

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
Course Description for B.Ed English

Course title	Technology in the Language Classroom (Ability Enhancement and Value Added Course)
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	BEDE-AEVA-319
Semester	III
Number of credits	02
Maximum intake	50
Day/Time	Monday 3-4, Tuesday 11-12, Wednesday 11-12, and Friday 10-11
Name of the teacher/s	Dr. Noor Askari
Course description	1. This course enables participants to critically evaluate a range of 1.0 resources and open source 2.0 tools in terms of how they impact teaching and learning in the ESL classroom. Since the course explores the potential of online tools to complement various pedagogies currently employed, it is expected that participants come equipped with a substantial understanding of L2 teaching/learning theories, and have formed opinions on how people learn, construct personal understandings and acquire knowledge. During the course, we re-explore various theories of classroom language learning, by integrating inputs from theoretical attributes and constructs of frameworks such as collaborative learning, constructivist learning, personalized learning, equity and inclusivity, and autonomy in language learning. By understanding how people learn, we look at ways in which digital tools can augment and address deficits in a face-to-face classroom; support and enhance teaching practice; and how we might alter instructional processes to ensure optimal language learning conditions in the ESL classroom. Questions posed during the course aim to understand how ICT tools shape our learning environment, broaden learning contexts and change our experience of learning: how does potential availability of a wider range of resources (human and digital) enhance or impede learning processes? How are learning landscapes altered when social and interactional aspects are allowed? Do ICT tools have the ability to realize fully implications of theoretical frameworks like constructivism, constructionism, and socio and communal

constructivism? What are the advantages and frustrations of learner autonomy?

Open educational web 2.0 resources are analyzed for elaboration of concepts of openness, collaboration and sharing, and creating, and to explore the skills and benefits learners gain from using such resources. We also learn new terms borrowed from other disciplines, like artifacts and affordances to better understand user-centeredness of web tools.

In the last part, the course introduces new theoretical inputs from Design theory and Game theory: how concepts of design, innovation and play can be applied to pedagogically sound use of technological tools in the ESL classroom. Since the larger objective of the course is to enable participants to arrive at an understanding of future literacies, we not only examine the strengths and weaknesses of digital tools, we also develop our own understanding of how integration of ICT tools into ESL lesson plans can facilitate newer literacy skills and create pedagogically sound technology-enhanced and blended learning environments.

2. Programme Specific Outcomes:

Knowledge	PO2	acquire current and relevant procedural know teach English
Skills	PO4	acquire analytical and problem-solving related to pedagogic transactions
Application	PO7	employ ICT tools for effective classroom transaction
Generic	PO12	pursue autonomous learning practices to become successful lifelong learners

3. Learning Outcomes:

Students will be able to demonstrate ability to use 2.0 tools in ESL teaching, and express knowledge of the concept of ‘new literacies’.

Students will be able to

- critically evaluate a range of ICT tools in terms of their functionalities and affordances, especially with regard to user-centered design and interface deployment
- understand the relation between nature of tools and quality of literacy
- design tasks and task-appropriate rubrics for a range of 2.0 tools
- locate gaps in design of tools and suggest areas for design modification

