# YEARLY STATUS REPORT - 2023-2024

| Part A |
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| **Data of the Institution** |

| 1.Name of the Institution | Yashvantrao Chavan Maharashtra Open University |
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| • Name of the Head of the institution | Dr. Sanjeev Sonawane |
| • Designation | Vice Chancellor |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no | 02532230228 |
| • Mobile No: | 9890178190 |
| • Registered e-mail ID (Principal) | vc@ycmou.ac.in |
| • Alternate Email ID | vc@ycmou.ac.in |
| • Address | Dnyangangotri, Near Gangapur Dam |
| • City/Town | Goverdhan, Nashik |
| • State/UT | Maharashtra |
| • Pin Code | 422222 |
| **2.Institutional status** | |
| • University: | State |
| • Type of Institution | Co-education |
| • Location | Urban |

| | | |
|---|---|---|
| • Financial Status | **Self-financing** | |
| • Name of the IQAC Co-ordinator/Director | **Dr. Madhukar Shewale** | |
| • Phone no. (IQAC) | **02532230340** | |
| • Mobile (IQAC) | **9403774539** | |
| • Alternate e-mail address (IQAC) | **directorcieqa@ycmou.ac.in** | |
| • IQAC e-mail ID | **directorcieqa@ycmou.ac.in** | |
| **3.Website address** | https://ycmou.ac.in/ | |
| **4.Website address (Web link of the AQAR (Previous Academic Year)** | http://ycmou.ac.in/media/post_image/Final_AQAR_2022-23.pdf | |
| **5.Whether Academic Calendar prepared during the year?** | **Yes** | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://ycmou.ac.in/media/post_image/Academic_Calender_2023-24.pdf | |

**6.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **A** | **3.02** | **2022** | **12/04/2022** | **11/04/2027** |

| | |
|---|---|
| **7.Date of Establishment of IQAC** | **15/09/2020** |

**8.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?**

| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount |
|---|---|---|---|---|
| **Nil** | **Nil** | **Nil** | **Nil** | **Nil** |

| | |
|---|---|
| **9.Whether composition of IQAC as per latest NAAC guidelines** | **Yes** |
| • Upload latest notification of formation of IQAC | View File |

| 10.No. of IQAC meetings held during the year | 11 | |
|---|---|---|
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| • (Please upload, minutes of meetings and action taken report) | View File | |
| 11.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| • If yes, mention the amount | | |

| 12.Significant contributions made by IQAC during the current year (maximum five bullets) |
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YCMOU has implemented a structured approach to effectively address the CIQA Core Committee recommendations. As per the recommendation of committee YCMOU conducted NEP meetings on various topics i.e. setting a clear review framework with specific timelines, forming a review committee, defining KPIs, and conducting baseline assessments. On June 5, 2023, a meeting on NEP KRA 2020 and an E-Samarth online meeting were held. Additionally, on September 12, 2023, a one-day workshop on 'Programme Structure and Evaluation Pattern' in accordance with NEP 2020 was organized by the Evaluation Division at Yash Inn. YCMOU. Furthermore, the NEP Cell Meeting conducted by the School of Continuing Education took place on July 19, 2023. The Recommendations are prioritized and rolled out in phases, with ongoing training for faculty and staff. Regular reviews are conducted to assess progress and gather feedback, leading to necessary adjustments. The findings are reported transparently to management and stakeholders, ensuring continuous improvement in academic and administrative quality. The Centre for Internal Quality Assurance (CIQA) has played a significant role in implementation of National Education Policy-2020 in the University. In this regard CIQA meetings were conducted for smooth operation of NEP. In the meeting discussion was held on the following points. • IKS, Major & Minor courses, Internship, Apprenticeship. • Implementation of NEP. • Framing of Course structure as per NEP 2020. CIQA conducted meeting in respect of Data submitted to JBVC Committee. In this data information of University along with program offer in the AY 2023-24 is included. In addition information related to Teaching & non-teaching posts, No. of Programs offer through CBCS Pattern,

Examination reforms, various examination committee accordance to Agrawal Committee Report, Learner Support centre, Enrollment of Learners, Feedback mechanism, was also included. In the meeting the list of required data needed for the program recognition was circulated to respective School. Discussion held on Program Project Report, Study Material, Assessment Pattern, and Approval from various regulatory bodies and program wise number of Learners Support Centre. The centre has carried out following activities, work and assignments during AY 2023-24: 1. Workshops / Seminars: One Day Seminar on Progression on NEP-2020 Implementation of various Schools: Objective: As per UGC guidelines and need of implementation of NEP-2020 One Day Seminar was conducted on the topic of 'Progression on NEP-2020 Implementation of various Schools'. Output: The need of implementation of NEP2020 in Open & Distance Education. YCMOU has already implementing various guidelines of NEP-2020 such as flexibility, multiple entry and exit option, blended learning; multidisciplinary, interdisciplinary and intra-disciplinary approach etc. All School Directors to present current scenario of NEP Implementation in respective Schools UG-PG programs. Presentation Started with School of Architecture, Science & Technology followed by Director, School of Commerce & Management, Director, School of Humanities and Social Sciences, Director, School of Computer Science, Director, School of Education, Director, School of Continuing Education and School of Health Science. 2. Feedback: Feedback Mechanism for various Stakeholders Objective: Feedback Mechanism for various Stakeholders. Output: As per the policy of this University and University Grants Commission, New Delhi Periodic Revision of the curriculum is expected for every 5 years. Hence, University has developed feedback mechanism for design and review of curriculum of programs. Structured Google form feedback questionnaire was designed for review of curriculum/syllabus of programs. Link was send to all Stakeholders of the University. 3. Quality Assurance: Seminar on INTERNAL ACADEMIC AUDIT: Objective: Centre for Internal Quality Assurance is focuses on quality improvement through conducting the audits of all Schools and Student Services Division of University. As per UGC guidelines and need of the NAAC, it has made mandatory to conduct academic audit of the institution every year as per NAAC manual Key Indicator 6.5 Internal Quality Assurance System. Output: CIQA has conducted the Data Collection & Academic Audit of each School/Division/Centre for AY 2023-24. Two days internal Audit committee visit was organized on 18th September 2023, in each School as per pre designed schedule. Seminar on Institutional Development Plan (IDP) Objective: Emphasized the importance of the Institutional Development Plan (IDP) in aligning with the strategic goals of YCM Open University Output: Members provided a detailed overview of the IDP,

highlighting its objectives, key components, and the alignment with the University Grants Commission (UGC) guidelines. The focus was on enhancing the academic, administrative, and infrastructural aspects of the university over the next 10 years. Each component of the IDP was discussed in detail i.e. Academic Development, Administrative Development, Infrastructure Development. 4. Academic Inputs: Faculty Induction Program: Objective: To provide newly appointed faculty members with comprehensive insights into the University's policies, procedures, and academic culture, objectives and expectations. To orient about different facets of Open and Distance Learning System of University Output: Program covered a wide range of topics essential for faculty members to excel in their roles and contribute effectively to the University's mission. The feedback from different Academic Coordinator was expressed. All the dignitaries focused on role & responsibilities of Academic Coordinator and suggest them to be focused on Academic as well as in Research work. 5. Training Programs / Meetings: One Day Training Program for Teaching Staff on "Library Resources for Research": Objective: To Improve Quality internally. To increase the knowledge about various resources available in university Library and its application in Research. Output: the vision-mission of the CIQA and also elaborated the future training program scheduled for development of teaching as well as non-teaching staff of the university. Explained the importance of training in day to day working. Online NAAC Consultative Meeting with Universities and Colleges: Objective: The transformation of the system in order to strengthen the periodic approval, assessment, accreditation and ranking of all higher educational institutions in India. Output: The discussions is CIQA coordination participation in the virtual program on "Binary Accreditation System of NAAC". In that meeting of University Grants commission ,IQAC Coordinator, all colleges Principals are presents. https://ycmou.ac.in/media/post_image/CIQA_Activity_Report_AY_2023-24 .pdf

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| **13.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).** |
| |

| Plan of Action | Achievements/Outcomes |
| --- | --- |
| Preparation and submission of AQAR | Collected the information from all stakeholders required for AQAR as per given Data Template and it was compiled, processed, finalized for the AQAR to be filled on the NAAC portal |
| Academic Audit and Administrative Audit (AAA) | University has initiated Academic and Administrative Audit (AAA) for quality enhancement. |
| Development of Institutional Development Plan (IDP) for University | Primary Draft of Institutional Development Plan (IDP) for University was prepared. IDP Meeting Minutes 14th June 2023 https://ycmou.ac.in/media/post_image/IDP_Meeting_Minutes_14th_June_2023.pdf |
| Complete the process of UGC-DEB Program Approval for UG and PG program | Completed the process of UGC-DEB Program Approval for UG and PG program and received approval for 13 UG programs and 17 PG programs https://ycmou.ac.in/media/post_image/ODL_List_2023_24-YCMOU.pdf https://ycmou.ac.in/media/post_image/DEB_Application_Meeting_Minutes_16th_Feb_2024.pdf |
| Conduct various Training programs for Teaching and Non-Teaching Staff | 1.Report on One Day Training Program for Teaching Staff on "Library Resources for Research 23-05-2023 https://ycmou.ac.in/media/post_image/CIQA23rd_May_23_Training_Program_Activity_Report.pdf 2.Report on 'One Day Seminar on Progression on NEP-2020 Implementation of various Schools' https://ycmou.ac.in/media/post_image/Progression_of_NEP_dt._10-05-2023_.pdf 3.Online NAAC Consultative Meeting with Universities and Colleges Minutes 19 March 2024 h |

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|---|---|
| | https://ycmou.ac.in/media/post_image/Online_NAAC_Consultative_Meeting_with_Universities_and_Colleges_Minutes_19_March_2024.pdf 4.Report of Faculty Induction Program on 14th and 15th March 2024 https://ycmou.ac.in/media/post_image/Report_of_Faculty_Induction_Program_on_14th_and_15th_March_2024.pdf 5.Internal Academic Audit Meeting Minutes 18th Sep 2023 https://ycmou.ac.in/media/post_image/Internal_Academic_Audit_Meeting_Minutes_18th_Sep_2023.pdf |
| Implementation of NEP 2020 for UG-PG Program | 1.Establishment of NEP 2020 Cell https://ycmou.ac.in/media/post_image/NEP_2020_Cell.pdf 2.Report on 'One Day Seminar on Progression on NEP-2020 Implementation of various Schools https://ycmou.ac.in/media/post_image/Progression_of_NEP_dt._10-05-2023_.pdf |
| Preparation and submission of CIQA Annual Report | Prepared and submitted the CIQA annual Report on UGC portal https://ycmou.ac.in/media/post_image/Final_CIQA_Annual_Report_2023-24.pdf |
| Guidance on Preparation of Program Proposal Form (PPF), Program Revision Form (PRF), Program Launch Form And Program Project Report (PPR) | Provided guidance on Preparation of Program Proposal Form (PPF), Program Revision Form (PRF), Program Launch Form And Program Project Report (PPR) https://ycmou.ac.in/media/post_image/c868b8b831fcda136beed5fddee41f62.pdf https://ycmou.ac.in/media/post_image/Academic_program_approval_form.pdf |
| Initiative for system Based Research | Establishment of 1. Centre for Innovation, Incubation and Linkages 2. Research and Development Cell 3. Ram Takawale |

| | Research Centre https://ycmou.ac.in/media/post_image/Establishment_of_Varius_Cells_and_Centres_in_the_University.pdf |
|---|---|
| Development of Feedback Mechanism for all stake holders of University | Developed the Feedback Form for following Feedback form https://ycmou.ac.in/pages/index/227 1. Learners 2. Teachers 3. Academic Councellors 4. Subject Experts 5. Alumni Feedback Mechanism Meeting Minutes 7th June 2023 https://ycmou.ac.in/media/post_image/Feedback_Mechanism_Meeting_Minutes_7th_June_2023.pdf |
| Updating all required reports on CIQA Website | Updated all required reports and Documents on CIQA website https://ycmou.ac.in/ciqa/downloads |
| Conduct of Green, Environmental and Energy Audit of University | Conducted Green, Environmental and Energy Audit of University from certified agency https://ycmou.ac.in/media/post_image/ENERGY_AUDIT_23-24.pdf https://ycmou.ac.in/media/post_image/ENVIRONMENTAL_AUDIT-23-241.pdf https://ycmou.ac.in/media/post_image/GREEN_AUDIT_23-24.pdf |
| Memorandum Of Understanding (MOU) | Started various MOUs with 06 Industries and 10 Institutions. |
| JBVC Mechanism | JBVC Data Compliance as per the Agendas, KRA's and ATR's during year. |

| **14.Whether the AQAR was placed before statutory body?** | **Yes** |
|---|---|

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Board of Management | 31/12/2024 |

| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning? | No |
|---|---|

**16. Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|---|---|
| 2023-24 | 05/03/2024 |

**17. Multidisciplinary / interdisciplinary**

With the goal of becoming a mass varsity, YCMOU has embraced an interdisciplinary strategy that allows students to select the courses they want to take and study at their own speed. Using contemporary communication technology and the distant learning approach, the university works to create an innovative, adaptable, and open educational system. Numerous NEP 2020-mentioned characteristics, including the Choice Based Credit System, Flexibility, On Demand Examination, Credit Based Courses, Environmental Education-based courses, and Value & Skill-based education, have long been implemented by the institution. The university provides a variety of programs, such as skill-based, interdisciplinary, and disciplinary courses. It is intended to give students the knowledge and abilities they need to comprehend and evaluate cross-cutting topics such as the environment, gender, human values, and new demographic issues. The university has created a pool of talent in the design and development of Self-Learning Material (SLM) in print and electronic media with the goal of fusing the arts and sciences with STEM. In order to address the unique demands of various target groups, such as teaching and administrative staff as well as other stakeholders, the university has also produced and delivered short-term specialized courses, used technology in education, and created training packages. For undergraduate and graduate degrees, the university has embraced 70% of the UGC-proposed curriculum under the Choice Based Credit System (CBCS). The university provides a flexible and creative curriculum that includes project work in a variety of areas, such as Gandhi Vichar Darshan, Certificate in Human Rights, and Certificate Program for Gram Rojgar Sevak, PG program in Public Administration, for community engagement and services, in order to achieve a comprehensive and multidisciplinary education. In order to provide environmental education, the university provides a diploma and a postgraduate degree in environment science, as well as a required course for undergraduate and graduate students called EVS 201. The university provides a Diploma and a Postgraduate Diploma in Value and Spiritual Education for value-based education. The University

also provides education to caters to educational needs of marginalized segments of Society such as farmers, Rural and Tribal people, Jail Inmates, PwD and transgender persons by providing various degree and skill based certificate programs. A policy pertaining to various entry and leave possibilities has previously been prepared by the university. Programs using a modular approach provide for flexibility in the way that courses can be combined. Depending on how many credits they have acquired, a student participating in a degree program can leave the program at specific times and receive a certificate or diploma. A student who has acquired a certificate can also enroll to get a diploma and then a degree, depending on how many credits they have earned. The University supported research endeavors by providing funding to a variety of multidisciplinary minor research projects covering a range of topics that address society's most pressing issues and challenges, such as the development of a silage model, the challenges faced by working women, environmental issues, the contribution of women farmers, etc., in order to keep up with the complex issues that society faces.

