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1. Definition of Terms

Blended Learning: A teaching and learning approach that demonstrates blend of different methods, technologies, and resources to improve student learning. Some examples of blended learning are flipped classroom, online interaction followed by face-to-face teaching, online learning supplemented by face-to-face practical, etc.

Information and Communication Technology: Cover a broad range of devices and technologies to acquire, store, and manage information processing, communication and dissemination. It includes computers, mobile, audio, video, and Internet technologies.

Policy: A broad statement of intent and plan of action to guide day to day practice.

Principals/HODs/Directors: Persons designated in these roles within the university and they are responsible for governance and administration in the university.

Students: Any person enrolled in an award course of study at the University and its affiliated colleges, and any person registered for seminars, workshops in any department or unit of the University.

Teachers: Faculty members (Full Time, Part Time and Visiting faculty) of all Faculties, Departments, Divisions, Centres, and affiliated colleges of the University.

Technology-Enabled Learning: The practice of teaching and learning facilitated by the use of information and communication technology. Technology-Enabled Learning is about making learning possible through use of technologies: that might refer to different ways of serving existing learners or, potentially, providing opportunities for learners who were previously 'out of reach'.

2. The University Context

SNDT Women's University is the first Women's university in India as well as in South-East Asia. Founded by Maharshi Dr. Dhondo Keshav Karve in 1916, the university has its headquarter in Churchgate Campus, Mumbai and two other campuses at Juhu, Mumbai and Karve Road, Pune. The university creates an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women. SNDT Women's University offers a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence. The currently university serves 43000 students through face-to-face and distance education, and uses information and communication technologies in delivery of quality teaching and learning.

3. Vision of SNDT Women's University TEL Policy

One of the goals of SNDT Women's University is to provide access to higher education for women and also offer a wide range of professional and vocation courses for women to improve their socio-economic status. It also endeavour to achieve excellence in all activities. The TEL policy is developed to support the vision, mission and goals of the university by facilitating student learning through the use of technology and availability of teaching and learning resources worldwide. The policy will enable the university to commit and put in



place appropriate technologies and resources to assist students and teachers create an environment of excellence in learning and teaching. It will provide a common understanding of expectations from students, teachers and administration to improve learning and empowerment of students in the university.

3.1 Principles

- 3.1.1 **Enabling improvement in Learning:** The TEL Policy is based on the principles of enabling student learning through use of information and communication technology. All efforts shall be made to assist improvement in learning outcomes of the students of SNDT Women's University.
- 3.1.2 **Quality improvement:** Using technology, the SNDT Women's University seeks to improve the quality of student-student and student-teacher engagement and promote a smart digital environment.
- 3.1.3 **Openness:** Using technology for teaching and learning would improve openness in the educational practices at SNDT Women's University. It will help the university to provide access to its scholarly works in the form of teaching and learning resources to access from anywhere. Increasing openness will help improve visibility and reputation for its academic productivity.
- 3.1.4 **Access to world of resources:** Technology-enabled learning will facilitate access to resources world over, and assist both students and teachers to make appropriate use of the existing resources.
- 3.1.5 **Increasing reach:** Technology-enabled learning will enable reaching more students, including reaching students of affiliated colleges using courses that use online technologies.
- 3.1.6 **Appropriate use of technologies:** Judicious and appropriate use of technology to fit the learning needs of the students and the subject would be important consideration.
- 3.1.7 **Partnership:** The technology-enabled learning policy will encourage partnership and collaboration in content development and sharing.

3.2 Objectives

The TEL Policy aims to:

- 3.2.1 Provide universal access to teaching, learning and research information to its stakeholders using appropriate information and communication technology.
- 3.2.2 Improve relevance of the learning experiences of the students at the University using information and communication technology and enable them to be ready for employment and entrepreneurship.
- 3.2.3 Create an environment of sharing by providing opportunity to build networks within and outside the university.
- 3.2.4 Engage students to learn using a variety of sources and technologies and facilitate a rich engaging environment.
- 3.2.5 Enhancing the experiences of students through effective, agile and advanced uses of technology, and enable them to participate from anywhere in learning and



assessment activities, taking account of their varied abilities, location and cultural considerations.

