

A - 2 : Contemporary India and Education

Unit - 2 □ Understanding Diversity

2.1 Concept of Diversity

Structure

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2.1.1 Introduction

We live in a world which is plural in its manifestation. In every field and in every place find just diverse ways that people lead their life. The plants, the animals and the human all have their varieties. As if the unseen factor of nature tells that the only singular thing of his world is plurality. Things have been such because to help each other in their existential process. Plants and animals do understand this law of universe though they have lessor existential capacity. But man, being the supreme entity, fails to decipher it. Insteac celebrating diversity, s/he now puts a question mark on it.

In this unit you will know different types of human diversities and how they contribute man's wellbeing. Our discussion of diversity would include only of human diversity establishing Disability as an important element of diversity.

2.1.2 Objectives

After going through the unit content, you would be able to:

- Know the concept of diversity
- Understand different dimensions of diversity

- Conceptualize diversity consciousness and diversity education
- develop a holistic view on diversity

2.1.3. Concept of Diversity

Diversity refers to *all* of the ways in which people are different. It means understanding the uniqueness of each individual, and recognizing individual difference as a part of the social system. It encompasses acceptance of and respect to differences which are genuine to humanity. The difference can be in the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. Diversity is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of variety contained within each individual. Wellner (2000) conceptualized diversity as representing a multitude of individual differences and similarities that exist among people. Diversity can encompass many different human characteristics such as race, age, creed, national origin, religion, ethnicity, sexual orientation.

“Diversity” is more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing;
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. Some common areas of diversity include age, ethnicity, class, gender, physical abilities/qualities, race, and sexual orientation. Besides religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences are widely accepted as

issues of diversity. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

2.1.4 Dimensions of Diversity

Gardenswartz & Rowe (1994) described diversity as being like an onion, possessing layers that once peeled away reveals the core. According to Gardenswartz & Rowe (1994) the four layers of diversity are organizational dimensions, external dimensions, internal dimensions, and personality.

The organizational dimensions represents the outer most layer and consists of characters such as management status, union affiliation, work location, seniority, divisional department, work content/field, and functional level classification. The characteristics of diversity associated with this layer are items under the control of the organization in which one works. The people can influence this layer in a limited capacity, because control rests with the organization in which a person works.

The external dimension represents those characteristics that deal with the life choices of an individual. The individual exercises a higher level of control over these characteristic than in the organization dimension. The characteristics in this layer are personal habits, recreational habits, religion, educational background, work experience, appearance, status, marital status, geographic location, and income. Meanwhile, the layer where an individual exercises the least amount of control is the internal dimensions.

In the internal dimension of diversity an individual has no control over these characteristics. These characteristics are assigned at birth, such as age, race, ethnicity, gender, and physical ability. Often these characteristics are the sources of prejudice and discrimination.

At the core of the Four Layers of Diversity Model is personality. Personality is described as traits and stable characteristics of an individual that are viewed as determining particular consistencies in the manner in which that person behaves in any given situation and over time (Winstanley, 2006). The personality of an individual is influenced by the other three levels of the model. The other layers help shape the individual's perception, disposition and actions, as the individual interacts with the world around them.

Recently, in the field of special education, another kind of diversity is gaining its colour. It is neuro-diversity. The term, which was coined by Australian autism-activist Judy Singer and American journalist Harvey Blume in the late 1990s, suggests that what we've called in the past "disabilities" ought to be described instead as "differences" or

“diversities.” Proponents of neuro-diversity encourage us to apply the same attitudes that we have about biodiversity and cultural diversity to an understanding of how different brains are wired. We should celebrate the differences in students who have been labeled “learning disabled,” “autistic,”

“ADD/ADHD,” “intellectually disabled,” “emotionally and behaviorally disordered,” or who have been given other neurologically based diagnoses. We ought to appreciate these kids for whom they really are and not dwell upon who they have failed to become. (Armstrong, 2013).

Diversity can be natural (nature’s plural manifestation) and can also be human. At human level, diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. It is extremely important to support and protect diversity because it gives value to individuals and groups and help them free from prejudice. It also fosters the climate where equity and mutual respects are intrinsic.

2.1.5 Diversity Consciousness

Our ability to recognize, understand, and adapt to the differences is called *Diversity Consciousness*. The definition of *consciousness* in the dictionary is ‘being fully aware or sensitive to something’. Another way of defining it is the full activity of the mind or senses. Diversity consciousness includes understanding, awareness, and skills in the area of diversity. To have a better understanding, let us discuss the following points.

1. *It is not a simple common sense*—Common sense is not sufficient. We need to educate ourselves and each other.
2. *Only good intention is not enough*—we have heard people say, “If my heart is in the right place, that is enough.” Trying extra hard to be fair and respectful of others or having the best of intentions is a good start, but only a start. It is possible to show insensitivity and ignorance even though you mean well. People who talk to adults with disabilities in a childlike manner may think that they are being kind. People who tell you to forget our differences and just “be human” may think they are offering helpful advice. But this is not enough.
3. *Not important for just some of us but for All*—all of us need to be culturally literate and responsive to survive and succeed in the twenty-first century. it is improper to think that someone else’s problems or struggles do not affect me. “All of our ancestors came to this country in different boats. But we’re all in the same boat now. And if part of the boat sinks, eventually the rest of it goes down too.

4. *It is not some “feel-good” activity*—Diversity consciousness is not a matter of merely feeling good about ourselves and others. It goes deeper. Superficial acceptance is replaced by a deeper and more critical understanding.

In the field of special education diversity consciousness is quite important. In our country children who are differently able are not only neglected, but also lack this consciousness. Even parents and community members have not sufficient knowledge about this.

2.1.6 Diversity Education

It refers to all the strategies that enable us to develop diversity consciousness. Through diversity education, we develop awareness, understanding, and a variety of skills in the area of diversity. These skills are referred to as **diversity skills**. Among these are flexible thinking, communication, teamwork, and leadership skills, as well as the ability to overcome personal and social barriers. Diversity education takes many forms. It is something we can initiate and control, such as reading a book, volunteering to help others in need, attending a workshop, and exchanging ideas about diversity issues with thousands of people over the Internet.

2.1.7 Check Your Progress - 1

1. Define diversity.

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2. Mention the four major levels of diversity.

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3. What is diversity consciousness?

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2.2 □ Types of Diversity

Structure

2.2.1. Introduction

2.2.2 Objectives

2.2.3 Cultural Diversity

2.2.3.1 Dimensions of Cultural Diversity

2.2.3.2 Disability and Cultural Diversity

2.2.4 Gender Diversity

2.2.4.1 Gender Diversity and Disability

2.2.5. Linguistic Diversity

2.2.5.1 Linguistic diversity and Disability

2.2.6. Socio-Economic Diversity

2.2.6.1 Socio-Economic Diversity and Disability

2.2.7. Diversity and Disability

2.2.7.1 Types of Disability

2.2.7.2 Dealing Disability through Education

2.2.8 Check Your Progress

2.2.1 Introduction

When we want to classify diversity, specifically at human level, there are different ways to do it. The most acceptable of all is classifying them as: cultural diversity, gender diversity, linguistic diversity and socio-economic diversity. In fact, at human level these are the major diversity varieties which affect human system.

The present unit deals with how different diversities shape human personality and bring changes in our life styles. The unit also shows some light on disability as related to diversity.

2.2.2 Objectives

After going through the unit content, you would be able to:

- Know different kinds of diversities and their dimensions
- Understand how they shape and affect human personality
- Conceptualize the role of education in diversity

2.2.3 Cultural Diversity

Culture encompasses the learned traditions and aspects of lifestyle that are shared by members of a society, including their habitual ways of thinking, feeling and behaving. (Frederickson & Cline, 2002). It is that part of life which is learned, shared, and transmitted from one generation to the next. Although culture endures over time, it is not static. Language, values, rules, beliefs, and even the material things we create are all part of one's culture.

Culture's influence on us is profound. As we internalize culture throughout our lives, it influences who we are, what we think, how we behave, and how we evaluate our surroundings. For example, culture shapes the way we communicate, view work, interpret conflict, define and solve problems, and resolve dilemmas. Culture, which Hofstede describes as a collective programming of the mind that reveals itself in symbols, values, and rituals, is often so embedded in us that we may be unaware of its influence.

