QUALITY AUDIT REPORT
2024-2025

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

MANUU, HYDERABAD

Quality Audit Report

2024-2025

Centre for Distance and Online Education (CDOE)

Quality Audit Committee

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Quality Audit Report of CDOE, MANUU, Hyderabad
Year-2024-25

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1. Introduction:

The Quality Audit Report aims to assess the academic planning, implementation, and functions carried out during the academic year 2024–2025 in the Centre for Distance and Online Education (CDOE) at Maulana Azad National Urdu University, Hyderabad. The audit was conducted by a team consisting of an external expert and internal members of the CDOE. The team evaluated various aspects including academic planning, curriculum development, SLM development, instructional design, assessment & evaluation, student support services, faculty development programs, stakeholders' feedback, and the functioning of various academic and administrative units. The report provides an overview of the findings and recommendations for enhancing the academic planning and administrative performance of CDOE, MANUU.

The Academic Audit was conducted at CDOE, MANUU from **12.08.2025 to 25.08.2025 (5 days)** by an external expert, **Prof. V. Venkaiah**, who has vast experience at the highest levels of academic administration, including serving as Pro-Vice Chancellor (Rector) of Dr. B.R. Ambedkar Open University, Hyderabad, Telangana, and Vice-Chancellor of Krishna University, Andhra Pradesh. He was assisted by, **Prof. V.S. Sumi. Prof. Sayyad Aman Ubed**, **Dr. Shaikh Wasim**, **Dr. Sameena Basu**, **Dr. Mohd. Jamaluddin Khan**, **Dr. Shams Imran**, and **Dr. Aftab Alam Baig.**

2. Objectives of the Quality Audit:

The objectives of the quality audit for the academic year 2024–2025 are as follows:

1. The primary purpose of this exercise is to promote self-reflection and self-improvement, while ensuring compliance with pre-determined quality standards and regulatory requirements.

2. It is intended to identify and strengthen areas of improvement and encourage faculty to critically evaluate the "quality education processes" in CDOE – the key academic

activities essential to produce, assure, and continuously enhance the quality of teaching and learning.

3. It aims to assess the approach of faculty in academic decision-making, and how effectively they organize their work by utilizing the resources available to them.

4. Furthermore, it examines the spirit of collegiality in working together to deliver high-quality education, in the best interest of the discipline, and to achieve the intended learning outcomes of the courses offered.

3. **About CDOE:**

The University initiated its distance mode programmes from its inception in 1998. The Centre for Distance and Online Education (CDOE), formerly known as the Directorate of Distance Education (DDE), has established **9 Regional Centres** (Delhi, Patna, Bangalore, Bhopal, Darbhanga, Srinagar, Kolkata, Mumbai, Ranchi) and **6 Sub-Regional Centres** (Hyderabad, Jammu, Amravati, Lucknow, Nuh, and Varanasi) across the country to provide academic and administrative support to students.

The RCs/SRCs play a pivotal role in facilitating students with academic support services, managing Learner Support Centres (LSCs), and overseeing the admission process. At present, there are **151 Learner Support Centres** and **20 Programme Centres** functioning under these RCs/SRCs. The CDOE facilitates online admissions through the **SAMARTH ERP** system.

In addition to printed Self-Learning Material (SLM), CDOE provides students with access to audio-visual learning resources. The University's **Instructional Media Centre (IMC)** is dedicated to producing high-quality audio-visual educational programmes. A substantial collection of such programmes is available to students via the official YouTube channel at: https://www.youtube.com/c/imcmanuu.

During the academic year 2024–2025, CDOE offered:

*   **6 Postgraduate Programmes**: M.A. in Urdu, Hindi, Arabic, English, History, and Islamic Studies

*   **4 Undergraduate Programmes**: B.A., B.Sc. (Physical Sciences), B.Sc. (Life Sciences), and B.Com.

