The Relationship Between Culturally Responsive Teaching Strategies and The Achievement Gap Within Inclusive Classrooms in India

Deep Lata Gupta

Department of Teacher Education, Balram Krishan Academy, Lucknow
Corresponding author: latadeep1977@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

The present paper deals with the study of the effect of culturally responsive teaching strategies on the achievement gap in inclusive classrooms in India. In NEP2020, policymakers remarked that for enhancing the effectiveness of learning outcomes for all students of every student of school without any discrepancies and differences. "The Goal 4 (SDG 4) of the 2030 global Agenda for Sustainable Development, adopted by India in 2015 – seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030". – NEP2020. The study also explores the impact of culturally responsive teaching on narrowing the achievement gap in inclusive classrooms in India. Culturally responsive teaching strategies focus on integrating student's cultural backgrounds into the learning process. These strategies involve tailoring instruction to student's cultural contexts, using inclusive materials, and creating an inclusive and respectful classroom environment. This approach enhances engagement, motivation and learning outcomes for all students, particularly those who might otherwise struggle due to cultural disconnects or biases. Inclusive classrooms in India should adopt culturally responsive teaching strategies as they enhance the learning outcomes of the students. Through a comprehensive literature review and empirical research, the paper investigates how culturally relevant instructional strategies and materials can enhance educational outcomes for students from diverse backgrounds. The findings highlight the potential of culturally responsive teaching to create a more inclusive and equitable learning environment, ultimately contributing to improved academic performance and reduced disparities among students.

Keywords: *Culturally Responsive Teaching, Achievement Gap, Inclusive Classroom, Equitable Learning Environment, Learning Outcomes, Sustainable Development Goals.*

Introduction

The culture of India has been shaped by its long history, unique geography, diverse demographics and the absorption of customs, traditions and ideas from some of its neighbours as well as by preserving its ancient heritages, which were formed during the Indus Valley Civilization and evolved further during the Vedic age, the south Indian Iron Age, rise and decline of Buddhism, Golden age, Muslim conquests and European colonization. India's diversity is visible in its people, religions, climate, languages, and customs. And traditions that differ from place to place within the country, but possess a commonality. The culture of India is an amalgamation of diverse sub-cultures spread all over the country and traditions that are millennia-old. (Appadurai, A. 2004)

The social system in India is complex, due to the interface between caste and class. The caste system in India has had a long history and many different interpretations. It originated as a system for demarcating different occupations. Caste-based discrimination, although illegal, is not uncommon in modern India. There is also a strong realization of the suffering faced by many Indians simply because of their caste. India is a land of contrasts. Some of the richest people in the world live side by side with some of the poorest. Hence, inequality and inequity as a result of caste, class, poverty and discrimination on the grounds of religion, disability, gender and ethnicity are critical issues facing contemporary India.

Background and Context of the study

The educational landscape in India is characterized by its rich diversity in terms of culture, language, and socioeconomic backgrounds. While the country's commitment to providing inclusive education has expanded in recent years, a significant challenge persists in the form of the achievement gap. This gap reflects disparities in academic performance between different student groups, often defined along the lines of socioeconomic status, linguistic diversity, and cultural background.

The culturally responsive teaching strategies recognize that students' cultural backgrounds influence their learning experiences and outcomes. Culturally responsive teaching involves adapting curriculum, teaching methods, and classroom interactions to acknowledge and incorporate students' cultural identities and experiences. By doing so, educators aim to engage students more effectively, enhance their sense of belonging, and ultimately address the achievement gap.

The Indian education system has seen increasing recognition of the need for culturally responsive teaching, particularly within the context of inclusive classrooms. This study seeks to fill that gap by investigating the impact of culturally responsive teaching on student outcomes within inclusive classrooms in India.

Understanding how culturally responsive teaching strategies can mitigate the achievement gap is essential for designing effective interventions and informing educational policies.

Meaning and concept of culturally responsive teaching strategies

Culturally responsive teaching strategies are educational approaches that consider the diverse cultural backgrounds and experiences of students. These strategies aim to create an inclusive and equitable learning environment by integrating students' cultures and perspectives into the curriculum, teaching methods, and classroom interactions. This approach fosters deeper engagement, understanding, and respect among students while enhancing their academic

achievement. Some examples of culturally responsive teaching strategies include incorporating diverse texts, using cooperative learning structures, and promoting open discussions about cultural topics.

