SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY, NASHIK

DNYANGANGOTRI, NEAR GANGAPUR DAM, GOVARDHAN, NASHIK - 422 222
422222
www.ycmou.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Yashwantrao Chavan Maharashtra Open University (YCMOU) is established by an Act of Maharashtra State Legislature (Act No. XX (20) of 1989), on 1st July 1989 for democratization of higher education in Maharashtra.

- The YCMOU Act is: **"*An Act to establish and incorporate an Open University in the state of Maharashtra for the introduction and promotion of Open University and distance education systems in the educational pattern of the state of Maharashtra, as a measure in the decentralization and reorganization of university education in the state and to provide for the matters connected herewith or supplemental or incidental thereto*".**(YCMOU Act, 1989, Page-3)
- The University offers higher education at affordable costs to large segments of the population by removing barriers of age, entry qualification, place and pace of study and leveraging interaction by offering seamless teaching - learning experiences.
- YCMOU is one of the Mega Open Universities in India which disseminates learning through continuing education and lifelong learning to the working population in Maharashtra including practicing farmers and farm women.
- YCMOU is a self financed University functioning under the Ministry of Higher & Technical Education, Government of Maharashtra and is recognized under Section 12 (B) from the UGC, New Delhi. The Governor of Maharashtra is the Chancellor of the University.
- The University functions through a three-tier system i.e. Headquarters at Nashik, 8 Regional Centers and 1711 Learner support centers including 1342 LSCs for UG and PG programs, functioning in Higher Education Institutions. While 369 LSCs are dedicated to certificate and diploma programs in various technical and professional institutions in the year 2020-21.
- There are 67 sanctioned positions of teachers, 214 non- teaching staff and 69 technical positions in the University. As on 30th June 2021 there are 33 teachers, 167 non- teaching staff and 43 technical persons and 54 academic consultants in position at the University.
- *YCMOU is honored with an International Award of Institutional Excellence in Open and distance learning from COL, Canada for two times in 2002 & 2019 for reaching out to unreached sections of rural population including farmers andrural youth.*

Vision

YCMOU is the premier Open and Distance Learning (ODL) Institution with the jurisdiction of entire Maharashtra State having international recognition, shall:

- Strive to achieve its objectives enlisted in the university Act: to offer high quality, innovative and need-based academic programs at various levels in the state of Maharashtra and to reach out to the disadvantaged sections of population in rural, tribal and remote areas by providing access to higher education at affordable costs;
- Provide for the seamless access to learner-centric quality education, skill up-gradation and training to all, by using modern and innovative technologies, methodologies and ensuring convergence with existing systems of education and open and distance learning systems required for national

development.

- Seeks to emphasize learner-centric and flexible education by introducing modular academic programs with multiple entries, multiple exits and graded vertical mobility to learners through its deeply rooted student support network in Maharashtra.
- Attempt to build a knowledge society through inclusive lifelong education and training and to positively contribute to national development by offering academic programs which focus on developing professional skills. The University aims to achieve a mark in the higher education scenario especially in the areas of General education, Agriculture education, Vocational education and Professional education in Maharashtra.
- Play an important role in the areas of innovative methods of teaching and learning in open and distance education and to strive towards continuous development of methods and strategies for knowledge generation in the frontier areas of Open and Distance Learning.

Mission

YCMOU is established by an Act of Maharashtra State Legislature in 1989. Shri. Kamal kishor Kadam, the then Minister of Higher Educationwhile introducing the university bill in the Legislative Assembly, expressed the need for democratizing higher education to reach out to the last mile learner from socially and economically marginalized sections in the society. Opportunities for lifelong learning had to be providedthrough modern methods of teaching and learning to the population engaged as work force and to replace the existing teacher-centric education system by the learner-centric education system.

The Mission of the University, derived from its Act (No. XX (20) of 1989) is based on the values enlisted in the university Act. YCMOU is expected to play a significant role in widening access to quality higher education, by offering knowledge and skill- based programs in response to the needs of employment market using appropriate Information and Communication Technologies.

To achieve the Mission, the University shall:

? Make affordable higher education available to all those aspiring to it, regardless of previous qualification, gender, region, religion or caste;

? Provide sustainable and high-quality programs across disciplines, at different levels, to meet the diverse needs of learners;

? Effectively use ICT to support learning, provide a flexible system of education, meet the challenges of access and equity and facilitate development of a knowledge society.

? Strengthen the development of resource centre to set a proactive role model for high quality and learner-centric open and distance learning system.

? Share professional capabilities and resources to maintain and coordinate standards of distance education.

? Develop networks using emerging technologies and methods for effective program delivery to the last mile learners in Maharashtra.

? Forge convergence of all systems and work for seamless education across national boundaries to develop

global collaborations and partnerships.

?   Promote national integration, integrated development of our people, and community participation in education and development.

?   Strive towards continuous development of methods and strategies for research and development for knowledge generation in frontier areas including open and distance learning;

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The ODL system in India is now a well recognized system with regards to the design, development and delivery of educational programs. Large scale intervention of ICT has made it more technical and dynamic in delivery of academic programs. YCMOU has trained its academic faculty in designing, developing and delivering multi-media instructional content.YCMOU is decorated with International Recognition for Institutional Excellence in Distance Education from Commonwealth of Learning, Canada, successively for two times in 2002 & 2019.The other major strengths include:

- Meeting the educational aspirations of more than 5,73,925 learners in all including 5,23,703 UG and PG learners in 2020-21 from diverse geographies, socio-cultural settings and economic strata;
- Leadership in technology-enabled education, administration, examination andnetworking of Regional Centers, and Learners Support Centers;
- Outreach of academic and extension education programs in the remotest corners of the Maharashtra State;
- Large list of over 56 academic programs including 12 UG and 12 PG degree programs in diverse areas to meet the varied educational needs of the people of Maharashtra;
- Nationally and Internationally acclaimed quality Self Learning Materials (SLM);The SLM in agricultural education in Maharashtra is brought out in the regional language for the first time by the University;
- Large number of University students have successfully cleared state and central civil services (MPSC/UPSC) examination;
- Few University students have represented the state and the nation at various national and international sports summits;
- Promoting life-long learning and continuous professional development through short duration Certificate and Diploma Programs;
- Statewide network of 8 Regional Centers (RCs) and 1711 Learner Support Centers (LSCs) in Maharashtra including 1342 LSCs for UG and PG programs and 369 LSCs for certificate and diploma level programs;
- Statewide capability for delivering interactive academic programs through YashVani - an educational Web Radio channel;
- Active engagement in social and educational upliftment of village communities by way of adopting villages under KrishiVigyan Kendra and Unnat Bharat Abhiyan; and
- 4th Rank amongst the cleanest higher educational institutions in the country under the non-residential university category by the Ministry of Education in 2019.

Institutional Weakness

YCMOU tries to deliver its quality services to the learners, however, Some of the areas that the University needs qualitative improvement are:

- Institutionalization of integrated online database management system;
- Integration of different components of interactive multiple-media in courseware;
- Scope for greater engagement of learners with the institutional mechanism;
- Scope for improving the mechanism for monitoring of learner support services and analysis of feedback received;
- Scope for development of dynamic mechanism to address majority of learners queries and grievances online and very few queries with personal intervention.
- Need for tracing outgoing learners and their employment/unemployment status in the current ODL system;
- Need for continuous academic and professional development of faculty and staff members in consistent with the growth of the ODL system.
- Development of Teaching and Learning Analytics for tracing out bottleneck in the teaching and learning process in ODL system.

Institutional Opportunity

Maharashtra is one of the highly populated Statesin India having more than 120 million populations. ODL system is one of the most viable and sustainable mode of education advocated for increasing the Gross Enrollment Ratio (GER) through enhancing the access to education to large sections of the society reaching out to the people in rural, tribal and remote areas. The University has continuously strived for improving the credibility of the system. The opportunities for extending education to all are linked with:

- Rapidly growing demand for higher education in General education, Vocational education& Professional Education;
- Introduction of General, Vocational and Professional programs for up gradation of knowledge and skills;
- Need for continuous training of a large workforce including industrial workers, service sector workers, practicing farmers & farm labors;
- Enormous requirement for training of in-service teachers in teaching technology and government servants in developmental and extension education in the State of Maharashtra;
- Need for enhancing access to higher education to the employed person, drop-outs, adult learners in general and socially and geographically disadvantaged learners in particular;
- Convergence between the Open Universities and Conventional/Professional/ Technological/Agricultural Universities and other educational and training organizations to enhance sustainable access and mobility to learners;
- Scope for imparting education using new and emerging technologies using online (synchronous) and offline (asynchronous) digital media and educational apps.
- Institutional and program accreditation by reputed International Accreditation Agencies for national and international acceptance to the learners;
- Collaboration with International Institutions for promotion of Faculty and Student Exchange Programs for innovative experiences.

Institutional Challenge

YCMOU is facing two types of challenges, external challenges and internal challengeswith respect to acceptability to learners and operational difficulties.

External Challenges:

- Comparative parity of esteem of open university systemwith the conventional university system is the main issue deciding the future growth of ODL System in India;
- The conditioned mindset and prejudices of educationists, policy makers and the general public against ODL system are still persistent in our society;
- In spite of huge contribution of ODL System in terms of accessibility and affordability of higher education, acceptability of ODL learners and degrees by employers and higher education institutions is very low; and
- The full dependence of teaching and learning of ODL system on part-time faculties and sharing of physical infrastructures and campus of LSCs for providing learner support services.

Internal Challenges:

- Ensuring quality of higher education under the constraints ofacademic human resources and physical infrastructures at head quarter, Regional Centers and Learner Support Centers;
- Developing mechanisms and capabilities for setting international standard in diversified areas of knowledge and diversified interest of learners in the ODL system.
- Continuous educational and professional development of faculty and staff members for the technology enabled education and training for meeting future needs of diverse learners;
- Greater penetration into rural, tribal and remote areas to cater to the educational and vocational development of rural and tribal population; and
- Developing e-office Management System at University headquarters, Regional Centers and Learners Support Centers, for just in time communication and delivery of services.

1.3 CRITERIA WISE SUMMARY

Learner Support and Progression

The University follows a multi-layered strategy to reach out to all segments of the society; particularly those are unreached through conventional mode. Pre-admission counseling is provided to the prospective learners to help them choose the right program and provide guidance and support in submission of their application form online. The University has made special efforts to extend its outreach by establishing Special Learning Centers for Rural Youth, Farmers and farm women and Special LSCs in Jails, rural and remote areas. All SC / ST learners are provided fee exemption / reimbursement.

The University provides necessary support to its learners throughout the learning cycle, as follows:

- The learners are provided with study material in print form through Text Books & Work Books as well as in digital form through e-books available on the university website.

- Induction Programs are organized at LSC where learners are made familiar with the ODL system and the program wise teaching - learning Schedules are distributed to all the learners.
- Academic Counseling sessions including theory and practical classes are conducted face to face mode by the academic counselors at LSCs.
- Additional educational programs and counseling support is provided through YashVani Radio Channel;
- Webinars services are provided to learners in selected programs. During the period of COVID-19, majority of the classes were conducted on ZOOM platform supported with webinars.
- The University uses Continuous Assessment (CA) and Term End Examination (TEE) for assessing the progress of learners and evaluation of their performance.
- Continuous evaluation is done through self check exercises built into the SLMs and through tutor marked assignments.
- The evaluation of skill based components in professional programs includes assessment of compulsory field work, practicum, workshops, laboratory based sessions, internship, hands-on training, Viva voce, etc.
- The University prepares time table for admission, teaching & examination and strictly follows the academic calendar.
- Learners Support Centers help the learners for finding jobs in local areas and in local industries through local enquiries and demands.

Curricular Aspects

YCMOU has developed a curriculum that addresses the educational needs of all sections of population and offer programs for updating, retraining, and personal enrichment.

- The Development of program proposals are based on the assessment and need analysis report thoroughly examined by the School Council (SC), Planning Board (PB) and Academic Council (AC) to ensure that the University's Mission Statements are translated into program and course learning outcomes with courses to enhance employability, competencies and skills.
- Rigorous processes are followed for the design, development and delivery of the curricula, involving subject experts from across the state. Program proposals are examined by the SC, PB and AC to ensure that the curricula are of high quality and consistent with laid down standards.
- The University follows a credit system. The learner has to put in 30 hours of studies for one credit. The total credits required to complete program are determined by the duration of the program.
- A number of academic programs of the University are based on a modular structure and provide flexibility in the combination of courses. A learner enrolled in a degree program can exit the program at designated exit points and obtain a certificate or a diploma depending on the number of credits earned.
- The Vocational and professional programs are designed to enhance self-employability / corporate employability by incorporating components like project work, field work, internships, practicum for imparting hands on skills and competencies necessary to succeed in the world of work.
- YCMOU has introduced programs in niche areas to promote social inclusion, up gradation of knowledge, training and up skilling. YCMOU in collaboration withYashwantraoChavanFoundation, Mumbai has developed academic programs for the farmer in Maharashtra.
- Interactive ICT are being used for enrichment of SLM using audio video programs,YashVani (Web Radio) and e-books of all the programs are available on university website.
- The University periodically undertakes revision for updating the curricula based on feedback received from different stakeholders like learners, employers, subject experts, teachers and alumni.

Teaching-learning and Evaluation

YCMOU is offering 56 programs (2020-21) including 12UG and 12 PG Programs with an annual enrollment of 5.23 lakhs (Fresh enrolment & Re-registration) and cumulative learner enrollment of 5.73 lakhs.

Total 1711 Learner Support Centers are in operation in Maharashtra including 1342 for UG and PG Programs and 369 LSCs for certificate and diploma programs. The 1342 LSCs for UG and PG programs includes 1077LSCs in rural areas and 107 LSCs in tribal and remote areas. (2020-21). Currently there are 83.64 % learners from rural areas in Bachelor's and Master's degree programs; 46.73 % learners from SC/ST/OBC and others; 0.14 % learners from PwD category and 33.49 % learners from women and transgender learners.

Out of total 1711 Learner Support Centers in operation for all programs, 1338 LSCs are located in rural areas (78.20 %) while remaining 373 LSCs are in urban locations (21.80 %). The rural LSCs include59 LSCs established on the College of Agriculture, catering to the needs of more than 19000 practicing farmers and rural youth in Maharashtra.

The teaching learning arrangement at YCMOU is a judicious mix of Self Learning Material (SLM), face-to-face counseling, and ICT-based teaching support through Audio-Video programs andYashVani Web Radio. The academic counselors provide face-to-face academic support on the LSCs, are identified and empanelled through a rigorous process and provided regular orientation. As on 30th June 2021 there are 14217 academic counselors attached to 1711 LSCs in Maharashtra.

The student evaluation system of the University has two major components, namely, formative (continuous) assessment through various mechanisms like assignments, project work, field work, lab work, seminars, internships, etc.; and summative assessment (Term End Examinations) for which the Standard Operating Procedure (SOPs) are in place. The learning outcomes of all the programs are integrated into the assessment process.

Various processes like admission, re-registration, examination form submission, convocation registration etc. have been made online. An online system for redress of learners' grievances is in place.YCMOU has well qualified 33 teachers and 54Academic Consultantsrecruited as per UGC qualifications, involved in curriculum design, development and delivery of the academic programs.

Research, Innovations and Extension

The University provides an environment conducive for research, innovation and extension. It collaborates with other agencies, institutions and research organizations for sharing facilities and undertaking collaborative research.

- The School of Studies look after the coordination of research degree programs in the University. Research degree programs are offered by the University in accordance with UGC Regulations 2009 and 2016 with the amendments made from time to time. Research programs are offered through part-time regular mode in the university.
- The School of Studies maintains a database of research scholars and liaisons with other regulatory and statutory bodies. Admission to research programs commences in the month of July every year.
- The University promotes innovative practices and quality research. The research potential of the University is evident from the publications in discipline-based research; growing number of aspirants in

YCMOU's research programs and the number of research degrees awarded.
- Workshops and trainings on Research Methodology and innovative practices are regularly conducted for the faculty members and the research students.
- YCMOU has University Research Council (URC) for advising on research programs and research projects. There is separate committee for University Research and Publication Ethics to oversee the cases of plagiarism.
- The Extension activities of the University are designed to sensitize the learners and other stakeholders towards social and sustainable development issues. The adoption of schemes like Unnat Bharat Abhiyan, Swachh Bharat Abhiyan and Digital India have strengthened YCMOU's mandate of reaching the unreached.
- YCMOU provide training and advisory services to more than 5000 farmers and rural youth (3500 direct beneficiaries and 1500 indirect beneficiaries) every year through its KrishiVigyan Kendra, an extension education project.

Infrastructure and Learning Resources

The University operates through a three tier structure: 1. Head quarter, 2. Regional Centers and 3. Learner Support Centers.

1. Headquarter

The University headquarters spread over 147 acres at the outskirt of Nashikcity, dominated by lush green landscape consisting of horticulture plantation, orchards, gardens and the agro-biodiversity conservation project on the campus.

There are 16 major buildings on the campus with total carpet area of 36263 Square Meters (9.07 Acres) of the total land of 147 acres of the campus. These buildings house 8 Schools of Studies, 6 Divisions, 8 Centers and a residential campus consisting of 12 housing units. There are 509 rooms on the campus, out of which 430 roomsare wifi enabled and are equipped with modern ICT facilities. The head quarter of the university also houses Library and Resource Center, and 15 Seminar halls / Conference rooms / Laboratories.

- Building and Construction Division looks after the University buildings and other services and monitors constructions at Regional Centers.
- ERP software has been implemented for automation of activities related to human resource and finance at headquarter.
- YCMOU Website disseminates comprehensive information about admission (Fresh and re-registration), learner database, examinations and student grievance redressal. It provides links to the 8 Regional Centers and has facilities for Web-Interactions.
- Audio- Video Centre (AVC) at the headquarters has facilities for audio/ video production as well as transmission.

2. Regional Centers

- The University has 8 Regional Centers in Maharashtra. 3 RCs are functioning from our own buildings while others are housed in rented buildings or space provided by the local municipal administration and regional conventional Universities.
- RCs are equipped with computer networking, internet and web conferencing facilities. YashVani Web

Radiois functional at some Regional Centers and Virtual Classroom facilities are available on select Learners Support Centers.

3. Learner Support Centers

- The University has established 1711 Learner Support Centers (LSCs) in other Higher Education Institutions (HEIs) that have class rooms, laboratories, library and 3-4 rooms for office administration and total area is ranging from 1000 to 5000 square feet depending on the nature of program and its requirement for the space.

Governance, Leadership and Management

YCMOU has in place a well developed leadership structure by evolving participative decision making processes for the creation of a harmonious and inclusive organization culture.

- The University functions through various statutory bodies namely the Board of Management (BOM), the highest executive body of the University; School Councils (SC); Planning Board (PB); Academic Council (AC); Research Council (RC); Board of Examination (BOE)and Finance Committee (FC). The Administration division organizes meeting of BOM and its Standing Committees. The composition of statutory bodies comprises external and internal members to ensure participatory decision making.
- Administration Division also deals with various sections related to house allotment, space allocation, license fee, payment of electricity bills, property tax, and welfare measures:

- The establishment Section looks into the recruitment of Academic, administrative and technical posts of the University.
- SC/ST Cell monitors the implementation of reservation policy of Government of Maharashtra and facilitates welfare activities of learners.
- The Purchase Section through Purchase Committee manages the task of purchase of goods and services for the University and annual maintenance contracts (AMCs) of all the machines, equipments and services procured by the university.
- The Committees for anti-ragging, grievance redressal and prevention of sexual harassment are in place as per the UGC Guidelines.
- KrishiVigyan Kendra is responsible for maintenance of landscape and bio-diversity on the university campus including management of 147 acres land and production of fruits, vegetables and flowers. KVK produces more than 100000 plants from the nursery and earnsRs.100 lakh every year from the farm.

The University has established a Centre for Internal Quality Assurance (CIQA) for promoting quality assurance; developing quality benchmarks and parameters for quality management; coordinating with apex bodies for recognition/approvals for YCMOU programs. CIQA Center undertakes orientation training of academic and administrative staff of the university on regular basis as per the demand of the faculty members. Thecenter also conducts training, seminar, webinar and workshops for capacity building of teaching and non-teaching staff in quality parameters in program development and intellectual property issues.

Institutional Values and Best Practices

YCMOU supports high institutional values and carries out social responsibilities effectively for inclusive learning through the following initiatives:

- Access to higher education to the vulnerable and weaker sections of the society;
- Fee exemption to SC/ST learners, Jail inmates, Person with disabilities and Transgender;
- Customized programs for farming and rural communities in backward and remote areas;
- Socio-economic empowerment through extension activities for vulnerable, weaker and deprived sections of the society like farmers, village artisan, tribal and labors;
- Safe environment for women employees and learners providing various logistic facilities;
- Workplace and residential complex ensured through 24 hours Security Services;
- Accessible environment with disable-friendly amenities for PwD person on the campus;
- Code of Conduct and work ethics for teachers, non-academic staff, LSCs and learners;
- Plagiarism rules are applicable for all academic work including research and publication of the teachers and learners.
- Periodic seminars and workshops are conducted to promote social values among the teachers and learners;
- Celebration of National festivals, birth and death anniversaries of great Indian souls with the staff and students at university head quarter, Regional Centers and LSCs.

Distinctive features and best practices of the University are as follows:

- Quality learning material in local language relevant to local condition with global standard;
- Network of RCs and LSCs in rural and remote locations in hilly regions, tribal areas and coastal areas;
- Technology enabled learner support services for admission, payment of fees, hall-ticket,examination timetable, model question papers, learning material, etc.;
- Lush green, clean and eco-friendly campus, horticulture plantation, food production following environment friendly practices;
- Modern office infrastructure with ICT facilities at head quarter, regional centers and learner support centers;
- Recognition Award of Institutional Excellence for Distance Education by COL Canada in 2002 and 2019;
- Ranked 4th in Swachh Campus Competition Ranking in 2019 under non-residential universities in India.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY, NASHIK
Address	Dnyangangotri, Near Gangapur Dam, Govardhan, Nashik - 422 222
City	Nashik
State	Maharashtra
Pin	422222
Website	www.ycmou.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	E. Vayunandan	0253-2230228	9403774888	0253-2230470	vc@ycmou.ac.in
IQAC / CIQA coordinator	Suryakant Gunjal	0253-2231474	9822350342	-	directorciqa@ycmou.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	01-07-1989
Status Prior to Establishment,If applicable	

Recognition Details			
Date of Recognition as a University by UGC or Any Other National Agency :			
Under Section	**Date**	**View Document**	
2f of UGC	01-07-1989	View Document	
12B of UGC	08-12-1992	View Document	

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Nature of University :	
Name of Act	**Act No**
Created by an Act of State Legislature	Maharashtra Act No. XX of 1989

Territorial Jurisdiction of the Open University :
Maharashtra State

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Dnyang angotri, Near Gangapur Dam, Govardhan, Nashik - 422 222	Rural	147	36262.9	Nill		
Regional Centres	V.m.v.-Walgaon Road, Post Vmv, Amravati - 444 604	Urban	4.89	955.16	C01,C03, C07,C08, C15,C1D ,C31,C32 ,C36,C52 ,C55,T12 ,G10,G72 ,P03,P08 ,P10,P12 6,P18,P5 2,T14,T1 5,T16,T1 7,T20,G0 1,G02,G1 5,G40,P0 4,P131,P 134,P80, V92,M17, M62,M72 ,P16,P79 ,V58	01-07-1992	08-05-2019
Regional Centres	Survey No. 41, Nandav an Colony, Canton ment Area, Aurangab ad -	Urban	1.98	1135.34	C01,C03, C07,C08, C1D,C31 ,C36,C52 ,T12,G10 ,G72,P03 ,P10,P12 6,P18,T1 4,T15,T1 6,T17,T2	01-07-1992	08-05-2019

	431002				0,G01,G02,G15,G40,P04,P131,P134,P80,P90,V92,M17,M62,M72,P16,P79		
Regional Centres	C/o Jagannath Shankar sheth Municipal School Building, Nana Chowk, Grant Road, Mumbai - 400 007	Urban	0.12	497.96	C01,C03,C15,C31,C32,C36,C52,C55,C97,T12,G72,P03,P08,P10,P126,P18,P52,T14,T15,T16,T17,T20,G01,G02,G15,P04,P131,P134,P21,P80,T97,M17,M62,M72,P16,P79,V58	01-07-1992	08-05-2019
Regional Centres	Rao Bahadur D. Laxminarayan Bunglow, Law College Campus, Ravinagar Chowk, Nagpur - 440 001	Urban	0.29	371.61	C01,C03,C07,C08,C15,C1D,C31,C36,C55,C97,T12,G10,P03,P10,P126,P18,T14,T15,T16,T17,T20,T36,T72N,G01,G02,G15,G40,P04,P131,P134,P21,P80,P90,T97,V92,M17,M62,M72,P	01-07-1992	08-05-2019