- **4 Diploma Programmes**: Diploma in Journalism & Mass Communication, Diploma in Teaching English, Diploma in Early Childhood Care and Education, and Diploma in School Leadership and Management

- **2 Certificate Programmes**: Proficiency in Urdu through English, and Functional English

All Graduation, Post-Graduation, Diploma, and Certificate programmes offered by CDOE are recognized by **UGC-DEB**. The student enrolment has shown a steady increase over the years, reflecting the growing trust and relevance of CDOE's academic offerings in meeting diverse learner needs.

Vision:

➢ To be an internationally recognized open and distance learning centre engaged in empowerment of Urdu speaking people through distance education programmes.

Mission:

➢ To enhance access to education and training programmes to Urdu speaking population through ODL, particularly to "reach the unreached"
➢ To provide focus on women's education and training through ODL
➢ To provide greater access to continuing professional education and training and more opportunities for lifelong learning
➢ To create capacity for the use of ODL technologies to enrich the learning process
➢ To undertake research studies in ODL for system development.

Objectives:

- To generate employment opportunities through ODL within the NEP 2020 framework
- To make adequate efforts toward flexibility in learning
- To ensure quality higher education to the target group
- To enable blended learning with in-person and online counselling cum contact classes
- To facilitate greater vertical and horizontal mobility in higher education
- To integrate non-conventional Urdu learners into formal education system
- To enhance the gross enrolment ratio (GER) based on market needs, gaps and trends in addition to the societal demands.

4. Strategic Intent:

The overarching goal of the Centre for Distance and Online Education (CDOE) at MANUU, Hyderabad, for the academic year 2024–2025 is to reinforce its position as a premier provider of high-quality distance education in India. This vision emphasizes empowering learners through adaptable, inclusive, and innovative teaching–learning methodologies that respond to evolving academic, professional, and societal needs.

To achieve this strategic goal, the Centre focuses on the following key objectives:

1. **Diversified and Employability**-Oriented Programmes: Develop and deliver a broad spectrum of distance education programmes tailored to the needs of Indian learners, with a strong focus on skill enhancement, employability, and industry readiness.
2. **Technology-Driven Delivery**: Invest in modern, technology-enabled learning platforms and resources to enhance the quality, flexibility, and accessibility of distance education offerings.
3. **Strategic Collaborations**: Establish and strengthen partnerships with industry, government bodies, and other stakeholders to ensure programme relevance and alignment with current economic and social demands.
4. **Culture of Innovation and Continuous Improvement**: Encourage faculty and staff to adopt innovative pedagogies, experiment with new learning models, and regularly review and refine programmes and processes.
5. **Brand Building and Outreach**: Build a strong brand identity for CDOE by showcasing academic offerings and student success stories through targeted marketing campaigns, digital outreach, and stakeholder engagement.

By pursuing these strategic priorities, CDOE, MANUU aims to remain at the forefront of distance education in India, playing a pivotal role in developing a skilled, future-ready, and empowered workforce for the 21st century.

5. Quality Statement:

The Centre for Distance and Online Education (CDOE) reaffirms its commitment to delivering quality distance education through programmes that are socially relevant, industry-aligned, and

job-oriented. These programmes are designed to meet the highest standards of academic excellence and are delivered using innovative, flexible, and learner-centric approaches.

By integrating technology, outcome-based pedagogy, and inclusive practices, CDOE aims to foster lifelong learning, enhance employability, and promote social mobility. This commitment ensures that learners especially those from underserved communities receive equitable access to educational opportunities that empower them both academically and professionally.

6.   Quality Measures Implemented:

6.1. Design and Development of Programmes

All programmes are designed and developed in accordance with their Programme Project Reports (PPRs), which include:

(a) clearly stated programme objectives and outcomes;

(b) identification of the target learner group;

(c) appropriateness of the programme with embedded quality assurance measures for skill acquisition;

(d) systematic content design and development;

(e) cost estimation for programme development; and

(f) defined norms for admission, delivery, and evaluation.