Inclusive education in India seeks to ensure that every student, regardless of their differences, receives quality education in the same classroom setting (Kumar, S.,2014). However, the achievement gap remains a formidable obstacle to achieving this goal. Students from marginalized and culturally diverse backgrounds often face barriers that hinder their access to quality education and hinder their academic success.

The achievement gap has been a matter of concern for policymakers, educators, and researchers alike. This gap not only hampers individual students' potential but also has broader societal implications, perpetuating inequalities and hindering the nation's progress toward a more equitable future.

Inclusive Education in India

Inclusive education in India aims to provide equal educational opportunities for all children, regardless of their abilities or disabilities. The government has taken steps to promote inclusivity, such as the Right to Education Act, which mandates free and compulsory education for all children aged 6-14. Additionally, programs like the Sarva Shiksha Abhiyan work towards improving access to quality education, especially for marginalized communities.

However, there are still challenges. Many schools lack the necessary infrastructure and trained teachers to support diverse learning needs. Stigma and discrimination against children with disabilities persist, hindering their participation in mainstream education. Efforts are being made to address these issues, but there is still progress to be made in achieving truly inclusive education across the country. (Kumar, S.,2014).

Achievement Gap in Indian Education

The achievement gap in Indian education refers to the disparities in academic performance and educational outcomes between different groups of students. These gaps can be observed along various dimensions:

1. **Socioeconomic Disparities:** Children from economically disadvantaged backgrounds often face challenges in accessing quality education. Limited resources, lack of adequate infrastructure, and insufficient teaching staff in government schools contribute to this gap.

2. **Rural-Urban Divide**: Rural areas, especially in remote regions, tend to have fewer educational resources compared to urban areas. This can lead to discrepancies in the quality of education and opportunities available to students.

3. **Gender Disparities:** Despite progress, gender disparities persist in certain parts of India. Girls, especially in rural areas, may face barriers to education, including cultural norms, safety concerns, and limited access to facilities.

4. **Regional Disparities**: There are significant differences in educational outcomes between states and regions. Some states have made substantial progress in improving access to quality education, while others lag.

5. **Linguistic and Cultural Diversity**: India is a linguistically and culturally diverse country. Students whose first language is not the medium of instruction may face challenges in understanding and engaging with the curriculum.

6. **Access to Special Education:** Children with disabilities often face difficulties in accessing appropriate educational resources and support. While efforts have been made to promote inclusive education, there is still work to be done to ensure that all students, regardless of ability, receive a quality education.

7. **Inadequate Teacher Training:** Some schools, particularly in rural areas, may lack well-trained teachers. This can have a detrimental effect on the quality of education provided.

8. Efforts have been made by the government and various NGOs to address these disparities. Initiatives like the Sarva Shiksha Abhiyan (SSA) and the Right to Education Act (RTE) have played a significant role in improving access to education. However, challenges persist, and more targeted interventions are needed to bridge the achievement gap and ensure equitable educational opportunities for all children in India.

9. Culturally Responsive Teaching Strategies in Inclusive Classrooms- Culturally Responsive Teaching Strategies include all aspects of education. For implementing Culturally Responsive Teaching Strategies, one can apply the incorporation of a culturally relevant curriculum, Fostering Cultural Awareness and Sensitivity, collaborative and inclusive classroom practices and differentiated instruction to Address Diverse Learning Styles.

Incorporating Culturally Relevant Curriculum

Incorporating a culturally relevant curriculum involves integrating diverse perspectives, experiences, and knowledge into educational materials and practices. This helps students connect their learning to their backgrounds and fosters inclusivity. It's essential for promoting a more equitable and enriching educational experience. This can be achieved through various methods, such as:

1. **Diverse Content Selection:** Include literature, history, art, and other materials from various perspectives.

2. **Inclusive Language and Imagery:** Ensure that textbooks, presentations, and visuals reflect a diverse range of cultures and identities.

3. **Community Engagement:** Involve local communities and experts to share their knowledge and experiences with students.

4. **Culturally Responsive Teaching Strategies:** Use teaching methods that acknowledge and respect different learning styles and cultural backgrounds.

