

1. Institutional Values and Best Practices

The Jagat Guru Nanak Dev Punjab State Open University, Patiala has been established by the State Legislature Act No.19 of 2019 as the first Open University in the State of Punjab. The University endeavours to open new vistas for the education and employment seekers to acquire formal qualifications as well as skillsthrough Open and Distance Learning (ODL).

The University has been established to commemorate the 550th birth anniversary of Guru Nanak Dev with a purpose to impart skilled education at affordable costs to the youth particularly the underprivileged who are bereft of opportunity to become part of regular education system. The present focus of higher education through Open and Distance learning at JGND PSOU is to build up and strengthen the capacity of the nation to contribute to national development in pursuance of National Education Policy, 2020.

The academics at PSOU is designed with the intention to provide the students a strong background in fundamentals, an ability to translate it to real life problems and a capacity to design, build and analyze different products, processes and systems. Guided by skill-based curriculum and courses, the teaching-learning process ensures the development of globally desired skills, as recommended by various professional bodies/societies.

Incorporation of degree, diploma and certificate courses from all areas, be it humanities, commerce, sciences, management, technology etc. ensures holistic development of learners who understand the impact of their actions/ decisions on the society and environment at large.

SEWA: The Guiding Principles of the University

- **Skill Enhancement: Through customized programs by leveraging technology.**
- **Employability: Focused education reflecting excellence in all spheres of learning**
- **Wisdom: As the cornerstone of our endeavor by developing worthwhile and wholesome personalities**
- **Accessibility: Accessible and equitable for providing quality education and lifelong learning.**

The institution prioritizes the creation of an equitable, fair, and supportive environment to facilitate the holistic development of its students. Providing equal chances to the students from diverse socioeconomic origins is the aim of these programs. Embracing diversity as a cornerstone value, it ensures that all students, regardless of demographic differences like race or socioeconomic status, receive equal opportunities for educational advancement and are welcomed, valued, and supported in their academic pursuits.

1.1 **Best Practices:**

- i. **Sikhya Daat for Jail Inmates:** University has started a scheme for the jail inmates under the title “Sikhya Daat” to inspire them to obtain skill based education in the ODL mode.
- ii. **Providing free education to differently-abled students:** The JGND PSOU provides free education to differently-abled students of Punjab state. Additionally, 5000 sign language videos for deaf and dumb students are provided with a tie-up with different NGOs.
- iii. **Adoption of Villages under Unnat Bharat Abhiyan:** Jagat Guru Nanak Dev Punjab State Open University (JGND PSOU) has adopted five villages under the Unnat Bharat Abhiyan. The University adopted these villages to identify challenges in their development and design societal plans. The purpose of above mission is to enable higher educational institutions to work with the people of rural India to identify development challenges and evolve appropriate solutions for accelerating sustainable growth. The University has adopted five villages to advance the mission of Unnat Bharat Abhiyan. These five villages include Paharpur, Sadhnauli, Bishanpur Chhana, Swajpur, and Todarpur.

1.2 **VISION:**

To be a pioneering Open University that empowers learners through affordable and accessible education, enriching them intellectually, socially, and professionally, and enabling them to make significant contributions to the society at large.

1.3 **MISSION:**

- To enhance outreach, offer skill-based education, and provide affordable and inclusive learning experiences to boost employability and prepare learners for the future.
- To empower learners through continuous professional development for successful careers and contributions to society.
- To advance knowledge through research and innovation, fostering widespread learning through extensive Learner Support Centers and modern delivery channels.
- To transform community for positive change and development.

- To impart value-based teaching and learning experiences, and to contribute significantly to economic, social, and technological progress using cutting-edge technologies.