6.2. Outcome-Based Education (OBE)

The Centre for Distance and Online Education (CDOE) continues to implement Outcome-Based Education as a core tool for continuous quality enhancement. This involves defining clear learning outcomes that students must demonstrate at the end of each course and programme. These outcomes form the basis for curriculum design, instructional strategies, and assessment methods, ensuring that graduates possess both academic knowledge and employable skills.

6.3. Delivery Mechanism

CDOE has established a robust, multi-modal delivery system to enhance the learning experience, which includes:

- Face-to-Face Counselling Sessions for personalised guidance and student–teacher interaction.
- Timely Development and Supply of Self-Learning Materials (SLM) in both print and digital formats.
- Audio–Video Educational Programmes produced by the Instructional Media Centre (IMC) to enrich content delivery.
- Online Remedial Counselling to address individual learning needs.
- Workshops and Training Sessions to promote skill development and application.

By integrating personalised academic support, high-quality study materials, multimedia content, and interactive learning opportunities, CDOE ensures that its learners benefit from a comprehensive and effective educational experience.

6.4. Student Support Services

Student Support Services at CDOE are designed to provide holistic assistance tailored to the diverse needs of learners. Services include:

- Pre-admission counselling to guide prospective students in programme selection.
- A robust grievance redressal mechanism covering programme information, admission publicity, assignment queries, examination processes, SLM dispatch, record maintenance, and issuance of official documents (bonafide/migration certificates).

In the academic session 2024–2025, the total number of grievances received and addressed was 5045.

These services foster a responsive and supportive learning environment, ensuring academic success and a positive student experience.

6.5. Assessment and Evaluation

At the conclusion of each programme cycle, learning outcomes are assessed through both formative and summative assessment methods to ensure that desired performance standards are met. This process not only evaluates achievement but also identifies areas for enhancement, thereby closing the feedback loop for continuous improvement.

6.6 Professional Development of Faculty:

The Centre for Distance and Online Education (CDOE) has maintained a strong and proactive commitment to the professional growth of its faculty during the academic year 2024–2025. This dedication is reflected in the wide range of opportunities provided for participation in workshops, conferences, and research activities.

Faculty members are encouraged to take part in academic events organized within CDOE, fostering collaboration, sharing of innovative teaching practices, pedagogical insights, and awareness of emerging trends in distance education. Additionally, CDOE supports participation in programmes organized by reputed external institutions, allowing faculty to gain fresh perspectives, present research, and develop professional networks beyond the university.

These initiatives empower faculty members to upgrade their instructional techniques, deepen subject expertise, and contribute meaningfully to the broader academic discourse. Such engagements underline CDOE's commitment to building a vibrant academic community, enhancing teaching excellence, and continually raising the quality of its distance education offerings.

In the academic year **2024–2025**, CDOE:

- Successfully organized **05** workshops, attended by participants from across India.

- Faculty members published **53** research/conceptual papers in national and international journals.

- In addition, **07** books with ISBN numbers and **22** chapters were published by faculty.

The overall research output, along with active participation in faculty development activities, has been assessed as highly commendable.

6.7 Centre for Internal Quality Assurance (CIQA) Activities:

The Centre for Distance and Online Education (CDOE) continues to operate its **Centre for Internal Quality Assurance (CIQA)** in accordance with UGC-DEB guidelines, holding meetings at regular intervals throughout the academic year 2024–2025.

The CIQA plays a central role in sustaining and enhancing the quality of CDOE's academic programmes and services. Its activities include:

- Rigorous evaluation of curriculum design to ensure relevance and alignment with NEP and the regulatory requirements.

- Review of faculty development initiatives to promote continuous upskilling and adoption of innovative pedagogies.

- Assessment of student support services to guarantee accessibility, efficiency, and learner satisfaction.

- Monitoring and improving teaching–learning methodologies to maintain high standards of delivery.

By systematically analysing performance data, gathering feedback from stakeholders, and implementing targeted quality improvement measures, CIQA fosters a culture of excellence, accountability, and innovation.

In doing so, CIQA ensures that the educational experience at CDOE remains at par with national and global benchmarks, reinforcing the institution's commitment to delivering exceptional, learner-centred distance education.