5. **Critical Thinking and Multicultural Analysis:** Encourage students to critically analyze and discuss cultural differences and their impact on society.

6. **Reflection and Discussion**: Create spaces for open and respectful discussions about cultural diversity and its relevance.

7. **Professional Development for Educators:** Provide training and resources for teachers to effectively implement culturally relevant curriculum.

8. **Ongoing Evaluation and Adaptation:** Regularly review and update the curriculum to ensure it remains inclusive and reflective of evolving cultural perspectives.

9. Remember, a culturally relevant curriculum is not just about checking boxes, but about creating a more inclusive and enriching educational experience for all students.

Fostering Cultural Awareness and Sensitivity

Fostering cultural awareness and sensitivity is crucial for creating a more inclusive and understanding society. Here are some strategies to achieve this:

1. **Education and Training:** Provide workshops and training sessions for students, educators, and staff to learn about different cultures, traditions, and perspectives.

2. **Exposure to Diversity:** Organize events, activities, and field trips that expose individuals to various cultural experiences and communities.

3. **Open Dialogue:** Encourage open and respectful conversations about cultural differences and similarities, creating a safe space for questions and discussions.

4. **Cultural Celebrations**: Celebrate and acknowledge cultural holidays and festivals to promote understanding and appreciation.

5. **Inclusive Language and Practices:** Promote the use of inclusive language and practices that respect and acknowledge diverse identities and backgrounds.

6. **Cultural Competence in Curriculum:** Ensure that educational materials and curriculum reflect a wide range of cultural perspectives and contributions.

7. **Role Models and Representation:** Highlight and celebrate individuals from diverse backgrounds who have made significant contributions to society.

8. **Active Listening and Empathy:** Encourage active listening and the development of empathy to better understand and connect with people from different cultures.

9. **Addressing Stereotypes and Biases:** Provide resources and tools to recognize and challenge stereotypes and biases, fostering a more inclusive environment.

10. **Community Engagement:** Collaborate with local communities and organizations to promote cultural awareness and sensitivity.

11. Remember, fostering cultural awareness and sensitivity is an ongoing process that requires continuous learning and active engagement. It's a crucial step towards building a more inclusive and harmonious society.

Collaborative and Inclusive Classroom Practices

Collaborative and inclusive classroom practices are essential for creating a supportive learning environment where all students can thrive. Here are some strategies to implement:

1. **Diverse Grouping:** Mix students of different backgrounds, abilities, and learning styles in collaborative activities to promote teamwork and mutual understanding.

2. **Clear Expectations:** Set clear guidelines for group work and ensure that all students understand their roles and responsibilities.

3. **Varied Assessment Methods**: Use a variety of assessment methods (e.g., projects, presentations, discussions) to accommodate different learning styles and abilities.

4. **Flexibility in Assignments**: Allow students to demonstrate their understanding in different ways, considering their strengths and preferences.

5. **Universal Design for Learning (UDL):** Design lessons and materials that are accessible to all students, taking into account different learning needs.

6. **Culturally Relevant Materials**: Include diverse perspectives and materials from various cultures to make all students feel valued and represented.

7. **Scaffolded Learning**: Provide support and guidance as students work on collaborative projects, gradually allowing them to take more ownership of their learning.

8. **Encourage Active Listening:** Teach and model active listening skills to ensure that all voices are heard and respected in group discussions.

9. **Reflective Practices:** Encourage students to reflect on their learning experiences, including their contributions to group work, to foster self-awareness and growth.

10. **Conflict Resolution Skills**: Provide tools and strategies for resolving conflicts that may arise in group work, emphasizing respectful communication and problem-solving.

11. **Feedback and Assessment for Growth**: Offer constructive feedback that helps students improve and grow, focusing on their progress rather than just outcomes.

12. **Create a Safe Space**: Foster an environment where students feel comfortable expressing themselves and sharing their perspectives without fear of judgment or discrimination.

Remember, inclusive classroom practices not only benefit students academically but also promote a more accepting and empathetic community within the classroom. It's important to continually assess and adapt these practices to meet the evolving needs of your students.

Differentiated Instruction to Address Diverse Learning Styles

Differentiated instruction is a teaching approach that recognizes and accommodates the diverse learning needs, preferences, and abilities of students. Here are some strategies to implement it effectively:

1. **Pre-Assessment**: Use diagnostic assessments to understand students' prior knowledge and skills, allowing you to tailor instruction to their specific needs.