## 18.Academic bank of credits (ABC):

Yashwantrao Chavan Maharashtra Open University (YCMOU) has streamlined student registrations for the Academic Bank of Credits (ABC) system, which facilitates the accumulation and transfer of academic credits. This system enhances flexibility in learning, allowing students to easily track and transfer their credits across different programs and institutions, thus supporting a more adaptable and student-centered educational experience. Action plan till April 30th 2024 for ABC Mark sheet uploading with Credit Data and Mapping with ABC ID's along with achieving 100% ABC Registration and Degree Uploads. The Yashwantrao Chavan Maharashtra Open University, Nashik is already onboard on NAD plartform. The University has got recognition from Ministry of Education of Govt. of India, for its achievements regarding its work related to APPAR ID (ABC ID). The University also has uploaded degree certificates, marksheets and ABC credit data on DigiLocker. Here is the statistical information about the same. Total no. of Degree certificates uploaded 16,89,738 Total no. of ABC Accounts created 6,34,404 Total no. of Marksheets uploaded 2,35,505 Total ABC credit data 88,559 Total no. of students with credit data 86,164 The University is continuously updating data and presently in process of uploading more than 2,00,000 mark sheets on DigiLocker. The academic programs of YCMOU are having credits assigned to different courses therein. Accordingly the program structure and evaluation pattern are designed. The facility of credit transfer is also available

across various programs. The university has registered on the portal to provide the facility of ABC to the learners. Some academic programs have already been launched by the university having facility of multiple entry and multiple exit. As directed under NEP 2020, the university has initiated the process for the compliance of ABC.

**19.Skill development:**

In order to provide value, the institution has incorporated communication skills and business communication courses into a number of undergraduate and graduate programs. In order to learn new skills or update their current ones, learners can choose from a variety of certificate or diploma-level vocational education programs, including Beauty Parlor Management, Tailoring, Water Management, Digital Photography, Video Production, Patkatha Lekhan (writing screen plays), Information Technology (Elementary & Secondary), Optical Fiber Communication & Network, Interior Design and Decoration, Electrician and Domestic Appliances Maintenance, Hospitality Studies, Fashion and Interior Design, Fitter, Saloon Techniques, etc. Only those institutions who possess the necessary knowledge and physical space to conduct the practical/skill development sessions are able to activate programs with practical components. Learners are required to attend the practical sessions. There are 20 to 30 students in each batch participating in practical sessions. Depending on the type of practical and credit weighting, a single practical session lasts three to four hours. Nearly all scientific, vocational, and professional programs include a practicum component that is held on Saturday, Sunday, summer, and/or winter vacations, or on weekday evenings on the LSCs set up in the accredited institutions. Depending on the course requirements, practical sessions for a few programs are typically held intensively throughout periods of varied length, frequently during the host institution's holiday season, depending on space availability. Workbooks and laboratory guides are available for all practical-based programs to help academic counselors plan and carry out practical sessions. These manuals cover topics such as the length of each session, the necessary glassware, chemicals, equipment, materials, apparatus, and physical tests. The teacher counselor and the center coordinator must accurately document the practical work and keep a close eye on the task completed. Faculty members at the university headquarters also provide academic guidance through media outlets like Yash Wani: YashVani is the university's Web radio program. Renowned resource people host the broadcasts in Marathi, Hindi, Urdu, and English. Students can use the phone to ask queries from wherever they are. Webinar-based online assistance: Webinars

and online counseling services are offered to students in certain programs to improve their educational experience.

## 20.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The Indian Knowledge System (instruction in Indian languages, culture, etc.) has been incorporated into the curriculum of the Yashwantrao Chavan Maharashtra Open University (YCMOU). The faculty and counselors at the LSCs have received training from the university to present the material in both English and vernacular. The majority of the university's academic programs are created in Marathi, a vernacular language. Similar to this, classes like Gandhian Thoughts, Yoga Education, and Value Education are given with the goal of educating students about Indian customs and culture.  In the far future, the institution aspires to maintain and advance Indian arts, ancient traditional knowledge, Indian culture and customs, and Indian languages, such as Sanskrit, Pali, and Prakrit, which are classical, tribal, and endangered.

## 21.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

In order to make sure that the University's mission statements are translated into program and course learning outcomes with courses that enhance employability, competencies, and skills, the School Council (SC), Planning Board (PB), and Academic Council (AC) carefully review the assessment and need analysis report before developing program proposals. The two main components of the university's student evaluation system are summative assessment (Term End Examinations), for which Standard Operating Procedures (SOPs) are in place, and formative (continuous) assessment through a variety of mechanisms such as assignments, project work, field work, lab work, seminars, internships, etc. The assessment procedure incorporates the learning objectives of every program. Prominent national and international specialists create the structure and substance of the programs' curricula in each of these areas. These have a forward-looking perspective, which is clearly expressed in the learning objectives and program outcomes for each course and program throughout the cognitive, emotional, and psychomotor domains of learning. To support modular learning, each YCMOU program is divided into multiple courses. Program Guides or program prospectuses, which are made especially for each program, contain the program's content and broad learning objectives, instructional technique, and additional material, such as concept maps. Each program course is broken up into a series of books, each of which has sections published in a self-study manner. The purpose of the block/book introduction is to introduce the students to the material

and explain how it will help them accomplish the goals stated in the book. The translation of the university's objective and goal into tangible and observable program outcomes, program-specific learning outcomes, and course-specific learning outcomes is also guaranteed. These results support economic and social mobility, which advances state and national development, in addition to assisting prospective employers in evaluating the learner's level of knowledge, skills, and abilities. The programs and learning outcomes also benefit other stakeholders, including the state, the community, and individual students, who serve as change agents for the greater good of our society and country. In order to facilitate learning and allow students to think, write, and act at their own pace in the subject, YCMOU has implemented learner-centric pedagogy. The curriculum is primarily delivered through Self-Learning Material (SLM) (in print), where the teacher is integrated into the text with access devices (structure, learning outcomes, sections and subsections, self-assessment exercise, flowcharts/illustrations, etc.). The language used is straightforward and conversational.

## 22.Distance education/online education:

Since its founding, the YCMOU has offered short-term, vocational, and skill-based programs at the certificate and diploma levels through various academic institutions. It is guaranteed that the vocational courses are made to help students develop new abilities and skills while also improving their current ones. By eliminating barriers related to age, entry requirements, study location, and pace, and by utilizing contact through smooth teaching-learning experiences, the Yashwantrao Chavan Maharashtra Open University (YCMOU) provides higher education at reasonable prices to a wide range of people. By providing knowledge and skill-based programs that use suitable information and communication technologies to meet the demands of the labor market, the YCMOU significantly contributes to expanding access to high-quality higher education. The university wants to make a difference in Maharashtra's higher education landscape, particularly in the fields of general education, agriculture education, vocational education, and professional education, in order to support the growth of the country. By including elements like project work, field work, internships, and practicums to impart practical skills and competences required to succeed in the workplace, vocational and professional programs aim to improve self-employability and corporate employability. Numerous programs for vocational education and skill development are available to help entry-level workers improve their abilities in fields like agriculture, farm management, food and nutrition, horticulture, nursery management, integrated pest management, two-

wheeler repair, etc. Programs for upgrading knowledge, training, and upskilling the workforce are also produced in fields such as agribusiness management, environment science, mathematics, interior design, and cyber security. In order to meet the demands of the labor market and promote lifelong learning, YCMOU programs have incorporated field-based practicums, project work, hands-on training, internships, lab-based practicals, etc. when appropriate. Nearly all scientific, vocational, and professional programs include a practicum component that is held on Saturday, Sunday, summer, and/or winter vacations, or on weekday evenings on the LSCs set up in the accredited institutions. In 2010, YCMOU opened a Center for Collaborations and Special Initiatives (CCSI) at the university to serve underserved special target groups and improve their socioeconomic standing by offering general, vocational, and technical courses. By certifying their working skills, the CCSI will help them integrate into the mainstream of education. Printed books created expressly for the curriculum make up the majority of the required Self Learning Material (SLM). Additionally, e-books and other instructional resources are made available in audio and video formats. Additionally, the university offers "Yash Wani," a web-based radio station with the widest selection of audio programming. The LSC's classrooms are furnished with contemporary ICT tools to provide efficient content delivery. Under certain academic programs, the university has made it possible to complete Formative Assessment of Home Assignments online.

## Extended Profile

### 1.Programme

| | |
|---|---|
| 1.1 Number of programmes offered during the year: | **29** |
| 1.2 Number of programmes offered during the year, Please provide consolidated number of Programs offered during the year without repeat count, including the programmes that are dropped) | **29** |
| 1.3 Number of learners admitted afresh in first-year during the year | **173025** |
| 1.4 Number of learners enrolled during the year | **385513** |
| 1.5 Number of courses offered by the institution across all programs during the year | **837** |
| 1.6 Total Number of Courses offered by the institution in all programs (without repeat count and include courses that are dropped) | **837** |

### 2.Student

| | |
|---|---|
| 2.1Number of graduating students during the year | **91432** |
| 2.2 Number of enrolled learners in the preceding academic year registered for term end examination | **459837** |
| 2.3 Number of registered learners in the preceding academic year appeared for term end examination | **200632** |
| 2.4 Number of learners in the preceding academic year passed in the term end examination | **161043** |

| 3.Institution | |
|---|---|
| 4.1 <br><br> Total expenditure, excluding salary, during the year (INR in Lakhs): | **12074.49** |
| **4.Teacher** | |
| 5.1 <br><br> Number of sanctioned posts for the year: | **58** |
| 5.2 <br><br> Number of full-time teachers during the year: | **23** |
| 5.3 <br><br> Number of other academics in position against the sanctioned posts | **54** |
| 5.4 <br><br> Number of Full time Academic consultants employed | **33** |
| 5.5 <br><br> Total number of full time teachers worked in the institution during the year (Please include the teachers who left / joined the institution during the assessment period without repeat counts: | **23** |
| 5.6 <br><br> Total number of other academics worked in the institution during the year (Please include the other academics who left / joined the institution during the assessment period without repeat counts | **87** |

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curriculum Planning Design and Development

1.1.1 - Relevance of curricula planned, designed and developed/adopted

**The YCMOU offers high quality learner-centric education, knowledge and skill by integrating latest trends and researches, to cater to the needs of learners. Curriculum development ranges from 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 to ensure to conformity of the vision and mission. The university adopted choice based credit system curriculum in many programs.

The programmes are aligned with the norms of regulatory bodies. Our programs reflect these principles, ensuring that students are not only equipped with foundational knowledge but also the ability to adapt to new technologies and methodologies. The curriculum developed a liberal education approach to inculcate the skills as domain knowledge, critical thinking abilities and the capacity to apply the knowledge for development.

The Development of program proposals are based on the assessment and need analysis report thoroughly examined by various statutory bodies to ensure that the University's Mission Statements are translated into programme and course learning outcomes. Rigorous processes are followed for the design, development and delivery of the curricula, involving subject experts across the state as well as outside the state.

| File Description | Documents |
|---|---|
| Curricula implemented by the University | https://ycmou.ac.in/media/post_image/1f47c61a5fbca8eb3b61e27ece684597.pdf |
| Mapping of curricula to Programme Outcomes | https://ycmou.ac.in/media/post_image/d86e93089f7fcf32677e14e7fe11b0db.pdf |
| Outcome analysis of Programme Specific Learning Outcomes and Course Learning Outcomes | https://ycmou.ac.in/media/post_image/b0815b93758ff141c5f86a61edc2cc26.pdf |
| Minutes of the relevant BoS/ School Board / Academic Council | https://ycmou.ac.in/media/post_image/0b69e557374f39af6f7f0014ff983e9e.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/e7fb5d4a729b2658ea476e3950f49177.pdf |

## 1.1.2 - New Programmes introduced - Percentage of programmes newly introduced by the institution during the year

6.89

## 1.1.2.1 - Number of new programmes introduced during the year

**2**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/ School Board /BoS meetings | View File |
| Details of the Curricula/Syllabi of the new programmes during the year | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**1.1.3 - Revision of Programmes - Percentage of Programmes revised during the year**

**48.27**

**1.1.3.1 - Total number of Programmes revised during the year**

**14**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Details of the revised Curricula/Syllabi of the programmes during the year | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

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

**86.49**

**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)**

**724**

| File Description | Documents |
|---|---|
| Web-link to the list of MOOCs approved | **Nil** |
| Curriculum/ Syllabus of the courses being offered as MOOCs or using OERs | View File |
| Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**1.1.5 - Electronic media and other digital components in the curriculum - Percentage of the Courses on offer that have incorporated electronic/digital media and other digital components in their curriculum delivery during the year**

**62.23**

**1.1.5.1 - Total number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum during the year**

**546**

| File Description | Documents |
|---|---|
| Details of Programmes incorporating electronic media and other digital components offered during the year | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**1.2 - Academic Flexibility**

**1.2.1 - Programmes being adopted/adapted by other HEIs - Percentage of programmes adopted/adapted by other HEIs through formal MOU during the year**

**1**

**1.2.1.1 - Number of programmes adopted/adapted by other HEIs during the year**

**1**

| File Description | Documents |
|---|---|
| MOU for programmes adopted/adapted by other HEIs | **No File Uploaded** |
| Details of Programme | **No File Uploaded** |
| As per Data Template | View File |
| Any other relevant information | **No File Uploaded** |

**1.2.2 - Implementation of CBCS / ECS - Percentage of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)**

**100**

**1.2.2.1 - Number of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)**

**29**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS/ School Board meetings for implementation of CBCS | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**1.2.3 - Enabling provision for lateral entry for learners - Percentage of learners admitted in the Institution through lateral entry during the year**

**0.09**

**1.2.3.1 - Number of admitted strength in programs where lateral entry is provisioned**

**4**

| File Description | Documents |
|---|---|
| Credit transfer policy | View File |
| List of programmes having provision for lateral entry | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

1.2.4 - Enabling provision for modular approach Provision for modular approach for flexible exit to the learners

Provision for modular approach for flexible exit to the learners.

