

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>

2021-22

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

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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: MSc PhD
- 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	Dr (Prof) R. L. Godaara		VMOU/CIQA/2020/359 dt. 22.10.2020
b.	Three Sen teachers of HEI	Member 1	Prof. Ashok Sharma	Prof. In Political Science	VMOU/CIQA/2020/359 dt. 22.10.2020
		Member 2	Dr. Subodh Kumar	Asso. Prof. In Journalism	VMOU/CIQA/2020/359 dt. 22.10.2020
		Member 3	Dr. Anil Kumar Jain	Asso. Prof. In Education	VMOU/CIQA/2020/359 dt. 22.10.2020
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Prof. Ashok Sharma Director, School of Humanity & Social Science, VMOU, Kota	Prof. In Political Science	VMOU/CIQA/2020/359 dt. 22.10.2020
		Member 5	Dr. Subodh Kumar Director, School of Continuing Education, VMOU, Kota	Asso. Prof. In Journalism	VMOU/CIQA/2020/359 dt. 22.10.2020
		Member 6	Dr. Anil Kumar Jain Director, School of Education ; VMOU, Kota	Asso. Prof. In Education	VMOU/CIQA/2020/359 dt. 22.10.2020

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d.	Two External Experts of ODL and/or Online Education	Member 7	Prof. Ashutosh Gupta, Director. CIQA & Prof. & Head of Dept. Computer Science, Uttar Pradesh, Rajshree Tandon Open University, Prayagraj	Prof. In Computer Science	VMOU/CIQA/2020/359 dt. 22.10.2020
		Member 8	Dr. Prof. Nilesh Modi, Director, CIQA & Prof. & Head of Dept. Computer Science, Dr. B.R. Ambedkar Open University, Ahemdabad	Prof. In Computer Science	VMOU/CIQA/2020/359 dt. 22.10.2020
e.	Officials from departments of HEI	Member 9 Administration	Dr. M. A. Khan Dy. Registrar (Establishment), VMOU, Kota	MSc PhD	VMOU/CIQA/2020/359 dt. 22.10.2020
		Member 10 Finance	Shri D. K. Singh Dy. Registrar (Finance), VMOU, Kota	MCom LLB PGDM	VMOU/CIQA/2020/359 dt. 22.10.2020
f.	Director, CIQA	Member Secretary	Dr. Anil Kumar Jain	Asso. Prof. In Education	VMOU/CIQA/2021/389-97 dt. 04.09.2021

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	07.02.2022	Nil	upload	upload

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Meeting 2	23.02.2022	Nil	upload	upload
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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	TG	Total
1.	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Apabhransha Language	6	18	किसी मान्यता प्राप्त बोर्ड से 10वीं उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	1400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	68	0	0	0	0
	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Awareness of Gandhian Methods	6	0	साक्षर मात्र	1200	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	71	7	2	0	9
	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Creative Writing in English	6	12	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	3400	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	64	0	1	0	1
	SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Falit Jyotish	6	12	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण या 1986 से पूर्व हायर सेकेंडरी पास या वर्धमान महावीर खुला विश्वविद्यालय से बी०ए०पी० या	3800	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	11	45	18	0	63

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					बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण							
SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Functional English	6	18	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण या 1986 से पूर्व हायर सैकण्डरी पास या वर्धमान महावीर खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण।	5400	F.No. 26- 2/2016 (DEB- III) dated 30.06.2016	65	3	3	0	6	
SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Mahatma Gandhi NREGA Mate	6	12	साक्षर मात्र	1600	F.No. 26- 2/2016 (DEB- III) dated 30.06.2016	70	22	6	0	28	
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	63	0	1	0	1	
SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Rajsthani Language and Culture	6	18	साक्षर मात्र	1400	F.No. 26- 2/2016 (DEB- III) dated 30.06.2016	69	23	4	0	27	
SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Certificate in Teaching of English	6	12	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्षिक पाठ्यक्रम) उपाधि अथवा समकक्ष	3400	F.No. 26- 2/2016 (DEB- III) dated 30.06.2016	64	3	9	0	12	

HEI ID: U-0428

Type of HEI: State Government Open University

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*Not for Private University

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

I.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	T G	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	54	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 महावीर खुला विश्वविद्यालय से सी सी टी उत्तीर्ण	3300	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	69	83	15	0	98
	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,	3500	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	8	5049	3322	0	8371

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					अजमेर से हायर सेकेंडरी उत्तीर्ण							
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	19	124	39	0	163	
SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Prakrit Language	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	2000	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	52	3	2	0	5	
SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Social Problem in Rajasthan	12	24	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	2000	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	12	10	16	0	26	
SCHOOL OF HUMANITIES & SOCIAL SCIENCE	Diploma in Watershed Management	12	30	किसी मान्यता प्राप्त बोर्ड से 10+2 उत्तीर्ण अथवा समकक्ष या किसी भी खुला विश्वविद्यालय से बी०ए०पी० या बी०एस०सी०पी० या बी०सी०पी० उत्तीर्ण या 1989 तक राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण	2500	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	68	84	11	0	95	
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	5000	F.No. 26-2/2016 (DEB-III) dated 30.06.2016	9	1011	769	0	1780	

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					माध्यमिक शिक्षा बोर्ड, अजमेर से हायर सेकेंडरी उत्तीर्ण							
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*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	
I.	-	-	-	-	-	-	-	-	-	-	-	-
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/Trans-gender)			
								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	7900	F.No. 1-18/2018(DE B-1) dated 31.12.2018	8	164 7	136 0	0	3007

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				सूचना विज्ञान में डिप्लोमा; अथवा स्नातक (न्यूनतम त्रिवर्षीय) के साथ पुस्तकालय एवं सूचना केंद्र में दो वर्ष का कार्यानुभव; अथवा प्रोफेशनल विषयों में स्नातक उपाधि							
Bachelor of Arts Programme (Pass Course)	36	36 36 36	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा VMOU से बीएपी/बीसीपी/बीएस सीपी परीक्षा उत्तीर्ण अथवा समकक्ष	4400 4400 4200	F.No. 1-18/2018(DE B-1) dated 31.12.2018	90	4383 7	265 66	1	7040 4	
Bachelor of Business Administration Programme	36	36 36 36	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा VMOU से बीएपी/बीसीपी/बीएस सीपी परीक्षा उत्तीर्ण अथवा समकक्ष	6700 6700 6700	F.No. 1-18/2018(DE B-1) dated 31.12.2018	61	111	33	0	144	
Bachelor of Commerce Programme (Pass Course)	36	36 36 36	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा VMOU से बीएपी/बीसीपी/बीएस सीपी परीक्षा उत्तीर्ण अथवा समकक्ष	4400 4400 4200	F.No. 1-18/2018(DE B-1) dated 31.12.2018	79	568	192	0	760	
Bachelor of Computer Application	36	32 32 28	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा समकक्ष	10400 10100 10100	F.No. 1-18/2018(DE B-1) dated 31.12.2018	50	276	61	0	337	
Bachelor of Journalism	12	48	किसी 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	165	38	0	203	
Bachelor of Science Programme (BTZC)	36	36 36 36	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2) परीक्षा उत्तीर्ण अथवा VMOU से बीएपी/बीसीपी/बीएस सीपी परीक्षा उत्तीर्ण अथवा समकक्ष	14200 14200 14000	F.No. 1-18/2018(DE B-1) dated 31.12.2018	50	3590	164 0	0	5230	
Bachelor of Social Work	36	36 36	किसी मान्यता प्राप्त बोर्ड से सीनियर सेकेंडरी (10+2)	4400 4400	F.No. 1-18/2018(DE	45	75	30	0	105	

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			36	परीक्षा उत्तीर्ण अथवा समकक्ष	5200	B-1) dated 31.12.2018					
Bachelor of Education	24		42 33	As Per NCTE	26800 26800	F.No. 1-18/2018(DE B-1) dated 31.12.2018	10	751	245	0	996

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*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 त्रिवार्सिक पाठ्यक्रम) उपाधि अथवा समकक्ष	9550	F.No. 1-18/2018(DE B-1) dated 31.12.2018	74	820	354	0	1174
	Master of Arts Education	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्सिक पाठ्यक्रम) उपाधि अथवा समकक्ष	9550	F.No. 1-18/2018(DE B-1) dated 31.12.2018	68	120 3	932	0	2135
	Master of Arts English	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्सिक पाठ्यक्रम) उपाधि अथवा समकक्ष	9550	F.No. 1-18/2018(DE B-1) dated 31.12.2018	79	212 5	238 3	0	4508
	Master of Arts Geography	24	80	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्सिक पाठ्यक्रम) उपाधि अथवा समकक्ष	13400	F.No. 1-18/2018(DE B-1) dated 31.12.2018	64	532 8	316 0	0	8488
	Master of Arts Hindi	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्सिक पाठ्यक्रम) उपाधि अथवा समकक्ष	9550	F.No. 1-18/2018(DE B-1) dated 31.12.2018	79	394 2	388 7	0	7829
	Master of Arts History	24	72	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्सिक पाठ्यक्रम) उपाधि अथवा समकक्ष	9550	F.No. 1-18/2018(DE B-1) dated 31.12.2018	81	512 8	313 0	0	8258
	Master of Arts Mathematics	24	80	किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक (न्यूनतम त्रिवार्सिक पाठ्यक्रम) उपाधि अथवा समकक्ष	12000	F.No. 1-18/2018(DE B-1) dated 31.12.2018	67	146	60	0	129

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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	466	67	0	533
	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	5110	2700	1	7811
	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	645	643	0	1288
	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	231	86	0	317
	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	106	61	0	167
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	365	459	0	824
	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	425	698	0	1123
	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	666	470	0	1136
N.	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	62	18	0	80

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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	29	9	0	38	
	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	225	184	0	409	
	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	274	76	0	350	
	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	666	466	0	1132	

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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	290	154	0	444	
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	575	271	0	8465	
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	655	486	0	1141	
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	333	331	0	664	

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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	509	193	0	702		
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	491	434	0	925		

*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-notices/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/1FAIpQLSfBv7Aq1j2uAXK1eIcIy4rWgPM9YsECFTQacK2N3hyH8SwFw/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.	<p>Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)</p>	N/A	
5.	<p>Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers,</p>	<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 	<p>https://docs.google.com/forms/d/e/1FAIpQLSfBv7Aq1j2uAXK1eicly4rWgPM9YsECFTQacK2N3hyH8SwFw/viewform</p>

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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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<p>6.</p>	<p>Measures suggested to the authorities of Higher Educational Institution for qualitative improvement</p>	<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. 	<p>https://www.vmou.ac.in/node/1632?SC=60</p>
<p>7.</p>	<p>Implementation of its recommendations through periodic reviews</p>	<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>	<p>https://www.vmou.ac.in/node/1632?SC=60</p>

<p>8.</p>	<p>Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.</p>	<p>Seminars and workshops are organized by the university from time to time to provide a chance to the learners to interact with experts from the specific field. Discussing about the relevant topics of the particular subject, students tend to learn about the latest information and new skills related to the concerned subject. As a result of genuine interest shown by the students to know and learn about the subject, they research about the particular topic with the help of expert guidance and land in their conclusion after a careful investigation, experiment, and simulation. The report of these seminars and workshops is disseminated among all the stakeholders to ensure maximum utilization of the outcomes.</p>	<p>https://www.vmou.ac.in/academic-activity</p>
<p>9.</p>	<p>Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution</p>	<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. • The objective of this partnership is to link vocational education and 	<p>https://www.vmou.ac.in/naac7</p>

		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/1FAIpQLSfFBv7Aq1j2uAXK1elclY4rWgPM9YsECFTQacK2N3hyH8SwFw/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

		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

		<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	<p>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>	<p>https://www.vmou.ac.in/mom</p>

	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/ciga
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/ciga

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

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.v mou.ac.in/Admission Statusway.asp
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.v mou.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.v mou.ac.in/naac

	preparation of SelfAppraisal 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

	<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 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>

	<p>quality. (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. (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: (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>

<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/1641897 53</p> <p>https://www.vmou.ac.in/notice/1641897 53</p> <p>https://www.vmou.ac.in/progs</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>

	<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/1FAIpQLSIFBv7Aq1j2uAXK1elclv4rWgPM9YsECFTQacK2N3hyH8SwFw/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.</p> <p>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>

	<p>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.</p>		
7.	<p>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.</p>	<p>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.</p>	<p>https://www.vmou.ac.in/naac5</p>
8.	<p>Teaching Quality and Staff Development: The Higher Educational Institutions shall have a well established structure for promoting</p>	<p>The teaching faculty is encouraged to participate in the Faculty Development Programmes (FDP) online or offline periodically</p>	<p>https://www.vmou.ac.in/naac6</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.		
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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
1.	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	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	N/A

	achieved.	<p>achievements.</p> <p>The university works collaboratively with directors-schools of study, individual faculty members, and the administration to design and implement a variety of program-based, curricular, and instructional innovation assessment initiatives in the AC meetings.</p>	
2.	<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.</p> <p>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>	N/A

<p>3.</p>	<p>Monitoring, Evaluation and Enhancement Plans: (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. (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. (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>(c)N/A</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>(d)The web based facilities have been provided to the learners. The results are incorporated in the Annual Reports.</p>	<p>https://www.vmou.ac.in/naac1</p>
<p>(e) Reporting and Analytics by the Higher Educational Institution: The Higher Educational Institution shall</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>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	178811
School of Commerce & Management				
1	Prof. B. Arun Kumar (Addl.)	Director	MA PhD	214379
2	Dr. Anurodh Godha	Assistant Prof.	MCom PhD	106887
School of Science & Technology				
1	Prof. B. Arun Kumar (Addl.)	Director	MA PhD	214379
2	Dr (Mrs.) Anuradha Dubey	Asstt. Prof., Botany	MSc PhD	106887
3	Shri Rakesh Sharma	Asstt. Prof. Computer Science	BSc MCA	215548
4	Shri Sushil Rajpurohit	Asstt. Prof., Physics	MSc	89464
5	Dr. Ravi Gupta	Asstt. Prof., Mathematics	MSc MPhil PhD	89464
6	Shri Sandeep Hooda	Asstt. Prof., Zoology	MSc	86937
7	Shri Neeraj Arora	Asstt. Prof., Computer	MTech	76553
School of Humanity & Social Science				
1	Prof. Ashok Sharma	Director, Prof. Pol. Sc.	MA PhD	274068
2	Prof. B. Arun Kumar	Prof. CAS (Pol. Sc.)	MA PhD	214379
3	Dr. (Smt) Meeta	Asstt. Prof.,	MA PhD	On Lien

	Sharma	Hindi		
4	Dr. (Smt) Kshamata Choudhary	Asstt. Prof., English	MA PhD	113404
5	Dr. Akbar Ali	Asstt. Prof., Public Ad.	MA PhD	78776
6	Dr. Kapil Gautam	Asstt. Prof. Sanskrit	MA PhD	89464
7	Dr. Alok Chouhan	Asstt. Prof. Geography	MSc PhD	89464
8	Dr. Surendra kulshreshtha	Asstt. Prof. Economics	MA PhD	86937
School Of Education				
1	Dr. Anil Kumar Jain	Director & Associate Prof. Education	MSc PhD	203179
2	Dr. (Mrs) Keerti Singh	Asstt. Prof. Education	MA PhD	94103
3	Dr. Patanjali Mishra	Asstt. Prof. Education	MA PhD	78776
4	Dr. Akhilesh Kumar	Asstt. Prof. Education	MA PhD	78776

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 + PGD	99	20	Partially Yes	Sanction of the remaining post yet to be received from state government