					16,P79		
Regional Centres	Old Municipal Corp. Building , New Pandit Colony, Nashik - 422 002	Urban	0.043	176.51	C01,C03, C07,C08, C15,C1D ,C31,C32 ,C36,C52 ,T12,G10 ,G72,P03 ,P08,P10 ,P126,P1 41,P18,P 52,T14,T 15,T16,T 17,T20,V 11,G01,G 02,G15,P 04,P131, P134,P2 1,P80,P9 0,V92,M1 7,M62,M 72,P16,P 79,V58	01-07-1992	08-05-2019
Regional Centres	C/o Shahir Annabh au Sathe Prashal a Gruha, Sadashi v Peth, Kumthe kar Marg, Pune - 411 030	Urban	1.12	163.5	C01,C03, C07,C08, C15,C1D ,C31,C32 ,C36,C52 ,C55,T12 ,G10,G72 ,P03,P08 ,P10,P12 6,P141,P 18,P52,T 14,T15,T 16,T17,T 20,V11,G 01,G02,G 15,G40,P 04,P131, P134,P2 1,P80,P9 0,T97,V9 2,M17,M 62,M72,P 16,P79,V 58	01-07-1992	08-05-2019

Regional Centres	*Shivajui University Post Office, Vidyanagar, Kolhapur - 416 004*	*Urban*	*0.067*	*272.48*	*C01,C03, C07,C08, C15,C1D ,C31,C32 ,C55,T12 ,G10,P03 ,P08,P10 ,P126,P1 8,P52,T1 4,T15,T1 6,T17,T2 0,T72N,V 11,G01,G 02,G15,P 04,P131, P134,P2 1,P80,V9 2,M17,M 62,M72,P 16,P79,V 58*	*01-06-1993*	*08-05-2019*
Regional Centres	*Swami Ramanand Tirth Marathwada University Campus, Nank Kaman Zari Road, Sports Building, Nanded - 421 606*	*Urban*	*0.49*	*1144.29*	*C01,C03, C07,C08, C15,C1D ,C31,C32 ,C36,T12 ,G10,G72 ,P03,P10 ,P126,P1 8,T14,T1 5,T16,T1 7,T20,G0 1,G02,G1 5,P04,P1 31,P134, P80,V92, M17,M62 ,M72,P16 ,P79,V58*	*01-06-1998*	*08-05-2019*

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	705
Colleges Under 2(f) and 12B	555
NAAC Accredited Colleges	505
Colleges with Potential for Excellence(UGC)	170
Autonomous Colleges	64
Colleges with Postgraduate Departments	460
Colleges with Research Departments	282
University Recognized Research Institutes/Centers	257

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
<table><tr><th>SRA program</th><th>Document</th></tr><tr><td>NCTE</td><td>110464_6649_4_1627638315.pdf</td></tr><tr><td>RCI</td><td>110464_6649_19_1627638576.pdf</td></tr><tr><td>DEB-UGC</td><td>110464_6649_21_1623654182.pdf</td></tr></table>	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				11				25				31
Recruited	4	0	0	4	13	4	0	17	7	5	0	12
Yet to Recruit				7				8				19
On Contract	2	0	0	2	7	2	0	9	23	20	0	43

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				214
Recruited	130	37	0	167
Yet to Recruit				47
On Contract	23	4	0	27

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				69
Recruited	41	2	0	43
Yet to Recruit				26
On Contract	3	1	0	4

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	9	4	0	4	4	0	25
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	4	0	0	3	0	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	7	2	0	4	2	0	17
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	16	17	0	33
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	School of Humanities and Social Sciences	Mahatma Gandhi	YCMOU
2	School of Humanities and Social Sciences	Savitribai Phule	YCMOU
3	School of Humanities and Social Sciences	Kusumagraj	YCMOU
4	School of Humanities and Social Sciences	Dr. Babasaheb Ambedkar	YCMOU
5	School of Humanities and Social Sciences	Lokkavi Wamandada Kardak	YCMOU

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	327691	0	0	0	327691
	Female	154425	0	0	0	154425
	Others	55	0	0	0	55
PG	Male	24451	0	0	0	24451
	Female	17080	0	0	0	17080
	Others	1	0	0	0	1
Diploma	Male	17057	0	0	0	17057
	Female	8028	0	0	0	8028
	Others	0	0	0	0	0
Certificate / Awareness	Male	16109	0	0	0	16109
	Female	9025	0	0	0	9025
	Others	3	0	0	0	3

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Details of programmes offered by the Open University (Give data for preceding academic year)

SI.No	Programme Level	Name of the Programme	Duration In Month	Entry Qualification	Medium of instruction	Student strength	No.of students admitted
1	Certificate	C31	6	12th Pass	Marathi	300	186
2	Diploma	P10	12	Any Graduate or Head Master and Sub Head Master	Marathi	8160	6193
3	Under Graduate	G01	36	12th Std. Pass OR, Preparatory Program of YCMOU Pa	Marathi	224160	164362
4	Post-Graduate	M72	24	Any Graduate	English	10080	9020
5	PhD	R63	36	Any Post Graduate	English + Marathi	22	22
Total			114			242722	179783

Details of Sponsored programmes (if any)

Sl.No	Sponsored programmes offered	Name of the Sponsoring Agency	Student Strength

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	24	24	24

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of courses in all programs year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
535	535	626	626	626

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of learners enrolled over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
523703	543083	531420	532843	516209

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of learners of disadvantaged groups

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of passed out learners

2020-21	2019-20	2018-19	2017-18	2016-17
19207	112694	129199	127592	130007

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of sanctioned posts year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
67	67	67	67	67

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of full time teachers and other academics over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
33	35	36	35	35

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of in-house faculty in the institution over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
33	35	36	35	35

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
6478.40	13653.33	13453.81	8847.80	11800.78

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Number of full-time non-academic staff

Response: 207

File Description	Document
Institutional data in prescribed format	[View Document]

5 Research

5.1

Number of teachers recognized as guides during the last five years

Response: 1

File Description	Document
Institutional data in prescribed format	[View Document]

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning Design and Development

1.1.1 Curricula developed and implemented, of all the programmes have relevance to the local, national, regional and global needs which are visible in Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes offered by the University, as per the norms of the Regulatory Bodies and in the conformity of the University's Mission and Goal

Response:

YCMOU is mandated to disseminate learning and knowledge by variety of means to the large segment of the population and to provide the opportunities of higher and continuing education and professional development in consonance with state and national requirements. In order to fulfill its mission and goal, YCMOU offers high quality learner-centric general and professional education, knowledge and skill by integrating latest trends and researches, data, resources and perspectives in each subject area to cater to the local, regional, national and global needs of learners. Curriculum development in YCMOU ranges from the areas of basic and applied knowledge in humanities, social sciences and natural sciences to professional development, vocational education and skill development. These are approved by the statutory bodies of the university to ensure to the conformity of the university's vision and mission.

The structure and content of curricula of programs in all these areas are designed by experts of national and international eminence. These are futuristic in their outlook as is amply reflected in the program outcomes and the learning outcomes articulated program-wise and course-wise in all domains of learning, namely, cognitive domain, affective domain and psychomotor domain. Regulatory bodies like the University Grants Commission (UGC), National Council for Teacher Education (NCTE) and Rehabilitation Council of India (RCI) validate the standards of teaching-learning being pursued in different general, vocational and professional programs on offer in the University. The University has adopted 70% of the curriculum proposed by UGC under the Choice Based Credit System (CBCS) for under graduate and post graduate programs. The Bachelor of Education (B.Ed) has been developed as per NCTE norms, while Bachelor of Education (Special Education) has been developed as per guidelines of Rehabilitation Council of India.

The liberal education programs in basic areas of knowledge such as the Bachelors and Masters degree programs in Social Sciences and Natural Sciences (Arts, Commerce & Science) aim at developing a socially aware citizen that possesses domain knowledge, critical thinking abilities and the capacity to apply the knowledge acquired to their own lives and for local, regional and national development. Suitable courses aimed at skill development are also offered in these Programs to enhance employability of learners. A host of Certificate and Diploma programs offered in areas of applied knowledge such as agriculture, human rights, health education, journalism and mass communication, business, finance, co-operative management, education, computer sciences, early childhood care, food and nutrition, etc. provide opportunities for acquiring domain knowledge as well as the specific abilities and skills required for jobs in these sectors of economy.

The University offers many Bachelor's, Master's, Certificate and Diploma programs for aspirants or professionals employed in Administration, Management, Banking, Accountancy, Computer Sciences, Engineering, Agriculture, industry etc. providing them opportunities for employment/upward mobility by

adding value in their knowledge and capacity building.

There are a bunch of vocational education and skill development programs catering to skill development of entry level work force in areas of agriculture, farm management, food and nutrition, horticulture, Nursery Management, integrated pest management, two wheeler repair etc. Programs are also developed in areas of cyber security, interior design, environment science, mathematics, agri-business management etc. for updating knowledge, training and up skilling of the workforce. Wherever relevant, YCMOU Programs have integrated field-based practicum/project work/ hands-on training/internships/lab-based practical, etc., which integrate theory into practice and inculcate hands-on skills, to suffice job market expectations and lifelong learning.

Every Program of YCMOU is structured into several courses to facilitate modular learning. The Program content and broad learning outcomes along with the instructional methodology and other information including concept maps are presented in Program Guides/program prospectus created specifically for each program. Every Course of the Program is divided into a set of books with each book containing units written in the self learning format. The block/ book introduction is used to acquaint learners with the content of the block/book and how it would help them achieve the outcomes in the form of objectives spelt out therein. Each Unit also contains clearly stated expected learning outcomes (objectives) that specifically describe the learning outcomes that are expected to be attained, the learners are expected to acquire, and apply the knowledge in relevant context - local, regional, national and international.

All Programs of the University follow a rigorous process of approval by the statutory bodies of the University to achieve the vision and mission of the university before being developed and launched. The statutory authorities of the university ensure that the local, regional, national and or international relevance in the programs.

It is also ensured that the mission and goal of the university are translated into concrete and visible program outcomes, program specific learning outcomes and course specific learning Outcomes. These outcomes not only help potential employers to assess the level of knowledge, skills and competencies of the learner but also facilitate economic and social mobility, thereby contributing to the state and national development. Other stakeholders such as the state, community and the individual learners also benefit from the programs and learning outcomes and act as agents of social change for the larger goodness of our society and nation.

File Description	Document
Outcome analysis of Programme Specific Learning Outcomes and Course Learning Outcomes	View Document
Minutes of the relevant BoS/ School Board / Academic Council	View Document
Mapping of curricula to Programme Outcomes	View Document
Curricula implemented by the University	View Document

1.1.2 Percentage of Programmes newly introduced by the institution over the last five years

Response: 0

1.1.2.1 Number of new Programmes introduced over the last five years...

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.1.3 Percentage of Programmes revised or are under revision over the last five years

Response: 7.41

1.1.3.1 Total number of Programmes revised or are under revision over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	4

File Description	Document
Minutes of relevant Academic Council/BoS meetings	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Details of the revised Curricula/Syllabi of the programmes over the last five years	[View Document](#)
Any other relevant information	[View Document](#)

1.1.4 Percentage of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)

Response: 23.18

1.1.4.1 Number of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)

Response: 124

1.1.4.2 Total number of courses offered by the institution in the preceding academic year

Response: 535

File Description	Document
Web-link to the list of MOOCs approved	[View Document](#)
Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses	[View Document](#)
Institutional data in prescribed format File	[View Document](#)
Curriculum/ Syllabus of the courses being offered as MOOCs or using OERs	[View Document](#)
Any other relevant information	[View Document](#)

1.1.5 Percentage of the Programmes on offer have incorporated electronic media and other digital components in their curriculum over the last five years

Response: 55.56

1.1.5.1 Number of the Programmes on offer have incorporated electronic media and other digital components in their curriculum over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	12	12

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Details of Programmes incorporating electronic media and other digital components offered year wise over the last five years	[View Document](#)
Any other relevant information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of programmes adopted/adapted by other HEIs over the last five years

Response: 0

1.2.1.1 Number of programmes adopted/adapted by other HEIs over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format File	[View Document](#)

1.2.2 Percentage of degree Programmes in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented out of the total number of programmes. (Data of the preceding academic year)

Response: 94.44

1.2.2.1 Number of degree Programmes in which CBCS or ECS implemented

Response: 17

1.2.2.2 Total number of degree Programmes offered in the preceding academic year

Response: 18

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	[View Document](#)
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)

1.2.3 Average percentage of learners admitted in the Institution through lateral entry based on credit transfer year-wise over the last five years

Response: 0

1.2.3.1 Number of learners admitted in the Institution through lateral entry based on credit transfer year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

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File Description	Document
List of programmes having provision for lateral entry	View Document
Institutional data in prescribed format File	View Document
Credit transfer policy	View Document
Any other relevant information	View Document

1.2.4 Provision for modular approach for flexible exit to the learners

Response:

The University has pioneered the concept of modular approach in its pedagogical design, consistent with the mandate of reaching the unreached. The Objects of the University given in the First Schedule of the university act (YCMOU Act, 1989, Page-5*) "…to advance and disseminate learning and knowledge by a diversity of means including the use of any communication technology to provide opportunities for higher education to a large segment of population and to promote educational well being of the community generally, to encourage the open university and distance education system in the educational pattern of the state….".* **(Act and Statutes of university can be accessed at the link: http://www.ycmou.ac.in)**

As per the University policy, programs in modular approach are designed depending on the need and have flexibility in the combination of courses as well as methods and pace of learning, with adequate provision for course-wise registration for various programs. It is independent, self contained instructional unit with clearly defined objectives and assessments. A learner enrolled in a degree program can exit the program at designated points and obtain a certificate or diploma, depending on the number of credits earned by him/her. Each course is allocated a certain credit weightage. Alternately depending on the number of credits earned, a learner who has completed Certificate can take admission to complete a Diploma and further to a Degree. One credit is equivalent to 30 study hours. YCMOU has courses which are either of 2 credits, 4 credits, 6 credits or 8 credits. A certain number of courses comprise a program, which is also described in terms of credits depending upon its level and duration, as given below:

Level of the program	No. of Credits	Duration
Certificate	8 - 32	0.5 to 1 year
Diploma	32 - 72	1 to 2 years
Bachelor's Degree	96 - 132	3 to 4 years
Master's Degree	64 - 72	2 years

The University provides the modular approach in the following Programs:

Sr.No.	Name of the Program	Total Credits & Duration	Exit Point with Certification (credits & duration)	Name of award gi mature exit
1.	B.A.(Mass Communication & Journalism	108 Credits (3 years)	72 Credits	Diploma in Mass Co & Journalism

			(2 year)		
2a	B.Sc. (Computer System Administration)	132 Cr (3 Years)	44 Credits (1 year)	Diploma in Comp Administration	
2b	B.Sc. (Computer System Administration)	132 Cr (3 Years)	88 Credits (2 year)	Advance Diploma i System Administratio	

File Description	Document
The list of programmes having modular approach with flexible exit options for the learners	View Document
Any other relevant information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the curricula

Response:

University offers a bouquet of courses that follows an interdisciplinary approach in which the students can take courses of their choice and learn at their own pace. For example, the Bachelor of Arts program which is offered as a broad based program with a mix of disciplinary, interdisciplinary and skill based courses. It is designed to provide the learners with the information and skills necessary to understand and analyze cross-cutting issues like environment, gender, human values, emerging issues related to demographic changes like urbanization and migration, ethical and moral concerns in society. These concerns are embedded in courses that are categorized as core courses, elective courses, foundation courses, ability and skill enhancement courses.

Foundation courses are value-based and are aimed at providing human values in education while elective courses are aimed at providing specialized knowledge and skills at professional level which will help the learners to practice in the area of profession..

Awareness enhancement compulsory courses (AECC) like Environment Studies (EVS-201), are intended to sensitize the learners with environmental issues and introduce them to the policies and practices put in place to address environmental concerns at the local, regional, national and global level. The other AECC equip learners in skills of interpersonal communication, integral to personal, social and professional interactions. Skill Enhancement Courses (SECs) like IT and e- learning skills (AEC-311), Financial and Investment Skills (AEC-411), Personality and Career Skills etc seek to build specific skills set in some applied functional areas of daily life.

A course on Environmental Studies is a compulsory requirement in all the under graduate programs of the University. Some of the Programs offered at the Masters level such as *Masters in Environmental Sciences* and other disciplines in social sciences have exclusive focus on areas such as Gender, Social Justice, demographic changes, Environment and Sustainable Development and Climate Change.

Professional ethics is also an overarching theme which is reflected in under graduate and post graduate's degree programs of Humanities and Social sciences and the course like cyber security, IPR, journalism; human rights, etc help the learner to acquire professional skills and knowledge.

Master of Business Administration (MBA) program offered by School of Commerce and Management covers areas like Ethics and Values in business organization and integrating the role of big business houses in Corporate Social Responsibility (CSR).

In this way, the Programs and courses offered by the University are carefully designed not only to provide knowledge about specific disciplines and areas of study, but also to integrate cross-cutting issues pertaining to contemporary areas namely, gender, environment, sustainability, human values, emerging demographic changes and professional ethics. These areas are considered critical in preparing curricula that is both socially relevant and responsible and geared towards fostering inclusive values and practices.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	View Document
Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula	View Document

1.3.2 Number of courses imparting awareness/ life skills /soft skills/value-added (credit/ non-credit) have been offered by the Institution over the last five years

Response: 1982

1.3.2.1 Number of courses imparting awareness/ life skills /soft skills/value-added (credit/ non-credit) have been offered by the Institution

2020-21	2019-20	2018-19	2017-18	2016-17
367	367	416	416	416

File Description	Document
Institutional data in prescribed format File	View Document
Brochure or any other document relating to the listed courses	View Document
Any other relevant information	View Document

1.3.3 Percentage of learners undertaking field work / projects / internships /dissertations / seminars/ extended contact programmes/ practical sessions/ workshops (data for the preceding academic year) across all Programmes requiring such activities

Response: 44.36

1.3.3.1 Number of learners undertaking field projects or internships in the preceding academic year

Response: 4840

1.3.3.2 Total Number of learners in such programmes in the preceding academic year

Response: 10910

File Description	Document
List of learners enrolled in Programme involving field work/ projects / internships etc	View Document
Link to Programme structure(s)	View Document
Institutional data in prescribed format File	View Document
Handbook/Manual for field work/ projects / internships etc.	View Document

1.3.4 Average percentage of courses on offer has focus on employability/ entrepreneurship/ skill development over the last five years

Response: 40.98

1.3.4.1 Number of courses having focus on employability/ entrepreneurship/ skill development over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
234	270	190	258	245

File Description	Document
Link to programme structure of such courses having focus on Employability/ Entrepreneurship/ Skill development	View Document
Institutional data in prescribed format File	View Document
Any other relevant information	View Document

1.4 Feedback System

1.4.1 Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year 1) Learners 2) Teachers and other Academics 3) Academic Counselors 4) Subject Experts 5) Employers 6) Alumni

Response: A. Any 4 of the above

File Description	Document
Institutional data in prescribed format	View Document
Data collection instruments	View Document
Any other relevant information	View Document

1.4.2 Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website B. Feedback collected, analyzed and action has been taken   C. Feedback collected and analyzed D. Feedback collected   E. Feedback not obtained/collected

Response: A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format File	View Document
Any other relevant information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	View Document

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Criterion 2 - Teaching-learning and Evaluation

2.1 Learner Enrollment

2.1.1 Average percentage increase in the enrolment of learners in the Institution year-wise over the last five years

Response: 156.31

2.1.1.1 Increase/ decrease in the enrolment of learners in the Institution year wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
19380	11663	1423	16634	53824

File Description	Document
Total enrollment data yearwise authenticated by Registrar of the University	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

2.1.2 Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education

Response:

The University is mandated to address inequalities in educational opportunity, especially of the disadvantaged groups whose educational disadvantage is linked to poverty, social exclusion, gender, location and disability. The University has evolved some effective and innovative measures for reaching the unreached, through its 8 regional centers located at district places and 1711 Learner support centers spread over entire state of Maharashtra. Some of the important efforts undertaken by the University for reaching the unreached are as follows:

- Special drives for motivating potential learners from marginalized communities and creating awareness about the academic programs offered by the University.
- Following a multi-layered motivation-cum-awareness raising approach and campaigns, weaving together the knowledge about the Programs, flexible teaching-learning methods and benefits for employment.
- Setting up of 1338 Learner Support Centers (LSCs) in rural areas to cater to the needs of rural population, 127 LSCs located in tribal areas to cater to the need of people living in hilly and remote areas. There are 20 special LSCs established for the special people like army persons and the Person with disabilities and persons living in rural and remote areas;
- Established 10 LSCs in district Jails in Maharashtra reaching out to 1618 jail inmates. The amount of tuition fees exempted for the jail inmates admitted in 4 different programs is Rs.14.34 lakhs;

- Fee exemption / GOI Scholarship to learners from SC/ST Learners under the Direct Benefit Transfer (DBT) scheme provided through the grants from the Government of Maharashtra.
- Special efforts are taken to bring the persons with disabilities and transgender into the main stream of education.
- Mobile e-Learning vans are being utilized for creating awareness and taking educational programs of University in tribal, rural and remote areas.
- Under Unnat Bharat Abhiyaan, University adopted 10 villages for upliftment of rural communities.
- Access to study materials and multi-media resources of the University in remote and tribal areas through its digital repository and e-books freely available on the university website.

File Description	Document
Documents on efforts taken for reaching the unreached	View Document
Any other relevant information	View Document

2.2 Catering to Learner Diversity

2.2.1 Average percentage of learners enrolled from rural areas year-wise over the last five years

Response: 67.32

2.2.1.1 Number of learners enrolled from rural areas year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
438062	457225	445935	446804	431370

File Description	Document
Number of rural learners authenticated by Registrar of the University	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

2.2.2 Average percentage of learners enrolled across different socially backward categories year-wise over the last five years

Response: 49.25

2.2.2.1 Number of learners admitted from the backward categories during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
244727	246680	250480	263167	297131

File Description	Document
Number of SC, ST and OBC learnersauthenticated by Registrar of the University	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)

2.2.3 Average percentage of PwD learners enrolled year-wise over the last five years

Response: 0.14

2.2.3.1 Number of learners enrolled from different PwD categories year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
177	259	445	1126	1790

File Description	Document
Institutional data in prescribed format file	[View Document](#)
• Document submitted by the Institution to a Government agency giving this information	[View Document](#)
• Any other relevant information	[View Document](#)

2.2.4 Average percentage of learners enrolled across different gender year-wise over the last five years

Response: 33.5

2.2.4.1 Number of learners enrolled from different gender year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
171561	183289	178985	176166	176669

File Description	Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

2.2.5 Average percentage of the enrolled learners who are employed year-wise over the last five years

Response: 15.09

2.2.5.1 Number of employed learners enrolled year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
77839	85639	107924	129011	159090

File Description	Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

2.2.6 Average number of prison inmates enrolled as learners year-wise over the last five years

Response: 191.4

2.2.6.1 Number of prison inmates enrolled as learners year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
385	117	226	153	76

File Description	Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

2.2.7 Average number of persons from Defence and Security Forces background namely: Defence / Security Personnel, Ex Service men/ War widows enrolled as learners year- wise over the last five years

Response: 989.4

2.2.7.1 Number of persons from Defence and Security Forces background namely: Defence / Security

Personnel, Ex Service men/ War widows enrolled as learners year- wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
760	999	1005	1091	1092

File Description	Document
Number of learners from defence/security background authenticated by Registrar of the University	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1 Process followed for development of Self-Learning Material (in Print)

Response:

YCMOU has adopted learner-centric pedagogy wherein curriculum is transacted mainly through Self-Learning Material (SLM) (in print), in which the teacher is inbuilt into the text with provision of access devices (structure, learning outcomes, sections and sub-sections, self-assessment exercise, flowcharts/illustrations etc.) and language used is simple and conversational, to facilitate the learning process and make the learner think, write and do/act in his/her own pace in the domain.

Steps involved in the development of Self-Learning Material (in Print):

In order to ensure quality, the University has well documented Standard Operating Procedure (SOP) and the documents for the design and development of a program duly approved by statutory bodies namely, the School Council, Planning Board and Academic Council and Research Council for research degree programs as per the provisions under Statutes. YCMOU has notified standard formats, procedure and flow charts for the Design, Development, Delivery and Evaluation of Open and Distance Learning programs.

The faculty of Schools conceptualizes a program and initiates the proposal for preparing a Concept Note (CN) for the proposed academic program to express the rationale and relevance of the proposed program taking in to account YCMOU's mandate, vision and mission. The Concept Note is primarily based on need assessment through primary or secondary sources or the need felt by the State governments; Non-government organizations; Region Specific Proposals from Regional Centers. The need assessment study is conducted through direct interaction with stakeholders, in the form of survey of prospective learners, employees, employers, teachers/ trainers, industry. The program proposal takes into account the perceived / assessed need, socio-economic relevance and expected learning outcomes of the program; level of study; credit weightage; duration; and target group. The proposal is placed before the School Council for its consideration followed by approval of the Planning Board.

The Program Advisory Committee (PAC) comprising eminent experts from the field including internal faculty members recommended by the School Council, is involved in curriculum design of the proposed program i.e. framing of learning outcomes of the program in terms of knowledge and skills to be imparted; eligibility criteria for admission; program duration; target group of learners; broad program structure including courses, various learning media components; credit weightage; delivery and student support mechanism; and evaluation methodology. The School prepares a draft curriculum design. The detailed Course-wise content is also prepared through a series of Program specific Program Advisory Committee meetings which is placed before the Academic Council for its approval. Thereafter, internal faculty members are assigned the responsibility to coordinate the various Courses and/or program.

The printed course materials are prepared on the basis of the detailed curriculum designed for the program. YCMOU has standardized the SLM (print) based on the "credit system" which is in conformity with the UGC (ODL) Regulations-2017. A "credit" is equal to 30 hours of self study by the learner, preparation of assignments, interaction in counseling sessions, which is equivalent to the content covered in 15 hours of classroom teaching. The length of a Course is determined by the credit weightage, which is given below. Each Course is divided into Units. Units are thematically clubbed into a book in some Programs; all Units of a Course are printed in one book.

