavidyalya, Jodhpur 3. Sree Ram Mahavidyalya, Tinwri Jodhpur 4. Mbc Govt. Girls College Barmer 5. Govt, College Sirohi	05	02	431	323
8.	BSC- III(ZO-12) JULY- 23/JAN.2 3	1. Shri Sumer Mahila PG Mahavidyalya, Jodhpur 2. GOVT.PG.COLLEGE OSIAN 3. Govt. College, Jaitaran 4. Govt. College, Barmer 5. Govt. College, Sirohi	05	02	432	324
9.	BA-I,II,III (GE) JULY-22	1. Govt. College, Sirohi 2. Mahila PG Mahavidyalya, Jodhpur 3. Roopram Sevada Mahavidyalya Keru Jodhpur 4. Mbr Govt. College Balotra 5. Govt. College, Jaitaran 6. Dr.BR Ambedkar Govt College Bilara	06	02	1831	1373
10.	BA- III(Psy- 06)	1. Shri Rn Memorial Mahila Teacher Training College, Jodhpur	01	01	13	09
11.	MSCCS-P JULY22/J AN23	1. Adarsh Mahavidyalya, Jodhpur	01	01	97	72
12.	MSCCS-F JULY22/J AN23	1. Adarsh Mahavidyalya, Jodhpur	01	01	31	23
13.	MCA-I	1. Adarsh Mahavidyalya, Jodhpur	01	01	25	6
14.	MCA-II	1. Adarsh Mahavidyalya, Jodhpur	01	01	7	4
15.	MAGE-P MSCGE-F JULY-22	1. Adarsh Mahavidyalya, Jodhpur	05	02	597	447

		2. Shri Pushtikar Shri Purohit Suraj Raj Roopadevi Smriti Mahila Mahavidyalya 3. Dr.BR Ambedkar Govt College Bilara 4. Govt college sirohi 5. MBR Govt college Balotra				
16.	MAGE-F MSCGE-F JULY-22	1. Mahila Pg Mahavidyalya Jodhpur 2. Adarsh Mahavidyala Jodhpur 3. Govt College Sirohi 4. Mbr Govt. College Balotra 5. Govt.College Jaitaran 6. Dr.BR Ambedkar Govt College Bilara	06	02	467	350
17.	MAPSY-P JULY-22	1 Shri Rn Memorial Mahila Teacher Training College,Jodhpur	01	01	42	31
18.	MAPSY-F JULY-22	1 Shri Rn Memorial Mahila Teacher Training College,Jodhpur	01	01	19	14
19.	MSCCH-P MSCCH-F JULY-22	1 Adarsh Mahavidhyalaya, Jodhpur 2 Govt. College, Barmer 3 Govt. College, Sirohi	03	01	130	97
20.	MBO-P MBO-F	1. Adarsh Mahavidhyalaya, Jodhpur	01	01	52	36
21.	PGDYS DEC.-22	1 Adarsh Vidhya Mandir Jodhpur	01	01	04	03

Jaipur

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
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	<p>UG</p> <ol style="list-style-type: none"> 1. BA/BSC-I,II,III GEOGRAPHY 2. BA-I,II,III PSY 3. BA-I,II,III HOME SCIENCE 4. BA/BSC-I,II,III CS,IT 5. BSC-I(CH,ZO,PH,BO,BT) 6. BSC-II(CH,ZO,PH,BO,BT) 7. BSC-III(CH,ZO,PH,BO,BT) 8. BCA-I,II,III 9. B.ED.-I,II 10.BLIS 	<ol style="list-style-type: none"> 1.S.S.JAIN SUBODH P.G. COLLEGE 2. ALANKAR MAHILA P.G. COLLEGE 3. Regional Centre Jaipur 4.L.B.S. College, Jaipur 5. S.S.G. Pareek Girls College 6. Geography Department University of Rajasthan 7. J.D. P.G. College, Jaipur 	5	76	639	60%
	<p>PG</p> <ol style="list-style-type: none"> 1.M.A./M.Sc. (Geography)-P&F 2.M.A. (Psychology) -P&F 3.M.Sc (Physics) -P&F 4.M.Sc (Chemistry) -P&F 5.M.Sc (Botany) -P&F 6.M.Sc (Zoology) -P&F 7.MSCCS (Computer Science) -P&F 8.MCA- I,II,III 	<ol style="list-style-type: none"> 1.S.S.JAIN SUBODH P.G. COLLEGE 2. ALANKAR MAHILA P.G. COLLEGE 3. Regional Centre Jaipur 4. S.S.G. Pareek Girls College 5. Geography Department University of Rajasthan 6. J.D. P.G. College, Jaipur 	05	34	4678	60%