1.4 CORE VALUES:

- Excellence: Striving for academic and research excellence, fostering a culture of continuous improvement, and setting high standards in all aspects of skilling and upskilling.
- Student-centric Approach: Prioritizing the well-being and success of our students, tailoring our programs and support services to meet their individual needs and promoting employability.
- Integrity: Upholding the highest ethical standards, promoting honesty, wisdom, transparency, and accountability in all our endeavors.
- Inclusivity: Embracing diversity and ensure that education is accessible to all, irrespective of background, ethnicity, or socio-economic status.
- Collaboration: Fostering a collaborative and cooperative environment, encouraging teamwork and partnership both within the university and with external stakeholders.
- Social Responsibility: Committing to make a positive impact on society by addressing societal challenges and contributing to sustainable development.
- Innovation: Promoting a culture of innovation and creativity, encouraging the adoption of new ideas, technologies, and approaches to advance knowledge and education while making it accessible to learners.
- Jagat Guru Nanak Dev Punjab State Open University is guided by these core values in its pursuit of excellence and in fulfilling its mission to shape knowledgeable, skilled, and responsible individuals for the betterment of the nation and society at large, while ensuring accessibility and inclusivity in education.

1.5 SWOC ANALYSIS OF THE UNIVERSITY

- **Strengths:** The University provides flexibility, accessibility and provide low fee structure to the students. The Location of the University is also its strength as in City all the facilities are available to the University as in network bandwidth and internet facilities which are very essential for an Open University to operate.
- **Weakness:** The University does not have permanent campus and this is the essential requirement for the University to get accredited with NAAC.
- **Opportunities:**
Dual Degree course which has been started by UGC is an opportunity for the University. Students who are not able to continue their studies due to starting of jobs at young age.

- **Challenges:**

Traditional Universities which are running various courses through regular and ODL mode or Dual mode universities.

2. **Curricular Aspects and Academic Programs Development**

To fulfill the vision and mission , JGND PSOU offers high-quality learner-centric quality education, knowledge, and skill by integrating the latest trends, researches, data, resources and perspectives in each area of learning. The university has established six schools of learning covering wide array of disciplines. These are:

1. School of Social Sciences & Liberal Arts
2. School of Sciences & Emerging Technologies
3. School of Languages
4. School of Business Management and Commerce
5. School of Education and Vocation
6. School of Religious Studies

The structure and content of curricula of programmes in all these areas are designed by experts. The statutory authorities of the University like Board of Studies(BOS) of respective schools and further Academic Council(AC) ensures that the curricula have local, regional, national and/or international relevance. Being a multidisciplinary University having varied Schools of Studies in conventional and professional areas. Being an Open University , JGND PSOU is in an advantageous position to undertake restructuring of its academic programmes to meet the desired national goals. However, with the changing times and needs of the target groups, as envisaged in the NEP 2020, JGND PSOU has to make its academic programmes more futuristic and need oriented. The NEP puts a greater emphasis on restructuring the academic programmes to make them multidisciplinary and holistic. More pertinent is to accord priority to the developmental needs of diverse social groups. Academic programmes should focus not only on the creation of new knowledge but also to acquire skills required for the job markets. Skill development is a critical need in Punjab for several reasons, and it plays a key role in the region's socio-economic growth. Skill development programs can foster entrepreneurship and self-employment, reducing reliance on traditional jobs. This is particularly important for rural areas, where job opportunities are limited. At the same time, the nature of employment and job patterns are changing. The educational system should create a favourable environment that enables the youth to change their outlook from job seekers to becoming job creators/ entrepreneurs. India needs young graduates with creative thinking to develop and manufacture new products to address the challenges faced by the industry and society. The employability of graduates from technical, professional as well as general streams is a major concern for the industries and the graduates themselves. It is a general concern to strengthen the industry-academia interface for the achievement of certain mutually inclusive goals. The industry-education relationship

is important not only for producing graduates suitable for the industry but also for developing an ecosystem of innovation and entrepreneurship. In the fast- changing job market and demands for specific skills, the priority should be to equip students with essential employability skills which include communication skills, personality development, soft skills, computer literacy, and problem-solving aptitude to provide value-added knowledge. JGND PSOU being an Open University where classroom teaching is not imparted on regular basis and our learners are from diverse backgrounds with diverse needs, we have to adopt the policy of academia-industry linkage in a much more innovative way. In a globally interconnected world, the learners are exposed to global culture as well as educational resources. In such a scenario, the University needs to instill in them a global outlook.

