

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

Annual Report

OF

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

PROGRAMMES UNDER
OPEN AND DISTANCE LEARNING MODE

Year

2022-23

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

Part – I: General Information

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

| |
|--------------------------|
| Upload PDF 28.04.2018 |
|--------------------------|

1.2 Details of Director, CIQA

- Name : Dr. Anil Kumar Jain
- Qualification: M.Sc. ,M.Ed., Ph.D .
- Appointment Letter and Joining Report: Upload (PDF)

1.3 Details of CIQA Committee:

a. Composition as per Regulations

| S. No. | Designation | Nomination as | Name and Qualification | Specialization | Date of Nomination in CIQA Committee |
|--------|-------------------------------------------------------------------------------------------------------------|---------------|--------------------------|----------------------------|--------------------------------------|
| a. | Vice Chancellor of the University | Chairperson | Prof. Kailash Sodani | | 06.09.2022 |
| . | Three Sen teachers of HEI | Member 1 | Prof. Ashok Sharma | Prof. In Political Science | 06.09.2022 |
| | | Member 2 | Prof. B. Arun Kumar | Prof. of Political Science | 06.09.2022 |
| | | Member 3 | Dr. Subodh Kumar | Asso. Prof. In Journalism | 06.09.2022 |
| c. | Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode | Member 4 | Dr.Kshamta Choudhary | M.A. PhD | 06.09.2022 |
| | | Member 5 | Dr. Anuradha Sharma | M.Sc. Ph.D. | 06.09.2022 |
| | | Member 6 | Dr. Surendra Kulshreshta | M.A. PhD | 06.09.2022 |
| d. | Two External Experts | Member 7 | Prof. Ashutosh Gupta, | | 06.09.2022 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | |
|----|--------------------------------------|----------------------------|-----------------------------------------------------------|-------------|------------|
| | of ODL and/or Online Education | Member 8 | Prof. H.B. Nandwana, | M.lib. PhD. | 06.09.2022 |
| e. | Officials from departments of HEI | Member 9 Administration | Dr. M. A. Khan Dy. Registrar | MSc PhD | 06.09.2022 |
| | | Member 10 Finance | Sh. Mahesh Chandra (Finance Officer), VMOU, Kota | MA | 06.09.2022 |
| f. | Director, CIQA | Member Secretary | Dr. Anil Kumar Jain | MSc PhD | 06.09.2022 |

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:

b. Meeting details:

| Meetings | Date-Month- Year | No. of External Expert Present | Minutes | Approval of Minutes |
|-----------|---------------------|-----------------------------------|---------|------------------------|
| Meeting 1 | 25-07-2022 | Nil | upload | upload |
| Meeting 2 | 01-12-2022 | Nil | upload | upload |

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

From <Month, Year> academic session:

| Sr. No. | Name of the Department | Certificate 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 | T G | Total |
| | | | | | | | | | | | | |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | | | | | | | | |
|----|---------------------------------------|----------------------------------------------|---|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------|----|----|----|---|----|
| 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 | 70 | 1 | 0 | 0 | 1 |
| | 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 | 63 | 20 | 9 | 0 | 29 |
| | SCHOOL OF HUMANITIES & SOCIAL SCIENCE | Certificate in Creative Writing in English | 6 | 12 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 3400 | F.No. 26-2/2016 (DEB-III) dated 30.06.2016 | 69 | 2 | 1 | 0 | 3 |
| | SCHOOL OF HUMANITIES & SOCIAL SCIENCE | Certificate in Falit Jyotish | 6 | 12 | 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 | 3800 | F.No. 26-2/2016 (DEB-III) dated 30.06.2016 | 64 | 35 | 12 | 0 | 47 |
| | 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 | 68 | 5 | 4 | 0 | 9 |
| | SCHOOL OF HUMANITIES & SOCIAL | Certificate in Mahatma Gandhi | 6 | 12 | साक्षर मात्र | 1600 | F.No. 26-2/2016 (DEB-III) dated | 71 | 27 | 11 | 0 | 38 |

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| | SCIENCE | NREGA Mate | | | | | 30.06.2016 | | | | | |
|--|---------------------------------------|------------------------------------------------|---|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------|----|----|----|---|----|
| | 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 | 1400 | F.No. 26-2/2016 (DEB-III) dated 30.06.2016 | 64 | 1 | 0 | 0 | 1 |
| | 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 | 11 | 18 | 16 | 0 | 34 |
| | SCHOOL OF HUMANITIES & SOCIAL SCIENCE | Certificate in Teaching of English | 6 | 12 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 3400 | F.No. 26-2/2016 (DEB-III) dated 30.06.2016 | 65 | 9 | 14 | 0 | 23 |

HEI ID: U-0428

Type of HEI: State Government Open University

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

*Not for Private University

Note: Mention details separately for <Month, Year>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 <Month, Year> 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 |
| | 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 | 30 | 1 | 0 | 0 | 1 |
| | 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 | 3300 | F.No. 26-2/2016 (DEB-III) dated 30.06.2016 | 30 | 55 | 36 | 0 | 91 |

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| | | | | | महावीर खुला विश्वविद्यालय से सी टी उत्तीर्ण | | | | | | | |
| | 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 | 3500 | F.No. 26-2/2016 (DEB-III) dated 30.06.2016 | 36 | 5853 | 4630 | 0 | 10483 |
| | 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 | 4100 | F.No. 26-2/2016 (DEB-III) dated 30.06.2016 | 30 | 107 | 46 | 0 | 153 |
| | 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 | 30 | 4 | 2 | 0 | 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 | 2000 | F.No. 26-2/2016 (DEB-III) dated 30.06.2016 | 24 | 18 | 20 | 0 | 38 |

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| | | | | | | | | | | | | |
|--|---------------------------------------|----------------------------------|----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------|----|------|------|---|------|
| | | | | | बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण | | | | | | | |
| | SCHOOL OF HUMANITIES & SOCIAL SCIENCE | Diploma in Watershed Manageme nt | 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 | 2500 | F.No. 26-2/2016 (DEB-III) dated 30.06.2016 | 30 | 84 | 17 | 0 | 101 |
| | 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, अजमेर से हायर सेकेंडरी उत्तीर्ण | 5000 | F.No. 26-2/2016 (DEB-III) dated 30.06.2016 | 12 | 2687 | 2298 | 0 | 4985 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

*Not for Private University

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

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

From <Month, Year>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/Trans-gender) | | | |
|---------|-----------------------------|------------------|----------------|-----------------------|-----------|-------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------|---|----|-------|
| | | | | | | | | M | F | TG | Total |
| 1. | - | - | - | - | - | - | - | - | - | - | - |
| N. | - | - | - | - | - | - | - | - | - | -- | - |

*Not for Private University

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

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

From <Month, Year>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. 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 |
| | 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 में स्नातकोत्तर उपाधि अथवा स्नातक (न्यूनतम त्रिवर्षीय) के साथ पुस्तकालय एवं सूचना विज्ञान में डिप्लोमा; अथवा स्नातक (न्यूनतम त्रिवर्षीय) के साथ | 7900 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 8 | 1958 | 2135 | 0 | 4093 |

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| | | | | पुस्तकालय एवं सूचना केंद्र में दो वर्ष का कार्यानुभव; अथवा प्रोफेशनल विषयों में स्नातक उपाधि | | | | | | | |
|-----------------------------------------------|----|----------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------|----|-----------|-----------|---|-----------|--|
| Bachelor of Arts Programme (Pass Course) | 36 | 36 36 36 | किस्सी 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 | 90 | 342 60 | 254 42 | 0 | 597 02 | |
| Bachelor of Business Administration Programme | 36 | 36 36 36 | किस्सी 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 | 77 | 31 | 0 | 108 | |
| Bachelor of Commerce Programme (Pass Course) | 36 | 36 36 36 | किस्सी 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 | 377 | 173 | 0 | 550 | |
| Bachelor of Computer Application | 36 | 32 32 28 | किस्सी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा समकक्ष | 1040 0 1010 0 1010 0 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 50 | 291 | 87 | 0 | 378 | |
| Bachelor of Journalism | 12 | 48 | किस्सी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 8900 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 53 | 177 | 40 | 0 | 217 | |
| Bachelor of Science Programme (BTZC) | 36 | 36 36 36 | किस्सी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा VMOU से बीएपी/बीसीपी/बीएस सीपी परीक्षा उत्तीर्ण अथवा समकक्ष | 1420 0 1420 0 1400 0 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 50 | 211 5 | 107 7 | 0 | 319 2 | |
| Bachelor of Social Work | 36 | 36 36 36 | किस्सी 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 | 67 | 32 | 0 | 99 | |

HEI ID: U-0428

Type of HEI: State Government Open University

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | | | | | | | |
|--|-----------------------|----|----------|-------------|------------------------|----------------------------------------------------|----|-----|-----|---|-----|
| | Bachelor of Education | 24 | 42 33 | As Per NCTE | 2680 0 2680 0 | F.No. 1- 18/2018(DE B-1) dated 31.12.2018 | 10 | 694 | 301 | 0 | 995 |
|--|-----------------------|----|----------|-------------|------------------------|----------------------------------------------------|----|-----|-----|---|-----|

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

*Not for Private University

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

1.9 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:
From <Month, Year>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 |
| | Master of Arts Economics | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 74 | 593 | 319 | 0 | 912 |
| | Master of Arts Education | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 68 | 1042 | 1054 | 1 | 2097 |
| | Master of Arts English | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 79 | 2017 | 2610 | 0 | 4627 |
| | Master of Arts Geography | 24 | 80 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 13400 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 64 | 4363 | 3060 | 0 | 7423 |
| | Master of Arts Hindi | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 79 | 3792 | 4706 | 0 | 8498 |
| | Master of Arts History | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 81 | 4921 | 3794 | 1 | 8716 |
| | 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(DE B-1) dated 31.12.2018 | 67 | 82 | 48 | 0 | 130 |

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| | Master of Arts Police Administration | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 45 | 350 | 76 | 0 | 426 | |
| | Master of Arts Political Science | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 80 | 3155 | 2820 | 0 | 5975 | |
| | Master of Arts Psychology | 24 | 80 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 13400 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 29 | 507 | 639 | 0 | 1146 | |
| | Master of Arts Public Administration | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 69 | 210 | 105 | 0 | 315 | |
| | Master of Arts Rajasthani | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 70 | 161 | 142 | 0 | 303 | |
| 1. | Master of Arts Sanskrit | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 72 | 289 | 480 | 0 | 769 | |
| | Master of Arts Sociology | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 72 | 353 | 768 | 0 | 1121 | |
| | Master of Commerce | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवाषिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 9550 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 69 | 445 | 448 | 0 | 893 | |
| | Master of Computer Application | 24 | 72 | Passed BCA/Bacher degree in Computer Science Engineering or | 19700 18800 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 7 | 300 | 128 | 1 | 429 | |

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| | | | | equivalent degree. Or Passed B.Sc./ B.Com./ B.A. with Mathematics at 10+2 level or at Graduation Level. (with additional bridge Courses as per the norms of the concerned University). Obtained at least 50% marks (45% in case of candidates belonging to reserved category) in the qualifying Examination.” | | | | | | | | |
| | Master of Journalism | 12 | 64 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) के साथ बी जे (एक वर्षीय) की उपाधि | 12100 | F.No. 1- 18/2018(DE B-1) dated 31.12.2018 | 54 | 37 | 14 | 0 | 51 | |
| | Master of Library and Information Science | 12 | 48 | पुस्तकालय एवं सूचना विज्ञान में स्नातक उपाधि (BLIS) | 8800 | F.No. 1- 18/2018(DE B-1) dated 31.12.2018 | 8 | 371 | 286 | 0 | 657 | |
| | 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 | 13500 16000 | F.No. 1- 18/2018(DE B-1) dated 31.12.2018 | 18 | 576 | 135 | 0 | 711 | |
| | Master of Science Chemistry | 24 | 80 | Passed B.Sc. with Chemistry as a major subject in | 12000 12000 | F.No. 1- 18/2018(DE B-1) dated 31.12.2018 | 25 | 235 | 168 | 0 | 403 | |

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| | | | | graduation degree/B.Sc. (Hons.) in Chemistry/ passed equivalent Bachelor's degree in Science with Chemistry as a major subject in graduation degree | | | | | | | | |
| | 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 Bachelor's degree in Science with Geography as a major subject in graduation degree. | 13400 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 4 | 60 | 23 | 0 | 83 | |
| | Master of Science Mathematics | 24 | 80 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 12000 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 40 | 3485 | 2483 | 0 | 6556 | |
| | Master of Social Work | 24 | 72 | किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष | 7700 8850 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 44 | 573 | 606 | 0 | 1179 | |
| | MSc Botany | 24 | 80 | Passed B.Sc. with Botany as a major subject in graduation degree/B.Sc. (Hons.) in Botany /passed equivalent Bachelor's degree in | 24000 | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 12 | 125 | 128 | 0 | 253 | |

HEI ID: U-0428

Type of HEI: State Government Open University

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| | | | | Science with Botany as a major subject in graduation degree. | | | | | | | | |
| MSc Physics | 24 | 80 | 24000 | Passed B.Sc. with Physics as a major subject in graduation degree/B.Sc. (Hons.) in Physics /passed equivalent Bachelor's degree in Science with Physics as a major subject in graduation degree. | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 10 | 163 | 46 | 0 | 209 | | |
| MSc Zoology | 24 | 80 | 24000 | Passed B.Sc. with Zoology as a major subject in graduation degree/B.Sc. (Hons.) in Zoology/passed equivalent Bachelor's degree in Science with Zoology as a major subject in graduation degree. | F.No. 1-18/2018(DE B-1) dated 31.12.2018 | 16 | 129 | 132 | 0 | 261 | | |

*Not for Private University

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

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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 | <ul style="list-style-type: none"> • 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 • The dispatch of Self-Learning Material is being done by Material Production and Distribution Division (MPDD). • 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). • The process of conduction of term end | <p>https://online.vmou.ac.in/Admission_Statusway.aspx</p> <p>https://www.vmou.ac.in/node/1632?SC=10</p> <p>https://www.vmou.ac.in/exam-notice/counselingclass</p> <p>https://www.vmou.ac.in/exam-</p> |

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| | | <p>examination and evaluation of answer sheets are being carried out by the office of the Controller of Examinations.</p> <ul style="list-style-type: none"> 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. The learners can conveniently submit their feedback on the courses by filling the Google form embedded in the website. Besides they can | <p>notices/announcements</p> <p>https://online.vmou.ac.in/GrievanceForm.aspx</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform</p> |
| 2. | Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution | <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://www.vmou.ac.in/sites/default/files/attachments/1.4.2%20Action%20Taken%20Report.pdf</p> <p>https://www.vmou.ac.in/mom</p> <p>https://www.vmou.ac.in/sites/default/files/attachments/1.4.2%20Action%20Taken%20Report.pdf</p> <p>https://www.vmou.ac.in/exam-notices/rules</p> |
| 3. | Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality | <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 Regulation 2017. A new course is conceived by the convener and coordinator of the course. Subsequently, the course is prepared according to UGC guidelines.</p> | <p>https://www.vmou.ac.in/sites/default/files/minutes/Minutes%20of%2066%20th%20AC.pdf</p> |

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| | | <p>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.</p> <p>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.</p> <p>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.</p> <p>The online Grievance redressal Portal is fully functional and the students converse with the academics of the university.</p> | |
| 4. | 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) | N/A | |
| 5. | Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, | <ul style="list-style-type: none"> 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 to | https://docs.google.com/forms/d/e/1FAIpQLSfBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQack2N3hyH8SwFw/viewform |

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| | <p>staff, parents, society, employers, and Government for quality improvement.</p> | <p>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> | |
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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> <ul style="list-style-type: none"> • 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. | https://www.vmou.ac.in/node/1632?SC=60 |
| 7. | Implementation of its 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 Regulations 2017.</p> | https://www.vmou.ac.in/node/1632?SC=60 |

