APPENDIX A
UGC's Proposed Curriculum for Academic Staff College

In order to achieve the objectives, the curriculum for the Academic Staff Orientation course may have the following four components:

a. **Component A**

   Awareness of linkages between society, environment, development, and education.

b. **Component B**

   Philosophy of education, Indian education, Indian education system, and pedagogy.

c. **Component C**

   Subject upgradation

d. **Component D**

   Management and personality development.

**Management and Personality Development**

**Component A**

Awareness of linkages between Society, Environment, Development and Education.

This component should aim at helping the teachers to realise the larger context of education and the role of a teacher in a society. Some illustrative topics to be covered are:

a. Secularism,
b. Egalitarian society
c. National integration
d. Multilingualism
e. Multiple cultures
f. Equality
g. Status of women
h. Casteism
i. Environmental pollution
j. Poverty
k. Unemployment
l. Urbanisation
m. Modernisation
n. Rural development
o. Youth
p. Indiscipline
q. Role and responsibility of a teacher
r. Value-based education
s. Indian tradition
t. Creation of an Indian identity

**Component B**

Philosophy of education, Indian educational system, and pedagogy

This component should aim at imparting basic skills that a teacher needs for effective classroom teaching. Some of the illustrative topics are:


b. **Learner and the Learning Process**: Human growth and development, Motivation, Group Psychology, Learning, Memory, Intelligence.

c. **Sociology of Education**: Education and Society.

d. **Indian Educational System**: Organisation of Central Ministry, State Ministry, Department of Education and Local bodies.

e. **School Education pattern**: System and problems.

f. **Non-formal Education**: Need and Organisation.

g. **Economics of Education**: Principles and Practices.
h. **Higher Education**: Objectives, Organisation and Problems

i. **Curriculum Design**: Principles, Criteria of Utility, Variety and Flexibility, Principles of Individual Learning, Readiness and Mastery.

j. **Teaching Methodology**: Teaching Process; Methods of Teaching; Types of Lessons; Lesson Planning; Skills in Teaching; Microteaching.

k. **Evaluation Methodology**: Concept of Measurement and Evaluation.

l. **Classroom Techniques**: Presentation, Lecture; Discussion; Seminar; Use of Blackboard.

m. **Teaching Aids**: Types of Aids; Appropriateness Selection; Effectively.

n. **Materials Production**: Supplementing the Textbook; Assignments; Quizzes; Term-papers.

o. **Reference and Study Skills**: Using a Library; Reference Skills; Self-Study, Note Making; Review.

**Component C**

Subject Upgradation

This component should have two major thrusts:

a. to enable the teacher to translate the relevant syllabus into a detailed plan of classroom presentation, and to effectively present the basic concepts at the appropriate level, and

b. to make the teacher self-sufficient in keeping himself continuously abreast of the new knowledge in his discipline.
Component D

Management and Personality Development

Under this component an attempt should be made to familiarise the teacher with the organisation and management of the college/university. The teacher should understand the interlocking of the various sub-systems within the college/university and appreciate the role and functions of a teacher within the system. This part of component D must be organised along the lines of programmes development in the NIEPA.

Under component D the teacher should be made aware of the ways in which he may develop his own personality. The topics would include:

a. Logical Thinking and Discussion
b. Speech Training and Debating
c. Public Speaking
d. Effective Writing
e. Extra-curricular Activities
f. How to Run a Club/Society
g. Sports
h. Group Behaviour
i. Team Work
j. Student Counselling