Dr. B.R. Ambedkar Open University

INSTITUTIONAL DEVELOPMENT PLAN

2026- 2036

A DECADE OF TRANSFORMATION

ACCESS | INNOVATION | INCLUSION | IMPACT



BUILDING A VIBRANT, INNOVATIVE AND INCLUSIVE ECOSYSTEM

- QUALITY EDUCATION
- DIGITAL TRANSFORMATION
- PARTNERSHIPS FOR GROWTH
- SUSTAINABILITY & GOOD GOVERNANCE
- SKILL DEVELOPMENT

Dr. B.R. Ambedkar Open University

INSTITUTIONAL DEVELOPMENT PLAN OF BRAOU

2026 - 2036

CIQA 2026

CENTRE FOR INTERNAL QUALITY ASSURANCE
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We may forgo material benefits of civilization, but we cannot forgo our right and opportunity to reap the benefits of the highest education to the fullest extent as the education is the greatest material benefit.

-Dr. B.R. Ambedkar

Dr. B.R. Ambedkar Open University
Institutional Development Plan of BRAOU

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राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

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The Executive Committee of the
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Vice Chancellor's Message



Since its establishment in 1982 as India's first Open University, Dr. B.R. Ambedkar Open University has remained steadfast in its commitment to democratising higher education. For more than four decades, the University has extended meaningful learning opportunities to those who, owing to geographical, social, economic or personal circumstances, might otherwise have remained outside the formal higher education system.

As we move towards the next decade of institutional growth, it is imperative that BRAOU responds purposefully to a rapidly changing educational and socio-economic environment. The National Education Policy 2020, accelerated digital transformation, the growing influence of artificial intelligence and the emergence of a knowledge-driven economy require us to reimagine the ways in which education is designed, delivered and supported. Our future priorities must therefore focus on flexible and lifelong learning, academic excellence, digital inclusion, employability, equity and meaningful learner engagement.

The Institutional Development Plan 2026–2036 presents our collective vision and a coherent roadmap for the University's transformation over the next ten years. It has been shaped by the experience of our Regional Coordination Centres and Learner Support Centres, the expertise of our academic and administrative community, and the aspirations of our learners, alumni, government partners, industry and society.

The Plan is firmly rooted in the philosophy of Bharat Ratna Babasaheb Dr. B.R. Ambedkar, who regarded education as a powerful instrument of liberation, equality and social transformation. It translates this enduring philosophy into clearly defined priorities, measurable outcomes, time-bound actions and transparent systems of monitoring and accountability.

As the institutional head, I call upon every member of the BRAOU community—faculty, staff, learners, alumni, industry partners, government agencies and civil society organisations—to embrace this Institutional Development Plan as a shared commitment. Its success will depend not only on institutional policies and resources but also on our collective ownership, sustained participation and willingness to innovate.

Together, let us shape the next decade of BRAOU as a period of academic excellence, technological advancement, inclusive growth and transformative learner success, while further strengthening the University's position as a pioneering institution in open and distance education.

- Prof Ghanta Chakrapani
Vice Chancellor
Dr. B. R. Ambedkar Open University, Hyderabad

EXECUTIVE SUMMARY

The Institutional Development Plan (IDP) 2026–2036 sets out the strategic direction and institutional priorities of Dr. B.R. Ambedkar Open University for the coming decade. Through this Plan, the University reaffirms its commitment to strengthening itself as a learner-centric, technology-enabled, innovative and inclusive institution. The IDP provides a comprehensive framework for advancing academic excellence, digital transformation, institutional effectiveness and equitable access, enabling BRAOU to respond proactively to the changing needs of learners and the evolving higher education landscape in India and globally.

The Institutional Development Plan is aligned with the National Education Policy (NEP) 2020, the regulations and guidelines of the UGC–Distance Education Bureau (DEB), the NAAC Quality Assurance Framework for Open and Distance Learning, the National Credit Framework (NCrF), and the Academic Bank of Credits (ABC) initiative. It also advances the objectives of United Nations Sustainable Development Goal 4 (SDG 4) by strengthening the University's commitment to inclusive and equitable quality education and promoting accessible lifelong learning opportunities for all.

The IDP adopts a systems approach to the development of the University, structured around five interdependent strategic pillars:

- Academic Affairs
- Learner Services
- Administrative Services
- Technology Services
- Quality Assurance

Together, these five pillars provide an integrated framework for institutional transformation while ensuring that the learner remains at the centre of all academic and administrative processes.

Over the next decade, Dr. B.R. Ambedkar Open University will pursue a comprehensive institutional transformation agenda focused on expanding equitable access to higher education and strengthening learner-centric support systems. The University will accord priority to enhancing academic quality, modernising governance, accelerating digital transformation, and promoting a vibrant culture of research and

innovation. It will also systematically integrate Artificial Intelligence into teaching, learning and learner-support services, expand skill development and employability initiatives, and strengthen strategic collaborations with national and international institutions, industry, government agencies and other stakeholders.

The University will strengthen its digital ecosystem through robust Learning Management Systems, high-quality multimedia learning resources, Open Educational Resources (OER), Massive Open Online Courses (MOOCs), learning analytics, Artificial Intelligence-enabled learner-support services and integrated digital-governance platforms. These initiatives will enhance the accessibility, flexibility, quality and effectiveness of teaching, learning, assessment and institutional administration.

Consistent with its commitment to equity and social inclusion, the University will accord special priority to expanding educational access and learner support for women, rural learners, Scheduled Castes, Scheduled Tribes, socially and educationally backward classes, persons with disabilities, prisoners, and other underserved communities and groups.

The implementation of the Institutional Development Plan will be guided by clearly defined annual operational plans, measurable Key Performance Indicators and systematic monitoring and evaluation mechanisms. Periodic progress reviews, including a comprehensive mid-term assessment, will enable the University to evaluate achievements, identify implementation gaps and undertake timely corrective measures. Evidence-based decision-making will remain central to the process, thereby strengthening institutional transparency, accountability, effectiveness and continuous improvement.

The University envisions establishing itself, by 2036, as a nationally and globally recognized leader in Open and Distance Learning, distinguished by academic excellence, learner success, digital innovation, robust quality-assurance systems, impactful research, social inclusion and sustainable institutional growth. Through the effective implementation of the Institutional Development Plan, Dr. B.R. Ambedkar Open University will reinforce its founding mission of democratizing higher education and empowering learners with the knowledge, skills, competencies and values required to contribute meaningfully to society, the economy and national development.

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Acknowledgements

Dr. B. R. Ambedkar Open University was established in 1982 through an Act of the then Andhra Pradesh State Legislature. The University commemorates its Foundation Day on 26 August every year, marking a significant milestone in the history of open and distance learning in India. As the first Open University in the country, it has played a pioneering role in expanding access to higher education. The University was inaugurated by the then President of India, Shri Giani Zail Singh, and the present campus was dedicated by the then Prime Minister of India, Shri P. V. Narasimha Rao. The then Chief Minister, Shri Nandamuri Taraka Rama Rao, articulated to the people the purpose and mandate of the University. Following the bifurcation of the erstwhile State of Andhra Pradesh and in accordance with the provisions of the Andhra Pradesh Reorganization Act, the University continued to serve learners from both Telugu States until 2024. Thereafter, its territorial jurisdiction was confined to the State of Telangana.

The establishment of the University was inspired by the vision and leadership of Prof. G. Ram Reddy, a pioneer of distance education in India. After founding this University, Prof. Ram Reddy went on to play a leading role in the establishment of the Indira Gandhi National Open University, which was created through an Act of Parliament in 1985.

The University is mandated to provide accessible, equitable and quality higher education to learners who are unable to pursue studies through conventional institutions owing to constraints of time, location or resources. In furtherance of this mandate, the University has formulated an Institutional Development Plan (IDP) to provide a coherent framework for aligning its academic, administrative and developmental initiatives with its vision and mission. The Executive Council, the highest statutory decision-making body of the University, approved the Institutional Development Plan wasinits195th meeting held on 05th June 2026.

CIQA places on record its profound appreciation to Prof. V. S. Prasad, whose guidance and intellectual leadership were instrumental in the formulation of the IDP. Under his stewardship, the University's Vision, Mission, Strategic Action Plan and long-term growth trajectory were clearly defined. The IDP provides a comprehensive roadmap for the University's development during the decade 2026–2036.