Credit Weightage of Course	Total Study Hours	No. of Units	No. of Book
2 Credits	060 hours	06 - 08	2
4 Credits	120 hours	12 - 16	4
6 Credits	180 hours	18 - 20	6
8 Credits	240 hours	24 - 30	8

The Program Coordinator carefully works out the schedule for the development of Program and earmarks budget and workforce to ensure completion within stipulated time. The Computer Center allots the Course Code and Program Code while the concern School of studies decides the front page colour Scheme for the Program and its Courses and Program fees to be charged.

YCMOU's Standardization of Self Learning Material (SLM) in Print

YCMOU has adopted standard style of design and development of open and distance learning material (text books and work books) in house in print format. All its printed materials, irrespective of the discipline/ Program are prepared in house style which includes:

(a) Terminology in program development:

Program: is a combination of Courses. The number of Courses varies in each Program, depending upon the credit weightage of the Program.

Course: consists of printed text books and work books, Audio / Video Programs, Assignments, Practice Sessions(if required) and Counseling sessions, Project work (if any), Library work etc.

Book: is a written text of 60 to 80, A-4 size printed pages covering one unified theme. Generally, 3-4 Units comprises a booklet and 10-12 units comprise a block / book.

Unit: is a Lesson/Chapter of 20 - 25 printed pages.

(b) Components of unit/book/course/program development:

On the basis of well researched practices and standard practices used to make the materials learner-centered and facilitate to locate and grasp the content. These components can be divided into three types: those which appear in the beginning; in the main body; and at the end of the Unit. At the end of each book, there is a feedback form to obtain the feedback from the learners on the Self Learning Materials.

The course units are developed simultaneously by external experts and internal faculty. The external Course writers are oriented with program structure and Unit writing. Simultaneously, the Course Coordinator outsources the development of graphics, illustrations, diagrams and locates other visual content such as charts and photographs for incorporation in the Units.

Each unit undergoes three types of editing namely: content editing, language editing and format editing cum instructional technology editing. The editing is done by in-house faculty members and or external subject experts, depends on the availability of experts. Finally, proof reading is done by the designated proof reader in the print production center and the Camera Ready Copies (CRCs) are handed over to the out sourced printer for printing from Print Production Centre.

File Description	Document
Policy document on SLM	View Document
Any other relevant information	View Document

2.3.2 Percentage of programmes where radio has been used for providing instruction in the preceding academic year

Response: 0

2.3.2.1 Number of programmes where radio has been used for providing instruction in the preceding academic year

File Description	Document
Schedules of the above activities	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

2.3.3 Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year

Response: 44.44

2.3.3.1 Number of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year

Response: 8

File Description	Document
Schedules of the above activities	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)

2.3.4 Average percentage of the learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners year -wise over the last five years

Response: 100

2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners year -wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	24	24	24

File Description	Document
Institutional data in prescribed format file	[View Document](#)
Digital repository of SLMs	[View Document](#)
Any other relevant information	[View Document](#)

2.3.5 An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills

Response:

Institutional Mechanism:

Organization of Counseling Sessions:

Based on the credit weightage of the course, theory and practical counseling sessions are organized at the LSCs. Each School of studies in the university prepares the Teaching / Counseling Schedule and the Center Coordinator of the LSCs distribute it to all learners during the first contact session on the Learner Support Center.

Counseling for Theory Courses:

Attendance to theory and practical counseling sessions is compulsory for technical and professional programs like B.Sc., B.C.A., B.B.A. and B.Ed. education and special education programs while it is optional in general education programs like B.A. and B.Com. etc.

- The duration of each theory session is of 2 hours while for practicum it is 3 hours and the maximum number of learners in the class is 30-60 for practicum based program and 60-90 for non-practicum based general programs.

- In the fixed seat programs like B.Ed., B.Ed.(Special Education), B.Lib. & I.Sc., M.Lib. & I.Sc., the number of learners in the class varies as per norms prescribed by the respective Regulatory bodies like NCTE and RCI.

Counseling for Practical courses:

The programs with practical components are activated only at such institutions which have the required expertise and physical infrastructure to carry out the practical/skill development sessions therein.

- Attendance in the practical sessions is mandatory for learners. Number of learners in practical sessions in one batch is 20 to 30 learners. The duration of one practical session is 3 - 4 hours depending upon the nature of practical and credit weightage.
- Practicum component of almost all the scientific, vocational and professional programs are conducted on Saturday, Sunday, Summer and/or Winter holidays or the evenings of weekdays on the LSCs established in the recognized institutions.
- Practical sessions of few programs are generally conducted in an intensive way in spells of varying duration as per requirement of the course and often during vacation period of the host institution as per availability in the institution.
- All practical based programs have work book / laboratory manuals to guide the academic counselors in organizing and conduct of practical sessions, duration of each session, the requirements of glassware, chemicals, equipment, materials, apparatus, physical tests etc. The practical work has to be properly recorded and the record of work performed and monitored regularly by the teacher counselor and the center coordinator.

Organization of Academic Counseling through Electronic Media:

Academic counseling is also conducted by the faculty members at the University headquarter through the following media:

- **YashVani:** The Web radio channel of the University is known as YashVani. The broadcasts in Marathi, Hindi, Urdu and English are conducted by renowned resource persons. Learners can ask questions right from their locations through phone.

- **Internet based support through Webinar:** Webinars/ Online Counseling services are provided to learners in select programs to enhance the learning experience of the learners.

Strategies for learner participation and engagement:

To ensure learner participation in the counseling sessions and in the peer group engagement, for development of required competencies and skills, the following strategies are adopted by the University:

1. Pre-Admission Counseling:

- All the educational programs of the University are advertised in local, regional and state level newspapers. In addition to this the same is also posted on University website.
- Social media like Facebook, YouTube, radio and television are extensively used for programs advertisement and publicity.
- University organizes press meets at the regional centers. Regional centers conduct workshops of LSCs. Learner Support Centers facilitate learners through face to face meetings to provide information of program and employment opportunities.

2. During the Counseling:

- Learners are contacted through phone, e-mail, SMS and by post for attending induction session. During the induction session, learners are informed about the importance of counseling sessions conducted in ODL system. They are advised by the Center Coordinator or visiting officials from the Regional Centers that the essence of successful counseling is self learning through SLM at home and detailed subsequent discussion in the counseling sessions.
- The SLM facilitates the self learning of the learners and encourages them to write down points of doubts / clarification / questions on the blank space provided on the right and left side of the SLM pages.
- The learners are engaged and encouraged by the academic counselors to discuss the topics and seek clarifications during face to face counseling sessions
- The learners are further informed by the academic counselors during counseling session about the important instructions and notices received from the university headquarter.
- The progress of the learners is monitored through self check questions in the class and through home assignments, continuous assessment and midterm examination during the contact session.

3. Post-Counseling : To examine the development of required competencies and skills by the learners, the University follows continuous assessment system and Tutor Marked Assignments (TMAs) are one of the essential components of this process.

- The learners are informed about TMAs and last date for submission;
- Counseling sessions are also utilized by the students for discussion on TMAs.
- The TMAs are evaluated by the academic counselors and detailed feedback is provided through tutor comments.
- The evaluated assignments are returned to the learners before the commencement of the final examination to understand their strengths and weaknesses.

2.4 Teachers and other Academics- Profile and Quality

2.4.1 Average percentage of the sanctioned posts occupied by full-time teachers and other academics respectively year- wise over the last five years

Response: 51.94

2.4.1.1 Number of the sanctioned posts occupied by full-time teachers and other academics respectively year -wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
33	35	36	35	35

File Description	Document
List of the faculty members authenticated by the Registrar of the University	[View Document](#)
Details of full time teachers and other academics As per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.2 Average percentage of full-time teachers and other academics with Ph.D. degree

Response: 74.15

2.4.2.1 Number of full-time teachers and other academics with Ph.D. degree during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
25	27	27	26	24

File Description	Document
Number of teachers and other academics with PhD (As per data template)	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.3 Programmes offered which are developed through collaboration with Government / other agencies year-wise over the last five years

Response: 2

2.4.3.1 Number of Programme developed in collaboration with Government/ other agencies

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2	0

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	View Document
Copies of MoUs with other agencies	View Document
As per Data Template	View Document
Link for additional information	View Document

2.4.4 Average percentage of in-house faculty involved in design and development of SLMs of the programmes on offer year-wise over the last five years

Response: 91.37

2.4.4.1 Number of inhouse faculty involved in developing SLMS

2020-21	2019-20	2018-19	2017-18	2016-17
30	32	33	32	32

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	View Document
Institutional data in prescribed format file	View Document
Credit page of Blocks/ Courses	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.5 Percentage of full time teachers and other academics who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year -wise over the last five years

Response: 0.17

2.4.5.1 Number of full time teachers and other academics who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year-wise over the last five years

22-08-2022 12:28:44

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	2	1	1

File Description	Document
Scanned copies of award/ appointment letters	[View Document](#)
Institutional data in prescribed format file	[View Document](#)

2.4.6 Percentage of empaneled Academic Counsellors having more than five years of teaching experience for the preceding academic years

Response: 76.49

2.4.6.1 Number of empaneled Academic Counsellors having more than five years of teaching experience for the preceding academic years

Response: 859

2.4.6.2 Number of accademic counsellors for the proceding academic year

Response: 1123

File Description	Document
List of Academic Counsellors with details of total teaching experience for the preceding academic year (As per data template)	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination

Response:

Term End Examinations (TEE) are conducted twice-a-year, in May/June and December/January every year. Submission of Examination form and the payment of fee received through online   mode.

Examination Center

The Learner Support Center (LSC) is generally the Examination Center of the learner in case of all

Science, Vocational and professional degree programs. However, for general degree programs the examination center may be different from the learners support center and based on the local situation and the suspicious integrity of the existing LSCs, the Regional Center (RCs) can identify additional Examination Centers and inform the learners in advance of the date of examination.

Date of Submission of Examination Forms

The University has developed Students Management System to support online delivery of services like submission of examination forms and management & monitoring of pre-examination and post-examination activities. The date of examination varies from program to program, however the schedule of payment of fees for major programs are as follows:

TEE-May/June Session	Late fee	TEE- December/January Session	Late fee	
1 – 31 March	NIL	1-30 September	NIL	
1-20 April	Rs.500/-	1-20 October	Rs.500/-	

Issue of Hall Ticket for Examination

May/June examination schedule is notified in February/ March month, whereas December/January examination schedule is notified in August/September month. The University uploads Examination Hall Tickets at least two weeks before the commencement of TEE. The same can be downloaded by the learner from the University's website.

Students are free to appear for examination, for specific courses or for the whole program, subject to the norms stipulated in the Program Guide/ Program prospectus of the relevant program, provided that the minimum period of study prescribed for the relevant course/ program has been completed. Eligibility for taking examinations is decided on the basis of completion of mandatory course(s) like environment studies and practicum component such as Projects work / Practical work / Dissertation / Internship / Field Work / Extension Program, etc. prescribed from time to time.

To ensure smooth conduct of TEE, University takes the following measures:

1.   Examination Schedule is prepared and announced well in advance at the beginning of academic year.

2.   Examination Papers are sent through most secured and tamper free Secure Remote Paper Delivery (SRPD) system and Examination is conducted on designated examination centers.

3.   Examination materials and answer sheets are kept in the safe custody of the concerned Examination Center.

4.   Answer scripts are collected after the examination as per schedule prepared by the Controller of examination.

5.   Examination Centers are given orientation by the respective Regional Centers regarding smooth

conduct of examination.

6.   University ensures the availability of infrastructure and security arrangements in the Examination Centers.

7.   University through its Regional Centers arranges to depute Senior Supervisors and Flying Squad for surprise checks to all examination Centers for all examinations.

8.   University follows the norms and guidelines stipulated by the concerned regulatory bodies from time to time for PwD learner.

9.   The blank answer books provided to the Examination Centre for the use of examinees bear the serial number, barcode and a number of other security features.

10.   The Examination division at head quarter maintains the records of details of the serial numbers of the answer books sent to different examination centers.

11.   Invigilator verifies hall ticket and identity card of the examinees. The signature of invigilator is mandatory on every answer script.

12.   The answer scripts are collected only with the intact sealed and signed condition.

13.   All the answer sheets received at headquarter are scanned and uploaded on the server.

14.   These answer sheets are made available to the respective evaluators for on screen evaluation at the designated online Central Assessment Program (CAP) centers identified by the regional centers in different parts of Maharashtra to ensure transparency in the evaluation.

15.   The Cases of unfair means reported by flying squads are dealt with as per the university ordinance for dealing with unfair means.

Practical Examinations

Programs having practical component like B.Ed., B.Ed.(Special Education), B.Lib. & I.Sc., B.Sc. (Physics, Chemistry, Media Graphics & Animation), B.C.A., M.Lib. & I.Sc., M.C.A., M.Sc. (Environmental Sciences), the practical examinations are scheduled and conducted at the Examination Centers / LSCs with the required facility. The Student Evaluation Center at headquarter sends the question papers through online mode to the examination centers. In case of few programs, the question papers printed and dispatched to the Examination Centers. University declares all results within 30 - 45 days.

File Description	Document
• Schedule of Term End Examination of preceding academic year	View Document
Manual/ Handbook for conduct of Term End Examination	View Document
• Any other relevant information	View Document

2.5.2 Mechanism of the Institution to deal with examination related grievances in a transparent manner

Response:

The Student Evaluation Division of the University has adopted an effective Student Grievance Redressal System. The Deputy Registrar level officer under the supervision of Controller of Examination deals with the examination related grievances. The University has established online Grievance Redress and Management system with a provision to register the grievances by the students and redressing the same by the University online within 1-7 working days depending on the nature of grievance.

The examination Section deals with the grievances of the students received in the following modes:

1. Grievances registered with online portal

2. Grievances submitted by the learners in person

3. Grievances received through email

4. Grievances forwarded by Student Service Division (SSD)

5. Grievances forwarded by Regional Centers/LSCs/ Examination Centers

6. Grievances forwarded from the office of the Director of the concerned school

7. Grievances forwarded from the office of the Registrar

8. Grievances forwarded from the office of the Vice-Chancellor

The Examination Division carries out various activities such as pre examination work, during examination work and post examination work like online assessment, declaration of results, preparation and distribution of mark sheets and certificates. Every unit has identified nodal person for dealing with the grievances related to their unit/section/center.

The grievances collected at the Grievance cell forwards them to the sections concerned. The concerned sections examine the same and do the needful. The responses, solutions or advice are forwarded back to the Grievance cell, who in-turn inform the students or redress the same online or offline. In case of necessity, the concerned sections contact the students directly by phone or email provided in the application to avoid

delay in communication.

All the sections maintain the records of earlier communication to deal with multiple grievances, the Section ensures that the student gets responded for each grievance and resolves the issue to the full satisfaction of the learner.

The Grievance cell periodically submits the data relating to the grievances received, number of grievances settled and pending cases with reasons to the higher authorities for monitoring and follow up. The Examination Division takes all precautions to deal with the grievances in time, so that hardship to students is avoided.

There is also a provision for re-evaluation of answer scripts besides re-totaling and providing photocopy of evaluated answer sheets to the learners on payment basis.

File Description	Document
• Standard Operating Procedures related to Term End Examination related Grievances	[View Document](#)
• Any other relevant information	[View Document](#)

2.5.3 Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution

Response:

The University has adopted formative assessment system to ensure that learners attain the expected Course learning outcomes, Program learning outcomes, and Program Specific outcomes through specially designed formative evaluation tools applied through midterm examinations/tutor marked assignments and summative evaluation through Term End Examinations (TEE).

Formative/ Continuous assessment, keeping in view the requirements of a course, takes place at many levels within the YCMOU's teaching learning process. Self check exercises and activities are in-built into SLM to facilitate the learners to assess their learning and meet the expected learning outcomes. Continuous assessment is also done through specially designed tools which are compulsory and carry a weightage of 20 % in the overall assessment, which include: midterm examination, tutor marked assignments, practical, project work, fieldwork, journal, dissertation, seminar, workshop, internship, etc.

However, continuous assessment and evaluation in most of the courses is implemented through tutor marked assignments, which are sent separately to all the learners as per the set schedule. All the learners are expected to work on these assignments and submit their responses to their respective Learner Support Centers (LSCs) as per the pre-set schedule published on the website.

Besides, in the courses having practical components, learners are evaluated on the basis of their performance in their practical work, workshops, seminars, project work or viva voce. Project manuals of such programs are also available on University website. The programs such as Bachelor of Education,

Bachelor of Education (Special Education), Bachelor of Arts (Journalism and Mass Communication), Bachelor of Library and Information Science, Bachelor of Science, Bachelor of Computer Application, Bachelor of Business Administration and Master of Library and Information Science, Master of Business Administration have inbuilt practical component.

As the handling and evaluation of continuous assessment takes place at the LSCs, one of the main functions of the Regional Centre (RC) is constant and effective monitoring of continuous assessment and evaluation at the LSCs and timely evaluation by academic counselors.

Process of monitoring of continuous assessment includes the following activities:

Preparation Stage at Head Quarters:

- Preparation of assignments by Schools and or Evaluation Division;
- Uploading the assignments on the University website;
- Publication of Assignment submission schedule;
- Preparation of guidelines for assessment by the evaluator/academic counselor;
- Supply of answer key for the numerical assignments to academic counselors;
- Timely access to assignments by learners.

Management at LSCs:

- Submission of assignments by the learners at the LSCs as per the prescribed schedule;
- Course wise / Evaluator wise separation of assignments;
- Distribution of assignments to evaluators for evaluation;
- Feedback in terms of specific comments by the counselors to the learners;
- Online submission of internal marks to examination division;
- Returning the evaluated assignments to the learners as per the laid down time table;

Monitoring at Regional Centers and Schools:

- Appropriateness of tutor comments and correctness of grade/ marks;
- Segregations of 1-2 per cent assignments for monitoring by concerned Schools.

The Regional Centers keeps track of the continuous assessment process from uploading of assignments on website by the Headquarters to the receipt of marks list from LSCs. In order to monitor the entire process of assignment evaluation, the Regional Directors takes following course of action:

Assignment Monitoring Activities at Regional Centers

- Monitoring of the Preparation Stage is done through normal communication channels;
- Monitoring of the Management aspect is done by ensuring that each LSC maintains a register as per the prescribed format, which is checked by Regional Director as and when he/she visits the LSC;
- The Regional Director ensures that process of evaluation of assignment, from submission by learner to feedback to learners, is completed within the prescribed time limit;
- The Regional Center takes the help of discipline wise academic counselors for checking appropriateness of the marks/grades with the justifications duly elaborated in terms of tutor comments to effect improvement in the learning process;

- Monitor data entry of the assignments at the RCs for onward transmission to the University headquarters, as per the prescribed schedule of the University;
- The RCs send necessary feedback to the LSC Coordinator, the Academic Counselors, the Student Services Division and the Program Coordinator of the concerned School.

File Description	Document
Policy documents on Evaluation Methodology	View Document
• Any other relevant information	View Document

2.5.4 Status of automation of examination / evaluation processes is represented by: (Choose any one)
A. 100% automation of entire Division & implementation of Examination Management System (EMS)
B. Only learner registration, Hall ticket issue & Result Processing automated
C. Only learner registration and result processing automated
D. Only result processing automated
E. No automation of Examination/ Evaluation Division

Response: A

File Description	Document
Institutional data in prescribed format	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document
Links for additional information	View Document

2.5.5 Extent of involvement of external teachers and other academics in the evaluation related activities in the preceding academic year:

1. **Evaluation of Assignments**
2. **Evaluation of Projects**
3. **Preparation of Term End question papers**
4. **Moderation of Term End question papers**
5. **Evaluation of answer scripts**
6. **Examination related duties as invigilator, observer etc.**
7. **Conduct of term end examinations, practical, projects, internships, seminars workshops etc.**

Response: A. Any 4 and more of the above

File Description	Document
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)
Link to list of evaluators	[View Document](#)

2.6 Learner Performance and Learning Outcomes

2.6.1 The Institution has stated Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes which are integrated into the assessment process

Response:

The University has made efforts for designing and disseminating the **Learning Outcome-based Course Framework (LOCF)** comprising Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) for all academic programs. The attainment of Graduate Attributes / Program Outcomes, Program Specific Outcomes and Course Outcomes are integrated into the assessment process.

Further, keeping pace with the emerging ethos of an outcome-oriented higher education system and enhancing employability of graduates, the University has adopted the UGC notified Scheme for the development of Learning Outcomes-based Curriculum Framework (LOCF). The process of preparing LOCF document for the Degree, Diploma and Certificate Programs offered by YCMOU has been initiated by revisiting the existing programs and while developing new program. University has developed 24 academic programs following LOCF process which are presented in the LOCF document.

The University offers a variety of programs, from post-graduate, undergraduate, diploma, and certificate programs, whose duration varies depending on the level of the program. The learning outcomes of each program and courses have been stated in program prospectus available on university website.

The expected program outcome is delineated in the program guide/ program prospectus and the course specific expected learning outcomes are provided in the introductory section of the course itself. Thus the expected learning outcome is planted in the mind of the learners from the very beginning itself. At the micro level, each unit/lesson begins with learning objectives that spells out the specific learning outcome that a learner is expected to learn after completion of that unit.

As the units are thematically schemed in the learning process, that progress starting from simple to complex, known to unknown, empirical to abstract, and specific to general, the learning objects are also accordingly arranged. Students are encouraged in the SLM not only to be self guided, self directed, but also to be self evaluator of his or her own performance in achieving the learning objectives.

In their efforts of achieving such outcomes, they are also provided several examples, illustration and pictorial presentations in the running text. Besides the self check exercises, those are provided at the end of each of the sections, learners are also summed up at the end of each of the units to ensure that the learning outcome is met out fully. The learning outcomes of the units are linked to broad learning outcome of the course and of the programs.

The University uses formative (continuous) and summative (term-end evaluation) for assessing the progress of its learners and evaluation of their performance. Formative/ Continuous evaluation is conducted at two levels i.e.. through self check exercises in-built into the SLMs and through tutor marked assignments. Summative / term-end evaluation is conducted through Term End Examinations.

As feedback is an integral part of learning outcome in the ODL system, learners at YCMOU are provides feedback during the counseling sessions at the Learner Support Centers and on their assignments by the evaluators. The University's Manual / Handbook of Center Management aims to help the distance educators/trainers to develop professional practices related to the area of assessment and evaluation.

In professional and vocational programs and programs requiring field based / skill based competencies, evaluation methodology in formative assessment includes compulsory field work, practicum, workshops, laboratory based sessions, internship, hands-on training etc. which is mandatory and requires minimum of 80 % attendance for appearing in the examination.

In the case of project work and practical based courses, the learning outcome is ensured through evidence based evaluation like maintenance of workbooks, project reports (wherever applicable) etc. In addition, in some programs, students are attached to industry/institutions/NGOs etc. to gain real time experience and exposure in the workplaces in tune with the learning outcome of the program concerned.

File Description	Document
Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes	<u>View Document</u>
Any other relevant information	<u>View Document</u>

2.6.2 Completion status of UG and PG degree programmes

Response: 54.83

2.6.2.1 Number of UG learners enrolled five years before to the current academic year.

Response: 230444

2.6.2.2 Number of UG learners completed the degree program within 3 to 5 years.(Out of the enrolled learners mentioned in 2.6.2.1 only).

Response: 92356

2.6.2.3 Number of PG learners enrolled five years before to the current academic year.

Response: 25301

2.6.2.4 Number of PG learners completed the degree program within 2 to 4 years.(Out of the enrolled learners mentioned in 2.6.2.3 only).

Response: 17605

File Description	Document
Institutional data in prescribed format	
Any other relevant information	
Link to declaration of results	

2.7 Learner Satisfaction Survey

2.7.1 Online Learner Satisfaction Survey regarding teaching-learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The Institution has a well defined policy for promotion of systemic and discipline based research. Also, explain the assigned budget for research and its utilization, methods for implementation and monitoring.

Response:

The University focuses both on the systemic research and discipline based research in the university. It has a policy in place in this regard.

1. Systemic Research:

The School of Education promotes discipline based and systemic research in Open and Distance Learning. The University published following publications related to research and research methodology such as:

- Quality in Research (book).
- Research Booklets Series (15 booklets)
- Research Methodology (30 Videos)

2. Discipline Based Research:

Selected schools in the University conduct disciplined based research in respective subjects like Education, Economics, Commerce, Chemistry, Geology and Environmental Science. The Research Degree Programs are monitored by University Research Council (URC) and Research and Publication Ethics Committee (RPEC) in accordance with the Research Ordinance and Regulations for conducting the Research Degree Program. University Research Council monitor the research programs and research projects and their approval for funding while Research and Publication Ethics Committee monitors and adhere to the policy related to plagiarism and unfair practices are dealt with strict disciplinary actions on the wrong doing teachers or research fellows.

The concerned School of studies organizes induction programs and workshops for the students enrolled for the Ph.D. programs of the University. The University provides financial support to all Research fellows at the rate of Rs.25000 per month. Teachers are also encouraged to take up research project with funding from the other external organizations. There is sufficient budget provision for the Research in the Annual Budget of the University.

File Description	Document
Policy document on promotion of research	[View Document](#)
Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption	[View Document](#)
Any other relevant information	[View Document](#)

3.1.2 Research facilities available to the teachers, other academics and learners of the Institution for pursuing research.