S. No.	Programme Name	No. of Full timeDedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/	Date of joining programme and Joining report

							month		Upload pdf
							Type	Gross salary/month	
							Type Regular/Contact with gross salary		
							Regular/Contact	Gross Salary per month	
1	Journalism UG+PG	1	Dr. Subodh Kumar	Associate Professor in Journalism	MA PhD	8 Years	regular	171188	29.06.2013
2	Economics UG+PG	1	Dr. Surendra Kumar Kulshreshtha	Assistant Professor in Economics	MA PhD	7 Years	regular	86937	02.10.2014
3	Hindi UG+PG	1	Dr. (Smt) Meeta Sharma (On lien)	Asstt. Prof. In Hindi	MA PhD	14 Years	regular	On lien 2905	29.05.2007
4	English UG+PG	1	Dr. (Smt) Kshamata Choudhary	Asstt. Prof. In English	MA PhD	14 Years	regular	113404	29.05.2007
5	Public Administration UG+PG	1	Dr. Akbar Ali	Asstt. Prof. In Public Administration	MA PhD	8 Years	regular	78876	05.07.2013
6	Political Science UG + PG	1	Prof. Ashok Sharma (CAS)	Prof. In Political Science	MA PhD	32 Year	regular	274068	23.01.1990
		1	Prof. B. Arun Kumar (CAS)	Prof. In Political Science	MA PhD	12 Years	Regular	214379	19.08.2009
7	Geography UG + PG	1	Dr. Alok Chouhan	Asstt. Prof. In Geography	MSc PhD	7 Years	regular	89464	15.01.2014
8	Sanskrit UG + PG	1	Dr. Kapil Gautam	Asstt. Prof. Sanskrit	MA PhD	7 Years	regular	89464	11.01.2014
9	Zoology UG + PG	1	Shri Sandeep Hooda	Asstt. Prof. Zoology	MSc	7 Years	regular	86937	27.09.2014
10	Botany UG + PG	1	Anuradha Dubey	Asstt. Prof. Om Botany	MSc PhD	12 Years	regular	106887	03.08.2009
11	Physics UG + PG	1	Shri Shushil Rajpurohit	Asstt. Prof. In Physics	MSc	7 Years	regular	89464	22.01.2014
12	Maths UG + PG	1	Dr. Ravi Gupta	Asst. Prof. In Maths	MSc PhD	7 Years	regular	89464	09.01.2014

13	Computer Science UG + PG	1	Shri Rakesh Sharma	Asstt. Prof. In Computer Science	BSc MCA	31 Years	regular	215548	15.02.1990
		1	Shri Neeraj Arora	Asstt. Prof. In Computer Science	MTech	6 Years	Regular	76553	24.01.2015
14	Commerce UG + PG	1	Dr. Anurodh Godha	Asstt. Prof. In Commerce	MCom PhD	12 Years	regular	106887	03.08.2009
15	Education UG + PG	1	Dr. Anil Kumar Jain	Associate Professor, Education	MSc PhD	8 Years	regular	203179	11.07.2013
		1	DR. (Mrs) Keerti Singh	Asstt. Prof. In Education	MA PhD	12 Years	regular	94103	03.08.2009
		1	Dr. Patanjali Mishra	Asstt. Prof. In Education	MA PhD	8 Years	regular	78776	01.07.2013
		1	Dr. Akhilesh Kumar	Asstt. Prof. In Education	MSc PhD	7 Years	regular	78776	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	7
Assistants	3 (2 for DM Universities)	9
Computer Operator	2	4
Multi-Tasking Staff	2	0

(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.

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	

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	

3.	<p>The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>i) the Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted;</p> <p>ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each</p>	<p>NA</p> <p>Yes</p>	
	<p>of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution</p>		
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 Open Distance Learning mode by the Open Universities</p>		<p>No, NA Since VMOU is an ODL Institution Only</p>

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	

	(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	

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	

BAA(RJ)	43	36	26	14
BAA(SA)	568	420	285	264
BAA(SO)	36	25	18	5
BAA(UD)	111	72	10	4
BA-I	48976	38439	18378	9505
BA-II	40766	33761	13391	7299
BA-III	29011	25623	13093	5237
BBA-I	119	57	19	9
BBA-II	70	43	20	6
BBA-III	53	40	17	13
BCA-I	307	209	45	39
BCA-II	114	87	22	18
BCA-III	76	62	20	18
BCOM2L-2	6	4	1	1
BCOM2L-3	15	14	6	4
BCOM3L-3	11	9	1	0
BCOM-I	660	438	110	22
BCOM-II	500	362	88	15
BCOM-III	359	301	98	22
BED-I	640	609	492	484
BED-II	568	546	464	464
BJ	506	377	262	249
BJMC	2	1	1	1
BLIS	5210	3738	1102	665
BSC2L-2	73	61	11	11
BSC2L-3	93	83	18	18
BSC3L-3	65	60	10	9
BScA(BO)	4	3	0	0
BScA(BT)	1	0	0	0
BScA(CH)	14	13	4	4
BScA(EC)	6	6	4	3
BScA(GE)	18	14	7	7
BScA(MT)	323	216	48	37
BScA(PH)	10	7	0	0
BScA(ZO)	8	6	2	2
BSC-I	5348	4334	584	416
BSC-II	3797	3504	422	354
BSC-III	2923	2716	412	329
BSW-I	99	58	22	7

BSW-II	50	38	16	8
BSW-III	48	41	21	13
CBIL	13	11	10	6
CCE	7	6	4	4
CCP	3	1	0	0
CFE	8	2	1	1
CFN	10	6	4	4
CHR	4	0	0	0
CIA	27	24	21	18
CIJ	70	31	25	24
CLP	1	1	1	1
CPGM	10	10	0	0
CPL	2	0	0	0
CPNM	74	45	4	2
CRLC	31	16	10	5
CTE	18	11	4	2
DAL	3	0	0	0
DCAP	1	0	0	0
DCT	90	49	25	2
DGA	443	297	137	33
DLIS	9481	6285	1254	90
DMC	226	141	116	39
DNHE	254	113	106	91
DNS	90	37	24	24
DPL	8	2	1	1
DSPR	47	18	12	2
DWSM	105	68	16	5
DYS	1331	980	622	408
MAEC-F	888	638	227	11
MAECL-F	2	2	2	0
MAEC-P	1404	894	229	46
MAED-F	853	706	575	532
MAED-P	1993	1448	1247	1082
MAEG-F	5140	3733	1559	672
MAEG-P	5357	3629	2146	990
MAGE-F	10184	8625	5011	3253
MAGEL-F	3	2	1	1
MAGE-P	12105	8706	4088	2479
MAHD-F	5788	4646	3471	2078

MAHDL-F	2	2	2	2
MAHD-P	7332	5338	3414	1466
MAHI-F	4616	3858	3331	2387
MAHIL-F	3	3	2	2
MAHI-P	6986	5146	3841	2187
MAMT-F	291	206	57	39
MAMT-P	344	202	24	13
MAPA-F	215	174	141	57
MAPA-P	315	196	140	68
MAPS-F	5199	4178	3197	1484
MAPSL-F	8	7	6	3
MAPS-P	7036	4913	3829	2175
MAPST-F	164	128	118	49
MAPST-P	482	298	259	55
MAPSY-F	1014	844	426	344
MAPSY-P	1649	1372	370	292
MARJ-F	169	128	108	56
MARJ-P	241	141	113	39
MASA-F	826	583	378	137
MASAL-F	2	1	1	1
MASA-P	1000	700	479	265
MASO-F	1018	826	421	54
MASOL-F	1	0	0	0
MASO-P	1183	791	395	49
MBA-I	409	300	112	27
MBA-II	303	228	93	36
MBAS-56	1	1	1	1
MBO-F	289	267	153	140
MBO-P	881	674	252	190
MCA-I	28	20	8	5
MCA-II	17	14	4	4
MCA-III	21	18	11	7
MCAQ-I	13	12	5	3
MCOM-F	1136	859	386	96
MCOM-P	1248	822	407	102
MJ	68	54	51	44
MLIS	1432	1196	730	254
MPH-F	798	667	158	55
MPH-P	1638	1371	79	42

MSCBO-P	1	1		1	1
MSCCH-F	1534	1271		157	75
MSCCHL-F	1	1		1	1
MSCCH-P	2583	1869		205	80
MSCCSC-F	186	145		68	52
MSCCSC-L-F	102	90		39	24
MSCCSC-P	398	326		105	69
MSCCS-F	44	30		9	5
MSCCS-P	25	20		6	4
MSCGE-F	239	203		105	79
MSCGE-P	985	834		234	142
MSCMT-F	6188	4988		1315	843
MSCMTL-F	1	1		0	0
MSCMT-P	8761	6390		702	497
MSW-F	941	812		495	169
MSW-P	1042	726		509	191
MZO-F	1040	938		137	22
MZOL-F	1	0		0	0
MZO-P	1998	1573		161	68
PGDCA	1023	803		192	94
PGDCAA	24	10		8	4
PGDCL	238	139		97	4
PGDGC	849	624		421	189
PGDGN	10	4		2	0
PGDLL	363	225		181	11
PGDNM	3	2		1	1
PGDWR	5	4		3	0
PGDYS	1217	1017		686	574
PGIPR	55	25		22	4

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
	BA	file:///Z:/PPR%202023/BA.pdf
	BBA	file:///Z:/PPR%202023/BBA.pdf
	BCA	file:///Z:/PPR%202023/BCA.pdf
	BCOM	file:///Z:/PPR%202023/BCOM.pdf
	BED	file:///Z:/PPR%202023/BED.pdf
	BJ(L)	file:///Z:/PPR%202023/BJ(L).pdf
	BJ	file:///Z:/PPR%202023/BJ.pdf
	BLIS	file:///Z:/PPR%202023/BLIS.pdf
	BSC	file:///Z:/PPR%202023/BSC.pdf
	BSW	file:///Z:/PPR%202023/BSW.pdf
	MAEC	file:///Z:/PPR%202023/MAEC.pdf
	MAED	file:///Z:/PPR%202023/MAED.pdf
	MAEG	file:///Z:/PPR%202023/MAEG.pdf

MAGE	file:///Z:/PPR%202023/MAGE.pdf
MAHD	file:///Z:/PPR%202023/MAHD.pdf
MAHI	file:///Z:/PPR%202023/MAHI.pdf
MAMT	file:///Z:/PPR%202023/MAMT.pdf
MAPA	file:///Z:/PPR%202023/MAPA.pdf
MAPS	file:///Z:/PPR%202023/MAPS.pdf
MAPST	file:///Z:/PPR%202023/MAPST.pdf
MAPSY	file:///Z:/PPR%202023/MAPSY.pdf
MARJ	file:///Z:/PPR%202023/MARJ.pdf
MASA	file:///Z:/PPR%202023/MASA.pdf
MASO	file:///Z:/PPR%202023/MASO.pdf
MBA(MP)	file:///Z:/PPR%202023/MBA(MP).pdf
MBO	file:///Z:/PPR%202023/MBO.pdf
MCA	file:///Z:/PPR%202023/MCA.pdf
MCOM	file:///Z:/PPR%202023/MCOM.pdf
MJ	file:///Z:/PPR%202023/MJ.pdf
MLIS	file:///Z:/PPR%202023/MLIS.pdf
MPH	file:///Z:/PPR%202023/MPH.pdf
MSCCH	file:///Z:/PPR%202023/MSCCH.pdf
MSCCS	file:///Z:/PPR%202023/MSCCS.pdf
MSCGE	file:///Z:/PPR%202023/MSCGE.pdf
MSCMT	file:///Z:/PPR%202023/MSCMT.pdf
MSW	file:///Z:/PPR%202023/MSW.pdf
MZO	file:///Z:/PPR%202023/MZO.pdf

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

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

Development of Self-Learning Material

Preamble

In a traditional classroom, the teacher serves as the primary resource, supplemented by other resources such as textbooks, audio aids, and so on, to teach the students. However, there is no teacher in distance

education. A combination of learning materials and tutors replaces the teacher. The tutors, on the other hand, are not always available to the students. They primarily serve as facilitators and have little interaction with the students. As a result, distance education material must perform all of the functions that a teacher does in a traditional classroom. It is the study material used in distance education that serves as the students' ultimate information source and guide.

Distance education is inherently self-study or self-learning, which makes the instructional material even more important for performing the various self learning tasks. Distance education is a type of education that encourages and promotes self-learning. In this case, the individual student assumes responsibility for his or her own learning, independent of the teacher.

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

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

Introduction

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

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

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

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

Characteristics of Self-Learning Materials

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

- **Self-motivating:** Students are motivated and encouraged to learn when they use self-learning materials. It encourages them to raise issues and relate situations to their newfound knowledge. It makes the learning process more meaningful to the students.
- **Self-learning:** Self-learning materials include features such as directions, hints, references, and so on, allowing students to learn independently. Examples, explanations, illustrations, and activities supplement the learning material.
- **Self-explanatory:** The learner can go through the material and comprehend it without any outside assistance. The self-study material is conceptually sound and consistent. As a result, before developing content, it is logically analyzed.
- **Self-contained:** Self-learning material is sufficient in and of itself, requiring only minimal outside assistance. Because of their remote locations, many distance education students are unable to obtain

external assistance. As a result, it is designed in such a way that content can be visualized easily and effectively.

- **Self-directed:** At each stage of learning, the material provides learners with support and guidance. The content is self-directed and is presented in the form of simple explanations, sequential development, illustrations, learning activities, and so on.
- **Self-evaluating:** Evaluation mechanisms such as self-check questions, activities, and exercises are included in self-learning material. It provides learners with the necessary feedback about their progress, motivating and encouraging them to continue and reinforce their learning.

Access Devices:

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

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

Developing a Unit:

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

Beginning of the Unit:

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

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

- **Structural Component:** In the introduction, we give information about the previous content; thus, we establish a link between what a learner has already learned and what he/she is going to study in the unit at hand.
- **Defining Objectives:** By objectives we mean – what should, a learner be able to do after going through the unit. Objectives are the behaviors to be displayed by the learner. Defining objectives is to identify

the terminal outcomes of instruction in terms of observable performance of learners. These outcomes are to be presented in 'behavior terms' which are also called 'learning outcomes'.

Main body of the Unit:

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

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

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

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

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

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

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

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.

