UGC-Human Resource Development Centre
(Formerly Academic Staff College)
Madurai Kamaraj University
(University with Potential for Excellence)

SCHEDULE OF PROGRAMMES FOR 2018 -19

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<th>Programmes</th>
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<td><strong>A</strong> Orientation Programmes</td>
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<tr>
<td>1. 85th Orientation Programme</td>
<td>03.10.2018 to 30.10.2018</td>
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<td>2. 86th Orientation Programme</td>
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<td>3. 87th Orientation Programme</td>
<td>09.11.2018 to 06.12.2018</td>
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<td>4. 88th Orientation Programme</td>
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<td>5. 89th Orientation Programme</td>
<td>20.02.2019 to 19.03.2019</td>
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<td><strong>B(i)</strong> Refresher Courses (SRC)</td>
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<td>1. Tamil</td>
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<td>2. English</td>
<td>09.11.2018 to 29.11.2018</td>
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<td>3. Physics</td>
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<td>4. Chemistry</td>
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<td>5. Mathematics</td>
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<td>6. Teacher Education</td>
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<td><strong>B(ii)</strong> Refresher Courses (IDC)</td>
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<td>1. Economics (Social Sciences)</td>
<td>09.11.2018 to 29.11.2018</td>
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<td>2. Business Studies &amp; Commerce</td>
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<td>3. Life Sciences &amp; Biotechnology</td>
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<td>2. Gender Studies</td>
<td>21.02.2019 to 13.03.2019</td>
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<td><strong>C. Short -Term Course</strong></td>
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<td>1. ICT in Education</td>
<td>January 2019 to March 2019</td>
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<td>2. For Academic Administrators</td>
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<td>3. Disaster Management</td>
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<td>4. Stress Management &amp; Yoga for Teachers</td>
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<td>5. Guidance &amp; Counseling</td>
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**Note:** As the above schedule is tentative, all the programmes are subject to Change.

1. Applications can be downloaded from the University website.
2. Duly filled in applications may be sent one month before the commencement of the respective programme.
3. Applicants are informed to carefully read the instructions before filling the applications.
4. Applications which do not furnish the required details will be rejected.

Director i/c
Orientation Programmes
The concept of an orientation programme emphasizes teachers as agents of socioeconomic change and national development and underlines the need to make them skill-oriented teachers. The philosophy and objectives of the orientation courses are significantly different from the traditional B.Ed. and M.Ed. Programmes.

Components of the Orientation Programmes
In order to achieve the objectives of the Scheme, the curriculum for the Orientation Programmes may have the following four components with a minimum of 144 contact hours, that is, six hours daily for a four-week/24 working days programme:

COMPONENT A: Awareness of linkages between society, environment, development and education.
COMPONENT B: Philosophy of education, Indian education system and pedagogy.
COMPONENT C: Resource awareness and knowledge generation.
COMPONENT D: Management and personality development.

Component A: Awareness of Linkages between Society, Environment, Development and Education
This component should aim at helping the teacher to realize the larger context of education and the role of a teacher in society. Some illustrative topics to be covered are:

i. Constitution of India – secularism, egalitarian society, multilingualism, multiple cultures, equality
ii. National integration
iii. Status of women and children
iv. Inclusive development
v. Environmental awareness and biodiversity
vi. Economic issues – poverty, unemployment, rural development, economic trends and national development, etc.
vii. Urbanization and modernization
viii. Youth power
ix. Role and responsibility of a teacher
x. Value-based education
xi. Indian tradition, culture and Indian identity
xii. Human rights
xiii. Sustainable development, biodiversity etc.
xiv. Globalisation, privatization and liberalization
xv. Public interest movements (PIL, consumer protection, judicial activism, etc.)
xvi. Aesthetics

Component B: Philosophy of Education, Indian Education System and Pedagogy
This component should aim at imparting basic skills and sensitivities that a teacher needs for effective classroom teaching. Some of the illustrative topics are:

i. Philosophy of education: Aims at value-based education; role of social and educational institutions, comparative educational systems, internationalization of education
ii. Indian education system, policies, programmes and planning; organisational structure, university autonomy

iii. Economics of education and human resource development: resource mobilizations
iv. Quality assurance in higher education: Indicators of quality assurance, assessment and accreditation, quality assurance agencies viz; UGC, AICTE, NCTE, NAAC, etc.
v. Learner and the learning process: Understanding the adolescent learner, motivation, interests, human development, memory, aptitudes, intelligence, learning styles
vi. Methods and materials of teaching: Prescribed texts, effective classroom teaching techniques, and assignments
vii. Technology in teaching: Concept of teaching, levels of teaching and phases of teaching; audio, video, educational films, ICT, computers, etc.
viii. Curriculum design: Approaches, curriculum development, needs-based courses and remedial courses
ix. Evaluation and feedback: Measurement and examination reforms, including setting question papers
x. Alternate methods of learning: Distance and open learning, self-learning, informal learning, virtual classrooms, etc.

Component C: Resource Awareness and Knowledge Generation
This component should aim at helping the teachers to be self-sufficient, and continuously abreast of new knowledge and techniques, processes, methods and sources of knowledge.
Some of the illustrative topics are:
i. Information and Communication Technology: New modes of information storage and retrieval, computer application, communications, multimedia, computer-aided learning, Internet, etc.
ii. Documentation centre: Information networks, information super highway, national and international databases
iii. Libraries: Reference material, bibliographies, encyclopaedia, periodicals
iv. Institutions: Apex and specialized institutions, museums, laboratories, centres of excellence, etc.
v. Research: Research projects, sponsoring agencies, academic writing and publication, etc.
vi. Industry-university linkages.

Component D: Management and Personality Development
Under this component teachers should be familiarized with the organisation and management of the college/university. They should be made aware of the ways in which they may develop their own personalities. Illustrative topics may be:
i. Communication skills: Verbal and non-verbal
ii. Thinking skills and scientific temper
iii. Creativity
iv. Leadership, team building and work culture
v. Administrative skills: Decision-making, service rules, human relations and interpersonal effectiveness
vi. Educational management: Institutional management, management of committees, examinations, hobby clubs, sports and co-curricular activities
vii. Student guidance and counselling
viii. Mental health: Attitudes and values
ix. Career planning, time management
x. Teacher effectiveness: Qualities of an effective teacher, code of conduct, accountability and empowerment.
As indicated, the above topics are illustrative in nature. Depending upon the requirements of teachers and their academic background, the ASC will select the number of topics and methodologies of teaching.
Weight age to each component is to be kept flexible, and the ASC may decide the time allocation and modalities of the input depending upon the needs of the respective groups.