contextualize current ESL teaching practices based on issues emerging

	from research in digital literacy Learning objectives: • Understand teaching approaches implicit in digital resources and evaluate their match with learning pedagogies • Understand and utilize interaction patterns and meaning construction possible in digital learning environments and align them with learning objectives and outcomes • Integrate existing digital tools-based tasks into language learning tasks • Design rubrics for assessment • Create new tasks using 2.0 tools to suit the needs of specific learner groups and demands of specific language learning environments 4. Course content: I. Introduction to digital literacy: We start with understanding the deictic nature of literacy; a historical perspective of how tools have shaped the nature of literacy and type, amount and dissemination of knowledge produced. The course then provides exploration opportunities to introduce you to ICT and web 2.0 tools available in the digital world. Discussion opportunities are provided to debate the implications of using digital technologies in ESL classrooms. II. Analysis and use of tools: Tools are analyzed with regard to their functionality and affordances. Frameworks of Blooms taxonomy, multiple intelligences and Dial-e framework are used to facilitate analyses and implementation of learning tasks available using 2.0 tools. III. Understanding new literacies: After developing an understanding of the practical aspects of using 2.0 tools in the language classroom, we pose questions regarding the nature and component skills of new literacies and their impact on second language learning. 5. Assignments: 1. Contribute to a tool (probably the class Voice thread) 2. Analysis of tasks that use 2.0 tools 3. Assessment of a 2.0 tool 4. Generate rubrics for an existing task that uses a 2.0 tool 5. Build a task using a 2.0 tool and design rubrics 6. Presentations (Podcasts, Blogs, Social networking, GALL, MALL, and Games) 7. An exploratory paper on New literacy's 8. Contribute to other spider graphs, class discussion board, social bookmarking, and class FB
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	Mode of Assessment: Classroom participation, online discussion/ weekly self-reflective writing, paper presentation, 2.0 tools and tasks analysis, and task design: 50 %
Course delivery	Lecture –Discussion–Interactive Sessions, Panel Discussion, Presentations, Seminar and Experiential Learning and Sharing
Evaluation scheme	Internal Test, Assignments, Presentations, 20 weightage End-semester (Sit and Write Exam) 30 weightage
Reading list	<u>Essential Reading:</u> Required reading Core reading: Selected excerpts from - Kinzer and Verhoeven (ed) (2008) <i>Interactive literacy education</i>. NJ: Lawrence Erlbaum Associates. - Stein. (2008) <i>Multimodal pedagogies in diverse classrooms</i>. NY: Routledge. - Juwah (ed) (2006) <i>Interactions in online education</i>. NY: Routledge. - Khan (2007) <i>Flexible learning in an information society</i>. Infoscl. - Coiro et al (ed) (2010) <i>Handbook of research on new literacies</i>. NJ: Lawrence Erlbaum Associates. - Mayer (ed) (2005) <i>The Cambridge handbook of multimedia learning</i>. Cambridge: CUP. - Luckin. (2010) <i>Redesigning learning contexts</i>. NY: Routledge. - Weller. (2007) <i>Virtual learning environments</i>. NY: Routledge.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
Course Description for B.Ed English

Course title	Sustainable Development and Environmental Education (Ability Enhancement and Value Added Course)
Category	Existing course without changes
Course code	BEDE-AEVA-322
Semester	III
Number of credits	2
Maximum intake	50
Day/Time	Monday 11-12, Tuesday 2-3, Wednesday 3-4, and Thursday 10-11
Name of the teacher	Dr. K. Sindhu Bhavani
Course description	Include the following in the course description i) A brief overview of the course: This course is designed for student teachers, offering a dual exploration into both the critical aspects of Sustainable Development and holistic personal and societal growth. It begins by tracing the evolution of Sustainable Development (SD) and Environmental Education (EE), from early environmental awareness to the comprehensive framework of Education for Sustainable Development (ESD). The student teachers will examine how SD addresses current needs without compromising future generations, highlighting the pivotal role of the Sustainable Development Goals (SDG) as a global blueprint for economic, social, and environmental sustainability, emphasizing cross-sector collaboration. Concurrently, the course delves into principles vital for individual and collective well-being. Student teachers will explore strategies for fostering Social Harmony (SH) and integrating an Environment-Friendly Lifestyle (EFL) into educational practices. The course also addresses Family Enlightenment (FE), focusing on strengthening family dynamics, and guides participants toward Self-Realization (SR) through introspection. Finally, it underscores the importance of Fundamental Rights and Duties (FR&D), equipping student teachers to instill civic responsibilities and ethical conduct in future generations. This comprehensive programme empowers student teachers with the theoretical insights and practical applications necessary to cultivate conscious, responsible, and engaged citizens ready to lead towards a regenerative future.

ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

Upon successful completion of this course, student teachers will be able to:

a. Knowledge and understanding:

PO1. Understand the conceptual frameworks of Environmental Education (EE), Sustainable Development (SD), and Education for Sustainable Development (ESD), applying this knowledge to curriculum development.

PO2. Design pedagogical strategies that effectively convey the principles of meeting present needs without compromising future generations within teacher training programmes.

b. Skills related to one's Specialization:

PO3. Integrate Sustainable Development Goals (SDG) into their teaching practices, fostering interdisciplinary collaboration for economic, social, and environmental sustainability.

PO4. Develop approaches for cultivating Social Harmony (SH) among students, promoting peaceful coexistence and collective progress within educational settings.

c. Application of knowledge and skills:

PO5. Educate student teachers to adopt and advocate for an Environment-Friendly Lifestyle (EFL), translating sustainable practices into classroom activities and community engagement.