Cultural Diversity or Cultural Pluralism is a process through which cultural differences are acknowledged and preserved. For example, the advocates of multicultural education argue that the study of history should be more pluralistic. History should reflect the distinctive cultural experiences of all people. According to this perspective, courses in history often ignore the experiences, perspectives, and contributions of women or people of color or of a particular caste or class. Those who share this opinion argue that history courses are to be truly inclusive.

2.2.3.1 Dimensions of Cultural Diversity

Dimension refers to specific traits which distinguishes one person or group from another. Race, gender, ethnicity, social class, and demography are some of the common dimensions. Race: Race refers to a category of people who are *perceived* as physically distinctive on the basis of certain traits, such as skin color, hair texture, and facial

features. Notice that what makes this group distinctive is our perception of differences.

Ethnicity: Ethnicity is a label that reflects perceived membership of, and a sense of belonging to, a distinctive social group. The crucial distinguishing features of an ethnic group vary between different contexts and change over time. They may include physical appearance, first language, religious beliefs and practices, national allegiance, family structure and occupation. A person's ethnic identity may be defined by their own categorization of themselves or by how others see them. *Whereas race relates to physical differences, ethnicity focuses on cultural distinctiveness.* Ethnicity is defined as the consciousness of a cultural heritage shared with other people. In India, for example, the tribals have a distinctive cultural identity.

Gender. It has to do with the cultural differences that distinguish males from females. For instance, in any given culture, people raise males and females, to act in certain ways. This is called gender role. A girl in India is trained to know the culinary skills and manage household work as a gender role prescribed by the society. Do not confuse the term *gender* with sex. Sex refers to biological differences, such as hormones and anatomy.

Social class: Another important dimension of cultural diversity is Social class which refers to one's status in society. This is usually determined by a variety of social and economic criteria, including wealth, power, and prestige. Even though social class influences where we work, live, and go to school, its importance is addressed infrequently. It is because the concept of social class is fuzzy and inconsistent. For example, how would we classify the students in our class? *Lower, middle, and upper class* mean different things to different people.

Languages' Languages transmit and preserve culture. Of the estimated 7,000 languages spoken throughout the world, one becomes extinct every two weeks. This shows that one language or a group of languages dominate other languages. In India English language dominates the whole of sub-continent. With it, in a subtle way, the language initiates Indians into the native culture from which it came.

Work/Life Issues; Work schedules are becoming more flexible as mothers and fathers look to balance their careers with child-raising responsibilities. The previous equation of mother as care taker and father as money giver does not hold true for today's generation. This has added variety to the cultural scenario.

Use of Technology: Technology has divided the population of the whole- world into two categories-digital natives and digital immigrants. **Digital natives**, young people who are "native speakers" of the language of computers, video games, and Internet, are

learning to adapt to new technologies at a faster rate than those of us who are **digital immigrants**; people who were not born into the digital world but learned the language and the new technology later on in life. Cyber-segregation or the **digital divide**, the gap between people with regard to their ability to access and use information and communication technologies

(ICTs), threatens to widen the gap between the “haves” and “have-nots”. This has also brought change in cultural sphere.

Surnames: Data from different sources show that the most common surnames in India have changed in recent times. The age old tradition of inhering husband’s surname is first changing, Women are either upholding their parental surnames or adding their husbands’ surname with it without erasing it. This has created a new way of identity for the girls.

Demographic changes: With the development of communication and transport system man has become hyper mobile. In search of jobs and settlement there is constant changing of stay-house. This demands, very often, an adaptation to new culture, new language, new living pattern and many more things. For example, the cultural diversity of Kolkata is due to its capacity to provide bread and blanket to a large number of people, of which a significant portion is from outside Bengal. This has created a unique culture for Kolkata.

Globalization: Globalization, the growing interdependence of people and cultures, has accelerated in the twenty-first century. Globalization is impacting individuals of every conceivable color and culture. To use Friedman’s terminology, the world is being flattened in all kinds of ways. Factors such as immigration, the speed and ease of modern transportation, outsourcing, environmental changes, and the globalization of markets and technology contribute to this trend.

2.2.3.2 Disability and Cultural Diversity

Disabled children and perception about them greatly differ across cultures. The following reactions are experienced by families with disabled children across **all societies and cultures**, but may be more strongly embedded and reinforced in some cultural groups:

- Commonly there is an initial period of **denial** by the family that the disability exists, sometimes resulting in negative implications for the immediate care needs of the child. This result is reinforced by community expectations that the family will function in the same way as before the child with disability was born and also by the absence of community care structures to assist the family.

- The second theme of **blame** or ‘cause attribution’ is based on the belief that someone or something has ‘caused’ the disability. This view can commonly focus on the actions of the mother during pregnancy who is blamed for giving birth to a child who has a ‘defect’. Thus, it can be seen as an attempt to explain the presence of the disability due to some form of fault attributed to the mother, or a physical event during pregnancy or early childhood. This feature is also commonly used to provide explanations for somewhat common ‘imperfections’ in children, such as birthmarks etc. In some cases, the birth of a disabled child may be considered as a ‘punishment from God’ that the family ‘deserved’.
- Some families are **ashamed** of their children with disabilities who they hide away in their homes. In some countries, it is not unusual to hear of cases of disabled children who have been abandoned. Social services in these places are often non-existent and education and health systems do not cater for children with disabilities. In other cases, children with intellectual disabilities and hearing or visual impairments do not attend school because they would be mocked and humiliated by other students.
- In the longer term, both children with disabilities and their family carers can experience **isolation** and marginalization from other families within their community. Eventually, these factors may result in marital breakdown, with the mother commonly staying with the disabled child in reduced economic circumstances. The result for the mothers and children is further social alienation and loneliness.
- **Stigma** attached to disability can sometimes mean that the social status and marriage prospects of other children in the family are also reduced. In some societies, this stigma can also jeopardize the marriage prospects of the sisters of a woman with a disabled child.
- In other situations, family members may **overprotect** disabled children, and have **low expectations** for their development, with the result that disabled children remain overly dependent on others. Even for children from loving homes, a **lack of knowledge and belief in the capacities of disabled people**, combined with guilt and lack of external support structures can result in restricted outcomes for children with disabilities.

2.2.4 Gender Diversity

Gender diversity is a term referring to how people from different gender are represented in their relevant setting. Primarily, this term is often used to refer to the distribution of

females and males in social, educational and work life. Now-a-days it also includes those who fall into non-binary categories of gender, for example, the LGBTs. Gender diversity is a part of cultural diversity, but-due to its individual significance this is dealt separately.

Gender Diversity is the variety in the representation of different sexes of people in different social setting. Some works or activities are predominantly performed by one category which results in the over representation of that category and under representation of the other. For example, in Indian context, we can say, the women are underrepresented in outside works. But we find their over representation in household work. There are exceptions also. In Karnataka, we find women being engaged in large numbers in public transport systems like, bus and truck. This is not found elsewhere in India. Similarly, in engineering section there is less involvement of women till now. Works of mines and defense, which require hazards and adversity, are abandoned by the women.

While some societies have better defined gender roles, others have fluidity in their gender roles. The GLOBE study of national culture describes this as gender egalitarianism, defined as ‘the degree to which an organization or society minimizes gender role differences while promoting gender equality’ (House, Hanges, Javidan, Dorfman, Gupta, 2004, p. 12). Countries typically ranking high on gender egalitarianism are Hungary, Russia and Poland, while those lowest on this scale are South Korea, Kuwait and Egypt (House et al., 2004, p. 365). It is expected that more gender egalitarian societies will have similar opportunities in the workplace for both men and women, as gender is not a substantial element in considering a person’s capabilities or suitability (Farndale, Biron, Briscoe and Raghuram, 2015 p.680). Roles in the home and at work are also more equally divided between the sexes in these societies, enabling more equal workplace participation (Aycan, 2008). A similar argument is relevant to understanding the implications of gender empowerment: a specific measure of gender egalitarianism referring to the extent to which, in a given society, both women and men are able to participate in decision-making regarding economic and political life (Klasen, 2006).

Gender egalitarianism does not always mean inclusion of women in the mainstream workforce. Now-a-days we find male persons being engaged in cooking which is traditionally

a job of the females. It also demands men to perform those activities which were traditionally done by women.