CIQA gratefully acknowledges the visionary leadership and steadfast commitment of the Hon'ble Vice-Chancellor, Prof. Chakrapani Ghanta, whose direction and stewardship were central to the conceptualization and preparation of the Institutional Development Plan.

The preparation of the IDP was a comprehensive and collaborative undertaking. The Centre for Internal Quality Control records its sincere appreciation to the members of the Core Team for their sustained efforts, meticulous deliberations and valuable contributions. Their collective work gave substance, clarity and direction to the document, while ensuring the appropriate delineation of institutional roles and responsibilities.

CIQA also expresses its sincere gratitude to the Registrar, Dr. L. Vijaya Krishna Reddy, for his dedicated efforts and effective coordination throughout the preparation of the IDP. His support in managing the administrative and logistical requirements facilitated the seamless integration of the various activities associated with this important institutional initiative.

The University further acknowledges all officers, faculty members, staff and stakeholders who contributed, directly or indirectly, to the preparation and finalisation of the Institutional Development Plan.

- Prof. D. Rabindranath Solomon
Professor and Director
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1. The University-BRAOU

Dr. B.R. Ambedkar Open University (BRAOU), the first State Public Open University in India established in 1982 and renamed in 1991 to honor the visionary Dr. B.R. Ambedkar, has been a pioneer in providing accessible and inclusive education through open and distance learning modalities.

Nestled in a lush green, biodiversity-rich campus of 53.6 acres, the Headquarters is surrounded by natural splendor and ecological variety. The University main campus is located in Hyderabad, a city steeped in history, brimming with diverse cultural legacies, and defined by its unique spirit, woven into a tapestry of ancient heritage, vibrant cultural mosaic and unmistakable identity.

BRAOU, the only Open University in the State, operating through the central headquarters in capital city, Hyderabad, Regional Coordination Centers in each of the 10 erstwhile district headquarters and 135 learner support centers, including Program Centers spread across the area of its jurisdiction, fulfills its primary mission to provide relevant quality education at the tertiary level, It has successfully completed 44 years in serving the educational needs of predominantly the marginalized and under privileged sections of the society emphasizing on providing quality, affordable and equal educational opportunities to women, prisoners and army personnel among others.

The University is continuously evolving to meet the needs of the twenty-first-century learner. By aligning its academic, co-curricular and extracurricular offerings with its vision and mission, it equips learners to navigate the complexities and challenges of life.

During the past forty-four years, the University has helped approximately two-and-a-half million learners realise their educational aspirations. It continues to make every effort to create pathways for the holistic development of learners across its geographical jurisdiction.

In keeping with its mandate of providing inclusive education, the University enrolled 6,18,390 learners during the past five years. This included 2,26,223 learners from Scheduled Caste and Scheduled Tribe communities and 3,18,761 learners from Backward Class communities. In its efforts to bridge the urban–rural divide, the University also enrolled 3,69,901 learners from rural backgrounds during this period. The University has also opened the doors of higher education to prison inmates and transgender learners. Between 2021 and 2025, it enrolled 1,497 prison inmates and 106 transgender learners. In addition, 6,775 learners belonged to the Divyangjan category.

During the academic year 2025–26, enrolment stood at 1,11,827 across sixty programmes offered by the Faculties of Arts, Education, Commerce and Management, Social Sciences, and Sciences. The University delivers its academic programmes through a faculty strength of ninety-five, while administrative and learner-support services are provided by 423 non-teaching staff members.

The year 2026 marks a watershed in the history of Dr. B. R. Ambedkar Open University. It was during this year that the University made a significant foray into digital education by integrating technology with its longstanding commitment to inclusive and accessible learning.

Through online programmes; its robust Learning Management System, BODHI (**Official URL:** https://lms.braou.ac.in/); multimedia course content; micro-credential courses; artificial-intelligence laboratories; virtual classrooms; and technology-enabled learner-support services, the University is extending quality education beyond geographical and social barriers.

This digital transformation represents an important step towards creating a flexible, learner-centric and future-ready educational ecosystem. At the same time, it reaffirms BRAOU's enduring commitment to reaching the unreached through its motto: "Education for All."

2. THE VISION, MISSION AND CORE VALUES

The Vision:

To build an enlightened society by making inclusive quality education accessible, flexible and equitable, fostering individual dignity and collective progress.

The Mission:

- To realize Dr. B.R. Ambedkar's vision of social justice by making higher education accessible to all, particularly to socially, economically and geographically disadvantaged sections of society.
- To democratize the Teaching-Learning process by providing equitable, affordable, flexible and quality education to meet the evolving societal needs.
- To leverage modern information and digital communication technologies to enhance the reach, efficiency and effectiveness of teaching, learning, and administrative processes.
- To offer relevant academic, skill and vocational programmes to promote employability.

- To foster a learner-centric environment that supports self-paced and independent learning with robust academic and student support services.
- To collaborate with academic, governmental, civil society institutions and industry to strengthen extension education, research and community development initiatives.
- To nurture academic excellence, innovation and multi-disciplinary research that contributes to inclusive national development and social transformation.

Core Values:

While BRAOU does not explicitly list its core values, the following can be inferred from its mission, vision, and institutional practices:

- **Inclusivity and Accessibility:** Ensuring education is available to all, especially marginalized and underserved communities.
- **Equity and Social Justice:** Upholding Dr. B.R. Ambedkar's philosophy of education as a means to create an egalitarian society.
- **Innovation and Excellence:** Continuously improving academic programmes and embracing modern technologies in teaching and administration.
- **Transparency and Accountability:** Maintaining clear, result-oriented, and responsible administrative processes.
- **Lifelong Learning:** Encouraging continuous education and skill development to adapt to changing societal and professional needs.
- **Flexibility:** Flexible schedules and course choices help students focus better and improve understanding.
- **Collaborations:** Meaningful collaborations with Entities and institutions aligned with the core values bring new perspectives creating synergy.

These values underline BRAOU's commitment to providing quality education and fostering an environment conducive to personal and professional growth.

3. INSTITUTIONAL SWOC ANALYSIS

For more than four decades, Dr B. R. Ambedkar Open University (BRAOU) has played a significant role in expanding access to higher education and democratising knowledge. Established to extend higher education beyond the confines of the conventional campus, the University has developed a distinctive institutional identity centred on access, affordability, flexibility, inclusion and lifelong learning.

As BRAOU enters a new phase of institutional development, the higher education landscape is rapidly transforming. The boundaries between conventional education, Open and Distance Learning (ODL), online education, digital learning, skill development and vocational education are becoming increasingly flexible and interconnected. Learners today require opportunities not only to earn degrees but also to upgrade their skills, gain professional and vocational competencies, change careers and continue learning throughout their lives.

The Institutional Development Plan therefore envisages BRAOU's next phase of growth as a purposeful transition towards a Digital Open University. The University will build on its established strengths in ODL and inclusive education while expanding its capabilities in online education, digital learning, artificial intelligence, skill and vocational education, research, innovation, and lifelong learning. The following SWOC Analysis identifies the University's institutional strengths, areas needing further strengthening, emerging opportunities, and strategic challenges that will shape its development over the coming decade.

Institutional Strengths:

- **Strong Legacy in Open and Distance Education:** BRAOU has more than four decades of institutional experience in delivering flexible and accessible higher education. The University has developed considerable expertise in serving learners who, due to employment, family responsibilities, geographical location, or other circumstances, may be unable to participate in conventional campus-based education. This long experience provides BRAOU with a strong institutional foundation for its future expansion and transformation.
- **Commitment to Access, Equity and Social Inclusion:** BRAOU has a distinctive social mission inspired by the vision and constitutional values of Dr. B. R. Ambedkar. The University has consistently sought to expand educational opportunities for learners from socially, economically and geographically disadvantaged backgrounds. Its initiatives for women, tribal communities, Particularly Vulnerable Tribal Groups, Specially abled (Divyangjan), prison inmates, armed forces personnel, and other disadvantaged sections reflect its institutional commitment to inclusive and equitable higher education.
- **Flexible and Learner-Centric Educational Model:** Flexibility is one of BRAOU's core institutional strengths. The University enables learners to pursue education irrespective of age, employment status, geographical location, or

interruptions in their educational journey. This flexibility positions BRAOU well to meet the growing demand for lifelong learning, second-chance education, continuing education, professional development, reskilling, and upskilling.