This can be achieved by taking the following measures:

2.1 Moving Forward with Multidisciplinary and Holistic Approaches

Within this the University aims for:

- i. Restructuring and reimagining of existing Schools of Studies, regrouping of existing disciplines and creation of new disciplines in emerging areas for better utilization of existing expertise and resources
- ii. Giving more options to learners in various degree programmes offered by the different Schools of Studies across various disciplines including to enhance the multidisciplinary nature and skill component of these programmes.
- iii. Enhancing the holistic nature of the programmes, by developing and integrating courses in the areas of sustainable development , environmental education, climate change, conflict management and peace studies, agriculture, health care, law, etc. In the existing/ new programmes
- iv. Making the course content more engaging by increasing emphasis on communication, discussion, debate, research, and opportunities for inculcating multidisciplinary, cross- disciplinary and interdisciplinary thinking
- v. Revising the existing programmes to make them multidisciplinary and focus on the development of professional skills, soft skills, employability and value-based education; and
- vi. Giving priority to learning outcomes by making appropriate changes in the pedagogies and updating the contents.

2.2 Inculcating Human Values and Professional Ethics

Incorporating human values and professional ethics into educational curricula is crucial for developing well-rounded individuals who are not only skilled professionals but also responsible and ethical citizens. Education should go beyond academic and technical skills, fostering the development of personal integrity, compassion, respect, and empathy. This holistic approach prepares students to navigate both personal and professional challenges.

We envisage inculcating professional ethics through appropriate content in all the degree programmes.

2.3 Promoting Multilingualism, Indian Languages, Knowledge and Culture

Promoting multilingualism, Indian languages, knowledge, and culture is essential for preserving India's rich linguistic and cultural heritage while fostering inclusivity and diversity in education and society. With this aim in mind, we will be

- i. Launching more programmes that are rich in Indian knowledge, different art forms and culture
- ii. Offering courses on Indian Culture, Arts and heritage
- iii. Launching programmes from certificate to degree levels, including research degree Programmes, in both Punjabi and English language
- iv. Translating programmes/courses into regional language i.e. Punjabi

2.4 Skill Development for Employability, Entrepreneurship and Community Development

Skill development is a powerful tool for transforming individuals, businesses, and communities. By investing in skill training, we can build a skilled, adaptable, and resilient workforce capable of meeting the challenges of the future. This is done by:

- i. Introducing the concept of “Earn while you learn” in the professional and vocational programmes;
- ii. Focusing on the professional education through collaboration with industry and organizations Both public and private to develop specific skill-oriented programmes;
- iii. Revising the curriculum to keep pace with the changing requirements and to inculcate in the learners’ essential professional skills such as soft skills, innovation, critical thinking and promoting entrepreneurship/employment/community development skills;
- iv. Collaborating with Centre government through the conduct of State-level Skills Gap Analysis and Mappings of requirements of trained personnel in different vocations, in different regions of the States to identify skill-based bridge courses for the degree programmes in the required emerging professional/vocational areas or adopted from the existing National Occupational Standards (NOS) which can be implemented with the support of respective Sector Skill Councils;
- v. Ensuring that the learners actively engage with the practical side of their learning by making lab-based practicals/hand-on training/internships/fieldwork/project work/training and skill development centres/start-ups/incubation centres with local industry, businesses, artists, craftspersons, villages and local communities, etc., as

- well as research internships with faculty and researchers at their own or other higher educational institutions or research- institutions, mandatory;
- vi. Integrating the components of innovation, entrepreneurship and startups in the UG and PG curriculum and study materials; and
 - vii. Giving opportunities to the learners to improve their employability options, by exposing them to research, internships, hands-on training, consultancy, live projects, guest lectures, etc. which can be built into the curriculum design of the courses/ programmes.