Botany**1.1.5 Electronic media and other digital components in the curriculum**

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध कराये।

(पिछले पाँच वर्ष का डाटा)

व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
Classification Of Algae	https://www.youtube.com/watch?v=vuhUZv9fTDw&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=1

Bryophytes	https://www.youtube.com/watch?v=4xZzkLZLOAM&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=2
FUNGI	https://www.youtube.com/watch?v=DpGIBZegV7I&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=4
LICHENS	https://www.youtube.com/watch?v=FgU4lLeOmMY&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=5
ENGLER AND PRANT'S SYSTEM OF CLASSIFICATION	https://www.youtube.com/watch?v=er0U6S4uPwc&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=6
DNA-REPLICATION	https://www.youtube.com/watch?v=ki89bVQQBDI&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=7
Protoplast Culture	https://www.youtube.com/watch?v=Z8GrKKVibTw&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=8
Protoplast Fusion Or Somatic Hybridisation	https://www.youtube.com/watch?v=4n7hgCTgmSU&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=9
Classification of Lower Plants	https://www.youtube.com/watch?v=7-WNECjudSs&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=10
Pure Culture Techniques	https://www.youtube.com/watch?v=VQpC0trTo1A&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=11
Economic Importance of fungi	https://www.youtube.com/watch?v=6Tm1C4LH24g&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=12
Amines- The Organic bases	https://www.youtube.com/watch?v=fj5OqgRQZdE&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=13
PHOTOSYNTHESIS	https://www.youtube.com/watch?v=xGxBjWYXwaU&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=14
RESPIRATION IN PLANTS	https://www.youtube.com/watch?v=Q4nXiF7aFoY&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=15
Plant Tissue Culture	https://www.youtube.com/watch?v=FnOcN-Lxrrg&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=16
BACTERIA- General Introduction	https://www.youtube.com/watch?v=_oYbjMdtSic&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=17
National Park	https://www.youtube.com/watch?v=bDZecFVli7U&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=18
ROLE OF HERBARIUM IN BOTANY	https://www.youtube.com/watch?v=FfJxtuig2eM&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=19
Protoplast- Isolation & Culture	https://www.youtube.com/watch?v=nirRI-3l7lw&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=20
FUNGI Dr DK Sharma	https://www.youtube.com/watch?v=kAsxSp-eil8&list=PLjcG5Ob1Ayz0WGTv7GM7wzvzA1SsCWV1F&index=21

History**1.1.5 Electronic media and other digital components in the curriculum**

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।

(पिछले पाँच वर्ष का डाटा)

व्याख्यान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
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Qualities of a History Teacher	https://www.youtube.com/watch?v=p8q0czkldDo&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm
AIMS OF TEACHING HISTORY	https://www.youtube.com/watch?v=C92zSAxZfzI&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=2
Pottery in Ancient India	https://www.youtube.com/watch?v=49jl6fZmVY4&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=3
Ahar Culture in Rajasthan: New Discoveries	https://www.youtube.com/watch?v=hRH69jZShZA&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=4
AKBAR- AS A NATIONAL RULER	https://www.youtube.com/watch?v=ZscDVtHaRN&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=5
Women through The ages	https://www.youtube.com/watch?v=jdFDc2Q9qHQ&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=6
प्रीवीपर्स की समाप्ति	https://www.youtube.com/watch?v=TOI1HRfzT4A&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=7
Industrial Revolution:- Definition & Causes	https://www.youtube.com/watch?v=h4ETIJRXB_s&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=8
बैंको का राष्ट्रीयकरण	https://www.youtube.com/watch?v=KfXFwhQfPjA&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=9
SOURCES OF ANCIENT INDIAN HISTORY	https://www.youtube.com/watch?v=igpFk9HnGE0&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=10
प्राचीन भारतीय इतिहास के स्रोत के रूप में शैलचित्र कला - एक परिचय	https://www.youtube.com/watch?v=7caNU1PEcCk&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=11
Teaching and Principles of Buddhism	https://www.youtube.com/watch?v=hV5ophHv-ho&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=12
जैन धर्म - Jainism	https://www.youtube.com/watch?v=j-jSLwDUafU&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=13
Heritage Tourism in Rajasthan	https://www.youtube.com/watch?v=j4r-8y2jBdI&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=14
1789 की फ्रांसीसी क्रांति	https://www.youtube.com/watch?v=Np2U0673nn4&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=15
वियना की संधि) -1815)	https://www.youtube.com/watch?v=CMVYb-WgWDE&list=PLjcG5Ob1Ayz14u_pfBwgRsal012776Elm&index=16

MAHARANA PRATAP'S COUNTER OFFENSIVE AGAINST IMPERIALISM IN 16th CENTURY-A FRESH PERSPECTIVE	https://www.youtube.com/watch?v=nhRH4ZW_rZw&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=17
Marger of Rajput States in the Indian Union	https://www.youtube.com/watch?v=pL89bG0P2OE&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=18
Vedic Dharma (वैदिक धर्म) Dr. Vishnu Prasad Sharma	https://www.youtube.com/watch?v=2mSWKj9RdIA&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=19
Pottery in Ancient India Dr. Asif Hussain	https://www.youtube.com/watch?v=1B3-YHpbnv0&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=20
Excavated Sites of Mewar Dr. Asif Hussain	https://www.youtube.com/watch?v=Ad6ZcJmfCCw&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=21
Indus Valley Civilization (सिन्धु घाटी सभ्यता) Dr. Vishnu Prasad Sharma	https://www.youtube.com/watch?v=s1aslO-sF7o&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=22
प्राचीन भारतीय इतिहास के अध्ययन के स्रोत - प्रो. डॉ. (कमलेश शर्मा)	https://www.youtube.com/watch?v=oa9mk6ubh1Q&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=23
प्राचीन भारतीय इतिहास के स्रोत - प्रो. डॉ. (कमलेश शर्मा)	https://www.youtube.com/watch?v=krGbjfjwQCw&list=PLjcG5Ob1Ayz14u_pfBwgRsalo12776Elm&index=24

Chemistry

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।
(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
				Chemical Kinetics	https://www.youtube.com/watch?v=i4CSrJBaQJI&list=PLjG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES
				Pure Culture Techniques	https://www.youtube.com/watch?v=VQpC0trTo1A&list=PLjG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES&index=2
				Economic Importance of fungi	https://www.youtube.com/watch?v=6Tm1C4LH24g&list=PLjG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES&index=3
				Carboxylic Acids	https://www.youtube.com/watch?v=XyyIxuVEdtY&list=PLjG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES&index=4
				Amines- The Organic bases	https://www.youtube.com/watch?v=fj5OqgRQZdE&list=PLjG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES&index=5
				Structure and Synthesis of Alcohols	https://www.youtube.com/watch?v=7nozZDpT304&list=PLjG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES&index=6
				Esters	https://www.youtube.com/watch?v=e1wSnxEjzhY&list=PLjG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES&index=7
				Application of Diffuse Reflectance UV-Vis. Spectroscopy in Material Analysis	https://www.youtube.com/watch?v=xa9SxJi1JtY&list=PLjG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES&index=8
				An Introduction of Green Chemistry- SUSTAINABLE CHEMISTRY & ORGANIC CATALYSIS- Prof. Ratnesh Das	https://www.youtube.com/watch?v=pceHOmyVFE4&list=PLjG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES&index=9
				Principles of Green Chemistry- Prof. Ratnesh Das	https://www.youtube.com/watch?v=azh4TdWxw0E&list=PLjG5Ob1Ayz1q4vZjN-iLP2ZXtHWh_nES&index=10

Economics

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।
(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम मय कोड	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
MA Economics	Economic Theory I		Post Graduate Programme in Economics	https://www.youtube.com/watch?v=ZYxh2BUBqT0&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu
MA Economics (P)	Economic Theory I		ELASTICITY OF DEMAND	https://www.youtube.com/watch?v=3byuX6JXjrY&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=2
MA Economics (P)	Economic Theory I		MONOPOLY MARKET	https://www.youtube.com/watch?v=rr1g9gTGe98&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=3
MA Economics (P)	Economic Theory I		उपभोक्ता व्यवहार -CONSUMER BEHAVIOUR	https://www.youtube.com/watch?v=GvjNVsyQFSE&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=4
MA Economics (P)	Economic Theory I		Market	https://www.youtube.com/watch?v=DnG7m_m9p9U&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=5
MA Economics (P)	Economic Theory I		Law of Equi-Marginal Utility- (सम सीमांत उपयोगिता नियम)	https://www.youtube.com/watch?v=70gTBKjNSgY&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=6
MA Economics (P)			Theory of Distribution	https://www.youtube.com/watch?v=M-Y_PAcJH5k&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=7

MA Economics (P)	Economic Theory I		Consumer Behaviour under uncertainty	https://www.youtube.com/watch?v=PjIOhB6IDOU&list=PLjcG5Ayz1KNmc7gSYY94RTMNcb6fxu&index=8
BA Economics I			Elasticity of Demand	https://www.youtube.com/watch?v=eDma0m1MrKc&list=PLjcG5Ayz1KNmc7gSYY94RTMNcb6fxu&index=9
MA Economics (P)	Economic Theory I		Cobb Douglas Production function Chitra Choudhary	https://www.youtube.com/watch?v=cDU7sZgvxyA&list=PLjcG5Ayz1KNmc7gSYY94RTMNcb6fxu&index=10
MA Economics (P)	Public Economics		BLACK MONEY SHIV SHARMA	https://www.youtube.com/watch?v=kdErd1hqFqs&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=11
MA Economics (F)	Public Economics		INFLATION SHIV SHARMA	https://www.youtube.com/watch?v=2aZew-FRZbA&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=12
MA Economics (P)	Public Economics		CONCEPTS OF TAXATION SHIV SHARMA	https://www.youtube.com/watch?v=U5uIw8odyj4&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=13
MA Economics (F)	International Economics		FOREIGN EXCHANGE RATE SHIV SHARMA	https://www.youtube.com/watch?v=ALbaQb6tTuE&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=14
MA Economics (P)			Correlation- सह-सम्बन्ध डॉ . संतोष राजपुरोहित	https://www.youtube.com/watch?v=k0HRVb2NB0o&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fxu&index=15

MA Economics (P)			Simple Regression डॉ. संतोष राजपुरोहित	https://www.youtube.com/watch?v=5hbKnSTVjto&list=PLjcG5ObAyz1KNmc7gSY94RTMNcb6fxu&index=16
MA Economics (P)			Interpolation डॉ. संतोष राजपुरोहित	https://www.youtube.com/watch?v=vq7BM2MeTPM&list=PLjcG5ObAyz1KNmc7gSY94RTMNcb6fxu&index=17
MA Economics (P)			Index Numbers डॉ. संतोष राजपुरोहित	https://www.youtube.com/watch?v=7oOWfZWDhNo&list=PLjcG5ObAyz1KNmc7gSY94RTMNcb6fxu&index=18
MA Economics (P)	Economic Theory II		Consumption Function Prof Narain Sinha	https://www.youtube.com/watch?v=nKHHqSNne38&list=PLjcG5ObAyz1KNmc7gSY94RTMNcb6fxu&index=19
MA Economics (P)			Uses Of Data In Economics (अर्थशास्त्र में डाटा उपयोग) Prof Narayan Sinha	https://www.youtube.com/watch?v=J5uV4dn2NIY&list=PLjcG5ObAyz1KNmc7gSY94RTMNcb6fxu&index=20
MA Economics (P)	Economic Theory I		उदासीनता वक्र (Indifference Curve) Dr. Surendra Kumar Kulshrestha	https://www.youtube.com/watch?v=i0bDYzCaocY&list=PLjcG5ObAyz1KNmc7gSY94RTMNcb6fxu&index=21
BA Economics I			उपभोक्ता का साम्य (Consumer's equilibrium) Dr. Surendra Kumar Kulsrestha	https://www.youtube.com/watch?v=dM51GKH0aDg&list=PLjcG5ObAyz1KNmc7gSY94RTMNcb6fxu&index=22
MA Economics (P)	Economic Theory II		Consumption Function (उपभोग फलन) Prof. Narayan Sinha	https://www.youtube.com/watch?v=UKm-rfUrvzk&list=PLjcG5ObAyz1KNmc7gSY94RTMNcb6fxu&index=23

				ex=23
MA Economics (P)	Economic Theory II		General Equilibrium Models ISLM Curve Prof Narayan Sinha	https://www.youtube.com/watch?v=qCURxQkhrqk&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fu&index=24
MA Economics (P)	Economic Theory II		Macro Economics An Introduction Prof Narayan Sinha	https://www.youtube.com/watch?v=Q0oYHJXz0o&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fu&index=25
MA Economics (P)	Economic Theory I		THE IMPACT OF PRICE CHANGE Hicksian Approach K. R. Choudhary	https://www.youtube.com/watch?v=20u5ycfBkJo&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fu&index=26
MA Economics (P)	Economic Theory I		THE IMPACT OF PRICE CHANGE Slutsky Approach	https://www.youtube.com/watch?v=V_aPnvRhcII&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fu&index=27
MA Economics (P)			FISCAL SUPPORT FOR INDIA'S LIBERALIZATION – IS IT ADEQUATE	https://www.youtube.com/watch?v=yDkL9jbCITw&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fu&index=28
MA Economics (P)			HOW DOES ECONOMICS HELP IN TAKING RATIONAL DECISION	https://www.youtube.com/watch?v=qHUJC87q880&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fu&index=29
MA Economics (F)	International Economics		Intellectual Property Rights Role and Economic Growth- Part I- Dr. Dhiresk Kulshrestha	https://www.youtube.com/watch?v=UIFbese5hEM&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6fu&index=30

MA Economics (P)			Cross Elasticity of Demand- Dr. Dhiresk Kulshrestha	https://www.youtube.com/watch?v=fTeT64DdavQ&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6f&index=31
MA Economics (F)	International Economics		IPR and Economic Growth- Part II- Patents, Trademarks, Copyright & Designs- Dr. Dhiresk Kulshrestha	https://www.youtube.com/watch?v=jsXGvjsYrIo&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6f&index=32
MA Economics (F)	International Economics		Balance of Payments: Disequilibrium Causes and Remedies- Dr. Dhiresk Kulshrestha	https://www.youtube.com/watch?v=XVdHZx7hh8s&list=PLjcG5Ob1Ayz1KNmc7gSYY94RTMNcb6f&index=33

Mathematics

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
B.A./ B.Sc. in Mathematics			Graduate Programme in Mathematics	https://www.youtube.com/watch?v=J00zFbBJCJA&list=PLjcG5Ob1Ayz0WjIqcnppcoh5LE5h0Gfht
M.A./ M.Sc. in Math			Post Graduate Programme in Mathematics	https://www.youtube.com/watch?v=oiksTrGkqz4&list=PLjcG5Ob1Ayz0WjIqcnppcoh5LE5h0Gfht&index=2

emati cs				
B.A./ B.Sc. in Math emati cs			First Order and First Degree Differential Equations Part-1	https://www.youtube.com/watch?v=KjBBnPhz7o8&list=cG5Ob1Ayz0WjIqcnppcoh5LE5h0Gfht&index=3
B.A./ B.Sc. in Math emati cs			First Order and First Degree Differential Equations Part-2	https://www.youtube.com/watch?v=ENyb9yy5W8E&list=LjcG5Ob1Ayz0WjIqcnppcoh5LE5h0Gfht&index=4
M.A./ M.Sc. in Math emati cs			Laplace Transform I- Ravi Gupta	https://www.youtube.com/watch?v=MQpwMRHkPGE&list=PLjcG5Ob1Ayz0WjIqcnppcoh5LE5h0Gfht&index=5
M.A./ M.Sc. in Math emati cs			Laplace Transform II- Ravi Gupta	https://www.youtube.com/watch?v=vPz3HGhKY2A&list=LjcG5Ob1Ayz0WjIqcnppcoh5LE5h0Gfht&index=6

Sociology

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/इकाईयों पाठ्यक्रम में जिन/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध कराये।
(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
				Postgraduate Programmes in Sociology	https://www.youtube.com/watch?v=YK94_Tb2Pnw&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9
				Social Change	https://www.youtube.com/watch?v=17MeJgrTwyY&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=2
				महिलाओं पर बढ़ते अत्याचार कारण एवं निवारण	https://www.youtube.com/watch?v=Q8c197rJ-gM&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=3
				Social Solidarity	https://www.youtube.com/watch?v=2SpbvOrWseA&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=4
				A Brief Introduction and history of ADHD	https://www.youtube.com/watch?v=TQ_ye8vrxMc&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=5
				ADHD: Signs, Symptoms & Characteristics	https://www.youtube.com/watch?v=Lf7r5FADjgU&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=6
				ADHD: Tools for Assessment- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=BtoR9uuEAw0&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=7
				COVID 19 & Open Distance Learning	https://www.youtube.com/watch?v=2MfSdWbWkos&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=8
				Educational Alternatives for Children with ADHD- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=lT8HZXa0mY8&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=9
				Equitable & Inclusive Education- Reflections from NEP-2020	https://www.youtube.com/watch?v=m9PeYmESctM&list=PLjcG5Ob1Ayz1ysRuheH1qdIM5LWeT3Hq9&index=10

