



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY,
NASHIK

Nashik
Maharashtra
422222

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY, NASHIK Nashik Maharashtra 422222	
2.Year of Establishment	1989	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	8	
Departments/Centres:	9	
Programmes/Course offered:	56	
Permanent Faculty Members:	30	
Permanent Support Staff:	212	
Students:	529569	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The University's goal of reaching the unreached is realized in its jurisdictional area 2. The optimum utilization of currently available online technology and delivery mechanism is evident 3. The inherent green nature of the campus has been developed into a revenue generation model	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 06-04-2022 To : 08-04-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. B P SANJAY BH	FormerVice Chancellor,CENTRAL UNIVERSITY OF TAMIL NADU
Member Co-ordinator:	DR. WALI MOHAMMAD SHAH	Director,Central University of Kashmir,Ganderbal
Member:	DR. SANDEEP DUA	Professor,GURU NANAK DEV UNIVERSITY
Member:	DR. MANOJ KUMAR SAXENA	Dean,CENTRAL UNIVERSITY OF HIMACHAL PRADESH
Member:	DR. RAVINDER KUMAR	Dean,Jamia Millia Islamia
Member:	DR. MOHAMMAD SAROSH UMAR	Professor,ALIGARH MUSLIM UNIVERSITY
Member:	DR. SARANGADHAR BARAL	Professor,Mizoram University

Section I:GENERAL INFORMATION

NAAC Co - ordinator:	Prof. Amiya Kumar Rath
----------------------	------------------------

NAAC

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Planning Design and Development
1.1.1 QIM	Curricula developed and implemented, of all the programmes have relevance to the local, national, regional and global needs which are visible in Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes offered by the University, as per the norms of the Regulatory Bodies and in the conformity of the University's Mission and Goal
1.2	Academic Flexibility
1.2.4 QIM	Provision for modular approach for flexible exit to the learners
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the curricula
1.4	Feedback System

Qualitative analysis of Criterion 1

The design of the curriculum is through the programme advisory council that has well defined flow chart from proposal to approval. While all the programmes are designed keeping in view the requirements of Marathi as the medium of instruction whereas science and technology programmes have adopted the English language as a framework. During the first cycle, few departments have a revision of their curriculum. Being a unitary institution it has exercised its autonomy in designing the curriculum. State governments' acceptance of the parity between open University programmes and conventional Universities reflects the nature of the curriculum.

The content for the UG and PG programmes reflects the local aspirations with built-in national and global perspectives. The regulatory environment has affected the institutions' full potential to offer many programmes. It has incorporated content to promote social inclusion, dissemination of knowledge, training and upskilling. Programmes were developed specifically for farmers.

The flexibility regarding the completion of the programme is in accordance with the open university system. Incorporation of values regarding environment is directly adopted from the UGC.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Learner Enrollment
2.1.2 QIM	Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education
2.2	Catering to Learner Diversity
2.3	Teaching- Learning Process
2.3.1 QIM	Process followed for development of Self-Learning Material (in Print)
2.3.5 QIM	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
2.4	Teachers and other Academics- Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination
2.5.2 QIM	Mechanism of the Institution to deal with examination related grievances in a transparent manner
2.5.3 QIM	Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution
2.6	Learner Performance and Learning Outcomes
2.6.1 QIM	The Institution has stated Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes which are integrated into the assessment process
2.7	Learner Satisfaction Survey

Qualitative analysis of Criterion 2

The teaching is administered through a contact hour based approach and via their vast network of learner support centres that are duly recognised by the University and it also brings the variety of teaching resources available in the colleges. The learning is supported by learning material as in the printed or soft copy of the books developed through the process of content writers and editors. The yashwani supports the delivery of audio and video programmes. Social media including youtube is used by a few teachers to enrich the learning support for the students.