6.8 Digital Learning Resources:

The Centre for Distance and Online Education (CDOE) continues to expand and enhance its repository of digital learning resources to support flexible, self-paced learning for students. Digital Learning Materials (DLMs) are made available on the CDOE website and can be accessed anytime, anywhere, using the link: https://manuu.edu.in/CDOE/self-learning-material

In addition to SLMs, CDOE offers a wide range of video lessons developed by the **Instructional Media Centre (IMC)**. These lessons are accessible through the official YouTube channel: https://www.youtube.com/@IMCMANUU.

During the academic session **2024–2025**, CDOE recorded **49** curriculum-based video programmes, along with several other subject-related and skill-based educational videos, all designed to enrich the student learning experience.

These digital resources not only increase accessibility but also enhance the quality and variety of learning opportunities available to students, bridging geographical and other barriers in distance education.

6.9 Innovative Practices:

In the academic year 2024–2025, the Centre for Distance and Online Education (CDOE) continued to implement and expand innovative practices to enhance the learning experience and strengthen engagement with learners and stakeholders.

One key initiative is **Remedial Online Counselling (ROC)**, designed to proactively address academic challenges faced by students and provide customised academic support. This service complements the counselling provided at Learner Support Centres (LSCs) by offering additional online sessions, enabling students to seek clarification and guidance regardless of their location. The feedback from learners on ROC is highly commendable.

Another notable practice is the use of **Online Interactive Meetings** with a broad spectrum of stakeholders, including Regional Coordinators (RCs), Sub-Regional Centres (SRCs), Learner Support Centres (LSCs), and Programme Coordinators (PCs). These virtual meetings promote real-time discussions, exchange of ideas, and collaborative problem-solving, creating a strong sense of academic community among geographically dispersed participants.

By leveraging digital platforms, CDOE has effectively broken down geographical barriers, creating a dynamic and inclusive space for communication, collaboration, and resource sharing—ultimately enriching the overall quality of its distance education delivery.

The third innovation is Multimedia Centre in CDOE to facilitate online tutorials on a continuous basis.

6.10 Standard Operating Procedures:

The Centre for Distance and Online Education (CDOE) has established comprehensive **Standard Operating Procedures (SOPs)** to ensure the smooth and efficient execution of all academic and administrative processes, in full compliance with **UGC-DEB regulations**.

These SOPs cover key operational areas, including:

- Admissions and enrolment management

- Academic counselling and learner support services

- Development and delivery of Self-Learning Materials (SLM)

- Formative and summative evaluation processes

- Grievance redressal mechanisms and student services

A detailed **SOP Manual** serves as a reference document, outlining procedural guidelines for faculty, staff, and support centres. This manual ensures consistency, transparency, and accountability across all functions of CDOE, thereby contributing to the overall quality and reliability of its distance education system.

7. Quality Audit:

The Centre for Distance and Online Education (CDOE) conducted a five-day Quality Audit in **August 2025** for the academic session **2024–2025** to comprehensively evaluate its academic and administrative endeavours, as outlined in sections 1 to 10 of this report. The primary objective of this audit is to promote self-reflection, ensure adherence to quality benchmarks, and familiarise stakeholders with audit procedures, thereby enhancing the effectiveness of quality initiatives and ensuring long-term quality sustenance.

The audit team has taken into account the recommendations made in previous audit reports and evaluated the progress against the quality benchmarks identified by CDOE for the current academic year.

7.1 Focus Areas of Audit

The Quality Audit for 2024–2025 encompassed a thorough evaluation of the institution's academic framework, with specific focus on the following key domains:

- Curriculum design and alignment with institutional vision, NEP-2020, and UGC-DEB guidelines

- Faculty development programmes and capacity-building initiatives

- Student support services and accessibility

- Learning methodologies, including the integration of technology in pedagogy

- Assessment and evaluation processes for measuring learning outcomes

- Compliance with accreditation and regulatory standards

Through this evaluation, the Quality Audit is aimed to ensure that CDOE's practices and outcomes align with established benchmarks of excellence.