PO6. Facilitate learning experiences that address Family Enlightenment (FE), enhancing future teachers' understanding of healthy family dynamics, communication, and intergenerational support.

d. Generic learning outcomes:

PO7. Guide student teachers in processes of Self-Realisation (SR), encouraging introspection, personal development, and the discovery of their unique potential and purpose in education.

PO8. Instill in their students a comprehensive understanding of Fundamental Rights/Duties (FR/D), civic responsibilities, and ethical conduct essential for contributing to a just and vibrant society.

PO9. Critically assess contemporary challenges and various pedagogical methods in EE and ESD, adapting and innovating teaching strategies for diverse and evolving educational contexts.

iii) Learning outcomes— a) domain specific outcomes b) value addition/ c) skill-enhancement/d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)

Upon successful completion of this course, student teachers will be able to:

a. Domain Specific Outcomes:

1. Demonstrate a comprehensive understanding of the historical evolution, core concepts, and interconnections between Environmental Education, Sustainable Development, and Education for Sustainable Development.
2. Explain the fundamental principles of Social Harmony, Family Enlightenment, Self-Realisation, and Fundamental Duties as they relate to holistic individual and societal development.

b. Value Addition:

3. Cultivate a heightened sense of ethical responsibility and civic duty, enhancing their capacity to model and inspire these values in aspiring teachers and students.
4. Develop a more integrated perspective on education, recognizing the interconnectedness of environmental sustainability, social responsibility, personal growth, and familial well-being.

c. Skill-Enhancement

5. Develop advanced skills in designing and implementing curricula that integrate principles of SD, EE, and the holistic development aspects for teacher training programs.
6. Enhance student teachers' ability to facilitate reflective practices and critical thinking among teacher trainees regarding societal challenges, environmental ethics, and personal values.

d. Employability Quotient:

7. Position themselves as expert facilitators and curriculum developers capable of leading initiatives in ESD and holistic education.
8. Equip future teachers with the interdisciplinary knowledge and values necessary to address complex global challenges, thereby enhancing the employability and societal impact of their students.

Course Content:

UNIT – I Sustainability

1. Concept of 'Sustainability'.
2. Approaches to Sustainable Development– Economic, Social, and Environmental.
3. Sustainable development goals and managing natural resources effectively.

	4. School- and Community-Based Sustainable Development activities. UNIT – II Environmental Education 1. Environmental challenges and responses. 2. Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc. 3. Educational initiatives required for effective waste management, water management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living. 4. Approaches to delivering Environmental Education UNIT – III Citizenship Education 1. Concepts of Citizenship, Global Citizenship and Vasudhaiva Kutumbam. 2. Aims of and approaches to Citizenship Education. 3. Preparing an activity based Citizenship Education lesson plan (Ex: Gram Sabha/MUN) 4. Transacting a citizenship lesson (Ex: Gram Sabha/MUN)
Course delivery	Lecture/Seminar/Role-play/Project work/flipped classroom/Case study methods
Evaluation scheme	• Internal Assessment: Internal Formative assessment – Project work 20 weightage • End-semester: (Summative Assessment) Semester-end examination (sit and write): 30 weightage
Reading list	Essential reading: 1. Bhamra, T., & Lofthouse, V. (2016). <i>Design for sustainability: a practical approach</i>. Routledge. 2. Dower, N., & Williams, J. (2016). <i>Global citizenship: A critical introduction</i>. Routledge 3. Ellis, M. (2015). <i>The critical global educator: Global citizenship education as sustainable development</i>. Routledge. 4. Gupta, A., & Mitra, A. (Eds.). (2020). <i>Vasudhaiva Kutumbakam: Relevance of India's Ancient Thinking to Contemporary Strategic Reality</i>. Aryan Books International. Additional reading: 5. Blewitt, J. (2012). <i>Understanding sustainable development</i>. Routledge. 6. Carley, M., & Christie, I. (2017). <i>Managing sustainable development</i>. Routledge. 7. Elliott, J. (2012). <i>An introduction to sustainable development</i>. Routledge. 8. Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2012). <i>An introduction to sustainable development</i>. Routledge. 9. Sachs, J. D. (2015). <i>The age of sustainable development</i>. Columbia University Press.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
Course Description for B.Ed English

