

90 day – TDP CURRICULUM DETAILS – LANGUAGE COMPONENT

Sl. No	Functions	Listening and Speaking	Reading	Writing	Tutorial
1	Greeting Introducing oneself/others	a. Expressions (Hello, My name is...) b. Vowel sounds (letters 'a' and 'o')	a. Passages expressing this function b. what, why and how of reading	a. Writing about oneself (autobiography) (process oriented)	a. Simple present and present continuous. E.g. She works in... She is working in....
2.	Asking for / giving information Enquiring Asking for/ giving directions	a. Expressions (Could you please...) b. Vowel sounds (Letters 'a' and 'o' contd.) c. Contracted forms I'm, She's, He's....)	a. Tourist brochure b. Map reading c. Scanning	a. Writing a note b. Writing brochure	a. prepositions b. phrasal verbs)
3.	Requesting Asking for /granting permission	a. Expressions (Will you please....?) b. vowel sounds (letters 'e', 'i' and 'u') c. Intonation Stress Contracted forms	Framing <i>factual</i> , <i>inferential</i> and <i>interpretative</i> questions on a given story	Leave letters Official request letters	Modals

4.	Inviting Asking for/offering help Thanking	a. Expressions (You are cordially invited...) b. Consonants ('th' as in 'thank') c. Intonation	a. Organizing invitation cards b. Sequencing (Writing invitations	If- conditionals Linkers-Discourse markers
5.	Asking for /Expressing opinion Advising Suggesting Persuading	a. Expressions (If you ask me...) b. Consonants c. Stress and Intonation d. Debate Group Discussions (Fluency Activities)	a. Articles-Looking for the main ideas and supporting details Response to the writer's opinion Interpreting and inferring)	Paragraph writing Letters to the Editor Advertisements Letters of representation.	Perfect forms Clauses Types of sentences Reported speech
6.	Expressing ability/inability Expressing regret Apologizing Negotiating	a. Group discussion b. Weak forms c. Discourse management (Logical reasoning Linking	Designing cards for saying 'Sorry' Autobiography	Modals Spoken grammar)

7.	Expressing likes/dislikes Describing things/process/person/place Comparing	Intonation /s/ /z/ iz/, /t/ /d/ id/ Connected speech- variations in pronunciation	Biographies Fictions, stories Looking for related words-vocabulary	Report writing Descriptive writing Creative writing Advertisements Tourist brochures	Adjectives Passives Degrees of Comparison
8.	Giving commands/Instructions Warning Complaining	Stress Intonation	Recipes Read and do texts	Writing instructions Letters of complaint	Modals Imperatives Adverbs Passives

CURRICULUM DETAILS – CHILD CENTERED PEDAGOGY

1. CURRICULUM

C1	What, why and how of child centered curriculum
C2	The need for a child centered curriculum (through activities)
C3	Examine perceptions of curriculum (through curricular statements, cartoons)- and discuss.
C4	Arrive at the factors – for curriculum design
C5	Elaborate the factors and consolidate
C6	Analyze textbooks at all levels (1-7) and relate to the curricular statements.
C7	Frame their own curriculum (hypothetical)

2. METHODOLOGY

T1	How and why children learn a second language (theories through case studies)
T2	Factors facilitating learning of second language.
T3	Learners' responses- teachers' perceptions
T4	Techniques to promote second language learning- LSRW, grammar, vocabulary and thinking skills(integrated approach)

3. MATERIALS

M1	Requisites for material preparation (level, style, gender, interest, background etc)
M2	Task designing
M3	Adapting available materials to suit learners
M4	Modify materials to address different levels.
M5	Other resources (story, songs, games, puppets etc, identifying and preparing)

4. EVALUATION

E1	Non formal and non threatening ways of assessment (need for them through analysis of question papers)
E2	Creativity in creating test items
E3	Continuous and comprehensive evaluation
E4	Portfolio assessment
E5	Practical issues and solutions
E6	Personalizing test items to maximize learning and avoid unhealthy competition
E7	To promote originality and creativity- Organic approach to learning
E8	To make testing a learning experience

CURRICULUM DETAILS – LANGUAGE TRAINING MANAGEMENT

TR1	Defining training- (target groups, composition, levels etc)
TR2	Trainer skills
TR3	Training techniques
TR4	Teacher training programmes (evolving and conducting)
TR5	Resource bag for trainers
TR6	Evaluation of a training programme
TR7	Professional development (need, resources, teacher portfolios,)