



# **Blended Learning Policy.**

**Govt. Holkar (Model,  
Autonomous) Science  
College, Indore**



**Version : 1.0**

## Govt. Holkar (Model, Autonomous) Science College, Indore (M.P.)



**Dr. Suresh T. Silawat**

Principal

Govt. Holkar (Model, Autonomous) Science College, Indore

### **FOREWORD**

We recognize that effective implementation of blended learning requires collaborative efforts and ongoing evaluation. Therefore, we commit to fostering a culture of continuous improvement, regularly reviewing and updating this policy to reflect emerging best practices, technological advancements, and educational research. We value the feedback and active participation of our teachers, students, parents, and other stakeholders in shaping the future of blended learning within our institution.

Through this policy, we commit to providing the necessary infrastructure, resources, and professional development opportunities to enable our teachers to effectively blend face-to-face instruction with online learning components. We strive to create an inclusive and equitable learning environment that caters to the diverse needs of our students, promoting personalized learning experiences and supporting their academic growth.

This policy serves as a guiding document that outlines the principles, guidelines, and procedures necessary for the successful implementation of blended learning. It aims to empower our teachers, students, and stakeholders to embrace digital tools, leverage online resources, and adapt pedagogical practices to meet the evolving educational needs of the 21st century.

**Dr. Suresh T. Silawat**

Principal

**Vision and Mission of the Institute**

**Vision:**

To make our youth the torch-bearer of knowledge, and to continue the rich legacy of imparting scientific education and grooming them on an intellectual, social, and humane platform.

**Mission:**

- To create an innovative ecosystem for the promotion of scientific temperament.
- To enrich academics with state-of-the-art technology and innovation at par with global standards.
- To impart Skill-based training relevant to local and global needs.
- To develop a well-groomed and empowered youth.
- To nurture a socially responsible and value-driven generation.

# **Govt. Holkar (Model, Autonomous) Science College, Indore**

## **Blended Learning Policy**

*With advancements in technology and changing educational landscapes, we acknowledge the need to embrace innovative approaches that cater to diverse learning styles, promote student engagement, and foster lifelong learning. Blended learning offers a dynamic and flexible framework that integrates the best of both traditional and online learning modalities, creating a holistic educational experience for our students. By adopting this Blended Learning Policy, we aim to foster innovation, enhance educational outcomes, and prepare our students to thrive in a digital, interconnected world. We embark on this transformative journey, guided by our shared commitment to excellence in education and our dedication to nurturing the holistic development of our learners.*

### **1. Preamble:**

We, Govt. Holkar (Model, Autonomous) Science College, Indore, recognizing the evolving needs and opportunities in education, hereby establish this Blended Learning Policy. This policy seeks to harness the potential of blended learning, a combination of face-to-face instruction and online learning, to enhance the quality, accessibility, and effectiveness of education within our institution.

### **2. Introduction:**

This policy outlines the guidelines and procedures for implementing blended learning in educational institutions. Blended learning refers to a combination of traditional face-to-face instruction and online learning methods. This approach aims to enhance student engagement, promote personalized learning, and provide flexibility in the learning process.

### **3. Objective:**

The primary objective of this policy is to establish a framework for implementing blended learning effectively, ensuring that it aligns with the institution's educational goals and meets the needs of students, teachers, and stakeholders.

## **4. Implementation Guidelines:**

### **I. Infrastructure and Resources:**

- a. Ensure reliable internet connectivity throughout the institution, including classrooms, computer labs, and common areas.
- b. Provide an adequate number of computers or mobile devices to ensure equitable access to online resources.
- c. Set up and maintain a learning management system (LMS) to facilitate the organization and delivery of online learning materials.
- d. Regularly update hardware and software to ensure compatibility and functionality.
- e. Establish a system for technical support to address any issues or concerns related to infrastructure and resources.

### **II. Teacher Training and Support:**

- a. Conduct comprehensive training programs to familiarize teachers with blended learning methodologies, pedagogical strategies, and online teaching tools.
- b. Provide ongoing professional development opportunities to enhance teachers' skills in instructional design, assessment, and digital literacy.
- c. Offer mentoring and coaching to support teachers in integrating online and offline components effectively.
- d. Create a collaborative platform or community for teachers to share best practices and resources related to blended learning.

### **III. Curriculum Design and Content:**

- a. Develop a curriculum framework that incorporates both online and offline components, ensuring a balance between face-to-face instruction and online activities.
- b. Align curriculum objectives and learning outcomes with the institution's educational goals.
- c. Curate or develop high-quality online learning materials, including multimedia resources, interactive modules, and simulations.
- d. Ensure that the curriculum promotes student engagement, critical thinking, and collaborative learning experiences.

e. Regularly review and update the curriculum to reflect emerging trends, technological advancements, and changes in educational standards.

#### **IV. Curriculum Delivery Stages**

The several delivery methods for the curriculum that the College or its departments may use at any time during the academic year are outlined below. The way that the curriculum is delivered may alter from one stage to another as necessary.

**i. Face-to-Face Lessons:** The majority of students attend college campuses for their scheduled classes and receive face-to-face instruction. For students learning at home, such as those who are self-isolating, it could be necessary to simultaneously stream these lectures (through mirror teaching).

