

## Professional Development Programme for Teachers of English

The 150-hour programme for teachers of English aims to provide opportunities to in-service teachers to engage in meaningful discussions in language education particularly focusing on language pedagogy, assessment and innovation in teaching. Based on a reflective model of teacher education, the programme is implemented in small batches of 30 teachers each creating a dialogic space for critical discussions, experience sharing and reflection.

### Programme structure

The programme is planned thematically with focus areas spreading across six weeks. A combination of lectures on emerging trends in the field and research ideas, hands-on workshops and reflective sessions along with a practicum component synergically brings theory and practice together for an enriching training experience. Each session draws on the rich classroom experiences of the teacher participants and facilitates critical discussions on best practices matching global standards.

Each week makes space for cultural exposure going beyond disciplinary engagement through extension lectures/workshops on Indian history, heritage and culture.

School visits are also planned to provide opportunities for cross cultural comparisons, understanding contextual factors and engage with schoolteachers operating in the Indian context.

### Details of the Modules

There are ten modules ranging from core modules in language skills and ELT to multidisciplinary topics from humanities and social sciences.

Below is a detailed description of the week wise modules.

<b>Week 1</b>	<b>Module A: Proficiency Development</b> <ul style="list-style-type: none"><li>● Listening &amp; Speaking</li><li>● Pronunciation &amp; phonetics</li><li>● Reading</li><li>● Writing</li><li>● Grammar &amp; Vocabulary</li></ul>
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<p><b>Week 2</b></p>	<p><b>Module B: Competency-Based Instruction, Critical Thinking &amp; Lesson Planning</b></p> <ul style="list-style-type: none"> <li>● Competency-based learning</li> <li>● Critical Thinking</li> <li>● Experiential learning</li> <li>● Workshop: Lesson Planning</li> </ul> <p><b>Module C: Materials &amp; Media in the Language Classroom</b></p> <ul style="list-style-type: none"> <li>● Popular media</li> <li>● Films</li> <li>● Social media</li> <li>● ESP/Vocational materials</li> <li>● Workshop: Materials for language teaching (Evaluating, adapting, &amp; supplementing textbooks)</li> </ul>
<p><b>Week 3</b></p>	<p><b>Module D: Digital Pedagogies &amp; Digital Literacy</b></p> <ul style="list-style-type: none"> <li>● AI in the classroom</li> <li>● Digital literacy</li> <li>● Digital storytelling</li> <li>● Workshop: Gamification; blended/flipped learning.</li> </ul> <p><b>Module E: Multilingual Classrooms</b></p> <ul style="list-style-type: none"> <li>● MLE &amp; translanguaging pedagogy</li> <li>● Multilingual classroom communication</li> <li>● Workshop: Multilingual materials and practices</li> </ul>

<p><b>Week 4</b></p>	<p><b>Module F: Inclusive Classrooms &amp; Critical/Cultural Pedagogy</b></p> <ul style="list-style-type: none"> <li>● Differentiated instruction</li> <li>● Reflective teaching</li> <li>● Supporting learners with cognitive and learning disabilities</li> <li>● Supporting learners with physical disabilities</li> <li>● Culturally responsive literature instruction</li> </ul> <p><b>Module G: Assessment for Classroom Purposes</b></p> <ul style="list-style-type: none"> <li>● Formative &amp; summative ESL/EFL assessment</li> <li>● Workshop: Alternative assessments (portfolios, rubrics, feedback, integration of AI)</li> </ul>
<p><b>Week 5</b></p>	<p><b>Module H: Teacher Research, Leadership and CPD</b></p> <ul style="list-style-type: none"> <li>● Practitioner inquiry / Action research</li> <li>● Instructional leadership &amp; PLNs</li> <li>● Mentoring, coaching, and co-teaching models</li> <li>● Language Teacher Wellbeing</li> <li>● Workshop: Action research proposal</li> <li>● Workshop: Teaching performance &amp; communication for effective instruction (active listening, verbal delivery, nonverbal communication, visuals, slide design)</li> </ul>
<p><b>Week 6</b></p>	<p><b>Module I: Practicum, School visit, and/ or Capstone</b></p> <ul style="list-style-type: none"> <li>● Peer teaching / micro-teaching</li> <li>● Reflective portfolio/reports</li> <li>● Capstone: integrated lesson design</li> <li>● Evaluation and feedback</li> <li>● School visit</li> </ul> <p>*Full day School visit on a Saturday</p>

<p><b>Enrichment</b> (Across weeks; 10-12 hours)</p>	<p><b>Module J</b></p> <ul style="list-style-type: none"> <li>● Machine / AI in literature</li> <li>● Blue Humanities</li> <li>● Digital Humanities</li> <li>● Forensic linguistics</li> <li>● Computational linguistics</li> <li>● Design thinking</li> <li>● Education for Sustainable Development</li> <li>● Integrating SDGs</li> <li>● Translation</li> <li>● Using stories in the classroom</li> <li>● ESL/EFL pedagogies</li> <li>● Literature in/and the world</li> <li>● Popular fiction in the classroom</li> <li>● Language, identity &amp; culture</li> </ul>
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### Assessment

The teacher-participants will be assessed on their creation of lesson plans, materials and peer teaching sessions. They will be required to submit reflective reports based on instructor feedback and self-reflection. They will also be evaluated on their ability to prepare action research proposals based on their micro-contexts and classroom realities and produce a short digital story for their target group of learners. An objective type test in the MCQ format will also be included to check understanding and engagement with lecture/discussion-based topics. The assessment plan is presented below:

Sl. No.	Assessment Plan	Marks
1.	Practicum — lesson plans, materials, reflective report	30 marks
2.	Action Research Proposal	20 marks
3.	MCQ test	40 marks
4.	Digital storytelling output	10 marks