2.5 Linkage with Industry and Community

Creating strong linkages between educational institutions, industries, and communities is essential for a holistic approach to skill development, employability, entrepreneurship, and community development. These linkages ensure that skills training is relevant, practical, and aligned with real-world needs. So the university aims for:

- a) Initiating new programmes with a focus on the needs of the job market and requirements of the industry;
- b) Involving the community and industry representatives in curriculum planning and design;
- c) Training faculty members in applied instructional design and instructional skills which would equip them to experiment with more interactive and practical learning experiences;
- d) Existing certificate/diploma programmes in the areas like Retail, Tourism/Hospitality, Information Technology, Healthcare including Yoga and Ayurveda, Agriculture including Horticulture, Organic Farming, Animal Husbandry, Food Technology etc. should be made more need-based on requirements of the industry as well as community knowledge;
- e) Delivering all practical courses in the Punjabi language;
- f) Encouraging learners pursuing general Bachelor degree programmes, to get training opportunities in various organizations through Learner Support Centres(LSCs), depending on their aptitude, so that relevant applications of knowledge and skills are provided as value-added knowledge;
- g) Setting up of Incubation Centres and promoting Innovation and Start-ups at Regional Centres should be taken up by the University to foster in the learners' opportunities for practical and hands-on training and development; and
- h) Creating a separate Industry Linkage Unit(ILU) in the Planning and Resource Management Cell to facilitate getting academic arrangements in the relevant industry through internship/ apprenticeship; community-based practical training; community attachment; collaborative research works; fieldwork; and projects for encouraging earning while learning to make learners job-ready.

2.6 Teacher Education

Teacher education is a crucial aspect of the educational system as it directly impacts the quality of teaching and learning in schools. Well-trained teachers are essential for nurturing students' intellectual, emotional, and social development. Effective teacher education equips educators with the knowledge, skills, and attitudes needed to meet diverse classroom needs and foster an engaging learning environment. For this we are:

- a. Offering stand-alone pedagogy courses for upskilling to already trained working teachers;
- b. Offering MOOCs for school teachers/heads/principals as per the mandate given by NEP-2020 in various emerging areas/practices in School Education; and
- c. Offering pedagogy-based courses for research scholars under the overall guidelines of UGC for Research Degree Programmes.

3. Teaching-Learning and Evaluation

Jagat Guru Nanak Dev Punjab State Open University offering stand-alone pedagogy courses for upskilling to already trained working teachers and non-teaching staff working in educational institutions.

University is creating pathways through innovative professional development programmes for the learners.

Motivate and encourage the faculty to involve in incubation centres for promoting start-up among learners;

Funding and opportunities are providing to the faculty for the participation in Training, Orientation, Research related workshops, Research Projects and different other academic programmes organized by various HEIs;

Opportunities for the participation in conferences, faculty exchange programmes; sponsoring faculty study tours; research and teaching collaboration with renowned national and international institutions are providing to the faculty as well as professional achievements of teachers, academics, learners are appreciated.

Organizing awareness and empowerment programmes on innovation, entrepreneurship, start-ups etc. for the faculty and the learners.

3.1 Virtual Learning

Using cloud-based teaching platforms, social media and e-resources including virtual labs to completely transform the teaching-learning process to catapult the learners into the realm of virtual learning because cloud-based teaching-learning environment will develop the learners' skills of cloud computing, analytical reasoning and finding cyber solutions;

Converting the existing printed SLM into e-SLM using 4-quadrant approach and Unicode/ePub (electronic publication) formats that can be easily downloaded into tablets/smartphones customized for learners, to comply with accessibility standards to address the needs of all types of learners;

Transforming the existing SLM into digital e-Content/e-SLM, comprising text, tables, diagrams, visuals, audio, videos, etc. and self-assessment components for augmenting the learning experience of the learners and exposing them to the environment of virtual learning; A Media Centre named SAMWAD is established to develop the videos for the learners.

Translating e-Content/e-SLM into regional language like **Punjabi** to encourage the regional language;

Providing e-Content/eSLM in tablets/smartphones customized for serving learners with no access to digital devices of their own. These loaded devices could be provided to them and their costs could be included in the programme fees;

Orientating the learners to facilitate their entry into the new online/digital and open distance learning environment. Additionally, a more affordable alternative is providing for the learners who may not have access to digital media or internet connectivity or afford it, by converting the existing Regional Centres (RCs) and Learner Support Centres (LSCs) into Digital Learning Hubs (DLHs) where the learners can have access to computers with internet connections to access the learning resources, study online, participates in online collaborative activities, online assessment, access tutoring and mentoring services, among other services. The design of the DLH should be a space that promotes informal learning and provides sufficient opportunities for the learners to interact with the academic counsellors and peers and engages in collaborative learning activities including conducting practical through virtual labs, workshops, webinars etc. to support their academic endeavour and sustain their motivation and rigour.