PGD 1. PGDYS 2. PGDCA	1. Regional Centre Jaipur	01	02	560	60
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Kota

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
	UG BA (GE-03,06,09)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	89	66
	BA (CS/IT-03,06,09)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	06	03
	BA (HM-03,06,09)	JDB Girls Arts College, Kota	01	03	13	10
	BA (PSY-06)	JDB Girls Arts College, Kota	01	01	04	03
	BSC (CH-04,08,12)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	82	72
	BSC (BO-04,08,12)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	49	38
	BSC (PH-04,08,12)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	25	17
	BSC (ZO-04,08,12)	Vigyan Bhawan,	01	03	57	48

		VMOU, Campus, Kota				
	BSC (BT-04,08,12)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	8	03
	BED (BED-116,133)	JLNTT College, Sakatpura, Kota	01	02	100	92
	BLIS	Vigyan Bhawan, VMOU, Campus, Kota	01	01	373	262
	PG MAGE-P (MAGE-05)	1.Vigyan Bhawan, VMOU, Campus, Kota 2.Govt. Arts College, Kota	02	02	262	216
	MAGE-F (MAGE-10)	1.Vigyan Bhawan, VMOU, Campus, Kota 2.Govt. Arts College, Kota	02	02	186	164
	MSCGE-P (MSCGE-05)	1.Vigyan Bhawan, VMOU, Campus, Kota 2.Govt. Arts College, Kota	02	02	0	0
	MSCGE-F (MSCGE-10)	1.Vigyan Bhawan, VMOU, Campus, Kota 2.Govt. Arts College, Kota	02	02	27	15

	MAPSY-P (MAPSY-05)	JDB Girls Arts College, Kota	01	01	94	86
	MAPSY-F (MAPSY-10)	JDB Girls Arts College, Kota	01	01	47	43
	MPH-P (MPH-05)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	25	22
	MPH-f (MPH-05)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	24	18
	MSCCH-P MSCCH-05	Govt. Collage KOTA	01	01	29	22
	MSCCH-f MSCCH-10	Govt. Collage KOTA	01	01	22	18
	MBO-P (MBO-05)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	47	34
	MBO-f (MBO-10)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	33	26
	MZO-P (MZO-05)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	41	36
	MZO-F (MZO-10)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	38	32
	MSCCS-P (MSCCS-106)	Vigyan Bhawan, VMOU,	01	01	24	15

		Campus, Kota				
	MSCCS-F (MSCCS-206)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	10	08
	MCA-I (MCA-106)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	20	16
	MCA-II (MCA-206)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	02	01
	MCA-III (MCA-306)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	01	01

Udaipur

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
1 2 3	BSC-III (CH,ZO,PH,BO,BT) B.ED.-I,II BA ENGLISH (I,II& III YEAR)	1.Manikya Lal Verma Shramjeevi College Faculty Of Science, Udaipur 2.Rajasthan Mahila T.T. College, Udaipur 3.Model Study Centre Regional Centre, Udaipur	3	10	897	70%
1 2 3	MA ENGLISH (PREVIOUS & FINAL)	1.Model Study Centre Regional Centre, Udaipur	1	8	602	70%

4	MA HISTORY (PREVIOUS & FINAL) MSW (PREVIOUS & FINAL) MAPS (PREVIOUS & FINAL)					
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Bharatpur

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	Total no. of students registered in the programme
	UG/PG	एम.एस.जे. राज० कॉलेज, अछनेरा रोड, भरतपुर	01	42	514	410
	UG/PG	राजकीय पी.जी. कॉलेज, धोलपुर	01		119	90
	UG/PG	राजकीय कॉलेज, हिण्डीन सिटी	01		99	79
	UG/PG	मॉडल अध्ययन केन्द्र क्षेत्रीय केन्द्र, वमखुविवि, कोठीपुष्पवाटिका, सारसचौराहा, भरतपुर	01	10	994	760
	UG/PG	महाराजा सूरज मलटी. टी. कॉलेज, पक्काबाग, भरतपुर	01	2	100	94

6.2 Compliance status of 'Learner Support Centre' – As per Annexure – VIII of UGC(ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed for identification of LSCs and the agreement terms for providing support to the learners thereby ensuring compliance to the LSCs provisions of the Regulations. The explicit details of approval by its Statutory Authorities/CIQA shall also be mentioned.