Public Administration

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध कराये।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
				Master in Public Admin	https://www.youtube.com/watch?v=c13Vn6ppMwC&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=1
				BA Public Administration	https://www.youtube.com/watch?v=5WInjuzryIw&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=2
				Union Public Service Commission	https://www.youtube.com/watch?v=cZANAub2rkg&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=3
				ENACTMENT OF BUDGET	https://www.youtube.com/watch?v=iZt3ddB7IOA&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=4
				CURRENT POLITICS-INDIA	https://www.youtube.com/watch?v=g0rMffi5p4k&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=5
				FUNDAMENTAL RIGHTS AND DUTIES	https://www.youtube.com/watch?v=0a_N7XoQdUo&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=6
				Supervision	https://www.youtube.com/watch?v=AL2acep1ed0&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=7
				Coordination	https://www.youtube.com/watch?v=ng5stFfnLi4&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=8
				प्रधानमंत्री और कैबिनेट प्रणाली	https://www.youtube.com/watch?v=8wIAET6EC8U&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=9
				73rd Constitutional Amendment Act Anurag Shrivastava	https://www.youtube.com/watch?v=QLf5wt8MBws&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=10
				Jai Prakash Narayan जय प्रकाश नारायण	https://www.youtube.com/watch?v=IbXG8AlHrec&list=PLjcG5Ob1Ayz1htyrTh-l31KwFEWFgSoFc&index=11

			Dr Indrajeet Singh Sodhi	
			Non Governmental Organization (NGO) Dr Dharmendra Mishra	https://www.youtube.com/watch?v=DEcGD7eAOaQ&list=PLjcG5Ob1Ayz1htyrTh-131KwFEWFgSoFc&index=12
			भारतीय प्रशासन का राजनितिक पर्यावरण Dr Suryabhan Singh	https://www.youtube.com/watch?v=594hf1PmcHs&list=PLjcG5Ob1Ayz1htyrTh-131KwFEWFgSoFc&index=13
			Ecology of Indian Public Administration Dr Suryabhan Singh	https://www.youtube.com/watch?v=QglWXeIgUsg&list=PLjcG5Ob1Ayz1htyrTh-131KwFEWFgSoFc&index=14
			CAG (Comptroller & Auditor General of India) Dr. Dharmendra Mishra	https://www.youtube.com/watch?v=wjuekaXdwgs&list=PLjcG5Ob1Ayz1htyrTh-131KwFEWFgSoFc&index=15
			Ecology of Indian Public Administration Dr Suryabhan Singh	https://www.youtube.com/watch?v=vv9SAsPoE2U&list=PLjcG5Ob1Ayz1htyrTh-131KwFEWFgSoFc&index=16
			भारतीय प्रशासन का राजनितिक पर्यावरण Dr Suryabhan Singh	https://www.youtube.com/watch?v=1TYJYA_d714&list=PLjcG5Ob1Ayz1htyrTh-131KwFEWFgSoFc&index=17

Journalism & Media

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध कराये।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
				Cyber Law Need & Importance	https://www.youtube.com/watch?v=1vQhSm5_UqY&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m
				Research Problem & Litreture Review	https://www.youtube.com/watch?v=4jRnI3KAlH4&list=PLcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=2
				Communication Dr. Manoj Kumar Shrivastava	https://www.youtube.com/watch?v=Ob8N1iOokIU&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=3
				Public Relations	https://www.youtube.com/watch?v=-Y9-89R1Sro&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=4
				Hindi Journalism	https://www.youtube.com/watch?v=Vk34n3LQmWI&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=5
				NEWS	https://www.youtube.com/watch?v=HvHdJYLqxNc&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=6
				News Paper Layout Content and Look	https://www.youtube.com/watch?v=_od-eZe49ec&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=7
				Media Reporting	https://www.youtube.com/watch?v=FpWvdsukx0w&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=8
				Different Camera Shots	https://www.youtube.com/watch?v=NCbCdpRsR8I&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=9
				TV Serials Writing	https://www.youtube.com/watch?v=0_I6x-pL74c&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=10
				Advertising -- Role, Media Tool and Practices	https://www.youtube.com/watch?v=7Jq9hxx8-8U&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=11
				News Agency	https://www.youtube.com/watch?v=OXDuiWrcU0w&list=PLjG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=12

		Diploma in Journalism & Mass Communication	https://www.youtube.com/watch?v=TbP8jtKbBfQ&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=13
		BJMC Course	https://www.youtube.com/watch?v=YdKv4U5XqPs&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=14
		Master of Journalism (Mass Communication)	https://www.youtube.com/watch?v=EQisVvFx-Go&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=15
		Communication & mass Communication	https://www.youtube.com/watch?v=cvx8-oEY4tc&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=16
		Different Program Formats of Radio	https://www.youtube.com/watch?v=QYBhUs9mJQ8&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=17
		TEN TIPS FOR COVERING A BEAT	https://www.youtube.com/watch?v=iTF1B4jC2QQ&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=18
		Elements of Radio Program Production	https://www.youtube.com/watch?v=B0ixEhnrXSU&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=19
		न्यू मीडिया और विज्ञापन जगत (न्यू मीडिया) (विज्ञापन के प्रकार	https://www.youtube.com/watch?v=0yyeg21Yzo4&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=20
		न्यू मीडिया और विज्ञापन अर्थ एवं) (परिभाषा	https://www.youtube.com/watch?v=arDL0EvPYPw&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=21
		Website: Concept & Types	https://www.youtube.com/watch?v=6HB7Wh0L_RI&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=22
		Video Lighting	https://www.youtube.com/watch?v=RAKoBYdD4Y8&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=23
		जनसंचार - Mass Communication	https://www.youtube.com/watch?v=bNN5f-KJqZE&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=24

		भारत में FM Radio	https://www.youtube.com/watch?v=FJR8vt0YXfQ&list=PLcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=25
		Journalism in Rajasthan	https://www.youtube.com/watch?v=Bpz-iP2Bz1M&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=26
		Online Journalism Dr Harish Kumar	https://www.youtube.com/watch?v=ZbkA06h4dvk&list=PLcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=28
		Communication Dr. Yogesh Kumar Gupta	https://www.youtube.com/watch?v=lgunrTmzA9k&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=29
		NEWS Shambhu Sharan Gupta	https://www.youtube.com/watch?v=Q115QaY5N1A&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=30
		अपराध और मीडिया	https://www.youtube.com/watch?v=EZSK7T4TBk4&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=31
		Practical Paper- प्रायोगिक पेपर - Dr. Subodh Agnihotri	https://www.youtube.com/watch?v=20iX9Ez1BuY&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=32
		मीडिया की शब्दावली- Media Terminology- Dr. Subodh Agnihotri	https://www.youtube.com/watch?v=eyy6WTz7eTU&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=33
		आजादी का अमृत महोत्सव - "स्वतंत्रता संग्राम और विज्ञान संचारकों का योगदान"	https://www.youtube.com/watch?v=8MHN_uJcYkM&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=34
		आजादी का अमृत महोत्सव "स्वतंत्रता संग्राम और विज्ञान संचारकों का योगदान" Part-2	https://www.youtube.com/watch?v=0a23dZA-6t8&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=35
		आजादी का अमृत महोत्सव "स्वतंत्रता संग्राम और विज्ञान संचारकों का योगदान" Part-03	https://www.youtube.com/watch?v=dVRQRxqaHv8&list=PLjcG5Ob1Ayz2DG56ZrMpug0A_VOKwhw3m&index=36

Master of Education

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध कराये।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
				MEd @ VMOU	https://www.youtube.com/watch?v=8pO-3qWtVKA&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP
				Measurement & Evaluation MED10	https://www.youtube.com/watch?v=8YrU3PmMZk&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=2
				MED 04	https://www.youtube.com/watch?v=LTSEg2JVS0E&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=3
				Reinforcement Skill-पुनर्बलन कौशल	https://www.youtube.com/watch?v=1bR-loLGNk8&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=4
				Visual Impairment	https://www.youtube.com/watch?v=W5_JN7O5JG4&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=5
				Steps in Conducting Descriptive Research Dr. Patanjali Mishra	https://www.youtube.com/watch?v=cJHW1X_tLrE&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=6
				A Brief Introduction and history of ADHD	https://www.youtube.com/watch?v=TQ_ye8vrXMc&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=7
				ADHD: Signs, Symptoms & Characteristics	https://www.youtube.com/watch?v=Lf7r5FADjgU&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=8
				ADHD: Tools for Assessment- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=BtoR9uuEAw0&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=9
				COVID 19 & Open and Distance Learning	https://www.youtube.com/watch?v=2MfSdWbWkos&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=10
				Educational Alternatives for Children with ADHD- Dr.	https://www.youtube.com/watch?v=IT8HZXa0mY8&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=11

			Akhilesh Kumar	
			Open Distance Learning A Brief History	https://www.youtube.com/watch?v=fbQLKH95f0w&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=12
			Equitable & Inclusive Education- Reflections from NEP-2020	https://www.youtube.com/watch?v=m9PeYmESctM&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=13
			Equitable & Inclusive Education For Children with disabilities- (Reflections from NEP-2020)	https://www.youtube.com/watch?v=_RiwPbTS-Aw&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=14
			Challenges towards Equitable & Inclusive Education For Children with Disabilities- Dr.Akhilesh Kumar	https://www.youtube.com/watch?v=GvOWSpSBaUw&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=15
			Learning Disability- A Brief History- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=9wViynbD5ks&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=16
			Definitions of Learning Disability- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=FeFpEjCeVr8&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=17
			Problems Faced by Distance Learners	https://www.youtube.com/watch?v=NS4hXi-OhtI&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=18
			Open and Distance Learning in NEP 2020	https://www.youtube.com/watch?v=mkmUkKYCar4&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=19
			An Introduction to NIOS (National Institute of Open Schooling)	https://www.youtube.com/watch?v=dorxIOWV8Oc&list=PLjcG5Ob1Ayz1HQuHpJ-ynuIG0SIEVQqqP&index=20

Bachelor of Education

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम मय कोड	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
		Teaching of Geography	https://www.youtube.com/watch?v=vGCHNnFxm8&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm
		BEd An Introduction	https://www.youtube.com/watch?v=QpVcH8ZpGho&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=2
		Curriculum & Evaluation	https://www.youtube.com/watch?v=7pRcEG18-b0&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=3
		Understanding Learner	https://www.youtube.com/watch?v=XcHIueeUXQ4&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=4
		Teaching of Business Organisation	https://www.youtube.com/watch?v=GpW-LnhYK30&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=5
		Teaching of Economics	https://www.youtube.com/watch?v=Hx9BH4qlZmE&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=6
		Teaching of History	https://www.youtube.com/watch?v=M6GnjEUAEnI&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=7
		School System Issues & Management	https://www.youtube.com/watch?v=xa5q1cdG6SY&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=8
		Teaching of Chemistry	https://www.youtube.com/watch?v=kKlwSKOAEcs&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=9
		Teaching of Mathematics	https://www.youtube.com/watch?v=aokr72yThs&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=10
		Teaching of Physics	https://www.youtube.com/watch?v=eatOx_tCF04&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=11

	TEACHING OF CIVICS BED19	https://www.youtube.com/watch?v=WyEpLdfAQgI&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=12
	Biology Teaching	https://www.youtube.com/watch?v=gYMrOyX0H8w&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=13
	शिक्षा संदर्भ और बंधता	https://www.youtube.com/watch?v=VCpgKSf5Ioo&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=14
	Teaching of Home Science	https://www.youtube.com/watch?v=E3WH7yk0X9o&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=15
	Teaching of Social Studies	https://www.youtube.com/watch?v=iIlLnKw21RY&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=16
	Phases of Teaching	https://www.youtube.com/watch?v=-o-PVaNL2nY&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=17
	Reinforcement Skill- पुनर्बलन कौशल	https://www.youtube.com/watch?v=1bR-loLGNk8&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=18
	Visual Impairment	https://www.youtube.com/watch?v=W5_JN7O5JG4&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=19
	A Brief Introduction and history of ADHD	https://www.youtube.com/watch?v=TQ_ye8vrXMc&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=20
	ADHD: Signs, Symptoms & Characteristics	https://www.youtube.com/watch?v=Lf7r5FADjgU&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=21
	ADHD: Tools for Assessment- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=BtoR9uuEAw0&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=22
	COVID 19 & Open and Distance Learning	https://www.youtube.com/watch?v=2MfSdWbWkos&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=23
	Educational Alternatives for Children with ADHD- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=1T8HZXa0mY8&list=PLjcG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=24

		Equitable & Inclusive Education- Reflections from NEP-2020	https://www.youtube.com/watch?v=m9PeYmESctM&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=25
		Equitable & Inclusive Education For Children with disabilities- (Reflections from NEP-2020)	https://www.youtube.com/watch?v=_RiwPbTSAw&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=26
		Challenges towards Equitable & Inclusive Education For Children with Disabilities- Dr.Akhilesh Kumar	https://www.youtube.com/watch?v=GvOWSpSBaUw&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=27
		Learning Disability- A Brief History- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=9wViynbD5ks&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=28
		Definitions of Learning Disability- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=FeFpEjCeVr8&list=PLjG5Ob1Ayz2cJNsiTr61P1ZqSj6Odcwm&index=29

Zoology

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम मय कोड	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
			Cleavage	https://www.youtube.com/watch?v=X-vU8Tlh1Zw&list=PLjG5Ob1Ayz3RNJBkX5CcBoicvstk4Ct
			Arthropoda Basics Part-01	https://www.youtube.com/watch?v=1y27eh0eJRs&list=PLjG5Ob1Ayz3RNJBkX5CcBoicvstk4Ct&index=2
			INSECTA- General Description Part-1	https://www.youtube.com/watch?v=p9vvYy3ArhI&list=PLjG5Ob1Ayz3RNJBkX5CcBoicvstk4Ct&index=3

			INSECTA : GENERAL DESCRIPTION PART-02	https://www.youtube.com/watch?v=-z23kAoWVJY&list=PLjcG5Ob1Ayz3RNJBkX5CicBoicvstk4Ct&index=4
			Arthropoda Basics Part-02	https://www.youtube.com/watch?v=i3fObt0-z_4&list=PLjcG5Ob1Ayz3RNJBkX5CicBoicvstk4Ct&index=5
			INSECTA CLASSIFICATION PART-01	https://www.youtube.com/watch?v=NCUJQrRkQZY&list=PLjcG5Ob1Ayz3RNJBkX5CicBoicvstk4Ct&index=6
			CLASSIFICATION OF INSECTA PART-02	https://www.youtube.com/watch?v=BfPstJXrXh8&list=PLjcG5Ob1Ayz3RNJBkX5CicBoicvstk4Ct&index=7
			Insect Head Segmentation	https://www.youtube.com/watch?v=oEbwvK4w4NA&list=PLjcG5Ob1Ayz3RNJBkX5CicBoicvstk4Ct&index=8
			INSECT HEAD Part-01	https://www.youtube.com/watch?v=OmL51whJvPg&list=PLjcG5Ob1Ayz3RNJBkX5CicBoicvstk4Ct&index=9
			Order Aptera Linnaeus 1758	https://www.youtube.com/watch?v=ynR0JqFrRsA&list=PLjcG5Ob1Ayz3RNJBkX5CicBoicvstk4Ct&index=10
			ORDER THYSANURA	https://www.youtube.com/watch?v=IMYNN4ueiu0&list=PLjcG5Ob1Ayz3RNJBkX5CicBoicvstk4Ct&index=11
			INSECT HEAD PART-02	https://www.youtube.com/watch?v=5vzRzeUez5k&list=PLjcG5Ob1Ayz3RNJBkX5CicBoicvstk4Ct&index=12

