

Vidyasagar University

Sem - 1

Suggestion

English (H)

New Syllabus 2024

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Reconceptualizing Plato's Socrates at the Limit of Education James M. Magrini, 2016-11-25 Bridging the gap between interpretations of Third Way Platonic scholarship and phenomenological ontological scholarship this book argues for a unique ontological hermeneutic interpretation of Plato and Plato's Socrates. Reconceptualizing Plato's Socrates at the Limit of Education offers a re-reading of Plato and Plato's Socrates in terms of interpreting the practice of education as care for the soul through the conceptual lenses of phenomenology, philosophical hermeneutics, and ontological inquiry. Magrini contrasts his re-reading with the views of Plato and Plato's Socrates that dominate contemporary education, which for the most part emerge through the rigid and reductive categorization of Plato as both a realist and idealist in philosophical foundations texts, teacher education programs. This view also presents what he terms the questionable Socrates as teacher model, which grounds such contemporary educational movements as the Paideia Project, which claims to incorporate through a scripted curriculum with Socratic lesson plans the so-called Socratic Method into the Common Core State Standards Curriculum as a technical skill that can be taught and learned as part of the students' critical thinking skills. After a careful reading incorporating what might be termed a Third Way of reading Plato and Plato's Socrates following scholars from the Continental tradition, Magrini concludes that a so-called Socratic education would be nearly impossible to achieve and enact in the current educational milieu of standardization or neo-Taylorism. Social Efficiency. However, despite this, he argues in the affirmative that there is much educators can and must learn from this non-doctrinal re-reading and re-characterization of Plato and Plato's Socrates.

38 Years NEET Previous Year PYQs Solved Question Papers (2025-1988) | Chemistry Chapterwise Topicwise Solutions For NEET Exam 2026 | Based on NCERT Latest Syllabus Dr. K.G. Ojha, Dr.

Sunita, 2025-07-11 Supercharge your NEET 2026 preparation with this exhaustive compilation of 38 years of NEET AIPMT Chemistry previous year questions 1988-2025 categorized chapterwise and topicwise for precision-driven study. Tailored to the latest NCERT syllabus, this book ensures maximum exam relevance and smarter practice. Key Features: Covers 38 Years of authentic NEET Chemistry PYQs; Chapterwise Topicwise Solutions for systematic learning; Accurate, Easy to Understand Explanations; 100% aligned with Latest NCERT Syllabus updated for NEET 2026; Sharpens conceptual clarity, speed and accuracy. September 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts, 2019-09-01

October 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts, 2019-09-25

November 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts, 2019-10-21 August 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts, 2019-08-04 37 Years NEET Chapterwise & Topicwise Solved Papers Chemistry (2024-1998) | As Per NCERT Class 11 & 12 Include New Syllabus PYQs Question Bank For 2025 Exam Dr. K.G. Ojha, Dr. Sunita, 2024-07-09 NEET 37 Years Chemistry is designed to help the aspiring students from the standpoint to strengthen their grasp and command over the concepts of Chemistry applying them in the NEET JIPMER