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| 8. | 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. | 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. | https://www.vmou.ac.in/academic-activity |
| 9. | 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 | <ul style="list-style-type: none"> • The university has established Center for Entrepreneurship and Skill Development through which skill training programmes are offered. An MoU was executed between Maulana 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. • To encourage student entrepreneurship and skill development, VMOU has partnered with BOSCH Foundation India. Hence, industry professionals will instruct students in accordance with market demands. • The objective of this partnership is to link vocational education and | https://www.vmou.ac.in/naac7 |

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| | | training with higher education, thereby making India's youth employable through the creation of new avenues for them to access better work opportunities. | |
| 10. | Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s). | <ul style="list-style-type: none"> 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 are decided including the programme fees to be charged and various services to be delivered. <p>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.</p> | https://docs.google.com/forms/d/e/1FAIpQLSfBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform |
| 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 | <ul style="list-style-type: none"> 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. The university has adopted the Regulation 2017 and the PPR is developed strictly according to the guidelines. | https://www.vmou.ac.in/sites/default/files/minutes/Minutes%20of%2066%20th%20AC.pdf |
| 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 is made on the website for | https://www.vmou.ac.in/sites/default/files/minutes/Minutes%20of%2066%20th%20AC.pdf |

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| | | the information of the students. | |
| 13. | Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports. | <ul style="list-style-type: none"> The annual report of the University is prepared by the Registrar of the University under the direction of the Board of Management. 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/annualreport |
| 14. | Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market. | The feedback received from the stakeholders is reviewed timely by the conveners of the Schools and the feasible suggestions are incorporated and forwarded to the CRC. | https://www.vmou.ac.in/content/164191141 |
| 15. | Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system. | <ul style="list-style-type: none"> 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 | https://www.vmou.ac.in/sites/default/files/minutes/Minutes%20of%2066%20th%20AC.pdf |

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| | | <p>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 counseling 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.</p> <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. | <p>https://www.vmou.ac.in/home-announcements/entrance-exam</p> |
| 16. | Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc. | <ul style="list-style-type: none"> • 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. • The IIQA of the university has been successfully submitted and discussions on various criteria with the authorities are being undertaken personally and via e-mail. | <p>https://www.vmou.ac.in/naac</p> |
| 17. | Measures adopted to ensure internalisation and institutionalisation of quality enhancement practices through periodic | 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. | <p>https://www.vmou.ac.in/mom</p> |

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| | accreditation and audit | | |
| 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.vmou.ac.in/ciqa |
| 19. | Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices. | <ul style="list-style-type: none"> Best practices require quality institutions agreeing to link standards to Quality Assurance. Learner-centered 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 practices. | https://www.vmou.ac.in/mou |
| 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://www.vmou.ac.in/ciqa |

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| 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. | - | |
| | (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. | 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. | https://www.vmou.ac.in/annualreport |
| 22. | 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 | 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. | https://www.vmou.ac.in/ciqa |
| 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.vmou.ac.in/mom |

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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. | https://online.vmou.ac.in/Admission_Statusway.asp x |
| 25. | Coordinated with external subject experts or agencies or organisations, 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://www.vmou.ac.in/ |
| 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. | N/A |
| 27. | Overseen the | IIQA has been successfully submitted to the Assessment and Accreditation | https://www.vmou.ac.in/naac |

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| | preparation of Self Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution | agency and the Self Appraisal Report is being prepared. | |
| 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 industry-institution linkage for providing exposure to the learners and enhancing their employability. | <ul style="list-style-type: none"> 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. To encourage student entrepreneurship and skill development, VMOU has partnered with BOSCH Foundation India. Hence, industry professionals will instruct students in accordance with market demands. | https://www.vmou.ac.in/node/1632?SC=59 |

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| | <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. | |
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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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <p>Governance, Leadership and Management</p> <p>(a) Organisation Structure and Governance: The Higher Educational Institution shall fill all sanctioned/required positions as prescribed by the Commission and establish a credible governance system.</p> <p>(b) Management: The leadership and management of the Institution shall strive to assess and review the organisational culture to achieve its vision, mission and goals.</p> <p>(c) Strategic Planning: The Higher Educational Institution shall undertake strategic planning of its activities and implement the same by aligning those with academic and administrative aspects to improve the overall</p> | <p>(a)The university has 135 sanctioned posts for various faculty out of which 18 are filled. The requisition of the remaining posts 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</p> | <p>N/A</p> <p>https://www.vmou.ac.in/dept</p> <p>https://www.vmou.ac.in/sites/default/files/minutes/Minutes%20of%2066%20th%20AC.pdf</p> |

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| | <p>quality.</p> <p>(d) Operational Plan, Goals and Policies: The Higher Educational Institution shall have well defined goals which are realistic and measurable, well defined policies that are in sync with its strategic plan and are realistic and achievable, clearly stated guidelines for the implementation of its policies and plans, and transparent and accountable system for its policies and planning that are well communicated to its Stakeholders.</p> | <p>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 levels of academic and professional excellence.</p> | <p>https://www.vmou.ac.in/content/</p> |
| 2. | <p>Articulation of Higher Educational Institution Objectives: The Higher Educational Institution shall articulate a clear vision, mission, ethos and broad strategy consistent with the goals for offering programmes in Open and Distance Learning and Online mode.</p> | <p>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</p> | <p>https://www.vmou.ac.in/notice/164189753</p> |
| 3. | <p>Programme Development and Approval Processes:</p> <p>(a) Curriculum Planning, Design and Development: The curriculum planning, design and development of academic programmes is a major academic activity of the Higher Educational Institution. Therefore, it</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 Regulation 2017.</p> | <p>https://www.vmou.ac.in/sites/default/files/minutes/academic%20council%2057th%20meeting%20minutes%20%281%29.pdf</p> |

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| <p>shall have processes, systems and structures in place to carry out these responsibilities.</p> <p>(b) Curriculum Implementation: The Higher Educational Institution shall have specific implementation plans for identifying the time to be spent on specific components of the implementation phase. It is the basis for the effectiveness of the programme(s) and their usefulness as a whole.</p> <p>(c) Academic Flexibility: The Higher Educational Institution shall adopt proper strategies for imparting academic flexibility, which refers to freedom in the use of the time-frame of courses, vertical mobility, and inter-disciplinary options facilitated by curricular transactions for learners.</p> <p>(d) Learning Resource: The Higher Educational Institution shall ensure quality learning resources in the form of Self Learning Materials (SLMs) for Open and Distance Learning mode and e-learning material for Online mode of education as defined in these regulations. While deciding on the instructional packages, the</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>(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.</p> | <p>https://www.vmou.ac.in/notice/164189753</p> <p>https://www.vmou.ac.in/notice/164189753</p> <p>https://www.vmou.ac.in/progs</p> |
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| | <p>Higher Educational Institution shall take into consideration various factors – the media and technology utilised matches the course content in order to enhance and expand learning, and to match to the learners' needs; that these are accessible, practical and equitable, and cost effective to the learners.</p> <p>(e) Feedback System: The process of revision and re-design of curricula shall be based on feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment.</p> | <p>(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.</p> | <p>https://docs.google.com/forms/d/e/1FAIpQLSfFBv7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform</p> |
| 4. | <p>Programme Monitoring and Review: The Higher Educational Institution shall plan and execute programme monitoring and review system to conduct periodic internal reviews and maintain the quality of academic programmes. For such reviews, the Institution shall also consider the attainments of learning outcomes that are assessed through the various tools for direct and indirect assessment.</p> | <p>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.</p> | <p>https://www.vmou.ac.in/content/164191141</p> |
| 5. | <p>Infrastructure Resources: The Higher Educational Institution</p> | <p>At the beginning of the academic year need- assessment for replacement /up gradation/addition of the existing</p> | <p>https://www.vmou.ac.in/naac4</p> |

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| | <p>shall have a system to elicit data on the adequacy and optimal use of the facilities - physical facilities, library (or e-library), Information and Communication Technology infrastructure, etc. - available in a Higher Educational Institution to maintain the quality of academic programmes and ensure qualitative support to each of the stakeholders.</p> | <p>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.</p> | |
| 6. | <p>Learning Environment and Learner Support: The learner support services including academic counselling and library services shall be a major pre-occupation of Higher Educational Institution for its Open and Distance Learning mode and Online mode learners. Additionally, Higher Educational Institution shall establish Information and Communication Technology facilities as component of the learning environment which is focused around the pedagogical use of modern educational practices to support blended learning. Learner Support Services shall be provided through the</p> | <p>Course counsellors are available at each 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://www.vmou.ac.in/SCS</p> |

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| | campus-wide portal and e-Learning platform. The Higher Educational Institution shall take a more sophisticated approach to the use of Information and Communication Technology and expertise in e-learning. The approach shall provide a seamless learner-centred environment. | | |
| 7. | Assessment and Evaluation: All the stated Learning Outcomes of a Programme must be part of its evaluation protocol. The Higher Educational Institution shall execute the evaluation through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations, to suit the different learning outcomes expected of the course elements. The Higher Educational Institution shall have proper assessment and moderation system for assessing the learning outcomes of learners. | The university uses credit system, and learners are assessed through continuous assessment practices and final exams. Continuous assessment practices include assignments graded by supervisors and computers as well as course specific project reports in some courses. | https://www.vmou.ac.in/naac5 |
| 8. | Teaching Quality and Staff Development: The Higher Educational Institutions shall have a well established structure for promoting | The teaching faculty is encouraged to participate in the Faculty Development Programmes (FDP) online or offline periodically | https://www.vmou.ac.in/naac6 |

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| <p>quality counselling, capacity building workshops, programmes, interactive teaching-learning and provide staff development programmes and activities to encourage academic staff to improve teaching and learning on continuous basis.</p> | | |
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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 |
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| 1. | <p>Academic Planning: The Higher Educational Institutions shall have robust and appropriate academic planning procedures to ensure that the programmes offered by it are relevant to national economy, reflects the Institution's strategic direction and offers a high quality -value-added' learner experience. The Institution shall have adequate and appropriate teaching and other support staff along with infrastructure and technology support to ensure that the curriculum remains up to date and the institutional goals are</p> | <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</p> | N/A |

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| | <p>achieved.</p> | <p>achievements. 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> | |
| <p>2.</p> | <p>Validation: The Higher Educational Institution shall have a mechanism in place for validation to ensure that its programmes are academically viable, that academic standards have been appropriately defined and that these offer learners the best opportunity to learn.</p> | <p>The validation and revalidation processes involves panels of experts from higher education both within and outside the relevant subject area. In order to reach a decision about whether or not to (re)validate a programme, the panel has detailed discussions with the staff team, employers and students, and considers the proposed curriculum and assessment regulations and other programme documentation. Any major changes to a programme are subject to approval and programmes are revalidated regularly. As part of the approval process, our university has appropriate quality assurance procedures in place such as External Examiners, student, staff and employer feedback mechanisms; analysis of statistical information; and annual monitoring.</p> | <p>N/A</p> |

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| 3. | <p>Monitoring, Evaluation and Enhancement Plans:</p> <p>(a) Reports from Learner Support Centres (for Open and Distance Learning programmes): Report of academic activities and other related activities containing details of all the activities related to academic planning, counselling, learner support, etc. shall be collected periodically from Learner Support Centres. The Higher Educational Institution shall adopt the technological solutions for easy receipt of these reports.</p> <p>(b) Reports from Examination Centres: Report of conduct of examinations in both Open and Distance Learning Mode and Online mode, alongwith report of observers/proctors for all examinations shall be collected periodically from Examination Centres. The Higher Educational Institution shall adopt the technological solutions for easy receipt of these</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 carry-out physical checking of the examinees during exams. The reports are submitted to the CEE after every TEE and appropriate actions are initiated.</p> | <p>https://www.vmou.ac.in/naac1</p> <p>https://www.vmou.ac.in/naac1</p> |
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| | <p>reports. (c) External Auditor or other External Agencies report: The Higher Educational Institution shall consider the comments made by External auditors, experts and third party of quality audit and implement as appropriate.</p> <p>(d) Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels: For effective evaluation and audit, the Higher Educational Institution shall ensure easy access to performance monitoring information such as course pass rates, learner entry profiles and progression and achievement reports, which should be available through web-based application and be used for report making by the Higher Educational institution.</p> <p>(e) Reporting and Analytics by the Higher Educational Institution: The Higher Educational Institution shall</p> | <p>(c)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>(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</p> | <p>https://www.vmou.ac.in/naac1</p> <p>https://www.vmou.ac.in/naac1</p> |
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| | <p>generate the required reports out of such web-based applications and analyze learner and academic analytics for deciding the improvements to be executed for better performance.</p> <p>(f) Periodic Review: The Higher Educational Institution needs to have an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The Higher Educational Institution needs to conduct self-assessments regularly and use the results to improve its systems, processes etc. and finally quality of programmes.</p> | <p>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://www.vmou.ac.in/naac1</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, atleast 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

Mention details such as Regular Employee, Designation, Qualification, Salary (Attach appointment letter and joining report)

School of Continuing Education

| Sr. No. | Name of Faculty Member and Employee | Designation | Qualification | Salary per month |
|---------|-------------------------------------|------------------------------------------|--------------------------|------------------|
| 1 | Dr. Subodh Kumar | Director, Associate Professor Journalism | MA PhD MA ENG. Dip. urdu | 223628 |

School of Commerce & Management

| | | | | |
|---|-----------------------------|-----------------|--------------|--------|
| 1 | Prof. B. Arun Kumar (Addl.) | Director | MA PhD | 268064 |
| 2 | Dr. Anurodh Godha | Assistant Prof. | MCom PhD MBA | 132908 |

School of Science & Technology

| | | | | |
|---|-----------------------------|-------------------------------|----------------|--------|
| 1 | Prof. B. Arun Kumar (Addl.) | Director | MA PhD | 268064 |
| 2 | Dr (Mrs.). Anuradha Dubey | Asstt. Prof., Botany | MSc PhD M.Phil | 132908 |
| 3 | Shri Rakesh Sharma | Asstt. Prof. Computer Science | BSc MCA | 268004 |
| 4 | Shri Sushil Rajpurohit | Asstt. Prof., Physics | MSc ,NET | 111227 |
| 5 | Dr. Ravi Gupta | Asstt. Prof., Mathematics | MSc MPhil PhD | 111227 |
| 6 | Shri Sandeep Hooda | Asstt. Prof., Zoology | MSc SLET,PGDLL | 107948 |
| 7 | Shri Neeraj Arora | Asstt. Prof., Computer | MTech SET,Ph.D | 95564 |

School of Humanity & Social Science

| | | | | |
|---|---------------------|--------------------------|---------------|--------|
| 1 | Prof. Ashok Sharma | Director, Prof. Pol. Sc. | MA PhD,M.Phil | 341012 |
| 2 | Prof. B. Arun Kumar | Prof. CAS (Pol. Sc.) | MA PhD | 268064 |

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| 3 | Dr. (Smt) Meeta Sharma | Asstt. Prof., Hindi | MA PhD,B.Ed | On Lien |
| 4 | Dr. (Smt) Kshamata Choudhary | Asstt. Prof., English | MA PhD | 140864 |
| 5 | Dr. Akbar Ali | Asstt. Prof., Public Ad. | MA PhD,M.Phil,NET | 98462 |
| 6 | Dr. Kapil Gautam | Asstt. Prof. Sanskrit | MA PhD,MPhil,NET,SLET | 111224 |
| 7 | Dr. Alok Chouhan | Asstt. Prof. Geography | MSc PhD,CSIQ,NET UGC-NET | 111224 |
| 8 | Dr. Surendra kulshreshtha | Asstt. Prof. Economicss | MA PhD,MPhil,NET,SET | 107948 |
| School Of Education | | | | |
| 1 | Dr. Anil Kumar Jain | Director & Associate Prof. Education | MSc PhD | 252716 |
| 2 | Dr. (Mrs) Keerti Singh | Asstt. Prof. Education | MA PhD,B,Ed,M.Ed | 117644 |
| 3 | Dr. Patanjali Mishra | Asstt. Prof. Education | MA PhD B,Ed,M.Ed NET | 90748 |
| 4 | Dr. Akhilesh Kumar | Asstt. Prof. Education | MA PhD,NET,PGDEE | 90748 |

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:

| Programmes Name | No. of Faculty required | No. of Faculty appointed | Complied Yes/No | If no. reason thereof |
|-----------------|-------------------------|--------------------------|-----------------|-------------------------------------------------------------------------|
| UG + PG | 99 | 20 | Partially Yes | Sanction of the remaining post yet to be received from state government |