The evaluation system is developed by the University. A large number of examinees are managed through the shortest time scanning of their scripts and their evaluation by the examiners. The two years of Covid have allowed them to work through a proctored approach as well as an online examination. Redressal by way of re totalling as well as evaluation addressed their grievances.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	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.
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	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.
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QIM	The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency
3.6	Extension Activities
3.6.1 QIM	The impact of the extension activities of the Institution in sensitizing the learners and other stake holders to social and sustainable development issues leading to inclusive society over the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

The research activity of the faculty is limited and in some cases restricted to supporting the ODL activities. The publication output requires introspection. Innovation over a long duration in adapting the campus to a green zone, horticultural zone and earning revenue for the University. The KVK on campus has enhanced the agricultural support activities. such as the manufacture of biopesticides, bio fertilisers, apiary and training of women in mushroom cultivation and marketing as well. ,

The extension practices are evident in the range of agricultural activities and support they provide.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.
4.2	IT Infrastructure
4.2.4 QIM	Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc
4.2.8 QIM	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)
4.3	Learning Resources
4.3.1 QIM	Learner Support Services established at the different levels by the Institution (Three tier/ Two tier)
4.3.3 QIM	Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year
4.3.5 QIM	Library is automated using Integrated Library Management System (ILMS)

Qualitative analysis of Criterion 4

The university has a sprawling campus with buildings and spaces to suit their need. Administrative and academic requirements are provided to each department. Wifi is available in a captive mode for each building. The Yashvani studio has integrated the technology to produce web content in AV mode. The virtual convocation they conducted was multi-location and integrated in real-time. Hostel facilities although limited address the limited requirements of residency. Gym and yoga centre and a primary health centre to address the emergency needs of the employees and faculty.

The IT infrastructure in the main campus is a state of the art with the updated and licensed software. The learner support centres have the requisite IT facilities for the learners.

The library building on the main campus has adequate spaces for storage and reference. The databases that they subscribe are made available through supporting software. It is partially automated.

Criterion5 - Learner Support and Progression (Key Indicator and Qualitative Metrices(QIM) in Criterion5)	
5.1	Learner Support
5.1.1 QIM	The Institution promotes its programmes for the prospective learners through various activities
5.1.2 QIM	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
5.1.3 QIM	The status and process of online admission including payment of fees
5.1.4 QIM	Strategy followed by the Institution for dispatch of study material to learners
5.1.8 QIM	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
5.2	Learner Progression
5.3	Alumni Engagement
5.3.3 QIM	The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Qualitative analysis of Criterion 5

The admission process is automated and in places where connectivity issues are there such as remote and rural areas hard copy acceptance is also facilitated. The director of student support services at the main campus monitors the regional centre's facilitation. A printed calendar including the contact classes schedule helps the students

The mission and vision of the Institution are in conformity with its goals of reaching the unreached. The open university system they have adopted reflects the manner in which they have developed the programmes and the use of the Marathi language has enriched their goals further.

The support is via the learner support centre through the supply and availability of printed books and more recently via soft copies as well. the use of Yashvani has augmented the AV support for the learners.

The students have flexible time to complete their programme. The pass percentage relative to the number of those appearing in the examination ranges from about 90 % to around 70 %. A committee based grievance system is in place.

A registered alumni association is in place but the range of their activities is not clear

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	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
6.1.2 QIM	Effective leadership is reflected in various institutional practices such as decentralization and participative management, etc.
6.2	Strategy Development and Deployment
6.2.1 QIM	The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables
6.2.2 QIM	Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc
6.3	Faculty Development or Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teachers, other academics and non-academic staff
6.3.6 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits over the last five years
6.4.2 QIM	Institutional strategies for mobilization of funds and optimum utilization of resources
6.5	Internal Quality Assurance System
6.5.2 QIM	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

Qualitative analysis of Criterion 6

The institution's long experience as an open university has allowed it to consolidate and expand its goals of reaching the unreached. As a self-financing institution, it is planned the programmes and examine the fees structure regarding affordability. The vast campus has been effectively used to engage in plantation activity that now provides a green cover including oxygen supply. The income that they earn from agriculture and horticulture activities has enlarged the corpus of the university.

The limitation of working within the approval system of the State government regarding their faculty requirements limits the full scope of the respective departments although academic coordinators provide a cushion. The board of planning with whom the members interacted recognise the existing limitations and intends to pursue the issues in their future meetings. A strategic plan in view of the challenges they face from other institutions is needed. The alternative plans in view of certain regulations asking them to discontinue many programmes require utmost attention. Bachelor's programmes in Arts, Sciences and commerce are significantly higher than other programmes. Although they claim many of their students are already working, prospects and value-added courses that are in their realm can be started.

The faculty capability is improved via training programmes in for example working on the preparation of a

self-study manual. The career advancement scheme is per UGC regulations.