The modular approach refers to an educational structure that divides the curriculum into distinct units or modules. Each module focuses on specific competencies and learning outcomes, enabling students to progress at their own pace. This flexibility allows learners to acquire skills incrementally, making education more accessible and accommodating various learning styles and commitments.

The University has adopted 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) 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.

The University has developed and launched various post graduate programs aligned with NEP 2020 nomenclature. Accordingly, Multiple Entry Multiple Exit 9MEME) provision is available to learners. Similarly, course components including Project Work, Field Work are also included.

| File Description | Documents |
| --- | --- |
| The list of Programmes having modular approach with flexible exit options for the learners | https://ycmou.ac.in/media/post_image/da7efdf46f957a511619b220f623b530.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/b9206f368cc935804b0a40c9c42401f1.pdf |

## 1.3 - Curriculum Enrichment

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

The learners can opt their centres of choice and learn at the 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. A course on Environmental Studies is a compulsory requirement in all the under graduate programs of the University.

Through courses like Environmental Science, Personality and Career Skills, and various management-related subjects, we ensure that our learners are equipped to address the challenges of gender equality, environmental sustainability, and ethical behavior in their future careers. Our commitment to fostering a holistic educational experience prepares students to thrive in a complex world while making meaningful contributions to their communities. It is expected that the learners acquire functional knowledge of allied and related Subjects along with subject domains of core subjects.

| File Description | Documents |
|---|---|
| List of courses that integrate crosscutting issues mentioned above | https://ycmou.ac.in/media/post_image/255142bb635a6ab744250405f4279aea.pdf |
| Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula | https://ycmou.ac.in/media/post_image/1546dfa6d7d7ea39f7e62b8cddb94407.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/8945607991afc2cc6015182b18d2e8ad.pdf |

**1.3.2 - Awareness/ soft skills / life skills/value-added courses etc., on offer**

**1.3.2.1 - Number of Value-added courses imparting life skills and soft skills being offered by the Institution during the year**

499

| File Description | Documents |
|---|---|
| Brochure relating to the listed courses | View File |
| Course content of the Value-added courses | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**1.3.3 - Learners undertaking fieldwork / projects / internships etc. - Percentage of learners undertaking field work / projects / internships leading to submission of dissertation / Reports**

11.85

**1.3.3.1 - Number of learners undertaking field work / projects / internships leading to submission of dissertation / Reports (data for the latest completed academic year)**

42718

| File Description | Documents |
|---|---|
| Link to Programme structure(s) | https://www.ycmou.ac.in/pages/index/178 |
| Handbook/Manual for field work/ projects / internships. | View File |
| List of learners enrolled in Programme involving field work/ projects / internships etc. | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**1.3.4 - Courses on employability/ entrepreneurship/ skill development - Percentage of courses on offer has focus on employability/ entrepreneurship/ skill development during the year**

50.53

**1.3.4.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year**

423

| File Description | Documents |
|---|---|
| Link to programme structure and syllabus of such courses having focus on Employability/ Entrepreneurship/ Skill development | https://www.ycmou.ac.in/pages/index/178 |
| As per Data Template | View File |
| Any other relevant information | View File |

## 1.4 - Feedback System

| | |
|---|---|
| **1.4.1 - Feedback for design and review of curriculum Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year 1) Learners 2) Teachers and other Academics 3) Academic Counsellors 4) External Subject Experts 5) Employers 6) Alumni** | A. Any 4 or more of the above |

| File Description | Documents |
|---|---|
| 20 sample filled in Feedback forms in each category opted for the metrics | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

| | |
|---|---|
| **1.4.2 - Action on feedback (feedback collection, analysis and action taken) 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 |

| File Description | Documents |
|---|---|
| Stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Learner Enrollment

## 2.1.1 - Average variation in enrolment of learners in the Institution during the year

**74324**

| File Description | Documents |
|---|---|
| Total enrollment data during the year authenticated by Registrar of the University | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

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

**The institution actively reaches out to such individuals who have been deprived of access to higher education. The University has implemented effective measures to connect with the unreached through its 8 regional centers in various districts and 1298 Learner Support Centers (LSCs) across Maharashtra. It conducts special drives to motivate potential learners from marginalized communities and raise awareness about the available academic programs. Additionally, the University has established 19 special LSCs dedicated to serving army personnel, persons with disabilities, and those living in rural and remote areas. Through these initiatives, the University ensures education reaches diverse and underserved populations. Similarly, the university has established Learner Support Centre at selected Prisons to provide free education to jail inmates.**

**YCMOU has made significant efforts to reach the unreached, including:**

- Providing education to 302 jail inmates.
- Implementing fee exemption and GOI scholarships for SC/ST learners under the Direct Benefit Transfer (DBT) scheme.
- Participating in the Unnat Bharat Abhiyaan initiative.
- Focusing on supporting persons with disabilities and transgender individuals.

Offering free access to study materials and multimedia resources in remote and tribal areas through its digital repository and e-books available on the university website.

| File Description | Documents |
|---|---|
| Documents on efforts taken for reaching the unreached | https://ycmou.ac.in/media/post_image/611c53b04c3079a937a38e9e545286de.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/d7a93a0e4e57525538e07d0242976d41.pdf |

## 2.2 - Catering to Learner Diversity

### 2.2.1 - Catering to rural population - Percentage of learners enrolled from rural areas during the year

26.60

### 2.2.1.1 - Total number of learners enrolled from rural areas during the year

102582

| File Description | Documents |
|---|---|
| Number of rural learners authenticated by Registrar of the University | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

### 2.2.2 - Reaching out to learners from socially backward categories - Percentage of learners enrolled across different socially backward categories during the year

47.89

### 2.2.2.1 - Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms

184633

| File Description | Documents |
|---|---|
| Number of SC, ST and OBC learners authenticated by Registrar of the University | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**2.2.3 - Reaching out to Persons with Disabilities (PwD) - Percentage of PwD learners enrolled during the year**

`0.27`

**2.2.3.1 - Number of learners enrolled from Divyangjans categories during the year**

`1060`

| File Description | Documents |
|---|---|
| Number of PwD learners authenticated by Registrar of the University | View File |
| As per Data Template | View File |
| Document submitted by the Institution to a Government agency giving this information | View File |
| Any other relevant information | View File |

**2.2.4 - Reaching out to women / Transgender learners -Percentage of Women learners enrolled during the year**

`38.51`

**2.2.4.1 - Total number of Women / Transgender learners enrolled from during the year**

`148494`

| File Description | Documents |
|---|---|
| Number of Women / transgender learners authenticated by Registrar of the University | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**2.2.5 - Reaching out to employed persons - Percentage of the employed learners who are**

**enrolled during the year**

`1.86`

**2.2.5.1 - Number of employed learners (including self employed) enrolled during the year**

`7177`

| File Description | Documents |
|---|---|
| Number of employed learners authenticated by Registrar of the University | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**2.2.6 - Learners from Special Target Group: prison inmates - Average number of prison inmates enrolled as learners during the year**

`0.078`

**2.2.6.1 - Number of prison inmates enrolled as learners during the year**

`302`

| File Description | Documents |
|---|---|
| As per Data Template | View File |
| Any other relevant information | View File |
| Number of prisoners enrolled authenticated by Registrar of the University | View File |

**2.2.7 - Learners from Defense and Security Forces - Average number of persons from Defense and Security Forces background namely: Defense / Security Personnel, Ex Service men/ War widows enrolled as learners during the year**

`0.065`

**2.2.7.1 - Number of persons from Defense and Security Forces background namely: Defiance / Security Personnel, Ex Service men/ War widows enrolled as learners during the year**

`251`

| File Description | Documents |
| --- | --- |
| Number of learners from defense/security background authenticated by Registrar of the University | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**2.3 - Teaching- Learning Process**

2.3.1 - Development of Self-Learning Material (SLM) in Print

**Process followed for development of SLM**

**YCMOU follows a learner-centric approach, delivering its curriculum primarily through Self-Learning Material (SLM) in print. The SLM integrates the counsellors using simple, conversational language, enabling learners to engage at their own pace, fostering critical thinking and self-expression.**

**To ensure quality, YCMOU adheres to a well-defined Standard Operating Procedure for SLM development. These procedures undergo approval by key statutory bodies, including the School Council, Planning Board, Academic Council, and Research Council, particularly for research degree programs, as outlined in the University Statutes. The university has evolved standardized formats, procedures, and flowcharts for designing, and developing SLM.**

**The Program Advisory Committee conducts need assessments and designs curricula based on input from stakeholders. The School Council reviews the proposed curriculum before forwarding it to the Planning Board for approval. The School Council then appoints authors, content editors, and IT editors to develop the SLM. Once the manuscript is approved by the program coordinator, it is sent to the PPC for final printing.**

**YCMOU enhances learning through experiential methods, industry-aligned curricula, and practical training for placements. The SLMs include self-contained units with clear objectives, simple language, self-evaluation tools, and access to Open Educational Resources (OER).**

| File Description | Documents |
|---|---|
| Policy document on SLM | https://ycmou.ac.in/media/post_image/6497922408b34a97387209c80a233031.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/8a2cd0e67ef53009b6b55abebcaec44c.pdf |

**2.3.2 - Use of Radio for providing instruction - Percentage of programmes where radio has been used for providing instruction in the latest completed academic year**

63.08

**2.3.2.1 - Number of programmes where radio has been used for providing instruction in the latest completed academic year**

528

| File Description | Documents |
|---|---|
| Proof of radio broadcasting with schedules of the programs | View File |
| Schedules of the above activities | View File |
| As per Data template | View File |
| Any other relevant information | View File |

**2.3.3 - Use of telecast / webcast for providing instruction - Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the latest completed academic year**

13.14

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

110

| File Description | Documents |
|---|---|
| Proof of tele- broadcasting with schedules of the programs | View File |
| Schedules of the above activities | View File |
| As per the data template | View File |
| Any other relevant information | View File |

**2.3.4 - Availability of digitized SLMs for the learners - Percentage of programs having access to online SLMs**

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 during the year**

29

| File Description | Documents |
|---|---|
| Links to Digital repository of SLMs | https://ycmou.ac.in/self_learning_material |
| Any other relevant information | View File |
| Data template in Section B | View File |

2.3.5 - Institutional Mechanism to provide academic counseling support 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

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

The counseling sessions are organized at Learner Support Centers (LSCs). Each School of Studies prepares the teaching/counseling schedule during every academic year. The learners are expected to attend the counselling sessions.

Self-learning is an important aspect of ODL philosophy. The counselling sessions focus mainly on solving the academic queries of learners. The duration of counselling sessions vary as per the nature of program and courses therein.

Practical courses are conducted at institutions with necessary infrastructure. Practical sessions typically last 3-4 hours and are often held on weekends or holidays. Each practical program includes workbooks and manuals for counselors, with regular monitoring and record-keeping.

YCMOU also offers academic counseling through YashVani web radio and online webinars to engage learners. Counseling is available in

**synchronous and asynchronous formats, both face-to-face and remote, to accommodate learners' geographic, health, and social distances. The university ensures academic support through various formats, including online discussion forums, virtual classrooms, and in-person counseling.**

| File Description | Documents |
|---|---|
| Schedules of different counseling activities | https://ycmou.ac.in/media/post_image/e256965 5a0b046f958c806bb4fc9b1cd.pdf |
| Report of academic Counseling sessions | https://ycmou.ac.in/media/post_image/7aecc3b 08b8cd8419a556962c30224c5.pdf |
| Any other relevant information | https://ycmou.ac.in/pages/index/137 |

## 2.4 - Teachers and other Academics- Profile and Quality

### 2.4.1 - Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics respectively during the year

**56.36**

### 2.4.2 - Full-time teachers and other academics with Ph.D. - Percentage of full-time teachers and other academics with Ph.D. degree

**75.86**

### 2.4.2.1 - Number of full-time teachers and other academics with Ph.D. degree

**62**

| File Description | Documents |
|---|---|
| Number of teachers and other academics with PhD | View File |
| As per the Data Template | View File |
| Any other relevant information | View File |

### 2.4.3 - Programmes on offer through Collaboration - Programmes offered which are developed through collaboration with Government / other agencies

**6.90**

### 2.4.3.1 - Number of Programmes offered which are developed through collaboration with Government / other agencies during the year

| 2 |
|---|

| File Description | Documents |
|---|---|
| Copies of MoUs with other agencies | View File |
| Minutes of relevant Academic Council/BoS/ School Board meetings | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**2.4.4 - Percentage of in-house faculty involved in design and development of SLMs during the year**

| 24.13 |
|---|

**2.4.4.1 - Number of in-house faculty involved in design and development of SLMs during the year**

| 21 |
|---|

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS/ School Board meetings | View File |
| Credit page of Blocks/ Courses | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**2.4.5 - Recognition earned by full time teachers and other academics**

**2.4.5.1 - Number of full time teachers who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies during the year**

| 8 |
|---|

| File Description | Documents |
|---|---|
| Scanned copies of award/ appointment letters | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 2.4.6 - Learner : Academic Counselor ratio

## 2.4.6.1 - Number of empanelled Academic Counselors for the latest completed academic year:

**9816**

| File Description | Documents |
| --- | --- |
| Number of Academic Counsellors with details of total teaching experience for the preceding academic year | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 2.5 - Evaluation Process and Reforms

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

Intuitive User-Friendly Interface - The examination process is designed to assist students in applying, appearing, and receiving results in a user-friendly, hassle-free online format. The university website offers various options, and all relevant information is accessible for both students and LSCs.

