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**ICT Pedagogy and Smart class strategies for
Inclusive Class room: a culturally responsive hub**

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Abstract:

India is known as the multi-cultural, multi lingual and multi religious country of the world. So far as the geographical climate is concerned the nature of class room is completely different in term of gender, age, culture, religion and intelligence etc. Teaching learning activities are regulated in this atmosphere itself a tedious job for the teacher. The present research paper encompasses the utility of ICT and SMART CLASS strategies through E-learning with the cultural and values in Digital era. Despite well-accepted theories and extensive research findings that students learn in different ways; learner's culture, family back ground, and socioeconomic level affect his or her learning, the concept of uniformity dominates diversity in school practices. The emphasis on uniformity is a serious disadvantage for students whose culture has skilled them behaviors and beliefs that are different from the norms of the majority culture. Emphasis on uniformity creates competition rather than collaboration among students and teachers. To overcome this issue, in a multi-cultural context, we need to redesign our school practices, particularly Smart class strategies and ICT pedagogical approaches, so as to make all students feel safe, comfortable and respected. This is a conceptual paper, intends to reflect culturally relevant pedagogy, its characteristics, teaching learning strategies and the mindset of culturally responsive educators. Teachers need to be oriented how to adapt curricula, instructional materials, and assessment practices to relate them to the values and cultural norms of students.

Keywords: ICT(Information Communication Technology), Smart class Culturally Responsive Pedagogy, Socially Inclusive Education,NPE-2016.

India is known as the **multi-cultural, multi lingual and multi religious** country of the world. So far as the geographical climate is concerned the nature of class room is completely different in term of gender, age, culture, sex, religion and intelligence etc. Teaching learning activities are regulated in this atmosphere itself a tedious job for the teacher. The present research paper encompasses the utility of ICT and **smart class** strategies through E-learning with the cultural and values in Digital era.

ICT Based Class room Teaching:

Teaching is the part of teacher and learning is the part of learner. Teaching is a interactive process of both teacher and students. Now a days digital class room or virtual class room, on line-classes , smart classes, use of modern technology like, LCD projector for PPT presentation are the common trends for effective class room teaching and learning. For a responsive class student engagement and motivation for learning is the key issue of class room teaching. It is clearly stated that, how to engage the students in classroom environment, itself a great task of the teacher in digital era. Various teaching strategies i.e. Brain storming, participatory or cooperative learning, learning by doing, project, assignment etc. are used in class in child centered approach or constructive paradigm. Computer and smart phone plays the vital role for effective class. Preparation of quality Teacher Educator is a tedious job in Teacher Education system now a day. The present research paper is an attempt to enhance the perspective reflection and preparing professional capacity of teachers. Again the study tries to look at the notion of critical reflection as a possible source of pedagogical knowledge and skills for effective teacher educator and their preparation. The present study aimed to investigate the constructive pedagogy for skill based and competent Teacher Educators in global Era.

Culturally Relevant Pedagogy

Culturally relevant or responsive or sensitive pedagogy is a student-centric approach to teaching and learning. Culture is central to learning under this pedagogy in which the unique cultural strengths of students are identified and fostered for enhancing students' achievement. It is an approach for communicating, receiving information and shaping the thinking process of students in a group. It acknowledges, responds to, and celebrates fundamental cultures of the students with an equitable access to education.

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). Culturally responsive pedagogy is not about “cultural celebrations,” nor is it aligned with traditional ideas around multiculturalism. It involves careful acknowledgement, respect and an understanding of difference and its complexities.

Gloria Ladson-Billings (1994), an American pedagogical theorist and teacher educator, introduced the term “Culturally Relevant Teaching” to describe teaching that integrates a student’s background knowledge and prior experiences into the curriculum and

the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy: (i) holding high expectations for all students; (ii) assisting students in the development of cultural competence; and (iii) guiding students to develop a critical cultural consciousness. Other theorists (e.g. Gay, 2000; Villegas and Lucas, 2002) use the terms “Culturally Responsive Teaching” or “Culturally Responsive Pedagogy” to describe teaching that recognizes all students learn differently and that these differences may be connected to background, language, family structure and social or cultural identity.