1. Reference Library
2. Online subscription to research journals
3. Research/Statistical Databases
4. Media Laboratory / studios
5. Science laboratories
6. Computing Laboratory and support for both qualitative and quantitative data analysis including softwares
7. Data curation and sharing facility
8. Language laboratory
9. Central Instrumentation Centre
10. Any other

Response: A. Any 6 and more of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)
URLs of the available facilities	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etc has been received by the Institution in last five years (INR in Lakhs)

Response: 25.5

3.2.1.1 Total grants received by the institution yearwise for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etc

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	13.5	0	12

File Description	Document
Institutional data in prescribed format	[View Document](#)
Award letters for research projects sponsored by government and non-government	[View Document](#)
Any other relevant information	[View Document](#)

3.2.2 Average number of teachers and other academics having research projects funded by the institution / government and non-government agencies year-wise over the last five years.

Response: 0.02

3.2.2.1 Number of teachers and other academics having research projects funded by the institution / government and non-government agencies year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	1

File Description	Document
List of research projects	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Document from Funding Agency	[View Document](#)
Any other relevant information	[View Document](#)
Link of the funding agency website	[View Document](#)
Link for additional information	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has taken initiatives for creating an ecosystem for Innovation by establishing Innovation Centre/Cell. The institution has also taken innovative initiatives by providing access to diversified learner groups.

Response:

The University has created an ecosystem for innovation including establishment of two special projects / Centers such as Center for collaboration and special initiatives (CCSI) and Farm Science Center (KVK) which serves as incubation center for new innovative and need based programs and testing farm based technologies in agriculture and other initiatives for the creation and transfer of knowledge, The University takes pride in mentioning some of the activities that create an ecosystem for innovation, creation and transfer of knowledge. The State of the Art Infrastructure support includes innovative learning system, innovative learner support system, collaboration and networking of learner support centers.

The list of initiatives undertaken by the university is listed below:

1. Center for Collaboration and Special Initiatives (CCSI):

YCMOU has established a Centre for Collaborations and Special Initiatives (CCSI) in the university in 2010 to cater to the special target groups deprived of education and help raise their socio-economic status by providing general, vocational and technical courses, to bring them into the mainstream of education by certifying their working skills. The CCSI has developed need based courses for special target groups in the community such as Indian Army, prisoners, policemen, drivers, farmers, industrial workers and functionaries of non government organizations etc. The center has separate advisory committee for special initiatives chaired by the Vice Chancellor of the university.

Currently the Center is coordinating with the Indian Army, Maharashtra Police, Maharashtra Jails and National Association for the Blind for joint collaboration for course development and operations. The objectives of the center are listed below:

- To collaborate with various government and non government organizations and institutions for the development of skill based and need based certificate and Diploma programs
- To develop and implement the program for the special target groups of learners such as Prisoners, Transgender, Blind, Army, Police.
- To recognize prior Knowledge of skilled workers and certify them to add value in the job market.
- To Develop and offer Skill based certificate and diploma level program and produce trained and responsible youth.
- The Center is currently monitoring innovative programs such as Surveyor, Radio Communication Operator, Gunner, Steward, fire controller for more than 1500 army men and certificate program in perfumery for more than 20 blind learners.

2. KVK an Innovation and incubation center

The University has established Innovation and Incubation center under Krishi Vigyan Kendra with the financial support from Indian Council for Agricultural Research (ICAR), New Delhi. The KVK Center is working in close collaboration with the government and non-government organization. The University has organized various trainings, workshops and seminars and lead lectures such as transfer of technology from lab to land, soft skills development, Entrepreneurship development programs etc. The center is dealing with research, training and production of agricultural inputs and services to farmers through distribution of bio-fertilizers and bio-pesticides at affordable cost. This enhances, nurture and grow new businesses by supporting them through the early stages of testing and development.

3. Research Council and Research Programs:

The University Research Council is created to facilitate research culture and attitude amongst the PG students and teachers. The university has 22 Teachers recognized as research guides and 13 Ph.D. degrees awarded to students under their guidance. The teachers have published 200 research papers in the UGC notified journals. 150 research papers in seminars and conferences and 158 books/ Chapters in various reputed publications. The university has organized 15 seminars, conferences and workshops in the last five years from 2016 to 2021. The university has established 24 linkages and signed 25 MOU's for research collaboration, academic program development, and faculty and learner exchange programs.

4. Research and Production Laboratory on the farm:

The University has established a Soil and Water Testing Laboratory, Vermi-compost Production Unit, bio-fertilizer and bio-pesticides production unit, horticulture nursery unit, fruits and vegetables production unit on 100 acre farm. This farm laboratories and production unit catering to the need based and field based problems of practicing farmers and farm labour. The unit mainly takes care of training and empowerment of farmers and farm women on large scale including village artisans.

5. Intellectual Property Right Cell (IPR Cell) :

The IPR Cell of the university monitors and addresses various issues related to researched products and processes developed by the university teachers. Few activities / workshops were conducted under the IPR cell such as: National Seminar on IPR: Process of Filing Patents.

6. Innovative Initiatives in ODL System in the Institution

In order to promote, support and disseminate innovations in Open and Distance Learning (ODL) System, the school of studies has taken special initiatives to create an ecosystem for innovations in the University helping post graduate and research students doing discipline based research.

University focuses on the thrust areas like: i) Development of Innovative Learning System; ii) Development of Innovative Student Support System; iii) Research for Benchmarking for Quality Management; iv) Documentation and Dissemination; v) Capacity Building in ODL System and vi) Collaboration and Networking.

The University has been mentoring and incubating the budding innovators among faculty members of the university by providing technical and academic support in their pursuit of implementing innovations. Special efforts have been made to create a culture of innovations in the University by developing ICT-enabled Innovations for ODL system such as Online learning/Webinar/ Conferences/Seminars/ Presentations to deliberate on innovative ideas, products and practices, capacity building through training programs. Over the years, YCMOU has developed, tested and implemented several innovative products and Prototypes listed below:

1. Online Admission, Examination and Evaluation System

2. Web-Enabled Academic Support System

3. Interactive Multimedia Rich Contents for different Programs

File Description	Document
The Innovation Centre/ Cell	[View Document](#)
Initiatives taken by the institution	[View Document](#)

3.3.2 Total number of workshops/seminars conducted year-wise over the last five years

Response: 12

3.3.2.1 Number of workshops/seminars conducted

2020-21	2019-20	2018-19	2017-18	2016-17
1	7	0	3	1

File Description	Document
Report of the event/ link to the material developed	[View Document](#)
List of workshops/seminars over the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.3.3 Innovative content developed in the form of e-modules / e-SLMs / MOOCs for :

- **NMEICT**
- **NPTEL**
- **SWAYAM**
- **e-PG Pathshala**
- **e-SLMs**
- **other MOOCs platform**
- **Institutional LMS**

Response: 156

3.3.3.1 Number of innovative contents developed in the form of e-modules / e-SLMs / MOOCs

2020-21	2019-20	2018-19	2017-18	2016-17
4	10	34	85	23

File Description	Document
List of the innovative contents over the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.3.4 Number of awards for innovation received by different sections of the Institution.

Response: 6

3.3.4.1 Awards for innovation received by the Institution, its teachers/other academics/ research scholars/students year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	2	2

File Description	Document
Scanned copies of award letters	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Award details	[View Document](#)
Any other relevant information	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years) 1)   Research methodology with course on research ethics 2)   Ethics Committee 3)   Plagiarism Check 4)   Committee on publication guidelines

Response: A. All 4 of the above

File Description	Document
Notification for Research Ethics Committee	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional code of ethics document	[View Document](#)
Any other relevant information	[View Document](#)

3.4.2 Average Number of M.Phil and Ph.D degrees awarded per teacher year-wise over the last five years.

Response: 1.27

3.4.2.1 Number of M.Phil and Ph.D degrees awarded per teacher year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	8	4	4	3

3.4.2.2 Number of teachers recognised as research guides over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	22	19	17

File Description	Document
List of Ph.D scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)
Web-link of the Research page	[View Document](#)

3.4.3 Average number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals year wise over the last five years

Response: 5.2

3.4.3.1 Number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals

2020-21	2019-20	2018-19	2017-18	2016-17
23	26	32	55	45

File Description	Document
Institutional data in prescribed format	[View Document](#)
Web-link of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication	[View Document](#)

3.4.4 Number of books and chapters/ units in books/ SLMs on an average published by teachers and other academics of the Institution.

Response: 0.6

3.4.4.1 Number of books and chapters/ units in books/ SLMs published by teachers and other academics of the Institution year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	15	27	26	24

File Description	Document
Institutional data in prescribed format	[View Document](#)
Web-link of publications	[View Document](#)

3.4.5 Number of books, chapters in books, articles and research papers in journals in the area of Distance Education published by teachers and other academics of the Institution

Response: 0.43

3.4.5.1 Number of publications on distance education over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	15	12	15	18

File Description	Document
Institutional data in prescribed format	[View Document](#)
Web-link of publications by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication	[View Document](#)

3.4.6 Bibliometrics of the publications by teachers and academics over the last five years based on average Citation index in Scopus/ Web of Science or Pub-Med etc.

Response: 5.15

File Description	Document
Institutional data in prescribed format	[View Document](#)
Bibliometrics of the publications over the last five years	[View Document](#)
Links for additional information	[View Document](#)

3.4.7 Details of the publications of the teachers and other academics of the Institution year-wise over the last five years to calculate h-index of the Institution based on the Bibliometrics of the publications in Scopus / Web of Science

Response: 2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Bibliometrics of publications based on Scopus / Web of Science – h-index of the institution	[View Document](#)
Link for any additional information	[View Document](#)

3.5 Consultancy

3.5.1 The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency

Response:

The University recognizes that consultancy is an important domain in a University system. In order to encourage consultancy, the University has a well defined policy on Consultancy. The University introduced Consultancy Services to allow faculty members to keep in touch with their specialization by working on specific problems for the clients by providing them consultancy.

The Academic Council of YCMOU has approved the guidelines for acceptance of Consultancy offered to the teachers and other employees of the University. The objective of these guidelines is to develop a pool of expertise at the University in areas of design and development of Self- Learning Material (SLM) in print, audio and video; multi-media packages; use of technology in education and training; develop and deliver short-term specialized courses; and customized training packages to meet the specific needs of diverse target groups, etc.

As per the consultancy policy of the university, total time allowed to a faculty for consultancy assignment

is decided in consultation with the Vice Chancellor based on the requirement of the program / project. The University, subject to its commitments, resources and convenience, provides assistance to individuals involved in consultancy. The professional fee is shared between the University and the faculty/consultant in the ratio of 30:70 bases. The total consultancy charges are negotiated with the client before the commencement of the Consultancy.

A clear roadmap is drawn up and agreed upon with the client. The results of work done by YCMOU faculty in connection with the project/consultancy, incorporated in written reports shall remain the property of the client. The client has the right to terminate the consultancy project, but shall be liable for all reasonable expenses incurred in connection with halting the work already in progress as per the agreed work program. In the event of any dispute or difference between the parties, such dispute or differences is resolved amicably by mutual consultation. If such, resolution is not possible, the unresolved dispute or difference shall be referred to an outside arbitrator to be nominated by the Vice Chancellor of the university. All such disputes should be settled within the legal jurisdiction of Nashik.

File Description	Document
Policy document on consultancy	[View Document](#)
Minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	[View Document](#)

3.5.2 Revenue generated by the Institution from consultancy

Response: 0

3.5.2.1 Revenue generated from consultancy provided by teachers and other academics of the Institution year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.5.3 Revenue generated by the Institution by conducting training programmes/ seminars/ conferences/ through sponsorship, etc.

Response: 2.32

3.5.3.1 Revenue generated by the Institution from training programmes / seminars/ conferences/ etc.

through sponsorship, etc, year-wise over the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.95	0	0	1.37	0

File Description	Document
Schedule of the training programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audited statements of account indicating the revenue generated through training	[View Document](#)
Any other relevant information	[View Document](#)

3.6 Extension Activities

3.6.1 The impact of the extension activities of the Institution in sensitizing the learners and other stake holders to social and sustainable development issues leading to inclusive society over the last five years

Response:

The University organizes number of extension activities to promote linkages and association between the university and the communities to sensitize the people in villages to identify their needs to bring out transformation in the surrounding rural villages.

1. Impact of extension activities in adopted Villages:

YCMOU mainly conducts its extension programs and activities through its Farm Science Center (KVK) for the practicing farmers, rural youth and extension functionaries and through National Service Scheme for distance learners. The distance learners and the practicing farmers actively participate in social service and extension activities leading to their socio-economical development. The extension activities include training and demonstration in Agriculture, Horticulture and animal husbandry practices in 8 adopted villages for extending training and extension activities to youth in agriculture and distance learners.

The KVK provides training to more than 3000 to 4000 practicing farmers, rural youth and extension functionaries every year conducting 1 day to 30 days training programs. During the current year (from Jan to Dec.-2020), KVK provided training to 3604 practicing farmers, farm women, rural youth and extension functionaries conducting 103 training programs during the year.

Several noteworthy activities were carried out by our NSS volunteers, which include tree plantation, water conservation through digging of contour trenches, digging of pits for construction of toilets in the village, making paths and roads. At present, there are 3200 active NSS volunteers from 50 Learners support centers. Every year the University selects a village in the vicinity, organizes a camp for one week duration

and undertakes cleanliness drive, village survey, and other constructive works.

2. Impact of Extension Activities:

The University is conscious of its responsibilities for shaping distance learners into responsible citizens of the country by making them aware of social issues. The university inducts consciousness among the distance learners as well as in villagers about the significance of social issues like eradication of superstitions, conservation of water, environmental pollution, personal health and hygiene, road safety, health care awareness etc.

The operational villages got new green coverage, increased groundwater level and villagers learned the importance of chemical free food production on their farms, the rainwater harvesting and importance of water conservation. The awareness programs have improved their understanding of various social and health issues. Extension activities helped the farmers, rural youth and distance learners to understand real-life problems, the dignity of labor, team spirit and self-confidence.

We also sensitized the learners to the various social issues and social responsibilities, which in turn helped them in their professional development as responsible citizens with moral values. The university undertakes large number of training and extension activities through its especially dedicated Farm Science Center and National Service Scheme reaching out to more than 5000 farmers including 3504 direct beneficiaries and more than 5000 distance learners during the year making huge impact on the thinking and the standard of living of villagers.

File Description	Document
Brochures of the activities	View Document
Any other relevant information 5	View Document
Activity Reports	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognized bodies year-wise over the last five years

Response: 1

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	0

File Description	Document
Scanned copy of the award letters	View Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

3.6.3 Total number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations over the last five years .

Response: 308

3.6.3.1 Number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations year-wise over the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
99	27	67	53	62

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

3.6.4 Number of employees and learners participating in extension activities conducted by the Institution with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, AIDS Awareness, Gender issues, Rights of PwD Act, etc. year-wise over the last five years

Response: 11407

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1987	2434	2435	1765	2786

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, programme development and faculty exchange year-wise over the last five years

Response: 0

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Scanned copies of collaboration document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.7.2 Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc over the last five years

Response: 67

3.7.2.1 Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc year-wise over the last five years .

2020-21	2019-20	2018-19	2017-18	2016-17
12	14	13	16	12

File Description	Document
MoU of the collaboration (s)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Web-link of the collaborator	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.

Response:

The University has adequate infrastructure at the headquarters, Regional centers and Learner Support Centers (LSCs). The LSCs are monitored and managed by the university through 8 Regional Centers located at district places in Maharashtra.

The headquarters of the university is situated in a sprawling campus of 147 acres at the outskirt of Nashik city and houses the School of Studies, Divisions, Centers, Sections, Cells, Units, KVK and other facilities as given below:

1. There are 16 major buildings on the campus with total carpet area of 36263 square meters catering to all services required for the University operation.
2. Administrative block (carpet area: 4117 sqm) houses office of the Vice Chancellor, Registrar, Finance Officer, Director, Student Services Division, Executive Engineer, Computer Center and Central Bank of India.
3. Academic block (carpet area: 4312 sqm) houses academic division containing 8 academic schools, Academic Services Division, Science Laboratories, Seminar hall.
4. Examination Building (carpet area: 4156 sqm) houses the office of the Controller of Examination, Pre-CAP hall, Scanning facilities, meeting hall, assessment & evaluation hall and office of the Director of Evaluation division.
5. Library and Resource Center building (carpet area:4431 sqm) houses office of the deputy Librarian, Reading Room, Class Rooms, Computer Lab with 35 Computers, WiFi connectivity, 54644 books, 52 periodicals, 3366 CDs, 296 Audio cassette, 251 video cassettes, 441 Ph. D. theses and 4649 M.Phil. Dissertations. The University acquired membership of the DELNET and has access to resources of National Digital Library of India, e-Shodhsindhu and Shodhganga.
6. Audio-Video Center (AVC) building (carpet area: 3261 sqm) exclusively allotted for Audio and video shooting and production. AVC center have modern facilities for audio-video production, includes studio, sound and light system, non-linear editing set up and web radio for program transmission.
7. Yash Inn International Convention Center building (carpet area of 7267 sqm) with 96 air conditioned rooms for guest, presidential suit, cafeteria, conference hall and gymnasium.
8. Krishi Vigyan Kendra building (carpet area: 1408 sqm) houses the office of the Program Coordinator and Subject Matter Specialists, 2 Conference hall, 4 Lecture halls, 2 meeting rooms, soil testing laboratory, bio-fertilizer and bio-pesticide production unit.
9. KVK is established on 110 acres of university land which comprises 70 acre horticulture plantation hosting 9520 fruit trees, 35 acre agro-forestry hosting 65598 forest and avenue trees, 5 acre nursery and 1 acres poly houses producing more than 100, 000 seedlings every year.
10. Yashwantrao Chavan Memorial (carpet area: 200 sqm) is established on the campus, which depicted life and work of Yashwantrao Chavan, father of agro-industrial revolution of Maharashtra, for the inspiration to new generation.

11. The university also hosted Pre-IAS Training Center (carpet area: 490 sqm) guest house (carpet area:1150 sqm)and Godavari Farmers Hostel (carpet area: 637 sqm) as a special facility for rural and tribal farmers.
12. All the buildings and blocks are connected by Local Area Network (LAN) for just in time connectivity and communication. There are 826 active and working computers at head quarter and Regional Centers with 1 GBPS band width connectivity, distributed to 1362 nodes with a provision of firewall (XG330 Rev 2.0) to safeguard from unauthorized entry of strangers.
13. The office of the Vice Chancellor is equipped with board room and conference room for holding meetings, CCTV cameras and internet connectivity.
14. Laboratories with glass wares and chemicals, instruments and appliances, computer lab for Agricultural, biological and computer sciences are functional at the headquarters.
15. The Auditorium of the University can accommodate 190 people with a Control room, Display area, Seminar rooms, office rooms and common washrooms.
16. There are two warehouses admeasuring carpet area of 1630 Square meters for stocking approximately 27 lakh printed books and study material with loading and unloading facilities.
17. The university has a dedicated branch of Central Bank of India at its headquarters to handle financial transactions and separate accounts for all its Regional Centers. The university also has a dedicated Post office to handle the dispatch of annually more than 50 lakh books to its learners.
18. The University campus has residential quarter for the Vice Chancellor and flat lets for services staff as well as Health Center for all staff.

The total area of institutional buildings is 36263 square meters and residential buildings and facilities is 1387 square meter. The total ground coverage of the buildings is approximately 9.41 acres.

Infrastructure Facilities at Regional Centers:

The University has 8 Regional Centers (RCs) in Maharashtra. The 3 RCs at Amaravati, Aurangabad and Nanded are housed in own building constructed by the University while rest are housed in rented premises or building shared by the local Municipal Administration.

Each RC has rooms for the Regional Director, administrative staff, store rooms, seminar room, and helpdesk for students, a library room and books, SLM, audio/video CDs etc. All the RCs are equipped with audio-video electronic equipment, internet and web conferencing facilities, computers and printers and other office equipment.

Infrastructure Facilities at Learner Support Centers (LSCs):

LSCs established at higher education institutions in Maharashtra through an MOU, are the first point of contact with the learners. The minimum infrastructure of LSCs consists of:

- 3-6 well furnished classrooms, laboratories, farm and workshop;
- 2-3 rooms for office of the center with covered area of minimum 400-600 square feet.
- Library and reading room and store room for staking books and learning materials.

The University shares the infrastructure of the host institution and pays for sharing of teachers and staff, maintenance of infrastructure and use of facilities like class rooms, electricity and water.

File Description	Document
Geo-tagged photographs of campus and all other infrastructural facilities	View Document
Any additional informtion	View Document
Link for additional information	View Document
Annual report of the Institution	View Document

4.1.2 Average percentage of expenditure incurred for infrastructure augmentation

Response: 1.95

4.1.2.1 Expenditure incurred for infrastructure augmentation and total expenditure excluding salary year -wise over the last five years (INR in lakhs

2020-21	2019-20	2018-19	2017-18	2016-17
110.56	244.89	512.96	113.48	139.05

File Description	Document
Institutional data in prescribed format	View Document
Budget allocation for infrastructure	View Document
Audited utilization statements	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.3 Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 13.13

4.1.3.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
987.19	1010.12	1231.19	1087.90	2546.18

File Description	Document
Institutional data in prescribed format	View Document
Budget and Statements of Expenditure	View Document
Audited statements of accounts	View Document
Any additional information	View Document
Links for additional information	View Document

4.2 IT Infrastructure

4.2.1 Percentage of the rooms and seminar halls of the Institution Headquarters IT enabled as on date

Response: 88.22

4.2.1.1 Number of classrooms and seminar halls with ICT facilities at HQ

Response: 442

4.2.1.2 Total number of rooms and seminar halls at HQ

Response: 501

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged Photographs of IT infrastructure facilities at	View Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Percentage of the rooms and seminar halls of the Regional Centres (RCs) IT enabled as on date

Response: 67.16

4.2.2.1 Number of classrooms and seminar halls with ICT facilities at RCs

Response: 45

4.2.2.2 Total number of rooms and seminar halls at RCs

Response: 67

File Description	Document
Photographs of infrastructure facilities at a few RCs	[View Document](#)
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

4.2.3 Percentage of the rooms of the learner support centres are IT enabled as on date

Response: 65.47

4.2.3.1 Number of classrooms and seminar halls with ICT facilities at LSCs

Response: 4131

4.2.3.2 Total number of rooms and seminar halls at LSCs

Response: 6310

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Geo – tagged Photographs of infrastructure facilities at a few LSCs	[View Document](#)

4.2.4 Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc

Response:

The Computer Center (CC) at the headquarters is responsible for procurement and maintenance of computer hardware and networking, maintenance of hardware, development and maintenance of software, the website and providing Internet/ Intranet services. Presently university has 826 personal computers and 67 printers in use at the head quarter and the regional centers. The combined IT infrastructure and facilities includes:

IT Facilities in university Data Center

University Data Center is equipped with 2 caches of 16 blade servers, 9 Servers (computing and storage), 1 Network storage of 5 TB, 1 router, 1Network Firewall (UTM), 1 IPS, 1 Core Network Switch, 4 aggregation switches, 24 access Switches. Campus is connected with wired network with virtual LANs and also with Wireless connectivity (WiFi) spread across connection. 5 Servers, 3 Network Storage Servers, 1 Network Firewall, 6 WiFi Access Point, 4 POE Power Switch, 5 L2 Network Switch, 65 LAN Connectivity, UPS facility.

IT infrastructure in University campus

University head quarter and Regional Centers have 826 computers and 67 printers in working condition. Moreover university has purchased 100 Laptops, out of which 10 laptops are kept for common use while 90 laptops are distributed to teachers and officers to help them to login at any time on duty or off duty. In addition to this, university have 60 LCD TV, 20 LCD Projector, 3 HD Professional Camera, 3 Wireless Lapel Mics, 120 CCTV Camera, 31 Scanners, 4 Biometric Attendance Machines for monitoring staff attendance.

Student Registration Section at head quarter is equipped with 35 computers which facilitates online admission processing. The computer and data storage capacities at the data centre are regularly augmented as per requirement. Further, periodic maintenance activities are carried out to ensure efficiency in providing services. A sum of Rs.16.88 Lakh is spent annually on Annual Maintenance Contract (AMC) for the maintenance of 1 GBPS internet connectivity, networking under NMEICT Project and Sophos Firewall, computing, storage, and network devices. This includes Rs. 5.31 lakh for 1 GBPS internet under NKN Project, Rs. 5.47 lakh for Networking under NMEICT Project and Rs. 6.11 lakh for Sophos Firewall.

The entire University Campus at the Headquarters is connected through a Local Area Network (LAN). Periodic maintenance and up gradation (Routers and Switching devices) is carried out so that users are able to get uninterrupted access to the services. An amount of Rs. 5.47 Lakh is annually paid towards the internet connectivity of 1 GBPS.

The Finance and Accounts Management System (FAMS) Soft ware is developed in house by the university which is covering operations related to finance and budgeting at the headquarters. The Digital University Software provided by the Maharashtra Knowledge Corporation Limited (MKCL) Pune is being used for almost all the operations from the Students Registration to examination and certification. The database is updated regularly by the concern divisions. Regional Centers and Learner Support Centers can access the e-platform for supporting student lifecycle related operations through secure login and are provided role-based access. The software is updated twice in year, before the commencement of each admission cycle.

The University has 'www.ycmou.ac.in' dedicated website. Each Regional Center has its webpage on the university website. The content of the website is updated both centrally and by Regional Centers, who have been given access to the content of their respective web pages.