- **Extensive Experience in Large-Scale Educational Delivery:** BRAOU has developed considerable experience in managing large, geographically dispersed learner populations. Its network of Learner Support Centres, academic counselling mechanisms, Self-Learning Materials and examination systems provides a solid foundation for delivering higher education at scale. This institutional experience can be further strengthened through digital technologies and technology-enabled learner support.

- **Strength in Both ODL and Online Education:** BRAOU's established expertise in Open and Distance Learning (ODL), together with its expansion into Online Learning (OL), provides a key strategic advantage. The University is now positioned to offer learners multiple pathways and modes of learning. While ODL will continue to serve learners who require flexibility and regional access, online education will enable the University to extend its academic reach to new categories of learners across India and beyond.

- **Emerging Digital Learning Ecosystem:** BRAOU has developed a growing digital education ecosystem comprising initiatives such as BODHI, BRAOU TV, Hi-BRAOU Digital Radio, Digi Library, iBooks, Open Educational Resources, and AI-enabled educational initiatives. These initiatives provide a strong foundation for the progressive integration of digital content, online learning, interactive pedagogy, artificial intelligence, and technology-enabled learner support.

- **Linguistic Inclusivity:** The University offers instruction in multiple languages, including Telugu, English, and Urdu. The University's experience in developing Self-Learning Materials and academic resources in multiple languages is a key institutional strength. Its multilingual capacity enables BRAOU to serve learners from diverse linguistic and educational backgrounds and provides a strong foundation for the future development of multilingual digital content and technology-enabled learning resources.

- **Affordability and Financial Accessibility:** BRAOU provides quality higher education at an affordable cost, enabling learners from economically disadvantaged and socially marginalised backgrounds to pursue higher education. Initiatives such as the SAMATHA Freeship Scheme further strengthen the University's commitment to ensuring that financial circumstances do not become barriers to education.

- **Science and Practical Education:** BRAOU's experience in delivering science programmes and its laboratory infrastructure demonstrate its capacity to provide practical, application-oriented learning within the Open and Distance Learning framework. This provides an important foundation for the future expansion of science, technology, and vocational and skill-based programmes.
- **Emerging Strength in Skill and Vocational Education:** BRAOU is increasingly integrating academic education with skill development, vocational education, and professional learning. The University's flexible educational model is particularly well-suited to delivering short-term courses, professional certifications, vocational programmes, digital skills, and reskilling and upskilling opportunities to diverse categories of learners. Its growing collaborations with industry, government agencies, and skill-development organisations provide an important foundation for developing an integrated Education–Skill–Employment ecosystem.
- **Growing National and International Collaborations:** BRAOU is expanding its collaborations with global inter-governmental agencies, government institutions, industry, skill-development organisations, academic institutions, and international partners. These collaborations offer opportunities for academic innovation, technology integration, faculty and skill development, research, and broader institutional engagement.

Weaknesses: Areas Requiring Institutional Strengthening:

The following areas are not limitations of the University's educational model but rather institutional capacities that require strengthening to support BRAOU's next phase of growth and transformation.

- **Strengthening Academic and Professional Human Resources:** The expansion of programmes and the University's transition to online education, digital learning, artificial intelligence, and skills and vocational education require stronger academic, technical, and professional human resources. Additional human resources and capacity will be required across teaching, instructional design, digital content development, technology management, learner support, and research and innovation.
- **Strengthening Learner Engagement, Progression and Completion:** BRAOU serves a highly diverse learner population, many of whom balance education with employment, family responsibilities and other commitments. There is a need to further strengthen mechanisms for learner mentoring, academic engagement, peer learning, timely academic support and personalised interventions to improve learner progression and successful completion.

- **Expanding Career and Employability Support:** The geographically dispersed learner population requires innovative approaches to career guidance, industry interaction, internships, apprenticeships and placement support.

  BRAOU can further strengthen its employability ecosystem through digital career platforms, virtual placement initiatives, regional partnerships, and stronger industry engagement.

- **Strengthening Alumni Engagement:** BRAOU has produced a large and diverse community of graduates. However, the dispersed nature of its learner community requires innovative mechanisms to sustain alumni relationships.

  A stronger digital alumni ecosystem can facilitate networking, mentoring, professional engagement and the documentation of alumni achievements.

- **Strengthening Research and Innovation:** The University has significant potential to strengthen research and innovation, particularly in Open and Distance Learning, Digital Education, Artificial Intelligence, social inclusion, lifelong learning, and vocational and skills education. Developing research clusters, centres of excellence, collaborative projects, and innovation platforms can further enhance BRAOU's academic and knowledge leadership.

- **Expanding Practical and Vocational Learning Capacity:** Expanding vocational, professional, and application-oriented programmes requires additional mechanisms to support practical learning.

  This can be strengthened by scaling up laboratories, simulation facilities, virtual laboratories, industry partnerships, apprenticeships, internships, and workplace-based learning.

- **Institutional Visibility and Brand Positioning:** BRAOU's long-standing contribution to higher education and its emerging transformation require wider communication.

  A stronger institutional communication and branding strategy can highlight the University's academic quality, learner achievements, social contribution, digital transformation, and its distinctive role in the future of higher education.

Institutional Opportunities:

- **Expansion of Online Education:** The expansion of online education presents a major opportunity for BRAOU. Building on its long experience in flexible learning and its growing digital infrastructure, the University can expand its

portfolio of undergraduate, postgraduate, certificate, and professional programmes through online delivery.

This will enable BRAOU to reach new categories of learners, including working professionals, employees, lifelong learners, and learners beyond its traditional geographical boundaries.

- **Transition Towards a Digital Open University:** BRAOU has a significant opportunity to become a Digital Open University by integrating its established strengths in ODL with online learning, digital platforms, artificial intelligence and technology-enabled learner support. The objective is not merely to digitise existing processes but to develop a new educational ecosystem that is flexible, interactive, learner-centred and responsive to society's evolving needs.

- **Skill and Vocational Education:** Skill and Vocational Education is one of BRAOU's most important areas for future growth. The University can develop flexible learning pathways that link:

Education Skills, Vocational Competencies, Employment, Career, Advancement

BRAOU can offer degree-integrated skill programmes, vocational certificates, professional certifications, short-term courses, micro-credentials, and stackable learning pathways.

This will enable learners to acquire new competencies at various stages of their educational and professional lives..

- **Lifelong Learning, Reskilling and Upskilling:** Rapid technological, economic and occupational changes are increasing demand for continuous learning.

  BRAOU is well positioned to become a major provider of lifelong learning by offering flexible programmes for graduates, employees, professionals, entrepreneurs, teachers, and other sections of society seeking to upgrade their knowledge and skills.

- **Artificial Intelligence and Emerging Technologies:** Artificial Intelligence offers a major opportunity to transform teaching, learning, learner support, assessment, and institutional administration. BRAOU can progressively integrate AI-enabled tools into its educational ecosystem and develop programmes that equip learners and professionals with knowledge and skills

in artificial intelligence and other emerging technologies.

- **Government Partnerships:** BRAOU's experience in large-scale educational delivery creates significant opportunities for partnerships with government departments and public institutions.

  Teacher education, digital literacy, AI education, language learning (both Indian and foreign), continuing professional development, skill development, and community education are key areas for future collaboration.

- **Industry and Corporate Partnerships:** The University can strengthen its relationship with industry through collaborative programme development, professional certification, employee education, internships, apprenticeships, and workforce upskilling.

  Such partnerships can help ensure that academic, skill and vocational programmes remain aligned with emerging employment requirements.

- **Micro-Credentials and Modular Learning:** Micro-credentials, digital badges and modular programmes offer new opportunities for flexible learning.

  BRAOU can develop stackable pathways through which learners progressively accumulate academic, professional and vocational competencies and, where appropriate, progress towards higher levels of qualification.

- **International Outreach and Collaboration:** Online and digital education provide opportunities for BRAOU to extend its academic reach beyond national boundaries.

