SNDT Women's University

Shreemati Nathibai Damodar Thackersey Women's University

AQAR 2020-21
Criterion VI

Supporting documents

For

6.5.1- Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

The following are the supporting documents attached for the below mentioned points.

1. Internship Program and Research made compulsory for all PG courses.

Agenda Item No.29

To consider the proposal for introduction of Internship and Research at Post Graduate Degree Courses.

Information/Discussion:

Members discussed the proposal for introduction of Internship and Research at the Post Graduate Degree Courses and opined that, the Internship Programme and Research be made compulsory for all the professional courses. Most technology oriented courses need Internship. The House suggested that, the Internship programme with objectives, activities, evaluation strategies, mentoring etc. be prepared by each Department.

Members also discussed the Research Methodology introduced at various Post Graduate Degree programmes. Introduction of small scale research study will give students confidence to explore new fields in their professional life, develop skills of research and motivate them to take up M.Phil/ Ph.D. studies.

The House informed the members that, some courses like Master of Visual Arts, Bachelor of Education, Master of Social Work, Pharmacy etc. already have Internship Programmes.

The House authorised the Director, Board of College and University Development to constitute a Committee for introduction of Internship and Research at Post Graduate Degree Courses and that, the Committee be requested to take into consideration the suggestions to be received from the members of the Academic Council, while framing the modalities for Internship and Research.

RESOLUTIONS:

1. **RESOLVED** that, the proposal for introduction of Internship and Research at Post Graduate Degree Courses be approved in principle.

2. **RESOLVED** further that, the Director, Board of College and University Development be authorized to constitute a committee to work out the modalities of introduction of Internship and Research at Post Graduate Degree Courses and that, the Committee be requested to take into consideration the suggestions to be received from the members of the Academic Council, while framing the modalities for Internship and Research.

Pro Vice Chancellor
SNDT Women's University
Mumbai 400 020

2. Faculty Development for technology enabled learning

**Faculty Development for Technology Enabled Learning
at SNDT Women's University
by
Department of Educational Technology
SNDT Women's University
(2015-20)**

SNDT Women's University aims at effective teaching-learning-assessment with learner-centred and collaborative approach. The university strongly believes that technology-enabled processes would strengthen the teachers to create interactive learning environments n which learners can effectively participate, collaborate with each other and achieve learning outcomes.

Department of Educational Technology, SNDT Women's University has been doing pioneering work in the field of educational technology, eLearning, ICT-enabled higher education in collaboration with the organizations such as Commonwealth of Learning (COL), Canada; British Council of India and through various schemes of Ministry of Education, GoI, New Delhi.

SNDT Women's University started faculty orientation in ICT and infrastructural developments towards ICT implementation in teaching-learning-assessment and University administration about a decade ago. Infrastructural developments include providing desktops to postgraduate teachers, setting up centralized labs, providing internet access by laying fiber optics, switches in all buildings, providing wi-fi connectivity in all technology related departments and institutes, etc.

Department of Educational Technology undertook responsibility of training faculty in "Integrating various ICT tools". Commonwealth of Learning (COL), Canada supported this training endeavor to a great extent. British Council of India supported similar activities in 2014 and the project still continues (Total project cost: 20 Lakh).

COL, Canada again came forward to collaborate with the University for systematic intervention in 2015. Research entitled "Baseline Study on Technology Enabled Learning at SNDTWU and organization of vision workshops for technology-enabled learning policy" in collaboration with Commonwealth of Learning (COL), Canada (2015-17) was conducted by Dr. Jayashree Shinde, Department of Educational Technology. (Project cost: INR 4.65 Lakh - CAD 9300; Funds received and mobilized: INR 4.36 Lakh).

Baseline survey study of teachers and students across all three campuses was planned. Deriving from the demand and need established by students and teachers, Commonwealth of Learning (COL, Canada) further supported University to develop **Technology-Enabled Learning Policy** in March-April 2016.

A 2-day workshop to discuss TEL policy and planning of TEL was organized in **June 2016**, in which about 25 faculty members participated.

The agreement between Commonwealth of Learning (COL), Canada and the SNDT Women's University (SNDTWU),for COL support in implementation of Technology-Enabled Learning (TEL), was signed as the next phase. It was decided to implement technology-based teaching-learning, to use blended learning mode in 20 courses offered during Semester I and III (July-Dec 2017). (Project cost: INR 8.8 Lakh - CAD 21000). The agreement for TEL Implementation was signed in **March, 2017**.

Preparations for Implementation

The project started with the identification of teachers on the basis of basic ICT skills, prior experience of using Moodle to some extent if any and willingness. Twenty teachers were identified for this intervention.