The university website hosts the e-book repository of learning resources which is updated at regular intervals as and when new course content is developed or revised. The process of empanelment of Academic Counselors has been made on line for few programs under few schools. The portal is updated as and when new courses are offered or old courses are withdrawn.

The Admission and re-registration process of the university has been initiated online, allowing applicants to submit their applications from anywhere. The University has upgraded to cloud-based Online Admission portal hosted by MKCL and Re-Registration portal which are updated twice every year, before the commencement of each admission cycle in July and January.

File Description	Document
Scanned copy of agreement	[View Document](#)
Any other relevant information	[View Document](#)

4.2.5 Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution

Response: 1937

4.2.5.1 Internet connection (s) in the Institution (Leased line) in terms of the available bandwidth in MBPS for the current year (as per actual)

Response: 1937

File Description	Document
Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres	[View Document](#)
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)

4.2.6 Facilities for audio, video and e-content development are available and are in use at the Institution Audio- video and e-Content production facilities:

1. Audio / video studios
2. Outdoor shooting equipment /Outdoor audio recording
3. Post production unit / Editing unit
4. Duplication unit
5. Graphics workstation
6. Direct Reception Sets (DRS)
7. Set Scenic unit
8. Make-up unit
9. E-Platform
10. Workstations with broadband connectivity
11. Cloud space
12. Licensed software
13. Uninterrupted web connectivity
14. IT security system
15. Any other

Response: A. More than 10 of the above

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Geo-tagged photographs of the facilities for audio, video e-content production	[View Document](#)

4.2.7 Number of transmission facilities (Channels) available as on date in the Institution

Response: 2

4.2.7.1 Number of Radio channels available as on date in the institution

Response: 1

4.2.7.2 Number of TV channels available as on date in the institution

Response: 1

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)
Geo-tagged photographs of the facilities available	[View Document](#)

4.2.8 The level of automation of different aspects of Institution including the features of Office Automation System/ERP/MIS (Online Support to Learners, Staff, RCs and LSCs)

Response:

The University has digitized most of its operations at all levels, including those associated with student lifecycle, bringing about transparency and efficiency in the overall management of the University:

(A) Automation of Processes associated with Learner Support Services

Admission Services: The process of admission and re-registration (registration in subsequent semester/year of a program) has been made online. Applicants now register on the online admission portal, submit their application, upload documents, make online payment, get the confirmation of their admission online and download their hall ticket for the examination from the portal. The same facility is available for re-registration.

Post-admission Services: Requests for change of Learner Support Center from the learner or change in courses are processed online. Students can see their registration status on the website, study center, status of assignments submitted, examination result etc.

Submission of Examination Form: Students submit their examination form on the examination form submission portal (www.ycmou.digitaluniversity.ac), make online payment, get confirmation of

submission and later on download their examination hall-ticket from the examination portal.

Registration for Convocation: Students can register for their presence in the convocation online and pay the requisite fee online.

(**B**) **Automation of processes associated with Regional Center and Learner Support Center Operations**

Transmission of evaluation data by Regional Centers and Learner Support Centers: RCs and LSCs have been provided with secure login accounts credentials for online transmission of assignment evaluation data, project evaluation data, practical examination data etc. to the headquarters.

Database Access: Regional Centers have been provided with secure login for accessing/ downloading student data of their region from the central database of the university located and hosted at the head quarter.

Examination Management System (EMS): Examination Management System takes care of all the examination related operations like examination scheduling, hall ticket generation, question paper delivery, online evaluation of question paper, result processing to declaration of final results. University has successfully implemented in house developed **Secured Remote Paper Delivery (SRPD)** System for question paper printing and delivery to all YCMOU examination centers with all required security features.

The EMS take care of operations of Verification of Answer booklets, Secure Remote Paper Delivery (SRPD), Online Attendance and copy case marking, conduct of examination, scanning and digitization of papers, Creation of Dash Board for digital evaluation and downloading of answer sheet for verification and re-evaluation of answer sheets.

Web Conferencing: Meetings of all the Regional Centers are arranged with the headquarters using the Zoom Platform, Google Meet, Webex web conferencing application

(C) Automation of Administrative and Financial Processes

 Administration Management System: This system takes care of General Administration which includes teaching and non-teaching staff recruitment, Leave records and management, leave encashment, Payroll, Loans and Advances, Pension, Medical reimbursement, LTC, etc.

Finance and Accounts Management System (FAMS): ERP software called as FAMS has been implemented at the headquarters for automation of activities related to finance and budgeting is used by the Finance Division for various Schools, Divisions, Centers, Units and Cells. The soft ware supports the processes like General Ledger, Budgeting, Accounts Payable, accounts Receivable, Inventory, Purchasing, Asset Management, Project Costing, Investment, Bank Reconciliation, etc.

File Description	Document
Automation system	[View Document](#)
Any other relevant information	[View Document](#)

4.3 Learning Resources

4.3.1 Learner Support Services established at the different levels by the Institution (Three tier/ Two tier)

Response:

The learner support services are crucial to the success of Open and distance learning in the Open University system.

- There is a three-tier structure, *i.e..* the university headquarters (HQ) at Nashik, the 8 Regional Centers (RCs) at district head quarter and the 1711 Learner Support Centers (LSCs) for all the programs including 1342 LSCs for 12 UG and 12 PG programs operated in Higher Education Institutions and 369 LSCs for certificate and diploma programs operated through technical & professional institutions offering similar programs of equivalent level in conventional mode of education.
- **At University Level :** The Student Services Division (SSD) is the main division for providing learner support services through Regional Centers and Learner Support Centers.
- The SSD is operational since the inception of the university as an exclusive division at the headquarters, for managing the operations of RCs and LSCs. SSD manages and coordinates the support activities through a network of 8 RCs and 1711 LSCs in Maharashtra.
- During the COVID-19 situation in 2020-21, University with the help of Regional Centers conducted about 8058 online counseling sessions in place of regular face to face counseling sessions for all the programs during the year including online examination of all 56 academic programs in operation, which includes 15 certificate, 17 diploma, 12 UG and 12 PG programs.
- **At Regional Center Level:** The RCs comprise the middle level of the support services and act as the nodal office of the university in the region and manage the functioning of LSCs within its jurisdiction. It supervises the academic activities being performed at the LSCs under its operational area and ensures their provisions to the learners as per university norms and guidelines. The RCs are entrusted with the following core responsibilities:
    - creating awareness by promotion and publicity of programs;
    - distribution of learning materials to all learner support centers;
    - organization of staff development programs;
    - resource centre and contact point for the region for the learners and LSCs;
    - pre-admission counseling for LSCs and Learners;
    - attending to learner queries and grievance redressal;
    - supervision and coordination of induction meetings at LSCs;
    - monitoring of counseling sessions for both theory and practical at LSC;
    - monitoring of assignment and evaluation at LSCs;
    - supervision of the conduct of term end examinations at exam centers;

- **At Student Support Center Level:** The third level of three tier system is the LSC, where teaching learning is transacted through academic counseling sessions for both theory, practical and project type of courses with the support of the academic counselors empanelled from amongst the faculty of the host institution / learner support center. Practical sessions are arranged at selected LSCs in

specialized laboratories as per program requirements to provide hands on skill and learning experience for the learners enrolled in practical / skill based programs. In addition, the LSCs are entrusted to perform the following functions:

- providing support services such as informing, advising and counseling to the learners;
- promotion and publicity of academic programs;
- pre- admission counseling of learners;
- organization and conduct of induction meetings;
- conduct of academic counseling for theory, practical and project courses;
- collection and evaluation of assignments;
- organizing and conducting term end examination;
- organizing course related workshops and seminars; and
- Providing library support to the learners.

The School of Studies in the university has brought out Manuals for Learner Support Center Management (Manual for Study Center Management) for standardizing the operational procedures for smooth and effective functioning.

Databases are maintained for effective management of learner support services at all levels.

- Apart from aforementioned classifications, Learner support services is also provided through some operational divisions at the headquarters such as:
  - Student Registration Section,
  - Schools of Studies,
  - Student Evaluation Division,
  - Print Production Center (PPC)
  - Audio Video Center (AVC)

Keeping in tune with the advancement in information and communication technology (ICT) the following ICT enabled support is also provided to the learners:

- Educational programs on a variety of subjects through YashVani web radio Programs to enhance learning processes.
- Web enabled academic support is also provided to learners to enhance the learning experience of the learners. As mentioned above, grievance redressal is also provided through a web based portal to the learners.
- Web based platform is also provided for receiving various learners queries.

File Description	Document
Organizational chart of support services available	[View Document](#)
List of support services provided at Headquarters, Regional Centres, Learner Support Centres	[View Document](#)

4.3.2 Average number of Learners attached to LSCs

Response: 42661.67

4.3.2.1 Number of learners enrolled at LSCs in the preceding academic year

Response: 543083

4.3.2.2 Total number of LSCs in preceding year

Response: 1273

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Enrolment details of the preceding year RC wise	[View Document](#)
Distribution of learners LSC wise	[View Document](#)

4.3.3 Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year

Response:

Academic counseling is the most important component in the teaching-learning process in the ODL system as it provides the essential human interface to the learners who are separated by location from their teachers and peers.

- Face-to-face Academic counseling is provided by the approved and empanelled academic counselors (subject experts) at Learner Support Centers (LSCs) and is a regular practice in organizing face to face and online teaching-learning classes. Academic counseling is also provided to learners through ICT enabled support from the Schools of Studies located at YCMOU headquarters,
- The face-to-face academic counseling sessions are organized and conducted throughout the academic year at the Learner Support Centers (LSCs) to facilitate learning of learners with the help of Self Learning Material (SLM) for:
  - Acquisition of required knowledge and skills;
  - Clarification of doubts and difficulties encountered during their course of study;
  - Provision of continuous evaluation for assessment and feedback on progress;
  - Development of required competencies and skills through practical and hands on training.
- Academic counseling sessions were conducted at 1342 UG and PG learner support centers in Maharashtra. The counseling sessions were conducted for 5,23,703 learners attached to the various LSCs of the University in 2020-21.
- Out of the total 12 Master's Degree programs on offer, 2 programs are professional in nature (Master of Business Administration and Master of Library and Information Science).
- Out of the 12 Bachelor's degree programs on offer, 8 are professional degree programs (Bachelor of Education, Bachelor of Education (Special Education), Bachelor of Science in Computer System Administration, Bachelor of Computer Applications, Bachelor of Library and Information

Sciences; Bachelor of Business Administration, Bachelor of Arts in Mass Communication & Journalism, Bachelor of Science in Media Graphics & Animation) and the rest are general education programs.

- Practical based courses of B.Ed. and B.Ed. (Special education) program were conducted at LSCs to impart the essential competencies and skills for effective teaching through individual and group activities.
- Practical courses of Science based programs were conducted in the Science laboratories. These labs are equipped with all the required glassware, Chemicals, equipment, appliances and the infrastructure necessary for conducting the practical sessions.
- Counseling sessions for Practical courses were conducted in batches of 20-30 learners. In addition to the academic counselors, lab based practical were assisted by lab attendants.
- Counseling sessions for practical courses of certificate and diploma programs in Agriculture and Health Sciences were conducted at the identified specialized institutions conducting similar programs in conventional mode of education. These LSCs are providing hands-on training for acquiring competencies focusing on the learning outcomes of the respective programs.
- All the 1342 LSCs for UG and PG programs under 8 Regional Centers conducted 9435 counseling sessions for theory, out of 10824 scheduled (87.14 %) while 2813 counseling sessions for practical, out of 3056 scheduled (92.04 %). The total expenditure incurred on 9435 theory and 3056 practical sessions is Rs.51.76 crore during 2020-21.

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Expenditure incurred on counselling sessions	[View Document](#)
Link for any additional information	[View Document](#)
Monitoring reports of LSCs	[View Document](#)

4.3.4 Average percentage of annual expenditure on library year-wise over the last five years

Response: 0.24

4.3.4.1 Annual expenditure on library year-wise over the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
4.05	11.97	40.03	25.67	52.10

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)
Web-link to relevant resources available in the library	[View Document](#)
Web-link to Library catalogues	[View Document](#)

4.3.5 Library is automated using Integrated Library Management System (ILMS)

Response:

The Library and Resource Center (LARC) of the university had initiated the process of library automation from 2001 by installing SOUL Software (Software of University Libraries) developed by INFLIBNET Center of UGC covering all operations of the Library that includes acquisition, technical processing, circulation and serial control. Currently Library is using SOUL 2.0 version of the software for learning resources and books Acquisition, Cataloging, Online Public Access Catalog (OPAC) and Circulation.

Apart from Library automation other services provided by the university library are:

Inter Library Loan facilities through DELNET

YCMOU has acquired membership of DELNET (Developing Library Network) facilities in the university for offering inter-Library loan & Document Delivery Services to its member libraries of other higher education institutions.

E-Resources for Campus & Remote Access

YCMOU Library currently provides access to over 1700 e-journals through subscription as well as access through INFLIBNET's ESS Consortium. There are also a few e-books and e-databases available for access on the campus as well as access from remote locations. All these resources can be accessed 24 X 7 both inside the campus and anywhere through remote access password. In all 308 Ph.D. theses have been uploaded on UGC Shodhganga portal as on 30 June-2021.

Anti-Plagiarism Software (URKUND / OURIGINAL)

YCMOU employed URKUND (New name is OURIGINAL), an anti-plagiarism software for checking and detecting copy cases in the research publication of teachers and the learners in the university. URKUND software is an automatic text-recognition system made for detecting, preventing and handling plagiarism cases. Library has been provided access to this tool by the UGC's INFLIBNET Centre. Teachers have been provided access to URKUND so that they can check their papers and student's thesis using the anti-plagiarism system. Library also organizes periodic training sessions for students and researchers about how to use the URKUND software system. It is made mandatory to all Ph.D. theses to check for plagiarism before submission of the thesis to the university. This facility is made available in the library for teachers and research fellows. Over 28 Ph.D. theses and 10 Research Papers have been processed through

URKUND software as on 30 June - 2021.

File Description	Document
Geo-tagged photographs	View Document
Any other relevant information	View Document

Criterion 5 - Learner Support and Progression

5.1 Learner Support

5.1.1 The Institution promotes its programmes for the prospective learners through various activities

Response:

Reaching the unreached and enhancing access at all levels through increased enrollment in various programs is goal of the University and all possible avenues are utilized to increase enrollment of learners. The promotion and publicity of YCMOU programs for prospective learners is a continuous process, which is reflected in various activities at University headquarters, Regional Centers (RCs) and Learner Support Centers (LSCs) as outlined below:

1. YCMOU Headquarters:

The significant promotional measures adopted at the YCMOU headquarters are as follows:

- Publicity materials such as information brochures, pamphlets & posters spelling out the program objectives and learning outcomes, eligibility, tuition fee, prospective employment opportunities, etc., are prepared by the Schools of Studies whenever a new program is launched and till such time as the program is established. These are circulated widely from the headquarters in the schools, colleges, universities and among prospective employers both in government and private sectors, for promoting the program and reaching out to prospective learners. As a promotional activity, YCMOU also shares the success stories of its alumni and interviews with them through various channels including the university website to inspire prospective learners to join YCMOU programs.
- Publicity through newspapers, university website, FM channels and other media is one of the major responsibilities of the Director, Student Services Division and Public Relation Officer of the university located at University headquarters, which releases advertisements pertaining to admissions, prepares and disseminates press releases to both print and electronic media related to the programs on offer during the year.
- The developmental activities in the Schools, Divisions and Centers of the University, are circulated through University News bulletin "*Samwad Patrika"* (e-news bulletin) and other related notifications in order to share information with wider audiences and motivate prospective learners to join the YCMOU programs which suit their needs.
- Awareness campaign for the academic programs including interviews of experts regarding various features of YCMOU programs on offer are broadcasted on local and regional FM radio channel at the time of the commencement of each admission cycle during the year.
- Publicity and promotion of YCMOU programs is a major feature of the University website, which provides useful and detail information for all stakeholders in general and prospective learners in particular, in user-friendly format. Important announcements and notifications related to launch of new programs, eligible prospective learners for which the programs are intended, student support facilities available to them, fee waivers to SC/ST learners, and fee exemptions, employability and all useful information for prospective learners is shared on the university website.
- Admissions dates are prominently publicized at the commencement of each academic session. Program specific details about the admission procedure, program learning outcomes, online registration, evaluation process, academic calendar, etc. are shared through the Program Prospectus

and appropriate links to other relevant information.

- Live (on-line) and off-line coverage of various promotional activities undertaken by the university is also available through webcasting on the University website.
- Use of Social Media like Facebook and YouTube for publicity and promotion of university programs is also utilized effectively during admission period.
- A dedicated Student Service Division (SSD) is in place for attending the queries and clarifications regarding admission process, program specific academic requirements and help redress academic grievances of existing students.

2. YCMOU Regional Centers:

One of the main functions performed by the Regional Centers (RCs) is to create awareness and sensitize the potential learners about the programs being offered by the university in their region. YCMOU- RCs adopt the following important measures for promotion and publicity of university programs:

- Conducting awareness drives and holding meetings at different locations in small towns, remote and tribal areas of the region. Reaching out to prospective clientele in different strata of society with emphasis on disadvantaged groups through special publicity measures;
- Preparing promotional material and distributing at different places with potential prospective clientele in Schools, colleges, Polytechnics, ITIs, training centers, etc. Distribution of publicity material as well as news item through newspapers in the local area is a regular activity undertaken throughout the year;
- Organizing Open House Meetings to acquaint people with ODL System and YCMOU's programs and procedures for admission;
- Organizing admission camps, seminars, symposia, workshops and collaborating with institutions for sensitizing and spreading awareness about the university programs and its delivery mechanisms.
- Organizing pre-admission sessions and career guidance programs for prospective students, parents and visitors;
- Promoting and popularizing university programs through visits to private and public institutions and liaison with state governments and voluntary organizations;
- Information dissemination and addressing the queries of prospective learners through a Help desk in each Regional Centers;
- Using All India Radio and Doordarshan for creating awareness and disseminating information about YCMOU and its programs;
- Participating in book fairs and exhibitions to disseminate information and distribute promotional materials about the university.

3. YCMOU Learner Support Centers (LSCs)

The LSCs contribute to the publicity and promotion of YCMOU programs, in the following ways:

- Arranging promotional activities within the LSCs campus in the form of meetings of the alumni with prospective learners;
- Organizing press conferences, writing articles in news paper and publications, issuing press releases in local newspaper to disseminate information about the programs;
- Conducting meetings and workshops with local schools, colleges and Community leaders;

- Providing links of YCMOU and its activities on the website of the host institutions of Learner Support Centers;
- Informing learners regarding updated procedures, norms, policies and programs of the University; and
- Use of Academic Counselors as brand ambassadors for promotion and publicity of YCMOU Programs to prospective learners.

File Description	Document
Relevant information on activities undertaken	[View Document](#)
Any other relevant information	[View Document](#)

5.1.2 Activities undertaken by the Institution for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at Institution Headquarters, Regional Centers and Learner Support Centers

Response:

The Open and Distance Learning (ODL) system of education is a comparatively new system of education for those who have studied in the conventional system. Prospective learners including first generation learners, housewives, and school dropouts require information about the system and pre-admission counseling as well as post-admission support services. In response to these requirements, the University has put in place a formal and robust system for pre-admission counseling and induction of newly enrolled learners.

The following activities are undertaken for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at headquarters, Regional Centers and Learner Support Centers of the University:

Pre-Admission Counseling

At Headquarters: A dedicated Student Service Division (SSD) provides information and attends to all queries of the prospective learners as well as the general public, pertaining to the university and its academic programs, through email, telephone, post and in person.

Prospective learners are counseled about the programs that would meet their needs and life goals, eligibility criteria for admission, methodology of teaching-learning, three-tier system of student support services, examination system, etc. Program coordinators and faculty in Schools of Studies also counsel interested prospective learners about respective programs.

At Regional Centers: A Student Support Services at all 8 Regional Centers of the University is responsible for providing pre-admission counseling to the prospective learners and organizing events in the Region for this purpose. An officer at the level of Assistant Registrar located at the Regional Center is assigned the responsibility of attending to the queries of prospective learners.

Regional Centers have dedicated Help Desk during admission period for providing information about programs, and guidance about their suitability to all interested visitors. Further, organizing pre-admission counseling drives to reach the unreached and address queries of potential learners at a variety of institutions such as schools, colleges and other organizations is a major activity undertaken by the Regional Centers.

At Learner Support Centers: One of the major activities of LSCs is to provide admission related information and guidance to prospective learners. Dedicated Help Desk is created in each LSC to help prospective learners during the time of admission. Respective RCs organize meetings of LSC functionaries to ensure that every LSC under its jurisdiction is equipped to provide requisite information and counseling to prospective learners. The activities of pre-admission counseling conducted at LSCs are closely monitored by the RCs.

Information support and guidance pertaining to the following aspects of the university and its academic programs and student support services are provided during pre-admission counseling:

- Concept and philosophy of ODL including the inbuilt flexibility in terms of place, pace and duration of the program offered by the University;
- Providing guidelines to learners about choosing combination of courses in a program and course weightage;
- Information about the LSCs under the RCs for specific programs;
- The time period for confirmation of admission /re-registration;
- Expected date within which the learner to receive confirmation of admission;
- Programs of study and details of tuition fee, duration, eligibility and flexibility with regard to completion of study;
- Instructional methodology followed by the University;
- Recognition and validity of degrees / diplomas / certificates;
- Provision of scholarships, fee concessions, fee reimbursement;
- Future prospects of jobs and eligibility for advanced studies in other higher education institutions.

Conduct of induction meeting for newly enrolled learners

At YCMOU Headquarters: Once the admission process is over, the Student Services Division (SSD) and the Schools of Studies of the University undertakes the activity of inducting the newly enrolled learners in various programs located on the university campus as well as virtual mode induction to all learners located on all LSC in Maharashtra.

At YCMOU Learner Support Centers: The Learner Support Centers are the main centers of activity related to the induction program which is organized in face-to-face mode. In view of the importance of proper induction of the newly enrolled learners into the system, the University has made it mandatory for every LSC to organize induction programs on the very first day of first contact session for the enrolled learners.

The following is the sequence of activities related to the induction program organized by LSCs under the overall supervision and guidance of Regional Center:

- Sorting out Course-wise number of the learners;
- Distribution of counseling schedules as per norms and prescribed formats;

- Distribution of learning Material to all learners;
- Introduction to the Programs and support services provided by the LSCs following interaction with admitted learners;
- Address by the head of the host institution or any person of academic eminence;
- Visits of the learners to class room, library, farm, workshop, laboratory and other facilities available at LSC;
- Program wise separate meetings of academic counselors are arranged with the learners.

File Description	Document
Relevant information on activities undertaken	View Document
Any other relevant information	View Document

5.1.3 The status and process of online admission including payment of fees

Response:

YCMOU has adopted complete online process for admission. Applicants willing to join any program are required to register by creating their user ID and password on the Online Admission Portal before submitting their application. After registration, they can submit the online application form along with the details of program and LSC chosen for the program admission. The learners are also required to upload scanned copies of their academic credentials to prove their eligibility for admission. The tuition fee can be paid through Credit Card /Debit Card/ Net banking using the Online Payment Gateway. Submission of application is instantly acknowledged through Short Message Service (SMS).

Online application forms submitted by learner are scrutinized in the student registration section located in the Student Services Division (SSD). Admission of applicants found eligible is confirmed online, after which the applicants receive SMS/email confirming their admission. Other important details like their enrolment number, LSC address, links for downloading the digital study material etc. are also communicated along with confirmation of admission. In case any deficiency is noticed in the admission form of learners, the learner are informed about the same through SMS/email, advising them to remove the deficiency. The learner can track the progress of their application during the entire process, making it completely transparent.

After confirmation of admission, the LSC provide identity card to the students. The student identity card includes name, photo, signature of the student signed and sealed by the head of the Learner Support Center.

The process of re-registration (students registering for subsequent semester/year of a Program) has also been made completely online. Students receive alerts/reminders through SMS for timely submission of online re-registration forms.

Requests for cancellation of admission and refund of fees are processed online and fees are refunded online as per the refund policy of the University for the Program.

File Description	Document
Online Admission and related activities	View Document
Any other relevant information	View Document

5.1.4 Strategy followed by the Institution for dispatch of study material to learners

Response:

The University has a dedicated Print Production Center (PPC) that deals with production of study materials in the self learning format. Self learning material in the print format is the most important component in the open and distance learning programs.

The University has dedicated Store and dispatch Section which dispatches the study materials to Regional Centers and/or Learner Support Centers to be distributed to learners after admission process is completed. The store and dispatch Section dispatches annually more than 50 Lakh printed books to its registered learners spread over 1711 learner support centers during the year.

The University has two dedicated termite proof warehouses to store printed study materials before they are dispatched to the Regional Centers and or Learner Support Centers or directly to the learners in case of few programs. The University uses two strategies for identification of study materials (i) Alpha-Numeric Code on the booklet(like AGR-101 for Agriculture) and (ii) color combination on front page of the booklet (like Green color for Agriculture). The alpha-numeric code denotes the level of the program, discipline, and nature of the course.

YCMOU Study material is stacked in the warehouse course-wise and program wise to facilitate easy sorting of course materials for dispatch. Store and dispatch section maintains an inventory of printed study materials course-wise which is fully computerized to facilitate maintenance of stocks, periodic stock verification, packaging and timely dispatch. The course code and color combination of booklet help the work force to arrange the study materials location-wise and preparation of course wise packets ready for dispatch.