2. **Flexible Grouping:** Group students based on their readiness, interests, and learning profiles. This allows for targeted instruction and support.

3. **Varied Learning Materials:** Provide a range of materials, including texts, videos, hands-on activities, and digital resources, to cater to different learning styles.

4. **Tiered Assignments:** Offer tasks at varying levels of complexity to challenge advanced learners while providing support for those who need it.

5. **Adjusting Pace and Timing:** Allow students to progress through content at their own pace, providing extensions for those who grasp concepts quickly and additional support for those who require more time.

6. **Choice and Voice:** Offer students choices in assignments and projects to allow them to pursue topics of interest and demonstrate their learning in ways that resonate with them.

7. **Flexible Assessment Methods:** Use a variety of assessment tools and formats to gauge student understanding, such as quizzes, projects, presentations, and discussions.

8. **Scaffolding**: Provide additional support, prompts, or guidance to help students access and master challenging content or skills.

9. **Frequent Check-Ins:** Regularly monitor student progress and provide timely feedback to address any misconceptions or areas of difficulty.0

10. **Collaborative Learning Opportunities:** Encourage peer learning and collaboration, allowing students to benefit from each other's strengths and perspectives.

11. **Individualized Learning Plans (ILPs):** Create customized plans for students with specific learning needs, outlining tailored goals and strategies.

12. **Professional Development for Teachers:** Offer training and resources to help educators develop the skills needed to implement differentiated instruction effectively.

Remember, the goal of differentiated instruction is to meet students where they are and help them progress. It requires ongoing assessment, flexibility, and a commitment to providing the necessary support and challenges for each student's growth.

Implementation of culturally responsive teaching strategies in the curriculum

For Implementation of the culturally responsive teaching strategies in the classroom, we educators and teachers need to develop the expression and imagination in inclusive classrooms in the context of culturally sensitive teaching. In India, culture is deeply rooted in the world of students. Deeply ingrained cultural socialization becomes problematic in education when the schooling process operates on one cultural model to the exclusion of all others, or when culturally different children are expected to set aside all their cultural habits as a condition for succeeding in school. Such a demand is not only unreasonable but is impossible to achieve. Attempts to comply with it may lead to cultural adaptation, marginality, alienation, and isolation. Except for adaptation, none of these responses is conducive to maximizing the human well-being and academic success of students. The incompatibilities or discontinuities between the culture of the school and those of different ethnic groups need to be major issues of analysis in making decisions about educational programs and practices that reflect and promote cultural diversity. These incompatibilities or discontinuities are especially important to any understanding of the aspects of human behaviour that most directly affect teaching and learning, such as values orientation, interpersonal relations, communication styles, time usage, performance styles, procedural rules, and systems of problem-solving and cognitive processing.

Effect of culturally responsive teaching strategies on the achievement gap in inclusive classrooms in India

Culture shapes human behaviour, attitudes, and values. Human behaviour results from a process of socialization, and socialization always takes place within the context of specific cultural and ethnic environments. The basic caretaking practices of human survival are essentially the same for everyone, but their pattern, organization, and learning are specific. Hence, humans are social beings who carry within them their individual biological and psychological traits as well as the legacies of their ethnic group's historical background,