A capacity-building workshop of 5 days (in three different slots) was organized and the participants were oriented in Blended Learning, planning for ICT integration and Moodle LMS. A gap of a few days was given to complete tasks given during the workshop.

1. One-day workshop: May 5, 2017
2. Two-day workshop: June 29-30, 2017
3. Two-day workshop: July 11-12, 2017

Though it was aimed at targeting about 1000 students, more than one faculty implemented TEL on the same batch of students in some of the cases. Final team of 15 Faculty members (excluding Project Director) consists of 6 male and 14 female teachers teaching various programmes.

All participants successfully explored Open Educational Resources (OERs), understood significance of copyright issues and identified material for their selected course.

Courses for all participating faculty were created in Moodle LMS. Resources were added by the respective faculty members in their courses created on Moodle from July 2018. Out of 628, 506 students received TEL from 2 different teachers. If we consider courses and students receiving TEL of the respective courses, the sample totals to 1134.

Classes under intervention

Sr No	Programme	Semester	No of Students
1.	MCA	III	68
2.	MA Psychology	III	18
3.	M.Ed.	I	5
4.	MMS, MBA	I	89
5.	MMS, MBA	III	17
6.	M.L.I.Sc.	I	12
7.	M.L.I.Sc.	III	8
8.	B.Tech. IT, CST, EE and ENC	I	162
9.	B.Tech. IT, CST, EE and ENC	V	206
10.	Diploma in Electronics	VII	32
12.	MA eLearning	I	11
			628

Impact Study of 'Technology-Enabled Learning (TEL)'

Since the TEL Policy was ready and it was decided to implement the policy in the teaching –learning process on campuses of university, an impact study was planned to study the intervention. Results revealed that Technology-enabled learning of about 40% courses could yield similar level of achievement compared to other courses with reference to external scores as well as comprehensive result, i.e. external and internal scores. One course succeeded in helping learners achieve significantly higher than of the other courses at 0.01 level and one at 0.05 level. There was no major difference observed in total percentage of courses even though only external scores or else comprehensive results were analyzed.

Learner-centred or constructivist approaches do not aim at mere increase in achievement scores but also development of learners on other aspects such as exposure to knowledge, soft-skills, co-creation and knowledge generation processes. Since centralized assessments and teaching-learning strategies may not always be consistent, it is more important to find out learners' reaction to the TEL intervention.

Almost all the teachers expressed the desire to continue this implementation in future as well. This motivated other University teachers also to use ICT and Moodle LMS.

Reports and related publications are available in COL repository OASIS:

Shinde Jayashree (2020) Faculty experiences of delivering blended Learning courses in Mishra S and Panda S (ed.) Technology-Enabled Learning: Policies, Pedagogies, and Practices. Commonwealth of Learning, Vancouver, Canada
ISBN 978-1-894975-98-8 (Pg. 71-84)
http://oasis.col.org/bitstream/handle/11599/3655/Mishra_Panda_TEL_Policy_Pedagogy_Practice_2.pdf?sequence=4&isAllowed=y

Shinde Jayashree (Ed.) (2018) Student Guide to Technology-Enabled Learning. SNDT Women's University Mumbai and Commonwealth of Learning, Canada.
ISBN: 978-81-933008-4-8 http://oasis.col.org/handle/11599/3087

Shinde Jayashree (August 2016) The Effect of Technology-Enabled Learning on Student Achievement and the Perceived Experiences of Teachers and Students at SNDT Women"s University (Research Report published) in OASIS: Commonwealth of Learning, Canada http://hdl.handle.net/11599/3215

Shinde Jayashree (May 2016) The Report of Baseline Study: ICT-based Learning published in OASIS: Commonwealth of Learning, Canada http://hdl.handle.net/11599/2690

Teaching Learning Centre (TLC), Department of Educational Technology (DET), SNDT Women's University:

It was high time that alongwith SNDTWU faculty, the professional development of other higher education teachers in ICT and educational technology be achieved.

Ministry of Education, GoI, New Delhi, under its scheme "Pandit Madan Mohan Malaviya Mission for Teachers and Teaching (PMMMNMTT) sanctioned the proposal of establishing Teaching Learning Centre in December 2017 submitted by Dr. Jayashree Shinde, Head, DET. Faculty Training of Higher Education teachers across the country, eContent development for higher education and research are the major functions of TLC. (Total project cost: Rs. 756 Lakh)

Teaching Learning Centre at the Department of Educational Technology was proposed with the following mission:

Mission

- ❖ To accelerate teaching-learning process by way of promoting independent, critical and creative thinking.
- ❖ To hand-hold the teaching community in facilitating research in the area of Instructional/ learning Technology
- ❖ To enable development of skills engaging latest technological tools as aids to teaching-learning process.
- ❖ To help faculty in capacity building for curriculum transactions and scientific assessment and evaluation.
- ❖ To develop Interactive multimedia for supporting teaching-learning process.