The Store Manager located at university head quarter look after the management and supervision of material dispatch and distribution to all Regional Centers, Learner Support Centers and in few cases directly to the learners.

File Description	Document
Material dispatch related activities	View Document
Any other relevant information	View Document

5.1.5 Modes employed by the University to attend to learners' queries Enlist the approaches given below, used by the University to attend to learners' queries:

1. **Automated interactive voice response system**
2. **Call centre**
3. **Online Help Desk**
4. **Social media**
5. **App based support**
6. **Chat Box**
7. **E-mail Support**
8. **Interactive radio counselling**
9. **Teleconferencing**
10. **Web-conferencing**
11. **Student Services Centre/ Inquiry Counter**
12. **Postal communication**
13. **Any other (please specify)**

Response: A. Any 8 or more of the above

File Description	Document
Institutional data in prescribed format File	[View Document]
Any other relevant information	[View Document]
Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, any other	[View Document]

5.1.6 Number of modes employed by the Institution to provide academic counseling services to its learners

1. Face to face counselling sessions 2. Interactive radio counselling 3. Online LMS based counselling 4. Teleconferencing 5. Web-conferencing 6. Laboratory based counselling 7. Internship 8. Workshops 9. Field study 10. Seminar 11. Extended Contact Programme (ECP) 12. Enhancement of Professional Competency (EPC) 13. Any other (please specify)

Response: C. Any 4-5 of the above

File Description	Document
Institutional data in prescribed format File	[View Document]
Any other relevant information	[View Document]
Web-link to counselling schedules for current year	[View Document]

5.1.7 Average percentage of grievances received at HQ and redressed year wise over the last five years

Response: 90

5.1.7.1 Number of grievances redressed at HQ year wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4485	5734	8593	12172	16086

5.1.7.2 Total number of grievances received at HQ year wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4983	6371	9548	13524	17873

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)
Web link to Grievance Redressal Mechanism Committee for learners	[View Document](#)

5.1.8 Reaching out to special learners like persons with disabilities, prison inmates, employees of defense or security forces, transgenders, SC / ST, minorities, women; learners from rural and remote areas etc

Response:

YCMOU is mandated to reach the unreached and marginalized sections of the society. To address the varied needs of different target groups, the University extends its outreach by opening Learner Support Centers in rural and tribal areas in Maharashtra.

- YCMOU has established 20 special learner support centers to cater to the needs of special learners like teachers teaching to the persons with disabilities (PwD), jail inmates, farm laborers, army men, security persons, house wives and unskilled labors.
- The special learner support centers includes 10 LSCs for training of teachers for the persons with disabilities as approved by Rehabilitation Council of India, 8 LSCs in central jails to provide learning opportunities to jail inmates, 1 LSCs in Artillery School at Nashik to create multifaceted man power required in army head quarter and 1 LSCs at university head quarter for providing skill based training to unskilled labors on the campus.
- The Special Learner Support Centers providing training to 507 teachers of persons with disabilities (Special Education), 385 jail inmate learners, 1563 army men in 18 trades such as Surveyor, Radio Communication Operator, Gunner, Steward, Artesian, Mess Keeper, Hair Dresser, Painter, Tailor, Store Keeper, Fire controller etc. and 13   unskilled laborers.

- YCMOU has also established 59 Learner Support Centers for the practicing farmers, farm women and rural youth for catering to the learning needs of more than 19000learners every year.
- Learner support center is also established in the Artillery School in Nashik for B.A. and B.Com. Program for the soldiers. The center is catering to the need of more than 400 learners.
- Fee reimbursement/fee exemption to learners from SC/ST category under Direct Benefit Transfer (DBT) scheme of Government of Maharashtra.;
- Awareness camps for weavers' community were organized by the Regional Center Nashik. Many of them have taken admission in the YCMOU Bachelor's Preparatory Program. Regional Center, Nashik enrolled more than 300 students from the weaver community from Malegaon and Yeola.

File Description	Document
Any other relevant information	[View Document](#)
List of Special Learner Support Centres	[View Document](#)

5.1.9 Percentage of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other year wise over the last five years

Response: 0.56

5.1.9.1 Number of learners with disadvantaged group benefitted by financial support

2020-21	2019-20	2018-19	2017-18	2016-17
2251	3054	1207	1773	1525

5.1.9.2 Total number of learners of disadvantaged group enrolled

2020-21	2019-20	2018-19	2017-18	2016-17
334240	345534	345095	353396	374200

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)
Web-link to notifications issued by the Institution	[View Document](#)

5.2 Learner Progression

5.2.1 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar

Response: 97.71

5.2.1.1 Number of newly enrolled learners submitted assignements in the preceding academic year

Response: 232381

5.2.1.2 Total number of newly enrolled learners in the preceding academic year

Response: 237816

File Description	Document
List of programmes on offer	[View Document](#)
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)
Web-link to academic calendar of the Institution	[View Document](#)
Web-link of assignments of programmes on offer	[View Document](#)

5.2.2 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have registered for term end examination

Response: 100

5.2.2.1 Number of newly enrolled learners registered for term end examination in the preceding academic year

Response: 237816

5.2.2.2 Total number of learners enrolled in the preceding academic year

Response: 237816

File Description	Document
Web-link of examination schedule	[View Document](#)
List of programmes on offer	[View Document](#)
List of learners (only newly enrolled)registered for term end examinations	[View Document](#)
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)

5.2.3 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have appeared for term end examination

Response: 95.42

5.2.3.1 **Number of newly enrolled learners appeared in the preceding year**

Response: 226931

5.2.3.2 Total number of learners enrolled in term end examination in the preceding year

Response: 237816

File Description	Document
List of programmes on offer	View Document
List of learners (only freshly enrolled)who have passed term end examination	View Document
Institutional data in prescribed format File	View Document
Any other relevant information	View Document
Web-link of examination schedule	View Document

5.2.4 Percentage of learners enrolled in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination

Response: 93.49

5.2.4.1 Number of freshly enrolled learners passed in the preceding year

Response: 222338

5.2.4.2 Total number of freshly enrolled learners in term end examination in the preceding year

Response: 237816

File Description	Document
List of programmes on offer	View Document
List of learners (only freshly enrolled)who have passed term end examination	View Document
Institutional data in prescribed format File	View Document
Any other relevant information	View Document
Web-link of examination schedule	View Document

5.2.5 Number of placement drives conducted by the institution for the learners year wise over the last five years

Response: 93

5.2.5.1 Number of placement drives conducted by the institution...

2020-21	2019-20	2018-19	2017-18	2016-17
2	16	31	24	20

File Description	Document
Reports of the campus placement drives	[View Document](#)
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)

5.3 Alumni Engagement

5.3.1 Percentage of passed out learners enrolled in Alumni Association

Response: 41.26

5.3.1.1 Number of passed out learners enrolled in alumni association

Response: 303640

5.3.1.2 Total number of passed out learners of the OU since inception till preceding year

Response: 735998

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)
Web-link to Alumni Association	[View Document](#)

5.3.2 The Alumni Association facilitates its members by the following 1. online enrolment for its membership 2. online networking amongst its Alumni members 3. online payment of fees 4. donation by Alumni 5. any other

Response: A. Any 4 or more of the above

File Description	Document
Scan copy of statement of receipts	[View Document](#)
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)
Web-link to online networks	[View Document](#)
Web-link of the Alumni Association	[View Document](#)

5.3.3 The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Response:

The Alumni related activities of the University are conducted at YCMOU Headquarter at Nashik including placements for its heterogeneous and dispersed learner population who have successfully completed their programs of studies. The alumni of the University are registered through, an Alumni Registration Form. Currently, the University has a network of 3,03,470 alumni (up to June - 2021) and the number is continuously growing.

Contribution of Alumni to the development of the Institution

The alumni of the University significantly contributed in the following ways:

- Helping our potential learners to find opportunities in the organization where they are currently working.
- Facilitating placement drives by coordinating with different agencies and industries;
- Acting as mediator and an interface between the industry and the university students / alumni;
- Acting as a brand ambassadors of the University propagating ODL philosophy in society;
- Conducting counseling sessions on the Learner Support Centers and participating in the evaluation process.

Action Taken for Strengthening Alumni Association and Network

The University is further strengthening the Alumni Association of the University so that the resourceful alumnus and their affiliating companies may be identified for helping the pass out students for their suitable placement.

Some of the significant activities undertaken by the university for strengthening university alumni association are:

- Creation of dedicated web portal for the alumni registration and high lighting the activities of YCMOU Alumni Association;
- Collaboration with the successful alumni and their host organization/ industries with other alumni for skill development & competency enhancement through providing internship to pass out

learners.

File Description	Document
Frequency of meetings of Alumni Association with minutes	View Document
Any other relevant information	View Document
Details of Alumni Association Activities	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance, perspective plans and stakeholder's participation in the decision making bodies leading to institutional excellence

Response:

The Vision and Mission of the University are given in the YCMOU Act (XX of 1989) and reflected in the objectives of the University.

The Vision of YCMOU is:

"Yashwantrao Chavan Maharashtra Open University provides seamless access to high quality education to all through open and distance learning system and further to become Mass Varsity."

The Vision and Mission of the University are reflected in all aspects of its functioning as outlined below.

1. Academic and Administrative Governance:

The Vision of the University for '*providing seamless access to quality education' is reflected in* the *policies framed* by the statutory bodies for academic and administrative processes and activities including the *types of programs (general education, technical education, professional education and higher education), methods of instruction, modes of delivery, norms for learner support services, expansion of outreach for last mile connectivity.* YCMOU *implements its Vision by using innovative technologies and methodologies* through s*ubstantial use of electronic media and Information Communication Technologies* in the teaching-learning processes and day-to-day governance.

2. Perspective Plans:

The Planning Board oversees the *overall planning of the University* and sets the future directions in keeping with the Vision of *reaching the unreached section of population like women, rural, tribal and farming communities in Maharashtra.* Long term plans (3-5 years) are tuned to the emerging educational and training needs of the learners in accordance with the Vision and Mission of the University, short-term (less than 1 year) and mid-term (1-3 years) plans ensure that the University activities are scheduled to attain its goals in a time bound manner.

3. Stakeholder's Participation in Decision making:

YCMOU for ensuring its vision of international recognition, the University has *renowned experts as members on all its statutory bodies* and *substantial presence of internal members* in the statutory bodies, which is also a manifestation of participatory decision making. Deliberations held regularly with various sections of the university community including Regional Centers, Learner Support Centers and channels for communication with learners; ensure continuous inputs of stakeholders in decision making.

4. Institutional Excellence:

The Vision of providing quality education, skill up gradation and training to all is reflected in the use of multiple media and self-learning materials of university acknowledged widely for their high quality. The ever-growing population of diverse learners on university's rolls in its major programs, expanding network of LSCs, use of multiple media (radio, TV, internet, mobile apps, and online education), help to disadvantaged sections of learners through Scholarships and tuition fee waivers, and constant endeavor to attain institutional excellence are a testimony to its commitment to its Vision and Mission.

File Description	Document
Vision and Mission documents approved by the statutory bodies	[View Document](#)
Report of achievements which led to institutional excellence	[View Document](#)
Any other relevant information	[View Document](#)

6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and participative management, etc.

Response:

The effective leadership of the University is reflected in its commitment to achieving its objectives of access, equity and quality through decentralization of academic, administrative and financial functions and powers, and participative decision making. This is effective through a three tier organizational structure–first tier is headquarter which includes School of studies, Divisions, Centers, Sections and Units, second tier constitute 8 Regional Centers(RC) located at district and third tier constitute more than 1711Learner Support Centers (LSCs) spread over entire state of Maharashtra.

The academic leadership of the YCMOU which constitute the Vice Chancellor, Directors of Schools and Centers, Heads of Divisions and Units consciously promotes collective leadership and participatory decision making in its functioning and ensures complete transparency by involving all stakeholders in various statutory bodies/Committees. This leadership approach is reflected in the following institutional practices in the university:

Decentralization

The commitment of leadership to decentralization is reflected in the functioning of the University's Statutory Bodies of the university (*Board of Management, Planning Board, Academic Council, Finance Committee*, *Board of Examination*, *University Research Council, School Council*) and their standing committees (*Establishment Committee*, *Student Services, students welfare committee, Committee, Grievance Redressal Committee*, etc.), which draw upon the collective wisdom and diverse experiences of state level as well as national level experts and internal members in framing and implementing various university policies.

Decentralization is promoted by the leadership by encouraging and facilitating autonomy and flexibility in the development and implementation of academic programs as given below:

1. **Academic Program Development:** School of Studies is the focal points for all academic matters. Directors of Schools and Program Coordination Teams comprising of Faculty members manage all activities related to the Program development. The School Council takes decisions on all aspects of academic programs development. Research Degree Programs are implemented under the guidance of research committees and monitored by University Research Council.

2. **Academic Program Implementation:** The leadership manages effectively the decentralized three tier structure of the university comprising headquarters, Regional Centers and Learner support centers for implementation and delivery of programs, which involves providing academic and administrative support to learners for pre-admission counseling, academic counseling, evaluation, examination, placement, etc.

3. **Financial Matters:** Financial decentralization is reflected in delegation of financial powers to the officers of the university. Considerable autonomy is accorded by the university leadership to different units including Regional centers of the University in deciding the budgets and expenditure of budgeted funds for specific activities. The Registrar, the Directors of School, Heads of division and center as well as Regional Directors working at Regional Centers is given sufficient financial powers to execute their duties in smooth manner.

File Description	Document
Information / documents pertaining to leadership	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables

Response:

The Planning Board is responsible for approving strategic plans and monitoring the University's development in accordance with the Vision, Mission and Objectives of the University. The annual plans and long-term strategic plans spell out specific objectives, deliverables, financial, infra-structural and human resource requirements for Schools, Divisions, Centers, Units, Regional Centers and Learner support centers *vis-à-vis* development of new Programs, revision of old programs/courses, enhancing access and equity, augmentation of infrastructure and facilities including application of information communication technology (ICTs), increase in workforce, expansion of student support network, increasing the outreach, etc. The practices followed by the University for development, deployment, monitoring and assessment of its strategic plans are:

1. Methodology Adopted for Developing Strategic Plan:

Long-term plans (3-5 years) are formulated with inputs from schools and divisions responsible for the development, delivery and implementation of all activities pertaining to teaching and learning. Accordingly, short-term (less than 1 year) and mid-term (2-3 years) plan documents specifying annual targets and achievements for Schools/Divisions/ Centers/Units and Regional Centers are also prepared from time to time.

All proposals and activities are checked against the University's goals, optimization of resources, appropriateness, value addition, etc. and approved by the relevant statutory body before being implemented to ensure that the plans are aligned with the University's goals.

2. Mechanism for the Deployment of the Strategic Plan:

The strategic plans approved by the statutory bodies are communicated to respective Schools/Divisions/ Centers/Units for implementation. Action Taken Reports (ATR) is sought by the statutory bodies to keep a close watch on the process of development and deployment.

The strategic plans for academic programs deployed by the Schools of Studies are in a series of distinct phases reflecting: (i) Program Proposal phase, (ii) Program Development phase, and (iii) Program Launch phase. Each phase requires the approval of statutory bodies. Similarly, planned activities for Divisions/ Centers/Units are deployed with appropriate timelines.

3. Monitoring and Assessment of the Deliverables:

The mid-term and short-term plans as well as half yearly and annual outcomes are the mechanisms adopted by the University for monitoring and assessment of the deliverables in all activities. These are collated with inputs from schools and implementing divisions and the progress is monitored against given criteria. The targets assigned to RCs and LSCs and their performance are monitored on a regular basis by the Student Services Division (SSD) at headquarters and periodic reports are generated and submitted to concern statutory bodies.

The Student Services Division (SSD) monitors the implementation of the strategic plans at Regional centers and learner support centers. The Planning division collects all information in respect of monitoring and presents the deliverables in the Annual Progress Report which is approved by the Board of Management before submitting the same to the Government of Maharashtra.

File Description	Document
Perspective / Plan and deployment documents	View Document
Minutes of the Governing Council / other relevant bodies for deployment / monitoring the deliverables	View Document
Any other relevant information	View Document

6.2.2 Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc

Response:

1. Organizational Structure of the Institution:

The Governor of Maharashtra is the Chancellor of the University. The Board of Management, the

Academic Council, the Planning Board, the University Research Council, the Schools Council, Board of Examination and the Finance Committee constitute the Authorities of the University. The Vice Chancellor is the principal academic and executive officer of the University. The Pro-Vice-Chancellors, Directors of Schools/Centers, Registrars, Controller of Examination, Finance Officer are the statutory officers of the University. In addition, there are several Divisions/ Centers/Units/Cells and Committees at various levels for implementation of the University's policies and decisions.

The powers and functions of the Authorities, Officers and other functionaries of the University are stipulated in the YCMOU Act, Statutes, Ordinances and Regulations.

2. Effectiveness and efficiency of functioning:

The policies, administrative setup, appointments, service rules, procedures, etc. are geared towards effective and efficient functioning of the University as outlined below:

Policies of the university: YCMOU follows the policy with synergetic outlook towards the national higher education system and resource sharing for effective use of national resources for teaching and learning; the policy of sharing of expertise in program development and resources in delivery for enhanced efficiency; the policy of digitalization for content development and delivery, student support services and administrative activities for greater outreach and effectiveness.

Administrative setup of the university: The administrative set-up is decentralized and geared to deliver time bound outcomes and outputs. In addition to the Administration Division, specific divisions with clear responsibilities and deliverables have been created at headquarters for major learner centered activities such as Student Registration Section, Material Production and Distribution Section, Student Evaluation etc. to ensure prompt and timely delivery of services to learners. A state wide network of 8 Regional Centers, each headed by a Regional Director, is in place to further enhance the responsiveness and the existence of the University.

Procedures: YCMOU has in place clearly spelt out rules and procedures for conduct of meetings of statutory bodies, establishing and monitoring Student support centers, purchasing library books as well as other goods and services. The Financial Rules of Government of Maharashtra are followed in all financial activities. Well laid down procedures for developing Self Learning Materials (SLMs), conducting research degree programs, student registration and evaluation, re-evaluation, as well as for training of functionaries such as Program Coordinators, Course Coordinators, Regional Directors, LSC Heads and Coordinators, Academic Counselors, etc. helps in standardization, and uniform implementation of programs and projects.

Appointments and Service Rules: Appointments in the University are made strictly as per the provisions in the YCMOU Act and recruitment and promotion rules approved by the Board of Management. The appointment and promotion rules of the University for the Relevant Cadre are in conformity with the UGC regulations and guidelines. The service conditions and disciplinary measures are governed by well-established service rules, leave rules and regulations. The establishment committee oversees the service matters and the Grievance Redressal Committee addresses the grievances of the employees.

File Description	Document
Organogram of the Institution	[View Document](#)
Minutes of the meetings of various bodies / relevant committees	[View Document](#)
Any other relevant information	[View Document](#)
Annual Report of the preceding academic year	[View Document](#)

6.2.3 Areas of operation of Institution which has e-governance implementation

1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination

Response: A. Any 4 or more of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
ERP Document	[View Document](#)
Any other relevant information	[View Document](#)

6.3 Faculty Development or Empowerment Strategies

6.3.1 The institution has effective welfare measures for teachers, other academics and non-academic staff

Response:

The University has some of the best welfare measures schemes for its employees, a few of which are as follows:

1.   Health Services to the university employees: The University has approved Shri Guruji Hospital in Nashik to provide cashless health services to university employees. Regional Center employees take health consultation services from private hospitals in the region and submit bill for reimbursement to the university. The university has dedicated Health Center in operation on the campus for providing free health consultation services by the designated physician. In addition, the health services have been extended to all the contractual employees of the University. The University, in collaboration with reputed hospitals and medical service providers, regularly organizes health awareness camps and free health checkups for its employees.

2.   Housing facilities to the university employees: The University headquarters has a residential complex having (i) 28 flat lets, (ii) Medical Health Centre, (iii) Horticulture farm (iv) Gymnasium and play

grounds.

3.   Transportation facilities: The University provides free shuttle /mini bus service operating from the campus to the Gangapur village bus stop at stipulated timings and as per the requirement.

4.   **Parks and Garden:** The University campus is aesthetically landscaped. The campus has horticulture farm, bio-diversity Park, garden and ground for sports and cultural activities for the residents.

5.   Security and Hygiene: The University has outsourced the housekeeping services to provide and maintain a clean campus with the help of a large number of housekeeping staff. Further, a large number of dedicated Security staff maintains round the clock security at the campus and to the farm.

6.   Other facilities and Amenities: It include a Bank, Post office, Canteens, and horticulture farms along with a sales counter for organic products such as fruits, vegetable and other food products like Mushroom, Finger millet Papad, Candy and pickles.

File Description	Document
Policy document on welfare measures	[View Document](#)
List of beneficiaries of welfare measures	[View Document](#)
Any other relevant information	[View Document](#)

6.3.2 Average percentage of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last five years

Response: 29.48

6.3.2.1 Number of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	10	15	19	8

File Description	Document
Letters to teachers and other academics provided with financial support to attend conferences, workshops etc	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)

6.3.3 Total number of professional development / administrative training Programmes organized by the University for teachers, other academics and non-academic staff year wise over the last five years

Response: 6

6.3.3.1 Number of professional development or administrative training Programmes organized for teachers/ other academics / non-academic staff year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	16	1	5	3

File Description	Document
Schedules of programmes organized for teachers, other academics and non-academic staff	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)

6.3.4 Average percentage of teachers and other academics attended Professional Development Programmes, viz.: Orientation Programme, Refresher Programme, Faculty Development Programme (FDP), year-wise over the last five years.

Response: 37.53

6.3.4.1 Total number of teachers and other academics attended PDPs year wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	30	6	12	3

File Description	Document
Letters to teachers and other academics attending PDPs over the last five years (Data Template)	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
CIQA report summary	[View Document](#)
Any other relevant information	[View Document](#)

6.3.5 Average percentage of non-academic staff attended training Programmes, year-wise over the last five years

Response: 86.52

6.3.5.1 Total number of full time non-academic staff attaneding PDPs year wise over the last five year

2020-21	2019-20	2018-19	2017-18	2016-17
125	272	155	238	150

6.3.5.2 Number of full- time non-academic staff..

2020-21	2019-20	2018-19	2017-18	2016-17
207	212	218	223	227

File Description	Document
Letters to non-academic staff attending administrative training programmes	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
CIQA report summary	[View Document](#)
Any other relevant information	[View Document](#)

6.3.6 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The University has well laid down policy of performance appraisal system for teachers, academics and non-academic staff.

1. Teachers and Academic staff:

The performance appraisal system for teachers and other academics of the University for Career Advancement is, in accordance with the ordinance on (i) Career Advancement Scheme (CAS) for the Teachers. This is in accordance with UGC guidelines as approved by the Board of Management (BoM) and Government of Maharashtra.

For the promotion under Career Advancement Scheme (CAS), a teacher submits his/her information inthe format of Performance Based Appraisal System (PBAS) pro-forma, in accordance with UGC template, supported by all credentials as per the Academic Performance Indicator (API) guidelines, set out in the

UGC Regulations, and duly authenticated by the Director of the School / Division or Head of the Center.

The promotions of teachers are made on the recommendations of the Selection Committee as per the statutory provisions. The recommendations are placed before the BOM of the University for Approval. The University maintains the updated Seniority lists of teachers publish on the university website every year.

2. Non-academic staff:

Performance appraisal for Group 'A' officers of the university is evaluated on the basis of 1-10 point gradation. A+ Grade: 9-10 Marks, A Grade: 6-8 Marks, B Grade: 3-5 Marks and C Grade: 1-2 Marks. The Vice Chancellor writes and reviews the confidential reports of the group 'A' officers in the university. The officer graded in 'A+' Grade is placed in excellent category while an officer graded in 'C' Grade are given opportunity for improvement.

While Performance appraisal for other non-academic staff of the University is followed systematically for all upward mobility based on the assessment of the employee's confidential report to be submitted to the respective Reporting Officer and which is reviewed by the Reviewing Officer. Employee's performance is assessed on a 6 point scale: 1.Outstanding, 2.Very Good, 3. Positively Good 4.Good, 5.Average and 6. Below Average.

The University has adopted the Recruitment and Promotion Rules as per the provision of Government of Maharashtra for its non-teaching staff. The Departmental Promotion Committee (DPC) of the University follows the instructions issued by Government of Maharashtra from time to time on procedure to be adopted for promotion, Recruitment Rules and number of existing and anticipated vacancies. The appointing authority considers the recommendations of the DPC. The period of service which qualifies for promotion under these rules is completed years of continuous service. The University maintains the updated Seniority list of different cadres of non-teaching employees.

File Description	Document
Performance appraisal policy of the Institution	[View Document](#)
Document on promotion/CAS for teachers, other academic and non-academic	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits over the last five years

Response:

The University has an efficient and effective mechanism for both internal and external audit, for ensuring good financial management and compliance to financial code.

1. **Internal Audit:** The Internal Audit of the University is conducted annually by the Internal Audit Unit set up in finance division of the University, which has been functioning as per the provisions

of financial code of the University. The Internal Audit Unit is responsible for conducting audit of all the schools of studies, divisions, Centers, Units and Cells at the headquarters and 8 Regional Centers in Maharashtra. Internal Audit Unit sent the Inspection Report containing Audit observations to the concerned school/division/center/section for compliance and avoiding mistakes in future transactions.

