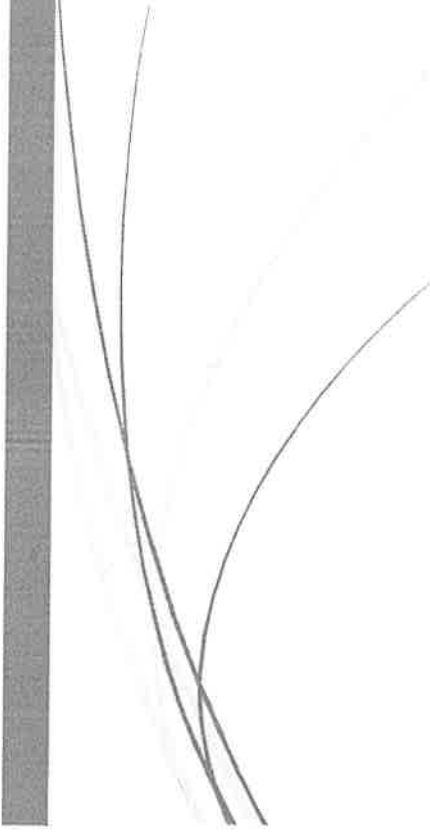


Quality Audit Report
Centre for Distance and Online Education
MANUU
2023-2024



Prof. V. Venkaiah, Former Vice Chancellor
Krishna University, Andhra Pradesh &
Chairperson, Committee for Quality Audit
(2023-24)

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Quality Audit Committee

Sl. No.	Name	Designation
1	Prof. V. Venkaiah, Former VC, Krishna University, Machilipatnam, AP.	Chairperson
2	Prof. Ramesh Ghanta, Professor (Retd.), MANUU	Member
3	Prof. Shaheen Shaikh, Professor, Dept. of Education & Training, MANUU	Member
4	Dr. Sayyad Aman Ubed, Asso. Professor, CDOE	Member
5	Dr. Shaikh Wasim, Asso. Professor, CDOE	Member
6	Dr. Sameena Basu, Associate Professor, CDOE	Member
7	Dr. Irshad, Asst. Professor, CDOE	Member
8	Mr. Shams Imran, Asst. Professor, CDOE	Member
9	Dr. Faheem Anwar, Asst. Professor, CDOE	Member
10	Mr. Mohd Abdul Naseer, SO, CDOE	Member
11	Mr. Shahnawaz Haider, SO, CDOE	Member
12	Mr. S. Narsimhulu, UDC, CDOE	Member
13	Dr. Shafique Ahmed, ARD, CDOE	Member Convener

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V. Venkaiah

Centre for Distance and Online Education (CDOE), MANUU
Quality Audit Report (2023-24)

1. Background:

The Director of CDOE had formed a team consisting of two external experts and internal members to conduct the Quality Audit (2023-24) of the Centre for Distance and Online Education, Maulana Azad National Urdu University (MANUU), Hyderabad, for ensuring quality in all the programmes offered by CDOE.

2. Terms of Reference:

The areas for the audit are:

- To conduct the audit based on NAAC criteria and assess the targets achieved during 2023 to 2024.
- To assess academic and administrative issues of CDOE.
- To make recommendations to improve the performance concerning various academic and administrative aspects of CDOE.

3. Methodology:

The Committee was provided with the necessary information for the audit. The first meeting of the committee was held on 5th August 2024 and the heads of all administrative units of CDOE presented the reports of their respective units. The Committee interacted with all the heads and sought additional information required. The second and third meetings of the committee were held on 14th August and 20th August, 2024 respectively. The Head and members of Quality Management Cell presented the quantitative and qualitative data related to their domains collected from different sections, RCs, and SRCs. In addition, the Director of the Centre for Distance and Online Education (CDOE) outlined plans for expanding the university's offerings through online programs. Later the committee visited the Publication Unit, Administrative Sections, Student Support Unit and infrastructure prepared for utilization for online programs. The Committee also interacted with the COE and concerned examination staff.



Based on the information collected, specific issues related to academics, administration, and infrastructure were identified for further deliberations. The three-day audit concluded with the exit meeting on the evening of 20th August, 2024.

4. About CDOE, MANUU:

The University has started its distance mode programs since the year of establishment, i.e., 1998. The CDOE previously known as Directorate of Distance Education (DDE) presently has nine Regional Centres (Delhi, Patna, Bangalore, Bhopal, Darbhanga, Srinagar, Kolkata, Mumbai, Ranchi) and six Sub-Regional Centres (Hyderabad, Jammu, Amravati, Lucknow, Nuh and Varanasi) across the country 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 161 Learner Support Centres and 20 Programme Centres within the purview of these RCs/SRCs. The CDOE streamlines the online admission process through the SAMARTH ERP platform.