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| 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/Contact with gross salary | | Upload pdf | |
| | | | | | | | Regular/Contact | Gross Salary per month | | |
| 1 | Journalism UG+PG | 1 | Dr. Subodh Kumar | Associate Professor in Journalism | MA PhD | 10 Years | regular | 223628 | 29.06.2013 | |
| 2 | Economics UG+PG | 1 | Dr. Surendra Kumar Kulshreshtha | Assistant Professor in Economics | MA PhD | 9 Years | regular | 107948 | 02.10.2014 | |
| 3 | Hindi UG+PG | 1 | Dr. (Smt) Meeta Sharma (On lien) | Asstt. Prof. In Hindi | MA PhD | 16 Years | regular | On lien | 29.05.2007 | |
| 4 | English UG+PG | 1 | Dr. (Smt) Kshamata Choudhary | Asstt. Prof. In English | MA PhD | 16 Years | regular | 140864 | 29.05.2007 | |
| 5 | Public Administration UG+PG | 1 | Dr. Akbar Ali | Asstt. Prof. In Public Administration | MA PhD | 10Years | regular | 98462 | 05.07.2013 | |
| 6 | Political Science UG + PG | 1 | Prof. Ashok Sharma (CAS) | Prof. In Political Science | MA PhD | 33 Year | Regular Retd. | 341012 | 23.01.1990 | |
| | | 1 | Prof. B. Arun Kumar (CAS) | Prof. In Political Science | MA PhD | 14 Years | Regular | 268064 | 19.08.2009 | |
| 7 | Geography UG + PG | 1 | Dr. Alok Chouhan | Asstt. Prof. In Geography | MSc PhD | 9Years | regular | 111224 | 15.01.2014 | |
| 8 | Sanskrit UG + PG | 1 | Dr. Kapil Gautam | Asstt. Prof. Sanskrit | MA PhD | 9 Years | regular | 111224 | 11.01.2014 | |
| 9 | Zoology UG + PG | 1 | Shri Sandeep Hooda | Asstt. Prof., Zoology | MSc | 9 Years | regular | 107948 | 27.09.2014 | |

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| | | | | | | | | | |
|----|--------------------------------|---|----------------------------|----------------------------------------|-------------|----------|--------------------|--------|------------|
| 10 | Botany UG + PG | 1 | Anuradha Dubey | Asstt. Prof. Om Botany | MSc PhD | 14 Years | regular | 132908 | 03.08.2009 |
| 11 | Physics UG + PG | 1 | Shri Shushil Rajpurohit | Asstt. Prof. In Physics | MSc | 9 Years | regular | 111224 | 22.01.2014 |
| 12 | Maths UG + PG | 1 | Dr. Ravi Gupta | Asst. Prof. In Maths | MSc PhD | 9 Years | regular | 111224 | 09.01.2014 |
| 13 | Computer Science UG + PG | 1 | Shri Rakesh Sharma | Asstt. Prof. In Computer Science | BSc MCA | 33 Years | regular | 268004 | 15.02.1990 |
| | | 1 | Shri Neeraj Arora | Asstt. Prof. In Computer Science | MTech | 8 Years | Regular | 95564 | 24.01.2015 |
| 14 | Commerce UG + PG | 1 | Dr. Anurodh Godha | Asstt. Prof. In Commerce | MCom PhD | 14 Years | regular | 132908 | 03.08.2009 |
| 15 | Education UG + PG | 1 | Dr. Anil Kumar Jain | Associate Professor, Education | MSc PhD | 10 Years | regular | 252716 | 11.07.2013 |
| | | 1 | DR. (Mrs) Keerti Singh | Asstt. Prof. In Education | MA PhD | 14 Years | regular | 117644 | 03.08.2009 |
| | | 1 | Dr. Patanjali Mishra | Asstt. Prof. In Education | MA PhD | 10 Years | Regular On Lien | 90748 | 01.07.2013 |
| | | 1 | Dr. Akhilesh Kumar | Asstt. Prof. In Education | MSc PhD | 7 Years | regular | 90748 | 09.01.2014 |

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 | 3 |
| Assistant Registrar | 1 | 10 |
| Section Officer | 1 | 6 |
| Assistants | 3 (2 for DM Universities) | 9 |
| Computer Operator | 2 | 3 |
| Multi-Tasking Staff | 2 | 0 |

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

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.

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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 | |
| 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 | |

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|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|
| 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 examination 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 | |

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| | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------------------------|
| 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> | NA | Yes |
| | of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution | | |
| 4. | <p>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</p> <p>Open Distance Learning mode by the Open Universities</p> | | No, NA Since VMOU is an ODL Institution Only |

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|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--|
| 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 | |
| 6. | The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments | Yes Relevant prospectus page | |
| 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 | |
| 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 | |
| 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 centre list | |
| 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 | |

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| | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------|
| | (c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners | | No not feasible |
| | (d) In case of non-availability of the ClosedCircuit 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 | |
| 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 not feasible |
| 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 Yes order attached | |
| | (b) It shall be mandatory to have observer report submitted to the Higher Educational Institution | Upload Observer Report Attach report | |
| 13. | (a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning mode shall be conducted | Yes | |
| | through proctored examination (penpaper 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 | |

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|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--|
| 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 | |
| 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 | |
| 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 recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name. | Upload samples Yes No Yes | |
| | (b) Each award shall also be uploaded on the National Academic Depository | Yes | |

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| | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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 all Examination Centres | Upload samples Mode of delivery, date of admission identified by scholar no. <input type="text"/> Year Batch Completion is mentioned on the marks sheet (iv) & (v) not done/feasible because of large no. Of study centre and exam centre | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Exam Statistics for Exam : JUNE 22

| Program | Registered-Total | Appeared-Total | Passed-Total | % of Student Passed | First Div-Total | % of Student Passed in First Div |
|---------|------------------|----------------|--------------|---------------------|-----------------|----------------------------------|
| BA2L-2 | 16 | 13 | 5 | 38.46 | 5 | 38.46 |
| BA2L-3 | 21 | 20 | 11 | 55.00 | 7 | 35.00 |
| BA3L-3 | 18 | 15 | 8 | 53.33 | 5 | 33.33 |
| BAA(EC) | 10 | 7 | 1 | 14.29 | 1 | 14.29 |
| BAA(ED) | 2 | 1 | 0 | 0.00 | 0 | 0.00 |
| BAA(EG) | 288 | 116 | 25 | 21.55 | 19 | 16.38 |

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| | | | | | | |
|----------|-------|-------|------|--------|------|--------|
| BAA(GE) | 135 | 84 | 41 | 48.81 | 41 | 48.81 |
| BAA(GP) | 1 | 0 | 0 | 0.00 | 0 | 0.00 |
| BAA(HD) | 194 | 92 | 59 | 64.13 | 56 | 60.87 |
| BAA(HI) | 65 | 33 | 16 | 48.48 | 16 | 48.48 |
| BAA(JM) | 8 | 4 | 3 | 75.00 | 2 | 50.00 |
| BAA(MT) | 135 | 38 | 1 | 2.63 | 1 | 2.63 |
| BAA(PA) | 2 | 1 | 1 | 100.00 | 1 | 100.00 |
| BAA(PS) | 39 | 20 | 16 | 80.00 | 14 | 70.00 |
| BAA(PSY) | 15 | 5 | 4 | 80.00 | 4 | 80.00 |
| BAA(RJ) | 9 | 1 | 1 | 100.00 | 1 | 100.00 |
| BAA(SA) | 107 | 42 | 21 | 50.00 | 20 | 47.62 |
| BAA(SO) | 10 | 3 | 2 | 66.67 | 1 | 33.33 |
| BAA(UD) | 120 | 78 | 7 | 8.97 | 7 | 8.97 |
| BA-I | 20937 | 16357 | 6542 | 40.00 | 4029 | 24.63 |
| BA-II | 17502 | 14465 | 6039 | 41.75 | 4177 | 28.88 |
| BA-III | 16207 | 13932 | 7609 | 54.62 | 5293 | 37.99 |
| BBA-I | 49 | 19 | 11 | 57.89 | 5 | 26.32 |
| BBA-II | 26 | 10 | 9 | 90.00 | 9 | 90.00 |
| BBA-III | 21 | 12 | 1 | 8.33 | 1 | 8.33 |
| BCA-I | 117 | 68 | 10 | 14.71 | 10 | 14.71 |
| BCA-II | 85 | 53 | 13 | 24.53 | 11 | 20.75 |
| BCA-III | 24 | 17 | 9 | 52.94 | 8 | 47.06 |
| BCOM2L-2 | 1 | 1 | 0 | 0.00 | 0 | 0.00 |
| BCOM2L-3 | 3 | 2 | 2 | 100.00 | 2 | 100.00 |
| BCOM3L-3 | 1 | 1 | 1 | 100.00 | 0 | 0.00 |
| BCOM-I | 246 | 127 | 46 | 36.22 | 25 | 19.69 |
| BCOM-II | 182 | 135 | 48 | 35.56 | 41 | 30.37 |
| BCOM-III | 144 | 112 | 87 | 77.68 | 78 | 69.64 |

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| | | | | | | |
|----------|------|------|-----|--------|-----|-------|
| BED-I | 500 | 495 | 460 | 92.93 | 459 | 92.73 |
| BED-II | 506 | 504 | 420 | 83.33 | 420 | 83.33 |
| BJ | 111 | 69 | 42 | 60.87 | 28 | 40.58 |
| BLIS | 1741 | 1127 | 0 | 0.00 | 0 | 0.00 |
| BSC2L-2 | 7 | 5 | 1 | 20.00 | 1 | 20.00 |
| BSC2L-3 | 14 | 13 | 1 | 7.69 | 1 | 7.69 |
| BSC3L-3 | 27 | 23 | 3 | 13.04 | 3 | 13.04 |
| BScA(BO) | 10 | 7 | 1 | 14.29 | 1 | 14.29 |
| BScA(BT) | 1 | 1 | 0 | 0.00 | 0 | 0.00 |
| BScA(CH) | 8 | 5 | 0 | 0.00 | 0 | 0.00 |
| BScA(EC) | 4 | 3 | 3 | 100.00 | 2 | 66.67 |
| BScA(GE) | 266 | 130 | 76 | 58.46 | 76 | 58.46 |
| BScA(MT) | 34 | 11 | 0 | 0.00 | 0 | 0.00 |
| BScA(PH) | 7 | 4 | 0 | 0.00 | 0 | 0.00 |
| BScA(ZO) | 9 | 8 | 1 | 12.50 | 1 | 12.50 |
| BSC-I | 2004 | 1284 | 20 | 1.56 | 19 | 1.48 |
| BSC-II | 1693 | 1237 | 73 | 5.90 | 70 | 5.66 |
| BSC-III | 1284 | 1080 | 192 | 17.78 | 187 | 17.31 |
| BSW-I | 21 | 9 | 5 | 55.56 | 1 | 11.11 |
| BSW-II | 28 | 19 | 10 | 52.63 | 8 | 42.11 |
| BSW-III | 22 | 20 | 3 | 15.00 | 0 | 0.00 |
| MAEC-F | 353 | 206 | 85 | 41.26 | 3 | 1.46 |
| MAEC-P | 407 | 230 | 55 | 23.91 | 21 | 9.13 |
| MAED-F | 702 | 608 | 527 | 86.68 | 522 | 85.86 |
| MAED-P | 665 | 516 | 342 | 66.28 | 330 | 63.95 |
| MAEG-F | 1434 | 913 | 238 | 26.07 | 161 | 17.63 |
| MAEGL-F | 1 | 0 | 0 | 0.00 | 0 | 0.00 |
| MAEG-P | 1288 | 791 | 232 | 29.33 | 68 | 8.60 |

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| | | | | | | |
|---------|------|------|------|--------|------|-------|
| MAGE-F | 3820 | 3119 | 1901 | 60.95 | 1540 | 49.37 |
| MAGEL-F | 1 | 1 | 0 | 0.00 | 0 | 0.00 |
| MAGE-P | 2987 | 2158 | 1197 | 55.47 | 1053 | 48.80 |
| MAHD-F | 2407 | 1888 | 1268 | 67.16 | 652 | 34.53 |
| MAHDL-F | 1 | 1 | 1 | 100.00 | 0 | 0.00 |
| MAHD-P | 2404 | 1765 | 1338 | 75.81 | 692 | 39.21 |
| MAHI-F | 2437 | 1993 | 1571 | 78.83 | 915 | 45.91 |
| MAHI-P | 2428 | 1810 | 1087 | 60.06 | 339 | 18.73 |
| MAMT-F | 53 | 15 | 2 | 13.33 | 2 | 13.33 |
| MAMT-P | 76 | 29 | 4 | 13.79 | 3 | 10.34 |
| MAPA-F | 98 | 66 | 61 | 92.42 | 48 | 72.73 |
| MAPA-P | 93 | 59 | 44 | 74.58 | 19 | 32.20 |
| MAPS-F | 2590 | 2059 | 1499 | 72.80 | 400 | 19.43 |
| MAPS-P | 2199 | 1609 | 1139 | 70.79 | 321 | 19.95 |
| MAPST-F | 170 | 137 | 105 | 76.64 | 104 | 75.91 |
| MAPST-P | 168 | 116 | 86 | 74.14 | 55 | 47.41 |
| MAPSY-F | 413 | 321 | 219 | 68.22 | 214 | 66.67 |
| MAPSY-P | 473 | 303 | 165 | 54.46 | 160 | 52.81 |
| MARJ-F | 75 | 56 | 36 | 64.29 | 7 | 12.50 |
| MARJ-P | 39 | 30 | 17 | 56.67 | 11 | 36.67 |
| MASA-F | 256 | 155 | 66 | 42.58 | 33 | 21.29 |
| MASA-P | 266 | 152 | 36 | 23.68 | 19 | 12.50 |
| MASO-F | 293 | 202 | 144 | 71.29 | 78 | 38.61 |
| MASO-P | 330 | 232 | 108 | 46.55 | 32 | 13.79 |
| MBA-I | 127 | 98 | 35 | 35.71 | 30 | 30.61 |
| MBA-II | 68 | 54 | 14 | 25.93 | 12 | 22.22 |
| MBO-F | 536 | 423 | 172 | 40.66 | 153 | 36.17 |
| MBO-P | 147 | 113 | 20 | 17.70 | 15 | 13.27 |

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|------------|------|------|-----|-------|-----|-------|
| MCA-I | 28 | 23 | 17 | 73.91 | 14 | 60.87 |
| MCA-II | 2 | 1 | 0 | 0.00 | 0 | 0.00 |
| MCA-III | 8 | 7 | 4 | 57.14 | 4 | 57.14 |
| MCAQ-I | 11 | 11 | 9 | 81.82 | 7 | 63.64 |
| MCAQ-II | 4 | 3 | 0 | 0.00 | 0 | 0.00 |
| MCOM-F | 319 | 228 | 101 | 44.30 | 60 | 26.32 |
| MCOM-P | 347 | 248 | 188 | 75.81 | 31 | 12.50 |
| MJ | 26 | 18 | 15 | 83.33 | 13 | 72.22 |
| MLIS | 272 | 217 | 87 | 40.09 | 36 | 16.59 |
| MPH-F | 603 | 305 | 74 | 24.26 | 63 | 20.66 |
| MPH-P | 101 | 64 | 0 | 0.00 | 0 | 0.00 |
| MSCCH-F | 933 | 586 | 144 | 24.57 | 123 | 20.99 |
| MSCCH-P | 214 | 157 | 49 | 31.21 | 47 | 29.94 |
| MSCCSC-F | 125 | 101 | 69 | 68.32 | 54 | 53.47 |
| MSCCSC-L-F | 24 | 21 | 13 | 61.90 | 8 | 38.10 |
| MSCCSC-P | 112 | 77 | 48 | 62.34 | 44 | 57.14 |
| MSCCS-F | 6 | 4 | 1 | 25.00 | 1 | 25.00 |
| MSCCS-P | 1 | 0 | 0 | 0.00 | 0 | 0.00 |
| MSCGE-F | 359 | 266 | 132 | 49.62 | 93 | 34.96 |
| MSCGE-P | 76 | 54 | 38 | 70.37 | 16 | 29.63 |
| MSCMT-F | 2495 | 1164 | 280 | 24.05 | 234 | 20.10 |
| MSCMT-P | 3048 | 1468 | 189 | 12.87 | 141 | 9.60 |
| MSW-F | 336 | 289 | 185 | 64.01 | 115 | 39.79 |
| MSW-P | 326 | 241 | 96 | 39.83 | 31 | 12.86 |
| MZO-F | 808 | 542 | 103 | 19.00 | 78 | 14.39 |
| MZO-P | 123 | 98 | 11 | 11.22 | 7 | 7.14 |
| PGDCA | 22 | 10 | 3 | 30.00 | 2 | 20.00 |
| PGDYS | 63 | 36 | 31 | 86.11 | 25 | 69.44 |