Adopting Four-Quadrant-based Approach in Teaching-Learning and Learners Support: e-tutorial, e-content, web resources and self-assessment;

Converting Learner Support Centres into Smart LSCs by upgrading them to smart classrooms and labs with broadband connectivity, and other technological tools and setting up of Incubation Centres for handholding of learners, conducting practicals, research, developing innovative projects and promoting startups.

3.2 **Online Learning Environments for Learner Engagement**

Online induction programmes for fresh learners across all programmes are organised by the respective schools;

- i. The website is strengthened by integrating important information/circulars as hyperlinks in student zone;
- ii. Providing online counselling support through a national resource pool of technology savvy academic counsellors;
- iii. Designing activity-based online collaborative learning environment for the learners by adopting the Four-Quadrant-based Support (e-tutorial, e-content, web resources and self-assessment) to engage the learners in online/digital collaborative learning, in which the learners are encouraged and supported to work together to construct knowledge through social discourse;
- iv. Help the learners to develop the skills of processing information, critical and analytical thinking skills or problem-solving skills, Innovation or out of the box thinking, multimedia communication skills; etc.;

- v. Organizing online seminars/webinars on cross-cutting issues and co-curricular aspects;
- vi. Engaging learners in active learning in courses with lab/field/skill components through virtual modes
- vii. Creating Virtual Labs for the practical oriented and other programmes wherever applicable;

3.3 Learner Assessment and Evaluation

Providing the facility for e-tutorial in the eSLM for self-testing by the learners to assess their learning outcomes;

Providing learners facility for online submission of assignments, project synopsis, project report, fieldwork report, internship files etc.

Embedding the component of innovation as part of the project work or assignments for different programmes Facilitating online continuous assessment and evaluation through assignments, projects, viva-voce, etc. Developing Question banks for the learners.

4. Research, Innovation and Extension

Research innovation and extension activities are vital for the development of educational institutions and learners.

PhD Programme : to conduct high-quality research in Languages, Sciences and technology, Commerce and Management, Social Sciences and interdisciplinary domains.

Research Publications: to increase number of publications .

4.1 Research and Development Cell (RDC)

RDC systematically fosters culture of research by conducting workshops, capacity building programs, international conferences and special lectures on research ethics.

to provide opportunities for training and education, including workshops, seminars, FDP, and programs that support the development of research and innovation skills

- i. **Research Projects and Collaboration:** to facilitate collaboration among researchers, scholars, and experts from diverse disciplines to encourage cross-disciplinary research and innovation.
- ii. **Grant and Funding Support:** to secure Project funding through grants, partnerships, and other mechanisms to support research and innovation in social science.
- iii. **Research Output:** to publish high quality research output, journal articles, conference papers, books and other scholarly publications.
- iv. **Pedagogy:** to develop and conduct Online Courses for Research Methodology and audio-visual content studio across different disciplines.
- v. **Translation projects**
- vi. **Research Incentives for faculty**
- vii. **IPR Workshops:** to conduct workshops and seminars on IPR.

5. **Consultancy:** to initiate consultancy projects. **Innovation**

The Open Distance Learning (ODL) system requires effective innovation ecosystem for promotion of a culture of research among faculty members, staff members and the distance learners. This is also in consonance with the guidelines of UGC and National Education Policy (NEP) 2020. The innovation ecosystem provides resources necessary for researchers entrepreneurs, business development and skill training. In order to strengthen the ODL system, the university provides expert mentoring for learners.