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>. The CDOE website offers students access to audio-visual resources and digital Self Learning Materials (SLM).

CDOE offers 6 PG programmes (M.A. in Urdu, Hindi, Arabic, English, History and Islamic Studies), 5 UG programmes (B. A., B.Sc. (Physical Science), B.Sc. (Life Science), B.Ed., & B. Com.) 4 Diploma Programmes (Diploma in Journalism & Mass Communication and Diploma in Teach English, Diploma in Early Childhood Care and Education and Diploma in School Leadership and Management) and 2 Certificate programmes (Proficiency in Urdu through English and Functional English). The UG and PG programmes offered by the CDOE are recognized by UGC-DEB.



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

5. Strategic Intent

The overarching goal for the Centre for Distance and Online Education at MANUU, Hyderabad is to establish itself as a premier source of top-notch distance education offerings within India and beyond. 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 centre is required to concentrate on the following key initiatives:

- 1 Creating a more diverse array of top-notch distance education programs tailored to the requirements of Indian learners, prioritizing skill enhancement and employability.



- 2 Augmenting technology-driven learning platforms and resources to elevate the delivery of distance education programs, granting learners adaptable and convenient learning possibilities.
 - 3 Strengthening more partnerships with industry, government and other stakeholders.
 - 4 Ensuring alignment of CDOE programmes with economic and social demands of the country.
 - 5 Cultivating an atmosphere of innovation and ongoing enhancement, by motivating faculty and staff to explore novel teaching and learning methodologies
 - 6 Assessing and refining the programs and procedures on a continuing basis.
 - 7 Establishing a robust brand and reputation for the CDOE by showcasing its programs and services via targeted marketing and communication campaigns by involving stakeholders.
- Pursuing these strategic initiatives, the CDOE can position itself as a frontrunner in distance education within India and beyond, significantly contributing to the development of a skilled and empowered 21st century workforce.

6. Quality Statement

The commitment of CDOE is to meet the highest standards of academic excellence delivered through innovative and flexible approaches by promoting lifelong learning and social mobility through socially relevant and job-oriented programs.

7. Quality Audit

The Quality Audit was based on following criteria:

I. Curricular Aspects

The curriculum is at the core of education. It is essential to have a relevant, well-structured curriculum that answers all the questions about the future and equips the student with all the necessary skills and knowledge. The key aspects considered in the audit include the following criteria:

- Curriculum design and development
- Curriculum planning and implementation
- Academic flexibility
- Curriculum enrichment



- Feedback system

II. Teaching-Learning and Evaluation:

This criterion addresses the regular academic activities of the CDOE. The teaching and learning processes, results, desired outcomes, etc., come under this criterion. As Criterion 1 deals with a “WHAT” in learning, this one assesses the “HOW” the learning happens. Various evaluation and assessment practices are also examined with a focus on the following aspects:

- Catering to student diversity
- Teaching-Learning process
- Teacher quality
- Evaluation process and reforms
- Student performance and learning outcomes

III. Research, Innovations, and Extension:

This criterion deals with academic research and consultancy services. The audit committee considered the following aspects:

- Promotion of research
- Research facilities
- Research publications and awards
- Consultancy
- Collaborations

IV. Infrastructure and Learning Resources:

A good learning environment and necessary facilities are essential for quality education. The following aspects were considered by the audit committee:

- Physical infrastructure
- Library as a learning resource
- IT infrastructure
- Maintenance of campus facilities.

V. Student Support and Progression:

The focus of this criterion is to ensure provision of learner support services to realize the learning objectives of the programmes through mentoring and guiding the students. The following aspects were considered by the audit committee:

- Student mentoring and support



- Student progression
- Student participation in extension activities.

VI. Governance, Leadership, and Management:

The governance and management are the backbones of any institution. The audit committee considered the following aspects:

- University vision and leadership
- Strategy development and deployment
- Faculty empowerment strategies
- Financial management and resource mobilization
- Internal quality assurance system.

VII. Institutional Values and Best Practices:

This criterion covers the following aspects:

- Green and Eco-friendly campus
- Energy conservation
- Innovative ideas
- Best Practices

8. Findings of the Audit Committee:

Findings of the committee are as under;

1. **Curriculum Design and Development:** It is observed that all programs are meticulously designed and developed following detailed Program Project Reports (PPRs). These reports include objectives, target groups, content development, cost estimates, delivery methods, and evaluation norms, ensuring alignment with the institution's vision and goals. It is also ensured that the curriculum of all programmes is same as the regular mode programmes which is in conformity with UGC-DEB regulations.
2. **Curriculum Flexibility and Relevance:** The curriculum is regularly updated to meet the emerging needs of students and industries, with a focus on including interdisciplinary and job-oriented courses. However, there is a need for more industry-relevant elements to enhance employability.
3. **Outcome-Based Education:** CDOE has implemented OBE as a continuous quality improvement tool, guiding curriculum development, instructional methods and assessments.

