
Guiding Culturally Responsive Pedagogy in the Classroom with Textbooks

¹Dr. Sarita Chaudhary, ²Dr Pranita Gopal

¹Assistant Professor, Department of Educational Psychology and Foundations of Education National Council of Educational Research and Training (NCERT)
Sri Aurobindo Marg, New Delhi-110016, India
saritancert@gmail.com

²Assistant Professor, Central Institute of Educational Technology, National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi-110016-India
pranita.gopal@ciet.nic.in

How to cite this article: Sarita Chaudhary, Pranita Gopal (2024) TOURIST TRAP IN SRINAGAR KASHMIR: A MENACE OR A BLESSING. *Library Progress International*, 44(3), 25259-25270

1. Abstract

This paper explores the role of textbooks in guiding Culturally Responsive Pedagogy (CRP) in Indian classrooms, with an emphasis on NEP 2020's objectives for inclusive and holistic education. When textbooks become the agents driving culturally responsive pedagogy in the classroom, they automatically aim to enhance engagement, promote learning, and celebrate cultural heritage, making education more meaningful. CRP aims to create learning environments that embrace students' cultural backgrounds, thereby fostering engagement and supporting academic and personal growth. This paper highlights how textbooks aligned with CRP principles enhance students' cultural identities, foster a sense of belonging, and celebrate diversity. It documents several effective practices in CRP, including the integration of local languages, traditions, and diverse perspectives within educational materials. By using the latest NCERT textbooks as exemplars, the paper provides practical guidelines for creating culturally responsive content that fosters inclusivity.

2. Keywords

NEP 2020, Multiculturalism, Classroom praxis, Culturally Responsive Pedagogy, Textbooks.

Introduction

Culturally Responsive Pedagogy (CRP) aims to create inclusive and engaging learning environments by integrating students' cultural backgrounds into the teaching process. Textbooks play a crucial role in guiding CRP in the classroom by providing relatable content that reflects diverse cultures, languages, and traditions. By using culturally responsive textbooks, educators can validate students' identities, foster a sense of belonging, and enhance learning experiences that are meaningful and relevant to their everyday lives. Through the latest NCERT textbooks, educators can create an inclusive educational environment aligned with CRP principles, promoting holistic development and preparing students to thrive in a globalized world.

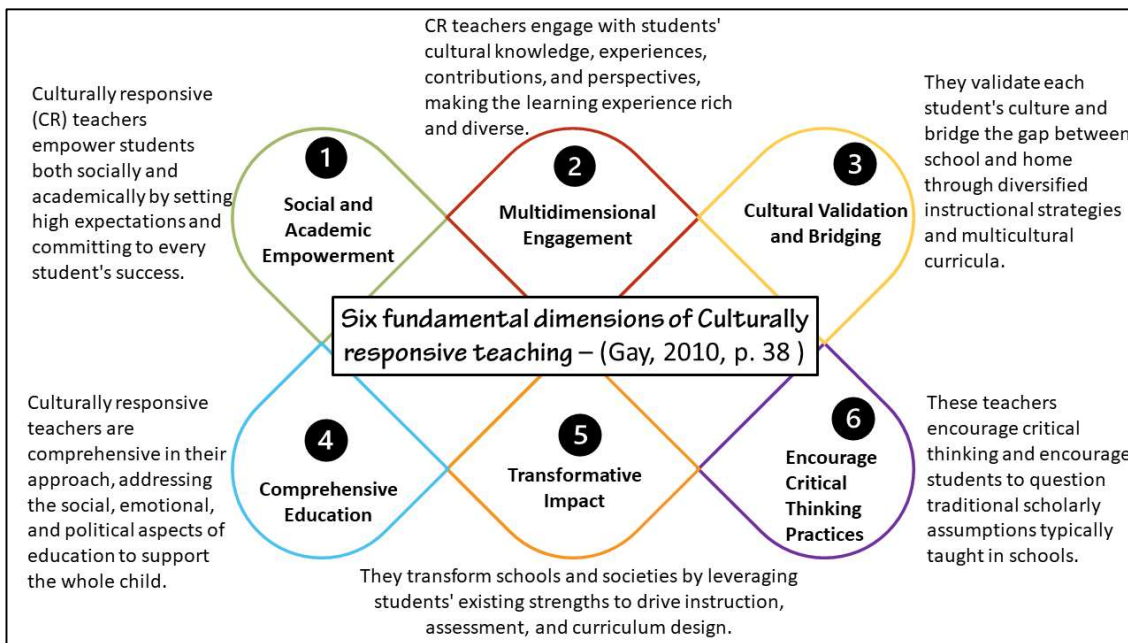
3. Pillars of Culturally Responsive Pedagogy

Gay (2010), lists down eighteen pillars of progress that act as benchmarks of principles and assessments for culturally responsive teaching within any given learning scenario. These benchmarks ensure effective, inclusive, and equitable learning experiences in diverse classrooms- as seen across every Indian classroom. These pillars are given in Box 1.

