



# QUALITY AUDIT REPORT

**Directorate of Distance Education (DDE)**

**(2022-2023)**

**Maulana Azad National Urdu University**

**Hyderabad**

**Quality Audit Report**  
**Directorate of Distance Education (DDE)**  
**Quality Audit Committee**

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**Quality Audit Report of DDE, MANUU, Hyderabad**  
**Year-2022-23**

**1. Introduction:**

The Quality Audit Report aims to assess the academic planning, implementation and functions carried out during the academic year 2022-23 in the Directorate of Distance Education (DDE) at Maulana Azad National Urdu University, Hyderabad. The audit was conducted by a team consisting of an external expert and internal members of the DDE. 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 functioning of various academic and administrative units. The report provides an overview of the findings and recommendations for improvement in the academic planning and administrative performance of DDE, MANUU.

The Academic Audit conducted at DDE, MANUU from 21<sup>st</sup> – 23<sup>rd</sup> June, 2023 by an external expert, Prof. V. Venkaiah, who has vast experience at highest levels in academic administration including the positions of 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. Najmus Saher, Prof. Shaheen Shaikh, Dr. Sayyad Aman Ubed, Dr. Shaikh Wasim, Dr. Sameena Basu, Mr. Shams Imran and Dr. Shafiq Ahmed.

**2. Objectives of the Quality Audit:**

The objectives of the quality audit are as under:

1. The main purpose of this exercise was self-reflection and self-improvement in addition to compliance with pre-determined standards.
2. It was meant to improve the areas and encourage the faculty to evaluate “quality education processes” in DDE – the key faculty activities required to produce, assure, and continuously improve the quality of teaching and learning.
3. It also aimed at examining the approach of the faculty in educational decision making and how they are organizing their work, using the resources available to them.

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4. Further, it examines the collegiality of working to provide high quality education in the best interests of the discipline and attaining the learning outcomes of the courses offered.

### 3. **About DDE**

The University has initiated its distance mode programmes from its year of inception, i.e., 1998. The DDE has set up 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 so as to provide academic and administrative support to the students. The RCs/SRCs facilitate the students with support services; management of Study Centres and admission process. At present there are 144 Learner Support Centres and 20 Programme Centres within the purview of these RCs/SRCs. The DDE facilitates online admission through SAMARTH ERP.

It provides links of audio-visual material to the students and also printed Self Learning Material. The University has established Instructional Media Centre for the production of audio-visual educational programmes. A large number of audio-visual educational programmes have been prepared by the Instructional Media Centre. These programmes can be viewed on YouTube at <https://www.youtube.com/c/imcmanuu>

DDE offers 6 PG programmes (M.A. in Urdu, Hindi, Arabic, English, History and Islamic Studies), 2 UG programmes (B. A. & B. Com.) 2 Diploma Programmes (Diploma in Journalism & Mass Communication and Diploma in Teach English) and 2 Certificate programmes (Proficiency in Urdu through English and Functional English). The Graduation, Post-Graduation, Diploma and Certificate programmes offered by the University are recognized by UGC-DEB. The enrolment of students has been increasing steadily over the years.

#### **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”

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- 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 for the Directorate of Distance Education at MANUU, Hyderabad is to establish itself as a premier source of top-notch distance education offerings within India. This would entail a significant emphasis on equipping learners with empowerment through adaptable and innovative methodologies for both teaching and learning.

To realize this strategic goal, the Directorate could concentrate on the following key aims:

- 1 Creating a diverse array of top-notch distance education programs tailored to the requirements of Indian learners, prioritizing skill enhancement and employability.
- 2 Investing in technology-driven learning platforms and resources to elevate the delivery of distance education programs, granting learners adaptable and convenient learning possibilities.
- 3 To establish strong partnerships with industry, government and other stakeholders to ensure alignment of directorate distance education offerings with economic and social demands.

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- 4 Cultivating an atmosphere of innovation and ongoing enhancement, by motivating faculty and staff to explore novel teaching and learning methodologies, and by consistently assessing and refining the Directorate's programs and procedures.
- 5 Establishing a robust brand and reputation for the Directorate of Distance Education at MANUU Hyderabad, by showcasing its programs and services via targeted marketing and communication campaigns, and by involving stakeholders to garner backing and support for its mission and goals.