2. **External Audit:** YCMOU Act 1989 and statues of the university and the financial code provides for annual audit by the Chartered Accountant (CA) appointed by the University. There is also provision for periodic external audit by the office of the Accountant General (AG-Audit), Mumbai. The audit report contains the audit objection and the status of all outstanding paragraphs of the previous Inspection Report. The finance division of the university replies to these audit objections on the basis of inputs from the concerned division of the university and settles the audit objections. During the last five years from 2015 - 2020, out of 1273 audit paragraphs raised by the auditor, 1168 number of audit paragraphs (92.42 %) was settled.

The Annual Accounts of the University are prepared each year in the format and is placed before the Finance Committee and the Board of Management (BoM) for approval. A brief of the audited Annual Accounts of the University is included in the Annual Report of the University. In order to ensure transparency, the university places the audited Annual Accounts in public domain at its official website. Audited Annual Accounts of the University for the last five financial years, *viz.* 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20 are available on university website.

File Description	Document
Any other relevant information	[View Document]()
Policy on internal and external audit mechanisms	[View Document]()
Financial audit reports over the last five years	[View Document]()

6.4.2 Institutional strategies for mobilization of funds and optimum utilization of resources

Response:

The YCMOU is a self-financed university which generates most its financial resources of its own, majority of which comes from program fees collected from the students. Since most of financial resources are generated internally, hence the university is committed towards optimum and efficient utilization of its resources.

The University mobilizes funds primarily from internal resources through student fees which includes program fee, examination fees, re-evaluation fee etc, collaboration programs and projects and sale of program prospectus and Self Learning Materials (books and manual). The University follows two-tier strategy for optimal utilization of its financial and human resources *viz.* at planning level and at execution level.

The institutional strategies for resource mobilization and its optimum utilization are further classified in to the following four categories and these are: 1.Financial resources, 2. Human resources, 3. Academic resources and 4. Infra-structure resources.

Financial Resources: University follows fee rationalization strategies to maximize its internal resources and cost effective measures on expenditures for its optimum utilization. Shifting from the print self-learning material to e-learning materials, Online Admissions through internet payment gateway, progressive shifting towards Radio and Television based counseling from face to face counseling are some of strategies adopted by the university towards optimum utilization of financial resources. Financial resource mobilization through fees collection for the year (2020-21) was Rs.107.05 crore (out of total Receipt of Rs123.30 crore) which accounted for more than 86.82 % of the total receipts of the university.

Human Resources: The University has 33 Teachers, 167 Administrative staff and 43 Technical staff. Their services are being optimally utilized by merging different units/ cells into the divisions/ Schools and restructuring staffing pattern at the Regional Centers based on enrollment pattern. It is significant to note that almost negligible recruitment at teachers, academic and administrative staff level has taken place in the last five years and university has managed its operations with the existing limited pool of the teachers and the staff members.

Academic Resources: The University has flexible and inter compatible program and course structure wherein courses of one program are opted as electives in other programs. Besides, university has also upgraded its certificate level programs into diploma level programs and thus optimally utilizing its available academic resources. Web based applications for institutional image building and extensive use of face book for institution-students linkages have been established.

Infrastructure Resources: YCMOU has its headquarters at Nashik and 8 Regional Centers (RCs) in the States of Maharashtra.3 Regional Centers have been housed in our own buildings and remaining 5 Regional Centers have been housed in the buildings shared by local Municipal Corporation and Regional Universities. The infrastructure re-allocation has also been implemented at the university headquarters for optimal utilization of available office space.

File Description	Document
Resource Mobilization policy document duly approved by the Board of Management / Syndicate / Governing Council	[View Document](#)
Procedures for optimal resource utilization	[View Document](#)
Any other relevant information	[View Document](#)

6.4.3 Average percentage of expenditure by the Institution on learner support services year-wise over the last five years

Response: 17.71

6.4.3.1 Total expenditure on learner support services

2020-21	2019-20	2018-19	2017-18	2016-17
1012	1612	1676	2543	2354

File Description	Document
Statement of expenditure over the last five years	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Details of the activities of CIQA listed below:

1. Number of Programme Project Reports (PPRs) prepared   2. Number of workshops/ seminars organized on quality related themes   3. Number of innovative practices implemented for quality enhancement 4. Number of initiatives undertaken for system based research   5. Number of feedback mechanisms developed for different stakeholders   6. Activities undertaken for recognition and accreditation of the Institution 7. Any other activity

Response: C. Any 3-4 of the above

File Description	Document
Scan copies of programme schedules	View Document
Reports of the activities	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

6.5.2 Impact Analysis of various initiatives carried out and used for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, research, learner and other stakeholders feedback, administrative reforms, financial management, etc

Response:

YCMOU has taken special interest in various initiatives for quality improvement in almost all areas like learner performance, teaching-learning process, learner assessment and learning outcomes, feedback collection, administrative reforms and financial management.

An impact analysis for quality improvement needs timely review of the university performances, collection and analysis of huge data. YCMOU has been at the forefront of maintaining academic standard and providing essential services to the students even during the COVID-19 pandemic situations, University has conducted total 8038 online counseling sessions for all programs with the help of recognized learner

support centers in Maharashtra. This has created huge impact on access to education even during the difficult situations.

In addition to this, as per the directives from the UGC, YCMOU also conducted online examination in November / December 2020 for all enrolled students of various programs, with the use of innovative approaches using latest technologies. This switching from offline to online examination has provided opportunities to each learner to progress in the scheduled learning without loss of time and academic year. This has significant overall impact on the learning outcomes and furthermore made a role model for conducting examination in the stipulated time with low cost. The volume of online examination is as follows.

- No. of Student appeared for online examination: 1, 91, 198
- No. of Subjects / Courses: 496
- No. of Answer Scripts / Papers: 10, 41, 000
- Percentage of student present for online examination: 80.20 %

YCMOU after getting feedbacks from various formal and informal mechanisms from students, academic counselors, experts and other stakeholders have regularly revised and updated study materials with up to date data, findings and perspective, introduced innovative teaching-learning process, integration of ICTs and new delivery mechanisms as follows:

- YCMOU has put in place an effective arrangement for the online admission system for more than 5 lakh students per academic year. The online application form is bilingual (English and Marathi) and the payment may be done either using online process using a credit card or debit card or internet banking.
- Using latest technology, Region wise Admission Statistics is made available in the form of charts on the university portal in the name of digital university.
- University has introduced online delivery of SLMs in e-book format with access to free downloads from University website.
- All SLMs of YCMOU are also available to the learner through e-books through an e-repository.
- All the Audio-video programs are available to the learners through School wise Audio Programs repository and YCMOU official YouTube channel.
- YashWani- a web radio electronic media is made available to facilitate two-way communication between teacher and learner and interactive radio counseling enjoyable and enriching.
- YCMOU has established special program centers in collaboration with Rehabilitation Council of India (RCI) to extend the outreach of the university to differently abled learners. School of Education has launched 'B.Ed. Special Education. (HI, VI, ID) Programs and has total 11 Learner Support Centers (LSCs) in the Maharashtra satisfying the educational needs of the disadvantaged population.
- YCMOU has a dedicated Student Services Division (SSD) and Examination Division, Student Zone on the University website, YCMOU e-Suvidha mobile App facilitates for learners, Programs calendar with event notifications, Quick online delivery of SLMs in digital form, facilities of re-evaluation of answer scripts, Examination Services and grievance redressal mechanism have been digitized for easy access and tracking, even there is provision to provide Suggestions through website.
- YCMOU has introduced effective feedback system to get feedback from Counselors, Regular students and Alumni.
- The Student Services Division (SSD), Examination Division and various Schools answers queries

received via phone call, posts, e-mails, SMS, Whatapps, and on line portal.

- Centre for Evaluation Technology (CLET) is a unique unit of the University for Computerized Course Wise Question Banks Development. It involves a database of experts handling various evaluation related tasks and easily manages online question paper generation from more than 2, 00, 000 questions ready in the question banks.
- YCMOU has initiated skill development programs in the backward and remote areas and in the minority dominated areas.
- Fee Exemption: YCMOU has been providing the opportunity of fee exemption to students belonging to Scheduled Castes and Scheduled Tribes.
- Programs for Jails Inmates: In order to enhance the outreach of education among jail inmates, university is providing free education in 10 central jails in Maharashtra.
- YCMOU is reaching equally in all regions of the state through its 8 Regional Centers spread all over Maharashtra covering all the four regions of Maharashtra.eg. Konkan region, Western Maharashtra region, Marathwada region and Vidarbha region.
- YCMOU in collaboration with the Maharashtra Knowledge Corporation Limited (MKCL) offers cloud based digital university framework: student life cycle management system for computerization of all the activities of universities and its recognized Learner Support Centers. This framework provides flexible solution with seamless integration of diverse processes and also provides effective access of information to all the stakeholders of the University.
- YCMOU has also introduced Facebook, YouTube and Whatsapp services for the students to make their learning experiences and information flow smoothly and timely.

File Description	Document
Documents / information on the process and results of Impact Analysis	View Document
Relevant Reports/Minutes approved by concerned Authorities	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of initiatives undertaken by the Institution year-wise during the last five years for empowering the marginalized and the weaker sections, the disadvantaged: women, SC, ST, OBC, PwD, transgender, jail inmates, defence personnel, persons residing in rural and remote areas, backward and tribal areas.

Response: 38

7.1.1.1 Total number of initiatives undertaken by the Institution

2020-21	2019-20	2018-19	2017-18	2016-17
5	11	10	6	6

File Description	Document
Report(s) of the event(s)	[View Document](#)
Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc	[View Document](#)
List of initiatives undertaken by the Institution	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as: a) Safety and Security at the work place b) Grievance redressal for sexual harassment at work place c) Day care centre (Creche) d) Provision for redressal for sexual harassment at work place e) Any other

Response:

The University shows gender sensitivity through various initiatives and actions for creating secure and healthy atmosphere at the work place at the university campus and campuses of all the Regional Centers and Learner support centers, which is free from sexual harassment, intimidation and exploitation for all including women students and employees. The University formulated a policy to address sexual harassment at work places in accordance to the provisions contained in the Handbook on Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal).

To ensure implementation of policy to address sexual harassment and to provide redressal through a fair mechanism, the university has constituted Committees to deal with the cases of sexual harassment at LSC level, at RC level and at YCMOU headquarters as the appellate body for dealing with cases of sexual harassment at the work place. The aggrieved persons can registrar their complaint with the Committee by submitting an application on the prescribed format. The cases and complaints related to sexual harassment

are addressed on fast track and justice is given to the complainant / aggrieved parties. In addition to addressing complaints of sexual harassment of women employees, counseling services are also provided to them through trained counselors.

Gender sensitization of all learners, across genders is done through special lectures and events.

Further, the University provides a safe and secure environment to all its employees and learners. Security guards are posted for 24-hours on duty at all buildings and all avenues of the university campus, including the residential complex and recreational places on the campus. The whole campus including the residential complex is well lit during night. The security guards keep vigilance in whole of the area. The entry of the outsiders in the campus is restricted in the night hours.

In addition to this, dedicated facilities like common room, rest room, wash room and changing rooms are provided to all women employees working on the university campus.

File Description	Document
Notification of Committee of Prevention of Sexual Harassment at Workplace	[View Document](#)
Any additional information	[View Document](#)
Specific facilities provided for women as listed above	[View Document](#)

7.1.3 Disabled friendly amenities are available in the Institution

1) Lifts 2) Ramps 3) Rails 4) Rest Rooms 5) Scribes 6) Braille sign boards 7) Braille Software/facilities   8) Audio books 9) Sign language facilities 10) Accessible website 11) Accessible study material 12) Any other similar facility (Specify)

Response: B. Any 5-6 of the above

File Description	Document
Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc	[View Document](#)
List of amenities available in the institution for PwD	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link to photos and videos of amenities for PwD	[View Document](#)

7.1.4 Green practices are being implemented in the Institution over the last five years 1. Smoke free campus 2. Plastic free campus 3. Paperless office 4. Rainwater harvesting 5. Waste management 6.

Renewable energy initiatives 7. Energy efficiency practices 8. Any other

Response: A. All of the above

File Description	Document
Photographs of green initiatives	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Green audit report of the University	[View Document](#)
Audited reports of details of green initiatives and expenditure	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 The institution has taken measures to set up a 'green campus' over the last five years

1. **Landscaping of the campus**
2. **Maintenance of natural forest area**
3. **Planting of tress**
4. **Development of farms on campus**
5. **Planting of ornamental plants**
6. **Planting of potted flowering and foliage plants**
7. **Re-cycling of agro-waste into compost**
8. **Created rainwater harvesting trenches**
9. **Recycling of sewage water**
10. **Any other**

Response: B. Any 5 - 6 of the above

File Description	Document
Photographs of green campus	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Award for the green campus	[View Document](#)
Audited reports of expenditure details of initiatives taken for a green campus	[View Document](#)
Any other relevant information	[View Document](#)

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives

1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities

Response: A. Any 4 or more of the above

File Description	Document
Reports on environment and energy audits	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

7.1.7 Stakeholders code of conduct exists in the Institution

1. Teachers and other academics   2. Non-academic staff 3. LSC functionaries 4. Learners

Response: A. All of the above

File Description	Document
Institution code of conduct for teachers and other academics	View Document
Institution code of conduct for non-academic staff	View Document
Institution code of conduct for LSC functionaries	View Document
Institution code of conduct for Learners	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

7.1.8 Core values of the Institution displayed on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

7.1.9 Institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens, Right to Information Act and other constitutional obligations amongst different stakeholders over the last five years

Response: 28

7.1.9.1 Number of activities organized year wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	8	5	9	4

File Description	Document
Reports of activities	[View Document](#)
Photographs of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise over the last five years

Response: 44

7.1.10.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
9	5	8	15	7

File Description	Document
Reports of activities conducted for promotion of universal values	[View Document](#)
Photographs of activities	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities

Response:

YCMOU celebrates almost all the national festivals on the university campus for imbibing the spirit of patriotism and social cohesion among the teachers, staff and students. The birth and death anniversaries of the Great Indian personalities are also celebrated by the university at its headquarters, all its Regional Centers and Learner Support Centers. While all YCMOU fraternity participates in the main function, different Schools, Divisions and Regional Centers also organize such activities and may more such events and a variety of programs at their own level.

1.   Independence Day of India on 15th August is celebrated at the university headquarters and all its Regional Centers. The National Flag is hoisted by the Vice Chancellor at the university head quarter while Regional Director hoists the National Flag at the 8 Regional Centers of the university in Maharashtra.

2.   Republic Day of India on 26th January is celebrated with great grandeur at the headquarters and all the 8 Regional Centers. All the university teachers and staff members attend all the national festivals and events with Great Spirit and enthusiasm.

3.   Maharashtra Day on 1st May is celebrated with great enthusiasm at the headquarters, regional centers and all Learner Support Centers under all the regional centers.

4.   YCMOU foundation day on 1st July is celebrated with great enthusiasm at the headquarters and all its regional centers in presence of all employees of the university. Get together and variety of entertainment programs are organized on the foundation day of the university.

5.   Birth anniversary of Mahatma Gandhi is observed on 2nd October every year. A number of activities such as Swachhta Pledge, Swachhta Rally, cleaning of the office premises and surroundings, tree plantation program, cleaning of toilets, collection of garbage, talks on health and hygiene, etc. are organized at the headquarters, regional centers and learner support centers.

6.   YCMOU exclusively celebrates birth Anniversaries of Chhatrapati Shivaji Maharaj, Chhatrapati Shahu Maharaj, Swatantrayvir Vinayak Damodar Savarkar, Lokmanya Bal Gangadhar Tilak, Dr. Babasaheb Ambedkar, Sardar Vallabhai Patel, Pandit Jawaharlal Nehru, Indira Gandhi, Mahatma Jyotiba Phule, Savitribai Phule, Yashwantrao Chavan, Vasantrao Naik, Dr. APJ Abdul Kalam and many other social reformers such as Saint Gadge Maharaj, Saint Tukdoji Maharaj etc; the University organizes lectures, workshops, seminars and sensitization programs for the employees and students on these occasions. Drawing and painting competitions for the employees' children are also held as part of the celebration.

7.   International Yoga day is celebrated at YCMOU headquarter and all its regional centers on 21st June. Lectures on the benefits of yoga, yoga demonstrations by eminent Yoga Teacher or Yogacharya are arranged for the benefits of university employees.

8.   University celebrates the International Women's Day on 8th March, every year. On this day, lectures on women issues organized on the university campus by inviting eminent women personalities to address in the women day program. All women employees of the university attend this program with great enthusiasm in colorful attire.

File Description	Document
Reports of activities	[View Document](#)
• Photographs of activities	[View Document](#)
• Any additional information	[View Document](#)

7.1.12 Efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within maximum of 500 words

Response:

The University maintains complete transparency in all its transactions through an inbuilt system ensuring availability of information and records to all its stakeholders at all the times.

- Board of Management (BoM) of the university comprises of secretary level officers from the department of Education, agriculture and industry or their representatives from the Government of Maharashtra, two representatives (MLA) from Vidhan Sabha and one representative (MLC) from Vidhan Parishad, two vice chancellors, one from traditional universities and one from agricultural universities in Maharashtra, nominated by the Chancellor of the university, one Director of the school nominated by the Vice Chancellor, one teacher from Indira Gandhi National Open University nominated by their Vice Chancellor.
- All Minutes of meetings of the Board of Management, Academic Council, Planning Board, Finance Committee, Board of Examination and School Councils are uploaded on the university website.
- Annual Report of the university is prepared by the Planning Officer every year, is approved by Board of Management and further submitted to Government of Maharashtra.
- Curriculum design, development and delivery of programs is conceived and approved by concerned School Council, Planning Board and Academic Council. The minutes of these statutory bodies are uploaded on the university website.
- Annual Budget of the university is discussed in the finance committee which is further approved by Board of Management and the income and expenditure is published in the Annual Report.
- All the Purchases of goods and services in the university are made as per government procedures and all financial transactions are externally audited by the Chartered Accountant (CA) appointed by the university. An internal audit is also done annually for all the units of the University.
- University through it websites and newspapers make available all information related to the decisions, purchases, announcements, learners, employees, stakeholders, notifications, recruitment, admissions, entrance test. The applications for appointments in the university or at its regional centers are sought both online and offline.
- YCMOU website has a dedicated Student Zone which helps the learners to track their registration, examination hall-ticket, exam schedules, results status, download section for assignments, e-resources etc. The learners can have access to evaluated answer script on payment of fees.
- YCMOU Grievance Redress and Management System are in place for the learners. Nodal persons are identified at each Regional center / School / Division / Centre / Unit, thereby establishing linkages in the Grievance Redressal Network of the University.
- YCMOU's presence on Social Media includes Facebook and YouTube are useful to all stakeholders.

File Description	Document
Policy document (if any)	[View Document](#)

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

A. Responsiveness towards the Learners:

I. Institution has a dedicated online / offline helpdesk / toll free phone number:

1.   YCMOU has a dedicated Student Services Division (SSD) at its headquarters for online and offline resolution of learner's problems which are communicated in person or through email, phone and letters.

2.   Learners have access to the identified and designated program coordinators, course coordinator and the faculty members for academic consultation about information on the program, courses and grievances.

3.   Student Zone / Corner on university website provide information related to the admission and examination to learners at one place.

4.   Student Help Desk is in place during admission period at Regional Centre (RC) and the Learner Support Centers (LSC) to help learners in selection of program and or courses to suit his / her requirement for admission.

5.   Dedicated section on the university website assigned to all Regional centers provides region-specific information related to learner support centers to help the potential learners.

6.   Academic Counselors at Learner support centers (LSCs) conduct induction workshop, provide academic counseling, psychological support and personal guidance to learners.

7.   LSCs also serve as information center and send SMS alerts regarding induction programs, counseling sessions, re-registration, examination, etc. and motivating them to maintain their schedule of study. During last one year in 2020-21, university headquarter and Regional Centers have sent 18,880 SMS alerts to all the learners.

8.   Telephone numbers and email addresses of all RCs and the officers handling student queries at headquarters are highlighted on the university website and in the Program Prospectus.

Responsiveness of the university towards learners is reflected in practices of Pre-admission counseling, conducting induction programs, distribution of printed books and online learning resources, use of social media like Facebook and YouTube, providing academic counseling supplemented with audio-video programs at LSCs, broadcasting video programs, teleconferencing, webcasting, etc,

II. Functional Grievance Redressal Mechanism in place:

1.   YCMOU has an automated IT solution for the Grievance Redress and Management to reduce response time to learner's grievances. The Student Services Division (SSD) answers queries and redresses learner's grievances that are received either in person or via post, e-mails / SMS, Whatsapp Messages, telephone calls and online portals. The SSD forwards queries and grievances to concern designated officers, categorizes the grievances, follows up with the concern school / division / unit / cell / regional centre and monitors information and notification alerts on regular basis.

2.   During last year from June-2020 to May-2021, the University has received 11912 grievances from the students through several modes / channels and out of which 11414 grievances (95.82 %) have been resolved.

3.   The Right to Information Act, 2005, implemented in university, provides another channel for information for the resolution of information-based grievances of all stake holders. All faculty members, officials and staff of the university at HQs and RCs are charged with the responsibility of time bound resolution of learner grievances and problems.

4.   The facilities of re-totaling of marks, re-evaluation of answer sheets and getting photocopies of evaluated answer sheets are provided by the University on payment basis.

5.   Training and orientation programs are organized for sensitizing the staff and their needs including learners with special needs, building their capacity to address the learners' grievances with full empathy to their satisfaction and going an extra mile for helping them. Team work is encouraged in the university system for prompt resolution of learner queries and problems.

B. Institutional Accountability:

I. The University maintains its accountability under the direction of the following statutory bodies:

YCMOU constituted following statutory bodies for taking care of its transactions

1.   Board of Management (BOM)

2.   Planning Board (PB)

3.   Academic Council (AC)

4.   Research Council (RC)

5.   School Council (SC)

6.   Board of Examination (BOE)

7.   Finance Committee (FC) and other authorities as declared by the statutes of the University.

- The Vice Chancellor of the university is chairman of the Board of Management which is the highest decision making authority in the university. The BOM comprises of total 19 members

including 7 representatives from various field nominated by the Chancellor of the university (including 2 Vice Chancellors: one from traditional university and one from agricultural university in Maharashtra), 5 domain experts from the field of Education, Research, Industry, Management & Commerce and Agriculture & Agro-industries), 3 representatives from the Government of Maharashtra (2 MLA and 1 MLC).

- The Board of Management oversees the accountability of the university to its learners and other stakeholders on academic, administrative, financial and developmental matters. It ensures accountability through its Standing Committees; namely, Finance Committee, Building Committee and Establishment Committee. Building Committee is responsible for development of the physical infrastructure and amenities in the campus both at headquarters and Regional Centers.

- Academic Council is responsible for ensuring academic standards, methods of instruction, assessment and evaluation, flexibility of courses and credit system, use of Information Communication Technology in communication and teaching-learning, award of degrees, diplomas and certificates. It promotes linkages between academic programs and employability in the market.

- Planning Board designs and formulates programs and activities of the university and advises the BOM and AC on any matter deemed necessary to fulfill the objectives of the university.

- University Research Council designs and formulates the overall research and consultancy policy of the university and supervises research degree programs under the overall direction of the Academic Council.

- School Council approves program and curriculum, pedagogy, instructional methods, media-mix and delivery mechanism, instructions for counseling, recommends course writers, examiners and moderators. It approves the expert committees for development of new programs as and when need arises and revision of the old programs after specific period; and reviews the facilities at Learners Support Centers (LSC) and arrangements for practical and field work.

- Board of Examination takes care of smooth conduct of examination and declaration of results on time. BoE prepares examination time table, conduct examination on designated learner support centers, deliver question papers through Secured Remote Paper Delivery (SRPD) system, arrangement for proctored examination, collection of answer booklets, and conduct of central assessment program online and or offline as per the requirement and finally declaration of results in 30 days.

- Finance Committee prepares annual budget taking into account the requirement of all schools / division / centers / sections / cell. FC also undertakes internal audit and prepare and submit documents for external audit. The audit reports are published on the university website for the information of all in a transparent manner.

Meetings of all Statutory Bodies and their Standing Committees are held regularly and the minutes of the meetings along with Action Taken Report (ATR) are placed on the university website.

Accountability of Teachers is ensured through the self reporting system of Performance Based Appraisal System (PBAS) for teachers and Annual Confidential Reports (ACR) system for non-teaching staff. The overall administrative accountability in the university rests with the Vice Chancellor, Registrar, Finance Officer, Controller of Examination, Directors of Schools / Centers and Heads of Divisions / Units / Sections / Cells who perform their functions as per the YCMOU Act, Statutes,Ordinances and decisions of the Board of Management (BOM).

II. Academic Calendar is followed strictly in the University

- University has prescribed a calendar of academic activities keeping in view two admission cycles

during the year (July and January). Advertisement for new academic sessions is publish in June for the admission in the July session and an advertisement for the January session publish in the month of December every year.