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Exam Statistics for Exam : DEC22

| Program | Registered- Total | Appeared- Total | Passed- Total | % of Student Passed | First Div- Total | % of Student Passed in First Div |
|----------|----------------------|--------------------|------------------|---------------------------|---------------------|----------------------------------------|
| BA2L-2 | 37 | 33 | 15 | 45.45 | 8 | 24.24 |
| BA2L-3 | 46 | 38 | 13 | 34.21 | 7 | 18.42 |
| BA3L-3 | 18 | 15 | 5 | 33.33 | 4 | 26.67 |
| BAA(EC) | 5 | 1 | 0 | 0.00 | 0 | 0.00 |
| BAA(ED) | 2 | 0 | 0 | 0.00 | 0 | 0.00 |
| BAA(EG) | 686 | 491 | 186 | 37.88 | 120 | 24.44 |
| BAA(GE) | 31 | 21 | 4 | 19.05 | 4 | 19.05 |
| BAA(HD) | 81 | 43 | 15 | 34.88 | 11 | 25.58 |
| BAA(HI) | 27 | 11 | 3 | 27.27 | 3 | 27.27 |
| BAA(JM) | 12 | 7 | 1 | 14.29 | 1 | 14.29 |
| BAA(MT) | 133 | 95 | 26 | 27.37 | 26 | 27.37 |
| BAA(PA) | 3 | 1 | 1 | 100.00 | 1 | 100.00 |
| BAA(PS) | 26 | 11 | 2 | 18.18 | 1 | 9.09 |
| BAA(PSY) | 10 | 5 | 2 | 40.00 | 2 | 40.00 |
| BAA(RJ) | 5 | 4 | 1 | 25.00 | 1 | 25.00 |
| BAA(SA) | 79 | 44 | 17 | 38.64 | 16 | 36.36 |
| BAA(SO) | 12 | 3 | 2 | 66.67 | 1 | 33.33 |
| BAA(UD) | 84 | 40 | 12 | 30.00 | 11 | 27.50 |
| BA-I | 14302 | 10992 | 3875 | 35.25 | 2172 | 19.76 |
| BA-II | 10654 | 8667 | 2290 | 26.42 | 1313 | 15.15 |

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| | | | | | | |
|----------|------|------|------|--------|------|--------|
| BA-III | 7977 | 6511 | 2400 | 36.86 | 1453 | 22.32 |
| BBA-I | 39 | 25 | 12 | 48.00 | 5 | 20.00 |
| BBA-II | 20 | 16 | 10 | 62.50 | 2 | 12.50 |
| BBA-III | 24 | 17 | 8 | 47.06 | 5 | 29.41 |
| BCA-I | 117 | 83 | 10 | 12.05 | 7 | 8.43 |
| BCA-II | 59 | 45 | 6 | 13.33 | 5 | 11.11 |
| BCA-III | 32 | 24 | 10 | 41.67 | 9 | 37.50 |
| BCOM2L-2 | 6 | 6 | 1 | 16.67 | 0 | 0.00 |
| BCOM2L-3 | 2 | 2 | 2 | 100.00 | 2 | 100.00 |
| BCOM3L-3 | 1 | 1 | 1 | 100.00 | 0 | 0.00 |
| BCOM-I | 205 | 152 | 67 | 44.08 | 21 | 13.82 |
| BCOM-II | 136 | 113 | 43 | 38.05 | 10 | 8.85 |
| BCOM-III | 115 | 84 | 35 | 41.67 | 8 | 9.52 |
| BED-I | 18 | 12 | 9 | 75.00 | 9 | 75.00 |
| BED-II | 10 | 4 | 4 | 100.00 | 4 | 100.00 |
| BJ | 122 | 87 | 34 | 39.08 | 34 | 39.08 |
| BJL-F | 1 | 1 | 1 | 100.00 | 1 | 100.00 |
| BLIS | 4610 | 1897 | 2 | 0.11 | 1 | 0.05 |
| BSC2L-2 | 11 | 10 | 3 | 30.00 | 2 | 20.00 |
| BSC2L-3 | 15 | 13 | 8 | 61.54 | 5 | 38.46 |
| BSC3L-3 | 14 | 12 | 2 | 16.67 | 2 | 16.67 |
| BScA(CH) | 2 | 1 | 0 | 0.00 | 0 | 0.00 |
| BScA(EC) | 1 | 1 | 0 | 0.00 | 0 | 0.00 |
| BScA(GE) | 29 | 20 | 5 | 25.00 | 5 | 25.00 |
| BScA(MT) | 43 | 34 | 15 | 44.12 | 11 | 32.35 |
| BScA(PH) | 2 | 1 | 1 | 100.00 | 1 | 100.00 |
| BScA(ZO) | 1 | 1 | 0 | 0.00 | 0 | 0.00 |
| BSC-I | 1419 | 1261 | 449 | 35.61 | 304 | 24.11 |

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|---------|------|------|-----|-------|-----|-------|
| BSC-II | 1034 | 927 | 213 | 22.98 | 165 | 17.80 |
| BSC-III | 854 | 774 | 224 | 28.94 | 173 | 22.35 |
| BSW-I | 32 | 23 | 4 | 17.39 | 2 | 8.70 |
| BSW-II | 25 | 18 | 4 | 22.22 | 2 | 11.11 |
| BSW-III | 15 | 13 | 0 | 0.00 | 0 | 0.00 |
| MAEC-F | 264 | 166 | 49 | 29.52 | 3 | 1.81 |
| MAEC-P | 462 | 302 | 60 | 19.87 | 9 | 2.98 |
| MAED-F | 476 | 405 | 218 | 53.83 | 178 | 43.95 |
| MAED-P | 512 | 380 | 178 | 46.84 | 156 | 41.05 |
| MAEG-F | 1474 | 1057 | 352 | 33.30 | 147 | 13.91 |
| MAEG-P | 1797 | 1293 | 488 | 37.74 | 195 | 15.08 |
| MAGE-F | 2237 | 1829 | 974 | 53.25 | 732 | 40.02 |
| MAGE-P | 3164 | 2409 | 983 | 40.81 | 653 | 27.11 |
| MAHD-F | 1787 | 1457 | 774 | 53.12 | 472 | 32.40 |
| MAHDL-F | 1 | 0 | 0 | 0.00 | 0 | 0.00 |
| MAHD-P | 2600 | 2040 | 996 | 48.82 | 540 | 26.47 |
| MAHI-F | 1661 | 1343 | 691 | 51.45 | 510 | 37.97 |
| MAHIL-F | 2 | 2 | 1 | 50.00 | 1 | 50.00 |
| MAHI-P | 2535 | 1957 | 890 | 45.48 | 734 | 37.51 |
| MAMT-F | 78 | 53 | 21 | 39.62 | 14 | 26.42 |
| MAMT-P | 105 | 68 | 33 | 48.53 | 11 | 16.18 |
| MAPA-F | 70 | 55 | 28 | 50.91 | 20 | 36.36 |
| MAPA-P | 98 | 71 | 24 | 33.80 | 21 | 29.58 |
| MAPS-F | 1787 | 1470 | 550 | 37.41 | 353 | 24.01 |
| MAPSL-F | 1 | 1 | 0 | 0.00 | 0 | 0.00 |
| MAPS-P | 2347 | 1791 | 817 | 45.62 | 499 | 27.86 |
| MAPST-F | 93 | 76 | 39 | 51.32 | 23 | 30.26 |
| MAPST-P | 138 | 96 | 32 | 33.33 | 25 | 26.04 |

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|----------|-----|-----|-----|--------|-----|--------|
| MAPSY-F | 338 | 268 | 123 | 45.90 | 118 | 44.03 |
| MAPSY-P | 563 | 401 | 172 | 42.89 | 163 | 40.65 |
| MARJ-F | 32 | 25 | 10 | 40.00 | 7 | 28.00 |
| MARJ-P | 51 | 36 | 15 | 41.67 | 13 | 36.11 |
| MASA-F | 218 | 170 | 42 | 24.71 | 24 | 14.12 |
| MASA-P | 286 | 206 | 47 | 22.82 | 24 | 11.65 |
| MASO-F | 342 | 264 | 118 | 44.70 | 39 | 14.77 |
| MASO-P | 484 | 380 | 189 | 49.74 | 108 | 28.42 |
| MBA-I | 187 | 136 | 28 | 20.59 | 12 | 8.82 |
| MBA-II | 83 | 69 | 22 | 31.88 | 4 | 5.80 |
| MBO-F | 17 | 10 | 6 | 60.00 | 6 | 60.00 |
| MBO-P | 33 | 25 | 10 | 40.00 | 7 | 28.00 |
| MCA-I | 25 | 20 | 3 | 15.00 | 3 | 15.00 |
| MCA-II | 13 | 12 | 2 | 16.67 | 1 | 8.33 |
| MCA-III | 7 | 5 | 1 | 20.00 | 1 | 20.00 |
| MCAQ-I | 6 | 5 | 0 | 0.00 | 0 | 0.00 |
| MCOM-F | 324 | 248 | 67 | 27.02 | 14 | 5.65 |
| MCOM-P | 489 | 374 | 166 | 44.39 | 66 | 17.65 |
| MJ | 16 | 15 | 8 | 53.33 | 8 | 53.33 |
| MJMC-F | 1 | 1 | 1 | 100.00 | 1 | 100.00 |
| MLIS | 291 | 224 | 122 | 54.46 | 48 | 21.43 |
| MPH-F | 127 | 93 | 38 | 40.86 | 10 | 10.75 |
| MPH-P | 194 | 135 | 80 | 59.26 | 45 | 33.33 |
| MSCCH-F | 293 | 218 | 56 | 25.69 | 28 | 12.84 |
| MSCCH-P | 382 | 288 | 161 | 55.90 | 148 | 51.39 |
| MSCCSC-F | 76 | 64 | 25 | 39.06 | 21 | 32.81 |
| MSCCSC-F | 23 | 20 | 3 | 15.00 | 3 | 15.00 |
| MSCCSC-P | 138 | 111 | 45 | 40.54 | 38 | 34.23 |

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|----------|------|------|-----|--------|-----|-------|
| MSCCS-F | 7 | 7 | 1 | 14.29 | 0 | 0.00 |
| MSCCS-P | 4 | 2 | 1 | 50.00 | 1 | 50.00 |
| MSCGE-F | 125 | 100 | 29 | 29.00 | 26 | 26.00 |
| MSCGE-P | 137 | 93 | 38 | 40.86 | 26 | 27.96 |
| MSCMT-F | 1802 | 1181 | 289 | 24.47 | 242 | 20.49 |
| MSCMTL-F | 1 | 1 | 0 | 0.00 | 0 | 0.00 |
| MSCMT-P | 3460 | 2292 | 746 | 32.55 | 473 | 20.64 |
| MSW-F | 309 | 248 | 113 | 45.56 | 63 | 25.40 |
| MSW-P | 413 | 325 | 69 | 21.23 | 35 | 10.77 |
| MZO-F | 225 | 176 | 84 | 47.73 | 19 | 10.80 |
| MZO-P | 332 | 267 | 89 | 33.33 | 33 | 12.36 |
| PGDCA | 183 | 154 | 96 | 62.34 | 34 | 22.08 |
| PGDCL | 12 | 10 | 9 | 90.00 | 0 | 0.00 |
| PGDGC | 74 | 52 | 46 | 88.46 | 15 | 28.85 |
| PGDGN | 1 | 0 | 0 | 0.00 | 0 | 0.00 |
| PGDLL | 19 | 14 | 14 | 100.00 | 1 | 7.14 |
| PGDYS | 69 | 51 | 37 | 72.55 | 27 | 52.94 |
| PGIPR | 2 | 1 | 1 | 100.00 | 0 | 0.00 |

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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.

| Sr. No. | Programme | Year of Commencement | Date of A.C/ | AC Decision |
|---------|-------------------------------------------|----------------------|----------------------|-------------|
| 1 | Bachelor of Arts | 1988-89 | 27.10.87 09.01.88 | 01/01.01 |
| 2 | Bachelor of Journalism | 1987-88 | 13.10.88 | 03/10 |
| 3 | Certificate course in teaching in English | 2013 | 23.02.2013 | 44/15 |
| 4 | Diploma in mass communication | Jan 2015 | 10.04.2014 | 48/30 |
| 5 | Master of arts economics | 1996-97 | 04.05.89 | 04/07.01 |

| Sr. No. | Course Name | Web link |
|---------|-------------|-------------------------------------------------------------------------------------------------|
| 1 | BA | https://www.vmou.ac.in/content/164191361 |
| 2 | BBA | https://www.vmou.ac.in/content/164191361 |
| 3 | BCA | https://www.vmou.ac.in/content/164191361 |
| 4 | BCOM | https://www.vmou.ac.in/content/164191361 |
| 5 | BED | https://www.vmou.ac.in/content/164191361 |
| 6 | BJ(L) | https://www.vmou.ac.in/content/164191361 |
| 7 | BJ | https://www.vmou.ac.in/content/164191361 |
| 8 | BLIS | https://www.vmou.ac.in/content/164191361 |
| 9 | BSC | https://www.vmou.ac.in/content/164191361 |
| 10 | BSW | https://www.vmou.ac.in/content/164191361 |
| 11 | MAEC | https://www.vmou.ac.in/content/164191361 |
| 12 | MAED | https://www.vmou.ac.in/content/164191361 |
| 13 | MAEG | https://www.vmou.ac.in/content/164191361 |

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| 14 | MAGE | https://www.vmou.ac.in/content/164191361 |
| 15 | MAHD | https://www.vmou.ac.in/content/164191361 |
| 16 | MAHI | https://www.vmou.ac.in/content/164191361 |
| 17 | MAMT | https://www.vmou.ac.in/content/164191361 |
| 18 | MAPA | https://www.vmou.ac.in/content/164191361 |
| 19 | MAPS | https://www.vmou.ac.in/content/164191361 |
| 20 | MAPST | https://www.vmou.ac.in/content/164191361 |
| 21 | MAPSY | https://www.vmou.ac.in/content/164191361 |
| 22 | MARJ | https://www.vmou.ac.in/content/164191361 |
| 23 | MASA | https://www.vmou.ac.in/content/164191361 |
| 24 | MASO | https://www.vmou.ac.in/content/164191361 |
| 25 | MBA(MP) | https://www.vmou.ac.in/content/164191361 |
| 26 | MBO | https://www.vmou.ac.in/content/164191361 |
| 27 | MCA | https://www.vmou.ac.in/content/164191361 |
| 28 | MCOM | https://www.vmou.ac.in/content/164191361 |
| 29 | MJ | https://www.vmou.ac.in/content/164191361 |
| 30 | MLIS | https://www.vmou.ac.in/content/164191361 |
| 31 | MPH | https://www.vmou.ac.in/content/164191361 |
| 32 | MSCCH | https://www.vmou.ac.in/content/164191361 |
| 33 | MSCCS | https://www.vmou.ac.in/content/164191361 |
| 34 | MSCGE | https://www.vmou.ac.in/content/164191361 |
| 35 | MSCMT | https://www.vmou.ac.in/content/164191361 |
| 36 | MSW | https://www.vmou.ac.in/content/164191361 |
| 37 | MZO | https://www.vmou.ac.in/content/164191361 |

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

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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

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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

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

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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=81YiTeZR5k&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 | University's YouTube Channel | https://www.YouTube.com/watch?v=TzhyswX-omA&list=PLjCG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=18 | 20 Jan. 2016 |