1. **Inclusivity in Education:** Applicable to all subjects and grades, making it integral for diverse learning environments.
2. **Universal Student Impact:** Benefits all students, enhancing academic outcomes across demographics.
3. **Systematic Implementation:** Requires a deliberate, consistent approach for sustained success.
4. **Holistic Development:** Supports academic, emotional, social, and cultural growth.
5. **Integrative Learning:** Informed by students' cultures and experiences, ensuring a comprehensive teaching approach.
6. **Building Community:** Cultivates camaraderie and a supportive learning atmosphere.
7. **Cultural Representation:** Reflects diverse cultures in curriculum, climate, and interactions.
8. **Broad Cultural Perspective:** Addresses both general cultural concepts and specific examples.
9. **Accurate Cultural Education:** Provides truthful cultural insights and addresses moral dilemmas.
10. **Teaching Cultural Capital:** Equips students with the skills needed to navigate educational institutions.
11. **Diverse Achievement Indicators:** Views success as multidimensional, using varied measures for assessment.
12. **Encouraging Self-Reflection:** Promotes continuous self-awareness and self-assessment for students.
13. **Genuine Care with High Standards:** Shows care by holding students to high expectations and supporting their success.
14. **Bridging Cultures:** Connects academic content with students' cultural and social lives.
15. **Future-Oriented Skills:** Empowers students to envision and work towards better futures.
16. **Advocacy for Justice:** Develops intolerance for oppression and a commitment to social justice.
17. **Teacher Training:** Requires professional development that incorporates cultural knowledge and instructional methods.
18. **Resource Commitment:** Allocates resources to maximize student achievement.

Box 1: Pillars of Culturally Responsive Pedagogy

Culturally responsive teaching is a transformative approach; when taught by this approach students become better individuals and more successful learners. (Rajagopal, 2011). This transformative approach translates into, personal confidence, academic competence, the will to act and courage to learn, explore and grow with knowledge. Culturally responsive teachers understand learning is not easy and recognize the importance of students experiencing successes on their journey to mastery. Therefore, they ensure to plan accordingly, creating supportive infrastructures to help students persevere toward high academic achievement (Tomlinson & Javius, 2012). This support includes boosting students' morale, providing necessary resources and personal assistance, fostering a culture of achievement, and celebrating both individual and collective accomplishments. Culturally responsive teaching emphasizes the importance of students becoming productive members of their ethnic communities and the broader national society, while developing the skills necessary to fulfil this obligation. It does so by making academic success a non-negotiable mandate for all students and an achievable goal.



Gay, 2010 recognise six facets that shape the discourse of multicultural curriculum content

- **Foundation of Academic Success:** Curriculum content plays a vital role in academic success and is a core component of culturally responsive pedagogy.
- **Impact of Textbook Quality on Achievement:** Textbooks, as primary sources of curriculum content, greatly influence student achievement and the effectiveness of culturally responsive teaching.
- **Boosting Student Engagement:** Thoughtfully designed curriculum content enhances student learning and engagement.
- **Relevance for Diverse Learners:** Curriculum content that resonates with diverse student groups includes insights into their histories, cultures, contributions, experiences, perspectives, and relevant issues.
- **Sourcing from Diverse Origins:** Curriculum content draws from a wide range of sources, extending beyond traditional school materials.
- **Incorporating Varied Curriculum Types:** Employing different curriculum types brings unique challenges, opportunities, and pathways for implementing culturally responsive teaching

4. NEP 2020 and Culturally Responsive Pedagogy

The National Education Policy (NEP) 2020 marks a progressive overhaul in India's approach to education, aligning it with the demands of the 21st century while deeply rooted in the country's rich cultural heritage. Emphasizing inclusivity, equity, and a holistic development of learners, NEP 2020 seeks to provide an education system that respects and celebrates India's diverse cultural, linguistic, and social landscape.

In India many different cultures, languages, religions, and traditions come together, making it a colourful and vibrant country. This diversity is also one of its greatest strengths.

Culturally Responsive Pedagogy (CRP), which focuses on recognizing and integrating students' cultural backgrounds into teaching practices, helps teachers celebrate multiculturalism. We know, NEP 2020 guides teachers to create classrooms where every student feels seen, valued, and empowered to succeed, fostering a truly multicultural and inclusive educational environment requires synergy between the goals NEP 2020 and strategies of incorporating CRP. This synergy would not only enhance learning outcomes but also nurture students as compassionate, globally aware citizens who are proud of their cultural roots. Table 1 presents linkages between the goals of NEP 2020 and praxis linkages with culturally responsive pedagogy.