We have adopted act of 2020 and we have followed the policy identified of LSC as per act 2020
61th academic council dated 01.10.2020
Minutes no. 61/03

6.3 LSC wise enrollment details (Not for Private University)

All Programme(Fresh + Promotee)(including Additional & Lateral entry programmes) Session 2023-24		
Sc_Code	Sc_Name	Total validated
1000	REGIONAL CENTRE, AJMER	3105
1001	Dayanand College, Beawar Road, Ajmer	697
1003	GOVT. SANATAN DHARM PG COLLEGE, BEAWER	363
1004	MLV Govt PG College, Bhilwara	917
1011	GOVT. PG COLLEGE, TONK	225
1013	SHREE RATAN LAL KANWAR LAL PATNI GOVT. PG COLLEGE, KISHANGARH	191
1040	Haribhau Uppadhaya T.T. College,Hatundi, Ajmer	100
1074	GOVT. PG COLLEGE, DEOLI (TONK)	84
1075	GOVT. BANGER PG COLLEGE, DIDWANA	352
1077	Sophia Girls College(Autonomous), Ajmer	376
1078	GOVT. COLLEGE, DEGANA (NAGAUER)	136
1079	SHREE TEGORE COLLEGE, JHALARA ROAD, KUCHAMAN CITY	78
1080	SBRM GOVT. COLLEGE, NAGAUER	315
2000	MODEL STUDY CENTRE, REGIONAL CENTRE, BIKANER	4551
2001	Govt. Dungar College, Bikaner	2057
2004	HQ-6 ARMD BDE, C/O 56 APO, SURATGARH CANTT. SHRI GANGANAGAR	107
2005	GOVT. NEHRU MEMORIAL PG COLLEGE, HANUMANGARH TOWN	831
2006	SBD Govt. College, Sardarshar	385
2008	S N D B Govt. College, Nohar	1047
2009	GOVT.LOHIA COLLEGE, CHURU	646
2024	GOVT. INSTITUTE OF ADVANCED STUDY IN EDUCATION (IASE), BIKANER	100
2029	MA JALAPA DEVI GOVT. COLLEGE	127
2044	SETH BIHARI LAL CHABRA GOVT. COLLEGE, ANUPGARH	81
2045	GOVT P.G. COLLEGE, SURATGARH	583
2046	GOVT MANGILAL BAGDI P.G. COLLEGE, NOKHA	196
2047	DAV PG COLLEGE, SHRIGANGANAGAR	852
2048	HKM PG COLLEGE	273
2049	B.J.S. RAMPURIA JAIN COLLEGE	61
2050	K.K.C. P.G. COLLEGE	84
2051	GOVT. COLLEGE, LOONKARANSAR	17