  International collaborations can strengthen research, faculty development, virtual learning, academic exchange, and the University's global visibility.

- **Research and Knowledge Leadership:** BRAOU can become an important centre for research, innovation and policy dialogue in Open, Distance and Digital Education.

  Its long institutional experience and emerging digital transformation provide a strong foundation for contributing to national and international discussions on access, equity, lifelong learning, artificial intelligence, and the future of higher education.

Strategic Challenges:

- **Maintaining Quality while Expanding:** BRAOU's expansion into Open and Distance Learning, Online Education, Digital Learning, Skill Development and Vocational Education must be accompanied by robust academic standards and an effective quality-assurance framework.

  The strategic challenge will be to achieve growth and diversification while maintaining academic rigour, consistency, learner support and institutional quality across programmes and delivery modes.

- **Student Engagement, Retention and Learner Success:** Sustaining learner motivation and engagement remains a key challenge in flexible and remote learning environments. BRAOU serves a diverse learner population, many of whom balance their studies with employment, family responsibilities and other personal commitments.

  The challenge is to create a more engaging and supportive learning ecosystem through regular academic interaction, mentoring, peer learning, timely learner support, digital engagement and personalised interventions. Strengthening these mechanisms will be important for improving learning continuity, retention, academic progression and successful programme completion.

- **Increasing Competition in the Flexible Education Space:** The expansion of ODL and online education by conventional universities, private institutions and technology-based education providers is creating a more competitive environment.

  BRAOU will need to continuously strengthen its distinctive position through academic quality, affordability, learner support, flexibility, innovation, skill integration and its historic commitment to access, equity and social inclusion.

- **Strengthening the Visibility and Acceptability of Open and Digital Education:** The recognition and acceptance of ODL qualifications have improved considerably. However, there remains a need to strengthen public understanding of the academic quality, relevance and value of Open and Digital Education.

  BRAOU must continue to build confidence among employers, academic institutions and society through strong academic standards, successful learner outcomes, alumni achievements, industry partnerships and greater institutional visibility.

The challenge is therefore not merely one of recognition, but of building the reputation and distinctive value of a Digital Open University in the changing higher education landscape.

- **Transforming Learner Support:** The future of learner support will require a more integrated, personalised and technology-enabled approach.

  BRAOU will need to integrate its physical Learner Support Centres with digital platforms, online interaction, mentoring, peer-learning communities, learner analytics and AI-enabled support. The challenge will be to create a seamless learner-support ecosystem spanning physical and digital spaces.

- **Teacher and Academic Counsellor Capacity Building:** The transformation towards a Digital Open University requires continuous capacity building for faculty members, academic counsellors and other educational personnel.

  Strengthening competencies in digital pedagogy, online course design, multimedia content development, Learning Management Systems, artificial intelligence tools, learner analytics and online learner engagement will be essential.

  The challenge is to enable teachers and academic counsellors to move beyond conventional content delivery and become effective facilitators of interactive, learner-centred and technology-enabled education.

- **Developing Inclusive and Adaptive Teaching Strategies:** BRAOU's learners come from diverse educational, professional, linguistic and social backgrounds. This diversity requires teaching and learning strategies that are flexible, inclusive and responsive to learners' varied needs.

  The University will need to continuously develop pedagogical approaches that integrate Self-Learning Materials, digital resources, synchronous and asynchronous learning, multimedia content, mentoring, peer interaction and personalised academic support.

  A related challenge will be to develop effective pedagogical models for practical, skill-oriented and vocational learning through laboratories, simulations, internships, apprenticeships, industry exposure and workplace-based learning.

- **Keeping Pace with Technological Change:** Digital technologies and Artificial Intelligence are evolving rapidly. The University will need to continuously upgrade its technological infrastructure, platforms, academic practices, and institutional capabilities.

The challenge is not merely adopting technology, but meaningfully integrating it into teaching, learning, assessment, learner support, administration, and institutional decision-making.

- **Ensuring Relevance of Skill and Vocational Education:** The world of work is changing rapidly due to technological transformation, automation, Artificial Intelligence and the emergence of new occupations.

  BRAOU will need to continuously review and update its skill and vocational programmes in consultation with industry, government and other stakeholders. The challenge will be to ensure that learners acquire relevant, current and future-oriented competencies that enhance employability, entrepreneurship and career mobility.

- **Linking Education, Skills and Employment:** A major strategic challenge will be to build stronger, more systematic linkages among academic education, skill development, vocational competencies, employment and entrepreneurship.

  The University will need to expand industry partnerships, internships, apprenticeships, career guidance, professional mentoring and placement support to create a meaningful Education–Skill–Employment ecosystem.

- **Adapting to Regulatory and Policy Changes:** The regulatory framework governing Open and Distance Learning and Online Education continues to evolve.

  BRAOU will need to maintain institutional capacity to respond effectively to changing regulations, ensure compliance, introduce programmes in a timely manner, and make effective use of emerging opportunities within the regulatory framework.

- **Ensuring Quality and Consistency Across Multiple Modes of Education:** As BRAOU expands across ODL, Online Education, Digital Learning, Skill Development and In Vocational Education, maintaining consistency in curriculum design, content quality, learner support, assessment, and academic standards will become increasingly important.

  The University will require an integrated quality-assurance framework that supports multiple educational modes while preserving institutional coherence.

- **Institutional Capacity Building and Organisational Transformation:**

  The transition to a Digital Open University will require significant institutional transformation.

BRAOU will need to strengthen its academic, administrative, technological and professional capacities to support new programmes, digital systems, learner services, research, industry partnerships and institutional innovation.

The challenge will be to build an organisation that is flexible, responsive, technology-enabled, data-informed and capable of adapting continuously to a rapidly changing educational environment.

- **Building Agile and Technology-Enabled Governance:**

  The scale and diversity of BRAOU's future activities will require governance systems that enable faster decision-making, effective coordination and evidence-based institutional planning.

  Strengthening digital administration, data systems, performance monitoring, institutional planning and inter-departmental coordination will be essential to translate the Institutional Development Plan into measurable outcomes.

4. IDP DESIGN - THE SYSTEM AND SUB-SYSTEMS

The systems approach to education views institutional processes holistically, recognising that various interconnected elements must work together to achieve the University's objectives. Accordingly, the University's activities may be classified into five broad functional subsystems, each with a distinct focus, processes and operational practices. These subsystems are defined according to their functions and institutional outcomes rather than the University's internal administrative structure.

These functional sub-systems are

1. Academic Affairs
2. Learner Services
3. Administrative Services
4. Technology Services
5. Quality Assurance

5. A DECADE OF TRANSFORMATION

Established in 1982, the University's first decade may be regarded as its foundational phase. During this period, it pioneered the concept of distance education in the country at a time when the model was largely unfamiliar. The seed of open and distance learning, planted through the University, gradually developed into a firmly rooted educational system that extended accessible learning opportunities to disadvantaged and underserved sections of society.

The subsequent three decades represented a phase of development and consolidation, during which the University progressively expanded its academic reach, strengthened its institutional systems and emerged as a credible and viable alternative to the conventional system of higher education

The University is presently in its fifth decade of operation, which may be envisioned as the "Decade of Transformation." This transformative phase will be guided by the principle of inclusive access with learner success and the creation of a vibrant and innovative institutional ecosystem. It will channel the University's collective and synergistic efforts towards fulfilling the evolving aspirations of its stakeholders.

With learners placed at the centre of every initiative, the University will pursue its mission and institutional goals by embedding quality, innovation, equity and accountability across all functional areas and service-delivery processes.

The detailed development plans for each of the five functional subsystems are presented in the following sections.

6. ACADEMIC AFFAIRS

The Academic Branch plays a significant leadership and administrative role in ensuring academic quality, programme development, learner support, faculty coordination, and effective implementation of distance education systems. BRAOU functions through flexible, technology-enabled, and learner-centered approaches, thus the role of Academic Branch becomes more comprehensive and strategic as it is responsible for maintaining academic standards while ensuring accessibility, innovation, and quality assurance in teaching-learning processes in programs aligned with national goals. Programme development focuses on academic rigor with flexibility, and caters to heterogeneous learners through modular, multidisciplinary, and employability-focused curricula delivered via a blended, technology-enabled approach.

