

Centre for Distance and Online Education (CDOE), MANUU, Hyderabad

QUALITY AUDIT REPORT

Academic Year 2025–2026

1. Introduction

The Quality Audit Report for the academic year 2025–2026 presents an independent and systematic review of the academic, learner-support, digital, research and administrative practices of the Centre for Distance and Online Education (CDOE), Maulana Azad National Urdu University (MANUU), Hyderabad. The audit covers the programme portfolio, learner enrolment and support network, curriculum and instructional processes, Self-Learning Material (SLM), digital and audio-visual learning resources, assessment and examination, faculty development, research and innovation, CIQA activities, grievance redressal, outreach and emerging institutional initiatives. Particular attention has been given to the implementation of NEP 2020, compliance with UGC-DEB requirements, technology-enabled learning and the continuous improvement of learner services.

The Audit Committee also considered the developments recorded through the CIQA meetings held during 2025–2026 and the associated decisions relating to programme recognition, academic calendars, learner-support centres, SLM development, digital resources and quality enhancement. The Audit Committee meeting was conducted on 28th August, 2026.

2. Objectives of the Quality Audit

The objectives of the Quality Audit for the academic year 2025–2026 are as follows:

1. To promote institutional self-reflection, accountability and continuous improvement while ensuring adherence to prescribed academic, regulatory and quality standards.
2. To examine the effectiveness of academic planning, curriculum implementation, instructional design, SLM development, assessment and learner-support services.
3. To review the extent to which CDOE utilizes its academic, human, technological and institutional resources efficiently to achieve intended learning outcomes.
4. To assess the integration of ICT, digital learning resources, audio-visual content, online counselling and technology-enabled administration in strengthening the ODL system.

5. To identify best practices, emerging strengths, areas requiring improvement and strategic opportunities for enhancing the quality, reach and relevance of CDOE.

3. About Centre for Distance and Online Education

The University initiated its distance education programmes in 1998. The Centre for Distance and Online Education (CDOE), formerly known as the Directorate of Distance Education (DDE), has developed into a national-level ODL system with a distinctive focus on widening access to higher education, particularly for Urdu-speaking learners and other underserved groups. Its programmes provide flexibility in place, pace and mode of learning and are intended to serve women, working professionals, learners from disadvantaged communities and those residing in geographically remote areas. During 2025–2026, the CDOE network comprised 9 Regional Centres, 6 Sub-Regional Centres, 156 Learner Support Centres, 20 Programme Centres for B.Ed. (ODL) and 5 exclusive Examination Centres. This network provides academic counselling, learner support and examination-related services closer to learners' places of residence.

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 strategic intent of CDOE for 2025–2026 was to consolidate its position as a technology-enabled, inclusive and quality-oriented national ODL centre while responding to changing learner, employment and societal needs. The performance of CDOE in the academic year 2025-26 reflects a clear institutional emphasis on access, inclusiveness, quality, employability, learner support, digital transformation, research and lifelong learning.

The strategic priorities included diversification of academic and skill-oriented programmes; strengthening technology-enabled delivery; improving SLM and e-learning resources; enhancing learner support; promoting research and innovation; strengthening the national learner-support network; and improving outreach to underserved and geographically dispersed learners.

The Centre's strategic direction also included the expansion of vocational, professional and employability-oriented programmes, greater use of digital platforms, mobile communication, strengthening geographical reach, systematic research on ODL pedagogy, learner behaviour, digital learning, Urdu-medium education, retention and employability.

5. Quality Statement

CDOE is committed to providing flexible, inclusive, affordable and quality higher education through ODL, with particular emphasis on Urdu-speaking communities and learners who face barriers to conventional campus-based education. Quality is pursued through relevant programmes, learner-centered instructional resources, technology-enabled support, accessible SLM, academic counselling, fair assessment, grievance redressal and continuous quality assurance.

The Centre also seeks to integrate academic rigor with employability, lifelong learning, digital accessibility and social inclusion. Its quality orientation is reinforced through CIQA processes, stakeholder engagement, systematic monitoring and the progressive use of print, audio, video and digital learning resources.