Table 1: NEP 2020 and Praxis Linkages with Culturally Responsive Pedagogy

Theme	What does NEP2020 say?	How does Culturally Responsive Pedagogy (CRP) create a praxis link?
Emphasis on	NEP 2020 advocates for using	This aligns with CRP, which emphasizes

Multilingual Education	mother tongues, home languages, and regional languages as the medium of instruction, especially in the early years of education. This approach not only respects linguistic diversity but also helps students learn in a language they understand best.	teaching in a way that acknowledges and leverages students' linguistic backgrounds, enhancing comprehension and cultural relevance.
Inclusive Curriculum Design	NEP 2020 calls for an inclusive curriculum that integrates local knowledge systems, traditional arts, culture, and history. It stresses the importance of including diverse perspectives that reflect the cultural richness of India.	CRP promotes curriculum design that reflects students' cultural backgrounds, making learning more relevant, engaging, and meaningful.
Focus on Equity and Inclusion	NEP 2020 places a strong focus on equity, aiming to provide quality education to all, especially marginalized and disadvantaged communities. It seeks to eliminate barriers that prevent students from different cultural backgrounds from accessing education.	CRP's core goal is to create an equitable learning environment where all students feel respected and included, ensuring that diverse cultural identities are represented and valued.
Teacher Training and Professional Development	NEP 2020 emphasizes continuous professional development for teachers, including training in inclusive teaching practices that cater to diverse cultural and linguistic needs.	CRP relies on educators who are trained to be culturally competent, capable of recognizing and addressing the diverse needs of their students through culturally relevant teaching methods.
Integration of Arts, Culture, and Local Traditions	NEP 2020 encourages integrating arts, music, and traditional crafts into the education system, recognizing their importance in preserving cultural heritage and engaging students in learning.	CRP supports the use of culturally relevant content, including arts and local traditions, as a way to connect learning to students' cultural experiences.
Promoting Critical Thinking and Ethical Values	NEP 2020 aims to develop critical thinking, creativity, and ethical values among students, encouraging them to become thoughtful, empathetic, and socially responsible individuals.	CRP encourages students to critically engage with content and reflect on their cultural identities, promoting values such as respect, empathy, and responsibility.
Community and Parental Involvement	NEP 2020 supports the involvement of parents and communities in the educational process, recognizing that education extends beyond the classroom and is influenced by cultural contexts.	CRP emphasizes the importance of connecting with students' families and communities to better understand their cultural backgrounds and create a supportive learning environment.
Flexibility in Learning Paths	NEP 2020 promotes flexibility in learning, allowing students to choose subjects and learning paths that align with their interests, talents, and cultural contexts.	CRP supports personalized learning approaches that respect and respond to students' diverse cultural and educational needs, encouraging self-expression and choice.

Use of Technology for Inclusivity	NEP 2020 advocates for the use of technology to bridge educational gaps, providing access to diverse cultural content and resources, especially for students from varied linguistic and cultural backgrounds.	CRP uses technology as a tool to support diverse learning styles, access multicultural resources, and connect students with their cultural heritage.
Fostering a Sense of Belonging and Identity	NEP 2020 aims to instil pride in India’s cultural diversity, promoting education that respects and celebrates all cultural identities, thus fostering a sense of belonging among students.	CRP directly supports the development of students’ cultural identities by creating an inclusive environment where their cultural backgrounds are seen as assets to their education.

5. How can textbooks guide teachers to integrate Culturally Responsive Pedagogy?

Textbooks play an important role in children's education. They must provide an accurate yet diverse perspective of our society and the world around them. This practice and the associated attitudes are so deeply ingrained in students' minds that the value of courses without textbooks is sometimes questioned. Research from the 1980s and 1990s revealed that 70% to 95% of all classroom instruction used textbooks sources of content to be taught and learned (Apple, 1985; Tyson-Bernstein & Woodward, 1991; Wade, 1993). Valverde, et.al (2002) examine the rhetorical and pedagogical features of textbooks to understand how they both promote and limit educational opportunities. Their analysis explores how textbooks are structured and organized, examining how they integrate various elements into specific teaching guidelines and practices. Figure 2 is a synthesis of a part of their work and extrapolates into developing an understanding of how to leverage textbooks to ensure culturally responsive pedagogy becomes a part of the classroom praxis.