- Programs are offered through annual and semester modes. Term End Examinations (TEE) take place in the month of May and June and December and January every year and student are required to submit their assignments within the prescribed time schedule. The academic calendar is then monitored by the regional centers and the university headquarters.
- Teachers strictly follow academic calendar while availing vacations (summer vacation 30 days in May / June and winter vacation 30 days in October / November) by ensuring that at least 50 % of teachers are available in the office during vacation time.
- The academic activities for Annual Pattern Programs are:
  - Distribution of study materials – July to August for July admission cycle and January to February for the January admission cycle.
  - Contact programs (Theory counseling and practical work): August to May for July admission cycle and February to November for the January admission cycle.
  - Submission and evaluation of Tutor Marked Assignments (TMA) – October to April for July admission cycle and March to October for January admission cycle.
  - Holding of TEE – 1 to 30 June for July admission cycle and 1 to 31st December for January admission cycle.
  - Declaration of results: The mandatory period for declaration of examination results is 30 to 45 days, however, YCMOU's most of the examination results are declared in less than 30 days owing to online central assessment program.
- Academic Activities for the Semester Pattern Programs are:
  - Distribution of study materials –July and August (for odd semesters); January and February (for even semesters).
  - Contact programs (counseling and practical)–July to November (for odd Semesters); January to May (for even semesters).
  - Submission and evaluation of TMA– July to September (for odd Semesters); January to April (for even semesters).
  - Declaration of results: The University has a policy of declaring the term end results within 30 to 45 days of the conduct of examinations.

C. Transparency in the Work

I. Proper sharing of information with the concerned stakeholders.

Information pertaining to all aspects of University functioning as outlined below is shared with the concerned stakeholders such as learners, teachers, regional centers, learner support centers, state government, central government and general public.

1. Composition of all statutory bodies completed as per the rules and statues of the University and all the minutes of meetings and decisions of these bodies are available on the YCMOU website.

2. Programs and Learner Support Services (LSS): All updated information related to programs and Learner Support Services is shared with learners, faculty, academic counselors, RCs and LSCs functionaries.

3. **Recruitment of staff:** The teaching positions are advertised nationwide as per UGC norms, with

clearly spelt out eligibility criteria and screening procedure. The non-academic positions are advertised in the national newspapers. All the advertisement for recruitment is posted on the university websites.

4. **Promotion of employees:** The promotion policy for YCMOU teachers is in accordance with the UGC Regulations, and the university ordinances contextualized as per the ODL requirements are placed in the public domain. The Departmental Promotion rules are followed for the non-academic staff and all promotions are made through Departmental Promotion Committee (DPC).

5. Annual Report of the university is approved by the BOM and submitted to Government of Maharashtra for information.

6. **Financial Transparency:** University has a transparent financial policy to ensure judicious spending of its financial resources and follows established procedures and financial codes as laid down in the Government Financial Rules.

- Procurement and purchase of goods and services are as per government procedure and documents are shared with all concerned through Government e-Marketplace (GEM).
- Outsourcing of services and empanelment of service providers for printing, supply of library books, supply of work force for security services, maintenance of facilities, housekeeping, horticulture farm and gardens, contractual work services is done through well publicized procedures.
- **Campus Development:** buildings, construction and maintenance work in the university is carried out through online open tendering processes.
- **Audit:** Internal and external audits accounts are conducted annually. External audit is done by the Chartered Accountant appointed by the university. The Audit Report of the university is submitted to the finance committee and the BOM of the University and subsequently submitted to Government of Maharashtra.
- **Financial Management System:** University has introduced online receipts and payment system ensuring transparency and is linked to Public Financial Management system for direct benefit transfer, fund flow management and financial reporting, which is shared with all.

7. **Rules for Disciplinary Procedures:** University has adopted Government of Maharashtra rules for taking disciplinary action against the staff members which provides sufficient opportunity for natural justice to the incumbent staff members.

8. **Right to Information:** The University has Public Relation Officer and distributed officers at Regional Centers to provide information under the RTI Act. University complies with the RTI applications within 1 - 4 weeks depending on the nature of information demanded from the other party.

II. All relevant information is made available in the public domain.

1. **University website:** has information about (i) the University authorities, school of studies / divisions / Centers / Sections / Cells / Units, (ii) registration, examination, (iii) student support services and (iv) regional center network, as well as various notifications related to academic calendar, admissions, placement, alumni association, archives of question papers, examinations, recruitment, tenders, e-tendering, etc. Student zone provides all information required by learners.

2. **Bulk SMS and e-mail services:** Bulk SMSs are used for sending acknowledgments to learners and updating / alerting them about confirmation of admission, re-registration, counseling schedules, submission

of assignments, filling of examination forms, TEE time table, etc.

3. E-books and digital repository on the university website facilitates access to Self Learning Materials (SLMs) to everyone.

4. **Electronic & digital media:** YashVani is a web radio programs available for information, guidance and counseling to learners.

5. **Social Media:** YCMOU's face book and you tube provide forums to all stakeholders for communication.

6. Public Relation Unit is located at the university head quarter and functions as a link between the University and the stakeholders through press releases, advertisements pertaining to admissions, recruitment, appointments, tenders, student placements, and other notifications, e-Newsletter.

9. The University disseminates information about the ODL system through news paper articles, news reports and interviews of the vice chancellor of the university, director of the school or any third party experts or successful former students in local and regional newspapers.

10. The application for teacher counselors is invited by the University region wise and is scrutinized and approval is given by the director of the school or the regional director as per the pre-decided rules.

7.3 Institutional Distinctiveness

7.3.1 Institution's performance in any 5 of the following areas distinctive to its vision, priority and thrust

1. E-Governance
2. Globalized Content
3. Innovative Pedagogies
4. Technology enabled Learner Support
5. Penetration into Remote and Tribal Areas
6. Content in Regional languages
7. Enhancing Research and Innovation
8. Social Responsibility Endeavours
9. Secure Databases
10. Modern Infrastructure Facilities
11. Landscaping the Campus
12. National/ International Recognition
13. Any other (appropriate for ODL system)

Response:

1. Technology enabled Learner Support Services:

YCMOU has in place robust network of more than 1711 learner support centers with full connectivity for

accessing learning resources through:

1. Digital repository of SLM of all courses available on university website;

2. YashVani: Interactive Radio Counseling (IRC) sessions through web radio;

3. QR Code based question papers and answer sheets;

4. Web-enabled academic support services;

Technology enabled administrative support:

1. Learner friendly and easy to use online admission and re-registration system;

2. Facility of downloading documents like examination hall tickets, mark sheets, etc;

3. Online submission of examination form;

4. Student zone on university website for accessing information;

5. Online portal for redressing grievances.

6. Extensive use of social media for just in time communication.

2. Penetration into Remote and Tribal Areas:

YCMOU has established a network of Learner support services in rural areas, geographically remote and tribal locations such as Palghar, Nandurbar, Bhandara, Gadchiroli and Gondia districts and coastal areas in Palghar, Thane, Raigad, Ratnagiri and Sindhudurg districts in Maharashtra. The following measures are in place:

- Establishment of 127 Learner support centers (LSCs) in tribal areas in five tribal districts and 145 Learner support centers in coastal areas in five coastal districts, for the focused attention on the educational development of the learners living in five tribal and five coastal districts of Maharashtra.
- Establishment of 1338 learner support centers in rural areas for the focused attention on the educational development of rural population including 59 learner support centers dedicated for the farmers and farming communities in Maharashtra.
- Setting up Examination Centers: in remote, tribal and disadvantaged areas to reach and help the learners in their continuity in learning.

3. Modern Infrastructure Facilities:

YCMOU created robust infrastructure facilities on its campus as well as on its regional centers pertaining to building and construction, learning resources, network connectivity for communication and teaching and learning as follows:

- **Computing and Network Infrastructure and facilities:** latest Computing and Network

infrastructure (hardware and software) for hosting and access of various online systems and services; dedicated servers and data management system; Adequate Internet bandwidth for access to digital resources; dedicated Internet Service Providers (ISPs) to ensure round-the-clock availability of Internet; and facilities like wired and wireless internet connectivity; unlimited e-mailing, availability of digital SLMs through e-books and digital repository;

- **Audio-Video Center (AVC)**: has state-of-art audio and video studios, non-linear editing suites for production of multimedia components of the courseware; hardware and facilities for interactive transmissions through radio web-based interactive counseling and teleconferencing etc.
- Latest end-user IT infrastructure such as computers, printers and other peripheral devices connected with Intranet and Internet for all teachers, academics and administrative staff;
- Dedicated building of Library and Resource Center (LARC) with state of art connectivity and stacking of more than 54000 books.
- Modern modular ergonomic furniture to create conducive work environment and enhance productivity of working and staff members;
- Green and clean environment-friendly campus with adequate amenities for people with special needs (PwD learners).

4. Landscaping the Campus:

YCMOU campus is spread over 147 acres of fertile land near Gangapur dam at the outskirt of Nashik city. Greening the campus was an urgent need of the university for two reasons, one cover the land with plantation and second to create a model demonstration and production farm for the learners in agriculture programs on the campus.

Today, university campus is bundled with orchards, horticulture plantations, Nursery, natural forests, evergreen trees and shrubs, with the highest level of biodiversity, and exotic plant species on the campus. This has been made possible because of the untiring efforts of a dedicated staff of the Farm Science Center (KVK) established in the university. The major features of landscaping on the campus are:

- **Bio-diversity Conservation:** The entire 147 acre campus of the university has extensive green cover throughout the campus with diverse species of horticulture crop plants, forest trees, herbal and medicinal plants, ornamental trees, avenue trees, creepers, climbers and shrubs providing beautiful and cool surroundings and income of more than Rs.1 crore every year from the sale of fruits and fruit plants for plantation. There are 75118 fruit and forest trees and plants hosted on the campus creating a visible bio-diversity hot spot, releasing tons of oxygen every day in the city of Nashik thereby helping to create sustainable environment.
- **Horticulture Plantation:** The horticulture plantation is spread over 70 acres of land hosting 17 types of fruit trees and plants, which includes Coconut, Mango, Cashewnut, Guava, Sapota, Grapes, Tamarind, Litchi, Custard Apple, Avocado, Jamun, Aonla, Coffee, Drumstick etc. with total number of fruit trees and plants are 9520 in number.
- **Agro-forestry Plantation:** The agro-forestry plantation is spread over 35 acres of land hosting 29 types of forest trees, avenue trees and ornamental trees, which includes Eucalyptus, Bamboo, Sisoo, Neem, Rain tree, Kadamb, Sandle wood, Kashid, Pimpal, Mahua, Arjun Sadada, Silver oak, Jacaranda etc. with total number of trees are 65598 in number.
- Thus the creation of bio-diversity hot spot on the campus hosting more than 75118 trees and plants with sustainable organic food production system is a unique feature of the university campus.

5. National / International Recognition

YCMOU has continuously striven to adhere to its Vision and Mission, establishing national and international credentials. YCMOU has been awarded national and international recognition for its contributions to the ODL system. The major achievements of the university are as follows:

- Award of Institutional Excellence in Open and Distance Education by Commonwealth of Learning (COL) in 2002;
- Award of Institutional Excellence in Open and Distance Education by Commonwealth of Learning (COL) in 2019;
- Awarded 4th Rank in Swachh Campus Ranking-2019 amongst the cleanest higher educational institutions in the country (under the university (non-residential) category by the Ministry of Human Resource Development, Government of India.

File Description	Document
Relevant links	View Document
Any other additional information	View Document

5. CONCLUSION

Additional Information :

YCMOU has established two dedicated centers in the university, one for collaboration and special initiatives and another for training and advisory services to farmers and rural youth.

- Centre for Collaborations and Special Initiatives (CCSI) caters to the needs of special target groups, deprived of education, providing vocational and professional courses, to bring them into the mainstream of education.
- CCSI has collaboration with NAB and Artillery Center, Nashik, Skillmate Academy, Rambhau Mhalgi Prabodhini, Mumbai and Janardhan Swami Yogamandal and Inspector General of Police, Nagpur.
- CCSI has developed need based courses for special target groups such as Army men, prisoners, policemen, drivers, PwD persons and transgender, industrial workers and non government organizations.
- CCSI is currently running certificate program for 18 Trades for 1563 Army Personand Security Services, Gram Rojgar Sevak, Farmers Producer Company and Bee Keeping for more than 2000 learners for other certificate programs.
- YCMOU has established Krishi Vigyan Kendra (KVK) on the university campus to take care of university farm and provide training and advice to farmers and rural youth.
- KVK farm and lab is serving as incubation center for farm technology in agriculture and demonstration unit for training of farmers in cutting age technology in agriculture.
- KVK is also serving as demonstration and production unit for organic inputs like seeds, vermi-compost, bio-fertilizers and bio-pesticides production.
- KVK has developed and maintain 70 Acres fruits plantation, Horticulture Nursery and poly houses for flower production and 35 acres Agro-forest plantation on the campus.
- KVK farm maintains 9520 fruit plantson 70 acres, includes Coconut, Mango, Cashewnut, Guava, Sapota, Grapes, Tamarind, Litchi, Custard Apple, Avocado, Jamun, Aonla, Coffee and Drumstick.
- KVK farm also maintains 65598 forest trees on 35 acres, includes Eucalyptus, Bamboo, Sisoo, Neem, Raintree, Kadamb, Sandle wood, Kashid, Pimpal, Mahua, ArjunSdada, Silver oak, Jacaranda. Thus total bio-diversity plantation on the university campus is 75118 Trees and plants.

Concluding Remarks :

Yashwantrao Chavan Maharashtra Open University (YCMOU) is established by an Act of Maharashtra State Legislature (Act No. XX (20) of 1989), on 1stJuly 1989, for the access, affordability and democratization of higher education in Maharashtra.

- The University act envisaged to establish and incorporate an Open University in the state of Maharashtra for the introduction and promotion of Open and distance education systems in the educational pattern of the state of Maharashtra to provide learning opportunities to all.
- The University offers higher education at affordable costs to large segments of the population by removing barriers of age, entry qualification, place and pace of study and leveraging interaction by offering seamless teaching - learning experiences.
- YCMOU has become one of the Mega Open Universities in India which disseminates education and learning through distance learning to the working population in Maharashtra including practicing

farmers and farm women, reaching out to more than 600,000 distance learners every year.

- YCMOU is a self financed University functioning under the Ministry of Higher & Technical Education, Government of Maharashtra and is recognized under Section 12 (B) from the UGC, New Delhi. The Governor of Maharashtra is the Chancellor of the University.
- The University functions through a three-tier system i.e. Headquarters at Nashik, 8 Regional Centers and 1711 Learner support centers including 1342 LSC for UG and PG programs, functioning in Higher Education Institutions. While 369 LSC are dedicated to certificate and diploma programs in various technical and professional institutions.
- There are 67 sanctioned positions of teachers, 214 non- teaching staff and 69 technical positions in the University. As on 30th June 2021 there are 33 teachers, 167 non- teaching staff and 43 technical persons and 54 academic consultants in position at the University.

- ***YCMOU is honored with an International Award of Institutional Excellence in Open and distance learning from COL, Canada for two times in 2002 & 2019 for reaching out to unreached sections of rural population including farmers and rural youth***

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.4	Percentage of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)
	
	   1.1.4.1. Number of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)
	      Answer before DVV Verification : 408
	      Answer after DVV Verification: 124
	   1.1.4.2. Total number of courses offered by the institution in the preceding academic year
	      Answer before DVV Verification : 535
	      Answer after DVV Verification: 535
	
	   Remark : DVV has made the changes as per pro-rata basis of shared courses for MOOCs by HEI. Shared google drive links has not considered.

1.2.3	Average percentage of learners admitted in the Institution through lateral entry based on credit transfer year-wise over the last five years
	
	   1.2.3.1. Number of learners admitted in the Institution through lateral entry based on credit transfer year-wise over the last five years
	
	      Answer before DVV Verification:
	
		2020-21	2019-20	2018-19	2017-18	2016-17

---	---	---	---	---
2833	5034	5547	5880	6502 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
1	1	1	1	1	 Remark : HEI has not shared any supporting for learners admitted by HEI.

1.3.3	Percentage of learners undertaking field work / projects / internships /dissertations / seminars/ extended contact programmes/ practical sessions/ workshops (data for the preceding academic year) across all Programmes requiring such activities
	
	   1.3.3.1. Number of learners undertaking field projects or internships in the preceding academic year
	      Answer before DVV Verification : 8067
	      Answer after DVV Verification: 4840
	   1.3.3.2. Total Number of learners in such programmes in the preceding academic year
	      Answer before DVV Verification : 10910
	      Answer after DVV Verification: 10910

	Remark : DVV has made the changes as per pro-rata basis of shared internship certificates by HEI.
1.3.4	Average percentage of courses on offer has focus on employability/ entrepreneurship/ skill development over the last five years 1.3.4.1. Number of courses having focus on employability/ entrepreneurship/ skill development over the last five years Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
462	462	462	462	462 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
234	270	190	258	245	 Remark : DVV has made the changes as per links for courses excluding those courses whom not focus on employability/ entrepreneurship/ skill development .
2.3.2	Percentage of programmes where radio has been used for providing instruction in the preceding academic year 2.3.2.1. Number of programmes where radio has been used for providing instruction in the preceding academic year Answer before DVV Verification : 7 Answer after DVV Verification: 0 Remark : No supporting documents shared by HEI.
2.4.2	Average percentage of full-time teachers and other academics with Ph.D. degree 2.4.2.1. Number of full-time teachers and other academics with Ph.D. degree during the last five years Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
26	27	27	26	24 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
25	27	27	26	24	 Remark : DVV has made the changes as per shared list of teachers by HEI.

3.2.2	Average number of teachers and other academics having research projects funded by the institution / government and non-government agencies year-wise over the last five years.

3.2.2.1. Number of teachers and other academics having research projects funded by the institution / government and non-government agencies year-wise over the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	1

Remark : DVV has made the changes as per metric 3.2.2

3.3.3	Innovative content developed in the form of e-modules / e-SLMs / MOOCs for :

- NMEICT
- NPTEL
- SWAYAM
- e-PG Pathshala
- e-SLMs
- other MOOCs platform
- Institutional LMS

3.3.3.1. Number of innovative contents developed in the form of e-modules / e-SLMs / MOOCs

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	32	96	177	59

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	10	34	85	23

Remark : DVV has made the changes as per pro-rata basis of shared valid web links by HEI.

3.3.4	Number of awards for innovation received by different sections of the Institution.

3.3.4.1. Awards for innovation received by the Institution, its teachers/other academics/ research

scholars/students year-wise over the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	10	2	5	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	2	2

Remark : DVV has not considered appreciation letters. Some letters are in regional language.

3.4.3	Average number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals year wise over the last five years 3.4.3.1. Number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>44</td><td>57</td><td>65</td><td>81</td><td>70</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>23</td><td>26</td><td>32</td><td>55</td><td>45</td></tr></table> Remark : DVV has verified the ISSN number from UGC Care list , SCOPUS and web sciences.
3.4.4	Number of books and chapters/ units in books/ SLMs on an average published by teachers and other academics of the Institution. 3.4.4.1. Number of books and chapters/ units in books/ SLMs published by teachers and other academics of the Institution year-wise over the last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>20</td><td>22</td><td>35</td><td>52</td><td>50</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>12</td><td>15</td><td>27</td><td>26</td><td>24</td></tr></table> Remark : DVV has not considered research papers on this metric. DVV has only considered those

	first page in which ISBN numbers reflected.
3.4.5	Number of books, chapters in books, articles and research papers in journals in the area of Distance Education published by teachers and other academics of the Institution

3.4.5.1. Number of publications on distance education over the last five years
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28	24	41	51	51

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	15	12	15	18

Remark : DVV has not considered ISSN number. DVV has made the changes as per shared valid ISBN reflect first page. |
| 3.6.2 | Number of awards and recognition received for extension activities from Government /recognized bodies year-wise over the last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	3	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	0

Remark : DVV has not consider certificate of appreciation shared by HEI. |
| 3.6.3 | Total number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations over the last five years .

3.6.3.1. Number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations year-wise over the last five years.
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
100	33	79	65	75

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
99	27	67	53	62

| 3.6.4 | Number of employees and learners participating in extension activities conducted by the Institution with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, AIDS Awareness, Gender issues, Rights of PwD Act, etc. year-wise over the last five years

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6643	34606	38493	26476	89864

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1987	2434	2435	1765	2786

Remark : DVV has made the changes as per pro-rata basis of shared valid reports by HEI. DVV has not considered day's programs. |
|---|---|

| 3.7.1 | Number of Collaborative activities for research, programme development and faculty exchange year-wise over the last five years

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	5	4	8	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Valid supporting collaboratives documents not shared by HEI. |
|---|---|

3.7.2	Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc over the last five years

3.7.2.1. Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc year-wise over the last five years .

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
23	27	27	30	27

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	14	13	16	12

Remark : DVV has made the changes as per shared valid reports by HEI.

| 4.1.2 | Average percentage of expenditure incurred for infrastructure augmentation |

4.1.2.1. Expenditure incurred for infrastructure augmentation and total expenditure excluding salary year -wise over the last five years (INR in lakhs

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
121.63	308.56	185.09	304.26	345.57

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
110.56	244.89	512.96	113.48	139.05

Remark : DVV has not considered expenditure on books and journals, subscription , contingencies and other maintenance .

| 4.1.3 | Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years |

4.1.3.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1870.50	2580.51	3458.10	4155.31	7882.78

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
987.19	1010.12	1231.19	1087.90	2546.18

	Remark : DVV has made the changes as per only considering repair and maintenance expenditure duly signed by CA.
5.1.6	Number of modes employed by the Institution to provide academic counseling services to its learners
	1. Face to face counselling sessions
	2. Interactive radio counselling
	3. Online LMS based counselling
	4. Teleconferencing
	5. Web-conferencing
	6. Laboratory based counselling
	7. Internship
	8. Workshops
	9. Field study
	10. Seminar
	11. Extended Contact Programme (ECP)
	12. Enhancement of Professional Competency (EPC)
	13. Any other (please specify)
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: C. Any 4-5 of the above
	Remark : DVV has select . Any 4-5 of the above as per shared supporting's for SL. No.1, 2, 4, 5, 8 by HEI.
5.1.7	Average percentage of grievances received at HQ and redressed year wise over the last five years

5.1.7.1. Number of grievances redressed at HQ year wise over the last five years
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11414	12357	26925	44411	60595

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

4485	5734	8593	12172	16086

5.1.7.2. Total number of grievances received at HQ year wise over the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11912	12994	27880	45763	62382

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4983	6371	9548	13524	17873

Remark : DVV has made the changes as per shared report signed by controller of examination.

6.3.2	Average percentage of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last five years

6.3.2.1. Number of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	10	20	20	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	10	15	19	8

6.4.3	Average percentage of expenditure by the Institution on learner support services year-wise over the last five years

6.4.3.1. Total expenditure on learner support services

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3050.78	4919.6	11672.85	6266.55	7618

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1012	1612	1676	2543	2354

	Remark : DVV has made the changes as per shared audited statement duly signed by CA.

6.5.1	Details of the activities of CIQA listed below:
	
	1. Number of Programme Project Reports (PPRs) prepared
	
	2. Number of workshops/ seminars organized on quality related themes
	
	3. Number of innovative practices implemented for quality enhancement
	
	4. Number of initiatives undertaken for system based research
	
	5. Number of feedback mechanisms developed for different stakeholders
	
	6. Activities undertaken for recognition and accreditation of the Institution
	
	7. Any other activity
	
	    Answer before DVV Verification : A. More than 5 of the above
	    Answer After DVV Verification: C. Any 3-4 of the above
	  Remark : DVV has select C. Any 3-4 of the above as per shared report for SL. No. 1, 2 , 4 and 7 by HEI.

7.1.1	Number of initiatives undertaken by the Institution year-wise during the last five years for empowering the marginalized and the weaker sections, the disadvantaged: women, SC, ST, OBC, PwD, transgender, jail inmates, defence personnel, persons residing in rural and remote areas, backward and tribal areas.
	
	    7.1.1.1. Total number of initiatives undertaken by the Institution
	    Answer before DVV Verification:
	
	<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>8</td><td>11</td><td>11</td><td>7</td><td>6</td></tr></table>
	    Answer After DVV Verification :
	
	<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>5</td><td>11</td><td>10</td><td>6</td><td>6</td></tr></table>

7.1.3	Disabled friendly amenities are available in the Institution 1) Lifts 2) Ramps 3) Rails

4) Rest Rooms

5) Scribes

6) Braille sign boards

7) Braille Software/facilities

8) Audio books

9) Sign language facilities

10) Accessible website

11) Accessible study material

12) Any other similar facility (Specify)

Answer before DVV Verification : A. Any 7 or more of the above
Answer After DVV Verification: B. Any 5-6 of the above

7.1.5	The institution has taken measures to set up a 'green campus' over the last five years
	1. Landscaping of the campus
	2. Maintenance of natural forest area
	3. Planting of tress
	4. Development of farms on campus
	5. Planting of ornamental plants
	6. Planting of potted flowering and foliage plants
	7. Re-cycling of agro-waste into compost
	8. Created rainwater harvesting trenches
	9. Recycling of sewage water
	10. Any other
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any 5 - 6 of the above
	Remark : DVV has select B. Any 5 - 6 of the above as per shared photographs and report by HEI.

7.1.9 | Institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens, Right to Information Act and other constitutional obligations amongst different stakeholders over the last five years

7.1.9.1. Number of activities organized year wise over the last five years
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	9	9	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	8	5	9	4

7.1.10	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise over the last five years

7.1.10.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise over the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	12	13	24	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	5	8	15	7

Remark : DVV has made the changes as per shared signed report of activities by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of learners of disadvantaged groups Answer before DVV Verification : 1752465 Answer after DVV Verification : 1
2.1	Number of teachers recognized as guides during the last five years Answer before DVV Verification : 22 Answer after DVV Verification : 1