A series of Faculty Development workshops were conducted through this centre, in which SNDTWU faculty was encouraged to participate. It had a great impact on skill-set and mind-set of the faculty. SNDTWU faculty got opportunities to interact with the teachers from other HEIs across the country, who were equally interested and motivated in the ICT-enabled teaching-learning.

The following chart provides consolidated summary of the faculty training workshops organised till the year 2020.

Sr. No.	Title of the Workshop	Dates	Duration	Participant Data			
				SNDTWU Campus Faculty	Affiliated Colleges to SNDTWU	Total (Pan-India)	No of States & UTs
1	National Workshop on e-Assessment Process and Tools	June 19-26, 2018	One week	6		34	10
2	National Workshop on Development of OER in Higher Education	Aug. 14 - Sep. 4, 2018	Three weeks	5		20	8
3	Faculty Development Workshop on Learning Objectives and Types of Questions (Only SNDTWU institutes & affiliated colleges to SNDTWU)	Oct. 20, 2018 - Nov. 3, 2018	One week	19	21	40	1
4	National Workshop on Cooperative Learning	Dec. 14-21, 2018	One week	2		17	6
5	National Workshop on Theoretical Framework of MOOC	Jan. 21-Feb. 10, 2019	Three weeks	5	1	15	4
6	National Workshop on Design and Development of MOOC	Jan. 21-28, 2019	One week	2	3	45	12
7	National Workshop on Learning Management Systems	July 29 - Aug. 4, 2019	One week	24	7	95	15
8	National Workshop on ICT Tools for Collaboration	Nov. 19-25, 2019	One week	2		43	10
9	National Workshop on Open Educational Resources	Jan. 27-Feb. 15, 2020	One week	0		12	6
10	National Workshop on Open Educational	Jan. 27-Feb. 8, 2020	Three weeks	1		20	9

	Resources - Concept and Design Issues						
11	National Workshop on Online and Blended Learning	Mar. 9-14, 2020	Two weeks	0	1	25	5
12	National Workshop on Planning Online and Blended Learning	Mar. 9-21, 2020	One week	2	3	75	13
13	National Online Workshop on Cooperative Learning	Mar. 16-21, 2020	Two weeks	0	1	16	5
14	National Workshop on ICT Tools for Online Learning	Apr. 20-27, 2020	One week	82	74	491	21
15	National Workshop on Learning Management Systems – MOODLE	July 27 – Aug. 01, 2020	One week	50	16	523	25
				200 SNDTWU	127 (Affiliated to SNDTWU)	1471 (Total Pan-India)	25 States & UTs

Ref: tlc.detsndt.ac.in

SNDTWU faculty is not only motivated, but also skilled in making its students ready for

Ref: tlc.detsndt.ac.in

SNDTWU faculty is not only motivated, but also skilled in making its students ready for the 21st Century.

Dr. Jayashree Shinde
Director,
Teaching Learning Centre (PMMMNMTT-MOE)
Head,
Department of Educational Technology
SNDT Women's University, Mumbai

3. WISE SNDTWU Incubation Center

SNDT Women's University
Shreemati Nathibai Damodar Thackersey Women's University

Date: 10/12/2021

To,
Dr. Bhimaraya Metri
Director
Indian Institute of Management,
Nagpur

Sub: Letter of Invite as member of Board of Advisors

Greetings from WISE SNDTWU INCUBATION CENTRE

Respected Sir,

May I take this opportunity and honour to invite you as the respected member of Board of Advisors for WISE SNDTWU INCUBATION CENTRE being established in association with Maharashtra Innovation Society at Shreemati Nathibai Damodar Thackersey Women's University, Juhu Campus, Mumbai.

The WISE SNDTWU INCUBATION CENTRE is primarily established to bring in a problem-solving culture as well as to foster world-class innovation-incubation models. This culture coupled with the ecosystem that is supportive of innovation would enable ideas to flourish. Good and promising ideas are taken up for further nurturing and examined for its business potential. In terms of infrastructure, we have incubation space with upcoming labs to support research and solution development. It has well planned training rooms, product display area to showcase product exhibits and Mentor-Administration zone along with conferencing and VC facilities.

For more information, click here www.sndt.ac.in

For the purpose of promotion of women entrepreneurship and empowerment by way of providing knowledge, skill improvement platform for encouraging self-employment and entrepreneurship skills we are inviting intent letters from experts of various fields. We look forward to a mutually rewarding Partnership with you in the interest of National development.

Look forward to hearing about the consent from you soon.

Thanks & Best Regards,

Dr. Ashish R. Panat
Director Innovation, Incubation and Linkages
SNDT Women's University Mumbai