Excepting some developed countries we find gender stereotyping and gender bias in many countries of the world. People have still the feeling that women are biologically inferior to that of men. This tells the fact that women can do simple and smooth-going works and are not fit for the so called 'tight-works'.

2.2.4.1 Gender Diversity and Disability

If spoken in terms of disability we would find great difference in gender variance. Disabled males are taken care of but disabled females remain neglected. As far as gender identity in disability is concerned women are more likely to describe themselves in terms of gender than men and this particularly true amongst women from minority ethnic groups.

Sexuality formed a key component of personal identity for lesbian and gay people, with only a few exceptions.

Varied childhood experiences cause great difference in gender disability. Studies found that 'over protectiveness' caused greater harm to the gender roles of children, particularly among females. The South Asian females are worst affected by this.

2.2.5 Linguistic Diversity

Linguistic diversity is concerned with the availability and practice of multiple languages in public and private life. The countries where people of different languages inhabit and can speak their language freely is said to have linguistic diversity. India is such a country where a large number of languages (nearly 350) are practiced. Some languages are constitutionally accepted and some more are spoken by large number of people, though they do not have official acceptability. Besides, there are many dialects which do not have written script but are transacted orally. So to have a common platform for communication both Hindi and English are accepted as *lingua franca* (the language of communication for all). Both of these languages are accepted as language of administration, legislation and English as the language of judiciary.

Language is one of the most interesting affirmations of our diversity. An Indian young boy in Delhi used to speak Malayalam to his mother, English to his father, Hindi to the driver, Bengali to the domestic help and Sanskrit to God. The Indian Rupee has 18 languages in it.

The Constitution of India recognizes 23 languages today, but in fact there are 35 Indian languages that are each spoken by more than a million people - and these are languages

with their own scripts, grammatical structures and cultural assumptions, not just dialects (and if we're to count dialects, there are more than 22,000).

There are five language families in India-Andamanese, Austro-asiatic, Dravidian, Indo-Aryan and Tibeto-Burman. The majority of Indian languages belong to Indo-Aryan and Dravidian families. The former is spoken by 70% of people and the later by 22%. The rest are Austro-Asian and Tibeto-Burman.

2.2.5.1 Linguistic Diversity and Disability

Five percent of all school-age children have a learning disability. Over half of all students with a learning disability have a language-based learning disability, many with challenges in reading errors or limited skills in vocabulary, skills are delayed in comparison to peers from the same language group who have been learning for the same length of time. Their communication is impaired in interactions with family members and others who speak the same language. The language they speak will have limited, inappropriate, or confused in content, form, or use. Sometimes it may so happen that the child will be unable to discriminate between language acquisition and language disorder.

The following findings may be given for better understanding about the status of language development among disabled children:

- The child has difficulty in developing literacy skills in the native language (assuming adequate instruction in the native language).
- There is a family history of reading difficulties in parents, siblings, or other close relatives (again, assuming adequate opportunity to learn to read).
- The child has specific language weaknesses, such as poor phonemic awareness, in the native language as well as in other languages. (However, these difficulties may manifest somewhat differently in different languages, depending on the nature of the written language; for example, Spanish is a more transparent language than English, so children with phonological weaknesses may decode words more accurately in Spanish than in English.)
- The child when exposed to research-based, high-quality reading intervention does not make adequate progress relative to other.

2.2.6. Socio-economic Diversity

Socio-Economic diversity includes a wide range of variables that create difference in a

society or between societies. These are: age, race, sex, economic background, geography, religion, philosophy, personal and professional background etc. Diversity of experiences, viewpoints, Ideas and thoughts also comes under this. For example, diversity in a school includes a group of pupils from different backgrounds (this can be many things not just racial, but students with different skills and career interests and hobbies and of different political views). We can have the following features for socio-economic diversity:

- In a particular geographic area, mainly four kinds of diversity are considered-age, gender, ethnicity and background
- The presence of, participation by, and respect for differing viewpoints, opinions, cultures, contexts, and approaches
- Wide array of people that come from different backgrounds, lifestyles, social experiences, races, and religions
- The immersion and comprehensive integration of various cultures, experiences, and people
- Having people of different ideologies, genders, economic backgrounds, races, ethnicities, age, and professional/academic background
- It has variations in background factors: ethnic, culture, education, interests.
- Heterogeneity in human qualities among a group
- The inclusion of people from all different types of backgrounds and co-existence of people of different color, religion, culture, language, etc
- Different people, different views on life, different life experiences and backgrounds both ethnic and personal that help shape who a person is

2.2.6.1 Socio-Economic Diversity and Disability

Socio Economic Status, i.e., SES affects overall human functioning, including our physical and mental health. Low SES and its correlates, such as lower education, poverty and poor health, ultimately affect our society as a whole. Inequities in wealth distribution, resource distribution and quality of life are increasing globally. Lower levels of SES have consistently been correlated with poor health and lower quality of life. The existence of a disability can be the source of emotional maladjustment for individuals and the families responsible for their care. Individuals with a disability and their families are at increased risk for poor health and quality-of-life outcomes when their disability status affects their socioeconomic standing.

Research on disability and health care suggests that individuals with a disability experience increased barriers to obtaining health care as a result of accessibility concerns, such as transportation, problems with communication, and insurance.

Persons with a disability are likely to have limited opportunities to earn income and often have increased medical expenses. Disabilities among children and adults may affect the socioeconomic standing of entire families. Research suggests that there exists causal relationship between low SES and the development of disability. These barriers contribute to discrepancies in wealth and socioeconomic opportunities for persons with a disability and their families.

Studies have found that children with disability have less percentage of higher educational status. Many do not pass high school examinations. Only an average of 5% goes for college education.

2.2.7. Diversity and Disability

The Americans with Disabilities Act (ADA) of 1990 defines a disability as a physical or mental impairment that substantially limits one or more major life activities. A disability is a condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness, and various types of chronic disease.

Disability is conceptualized as being a multidimensional experience for the person involved. There may be effects on organs or body parts and there may be effects on a person's participation in areas of life. Correspondingly, three dimensions of disability are recognized: body structure and function (and impairment thereof), activity (and activity restrictions) and participation (and participation restrictions). The classification also recognizes the role of physical and social environmental factors in affecting disability outcomes.

2.2.7.1 Types of Disability

We can find the following kinds of disability now-a-days:

a) *Mobility and Physical Impairments*

This category of disability includes people with varying types of physical disabilities including:

- Upper limb(s) disability
- Lower limb(s) disability
- Manual dexterity
- Disability in co-ordination with different organs of the body

Disability in mobility can be either an in-born or acquired with age problem. It could also be the effect of a disease. People who have a broken bone also fall into this category of disability.

b) Spinal Cord Disability:

Spinal cord injury (SCI) can sometimes lead to lifelong disabilities. This kind of injury mostly occurs due to severe accidents. The injury can be either complete or incomplete. In an incomplete injury the messages conveyed by the spinal cord is not completely lost. But a complete injury results in a total dys-functioning of the sensory organs. In some cases spinal cord disability can be a birth defect.

c) Head Injuries - Brain Disability

A disability in the brain occurs due to a brain injury. The magnitude of the brain injury can range from mild to moderate and severe. There are two types of brain injuries:

- Acquired Brain Injury (ABI)
- Traumatic Brain Injury (TBI)

ABI is not a hereditary type defect but is the degeneration that occurs after birth. The causes of such cases of injury are many and are mainly because of external forces applied to the body parts. TBI results in emotional dysfunctioning and behavioral disturbance.

d) Vision Disability

There are hundreds of thousands of people who suffer from minor to various serious vision disability or impairments. These injuries can also result into some serious problems or diseases like blindness and ocular trauma, to name a few. Some of the common vision impairment includes scratched cornea, scratches on the sclera, diabetes related eye conditions, dry eyes and corneal graft.

e) Hearing Disability

Hearing disabilities includes people that are completely or partially deaf, (Deaf is the politically correct term for a person with hearing impairment).

People who are partially deaf can often use hearing aids to assist their hearing. Deafness can be evident at birth or occur later in life from several biologic causes, for example Meningitis can damage the auditory nerve or the cochlea.