6. Quality Audit

The following quality measures were reviewed during the audit and necessary recommendations were made:

6.1 Design and Development of Programmes

During the year, the academic framework reflected the implementation of NEP 2020 through four-year undergraduate programmes, semester-based structures, implementation of CBCS/ECS, wherever applicable, and the inclusion of skill-oriented and multidisciplinary components. While designing the programme four-quadrant approach is adopted. The center introduced MBA and Diploma in Urdu in 2025. It also records the approval of PPRs for M.A. Education, Master of Social Work and Master of Computer Applications, indicating the Centre's continuing programme-development agenda.

6.2 Outcome-Based Education

The quality framework places emphasis on clearly defined programme and course outcomes, appropriate learning resources and systematic assessment practices. The revised assignment structure approved for UG and PG programmes under NEP 2020, incorporating objective and descriptive components for 4-credit and 2-credit courses, further supports the systematic assessment of learning.

6.3 Delivery Mechanism

CDOE follows a multi-modal delivery approach combining printed and digital SLM, academic counselling, online support, audio-visual learning resources, electronic communication and technology-enabled academic administration. SMS communication is used to inform learners about registration, dispatch of SLM, assignments and other academic activities. The Centre's audio and video initiatives have been strengthened through the launch of its own YouTube Channel. During 2025–2026, 49 curriculum-based video programmes were recorded, in addition

to other subject-related and skill-based educational resources. Audio lessons and AI-enabled audio resources were also recognised as important developments for improving accessibility. The Centre also used blended learning system to conduct various curricular activities of students.

6.4 Student Support Services

The learner-support system includes Regional Centres, Sub-Regional Centres, Learner Support Centres, Programme Centres and Examination Centres. Pre-admission guidance, academic counselling, online counselling, examination support, SLM-related services and grievance redressal constitute important components of this system. A total of 5,045 grievances were received and addressed immediately during the academic session. The institutional emphasis on responsive grievance redressal, communication and learner support contributes to a more accessible and learner-centred ODL environment.

6.5 Assessment and Evaluation

Assessment and evaluation processes were conducted through assignments, term-end examinations, practical components and programme-specific activities, as applicable. The academic framework continued to be aligned with semester-based processes and NEP 2020 recommendations.

6.6 Professional Development of Faculty and Other Academic Staff

The faculty members participated in professional development programmes and research-oriented academic activities. The center continued to support professional development through workshops, orientation programmes and training activities. A two-day National Workshop-cum-Orientation Programme for Regional Directors, Assistant Regional Directors, and Coordinators was organized on 13–14 January 2026 with more than 100 participants.

6.7 Research Projects & Publications:

The faculty was found engaged in scholarly activities and approximately 53 research papers, 7 books with ISBN and 22 book chapters during 2025–2026 were published by the faculty. The research profile includes work in areas such as AI in education, digital competence, educational

technology, management and multidisciplinary studies. Following 3 minor research projects were completed during the year:

	Name of the Project/ Chair	Name of the Principal Investigator/Co Investigator	Funds provided (INR in Lakhs)
	Development of Distance Education in India through Urdu Medium: with Special Reference to NIOS and MANUU	Prof. Sayyad Aman Ubed	110,000/-
	Print Culture and the Women's Question in Colonial Andhra: A Study of Vasavi, 1926-1940	Dr. Shaik Mahaboob Basha Assistant Professor	80,000/-
	Development of an Instructional Module Based on the Content and Language Integrated Learning (CLIL) Approach	Dr. Shaikh Wasim Shaikh Shabbir Associate Professor	80,000/-

6.8 Centre for Internal Quality Assurance (CIQA) Activities

CIQA remained a central mechanism for academic quality assurance and regulatory compliance. Three meetings were held during the reporting period: 16 September 2025, 13 February 2026 and 3 June 2026. The meetings considered programme recognition, academic calendars, learner-support centres, SLM and digital resources, research initiatives, assignment reforms and programme development. The 17th CIQA meeting ratified admission details for 2025–2026, appreciated the admission drives, approved the uploading of UG first-semester audio lessons, and endorsed the proposals of the Research and Innovation Unit, including the Minor Research Project Framework, the Indian Journal of Distance and Online Education and FAROZA. The 18th meeting approved the restructuring of M.A. Urdu from 72 to 80 credits, along with the revised PPR and SLM, and considered the PPR and e-content for M.A. Urdu through Online Mode.