Theorists and practitioners of culturally responsive pedagogy see student diversity in terms of student strengths; they present it as opportunities for enhancing learning rather than as challenges and/or deficits of the student or particular community. They divide culturally relevant pedagogy into three functional dimensions: the institutional dimension, the personal dimension, and the instructional dimension. *The institutional dimension* emphasizes the need for reform of the cultural factors affecting the organization of schools, school policies and procedures (including allocation of funds and resources), and community involvement. *The personal dimension* is a process by which teachers learn to become culturally responsive. *The instructional dimension* refers to practices and challenges associated with implementing cultural responsiveness in the classroom. All three dimensions are foundational to the establishment of an inclusive school culture (Richards, Brown, & Forde, 2006).

Fire is the test of gold and innovation is the ornament of genius

Language is the means of communication. Communication leads our feelings and behaviors. Language is omnipotent, omniscient and omnipresent now-a-days. English is a foreign seed which was transplanted in Indian soil. It is not so easy to learn English like one’s mother tongue or other regional languages. It is a matter of burning issue, how to use the pedagogy of multiple language in teacher education and school education level. A multi-lingual society recognizes the importance of education in languages. While there are some interventions for appointment of language teachers and promotion of classical languages, there is no comprehensive scheme or language policy and we need to have inputs on this dimension. India follows, in principle, a three language formula. Learning through mother tongue at least in the early stages of schooling is also advocated. There is also a general perception that children learning through English medium have advantage over others while entering the world of work. The current status of Multi- lingual Education indicates that systematically planned programs are being implemented by States of Andhra Pradesh and Odisha, covering 8-10 tribal languages. Assam, Chhattisgarh, Bihar and Jharkhand have developed material for

e.g. Dictionaries; reading cards for bridging children from home language to medium of instruction. States gradually expanding number of schools covered, adding new languages and also transitioning to bi-lingual or multi-lingual classrooms

National Education Policy, 2016, MHRD, Govt. of India drafted that; Poor quality of education resulting in unsatisfactory learning outcomes is a matter of great concern. Quality-related deficiencies such as inappropriate curriculum, the lack of trained educators and ineffective pedagogy remain a major challenge relating to pre-school education. The Vision National Education Policy (NEP), 2016 envisions a credible and high-performing education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast-changing, ever-globalizing, knowledge-based economy and society.

List of themes according to NPE, 2016 for consultation on School Education

- Ensuring learning outcomes in Elementary Education.
- Extending outreach of Secondary and Senior Secondary Education.
- Strengthening of Vocational Education.
- Reforming School Examination systems.
- Re-vamping Teacher Education for Quality Teachers.
- Accelerating rural literacy with special emphasis on Women, SCs, STs & Minorities through Adult Education and National Open Schooling Systems.
- Promotion of Information and Communication Technology Systems in School and Adult Education.
- New knowledge, pedagogies and approaches for teaching of Science, Math's and Technology in School Education to improve learning outcomes of students.
- School standards, School assessment and School Management systems.
- Enabling **Inclusive Education** – education of SCs, STs, Girls, Minorities and children with special needs.
- Promotion of Languages.
- Comprehensive Education – Ethics, Physical Education, Arts & Crafts, Life Skills.
- Focus on Child Health

Perspectives in Past Research:

Culturally relevant teaching was made popular by Dr. Gloria Ladson-Billings in the early 1990s (Gay, 2010). The term was defined as one "that empowers students to maintain cultural integrity, while succeeding academically" (Ladson-Billings, 1995). This has become more widely known and accepted in the education field in United States. The theory surrounding culturally relevant teaching is connected to a larger body of knowledge on multicultural education and helping culturally diverse students excel in education (Castagno & Brayboy, 2008). Researchers argue that there are gaps in academic achievement between mainstream culture and immigrants or ethnic cultural groups (Schmeichel, 2012).