Deaf people use sign language as a means of communication. Hundreds of sign languages are in use around the world. In linguistic terms, sign languages are as rich and complex as any oral language, despite the common misconception that they are not “real languages”.

f) Psychological Disorders

1. Affective Disorders: Disorders of mood or feeling states either short or long term.
2. Mental Health Impairment is the term used to describe people who have experienced psychiatric problems or illness such as;
 - Personality Disorders - Defined as deeply inadequate patterns of behavior and thought of sufficient severity to cause significant impairment to day-to-day activities.
 - Schizophrenia: A mental disorder characterized by disturbances of thinking, mood, and behavior.

g) Learning Disability

A learning disability can be caused by brain injury or medical condition. Children who suffer from a specific learning disability may find it difficult to read and write. Solving simple arithmetic problems can also be difficult for a child with any of the types of learning disabilities that exist. Studies and research show that almost 30 percent of the general population suffers from one kind of learning disability or another. Let's look at the five most common types of learning disabilities.

1) Dysgraphia

Children with dysgraphia may be unable to differentiate between words so writing can be difficult. In most of the cases, the child also finds it difficult to understand different sounds and words which are spoken. Some of the common symptoms of dysgraphia are:

- Even if the child is provided with high quality education, he or she finds difficulty in writing words and numbers when they have this specific learning disability.
- Some children affected with dysgraphia find it difficult to process the language.
- The handwriting of dysgraphia-affected children is also very difficult to interpret.
- Typically, dysgraphia-affected children have problems with spelling and they mix up the alphabet.

2) Nonverbal Learning Disability

It may be hard to identify children who are affected by nonverbal learning disability or NLD at an early age. It is only when they enter higher grades that they begin to face problems, especially in social matters. Symptoms of this include:

- Degraded abstract reasoning.
- The nonverbal learning disability affected child develops a fear of facing new situations.
- The affected child also lacks good common sense.
- Subjects like math and English are the most difficult subjects for the child who is affected with nonverbal learning disability.
- The nonverbal learning disability affected child has very low self-esteem which consequently creates social problems.
- The ability to think clearly and the reasoning power of the child declines.

3) Dyscalculia

Dyscalculia is a specific learning disability which causes difficulties in understanding basic math principles and solving simple problems. The dyscalculia-affected child finds it hard to interpret mathematical symbols and numbers. Even simple arithmetic problems are difficult for him or her to solve.

Some Common Symptoms of Dyscalculia are-

- The dyscalculia-affected child finds it difficult to judge time and distance.
- The dyscalculia-affected child also finds it difficult to differentiate between directions. Mental visualizations are hard for the child.
- Simple calculations in the mind are hard to render for a dyscalculia-affected child.

4) Memory Disabilities

People who are affected by memory disabilities may find it really difficult to memorize things. Memory disabilities are just some of the types of learning disabilities that affect memorization. For instance, the person with a particular mental disability may forget a sentence spoken by someone two minutes ago. Those who suffer from this disability show

- Difficulty in remembering even simple things like the name of the person whom he/she just met.

- Difficulty in solving those types of math problems which require memorizing formulas.

2.2.7.2 Dealing Disability through Education

Schools can assist students with disabilities and their families by working together to change attitudes and reduce the stigma associated with disability. Time, care, respect, patience and persistence are required to change long held attitudes and beliefs.

For most families, accepting and coming to terms with disability is a long and difficult process. Frequently, the first difficulty staff in schools encounter is overcoming parental **denial** of their child's disability. It is not unusual for parents to be reluctant to give their permission for their child to have a psychological assessment. Likewise, there is often a reluctance to accept the findings of psychology reports. The following are some of the ways that schools can help:

- First and foremost, listen to the parents, understand their concerns and build a partnership based on trust. It may take time and continued contact to build a trusting relationship.
- Help the members in providing support services needed for the child.
- Work with relevant experts and interpreters to explain the results in a way that is sensitive to the specific cultural community's beliefs and values.
- Conduct staff professional development sessions on attitudes and perceptions of disability for relevant cultural communities at your school.

Parental attitudes and perceptions of **blame** and **shame** can be modified by support and education. Parents need to be provided with accurate information in a way that is appropriate for their needs. This may include:

- Meeting with the parents of the individual child in a multi-disciplinary team (eg Disability Coordinator, Psychologist, Teacher, Support Worker, Interpreter etc) to listen to the parents' concerns and to provide information about the child's disability, the Negotiated Education Plan (NEP), support options and the future.
- Provision of written materials translated into a language in which they are literate. Please note that some parents of newly arrived families have not had the opportunity to learn to read, so providing them with written materials in their first language may be of no help.
- Invitations for parents to attend school and / or regional workshops or support groups. Appropriate support structures will need to be in place for some parents to

be able to attend such sessions and for the information to be interpreted or explained if necessary.

- Invitations to include a relative or community member to attend meetings with the parent to support them.

Teachers can also make a difference by:

- Building close and supportive relationships with children and their families.
- Teaching all students about disability and sensitively providing students with accurate information and celebrating diversity and ability.
- Providing a safe and supportive learning environment that is free from harassment and responsive to the needs of students with disabilities.
- Modeling respect and valuing diversity through positive attitudes and inclusive language.
- Seeking advice and support from colleagues and experts in the field.
- Challenging discrimination and negative attitudes.
- Including the lives and achievements of exceptional people with disabilities in the curriculum e.g., Stephen Hawking, Sudha Chandran, Stevie Wonder, Ludwig Van Beethoven, Franklin D. Roosevelt, Helen Keller, Paralympic athletes, local heroes etc.
- Providing experiences that promote understanding, for example, hosting a wheelchair sporting event, organizing a *Royal Society for the Blind* Guide Dog visit, or inviting a Paralympic athlete as a guest speaker.

Each and every student with a disability has the right to access a broad and balanced curriculum so that they can reach their full potential and achieve at the highest level possible. Learning programs that are inclusive and supportive will enable students with disabilities to maximize their achievements. In order for students to achieve their full potential, it is important for teachers to work in partnership with parents and families to build on the strengths of students with disabilities.

2.2.8 Check Your Progress-2

1. Give an example of gender stereo-typing.

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2. What is the basic difference between race and ethnicity?

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3. What is digital divide?

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4. What is Lingua Franca?

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5. What is schizophrenia?

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6. Mention two symptoms of dyscalculia,

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2.3. □ Diversity in Learning and Play

Structure

2.3.1 Introduction

2.3.2 Objectives

2.3.3 Diversity in Learning

2.3.3.1 Teachers' Role in Determining Students' Learning Style

2.3.4 Diversity in Play

2.3.5 Check Your Progress

2.3.1 Introduction

Diversity is not an affair of matured person. Among children we find it in their preference for playing a particular game or sport and a kind of learning style they prefer to. This is inherent in all societies and among all students. This really makes the learning so comprehensive and play so enjoyable. Let us discuss it in detail.

2.3.2 Objectives

After going through the unit content, you would be able to:

- Know different kinds of learners and the learning style they prefer to
 - Understand how diversity is found in play preferences
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2.3.3 Diversity in Learning

Diversity is a basic composition in the learning style and play habit of students. Children show ample variety in their learning style and play preferences. Let's discuss these briefly.

Diversity in learning indicates difference in style of learning. Learning style is the typical way of conceptualizing a content matter as a learner goes through the curriculum. Learning styles are most often divided into three basic groups. There are the auditory learners, visual learners and kinesthetic or tactile learners. In addition to these basic groups, some educational theorists also recognize verbal, logical, social and solitary as

additional styles. Here is a systematic breakdown of each learning style and the ways to address these styles in the classroom.

1. Auditory Learners

Auditory learners learn best through hearing the message. Students who are auditory learners respond well to lectures and verbal instructions. They may also be interested in books on tape or listening to review material. Some auditory learners have greater success with oral exams due to the fact that they are able to process verbally, hear the questions, and hear their own responses. Teaching auditory learners requires the teacher to use rhythmic memory aids such as acronyms, short songs, or rhymes. For studying, auditory learners do best when they are able to read their material aloud. Flip cards which can be read aloud may also be useful.