2052	MANDA COLLEGE	9
2053	RAJKIYA MAHARANI SUDARSHAN KANYA MAHAVIDYALAYA, BIKANER	57
3003	R R P G COLLEGE, ALWAR	1337
3005	Govt. College, Neem Ka Thana	369
3009	Govt. College, Dausa	1465
3010	MSJ College, Bharatpur	1131
3011	HQ 20,Inf Bde, C/O 56 APO, Itarna (Alwar)	18
3012	Govt. PG College, Rajgarh (Alwar)	404
3013	Govt. PG College, Kotaputli	1014
3017	Govt. P.G. College, Dholpur	292
3019	MODEL STUDT CENTRE (REGIONAL CENTRE), JAIPUR	12335
3026	M.A.J. Govt. College, Deeg, Bharatpur	264
3096	SSG PAREEK PG COLLEGE OF EDUCATION, JAIPUR	99
3097	SSG Jain Subodh Women T.T College Jaipur	100
3134	GOVT. SHRI KALYAN GIRLS COLLEGE, SIKAR	825
3135	GOVT. P.G. COLLEGE	40
3136	AJEETGARH P.G. COLLEGE	104
3137	S.S. JAIN SUBODH P.G. COLLEGE	1199
3138	S.B.N. P.G. COLLEGE	61
3139	RAJASTHAN GRAMEEN MAHAVIDHYALAY	15
3140	GRAMIN MAHILA MAHAVIDHALAYA	274
3141	ALANKAR MAHILA P.G. MAHAVIDHYALAY	1315
3142	KASTRU DEVI COLLEGE	150
3143	GANPATI MAHILA MAHAVIHYALAYA	55
3144	MAHARSHI DAYANAND BALIKA VIGYAN PG MAHAVIDYALAYA	820
3145	EASWARAMMA SHIKSHAK PRASHIKSHAN MAHILA MAHAVIDYALAYA	98
4000	MODEL STUDT CENTRE (REGIONAL CENTRE), JODHPUR	27063
4002	SBK Govt. PG College, Jaisalmer	4068
4003	Govt. College, Barmer	18250
4004	GOVT. BANGUR COLLEGE, PALI	2209
4008	Govt. College, Sirohi	655
4009	MBR Govt. College, Balotra	6599
4014	G. K. GOWANI GOVT. COLLEGE, BHINMAL	4394
4034	R.N Memorial Women T.T College, Jodhpur	100
4052	GOVT COLLEGE, OSIAN	5258
4053	GOVT COLLEGE, BILARA	279
4054	S.P.U. COLLEGE FALNA, PALI	546
4055	GOVT GIRL COLLEGE	1741
4056	ADARSH MAHAVIDHYALAYA, JODHPUR	5631
4058	GOVT COLLEGE SOJAT CITY	614
4059	S.P.M.GOV'T COLLEGE	1992
4061	ROOPA RAAM SEVDA MAHAVIDHYALAY	318

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4062	SHRI MAHALAXMI MAHILA TEACHERS TRAINING COLLEGE	99
4064	SHRI RAM MAHAVIDHYALAYA	232
4065	BHAGWAN JAMBHESHWAR MAHAVIDHYALAYA	790
5000	MODEL STUDET CENTRE (REGIONAL CENTRE), KOTA	6215
5001	Govt. College, Kota	1353
5002	GOVT. PG COLLEGE, KARALI	162
5003	Govt. College, Baran	442
5007	Govt. PG College, Jhalawar	550
5008	GOVT. PG COLLEGE, SAWAI MADHOPUR	222
5010	Govt. College, Hindaun City	286
5015	GOVT. COLLEGE, GANGAPUR CITY	134
5018	Govt.College Bundi	553
5046	J.L.N T.T College, Kota	99
5057	GOVT ARTS GIRLS COLLEGE KOTA	949
6000	MODEL STUDET CENTRE (REGIONAL CENTRE), UDAIPUR	5363
6001	College of Commerce & Management Studies, Udaipur	679
6002	SBP GOVT. COLLEGE, DUNGARPUR	915
6003	HARI DEV JOSHI GOVT. GIRLS COLLEGE, BANSWARA	834
6004	MP PG GOVT. COLLEGE, CHITTORGARH	584
6006	SETH MDB GOVT. COLLEGE, NATHDWARA	365
6008	Govt. PG College, Pratapgarh	412
6050	SETH RANGLAL KOTHARI GOVT COLLEGE, RAJSAMAND	518
6054	Rajasthan Mahila T.T. College, Udaipur	101
6068	HADI RANI GOVT. COLLEGE, SALUMBAR	313
6072	GOVT COLLEGE, JHADOL	64
6073	SHRI BHIKHA BHAI BHEEL RAJKIYA MAHAVIDYALAYA	62
7000	REGIONAL CENTRE, BHARATPUR	2902
7003	MAHARAJA SURAJMAL TEACHERS TRAINING COLLEGE PAKKA BAGH BAHARATPUR	100
7004	GOVT. COLLEGE BAYANA	105
		125882

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Sr. No.	Name & Address of College/ institute where LSC is established (with Pin Code)	This LSC is LSC of how many HEIs? (No. and Names)	If yes, All the HEIs in same State as that of the LSC?	Name of HEI to which College/ institute is affiliated (where LSC is established)	Whether the College/ institute is private or Govt(where LSC is established)	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
https://vmou.ac.in/node/586										

Note: In case of Science Programmes, programmes shall be offered from the Head Quarters and/or only from such Learner Support Centres which are offering same programme under conventional mode atleast for seven years.