Assessment/Evaluation Methodology - The assessment process is based on specific needs of each program, including home assignments, class tests, field visits, and practical experiments. The examination schedule is tailored to suit working professionals. Study Centers directly record assessment marks online on university portal.

Precision, Fairness, and Objectivity - The examination process aims to build student confidence, public credibility, and esteem. All rules and procedures are clearly defined and documented, leaving no room for assumptions.

Digitization of the Examination Process

a) Pre-Examination - Students fill out exam forms and pay fees online with due dates communicated online.

b) Conduct of Exam - Hall tickets are issued online, and question papers are delivered via SRPD to ensure confidentiality.

c) Evaluation - Answer booklets are scanned, evaluated online with strict confidentiality, and marks are entered without discrepancies.

d) Result Declaration - Evaluation data is processed online, and results are published and authenticated on the portal, then printed and distributed securely.

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

The institution has established a transparent mechanism to address examination-related grievances, which are categorized into the following areas:

1. Result Updating
2. Verification/Revaluation of Answer Books
3. Copy Case/Misconduct
4. Verification of Degrees
5. Transcript/Migration

The grievance redressal mechanism consists of four modes:

- Grievances Tab – This online facility allows students to submit grievances on portal. A unique complaint number is generated and sent to the student's email and mobile via SMS for reference. Complaints are automatically forwarded to the appropriate examination unit. After scrutiny, the concerned student is notified if additional further documents are needed. Once the complaint is resolved, the student is immediately informed online. The section head supervises and resolves pending issues.
- By E-mail – Students can send grievances via email with attached documents. The emails are forwarded to the relevant department, and the students are updated with the outcome.
- By Post – Students from remote areas can send grievances by post, which are logged and forwarded to the relevant department for resolution.

In Person – Students can submit grievances in person at a designated counter. The issue is addressed on the same day, and the necessary documents are handed over to the student.

| File Description | Documents |
|---|---|
| Any other relevant information | http://ycmou.digitaluniversity.ac/RegisterComplaint.aspx |
| Standard Operating Procedures related to Term End Examination related Grievances | https://ycmou.ac.in/media/post_image/3c0aa38a547e51a7613d9e585df9ab74.pdf |

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

Formative assessment promotes learners' understanding during the learning process. It allows students to identify their strengths and weaknesses, guiding their efforts toward improvement. This assessment may involve tests, practical exams, and counselor evaluations. It helps students understand their knowledge, skills, and competencies expected by the university.

Three key points about formative assessment are:

1. A single assessment type can serve both formative and summative purposes.
2. Some courses, especially interest-based ones, may lack summative assessment.
3. All courses must include formative assessment, ideally conducted by the teacher-counselor.

Key quality attributes of formative assessment include:

- Assessment Frequency: YCMOU provides formative assessments once or twice per semester or year, with constructive feedback.
- Methods of Assessment: The University uses product assessments (essays, reports, tests) and process assessments (viva-voce, practical skills demonstration).
- Assessment Design: Assessments are objective, transparent, and linked to learning objectives. Formative assessments account for 20% of student evaluation, while summative assessments account for 80%. Product and process assessments carry equal weight (50% each).

Counselors provide qualitative feedback. Future plans include increasing assessment frequency, introducing full randomization, and using peer assessments, which will improve accuracy and reduce counselor workload.

| File Description | Documents |
|---|---|
| Policy documents on Evaluation Methodology | https://ycmou.ac.in/media/post_image/c11a435 2f5be5f14d4e77ba08f4e1e78.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/7c8ca6b 45f769b3dde9ebbeb0f20661c.pdf |

| 2.5.4 - Status of automation of Examination/ Evaluation processes Status of automation of examination / evaluation processes is represented by: | A. 100% automation of entire Division & implementation of Examination Management System (EMS) |
|---|---|

| File Description | Documents |
|---|---|
| Current Manual of examination automation system | View File |
| Annual reports of examination including the present status of automation | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

| 2.5.5 - Involvement of external subject experts in evaluation process Extent of involvement of external subject experts 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. | A. Any 4 or more of the above |
|---|---|

| File Description | Documents |
|---|---|
| Link to list of evaluators | https://ycmou.ac.in/media/post_image/List_of _Evaluators.pdf |
| As per Data Template | View File |
| Any other relevant information | View File |

## 2.6 - Learner Performance and Learning Outcomes

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

The University has implemented a Learning Outcome-based Course Framework (LOCF) across all academic programs, ensuring integration of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) into the assessment process. In alignment with the UGC's Scheme for developing LOCF, the University revisited existing programs and designed new ones, covering Degree, Diploma, and Certificate programs. The LOCF document outlines the expected learning outcomes for each program and course, which are clearly stated in the program prospectus and on the university website.

At the beginning of each course, students are introduced to the specific learning objectives, which are reinforced through thematic units that progress from simple to complex concepts. The curriculum promotes self-directed learning, and formative assessments like self-check exercises and tutor-marked assignments, along with summative assessments such as Term End Examinations, are used to evaluate student progress.

The curriculum design follows a structured approach, with input from the Programme Advisory Committee (PAC), consisting of internal and external experts. Programme and Course Outcomes are mapped to national, state, and school-specific educational goals. The curricula focus on graduate attributes such as technical proficiency, problem-solving skills, communication, teamwork, and ethical responsibility, ensuring that students are well-prepared for their professional careers.

| File Description | Documents |
|---|---|
| Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes | https://ycmou.ac.in/media/post_image/b0815b93758ff141c5f86a61edc2cc26.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/febbcc7755f53fb861b3c98e39611137.pdf |

## 2.6.2 - Percentage of completion status of UG and PG degree programmes with in specified period

51.00

**2.6.2.1 - Number of UG learners enrolled in first year of the present assessment period.**

354762

| File Description | Documents |
|---|---|
| Link to declaration of results | https://ycmou.ac.in/pages/index/222 |
| As per Data Template | View File |
| Any other relevant information | View File |

**2.7 - Learner Satisfaction Survey**

**2.7.1 - Online Learner Satisfaction Survey regarding teaching-learning process**

10722

| File Description | Documents |
|---|---|
| Database of all currently enrolled learners | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**RESEARCH, INNOVATIONS AND EXTENSION**

**3.1 - Promotion of Research and Facilities**

3.1.1 - Policy for promotion of research 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.

The University has implemented a well-defined policy to promote both systemic and discipline-based research. The policy aims to encourage research across various disciplines.

Systemic Research: The systemic research in Open and Distance Learning is promoted across many schools. The University has published key research-related materials, including the book 'Quality in Research', and 30 instructional videos on Research Methodology.

Discipline-Based Research: Various schools within the University conduct discipline-specific research in fields such as Education, Economics, Commerce, Chemistry, Geology, and Environmental Science. In addition to discipline based research, the university promotes research in domains namely, ODL, Online learning, program evaluation

**and student support. The university has made adequate budget provision with an aim to sponsor Minor Research Project to the internal academic staff and research scholars. Recently, Prof. Ram Takwale Research and Development Centre has been initiated to promote research culture in University.**

**The University allocates a specific budget for research, which is utilized for publications, research projects, and faculty development. Implementation of the research policy is closely monitored to ensure transparency, compliance, and effectiveness in fostering academic growth and integrity.**

| File Description | Documents |
|---|---|
| Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption | https://ycmou.ac.in/media/post_image/00d53e50fac05fedfb2e5b94e364091d.pdf |
| Policy document on promotion of research | https://ycmou.ac.in/media/post_image/dfdca4d83cb7143f3255e29e34fcba87.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/cc56e3fdbeaeafdececfd105e7007626.pdf |

| | |
|---|---|
| **3.1.2 - Research facilities for teachers, other academics and learners 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** | **A. Any 6 or more of the above** |

| File Description | Documents |
|---|---|
| URLs of the available facilities | https://ycmou.ac.in/research_cell |
| As per Data Template | View File |
| Any other relevant information | View File |

**3.2 - Resource Mobilization for Research**

**3.2.1 - Government and Non-government grants for research**

**3.2.1.1 - Grants for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etchas been received by the Institution during the year (INR in Lakhs)**

**10000000**

| File Description | Documents |
|---|---|
| Award letters for research projects sponsored by government and non-government | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**3.2.2 - Research projects funded to teachers – Number of research projects funded by the institution / government and non-government agencies per teacher**

**6000000**

| File Description | Documents |
|---|---|
| List of research projects | View File |
| Document from Funding Agency | View File |
| Link of the funding agency website | https://ycmou.ac.in/research_cell |
| As per Data Template | View File |

**3.3 - Innovation Ecosystem**

3.3.1 - Innovative initiatives of the Institution 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

**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

The University fosters innovation through KVK initiatives: The KVK focuses on need-based training programs and agricultural technology testing. KVK, supported by ICAR, offers training, workshops, and affordable bio-fertilizers and bio-pesticides to farmers, while nurturing new businesses through innovation testing. Farm-based labs focus on soil testing and bio-fertilizer production, while the IPR Cell manages patents developed by faculty.

The School of Science introduces innovations such as online evaluations, academic calendars, counseling sessions, and self-study projects. The University has implemented blockchain-certified certificates, digital scanning of answer books, and launched YouTube channels for content dissemination.

The School of Computer Science enhances education through supplementary materials, question banks, peer teaching, and resource sharing. It encourages creativity, collaboration, and self-responsibility with online evaluations, academic schedules, and both online and face-to-face counseling. The School is exploring additional initiatives such as mentorship programs, hackathons, guest lectures, and interdisciplinary collaboration to meet learners' needs and further innovate.

| File Description | Documents |
|---|---|
| The Innovation Centre/ Cell | https://ycmou.ac.in/media/post_image/88c8dbf7ace440150b78d1eb3638b091.pdf |
| Initiatives taken by the institution | https://ycmou.ac.in/media/post_image/14bf97df39d7a99a35d9f168f4576f78.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/0b45a768c61c50cd10a86c93750d2eef.pdf |

**3.3.2 - Workshops / seminars conducted on innovative practices**

**3.3.2.1 - Total number of workshops/seminars conducted during the year on: ? Intellectual Property Rights (IPR); ? Open Educational Resources (OERs); ? Massive Open Online Courses (MOOCs); ? Technology-Enabled Learning; ? Learning Management System; ? Development of e-content and**

10

| File Description | Documents |
|---|---|
| Report of the event/ link to the material developed | View File |
| List of workshops/seminars during the year | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 3.3.3 - Innovative content developed in the form of e-modules / e-SLMs / MOOCs for : A. NMEICT B. NPTEL C. SWAYAM D. e-PG Pathshala E. e-SLMs F. other MOOCs platform G. Institutional LMS

### 3.3.3.1 - Total number of e-content modules developed for any of the platforms listed above.

**27**

| File Description | Documents |
|---|---|
| List of the innovative contents developed during the year | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 3.3.4 - Awards for innovation

### 3.3.4.1 - Number of Awards for innovation received by the Institution, its teachers/other academics/ research scholars/Learners during the year

**3**

| File Description | Documents |
|---|---|
| Scanned copies of award letters | View File |
| Award details | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 3.4 - Research Publications and Awards

| 3.4.1 - Mechanisms to check malpractices and plagiarism in research The institution has a stated code of ethics for research, the implementation of which is ensured by the | A. All 4 of the above |
|---|---|

**following: (during the year) 1) Research methodology with course on research ethics 2) Ethics Committee 3) Plagiarism Check 4) Committee on publication guidelines**

| File Description | Documents |
|---|---|
| Institutional code of ethics document | View File |
| Notification for Research Ethics Committee | View File |
| Minutes of the committee | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**3.4.2 - Ph.D. degrees awarded per recognised research guide of the University.**

**3.4.2.1 - Number of Full time teachers recognized as guides by the University as per UGC regulation during the year:**

**18**

| File Description | Documents |
|---|---|
| Web-link of the Research page | https://ycmou.ac.in/research_cell |
| List of Ph.D. scholars and their details like name of the guide , title of thesis, year of award etc | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**3.4.3 - Research publications – Number of research papers published per teacher of the institution in the Journals notified by UGC care list during the year**

**82**

| File Description | Documents |
|---|---|
| Web-link of research papers published | https://ycmou.ac.in/research_cell |
| As per Data Template | View File |
| Any other relevant information | View File |

### 3.4.4 - Books and Chapters in edited volumes published per teacher etc.

### 3.4.4.1 - Number of books and chapters/ units in books/ SLMs published of the institution during the year

**38**

| File Description | Documents |
|---|---|
| Web-link of publications | https://ycmou.ac.in/self_learning_material |
| Any other relevant information | View File |
| As per Data Template | View File |

3.4.5 - Citations of the publications Impact Factor of the research publications from the Institution Citations of the publications by teachers and academics during the year based on average Citation index in Scopus/ Web of Science.

**The Academic Faculty at University have made remarkable steps in research and scholarly contributions. Collectively, their work has been cited 456 times, reflecting its relevance and impact across various fields. There are 10 faculties who contributed their research in different valuable journals. The publication selected includes the areas education, commerce, science, engineering and open distance learning. This metric highlights their ability to produce work that resonates with the academic community and addresses key research challenges.**

**Additionally, 10 faculty members have achieved an i-10 index, meaning each has published at least ten research papers that have been cited ten or more times. This achievement demonstrates their capacity to consistently produce highly regarded and impactful research. These accomplishments are a testament to University's commitment to fostering an environment of academic excellence and innovation.**

| File Description | Documents |
|---|---|
| as per data templates | View File |

3.4.6 - h-index of the Institution Details of the publications of the teachers and other academics of the Institution during the year to calculate h-index of the Institution based on the Citations of the publications in Scopus / Web of Science

**The h-index reflects the academic impact of an institution by measuring the number of publications that have been cited at least the same number of times. The faculty's h-index of 28 signifies that**

28 of their publications have received citations, underscoring the sustained quality and influence of their research output. This metric highlights their ability to produce work that resonates with the academic community and addresses key research challenges.

The university's faculty, with diverse expertise, focuses on socially relevant subjects and aspects of Open and Distance Learning (ODL). ODL research, though not as widely pursued globally, requires innovative contributions to address unique challenges in the field. The institution's cumulative h-index is shaped by the collective efforts of its researchers, emphasizing their dedication to producing impactful studies despite limited popularity of ODL research.