6.1. Academic Affairs sub-system Includes

- Program identification and curriculum development.
- Teaching-Learning and Assessment Systems.
- Research and Development Activities.
- Library/Knowledge Services.
- Staff Capacity Building Activities.

6.2 The Functional Objectives include

- To bring a paradigm shift in short term and long-term program offerings by introducing more skill based and socially relevant programs useful to diverse categories of learners.

- To design and develop multi-media learning resources with the use of new technologies and collaborations with stakeholders and ensure the continuous revision of curriculum and learning resources.
- To strengthen research and development activities by adopting innovative practices in subject-based based research.
- To facilitate innovative use of open knowledge resources and library resources.
- To develop micro-credential courses in the online/blended mode
- To develop Massive Open Online Courses (MOOCS) and Open Educational Resources (OERs)
- To curate AI developed content.
- To upgrade the library resources.
- To assist the development of Audio-Video content

6.3 Short Term Action Proposals.

- E-delivery of learning content is the major focus of the Academic programs, aligning to this, online Programs will be expanded.
- All Diploma and Certificate courses will be delivered online.
- Skill Development and Employability courses will be developed and offered online.
- Developing a comprehensive credit transfer policy encompassing the transfer of credits earned by a learner from other Higher Educational Institutes for seamless transfer of credits earned by the learners.
- Effectuating the Academic Bank of Credits (ABC) scheme for credit accumulation, credit transfers, and credit redemption to promote distributed and flexible teaching-learning;
- Conjoining Employability aspect in the curriculum.
- Offering industry-sponsored certification courses.
- Development of modular programs with multiple entry-exit points and credit accumulation.
- Use of MOOCs, and open educational resources.
- Programs tailored for disadvantaged and marginalized learners.

- Internship, apprenticeship, and service-learning components for practical exposure.
- Build Industry-Academic partnership.
- Strengthen Alumni association.

6.4: Long Term Action Proposals.

- Develop Hundred Micro-Credentials.
- Organize training programs for in-service Teachers.
- Establish Language Training Centre to offer foreign languages.
- Integration of video lectures, interactive content, and LMS-based delivery
- Content designed with accessibility features
- Co-creation of courses with industry, NGOs, and community stakeholders.
- Development of self-paced online courses for lifelong learners.
- Research-driven curriculum improvement using learner feedback.
- Curriculum to focus on competencies and skills like Critical thinking and problem solving; Creative thinking and innovation; Analytical Thinking; Adaptive Thinking; Conflict resolution and negotiations.

6.5 Annual Action Plan

The Short-term and long-term action plans may overlap in some areas. Taking note of the developing context, the Academic Branch will prepare the annual action plan for Academic Programs, which include program specific development plan.

Specific deliverables for academic programs are the measurable outputs and outcomes expected from students, faculty, or institutions during and after the program. These deliverables help assess the effectiveness and quality of education. The specific deliverables for the Academic affairs sub-system include

- Academic Achievement of the Alumni
- Actionable skills acquired
- Admission into premier research institutions
- Refined practical exposure to real-world situation.
- Professional readiness of the students.

7. LEARNER SERVICES

At BRAOU Multi-Level Learner Support Services are offered. The three-tier structure includes Services at the Headquarters located in Hyderabad, Support Services at the Regional Coordination Centers (RCCs) in the erstwhile 10 District Headquarters of Telangana and at the Learner Support Centers at the Mandal/Taluka Level.

Given BRAOU's diverse learner population including women, rural youth, first-generation learners, and working adults; special Centers for Women, Prison inmates and Adavasis are established. The support systems are inclusive, proactive, and multi-modal, ensuring "access with success.". Redesigning the learner support services at all levels and strengthening online support services to learners is prioritized at BRAOU;

7.1 Learners Services sub-system includes

- Management of learner support systems at Headquarters, Regional Coordination Centers and Learner Support Services Centers.
- Admissions and Learners Data Management Systems
- Distribution of Learner Resources
- Planning and Management of counseling and administrative services to learners.
- Redressal of Learner Grievances

7.2: Functional Objectives:

The functional objectives include

- To ensure the effective and efficient management of learner support services with appropriate use of new technologies and innovative deployment of humane services.
- To ensure inclusivity and flexibility to access, particularly to learners from Socially and Economically (Educationally) Disadvantages Groups (SEDGs)
- To provide special support-both financial and academic to learners from SEDGs
- To extensively use new technologies in innovative ways to provide counselling services to learners.
- To build confidence and trust in the ODL/OL systems through a responsive and responsible support system.

In a nutshell, the Learner Support Services Branch serves as a single point of contact for any student related services and is a source of information to the learners right from entry into the portals of the University up to exit from it after graduating.

7.3: Short Term Action Proposals

- AI enabled learner support system will be implemented.
- Technology interventions for digital management of Learner Support Centers.
- The Regional Coordination Centers will be upgraded to Skill Nodal Centers to offer skill-based programs.
- Learner Support Centers across the state will be integrated through technology adaptation.
- Upgrade infrastructure and digital facilities at Learner Support Centers and Regional Coordination Centers
- Use effective multimedia approach (audio, video, radio, mobile and digital apps) and blended learning platforms to reach remote learners.
- Introduce flexible, modular assessments with multiple modes (written, oral, digital).
- Set up resource corners at Learner Support Centers with offline access to audio-video and print content
- Implement a transparent and time-bound Grievance Redressal System (online + offline).
- Use student satisfaction surveys and suggestion boxes to refine grievance services
- Establish a Career Counselling Cell for job guidance, further study options, and competitive exam preparation
- Create an active alumni network to mentor current students and share success stories.

7.4: Long Term Action Proposals.

- A multi-level digital platform will be built for Triple "A" adoption (Anytime-Anywhere- Anybody) in delivery of support services.
- Facial recognition will be implemented in all the study centers for student and counsellor attendance marking and monitoring.

- Swift-learning systems will be enabled in counselling schedules.
- Chat bots will be used for addressing routine enquiries.
- Establish digital learning hubs & smart regional centers
- provide digital library access to the learners
- Collaborate with NGOs, community organizations, local libraries, and self-help groups to provide local academic support hubs.
- Promote subject-wise and programme-wise helplines or consultation hours (virtual and in-person).
- Flexible Academic support system. Focus on mentoring, local tutoring, develop bridge courses and preparatory modules for disadvantaged groups.
- Develop a centralized learner Portal for tracking academic progress, accessing materials, and submitting assignments, schedule of exams, result and other learner information
- Collaborate with public libraries and knowledge centers for community learning
- Establish Student Wellness Cells for guidance on mental health, stress management, and academic anxiety.
- Upgrade university headquarters and Regional and Study Centres to become:
    - Digital learning hubs with smart classrooms
    - Student-friendly spaces with reading rooms, Wi-Fi zones,
    - Community learning centers for blended and hybrid programs
- Improve accessibility features (ramps, signage, assistive tech) to accommodate learners with disabilities.

7.5 Annual Action Plan

The Learner Support Services (LSS) Branch plays a vital role in ensuring student success, retention, engagement, and satisfaction at BRAOU. Effective learner support services help students overcome academic, technological, psychological, administrative, and social barriers, thereby improving learner satisfaction, retention, progression, and completion rates.

The annual action plan and key objectives, activities, timelines, responsibilities, and expected outcomes for strengthening learner support mechanisms throughout the academic year are

- Make the LSS Branch responsive to student queries and grievances
- Accommodate diverse learner needs
- Practice inclusivity in all spheres of activity
- Learner-centered approach

8. ADMINISTRATIVE SERVICES

Dr. B. R. Ambedkar Open University, a dynamic higher education ecosystem, requires a responsive and accountable governance system, visionary leadership, and robust strategies for resource mobilization. Effective governance and leadership are essential for aligning institutional growth with the goals of access, equity, quality, and sustainability. At the same time, diversified resource mobilization ensures the financial health and operational flexibility of the university.

The Administrative Branch of the University is the hub that coordinates with all the branches of the University, devises and implements strategies that direct the efforts in unison towards realizing the fulfilling the Mission and attaining the Objectives of the University. The Administrative Branch synchronizes the efforts of individual branches thus creating a synergistic environment in the University.