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| | | Basics | | | |
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| MAEG | MAEG 02 | Chaucer: Prologue to the Canterbury Tales Series I- Noblest Characters | University's YouTube Channel | https://www.YouTube.com/watch?v=eJxjo_1uz_U&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=22 | 27 Jan. 2019 |
| 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=ZO79gKMjkYY&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 & Literatur | University's YouTube | https://www.YouTube.com/watch?v=QaNq-tiFTNc&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&in | 04 Apr. |

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| | | e | Channel | dex=3 | 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=oG_YmIRIDuY&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 Channel | https://www.YouTube.com/watch?v=6rVbVRD6vSI&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=12 | 11 Oct. 2014 |
| MAEG | MAEG 05 | T. S. Eliot: Tradition and Individual Talent | University's YouTube Channel | https://www.YouTube.com/watch?v=gBG9lwdFgRs&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 |

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| | | tion | | | |
| MAEG | MAEG 09 | The Emotions of Migration | University's YouTube Channel | https://www.YouTube.com/watch?v=BoD-pqwHQw8&list=PLjcG5Ob1Ayz0lz2Ty_l75C4vfSOH40hMF&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-l31KwFEWFgSoFc&index=1 | 10 Jul. 2014 |
| Bachelor PA | Bachelor PA 01 | BA Public Administration | University's YouTube Channel | https://www.YouTube.com/watch?v=5Wlnjuzrylw&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&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-l31KwFEWFgSoFc&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-l31KwFEWFgSoFc&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-l31KwFEWFgSoFc&index=3 | 1 Sep. 2014 |
| MAPA | MAPA 03 | CURRENT POLITICS -INDIA | University's YouTube Channel | https://www.YouTube.com/watch?v=g0rMffi5p4k&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=5 | 12 Dec. 2015 |
| MAPA | MAPA 03 | FUNDAMENTAL RIGHTS AND DUTIES | University's YouTube Channel | https://www.YouTube.com/watch?v=0a_N7XoQdUo&list=PLjcG5Ob1Ayz1htyrTh-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=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=9 | 07 Jan. 2016 |
| MAPA | MAPA 03 | 73rd Constitutional Amendment Act Anurag Shrivast | University's YouTube Channel | https://www.YouTube.com/watch?v=QLf5wt8MBws&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=10 | 30 Sep. 2016 |

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| | | ava | | | |
| MA PA | MAPA 03 | भारतीय प्रशासन का राजनितिक पर्यावरण Dr Suryabhan Singh | University's YouTube Channel | https://www.YouTube.com/watch?v=594hf1PmcHs&list=PLjcG5Ob1Ayz1htyrTh-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=QglWXelgUsg&list=PLjcG5Ob1Ayz1htyrTh-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=PLjcG5Ob1Ayz1htyrTh-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=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=16 | 20 Dec. 2016 |
| MAPA | MAPA 03 | भारतीय प्रशासन का राजनितिक पर्यावरण Dr | University's YouTube Channel | https://www.YouTube.com/watch?v=lTYJYA_d714&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=17 | 21 Dec. 2016 |

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| | | Suryabhan Singh | | | |
| MAPA | MAPA 05 | Jai Prakash Narayan जय प्रकाश नारायण Dr Indrajeet Singh Sodhi | University's YouTube Channel | https://www.YouTube.com/watch?v=IbXG8AIHrec&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=11 | 22 Oct. 2016 |
| MAPA | MAPA 07 | ENACTMENT OF BUDGET | University's YouTube Channel | https://www.YouTube.com/watch?v=iZt3ddb7IOA&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&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-l31KwFEWFgSoFc&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=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gkl&index=14 | 14-May-14 |
| BA/BScGE I Year | BA/BScGE-02 | Physiography of Rajasthan | University's YouTube Channel | https://www.YouTube.com/watch?v=Pop00epoJzg&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=5 | 12 Oct. 2015 |
| BA/BScGE III year | BA/BScGE-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=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=3 | 21 Mar. 2014 |
| Bachelor | BCA-01 | Shortcut | University's | https://www.YouTube.com/watch?v=1kt935tTn9E&list= | 26 |

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| r of Comput er Applicat ion | | Keys | s YouTube Channel | PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=4 | Mar. 2014 |
| BED | BED 119 Crating an Inclusive School | Equitabl e & Inclusive Educatio n- Reflectio ns from NEP- 2020 | University' s YouTube Channel | https://www.YouTube.com/watch?v=m9PeYmESctM&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=13 | 16 Apr. 2021 |
| BED | BED 106 | Phases of Teaching | University' s YouTube Channel | https://www.YouTube.com/watch?v=-o-PVaNl2nY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gkl&index=53 | 17 Sep. 2014 |
| BED | BED 125 Pedagogy of Biology | Biology Teaching | University' s YouTube Channel | https://www.YouTube.com/watch?v=gYMrOyX0H8w&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=13 | 12 Jan. 2014 |
| BED | BED101 | BEd An Introduc tion | University' s YouTube Channel | https://www.YouTube.com/watch?v=QpVcH8ZpGho&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=2 | 16 May. 2014 |
| BED | BED104 Understanding disciplines and subjects | शिक्षा संदर्भ और बंधता | University' s YouTube Channel | https://www.YouTube.com/watch?v=VCpgKSf5loo&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=14 | 02 Jul. 2014 |
| BEd | BED108 Pedagogy of mathemat ics | Teaching of Mathem atics | University' s YouTube Channel | https://www.YouTube.com/watch?v=aozkr72yThs&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=10 | 03 Jan. 2014 |
| BED | BED108 Pedagogy of mathemat ics | Objectiv es of Teaching Mathem atics | University' s YouTube Channel | https://www.YouTube.com/watch?v=kDGjP0BJE00&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gkl&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=illLnKw21RY&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=16 | 10 Jul. 2014 |
| BED | BED118 Creating an Inclusive | Reinforc ement Skill- पुनर्बलन | University' s YouTube Channel | https://www.YouTube.com/watch?v=1bR-loLGNk8&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=4 | 19 May. 2015 |

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| | School | कौशल | | | |
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| BED | BED118 Creating an Inclusive School | Visual Impairment | University' s YouTube Channel | https://www.YouTube.com/watch?v=W5_JN7O5JG4&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&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=_RiwPbTSAw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=133 | 05 Jan. 2021 |
| BED | BED118 Creating an Inclusive School | Challenges towards Equitable & Inclusive Education For Children with Disabilities- Dr.Akhil esh Kumar | University' s YouTube Channel | https://www.YouTube.com/watch?v=GvOWSpSBaUw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=134 | 14 Jun. 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 | University' s YouTube Channel | https://www.YouTube.com/watch?v=FNwwXtPIQ5Y&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=148 | 29 Jan. 2022 |

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| | | Disabilities Vs School Demands- Dr. Akhilesh Kumar | | | |
| BEd | BED118 Creating an Inclusive School | The Origin of Inclusive Practices - Dr. Akhilesh Kumar | University's YouTube Channel | https://www.YouTube.com/watch?v=R7wJGSI-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 or 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 |

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| BED | BED118 Creating an Inclusive School | ADHD: ADHD: Definitio nal Perspect ive- DSM-5 Criteria of Diagnosi s | University' s YouTube Channel | https://www.YouTube.com/watch?v=JQjAGtixjlg&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=41 | 18 Mar. 2021 |
| BED | BED118 Creating an Inclusive School | A Brief Introduc tion and history of ADHD | University' s YouTube Channel | https://www.YouTube.com/watch?v=TQ_je8vrxMc&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=42 | 20 Mar. 2021 |
| BED | BED118 Creating an Inclusive School | ADHD: Tools for Assessm ent- 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 | Educatio nal Alternati ves 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 | Equitabl e & Inclusive Educatio n- Reflectio ns 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 | Equitabl e & Inclusive Educatio n For Children | University' s YouTube Channel | https://www.YouTube.com/watch?v=_RiwPbTS-Aw&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=47 | 05 Jun. 2021 |

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| | | with disabilities- (Reflections from NEP-2020) | | | |
| BED | BED118 Creating an Inclusive School | Challenges towards Equitable & Inclusive Education For Children with Disabilities- Dr.Akhillesh Kumar | University's YouTube Channel | https://www.YouTube.com/watch?v=GvOWSpSBaUw&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=48 | 14 Jun. 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=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=49 | 16 Jun. 2021 |
| 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 | Equitable | University's | https://www.YouTube.com/watch?v=m9PeYmESctM&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=52 | 16 |

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| | Creting an inclusive school | e & Inclusive Education- Reflections from NEP-2020 | s YouTube Channel | t=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=10 | Apr. 2021 |
| BED | BED118 Creting an Inclusive School | RPWD Act 2016- Locomot or 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 Developm ental 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 Geograph y | Teaching of Geograph y | University' s YouTube Channel | https://www.YouTube.com/watch?v=vgGCHNnFxm8&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm | 17 May. 2014 |
| BED | BED127 Pedagogy of History | Qualities of a History Teacher | University' s YouTube Channel | https://www.YouTube.com/watch?v=p8q0czkldDo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gklI&index=33 | 11 Aug. 2014 |
| BED | BED127 Pedagofy of history | AIMS OF TEACHIN G HISTORY | University' s YouTube Channel | https://www.YouTube.com/watch?v=C92zSAxZfzl&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gklI&index=34 | 13 Aug. 2014 |
| BED | BED127 | Teaching | University' | https://www.YouTube.com/watch?v=M6GnjEUAEnI&list | 20 |

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| | Teaching of History | of History | s YouTube Channel | =PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=7 | May. 2014 |
| BED | BED128 Pedagogy of Civics | TEACHING OF CIVICS BED19 | University's YouTube Channel | https://www.YouTube.com/watch?v=WyEpLdfAQgl&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=12 | 07 Jun. 2014 |
| BED | BED129 Teaching of Economics | Teaching of Economics | University's YouTube Channel | https://www.YouTube.com/watch?v=Hx9BH4qlZmE&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=6 | 19 May. 2014 |
| BED | BED130 Pedagogy of Home sciences | Teaching of Home Science | University's YouTube Channel | https://www.YouTube.com/watch?v=E3WH7yk0X9o&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=15 | 07 Jul. 2014 |
| BED | BED131 Teaching of Business Organisation | Teaching of Business Organisation | University's YouTube Channel | https://www.YouTube.com/watch?v=GpW-LnhYK30&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&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 | Communication 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 | Communication & mass Communication | University's YouTube Channel | https://www.YouTube.com/watch?v=cvx8-oEY4tc&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=16 | 07 Nov. 2014 |
| BJ | BJ 02 | Communication Dr. Yogesh Kumar Gupta | University's YouTube Channel | https://www.YouTube.com/watch?v=lgunrTmzA9k&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=29 | 10 Jun. 2016 |
| BJ | BJ 03 | Hindi Journalism | University's YouTube Channel | https://www.YouTube.com/watch?v=Vk34n3LQmWI&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=5 | 30 May. 2014 |

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| BJ | BJ 03 | Different Program Formats of Radio | University's YouTube Channel | https://www.YouTube.com/watch?v=QYBhUs9mJQ8&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_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=PLjcG5Ob1Ayz2DG56ZrMpug0A_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=PLjcG5Ob1Ayz2DG56ZrMpug0A_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=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=26 | 01 Mar. 2016 |
| BJ | BJ 04 | NEWS | University's YouTube Channel | https://www.YouTube.com/watch?v=HvHdJYLqXnc&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=6 | 03 Jun. 2014 |
| BJ | BJ 04 | Media Reporting | University's YouTube Channel | https://www.YouTube.com/watch?v=FpWvdsukx0w&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=8 | 05 Jun. 2014 |
| BJ | BJ 04 | TV Serials Writing | University's YouTube Channel | https://www.YouTube.com/watch?v=0_l6x-pL74c&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_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=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=18 | 04 May. 2015 |
| BJ | BJ 04 | Online Journalism Dr Harish Kumar | University's YouTube Channel | https://www.YouTube.com/watch?v=ZbkA06h4dvk&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=28 | 09 Jun. 2014 |
| BJ | BJ 04 | NEWS Shambhu Sharan Gupta | University's YouTube Channel | https://www.YouTube.com/watch?v=Q1I5QaY5N1A&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=30 | 21 Dec. 2016 |
| Bj | BJ 05 | Public Relations | University's YouTube Channel | https://www.YouTube.com/watch?v=-Y9-89R1Sro&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=4 | 30 May. 2014 |
| BJ | BJ 05 | Advertising -- Role, Media | University's YouTube Channel | https://www.YouTube.com/watch?v=7Jq9hxh8-8U&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=11 | 10 Jun. 2014 |

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| | | Tool and Practices | | | |
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| BJ | BJ 06 | News Paper Layout Content and Look | University's YouTube Channel | https://www.YouTube.com/watch?v=_odeZe49ec&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=7 | 05 Jun. 2014 |
| BJ | BJ 06 | Different Camera Shots | University's YouTube Channel | https://www.YouTube.com/watch?v=NCbCdpRsR8I&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=9 | 07 Jun. 2014 |
| BJ | BJ 07 | News Agency | University's YouTube Channel | https://www.YouTube.com/watch?v=OXDuiWrcU0w&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_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=20iX9EzIBuY&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=32 | 30 Apr. 2022 |
| BJ | BJ02 | Research Problem & Literature Review | University's YouTube Channel | https://www.YouTube.com/watch?v=4jRnI3KAIH4&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_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=PLjcG5Ob1Ayz2DG56ZrMpug0A_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=_RiwPbTSAw&list=PLjcG5Ob1Ayz1HQuHpj-yNuIG0SIEVQqqP&index=14 | 05 Jun. 2021 |
| BED | Creating | Challeng | University's | https://www.YouTube.com/watch?v=GvOWSpSBaUw&li | 14 |

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| | an inclusive school-BED119 | es towards Equitable & Inclusive Education For Children with Disabilities- Dr.Akhil esh Kumar | s YouTube Channel | st=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=15 | Jun. 2021 |
| BED | Creating an Inclusive School BED119 | Challenges towards Equitable & Inclusive Education For Children with Disabilities- Dr.Akhil esh Kumar | University's YouTube Channel | https://www.YouTube.com/watch?v=9wViynbD5ks&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=16 | 16 Jun. 2021 |
| BED118 | Creating an Inclusive School BED119 | Visual Impairment | University's YouTube Channel | https://www.YouTube.com/watch?v=W5_JN7O5JG4&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=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&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 | Open and | University's YouTube | https://www.YouTube.com/watch?v=mkmUkKYCar4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gkl&index=142 | 19 Jul. |

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| | MAED06 | Distance Learning in NEP 2020 | Channel | | 2021 |
| MAED | Distance Education MAED06 | Salient features of NIOS | University's YouTube Channel | https://www.YouTube.com/watch?v=oF6rXAFnA0M&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gkl&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 Economics (P) | MAEC 01 | Law of Equi-Marginal Utility- (सम सीमांत उपयोगिता नियम) | University's YouTube Channel | https://www.YouTube.com/watch?v=70gTBKjNSgY&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=6 | 09 Oct. 2015 |
| MA Economics (P) | MAEC 01 | Consumer Behaviour under uncertainty | University's YouTube Channel | https://www.YouTube.com/watch?v=PjI0hB6IDOU&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&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=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=9 | 09 Jun. 2016 |
| MA Economics (P) | MAEC 01 | Cobb Douglas Production function Chitra | University's YouTube Channel | https://www.YouTube.com/watch?v=cDU7sZgvxyA&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=10 | 10 Jun. 2016 |

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| | | Choudhary | | | |
| MA Economics (P) | MAEC 01 | उदासीनता वक्र (Indifference Curve) Dr. Surendra Kumar Kulshrestha | University's YouTube Channel | https://www.YouTube.com/watch?v=iObDYzCaocY&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&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=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&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=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&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=V_aPnvRhcll&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=27 | 28 Jul. 2020 |
| MA Economics (P) | MAEC 02 | Consumption Function Prof | University's YouTube Channel | https://www.YouTube.com/watch?v=nKHHqSNne38&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=19 | 22 Oct. 2016 |