Further, the audit team addressed several critical aspects, including:

- Identifying the skills and knowledge that students should acquire by the end of each programme

- Learning from best practices implemented within and outside the institution

- Reviewing and refining student learning outcome objectives

- Strengthening collaborative curriculum design processes

- Regular monitoring of teaching–learning methodologies for effectiveness

- Determining the appropriate balance between end-of-course/programme assessments and continuous internal evaluation to ensure timely and constructive feedback

- Sustaining the delivery of high-quality education across all courses and Learner Support Centres.

This comprehensive approach ensures that the audit serves not only as a compliance mechanism but also as a tool for continuous quality enhancement.

7.2 Distinct Achievements of CDOE and Broad Limitations of CDOE

The Centre for Distance and Online Education (CDOE) continued to make significant progress in advancing the reach, quality, and impact of its distance education programmes during the academic year 2024–25.

a. Distinct Achievements of CDOE:

CDOE has accomplished several notable milestones in the realm of distance education, particularly in expanding access to high-quality education through Urdu medium for a diverse and geographically dispersed learner base. By effectively integrating modern technology, a well-structured curriculum and learner-centric support services, CDOE has successfully bridged the gaps between learners and higher education opportunities.

The institution has designed and delivered a variety of academic programmes to meet the needs of a broad spectrum of learners, including working professionals, homemakers, and individuals from diverse communities. The adoption of contemporary pedagogical methods, interactive online platforms, and student-focused approaches has enriched the learning experience and improved academic outcomes.

CDOE's steadfast commitment to inclusivity, flexibility, and academic rigour has enabled it to empower learners who might otherwise face barriers in accessing higher education.

One significant achievement is the steady growth in student placements. **1005** students (an increase of 125% over the last year) were selected for various positions in state and central government departments in **2024–2025**. Another noteworthy accomplishment is the consistent increase in publication of Self-Learning Material (SLM) books with ISBN numbers. CDOE published **281** SLM books, contributing to high-quality, accessible learning resources for students in **2024–2025**.

b. Broad Limitations:

Despite these achievements, CDOE continues to face certain challenges, driven largely by operational and regulatory constraints:

- **Limited Financial Resources:**

Budgetary constraints restrict the expansion of programmes and services, hindering the ability to develop new courses, recruit additional faculty, and invest in technology infrastructure.

- **Geographical and Technological Barriers:**

Limited reach in non-Urdu-speaking regions and areas with inadequate technological infrastructure which reduces accessibility for potential learners.

- **Adoption of Innovative Pedagogies:**

Introducing and sustaining advanced teaching methods can be difficult due to technological limitations and occasional resistance to change.

- **Alignment with NEP-2020:**

Partial achievement in respect of inclusivity and flexibility goals outlined in the National Education Policy 2020 which requires comprehensive curriculum reforms, enhanced teaching methodologies, and updated assessment systems.

While these challenges are significant, they are not insurmountable. By capitalising on its strengths, embracing innovative solutions, and collaborating with relevant stakeholders, CDOE can address these limitations.

8. Findings:

The audit committee reviewed the recommendations from previous reports and assessed their implementation, while evaluating various dimensions of CDOE's academic planning, validation, monitoring, evaluation, and enhancement strategies. These dimensions included curriculum development, instructional design, assessment and evaluation systems, student support services, and other academic and administrative functions.

8.1. Academic Planning:

a. Curriculum Development

In the academic year 2024–2025, the audit team found that the curriculum development process at CDOE was comprehensive, well-structured, and aligned with the University's vision and mission, as well as UGC-DEB regulations. The curriculum was designed to address the specific needs of its diverse learner base and is periodically updated to reflect advancements in the relevant fields of study.

However, the audit team recommended further enhancement by integrating practical, industry-oriented components. Such enrichment would ensure that students are better equipped with skills relevant to the evolving job market and emerging industry trends.

b. Instructional Design

The review of instructional design practices revealed that CDOE courses feature clear learning objectives, relevant learning resources, and logically structured content. These design elements have contributed to effective teaching–learning experiences.