**ii. Blended Approach:** Students receive online instruction for the majority of their scheduled lessons, with some of them provided in person (including mirror teaching). Lessons in maths and English, as well as tutorials and reviews of academic courses, are included.

**iii. Remote:** All curriculum delivery switches to online via Microsoft Teams at the scheduled timetabled time in the event of a full or partial college campus shutdown. When necessary, special provisions will be made for students who are at risk of becoming vulnerable or who have an education health care plan.

#### **V. Student Support:**

a. Provide clear guidelines and expectations to students regarding their roles, responsibilities, and participation in blended learning.

b. Establish mechanisms for online tutoring, academic counseling, and peer support to address individual student needs.

c. Ensure that students have access to technical assistance and troubleshooting support to overcome any challenges they may encounter during the learning process.

d. Consider the diverse needs of students, including those with disabilities, English language learners, and students from disadvantaged backgrounds, and provide appropriate accommodations and support.

#### **VI. Assessment and Feedback:**

a. Design a variety of assessment methods to evaluate student learning outcomes in both online and offline components.

- b. Utilize online assessment tools, quizzes, and assignments to monitor student progress and provide timely feedback.
- c. Implement formative assessments to guide instruction and identify areas for improvement.
- d. Encourage peer feedback and self-assessment to promote student reflection and metacognitive skills.
- e. Regularly analyze assessment data to evaluate the effectiveness of blended learning strategies and make data-informed decisions.

## **VII. Monitoring and Evaluation:**

- a. Establish a system for monitoring the implementation of blended learning, including classroom observations, surveys, and data analysis.
- b. Evaluate the impact of blended learning on student learning outcomes, engagement, and satisfaction.
- c. Monitor teacher performance and provide feedback to ensure effective implementation of blended learning strategies.
- d. Review the usage and effectiveness of online learning resources and make necessary adjustments based on feedback and data.

## **VIII. Policy Review and Adaptation:**

- a. Conduct periodic reviews of the blended learning policy to incorporate emerging best practices, technological advancements, and educational research.
- b. Engage relevant stakeholders, including teachers, administrators, students, parents, and experts, in the policy review process.
- c. Consider feedback and suggestions from stakeholders to improve the policy and address any challenges or limitations faced during implementation.

## **IX. Policy Communication and Awareness:**

- a. Clearly communicate the blended learning policy to all stakeholders, ensuring they understand its goals, guidelines, and expected outcomes.
- b. Develop a communication plan to disseminate information, updates, and resources related to blended learning.

- c. Establish regular channels of communication to address concerns, queries, and suggestions from stakeholders.
- d. Promote awareness and understanding of blended learning among the wider community, including parents, guardians, and local educational authorities.

#### **X. Policy Implementation Timeline and Milestones:**

- a. Develop a detailed timeline that outlines the stages of implementation, including infrastructure setup, teacher training, curriculum development, and student support initiatives.
- b. Set realistic milestones and deadlines to ensure a smooth transition to blended learning.
- c. Monitor and track progress against the implementation timeline and make necessary adjustments as required.

#### **XI. Policy Evaluation and Reporting:**

- a. Regularly evaluate the effectiveness of the blended learning policy in achieving its objectives.
- b. Prepare reports summarizing the outcomes, challenges, and recommendations related to blended learning implementation.
- c. Share evaluation findings with relevant stakeholders and use them to inform future planning and improvements in the blended learning program.

#### **XII. Policy Review:**

The blended learning policy shall be reviewed periodically to incorporate emerging best practices, technological advancements, and changing educational needs. The review process shall involve relevant stakeholders, including teachers, administrators, students, parents, and experts in the field.

#### **XII. Policy Approval and Adoption:**

The blended learning policy shall be reviewed, approved, and adopted by the appropriate authorities within the educational institution. The policy document should be readily accessible to all stakeholders and regularly updated



## **ACKNOWLEDGEMENTS**

A policy document on “**Blended Learning Policy**” has been drafted under the guidance of an Expert Committee: Dr. S. K. Choure (Convener), Dr. Netram Kaurav (Member), Dr. Sheetal Uikey (Member), Ms. Jyoti Chouhan (Staff member), Ms. Shalini Dhandre (Staff Member), Ms. Chhayya Pandey (Student member), Ms. Amrita P Nair (Student Member).

IQAC acknowledges Dr. Suresh T. Silawat (Principal), Dr. G.D. Gupta (Vice-principal), Dr. R.C. Dixit (Administrative Officer) and all the Head of the Departments for their guidance and extensive support during the preparation of this document. We also thank Dr. Swagata Gupta (Master Facilitator) for her valuable input during the draft preparation and Dr. Kanta Mulchandani for her meticulous proof reading of the policy draft. IQAC also thanks Mr. Bhagwan Suman and Mr. Ankiteshwar Shukla for their compiling assistance. All the other members of IQAC also need a special mention for their suggestions and guidance during the preparation of the policy.

IQAC acknowledges and appreciates the efforts made by the Expert Committee and all others in preparing this document.

**Dr. Bijendra Rai**  
Coordinator, NAAC

**Dr. Nagesh Dagaonkar**  
Coordinator, IQAC

वसुधैव कुटुम्बकम्  
[Vasudhaiva Kutumbakam]

**FINISHING GOAL**



**STARTING GOAL**

**Our SDG-2030 Goals Tree**

कल्पवृक्षः