collective heritage, and cultural experiences. When educators claim that their top priority is to treat all children like human beings, regardless of ethnic identity. Cultural background, or economic status, creates a paradox. A person's humanity cannot be isolated or divorced from his or her culture or ethnicity. One cannot be human without culture and ethnicity, and one cannot have culture and ethnicity without being human. Therefore, to acknowledge and respect one another, and to be fully human, requires mutual understanding and appreciation based on cultural understanding. So, there are questions arise about how a student can be comfortable and successful in the world and his or her life. For that purpose, culturally responsive teaching strategies are the most appropriate strategy of teaching for the teaching-learning process. These strategies involve tailoring instruction to student's cultural contexts, using inclusive materials, and creating an inclusive and respectful classroom environment. This approach enhances engagement, motivation and learning outcomes for all students, particularly those who might otherwise struggle due to cultural disconnects or biases. Inclusive classrooms in India should adopt culturally responsive teaching strategies as they enhance the learning outcomes of the students. Through a comprehensive literature review and empirical research, so many studies investigate how culturally relevant instructional strategies and materials can enhance educational outcomes for students from diverse backgrounds. The findings highlight the potential of culturally responsive teaching to create a more inclusive and equitable learning environment, ultimately contributing to improved academic performance and reduced disparities among students. Two case studies show that after using culturally responsive teaching strategies, students show a noticeable improvement in their academic engagement and achievement across all student groups. In the first case of "Harmony Heights School", students are from various linguistic, religious, and socioeconomic backgrounds in the urban area of Mumbai. The school administration recognized the need to address the achievement gap that was prominent among these diverse groups. The gap in test scores between different cultural groups narrowed significantly, indicating that culturally responsive teaching strategies were making a positive impact. The school initiated a professional development program for teachers focused on culturally responsive teaching strategies. Teachers were trained to integrate culturally relevant content into the curriculum and to create a more inclusive classroom environment. Teachers began incorporating diverse texts, including literature and history, that reflected the various cultures represented in the student body. They also encouraged students to share their cultural experiences through projects and presentations. Furthermore, teachers promoted cooperative learning structures, encouraging students to work together on assignments, which facilitated cross-cultural understanding and collaboration. Over a year,

Harmony Heights saw a noticeable improvement in academic engagement and achievement across all student groups.

There is another case study of Unity Public School, in which the Achievement Gap in a Secondary School Setting was considered for study. Unity Public School is a government-funded primary school located in a rural region of Karnataka, India. The student population is predominantly from the local Kannada-speaking community, with a few students from marginalized tribal communities. For the Implementation of Culturally Responsive Teaching, the school observed the importance of traditional stories, songs and art forms, which are related to the outcomes of the students 'study. Recognizing the need to bridge the gap in educational outcomes, Unity Public School introduced a curriculum that integrated the cultural heritage of the tribal students. This involved incorporating traditional stories, songs, and art forms into the lessons. The school also organized cultural exchange programs, where students from the local community and tribal backgrounds had opportunities to learn from one another. Teachers received training on how to create a culturally sensitive and inclusive classroom environment. After the implementation of the strategy, they found improvement in self-confidence and educational outcomes. As a result of these initiatives, the school observed a significant increase in attendance and participation among the tribal students. Academic performance among this group also improved, and there was a noticeable increase in self-confidence and pride in their cultural identity. This case study exemplifies how culturally responsive teaching strategies can empower marginalized communities and promote a more inclusive learning environment (Upmanyu, M.C. 2016).

These case studies illustrate the positive impact of culturally responsive teaching strategies in diverse Indian educational settings. They demonstrate how incorporating students' cultural backgrounds into the curriculum and classroom interactions can lead to improved engagement, understanding, and academic outcomes.

Conclusion

The present study concluded that the cultural experiences and diversities found in the classrooms of our schools should be adopted by culturally responsive teaching strategies. These strategies positively influence our educational experience and curriculum. The previous research suggested changes in the implementation of curriculum and instruction in schools by the teachers and administrators. As teachers recognize the cultural disconnect between what is taught in schools (curriculum), how it is taught (instruction), and the student's home environment, they can make a real difference in the educational achievement of all students.

Changes can happen when teachers choose a culturally responsive teaching pedagogy by demonstrating that they value the cultural differences of their students. It also suggested that students' relationships with their teachers are an important aspect of the children's education. Teachers' interactions with students are critical for the students' success in the classroom. The teachers reflect their cultural perspectives and beliefs in their relationships with their students. They tell their students what they believe about the different cultures by the way they teach, their attitudes, and their assumptions about learning. Teachers tend to implement their own cultural beliefs into the curriculum, and they ignore the cultural differences of their students. According to Banks (1988) teachers who developed cross-cultural competency improved their teaching abilities, attitudes, and understandings in diverse cultural settings. He stated that the "Global Competency" that individuals develop enables them to act within the global society. They internalize the values and principles of humankind, and they know how to act on those values. It was suggested that the relationship that the teacher develops with their students is the most important aspect of teaching. When the teachers develop their relationships with their students, the teachers become more focused on the teaching process. The important role of a teacher is to develop a responsive, respectful, and effective teacher. Teachers who teach in culturally diverse settings find themselves as "creators of curricula" because they are continually developing curricula and instruction that meet the strengths, needs, and values of a particular group of students. The role of the teacher becomes an essential element of teaching. By analysing culturally responsive teaching strategies one can mitigate the achievement gap is for designing effective interventions and informing educational policies.