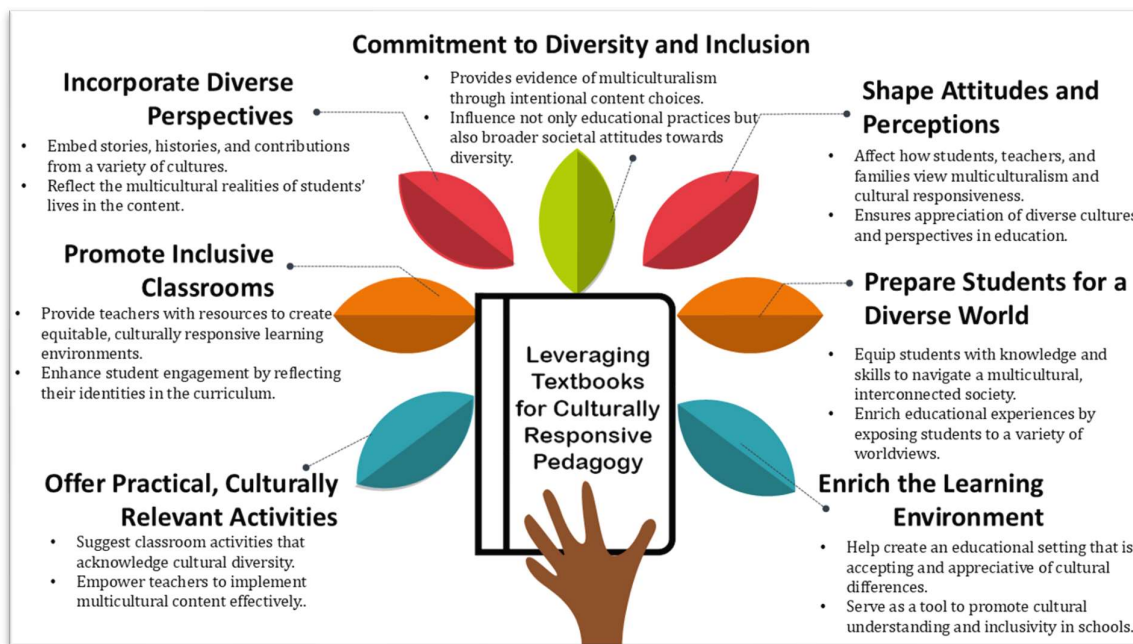


Figure 2: Leveraging Textbooks for Culturally Responsive Pedagogy

6. Good Practices in Sustaining Culturally Responsive Pedagogy with Textbooks in Education

Good practices are methods and strategies recognized as effective, reliable, and beneficial in achieving desired outcomes. Grounded in evidence, experience, and expert consensus, they provide clear standards that guide stakeholders toward optimal performance. Drawing inspiration from good practices is crucial because they ensure consistency, quality, and efficiency.

By identifying good practices from CRP research, classroom practitioners, textbook writers, instructional material

developers, and designers can ensure a learning environment that is engaging, equitable, and supportive for all students. Table 2 summarises the good practices from CRP research that can be used in conceptualizing, designing, and writing textbooks. It also includes practitioner notes that classroom teachers can use to create classrooms that are rooted in culturally responsive pedagogy.

Table 2: Thematic Summary of Good Practices from CRP research in Textbook Design

Theme	Good Practices from CRP Research	Practitioner Notes for Classroom Transaction
Content Inclusion	Include diverse cultural perspectives in textbook content.	Ensure all cultures are fairly represented to avoid bias.
	Use stories and examples from various cultural backgrounds.	Stories should reflect the everyday lives of students from different cultures.
	Highlight contributions of different cultures in subjects like science and history.	Showcase diverse inventors, leaders, and historical events.
	Offer alternative viewpoints on historical and social events.	Provide multiple perspectives to help students critically analyze content.
	Incorporate local cultural contexts relevant to the students.	Use examples that are familiar to the local community of the students.
	Include texts that challenge stereotypes and promote inclusivity.	Choose content that breaks down cultural misconceptions.
	Use authentic cultural materials (e.g., poems, songs, art) in lessons.	Integrates local traditions and artistic expressions into learning.
	Ensure representation of marginalized groups in text and images.	Avoid tokenism; ensure genuine representation of diverse groups.
	Integrate cultural festivals and traditions into learning activities.	Connect cultural events to subject learning, like math problems based on cultural contexts.
	Reflect current cultural and social realities in textbook content.	Update materials to stay relevant with current social issues and cultural dynamics.
	Highlight stories of diverse role models and leaders.	Use biographies and success stories from various cultures to inspire students.
	Update content regularly to reflect evolving cultural dynamics.	Regular revisions ensure content remains relevant and culturally accurate.
	Include case studies from various cultural and geographic contexts.	Use global examples that resonate with diverse student experiences.
	Showcase traditional knowledge systems alongside modern scientific ideas.	Incorporate indigenous knowledge and practices into mainstream subjects.
Address global issues through multiple cultural lenses.	Frame global challenges like climate change or health through varied cultural perspectives.	
and Language Representation	Use inclusive language that respects all identities.	Avoid language that reinforces stereotypes or excludes certain groups.
	Incorporate multilingual content where appropriate.	Use translations or parallel texts to engage multilingual learners.
	Provide context for cultural references used in the material.	Annotations or side notes can help explain unfamiliar cultural terms.
	Use culturally relevant illustrations and images.	Visuals should reflect the diversity of the student population.
	Involve educators in the selection of culturally responsive materials.	Teachers can provide insights into what resonates with students.