Pursuing these strategic objectives, the Directorate of Distance Education at MANUU Hyderabad can position itself as a frontrunner in distance education within India, significantly contributing to the development of a skilled and empowered 21st-century workforce.

## **5. Quality Statement**

The commitment of DDE is to ensure quality in distance education demonstrated through a dedication to providing socially relevant and job-oriented programmes to meet the highest standards of academic excellence delivered through innovative and flexible approaches to promote lifelong learning and social mobility.

## **6. Quality Measures Implemented**

### **6.1. Design and Development of Programmes:**

All the programmes are designed and developed as per their programme project reports consisting of (a) programme objectives and outcomes; (b) nature of the target group of learners; (c) appropriateness of the programme with quality assurance for acquiring specific skills; (d) programme content designing and developing; (e) cost estimates for the development of the programme; and (f) admission, delivery and evaluation norms.

### **6.2. Outcome-Based Education:**

The Directorate of Distance Education at MANUU, Hyderabad, has implemented Outcome Based Education as a tool for continuous quality improvement of its programs. This approach involves identifying clear learning outcomes that students should be able to demonstrate at the end of each



course and program. These outcomes serve as the foundation for developing the curriculum, instructional methods and assessments to ensure that students achieve the desired outcomes.

### **6.3. Delivery Mechanism:**

The DDE, MANUU, has implemented a robust delivery mechanism encompassing various quality measures to enhance the learning experience. Face-to-face counselling sessions provide personalized academic guidance and fostering student-teacher interaction. The development and timely supply of SLM empower learners with comprehensive study resources. Leveraging the Instructional Media Centre (IMC), MANUU, DDE provides audio-video programs and engage students through multimedia content.

Online remedial counselling addresses individual learning needs, while workshops provide hands-on skill development. Incorporating these quality measures within its delivery mechanism, DDE, MANUU, demonstrates a proactive approach to distance education. By focusing on personalized support, well-crafted study materials, multimedia resources, online remedial classes, and skill-building workshops, DDE ensures that its learners receive a comprehensive and enriching education that meets the highest standards of quality and effectiveness.

### **6.4. Student Support Services:**

The Student Support Services of DDE, MANUU exemplify an unwavering commitment to provide holistic and personalized assistance that caters to the unique requirements of each student. With a keen focus on ensuring academic success, these services encompass an array of essential facets. From adept Admission Counselling that guides prospective students towards suitable programs to a robust Grievances and Redressal Mechanism addressing concerns spanning program awareness, admission publicity, assignment queries, examination inquiries, dispatch of SLM, meticulous record keeping, and seamless provision of certificates (bonafide and migration certificates). In the academic session 2022-23, the number of total grievances received and addressed is 6270.

The Student Support Services forge an immersive and enriching educational experience. By proactively responding to student needs, disseminating timely information, and fostering an environment of responsive support, DDE, MANUU reinforces its commitment to facilitate student success and nurturing an environment conducive to educational growth and achievement.





### **6.5. Assessment and Evaluation:**

At the end of each program cycle, program outcomes are assessed to determine whether students have achieved the desired level of performance through formative and summative assessments. This ensures that the program is continuously improving, closing the loop and addressing any shortcomings.

### **6.6. Professional Development of Faculty:**

The DDE has demonstrated a proactive commitment through professional development of faculty. This commitment is reflected in the manifold opportunities extended to its faculty members for participation in workshops, conferences, and research activities. Faculty members are encouraged to actively participate in workshops and conferences organized within DDE, fostering a collaborative environment that promotes the exchange of innovative teaching methodologies, pedagogical insights, and emerging trends in distance education.

Furthermore, DDE facilitates participation in workshops and conferences organized by external institutions, enabling faculty to glean fresh perspectives, share their research contributions, and cultivate professional networks beyond the institution's confines. Through these programmes, faculty are empowered to upgrade their teaching techniques, enrich their subject expertise, and contribute to the broader academic discourse. This dynamic engagement underscores DDE's dedication to nurturing a vibrant academic community, enhancing instructional excellence, and continually elevating the quality of distance education offerings.

In the academic year 2022-23, DDE successfully organized three workshops which were attended by 77 participants across India. Within the same year faculty of DDE published 51 research/conceptual papers in different national and international journals. Apart from research publications, faculty of DDE published 137 chapters and books with ISBN numbers. The research publications made by the faculty and participation in faculty development programmes stated to be very good.