Sanskrit

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
				सत्कार्यवाद (संख्यकारिका)	https://www.youtube.com/watch?v=Vs9jk8YfWys&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h
				भारतीय दर्शन में कार्य-कारण सिद्धांत	https://www.youtube.com/watch?v=0CwMfytI2CE&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=2
				MA Sanskrit	https://www.youtube.com/watch?v=og9MEVqQTm0&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=3
				प्रमाणचतुष्टयम्	https://www.youtube.com/watch?v=mwBk5SR-uSI&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=4
				प्रकृतिस्वरूप सिद्धि :	https://www.youtube.com/watch?v=hz9RAAiBk1Q&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=5
				पुरुष का स्वरूप एवं सिद्धी	https://www.youtube.com/watch?v=PeRtqDDxKuU&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=6
				संज्ञा प्रकरण	https://www.youtube.com/watch?v=9ZRb1DhcQlk&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=7
				सन्धि का स्वरूप एवं भेद	https://www.youtube.com/watch?v=w_HSbJeEPeY&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=8
				धर्म का स्वरूप	https://www.youtube.com/watch?v=jIOLVq3Tt7s&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=9

		दर्शनशास्त्र का परिचय महेश शर्मा	https://www.youtube.com/watch?v=HdHAvoejw6s&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=10
		ज्योतिषशास्त्र का परिचय प्रवेश व्यास	https://www.youtube.com/watch?v=gVs2C6lWnho&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=11
		द्वादश भावों के कारकत्व व संज्ञायें प्रवेश व्यास	https://www.youtube.com/watch?v=ete27uOH6To&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=12
		समास का सामान्य नियम डा० उमेश कुमार शुक्ल	https://www.youtube.com/watch?v=lluMi5tHpjY&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=13
		कारक परिचय डॉ उमेश शुक्ल	https://www.youtube.com/watch?v=wT_DrH-pGHI&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=14
		काव्यशास्त्रीय विवेचनकाव्य की उत्पत्ति एवं प्रयोजन डॉ देवेश कुमार मिश्र	https://www.youtube.com/watch?v=Gz4Xk_eWisI&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=15
		विवाह मुहूर्त विचार डॉ जितेन्द्रकुमार दुबे	https://www.youtube.com/watch?v=RGv2W5m9smU&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=16
		Adhyasa bhashya अध्यासभाष्य चतुःसूत्री) (शांकरभाष्य Dr. Kapil Gautam	https://www.youtube.com/watch?v=vTmciE4lZWy&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=17
		जिज्ञासाधिकरणचतुःसूत्री - शांकरभाष्य Dr. Kapil Gautam	https://www.youtube.com/watch?v=ddNEIN2cjLA&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=18
		Vedantsar- General Introduction	https://www.youtube.com/watch?v=YSql6yoNcKs&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=19

		Vedantsar (Anubandh Chatushtaya) Adhikari	https://www.youtube.com/watch?v=oysMrgYvH1o&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=20
		Vedantsar- वेदान्तसार अनुबन्ध-चतुष्टय द्वितीय तृतीय एवं चतुर्थ - अनुबन्ध विषय, सम्बन्ध एवं प्रयोजन	https://www.youtube.com/watch?v=iDLeGpdJp0k&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=21
		Vedantsar- Adhyarop evm Agyan ka Lakshan evm Praman	https://www.youtube.com/watch?v=KT-0EPf59d8&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=22
		Vedantsar-वेदान्तसार अज्ञान की उपाधि द्वय - समष्टि एवं व्यष्टि तथा उनसे उपहित चैतन्य	https://www.youtube.com/watch?v=SIIWtTlrhVo&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=23
		Vedantsar- अज्ञान की दो शक्तियाँ -आवरण एवं विक्षेप, ईश्वर की कारणता, पञ्चतन्मात्र की उत्पत्ति(https://www.youtube.com/watch?v=ptjydGIZL2w&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=24
		Vedantsar- सूक्ष्म एवं स्थूल शरीर की उपाधियाँ	https://www.youtube.com/watch?v=CWumdRA0U-0&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=25
		Vedantsar- सूक्ष्मशरीर	https://www.youtube.com/watch?v=Xt4bVMtvrIw&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=26
		Vedantsar - सामान्य अध्यारोप का समापन एवं विशेष अध्यारोप	https://www.youtube.com/watch?v=4gTUiUijkVw&list=PLjcG5Ob1Ayz01DbsjGLlb4VeJkmgArL9h&index=27

Urdu

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
				Urdu Language as Tool of Media	https://www.youtube.com/watch?v=1h632WQMZTA&list=PLjcG5Ob1Ayz2Ro1EoSNTETUHOLzjWibIX
				Urdu Language as a Career Orientation	https://www.youtube.com/watch?v=J5I92r9msfk&list=PLjcG5Ob1Ayz2Ro1EoSNTETUHOLzjWibIX&index=2
				Origin & Development of Urdu	https://www.youtube.com/watch?v=5xNGeMK7PbA&list=PLjcG5Ob1Ayz2Ro1EoSNTETUHOLzjWibIX&index=3

Geography

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
				Careers in Geography	https://www.youtube.com/watch?v=_y7aAPBlvcA&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=1
				Temperature	https://www.youtube.com/watch?v=c-l44yjVk-U&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=2
				Remote Sensing Fundamental & Techniques	https://www.youtube.com/watch?v=wM5vZcq5HJQ&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=3

			Insolation	https://www.youtube.com/watch?v=00R9hSaNPzc&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=4
			Physiography of Rajasthan	https://www.youtube.com/watch?v=Pop00epoJzg&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=5
			National Park	https://www.youtube.com/watch?v=bDZecFVli7U&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=6
			GLOBAL WARMING	https://www.youtube.com/watch?v=ueSPlaY9luE&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=7
			A Study of Chhattisgarh Assembly Election 2013	https://www.youtube.com/watch?v=WbHxgzv3rU&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=8
			PHYSIOGRAPHY OF HIMALAYA	https://www.youtube.com/watch?v=NgzrubWTs-k&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=9
			ASIA NATURAL VEGETATION	https://www.youtube.com/watch?v=hHFoIezex90&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=10
			CONTINENTAL DRIFT & PLATE TECTONICS THEORY AT A GLANCE Om Prakash Rajpurohit	https://www.youtube.com/watch?v=GOP51mI9UXU&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=11
			मानचित्र की परिभाषा, प्रकृति एवं मानचित्रण की तकनीकें)Definition, Nature and Techniques of Map)	https://www.youtube.com/watch?v=LmhzdVYOyYs&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=12
			मानचित्र प्रक्षेप एवं उनका वर्गीकरण)Map Projection and Their Classification)	https://www.youtube.com/watch?v=ta95hM7m6IY&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=13

		Interior Structure of the Earth (पृथ्वी की आन्तरिक संरचना(https://www.youtube.com/watch?v=LBQQoIrnN90&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=14
		भूसन्तुलन)Isostasy)	https://www.youtube.com/watch?v=AAF4ZT7n3TM&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=15
		वेगनर का महाद्वीपीय विस्थापन सिद्धान्त -)Continental Drift Theory of Wegener)	https://www.youtube.com/watch?v=kC0ztDaPtjg&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=16
		Plate Tectonics (प्लेट विवर्तनिकी(https://www.youtube.com/watch?v=N4GoehXn5xI&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=17
		पृथ्वी की हलचलें)Earth Movements)	https://www.youtube.com/watch?v=ui--8RaUo58&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=18
		ज्वालामुखी क्रिया द्वारा निर्मित स्थलाकृतियाँ)Topography produced by Vulcanicity)	https://www.youtube.com/watch?v=-SORVtMkl0c&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=19
		ज्वालामुखी)Volcanoes)	https://www.youtube.com/watch?v=SPNCp7zNuRM&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=20
		भूकंप)Earthquake)	https://www.youtube.com/watch?v=M9vJOcRBQkU&list=PLjcG5Ob1Ayz2aWxVAG-f95jMx-FCV-uHB&index=21

Hindi

1.1.5 Electronic media and other digital components in the curriculum .

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें
(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम मय कोड	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
			Meera Ki Kavita	https://www.youtube.com/watch?v=6LydpcaSNo4&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C
			Hindi Kavita me Pragativaad	https://www.youtube.com/watch?v=gb6thivmUI4&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=2
			आधुनिक हिंदी कविता में अज्ञेय का योगदान	https://www.youtube.com/watch?v=viTLOPmLwXg&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=3
			Meera Ki Chavi Nirman	https://www.youtube.com/watch?v=atEpoJkJC_o&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=4
			नवगीत में आधुनिक बोध	https://www.youtube.com/watch?v=v4mWRQkLI-s&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=5
			भक्तिवाद	https://www.youtube.com/watch?v=2Or1qsQpOt4&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=6
			रीतिकाल के प्रमुख कवि बिहारीलाल	https://www.youtube.com/watch?v=CWWcV-ydVKk&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=7
			समय गंध के कुशल परखी कवि नागार्जुन	https://www.youtube.com/watch?v=_rG3C5QPmmI&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=8
			हमारा समय और संत साहित्य	https://www.youtube.com/watch?v=zhYM8DIotvw&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=9

		हिंदी साहित्य का इतिहास	https://www.youtube.com/watch?v=V3LAVI2X2vk&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=10
		छायावादी कवि जयशंकर प्रसाद	https://www.youtube.com/watch?v=Hp6U7TOIbSQ&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=11
		हिंदी भाषा का आधुनिक काल	https://www.youtube.com/watch?v=f7uFLBo7cBI&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=12
		मध्यकालीन हिंदी कविता में महात्मा सूरदास का स्थान	https://www.youtube.com/watch?v=DWvgyUSTpew&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=13
		भारतेन्दु कालीन साहित्य की प्रमुख काव्यगत विशेषताएँ	https://www.youtube.com/watch?v=YpHv5VOJV_s&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=14
		द्विवेदी युग के काव्य की विशेषताएँ	https://www.youtube.com/watch?v=XW8p3F4V0Ks&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=15
		अन्य गद्य विधाये	https://www.youtube.com/watch?v=b2dmRFhbynw&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=16
		शेखर एक जीवनी :	https://www.youtube.com/watch?v=a3eiUOTwH7U&list=PLjcG5Ob1Ayz33NZOpF_Dll8b2oDlxz6-C&index=17

English

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/

			Concepts & Objectives of Communication	https://www.youtube.com/watch?v=JaFJCCsoveY&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF
			Importance of English	https://www.youtube.com/watch?v=8I1YiTeZR5k&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=2
			Plato & Literature	https://www.youtube.com/watch?v=QaNq-tiFTNc&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=3
			Jacques Derrida & Deconstruction	https://www.youtube.com/watch?v=STydy9wbAo0&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=4
			Nature of Literature and Genesis of Genres	https://www.youtube.com/watch?v=oG_YmIRIDuY&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=5
			Nature of Literature and its Generic Classification	https://www.youtube.com/watch?v=GZSuyHN-P_c&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=6
			Ode to Autumn	https://www.youtube.com/watch?v=kzImA-IWOgc&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=7
			Romanticism in English Literature	https://www.youtube.com/watch?v=RyoxnuHcJIU&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=8
			Wordsworth's Tintern Abbey	https://www.youtube.com/watch?v=P-UXHc78TMQ&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=9
			Let's experiment with Vocabulary Enhancement	https://www.youtube.com/watch?v=caK8BSwXfdg&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=10

			Homonyms & Paronyms	https://www.youtube.com/watch?v=jXfQD8gyD-o&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=11
			Aristotle's poetics	https://www.youtube.com/watch?v=6rVbVRD6vSI&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=12
			T. S. Eliot: Tradition and Individual Talent	https://www.youtube.com/watch?v=gBG9lwdFgRs&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=13
			Modernism and English Literature	https://www.youtube.com/watch?v=xOoocOJSNQ8&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=14
			Geeta's Relevance Today	https://www.youtube.com/watch?v=cqLDEtC89qA&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=15
			Changing Matrix of Reading Habits	https://www.youtube.com/watch?v=g0udRRKpa1Q&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=16
			Phonetic Transcription- The Basics	https://www.youtube.com/watch?v=TzhyswX-omA&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=18
			Francis Bacon & His Prose Style	https://www.youtube.com/watch?v=3uB0-3wbff0&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=19
			Comparative Literature: An Introduction	https://www.youtube.com/watch?v=mC8xiRRVpnM&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=20
			The Emotions of Migration	https://www.youtube.com/watch?v=BoD-pqwHQw8&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=21

			Chaucer: Prologue to the Canterbury Tales Series I- Noblest Characters	https://www.youtube.com/watch?v=eJxjo_1uz_U&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=22
			Chaucer: Prologue to the Canterbury Tales- Women Characters & Unassuming Common folk	https://www.youtube.com/watch?v=ciWhqUMHPng&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=23
			Chaucer: Prologue to the Canterbury Tales - Series III - Hypocritical & Pretentious Characters	https://www.youtube.com/watch?v=ZO79gKMjkYY&list=PLjcG5Ob1Ayz0lz2Ty_I75C4vfSOH40hMF&index=24

Computer Science

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध कराये।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
				Wireless Ad hoc Network Introduction	https://www.youtube.com/watch?v=3KCO29inSb4&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw
				Introduction to Biometrics	https://www.youtube.com/watch?v=Ur56dUto5fY&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=2
				Mail Merge	https://www.youtube.com/watch?v=PiPHJbBXj9w&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=3
				Shortcut Keys	https://www.youtube.com/watch?v=1kt935fTn9E&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=4
				Diploma in Computer Hardware & Networking	https://www.youtube.com/watch?v=kK8kKlbAtgY&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=5

			Master of Computer Applications	https://www.youtube.com/watch?v=g1BPr-nj6c0&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=6
			Master of Science (Computer Science)	https://www.youtube.com/watch?v=9cN5Mih04Fo&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=7
			PGDCA	https://www.youtube.com/watch?v=dLeYN_kR1do&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=8
			BCA	https://www.youtube.com/watch?v=wv_42ky0yr4&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=9
			Optimization (Some Basic Definitions)	https://www.youtube.com/watch?v=JlrYwnkiQxA&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=10
			Optimization (First Introduction)	https://www.youtube.com/watch?v=vRkqDYkIMFM&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=11
			Cloud Computing: Applications and Services	https://www.youtube.com/watch?v=sVbUXVh7Nx0&list=PLjcG5Ob1Ayz2KH7Mpn-1GxKCMtraEm1rw&index=12

Library Science

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम कोड	का मय	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
				CPDL Programme	https://www.youtube.com/watch?v=1SNgbpu4igs&list=PLjcG5Ob1Ayz3jcgzbzc40_i4L0B_NEy614