8.1 Administrative Services include

- Management of Governance system
- Campus Development and Maintenance
- Public Relations
- Collaborations
- External Relations
- Alumni Relations
- Finance

8.2 The Functional Objectives include

- To put in place and practice the effective, accountable and inclusive governance system.
- To ensure trust and confidence in the system by ensuring good public relations with all stakeholders

- To promote sustainable collaborations with multiple social players engaged in promotion of education
- To develop and maintain campus infrastructure to meet the changing needs of the university
- To build supportive relations with government and other regulatory and promotional agencies

8.3: Present Practices:

- Ensures seamless coordination among all the Branches of the University.
- Conveys the Executive Council Meetings, the Meetings of the Planning and Monitoring Board, Academic Senate and prepares the Agenda Notes and takes follow up action on the resolutions of the Meetings.
- Conducts all official correspondence, relating to the University with State and Central Governments, University Grants Commission, Distance Education Bureau and other funding bodies to realize the grants sanctioned in connection with Development and Research.
- Facilitates the recruitment of Teaching and Non-Teaching Staff and maintains records relating to their appointments, conduct, discipline and conditions of service.
- Undertakes fixation of pay and other allowances of the Teaching and Non-Teaching staff of the University.
- Enters into MoUs with other organizations for meaningful collaborations.
- Adopts welfare measures for the University employees.
- Takes every care to put the system in proper working order and to ensure employee morality/discipline.
- Responsible for campus development and maintenance.

8.4: Short Term Action Proposals.

- Developing Standard Operating Procedures (SOP) for all administrative functions.
- Efficient-Effective and Transparent Administration to be the focus
- Promote a culture of ethical leadership, integrity, and institutional accountability
- Digitize administrative workflows: admissions, examinations, student records, and finance

- Establish a clear governance structure that promotes participatory decision-making and decentralization
- Convene timely meetings of statutory bodies (Executive Council, Academic Senate, Finance Committee) and digital record-keeping.
- Implement e-governance systems for administration, student services, and finance.
- Promote data-driven governance dashboards for planning and monitoring
- Ensure public disclosure of policies, finances, academic outcomes, and grievance redress mechanisms

8.5: Long Term Action Proposals.

- Encourage distributed leadership by building capacity at multiple levels like learner support centers, departments, and regional offices.
- Organize leadership development programs for faculty and administrators focused on:
  - Change management
  - Policy implementation
  - Academic leadership
  - Community engagement
- Diversify funding sources by identifying new partners.
- Seeking CSR funding for special projects and Collaborating with NGOs, government departments, and international agencies
- Encourage public-private partnerships (PPP) for infrastructure development (smart classrooms, digital labs, community learning centres).

8.6: Annual Action Plan

Administrative services cover a wide range of activities such as admissions, registration, examinations, student records management, fee collection, communication, human resource management, and grievance redressal. These services provide essential support to learners throughout their academic journey and help institutions achieve their educational goals. The annual action plan for providing administrative services include

- Automation of administrative processes.
- Development of integrated student portals.
- Regular staff training.
- Multi-channel learner communication.
- Use of digital tracking systems.
- Continuous monitoring and quality improvement.

9. TECHNOLOGY SERVICES

In an Open and Distance Learning (ODL) system, infrastructure must extend beyond classrooms and campuses to include technology-enabled platforms, remote learner connectivity, and supportive academic ecosystems. BRAOU lays much emphasis on creating smart, scalable, inclusive, and sustainable systems that enhance access, learner engagement, content delivery, and institutional efficiency.

Integration and use of technology for improving access, equity and quality higher education and to achieve global standards is one of the key recommendations of the New Education Policy of 2020. The NAAC guidelines developed for Open Distance Learning also has stressed the importance of IT infrastructure for Open Universities since Open Universities follow Multi Media approach to Teaching – Learning. Technology Services at BRAOU have undergone rapid and paradigm shift in terms of access, scalability and reach aligning with the national digital initiatives to provide affordable and quality education for anyone anywhere and anytime access.

A robust Learner Support System (LSS) is built to ensure that learners not only have access to academic resources but also the necessary academic, psychological, administrative, and technological support to complete their education successfully.

9.1: Functional Objectives:

With the rapid developments in Internet technologies online education has become the order of the day both in teaching and dispensing of other services to the learners. To address the needs of the 21st century learner and the wide spread attention to e-learning, MOOCs and online learning technologies, the University has introduced online programs from the year 2026 facilitating inclusive education and reducing disparities, one of the important recommendations of Sustainable Development Goals for Education. The online programs are offered on the Universities own LMS BODHI which is a non-SWAYAM platform approved by the University Grants Commission.

The Functional objectives of Technology services are

- To strengthen digital infrastructure in the university.
- To improve online teaching and learning systems.
- To ensure secure and reliable IT services.
- To support faculty, students, and administrative staff with technology solutions.
- To enhance digital communication and automation.
- To promote innovation and digital transformation.

9.2: Functional Goals

- Easy accessibility.
- User-friendly interfaces.
- Reliable internet platforms.
- Technical assistance and troubleshooting.
- Compatibility with low-bandwidth environments.

9.3: Short Term Action Proposals.

- Convert physical libraries into blended knowledge centres with digital terminals, QR-coded resources, and online catalogues.
- Strengthen BRAOU Online or e-portal for program enrolment, e-library, and academic tracking and learner support services
- Provide offline access options (via USB, mobile apps) for low-connectivity areas.
- Upgrade media studios with high-definition recording, editing, and live streaming capabilities.
- Establish a Content Creation Lab for faculty and instructional designers to develop high-quality MOOCs, online courses and open educational resources (OER).
- Implement centralized systems for archiving and streaming lectures on YouTube, podcast platforms, and LMS.
- Strengthen cybersecurity systems, firewalls, and secure data storage.
- Ensure data privacy compliance for learner and staff records.
- Train staff in cyber hygiene and digital responsibility.

9.4: Long Term Action Proposals.

- Expand and upgrade the university's Learning Management System (LMS) for smooth delivery of e-content (video, audio, interactive modules),quizzes, discussion forums, and assignments, virtual labs and simulations for science programs.
- Research and publication tracking
- Introduce AI-powered chatbots, helpdesks, and voice support for real-time learner assistance.
- Adopt cloud-based systems for scalability and uninterrupted services
- Adopt cloud-based systems for scalability and uninterrupted services

9.5: Annual Action Plan

Technology services for supporting teaching, learning, research, administration, communication, and digital infrastructure are in place, the following section provides a

structured roadmap for implementing technology-related activities and achieving institutional goals within an academic year. The plan helps ensure efficient utilization of resources, improved digital services, cybersecurity, and continuous technological innovation. The action plan encompasses the following

- Strengthening servers and internet facilities.
- Upgrading computer laboratories.
- Enhancing LMS platforms.
- Supporting virtual classrooms.
- Implementing firewall and antivirus systems.
- Electronic document management.

10. QUALITY ASSURANCE

Quality in Open and Distance Learning (ODL) is not a one-time achievement—it is a continuous and dynamic process that requires systematic monitoring, stakeholder feedback, and evidence-based improvement. For BRAOU, which serves a diverse and often underserved learner base, the aim is to ensure not just access but access with success, underpinned by measurable quality standards. This focus area is integral to institutional credibility, learner satisfaction, and national/international recognition.

10.1: Functional Objectives:

The functional objectives of the Quality Assurance cell are explicitly laid down to pre-empt any scope for duplication. The functional objectives of the QA cell focus on ensuring quality in the entire ecosystem in which the University operates in fulfilling its vision and mission. Translated into realistic terms QA cell basically promotes and sustains the Quality of Open & Distance Learning in Open University System, enables external assessment & accreditation of the institution, provides training for continuous enhancement of teaching, learning & evaluation processes and arranges for internal assessment & feedback from the Partner institutions in Open & Distance Learning. These are translated into specific deliverables as below

- To maintain academic standards in teaching and learning.
- To ensure learner satisfaction and success.
- To improve institutional effectiveness and credibility.

10.2 Functional Goals

- To promote continuous improvement in educational processes.
- To ensure accountability and transparency.
- To enhance access, equity, and inclusiveness in education.
- To strengthen public confidence in ODL qualifications.