### **6.7. Centre for Internal Quality Assurance (CIQA) Activities:**

DDE has established Centre for Internal Quality Assurance (CIQA) as per the guidelines of UGC-DEB and conducted meetings regularly. This dedicated centre actively engages in a range of



activities aimed at upholding and enhancing the overall quality of academic programs and services. Through rigorous assessment of curriculum design, faculty development initiatives, student support mechanisms, and learning methodologies, CIQA ensures that the educational experience offered by DDE remains aligned with the highest standards of excellence.

By consistently evaluating performance data, soliciting stakeholder feedback, and implementing continuous improvement strategies, CIQA plays a pivotal role in fostering a culture of quality and innovation, ultimately contributing to the institution's commitment to providing exceptional distance education opportunities.

#### **6.8. Digital Learning Resources:**

The DDE has been providing digital learning materials to its students in the form of digital SLM available on its website. Students can access it at any time, any place and anywhere by using the link <https://manuu.edu.in/dde/self-learning-material> . Apart of digital SLM, DDE provides video lessons developed by Instructional Media Centre on its YouTube channel. Students can access it with the link; <https://www.youtube.com/@IMCMANUU>. During the academic session 2022-23 DDE has recorded 68 curriculum-based video programmes in addition to other video programmes useful to the students.

#### **6.9. Innovative Practices:**

The DDE has embraced a range of innovative practices to enhance the learning experience for its students. One such practice is Remedial Online Counselling, a proactive approach aimed at addressing students' academic challenges and providing tailored support. Through this initiative, in addition to the counselling provided by LSCs, DDE provides online remedial counselling to students.

Another remarkable approach is the utilization of Online Interactive Meetings with a diverse set of stakeholders, including Regional Coordinators (RCs), Study Resource Centers (SRCs), Learner Support Centers (LSCs), and Program Coordinators (PCs). These virtual gatherings foster a sense of community among students and educators, enabling real-time discussions, sharing of ideas, and mutual learning. The digital platform breaks down geographical barriers, creating a dynamic space for collaboration and resource sharing.



#### **6.10. Standard Operating Procedures:**

DDE has its well defined Standard Operating Procedures for execution of admissions, academic counselling, formative and summative evaluations, SLM development, grievance redressal, etc., in line with UGC-DEB regulations. It has a comprehensive Manual that shed light on each and every aspect of its academics and administration.

#### **7. Quality Audit**

The DDE conducted a three-day quality audit in June, 2023 for academic session 2022-23 to thoroughly evaluate its academic endeavours vide 1 to 10 stated above. The primary objective of this audit is to have a self-reflection and acquaint the stakeholders with the intricacies and procedures of the audit paving the way for enhancing the effectiveness of quality initiatives and quality sustenance measures. The audit team has also considered the recommendations made in the earlier audit reports and the quality benchmarks identified by DDE for the academic year in the current audit process.

##### **7.1. Focus Areas of Audit**

The focus areas of the Quality Audit encompass a comprehensive evaluation of various vital aspects within the academic framework of the institution. This audit delves into key domains such as curriculum design, faculty development, student support services, learning methodologies, assessment and evaluation processes, and adherence/compliance to accreditation and regulatory standards. By assessing these focus areas, the Quality Audit aims to ascertain the alignment of practices and outcomes with established benchmarks of excellence. This multifaceted assessment ensures that the institution's educational endeavours not only meet but also surpass the expectations of quality, enabling a holistic and effective learning experience.

These discussions by the audit team delved into critical aspects such as deliberating on the skills and knowledge students should possess upon course/program completion, drawing lessons from exemplary practices, evaluating student outcome objectives, collaboratively designing curriculum, regular scrutiny of teaching and learning methodologies, choosing between end-of-course/program assessments or ongoing internal evaluations to provide consistent student feedback, and ensuring the implementation of high-calibre education.

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## 7.2 Distinct Achievements of DDE and Broad Limitations of DDE

The distinct achievements and limitations of DDE are outlined hereunder:

### a. Distinct Achievements of DDE:

The DDE has achieved several noteworthy milestones in the realm of distance education. Notably, DDE has successfully expanded access to quality education, especially in the Urdu language, to a diverse and geographically dispersed student body. Through innovative use of technology, a well-designed curriculum, and student-centric support services, DDE has effectively bridged the gap between learners and higher education.

