

Escaping Education Living As Learning Within Grassroots Cultures Third Printing

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in this fresh and innovative approach to the complexities and challenges of organizational learning diversities the authors show that in learning there are no generic solutions and instead propose several context specific resolutions

why are children from disadvantaged and minority communities overrepresented among academic underachievers poor learners and school dropouts this volume engages with this question and examines classroom learning as a process that involves a multitude of actors situated in specific social cultural and historical contexts the volume covers an interdisciplinary spectrum of educational processes contexts educational ambitions and limitations of low caste working class and middle class students from different indian communities and regions the volume delves into the problem of academic underperformance from a social identity perspective and probes into social context based variability in classroom learning systemic disadvantages in the form of negative stereotypes and the family as an under studied social group in all discussions of schooling it also examines the teachers perceptions and attitudes towards adivasi students and other minority groups in primary schools and their effect on children s classroom engagement the chapters in this volume provide insights into unresolved and critical research questions that require the attention of teachers school management educators and policymakers alike this book will also be useful for academicians policymakers teacher educators pedagogic practitioners in india and abroad and state and central government institutions working on school education educational psychology policymaking in education learning methods and research on educational enhancement

this book examines how e assessment can be implemented in primary english as a foreign language efl writing in an

examination oriented context it provides valuable insights on e assessment for learning e afi to teacher educators and teachers in both local and global contexts especially teacher educators undertaking professional development programs of assessment in examination oriented contexts for researchers and graduate students who are interested in e assessment for learning e afi and writing assessment this book provides them with valuable resources to further their understanding of e afi research and broadens writing assessment scholarship for pre and in service teachers and program administrators the book serves as a practical and accessible guidebook proffering effective guidance to empower teacher learning of assessment and to apply pedagogic principles to assessment design

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