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| | | Narain Sinha | | | |
| MA Economics (P) | MAEC 02 | Consumption Function (उपभोग फलन) Prof. Narayan Sinha | University's YouTube Channel | https://www.YouTube.com/watch?v=UKm-rfUrvzk&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=23 | 07 Dec. 2016 |
| MA Economics (P) | MAEC 02 | General Equilibrium Models ISLM Curve Prof Narayan Sinha | University's YouTube Channel | https://www.YouTube.com/watch?v=qCUrxQkhrqk&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=24 | 20 Dec. 2016 |
| MA Economics (P) | MAEC 02 | Macro Economics An Introduction Prof Narayan Sinha | University's YouTube Channel | https://www.YouTube.com/watch?v=-Q0oYHJXz0o&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=25 | 20 Dec. 2016 |
| MA Economics (F) | MAEC 05 | FOREIGN EXCHANGE RATE SHIV SHARMA | University's YouTube Channel | https://www.YouTube.com/watch?v=ALbaQb6tTuE&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=14 | 16 Jun. 2016 |
| MA Economics (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=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=30 | 30 may, 2022 |

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| MA Econom ics (F) | MAEC 05 | IPR and Economi c Growth- Part II- Patents, Tradema rks, Copyrigh t & Designs- Dr. Dhiresh Kulshres tha | University' s YouTube Channel | https://www.YouTube.com/watch?v=jsXGvjsYrlo&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=33 | 9 jun.2 022 |
| MA Econom ics (F) | MAEC 05 | Balance of Payment s: Disequili brium Causes and Remedie s- Dr. Dhiresh Kulshres tha | University' s YouTube Channel | https://www.YouTube.com/watch?v=XVdHZx7hh8s&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=33 | 9 jun. 2022 |
| MA/MS cGE (P) | MA/MScG E -02 | CONTIN ENTAL DRIFT & PLATE TECTONI CS THEORY AT A GLANCE Om Prakash Rajpuro hit | University' s YouTube Channel | https://www.YouTube.com/watch?v=GOP51mI9UXU&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=11 | 20 Dec. 2016 |
| MA/MS cGE (P) | MA/MScG E -02 | Interior Structur e of the Earth (पृथ्वी की आन्तरि | University' s YouTube Channel | https://www.YouTube.com/watch?v=LBQQolrnN90&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=14 | 19 dec.2 022 |

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| | | क संरचना) | | | |
| MA/MS cGE (P) | MA/MScG E -02 | भूसन्तुल न (Isostasy) | University' s YouTube Channel | https://www.YouTube.com/watch?v=AAF4ZT7n3TM&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=15 | 20 dec. 2022 |
| MA/MS cGE (P) | MA/MScG E -02 | वेगनर का महाद्वी पीय विस्थाप न सिद्धान्त- (Contine ntal Drift Theory of Wegene r) | University' s YouTube Channel | https://www.YouTube.com/watch?v=kC0ztDaPtjg&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=16 | 22 dec. 2022 |
| MA/MS cGE (P) | MA/MScG E -02 | Plate Tectonic s (प्लेट विवर्तनि की) | University' s YouTube Channel | https://www.YouTube.com/watch?v=N4GoehXn5xl&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=17 | 24 dec. 2022 |
| MA/MS cGE (P) | MA/MScG E -02 | पृथ्वी की हलचलें (Earth Moveme nts) | University' s YouTube Channel | https://www.YouTube.com/watch?v=ui--8RaUo58&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=18 | 02 jan.2 023 |
| MA/MS cGE (P) | MA/MScG E -02 | ज्वालामु खी क्रिया द्वारा निर्मित स्थलाकृ तियाँ (Topogra phy produce d by | University' s YouTube Channel | https://www.YouTube.com/watch?v=-SORVtMkl0c&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=19 | 18 jan. 2023 |

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| | | Vulcanicity) | | | |
| MA/MS cGE (P) | MA/MScG E -02 | ज्वालामुखी (Volcanoes) | University's YouTube Channel | https://www.YouTube.com/watch?v=SPNCp7zNuRM&list=PLjcG5Ob1Ayz2aWxVAG-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=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=21 | 31 jan. 2023 |
| MA/MS cGE (P) | MA/MScG E -05 | मानचित्र की परिभाषा, प्रकृति एवं मानचित्र ण की तकनीकें (Definiton, Nature and Techniques of Map) | University's YouTube Channel | https://www.YouTube.com/watch?v=LmhzdVYOyYs&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=12 | 02 mar. 2017 |
| MA/MS cGE (P) | MA/MScG E -05 | मानचित्र प्रक्षेप एवं उनका वर्गीकरण (Map Projectio n and Their Classific ation) | University's YouTube Channel | https://www.YouTube.com/watch?v=ta95hM7m6IY&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 | PHYSIOG RAPHY OF HIMALA YA | University's YouTube Channel | https://www.YouTube.com/watch?v=NgzrubWTS-k&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=9 | 09 jun. 2016 |

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| MA/MS cGE (F) | MA/MScG E-08 | A Study of Chhattis garh Assembl y 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 Geograp hy | 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 | Tempera ture | University' s YouTube Channel | https://www.YouTube.com/watch?v=c-l44yjVkuU&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=2 | 09 apr. 2014 |
| MA/MS cGE (P) | MA/MScG E-02 | Insolatio n | 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/MScG E-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 Fundam ental & Techniq ues | 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 Distribut ion | 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 | Correlati on- सह- सम्बन्ध डॉ. संतोष राजपुरो हित | 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 Regressi on डॉ. संतोष राजपुरो | University' s YouTube Channel | https://www.YouTube.com/watch?v=5hbKnSTVjto&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=16 | 02 jul. 2016 |

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| MA Economics (P) | MAEC 04 | Interpolation डॉ. संतोष राजपुरो हित | University's YouTube Channel | https://www.YouTube.com/watch?v=vq7BM2MeTPM&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=17 | 04 jul. 2016 |
| MA Economics (P) | MAEC 04 | Index Numbers डॉ. संतोष राजपुरो हित | University's YouTube Channel | https://www.YouTube.com/watch?v=7oOWfZWDhNo&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=18 | 05 jul. 2016 |
| MA Economics (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 Economics (P) | MAEC01 | HOW DOES ECONOMICS HELP IN TAKING RATIONAL DECISION | University's YouTube Channel | https://www.YouTube.com/watch?v=qHUJC87q880&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=29 | 05 AUG. 2020 |
| MA Economics (P) | MAEC01 | Cross Elasticity of Demand - Dr. Dhiresk Kulshrestha | University's YouTube Channel | https://www.YouTube.com/watch?v=fTeT64DdavQ&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=31 | 31 MAY. 2022 |
| MA Econom | MAEC03 | FISCAL SUPPOR | University's YouTube | https://www.YouTube.com/watch?v=yDkL9jbCITw&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=28 | 04 AUG. |

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| ics (P) | | T FOR INDIA'S LIBERALIZATION – IS IT ADEQUATE | Channel | | 2020 |
| MAED | MAED 06 Distance Education | Open Distance Learning A Brief History | University's YouTube Channel | https://www.YouTube.com/watch?v=fbQLKH95f0w&list=PLjcg5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=12 | 09 APR. 2021 |
| MAED | MAED01 Psychological foundations of education | Pragmatism | University's YouTube Channel | https://www.YouTube.com/watch?v=x3ZGkWu4FVI&list=PLjcg5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=30 | 08 AUG. 2014 |
| MAED | MAED01 Psychological foundations of education | Contribution of arbindo in Education | University's YouTube Channel | https://www.YouTube.com/watch?v=I5Lq8xiKPN4&list=PLjcg5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=31 | 08 AUG. 2014 |
| MAED BED | MAED-02 Psychological 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=LCQUth-reY&list=PLjcg5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=22 | 29 FEB. 2020 |
| MAED BED | MAED-02 Psychological Bases of Education BED106 Learning and Teaching | मनोविज्ञान की अध्ययन प्रणालियाँ - विवरण प्रणालियाँ - व्यक्ति इतिहास प्रणाली, | University's YouTube Channel | https://www.YouTube.com/watch?v=uLQrwBoTarI&list=PLjcg5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=23 | 06 MAR. 2020 |

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| MAED BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching | मनोविज्ञान के संप्रदाय- School of Psychology- संरचना वाद, प्रकार्यवा द, व्यवहार वाद | University' s YouTube Channel | https://www.YouTube.com/watch?v=fd-uC_QXl7k&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=24 | 17 MAR . 2020 |
| MAED BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching | मनोविज्ञान के संप्रदाय- समग्रवाद - Gestaltis m- मनो विश्लेषण वाद- Psychoa nalysis | University' s YouTube Channel | https://www.YouTube.com/watch?v=iuwwb_iTEyE&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=25 | 21 MAR . 2020 |
| MAED BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching | Educational Psychology शिक्षा मनोविज्ञान- मनोविज्ञान का अर्थ एवं उसके पड़ाव Dr. Anil | University' s YouTube Channel | https://www.YouTube.com/watch?v=inD1t8ijN6Y&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=26 | 11 JUN. 2020 |

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| | | Kumar Jain | | | |
| 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=PLjG5Ob1Ayz2MV2w1o4C-XLnTqb_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_ovtmTos1w&list=PLjG5Ob1Ayz2MV2w1o4C-XLnTqb_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 | University's YouTube Channel | https://www.YouTube.com/watch?v=i_ovtmTos1w&list=PLjG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=29 | 17 JUN. 2020 |

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| | | न (विज्ञान तथा व्यवहार)। | | | |
| MAED BED | MAED-02 Psychological Bases of Education BED106 Learning and Teaching | Educational Psychology- Stages of Development- Adolescence- विकास की अवस्थाएँ - किशोरावस्था | University's YouTube Channel | https://www.YouTube.com/watch?v=Hi_GRM3XLL8&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=30 | 28 SEP. 2020 |
| MAED BED | MAED-02 Psychological Bases of Education BED106 Learning and Teaching | Educational Psychology- Heredity and its Principles- शिक्षा मनोविज्ञान- वंशक्रम एवं उसके सिद्धांत | University's YouTube Channel | https://www.YouTube.com/watch?v=qRXbgZf8zgo&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_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- | University's YouTube Channel | https://www.YouTube.com/watch?v=baPXGO8v7CE&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=32 | 07 OCT. 2020 |

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| | Teaching | वंशक्रम के अन्य प्रमुख सिद्धांत | | | |
| MAED BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching | Educatio nal Psycholo gy- Environ ment- शिक्षा मनोविज्ञा न- वातावरण | University' s YouTube Channel | https://www.YouTube.com/watch?v=5Ntx3zl5Gms&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=33 | 21 OCT. 2020 |
| MAED BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching | Educatio nal Psycholo gy- Intellige nce- शिक्षा मनोविज्ञा न- बुद्धि | University' s YouTube Channel | https://www.YouTube.com/watch?v=s-1nrilJ8Og&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=34 | 19 NOV. 2020 |
| MAED BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching | Educatio nal Psycholo gy - Nature of Intellige nce and its Principle s- बुद्धि की प्रकृति एवं सिद्धान्त | University' s YouTube Channel | https://www.YouTube.com/watch?v=KumvbsCKfZo&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=35 | 24 NOV. 2020 |
| MAED BED | MAED-02 Psychologi cal Bases of Education | Growth and Develop ment of the Child | University' s YouTube Channel | https://www.YouTube.com/watch?v=iEo8pKDWyXk&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=36 | 11 DEC. 2020 |

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| | BED106 Learning and Teaching | | | | |
| MAED BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching | Educatio nal Psycholo gy- Multi Factor Theory- शिक्षा मनोविज्ञा न- बहु- कारक सिद्धान्त | University' s YouTube Channel | https://www.YouTube.com/watch?v=rNFvIoOEzio&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=37 | 13 JAN. 2021 |
| MAED BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching | शिक्षा मनोविज्ञा न - समूह कारक सिद्धान्त- Educatio n Psycholo gy - Group Factor Theory | University' s YouTube Channel | https://www.YouTube.com/watch?v=PxUmGK7LF7Q&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=38 | 09 FEB. 2021 |
| MAED BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching | शिक्षा मनोविज्ञा न- पदानुक्र मिक सिद्धान्त- Educatio nal Psycholo gy - Hierarch ical Theory | University' s YouTube Channel | https://www.YouTube.com/watch?v=jnHaxZkba_o&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=39 | 17 FEB. 2021 |
| MAED | MAED-02 | शिक्षा | University' | https://www.YouTube.com/watch?v=Tm5T- | 06 |

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| BED | Psychological Bases of Education BED106 Learning and Teaching | मनोविज्ञान- तरल ठोस बुद्धि एवं त्रि तंत्र सिद्धान्त | s YouTube Channel | 9JD3HI&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=40 | 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=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_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-vM&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=143 | 02 AUG. 2021 |
| MAED BED MAPSY BED | MAED-02 Psychological Bases of Education BED106 Learning and Teaching | सांवेगिक बुद्धि के तत्व- Components of Emotional Intelligence | University's YouTube Channel | https://www.YouTube.com/watch?v=RBIGaM_uxwg&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=145 | 13 AUG. 2021 |

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| | MAPSY03 Cognitive Psycholog y Basic processes | nce | | | |
| MAED BED MAPSY BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching MAPSY03 Cognitive Psycholog y Basic processes | सांवेगिक बुद्धि की विमार्ये- Dimensi ons of Emotion al Intellige nce- Dr. Anil Kumar Jain | University' s YouTube Channel | https://www.YouTube.com/watch?v=YJAwg7fK74o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=146 | 02 SEP. 2021 |
| MAED BED MAPSY BED | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching MAPSY03 Cognitive Psycholog y Basic processes | Eysenck Theory of Personal ity (आइर्जेक का शीलगुण सिद्धांत) Dr. Patanjali Mishra | University' s YouTube Channel | https://www.YouTube.com/watch?v=VIg-Ow3xYkg&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=18 | 09 APR. 2018 |
| MAED BED MAPSY | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching MAPSY06 Personalit y: Theories and | SPEARM AN`S TWO FACTOR THEORY (स्पीयरमे न का द्विकार क सिद्धांत) | University' s YouTube Channel | https://www.YouTube.com/watch?v=ZOEQFbcbvwo&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7 | 14 AUG. 2015 |

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| | assessment | | | | |
| MAED BED MAPSY | MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment | Guilford - बुद्धि का त्रिविमीय सिद्धांत | University' s YouTube Channel | https://www.YouTube.com/watch?v=spwFaDWAbo&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=2 | 22 AUG. 2015 |
| MAED BED MAPSY | MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment | बहु बुद्धि सिद्धांत- Multiple Intelligence | University' s YouTube Channel | https://www.YouTube.com/watch?v=qrvsew4rDGw&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=3 | 26 AUG. 2015 |
| MAED BED MAPSY | MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories | व्यक्ति त्व क्या है ?- What is Personality ?- डॉ. पतंजलि मिश्रा | University' s YouTube Channel | https://www.YouTube.com/watch?v=N9FeM211nO4&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=11 | 23 FER. 2018 |

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| | and assessment | | | | |
| MAED BED MAPSY | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching MAPSY06 Personalit y: Theories and assessment | Personal ity Type Theory- Part I (व्यक्ति त्व- प्रकार सिद्धांत - भाग I) । Dr. Patanjali Mishra | University' s YouTube Channel | https://www.YouTube.com/watch?v=RiuZokiTE2o&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=12 | 08 MAR . 2018 |
| MAED BED MAPSY | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching MAPSY06 Personalit y: Theories and assessment | Personal ity Type Theory- Part II (व्यक्ति त्व- प्रकार सिद्धांत - भाग II) । Dr. Patanjali Mishra | University' s YouTube Channel | https://www.YouTube.com/watch?v=ZQxL8_CjHmA&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=13 | 08 MAR . 2018 |
| MAED BED MAPSY | MAED-02 Psychologi cal Bases of Education BED106 Learning and Teaching MAPSY06 Personalit y: | व्यक्ति त्व का शीलगुण / विशेषक सिद्धान्त- Trait Theory of Personalit y- डॉ. | University' s YouTube Channel | https://www.YouTube.com/watch?v=3xhnEMcXGpE&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=14 | 17 MAR . 2018 |