and other medical entrance examinations Salient Features The presented book NEET 37 Years focuses on providing guidance in the subject of Chemistry In order to generate awareness among the aspirants regarding the trend of questions asked in the examinations solved question papers from 1988 2024 have also been included This book is very useful for all those students who want to succeed in NEET 2025 examinations Unbundling the University Curriculum Kate O'Connor,2022-09-02 In a context in which explicit attention to the curriculum has been sidelined in universities strategy this book makes an argument for why curriculum matters both in understanding the effects of unbundled online learning and more broadly It takes up two particular curriculum issues which are amplified in an unbundled context differences in the formulation of curriculum between disciplines and professional fields and the extent these are recognised in university strategy and the push for constructivist pedagogies and its effects on curriculum construction Since the onslaught of MOOCs in 2012 unbundled forms of online learning offered via partnerships with external online program management and MOOC providers have grown significantly across the university sector There has been much debate about the implications of these partnerships but the focus has predominantly been on the engagement of students and their learning This book takes a different and novel approach looking instead at the effects on curriculum and knowledge Drawing on selected case studies the book reflects on how university leaders and academics engaged with MOOCs and other forms of unbundled online learning in the early 2010s and the effects of these reforms on curriculum practice It captures in detail the complex and difficult work involved in university curriculum making in a way rarely seen in discussions of higher education And it generates new insights about some of the critical problems manifest in the ongoing moves to embrace unbundled online learning today **The Closing of the Liberal Mind** Kim R. Holmes,2016-04-12 A former U S Assistant Secretary of State and currently a Distinguished Fellow at the Heritage Foundation Kim R Holmes surveys the state of liberalism in America today and finds that it is becoming its opposite illiberalism abandoning the precepts of open mindedness and respect for individual rights liberties and the rule of law upon which the country was founded and becoming instead an intolerant rigidly dogmatic ideology that abhors dissent and stifles free speech Tracing the new illiberalism historically to the radical Enlightenment a movement that rejected the classic liberal ideas of the moderate Enlightenment that were prominent in the American Founding Holmes argues that today s liberalism has forsaken its American roots incorporating instead the authoritarian anti clerical and anti capitalist prejudices of the radical and largely European Left The result is a closing of the American liberal mind Where once freedom of speech and expression were sacrosanct today liberalism employs speech codes trigger warnings boycotts and shaming rituals to stifle freedom of thought expression and action It is no longer appropriate to call it liberalism at all but illiberalism a set of ideas in politics government and popular culture that increasingly reflects authoritarian and even anti democratic values and which is devising new strategies of exclusiveness to eliminate certain ideas and people from the political process Although illiberalism has always been a temptation for American liberals lurking in the radical fringes of the Left it is today the

dominant ideology of progressive liberal circles This makes it a new danger not only to the once venerable tradition of liberalism but to the American nation itself which needs a viable liberal tradition that pursues social and economic equality while respecting individual liberties *Reinventing Paulo Freire* Antonia Darder, 2017-06-14 One of the most influential critical educators of the twentieth century Paulo Freire challenged those educational inequalities and conditions of injustice faced by oppressed populations In this new edition of *Reinventing Paulo Freire* Antonia Darder re-examines his legacy through reflections on Freirean pedagogy and the narratives of teachers who reinvent his work The fully revised first part provides important historical political and economic connections between major societal concerns and educational questions raised by Freire and their link to the contemporary moment including questions tied to neoliberalism coloniality and educational inequalities At the heart of the book is a critical understanding of how Freire's pedagogy of love can inform in theory and practice a humanizing approach to teaching and learning Powerful teacher narratives offer examples of a living praxis committed to democratic classroom life and the emancipation of subaltern communities The narratives clearly illustrate how Freire's ideas can be put concretely into practice in schools and communities These reflections on Freirean praxis are sure to spark conversation and inspiration in teacher education courses Through a close theoretical engagement of Freire's ideas and key insights garnered from lived experiences the book speaks to the ways Freire can still inspire contemporary educators to adopt the spirit of liberatory pedagogy By so doing *Reinventing Paulo Freire* is certain to advance his theories in new ways both to those familiar with his work and to those studying Freire for the first time *Informatics in Schools. New Ideas in School Informatics* Sergei N. Pozdniakov, Valentina Dagiené, 2019-11-11 This book constitutes the proceedings of the 12th International Conference on Informatics in Schools Situation Evolution and Perspectives ISSEP 2019 held in Larnaca Cyprus in November 2019 The 23 revised full papers presented were carefully reviewed and selected from 55 submissions They are organized in topical sections named teacher education in informatics primary education in informatics contemporary computer science ideas in school informatics teaching informatics from highschool to university levels contests competitions and games in informatics *History, Philosophy and Science Teaching* Michael R. Matthews, 2017-08-30 This anthology opens new perspectives in the domain of history philosophy and science teaching research Its four sections are first science culture and education second the teaching and learning of science third curriculum development and justification and fourth indoctrination The first group of essays deal with the neglected topic of science education and the Enlightenment tradition These essays show that many core commitments of modern science education have their roots in this tradition and consequently all can benefit from a more informed awareness of its strengths and weaknesses Other essays address research on learning and teaching from the perspectives of social epistemology and educational psychology Included here is the first ever English translation of Ernst Mach's most influential 1890 paper on *The Psychological and Logical Moment in Natural Science Teaching* This paper launched the influential Machian tradition in