Whether LSC is offering same programme under conventional mode	If Yes, then years since when being taught in conventional mode	No. of years	7 years condition complied Yes/No
Yes	More than 7 Years	More than 7 Years	Yes

6.4 Off campus details (For Deemed to be University)

Sr. No.	Name & Address of Off campus (Pin Code)	Approval of Govt of India through notification published in the Official Gazette	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
1.	-	-	-	-	-	-	-
N.	-	-	-	-	-	-	-

6.5 Delivery of Self-Learning Material

Delivery of Self Learning Material to learners for ODL programmes as defined in Annexure-VI and Annexure-VII of Regulations

Type	Session	Date of Admission (for July and January)	Date of delivery SLM	Whether SLM Delivered to
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				learners within a fortnight from the date of admission
UG	July 2023	Last date of Admission 20/10/2023	28/03/2024 Last Student	Most of learners were sent material within fortnight
	Jan 2024	Last date of Admission 31/03/2024	10/05/2024 Last Student	Most of the learners were sent material within fortnight
PG	July2023	Last date of Admission 20/10/2023	28/03/2024 Last Student	Most of the learners were sent material within fortnight
	Jan. 2024	Last date of admission 31/03/2024	30/08/2024 Last date of Tentative	Most of the learners were sent material within fortnight
Diploma	July 2023	Last date of Admission 20/10/2023	28/03/2024 Last Student	Most of the learners were sent material within fortnight
	Jan. 2024	Last date of Admission 31/03/2024	30/08/2024 Last student Tentative	Most of the learners were sent material within fortnight
Certificate	July 2023	Last date of Admission 20/10/2023	20/11/2023 Last student	Most of the learners were sent materials

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				within fortnight
	Jan. 2024	Last date of Admission 31/03/2024	15/04/2024 Last student	Most of the learners were sent materials within fortnight

**6.6 Whether any course in a particular programme was allowed through OER/
Massive Open Online Courses: Y/N**

a. Provide details as under:

S. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester wise - programmes wise)
1	Diploma in Computer Application DCAOL	MOOC	Moodle	Vardhman Mahaveer Open University, Kota	1 Year	36	Approximate 80% in a year
2	Diploma in Library Science DLISOL	MOOC	Moodle	Vardhman Mahaveer Open University, Kota	1 Year	36	Approximate 80% in a year

b. Upload approval of statutory authorities of the Higher Educational Institution:

Upload

Part – VII: Self Regulation through disclosures, declarations and reports

7.1 Compliance status of Regulations 9 of UGC (ODL Programmes and Online Programmes) Regulations, 2020– Self-regulation through disclosures, declarations and reports

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	YES www.vmou.ac.in/CIOA	
Uploading of the following on HEI website (Mention link)			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode	Yes https://www.vmou.ac.in/act	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	https://www.vmou.ac.in/recognition-letters	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	https://www.vmou.ac.in/prospectus	
5.	Programme-wise information on syllabus,	https://www.vmou.ac.in/prospectus	

	suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details (for Open and Distance Learning mode), their working hours and counselling (for Open and Distance Learning mode) Schedule;	https://vmou.ac.in/node/565	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	https://www.vmou.ac.in/node/569	
7.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform?pli=1	
8.	Information regarding all the programmes recognized by the Commission	https://vmou.ac.in/recognition-letters	
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	125882 (Criteria 6.3)	
10.	Complete information about 'Self Learning	https://online.vmo.ac.in/SLM.aspx	

	Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;		
11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open and Distance Learning Programmes	https://www.vmou.ac.in/prospectus	
12.	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner, for Open and Distance Learning programmes	https://vmou.ac.in/node/564	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Open and Distance Learning programmes	https://vmou.ac.in/node/564 https://vmou.ac.in/node/581	
14.	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning programmes	NO	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	https://vmou.ac.in/sites/default/files/2024-07-web-docs-per/Prospectus%20July%202024.pdf	

16.	Reports of the third-party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	NO	
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Part – VIII: Admission and Fees

8.1 Compliance status of ‘Admissions and Fees’ – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved in take in conventional mode and incase of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners:	YES
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	YES
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	YES

4.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	YES
5.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	YES
6.	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners: Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	YES
7.	Every Higher Educational Institution shall- (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an	YES

	<p>International Learner;</p> <p>(b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;</p> <p>(c) exhibit such records as permissible under law on its website; and</p> <p>(d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.</p>	<p>YES</p> <p>YES</p> <p>YES</p>
8.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning mode, and the other terms and conditions of such payment	YES
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	YES
8. (c)	The number of seats approved in respect of each programme of Open and Distance Learning mode,	YES

	which shall be in consonance with the resources	
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	YES
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	YES
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	YES
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	YES
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	YES
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	YES

8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	YES
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	YES
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	YES
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	YES
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Open and Distance Learning mode offered by a Higher Education Institution	YES
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the	YES

	purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	YES
14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false	YES

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	or not based on facts or to be misleading	
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Part – IX: Grievance Redressal Mechanism

9.1 Compliance status of ‘Grievance Redressal Mechanism’ – As per Annexure - X of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also mention that how the learners have been made aware about this mechanism.