2. Visual Learners

Visual learners process information according to what they see and the images they have created in their mind. When teaching visual learners, their seating position should be in the front of the room to help them avoid external visual distractions. Illustrations, diagrams, and charts are very helpful when working with visual learners. Students who are visual learners are often the best note-takers because they need to see the information being presented. Flip cards can be very helpful for visual learners as it isolates an image of the material they are studying.

3. Kinesthetic Learners

Kinesthetic, or tactile, learners learn best through touching, feeling and doing. Teachers trying to reach kinesthetic learners should incorporate hands-on projects, multi-media assignments, skits, movement, and physical artifacts as examples. Assigning a diorama or skit is a great example of how to reach a kinesthetic learner. These students also respond well to object lessons if they are able to touch the object involved.

Hands-on experiments are another great tool for teaching kinesthetic learners. This is easily done with science material, but can also be incorporated into social studies and even language and arts. Information about geography, customs, and food can often be reworked into a hands-on experience. Examples of this include mummifying a chicken in association with a social studies unit on ancient Egypt or preparing an ethnic food in conjunction with a culture-based language arts story. These sorts of ideas attract and engage the kinesthetic learners in the classroom.

4. Logical, Social or Solitary Learners

Logical learners are those students who most enjoy problem solving, logic games and

reasoning. These students love riddles, word problems, and problem solving games or worksheets, so provide many when teaching them. The categories of social and solitary describe how the students prefer to study, either in groups or individually.

2.3.3.1 Teachers' Role in Determining Students' Learning Style

Teachers should consider ways they can determine the learning styles of their students. This can be a very different process for various age groups. For older students, teachers can use curriculum for teaching learning styles and then offer personality tests specifically designed to help identify their-students' styles. With middle school students, teachers should incorporate a variety of learning styles in an effort to reach all students as testing this age group can be particularly difficult due to shyness, reading readiness and social pressures. For kindergarten and early elementary teachers, the use of an object lesson, such as an unusual pet or particularly old item, can help identify the students' primary learning styles. Young students who are kinesthetic learners are generally the first ones to ask "Can I hold it?" while visual learners are the ones who sit right in front, but may not want to touch what is being shown. Auditory learners are the ones who talk about the lesson the whole rest of the day. To observe students, it is best to have the object lesson taught by a co-worker or have a co-worker observe the students.

Teachers should be trained to take into consideration a variety of learning styles and make efforts to teach in ways that make true learning available to all students. Once teachers are familiar with these learning styles, classroom activities and study habits can be adjusted to accommodate the styles of any group of students.

2.3.4 Diversity in Play

Students are found to be different in their play style. This is in the sense that they prefer different types or varieties of game and sport for their release of energy. Some prefer indoor games and some outdoor ones; some prefer adventure sports while some prefer simple ones. Even their play time and play style are different for the same game/sport. Some students prefer simulated games while some other prefers to enjoy the games/sports rather to play the same.

An examination of the relationship of play and diversity is important for at least three reasons.

- First, a rapidly growing population of young children from culturally diverse backgrounds is entering schools.

- Second, play is a way for children to learn about the world around them and to learn cultural values. They not only learn about themselves but also about differences in other people.
- And finally, early education programs must work to enhance a positive awareness of individual differences and cultural diversity as a whole. Play experiences may serve as an excellent way to help teach children about the differences in other people and that these differences are not bad.

Play is something which is greatly influenced by the culture and its elements. Cliff (1990) examined the relationship between games, religion, myths, and ceremonies in the Navajo culture. She noted an interrelationship between play and other aspects of Navajo culture. Many games and the use of toys in play activities, for example, are interconnected with or founded in religious beliefs. She also discusses that cheating in games is not viewed negatively. It is seen in the same way as Euro Americans view pranks on April fool's Day. However, individuals caught cheating may face reprimands. Cliff also indicates that exposure to Euro American culture has changed the play of Navajo children somewhat, but that in many instances they have modified the activity to fit their own gaming practices.

Play is also a way for young children to practice the roles and skills they will need as adults and these specific play behaviors may vary from culture to culture. For example, Fortes (1976) discussed play by children of the Tallensi people of North Africa and found that the play of children in that society tended to reflect the culture as a whole. Since farming and hunting were important parts of the culture, boys tended to play hunting games and practiced bow and arrow skills as a way of mastering the skills needed as adults. However, he noted that some play behaviors were observed which could occur anywhere.

Fraser (1966) describes how toys and playthings reflect the culture in which children live. She notes that the toys and playthings available for children sometimes have religious significance, may often be related to the materials or skills of the people, and will reflect the time period in which children live. For example, she notes that Eskimos made ivory toys because ivory was readily available; those peoples who lived near water often made toy boats, and astronaut toys in the United States were not available until the late 1950s with the advent of space travel. Some play materials such as toy animals or balls appear to be common among children everywhere.

Children are also aware of their gender differences in play. Fagot and Leinbach (1989) found that boys and girls could correctly perform a gender labeling task starting from

28 months of age. Honig (1983) indicated that gender identity is achieved before three years of age even though some toddlers between 18 months and two years can label other children correctly by sex.

Young children are aware of differences in other children, and this awareness seems to follow a pattern from an awareness of gender, to racial differences, to disabilities. Consistent across this literature are indications that children tend to play with peers who are similar to them.

2.3.5 Check Your Progress-3

1. Define learning style.

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2. Who are logical learners?

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3. Briefly explain how children's plays are influenced by time and place?

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4. How can a teacher identify the learning styles of different age groups?

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5. What factors affect play during childhood?

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2.4. □ Addressing Diverse Learning Needs in the Classroom

Structure

2.4.1 Introduction

2.4.2 Objectives

2.4.3 Addressing Diverse Learning Needs in the Classroom

2.4.4 Check Your Progress

2.4.1 Introduction

In today's classroom we find students from different background and culture. Some are normal, some have single disability and some have multiple disabilities. It has been a constant threat for the teacher of how to deal them. Let's read the unit and find out how a teacher can deal with the students of different disability.

2.4.2 Objectives

After going through the unit content, you would be able to:

- Know how a teacher can deal students of different disabilities
- Understand the pedagogic methods and approaches needed for dealing diversity

2.4.3 Addressing Diverse Learning Needs in the Classroom

When a teacher enters into the classroom s/he finds a diverse group of students in the class. These students have different physique, psychological makeup and cultural background. So for the teacher it is needful to know how s/he can transact the class in the best possible way. He are some ways-

1. Get a sense of how students feel about the cultural climate in your classroom. Let students know that you want to hear from them if any aspect of the course is making them uncomfortable. During the term, invite them to write you a note (signed or unsigned) or ask on mid-semester course evaluation forms one or more of the following questions

(adapted from Cones, Janha, and Noonan, 1983):

- Does the course instructor treat students equally and even handedly?
 - How comfortable do you feel participating in this class? What makes it easy or difficult for you?
 - In what ways, if any, does your ethnicity, race, or gender affect your interactions with the teacher in this class? With fellow students?
2. *Introduce discussions of diversity at department meetings.* Concerned faculty can ask that the agenda of department meetings include topics such as classroom climate, course content and course requirements, graduation and placement rates, extracurricular activities, orientation for new students, and liaison with the English as a second language (ESL) program.
 3. *Become more informed about the history and culture of groups other than your own.* Avoid offending out of ignorance. Strive for some measure of “cultural competence” knows what is appropriate and inappropriate behavior and speech in cultures different from your own. Beyond professional books and articles, read fiction or nonfiction works by authors from different ethnic groups. Attend lectures, take courses, or teams teach with specialists in Ethnic Studies or Women’s Studies. Sponsor mono- or multicultural student organizations. Attend campus-wide activities celebrating diversity or events important to various ethnic and cultural groups. If you are unfamiliar with your own culture, you may want to learn more about its history as well. Shortcomings in class, and give your students an opportunity to discuss them.
 4. *Aim for an inclusive curriculum.* Ideally, a curriculum should reflect the perspectives and experiences of a pluralistic society. At a minimum, creating an inclusive curriculum involves using texts and readings that reflect new scholarship and research about previously underrepresented groups, discussing the contributions made to your field by women or by various ethnic groups, examining the obstacles these pioneering contributors had to overcome, and describing how recent scholarship about gender, race, and class is modifying your field of study. This minimum, however, tends to place women, people of color, minority (both religious and linguistic) in right place.
 5. *Emphasize the importance of considering different approaches and viewpoints.* One of the primary goals of education is to show students different points of view and encourage them to evaluate their own beliefs. Help students begin to appreciate the number of situations that can be understood only by comparing several

interpretations, and help them appreciate how one's premises, observations, and interpretations are influenced by social identity and background.