DDE has developed and delivered a range of academic programs that cater to the needs of various learners, including working professionals, homemakers, and individuals from marginalized communities. The integration of modern pedagogical methods, interactive online platforms, and learner-centred approaches has led to enriched learning experiences and improved academic outcomes. The institution's commitment to inclusivity, flexibility, and academic rigour has resulted in the empowerment of learners who might otherwise have faced barriers to accessing higher education.

One of the significant achievements of DDE is the increasing placement of students. In the year, 2021, its 514 students got selected in services of various departments of state and central government of India. Another noteworthy achievement is that DDE has been publishing 40-50 books of SLM with ISBN numbers every year.

### b. Broad Limitations:

While accomplishments of the DDE are notable, certain limitations deserve a mention because of the operational framework and regulatory constraints. These constraints include following aspects:

Firstly, resource constraints emerge as a potential impediment. Limited financial resources could potentially restrict the DDE's capacity to expand its programs and services, thereby hindering its ability to extend its educational outreach to a wider audience.

Secondly, geographical reach constitutes another limitation. The geographical scope of DDE's programs also resulted in limitations in areas with non-Urdu populations and limited technological infrastructure, restricting the institution's ability to reach the potential prospective learners.





Thirdly, innovation in pedagogy also encountered some barriers. The introduction of cutting-edge teaching methods within the context of distance education could face obstacles due to technological limitations or resistance to pedagogical change.

Lastly, NAAC accreditation got delayed because of pandemic which became a barrier to introduce online programs by the DDE. It is important to note that while these limitations exist, they are not insurmountable. DDE, MANUU, can continue to leverage its strengths, seek innovative solutions, and collaborate with stakeholders to address these challenges and further enhance the quality and reach of its distance education offerings.

## **8. Findings:**

The audit committee reviewed recommendations and their implementations from previous reports and assessed various dimensions of academic planning, validation and monitoring, evaluation, and enhancement plans. These dimensions encompassed curriculum development, instructional design, assessment and evaluation, student support services and other functional aspects.

### **8.1. Academic Planning:**

#### **a. Curriculum Development:**

In the academic year 2022-2023, the audit team meticulously examined the curriculum development process and found it to be comprehensive, aligned with the university's overarching vision and mission, and in accordance with UGC-DEB regulations. The curriculum continued to be thoughtfully designed to cater to the unique requirements of its learners, undergoing periodic enhancements to integrate the latest advancements in the respective fields of study. However, a notable consideration emerged to further enhance the curriculum by incorporating pragmatic and industry-relevant elements. This strategic enrichment would ensure the curriculum's continuous alignment with the evolving landscape and emerging trends.

#### **b. Instructional Design:**

The audit team's evaluation of the courses offered by DDE during the academic year 2022-2023 highlighted effective instructional design practices. These courses exhibited distinct and well-defined learning objectives, appropriate learning resources, and logically structured course materials. While the instructional design demonstrated efficacy, an opportunity for enhancement



arose in terms of augmenting interactivity within instructional materials. Encouraging active learning through interactive elements and integrating collaborative learning opportunities stood out as areas for potential improvement.

## **8.2 Validation:**

### **a. Reports from Learner Support Centers:**

During the assessment, the audit team thoroughly evaluated reports from learner support centres and observed their proactive involvement in furnishing academic and administrative assistance to the learners. Nevertheless, it was evident that there is a necessity to ensure that these learner support centers are adequately equipped with the essential resources, particularly technology infrastructure, to effectively cater to the learners' requirements.

### **b. Reports from Examination Branch:**

The audit team meticulously analyzed reports from examination branch and ascertained that the examination process was meticulously coordinated and executed.

Nonetheless, it is suggested to take necessary measures to declare examination results within four weeks from the date of completion of examinations.

## **8.3 Monitoring, Evaluation, and Enhancement Strategies:**

The audit team's assessment for the academic year 2022-2023 revealed that DDE, maintained a sound system for collecting and scrutinizing performance data across different tiers, encompassing program, faculty and higher educational institution levels. However, optimizing the utilization of performance data to pinpoint areas requiring refinement and implementing effective measures to uplift the overall quality of academic planning and execution needs more attention.

In the academic year 2022-2023, the audit team recognized DDE, MANUU's commitment to periodic evaluations of its academic planning methodologies. To ensure the effectiveness of these reviews, it is recommended that they be comprehensive, encompass inputs from stakeholders to result in actionable suggestions for refinement.