The CIQA composition is as per the guidelines. However, the CIQA has invested its time more in the preparation of the SSR manual. Gap analysis and identification were not reflected in their response to understand the nature of their quality assurance mechanisms or intervention.

NAAC

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>Institution shows gender sensitivity in providing facilities such as:</p> <ul style="list-style-type: none"> a) Safety and Security at the work place b) Grievance redressal for sexual harassment at work place c) Day care centre (Creche) d) Provision for redressal for sexual harassment at work place e) Any other
7.1.11 QIM	Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities
7.1.12 QIM	Efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within maximum of 500 words
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Institution's performance in any 5 of the following areas distinctive to its vision, priority and thrust</p> <ol style="list-style-type: none"> 1. E-Governance 2. Globalized Content 3. Innovative Pedagogies 4. Technology enabled Learner Support 5. Penetration into Remote and Tribal Areas 6. Content in Regional languages 7. Enhancing Research and Innovation 8. Social Responsibility Endeavours 9. Secure Databases 10. Modern Infrastructure Facilities 11. Landscaping the Campus 12. National/ International Recognition 13. Any other (appropriate for ODL system)

Qualitative analysis of Criterion 7

Inclusivity in enrolment and diversity among its constituency is reflected in the year wise admission statistics. This is spread across gender and minorities. The institution has an internal complaints cell, and they report satisfactory redress of the few cases they have had. Outsourced security including CCTV monitoring is in place. Transparency is ensured at various levels of their administration including the representation of elected representatives and industrialists in their committees. All the national festivals and important birth anniversaries of national and regional leaders are celebrated.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Strength:

- The institution's long experience as an open university has allowed it to consolidate and expand its goals of reaching the unreached.
- As a self-financing institution, it has planned the programmes and examined the fees structure based on affordability.
- The diversity of students across gender, caste and religion within its jurisdiction.
- state of the art audio and video production facilities

Weaknesses:

- Has not been able to effectively contend with alternative plans of addressing the discontinuation of many programmes by regulatory agencies as it operates as an open university
- Inadequate value-added courses that address further mobility of its students many of whom are employed
- systemic limitations of addressing measures to fill all the sanctioned posts

Opportunities:

Long experience in the open university system enhances its scope to offer consultancy services to conventional institutions in the preparation of technology-enabled learning resources

collaborate with other national and international open universities to learn and share contemporary approaches to address the needs of a large number of learners

to expand its programmes for value addition and many short term and modular courses to cater to its diverse students

Challenges:

The competitive dynamics of higher education i

The demands of the students and employers regarding better employability

to attract and synergise meaningful collaboration with the industry and optimise the use of its large campus and infrastructure

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- • Collaboration with industries may be explored and industry institute interaction may be strengthened.
- • The University may start assessment of Course outcomes based on the concepts of outcome based education in letter and spirit.
- • Training and Placement Cell may be made effective, and it should strive to improve the placement activities in better employment commensurate with the educational inputs they provide.
- • Courses should be made innovative, must address not only the rural and local requirements but national and global needs too.
- • Job fairs should be organised for the placement of the learners. The university can consider cluster-based job fairs so that the learners from different centres can also participate
- • Integration of technology in teaching and learning process from passive e-content to active engagement and assessment of small-scale projects and exercises of the learners
- • Online mechanisms of annual meetings of the academic boards can be conducted to add and improve curricular content. Overall revision can be there at the end of every three years
- • Currently, the University is playing the role of coordinating the LSCs through Regional Centres, it should be instrumental in upgrading the quality of LSCs by organizing refresher courses for the faculty particularly on generating user friendly social platform-based content and updates.
- • With adequate space and terraces, it could be used for installation of solar panels to generate electricity and feed it to the grid and effect considerable savings in their energy bill.
- • The corpus fund utilisation can be channelized for facing the challenges of higher education in the present and the future

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. B P SANJAY BH	Chairperson	
2	DR. WALI MOHAMMAD SHAH	Member Co-ordinator	
3	DR. SANDEEP DUA	Member	
4	DR. MANOJ KUMAR SAXENA	Member	
5	DR. RAVINDER KUMAR	Member	
6	DR. MOHAMMAD SAROSH UMAR	Member	
7	DR. SARANGADHAR BARAL	Member	
8	Prof. Amiya Kumar Rath	NAAC Co - ordinator	

Place

Date