References:

Addressing Diversity in Schools: Culturally Responsive Pedagogy. Teaching Exceptional Children, 39 (3). Retrieved February 12, 2018, fromhttps://bcpskenwoodhs.pbworks.com/w/file/fetch/59216594/addressing-diversity.pdf

Abdullah, A.C., "Multicultural Education in Early childhood: Issues and challenges ". Vol.12 no. 1(2009), 159-175.

Alaska Native Knowledge Network (1998). Alaska Standards for Culturally Responsive Schools. Retrieved 22 March 2018, from http://ankn.uaf.edu/publications/culturalstandards.pdf.

Appadurai, A. (2004). The capacity to aspire: Culture and the terms of recognition. V. Rao and M. Walton (eds.), Culture and Public Action. Stanford, Calif., Stanford University Press. Retrieved 15 March 2018, from https://books.google.co.uk/books?id=4kGJ86s8MB4C&dq=Culture+and+Public+Action&printsec=frontcover&source=bn&hl=en&ei=PgiASobnLs6NjAeimq3xAQ&sa=X&oi=book_result&ct=result#v=onepage&q&f=false.

Bagai, S. & Nundy, N. (2009). TRIBAL EDUCATION A FINE BALANCE, Published by Dasra, Mumbai, India. Retrieved 14 March 2018,

from
http://elibrary.jharkhand.gov.in/files/Books/298_dasrareports-tribal-education.pdf.

Banks, J.A. (1988) "Multicultural Education: Historical Development, Dimension, and Practice". Published by American Educational Research Association.

Bhattacharya, D., (2010) "A study of Multicultural Teacher Education: Reasons and implications." Dissertation, Department of Education, University of Lucknow, Lucknow. (2010).

CBSE (2014): SENIOR SCHOOL CURRICULUM, 2014-15; Shiksha Kendra, Delhi-110 092 India. Retrieved 7 April 2018, fromhttp://cbse.nic.in/currisyllabus/Secondary_Sch_Curriculumvol-1-2014.pdf

Chakrabarty, D. (2002) Habitations of Modernity: Essays in The Wake of Subaltern Studies, Chicago: University of Chicago Press.

Consultation on the National Education Policy (2015). Concept Note, School of Education Studies, Ambedkar University Delhi in collaboration with The Forum for Deliberations on Education. Retrieved 23 ma2018,fromhttp://cprindia.org/sites/default/files/events/1_NPEConceptNote_Final.pdf

Delors et al., (1996) The Treasure Within, Report of the International Commission on Education for the Twenty-first Century.Unesco Publishing. Retrieved June 25, 2018, fromhttp://unesdoc.unesco.org/images/0010/001095/109590eo.pdf.

Frigo, T. (1999). Resources and teaching strategies to support Aboriginal children's numeracy learning: A review of the literature. Board of Studies New South Wales. Retrieved 23 May 2018, https://pdfs.semanticscholar.org/db8f/41cdd5583146e7fd1c31b67a8897dc7a3729.pdf

Gautam, V. (2003). Education of tribal children in India and the issue of Medium of Instruction: A Janshala experience. UN/Government Janshala Programme. New Delhi. Retrieved 12 June 2018, from http://palaso.org/ldc/parallel_papers/vinoba_gautam.pdf.

Gay, G. (2010). Culturally responsive teaching: Theory, research, & practice (2nd Ed.). New York: Teachers College Press. Retrieved 11 March 2018, from https://www.cwu.edu/teachinglearning/sites/cts.cwu.edu.teaching-learning/files/documents/CulturallyResponsiveTeaching_TheoryResearchandPractice,%20Genev a%20Gay.PDF.