6. *Reevaluate your pedagogical methods for teaching in a diverse setting.* In a class various categories of students are found as far as their learning style and assumption about teaching and teachers. A teacher must be dynamic enough to deal various students effectively with different approaches congenial to them.
7. *Speak up promptly- if a student makes a distasteful remark even jokingly.* Don't let disparaging comments pass unnoticed. Explain why a comment is offensive or insensitive. Let your students know that racist, sexist, and other types of discriminatory remarks are unacceptable in class. For example, "What you said made me feel uncomfortable.
8. *Avoid singling out students as spokespersons.* It is unfair to ask X student to speak for his or her entire race, culture, or nationality. To do so not only ignores the wide differences in viewpoints among members of any group but also reinforces the mistaken notion that every member of a minority group is an ad hoc authority on his or her group (Pemberton, 1988). Relatedly, do not assume all students are familiar with their ancestors' language, traditions, culture, or history.
9. *Advise students to explore perspectives outside their own experiences.* For example, encourage students to take courses that will introduce them to the literature, history, and culture of other ethnic groups.
10. *Involve students in your research and scholarly activities.* Whenever you allow students to see or contribute to your own work, you are not only teaching them about your field's methodology and procedures but also helping them understand the dimensions of faculty life and helping them feel more a part of the college community (Blackwell, 1987).
11. *Recognize any biases or stereotypes you may have absorbed.* Do you interact with students in ways that manifest double standards? For example, do you discourage women students from undertaking projects that require quantitative work? Do you undervalue comments made by speakers whose English is accented differently than your own?
12. *Treat each student as an individual, and respect each student for who he or she is.* Each of us has some characteristics in common with others of our gender, race, place of origin, and socio-cultural group, but these are outweighed by the many differences among members of any group. We tend to recognize this point

about groups we belong to (“Don’t put me in the same category as all those other Biharis/Odias/Bengalis you know”) but sometimes fail to recognize it about others. However, any group label subsumes a wide variety of individuals—people of different social and economic backgrounds, historical and generational experience, and levels of consciousness. Try not to project your experiences with, feelings about, or expectations of an entire group onto any one student. Keep in mind, though, that group identity can be very important for some students. School/College may be their first opportunity to experience affirmation of their national, ethnic, racial, or cultural identity, and they feel both empowered and enhanced by joining mono-ethnic organizations or groups.

13. *Rectify any language patterns or case examples that exclude or demean any groups.*
Do you
 - Use terms of equal weight when referring to parallel groups: men and women rather than men and ladies?
 - Use both ‘he’ and ‘she’ during lectures, discussions, and in writing, and encourage your students to do the same?
 - Recognize that your students may come from diverse socioeconomic backgrounds?
 - Refrain from remarks that make assumptions about your students’ experiences, such as, “Now, when your parents were in college . . . “?
 - Refrain from remarks that make assumptions about the nature of your students’ families, such as, “Are you going to visit your parents over spring break?”
 - Try to draw case studies, examples, and anecdotes from a variety of cultural and social contexts?
14. *Do your best to be sensitive to terminology.* Terminology changes over time, as ethnic and cultural groups continue to define their identity, their history, and their relationship to the dominant culture. To find out what terms are used and accepted on your campus, you could raise the question with your students, consult the listing of campus wide student groups, or speak with your faculty.
15. *Convey the same level of respect and confidence in the abilities of all your students.* Research studies show that many instructors unconsciously base their expectations of student performance on such factors as gender, language proficiency, socioeconomic status, race, ethnicity, prior achievement, and appearance (Green, 1989). Research has also shown that an instructor’s expectations can become self-fulfilling prophecies: students who sense that more is expected of them tend to

outperform students who believe that less is expected of them - regardless of the students' actual abilities (Green, 1989; Pernberton, 1988). Tell all your students that you expect them to work hard in class, that you want them to be challenged by the material, and that you hold high standards for their academic achievement. And then practice what you have said: expect your students to work hard, be challenged, and achieve high standards. (Green, 1989; Pemberton, 1988).

16. *Don't try to "protect" any group of students.* Don't refrain from criticizing the performance of individual students in your class on account of their ethnicity or gender. If you attempt to favor or protect a given group of students by demanding less of them, you are likely to produce the opposite effect: such treatment undermines students' self-esteem and their view of their abilities and competence (Hall and Sandier, 1982). For example, one faculty member mistakenly believed she was being considerate to the students of color in her class by giving them extra time to complete assignments. She failed to realize that this action would cause hurt feelings on all sides: the students she was hoping to help felt patronized and the rest of the class resented the preferential treatment.
17. *Be evenhanded in how you acknowledge students' good work.* Let students know that their work is meritorious and praise their accomplishments. But be sure to recognize the achievements of all students. For example, one student complained about her professor repeatedly singling out her papers as exemplary, although other students in the class were also doing well. The professor's lavish public praise, though well intended, made this student feel both uncomfortable and anxious about maintaining her high level of achievement.
18. *Make it clear that you value all comments.* Students need to feel free to voice an opinion and empowered to defend it. Try not to allow your own difference of opinion prevent communication and debate. Step in if some students seem to be ignoring the viewpoints of others. For example, if male students tend to ignore comments made by female students, reintroduce the overlooked comments into the discussion (Hall and Sandier, 1982).
19. *Encourage all students to participate in class discussion.* During the first weeks of the term, you can prevent any one group of students from monopolizing the discussion by your active solicitation of alternate viewpoints. Encourage students to listen to and value comments made from perspectives other than their own. You may want to have students work in small groups early in the term so that all students can participate in nonthreatening circumstances. This may make it easier for students to speak up in a larger setting. See "Collaborative

Learning: Group Work and Study Teams,” “Leading a Discussion,” and “Encouraging Student Participation in Discussion.” healing belief systems. A faculty member in the social sciences gave students an assignment asking them to compare female-only, male-only, and male-female work groups.

20. *Meet with students informally.* Frequent and rewarding informal contact with faculty members is the single strongest predictor of whether or not a student will voluntarily withdraw from a college (Tinto, 1989). Ongoing contact outside the classroom also provides strong motivation for students to perform well in your class and to participate in the broad social and intellectual life of the institution. In addition to inviting groups of your students for coffee or lunch, consider becoming involved in your campus orientation and academic advising programs or volunteering to speak informally to students living in residence halls or to other student groups.
21. *Provide opportunities for all students to get to know each other.* The teacher must create and initiate opportunities for students for various kind of interactions-academic and non-academic. This would generate positive vibration among students.
22. *Dealing students of different learning styles.* The teacher may take the following facts into considerations while dealing students of diverse learning styles-
 - Appreciating the individuality of each student is important. While generalizations sensitize us to important differences between groups, each individual student has unique values, perspectives, experiences and needs.
 - Articulate early in the course that you are committed to meeting the needs of all students and that you are open to conversations about how to help them learn.
 - As teachers, it is important that we recognize our own learning styles and cultural assumptions, because these styles and assumptions influence how we teach and what we expect from our students. Being aware of them allows us to develop a more inclusive teaching style.
 - As you plan your course, and each class, prepare multiple examples to illustrate your points. Try to have these examples reflect different cultures, experiences, sexual orientations, genders, etc., to include all students in learning.
 - Help students move between abstract, theoretical knowledge and concrete, specific experiences, to expand everyone’s learning.
 - Use different teaching methods (lectures, small groups, discussions, collaborative learning) to meet the variety of learning needs.

23. *Dealing students of Special needs.* Below are suggestions to consider when a teacher works with students with special needs:
24. *Monitor your own behavior in responding to students.* Research studies show that teachers tend to interact differently with men and women students (Hail and Sandier, 1982; Sadker and Sadker, 1990) and with students who are - or whom the instructor perceives to be - high or low achievers (Green, 1989). More often than not, these patterns of behavior are unconscious, but they can and do demoralize students, making them feel intellectually inadequate or alienated and unwelcome at the institution.