5.1 **Ideas@JGND PSOU**

Faculty and research scholars contribute to virtual pool of ideas and innovative plans

5.2 **Startup Schemes**

Proposals from students interested in setting up startups are invited to develop prototype, product, system based on socially relevant and practical ideas

5.3 **Industry and Academia tie up**

To bridge gap between industry and academia

To provide internship opportunities

5.4 **Student Innovation Award**

Scheme to identify and recognize three best innovators of JGND PSOU (University and LSC learners)

5.5 **Exhibition of innovations by students**

5.6 **Patents**

5.7 **Extension**

Unnat Bharat Abhiyan

Sihkyadaat

Education for specially-abled

Employees of various organisations

Raise awareness against drugs

Sensitization campaigns

6. **Learner Support Centres**

The Institutional Development Plan (IDP) of JGND PSOU, Patiala with respect to Learner Support Centres (LSCs) typically focuses on enhancing the quality, accessibility, and effectiveness of learner support services to ensure student success and satisfaction.

6.1 **Expansion of Learner Support Centres**

- Strategically opening new LSCs in underserved regions to provide wider access to educational resources.
- Collaborating with local educational institutions, libraries, and community centers to establish LSCs in easily accessible locations.
- Developing mobile LSCs or digital hubs that can travel to remote areas, bringing resources and support closer to learners.

6.2 Infrastructure and Resource Development

- Modernizing the existing LSCs with state-of-the-art facilities (smart classrooms and labs with broadband connectivity, smart TV, digital board and other technological tools)
- Investing in digital libraries, multimedia content, and interactive tools to enrich the learning experience.
- Ensuring that LSCs are equipped with tools and technologies that cater to differently-abled learners.
- Adopting Four-Quadrant-based Approach in Teaching-Learning and Learners Support: e-tutorial, e-content, web resources and self-assessment.
- Setting up of Incubation Centres for handholding of learners, conducting practicals, research, developing innovative projects and promoting startups.

6.3 Capacity Building and Staff Training

- Regularly training academic and administrative staff in digital tools, pedagogy, and student engagement techniques.
- Developing a pool of trained advisors and mentors to provide personalized guidance, academic support, and career counseling.
- Training staff in technical support to help learners navigate digital platforms and solve tech-related issues.

6.4 Technology Integration and Enhancement

- Providing online induction for fresh learners across all Programmes.
- Strengthening the websites by integrating important information/circulars as hyperlinks in student zone.
- Upgrading Student Management System into a dynamic portal integrating the different activities in a learner's life cycle to be reflected
- Extending the provision of Web-Enabled Academic Support (WEAS) (Portal for the individual Programme and online counselling) to all the Programmes of the University.
- Providing online counselling support through a national resource pool of technology savvy academic counsellors
- Designing activity-based online collaborative learning environment for the learners by adopting the Four-Quadrant-based Support (e-tutorial, e-content, web resources and self-assessment) to:
 - Engage the learners in online/digital collaborative learning, in which the learners are encouraged and supported to work together to construct knowledge through social discourse
 - Invent and innovate through crowdsourcing new ideas based on their self-learning
 - Help the learners to develop the skills of processing information; critical and analytical thinking skills or problem-solving skills
 - Innovation or out of the box thinking; multimedia communication skills; etc.;

- Providing digital and online learner support through multiple media platforms (TV, radio, smartphones) including social media to facilitate learner participation;
- Organizing online seminars/webinars on cross-cutting issues and cocurricular aspects;
- Engaging learners in active learning in courses with lab/field/skill components through virtual modes;
- Creating Virtual Labs for the practical oriented and other Programmes wherever applicable;
- Extending Library facilities to learners through access to digital library resources which are accessible 24x7
- Implementing and continuously upgrading an LMS to streamline content delivery, assessments, feedback, and learner analytics.
- Integrating VR/AR tools for creating immersive learning experiences, particularly in practical subjects.
- Utilizing AI-driven chatbots and virtual assistants for 24x7 learner support and guidance.
- Tracking the progress of the learners using artificial intelligence and providing instant solutions to overcome the barriers/hurdles hampering their learning endeavour; and Identifying the learning styles of the learners through AI-based learning analytics, and customizing the learner support services such as remedial classes; one-to-one counselling; etc. to cater to their individual needs.