Hofstede, G., &Hofstede, G. J. (2005). Cultures and organizations: Software of the mind (2nd ed.). New York: McGraw-Hill. Retrieved 4 May 2018 fromhttp://dx.doi.org/10.1080/23311886.2016.1149915

INTEGRATION OF CULTURE EDUCATION IN THE SCHOOL CURRICULUM REPORT. Retrieved May 20, 2018, fromhttp://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Culture.pdf

Katsara, O. (2016). Reaffirming the teacher role within the context of culturally responsive pedagogy: A case study and relevant issues.Retrieved 20 May, 2018 from https://www.researchgate.net/profile/Ourania_Katsara/publication/273130771_Reaffirming_the_teacher_role_within_the_context_of_culturally_responsive_pedagogy_A_case_study_and_relevant_issues/links/582ac95908ae102f071fde92/Reaffirming-the-teacher-role-within-the-context-of culturally-responsive-pedagogy-A-case-study-and-relevant-issues.pdf

Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. Review of Educational Research, 86(4), 1272-1311. Retrieved 20 March 2018 from https://www.cue.pitt.edu/sites/default/files/images/CRSL.pdf.

Kumar, S. (2014). INCLUSIVE CLASSROOM AND SOCIAL DIVERSITY IN INDIA: MYTHS AND CHALLENGES. JOURNAL OF INDIAN RESEARCH, 2(1), 126-140. Retrieved 11 May, 2018 from http://mujournal.mewaruniversity.in/JIR%202-1/JIR2-1.pdf#page=132 Retrieved 20 May, 2018 from http://www.learningoutcomeassessment.org/documents/2013%20Abridged%20Survey%20Repor t%20Final.pdf

Ladson-Billings, G. (1995a). Toward a theory of culturally relevant pedagogy. American Educational Research Journal,32(3), 465-491. Retrieved 20 March 2018 from http://lmcreadinglist.pbworks.com/f/Ladson-Billings%20%281995%29.pdf

Ladson-Billings, G. (2001). Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms. The Jossey-Bass Education Series. Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104.Retrieved 20 May 2018 from https://eric.ed.gov/?id=ED452156.

LaFrance, J. (2004). Culturally competent evaluation in Indian country. New Directions for Evaluation, 2004(102), 39-50. Retrieved 6 May 2018 from https://onlinelibrary.wiley.com/doi/pdf/10.1002/ev.114

Leo, J.D. (2010). Reorienting Teacher Education to Address Sustainable Development: Guidelines and Tools, Education for Intercultural Understanding, UNESCO Bangkok Asia and Pacific Regional Bureau for Education. Retrieved 2 February 2018 from http://unesdoc.unesco.org/images/0018/001890/189051e.pdf

Mclaren, P. (1989). Life in schools: An introduction to critical pedagogy in the foundations of education. New York: Longman.

Mehta, V. (1976). Mahatma Gandhi and his apostles.New York: Penguin Books.

MHRD (2007) National Council of Rural Institutes- Department of Higher Education a policy draft 'Rural Engagement Course in Teacher Education'

Ministry of Human Resource Development, Govt of India Some Inputs for Draft NEP 2016

Ministry of Human Resource Development, Govt of India Some Inputs for Draft NEP 2016

Ministry of Human Resources Development (2009): The Right of Children to Free and Compulsory Education Act- 2009: The Gazette of India: New Delhi. Retrieved April 3, 2018, fromhttp://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf

Ministry of Human Resources Development National Policy on Education-1986. New Delhi: Government of India.

Ministry of Human Resources Development National Policy on Education-1986. New Delhi: Government of India.

Mishra, S. Palai, N. Das, K. (2006). SOCIAL CLEAVAGES, MULTICULTURALISM AND EMERGING SPACE FOR STATE IN INDIA UNDER GLOBALISATION REGIME. The paper is prepared for presentation in the International Economic History Congress, Session 22, to be held in Helsinki, in August 2006. Available at http://services.iriskf.org/data/articles/Document129122006280.1094019.pdf

Mitra, P., (1994). "Multicultural Education: A Challenge for All." Paper presented at the National Organization for Multicultural Education. (Eric Document Reproduction Service No. ED 36884A.