## 9. Identification of New Programmes

In pursuit of academic excellence, the DDE has taken substantial strides, particularly in the domain of curriculum development. Noteworthy among these efforts is the introduction of two new diploma programs: Diploma in Early Childhood Care and Education (ECCE) and Diploma in School Leadership and Management (DSLMM). Signifying a proactive approach, DDE, MANUU has diligently embarked upon the creation and enhancement of curriculum frameworks and Self-Learning Materials (SLMs) in Urdu (soft as well as hard copies) for these programs. These endeavors exemplify the institution's resolute dedication to providing a broad spectrum of contemporary and relevant learning pathways, thus reinforcing its commitment to academic diversity and excellence.

## 10. SWOC Analysis by Audit Team

### Strengths (S):

- Comprehensive Curriculum Development: DDE, has demonstrated the ability to design and develop a well-structured and learner-centric curriculum, aligned with the institution's vision and UGC-DEB regulations. This reflects its commitment to providing quality education through thoughtfully crafted programs.
- Effective Instructional Design: The courses offered by DDE, exhibit clear learning objectives, appropriate learning resources, and logically structured materials, contributing to a well-organized and engaging learning experience for students.
- Robust Monitoring and Data Analysis: DDE, MANUU possesses a robust system for collecting and analysing performance data at various levels, enabling informed decision-making and continuous improvement. This data-driven approach enhances accountability and strategic planning.
- Holistic Student Support Services: The institution's student support services, including admission counselling, grievance resolution, and dissemination of learning materials, showcase a student-centric approach, ensuring comprehensive assistance and enhancing the overall learning experience.
- Introduction of New Programmes: Noteworthy among these efforts DDE is going to introduce two new diploma programs from session 2023-2024, namely Diploma in Early Childhood Care





and Education (ECCE) and Diploma in School Leadership and Management (DSLMM). Signifying a proactive approach, DDE, MANUU has diligently embarked upon the creation and enhancement of curriculum framework and Self-Learning Materials (SLMs) in Urdu (soft as well as hard copies) for these programs.

- Digital Learning Material: The DDE has been providing digital learning materials to its students in the form of digital SLM available on its website. Students can access it at any time, any place and anywhere by using the link <https://manuu.edu.in/dde/self-learning-material>. Apart of digital SLM, DDE provides video lessons developed by Instructional Media Centre on its YouTube channel. Students can access them with the link; <https://www.youtube.com/@IMCMANUU>

#### **Weaknesses (W):**

- Resource Constraints: Limited financial and infrastructural resources are restricting the institution's capacity to expand programs and reach a wider audience, potentially hindering its ability to achieve its goals.
- Geographical Reach: The institution's geographical reach may face limitations in areas with non-Urdu populations or limited technological infrastructure, affecting its potential to reach a diverse range of learners.
- Innovation Adoption: The integration of cutting-edge pedagogical methods and lack of adequate technology at learners' end resulting in sub-optimal utilization of digital learning resources.

#### **Opportunities (O):**

- Industry-Relevant Curriculum: DDE has the opportunity to enhance its curriculum by incorporating pragmatic and industry-relevant elements, ensuring that the graduates are equipped with skills in demand in the job market.
- Technological Advancements: Leveraging emerging educational technologies can further enhance the institution's distance learning offerings, providing learners with adaptable and innovative learning opportunities.
- Partnerships and Collaboration: Collaborating with industry, government, and other stakeholders can align programs with economic and social demands, enriching the learning experience and opening doors for internships and placements.

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### **Challenges (C):**

- Accreditation Recognition: Achieving recognition and accreditation for distance education programs from certain bodies could pose a challenge due to the distinctive characteristics of distance education delivery.
- Faculty Development: Nurturing a culture of innovation and encouraging faculty to adopt modern pedagogical methods may encounter resistance and necessitate extensive training and support.
- Quality Assurance: Ensuring consistent quality across diverse learner support centres and maintaining the same level of rigour in assessments can be challenging, requiring continuous monitoring and improvement.

The SWOC analysis of DDE reveals a range of strengths, weaknesses, opportunities, and challenges. The institution's commitment to comprehensive curriculum development, effective instructional design, robust data analysis and holistic student support services positions it well for continued success. While resource constraints, geographical limitations, and challenges in innovation adoption exist, DDE has the opportunity to leverage industry relevance, technological advancements, and partnerships to address these challenges and further elevate its position as a premier distance education provider focused on empowering learners through accessible and high-quality education.