Course title	School Leadership and Management (Perspectives in Education)
Category (Mention the appropriate category (a/b/c) in the course description.)	a. New Course introduced from 2025
Course code	BEDE- FE-323
Semester	III
Number of credits	02
Maximum intake	50
Day/Time	Monday 2-3, Tuesday 12-1, Wednesday 10-11 and Thursday 11-12
Name of the teacher/s	Prof. R.V. Anuradha
Course description	i) A brief overview of the course School leadership and Management course is the study of how schools are organized, led, and run to create effective learning environments. It involves coordinating human, financial, and physical resources to facilitate effective teaching and learning. It encompasses planning, organizing, directing, and evaluating institutional goals to create a positive school climate and ensure the overall development of students ii. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) - To help the student teachers to understand the diversity in India, its structure, its governance, issues, challenges and school leadership needs the basic foundation of educational research (<i>aligns with PO1 & PO10</i>) - To make the students teachers critically think in relation to education leadership and its potential application to different contexts. (<i>aligns with PO6 & PO9</i>) - To facilitate the student teachers in trying new ideas, practices, skills and behaviors in their work place/ organization. (<i>aligns with PO12</i>) iii. Learning Outcomes - The student-teachers will develop a comprehensive understanding of school structure, its governance, issues and challenges and emerge as a effective leader. (<i>Domain Specific outcome</i>)

	• The student-teachers will critically examine the diversity of schools, their governance structure, leadership, autonomy and accountability mechanism. <i>(Skill enhancement)</i> • The Student teachers will reflect on various issues and challenges related to school organization and suggest appropriate ways to overcome them. <i>(Value addition)</i> Course Content: Unit –I Introduction to School Organization and Management: 1. Meaning and definition, Scopes of School Organization and Management, Inter relationship between school management, administration and organization. 2. Aims, objectives and functions of School Management, Types and principles of School Management 3. Characteristics of Institutional planning, Management and Administrative elements of school. Unit –II School Management of Material & Human Resource: 1. School plant- location, building, classroom, furniture, sanitation and other essentials 2. School resource- library, laboratory, hostels and mobilization of resources (Grant-in-Aid, School budget) 3. School timetables-Master timetable, Subject wise timetable, Teacher wise timetable, School records and registers (Academic & Administrative) Unit –III Understanding Indian School System: 1. School as a normative organization vis-à-vis school as a socio-emotional-cultural space for learning. 2. Schools under different managements – Central government schools- Navodaya Vidyalaya's, Kendry Vidyalaya's, Railway Schools, Sainik Schools, National Open Schools, State Government Schools- Residential Schools-TSWRS, TTWRS, MJPTBCWRS, TSRSS, and Model Schools. 3. Studying the diversity of schools in India; their structure, governance, socio-political and cultural contexts, funding, management, autonomy and accountability mechanisms, support systems.
Course delivery	• Classroom discussions for developing conceptual understanding. • Field engagement • Group- work, case-based approached

Evaluation scheme	Internal (modes of evaluation): 1. Field based assignments 2. Group / paired project works / presentations 3. Classroom participation and attendance 20 weightage End-semester (mode of evaluation): Sit and write exam 30 weightage
Reading list	References: 1. Aggarwal, J.C. (2007). School Management. New Delhi: Shipra publication. 193 2. Famulavo, Joseph (1986). Hand Book of Human Resource Administration. New York: McGraw-Hill. 3. Haseen, Taj (2008). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd. 4. http://mhrd.gov.in/inclusive education 5. http://mhrd.gov.in/rashtriya-madhyamik-shiksha-abhiyan 6. Mohanthy, Jagannath (2007). Educational Management Supervision School Organization. Hyderabad: Neelkamal Publications Pvt. Ltd. 7. Mohd., Akhtar Siddiqui (1991). Inservice Teacher Education. New Delhi: Sterling Publishers Pvt. Ltd. 8. Naik, J.P. (1976). Equality, Quality and Quantity - The Elusive Triangle in Indian Education. Bombay: Allied Publishers. 9. National Curriculum Framework for Teachers (2009). New Delhi: NCTE. 10. National Curriculum Framework (2005). New Delhi: NCERT. 11. Tilak, Jandhyala B.G. (1992.) Educational Planning at Grass Roots. New Delhi: Ashish Publishing House. 12. Total Quality Management for Tertiary Education (2003). Bangalore: NAAC. 13. Walia, J.S. (2004). Education in Emerging Indian Society. Paul Publishers. 14. Walker, James W. (1980). Human Resource Planning. New York: McGraw-Hill. 15. www.censusindia.gov.in 16. www.naac-india.com 17. www.ncte-india.org

