

TEL Policy



**Sambalpur University,
Jyoti Vihar,
Sambalpur- 768 019**

TEL Policy

Table of Contents

Sr.N	Topic	Page
1	Purpose	1
2	Objective	1
3	Policy Coverage	1
4	List of TEL policy	1

I. PURPOSE

- To improve the quality of education.
- Effective use ICT(Information and Communication Technology) in teaching and learning.
- Setting up set of rules for distance learning and virtual class room.
- Digitalization of all the resources related to teaching and learning.
- Easy access to all the e-resource by the students.
- Learning from technology, learning in technology, and learning with technology

II. OBJECTIVE

- Expand effective learning opportunities through its programmes, using the most appropriate technologies and approaches to fit the learners' circumstances.
- Monitor latest developments in TEL to identify and promote any that are potentially useful for reaching additional learners and improving the teaching-learning processes; and
- Support innovative pilot programmes to test the use of technologies and approaches and share findings with other universities.

III. POLICY COVERAGE

- Students of the University
- Faculty members of the University

IV. LIST OF TEL POLICY

- Students need to take one MOOCs course in place of one optional subject. MOOCs are online courses designed for large numbers of participants that can be accessed by anyone, anywhere as long as they have an Internet connection, are open to everyone without entry qualifications and offer a full/complete course experience online for free
- Teachers should ensure that students get all the study materials in digital form. The principles of multimedia instruction highlight that an effective video should focus on:
 - The coherence principle — learning is better when extraneous materials are excluded and only strictly necessary content is covered;

- The segmenting principle — learning is better when content is presented in small chunks; recent research on engagement with videos shows that learners mostly use videos of six minutes or less on one concept;
 - The contiguity principle — learning is better when corresponding words and pictures are presented close by; and
 - The signaling principle — learning is better when cues are used to direct learners' attention to key concepts.
- Teacher should focus on use of ICT in education. While there are many technologies available for use in teaching and learning at different levels of education, a good fit is always what is appropriate in local contexts. We should focus on key technology applications that are either revolutionizing education or have the potential to do so, if applied systematically and supported by policy, capacity building, and timely support to teachers. Lack of access to technology, functionality, technical support, and professional development are responsible for the failure of policies and the ineffective use of technology. The functionality of technology to support the subject taught, technical support to staff using the technology to teach, and just-in-time professional development to harness the potential of the technology are considered three key elements of success when deploying technology in education
 - Set-up and maximize the usage of smart class room in all the departments and schools of the university. The student's attendance and course progress should be online. An EdTech-upgraded classroom that enhances the teaching and learning process for both the teachers and the students by inculcating audio, video, animations, images, multimedia etc. This increases the engagement factor and leads to better-performing students
 - Departments of the university endeavor to set-up its own computer laboratory. The pedagogy should always endeavor to use web-based resources and real-life experimentation from online labs. Enrolling and engaging students in internship and projects to implement ICT in education and in research & innovations.
 - Students should emphasize on video learning from various sources like SWAYAM, NPTEL etc. Open educational resources (OER) OER are teaching, learning and research materials in any medium that reside in the public domain or

have been released under an open license that permits their free use and repurposing by others.

- Students should emphasize on learning from mobile device. Mobile learning includes access to electronic materials and resources mediated by mobile devices for the exclusive purpose of teaching and learning support. As access to mobile subscription, including broadband mobile subscription, is growing, it has tremendous potential to transform education. Use of mobile learning can take various forms due to the range of devices available. These may include lessons delivered on handheld devices, the use of short message services, podcasting, video on smartphones, and even the use of educational apps and the gamification of learning anytime, anywhere
- Teachers and institute should use learning analytics (LA) to monitor the learning process of students. Learning analytics refers to the measurement, collection, analysis and reporting of data about the progress of learners and the contexts in which learning takes place. Teachers should use learning analytics (LA) to monitor the learning process; explore student data; identify problems; discover patterns; find early indicators for success, poor marks or drop-out; assess the usefulness of learning materials; increase awareness, reflection and self-reflection; increase understanding of learning environments; intervene, supervise, advise and assist; and improve teaching, resources and the learning environment
- Development and implementation of Learning Management System (LMS) by the University. The use of a Learning Management System(LMS) provides range of affordances in the delivery of instructions, which include:
 - increasing the efficiency of teaching by offering the courses to a large number of learners beyond the campus;
 - The provision of enriched learning experiences due to the use of several media, with the possibility of the teacher experimenting with pedagogical approaches;
 - Universities being able to project to prospective learners that the use of new technologies helps learners to gain digital learning experiences that are essential in working life; and
 - By using LMSs, universities are also able to control the teaching and learning processes, including intellectual property

- As we progress toward mainstreaming the use of available technologies, there are always further developments in the field of new technologies and their concomitant ramifications for education and training. If appropriately planned and deployed, some of these technologies could revolutionize the way we teach and learn. There are many implications of these technologies, but they do show a lot of promise. For example, the use of artificial intelligence in education could improve educational equity and quality in the developing world and improve learning outcomes by providing personalized instruction. The use of block chain technologies in education will end the use of paper-based certificates and help in the verification of certificates by employers from anywhere in the world, thereby increasing student mobility. Augmented reality and virtual reality (AR/VR) applications are considered the next big thing in education, making it possible to provide immersive experiences for learners so they can interact with objects, concepts or processes in their educational setting at any. In addition to AR/VR, the emergence of gesture control technologies and wearable technologies presents extraordinary promise by improving learning performance and motor skills and providing better measuring tools for assessing learning effectiveness.