			User Perspective	https://www.youtube.com/watch?v=oFrZkuHbAPg&list=PLjcG5Ob1Ayz3jcgbc40_i4L0B_NEy614&index=2
			Management of Digital Libraries	https://www.youtube.com/watch?v=DaXsmkTxwaY&list=PLjcG5Ob1Ayz3jcgbc40_i4L0B_NEy614&index=3
			Economics of Digital Libraries	https://www.youtube.com/watch?v=nKKKI ZvCwO0&list=PLjcG5Ob1Ayz3jcgbc40_i4L0B_NEy614&index=4
			Dublin Core Metadata Initiatives	https://www.youtube.com/watch?v=-qOXl609EAY&list=PLjcG5Ob1Ayz3jcgbc40_i4L0B_NEy614&index=5
			Evaluation of Digital Library	https://www.youtube.com/watch?v=CZemWxPzQBE&list=PLjcG5Ob1Ayz3jcgbc40_i4L0B_NEy614&index=6
			Digital Preservation	https://www.youtube.com/watch?v=nRK5QLVx8sA&list=PLjcG5Ob1Ayz3jcgbc40_i4L0B_NEy614&index=7
			Digital Libraries Initiatives & Services	https://www.youtube.com/watch?v=84CfxFIgG70&list=PLjcG5Ob1Ayz3jcgbc40_i4L0B_NEy614&index=8
			Overview Digital Libraries	https://www.youtube.com/watch?v=u8YzqVcEz3I&list=PLjcG5Ob1Ayz3jcgbc40_i4L0B_NEy614&index=9
			Legal & Ethical Issues in Digital Library	https://www.youtube.com/watch?v=I_bybg263ys&list=PLjcG5Ob1Ayz3jcgbc40_i4L0B_NEy614&index=10

Education

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध करायें।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम मय कोड	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
			MED 04	https://www.youtube.com/watch?v=LTSEg2JVS0E&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl
			MEd @ VMOU	https://www.youtube.com/watch?v=8pO-3qWtVKA&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=2
			Dept Of Education, VMOU	https://www.youtube.com/watch?v=dMpWsq_g-FY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=3
			Shortcut Keys	https://www.youtube.com/watch?v=1kt935tTn9E&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=4
			Psychological Bases of Education	https://www.youtube.com/watch?v=W5GVsVKj7T4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=5
			Gordon Allport Trait Theory	https://www.youtube.com/watch?v=xsSK52VUoYU&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=6
			Gordon Allport Trait Theory II	https://www.youtube.com/watch?v=ne573Ad1hcc&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=7
			Concept Attainment Model (Part 1)	https://www.youtube.com/watch?v=Iq-Ok9z1sv8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=8
			Concept Attainment Teaching Modal Part 2	https://www.youtube.com/watch?v=tk6jN81HuFQ&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=9
			Mail Merge	https://www.youtube.com/watch?v=PiPHJbBXj9w&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=10
			Learning Process	https://www.youtube.com/watch?v=uKrCqV0tIrI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=11
			Measurement & Evaluation MED10	https://www.youtube.com/watch?v=8YrU3PrnMZk&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=12

		Curriculum & Evaluation	https://www.youtube.com/watch?v=7pRcEGl8-b0&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=13
		Teaching of Business Organisation	https://www.youtube.com/watch?v=GpW-LnhYK30&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=14
		Understanding Learner	https://www.youtube.com/watch?v=XcHIueeUXQ4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=15
		BEd An Introduction	https://www.youtube.com/watch?v=QpVcH8ZpGho&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=16
		Teaching of Geography	https://www.youtube.com/watch?v=vgGCHNnFxm8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=17
		Teaching of Economics	https://www.youtube.com/watch?v=Hx9BH4qlZmE&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=18
		Teaching of History	https://www.youtube.com/watch?v=M6GnjEUAEnI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=19
		School System Issues & Management	https://www.youtube.com/watch?v=xa5q1cdG6SY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=20
		Teaching of Chemistry	https://www.youtube.com/watch?v=kKlwSKOAEcs&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=21
		Teaching of Mathematics	https://www.youtube.com/watch?v=aozkr72yThs&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=22
		Teaching of Physics	https://www.youtube.com/watch?v=eatOx_tCF04&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=23
		TEACHING OF CIVICS BED19	https://www.youtube.com/watch?v=WyEpLdfAQgI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=24
		Biology Teaching	https://www.youtube.com/watch?v=gYMrOyX0H8w&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=25
		शिक्षा संदर्भ और बंधता	https://www.youtube.com/watch?v=VCpgKSf5Ioo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=26
		Teaching of Home Science	https://www.youtube.com/watch?v=E3WH7yk0X9o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=27

		Educational Management	https://www.youtube.com/watch?v=oRfg30xACd8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=28
		Teaching of Social Studies	https://www.youtube.com/watch?v=iILLnKw21RY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=29
		Pragmatism	https://www.youtube.com/watch?v=x3ZGkWu4FVI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=30
		Contribution of arbindo in Education	https://www.youtube.com/watch?v=I5Lq8xiKPN4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=31
		SKILL OF WRITING INSTRUCTIONAL OBJECTIVES	https://www.youtube.com/watch?v=42k6xj41wrs&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=32
		Qualities of a History Teacher	https://www.youtube.com/watch?v=p8q0czkldDo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=33
		AIMS OF TEACHING HISTORY	https://www.youtube.com/watch?v=C92zSAxZfzI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=34
		Characteristics, types, process, barriers, factors of social changes	https://www.youtube.com/watch?v=H1zXPVh1Yj0&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=35
		Branches of Philosophy (Part-I)	https://www.youtube.com/watch?v=yonNI20qem4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=36
		Social change	https://www.youtube.com/watch?v=kCMSzaT1QI8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=37
		Factors of Social Change	https://www.youtube.com/watch?v=zTd8qj9OwI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=38
		Branches of philosophy part II	https://www.youtube.com/watch?v=loEvzjhFga4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=39
		Vedaant Ke Anusar Sharir Aur Purush	https://www.youtube.com/watch?v=Lc4sUpLQuBM&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=40

		Higher Education In India	https://www.youtube.com/watch?v=7zSg4d5hB5M&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=41
		Education and Social Change	https://www.youtube.com/watch?v=IwckLDvB7S8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=42
		Citation in Research Reports	https://www.youtube.com/watch?v=u8HZpRC5evI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=43
		CITATION IN RESEARCH Part 2	https://www.youtube.com/watch?v=Ixo2z16kotQ&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=44
		Higher Education In Japan	https://www.youtube.com/watch?v=s_uxIx-JbkY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=45
		शिक्षण सहायक सामग्री प्रयोग कौशल	https://www.youtube.com/watch?v=P8nJZnGFqc8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=46
		INSTRUCTIONAL OBJECTIVES	https://www.youtube.com/watch?v=F3dOg7KYp84&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=47
		Guidance: Meaning and Nature	https://www.youtube.com/watch?v=EKu8F8Vf1sI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=48
		Meaning and Nature	https://www.youtube.com/watch?v=AnfU0KUTEHo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=49
		Lesson planning: Need and importance	https://www.youtube.com/watch?v=gW6X0q3esgk&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=50
		Guidance and Counseling : Need and Importance	https://www.youtube.com/watch?v=ygtf5yoisJo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=51
		Concept & Characteristics of Teaching	https://www.youtube.com/watch?v=EkblbYf9qlY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=52
		Phases of Teaching	https://www.youtube.com/watch?v=-o-PVaNL2nY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=53

		Objectives of Teaching Mathematics	https://www.youtube.com/watch?v=kDGjP0BJE00&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=54
		Sample & Sampling technique in Research	https://www.youtube.com/watch?v=00wAv3F8blc&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=55
		Stratified Random Sampling	https://www.youtube.com/watch?v=SoVc-p0oe48&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=56
		Multi-Stage Sampling	https://www.youtube.com/watch?v=KkDGOmgK8_M&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=57
		Cluster Sampling	https://www.youtube.com/watch?v=RbqI8VUGFis&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=58
		Qualitative Sampling Techniques	https://www.youtube.com/watch?v=BGBACZdlZ2o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=59
		Systematic Random Sampling	https://www.youtube.com/watch?v=QDPRM_pwRFw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=60
		Determination of sample size	https://www.youtube.com/watch?v=EAgPZ4P_66Q&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=61
		Experimental Research Design	https://www.youtube.com/watch?v=nNkIkjiu2jY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=62
		Factorial Research Design	https://www.youtube.com/watch?v=jetrzCOyu8M&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=63
		MEANING & NATURE OF MICRO-TEACHING	https://www.youtube.com/watch?v=xSHlrw0ElTI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=64
		Steps / Cycle Of Microteaching	https://www.youtube.com/watch?v=UaTSfF7e3jY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=65
		Advantages and Limitations of Micro-Teaching	https://www.youtube.com/watch?v=yrO5f0OIHYs&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=68

		Reinforcement Skill- पुनर्बलन कौशल	https://www.youtube.com/watch?v=1bR-loLGNk8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=69
		Visual Impairment	https://www.youtube.com/watch?v=W5_JN7O5JG4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=70
		Integrating Human Values in Education	https://www.youtube.com/watch?v=0rW_THs8uco&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=71
		SPEARMAN'S TWO FACTOR THEORY (स्पीयरमेन का द्विकारक सिद्धांत)	https://www.youtube.com/watch?v=ZOEQFbcbvwo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=72
		Guilford - बुद्धि का त्रिविमीय सिद्धांत	https://www.youtube.com/watch?v=spwFaDWAbvo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=73
		बहुबुद्धि सिद्धांत - Multiple Intelligence	https://www.youtube.com/watch?v=qrvsew4rDGw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=74
		Idealism आदर्शवाद Dr Rakesh Rai	https://www.youtube.com/watch?v=DiqOeYSzTyw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=75
		Characteristics of Teaching Varun Kumar Dubey	https://www.youtube.com/watch?v=Yk_kThBNbC8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=76
		Research Method- Characteristics of Good Test Dr. Patanjali Mishra	https://www.youtube.com/watch?v=ZMS30119ZPc&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=77
		Research Method- Test & Its Different Types Dr. Patanjali Mishra	https://www.youtube.com/watch?v=WbB3c8gn_lo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=78

		Steps of test Construction Dr. Patanjali Mishra	https://www.youtube.com/watch?v=28Ng-Bw-A2s&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=79
		THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016 Dr Akhilesh Kumar	https://www.youtube.com/watch?v=7R8qBE9E6bA&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=81
		Theory of Attachment- Bolby Theory Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=ft3UqB8aru0&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=82
		संबंधन का सिद्धान्त - Theory of Attachment- Mary Ainsworth Theory	https://www.youtube.com/watch?v=2FZljzbTH0U&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=83
		Scales of Measurement	https://www.youtube.com/watch?v=zryxhVBba0o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=84
		Classification of Intellectual Disability- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=MBcAORV1fUw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=85
		Reliability- Derivative Concept of Reliability- Dr. Patanjali Mishra	https://www.youtube.com/watch?v=cjwAI9LiAaI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=86
		Dynamic Definitional Perspective of Intellectual Disability Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=p3z-PkUCqPs&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=87

		यूरी ब्रोनफेनब्रेनर का बाल विकास का जैव पारिस्थितिकीय सिद्धांत -Bio Ecological Model	https://www.youtube.com/watch?v=7rgVdJJSm10&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=88
		Constructivist Perspective of Assesment- आकलन का रचनावादी परिप्रेक्ष्य -Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=RheE1DmhQ2E&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=89
		निःशक्त जन अधिकार कानून 2016 - दृष्टि बाधिता -Visual Impairment- डॉअखिलेश कुमार	https://www.youtube.com/watch?v=Fi_fjmhOIMY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=91
		विशेष आवश्यकता वाले विद्यार्थी - Children with Special Needs (CWSN) - डॉ . अखिलेश कुमार	https://www.youtube.com/watch?v=kawEbN5xAMY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=92
		Community Based Rehabilitation Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=WUCOc3Shd6k&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=93

		Models of Disabilities Part 1- Understanding Impairment, Disability & Handicap- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=eUvCaoeGxvE&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=94
		Observation and Experimental Method (Methods of the study of Psychology)	https://www.youtube.com/watch?v=aHyPUBYvMiw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=95
		Methods of the study of Psychology- Exposition Method	https://www.youtube.com/watch?v=m3yJ1sra1Bw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=96
		Methods of the study of Psychology- Comparative Method, Psycho-Analytical Method	https://www.youtube.com/watch?v=ST3HxEvL2uo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=97
		मनोविज्ञान की अध्ययन प्रणालियाँ परीक्षण प्रणाली - Experimental Method	https://www.youtube.com/watch?v=LCQUtth-reY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=98
		मनोविज्ञान की अध्ययन प्रणालियाँ - विवरण -प्रणालियाँ व्यक्ति इतिहास	https://www.youtube.com/watch?v=uLQrwBoTarI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=99

		प्रणाली, सर्वेक्षण प्रणाली	
		मनोविज्ञान के संप्रदाय -School of Psychology- संरचनावाद, प्रकार्यवाद, व्यवहारवाद	https://www.youtube.com/watch?v=fd- uC_QXl7k&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl& index=100
		मनोविज्ञान के संप्रदाय- समग्रवाद- Gestaltism- मनो विश्लेषणवाद - Psychoanalysis	https://www.youtube.com/watch?v=iuwwb_iTEyE&list=PLjcG5 Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=101
		Educational Psychology Understanding of Behavior & Science शिक्षा मनोविज्ञान व्यवहार, विज्ञान की समझ	https://www.youtube.com/watch?v=EFBNOgkkJjY&list=PLjcG 5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=102
		Educational Psychology- Scope of Psychology शिक्षा मनोविज्ञान - मनोविज्ञान के कार्यक्षेत्र	https://www.youtube.com/watch?v=5hD3qwBG6xY&list=PLjcG 5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=103
		Main Aims of Psychology & its Characteristics, Meaning of Educational	https://www.youtube.com/watch?v=q35u0iyCES4&list=PLjcG5 Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=104

		Psychology.	
		Utility of Educational Psychology and It's Scope.	https://www.youtube.com/watch?v=bOw5zgUI3xA&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=105
		Educational Psychology Growth, Development & Maturity Dr. Anil Kumar Jain	https://www.youtube.com/watch?v=j-Q1ANWrGjE&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=106
		Educational Psychology- Stages of Development शिक्षा मनोविज्ञान - विकास की अवस्थाएं	https://www.youtube.com/watch?v=hYhCcthAQbY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=107
		Education Psychology- Principal of Development शिक्षा मनोविज्ञान विकास के सिद्धांत	https://www.youtube.com/watch?v=2O_m1ViDZSs&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=108
		Educational Psychology- General Principles of Development, Factors affecting Growth and Development	https://www.youtube.com/watch?v=_sMnA-oxAiA&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=109
		Educational Psychology Stages of Development- Infancy शिक्षा	https://www.youtube.com/watch?v=MNZfzBjm-Ns&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=110

		मनोविज्ञान विकास की अवस्थाएं- शैशवावस्था	
		Educational Psychology- Stages of Development- Childhood विकास की अवस्थाएं - बाल्यावस्था	https://www.youtube.com/watch?v=ptPrSfsJsAg&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=111
		Educational Psychology- Stages of Development- Adolescence- विकास की अवस्थाएँ- किशोरावस्था	https://www.youtube.com/watch?v=Hi_GRM3XLL8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=112
		Education Psychology- Heredity and its Principles- शिक्षा मनोविज्ञान - वंशक्रम एवं उसके सिद्धांत	https://www.youtube.com/watch?v=qRXbgZf8zgo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=113
		Educational Psychology- Heredity and Its Principles Part-2- वंशक्रम के अन्य प्रमुख सिद्धांत	https://www.youtube.com/watch?v=baPXGO8v7CE&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=114

