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Embracing All Learners: Pedagogies, Policies, and Practices for Inclusive Education in India Ms. Ruchi Sachan, Dr. Divya Sharma, Dr. Jaya Singh, Dr. Gopa Sharma, PREFACE Education in its truest form is the great equalizer a force that has the potential to dismantle barriers transcend differences and open pathways to opportunity for all In India with its extraordinary cultural linguistic and socio economic diversity the vision of education for all is not merely an aspirational statement but an urgent mandate that requires deliberate action structural reform and a shared commitment to equity This book *Embracing All Learners Pedagogies Policies and Practices for Inclusive Education in India* emerges from the belief that inclusion is not an optional add on to the education system it is the foundation on which a truly democratic and humane society must stand Over the last two decades global frameworks such as the United Nations Convention on the Rights of Persons with Disabilities UNCRPD and national legislations like the Rights of Persons with Disabilities Act RPWD have redefined inclusion as a fundamental right rather than a charitable gesture India s policy landscape enriched by the Right to Education Act 2009 2012 and the National Education Policy 2020 has increasingly emphasized the dismantling of systemic barriers and the creation of accessible participatory learning spaces However the path from policy to practice remains uneven challenged by gaps in awareness training resources and infrastructure This book aims to bridge these gaps by offering a comprehensive context sensitive exploration of inclusion in education It moves beyond theory to present practical adaptable strategies for creating classrooms where every child regardless of disability gender caste language or socio economic background can thrive

Handbook of Research on Transforming Teachers' Online Pedagogical Reasoning for Engaging K-12 Students in Virtual Learning Niess, Margaret L., Gillow-Wiles, Henry, 2021-06-25 The COVID 19 pandemic drastically transformed the classroom by keeping students and teachers apart for the sake of safety As schools emptied remote learning rapidly expanded through online services and video chatrooms Unfortunately this disrupted many students and teachers who were not accustomed to remote classrooms This challenge has forced K 12 teachers to think differently about teaching Unexpectedly and with little time to prepare they have been confronted with redesigning their curriculum and instruction from face to face to online virtual classrooms to protect students from the COVID 19 virus while ensuring that these new online initiatives remain sustainable and useful in the post pandemic world As teachers learn to take advantage of the affordances and strengths of the multiple technologies available for virtual classroom instruction their instruction both in online and face to face will impact what and how students learn in the 21st century The Handbook of Research on Transforming Teachers Online Pedagogical Reasoning for Engaging K 12 Students in Virtual Learning examines the best practices and pedagogical reasoning for designing online strategies that work for K 12 virtual learning The initial section provides foundational pedagogical ideas for constructing engaging virtual learning environments that leverage the unique strengths and opportunities while avoiding the weaknesses and threats of the online world The following chapters present

instructional strategies for multiple grade levels and content areas best practices that work clearly describing why they work and the teachers pedagogical reasoning that supports online implementations The chapters provide ways to think about teaching in virtual environments that can be used to guide instructional strategy choices and recognizes the fundamental differences between face to face and virtual environments as an essential design component Covering such topics as K 12 classrooms pedagogical reasoning and virtual learning this text is perfect for professors teachers students educational designers and developers instructional technology faculty distance learning faculty and researchers interested in the subject

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