

## Chapters in Edited Book


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**Skill Sets of the 21<sup>st</sup>  
Century in Higher Education**

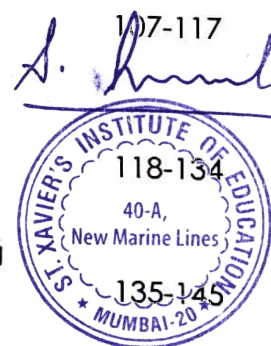
**Editor**  
**Dr. Sheela Philip**





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# Methodology of Constructing an Academic Calendar for Higher Educational Institutions in India

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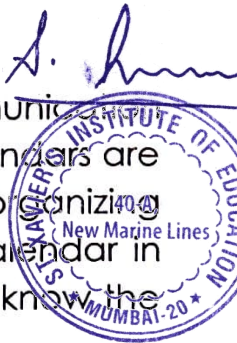
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## Abstract

*Methodology of Constructing an Academic Calendar for Higher Educational Institutions in India describes the basics. It is a much-needed thoughtful exercise for the colleges. It explains the mechanism of construction, various types of academic calendars and its methodology of implementation. This very important document if followed and monitored for its implementation can do wonders. It cuts down the clutter and improves human relationships within the organization.*

**Key words:** Academic Calendar, planning, implementation methodology, levels of academic calendar, Higher Educational Institutions (HEI), administrative calendar, Management Calendar, Governance.

Academic calendar is an important instrument of communication and transaction for educational institutions. The academic calendars are taken more seriously in Indian schools and the tool greatly helps organizing the educational environment of the school. The Academic calendar in some schools is displayed in the diaries and these help parents know the





# Research Skills in Teacher Education Programme: A Qualitative Study

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## Abstract

This paper explores the need for focussing on developing research skills in the teacher education program. The historical timeline highlighted the evolution of the education system from the factory model of Industrial Age to the Knowledge Society of the Learning Age. The purpose of education presently is building an edifice of knowledge generators rather than knowledge consumers. To meet this end, certain skills had to be emphasised in the Revised Teacher Education syllabus. One of the essential skill is that of research skills application not only for completion of action research project but also for disciplinary understanding and application of research to enrich assignments and curricular tasks. The research questions directing the study were the importance of research skills to a student teacher and the application of the research skills in the teacher education program. The researcher conducted the content analysis of the open ended questions presented to 21 student teachers of College of Education. The findings were analysed which summarised the requirement and significance of research skills for the student teachers, especially in the age of open education and digital advancements.

Key words: Research Skills, student teachers, content analysis, Teacher Education Program.

**Introduction:** Teaching was considered from time immemorial until much recent times, and sometimes even in present context, as transmission of content to the students; and teacher was believed to be a provider of





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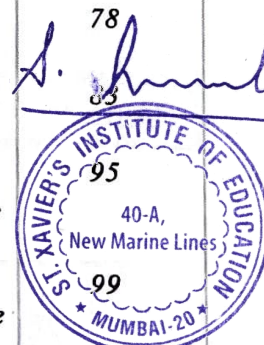
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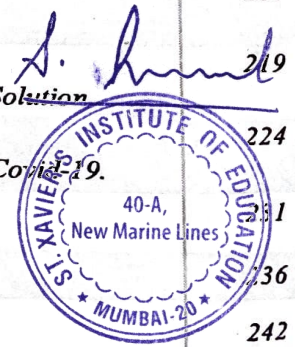
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## DEVELOPMENT OF VIRTUAL COLLABORATIVE RESOURCE SHARING MODEL IN TEACHER EDUCATION PROGRAM

*Ms. Kalpana Chavan*

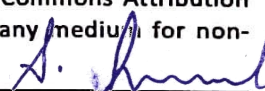
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### Abstract :

*The DEEP (Designing, Engaging, Exploring and Performance) Model is conceived for making the collaborative resource sharing in online mode effective. The online classes were the need of the times during the lockdown, and the old VUCA times of Volatile, Uncertain, Complex and Ambiguous times need new VUCA of Vision, Understanding, Clarity and Agility. The researcher kept in mind especially the lockdown times and the upsurge of virtual classrooms, the need for making virtual classes learner centric and engaging. In the era of Open Learning Resources (OER) and resource sharing with education evolving to 3.0 and 4.0 versions the DEEP Model was developed for the pre-service teachers to experience teaching in online mode and in collaborative settings. Moreover, the author with the collaborating faculty has explained the process of virtual collaborative resource sharing between the two Institutes. The collaborative resource sharing started with designing, planning and framing the resource sharing policy agreed upon by the two Institutes. The collaborating faculty used the theoretical basis of Community of Inquiry, Self-directed learning, Learner empowerment, Design Thinking, Revised Bloom's Taxonomy and Technology. Pedagogy and Content Knowledge (TPACK). The Model also gave importance to reflective pedagogy and stimulated reflective writing amongst the students. The collaborations were scaffolded with the help of student centric teaching approaches like inquiry based, problem based and experiential learning. The Model in its designing to performance kept in mind the social values and individual empowerment. The quality education for maximum number of students was the crux of the DEEP Model for deep learning.*

**Key words :** *Development of Model, DEEP, collaborative resource sharing, teacher education.*

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### Introduction :

The virtual teaching was the need of the hour during the pandemic of the covid-19 and different online platforms and e-tools mushroomed at a rapid rate. Technology took the centre role in pedagogical transaction, but technology as was already known is not a substitute for the teacher and teaching. This was even so more felt when only online teaching became a channel of transacting syllabus. It was felt by the collaborating teacher educators that certain skills and techniques are required to make technology an educational tool for connection and transformation.