		Educational Psychology-Environment- शिक्षा मनोविज्ञान - वातावरण	https://www.youtube.com/watch?v=5Ntx3zl5Gms&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=115
		Educational Psychology-Intelligence- शिक्षा मनोविज्ञानबुद्धि -	https://www.youtube.com/watch?v=s-1nrilJ8Og&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=116
		Educational Psychology - Nature of Intelligence and its Principles- बुद्धि की प्रकृति एवं सिद्धान्त	https://www.youtube.com/watch?v=KumvbsCKfZo&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=117
		Growth and Development of the Child	https://www.youtube.com/watch?v=iEo8pKDWyXk&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=118
		Educational Psychology-Multi Factor Theory- शिक्षा मनोविज्ञान-बहु - कारक सिद्धान्त	https://www.youtube.com/watch?v=rNFvIoOEzio&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=119
		शिक्षा मनोविज्ञान समूह कारक - -सिद्धान्त Education Psychology - Group Factor Theory	https://www.youtube.com/watch?v=PxUmGK7LF7Q&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=120
		शिक्षा मनोविज्ञान - पदानुक्रमिक	https://www.youtube.com/watch?v=jnHAXzkba_o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=121

			-सिद्धान्त Educational Psychology - Hierarchical Theory	
			Relationship and Factors- Child Growth and Development	https://www.youtube.com/watch?v=7TF8sFsi9XQ&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=122
			शिक्षा मनोविज्ञान - तरल ठोस बुद्धि एवं त्रि तंत्र सिद्धान्त	https://www.youtube.com/watch?v=Tm5T-9JD3HI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=123
			ADHD: ADHD: Definitional Perspective- DSM-5 Criteria of Diagnosis	https://www.youtube.com/watch?v=JQjAGtixjIg&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=124
			A Brief Introduction and history of ADHD	https://www.youtube.com/watch?v=TQ_ye8vrxMc&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=125
			ADHD: Signs, Symptoms & Characteristics	https://www.youtube.com/watch?v=Lf7r5FADjgU&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=126
			ADHD: Tools for Assessment- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=BtoR9uuEAw0&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=127
			COVID 19 & Open and Distance Learning	https://www.youtube.com/watch?v=2MfSdWbWkos&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=128
			Educational Alternatives for Children with ADHD- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=1T8HZXa0mY8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=129

		Open Distance Learning A Brief History	https://www.youtube.com/watch?v=fbQLKH95f0w&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=130
		Equitable & Inclusive Education- Reflections from NEP-2020	https://www.youtube.com/watch?v=m9PeYmESctM&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=131
		Open and Distance Learning- Brief Introduction and Features	https://www.youtube.com/watch?v=0hoiff4LAFa&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=132
		Equitable & Inclusive Education For Children with disabilities- (Reflections from NEP-2020)	https://www.youtube.com/watch?v=_RiwPbTSAw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=133
		Challenges towards Equitable & Inclusive Education For Children with Disabilities- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=GvOWSpSBaUw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=134
		Learning Disability- A Brief History- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=9wViynbD5ks&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=135
		बुद्धि का त्रिआयामी सिद्धांतसंक्रिया / -सिद्धांतThree Dimensional Theory of Intelligence	https://www.youtube.com/watch?v=L2xxKBbjVDQ&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=136

		Definitions of Learning Disability- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=FeFpEjCeVr8&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=137
		शिक्षा मनोविज्ञान-बहु - बुद्धि सिद्धान्त Multi- Intelligence Theory- Dr. Anil Kumar Jain	https://www.youtube.com/watch?v=Pd3YWR4J0yI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=138
		Problems Faced by Distance Learners	https://www.youtube.com/watch?v=NS4hXi-OhtI&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=139
		शिक्षा मनोविज्ञान- संज्ञानात्मक विकास सिद्धान्त- Cognitive Development Theory- Part-1	https://www.youtube.com/watch?v=JVJjPvnMx4o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=140
		शिक्षा मनोविज्ञान - संज्ञानात्मक विकास सिद्धान्त - भाग2- Cognitive Development Theory Part-2	https://www.youtube.com/watch?v=KQxIa3mQijY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=141
		Open and Distance Learning in NEP 2020	https://www.youtube.com/watch?v=mkmUkKYCar4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=142
		शिक्षा मनोविज्ञान - -सांवेगिक बुद्धि	https://www.youtube.com/watch?v=3p65v6F2-vM&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=143

		Emotional Intelligence	
		An Introduction to NIOS (National Institute of Open Schooling)	https://www.youtube.com/watch?v=dorx1OWV8Oc&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=144
		सांवेगिक बुद्धि के तत्व - Components of Emotional Intelligence	https://www.youtube.com/watch?v=RBIGaM_uxwg&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=145
		सांवेगिक बुद्धि की विमायें - Dimensions of Emotional Intelligence- Dr. Anil Kumar Jain	https://www.youtube.com/watch?v=YJAwg7fK74o&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=146
		Salient features of NIOS	https://www.youtube.com/watch?v=oF6rXAFnA0M&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=147
		Characteristics of Children with Learning Disabilities Vs School Demands- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=FNwwXtPIQ5Y&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=148
		The Origin of Inclusive Practices- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=R7wJGSI-9jM&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=149
		Characteristics of Counselling I Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=ZH4AawzA3uY&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=150

		Principle of Normalization & Inclusive Education- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=zpYVOnAMfV4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=151
		RPWD Act 2016- Locomotor Disabilities- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=hSXkw4-VVbE&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=152
		What should a Counsellor know about Counselee before Counselling	https://www.youtube.com/watch?v=F13JZfcgE0g&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=153
		Qualities of A Good Counsellor Part II	https://www.youtube.com/watch?v=UG2rCKozGvw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=154
		Section A1- Four core areas (Section A The Counselling Relationship) - COUNSELLING CODE OF ETHICS-	https://www.youtube.com/watch?v=9EtLOdhjZdU&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=155
		COUNSELLING CODE OF ETHICS Section A The Counselling Relationship Section A 2 Five core areas	https://www.youtube.com/watch?v=2n5ABRftYuw&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=156

Psychology

1.1.5 Electronic media and other digital components in the curriculum

आपके विषय प्रकरणों के लिये/पाठ्यक्रम में जिन इकाईयों/digital media/electronic media का उपयोग किया गया है उसकी जानकारी उपलब्ध कराये।

(पिछले पाँच वर्ष का डाटा)

प्रोग्राम का नाम	कोर्स का नाम मय कोड	यूनिट	व्याखान का नाम	digital media/ electronic media उपयोग करने का वर्षसत्र/
			SPEARMAN'S TWO FACTOR THEORY (स्पीयरमेन का द्विकारक सिद्धांत (https://www.youtube.com/watch?v=ZOEQFbcbvwo&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7
			Guilford - बुद्धि का त्रिविमीय सिद्धांत	https://www.youtube.com/watch?v=spwFaDWAAbvo&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=2
			बहुबुद्धि सिद्धांत -Multiple Intelligence	https://www.youtube.com/watch?v=qrvsew4rDGw&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=3
			Dynamic Definitional Perspective of Intellectual Disability Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=p3z-PkUCqPs&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=5
			Theory of Attachment- Bolby Theory Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=ft3UqB8aru0&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=6
			संबंधन का सिद्धान्त -Theory of Attachment- Mary Ainsworth Theory	https://www.youtube.com/watch?v=2FZljzbTH0U&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=7
			Scales of Measurement	https://www.youtube.com/watch?v=zryxhVBba0o&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=8
			Classification of Intellectual Disability- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=MBcAORV1fUw&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=9
			यूरी ब्रोनफेनब्रेनर का बाल विकास का जैव पारिस्थितिकीय सिद्धांत -Bio Ecological Model	https://www.youtube.com/watch?v=7rgVdJJSm10&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=10

		व्यक्तित्व क्या है ?- What is Personality ?- डॉपतंजलि मिश्रा .	https://www.youtube.com/watch?v=N9FeM211nO4&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=11
		Personality Type Theory- Part I (व्यक्तित्व भाग- प्रकार सिद्धांत -I) Dr. Patanjali Mishra	https://www.youtube.com/watch?v=RiuZokiTE2o&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=12
		Personality Type Theory- Part II (व्यक्तित्व भाग- प्रकार सिद्धांत -II) Dr. Patanjali Mishra	https://www.youtube.com/watch?v=ZQxL8_CjHmA&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=13
		व्यक्तित्व का शीलगुण विशेषक / -सिद्धान्त Trait Theory of Personality- डॉपतंजलि मिश्रा .	https://www.youtube.com/watch?v=3xhnEMcXGpE&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=14
		Trait Theory of Allport (ऑलपोर्ट का शीलगुण सिद्धान्त (Dr Patanjali Mishra	https://www.youtube.com/watch?v=OV3oGRnXZ9E&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=15
		Proprium & Functional Autonomy (प्रोप्रियम और कार्यात्मक स्वायत्तता (Dr. Patanjali Mishra	https://www.youtube.com/watch?v=CMqcet4LQko&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=16
		Cattells theory of Personality (कैटल का शीलगुण सिद्धान्त(Dr. Patanjali Mishra	https://www.youtube.com/watch?v=nvRbGsWxwrQ&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=17
		Eysenck Theory of Personality (आइजेंक का शीलगुण सिद्धांत(Dr. Patanjali Mishra	https://www.youtube.com/watch?v=VIg-Ow3xYkg&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=18
		Big 5 Factor Theory & Guildford Trait Theory (बिग 5-फैक्टर सिद्धान्त और गिलफोर्ड का शीलगुण(https://www.youtube.com/watch?v=nSKOMVXRjyA&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=19
		Critique of trait theory of Allport (ऑलपोर्ट के सिद्धांत की समालोचना (Dr. Patanjali Mishra	https://www.youtube.com/watch?v=JpXAISDZ-zI&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=20

			Models of Disabilities Part 1- Understanding Impairment, Disability & Handicap- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=eUvCaoeGxvE&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=21
			मनोविज्ञान की अध्ययन प्रणालियाँ परीक्षण प्रणाली -Experimental Method	https://www.youtube.com/watch?v=LCQUtth-reY&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=22
			मनोविज्ञान की अध्ययन प्रणालियाँ - व्यक्ति इतिहास -विवरण प्रणालियाँ प्रणाली, सर्वेक्षण प्रणाली	https://www.youtube.com/watch?v=uLQrwBoTarI&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=23
			मनोविज्ञान के संप्रदाय -School of Psychology- संरचनावाद, प्रकार्यवाद, व्यवहारवाद	https://www.youtube.com/watch?v=fd-uC_QX17k&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=24
			मनोविज्ञान के संप्रदाय-समग्रवाद- Gestaltism- मनो विश्लेषणवाद - Psychoanalysis	https://www.youtube.com/watch?v=iuwwb_iTEyE&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=25
			Educational Psychology शिक्षा मनोविज्ञानमनोविज्ञान का अर्थ एवं - उसके पड़ाव Dr. Anil Kumar Jain	https://www.youtube.com/watch?v=inD1t8ijN6Y&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=26
			Educational Psychology शिक्षा मनोविज्ञानमनोविज्ञान का अर्थ एवं - उसके पड़ाव Dr. Anil Kumar Jain	https://www.youtube.com/watch?v=inD1t8ijN6Y&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=27
			Science and Behavior- Educational Psychology शिक्षा एवं मनोविज्ञान विज्ञान तथा) (व्यवहार	https://www.youtube.com/watch?v=i_ovtmTos1w&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=28
			Science and Behavior- Educational Psychology शिक्षा एवं मनोविज्ञान विज्ञान तथा) (व्यवहार	https://www.youtube.com/watch?v=i_ovtmTos1w&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=29

		Educational Psychology- Stages of Development- Adolescence- विकास की अवस्थाएँकिशोरावस्था-	https://www.youtube.com/watch?v=HiGRM3XLL8&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=30
		Education Psychology- Heredity and its Principles- शिक्षा मनोविज्ञानवंशक्रम एवं उसके सिद्धांत	https://www.youtube.com/watch?v=qRXbgZf8zgo&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=31
		Educational Psychology- Heredity and Its Principles Part-2- वंशक्रम के अन्य प्रमुख सिद्धांत	https://www.youtube.com/watch?v=baPXGO8v7CE&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=32
		Educational Psychology- Environment- शिक्षा मनोविज्ञान - वातावरण	https://www.youtube.com/watch?v=5Ntx3zl5Gms&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=33
		Educational Psychology- Intelligence- शिक्षा मनोविज्ञान - बुद्धि	https://www.youtube.com/watch?v=s-1nrilJ8Og&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=34
		Educational Psychology - Nature of Intelligence and its Principles- बुद्धि की प्रकृति एवं सिद्धान्त	https://www.youtube.com/watch?v=KumvbsCKfZo&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=35
		Growth and Development of the Child	https://www.youtube.com/watch?v=iEo8pKDWyXk&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=36
		Educational Psychology- Multi Factor Theory- शिक्षा मनोविज्ञान - कारक सिद्धान्त-बहु	https://www.youtube.com/watch?v=rNFvIoOEzio&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=37
		शिक्षा मनोविज्ञान समूह कारक - सिद्धान्त Education Psychology - Group Factor Theory	https://www.youtube.com/watch?v=PxUmGK7LF7Q&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=38
		शिक्षा मनोविज्ञानपदानुक्रमिक - सिद्धान्त Educational Psychology - Hierarchical Theory	https://www.youtube.com/watch?v=jnHAxZkba_o&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=39

		शिक्षा मनोविज्ञानतरल ठोस बुद्धि - एवं त्रि तंत्र सिद्धान्त	https://www.youtube.com/watch?v=Tm5T-9JD3HI&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=40
		ADHD: ADHD: Definitional Perspective- DSM-5 Criteria of Diagnosis	https://www.youtube.com/watch?v=JQjAGtixjIg&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=41
		A Brief Introduction and history of ADHD	https://www.youtube.com/watch?v=TQ_ye8vrxMc&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=42
		ADHD: Tools for Assessment- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=BtoR9uuEAw0&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=43
		COVID 19 & Open and Distance Learning	https://www.youtube.com/watch?v=2MfSdWbWkos&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=44
		Educational Alternatives for Children with ADHD- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=IT8HZXa0mY8&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=45
		Equitable & Inclusive Education- Reflections from NEP-2020	https://www.youtube.com/watch?v=m9PeYmESctM&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=46
		Equitable & Inclusive Education For Children with disabilities- (Reflections from NEP-2020)	https://www.youtube.com/watch?v=_RiwpbTS-Aw&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=47
		Challenges towards Equitable & Inclusive Education For Children with Disabilities- Dr.Akhilesh Kumar	https://www.youtube.com/watch?v=GvOWSpSBaUw&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=48
		Learning Disability- A Brief History- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=9wViyndD5ks&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=49

		Definitions of Learning Disability - Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=FeFpEjCeVr8&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=50
		Principle of Normalization & Inclusive Education- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=zpYVOnAMfV4&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=51
		RPWD Act 2016- Locomotor Disabilities- Dr. Akhilesh Kumar	https://www.youtube.com/watch?v=hSXkw4-VVbE&list=PLjcG5Ob1Ayz2MV2w1o4C-XLnTqb_561t7&index=52