6.5 Enhanced Learner Engagement and Support Services

- Using data analytics to identify learners' needs and tailor support services, such as personalized tutoring and customized study plans.
- Establishing online and offline forums, study groups, and peer-mentoring programs to foster a sense of community among learners.
- Creating structured feedback channels to gather insights from learners and improve support services.

6.6 Learner Assessment and Evaluation

- Providing facility for e-tutorial in the eSLM for self-testing by the learners to assess their learning outcomes;
- Providing learners facility for online submission of assignments, project synopsis, project report, fieldwork report, internship files etc.;
- Embedding the component of innovation as part of the project work or assignments for different programmes;
- Facilitating online continuous assessment and evaluation through assignments, projects, viva-voce, e-portfolio, journal writing, term papers, workbook, logbook etc.;

6.7 Improving Accessibility and Inclusivity

- Offering support services and learning materials in multiple languages to cater to diverse linguistic backgrounds.
- Developing materials in accessible formats, including audio, braille, and simplified text for learners with different abilities.

- Providing information and assistance on scholarships, grants, and financial aid options.

6.8 Community Outreach and Awareness

- Organizing outreach programs, workshops, and awareness campaigns to promote the role and benefits of LSCs in the local community.
- Building alumni networks to encourage past learners to contribute to the LSCs through mentoring, guest lectures, or financial support.
- Collaborating with non-profits, NGOs, and corporates to bring additional resources, sponsorships, and learning opportunities.
- Engaging the learners in extension activities with government organizations and non-government organizations;
- Undertaking activities for engaging the learners in social and sustainable development issues;

6.9 Sustainable Development Initiatives

- Developing LSCs as eco-friendly spaces by using renewable energy sources, recycling programs, and sustainable materials.
- Reducing paper-based resources and encourage digital transactions, e-books, and online assessments.
- Engaging in projects that contribute to local development and utilize LSCs as centers for social empowerment.

6.10 Placement Services and Alumni Engagement

- Organizing training programmes and workshops to train learners in the areas of reasoning, aptitude, communication skills, facing an interview, resume writing etc.;
- Extending Industry-linkage for facilitating Placement drives at Headquarters and Regional Centres;
- Obtaining feedback from alumni about University's programmes and learner support services;
- Enrolling learners in the alumni associations through various activities at Headquarters and Regional Centres;
- Updating alumni database by collecting useful information about alumni; Sharing the University's initiatives with the alumni;
- Organizing periodic events for connecting virtually with the alumni through networking get-togethers; Encouraging participation of alumni in University's workshops, seminars, webinars etc. through online mode;
- Involving Alumni entrepreneurs and Innovators for inspiring and mentoring the budding innovators and entrepreneurs;
- Forming a network of Alumni entrepreneurs and Innovators and organize regular Meets;
- Engaging alumni in online counselling, community service activity and Unnat Bharat activities;
- Honouring distinguished alumni for brand building;
- Organizing lectures of distinguished alumni for motivating the JGND PSOU learners;

- Encouraging alumni for donations and financial support to JGND PSOU learners.

6.11 Future-Oriented Planning

- Continuously monitoring educational trends, technological advancements, and market demands to adapt LSC services accordingly.
- Developing scalable models that allow LSCs to expand or contract services based on learner demand and technological changes.
- Using learner feedback to drive changes in curricula, support services, and technological upgrades.

7. STRATEGIC ACTION PLAN

The university's strategic action plan focuses on enhancing skills through customized technology-driven programs, fostering employability with excellence in education, cultivating wisdom for holistic development, and ensuring accessibility for equitable, lifelong learning. The university offers inclusive education schemes for Differently Abled Students, Jail Inmates, and employee of educational institutes Government School and College Teachers, aiming to empower them with self-sufficiency, reintegration, and modern educational skills at nominal fees.

7.1 Increasing Gross Enrolment Ratio (GER) in Higher Education

- Focus on attracting and enrolling learners from Socially and Economically Disadvantaged Groups (SEDGs) through specific education schemes.
- Expand the outreach of the university's programs through collaborations and partnership both within the university and with external stakeholders.
- Develop and offer high-quality online programs
- Implement multiple entry-exit options in UG degree programs.
- Promote course-wise registration, certification, and credit transfer.