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| | Theories and assessment | पतंजलि मिश्रा | | | |
| 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) Dr Patanjali Mishra | University's YouTube Channel | https://www.YouTube.com/watch?v=OV3oGRnXZ9E&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=15 | 17 MAR 2018 |
| MAED BED MAPSY | MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality: Theories and assessment | Proprium & Functional Autonomy (प्रोप्रियम और कार्यात्मक स्वायत्तता) Dr. Patanjali Mishra | University's YouTube Channel | https://www.YouTube.com/watch?v=CMqcet4LQko&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=16 | 04 APR. 2018 |
| MAED BED MAPSY | MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY06 Personality | Cattells theory of Personality (कैटल का शीलगुण सिद्धान्त) Dr. Patanjali | University's YouTube Channel | https://www.YouTube.com/watch?v=nvRbGsWxwrQ&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=17 | 06 APR. 2018 |

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| | y: Theories and assessment | Mishra | | | |
| 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=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=19 | 11 APR. 2018 |
| MAED BED MAPSY | MAED-02 Psychological Bases of Education BED106 Learning and Teaching MAPSY08 Developmental Psychology | यूरी ब्रोनफेनब्रे नर का बाल विकास का जैव पारिस्थि तिकीय सिद्धांत- Bio Ecological Model | University' s YouTube Channel | https://www.YouTube.com/watch?v=7rgVdJJSm10&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=10 | 18 NOV. 2017 |
| MAED MAPSY | MAED-02 Psychological Bases of Education MAPSY08 Developmental Psychology | बुद्धि का त्रिआया मी सिद्धांत/ संक्रिया सिद्धांत- Three Dimensi | University' s YouTube Channel | https://www.YouTube.com/watch?v=L2xxKBbjVDQ&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7glkl&index=136 | 24 JUN. 2021 |

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| | | onal Theory of Intellige nce | | | |
| MAED MAPSY | MAED-02 Psychologi cal Bases of Education MAPSY08 Developm ental Psycholog y | Definitio ns of Learning Disabilit y- Dr. Akhilesh Kumar | University' s YouTube Channel | https://www.YouTube.com/watch?v=FeFpEjCeVr8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=137 | 01 JUL. 2021 |
| MAED MAPSY | MAED-02 Psychologi cal Bases of Education MAPSY08 Developm ental Psycholog y | शिक्षा मनोविज्ञा न- बहु- बुद्धि सिद्धान्त Multi- Intellige nce Theory- Dr. Anil Kumar Jain | University' s YouTube Channel | https://www.YouTube.com/watch?v=Pd3YWR4J0yI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=138 | 03 JUL. 2021 |
| MAED MAPSY | MAED-02 Psychologi cal Bases of Education MAPSY08 Developm ental Psycholog y | शिक्षा मनोविज्ञा न- संज्ञाना त्मक विकास सिद्धान्त- Cognitiv e Develop ment Theory- Part-1 | University' s YouTube Channel | https://www.YouTube.com/watch?v=JVJpvnMx4o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=140 | 09 JUL. 2021 |
| MAED MAPSY | MAED-02 Psychologi cal Bases | शिक्षा मनोविज्ञा | University' s YouTube Channel | https://www.YouTube.com/watch?v=KQXla3mQijY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=141 | 13 JUL. 2021 |

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| | of Education MAPSY08 Developmental Psychology | न-संज्ञानात्मक विकास सिद्धान्त भाग -2- Cognitive Development Theory Part-2 | | | |
| 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 | Psychological | University's YouTube | https://www.YouTube.com/watch?v=W5GVsVKj7T4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=5 | 01 FEB. |

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| | cal Bases of Education | Bases of Education | Channel | | 2014 |
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| MAED | MAED02 Psychological foundation of education | Phases of Teaching | University's YouTube Channel | https://www.YouTube.com/watch?v=-o-PVaNL2nY&list=PLjCG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=17 | 17 SEP. 2014 |
| MAED | MAED02 Psychological foundation of education | Reinforcement Skill- पुनर्बलन कौशल | University's YouTube Channel | https://www.YouTube.com/watch?v=1bR-loLGNk8&list=PLjCG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=18 | 19 MAY. 2015 |
| MAED | MAED02 Psychological foundations of Education | Concept & Characteristics of Teaching | University's YouTube Channel | https://www.YouTube.com/watch?v=42k6xj41wrs&list=PLjCG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=32 | 13 AUG. 2014 |
| MAED | MAED02 Psychological foundations of Education | Concept & Characteristics of Teaching | University's YouTube Channel | https://www.YouTube.com/watch?v=EkblbYf9qIY&list=PLjCG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&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=PLjCG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&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=KkDGOmgK8_M&list=PLjCG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&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=Rbql8VUGFis&list=PLjCG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=58 | 12 NOV. 2014 |

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| MAED MAPSY | MAED03 Research Methods MAPSY01 Research Methods | Qualitati ve Samplin g Techniq ues | University' s YouTube Channel | https://www.YouTube.com/watch?v=BGBACZdlZ2o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=59 | 14 NOV. 2014 |
| MAED MAPSY | MAED03 Research Methods MAPSY01 Research Methods | Systema tic Random Samplin g | University' s YouTube Channel | https://www.YouTube.com/watch?v=QDPRM_pwRFw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=60 | 03 DEC. 2014 |
| MAED MAPSY | MAED03 Research Methods MAPSY01 Research Methods | Determi nation of sample size | University' s YouTube Channel | https://www.YouTube.com/watch?v=EAgPZ4P_66Q&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=61 | 10 DEC. 2014 |
| MAED MAPSY | MAED03 Research Methods MAPSY01 Research Methods | Experim ental Researc h Design | University' s YouTube Channel | https://www.YouTube.com/watch?v=nNklkjiu2jY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=62 | 10 DEC. 2014 |
| MAED MAPSY | MAED03 Research Methods MAPSY01 Research Methods | Factorial Researc h Design | University' s YouTube Channel | https://www.YouTube.com/watch?v=jetrzCOyu8M&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=63 | 24 DEC. 2014 |
| MAED MAPSY | MAED03 Research Methods MAPSY01 Research Methods | Researc h Method- Characte ristics of Good Test Dr. Patanjali Mishra | University' s YouTube Channel | https://www.YouTube.com/watch?v=ZMS301I9ZPc&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=77 | 28 JAN. 2017 |
| MAED MAPSY | MAED03 Research Methods MAPSY01 Research Methods | Researc h Method- Test & Its Different Types | University' s YouTube Channel | https://www.YouTube.com/watch?v=WbB3c8gn_lo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=78 | 28 JAN. 2017 |

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| | | Dr. Patanjali Mishra | | | |
| MAED | MAED05 Computer Literacy | Shortcut Keys | University's YouTube Channel | https://www.YouTube.com/watch?v=1kt935tTn9E&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gkl&index=4 | 26 MAR 2014 |
| MAED | MAED06 Distance Education | Open and Distance Learning in NEP 2020 | University's YouTube Channel | https://www.YouTube.com/watch?v=mkmUkKYCar4&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=19 | 19 JUL. 2021 |
| MAED | MAED06 Distance Education | An Introduction to NIOS (National Institute of Open Schooling) | University's YouTube Channel | https://www.YouTube.com/watch?v=dorxLOWV8Oc&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=20 | 31 JUL. 2021 |
| MAED | MAED06 Distance education | COVID 19 & Open and Distance Learning | University's YouTube Channel | https://www.YouTube.com/watch?v=2MfSdWbWkos&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=8 | 06 APR. 2021 |
| MAED | MAED06 Distance Education | Problems Faced by Distance Learners | University's YouTube Channel | https://www.YouTube.com/watch?v=NS4hXi-Ohtl&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&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=0hoiff4LAF&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gkl&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=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gkl&index=139 | 03 JUL. 2021 |

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| 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 Introduc tion to NIOS (Nationa l Institute of Open Schoolin g) | University' s YouTube Channel | https://www.YouTube.com/watch?v=dorxLOWV8Oc&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=144 | 31 JUL. 2021 |
| MAED | MAED09 Education al Managem ent | School System Issues & Manage ment | University' s YouTube Channel | https://www.YouTube.com/watch?v=xa5q1cdG6SY&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=8 | 20 MAY. 2014 |
| MAED | MAED09 Guidance and counsellin g | Guidanc e and Counseli ng : Need and Importa nce | University' s YouTube Channel | https://www.YouTube.com/watch?v=ygtf5yoisJo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=51 | 16 SEP. 2014 |
| MAED | MAED10 | Measure ment & Evaluati on MED10 | University' s YouTube Channel | https://www.YouTube.com/watch?v=8YrU3PrnMZk&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=12 | 12 MAY. 2014 |
| MAED | MAED10 | Curricul um & Evaluati on | University' s YouTube Channel | https://www.YouTube.com/watch?v=7pRcEGl8-b0&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=13 | 14 MAY. 2014 |
| MAED MAPSY | MAED10 Guidance and Counselin g MAPSY09 Guidance and Counselin | Characte ristics of Counseli ng Dr. Akhilesh Kumar | University' s YouTube Channel | https://www.YouTube.com/watch?v=ZH4AawzA3uY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=150 | 04 FEB. 2022 |

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| | g Psycholog y | | | | |
| MAED MAPSY | MAED10 Guidance and Counselin g MAPSY09 Guidance and Counselin g Psycholog y | What should a Counsell or know about Counsel ee before Counsel ing | University' s YouTube Channel | https://www.YouTube.com/watch?v=F13JZfcgE0g&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=153 | 26 MAR . 2022 |
| MAED MAPSY | MAED10 Guidance and Counselin g MAPSY09 Guidance and Counselin g Psycholog y | Section A1- Four core areas (Section A The Counsel ing Relation ship) - COUNSE LLING CODE OF ETHICS- . | University' s YouTube Channel | https://www.YouTube.com/watch?v=9EtLOdhjZdU&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=155 | 02 JUL. 2022 |
| MAED MAPSY | MAED10 Guidance and Counselin g MAPSY09 Guidance and Counselin g Psycholog y | COUNSE LLING CODE OF ETHICS Section A The Counsel ing Relation ship Section A 2 Five core areas | University' s YouTube Channel | https://www.YouTube.com/watch?v=2n5ABRftYuw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkI&index=156 | 26 JUL. 2022 |
| BED MAPSY | MAPSY 08 Developm ental Disorders | A Brief Introduc tion and history | University' s YouTube Channel | https://www.YouTube.com/watch?v=TQ_ye8vrXMc&list=PLjcG5Ob1Ayz1HQuHpJ-yNuIG0SIEVQqqP&index=7 | 20 MAR . 2021 |

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| | BED118 Creating an Inclusive Schoo | of ADHD | | | |
| BED MAPSY | MAPSY 08 Developm ental Disorders BED118 Creating an Inclusive Schoo | ADHD: Signs, Sympto ms & Characte ristics | University' s YouTube Channel | https://www.YouTube.com/watch?v=Lf7r5FADjgU&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=8 | 22 MAR . 2021 |
| BED MAPSY | MAPSY 08 Developm ental Disorders BED118 Creating an Inclusive School | ADHD: Tools for Assessm ent- Dr. Akhilesh Kumar | University' s YouTube Channel | https://www.YouTube.com/watch?v=BtoR9uuEAw0&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=9 | 01 APR. 2021 |
| MAPSY MAED | MAPSY01 MAED03 | Steps in Conducti ng Descripti ve Researc h Dr. Patanjali Mishra | University' s YouTube Channel | https://www.YouTube.com/watch?v=cJHW1X_tLrE&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=6 | 16 JAN. 2017 |
| MAPSY MAED | MAPSY01 MAED03 Research Methodol ogy | Scales of Measure ment | University' s YouTube Channel | https://www.YouTube.com/watch?v=zryxhVBba0o&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=8 | 28 APR. 2017 |
| MAPSY BED | MAPSY08 Developm ental Disorders BED118 Creating an Inclusive School | A Brief Introduc tion and history of ADHD | University' s YouTube Channel | https://www.YouTube.com/watch?v=TQ_je8vrxMc&list=PLjcG5Ob1Ayz1ysRuheH1qdlM5LWeT3Hq9&index=5 | 20 MAR . 2021 |
| MAPSY | MAPSY08 | ADHD: | University' | https://www.YouTube.com/watch?v=Lf7r5FADjgU&list= | 22 |

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| BED | Developmental Disorders BED118 Creating an Inclusive School | Signs, Symptoms & Characteristics | s YouTube Channel | PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=6 | MAR . 2021 |
| 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=BtoR9uuEAw0&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=vuhUZv9fTDw&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=1 | 23 MAR . 2015 |
| M.Sc. Botany | MBO-01 | Bryophytes | University's YouTube Channel | https://www.YouTube.com/watch?v=4xZzkIZL0AM&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=2 | 18 APR. 2015 |
| M.Sc. Botany | MBO-01 | FUNGI | University's YouTube | https://www.YouTube.com/watch?v=DpGIBZegV7I&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=4 | 18 JUN. |

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| | | | Channel | | 2015 |
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| 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=kAsxSpeil8&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 |

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| 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=FfJxtuig2eM&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=19 | 05 APR. 2016 |
| M.Sc. Botany | MBO-08 | DNA-REPLICATION | University's YouTube Channel | https://www.YouTube.com/watch?v=ki89bVQQBDI&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=nirRI-3I7lw&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-iLP2ZXtHWh_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 | MCA-304 | Cloud | University's | https://www.YouTube.com/watch?v=sVbUXVh7Nx0&list | 18 |

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| of Computer Application | | Computing: Applications and Services | s YouTube Channel | =PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=12 | FEB. 2016 |
| MED 04 | MED 04 | MED 04 | University's YouTube Channel | https://www.YouTube.com/watch?v=LTSEg2JVS0E&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&index=3 | 08 MAY. 2014 |
| MED 10 | MED10 | Measurement & Evaluation | University's YouTube Channel | https://www.YouTube.com/watch?v=8YrU3PrnMZk&list=PLjcG5Ob1Ayz1HQuHpJ-ynulG0SIEVQqqP&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-KJqZE&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 | University's YouTube Channel | https://www.YouTube.com/watch?v=0a23dZA-6t8&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=35 | 27 JAN. 2023 |

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| | | और विज्ञान संचारकों का योगदान” Part-2 | | | |
| MJ | MJ 05 | आज़ादी का अमृत महोत्सव “स्वतंत्र ता 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 जगत (न्यू मीडिया विज्ञापन के प्रकार) | University' s YouTube Channel | https://www.YouTube.com/watch?v=0yyeg21Yzo4&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=20 | 12 MAY. 2015 |
| 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 | University' | https://www.YouTube.com/watch?v=eyy6WTz7eTU&list | 04 |

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| | | की शब्दावली -Media Terminology- Dr. Subodh Agnihotri | s YouTube Channel | =PLjcg5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=33 | 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=PLjcg5Ob1Ayz0WjIqcnppcoh5LE5h0Gfht&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=PLjcg5Ob1Ayz0WjIqcnppcoh5LE5h0Gfht&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=PLjcg5Ob1Ayz0WjIqcnppcoh5LE5h0Gfht&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=PLjcg5Ob1Ayz0WjIqcnppcoh5LE5h0Gfht&index=4 | 05 NOV. 2015 |
| MA Economics (P) | MAEC 03 | BLACK MONEY SHIV SHARMA | University's YouTube Channel | https://www.YouTube.com/watch?v=kdErd1hqFqs&list=PLjcg5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=11 | 13 JUN. 2016 |
| MA Economics (F) | MAEC 03 | INFLATION SHIV | University's YouTube Channel | https://www.YouTube.com/watch?v=2aZew-FRZbA&list=PLjcg5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=12 | 15 JUN. 2016 |