### **11. Recommendations:**

Building upon the insights gained from the SWOC analysis, as well as the findings and recommendations outlined in earlier reports and their implementation, the following recommendations are proposed to amplify the academic quality and effectiveness of the DDE, MANUU.

#### **1. Curriculum Enrichment and Industry Alignment:**

- Enhance curriculum development by incorporating practical and industry-relevant elements, aligning programs with emerging job market demands.
- Collaborate with industry experts to ensure curriculum relevance, fostering graduates' employability and market readiness.



## **2. Technological Advancements and Innovation:**

- Invest in advanced educational technologies and innovative pedagogical methods to foster interactive and engaging learning experiences.
- Provide faculty development programs focused on technology integration, encouraging educators to embrace new teaching tools and approaches.

## **3. Resource Augmentation and Geographical Expansion:**

- Seek avenues for resource augmentation to overcome financial and infrastructural constraints, enabling program expansion and improvements.
- Strategically expand outreach efforts to regions with non-Urdu populations, leveraging online platforms to bridge geographical gaps.

## **4. Recognition from Regulatory Bodies:**

- Efforts need to be initiated to secure recognition for distance education programs from relevant bodies, highlighting the unique strengths of DDE.
- Showcase the institution's commitment to quality and compliance through comprehensive documentation and transparent processes.

## **5. Faculty Development and Training:**

- Establish a comprehensive faculty development roadmap, encompassing technology integration, modern pedagogical methods, and industry engagement.
- Facilitate cross-disciplinary collaboration and knowledge sharing among faculty members, fostering a culture of continuous improvement.

## **6. Quality Assurance and Assessment Enhancements:**

- Strengthen the quality assurance framework by establishing clear guidelines for maintaining consistent rigor across learner support centers.
- Implement regular assessments of student support services and curriculum effectiveness, leveraging performance data for continuous enhancement.

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### **7. Stakeholder Engagement and Partnerships:**

- Forge strategic partnerships with industry, government agencies, and other educational institutions to align programs with current socio-economic demands.
- Actively engage stakeholders, including students, alumni and employers, to gather feedback and insights for continuous improvement.

### **8. Marketing and Outreach Initiatives:**

- Develop targeted marketing and communication campaigns to raise awareness about DDE distance education programmes and their unique strengths.
- Leverage digital platforms and social media to showcase success stories, student testimonials, and the institution's commitment to academic excellence.

### **9. Research and Innovation Hub:**

- Establish a dedicated research and innovation centre within DDE, fostering research studies in distance education and innovative pedagogical practices.
- Encourage faculty members to engage in research and contribute to the academic discourse in the field of distance education.

### **10. Monitoring and Feedback Mechanism:**

- Implement a robust system for ongoing monitoring of program outcomes, faculty performance, and student satisfaction, allowing for prompt corrective measures.
- Regularly solicit feedback from all stakeholders and utilize it to inform decision-making and improvement initiatives.

By considering these recommendations, DDE can capitalize on its strengths, address its weaknesses, seize opportunities, and overcome challenges, further elevating its position as a premier distance education institution. This strategic approach ensures the institution's sustained growth, increased impact, and ongoing commitment to providing accessible, high-quality education to learners from diverse backgrounds and regions.

## 12. Summing Up

The comprehensive quality audit of the Directorate of Distance Education (DDE), Maulana Azad National Urdu University (MANUU) for the academic year 2022-23 has illuminated both the remarkable achievements and the potential avenues for growth within the institution's distance education landscape.

As DDE navigates its future endeavors, it can draw upon the insights gained from this audit report to not only address current challenges but also to seize new horizons. By capitalizing on its strengths, addressing its weaknesses, pursuing opportunities, and implementing the recommended strategies, DDE is poised to further establish itself as an example of excellence in the realm of distance education, empowering Urdu-knowing learners, enriching communities, and contributing to the broader landscape of education. DDE is making efforts in mainstreaming the Urdu speaking population and democratizing higher education at affordable cost thereby achieving the goal of reaching the unreached.

Considering various aspects covered in this audit, the Audit Committee feels that several quality initiatives and quality assurance measures were implemented in 2022-23 which resulted in significant enhancement in quality in the academic programmes offered, student support services, technology integration and student evaluation system. The statements observed in NAAC report of December, 2022, also corroborate with the findings made by this Audit Committee.

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