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
Course Description for B.Ed English

Course title	Understanding the Self (Perspectives in Education)
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with 50% Revision b. New chapter included: 1. Learning, Theories of learning and teaching 2. Psychology practical a. Sociometry – Socigram b. Johari window
Course code	BEDE-FE-328
Semester	III
Number of credits	02
Maximum intake	50
Day/Time	Monday 10-11, Wednesday 12-1, and Thursday 12-1
Name of the teacher/s	Dr. R. Vijayalatha
Course description	i. A brief overview of the course The primary aim of this course is to develop understanding of student teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode. One of the objectives of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Student teachers are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and individuality. Student teachers also develop sensitivity, effective communication skills and ways to create harmony within one's own self and society. This course is also aimed at equipping the student teachers with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching. ii. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) • To help student teachers discover and develop open-mindedness, the attitude of a self- motivated learner, having self-knowledge and self-restraint. <i>(aligns with PO1, PO6)</i> • To make them understand the complexities of self-formation and identity. <i>(aligns with PO8)</i> • To introduce them to different approaches and theories of personality. <i>(aligns with PO1, PO8)</i> • To enable them to comprehend social self and fundamental concepts in social psychology. <i>(aligns with PO1, PO12)</i> • To prepare them to participate in the discussions and debates on psychology of power, violence and technologies of self. <i>(aligns with PO4, PO12)</i>

	- To develop the capacity to facilitate personal growth and social skills in their own students. (<i>aligns with PO4, PO6</i>) - To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony. (<i>aligns with PO8, PO11</i>) iii. Learning Outcomes - The student-teachers will develop a holistic and integrated understanding of the human self and personality (<i>Domain Specific outcome</i>) - The student-teachers will make use of personal narratives, life stories, group interactions, film reviews – to help explore one’s dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humor, creative movement, aesthetic representations, etc. (<i>Skill enhancement</i>) - The Student teacher shall also focus on revisiting one’s childhood experiences – influences, limitations and potentials – while empathizing with other childhoods, and also the childhood experiences of one's peers. (<i>Value addition</i>) Course Content: Unit-I: Understanding Self and Identity-Self and Personality. - The concept of self, significance of self concept - Development and formation of self - Personality – Meaning, nature, factors affecting personality - Theories of Personality - Assessment of Personality Unit-II: Learning – Theories of Learning and Teaching - Introduction to Learning: Nature of Learning, Types of Learning, Factors affecting learning - Perspectives in Learning: Behavioral (classical and operant) cognitive, social and constructivist views of learning - Teaching and learning: Learning styles and Instructional Strategies - Transfer of learning – Types and theories of learning Unit-III – Psychology Practicals - Personality Inventory - Sociometry & Sociogram - Johari Window
Course delivery	- Classroom discussions for developing conceptual understanding. - Individual and group presentations - Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation. - Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.

