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For B.E. First year Semester I (all branches) strictly according to the syllabus of Rajiv Gandhi Proudyogiki Vishwavidyalaya, Bhopal (M.P.) and all Engineering Colleges affiliated to Ravi Shankar University, Raipur (Chattisgarh)

Basic Engineering Mathematics Volume

Teaching can be intimidating for beginning faculty. Some graduate schools and some computing faculty provide guidance and mentoring, but many do not. Often, a new faculty member is assigned to teach a course, with little guidance, input, or feedback. Teaching Computing: A Practitioner ' s Perspective addresses such challenges by providing a solid resource for both new and experienced computing faculty. The book serves as a practical, easy-to-use resource, covering a wide range of topics in a collection of focused down-to-earth chapters. Based on the authors ' extensive teaching experience and his teaching-oriented columns that span 20 years, and informed by computing-education research, the book provides numerous elements that are designed to connect with teaching practitioners, including: A wide range of teaching topics and basic elements of teaching, including tips and techniques Practical tone; the book serves as a down-to-earth practitioners ' guide Short, focused chapters Coherent and convenient organization Mix of general educational perspectives and computing-specific elements Connections between teaching in general and teaching computing Both historical and contemporary perspectives This book presents practical approaches, tips, and techniques that provide a strong starting place for new computing faculty and perspectives for reflection by seasoned faculty wishing to freshen their own teaching.

The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe. It challenges scholars to think about the role of education, its funding and the egalitarian approach to widening access to education. The nexus between education, democracy and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language and citizenship from the Zimbabwean experience. The book discusses educational successes and challenges by examining the ideological effects of social, political and economic considerations on Zimbabwe ' s colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students, and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo ' s book is an important and illuminating addition on the effects of social, political and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case, but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist, universal elementary education to the disarray of contemporary socioeconomic crisis; covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe ' s education specifically but more widely to all who are interested in how the sociopolitical shapes education- how ideology, policy, international pressures, economic factors and shifts in values collectively forge the historical and contemporary character of a country ' s education. Handel Kashope Wright, Professor of Education, University of British Columbia

This study is the result of many years of research but is topical because of the current teacher shortage. At its peak in 1961 there were 40,000 men and women who entered colleges of education in Britain compared to 50,000 who entered traditional universities. There have been interesting histories of individual colleges but this book takes a holistic approach which was supported by the historian Professor Asa Briggs. This controversial study is packed with fascinating facts that will intrigue and inform readers. As well as the relationship between colleges and schools social issues are analysed such as the role of working class teachers and the battles of women staff and students. New evidence is provided for the colleges' expansion and their sudden closure. The study draws on undiscovered official and local archival sources. An important feature is the testimony drawn from interviews from former college students, the oldest being 101 years. This immensely readable book appeals to general readers as well as specialist historians of education. It is of particular interest to teachers, especially those whose institutions were originally colleges of education. Political scientists and sociologists will find much of relevance, as will feminists who have enjoyed Debenham's last two published books.

This edited volume explores key areas of interests in Singapore math and science education including issues on teacher education, pedagogy, curriculum, assessment, teaching practices, applied learning, ecology of learning, talent grooming, culture of science and math, vocational education and STEM. It presents to policymakers and educators a clear picture of the education scene in Singapore and insights into the role of math and science education in helping the country excel beyond international studies such as PISA, the pedagogical and curricula advancements in math and science learning, and the research and practices that give Singaporean students the competitive edge in facing the uncertain and challenging landscape of the future.

UPPCL/UPRVUNL AE CIVIL ENGINEERING SOLVED PAPERS

Learning from Singapore tells the inside story of the country ' s journey in transforming its education system from a struggling one to one that is hailed internationally as effective and successful. It is a story not of the glory of international test results, but of the hard work and tenacity of a few generations of policy makers, practitioners and teacher trainers. Despite its success, Singapore continues to reform its education system, and is willing to deal with difficult issues and challenges of change. Citing Singapore's transformation, author Pak Tee Ng highlights how context and culture affect education policy formulation and implementation. Showing how difficult education reform can be when a system needs to negotiate between competing philosophies, significant trade-offs, or paradoxical positions, this book explores the successes and struggles of the Singapore system and examines its future direction and areas of tension. The book also explores how national education systems can be strengthened by embracing the creative tensions generated by paradoxes such as the co-existence of timely change and timeless constants, centralisation and decentralisation, meritocracy and compassion, and teaching less and learning more. Learning from Singapore brings to the world the learning from Singapore—what Singapore has learned from half a century of educational change—and encourages every education system to bring hope to and secure a future for the next generation.

This book brings together for the first time 140 letters from Sylvester's correspondence in an attempt to separate the fact from the many myths surrounding his life and work - -

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