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4. **Faculty Development:** The institution encourages continuous professional development for faculty through workshops, conferences, and research activities. In 2023-24, several workshops were organized, and faculty members published several research papers and books.
5. **Assessment and Evaluation Processes:** Program outcomes are assessed through both formative and summative assessments. It is observed that the declaration of result is taking more than 45 days. The audit highlights the need for timely declaration of results to enhance student satisfaction.
6. **Digital Learning Resources:** The institution provides digital Self-Learning Materials (SLM) and video lessons accessible through its website and YouTube channel.
7. **Infrastructure Development:** There is a need for enhanced technological infrastructure, particularly at Regional and Sub-Regional Centres.
8. **Student Support Services:** CDOE offers robust support services, including admission counselling, grievance redressal, and the timely provision of certificates. The audit recommends expanding these services to address a wider range of student needs. The grievance redressal needs more attention.
9. **Student Progression:** The institution has made significant strides in student placements and the publication of SLM books with ISBN numbers. However, there is room for improvement in tracking and supporting student progression throughout their academic journey.
10. **Strategic Objectives:** The strategic objectives guiding CDOE include providing adaptable and convenient learning possibilities, establishing strong partnerships, cultivating innovation, and building a robust brand and reputation.
11. **Performance of RCs and SRCs:** During the assessment, the audit team meticulously reviewed the Performance Assessment of Regional Centres (RCs) and Sub Regional Centres (SRCs). The committee observed that there is a proactive participation from various functionaries of Regional/Sub regional centers in various activities of CDOE. Further these centers provide academic and administrative assistance to the LSCs under their jurisdiction.
12. **Performance of Administrative Units:** From July 2023 to June 2024, the administrative units are actively involved in the overall administration of CDOE. Academic Affairs Unit has been actively involved in advancing academic programs and aligning them with national education policies. Two new diploma programs were launched in 2023-24, with plans for an additional diploma and an MBA program through ODL mode by 2024-25. The implementation of NEP





2020 is underway, with the introduction of a four-year UG program in CDOE, necessitating syllabus revision and SLM preparation. The Technical Support Unit played significant role in implementing SAMARTH ERP initiative of UGC. It highlights significant advancements in the digitization of admission and academic processes, resulting in enhanced efficiency, transparency, and student engagement. The platform streamlined operations, reducing processing times by 60%, and improved communication and data management. STRQU conducted various workshops for teachers. Other units are also active in their activities.

13. **Leadership and Management Practices:** The institution has well-defined Standard Operating Procedures (SOPs) for various academic and administrative operations.
14. **Institutional Values and Best Practices:** CDOE encourages the development of Environment consciousness of staff and students through plantation drives, plastic free campus, water conservation, use of solar energy, etc. The introduction of Remedial Online Counselling and Online Interactive Meetings with stakeholders has fostered a collaborative learning environment. The focus is on enhancing innovation in teaching and learning practices.
15. **Quality Assurance and Continuous Improvement:** Centre for Internal Quality Assurance (CIQA) conducts regular meetings to uphold and enhance the quality of academic programs and services, fostering a culture of quality and innovation.
16. **Ethical and Inclusive Practices:** Efforts are also made to ensure inclusivity and ethical practices in all academic and administrative endeavors'. The plagiarism check of all SLM and research publications is observed as a mandatory measure. The CDOE ensures inclusivity by implementing reservation policy of the government in admissions and recruitments and it also provides fee concessions to students belonging to SC, ST, EWS, PWD, transgender and women categories.
17. **Placements:** A total of 634 graduates of CDOE secured positions in various state and central government jobs. Additionally, 4,500 in-service teachers from the Jammu and Kashmir region received promotions. The committee highly commends these achievements.