education Other essays address concrete cases of the utilisation of history and philosophy in the development and justification of school science curricula These are instances of the supportive relation of HPS a subject long discussed in philosophy of education but inadequately in science education This book is a timely reminder of why history and philosophy of science are urgently needed to support understanding of science From major traditions such as the Enlightenment to the tensions around cultural studies of science the book provides a comprehensive context for the scientific endeavour drawing on curriculum and instructional examples Sibel Erduran University of Oxford UK The scholarship that each of the authors in this volume offers deepens our understanding of what we teach in science and why that understanding matters This is an important book exploring a wide set of issues and should be read by anyone with an interest in science or science education Jonathan Osborne Stanford University USA This volume presents new and updated perspectives in the field such as the Enlightenment Tradition Cultural Studies Indoctrination in Science Education and Nature of Science Highly recommended Mansoor Niaz Universidad de Oriente Venezuela This volume provides an extremely valuable set of insights into educational issues related to the history and philosophy of science Michael J Reiss University College London UK *Teaching Secondary and Middle School Mathematics* Daniel J. Brahier, 2020-04-01 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been

added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor's Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9780367146511

Handbook of Research on Administration, Policy, and Leadership in Higher Education Mukerji, Siran, Tripathi, Purnendu, 2016-09-27 The creation of a sustainable and accessible higher education systems is a pivotal goal in modern society Adopting strategic frameworks and innovative techniques allows institutions to achieve this objective The Handbook of Research on Administration Policy and Leadership in Higher Education is an authoritative reference source for the latest scholarly research on contemporary management issues in educational institutions and presents best practices to improve policies and retain effective governance Addressing the current state of higher education at an international level this book is ideally designed for academicians educational administrators researchers and professionals

International Perspectives on Teachers Living with Curriculum Change Martin Wedell, Laura Grassick, 2017-11-10 This book gives a voice to English language teachers faced with the challenges posed by English language curriculum change As a core component of national state system curricula in virtually every country in the world there has nevertheless been little research exploring how the millions of English teachers worldwide navigate the challenges posed by such curriculum changes This volume includes eleven stories from teachers based across every continent providing a global glimpse of how national English curriculum change projects have been experienced by classroom teachers who are commonly if erroneously viewed as mostly responsible for its implementation success or failure The final chapter synthesises these experiences and suggests wider implications for the development of curriculum change planning processes and how they might better support teachers attempts to achieve curriculum goals Edited and authored by leading experts in the field this ground breaking collection will be of interest to students and scholars of English language teaching teacher education curriculum change and education policy

Teaching and Researching ELLs' Disciplinary Literacies Meg Gebhard, 2019-02-18 Written from a critical perspective this volume provides teachers teacher educators and classroom researchers with a conceptual framework and practical methods for teaching and researching the disciplinary literacy development of English language learners ELLs Grounded in a nuanced critique of current social economic and political changes shaping public education Gebhard offers a comprehensive framework for designing curriculum instruction and assessments that build on students linguistic and cultural resources and that are aligned with high stakes state and national standards using the tools of systemic functional linguistics SFL By providing concrete examples of how teachers

have used SFL in their work with students in urban schools this book provides pre service and in service teachers as well as literacy researchers and policy makers with new insights into how they can support the disciplinary literacy development of ELLs and the professional practices of their teachers in the context of current school reforms Key features of this book include the voices of teachers examples of curriculum sample analyses of student writing and guiding questions to support readers in conducting action oriented research in the schools where they work