The faculty's consistent contributions in niche areas of ODL and social relevance reflect the institution's role in advancing specialized knowledge. This demonstrates the university's commitment to impactful research, promoting academic growth and addressing challenges specific to the field of distance education.

| File Description | Documents |
|---|---|
| Citations of publications based on Scopus / Web of Science – h-index of the institution | [View File](#) |
| Any other relevant information | [View File](#) |
| As per Data Template | [View File](#) |

## 3.5 - Consultancy

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

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

The Academic Council of YCMOU has approved the guidelines for accepting consultancy offers from teachers and other employees. These guidelines aim to build a pool of expertise at the University in areas such as designing and developing Self-Learning Materials (SLM) in print, audio, and video formats; creating multimedia packages; utilizing technology in education and training; developing and delivering short-term specialized courses; and designing customized training packages to meet the needs of diverse target groups.

According to the consultancy policy, the University determines the total time allowed for faculty consultancy assignments in consultation with the Vice Chancellor, based on the program or project requirements. The University provides assistance to individuals involved in consultancy, subject to its resources, commitments, and convenience. The professional fee is shared between the University and the faculty/consultant at a 30:70 ratio. The total consultancy charges are negotiated with the client before the project begins.

| File Description | Documents |
|---|---|
| Minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy | https://ycmou.ac.in/pages/index/133 |
| Policy document on consultancy | https://ycmou.ac.in/media/post_image/0109071 2116e201aba4f74278e16b3ed.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/e86b78d fe4b94635bbae86845d320bdd.pdf |

**3.5.2 - Revenue from consultancy – Revenue generated by the Institution from consultancy**

**3.5.2.1 - Revenue generated from consultancy provided by teachers and other academics of the Institution during the year (INR in Lakhs)**

156000

| File Description | Documents |
|---|---|
| Audited statements of accounts indicating the revenue generated through consultancy | View File |
| List of teachers and other academics providing consultancy | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**3.5.3 - Revenue from training/ seminars/ conferences/ etc. –Revenue generated by the Institution from training / seminars/ conferences/ etc. through sponsorship during the year (INR in lakhs)**

335280

| File Description | Documents |
|---|---|
| Audited statements of account indicating the revenue generated through training | View File |
| Schedule of the training programmes | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 3.6 - Extension Activities

3.6.1 - Extension activities The impact of the extension activities of the Institution in sensitizing the learners and other stakeholders to social and sustainable development issues leading to inclusive society during the year

**Under KVK following activities have been done:**

- **Demonstrated gardening, planting, and harvesting technologies.**
- **Promoted pest-resistant storage and onion cultivation.**
- **Enhanced eco-friendly campus with horticulture.**

**KVK Extension Activities: In 2023-24, YCMOU's Krishi Vigyan Kendra (KVK) demonstrated kitchen and nutrition gardening, improved seed and fertilizer placement, mechanized harvesting, and storage technologies. Key initiatives included soybean Phule Sangam, chickpea Phule Vikram, and onion ALR technology across extensive plots. Lush green, eco-friendly practices enhanced campus sustainability. KVK conducted 160 training programs, benefiting 7,587 participants, fostering agricultural innovation and rural development. On-farm testing evaluated bio-fortified red rice, urea-DAP briquettes, herbicides for onions, and innovative mulching methods. Trainings included 93 sessions for 5,081 farmers, 22 for 725 rural youths, and 45 for 1,781 extension workers.**

**NSS Activities: The NSS program engaged 51 institutions with 1,500 participants under government units and 3,500 in self-financed units. Activities included tree plantation drives with 5,000 saplings, 10 blood donation camps collecting 300 units, and 52 awareness programs involving 3,500 volunteers. Special camps adopted 51 villages, promoting sustainability and health awareness.**

**Student welfare: YCMOU emphasized holistic development through cultural initiatives like Youth Festivals, enhancing cultural awareness and community engagement, and sports programs like Krida**

**Mahotsav, promoting physical well-being and teamwork.**

| File Description | Documents |
|---|---|
| Brochures of the activities | https://ycmou.ac.in/media/post_image/d5761ec7a91303631bcd384ee0791ce4.pdf |
| Activity Reports | https://ycmou.ac.in/media/post_image/329bb40709522557b799b7d824762a6b.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/54dbd781f90e5da816e597278a757f0d.pdf |

## 3.6.2 - Recognition of extension activities

### 3.6.2.1 - Number of awards and recognition received for extension activities from Government /recognized bodies during the year:

**2**

| File Description | Documents |
|---|---|
| Awards for extension activities | View File |
| Scanned copy of the award letters | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 3.6.3 - Collaborative extension and outreach Programmes

### 3.6.3.1 - Number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations during the year

**47**

| File Description | Documents |
|---|---|
| Reports of the event organized | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 3.6.4 - Participation in extension activities

### 3.6.4.1 - 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 during the year

**32**

| File Description | Documents |
|---|---|
| As per Data Template | View File |
| Any other relevant information | View File |
| Report of the event | View File |

## 3.7 - Collaboration

## 3.7.1 - Collaborative activities with Institutions

## 3.7.1.1 - Number of Collaborative activities for research, programme development and faculty exchange with institutions during the year

**10**

| File Description | Documents |
|---|---|
| Scanned copies of collaboration document | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 3.7.2 - Collaborations with industries

## 3.7.2.1 - Number of collaborations with industries for learner exchange, internship, establishing Chairs during the year

**6**

## INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 - Physical Facilities

4.1.1 - Facilities available at Institution Headquarters and Regional Centres Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.

The University maintains large infrastructure across its headquarters, Regional Centers (RCs), and Learner Support Centers (LSCs). Situated on a 147-acre campus on the outskirts of Nashik city, the headquarters hosts academic units, administrative offices,

storage and dispatch facilities, a library, laboratories, multimedia labs, seminar rooms, an auditorium, warehouses, media and print production units, KVK, and other essential facilities.

The campus features 16 major buildings with a combined carpet area of 36,263 square meters, providing comprehensive support for all University operations. Institutional buildings cover 36,263 square meters, while residential facilities span 1,387 square meters, with a total ground coverage of approximately 9.41 acres.

The University operates eight Regional Centers (RCs) across Maharashtra, with Amravati, Aurangabad, and Nanded having their own buildings. At the Learner Support Centers (LSCs), established through MOUs with higher education institutions, the infrastructure includes 3-6 furnished classrooms, laboratories, a farm and workshop, 2-3 office rooms with a minimum area of 400-600 square feet, a library, a reading room, and storage for books and learning materials. These facilities ensure effective delivery of academic and administrative services.

| File Description | Documents |
| --- | --- |
| Annual report of the Institution | https://ycmou.ac.in/downloads_department/index/7 |
| Geo-tagged photographs of campus and all other infrastructural facilities | https://ycmou.ac.in/media/post_image/1cb4cd8d7568f50354d0a860687089ba.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/c8d3deb2c6c43970236323425a03d027.pdf |

**4.1.2 - Expenditure incurred for infrastructure augmentation –Percentage of expenditure incurred for infrastructure augmentation**

50.72

**4.1.2.1 - Expenditure incurred for infrastructure augmentation excluding salary during the year (INR in lakhs)**

507551937

| File Description | Documents |
|---|---|
| Audited utilization statements | View File |
| Budget allocation for infrastructure | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**4.1.3 - Percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities**

24.26

**4.1.3.1 - Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary during the year (INR in lakhs)**

242752434

| File Description | Documents |
|---|---|
| Audited statements of accounts. | View File |
| Budget and Statements of Expenditure | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**4.2 - IT Infrastructure**

**4.2.1 - ICT enabled facilities at HQs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support at Headquarters.**

60.51

**4.2.1.1 - Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at the Institution HQs (Data for the latest completed academic year) :**

308

| File Description | Documents |
|---|---|
| Geo- tagged Photographs of IT infrastructure facilities at HQs | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**4.2.2 - ICT enabled facilities at RCs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support in Regional Centres (RCs)**

79.10

**4.2.2.1 - Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Regional Centres (RCs). (Data for the latest completed academic year)**

53

| File Description | Documents |
|---|---|
| Photographs of infrastructure facilities at a few RCs | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**4.2.3 - ICT enabled facilities at LSCs – Percentage of IT enabled rooms and seminar Halls of the Institution for academic support in learner support centres (LSCs)**

84

**4.2.3.1 - Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Learner Support Centres (LSCs) (Data for the latest completed academic year)**

6490

| File Description | Documents |
|---|---|
| Geo – tagged Photographs of infrastructure facilities at a few LSCs | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

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

The university consistently upgrades its IT infrastructure to support efficient operations at the headquarters and Regional Centers. The Computer Center (CC) manages hardware, software, networking, and website maintenance. Key facilities include blade servers, 5TB network storage, firewalls, switches, and a robust LAN/WiFi network. Advanced resources like laptops, projectors, HD cameras, CCTV, and biometric systems enhance functionality. Student admissions are managed via online systems, supported by regular maintenance and upgrades.

With an annual AMC of ?16.88 lakh, the university provides 1 GBPS internet under the NMEICT Project and Sophos Firewall security. The in-house Finance and Accounts Management System (FAMS) handles financial operations, while the Digital University Software efficiently manages student records.

MAHASWAYAM, inspired by SWAYAM, offers state-centric online learning in Marathi, focusing on Indian Knowledge Systems. It allows students to earn academic credits through flexible, inclusive courses developed collaboratively with state universities, aligning with NEP 2020.

The Ebsco host eBook Academic Collection provides access to 205,000 eBooks, complemented by educational videos to support learning and research. The university's regularly updated website hosts an e-book repository, regional center pages, and a cloud-based portal for streamlined admissions and re-registration processes.

The university's website, regularly updated, hosts an e-book repository and regional center pages.

| File Description | Documents |
|---|---|
| Scanned copy of agreement | https://ycmou.ac.in/media/post_image/d55ee37aa9f207c6449c43358d48a815.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/a57b24dd1e9eaa55e04d6f0c6386a76a.pdf |

## 4.2.5 - Internet Bandwidth at the HQs and RCs – Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution

1937

| File Description | Documents |
|---|---|
| Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

| 4.2.6 - Facilities for media production - Facilities for audio, video and e-content | A. More than 10of the above |
|---|---|

**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**

| File Description | Documents |
|---|---|
| As per Data Template | View File |
| Geo-tagged photographs of the facilities for audio, video e-content production | View File |
| Any other relevant information | View File |

**4.2.7 - Percentage of viewers (learners) to Transmission facilities of the Institution**

**19.97**

**4.2.7.1 - Number of viewers (learners) of transmission facilities (Radio and Television Channels) for the latest completed academic year**

**71636**

| File Description | Documents |
|---|---|
| Geo-tagged photographs of the facilities available | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

4.2.8 - Automation systems 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)

**The University has automated key processes to enhance efficiency, transparency, and service delivery for learners, staff, Regional Centers (RCs), and Learner Support Centers (LSCs).**

**Learner Support Services: The University has digitized admission and re-registration processes. Applicants register, upload documents,**

make payments, and confirm admissions online. Students submit examination forms, pay fees, and download hall tickets through the examination portal. Post-admission services, such as course changes and status updates for assignments, registration, and results, are accessible online. Students also register and pay fees for convocation digitally.

Regional Center and LSC Operations: RCs and LSCs securely transmit assignment, project, and practical evaluation data online. They access student databases through secure logins. The Examination Management System (EMS) handles exam scheduling, hall ticket generation, question paper delivery, evaluation, and result processing. Features like Secure Remote Paper Delivery (SRPD) and dashboards for evaluation ensure seamless operations.

Administrative and Financial Processes: The Administration Management System automates leave management, payroll, and pensions. The Finance and Accounts Management System (FAMS) manages budgeting, accounts, procurement, and asset tracking. These systems streamline operations and support the University's centralized and transparent ERP framework, hosted via dedicated portals and secure platforms.

| File Description | Documents |
|---|---|
| Any other relevant information | https://ycmou.ac.in/media/post_image/32628a5de20753997c9b055663d1a243.pdf |
| Automation system | https://ycmou.ac.in/media/post_image/b01543fba98b5f30c4e13f3457247e7d.pdf |

## 4.3 - Learning Resources

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

The University provides robust learner support services through a three-tier structure to ensure the success of open and distance learning.

At the University Level: The Student Services Division (SSD) manages and coordinates learner support activities through eight Regional Centers (RCs) and 1298 Learner Support Centers (LSCs) across Maharashtra. SSD oversees admissions, learner queries, and program promotion while ensuring smooth operations of RCs and LSCs.

**At the Regional Center Level: Regional Centers serve as nodal offices, managing LSCs and ensuring compliance with university guidelines. They promote programs, distribute materials, address learner grievances, organize induction meetings, and monitor counseling sessions, evaluations, and examinations.**

**At the Learner Support Center Level: LSCs conduct academic counseling, practical sessions, and project guidance through empaneled counselors. They also handle pre-admission counseling, learner queries, assignment collection, evaluation, and term-end examinations. LSCs provide additional support through workshops, seminars, and library access.**

**The University's Schools of Studies standardize LSC operations. Various other sections / divisions, including Registration, Evaluation, and Audio-Video Centers, complement these services.**

**ICT-enabled support, such as web-based academic tools, YashVani radio programs, and grievance portals, enhance the learning experience. This structured framework ensures effective, technology-driven learner support at all levels.**

| File Description | Documents |
|---|---|
| List of support services provided at Headquarters, Regional Centres, Learner Support Centres | [View File](#) |
| Organizational chart of support services available | [View File](#) |
| Any other relevant information | [View File](#) |

## 4.3.2 - Average number of Learners attached to LSCs

**286**

## 4.3.2.1 - Number of LSCs in the preceding academic year:

**1610**

| File Description | Documents |
|---|---|
| Enrolment details of the preceding year | View File |
| Distribution of learners LSC wise | View File |
| As per Data Template | View File |
| Any additional information | View File |

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

Academic counseling sessions play a pivotal role in enhancing the teaching-learning process in the Open and Distance Learning (ODL) system. In the academic year 2023-24, these sessions were systematically organized at Learner Support Centers (LSCs) across Maharashtra, supporting learners. Trained academic counselors facilitated these sessions, offering both face-to-face and ICT-enabled support to bridge the gap between learners and educators.