Students’ Grievance Redressal Cell

The function of resolving grievances is handled by the Students’ Grievance Redressal Cell. While resolving the grievance, it is guided by the principle of natural justice. Formal grievances received via the university website, CM Sampark Portal, UGC Portal, CP GRAM Sampark Portal, or in person are considered by the cell. The cell will make every effort to reach an appropriate decision/amicable solution as soon as possible.

To monitor the redressal process on a regular basis, the Students’ Grievance Redressal Cell keeps a grievance register under the supervision of the Grievance Redressal Cell's nodal officer, which contains all the details regarding the grievant, nature of the grievance, clarification sought, and solution received.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
84	84

9.3 Complaint Handling Mechanism

HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations. Also, mention details of Nodal Officers.

Nodal Officer : Dr. Ravi Gupta,
Asstt. Prof. Mathematics,
VMOU, Kota

The welfare of the students is the University's strength. The VMOU provides an effective mechanism for resolving student grievances. The university has established a Students’ Grievance Redressal cell in the university. A Grievance is any discontent or dissatisfaction, expressed or unspoken, valid or invalid, arising from anything connected with the Institute that a student believes, believes, or even feels is unfair, unjust, or inequitable.

Any student with a genuine grievance may approach Grievance Cell online on university website to submit his/her grievance in proper format. Grievances are resolved in a systematic manner by involving the relevant Department/person.

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9.4 Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
140	136	Yes

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

Innovative initiatives of the Institution

VMOU continuously needed to innovate in various ways in order to:

- reach the unreached, difficult, and distant topographical areas of the State;
- provide skill-oriented education to learners;
- establish its regional infrastructure and Study centres in various strategic locations;
- innovate in terms of special counselling sessions at various locations, and,
- introduce research studies in-tune with the PhD Regulations in the campus.

Thus, innovations were attempted in almost all the important areas from the beginning itself. However, the Innovation Cell was established later, but the innovative practices continued all-through. A brief description of the above-mentioned areas is given below:

Reach the Unreached, difficult, and distant topographical terrains of the State:

Rajasthan is popularly known as a desert state and it is difficult to reach the learners located in the border and desert areas of the State. Accordingly, the University sent groups of academics to different locations to identify as to how the mantle of higher education could be taken to these areas. On the basis of these visits Study centres were identified and the local educators were persuaded to work for it in collaboration with the University. Thus, the first important innovation which the University did was to take the learning at the door-steps of the learners (शिक्षा आपके द्वार). This slogan gradually yielded the desired results but initially it was a difficult job to convince the educators and the learners about the genuineness of ODL mode of instruction. Thus, the first innovation of reaching the relevant stakeholders in distant and neglected areas of the state could be implemented by the University.

Providing skill oriented education to learners: It was a challenge under the ODL mode of instruction and therefore, the University had to adopt a strategy to establish liaison between the providers and other institutions. Our continuous persuasion followed by the visits of our representative to the offices of the other institutions helped us to arrive at a policy whereby, bi-partite MOUs were entered into with the University and the technical education providers. Accordingly, Dr Babasaheb Amedakar University, Ahemdabad, Gujrat, Universitas Terbuka, Indonesia and Maulana Azad Education Foundation, New Delhi were some of the leading institutions with whom the collaboration were initiated. The university has established Centre for Entrepreneurship and Skill Development through which skill training programmes are offered. Under Seekho aur Kamao Scheme, Maulana Azad Education Foundation, New Delhi (MAEF) released funds for implementation of training target of 1400 trainees of Trade/job role of Plumbing Supervisor and Medical Records and Health Information Technician. The training programme was organized at 9 various centres of VMOU across the state of Rajasthan between 01.07.2023 and 15.06.2024. This innovation was also very successful and it helped many young learners to find suitable learning, grooming and employment after completion of skill-oriented education from VMOU.