6.9 Digital Learning Resources

CDOE continued to digitise and disseminate learning resources through its website and online repositories. E-LM is available for the programmes offered, complementing printed study material. A notable practice is the use of QR codes and audio-visual content linked with SLM. The CIQA recognized this as one of the best practices in place. The Digital Multimedia Centre established under CDOE further supports continuous online tutorials and digital academic engagement.

6.10 Innovative Practices

Remedial Online Counselling (ROC) provides additional academic support to learners who require clarification beyond regular counselling. It is particularly useful in an ODL context in which learners are geographically dispersed. Online interactive meetings with Regional Centres, Sub-Regional Centres, Learner Support Centres and Programme Coordinators support real-time communication, collaborative problem-solving and coordination across the network. The Digital Multimedia Centre and the production of audio, video and AI-enabled audio resources further strengthen the technology-enabled learning environment.

6.11 Extension and Outreach Activities

The Madrasa Connect Programme represents another important outreach initiative, aimed at connecting learners from madrasa backgrounds with mainstream higher education opportunities. Another milestone is the MoU of MANUU-CDOE with NIOS to bring the school dropouts into the mainstream of higher education. It is creating a complete ecosystem of distance education through Urdu medium. It is serving as a backward integration with school education and provide an opportunity from school to higher education at MANUU LSCs through Urdu medium.

6.12 Standard Operating Procedures and Administrative Quality

CDOE follows established procedures for admissions, learner registration, academic counselling, SLM development and distribution, assessment, examinations, grievance redressal and learner services. The use of SAMARTH and other digital systems has strengthened the management of learner-related academic processes. The CIQA decisions relating to academic calendar, prospectuses, fee structures, learner-support centres, programme recognition, examination

arrangements and research initiatives demonstrate an institutional approach based on documented decision-making and continuous quality enhancement.

6.13 Placements:

During the last year, a distinct improvement is evident in placements, both in terms of numbers of recruiters visiting and the compensation/packages offered.

7. SWOC Analysis by the Audit Team

Strengths

- Distinct national mandate and strong Urdu-medium identity supporting inclusive access to higher education.
- Extensive learner-support infrastructure comprising 9 Regional Centres, 6 Sub-Regional Centres, 156 Learner Support Centres, 20 B.Ed. Programme Centres and 5 Examination Centres.
- Broad academic portfolio comprising UG, PG, Diploma and Certificate programmes including professional, vocational and skill-oriented offerings.
- Strong SLM and digital-resource ecosystem, curriculum-based video programmes, audio lessons, AI-enabled audio resources and QR-linked content.
- Growing research and innovation ecosystem supported by recognised research guides, research projects and the Research and Innovation Unit.
- Active CIQA mechanism with documented decisions relating to programme recognition, academic reforms, learner support, digital resources and research.

Weaknesses

- Shortage of adequate academic and administrative manpower in specialized areas.
- Variability in technological infrastructure and learner access across a geographically dispersed support network.
- Need for further improvement in the timeliness and user-friendliness of online academic processes and learner communication.

Opportunities

- Expansion of online, blended, vocational, professional and multidisciplinary programmes.

- Greater use of LMS, e-content, virtual classrooms, mobile communication, AI-enabled resources and multimedia learning.
- Expansion of outreach among women, rural learners, working professionals, madrasa learners and other underserved communities.
- Development of national and international collaborations and research on ODL pedagogy, digital learning, learner retention and employability.

Challenges

- Maintaining uniform academic and learner-support quality across a large and geographically dispersed network.
- Resource mobilisation for faculty, infrastructure, digital platforms, SLM production and learner support.
- Ensuring timely SLM availability, learner progression and adherence to academic and examination calendars as programme offerings expand.
- Bridging digital-access gaps among learners and strengthening the adoption of innovative pedagogies.