	Ensure textbooks use language that does not perpetuate biases.	Review language choices carefully to avoid cultural insensitivity.
	Provide visual diversity in characters and scenarios.	Illustrations should reflect a broad spectrum of cultural identities and roles.
	Offer narratives that showcase cultural resilience and achievements.	Highlight how different cultures overcome challenges.
	Avoid cultural appropriation in illustrations and examples.	Ensure that cultural elements are used respectfully and accurately.
	Represent diverse family structures and social setups.	Reflect varied family dynamics, such as single-parent, extended, or blended families.
	Include gender-neutral language and examples.	Helps create an inclusive environment for all gender identities.
	Highlight cultural practices that promote sustainability.	Use examples like traditional farming methods that align with modern sustainability.
Critical Engagement	Encourage critical thinking about cultural biases in content.	Create discussion prompts that invite students to question biases.
	Provide discussion questions that explore cultural themes.	Use open-ended questions that allow for diverse cultural viewpoints.
	Use cross-cultural comparisons to deepen understanding.	Compare how different cultures approach similar issues or problems.
	Include activities that connect lessons to students' cultural experiences.	Encourage students to draw on their own backgrounds in classwork.
	Design exercises that promote collaboration among culturally diverse students.	Group work that mixes student from different cultural backgrounds.
	Engage students in creating culturally relevant content for learning.	Let students contribute stories or examples from their cultures.
	Include reflection prompts to connect personal experiences with learning.	Use reflective writing to help students relate lessons to their own lives.
	Use role-play and simulations to explore different cultural viewpoints.	Role-playing helps students step into others' shoes, fostering empathy.
	Encourage debates on cultural perspectives to enhance understanding.	Debates can highlight how cultural backgrounds shape opinions and values.
	Analyze media portrayals of different cultures critically.	Discuss how cultures are represented in films, news, and social media.
Support and Guidance	Provide teacher guides for culturally responsive teaching strategies.	Include specific tips and examples for incorporating cultural content.
	Offer professional development on using culturally responsive materials.	Regular training sessions help teachers stay updated and effective.
	Engage parents and communities in selecting relevant content.	Involving stakeholders helps ensure content relevance and cultural accuracy.
	Incorporate student feedback to improve cultural relevance of materials.	Use student input to make learning materials more engaging and appropriate.
	Provide assessment rubrics that recognize cultural nuances.	Adapt assessment criteria to acknowledge different cultural approaches to tasks.
	Create spaces in textbooks for students to share their cultural stories.	Allow students to write or present cultural narratives related to the subject.
	Offer annotated guides explaining cultural	Helps educators understand the

	contexts for teachers.	background and significance of content.
	Include examples of how various cultures approach problem-solving.	Show varied methods to tackle academic challenges across cultures.
	Provide resource links to explore cultural topics further.	Encourage further learning through books, websites, and multimedia.
	Encourage student-led discussions on cultural identity and expression.	Let students take the lead in discussing their own cultural experiences.
	Highlight culturally significant days and events in learning activities.	Use national or cultural holidays as opportunities for thematic learning.
	Include guidelines for culturally sensitive discussions in classrooms.	Establish norms for respectful dialogue around sensitive cultural topics.
	Provide access to virtual cultural experiences (e.g., virtual museum tours).	Use technology to connect students with diverse cultures worldwide.
Technology Integration	Use digital resources to provide access to diverse cultural content.	Integrate videos, websites, and online tools showcasing global cultures.
	Incorporate multimedia content that reflects various cultures.	Use audio, video, and images that represent diverse cultural narratives.
	Use language translation tools to make content accessible.	Helps bridge language gaps, especially for multilingual students.
	Develop interactive activities that reflect cultural diversity.	Use apps and games that engage students with multicultural content.
	Utilize virtual exchanges and global classrooms for cultural learning.	Connect classrooms globally to learn directly from peers in other countries.
Assessment and Feedback	Design culturally responsive assessments that consider diverse perspectives.	Assessments should respect different cultural viewpoints and approaches.
	Provide feedback that respects students' cultural contexts.	Frame feedback in ways that align with students' cultural norms.
	Use culturally diverse examples in problem-solving questions.	Incorporate scenarios that reflect varied cultural experiences.
	Incorporate self-assessment tools that allow students to reflect on cultural learning.	Encourages students to evaluate their understanding of cultural content.
	Offer culturally relevant scenarios in case studies and assessments.	Use real-world examples that students can relate to culturally.
Community and Parental Engagement	Host cultural exchange events to connect learning with community experiences.	Events like cultural fairs and storytelling sessions can enhance learning.
	Include parental input in culturally relevant curriculum design.	Parents can provide insights into what is culturally appropriate and engaging.
	Develop community partnerships to enrich cultural content.	Collaborate with local cultural institutions or artists to provide authentic content.
	Use community stories and histories in teaching materials.	Local narratives make learning more relevant and engaging for students.
	Create projects that involve students working with local cultural organizations.	Service learning and projects can connect academic content with community work.