Nonetheless, the audit team identified opportunities to make courses more interactive by incorporating collaborative activities, discussion forums, and other learner-engagement strategies, thereby fostering greater active participation.

8.2 Validation:

a. Performance Assessment Reports from RCs and SRCs

The audit team reviewed performance assessment reports from Regional Centres (RCs) and Sub-Regional Centres (SRCs) and noted their proactive involvement in delivering academic and administrative support. However, it was observed that many Learner Support Centres (LSCs) require improved technological infrastructure to meet learners' needs effectively. Upgrading these facilities will directly enhance learner support and academic outcomes.

b. Reports from the Examination Branch

The examination process is found to be well-organised and efficiently coordinated. The audit team, however, suggested measures to ensure that results are declared within **four weeks** of the completion of examinations to maintain efficiency and transparency.

8.3. Monitoring, Evaluation, and Enhancement Strategies

For the academic year 2024–2025, CDOE strengthened its monitoring, evaluation, and enhancement framework by:

- Optimising the use of performance data to identify areas for improvement and implement targeted strategies for academic planning and delivery.

- Conducting periodic, inclusive evaluations involving inputs from faculty, students, and administrative staff to generate actionable insights.

- Implementing a **Performance Assessment Proforma** for RCs and SRCs to create a consistent, data-driven monitoring mechanism.

- Establishing a **continuous feedback loop** to ensure that strategies and processes are adjusted in response to emerging needs and challenges.

The audit team recognised CDOE's consistent commitment to refining its academic planning methodologies. It is recommended that periodic reviews be made more comprehensive, with increased stakeholder participation, to ensure actionable outcomes and ongoing improvement in academic quality.

9. Identification of New Programmes:

In its continued pursuit of academic excellence and responsiveness to emerging educational needs, the Centre for Distance and Online Education (CDOE) introduced new programmes during the academic year.

A key highlight is the launch of the **Diploma in Employability Skills, Diploma in School Leadership and Management** and **the Diploma in Early Childhood Care and Education,** launched in 2023-2024. These programmes are designed to address growing demand in the fields of early childhood education and educational leadership, equipping learners with both theoretical knowledge and practical skills.

In line with CDOE's commitment to inclusive and accessible education, the curriculum frameworks and Self-Learning Materials (SLMs) for these programmes have been developed in Urdu and made available in both print and digital formats. These efforts demonstrate the

institution's dedication to creating diverse, relevant, and high-quality learning opportunities that align with the evolving needs of students, the education sector, and society at large.

Looking ahead, for the academic year **2025–2026**, CDOE plans to further expand its academic offerings by introducing:

- **Four-Year Undergraduate Programmes with Honours** (as per NEP-2020 guidelines)

- **Master of Business Administration (MBA)** – This will be the **first-ever attempt in India** to offer MBA programme through the **Distance Mode in Urdu medium**, marking a significant milestone in the field of distance education.

- **Diploma in Urdu**

These planned additions will cater to a wider range of learners, strengthen professional and academic pathways, and reinforce CDOE's role as a leader in providing high-quality distance education.

10. SWOC Analysis by Audit Team:

Strengths (S):

- **Comprehensive Curriculum Development:** While adopting the prescribed syllabi from the relevant academic bodies, CDOE excels in designing well-structured, learner-friendly curricula that align with both the institution's vision and UGC-DEB regulations. The incorporation of NEP-2020 priorities ensures that programmes cater to diverse learning needs and contemporary academic expectations.

- **Effective Instructional Design:** Courses are built around clearly defined objectives, relevant resources, and logically organised content, offering students an engaging and rich learning experience.

- **Robust Monitoring and Data Analysis:** CDOE maintains a strong data-driven approach, with systematic collection and analysis of performance data to guide informed decision-making and continuous improvement.

