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Pune university apologises for 'jihad' question in exam papers. Published: 29 October, ... the varsity issued a statement admitting that a "wrong word" had inadvertently crept into the question paper.

This book deals with the relevance of recognition and validation of non-formal and informal learning education and training, the workplace and society. In an increasing number of countries, it is at the top of the policy and research agenda ranking among the possible ways to redress the glaring lack of relevant academic and vocational qualifications and to promote the development of competences and certification procedures which recognise different types of learning, including formal, non-formal and informal learning. The aim of the book is therefore to present and share experience, expertise and lessons in such a way that enables its effective and immediate use across the full spectrum of country contexts, whether in the developing or developed world. It examines the importance of meeting institutional and political requirements that give genuine value to the recognition of non-formal and informal learning; it shows why recognition is important and clarifies its usefulness and the role it serves in education, working life and voluntary work; it emphasises the importance of the coordination, interests, motivations, trust and acceptance by all stakeholders. The volume is also premised on an understanding of a learning society, in which all social and cultural groups, irrespective of gender, race, social class, ethnicity, mental health difficulties are entitled to quality learning throughout their lives. Overall the thrust is to see the importance of recognising non-formal and informal learning as part of the larger movement for re-directing education and training for change. This change is one that builds on an equitable society and economy and on sustainable development principles and values such as respect for others, respect for difference and diversity, exploration and dialogue.

Heutagogy, or self-determined learning, redefines how we understand learning and provides some exciting opportunities for educators. It is a novel approach to educational practice, drawing on familiar concepts such as constructivism, capability, andragogy and complexity theory. Heutagogy is also supported by a substantial and growing body of neuroscience research. Self-Determined Learning explores how heutagogy was derived, and what this approach to learning involves, drawing on recent research and practical applications. The editors draw together contributions from educators and practitioners in different fields, illustrating how the approach can be used and the benefits its use has produced. The subjects discussed include: the nature of learning, heutagogy in the classroom, flexible curriculum, assessment, e-learning, reflective learning, action learning and research, and heutagogy in professional practice settings.

A Photographic Atlas for the Biology Laboratory, Seventh Edition by Byron J. Adams and John L. Crawley is a full-color photographic atlas that provides a balanced visual representation of the diversity of biological organisms. It is designed to accompany any biology textbook or laboratory manual.

This book examines the state of the Open and Distance Learning (ODL)-based secondary education in India. ODL-based education has been a key resource for children in India who can neither cope with nor avail of regular schooling opportunities due to economic, health and disability, or other constraints. The volume uses large-scale empirical data collected from various Indian states and a sensitive theoretical framework to study the equity, efficiency, and effectiveness of the National Institute of Open Schooling (NIOS) and the State Open School (SOS). Highlighting the roadblocks and barriers in terms of its reach, inclusion, and delivery, particularly to the marginalised, this book explores whether ODL has a potential of being a sustainable and effective option at the secondary and senior secondary level in India. Thus, it seeks to generate policy discourse around delivery mechanisms and effectiveness of ODL in developing countries. First of its kind, this comprehensive volume will be useful for scholars and researchers of education, education policy, public policy, and political studies.

This indispensable handbook provides helpful strategies for dealing with both the everyday challenges of university teaching and those that arise in efforts to maximize learning for every student. The suggested strategies are supported by research and adaptable to specific classroom situations. Rather than suggest a "set of recipes" to be followed mechanically, the book gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning. Available with InfoTrac Student Collections <http://goengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The latest addition to The Open and Flexible Learning Series addresses the challenges created by the successes and the failures of the universal primary education campaign. It advocates new approaches for providing access to secondary education for today's rapidly growing youth population.

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