7. NEP 2020-based NCERT Textbooks leading examples in guiding Culturally Responsive Pedagogy in the Indian classroom

The National Education Policy (NEP) 2020 has shaped the development of NCERT textbooks, positioning them as leading examples in guiding Culturally Responsive Pedagogy (CRP) in Indian classrooms. By aligning educational content with NEP 2020's emphasis on inclusivity, diversity, and respect for India's rich cultural heritage, these textbooks aim to create learning environments that are reflective of the diverse identities and

experiences of students. They integrate multicultural perspectives, local contexts, and traditional knowledge systems, ensuring that students see themselves and their cultures represented in their learning materials. This approach not only enhances student engagement but also promotes a deeper understanding and appreciation of India's diverse cultural landscape, making NCERT textbooks powerful tools in advancing Culturally Responsive Pedagogy across the nation. Given below are a few sample vignettes:

Vignette 1:

- Class: III
- Year of Publication: 2024
- Textbook Name: Maths Mela
- Subject: Mathematics
- About the book: The book aims to ensure that all children achieve basic numerical skills and abilities to think mathematically and logically, solve problems, develop intuitions regarding quantities and reasons, and feel a sense of joy, wonder, and curiosity.
- About the chapter: Chapter 4 is Vacation with my Nani Ma. This chapter discusses basic mathematical operations.

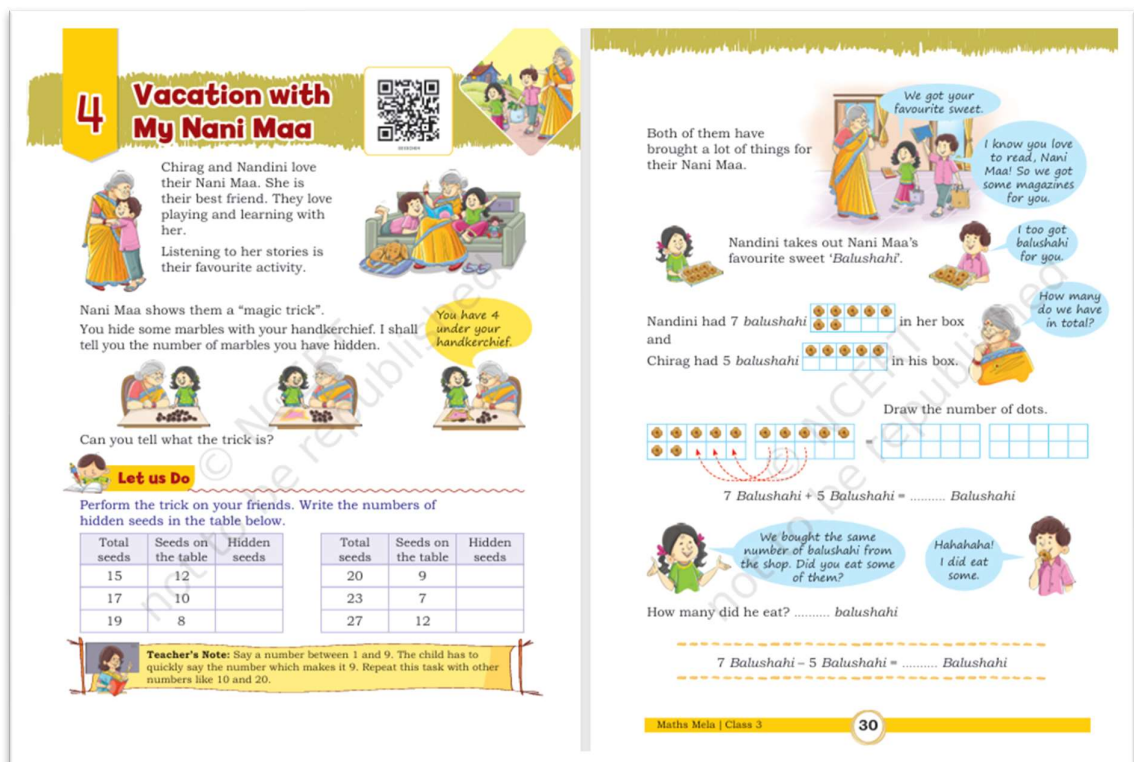


Figure3 – Screenshot of Class 3 – Maths Mela – NCERT Textbook -Pg 29

A good exemplar of CRP because:

- **Use of Relatable Characters and Scenarios:** Features "Nani Maa," highlighting the importance of family bonds and elders in Indian culture.
- **Integration of Cultural Elements:** Includes traditional sweets like "Balushahi," connecting lessons to familiar cultural experiences.
- **Storytelling Approach:** A culturally rich method that connects students emotionally and cognitively, enhancing meaningful learning.
- **Real-life Problem Solving:** Links math skills to everyday activities like sharing sweets and playing games.
- **Promoting Inclusivity:** Diverse characters reflect classroom diversity, promoting a sense of belonging.

Vignette 2:

- Class: III
- Year of Publication: 2024
- Textbook Name: Our Wondrous World
- Subject: The World Around Us -based on the recommendations of NEP2020, NCF-FS
- About the book:

From the foreword of the book, “*Our Wondrous World, the textbook for The World Around Us, has been designed to help children connect their day-to-day learning about their world to the basic concepts of various subject areas— science, social sciences and environmental education. It aims to enhance their sensitivity towards their environment, develop skills to work with the community, and foster a positive attitude towards various professions.*”

- About the chapter: Chapter 11 is about how things are made around us. Children have an innate ability to make things using their toys, clay and even mud.

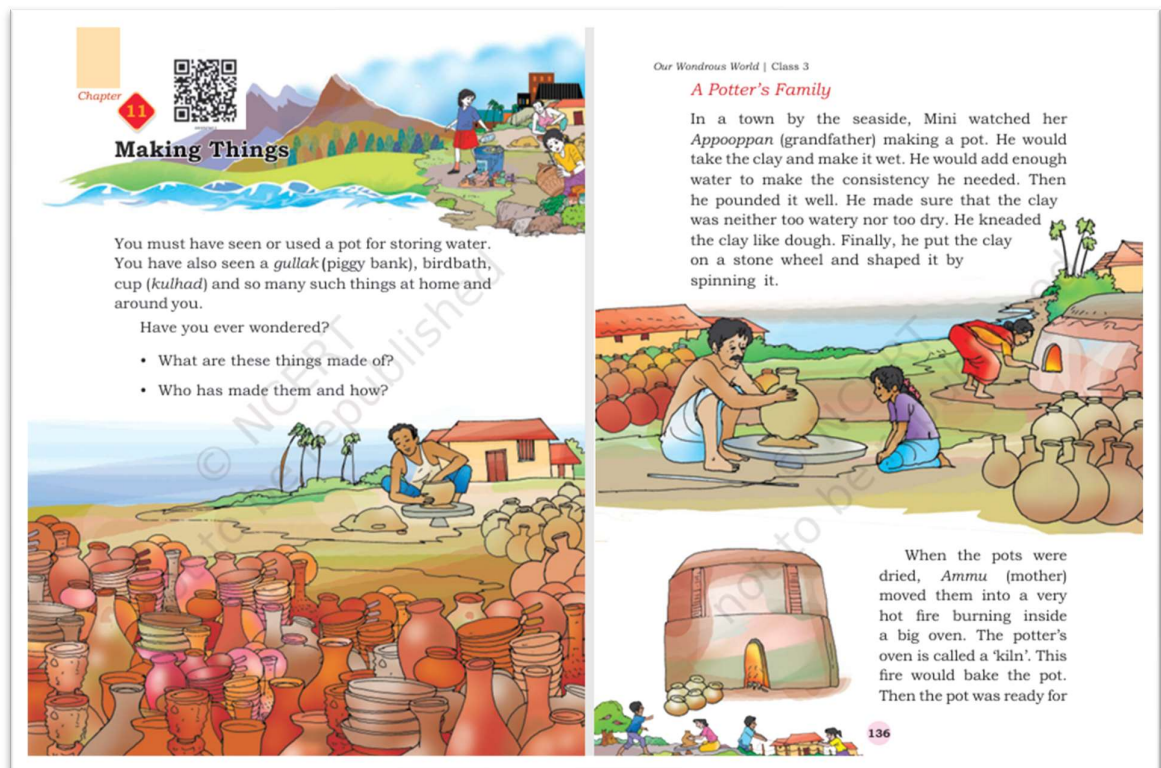


Figure 4 – Screenshot of Class 3 – Our Wondrous World – NCERT Textbook -Pg 135

- A good exemplar of CRP because:
 - **Local Crafts:** Focuses on pottery-making, validating traditional skills seen in communities.
 - **Family Learning:** Highlights intergenerational knowledge transfer through family, like Mini and her Appoopan.
 - **Regional Language:** Uses terms like "Appoopan," "kulhad," making lessons relatable and diverse.
 - **Everyday Connections:** Links learning to common household items like pots and piggy banks that children see around them
 - **Traditional Skills:** Shows pottery-making, valuing cultural knowledge.
 - **Inquiry-Based Learning:** Encourages critical thinking with questions about everyday objects.
 - **Visual Culture:** Illustrations reinforce cultural settings.

Vignette 3:

- Class: II
- Year of Publication: 2023

- Textbook Name: Sarangi
- Subject: Hindi
- About the book: From the foreword of the book, “The presented textbook is an effort to present visually, creatively, and attractively content based on diverse perspectives. This textbook aims to be inclusive and reflective by breaking many stereotypes through the presentation of lessons and illustrations. The book introduces the vital role of tradition, culture, language usage, and Indian as well as local contexts in the holistic development of children..”
- About the chapter – Mala is a young girl who loves scaring her family members. In India, young children are made to wear anklets so that caregivers always know where they are. Using the rich Indian traditional customs this chapter celebrates the innocence of childhood and teaches language.



- A good exemplar of CRP because:
 - **Incorporation of Everyday Life and Family Dynamics:** Involves familiar family settings, making content relatable to the reader
 - **Regional Language:** Uses culturally relevant terms in Hindi, reflecting students' linguistic identities.