7.2 Strengthening Multidisciplinary and Holistic Programs

- Offer skill-based certificate and diploma courses embedded with greater employability opportunities.
- Ensure learners gain exposure to vocational education through skill-based certificate programs.
- Introduce a diverse range of courses that bridge various disciplines.
- Introduce 4-year Bachelor's degree programs upcoming session

7.3 Promoting Research and Innovation Culture

- Offer online faculty development programs to enhance research capabilities.
- Striving for academic and research excellence, fostering a culture of continuous improvement, and setting high standards in all aspects of skilling and upskilling.
- Promote research and innovation among faculty, academics, and learners.
- To advance knowledge through research and innovation, fostering widespread learning through extensive Learner Support Centers and modern delivery channels.

7.4 Advancing Online and Digital Education

- The University extensively uses cloud-based teaching platforms and e-resources to reach a broader audience and enhance learning experiences.
- e-Content and Self-Learning Materials (eSLM) are provided on tablets and smartphones, making education accessible to students on the go.
- Course content is delivered through a comprehensive Four Quadrant approach, which includes e-Tutorials, e-Content, Web Resources, and Self-Assessment Tools.
- Learner Support Centres have been established across the state of Punjab to assist learner and ensure equitable access to online education.
- Offer online counseling and digital/online learner support.
- Facilitate online continuous assessment and term-end evaluation for all programs.

7.5 Promoting Extension and Community Engagement

- Enhance technological infrastructure for online education and equip learners with portable digital devices.
- To impart value-based teaching and learning experiences, and to contribute significantly to transform community for positive change and development.
- Strengthen industry linkages to facilitate placement drives and honor distinguished alumni.
- Prioritizing the well-being and success of our students, tailoring our programs and support services to meet their individual needs and promoting employability.

7.6 Ensuring Effective Governance, Leadership, and Quality

- Develop and implement action-oriented policies and SOPs for all major operations in line with the Institutional Development Plan (IDP).
- Embed academic, performance, capacity, and financial audits into the system.
- Document and disseminate best practices and innovative practices among stakeholders.

8. Quality Assurance and Enhancement

A University's quality assurance program is a thorough meta-evaluation process that covers every procedure in a higher education setting. In order to serve students and other stakeholders, it seeks to fulfill the required quality criteria. In order to promote continuous improvement throughout its operations, the university can introspectively analyze and evaluate its strategic plans, current policies, and practices by utilizing measuring and monitoring systems. This produces useful, quantifiable data on the university that supports outside bodies' assessment of it. A quality assurance system's ability to succeed is mostly dependent on managerial backing. Through their participation in quality assurance at every institutional level, these initiatives support the development of a quality culture involving all internal stakeholders.

To enhance the quality of the university, the following measures should be implemented:

8.1 Mechanisms for Continuous Quality Improvement

- a) Assuming accountability for creating and disseminating knowledge about quality assurance.
- b) Tracking and evaluating outputs to raise staff productivity, academic and non-academic.
- c) Taking part in reflective and self-evaluation activities to guarantee ongoing development of all university operations and processes.
- d) Gathering and assessing input from educators, researchers, industry professionals, students, employers, and former students in order to promote quality improvement.
- e) Ensuring adherence to the standards and directives set out by regulatory and apex agencies.
- f) Seeking certification, recognition, and approval for JGND PSOU and its programs from a number of high authorities
- g) Following the protocols for declarations and self-disclosures.
- h) Integrating financial, capacity, performance, and academic audits into the university's system.

8.2 Best Practices and Innovation

- Recording cutting-edge and best practices from the university's divisions, units, cells, centers, and schools.
- Starting the process of certifying all university divisions to ISO 9000.
- Regularly carrying out external audits in the areas of academics, administration, finances, and energy, green, and access in order to foster excellence.
- Improving the university's visibility abroad by aiming to be listed in international university rankings.

By taking a comprehensive approach, the Jagat Guru Nanak Dev Punjab state Open University, Patiala (JGNDPSOU) is able to foster institutional development and recognition by consistently evolving and maintaining high-quality standards in all parts of its activities.