Establish its Regional centres and Study centres in various strategic locations: The University established 07 regional centres of the University in different strategic locations of the state, viz., Ajmer, Bikaner, Jaipur, Jodhpur, Bharatpur, Udaipur and Kota having 108 Study centres in all. This strategic innovation helped us to reach even the remotest, marginalized and tribal and desert areas of Rajasthan.

Innovating in terms of special counselling sessions at various locations: It was a unique innovation of the University wherein the University organized special counselling sessions at different locations under the domain of VMOU. Accordingly, academics of the University visited different Regional Centres and arranged special counselling sessions for the learners. With prior information on the website of the University and at the e-mail addresses of the learners, good response could be generated. Very soon it became a very popular practice and in some programmes of the study, these special counselling sessions were made mandatory in view of the requirements of the said programmes. Thus, in Yoga and Science programmes practical sessions were organized by the academics of the University at different locations to enable the learners to participate in these practical and theory classes. It created a bond between the University and its learners and it has continuously been spreading positively amongst the other prospective learners.

Special Learner Support centres –Village Itarana of Alwar district has been designated Special Study Centre for employees of defence or security forces which helps them in admission process, gives information about exams & informs them about University activities. In some remote areas of Rajasthan like Barmer, Pali women and tribal are approached through ‘doosra dashak pariyojna’ and slogan for distance education “University at your door step” is truly proven here as ‘hum he pahuche wahan koi na pahuche jahan’

Introduce research studies in-tune with the PhD Regulation (UGC’s) in the campus:

After enactment of the Research Regulations of the UGC, the University prepared the design of its course-work for different programmes and in-house classes were arranged for the scholars enrolled in different Ph.D. programmes. This face-to-face counselling is of the duration of 06 months and after successful completion of course-work, the research studies of the concerned research scholars begin in guidance of their research supervisors in the concerned Departments. This in-house counselling includes face-to-face lectures, Webinars, Virtual Counselling, mentoring and software based interactions. Student’s Information System (SIS):

Accordingly, over the period of time VMOU has taken many innovative initiatives by providing access to diversified groups of learners of Rajasthan.

10.2 Best Practices of the HEI

Describe any four best practices successfully implemented by the institution as per the NAAC format provided in the Manual

1. Responsiveness towards learners:

The university has adopted online mode of admission. The aspirants can visit any E-mitra kiosk located in any part of the state and submit their application online. This makes admission process easy even for students living in remote areas and for the differently abled students. The university website provides all the required information regarding admission, programmes etc.

- **‘Students’ One View’- one stop information system**

‘Student One View’ is a unique application available in the university website. The students can view all details regarding their admission, the status of dispatch of their SLM and other documents and register their grievances by clicking on this application.

The students are also advised to subscribe to vmouonline channel on you tube to watch the video lectures of their subjects.

- **The university has a dedicated online/ offline helpdesk/ toll free number** for its learners. The information related to all these three is uploaded on the website of the University. The online system of grievance redressal of this University is very unique. The moment an online complaint/ grievance/ query is received, complaint number is generated automatically and the complaint/ grievance/ query is transferred to the concerned person for its resolution. The University has followed a system wherein, till the grievance

is resolved, the complaint number continues to show that the complaint/ grievance/ query is still un-resolved and immediate steps are taken to resolve it. Thus, usually all the genuine complaints/ grievances/ queries are redressed in a systematic manner. Over the years the University has found this system to be very useful and learners/ stakeholders are also satisfied with this system of online redressal of grievances. Similarly, the University has the dedicated toll free lines operating under IVRS.

- **The system of getting feed-back:** During face-to-face interactions with the learners, say, in the mandatory workshops and the mandatory practical classes, learners are requested to submit their feedback. It is finally submitted to the coordinator who analyses these feedback sheets. Besides feedback-form link is also provided in the university website through which the stakeholders suggest the corrective actions to the authorities of the University.
- **Free Education for Women:-**

Recently VMOU has taken a noble social initiative of providing free education to women learners of the state.