 - **Playful Storytelling:** Captures childhood spirit through playful, imaginative narratives like Mala's anklet.
 - **Diverse Characters:** Illustrations promote inclusivity with traditional attire and varied appearances.
 - **Cultural Objects:** Highlights cultural symbols like the anklet, connecting learning to heritage.
 - **Emotional Connections:** Evokes joy and surprise, enhancing engagement.
 - **Imaginative Play:** Supports kinesthetic learning through movement and storytelling.
 - **Everyday Heroes:** Celebrates family and community figures, emphasizing learning beyond the classroom.

Guiding Culturally Responsive Pedagogy through textbooks empowers educators to connect with students on a deeper level, making learning more impactful. By adopting diversity and incorporating cultural contexts, textbooks can serve as powerful tools to promote inclusivity and respect within the classroom. This approach enriches academic learning and develops students' cultural pride and self-confidence, paving the way for a more equitable and dynamic educational experience.

Educational Implications

Textbooks grounded in Culturally Responsive Pedagogy have a profound impact on Indian education. By embedding cultural diversity and local contexts, these resources foster an inclusive classroom that resonates with students' cultural experiences. This approach enhances student engagement, as culturally familiar content validates students' backgrounds and encourages active participation. CRP-aligned textbooks also support the NEP 2020's objective of inclusive, equitable education by addressing the cultural and linguistic needs of diverse student populations. Furthermore, CRP equips educators with strategies to connect curriculum content with students' lives, enhancing comprehension and retention. This alignment with NEP 2020 ensures that students not only excel academically but also grow into empathetic, culturally aware individuals prepared to contribute positively to society.

8. Reference

- Apple, M. (1991). Regulating the text: The socio-historical roots of state control. In P. Altbach, G. Kelly, H. Petrie, & L. Weis (Eds.), *Textbooks in American society: Politics, policy, and pedagogy* (pp. 7–26). Albany: State University of New York Press.
- Gay, G. (2010). *Culturally responsive teaching* (2nd ed.). New York, NY: Teachers College Press
- Ladson-Billings, G. (1995a). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159-165. <http://www.jstor.org/stable/1476635>
- Rajagopal K. (2011). Create success! Unlocking the potential of urban students. Association for Supervision and Curriculum Development.
- Tyson-Bernstein, H. (1988). *A conspiracy of good intentions: America's textbook fiasco*. Washington, DC: Council for Basic Education.
- Tyson-Bernstein, H., & Woodward, A. (1986). The great textbook machine and prospects for reform. *Social Education*, 50, 41–45.
- Tyson-Bernstein, H., & Woodward, A. (1989). Why students aren't learning very much from textbooks. *Educational Leadership*, 47, 14–17.
- Valverde, et.al (2002) *According to the Book: Using TIMSS to Investigate the Translation of Policy into Practice through the World of Textbooks*. Springer Dordrecht.
- Wade, S. E., & Adams, B. (1989). The effect of interest on sensitivity to importance and learning. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.