- **Holistic Student Support Services:** From admission counselling and grievance redressal to the timely distribution of study materials, student support at CDOE is comprehensive and learner-centred.

- **Introduction of New Programmes:** The launch of Diploma in Employability Skills in academic year 2024-2025 along with the Diploma in Early Childhood Care and Education (ECCE) and Diploma in School Leadership and Management (DSLM) in 2023–2024 reflects CDOE's proactive curriculum expansion and production of high-quality SLMs in Urdu (print and digital).

CDOE also plans to further expand its academic offerings by introducing:

- **Four-Year Undergraduate Programmes with Honours** (as per NEP-2020 guidelines)

- **Master of Business Administration (MBA)** and **Diploma in Urdu**

These planned additions will cater to a wider range of learners, strengthen professional and academic pathways, and reinforce CDOE's role as a leader in providing high-quality distance education.

- **Digital Learning Resources:** CDOE offers easily accessible digital SLMs through its website (link) and video lessons developed by the Instructional Media Centre (IMC) through its YouTube channel (link).

Weaknesses (W):

- Resource Constraints: Limited financial and infrastructural resources restrict the expansion of programmes and services.

- Geographical Reach: Difficulty in penetrating into non-Urdu-speaking regions or areas lacking adequate technological infrastructure limits the access to potential student base.

- Innovation Adoption: Technological gaps at the learners' end hinder the adoption of the latest pedagogical approaches, reducing the impact of digital learning initiatives.

Opportunities (O):

- Industry-Relevant Curriculum: Scope to integrate more practical and industry-focused components to enhance graduate employability.

- Technological Advancements: Adoption of emerging educational technologies can significantly enrich the learning experience and widen accessibility.

- Partnerships and Collaboration: Building stronger ties with industry, government, and academic partners can align programmes with socio-economic needs and open pathways for internships and job placements.

Challenges (C):

- Faculty Development: Encouraging faculty to adopt innovative methodologies requires sustained training, motivation, and institutional support.

- Quality Assurance: Ensuring consistent quality across a large network of regional centres, sub regional centres and learner support centres demands rigorous monitoring and evaluation mechanisms.

The SWOC analysis highlights CDOE's strong foundation in curriculum development, instructional design, student support, and data-driven quality assurance. However, challenges such as resource constraints, limited geographical reach, and slower adoption of innovation must be addressed. By leveraging industry connections, advancing technology integration, and implementing strategic partnerships, CDOE can enhance its reach, strengthen its reputation, and reaffirm its position as a leading provider of accessible, high-quality distance education in Urdu medium and beyond.

11. Recommendations:

Drawing on the insights from the SWOC analysis, the findings of this audit, and the progress made on earlier recommendations, the following strategic actions are proposed to further strengthen the academic quality, operational efficiency, and overall impact of the **Centre for Distance and Online Education (CDOE), MANUU:**

1. **Curriculum Enrichment and Industry Alignment**

- Integrate more practical, application-oriented, and industry-specific components into curricula to ensure alignment with evolving job market demands.
- Establish advisory panels with industry experts to review programmes periodically and recommend updates for enhancing graduates' employability.

2. **Technological Advancements and Innovation**

- Invest in advanced educational technologies, digital tools, and interactive platforms to enhance engagement and accessibility for diverse learners.
- Organise dedicated faculty development programmes on technology integration and innovative pedagogical practices to maximise the benefits of digital delivery.

3. **Resource Augmentation and Geographical Expansion**

- Explore avenues for mobilising additional financial and infrastructural resources to support programme diversification and capacity building.
- Strengthen outreach in non-Urdu-speaking regions through multilingual online resources and targeted promotional strategies.

4. **Regulatory Recognition and Compliance**

- Take proactive measures to secure and sustain formal recognition for all distance education programmes, including the upcoming **MBA through Distance Mode in Urdu**—a pioneering initiative in India.
- Maintain transparent documentation and compliance reporting to meet the **UGC-DEB** and other regulatory requirements.