Doing Feminisms in the Academy

Fiona Mackay,Krishna Menon,Radhika Govinda,Rukmini Sen, (eds.),2020-11-02 This collection of essays brings together auto ethnographic critical and comparative reflections on doing feminisms in the academy in contemporary India and the UK Written by emergent and seasoned academics from a range of disciplinary social and geo political locations these essays explore the transformative potential dilemmas and challenges of teaching learning researching and working as feminist academics By engaging with questions of identity and difference institutional and classroom pedagogies reflexivity and accountability and the production and circulation of feminist and non feminist knowledge the essays in this collection also provide the frame and the lens through which to view the wider landscape of contemporary higher education Anchored in feminist scholarship and written in an accessible style the collection will be useful to those interested in feminist women s and gender studies and more broadly those keen to pursue equality in higher education and decentring of knowledge production globally

Radical Challenges for Social Work Education

Jane Fenton,2022-04-19 This book is full of ideas about how social work education can confront the individualising and often blaming form of social work that neoliberalism ushered in four decades ago Radical social work is an approach to social work that has at its heart the departure from solely behavioural moral or psychological understanding of service users problems Social work had originally been concerned with the moral character of people in trouble usually poor people making a clear division between those who were deserving of help and those who were undeserving The rise of science and the psy disciplines then led to psychological explanations for the difficulties people found themselves in Both explanations for social problems moral and psychological with their narrow focus on the individual have been enjoying a renaissance in recent times with the neoliberal self sufficiency narrative moral and the more recent focus on trauma psychological Radical social work challenges those explanations concerned as it is with the circumstances a person might find themselves in poverty poor housing poor education high crime rates and lack of opportunities of all kinds This book is a step towards resurrecting radical social work principles and it urges us to think about how social work education can be reshaped to that end Radical Challenges for Social Work Education is a significant new contribution to social work practice and theory and will be a great resource for academics researchers and advanced students of Politics Education Social Work Sociology Public Policy Development Studies Anthropology and Human Geography The chapters in this book were originally published as a special issue of the journal Social Work Education

The School

Counselor's Guide to Multi-Tiered Systems of Support Emily Goodman-Scott,Jennifer Betters-Bubon,Peg

Donohue,2019-06-04 The School Counselor s Guide to Multi Tiered Systems of Support is the first book to provide school counseling practitioners students and faculty with information and resources regarding the alignment and implementation of Comprehensive School Counseling Programs CSCP s such as the ASCA National Model and Multi Tiered Systems of Support MTSS This innovative text provides a strong theoretical and research base as well as practical examples from the field case studies and relevant hands on resources and tools to assist school counselors in comprehending facilitating and strengthening the implementation of CSCP s particularly through MTSS alignment Furthermore chapters include pertinent information from the CACREP standards and the ASCA National Model This book is an essential resource for pre service and practicing school counselors as well as their leaders supervisors and faculty looking to better understand and utilize the overlap between CSCP s and MTSS to strengthen school counseling programs to better serve students schools and communities

Contact, Community, and Connections: Current Approaches to Spanish in Multilingual Populations Gregory L. Thompson, Scott M. Alvord, 2019-09-05 This edited volume provides state of the art research on developing areas of Spanish in contact with other languages This manuscript is unique in its broad yet coherent approach to the study of Spanish in bilingual contexts by investigating current issues in the field through well designed research and innovative analyses In addition this book concludes with research on how languages in contact are reflected in individuals in educational settings as well as insights on how to teach bilinguals raised in contact with English and Spanish This manuscript is divided into three major themes that focus on the overall issues of Spanish in bilingual contexts 1 The first section titled Language and Identity is composed of four chapters that focus on the connection between language and identity in unique settings 2 The second section of the manuscript is titled Language and Dialectal Contact and is composed of six chapters that analyze the dialectal and linguistic changes in languages in contact in a variety of settings 3 The final section is titled Language in Educational Settings and consists of four chapters with a focus on heritage speakers and second language students of Spanish in different classroom settings as well as abroad This volume contributes original research in these areas in a way so as to fill valuable gaps in the current knowledge in the field especially in the innovative ways of approaching areas such as teaching heritage learners understanding diachronic and synchronic dialectal and linguistic changes as well as innovations in language use and how language contributes to the formation of identity

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