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

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

Prepared as per guideline/Correction going on

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

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

6.1 Details of personal contact programmes implemented:

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

Ajmer

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
	BSC 1ST+ ADDITIONAL (CH)	DAV COLLEGE	01	01	77	
	BSC 2 ND +(CH)	DAV COLLEGE	01	01	38	
	BSC 3 RD +LT+ ADDITIONAL (CH)	DAV COLLEGE	01	01	25	
	BSC (ZO-1 ST)+ADD	DAV COLLEGE	01	01	49	
	BSC (ZO-2 ND)+ADD	DAV COLLEGE	01	01	29	
	BSC (ZO-3 RD +LT)+ADD	DAV COLLEGE	01	01	21	
	BSC(PH-1 ST +ADD	DAV COLLEGE	01	01	30	
	BSC (ZO-2 ND +ADD	DAV COLLEGE	01	01	11	
	BSC (ZO-3 RD +LT)+ADD	DAV COLLEGE	01	01	4+1+1=6	
	BSC (BO 1 ST +ADD	DAV COLLEGE	01	01	48+1=49	
	BSC(BO-2 ND +ADD	DAV COLLEGE	01	01	27+1=28	
	BSC(3 RD +LT+AD	DAV COLLEGE	01	01	20+1=21	
	BSC BT 2 ND		01	01	01	
	BA/BSC(GE-06)	DAV COLLEGE	01	01	40	

	BSC(ZO-08)	DAV COLLEGE	01	01	13	
	BSC(CH-08)	DAV COLLEGE	01	01	13	
	BSC(CS-03)	DAV COLLEGE	01	01	03	
	PG					
	PGD					

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(IASE) Bikaner	06	120	2992	75%
	PG 1.M.A./M.Sc.	1. Govt. Dungar	06	96	2373	75%

(Geography)-P&F 2.M.A. (Psychology) -P&F 3.M.Sc (Physics) - P&F 4.M.Sc (Chemistry) -P&F 5.M.Sc (Botany) - P&F 6.M.Sc (Zoology) - P&F 7.MSCCS (Computer Science) -P&F 8.MCA- I,II,III	College, Bikaner 2. D.A.V. College, Sriganganag ar 3. Govt. Lohiya College, Churu 4. BJS Rampuriya Jain College, Bikaner 5. Modal Study Center, Bikaner 6. Govt. T.T.College(I ASE) Bikaner				
PGD 1. PGDYS 2. PGDCA	1. Modal Study Center, Bikaner	1	4	0	0

Jodhpur

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 BSC-II CH	ONKARMAL SOMANI COLLEGE		JAN 2021	137	84
	BSC-III ZO	ONKARMAL SOMANI COLLEGE		JULY 21/JAN 22	606	232
	BSC-III BO/BT	ONKARMAL SOMANI COLLEGE		JULY 21/JAN 22	591	224
	BSC-III PH	ONKARMAL SOMANI COLLEGE		JULY 21/JAN 22	254	164
	BSC I ZO	GOVT. COLLEGE BARMER		JUNE/DEC 21	765	149

	BSC-III ZO	GOVT. COLLEGE BARMER		JUNE 21/JAN 22	606	157
	BSC-III PH	GOVT. COLLEGE BARMER		JUNE 22/DEC 22	254	37
	BSC-I BO	GOVT. COLLEGE BARMER		JUNE 22/DEC 22	585	162
	BSC-III BO	GOVT. COLLEGE BARMER		JUNE 21/DEC 21	585	147
	BSC-III CH 12	GOVT. COLLEGE BARMER		JAN 21	23	40
	BSC-II ZO	GOVT. COLLEGE BARMER		JUNE/DEC 2021	699	146
	BSC-III CH-12	ROOPA RAM SEVADA MAHAVIDYALAYA		JULY 21/JAN 22	860	364
	BED CAMP 21-23	RN TT MAHILA COLLEGE JODHPUR		21-23	100	100
	BA/BSC-I GE	ADARSH MAHAVIDHYALAYA		JULY 21	695	282
	BA/BSC-II GE	ADARSH MAHAVIDHYALAYA		JULY 21	962	362
	PG MSC CH-05	GOVT. COLLEGE SIROHI		JULY 21/JAN 22	29	19
	MA/MSC-P GEO	ADARSH MAHAVIDHYALAYA		DEC 21/ JAN 22	423	370
	MSCCH-10	GOVT. COLLEGE BARMER		JUNE 21/DEC 21	210	43
	MA/BA (P&F) BAPSY-III	RN TT MAHILA COLLEGE JODHPUR		DEC 22	57	45
	MSC-P BO	ADARSH MAHAVIDHYALAYA		JULY 21	34	24
	MSC-P CH	ADARSH MAHAVIDHYALAYA		JULY 21	38	27
	MAGE-F	ADARSH MAHAVIDHYALAYA		JULY 21	959	571
	MSC (P&F) BO,CH,ZO OLD SCHEME	ADARSH MAHAVIDHYALAYA		JUNE22	20	17

	MSC-F CH	ADARSH MAHAVIDHYALAYA		JULY 21	213	117
	PGD					

Jaipur

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
	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	7	112	2775	70%
	PG 1.M.A./M.Sc.	1.S.S.JAIN	6	39	2650	70%

(Geography)-P&F 2.M.A. (Psychology) -P&F 3.M.Sc (Physics) - P&F 4.M.Sc (Chemistry) -P&F 5.M.Sc (Botany) - P&F 6.M.Sc (Zoology) - P&F 7.MSCCS (Computer Science) -P&F 8.MCA- I,II,III	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				
PGD 1. PGDYS 2. PGDCA	1. Regional Centre Jaipur	0	0	0	0

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	130	98
	BA (CS/IT- 03,06,09)	Vigyan Bhawan, VMOU, Campus,	01	03	04	03

		Kota				
	BA (HM-03,06,09)	JDB Girls Arts College, Kota	01	03	12	10
	BA (PSY-06)	JDB Girls Arts College, Kota	01	01	03	02
	BSC (CH-04,08,12)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	199	121
	BSC (BO-04,08,12)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	115	72
	BSC (PH-04,08,12)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	74	47
	BSC (ZO-04,08,12)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	126	78
	BSC (BT-04,08,12)	Vigyan Bhawan, VMOU, Campus, Kota	01	03	11	07
	BED (BED-116,133)	JLNTT College, Sakatpura, Kota	01	02	198	188
	BLIS	Vigyan Bhawan, VMOU, Campus, Kota	01	01	342	257
	PG MAGE-P (MAGE-05)	1. Vigyan Bhawan, VMOU,	02	02	299	216

		Campus, Kota 2. Govt. Arts College, Kota				
	MAGE-F (MAGE-10)	1. Vigyan Bhawan, VMOU, Campus, Kota 2. Govt. Arts College, Kota	02	02	311	252
	MSCGE-P (MSCGE-05)	1. Vigyan Bhawan, VMOU, Campus, Kota 2. Govt. Arts College, Kota	02	02	0	0
	MSCGE-F (MSCGE-10)	1. Vigyan Bhawan, VMOU, Campus, Kota 2. Govt. Arts College, Kota	02	02	140	123
	MAPSY-P (MAPSY-05)	JDB Girls Arts College, Kota	01	01	78	52
	MAPSY-F (MAPSY-10)	JDB Girls Arts College, Kota	01	01	72	50
	MZO-P (MZO-05)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	28	22
	MZO-F (MZO-10)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	163	124

MSCCS-P (MSCCS-106)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	13	10
MSCCS-F (MSCCS-206)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	11	08
MZO-P (MZO-05)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	28	22
MZO-F (MZO-10)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	163	124
MZO-P (MZO-05)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	28	22
MZO-F (MZO-10)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	163	124
MSCCS-P (MSCCS-106)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	13	10
MSCCS-F (MSCCS-206)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	11	08
MCA-I (MCA-106)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	11	07

	MCA-II (MCA-206)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	01	01
	MCA-III (MCA-306)	Vigyan Bhawan, VMOU, Campus, Kota	01	01	0	0
	PGD	All PG Diploma have been discontinued from January 2021 session				

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
	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.Model Study Centre Regional Centre, Udaipur 2. College of Commerce & Management Studies, Udaipur 3. Rajasthan Mahila T.T. College, Udaipur 4. Aishwarya College of Education	5	49	1791	70%

		Sansthan Near New RTO Office, Udaipur 5. Manikya Lal Verma Shramjeevi College Faculty Of Science Udaipur				
	1.M.A./M.Sc. (Geography)-P&F 2.M.A. (Psychology) -P&F 3.M.Sc (Physics) - P&F 4.M.Sc (Chemistry) -P&F 5.M.Sc (Botany) - P&F 6.M.Sc (Zoology) - P&F 7.MSCCS (Computer Science) -P&F 8.MCA- I,II,III	1.Model Study Centre Regional Centre, Udaipur 2. Aishwarya College of Education Sansthan Near New RTO Office, Udaipur 3. Manikya Lal Verma Shramjeevi College Faculty Of Science Udaipur	3	32	1537	70%
	PGD 1. PGDYS 2. PGDCA	1.Model Study Centre Regional Centre, Udaipur	1	4	13	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	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,II-CS,IT 5-BSc.I (CH,ZO,BO,PH) 6-BSc.II (CH,ZO,BO,PH) 7- BSc.III(CH,ZO,BO,PH) 8-BCA I,II,III 9- B.ed 10.BLIS	1-Govt. MSJ College Bharatpur 2. Govt. Eng. College Bharatpur 3. MSTT College Bharatpur 4 VMOU Model Study Center Bharatpur	4	34	423	274
	PG 1-MA GEOGRPHY (P) 2. MA GEOGRAPHY (F) 3. MA PSYCHOLOGY (P) 4. MA PSYCHOLOGY (F) 5. MSc. CHEMISTRY (P/F) 6. MSc. Botany (P/F) 7. MSc. Physic (P/F) 8. MSc. Zoology (P/F) 9. MSc. CS (P/F) 10.MCA I,II,III	1-Govt. MSJ College Bharatpur 2. Govt. Eng. College Bharatpur	2	17	757	567
	PGD	-	-	-	-	-

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

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

We have adopted act of 2020 and we have followed the policy identified of LSC as per act 2020

61th academic council dated 01.10.2020

Minutes no. 61/03

6.3 LSC wise enrollment details (Not for Private University)

sc_code	totvalidated
1000	2603
1001	1001
1003	413
1004	1117
1011	290
1013	199
1040	99
1074	58
1075	501
2000	1264
2001	2706
2004	175
2005	1018
2006	407
2008	1275
2009	839
2024	100
2029	100
2044	164
2045	498
2046	176
2047	1139
2048	255
2049	18
2050	39
3003	2033
3005	504
3009	1446
3010	1594
3011	30
3012	447

3013	1338
3017	313
3019	9630
3026	301
3096	101
3097	100
3133	996
3134	703
3135	23
3136	45
3137	1249
3138	16
3139	18
3140	125
3141	327
3142	49
3143	23
4000	28106
4002	4261
4003	19442
4004	2069
4008	547
4009	6404
4010	2336
4014	2896
4034	101
4051	3405
4052	5343
4054	430
4055	1886
4056	2741
4058	715
4059	1871
4060	121
4061	90
4062	49
4065	1365
5000	2720
5001	1923
5002	157
5003	360
5004	69
5007	468
5008	177
5010	284
5015	147

5018	512
5046	98
5056	26
5057	356
6000	4171
6001	707
6002	1493
6003	1430
6004	651
6006	442
6008	666
6050	326
6054	99
6068	310
6072	111
7000	1394
7003	100
7004	84

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.
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.	-	-	-	-	-	-	-

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	Date of Admission (for July and January)	Date of delivery SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material	Yes From 1 july to 31 august From 1 jan. To 28/29 feb.	15october/15april	Most of the learners were sent material within fortnight
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

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

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

5.	Programme-wise information on syllabus,	Yes https://www.v mou.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.v mou.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	
8.	Information regarding programmes recognised by the Commission	Yes https://www.v mou.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.v mou.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	
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	

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

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>

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

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

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>

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
60480	39031

9.3 Complaint Handling Mechanism

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

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

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

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

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9.4 Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
41	41	Yes

Part – X: Innovative and Best Practices

10.1

Innovations introduced during academic year

Innovative initiatives of the Institution

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

- reach the unreached, difficult, and distant topographical areas of the State;
- provide skill oriented education to learners;
- establish its regional infrastructure and Study 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

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 especial counseling sessions at different locations under the domain of VMOU. Accordingly, academics of the University visited different Regional Centers and arranged especial 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

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.

2. **Accountability**

- **Meetings of all the statutory bodies:** All the meetings of the Statutory bodies are held regularly to ensure accountability in administration of the University. It helps in continuous monitoring of accountability on part of the University. Similarly, the State Government is also informed about this functioning as per the provisions of the Statutes. Representatives of the State Govt. attend various meetings of the University.
- **Auditing and budgeting:** The accounting functions are online; hence, the accounting practices are also easier and automated. The system of internal check and internal auditing is in place. The University has appointed a CA firm to carry out its annual auditing. The audit reports are placed in the meetings of the Executive Council and deliberated upon. Further, the audit objections are noted and resolved through follow-up actions.

- **The procurement processes** of the University: The University has a purchase committee which meets regularly and the procurements are made through the GEM portal. Tendering process is also carried on through e-tendering to ensure transparency and accountability.
- Academic calendar is being followed strictly: The Academic Calendar is made public through website and prospectus and it is widely circulated. It ensures academic accountability of the University.

3. **Transparency:**

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

- Proper sharing of information with the concerned stakeholders: Information related to each and every aspect related to functioning of the University is uploaded and updated regularly on the website of the University. Further, the University keeps sending bulk SMS and e-mails to the learners to update them about all the important information. Information in the news-papers is also published, as and when required.
- **Transparent system of monitoring and evaluation:** The monitoring of internal and external functions of the University is a continuous process and for this purpose separate mechanisms are followed. It is briefly enumerated as below:
 - (i) Monitoring and evaluations of RCs: Meetings of RCs are conducted at the University Headquarter. During these meetings proper evaluation of the work done and the strategy to be followed is discussed. Finally, the policy guidelines are circulated to all the RCs.
 - (ii) Monitoring and evaluations of Study Centers: Meetings of coordinators of Study Centers are organized at regular intervals to listen to their problems and to take corrective actions. Further, visits to Study Centers are carried out on a regular basis.
 - (iii) Monitoring and evaluation of University's examinations: Before the start of examination, various teams of the University's teachers and employees are sent to deliver the examination material at the examination centres and it is followed by the regular visits to these centres during the conduct of examinations. Flying squads make surprise visits to ensure fair conduct thereof. The examination centres are made only at the places which have the facility of proper conduct of examination.
 - (iv) Monitoring and evaluation of University's general functions: University's various Statutory and non-statutory bodies meet regularly to monitor and evaluate the progress of the University in different functional areas, thereby ensuring complete transparency in the system.
- **Proper institutional system of inclusive planning:** University has a Planning Board which plans the Academic, Administrative, Infrastructural and Financial

plans of the University for the long-run and the short-run. It ensures inclusive planning in the University at every possible level. The opinion of learners, coordinators of Study Centers and Regional Directors are included through various authorities of the University.

- **All relevant information is made available in public domain:** The website of the University is the major source of dissemination of information related to the University in public domain. Further, the University publishes its News- letter, and the Annual Report which put complete information about the University in the public domain.

10.3 Details of Job Fairs conducted by the HEI

NO

10.4 Success Stories of students of ODL mode of the HEI

10.5 Initiatives taken towards conversion of SLM into Regional Languages

NO

10.6 Number of students placed through Campus Placements

NO

10.7 Details of Alumni Cell and its activity

The Alumni Association

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

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

Activities carried out by the Alumni Association of VMOU:


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

10.8 Any other Information

N/A

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

Seal: Director CIQA
Vardhman Mahaveer Open University, Kota

Signature of the Registrar:

Name: Shri M. C. Meena

Seal: Vardhman Mahaveer Open University
Kota (Rajasthan)

Date:

Date:

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.