One key educational researcher Geneva Gay in her book *Culturally Responsive Teaching: Theory, Research, and Practice*, expanded the traditional view of culture beyond race and ethnicity. She wrote, "Even without being consciously aware of it, culture determines how we think, believe, and behave" (Reported in Castagno & Brayboy, 2008). In other words, culture is a student's beliefs, motivations, and even social groups and norms. Thus, the teacher who practices culturally relevant teaching understands that culture manifests in a variety of adaptations within how students prefer to learn. A culturally responsive teacher uses differentiated instruction to tailor learning to every aspect of a student's culture.

Many researchers and educators in the area of culturally relevant pedagogy support the constructivist theories of education as it recognizes the value of multiple cultural viewpoints (Kea, Campbell-Whatley & Richards, 2006). In a constructivist perspective, learners are taught to question, challenge, and critically analyze information rather than blindly accept what it taught, which leads to exactly the type of teaching advocated by the originators of culturally relevant teaching (Banks, 2004).

James Banks lays out five dimensions of multicultural education, viz. content integration, knowledge construction, cross-cultural interactions, equitable pedagogy, empowered school culture. These dimensions laid the foundation for the move toward culturally relevant teaching. Teachers, who achieve these dimensions, and thus realize the impact of culturally relevant teaching, cherish learners who question, seek answers through inquiry, and embrace a mindset of social justice, thus, all these dimensions are the key components of constructivism (Flinders & Thornton, 2009).

Culturally Responsive Teaching

A number of authors, including Gay (2010) and Lipman (1995) have identified features of culturally relevant teaching. The important ones are as follows:

- ***Communicating high expectations:*** Effective and consistent communication of high expectation helps students develop a healthy self-concept (Rist, 1971). It also provides the structure for intrinsic motivation and fosters an environment in which the student can be successful. All students should receive the message that they are expected to attain high standards in their school work. This message must be delivered by all those are involved in students' academic lives such as: teachers, guidance counselors, administrators, and other school personnel. The students should be communicated about clear expectations on what they are expected to know and achieve. An environment needs to be created to respect students' capability and encourage them to meet expectations for a particular task.
- ***Engage students actively:*** Help your students to question, consult original material, relate content to their daily lives, write, read, build models, and make time to build relationships with them.
- ***Facilitating learning:*** Build students' capacity to handle new material, solve complex problems, and develop new skills by scaffolding what they already know through a series of increasingly complex experiences.
- ***Understanding capabilities and assets that students bring from their home:*** Understand the cultures represented in your classroom by getting to know your students. Visit the neighborhoods where they live. Listen to them and talk about their lives. Consistently engage in real conversation and dialogue with your students.
- ***Learn about the history and experiences of diverse groups:*** By learning about other groups, teachers begin to see differences between their own values and those of other groups. To learn about the histories of diverse groups, teachers can read literature written by those particular groups as well as personally interact with members of those groups.
- ***Connect curriculum to lives of your students:*** Connect knowledge and skills to content knowledge. Spend time on helping students learn the content. Use real life, authentic texts. Engage students in inquiry about things that matter to them.
- ***Explore personal and family histories:*** Teachers need to explore students' early experiences and familial events that have contributed to their understanding of themselves. As part of this process, teachers can conduct informal interviews of family members about their beliefs and experiences regarding different groups in society. The information can enlighten teachers about the roots of their own views.
- ***Visiting students' families and communities:*** It helps to know students' families and communities. By becoming familiar with students' home lives, teachers gain insight into the influences on the students' attitudes and behaviors. Additionally, teachers can

use the families and communities as resources that contribute to the educational growth of the students.

- ***Visit or read about successful teachers in diverse settings:*** By visiting classrooms of successful teachers of children from diverse backgrounds and/or reading authentic accounts of such success, teachers can gain exemplary models for developing their own skills.

Teaching Learning Strategies

In order to be culturally relevant, teachers must create an accommodating and inviting classroom culture. Classrooms need to become more and more diverse as generations of students enter the school system. There are several ways teachers can make their classroom culturally relevant.

Multicultural Awareness

Culturally Relevant Pedagogy requires teachers to use critical multicultural awareness skills to objectively examine their own cultural values, beliefs, and perceptions. This critical reflection provides teachers with a greater understanding, sensitivity, and appreciation of the history, values, experiences, and lifestyles of other cultures. Multicultural awareness becomes central when teachers must interact with students from other cultures. It provides teachers with the skills to gain greater self-awareness, greater awareness of others, and better interpersonal skills; it also helps teachers to more effectively challenge stereotypes and prejudices (Banks, 2004).