2. Accountability

- **Meetings of all the statutory bodies:** All the meetings of the Statutory bodies are held regularly to ensure accountability in administration of the University. It helps in continuous monitoring of accountability on part of the University. Similarly, the State Government is also informed about this functioning as per the provisions of the Statutes. Representatives of the State Govt. attend various meetings of the University.
- **Auditing and budgeting:** The accounting functions are online; hence, the accounting practices are also easier and automated. The system of internal check and internal auditing is in place. The University has appointed a CA firm to carry out its annual auditing. The audit reports are placed in the meetings of the Executive Council and deliberated upon. Further, the audit objections are noted and resolved through follow-up actions.
- **The procurement processes** of the University: The University has a purchase committee which meets regularly and the procurements are made through the GEM portal. Tendering process is also carried on through e-tendering to ensure transparency and accountability.
- Academic calendar is being followed strictly: The Academic Calendar is made public through website and prospectus and it is widely circulated. It ensures academic accountability of the University.

3. Transparency:

The university follows e-tendering process through state government portal, following RTPPT Act.

- Proper sharing of information with the concerned stakeholders: Information related to each and every aspect related to functioning of the University is uploaded and updated regularly on the website of the University. Further, the University keeps sending bulk SMS and e-mails to the learners to update them about all the important information. Information in the news-papers is also published, as and when required.
- **Transparent system of monitoring and evaluation:** The monitoring of internal and external functions of the University is a continuous process and for this purpose separate mechanisms are followed. It is briefly enumerated as below:

- (i) Monitoring and evaluations of RCs: Meetings of RCs are conducted at the University Headquarter. During these meetings proper evaluation of the work done and the strategy to be followed is discussed. Finally, the policy guidelines are circulated to all the RCs.

- (ii) Monitoring and evaluations of Study Centers: Meetings of coordinators of Study Centers are organized at regular intervals to listen to their problems and to take corrective actions. Further, visits to Study Centers are carried out on a regular basis.
- (iii) Monitoring and evaluation of University's examinations: Before the start of examination, various teams of the University's teachers and employees are sent to deliver the examination material at the examination centres and it is followed by the regular visits to these centres during the conduct of examinations. Flying squads make surprise visits to ensure fair conduct thereof. The examination centres are made only at the places which have the facility of proper conduct of examination.
- (iv) Monitoring and evaluation of University's general functions: University's various Statutory and non-statutory bodies meet regularly to monitor and evaluate the progress of the University in different functional areas, thereby ensuring complete transparency in the system.
- **Proper institutional system of inclusive planning:** University has a Planning Board which plans the Academic, Administrative, Infrastructural and Financial plans of the University for the long-run and the short-run. It ensures inclusive planning in the University at every possible level. The opinion of learners, coordinators of Study Centers and Regional Directors are included through various authorities of the University.
 - **All relevant information is made available in public domain:** The website of the University is the major source of dissemination of information related to the University in public domain. Further, the University publishes its News- letter, and the Annual Report which put complete information about the University in the public domain.

10.3 Details of Job Fairs conducted by the HEI

NO

10.4 Success Stories of students of ODL mode of the HEI

<https://vmou.ac.in/node/566>

10.5 Initiatives taken towards conversion of SLM into Regional Languages

NO

10.6 Number of students placed through Campus Placements

NO

10.7 Details of Alumni Cell and its activity

The Alumni Association

The university has made efforts to create channels that facilitate closer ties between the alumni, students and the university. The Alumni Cell of the VMOU was established on 29-10-21 with the following objectives:

- To provide a platform to the alumni for exchange of ideas on academic as well as other relevant matters.
- To promote the general welfare of VMOU and its alumni by encouraging participation of the members in various academic and other public spheres.

Activities carried out by the Alumni Association of VMOU:

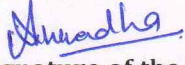
The Alumni Association of VMOU is a registered organization under the Rajasthan Societies Registration Act 1958. Some of the Alumni of VMOU have made the University proud through their achievements. Students who have carved a niche for themselves in their respective fields continue to mentor their fellow alumni and other students of VMOU and continue to inspire them.

10.8 Any other Information

NA

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.



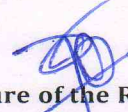
Signature of the Director:

Name: Dr. Anuradha Dubey

Seal:

Director CIQA
Vardhman Mahaveer Open University, Kota

Date: 28/08/2024



Signature of the Registrar:

Name: Shri M.C. Meena

Seal:

Registrar
Vardhman Mahaveer Open University
Kota (Rajasthan)

Date: 28/08/2024

Note: Kindly take the print out of dully filled CIQA report and submit it to UGC DEB office (after getting it approved by Statutory Authorities of the HEI) and upload the same on HEI's website also. Please refer provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.