Evaluation scheme	Internal (modes of evaluation): 1. Field based assignments 2. Group / paired project works / presentations 3. Psychology practicals 4. Classroom participation and attendance End-semester (mode of evaluation): 30 weightage Sit and write exam
Reading list	Essential reading 1. Adams, G., & Markus, H. R. (2001). Culture as patterns: An alternative approach to the problem of reification. <i>Culture and Psychology</i>, 7, 3, pp. 283-296. 2. Ainslie, G. (2001). The warp in how we evaluate the future. <i>Breakdown of Will</i>. New York : Cambridge University Press. Chapter 3, with emphasis on section 3.2.2. 3. Althusser, Louis. "Ideology and Ideological State Apparatuses." <i>Lenin and Philosophy and Other Essays</i>. New York: Monthly Review Press. 4. Baars, B. J. (1988). "Model 7: Self as the dominant context of experience and action." In <i>A Cognitive Theory of Consciousness</i>. Cambridge University Press. Chapter 9, pp. 325-344. 5. Baudry, Lean-Louis. "Ideological Effects of the Basic Cinematic Apparatus." <i>Film Theory and Criticism</i>. Mast, et al, Eds. New York: Oxford University Press, 1992. 6. Batra, Poonam (2005).Voice and Agency of Teachers: The missing link in the National Curriculum Framework 2005, <i>Economic and Political Weekly</i>, Vol. 11, 4347-4356. 7. Bruner, J. (2002). The Narrative Construction of Self. <i>Making Stories: Law, Literature, Life</i>. Chapter 3, 63-88. 8. Burris, C. T. & Rempel, J. K. (2004). "It's the end of the world as we know it": Threat and the spatial-symbolic self. <i>Journal of Personality and Social Psychology</i>, 86, pp. 19- 42. 9. <i>Danger school</i>, (1996). Mapusa, Goa, India: Other India Press. 10. DSERT, 2015. D.Ed II Year. <i>Education for Peace</i>. Source book material. Bangalore: GoK 11. Friere, Paul (1992). <i>Pedagogy of Hope</i>. London, UK: Continuum pub. Co. 12. Gupta, Latika (2008). Making of a Teacher, <i>Seminar</i>, No. 592, 22-27. 13. Krishnamurti, J. (2000). <i>Life Ahead, To parents, teachers and students</i>, Ojai, California, USA: Krishnamurti Foundation Trust. 14. Wood, David (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. <i>Anthropology and Education Quarterly</i>, 31(4), 426- 448. 15. James, W. (1892/1961/1985). <i>Psychology: The Briefer Course</i>. G. Allport (Ed.). Notre Dame, IN, University of Notre Dame Press. Chapter 3, pp. 43-83. 16. Crick, F. (1994). <i>The Astonishing Hypothesis: The Scientific Search for the Soul</i>. New York, Simon and Schuster. Chapter 1, pp. 3-12.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
Course Description for B.Ed English

Course title	Inclusive Education (Ability Enhancement and Value Added Course)
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	BEDE-AEVA-329
Semester	III
Number of credits	02
Maximum intake	50
Day/Time	Monday 12-1, Tuesday 10-11, Wednesday 2-3, Thursday 2-3 and Friday 11-12
Name of the teacher/s	Dr. Hureen Wasifa Siddiqui
Course description	World over there is a renewed efforts in defining Inclusive Education, identifying the characteristics of various inclusive learners describing the characteristics inclusive classrooms, innovating teaching learning strategies, and adapting assessment practices. Through the Inclusive Education as an educational practice has taken roots in the country will there appears to be misunderstanding about the concept of inclusive education, the need and importance of Inclusive Education in the schools and how to implement this practice as a school wide programme. With the right to education becoming a fundamental right, the need to create Inclusive educational environment and implement inclusive educational practices have become a mandatory requirement on the part of various stake holders of education “Education for All” has been the dream of our country and diverse needs of the people have to be taken care of by the government of India through its flagship programmes of SSA and RMSA is addressing the concerns of Universalization of Elementary Education and improving the quality of education both at elementary and secondary levels. Learning objectives: • To enable the students to understand the status of Inclusive Education in India. • To equip themselves with the competencies, to mange children with diverse needs. • To make the system of Teaching and Learning meaningful in an Inclusive setting.

	• To plan the programme i.e, activities to solve the problems of contemporary Marginalization in education. • To strive for innovative strategies to accomplish the task of Education for All. Course content: Unit –I <u>Status of Inclusive Education in India</u> • The Concept of Inclusive Education • Need and Importance of Inclusive Education • Initiatives towards Inclusive Education at National International levels • Challenges and Issues in Inclusive Education Unit –II <u>Managing children with diverse needs</u> • Children with diverse needs and scopes • Use of physiological tests in locating deficit areas • Children with learning impairment • Children with visual impairment Unit –III <u>Teaching and Learning in an Inclusive setting</u> • Curriculum adaptation for Inclusion • Teaching Learning Strategies • Teaching English Language • Teaching Arts and Crafts
Course delivery	Lecture –Discussion–Interactive Sessions, Panel Discussion, Presentations, Seminar and Experiential Learning and Sharing
Evaluation scheme	Internal Test, Assignments, Presentations, 20 weightage End-semester Sit and write Exam 30 weightage
Reading list	<u>Essential Reading:</u> 1. Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London. 2. Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi. 3. Jha, M. M. (2002). School without Walls: Inclusive Education for All. Oxford, Heinemann. 4. Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCED, University of New Hampshire 5. Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.

	6. Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
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