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| | | SHARMA | | | |
| 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_pfbWgRsalo12776Elm | 11 AUG. 2014 |
| MaHI-04 | Historical Thought | AIMS OF TEACHING HISTORY | University's YouTube Channel | https://www.YouTube.com/watch?v=C92zSaxZfzI&list=PLjCG5Ob1Ayz14u_pfbWgRsalo12776Elm&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_pfbWgRsalo12776Elm&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_pfbWgRsalo12776Elm&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_pfbWgRsalo12776Elm&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_pfbWgRsalo12776Elm&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=TOI1HRfzT4A&list=PLjCG5Ob1Ayz14u_pfbWgRsalo12776Elm&index=7 | 23 APR. 2015 |
| MAHI-02 | World History (1815-1918) (Nationalism, Capitalism and Socialism) | Industrial Revolution:- Definition & Causes | University's YouTube Channel | https://www.YouTube.com/watch?v=h4ETIJRxB_s&list=PLjCG5Ob1Ayz14u_pfbWgRsalo12776Elm&index=8 | 24 APR. 2015 |

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| BAHI-05 | Contemporary India (1947-2000 AD) | बैंको का राष्ट्रीयकरण | University's YouTube Channel | https://www.YouTube.com/watch?v=KfXFwhQfPjA&list=PLjcG5Ob1Ayz14u_pfbWgRsalo12776Elm&index=9 | 25 APR. 2015 |
| BAHI-01 | History of India (Earliest Time to 1200 AD) | SOURCE S OF ANCIENT INDIAN HISTORY | University's YouTube Channel | https://www.YouTube.com/watch?v=igpFk9HnGE0&list=PLjcG5Ob1Ayz14u_pfbWgRsalo12776Elm&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=PLjcG5Ob1Ayz14u_pfbWgRsalo12776Elm&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=PLjcG5Ob1Ayz14u_pfbWgRsalo12776Elm&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=PLjcG5Ob1Ayz14u_pfbWgRsalo12776Elm&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-8y2jBdl&list=PLjcG5Ob1Ayz14u_pfbWgRsalo12776Elm&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=PLjcG5Ob1Ayz14u_pfbWgRsalo12776Elm&index=15 | 27 JAN. 2016 |
| MAHI-02 | World History (1815-1918) (Nationalis | वियना की संधि- (1815) | University's YouTube Channel | https://www.YouTube.com/watch?v=CMVYb-WgWDE&list=PLjcG5Ob1Ayz14u_pfbWgRsalo12776Elm&index=16 | 28 JAN. 2016 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | |
|---------|-------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| | m, Capitalism and Socialism) | | | | |
| BAHI-02 | History of Rajasthan (Earliest Time to 1956 AD) | MAHARANA PRATAP'S COUNTER OFFENSIVE AGAINST IMPERIALISM IN 16th CENTURY-A FRESH PERSPECTIVE | University's YouTube Channel | https://www.YouTube.com/watch?v=nhRH4ZW_rZw&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=17 | 16 MAY. 2016 |
| 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=pL89bGOP2OE&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&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_pfBwgRsalo12776Elm&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_pfBwgRsalo12776Elm&index=20 | 16 JUN. 2016 |
| BAHI-02 | History of Rajasthan (Earliest Time to 1956 AD) | Excavated Sites of Mewar Dr. Asif | University's YouTube Channel | https://www.YouTube.com/watch?v=Ad6ZcJmfCCw&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=21 | 02 JUL. 2016 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | |
|---------|---------------------------------------------|---------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| | | Hussain | | | |
| 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=s1asIo-sF7o&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&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_pfBwgRsalo12776Elm&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=krGbjfwQCw&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=24 | 11 OCT. 2017 |

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.

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

Prepared as per guideline/Correction going on

कार्यवाही विवरण विद्या परिषद की 61 वी बैठक दिनांक 01.10.2020 की 61/3 बिंदु

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

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

Ajmer

| 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 compounder | 01 | 01 | 27 | 21 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | | |
|----|---------------------|------------------------------------------------------------------|----|----|-----|-----|
| | | 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 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

Bikaner

| S. No. | Programmes name | Centre Name | No. of centres conducted PCP | No. PCP held every year | Total no. of students registered in the programme | No. 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(I ASE) 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 | 1. Govt. Dungar College, Bikaner 2. D.A.V. College, Sriganganagar 3. Govt. Lohiya College, Churu 4. BJS Rampuriya Jain College, | 06 | 100 | 6746 | 75% |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | |
|-----------------------------------------------|----------------------------------------------------------------------------------------------|---|---|---|---|
| (Computer Science) -P&F 8.MCA- I,II,III | 5. Bikaner Modal Study Center, Bikaner 6. Govt. T.T.College(I ASE) Bikaner | | | | |
| PGD 1. PGDYS 2. PGDCA | 1. Modal Study Center, Bikaner | 0 | 0 | 0 | 0 |

Jodhpur

| S.NO. | Programmes 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 | 04 | 02 | 181 | 135 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | | |
|-----|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|------|------|
| | | College Of Commerce,Jodhpur 3. Govt. College, Jaitaran 4. Govt. College, Barmer 5. Govt. College, Sirohi | | | | |
| 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.23 | 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.23 | 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/JA | 1. Adarsh Mahavidyalya, Jodhpur | 01 | 01 | 97 | 72 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | | |
|-----|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|-----|-----|
| | N23 | | | | | |
| 12. | MSCCS-F JULY22/JA N23 | 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 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 | 05 | 02 | 597 | 447 |
| 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 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

Jaipur

| S. No. | Programmes name | Centre Name | No. of centres conducted PCP | No. 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.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% |
| | 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 | 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% |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | | |
|--|--------------------------------------------|---------------------------|----|----|-----|----|
| | (Computer Science) -P&F 8.MCA- I,II,III | | | | | |
| | PGD 1. PGDYS 2. PGDCA | 1. Regional Centre Jaipur | 01 | 02 | 560 | 60 |

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, | 01 | 03 | 25 | 17 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | | |
|--|---------------------------|------------------------------------------------------------------------------------|----|----|-----|-----|
| | | VMOU, Campus, Kota | | | | |
| | BSC (ZO-04,08,12) | Vigyan Bhawan, VMOU, Campus, Kota | 01 | 03 | 57 | 48 |
| | 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 |

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| | | | | | | |
|--|-----------------------|---------------------------------------------------------------------|----|----|----|----|
| | 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 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | | |
|--|------------------------|-----------------------------------------------|----|----|----|----|
| | MZO-F (MZO-10) | Vigyan Bhawan, VMOU, Campus, Kota | 01 | 01 | 38 | 32 |
| | MSCCS-P (MSCCS-106) | Vigyan Bhawan, VMOU, Campus, Kota | 01 | 01 | 24 | 15 |
| | 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 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

Udaipur

| S. No. | Programmes name | Centre Name | No. of centres conducted PCP | No. 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 4 | MA ENGLISH (PREVIOUS & FINAL) MA HISTORY (PREVIOUS & FINAL) MSW (PREVIOUS & FINAL) MAPS (PREVIOUS & FINAL) | 1.Model Study Centre Regional Centre, Udaipur | 1 | 8 | 602 | 70% |

Bharatpur

| S. No. | Programmes name | Centre Name | No. of centres conducted PCP | No. 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. राज0 कॉलेज, अछनेरारोड, भरतपुर | 01 | 42 | 514 | 410 |
| | UG/PG | राजकीय पी.जी. कॉलेज, धोलपुर | 01 | | 119 | 90 |
| | UG/PG | राजकीय कॉलेज, हिण्डौनसिटी | 01 | | 99 | 79 |
| | UG/PG | मॉडल अध्ययन केन्द्र क्षेत्रीय केन्द्र, वमखुविवि, कोठीपुष्पवाटिका, सारसचौराहा, भरतपुर | 01 | 10 | 994 | 760 |
| | UG/PG | महाराजासूरजमलटी.टी. | 01 | 2 | 100 | 94 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | | | | | | |
|--|--|-------------------------------|--|--|--|--|
| | | कॉलेज, पक्काबाग, भरतपुर | | | | |
|--|--|-------------------------------|--|--|--|--|

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 enrolment details (Not for Private University)

| Sc code | Total validated |
|---------|-----------------|
| 1000 | 2939 |
| 1001 | 749 |
| 1003 | 356 |
| 1004 | 934 |
| 1011 | 267 |
| 1013 | 190 |
| 1040 | 98 |
| 1074 | 73 |
| 1075 | 406 |
| 1077 | 342 |
| 1078 | 124 |
| 1079 | 87 |
| 1080 | 231 |
| 2000 | 4614 |
| 2001 | 2407 |
| 2004 | 119 |
| 2005 | 962 |
| 2006 | 370 |
| 2008 | 1169 |
| 2009 | 714 |
| 2024 | 100 |
| 2029 | 134 |
| 2044 | 149 |

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

| | |
|------|-------|
| 2045 | 521 |
| 2046 | 179 |
| 2047 | 986 |
| 2048 | 216 |
| 2049 | 39 |
| 2050 | 63 |
| 2051 | 10 |
| 2052 | 22 |
| 3003 | 1404 |
| 3005 | 370 |
| 3009 | 1229 |
| 3010 | 1165 |
| 3011 | 13 |
| 3012 | 399 |
| 3013 | 940 |
| 3017 | 255 |
| 3019 | 11558 |
| 3026 | 247 |
| 3096 | 99 |
| 3097 | 100 |
| 3133 | 835 |
| 3134 | 789 |
| 3135 | 43 |
| 3136 | 65 |
| 3137 | 1881 |
| 3138 | 43 |
| 3139 | 16 |
| 3140 | 210 |
| 3141 | 588 |
| 3142 | 74 |
| 3143 | 46 |
| 3145 | 99 |
| 4000 | 26666 |
| 4002 | 3870 |
| 4003 | 17666 |
| 4004 | 2060 |
| 4008 | 457 |
| 4009 | 5775 |
| 4010 | 1851 |
| 4014 | 2428 |
| 4034 | 101 |
| 4051 | 3005 |
| 4052 | 4922 |
| 4054 | 400 |
| 4055 | 1722 |
| 4056 | 2206 |

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| | |
|------|--------|
| 4058 | 647 |
| 4059 | 1719 |
| 4060 | 190 |
| 4061 | 255 |
| 4062 | 98 |
| 4063 | 487 |
| 4064 | 176 |
| 4065 | 1015 |
| 5000 | 4575 |
| 5001 | 1353 |
| 5002 | 152 |
| 5003 | 364 |
| 5004 | 51 |
| 5007 | 502 |
| 5008 | 212 |
| 5010 | 254 |
| 5015 | 123 |
| 5018 | 479 |
| 5046 | 100 |
| 5056 | 61 |
| 5057 | 687 |
| 6000 | 4993 |
| 6001 | 625 |
| 6002 | 1083 |
| 6003 | 983 |
| 6004 | 517 |
| 6006 | 369 |
| 6008 | 386 |
| 6050 | 381 |
| 6054 | 99 |
| 6068 | 263 |
| 6072 | 80 |
| 7000 | 2420 |
| 7003 | 100 |
| 7004 | 59 |
| | 141025 |

| 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. |
|---------|-------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------|--------------------|--------------------|-------------------------|
|---------|-------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------|--------------------|--------------------|-------------------------|

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| | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|
| 1. | | | | | | | | | |
| N. | | | | | | | | | |

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 |
|----------------------------------------------------------------|-----------------------------------------------------------------|--------------|-----------------------------------|
| | | | |

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. | - | - | - | - | - | - | - |

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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 learners within a fortnight from the date of admission |
|---------------------------|-----------|---------------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------|
| UG | JULY 2022 | Last Date of Admission 25-10-2022 | 27-03-23 Last Student | Most of the learners were sent material within fortnight |
| | JAN 2023 | Last Date of Admission 25-10-2022 | 14-05-23 Last Student | |
| PG | JULY 2022 | Last Date of Admission 25-10-2022 | 27-03-23 Last Student | Most of the learners were sent material within fortnight |
| | JAN 2023 | Last Date of Admission 25-10-2022 | 28-03-23 Last Student Tentative | |
| DIPLOMA | JULY 2022 | Last Date of Admission 25-10-2022 | 27-03-23 Last Student | Most of the learners were sent material within fortnight |
| | JAN 2023 | Last Date of Admission 25-10-2022 | 20-08-23 Last Student Tentative | |
| CERTIFICATE | JULY 2022 | Last Date of Admission 25-10-2022 | 19-12-23 Last Student | Most of the learners were sent material within fortnight |
| | JAN 2023 | Last Date of Admission 25-10-2022 | 10-04-2023 Last Student | |
| Audio-Video Material | | Available Online | Available Online | Most of the learners were sent material within fortnight |
| Online Material | | SLM Yes | Available Online | Available Online |
| Compute based Material | | SLM (Yes) | Available Online | Available Online |

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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 (Semester wise programmes wise) |
|--------|----------------|-----------------------------------|------------------|------------------------------------------|------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------|
| - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - |

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

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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/CIQA | |
| 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/notice/164189142 | |
| 3. | Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities | Yes https://www.vmou.ac.in/recog | |

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|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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 | Yes https://www.vmou.ac.in/progs | |
| 5. | Programme-wise information on syllabus, | Yes https://www.vmou.ac.in/progs | |
| | suggested readings, contact points for counselling/mentoring, programme structure with credit points, programmewise 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; | | |
| 6. | Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc. | Yes https://www.vmou.ac.in/notice/164189753 | |
| 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 | Yes https://docs.google.com/forms/d/e/1FAIpQLSfFbV7Aq1j2uAXK1elcly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform | |

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| | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--|
| 8. | Information regarding programmes recognised by the Commission | Yes https://www.vmou.ac.in/recog | |
| 9. | Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded | Yes https://www.vmou.ac.in/content/164189679 | |
| 10. | Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes; | Yes https://www.vmou.ac.in/progs | |
| 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 | Yes https://www.vmou.ac.in/notice/1512 | |
| 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 | Yes https://www.vmou.ac.in/SCS | |

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| | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 13. | List of the 'Examination Centres' along with the number of learners in each centre, for Open and Distance Learning programmes | Yes https://www.vmou.ac.in/content/detailed-chart-examination-centres-and-name-programmes-alloted-examination-june-2013 | |
| 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 | Yes https://www.vmou.ac.in/notice/164189753 | |
| 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 Yes 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 |

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| | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 5. | <p>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:</p> <p>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</p> | Yes |
| 6. | <p>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:</p> <p>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</p> | Yes |
| 7. | <p>Every Higher Educational Institution shall–</p> <p>(a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an</p> | 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> |

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| | | |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 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, which shall be in consonance with the resources | Yes |
| 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 |

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| | | |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 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 | Yes |

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| | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 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. | <p>No Higher Educational Institution shall, issue or publish-</p> <p>(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;</p> <p>(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 or not based on facts or to be misleading</p> | <p>Yes</p> <p>Yes</p> |

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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 |
|-------------------------------|-------------------------------|
| 107 | 106 |

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.

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.

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

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) |
|-------------------------------|-------------------------------|------------------------------------------------------------------------------|
| 46 | 46 | Yes |

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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 Centers in various strategic locations;
- innovate in terms of special counseling 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 Centers 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 Center 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 centers of VMOU across the state of Rajasthan between 01.12.2021 and 15.09.2022.

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

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from VMOU.

Establish its Regional Centers and Study Centers in various strategic locations: The University established 07 regional centers of the University in different strategic locations of the state, viz., Ajmer, Bikaner, Jaipur, Jodhpur, Bharatpur, Udaipur and Kota having 108 Study Centers 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 counseling sessions at various locations: It was a unique innovation of the University wherein the University organized special counseling sessions at different locations under the domain of VMOU. Accordingly, academics of the University visited different Regional Centers and arranged special counseling 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 counseling 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 Centers –village Itarana of Alwar district has been designated Special Study Centre for employees of defense 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 counseling 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 counseling includes face-to-face lectures, Webinars, Virtual Counseling, 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

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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

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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

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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

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.

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- 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

N/A

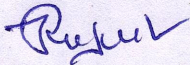
HEI ID: U-0428

Type of HEI: State Government Open University

Name of HEI: Vardhman Mahaveer Open University, Kota (Rajasthan)

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.



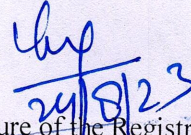
Signature of the Director:

Name: Dr Anil Kumar Jain

Director CIQA

Vardhman Mahaveer Open University, Kota

Seal:



Signature of the Registrar:

Name: Shri K. K. Goyal

Registrar
Vardhman Mahaveer Open University
Kota (Rajasthan)

Seal:

Date: 24/8/23

Date: 24/8/23

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.