The sessions focused on guiding learners through Self-Learning Materials (SLM) to help them acquire essential knowledge, clarify doubts, and develop required competencies. For professional programs such as MBA, B.Ed., and B.Sc. in Computer System Administration, counseling emphasized hands-on skills through practical training in well-equipped laboratories and specialized institutions.

Flexible schedules ensured accessibility, with sessions held on weekends and holidays. Counselors employed interactive teaching methods and provided personalized support, including academic advising, study planning, and exam preparation tips. Additionally, online counseling sessions and recorded materials expanded accessibility.

The program aligned with UGC's ODL norms, requiring learners to complete 10% of their study hours through counseling. Practical sessions in agriculture, health sciences, and science programs focused on competency-based learning outcomes. These efforts not only improved learners' academic performance but also fostered confidence and engagement, making the ODL experience more inclusive and effective.

| File Description | Documents |
| --- | --- |
| Monitoring reports of LSCs | https://ycmou.ac.in/media/post_image/6e09c05 5a6afe5e56008fb9f780f30b8.pdf |
| Reports on counselling sessions | https://ycmou.ac.in/media/post_image/177635b e822c870d279509048760340a.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/0289bd4 b5b5cd27184402473b9c02ef1.pdf |

**4.3.4 - Expenditure on Library – Percentage of annual expenditure on library during the year**

**2.07**

**4.3.4.1 - Annual expenditure on library during the year (INR in lakhs)**

**28510108**

| File Description | Documents |
| --- | --- |
| Web-link to Library catalogues | http://14.139.121.245/webopac/ |
| Web-link to relevant resources available in the library | https://ycmou.ac.in/pages/index/185 |
| As per Data Template | View File |
| Any other relevant information | View File |

4.3.5 - Library Automation Library is automated in using Integrated Library Management System (ILMS) A. Name and features of the ILMS software B. Nature and extent of automation (full or partial) C. Year of commencement and completion of automation

**The university automated its Library and Resource Center (LARC) using the Integrated Library Management System (ILMS) in 2001. It implemented SOUL (Software of University Libraries), developed by the INFLIBNET Center of UGC, to manage all library operations, including acquisition, technical processing, circulation, and serial control. In recent years, the library upgraded to SOUL 2.0, which supports various functions such as resource acquisition, cataloging, Online Public Access Catalog (OPAC), and circulation.**

**SOUL 2.0 offers significant advantages, including compliance with international standards like MARC 21, AACR-2, and MARCXML. It supports Unicode character sets, features a user-friendly interface,**

and operates on a client-server architecture. The software accommodates multi-platform bibliographic databases such as MySQL and MS-SQL and facilitates cataloging of electronic resources like e-journals and e-books. Additionally, it allows online copy cataloging from MARC21 bibliographic databases, provides default templates for data entry of various documents, and enables users to generate customizable reports.

Besides automation, the library offers Inter-Library Loan services through DELNET, access to e-resources for campus and remote users, and anti-plagiarism software like URKUND/OURIGINAL. This comprehensive automation and resource integration enhance the efficiency and accessibility of the university's library services.

| File Description | Documents |
|---|---|
| Any other relevant information | https://ycmou.ac.in/media/post_image/216197d63dc012ea11b60dccdea1e963.pdf |
| Geo-tagged photographs | https://ycmou.ac.in/media/post_image/c7d6357234f8dc3549f236514f09e0e1.pdf |

## LEARNER SUPPORT AND PROGRESSION

## 5.1 - Learner Support

5.1.1 - Promotional Activities for Prospective Learners The Institution promotes its programmes for the prospective learners through various activities

The University actively promotes its programs to prospective learners through diverse initiatives. It designs educational programs to cater to general education needs, technical skills, and entrepreneurship development while empowering learners for self-employment and performance improvement.

To publicize its offerings, the University publishes advertisements in local and state-level newspapers, ensuring program visibility. Eight regional centers across Maharashtra provide information and consultation to learners. Learner Support Centers (LSCs) organize public meetings, publish advertisements, and utilize social events for outreach. These centers also create awareness through local newspapers, TV scrolls, and events.

Regional Centers, managed by Regional Directors and administrative staff, extend support for admissions, examinations, and learner services. Directors regularly visit LSCs, offering guidance to

enhance enrolment and program outreach.

The University leverages its Audio-Video Center to produce informative content in the form of e-resources. It broadcasts live and recorded Web Radio sessions for academic counseling and program awareness. The University's web portal provides comprehensive details about programs, admissions, and study materials, promoting accessibility and enthusiasm among learners.

Additionally, the University participates in educational fairs & exhibitions using banners, pamphlets, expert interactions, and electronic media to engage with visitors. By employing social media, YouTube, and its website, the University ensures effective communication.

| File Description | Documents |
|---|---|
| Activities undertaken | https://ycmou.ac.in/media/post_image/b6953ec855fd685459a4dd5f1d366c08.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/8bea583decea902e7562d64352f3dbf7.pdf |

5.1.2 - Pre-admission Counseling Services 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

The Yashwantrao Chavan Maharashtra Open University (YCMOU) actively delivers pre-admission counseling and induction programs for prospective and newly enrolled learners through its Headquarters, Regional Centers, and Learner Support Centers (LSCs).

At the Headquarters, faculty members conduct counseling sessions using audio-visual aids and printed material. They provide detailed information about open and distance learning (ODL) systems, program flexibility, and career prospects. The University's website supplements this effort by offering comprehensive program details, eligibility criteria, fee structures, and downloadable study material.

Regional Centers covering 36 districts in Maharashtra promote programs through publicity drives, including articles, radio interviews, and help desks. Regional Directors, supported by staff, visit institutions to engage prospective learners and clarify doubts. They also monitor LSCs, ensuring proper counseling sessions

and resolving learner issues.

LSCs play a pivotal role by organizing student meetings and induction programs to guide learners about self-study, counseling sessions, and assessments. Coordinators engage with industries, workers, and self-help groups (SHGs), motivating them to enroll in programs that enhance skills and productivity.

YCMOU's network of 1298 Learner Support Centers (LSCs) effectively bridges educational gaps, empowering rural and tribal communities. By providing support to learners, the university fosters accessibility and inclusivity in higher education.

| File Description | Documents |
|---|---|
| Activities undertaken | https://ycmou.ac.in/media/post_image/53c1c2f6fddfdc0f1969c9a33e793a31.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/8de1ccca6533f82e02d1bdf7b7e0cf37.pdf |

5.1.3 - Online Admission and Related Activities The status and process of online admission including payment of fees

University has started an online admission process from 2007-08 with the portal this online system is learner friendly and learner can get access to this 3 system from anywhere at any time.

YCMOU operates a fully online admission process, ensuring efficiency and transparency. Applicants create a user ID and password on the Online Admission Portal, fill out application forms, choose programs and LSCs, and upload scanned academic credentials to verify eligibility. They pay tuition fees through secure online payment gateway using credit/debit cards or net banking. The system instantly acknowledges applications via SMS.

The Student Services Division (SSD) reviews applications and confirms eligible admissions online. Learners promptly receive admission confirmation, enrollment numbers, LSC details, and digital study material links via SMS and email. Learners can track their applications throughout the process.

Students re-register online for subsequent semesters or years, receiving SMS reminders to ensure timely submissions. The system processes admission cancellations, refunds fees online, adhering to

the university's refund policy.

YCMOU leverages advanced ICT to reduce operational costs, enhance staff efficiency, and benefit learners. The university portal provides features like OTP verification, form corrections, program details, and access to digital study materials. YCMOU has delivered a user-friendly online admission system.

| File Description | Documents |
|---|---|
| Online Admission and related activities | https://ycmou.ac.in/media/post_image/b52d047f6aa9007775abda6c8e662a55.pdf |
| Any other relevant information | https://www.ycmou.ac.in/admissions |

5.1.4 - Dispatch of Study Material and related grievance handling mechanisms Strategy followed by the Institution for dispatch of study material to learners and mechanisms to resolve grievances related to Dispatch of Study Material

The institution follows a structured process for the dispatch of study material to learners. Initially, the school submits a program-wise demand book, certified by the respective program heads. The department then takes stock of available course materials and identifies any new or reprinted books required. After completing a tender process, the institution selects printers and informs them of the book quantities needed for each course.

The institution selects transporters and prepares the necessary circulars and instructions. Books are then dispatched to study centers and regional centers based on the number of enrolled students. If any regional or study center needs more books, the institution resends the required materials promptly.

Learners can obtain the materials from the support centers. If any learner raises a grievance about not receiving study material, the support center, with help from the regional center or headquarters, resolves the issue shortly. The institution also maintains a buffer stock at both the support centers and headquarters to handle grievances efficiently.

| File Description | Documents |
|---|---|
| Material dispatch related activities | https://ycmou.ac.in/media/post_image/7e3b6ac 9dac19bc4ef44f9069a91c83c.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/d01df43 eb81f23f31ee5d730b586a45f.pdf |

| | |
|---|---|
| **5.1.5 - Attending to learners' queries Modes/approaches employed by the University to attend to learners' queries include: 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. Learner Services Centre/ Inquiry Counter 12. Postal communication** | A. Any 8 or more of the above |

| File Description | Documents |
|---|---|
| Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Learner Services Centre, any other | https://ycmou.ac.in/pages/index/136 |
| As per Data Template | View File |
| Any other relevant information | View File |

| | |
|---|---|
| **5.1.6 - Academic counselling services Modes employed by the Institution to provide academic counseling services to its learners include: 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)** | B. Any 6-7 of the above |

| File Description | Documents |
|---|---|
| Web-link to counselling schedules for current year | https://ycmou.ac.in/pages/index/137 |
| As per Data Template | View File |
| Any other relevant information | View File |

**5.1.7 - Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances. Percentage of grievances received at HQ and redressed during the year**

95.20

**5.1.7.1 - Number of grievances received at HQ during the year**

107563

| File Description | Documents |
|---|---|
| Web link to Grievance Redressal Mechanism Committee for learners | https://ycmou.ac.in/media/post_image/6fe83549594b49030f5e7afda519ed9c.pdf |
| As per Data Template | View File |
| Any other relevant information | View File |

5.1.8 - Special Learner Support Centres 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

YCMOU is dedicated to reaching marginalized sections of society. To meet the diverse needs of various target groups, the university extends its outreach by opening Learner Support Centers in rural and tribal areas across Maharashtra.

The university has established 19 special learner support centers to serve individuals such as teachers working with persons with disabilities (PwD), jail inmates, farm laborers, army personnel, security forces, housewives, and unskilled laborers. Furthermore, a Learner Support Center has been established at the Artillery School in Nashik, offering B.A. and B.Com. Programs to soldiers, benefiting learners. These centers cater to jail inmate learners and army men in different trades.

Additionally, YCMOU has set up Learner Support Centers for farmers, farm women, and rural youth, serving around 30,000 learners annually. The university also provides fee reimbursement or

**exemption to SC/ST learners under the Direct Benefit Transfer (DBT) scheme of the Government of Maharashtra.**

| File Description | Documents |
|---|---|
| List of Special Learner Support Centres | https://ycmou.ac.in/media/post_image/69c4b71 4813b4a5bc75f2da6e31c127c.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/76fafd7 815f840e049c991d2ff852855.pdf |

**5.1.9 - Financial Support to learners of disadvantaged groups - Percentage of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other during the year**

**1.15**

**5.1.9.1 - Number of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other during the year**

**2122**

| File Description | Documents |
|---|---|
| Web-link to notifications issued by the Institution | https://ycmou.ac.in/media/post_image/Updated _Notification_Regarding_Fee_Concession_.pdf |
| As per Data Template | View File |
| Any other relevant information | View File |

**5.2 - Learner Progression**

**5.2.1 - Submission of assignments - Percentage of learners submitting assignments**

**94.96**

**5.2.1.1 - Number of learners enrolled in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar**

**190518**

| File Description | Documents |
|---|---|
| Web-link to academic calendar of the Institution | https://ycmou.ac.in/media/post_image/Academic_Calender_2022-23_Final.pdf |
| List of programmes on offer | View File |
| Web-link of assignments of programmes on offer | https://ycmou.digitaluniversity.ac/Content.aspx?ID=1160 |
| As per Data Template | View File |
| Any other relevant information | View File |

## 5.2.2 - Percentage of Newly enrolled learners registered for term end examination

**100**

| File Description | Documents |
|---|---|
| List of programmes on offer | View File |
| Web-link of examination schedule | https://ycmou.ac.in/pages/index/219 |
| Number of learners (only newlyenrolled)registered for term end examinations | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 5.2.3 - Percentage of learners appeared for term end exam

**100**

| File Description | Documents |
|---|---|
| List of programmes on offer | View File |
| Web-link of examination schedule | https://ycmou.ac.in/pages/index/219 |
| Number of learners (only freshly enrolled)who have passed term end examination | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**5.2.4 - Percentage of learners passed out term end examination**

69.90

| File Description | Documents |
|---|---|
| List of programmes on offer | View File |
| Web-link of examination schedule | https://ycmou.ac.in/pages/index/219 |
| Number of learners (only freshly enrolled)who have passed term end examination | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**5.2.5 - Placement services provided to the learners**

**5.2.5.1 - Number of placement drives conducted by the institution for the learners during the year**

5

| File Description | Documents |
|---|---|
| Reports of the campus placement drives | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**5.3 - Alumni Engagement**

5.3.1 - The Alumni Association The Alumni Association/ Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year

The YCMOU Alumni Association has made valuable contributions to the institution's development through financial and other support services. The university conducts alumni-related activities at its Nashik headquarters, focusing on placements for its diverse and geographically dispersed learners who have completed their programs. Alumni register through the Alumni Registration Form, contributing to the university's growing network of alumni.