Reciprocal Teaching

Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read. It encourages students to think about their own thought process during reading.

- It helps students learn to be actively involved and monitor their comprehension as they read.
- It teaches students to ask questions during reading and helps make the text more comprehensible.
- Students feel more empowered, and autonomous in their own learning (Mayer, 2008).
- Reciprocal teaching gives students the opportunity to express themselves according to their cultural viewpoints, which is very important according to the constructivist and progressive educators (Kea, Campbell-Whatley & Richards, 2006).

Cooperative Learning

Cooperative learning methods are effective teaching strategies to promote culturally relevant learning (Diller & Moule, 2005). Cooperative learning is the instructional use of

small groups so that students work together to maximize their own and each other's learning. Rather than fostering competitiveness among students, group learning strategies encourage collaboration in the completion of assignments. Students learn important skills such as team work, and embracing other learning styles (Mayer, 2008).

Games and Cross-Cultural Activities:

Games and cross-cultural activities allow students' personal interaction with different cultures. Participation of students in games and cross-cultural activities help them understand their school and classroom as unique and diverse communities (Kea, Campbell-Whatley & Richards, 2006).

Family History Research

In this strategy, students interview their own family members and learn about familial cultural influences on their lives.

Reflective Writing

In this strategy, students write and share their beliefs and cultural assumptions. These activities promote "meta-reflection", which is very important to student learning about themselves and their peers. Students may choose to write about their cultural identity and its connection with their educational experiences, or they may choose to look at a different culture altogether, which they have learned from peers. This activity helps students learn about new cultures and can be very engaging for them (Kea, Campbell-Whatley & Richards, 2006).

Critical Pedagogy

Critical pedagogy is based on the assumption that students are not just young people for whom teachers should devise solutions. They are critical observers of their own condition and needs, and should be participants in discussion and problem solving relating to their education and future opportunities. Critical pedagogy provides an opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects. It entails the acceptance of multiple views on social issues and a commitment to democratic forms of interaction. Thus, critical pedagogy facilitates collective decision making through open discussion and by encouraging and recognizing multiple views. This is important in view of the multiple contexts in which our schools function (NCERT, 2005, pp.22-23). Freire (1970) opposed the traditional view of education as *banking model of education* in which the teacher chooses the content, teacher is authority and students are obedient to authority. Students in this model are receivers of knowledge because it is like depositing of money in a bank. As an alternative to the banking model, Freire (1970) proposed a problem posing education which can lead to critical consciousness. According to Joldersma (1999), good teaching or problem posing pedagogy leads to the development of knowledge by the students themselves. A critical framework helps learners to see social issues from different perspectives.

Learning within Cultural Context:

It is seen that the language and culture of students carrying from their homes do not correspond to the language and culture of school which creates difficulty in learning process. These children feel alienated and disengaged from learning. Students from some cultural groups prefer to learn in cooperation with others, while the learning style of others is to work independently. To maximize learning opportunities, teachers should gain knowledge of the cultures represented in their classrooms and adapt lessons so that they reflect ways of communicating and learning that are familiar to the students. The teaching learning strategies to be followed as:

- Assign independent work after students are familiar with concept
- Use role-playing strategies
- Assign students research projects that focus on issues or concepts that apply to their own community or cultural group
- Bridge cultural differences through effective communication
- Teach and talk to students about differences between individuals
- Show how differences among the students make for better learning
- Attend community events of the students and discuss the events with the students

Culturally Mediated Instruction

Hollins (1996) believes that culturally mediated instruction provides the best learning conditions for all students. It may help decrease the number of incidences of unacceptable behavior from students who are frustrated with instruction not meeting their needs. Culturally mediated instruction incorporates and integrates diverse ways of knowing, understanding, and representing information. It encourages multicultural viewpoints and allows for inclusion of knowledge that is relevant to the students. Learning happens in culturally appropriate social situations; that is, relationships among students and those between teachers and students are congruent with students' cultures. By being allowed to learn in different ways or to share viewpoints and perspectives in a given situation based on their own cultural and social experiences, students become active participants in their learning (Nieto, 1996). The teaching learning strategies to be followed as:

- Research students' experiences with learning and teaching styles
- Ask educators who come from the same cultural background as the students about effective ways to teach them
- Visit the communities of the students to find out how they interact and learn in that environment
- Ask students about their learning style preferences
- Interview parents about how and what students learn from them
- Allow the use of the student's first language to enhance learning
- Create an environment that encourages and embraces culture

- Allow students ample opportunities to share their cultural knowledge

Re-shape the Curriculum

Curriculum should be integrated, interdisciplinary, meaningful, and student-centered. It should include issues and topics related to the students' background and culture. It should challenge the students to develop higher-order knowledge and skills (Villegas, 1991). Integrating the various disciplines of a curriculum facilitates the acquisition of new knowledge (Hollins, 1996). Students' strengths in one subject area will support new learning in another. Likewise, by using the students' personal experiences to develop new skills and knowledge, teachers make meaningful connections between school and real-life situations (Padron, Waxman, & Rivera, 2002). The strategies to be followed as:

- Use resources other than textbooks for study
- Encourage students to interview members of their community who have knowledge of the topic they are studying
- Develop learning activities that are more reflective of students' backgrounds
- Include cooperative learning strategies
- Allow students the choice of working alone or in groups on certain projects
- Develop integrated units around universal themes

National Policy on Education, 2016 has laid considerable emphasis on value education by high lighting the need to make education a powerful tool for cultivation of social and moral values one of the challenges before a modern teacher is how to make values education and interesting to the modern youth. The present day youth and school and college students with all potential and good will to learn seem to concentrate on all other academic subjects except value education.

The present project work is based on five core values for college and University students and teachers of JVBU, Ladnun of Rajasthan. The study focused on the key dimensions for mapping values context in the University Campus.

This work will reflects the directive landmarks of NCF, 2005 concern education for peace. Education for peace seeks to nurture ethical development, inculcating values, attitudes and skills required for living in harmony with one self, with others including nature. The project work will be the key attempt to prevent and identify the distortion of values among college and University students and teachers in Rajasthan. It points out the need for college and universities to come up with new ways of educating students and the role of value education in meeting the challenges of the present times core values concern at College and University stages. Values can be imparted among college students through co-curricular activities in College and University level. Character building is the major concept of Education or training that will be fruitful through value education. The **National Policy on Education (1986)** expressed concern over "the erosion of essential values is increasing in society". It advocated turning education in to a "forceful tool for the cultivation of social and moral values". Education should "foster universal and external values, oriented towards the unity and

integration of our people. The **Programme of Action of 1992** tried to integrate the various components of value Education in to the curriculum at all stages of school education including the secondary stage. The changes in attitudes, values and practices of teachers are reflected in their relationships, communication style, classroom/ pedagogical practices, attitudes towards work, students, and their relationships with their principal, colleagues, parents, staff etc. It is important to first assess these changes taking place in own self - attitudes, values and skills and in their own communication skills, classroom practices, attitudes and values towards work and students. Culturally responsive teachers reflect a mindset that enables them to work creatively and effectively to support all students in diverse settings. The major ones are as follows:

Conclusion:

The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more critical in the Twenty First Century. The need for change from narrow Nationalism to Universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is the privilege of the few to a technologically united world, places enormous responsibilities on teachers who participate in the molding of the minds and characters of the new generations. The stakes are high and moral values formed in the childhood throughout life become of particular importance. "Teacher is the kingpins of any educational systems. All teachers have to make ICT literate.

In culturally responsive pedagogy, new teachers must be taught how to adapt their curricula, teaching methods, instructional materials, and assessment practices to connect with students' values and cultural norms. Therefore, there is a need to prepare reflective practitioners who can connect with diverse students and their families (Kea, Campbell-Whatley & Richards, 2006). Educators must be prepared to teach all students with diverse cultures. The journey towards an equitable and inclusive classroom in school seeks to empower the stakeholders in the learning-teaching environment. Such an approach affirms the cultural capital that our students bring to the classroom from their homes.

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