- 3.2.6 Provide an accessible teaching and learning environment to both students and teachers with disabilities.
- 3.2.7 Enhance the teaching, tutoring, assessment, support and research experiences of teachers and foster a responsive community of practice within the university to support each other and share experiences and knowledge resources.

4. Policy Statements

4.1 Technology and Infrastructure

Adopting appropriate and advanced technology and regularly updating and upgrading the infrastructure in the university is important to foster a good learning environment. Appropriate investments in technology is key to maintain a service level that can facilitate strong adoption of technology for teaching and learning. In order to do so, the SNDT Women's University commit to create facilities to:

- 4.1.1 Deliver an advanced, high performance network infrastructure for the headquarters as well as its campuses using both wireless and local area networks.
- 4.1.2 Provide access to university computers and networks through a secure and password protected environment.
- 4.1.3 Maintain and provide services related to teaching and learning by deploying appropriate software and services, either by hosting servers locally or remotely at third party vendors.
- 4.1.4 Support open source software for teaching and learning, wherever possible and depending on expertise available.
- 4.1.5 Provide access to computers and networks to all the students and faculty at the University campuses (including Model College at Shreewardhan) through computer labs, classrooms, and commons facilities.
- 4.1.6 Encourage students and teachers to Bring in Your Own Device (BYOD) and provide access to the services provided by the university.
- 4.1.7 Create network-based access to educational resources (e.g. NPTEL courses).

4.2 Teaching, Learning and Assessment

Integration of technology to teaching, learning and assessment activities is important to improve the quality of student learning. It is the course design and delivery that decides how best technology will be integrated in to teaching and learning. Therefore, the SNDT Women's University shall:

- 4.2.1 Encourage curriculum development committees and Boards of Studies of the university to integrate technology into the curriculum.
- 4.2.2 Design blended learning environments using Learning Management System (LMS) to support teaching and learning as per the requirements of the courses. Preferably all courses offered will have a companion LMS site.



- 4.2.3 Encourage teachers to strengthen their course delivery with the support of discussion groups, audio visual materials, and interactive materials (eg. Quizzes, activities, etc) and foster collaborative learning.
- 4.2.4 Share the course content developed by the faculty members or curated by them through an institutional Open Access repository to facilitate access by the public anywhere, anytime.
- 4.2.5 Use innovative ways of measurement student learning through internal assessment, including but not limited to book review, interview and report, field visit and report, essay, blogs, wikis, projects, etc. Wherever applicable, all student assessment and their achievement records are made available through the LMS.
- 4.2.6 Use a plagiarism detection software for all assignments submitted digitally, and students will abide by the decision of the concerned teacher.
- 4.2.7 Provide suitable orientation to the students to access university ICT applications for teaching and learning.
- 4.2.8 Encourage students to access other open resources to make their learning experiences rich, engaging and relevant to job environment.
- 4.2.9 Facilitate building student networks using appropriate social software and platforms to continue engagement with student alumni body beyond completion of studies, and use the platform for curriculum upgrading, and providing placement services to the students.
- 4.2.10 Use learning analytics to understand student learning progress, and provide feedback to individual learners appropriately.

4.3 Professional Development

The role of the teachers in the university is important to make the TEL Policy effective. Teachers need adequate and timely support to use technology and integrate in their teaching as well as assessment practices. They need continuous updating and upgrading of their knowledge, attitudes and skills. Therefore, the SNDT Women's University shall:

- 4.3.1 Create systems and processes to provide timely support to teachers implementing technology in their teaching and assessment.
- 4.3.2 Provide centralised support services to resolve technical issues in a time bound manner (e.g. effort will be made to resolve technical down time within 24 hours.).
- 4.3.3 Provide regular training to the teachers in the university to optimally use the available systems. These training could be organised internally, or faculty may be deputed to attend external training programmes at university cost.
- 4.3.4 Recognise suitably teachers using the LMS and sharing their academic outputs (teaching and learning resources).
- 4.3.5 Encourage scholarly approach to adopting technology in teaching and learning and promote critical reflection on teaching practices to be published in research journals and reports which could be used by the university in decision making related to technology in teaching and learning.