As you teach, then, try to be evenhanded in the following matters:

- Recognizing students who raise their hands or volunteer to participate in class (avoid calling on or hearing from only males or only members of one ethnic group)
 - Listening attentively and responding directly to students' comments and questions
 - Addressing students by name (and with the correct pronunciation)
 - Prompting students to provide a fuller answer or an explanation
 - Giving students time to answer a question before moving on
 - Interrupting students or allowing them to be interrupted by their peers
 - Crediting student comments during your summary ("As Akim said. . .")
 - Giving feedback and balancing criticism and praise
 - Making eye contact
25. *Assign group work and collaborative learning activities.* Students report having had their best encounters and achieved their greatest understandings of diversity as "side effects" of naturally occurring meaningful educational or community service experiences. Consider increasing students' opportunities for group projects in which three to five students complete a specific task, for small group work during class, or for collaborative research efforts among two or three students to develop instructional materials or carry out a piece of a research study. Collaborative learning can be as simple as randomly grouping (by counting off) two or three students in class to solve a particular problem or to answer a specific question.
26. *Give assignments that recognize students' diverse backgrounds and special interests.* As appropriate to your field, you can develop paper topics or term projects that

encourage students to explore the roles, status, contributions, and experiences of groups traditionally underrepresented in scholarly research studies or in academia (Jenkins, Gappa, and Pearce, 1983). For example, a faculty member teaching a course on medical and health training offered students a variety of topics for their term papers, including one on alternative

- Even though two students may have the same disability, their needs for accommodation may be quite different. Treat each student as an individual.
- Keep in mind that disabilities are not always visible to us, You are not required to assess a student’s health; you should accept authorized documentation concerning an individual student’s needs.
- Using many modes (written, verbal, video/slide, etc.) to present information is one way to help some learners with special needs learn more effectively.

2.4.4 Check Your Progress - 4

1. What language caution a teacher must use in a classroom?

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2. Write two suggestions about how a teacher can deal with students of special need.

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3. What is inclusive curriculum?

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2.5 □ Diversity : A Global Perspective

Structure

- 2.5.1 Introduction**
- 2.5.2 Objectives**
- 2.5.3 Global Perspective of Diversity**
 - 2.5.3.1 Teacher**
 - 2.5.3.2 Curriculum**
 - 2.5.3.3 Teaching Context**
 - 2.5.3.4 Instructional Strategies**
- 2.5.4 Check Your Progress**
- 2.6.0 Let Us Sum Up**
- 2.7.0 Answer to ‘Check Your Progress’**
- 2.8.0 Unit End Exercises**
- 2.9.0 References**
- 2.10.0 Bibliography**

2.5.1 Introduction

Diversity is a term which has got a momentum these days. People from different parts of the world feel its very nature now-a-days than never before. In this context how is education going to deal with it is a vital question. Let us read this unit to know more about it.

2.5.2 Objectives

After going through the unit content, you would be able to:

- Know the perspective of diversity at a global level
- Comprehend how the scholastic process need to accommodate as per the demand of diversity

2.5.3 Global Perspective of Diversity

Diversity has been accepted globally as a celebrative force. With the emergence of global consciousness and humanitarian concern, it has received new vigor and perception. It is now considered as strength to the existing population. A multicultural perspective to life and living is what we now call diversity,

Globally when we perceive diversity we find its proximity with multiculturalism. Because culture is an umbrella term that includes language, ethnicity, religion and even nationalism.

Indian culture is known as indology. It includes the all-comprehensive aspects of Indian society including its Diaspora. That is why in the present unit our concentration is on multiculturalism as a global feature that denotes diversity in its full perspective.

Multiculturalism is the process of interpreting things and concepts from broader and comprehensive perspectives. It strives to integrate multi-ethnic and multi-dimensional perspectives, both present and past, into the traditional curriculum that is primarily mono-ethnic. It is an idea, a process, a reform movement, and a commitment. The process is one in which a person becomes multi-cultural and develops competencies in multiple ways of perceiving, evaluating, believing, and doing. It means that one has to focus on developing the ability to negotiate cultural diversity. Developing a multicultural perspective requires dialogue between people with different points of view, acknowledgment of different experiences, and respect for diverse opinions. It creates space for alternative voices, not just on the periphery but in the center.

Education is one of the basic areas that facilitate diversity. Researchers have found that a multicultural atmosphere facilitates students' best growth. Herrera, Murry, and Morales Cabral (2007) provide a review of current researches and note the following findings:

- Ethnic identity is the strongest predictor of overall wellness for CLD [culturally and linguistically diverse] students (Dixon, Rayle, & Myers, 2004),
- Higher levels of positive socio-emotional development are consistent with a student's positive identification with both his/her own and the majority group's culture (Shrake & Rhee, 2004).
- Low levels of ethnic identity, characterized by negative attitudes toward one's own group, can result in psychological distress, including feelings of marginality, low self-esteem, and depression (Phinney, 1993).

The findings above say that multiculturalism is the right perspective of education. The need has been more fully felt because of transport and communication revolution which greatly helped hybridization of population in different places of the world.

The following changes are noticed in teaching learning process with respect to diversity. The popular term which has been used is multi-culturalism.

2.5.3.1 Teacher

Multiculturalism requires all the teachers to examine themselves to identify their biases and ethno-centrism and developing behaviors to transcend them. This is especially crucial for teachers if they want to be effective with students from diverse backgrounds. A multicultural classroom, then, is one that features positive teacher expectations for all students, a learning environment that supports positive interracial contact, and a curriculum that is multicultural in content and varied in pedagogy,

For educators there are some critical questions that deserve serious reflection. Among these are those raised by Valerie Ooka Pang. Pang says that teachers need to answer the following questions for them.

- Who am I? Am I prejudiced?
- What do I think about culturally diverse communities?
- What does multicultural education look like in a classroom?

In answering these, the first question should be framed from the idea that each teacher is a cultural being, one who has undoubtedly been socialized to see certain world views as valid and valuable. Educators learning about their own cultural orientation should recognize that others—their colleagues, students, parents—have also been socialized in these ways. Diverse populations mean that these others might have been socialized to see opposite views, values, and traditions as valuable and valid. It then becomes a duty of all engaged in the teaching and learning process to understand the importance of negotiation in creating a classroom environment comfortable for all.

Many of us as educators have been taught to think that education is neutral and apolitical. As Bennett reminds us, education is neither neutral nor apolitical. Every educational decision that is made at any level of education reflects someone's socialized world view and cultural orientation. If we are then to create classrooms and schools that are truly multi-culturally sensitive, all elements and traditions that are a part of the schooling process must be examined and restructured.

Educators committed to multiculturalism should concentrate on the following:

- A curriculum that is anti-racist and anti-sexist
- The promotion of critical consciousness in students and a curricular focus on social justice issues
- A multicultural curriculum that represents basic education for all students since they will all need this knowledge for success in their adult lives
- Multiculturalism as an ongoing process that crosses all content areas and all other aspects of schooling

Teachers embracing multiculturalism demonstrate that the democratic ideals on which the country was founded apply to their school life and to their personal lives.

2.5.3.2 Curriculum

Considering the content, an educator's primary concern should be that of enabling students to develop an understanding of collective history—the places in time and space where people's lives intersect but also the lives of groups of people prior to and after such intersections. Such an approach will allow students to fully understand the roles and contributions of various groups of people to human civilization and culture.

Curriculum must include such experiences that allow students to explore events, concepts, issues, and themes from multiple perspectives. These perspectives over time should be broad so that students don't end up inadvertently creating new stereotypes of different groups. Primary sources in the voices of the people they represent should be used as frequently as possible. Such an approach will help students to understand that one issue or event can be viewed in different ways by different people.

A second important aspect of the curriculum is that it should be relevant to the lives of students and should reflect their images as well as their natural experiences. The content, therefore, should reflect everyday aspects of living and the daily experiences of students. This will sometimes create a necessity for teachers to select illustrations, create analogies, or relate allegories that will connect new information to the experiences of the students. To do an effective job in this area, teachers will need to develop their knowledge about the socio-cultural backgrounds of their students.