5. **Faculty Development and Knowledge Sharing**

- Implement a structured, year-round faculty development framework focusing on modern pedagogy, interdisciplinary collaboration, and research output.
- Facilitate cross-disciplinary workshops and peer learning sessions to promote the exchange of ideas and best practices.

6. **Quality Assurance and Assessment Enhancement**

- Expand the existing quality assurance framework to include periodic third-party evaluations for unbiased performance reviews.
- Use data-driven insights to refine student support services, learning materials, and delivery mechanisms.

7. **Stakeholder Engagement and Strategic Partnerships**

- Forge partnerships with industry, governmental agencies, NGOs, and academic institutions to create opportunities for internships, placements, and skill-based learning.
- Strengthen alumni networks and employer feedback channels to better align programmes with professional and societal needs.

8. **Marketing, Branding, and Outreach**

- Launch targeted digital campaigns highlighting CDOE's unique strengths, such as **first-of-its-kind MBA in Urdu**, high-quality SLMs, and broad accessibility.
- Share success stories, student testimonials, and faculty achievements via social media and other digital platforms to increase visibility and credibility.

9. **Research and Innovation Hub**

- Establish a dedicated **Research and Innovation Centre** within CDOE to focus on distance learning pedagogy, content innovation, and ODL (Open and Distance Learning) system improvement.
- Provide research grants and incentives for faculty to contribute scholarly work in reputed national and international journals.

10. **Monitoring, Evaluation, and Feedback Systems**

- Strengthen monitoring mechanisms for programme performance, faculty contribution, and learner satisfaction, with quarterly review cycles.
- Institutionalise a multi-channel feedback system involving students, faculty, alumni, and employers to ensure continual improvement

By systematically implementing these recommendations, CDOE can build upon its existing strengths, overcome operational limitations, and establish itself as a leader in innovative, inclusive, and high-quality distance education. The emphasis on industry alignment, technological adoption, quality assurance, and strategic partnerships will ensure that CDOE's programmes remain relevant, impactful, and accessible to learners across India and beyond.

12. Summing Up:

The **Quality Audit** of the **Centre for Distance and Online Education (CDOE)**, **Maulana Azad National Urdu University (MANUU)** for the academic year **2024-25** has highlighted remarkable achievements while identifying promising avenues for further growth and innovation.

As CDOE looks ahead, the insights gained from this audit will serve as a strategic guide for overcoming current challenges, capitalising on emerging opportunities, and enhancing academic quality. Building on its established strengths, addressing identified limitations, and implementing the recommended strategies will enable CDOE to expand its reach, strengthen its relevance, and deepen its impact.

The institution remains steadfast in its mission to **empower Urdu-speaking learners**, **enrich communities**, and **broaden access to affordable, high-quality higher education**, particularly for those historically underserved. By sustaining its commitment to inclusivity, technological advancement, and academic excellence, CDOE is well-positioned to become a benchmark institution for **distance education in India**.

The **Audit Committee** commends the significant progress achieved in **2024-25**, particularly in areas such as academic programme enhancement, student support services, integration of technology, and strengthening of evaluation and quality assurance systems. These initiatives have not only advanced CDOE's standards but have also laid a solid foundation for **greater accomplishments in 2025–26 and beyond**, including the launch of innovative programmes such as the **first-ever MBA through Distance Mode in Urdu in India**.

Sl. No.	Name	Designation	Signature
1	Prof. V. Venkaiah, Former Vice-Chancellor, Krishna University, Machilipatnam, AP.	Chairperson	
2	Prof. V.S. Sumi, Professor, CDOE	Member	
3	Prof. Sayyad Aman Ubed, Professor, CDOE	Member	
4	Dr. Shaikh Wasim Shaikh Shabbir, Asso. Professor, CDOE	Member	
5	Dr. Sameena Basu, Asso. Professor, CDOE	Member	
6	Dr. Mohd. Jamaluddin Khan, DR	Member	
7	Dr. Shams Imran, Asst. professor	Member	
8	Dr. Aftab Alam Baig, Asst. Registrar	Member Convener	

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