- 4.3.6 Create and/or designate an existing unit in the University as a nodal centre for TEL to provide experts advice and share experiences to the faculty. The Centres shall also serve as a centre to facilitate exchange of experiences from other institutions to facilitate the use of TEL.

4.4 Governance

The TEL policy needs a governance structure to implement it and undertake monitoring and evaluation exercise. Teacher need clarity on what can be done and at the time of crisis, it is necessary that a group within the university take the lead to resolve issues. In order to facilitate the implementation of the TEL policy, the SNDT Women's University shall:

- 4.4.1 Establish a Committee headed by the Vice Chancellor to monitor and evaluate the implementation of the TEL policy.

- 4.4.1.1 The TEL Committee shall at least have representation from, the faculty of education, Department of examination, library of the university. Vice Chancellor will nominate the members of the Committee.

The constitution of the committee will be as follows:

- | | |
|---|-------------|
| 1. Vice Chancellor | Chairperson |
| 2. Director, BCUD/ Dean Education | Member (1) |
| 3. Controller of Examination | Member (1) |
| 4. Head, Department of Educational Technology | Member (1) |
| 5. At least two members of Technology Committee
or the following
Head, Department of Computer Science
and
Principal, UMIT | Member (2) |
| 6. University Librarian | Member (1) |
| 7. Two members nominated by Vice Chancellor
from different faculties who are actively
involved in TEL | Member (2) |

- 4.4.1.2 The role of the TEL Committee shall be to: (a) advise the university on implementation of the TEL policy, (b) identify challenges and provide recommendations to be adopted, (c) review the progress of adoption of TEL in the university on yearly basis, (d) undertake review of the use of technology by students, (e) oversee the teaching and learning infrastructure and recommend changes to the existing system and adopt advanced technology, whenever needed, (f) facilitate staff development activities related to implementation of TEL policy, (g) take steps to monitor and evaluate the implementation of TEL policy, and (h) prepare annual report on the TEL activities in the University for review by the Academic Council.

- 4.4.1.3 Secretary to the TEL Committee shall be nominated by the Committee from among its members.



- 4.4.1.4 The TEL Committee will work in coordination with the existing Technology Committee of the university.
- 4.4.2 Retain intellectual property rights of all teaching and learning resources developed by the teachers and staff in the university as part of their teaching function, unless and otherwise, the same is developed under another contract approved by the University to delegate the ownership to another entity. Therefore, in general copyright of all material developed and shared on the LMS and institutional repository will remain with the SNDT Women' University.
- 4.4.6 Share teaching and learning materials developed by the teachers by using Creative Commons — Attribution-ShareAlike (CC BY-SA) as default open license. Teachers who would like to use a different open license can do so with the approval of the Vice Chancellor by providing adequate justification for doing so.
- 4.4.7 Reserve rights not to share certain types of materials that may be commercially viable and may decide to use non-derivative (ND) license for some types of governance related materials. Whenever a particular material is developed under collaborative efforts, the licensing of that material will be in accordance with the agreement deciding the collaboration.

5. Implementation

Implementing the TEL policy will be responsibility of every faculty member in the University. However, its monitoring and evaluation as well as operational aspects will be coordinated by the TEL Committee. In order to implement the TEL policy, the TEL Committee shall undertake the following activities:

- 5.1. Regularly meet to discuss issues that needs decision-making within its scope. The TEL Committee should at least meet three times in a year.
- 5.2 A long term plan of action covering outcomes, specific activities and indicators of success shall be prepared immediately upon adoption of the TEL policy.
- 5.3 A detailed annual action plan with milestones shall be prepared to monitor implementation.
- 5.4 Invite the faculty to submit their plans to integrate technology, and based on available funds the TEL Committee will allocate resources for implementation of TEL in specific courses.
- 5.5 The Open Access repository and LMS shall be monitored regularly to prepare reports on its usage, in terms of the bandwidth, use by number of teachers, number of students, and the nature of learning engagements.
- 5.6 Surveys of student satisfaction and faculty feedback shall be organised on an annual basis.
- 5.7 The TEL Committee shall undertake all such activities that may be needed to successfully implement the TEL policy.