It is also important to give depth and meaning to information. This is especially true when looking at historical figures. Students should be given an accurate well-rounded view of people. For example when talking about Mahatma Gandhi he is portrayed as a freedom fighter, a peacemaker, but he should also be portrayed as a champion of

Sarvodaya, as a family man, and so on. It is also important that historical figures and their accomplishments be shared with students in regard to their historical time period and the social, economic, political, and geographical conditions in existence at that place and time. The dress, eating habits, and other customs of a people can be appreciated when viewed from these perspectives. The significance of an invention or discovery can also be more appreciated by students in today's technological society when viewed in this way.

Finally, a multicultural curriculum focuses on the integration of content across disciplines. Students are made understand that all things in life are interconnected, that they use science and math, for example, in many activities in their daily lives. When we teach content as separate entities, many students come to believe that one discipline has nothing to do with any other.

2.5.3.3 Teaching Context

The classroom environment demonstrates students about the values of diversity. With the increased hybridization of classroom all over the world the instructional design, activities, interaction patterns, behaviors, and expectations need to be fair and equitable for all. In a pluralistic society, educators need to be keenly aware that many of the traditional school patterns accommodate some students and work consistently against others. One example is interaction patterns. Some students' learned communication style is more indirect than direct; some students require thinking time before responding to a question; some students answer questions indirectly and give extraneous information in the process. Other elements that need examination include student mobility in the classroom, classroom organization, promotion of relationships (between students and between students and teachers), use of tone (hopefully a positive one), and use of nonverbal communication, which frequently conveys more than verbal communication.

Overall, in the area of classroom climate, the classroom needs to be inviting, its decorations should reflect images of all the students, and the focus should be on active involvement of the students. We as educators, to be successful in this and other areas with diverse student populations, must examine our assumptions of what schools and classrooms are supposed to be and do.

2.5.3.4 Instructional Strategies

A final area that requires changes when trying to design a multi-culturally sensitive classroom is that of instructional methodology. It is known from classroom research that especially people learn and process information in different ways. This knowledge

creates a necessity for teacher usage of a variety of teaching strategies or techniques. In multicultural classrooms, teachers hold high expectations for all students, and the use of a variety of pedagogy and learning activities reflects the teacher's commitment to providing equitable access for all students to the opportunity to achieve socially, vocationally, and academically.

What, then, would be some of the pedagogy and learning activities in a classroom structured for the academic success of all students? Obviously there are many techniques that could be used with students over a period of time or within one instructional block. Additionally, different strategies make sense for different kinds of activities and knowledge-building opportunities, and the appropriateness of a given strategy to the content being taught is just as important as the use of a variety of methodologies. Some of the instructional strategies and activities that an educator would want to master and use effectively and appropriately would include the following: whole class and small group discussion, cooperative learning strategies, direct instruction or lecture, peer teaching or tutoring, student questioning, role play and simulations, interactive lectures, critical thinking or problem solving activities, panel discussions, inquiry-based activities, the use of manipulatives and learning centers, and activities geared to teaching students study, memorization, listening, coping, and test-taking strategies and skills.

Equity pedagogy is an approach which is popular now-a-days. This is the process of modifying the materials and learning strategies appropriate to both boys and girls and to various ethnic groups. It includes culturally relevant teaching methods and issue-centric education that best suits to diverse group of learners.

Obviously the use of these types of instructional strategies and activities requires the arrangement of a suitable physical environment and thoughtful instructional sequencing. Related to instruction and other areas requiring reflection are the teacher's view of knowledge construction, the socialized communication patterns of both students and teacher, teacher planning, and assessment. People construct knowledge for themselves, usually based on the prior experience and prior knowledge they have relative to a subject. In this regard, educators need to come to view themselves as facilitators of learning rather than as information givers. Students also come from cultural backgrounds that sometimes have produced in them greater facilitation with some types of communication strategies than with others. Thus, instruction needs to be reflective of an appreciation for this range of communication patterns students are likely to have mastered.

Finally, assessment in a multi-culturally sensitive classroom must be reflective of the same appreciation of diversity that curriculum, climate, and instructional strategies

show. It is, therefore, important that assessments are done through a variety of techniques—in both written and oral forms, but also through portfolio collections, performance projects, observations, and so on.

2.5.4 Check Your Progress - 5

1. What aspect should a teacher keep in mind while dealing students in a multicultural classroom?

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2. What criterion we must fix in order to make the curriculum truly multicultural?

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3. What is equity pedagogy?

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2.6.0 Let Us Sum Up

Diversity refers to *all* of the ways in which people are different. It encompasses acceptance of and respect to differences which are genuine to humanity, The difference can be in the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Diversity has four dimensions as far as humanity is concerned-organizational, external, internal and personality dimension.

The common types of diversity are gender diversity, cultural diversity, linguistic diversity and socio-economic diversity.

Disability has three dimensions: body structure and function related (and impairment thereof), activity related (and activity restrictions) and participation related (and participation restrictions)..

Diversity in learning indicates difference in style of learning. Learning styles are most often divided into three basic groups. There are the auditory learners, visual learners and kinesthetic or tactile learners. In addition to these basic groups, some educational theorists also recognize verbal, logical, social and solitary as additional styles.

Children display diversity in their play with respect to their gender, culture, race, ethnicity and religion.

All around the world diversity has brought the concept of multi-culturalism. In education we also find the same. The use of ethno-pedagogy and ethno studies and multiple techniques to satisfy diverse leaning needs are some of the examples.

2.7.0 Answer to ‘Check Your Progress’

Check Your Progress-1

1. Diversity is the manifestation of plurality in the natural world and of human world that brings variety in life style.
2. The four major levels of diversity in human being are organizational dimension, external dimension, internal dimension and personality dimension.
3. Our ability to recognize, understand, and adapt to the differences is called Diversity Consciousness.

Check Your Progress-2

1. The engagement of women in typical jobs like nursing and cooking is example of gender stereo-typing.
2. While race relates to physical differences, ethnicity focuses on cultural distinctiveness.
3. The gap between people with regard to their ability to access and use information and communication technologies is called digital divide.
4. In a multi-lingual country people need to choose a particular language for communication and administration. That is called lingua franca.

5. Schizophrenia is a mental disorder characterized by disturbances of thinking, mood, and behavior.
6. Mention two symptoms of dyscalculia.
 - i. Mental visualizations are hard for the child.
 - ii. Simple calculations in the mind are hard to render for a dyscalculia-affected child.

Check Your Progress-3

1. Learning style is the typical way of conceptualizing a content matter as a learner goes through the curriculum
2. Logical learners are those students who most enjoy problem solving, logic games and reasoning.
3. The children of people living near water prepare play boat (paper boat) is an example of influence of place over play. And astronaut toys in the United States were not available until the late 1950s with the advent of space travel; this is an example of influence of time over play.
4. For older students, teachers can use curriculum for teaching learning styles and then offer personality tests specifically designed to help identify their students' styles.

With middle school students, teachers should incorporate a variety of learning styles in an effort to reach all students as testing this age group can be particularly difficult due to shyness, reading readiness and social pressures.

For kindergarten and early elementary teachers, the use of an object lesson, such as an unusual pet or particularly old item, can help identify the students' primary learning styles.

5. Religion, myth, ethnicity, race and gender are some of the factors that affect play in childhood.

Check Your Progress-4

1. The teacher must address students of both genders with equal honor. There must not be linguistic unfairity to any of these groups.
2.
 - i. Even though two students may have the same disability, their needs for accommodation may be quite different. Treat each student as an individual.

- ii. Using many modes (written, verbal, video/slide, etc.) to present information to cater to the demand of these students.
3. Curriculum that reflects the perspectives and experiences of a pluralistic society is called inclusive curriculum.

Check Your Progress-5

1. Multiculturalism requires all the teachers to examine themselves to identify their biases and ethno-centrism, and developing behaviors to transcend the said.
2. Curriculum must include such experiences that allow students to explore events, concepts, issues, and themes from multiple perspectives.
3. Equity pedagogy is the process of modifying the materials and learning strategies appropriate to both boys and girls and to various ethnic groups.

2.8.0 Unit End Exercises

1. Give the concept of neuro-diversity.
2. What does diversity education intend?
3. How has globalization affected the diversity culture?
4. What do you understand by socio-economic diversity?
5. What kind of diversity do we find in disability?
6. Briefly describe how as a teacher you can address diverse learners?
7. What is multi-culturalism?

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