Montenegro, E., & Jankowski, N. A. (2017). Equity and Assessment: Moving towards Culturally Responsive Assessment. Occasional Paper# 29. National Institute for Learning Outcomes Assessment. Retrieved April 20, 2018, from https://files.eric.ed.gov/fulltext/ED574461.pdf National Curriculum Framework (2005), NCERT. Retrieved 25 May 2018,

from
http://www.ncert.nic.in/rightside/links/pdf/
framework/english/nf2005.pdf.fromhttp://
www.ncert.nic.in/new_ncert/ncert/rightsid
e/links/pdf/focus_group/examination_refor
ms.pdf. Visited on 20th September 2013

Mukharjee, M. (2019). "Culturally Responsive Teaching Learning in Indian Multicultural Context: Review of Contemporary Policy and Practice." Paper presented in 25th International Multidisciplinary Conference on Arts, Social Sciences, Management and Technology. ANURAGAM, ISBN: 978-81-94333-3-4, P. 158-185.

National Curriculum Framework for Teacher Education (2009). NCTE, New Delhi. Retrieved 25 May 2018, from http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf.

National Policy on Education (NPE), 1986, (Modified in 1992) Govt. Of India, Department of Education, and Ministry of HRD. Retrieved April 24, 2018, fromhttp://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf

Nieto, S. (2010). Language, culture, and teaching: Critical perspectives (2nd ed.). New York: Routledge.

Nisbett, R.E. (2003). The geography of thought: How Asians and Westerners think differently...And why. New York: Free Press.on Urban Education, 61(1), 61-65. Retrieved April 24, 2018, fromhttp://www.univpgri-palembang.ac.id/perpus-fkip/Perpustakaan/Geography/Geografi%20manusia/The%20Geography%20Of%20Thought,%20How%20Asians%20&%20Westerners%20Think%20Differently...%20And%20Why%20By%20Richard%20Nisbett%20(2003).pdf

Ortiz, M. (2012). Culturally responsive multicultural education. Retrieved March 27,2018, fromhttps://fisherpub.sjfc.edu/cgi/viewcontent.cgi?referer=https://scholar.google.co.i

n/&httpsredir=1&article=1290&context=education_ETD_masters.

Pandey, S. (2010). Professionalization of teacher education in India: A critique of Teacher Education Curriculum reforms and its effectiveness. Available at https://www.arcjournals.org/pdfs/ijhsse/v2-i1/6.pdf

Pare, L. (2004). Culturally appropriate quality education: Learner-centered approaches. A statement by the Government of Canada at Indigenous Education In The 21st Century: Executive Seminar, Paris October 18-20. Retrieved Nov. 30, 2010 at http://www.aincinac.gc.ca/ap/ia/stmt/unp/ine/caq-eng.asp.

Parrish, P., & Linder-VanBerschot, J. (2010). Cultural dimensions of learning: Addressing the challenges of multicultural instruction. The International Review of Research in Open and Distributed Learning, 11(2), 1-19.

Rashid, N. & Tikly, L. (2010). Inclusion and Diversity in Education: Guidelines for Inclusion and Diversity in Institutional System. British Council Martínez Campos 31 28010 Madrid.

Renninger, KA. (2009). "Interest and identity development in instruction: An inductive model". Educational Psychologist, 44(2). Pp 105–118.

Singh, N.K. Mariella Espinoza-Herold. Culture-Based Education: Lessons from Indigenous Education in the U.S. and Southeast Asia Northern Arizona University. Retrieved March 27, 2018, fromhttps://www2.nau.edu/nabej-p/ojs/index.php/njrp/article/download/68/26

Thomas, E. (1997). Developing a culture-sensitive pedagogy: Tackling a problem of melding 'global culture' with existing cultural contexts. International Journal of Educational Development, 17 (1), 13-26. Retrieved January 13, 2018,

Fromhttps://www.sciencedirect.com/scienc e/article/pii/S0738059396000661

U N Special Envoy for Global Education (2013); A Report Series; Working Paper: Accelerating Progress to 2015; India.

UNESCO (2009) Education for All Global Monitoring Report. Overcoming inequality: why Governance matters, 2009. Retrieved September 28, 2013, from HTTP://www.unesco.org/new/en/educatio n/themes/leading-the-internationalagenda/efareport/reports/2009 -governance/

UNESCO (2009). World Report Investing in Cultural Diversity and Intercultural Dialogue, 7 place de Fontenoy 75352. Paris 07 SP, France.

Upmanyu, M.C. (2016). The Tribal Education in India, Status, Challenges and Issues International Journal of Novel Research in Education and Learning Vol. 3, Issue 6, pp: (96-102), Retrieved April 24, 2018, from www.noveltyjournals.com/download.