Alumni contribute in several ways:

- **Assisting potential learners in finding job opportunities within and outside their current organizations.**
- **Coordinating placement drives with different agencies and industries.**
- **Acting as mediators between the industry and university students or alumni.**
- **Promoting the ODL (Open and Distance Learning) philosophy in society as brand ambassadors.**

**To further strengthen the Alumni Association and network, the university has taken key actions:**

- **Established a dedicated web portal for alumni registration and to highlight the activities of the YCMOU Alumni Association.**
- **Collaborated with successful alumni and their host organizations to offer internship opportunities for graduating learners.**
- **Engaged alumni in various initiatives, creating stronger ties between the university, its alumni, and the industries they represent.**

**These efforts continue to foster alumni involvement and enhance the university's educational impact.**

| File Description | Documents |
|---|---|
| Details of Alumni Association Activities | https://ycmou.ac.in/media/post_image/7e129602 3cd8d11b01275f556a59c69a.pdf |
| Frequency of meetings of Alumni Association with minutes | https://ycmou.ac.in/media/post_image/1ebc73c 630c6718756ef5216f9f9b748.pdf |
| Quantum of financial contribution | https://ycmou.ac.in/media/post_image/bfae43b 99cad887f4177802096cb5005.pdf |
| Audited Statement of Accounts of the Alumni Association | https://ycmou.ac.in/media/post_image/8757669 d7810a37a246f9bfa3316d75f.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/949dcdd f481fe2f8ec0d9d53bd9f2add.pdf |

**5.3.2 - Alumni Association Involvement -Percentage of graduated learners enrolled in Alumni Association**

**36.90**

**5.3.2.1 - Number of graduated learners enrolled in Alumni Association (in latest completed academic year)**

**158902**

| File Description | Documents |
|---|---|
| Web-link to Alumni Association | https://www.ycmoualumni.org/ |
| As per Data Template | View File |
| Any other relevant information | View File |

| **5.3.3 - Facilities for Alumni Engagement 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** | **A. Any 4 or more of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Web-link to Alumni Registration Portal | https://www.ycmoualumni.org/ |
| Web-link to online networks | https://www.ycmoualumni.org/ |
| Scan copy of statement of receipts | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

6.1.1 - Governance in accordance with Mission and Vision 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

The university provides education, training, and opportunities to reach disadvantaged groups, including rural residents, workers, and housewives, enabling knowledge enhancement. It achieves these objectives through teaching, research, and extension, utilizing diverse distance education methods to ensure accessibility and

inclusivity for larger population segments.

The Vision and Mission of 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 YCMOU are reflected in all aspects of its functioning:

- Academic and Administrative Governance: The rules set by statutory bodies align with the university's vision of providing seamless access to quality education.
- Perspective Plans: The Planning Board creates long-term, short-term, and mid-term plans to ensure university operations meet objectives within set timeframes.
- Stakeholder Participation: YCMOU fosters stakeholder engagement to achieve global recognition, promoting holistic development and advancing Maharashtra's cultural and national identity.

Institutional Excellence: The University enhances institutional excellence by offering diverse programs to fulfill knowledge, skill, and development needs across all levels.

| File Description | Documents |
|---|---|
| Vision and Mission documents approved by the statutory bodies | https://ycmou.ac.in/pages/index/250 |
| Report of achievements which led to institutional excellence | https://ycmou.ac.in/awards |
| Any other relevant information | https://ycmou.ac.in/about_university |

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

The University's dedication to accomplishing its goals of equity, excellence, and accessibility through decentralization of academic, administrative, and financial responsibilities and powers as well as participatory decision-making is indicative of its effective leadership. A three-tiered organizational structure makes this

possible: the first tier consists of the School of Studies, Divisions, Centers, Sections, and Units; the second tier consists of eight Regional Centers (RC) situated in each district; and the third tier consists of a variety of Learner Support Centers (LSCs) dispersed throughout the entire state of Maharashtra.

YCMOU promotes collective leadership and transparency by involving stakeholders in statutory bodies and committees, ensuring participatory decision-making.

The following statutory committees are in place ensure smooth daily operations: Board of Management; Planning Board; Academic Council; School Council; Board of Examination; Finance Committee; Building and Works Committee; Grievance Redressal Committee; Library Committee; and Purchase and Sale Committee.

Decentralization the way the university's Statutory Bodies and their standing committees operate, utilizing the combined knowledge and varied experiences of both the state and national levels, demonstrates the leadership's dedication to decentralization. Decentralization with regard to:

- Development of Academic Programs
- Implementation of Academic Programs

Financial Issues Offer and Strengthen participatory approach

| File Description | Documents |
|---|---|
| Information / documents pertaining to leadership | https://ycmou.ac.in/media/post_image/36316d0 7d13d41815ac3df26093e2851.pdf |
| Any other relevant information | https://ycmou.ac.in/pages/index/193 |

## 6.2 - Strategy Development and Deployment

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

The Planning Board approves and monitors the university's strategic plans, ensuring alignment with its vision and objectives. These plans define goals, deliverables, and resource needs, covering financial, infrastructure, and human resources across various centers. The plans focus on developing new programs, revising existing ones, enhancing access, expanding ICT use, and improving

student support and outreach, ensuring continuous growth and
alignment with the university's evolving educational needs.

To create, implement, track, and assess the strategic plans, the
university follows these procedures:

- **Methodology for Developing the Strategic Plan:** The university
  creates long-term (three to five years), short-term (less than
  a year), and mid-term (two to three years) plans.
- **Deployment Mechanism:** After approval by statutory bodies, the
  strategic plans are communicated to the relevant schools,
  divisions, centers, and units for implementation. Statutory
  bodies monitor progress by requesting Action Taken Reports.
- **Planning & Coordination Section:** The Planning Board designs
  and formulates appropriate programs and activities for the
  university. Additionally, it has the right to advise the Board
  of Management and the Academic Council on any matter it deems
  necessary for fulfilling the university's objectives.

**Monitoring and Evaluation:** The University uses annual results and
strategic plans to track and evaluate the deliverables of all
operations.

| File Description | Documents |
|---|---|
| Minutes of the Governing Council / other relevant bodies for deployment / monitoring the deliverables | https://ycmou.ac.in/pages/index/132 |
| Any other relevant information | https://ycmou.ac.in/pages/index/140 |
| Perspective / Plan and deployment documents | https://ycmou.ac.in/media/post_image/f2bb7cfc5d01b0721f1afc3dbd1ea9ea.pdf |

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

The University is headed by the Chancellor, the Governor of
Maharashtra. Key authorities include the Board of Management,
Academic Council, Planning Board, University Research Council,
School Council, Board of Examination, and Finance Committee. The
Vice Chancellor leads both the academic and administrative
functions, supported by statutory officers such as Pro-Vice-
Chancellors, Directors of Schools/Centers, Registrars, Controller of

Examinations, and Finance Officers. The implementation of policies and decisions is carried out through various Divisions, Centers, Units, Cells, and Committees. The duties and responsibilities of the university's authorities, officers, and employees are defined by the YCMOU Act, Statutes, Ordinances, and Regulations.

The University has established well-defined policies, a decentralized administrative structure, and comprehensive procedures for appointments, promotions, purchases, and service rules. These policies are closely followed to guarantee timely and efficient results. The decentralized structure allows for responsive management at all levels, ensuring smooth functioning across various departments. The adherence to service rules and organizational procedures strengthens the university's outreach and enables continuous improvement. These measures contribute to the overall efficiency of the university's operations, ensuring that it meets its goals while maintaining transparency and accountability. The university's governance and operational practices reflect its commitment to delivering high-quality education and services.

| File Description | Documents |
|---|---|
| Organogram of the Institution | https://ycmou.ac.in/pages/index/193 |
| Annual Report of the preceding academic year | https://ycmou.ac.in/media/post_image/YCMOU_ANN_REPORT_2022_23.pdf |
| Minutes of the meetings of various bodies / relevant committees | https://ycmou.ac.in/downloads_department/index/3 |
| Any other relevant information | https://ycmou.ac.in/registrar_office |

| | |
|---|---|
| **6.2.3 - Implementation of e-governance in different areas of operation Areas of operation of Institution which has e-governance implementation 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Learner Admission and Support 5. Examination** | A. Any 4 or more of the above |

| File Description | Documents |
|---|---|
| ERP Document | View File |
| Screen shots of user interfaces | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 6.3 - Faculty Development or Empowerment Strategies

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

The university provides effective welfare measures for its teachers, academic, and non-academic staff, such as:

- Health Services: The University has authorized Shri Guruji Hospital in Nashik to provide cashless medical services to employees. It also offers a specialized health center on campus where both permanent and contract employees can access free medical consultations from a designated physician.
- Accommodation: The University's main office contains a residential complex with 28 apartments, a medical center, a horticulture farm, a gym, and play areas.
- Transportation: A free minibus service operates on demand and at scheduled times from the campus to the Gangapur village bus stop.
- Gardens and Parks: The campus features beautifully landscaped areas, including a horticulture farm, a biodiversity park, a garden, and a space for cultural and athletic activities.
- Security and Hygiene: The University ensures 24-hour security by maintaining specialized security personnel and outsourcing housekeeping services.

In addition to essential services: The campus offers a range of convenience facilities including a fully operational bank, a post office for postal services, multiple canteens catering to diverse food preferences, and a sales counter that sells organic food and other essential items.

| File Description | Documents |
|---|---|
| Policy document on welfare measures | https://ycmou.ac.in/media/post_image/0544814a881f3bd427d03dea725e96de.pdf |
| List of beneficiaries of welfare measures | https://ycmou.ac.in/media/post_image/925b28c1f5bbb2247f36841feaddd129.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/1b589d075056e0fe064501b6feab1c55.pdf |

**6.3.2 - Percentage of Financial support for faculty developmen**

30.43

**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 during the year**

7

| File Description | Documents |
|---|---|
| Letters to teachers and other academics provided with financial support to attend conferences, workshops etc. | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**6.3.3 - Average number of programmes organised for professional development**

82.75

**6.3.3.1 - Number of professional development / administrative training Programmes organized by the University for teachers, other academics and non-academic staff during the year**

662

| File Description | Documents |
|---|---|
| Schedules of programmes organized for teachers, other academics and non-academic staff | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 6.3.4 - Percentage of Teachers and other academics attended Professional Development Programmes (PDPs)

32.18

## 6.3.4.1 - Number of teachers and other academics attended Professional Development Programmes, viz.: Orientation Programme, Refresher Programme, Faculty Development Programme (FDP), during the year

28

| File Description | Documents |
|---|---|
| CIQA report summary | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). | View File |
| Letters to teachers and other academics attending PDPs during the year (Data Template) | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

## 6.3.5 - Non- academic staff attending administrative training Programmes - Percentage of full time non-academic staff attended training Programmes, during the year

98

## 6.3.5.1 - Number of full time non-academic staff attended training Programmes during the year

38

| File Description | Documents |
|---|---|
| CIQA report summary | View File |
| Letters to non-academic staff attending administrative training programmes | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

6.3.6 - Mechanism of performance appraisal system, promotion for teachers, other academics and non-academic staff Institution has performance appraisal system for teaching, promotion for teachers, other academics and non-academic staff

Academic Staff and Teachers: The University's performance evaluation system for academic staff and teachers is designed to ensure professional growth and development. It follows the guidelines of the Career Advancement Scheme (CAS) for teachers, as mandated by the University Grants Commission (UGC). The system uses the Performance-Based Appraisal System (PBAS) pro-forma, which is in line with the UGC regulations and has been approved by the Maharashtra government and the university's Board of Management (BoM). Under this system, academic staff undergo regular performance evaluations, which assess their teaching, research, and other academic contributions. Based on these assessments, teachers are eligible for promotions, which are granted based on the recommendations of a Selection Committee, ensuring that promotions are awarded in accordance with statutory regulations. This ensures transparency, fairness, and alignment with academic goals.

Non-Academic Staff: The university follows the Recruitment and Promotion Rules for non-teaching employees, as mandated by Maharashtra's provisions. The Departmental Promotion Committee (DPC) adheres to government guidelines on recruitment, open positions, and promotion processes. The DPC's recommendations are considered by the appointing authority. Employees must meet minimum years of continuous service to be eligible for promotion. The university regularly updates the seniority list for various non-teaching staff cadres.

| File Description | Documents |
|---|---|
| Performance appraisal policy of the Institution | https://ycmou.ac.in/media/post_image/21c9682 85db7c92accc42e4418c459e0.pdf |
| Document on promotion/CAS for teachers, other academic and non-academic staff | https://ycmou.ac.in/media/post_image/c6f4fd6 05d074e8710dd6b7ca7a08761.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/c28cbb0 337a925a54010d8469f6e4876.pdf |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Regular internal and external financial audits Institution conducts internal and external financial audits during the year

In the 2023-24 academic year, the institution conducted both internal and external financial audits. As per Section 27(2) of the YCMOU Act 1989, the University's accounts are required to be audited by an auditor appointed by the government.

The internal audit is conducted by the statutory auditor appointed by the Board of Management. The auditor's responsibilities include auditing and scrutinizing various financial records such as accounts books, bank reconciliation statements, stock and asset registers, payment vouchers, receipts, salary registers, and EPF/GPF registers. The audit also covers fixed deposits, advances, contract documents, and the minutes of the Finance Committee and BOM related to financial decisions. Furthermore, the auditor examines the income and expenditure statement, balance sheet, and all relevant schedules to ensure the accuracy and compliance of the university's financial operations. This internal audit process is essential for maintaining transparency, accountability, and sound financial management across the institution. The audit reports are available on the University portal.

| File Description | Documents |
|---|---|
| Policy on internal and external audit mechanisms | https://ycmou.ac.in/downloads_department/index/15 |
| Financial audit reports during the year | https://ycmou.ac.in/downloads_department/index/15 |
| Any other relevant information | https://ycmou.ac.in/pages/index/127 |

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

The University has implemented several strategies for mobilizing funds and ensuring the optimal use of resources. The YCMOU is financially self-supporting in its operating costs. To achieve this, the university attracts social and private contributions for its programs and charges fees based on unit operating costs.

The primary source of financial resources comes from the fees charged to students, including tuition, examination, and other related fees. The university also generates additional revenue through various sources. These financial resources are efficiently utilized for maintaining and upgrading academic and administrative facilities, infrastructure, and student services.

