

This IJELLS Special issue on “Making the English Classroom in India More Inclusive” has its locus in the inspiration drawn by some of the Teachers of English – an inspiration drawn from the extremely positive response generated by the January 2014 National Seminar conducted by the Dept. of English at Nizam College, Osmania University under the UGC SAP DRS I on the theme of Inclusiveness.

An average English classroom in India today is never homogeneous. The learners come from varied socio-cultural and presently even national backgrounds. However, the language teaching resources in the classroom quite often continue to be inappropriate or sometimes sketchily appropriate. They exclude very substantial groups of students in many ways. Sometimes, the content or context of language teaching curriculum addresses itself to a limited section of students and at times the resources used in the teaching context deny access to a majority of students. The near absence of multicultural and divergent ideological inputs within the teaching material again is a major factor responsible for exclusion of many students.

What are the dynamics underlying a successfully inclusive English Classroom in India? It is generally felt that these dynamics relate themselves to such factors among many other vital ones that include *active learners; empathetic teachers; tolerance to errors; parental involvement; accommodating and alternative assessment strategies; specific, attainable, and measurable learning goals; friendly look of a classroom, teacher, material, and of assessment; teachers who are encouraging, prompting, interacting, and probing with good questioning techniques etc.*

This IJELLS Special Issue is a collection of addresses and articles written by practicing teachers and researchers intending to examine some of these issues critically and discuss some vital ways in which more inclusiveness can be brought into today’s English classroom in India. The areas covered by the writers include Teaching material, methods, Teacher attitude, Infrastructure, Policies, Testing and evaluation practices among others. We hope this collection of articles will contribute substantially to this field of enquiry and pedagogy.

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Dr. Mrudula Lakkaraju

**Prof. Alladi Uma** taught English at the University of Hyderabad. She took voluntary retirement in August 2011 so she could do something that has been closest to her heart--teach children from underprivileged backgrounds and work for the disadvantaged.

**Prof. Jacob Tharu** has taught psychology at IIT Kanpur. He then served for 30 years in the Evaluation Department of EFLU (CIEFL) Academic specializations: educational measurement and language testing, educational research methods. He was heavily involved with in-service teacher education and support. Post retirement in 2002, he was associated with NCERT, education focused NGOs like Eklayva as a resource person in the area of evaluation. His current main interests are: (a) designing bridge rather than 'remedial' courses for students entering higher classes with backlogs (b) promoting understanding of CCE, a means of promoting teacher autonomy, and flexibility and inclusion in curriculum transaction.

**Dr. Manmath Kundu** is educated in India, UK and USA. He has published about 100 research papers and 30 books in India and abroad, and has supervised 20 PhD research scholars. He worked as visiting professor in Yemen and as director of ELTI and ATLC (Academic of Tribal Language and Culture) and as a chairperson NCTE (ERC, Bhubaneswar). He is currently running a school for the poor and tribal children in Malkangiri, Odisha. His area of interest and specialisation is teaching English to low-proficient learners in difficult circumstances.

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**Mr. Hari Chandan Kar** did his M.A. B.Ed in English. He has also taught at the High School level. At present he is doing his PGDTE at the EFL University, Hyderabad. He is interested in teaching the Juang learners.

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**Dr. J. Madhavi**, Assistant Professor, Department of English, Nizam College (OU) She has been an invited resource person for workshops and delivered guest lectures on communication skills, soft skills and personality development. She has contributed a lot in enhancing the communicative competence of the students. She has been an evaluator for competitive tests like GRE, TOEFL and a trainer for CAT, IELTS, GMAT, BEC, etc. Her exposure to the corporate world helped her to instil confidence in her students to secure better jobs for themselves.

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