10.3: Present Practices:

As part of Quality assurance, the QA cell

- Prepares Programme Project Reports for each programme
- Secures Programme Project Report approval from appropriate authority.
- Arranges for feedback responses from students, employers and other stakeholders for quality related institutional processes
- Develops quality parameters for the various academic and administrative activities of the University. Collates information on various quality benchmarks or parameters and best practices.
- Develops and implements innovative practices in major areas leading to quality enhancement in services to the learners
- Creates learner centric environment rather than institution centric environment;
- Adopts measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- Encourages system-based research to bring about qualitative change in the entire system;

10.4: Short Term Action Proposals.

- Develop university-specific Key Performance Indicators (KPIs) for:
  - Learner enrollment, retention, and graduation rates
  - E-content quality and delivery efficiency
  - Learner satisfaction and support services
  - Faculty development and research output
  - Grievance redressal and turnaround times
- Align all the above with UGC-DEB and NAAC ODL-specific quality metrics.
- Adopt Outcome-Based Education (OBE) across all programs with clearly defined program outcomes (POs) and course outcomes (COs).
- Ensure transparent and reliable evaluation methods, including internal assessment, assignments, project work, and proctored exams.
- Use data analytics to monitor learning outcomes and academic progress.

- Conduct Faculty Development Programs (FDPs) on topics such as
  - Pedagogical innovations in ODL
  - ICT integration
  - Curriculum design and instructional design
  - Research ethics and publication quality
  - Encourage peer review and teaching quality evaluations.
  - Maintain updated documentation and evidence for:
  - NAAC accreditation cycles
  - NIRF and QS rankings (ODL-compatible criteria)
  - Institutional affiliations, recognitions, and achievements

10.5: Long Term Action Proposals.

- Establish multi-tiered feedback systems from students, alumni, faculty, and employers on:
  - Course content and delivery
  - Support services and infrastructure
  - Assessment and mentorship
- Institutionalize feedback analysis, action planning, and follow-up reporting.
- Monitor quality and responsiveness of support services at study centres and online platforms.
- Implement student satisfaction surveys for continuous service refinement.
- Use grievance analytics to identify systemic gaps and improvement needs.
- Adopt Learning Analytics tools to assess learner engagement, dropout risks, and content effectiveness.
- Use dashboards and MIS to track real-time academic and administrative quality metrics.
- Ensure cybersecurity and ethical standards in all digital learning processes

10.6 Annual Action Plan

- Uploading of updated curricula.
- Alignment with learner needs and industry requirements.
- Inclusion of learning outcomes and competency-based approaches.
- Use of learning analytics and educational technologies.
- Academic audits

11. INSTITUTIONAL STRATEGIC ACTION PLAN

Focus Area	Strategic Plan	
	Short Term (2026-2031)	**Long Term (2032-2036)**
Academic Affairs	On boarding Students to the TCSiON Job Achiever Program. Implement NIPUNA Scheme for Skill based programs. On board women learners to WE Enable Program. Cement Linkages with SRTRI to offer Vocational Training Programs. Offer Language Learning programs with Ignitus EduTech Private Limited, Mumbai. Enter into MOU with ICMR to offer Diploma in Millet Production and Processing. Comprehensive Credit Transfer Policy. Implementing the Academic Bank of Credits (ABC) scheme Conjoining Employability aspect in the curriculum through the COL Employability Framework. Offering industry-sponsored certification courses Development of modular programs with multiple entry-exit points and credit accumulation. Translation and adaptation of key materials with cultural relevance. Use of MOOCs and open educational resources.	Scaling the TCSiON Job Achiever Program to PG Level. Extend program base for NIPUNA Scheme. Scale enlargement for WE Enable Program. Enhance Vocational Training Facilities. Widen the Language learning program to include more languages Enter into MOU with Indian Institute of Rice Research, Indian Institute of Poultry Research. Integration of video lectures, interactive content, and LMS-based delivery. Content designed with accessibility features (subtitles, audio guides, Braille-printed material). Co-creation of courses with industry, NGOs, and community stakeholders. Development of self-paced online courses for lifelong learners. Encouraging innovation in curriculum design, assessment, and delivery specific to the OL mode. Research-driven curriculum improvements using learner feedback and academic analytics.

	Introduce Programs tailored for disadvantaged and marginalized learners. Internship, apprenticeship, and service-learning components for practical exposure. Build Industry-Academic partnership through Placement cell Strengthen Alumni association.	Curriculum to focus on 21st Century competencies and skills
Learner Services	Develop 10 RCCs into Skill Labs. Implementation of SAMATHA Scheme for identified learners. Upgrade infrastructure and digital facilities at learner Centers and Regional Coordination Centers Use effective multimedia approach (audio, video, radio, mobile and digital apps) blended learning platforms to reach remote learners. Introduce feedback mechanism to track learners progress, arrange motivational lectures, academic counselling if needed Introduce flexible, modular assessments with multiple modes (written, oral, digital). Implement structured academic mentoring programs for continuous learner engagement. Set up resource corners at study centres with offline access to audio-video and print content	Establish Nodal Skill centers in identified RCCs. Establish digital learning Hubs & smart regional centers across potential Learner support centers. provide digital library access to the learners Collaborate with NGOs, community organizations, local libraries, and self-help groups to provide local academic support Hubs. Promote subject-wise and programme-wise helplines or consultation hours (virtual and in-person). Flexible Academic support system. Focus on mentoring, local tutoring, develop bridge courses and preparatory modules for disadvantaged groups. Develop a centralized learner Portal for tracking academic progress, accessing materials, and submitting assignments, schedule of exams, result and other learner information

	Implement a transparent and time-bound Grievance Redressal System (online + offline). Use student satisfaction surveys and suggestion boxes to refine grievance services. Establish a Career Counselling Cell for job guidance, further study options, and competitive exam preparation Create an active alumni network to mentor current students and share success stories. Collaborate with industry for skill-building sessions, internships, and placement support.	Collaborate with public libraries and knowledge centers for community learning. Establish Student Wellness Cells for guidance on mental health, stress management, and academic anxiety. Provide assistive technologies (screen readers, Braille materials, sign language videos) where required. Upgrade university headquarters and Regional and Study Centres to become: Digital learning hubs with smart classrooms Student-friendly spaces with reading rooms, Wi-Fi zones, Community learning centers for blended and hybrid programs Improve accessibility features (ramps, signage, assistive tech) to accommodate learners with disabilities.
Administrative Services	Promote a culture of ethical leadership, integrity, and institutional accountability. Digitize administrative workflows: admissions, examinations, student records, and finance. Establish a clear governance structure that promotes participatory decision-making and decentralization.	Encourage distributed leadership by building capacity at multiple levels–study centres, departments, and regional offices. Organize leadership development programs for senior faculty and administrators. Diversify funding sources by Expanding self-financed and vocational programs.

	Promote data-driven governance dashboards for planning and monitoring Ensure public disclosure of policies, finances, academic outcomes, and grievance redress mechanisms.	Seeking CSR funding for special projects and collaborating with NGOs, government departments, and international agencies Strengthen utilization of university-owned physical and digital infrastructure. Encourage public-private partnerships (PPP) for infrastructure development (smart classrooms, digital labs, community learning centres). Placement Activities. Alumni Activities.
Technology Services	Convert physical libraries into blended knowledge centres with digital terminals, QR-coded resources, and online catalogues. Strengthen BRAOU Online portal for program enrolment, e-library, and academic tracking and learner support services Provide offline access options (via USB, mobile apps) for low-connectivity areas. Upgrade media studios with high-definition recording, editing, and live streaming capabilities. Establish a Content Creation Lab for faculty and instructional designers to develop high-quality MOOCs, online courses, and open educational resources (OER).	Expand and upgrade the university's Learning Management System (LMS) Introduce AI-powered chatbots, helpdesks, and voice support for real-time learner assistance. Adopt Learning Analytics tools to assess learner engagement, dropout risks, and content effectiveness. Use dashboards and MIS to track real-time academic and administrative quality metrics. Ensure cybersecurity and ethical standards in all digital learning processes. Adopt cloud-based systems for scalability and uninterrupted