8. Recommendations

Based on the audit review and the institutional evidence, the following recommendations are proposed:

1. Curriculum Enrichment and Relevance

Continue strengthening practical, application-oriented, employability and skill-development components in academic programmes. Programmes may be periodically reviewed using structured inputs from learners, academic counsellors, subject experts, employers and alumni.

2. Digital Transformation and Learner Engagement

Expand LMS-based learning, interactive e-content, virtual classrooms, audio-video resources, AI-enabled accessibility tools and QR-linked learning resources. Strengthen digital infrastructure at Learner Support Centres and provide faculty development in innovative digital pedagogy.

3. SLM Quality and Timeliness

Strengthen the SLM production workflow through systematic planning, peer review, editing, translation, instructional design and timely publication. Continue SLM preparation workshops and expand digital and interactive versions alongside printed resources.

4. Learner Support and Communication

Strengthen academic counselling, Remedial Online Counselling, grievance redressal, SMS and e-mail communication, and learner-facing online systems. Develop a consolidated learner-support dashboard for monitoring response time, grievances and learner progression.

5. Examination and Academic Calendar

Strengthen the monitoring of academic and examination schedules and introduce internal benchmarks/targets for the timely completion of evaluation and declaration of results. Special arrangements for backlog and practice-based programmes should remain clearly documented.

6. Faculty Development and Research

Institutionalise a year-round faculty development framework covering ODL pedagogy, instructional design, AI and emerging technologies, assessment, research methodology and digital-content development. Strengthen the Research and Innovation Unit and encourage collaborative research on ODL and learner outcomes.

7. Quality Assurance and Data Use

Develop an integrated quality dashboard using indicators relating to enrolment, progression, completion, grievances, counselling, examinations, SLM and digital-resource usage. Periodic reviews and CIQA decisions should ensure that institutional evidence leads to documented action and follow-up.

8. Outreach and Strategic Partnerships

Strengthen outreach and partnerships with academic institutions, government bodies, employers and other relevant stakeholders. Continue to expand the Madrasa Connect Programme and targeted campaigns for women, rural learners, working professionals and other underserved communities.

9. Resource Augmentation and Network Strengthening

Prioritise staffing, specialised academic expertise, library resources, digital infrastructure and support-centre facilities. Review the performance of Learner Support Centres systematically and provide targeted support to high-potential and underperforming centres.

10. Innovation, Accessibility and International Reach

Build upon the Multimedia Centre, AI-enabled audio resources, QR-linked SLM and online learning initiatives. Explore appropriate expansion of learner and examination support beyond India, wherever regulatory and operational conditions permit.

The effective implementation of these recommendations can assist CDOE in further consolidating its transformation into a comprehensive, technology-enabled and learner-centred ODL system while preserving and strengthening its distinctive Urdu-medium mandate.

12. Summing Up

The Quality Audit of the Centre for Distance and Online Education, MANUU, for the academic year 2025–2026 reflects a period of substantial academic, technological and institutional development. The Audit Committee concludes that CDOE has a strong foundation for further growth and development. By building upon its distinctive Urdu-medium mandate, expanding learner-centred digital practices, strengthening research and innovation, improving network-level quality monitoring and pursuing strategic partnerships, CDOE can further enhance its contribution to accessible, inclusive, affordable and quality higher education in India and beyond.

Quality Audit Committee

Sl. No.	Name	Signature
1	Prof. V. Venkaiah, Former Vice-Chancellor, Krishna University, Machilipatnam, AP – Chairperson	V. Venkaiah
2	Prof. Sayyad Aman Ubed, Professor, CDOE – Member	Aman
3	Prof. V. S. Sumi, Professor, CDOE – Member	Sumi
4	Dr. Shams Imran, Assistant Professor – Member	Shams Imran
5	Dr. Mohd. Jamaluddin Khan, Deputy Registrar – Member	Mohd. Jamaluddin Khan
6	Dr. Shafiq Ahmed, Assistant Regional Director - Member	Shafiq Ahmed
7	Dr. Aftab Alam Baig, Assistant Registrar – Member Convener	Aftab Alam Baig