The university continually assesses its financial strategies to ensure that all resources are maximally utilized for the benefit of students and staff. By diversifying its revenue streams and focusing on cost-effective operations, the university aims to maintain financial sustainability. Through these measures, the university can provide quality education, support research initiatives, and maintain a conducive environment for learning and development, ensuring long-term success and self-sufficiency.

| File Description | Documents |
|---|---|
| Resource Mobilization policy document duly approved by the Board of Management / Syndicate / Governing Council | https://ycmou.ac.in/media/post_image/275350f82dabf2b3c1e2255ad74de03c.pdf |
| Procedures for optimal resource utilization | https://ycmou.ac.in/media/post_image/8a99b76e9cec7cb41efc9c67e0e74e81.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/73eb3b3a171f347931a259e20e2b0c8d.pdf |

**6.4.3 - Percentage of Expenditure on Learner Support Services**

**17**

**6.4.3.1 - Expenditure by the Institution on learner support services (excluding salary and capital expenditure) during the year (INR in Lakhs)**

**100522228**

| File Description | Documents |
|---|---|
| Statement of expenditure during the year | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

**6.5 - Internal Quality Assurance System**

| 6.5.1 - Institutionalizing the quality assurance through CIQA Details of the activities of CIQA listed below: 1. Programme Project Reports (PPRs) prepared 2. Workshops/ seminars organized on quality related themes 3. Innovative practices implemented for quality enhancement 4. Initiatives undertaken for system based research 5. Feedback mechanisms developed for different stakeholders | A. Any 4 or All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Scan copies of programme schedules | View File |
| Reports of the activities | View File |
| As per Data Template | View File |
| Any other relevant information | View File |

6.5.2 - Reforming institutional processes 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

YCMOU has implemented various initiatives to improve quality across multiple areas, including learner performance, teaching-learning processes, assessment, learning outcomes, research, stakeholder feedback, administrative reforms, and financial management. These initiatives focus on timely evaluation, data collection, and impact analysis to enhance the quality of education.

The university has prioritized academic standards and student support. Students are encouraged to participate in final exams to assess their performance. Feedback from students, academic counselors, experts, and other stakeholders is regularly collected through both formal and informal channels, which helps in updating and revising study materials with current data and perspectives.

YCMOU has also introduced innovative teaching-learning methods, integrated ICT tools, and new delivery mechanisms to improve learners' development. The university uses the latest technology, offering online admissions and making all SLMs and audio-visual programs accessible online.

Additionally, YCMOU has created the YashWani platform, an electronic web radio that allows for two-way communication between educators and students, enhancing interactive radio counseling. Furthermore, the university has partnered with the Rehabilitation Council of India to establish unique program centers, demonstrating its commitment to continuous improvement and quality education. These initiatives collectively contribute to the Universities overall growth and success.

| File Description | Documents |
|---|---|
| Documents / information on the process and results of Impact Analysis | https://ycmou.ac.in/downloads_department/index/7 |
| Relevant Reports/ Minutes approved by concerned Authorities | https://ycmou.ac.in/media/post_image/a8ffe898520bbca3290df45593e6442d.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/71a57f03c07948d8d7074f3960fde648.pdf |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

In the Academic Year 2023-24, YCMOU implemented significant measures to promote gender equity and create a secure, healthy, and supportive environment for all employees and students, particularly women. The University emphasizes gender sensitivity through various initiatives, focusing on eliminating sexual harassment, intimidation, and exploitation across all campuses, Regional Centers (RCs), and Learner Support Centers (LSCs).

The University formulated a comprehensive policy to address workplace sexual harassment, aligned with the "Handbook on Sexual Harassment of Women at the Workplace (Prevention, Prohibition, and Redressal)." Dedicated Committees at the LSC, RC, and headquarters levels address harassment cases and ensure a transparent redressal process. The headquarters also serves as an appellate body for further attention to unresolved cases.

YCMOU encourages individuals to file complaints, if any using a prescribed format, and these complaints are processed on a fast-track basis to ensure timely resolution. In addition to addressing grievances, the University offers counseling services to women employees through trained professionals, providing a holistic support system.

These initiatives demonstrate YCMOU's commitment to fostering a gender-sensitive atmosphere and ensuring the safety and well-being of all individuals within its educational environment.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://ycmou.ac.in/media/post_image/7af4010ba5eeddc38e98098a883eae81.pdf |
| Specific facilities provided for women in terms of: a. Safety and security at the work place b. Committees to address Prevention of Sexual Harassment c. Common Rooms d. Day care centre for children of the staff e. Any other relevant information | https://ycmou.ac.in/media/post_image/345125e1933532ceb37d0f92d280409d.pdf |

| | |
|---|---|
| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment** | **A. 4 or All of the above** |

| File Description | Documents |
|---|---|
| Geo-tagged Photographs | View File |
| Any other relevant information | View File |
| as per data template | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) A. Solid waste management B., Liquid waste management C. Biomedical waste management D. E-waste management E.Waste recycling system F. Hazardous chemicals and radioactive waste management

**YCMOU has implemented several effective waste management systems to ensure environmental sustainability and regulatory compliance. These initiatives manage various types of waste, including solid, liquid, biomedical, e-waste.**

1. **Smoke-Free Campus: YCMOU promotes a smoke-free environment for the health and well-being of the campus community.**
2. **Plastic-Free Campus: The campus has implemented measures to eliminate the use of plastic, fostering eco-friendly practices.**
3. **Paperless Office: The Finance Section operates digitally, reducing paper waste and supporting sustainability.**
4. **Rainwater Harvesting: The University utilizes Yashwant**

Bandhara and a farm pond to recharge borewells and conserve water.

5. **E-Waste Management:** E-waste is disposed of through tenders and recycled by certified agencies in compliance with government regulations.
6. **Vermi-Composting Facility:** Produces approximately 100 MT of compost annually, used for landscaping and organic farming.
7. **Solid Waste Management:** Recyclable waste, including paper and plastic, is segregated at the source for efficient disposal.
8. **Solar Energy Management:** Transitioning to solar energy to reduce carbon footprint and ensure sustainable energy use.
9. **Green Campus:** Initiatives to enhance greenery, biodiversity, and eco-friendly infrastructure across the campus.
10. **Recycling Agro-Waste:** Agro-waste is recycled into compost to support organic farming and reduce waste.

These initiatives reflect the University's commitment to environmental sustainability.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | https://ycmou.ac.in/media/post_image/2b7c59ca4a4d2b1db51f3dfb6ea79999.pdf |
| Geo-tagged photographs of the facilities | https://ycmou.ac.in/media/post_image/9e7f77ee92a07164db375fc8cb5d728b.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/d181b781b45189de75c90391b2dd057c.pdf |

| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | A. All of the Above |
|---|---|

| File Description | Documents |
|---|---|
| Geo-tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |
| as per data templates | View File |

**7.1.5 - Green campus initiatives include**

| 7.1.5.1 - The institutional initiatives for greening the campus are as follows: <br><br> 1. Restricted entry of automobiles <br> 2. Use of bicycles/ Battery-powered vehicles <br> 3. Pedestrian-friendly pathways <br> 4. Ban on use of plastic <br> 5. Landscaping | A. Any 4 or All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geo-tagged photos / videos of the facilities | [View File](#) |
| Various policy documents / decisions circulated for implementation | [View File](#) |
| Any other relevant documents | [View File](#) |
| as per data templates | [View File](#) |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

| 7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities | A. Any 4 or all of the above |
|---|---|

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | [View File](#) |
| Certification by the auditing agency | [View File](#) |
| Certificates of any awards received | [View File](#) |
| Any other relevant information | [View File](#) |
| as per data tamplates | [View File](#) |

| 7.1.7 - The Institution has disabled-friendly, | A. Any 4 or all of the above |
|---|---|

**barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment    5. Provision for enquiry and  information : Human assistance, reader, scribe, soft copies of reading material, screen           reading**

| File Description | Documents |
|---|---|
| Geotagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | View File |
| as per data templates | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

YCMOU has implemented several initiatives to promote an inclusive environment, fostering tolerance and harmony among diverse cultural, regional, linguistic, communal, socioeconomic, and other groups. YCMOU emphasizes sensitizing learners and employees to their constitutional obligations, including values, rights, duties, and responsibilities as citizens. The University offers programs like the Certificate in Human Rights to instill moral values and ethical principles.

To support cultural and social integration, the University celebrates major festivals such as Ganpati Ustav and Diwali, promoting unity and shared values among students and staff. These celebrations provide platforms for cultural exchange, building mutual respect and understanding across communities.

The University organizes specialized training camps for tribal women, focusing on skill development to improve their livelihoods.

These camps empower marginalized groups and contribute to their socioeconomic upliftment. 'Ashwamedh' Initiated in 1997 at the request of the Governor of Maharashtra, the 'Ashwamedh' tournament fosters sportsmanship and provides students opportunities to showcase their talent. In 2007, YCMOU successfully organized the Eleventh Tournament.

Moreover, the University offers programs in multiple languages such as Marathi, Hindi, English, and Urdu, ensuring accessibility for learners from different linguistic backgrounds. The Diploma in Value and Spiritual Education is open to all learners, promoting ethical values.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | https://ycmou.ac.in/media/post_image/8a48a83126b23f73c569ddb120655097.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/c184ae75d0e55d93ba82968130402f3f.pdf |

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

YCMOU emphasizes sensitizing learners and employees to their constitutional obligations, including values, rights, duties, and responsibilities as citizens. The University offers programs like the Certificate in Human Rights and the Diploma in Gandhi Vichar Darshan to instill moral values and ethical principles.

Key national celebrations at YCMOU include Independence Day (15th August), Republic Day (26th January), Maharashtra Day (1st May), and YCMOU Foundation Day (1st July). These events are celebrated with great enthusiasm across all centers, instilling a sense of national pride and unity among the University community.

The University observes significant national days to promote moral values and reflect on the constitutional framework of India. These observances serve as important platforms for students and staff to engage in discussions about the core principles of democracy, equality, and justice. They help reinforce the responsibilities and rights of citizens, fostering a deeper understanding of the importance of upholding constitutional values.

**Additionally, the University organizes National Service Scheme (NSS) camps, focusing on educating students about ethical practices and the duties of Indian citizens as outlined in the Constitution. These initiatives collectively foster a sense of responsibility and commitment among learners and employees to uphold constitutional values in personal and professional lives.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values necessary to nurture Learners to become responsible citizens | https://ycmou.ac.in/media/post_image/2bcbd7d166dbd932509c86e6623df320.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/7bde749724d3abfa681846e6fa720771.pdf |

| **7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year** | **A. All of the Above** |
|---|---|

| File Description | Documents |
|---|---|
| Code of conduct and ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. | View File |
| Any other relevant information | View File |
| as per data templates | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

YCMOU celebrates a variety of national and international commemorative days, events, and festivals to foster patriotism, social cohesion, and cultural awareness among its community. These celebrations take place at the University headquarters, Regional Centers, and Learner Support Centers, with active involvement from students, teachers, and staff. Additionally, different Schools and Divisions within the University organize their own events, contributing to the overall vibrancy of these observances.

YCMOU also honours the birth anniversaries of national thinkers, recognizing their contributions to society regardless of caste or religion. This practice demonstrates the University's commitment to celebrating diverse cultural and intellectual traditions.

The University also honors the birth and death anniversaries of prominent Indian personalities, including Chhatrapati Shivaji Maharaj, Dr. Babasaheb Ambedkar, Mahatma Gandhi, and social reformers like Saint Tukdoji Maharaj, Rangnathan Jayanti, Kalam Jayanti , Chakradhar Swami Jayanti, Gandhi Jayanti, Pandit Deendayal Jayanti, Neharu jayanti, Walmiki Jayanti. These observances recognize the contributions of these figures to India's social and political landscape and instill values of social justice, equality, and national pride. Through these celebrations, YCMOU contributes to the holistic development of its students and staff.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events during the year | https://ycmou.ac.in/media/post_image/059831ed65cc4d024c75b416fce84bac.pdf |
| Geo-tagged photographs of some of the events | https://ycmou.ac.in/media/post_image/3d8591b28edd6864e6aaad671d2a9de0.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/9a4414af1dc2af343924f312589901bc.pdf |

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

YCMOU also emphasizes the Use of Information and Communication Technology (ICT), equipping all study centers with computers and internet connectivity. The YCMOU has implemented several best practices to enhance its educational offerings. First, it follows an

eco-friendly, paperless approach, publishing all important documents on the university website. University also offers a Learn and Earn Diploma in Essential Skills program, where students gain industrial exposure through On-Job Training (OJT) at industries, as per the State Government's Apprentice Act.

Followings are the best practices:

- Institutional Accountability: The University's statutory bodies, including the Board of Management, Planning Board, and Academic Council, ensure academic, administrative, and financial accountability. YCMOU utilizes an automated IT solution for handling grievances.
- Transparency in Work: YCMOU ensures transparency by sharing information about statutory bodies, recruitment, promotions, financial matters, and disciplinary procedures. The School evaluates LSCs rigorously, ensuring they meet high standards for academic and logistical support.
- Eco-Friendly and Paperless Approach: The School has digitized all essential documents, making them available on the university website.
- Lateral Entry for UG and PG Programs: The School has implemented a lateral entry policy for UG and PG programs, allowing qualified students from related fields to join at higher levels.

| File Description | Documents |
|---|---|
| Best practices as hosted on the Institutional website | https://ycmou.ac.in/media/post_image/98a423be06f06482d821f87a820777c5.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/e2e5d668a58688069c683134b413bf01.pdf |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The Blockchain Technology: The blockchain technology based QR code are printed on Degree certificate and statements of grade / statement of marks to avoid the tampering of the certificate. The process of certificate verification is done through online platform and with paperless transactions. The verifying agencies receives the authentication report within a few minutes after online payment of

necessary fees. The process started from 29th convocation i.e. from December 2023 onwards.

Online Home Assignment: The student can submit Home Assignment online from anywhere and no need to go to study centre. These assignments are evaluated online by the approved evaluators. The marks of assignments are directly sent to examination department. If assignment is not ass per requirements then it is rejected by evaluator and student can resent the assignment.

Diversity of Academic Programs: The academic programs are offered through various schools of studies in the university. The school ensures to design, develop and offer academic programs keeping absent with the latest trends and needs. Currently, programs pertaining to subject domains but not limited to humanities, liberal arts, literature, commerce, management, education, agricultural sciences, vocational studies, wellness practices and computer& IT related filed are available to learners.

| File Description | Documents |
|---|---|
| Appropriate webpage in the Institutional website | https://ycmou.ac.in/media/post_image/66dcb1c87ff84f6151f0f0bbc601e9dd.pdf |
| Any other relevant information | https://ycmou.ac.in/media/post_image/350b7f792a32516cf7b6d4265078cb80.pdf |