9. Recommendations:

Based on the findings from the Quality Audit conducted at the CDOE, the Audit Committee provides the following comprehensive recommendations to enhance the quality of education and services offered by CDOE:

1. **Curriculum Enhancement:** Integrate more industry-relevant elements and interdisciplinary courses into the curriculum to ensure that programs remain current and align with job market demands. Additionally, it is necessary to incorporate interactive and experiential learning modules to boost student engagement and the practical application of knowledge. It is further, suggested to prepare audio books especially for language programmes along with online SLM and YouTube videos.
2. **Outcome-Based Education (OBE):** Refine the implementation of Outcome-Based Education by ensuring that learning outcomes are clearly defined, measurable, and aligned with industry needs. Regularly update instructional methods and assessments to effectively measure the attainment of these outcomes.
3. **Faculty Development:** Expand and continue support for faculty participation in professional development activities such as workshops, conferences, and research activities. Encourage the adoption of the latest educational technologies and methodologies in teaching. Consider establishing a structured faculty mentorship program to further enhance teaching skills and facilitate knowledge sharing. Further, it is suggested to conduct regular online training programmes for academic counsellors especially to familiarize them with digital environment in teaching-learning process.
4. **Research and Publication:** It is necessary to develop a formal research policy for CDOE based on MANUU's Research policy. It is necessary to extend support and encourage the faculty to publish quality research papers in high-quality and reputed journals.
5. **Student Support Services:** Strengthen the technological infrastructure at Regional, Sub-Regional Centres and LSCs to improve the delivery of student support services. Address delays in the declaration of examination results by streamlining processes and enhancing departmental coordination.
6. **Digital Learning Resources:** Expand the development and availability of digital learning resources, including Self-Learning Materials (SLM) and video lessons. Increase the use of

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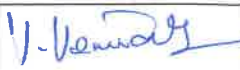








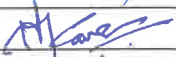


digital platforms to facilitate interactive learning experiences, such as online discussions, virtual labs, and collaborative projects.

7. **Monitoring, Evaluation, and Enhancement:** Develop and implement robust monitoring and evaluation strategies that involve all stakeholders. Maintain regular feedback loops to ensure continuous improvement of academic programs and administrative processes. Emphasize data-driven decision-making to adapt to emerging trends and challenges in distance education. Time lines for routine work such as, movement of files for PT staff, academic staff, MoUs, SLM payments, etc., may be framed to avoid delays and facilitate smooth functioning. It is further suggested that the programme coordinators may supervise and monitor the academic counselling at various LSCs through online/offline modes.
8. **Governance and Compliance:** Strengthen governance structures to better align with national educational policy and institutional goals. Ensure ongoing compliance with NAAC criteria and other accreditation standards by regularly reviewing and updating policies, procedures, and practices. Focus on addressing challenges related to financial resources, geographical constraints, and technological limitations, while aligning operations with NEP-2020 recommendations.
9. **Strengthening the RCs and SRCs:** It is recommended that the RCs, SRCs and LSCs must be adequately equipped with essential resources, more particularly, the technology infrastructure. Regional Directors and Assistant Regional Directors may be included in the various committees of CDOE. It is observed that staff pattern is not rational at some of the RCs and SRCs which needs attention and steps may be taken to rationalize the staff based on the overall enrollment of students in the jurisdiction of RCs and SRCs.
10. **Revision of Administrative Units:** It is suggested to revise the constitution of administrative units of CDOE to involve all the teaching and non-teaching staff of CDOE. Further, it is also suggested to rename STRAQ unit as Staff Training and Research Unit as Quality Management Cell is in place. Furthermore, an Examination Unit may be established to coordinate with Examination branch of the University, RCs, SRCs, and LSCs.
11. **Database Management:** It is suggested to ensure easy retrieval of data required for CIQA, IQAC, UGC-DEB, NCTE, etc., by introducing sound methodology for data creation and maintenance.



12. Conclusion:

The Quality Audit of the Centre for Distance and Online Education (CDOE), Maulana Azad National Urdu University (MANUU) underscores the institution's strong commitment to providing accessible and innovative learning opportunities for a diverse student community. The committee commends the significant strides made, particularly in enhancing digital learning resources and student support services. However, to fully align with the National Assessment and Accreditation Council (NAAC) criteria, it is further recommended to initiate improvements in curriculum design, technological infrastructure, and research initiatives on a regular basis. These enhancements will strengthen the CDOE's capacity to deliver high-quality education and achieve its strategic goals.

Sl. No.	Name	Designation	Signature
1	Prof. V. Venkaiah, Former VC, Krishna University, Machilipatnam, AP.	Chairperson	
2	Prof. Ramesh Ghanta, Professor (Retd.), MANUU	Member	
3	Prof. Shaheen Shaikh, Professor, Dept. of Education & Training, MANUU	Member	
4	Dr. Sayyad Aman Ubed, Asso. Professor, CDOE	Member	
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13	Dr. Shafique Ahmed, ARD, CDOE	Member Convener	