	Implement centralized systems for archiving and streaming lectures on YouTube, podcast platforms, and LMS. Strengthen cybersecurity systems, firewalls, and secure data storage. Ensure data privacy compliance for learner and staff records. Train staff in cyber hygiene and digital responsibility.	services.
Quality Assurance	Develop university-specific Key Performance Indicators (KPIs) Align all the University activities with UGC-DEB and NAAC ODL Specific Quality metrics. Adopt Outcome-Based Education (OBE) across all programs with clearly defined program outcomes (POs) and course outcomes (COs). Ensure transparent and reliable evaluation methods, including internal assessment, assignments, project work, and proctored exams. Use data analytics to monitor learning outcomes and academic progress. Regularly conduct Faculty Development Programs (FDPs) Encourage peer review and teaching quality evaluations. Maintain updated documentation and evidence for NAAC accreditation cycles and NIRF and QS rankings (ODL and OL compatible criteria) Data Maintenance	Institutionalize feedback analysis, action planning, and follow-up reporting. Monitor quality and responsiveness of support services at study centers and online platforms. Implement student satisfaction surveys for continuous service refinement. Use grievance analytics to identify systemic gaps and improvement needs. Create an Accreditation Readiness Committee to streamline efforts. Adopt Learning Analytics tools to assess learner engagement, dropout risks, and content effectiveness. Use dashboards and MIS to track real-time academic and administrative quality metrics. Ensure cybersecurity and ethical standards in all digital learning processes.

12. ANNUAL ACTION PLAN FOR EACH FOCUS AREA

Academic Affairs

- Academic Achievement of the Alumni
- Actionable skills acquired
- Admission into premier research institutions
- Refined practical exposure to real-world situation.
- Professional readiness of the students
- Digital and Technological competencies acquired.

Learner Services

- Make the LSS Branch responsive to student queries and grievances
- Accommodate the diverse learner needs
- Practice inclusivity in all spheres of activity
- Learner centered approach

Administrative Services

- Automation of administrative processes.
- Development of integrated student portals.
- Regular staff training.
- Multi-channel learner communication.
- Use of digital tracking systems.
- Continuous monitoring and quality improvement.

Technology Services

- Strengthening servers and internet facilities.
- Upgrading computer laboratories.
- Enhancing LMS platforms.
- Supporting virtual classrooms.
- Electronic document management.

Quality Assurance

- Development of relevant and updated curricula.
- Alignment with learner needs and industry requirements.
- Inclusion of learning outcomes and competency-based approaches.
- Use of learning analytics and educational technologies.
- Academic audits

13. STRATEGIC DIRECTION: TOWARDS A DIGITAL OPEN UNIVERSITY

The next decade marks a defining phase in the evolution of Dr. B. R. Ambedkar Open University. Building on more than four decades of experience in Open and Distance Learning, BRAOU is poised to undertake a purposeful transformation towards becoming a Digital Open University.

This transformation does not mean moving away from the foundational philosophy of open education. Rather, it seeks to strengthen and expand that philosophy by harnessing digital technologies, online education, artificial intelligence and new forms of learner engagement.

The University's historic commitment to access, affordability, flexibility, equity and social inclusion will remain at the centre of this transformation.

The Digital Open University will integrate multiple modes and pathways of learning. Open and Distance Learning will be strengthened through technology-enabled learner support. Online education will extend the University's reach beyond geographical boundaries. Digital platforms, multimedia resources, virtual learning environments, artificial intelligence and data-driven systems will progressively enrich teaching, learning, assessment and learner services.

At the same time, BRAOU will increasingly integrate higher education with skill, vocational and professional learning. The University will create flexible pathways for learners to acquire degrees, certificates, micro-credentials, digital competencies and vocational qualifications at different stages of their lives. The emerging educational ecosystem will enable learners to:

Connect education with employment, entrepreneurship, and career advancement. BRAOU's growing digital ecosystem will support the transformation towards a Digital Open University, including BODHI, online education platforms, BRAOU TV, Hi-BRAOU Digital Radio, Digi Library, iBooks, Open Educational Resources, AI-enabled initiatives, and technology-supported learner services.

The long-term objective is not merely to digitise existing systems but to reimagine the Open University for a new generation of learners.

BRAOU will progressively evolve into an institution where Open and Distance Learning, online education, digital learning, skill development, vocational education and lifelong learning operate as interconnected components of a single learner-centred educational ecosystem.

Through this transformation, Dr. B. R. Ambedkar Open University will seek to emerge as a leading Digital Open University, combining the historic social mission of open education with the transformative possibilities of digital technology, artificial intelligence, skill and vocational education, and lifelong learning.

The ultimate objective is to build an institution that remains true to its founding mission while becoming fully prepared for the future–an institution that ensures learners, irrespective of age, location, social background or stage of life, can access quality education, acquire relevant skills and continue to participate in an evolving knowledge society.

14. The IDP implementation Committee

The Institutional Development Plan Implementation Committee coordinates, guides and oversees the execution of the strategies, activities and specific deliverables outlined in the Plan. The Committee shall be primarily responsible for ensuring strict adherence to the prescribed timelines, action points, performance indicators and expected outcomes across all identified focus areas. It shall also periodically monitor progress, facilitate interdepartmental coordination, identify implementation gaps and recommend timely corrective measures to ensure the effective achievement of the IDP's objectives.

The following is the constitution of the IDP Committee.

Sl.No	Designated Official	Type of membership
1.	Vice Chancellor	Chairperson
2.	Director, Academic	Designated Member
3.	Registrar	Designated Member
4.	Director GRCR&D	Designated Member
5.	Director, Material and Publications Division	Designated Member
6.	Director, Electronic Media Resource and Research Centre	Designated Member
7.	Director, Staff Training and Development	Designated Member
8.	Director, Learner Support Services	Designated Member
9.	Director, Centre for Skill Development and Vocational Training	Member
10.	Finance Officer	Member
11.	University Librarian	Member
12.	Director Centre for Internal Quality Assurance	Convenor

15. The IDP Drafting Committee

1.	Prof. Ghanta Chakrapani, Vice Chancellor, BRAOU	Chairman
2.	Prof. V. S. Prasad, Former Director NAAC	External Expert
3.	Prof. Pushpa Chakrapani, Director Academic, BRAOU	Member
4.	Dr. L. Vijaya Krishna Reddy, Registrar, BRAOU	Member
5.	Prof. Pallavi Kabde, Director, SD &VTC	Member
6.	Dr. Y. Venkateshwarlu, Director, LSSB	Member
7.	Prof. K. Sridevi, Director, CSTD	Member
8.	Prof. D. Rabindranath Solomon, Director CIQA	Convener

List of Abbreviations

Abbreviation	Expansion
ABC	Academic Bank of Credits
AI	Artificial Intelligence
BoS	Board of Studies
BRAOU	Dr. B.R. Ambedkar Open University
CO	Course Outcome
COL	Commonwealth of Learning
CSR	Corporate Social Responsibility
DEB	Distance Education Bureau
FDP	Faculty Development Programme
GER	Gross Enrolment Ratio
HEI	Higher Education Institution
ICMR	Indian Council of Millet Research
ICT	Information and Communication Technology
IDP	Institutional Development Plan
IGNOU	Indira Gandhi National Open University
IUMS	Integrated University Management System
KPI	Key Performance Indicator
LMS	Learning Management System
LSS	Learner Support System
LSC	Learner Support Centre
MoU	Memorandum of Understanding
MOOC	Massive Open Online Course
NAAC	National Assessment and Accreditation Council
NEP	National Education Policy
NIRF	National Institutional Ranking Framework

NPTEL	National Programme on Technology Enhanced Learning
ODL	Open and Distance Learning
OER	Open Educational Resources
PO	Programme Outcome
PPP	Public–Private Partnership
QA	Quality Assurance
RCC	Regional Coordination Centre
SDG	Sustainable Development Goal
SLM	Self-Learning Material
SWOC	Strengths, Weaknesses, Opportunities, Challenges
UGC	University Grants Commission

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Reimagining Open and Distance Learning for the Digital Age

Strategic Transformation Framework



Dr. B.R. AMBEDKAR OPEN UNIVERSITY

Hyderabad, Telangana