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The world population is estimated to reach to more than 10 billion by the year 2050. These projections pose a challenging situation for the agricultural scientists to increase crops productivity to meet the growing food demands. The unavailability and/or inaccessibility to appropriate gene pools with desired traits required to carry out genetic improvement of various crop species make this task formidable for the plant breeders. Incidentally, most of the desired genes reside in the wild genetic relatives of the crop species. Therefore, exploration and characterization of wild genetic resources of important crop species is vital for the efficient utilization of these gene pools for sustainable genetic improvements to assure food security. Further, understanding the myriad complexities of genic and genomic interactions among species, more particularly of wild relatives of crop species and/or phylogenetically distant germplasm, can provide the necessary inputs to increase the effectiveness of genetic improvement through traditional and/or genetic engineering methods. This book provides comprehensive and latest insights on the evolutionary genesis of diversity, access and

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its utilization in the evolution of various crop species. A comprehensive account of various crops, origin, exploitation of the primary, secondary and tertiary gene pools through breeding, biosystematical, cytogenetical and molecular phylogenetical relationships, and genetic enhancement through biotechnological interventions among others have been provided as the necessary underpinnings to consolidate information on the effective and sustainable utilization of the related genetic resources. The book stresses upon the importance of wild germplasm exploration, characterization and exploitation in the assimilation of important crop species. The book is especially intended for students and scientists working on the genetic improvement of crop species. Plant Breeders, Geneticists, Taxonomists, Molecular Biologists and Plant Biotechnologists working on crop species are going to find this book very useful.

For over five hundred years, Muslim dynasties ruled parts of northern and central India, starting with the Ghurids in the 1190s through the fracturing of the Mughal Empire in the early eighteenth century. Scholars have long drawn upon works written in Persian and Arabic about this epoch, yet they have neglected the many histories that India's learned elite wrote about Indo-Muslim rule in Sanskrit. These works span the Delhi Sultanate and Mughal Empire and discuss Muslim-ruled kingdoms in the Deccan and even as far south as Tamil Nadu. They constitute a major archive for understanding significant cultural and political changes that shaped early modern India and the views of those who lived through this crucial period. Audrey Truschke offers a groundbreaking analysis of these Sanskrit texts that sheds light on both historical Muslim political leaders on the subcontinent and how premodern Sanskrit intellectuals perceived the "Muslim Other." She analyzes and theorizes how Sanskrit historians

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used the tools of their literary tradition to document Muslim governance and, later, as Muslims became an integral part of Indian cultural and political worlds, Indo-Muslim rule.

Truschke demonstrates how this new archive lends insight into formulations and expressions of premodern political, social, cultural, and religious identities. By elaborating the languages and identities at play in premodern Sanskrit historical works, this book expands our historical and conceptual resources for understanding premodern South Asia, Indian intellectual history, and the impact of Muslim peoples on non-Muslim societies. At a time when exclusionary Hindu nationalism, which often grounds its claims on fabricated visions of India's premodernity, dominates the Indian public sphere, *The Language of History* shows the complexity and diversity of the subcontinent's past.

In this book an experienced classroom teacher and noted researcher on teaching takes us into her fifth grade math class through the course of a year. Magdalene Lampert shows how classroom dynamics--the complex relationship of teacher, student, and content--are critical in the process of bringing each student to a deeper understanding of mathematics, or any other subject. She offers valuable insights into students and teaching for all who are concerned about improving the learning that happens in the classroom. Lampert considers the teacher's and students' work from many different angles, in views large and small. She analyzes her own practice in a particular classroom, student by student and moment by moment. She also investigates the particular kind of teaching that aims at engaging elementary school students in learning fundamentally important ideas and skills

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by working on problems. Finally, she looks at the common problems of teaching that occur regardless of the individuals, subject matter, or kinds of practice involved. Lampert arrives at an original model of teaching practice that casts new light on the complexity in teachers' work and on the ways teachers can successfully deal with teaching problems.

Based on rapid advances in what is known about how people learn and how to teach effectively, this important book examines the core concepts and central pedagogies that should be at the heart of any teacher education program. Stemming from the results of a commission sponsored by the National Academy of Education, *Preparing Teachers for a Changing World* recommends the creation of an informed teacher education curriculum with the common elements that represent state-of-the-art standards for the profession. Written for teacher educators in both traditional and alternative programs, university and school system leaders, teachers, staff development professionals, researchers, and educational policymakers, the book addresses the key foundational knowledge for teaching and discusses how to implement that knowledge within the classroom. *Preparing Teachers for a Changing World* recommends that, in addition to strong subject matter knowledge, all new teachers have a basic understanding of how people learn and develop, as well as how children acquire and use language, which is the currency of education. In addition, the book suggests that teaching professionals must be able to apply that knowledge in developing curriculum that attends to students' needs, the demands of the content, and the social purposes of education: in teaching specific subject matter to diverse students, in managing the classroom, assessing student

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performance, and using technology in the classroom.

Designed from the ground up with a constructivist framework, **BUILDING TEACHERS: A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION**, 2nd Edition helps future teachers create their own understanding of education. As the authors address the key topics generally covered in an introductory book, they encourage readers to develop their own understandings by connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. Highlights of the new edition include stronger standards integration and expanded material on diversity and technology. By interacting with the materials presented, rather than merely memorizing the book's content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner. In turn, they can help the children in their classrooms learn meaningfully. Available with InfoTrac Student Collections <http://gocengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Corpus linguistics has become one of the most widely used methodologies across the different linguistic subdisciplines; especially the study of world-wide varieties of English uses corpus-based investigations as one of the chief methodologies. This volume comprises descriptions of the many new corpus initiatives both within and outside Africa that aim to compile various corpora of African Englishes. Moreover, it contains cutting-edge corpus-based research on African Englishes and the use of corpora in pedagogic contexts within African institutions. This volume thus serves

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both as a practical introduction to corpus compilation (Part I of the book), corpus-based research (Part II) and the application of corpora in language teaching (Part III), and is intended both for those researchers not yet familiar with corpus linguistics and as a reference work for all international researchers investigating the linguistic properties of African Englishes.

'The authors provide a guide which points the reader to sources that can engage more deeply with the issues raised and, as such, is a useful resource for anyone wanting to know more about researching learning difficulties' - British Journal of Special Education 'This book is highly recommended and endorsed. It celebrates the diversity of work that is currently undertaken in the field of learning difficulties with a concern to enable people working within different spheres of activity to share something of their work to contribute to the bigger picture. 'As part of an academic, school or staff development resource library this book will aid, stimulate and focus researchers at all levels to hone their selected methods, evaluate results and critically judge qualitative and quantitative data' - Special Children 'This timely book, written in a highly accessible way... provides a coherent basis for users as well as practitioners, of research involving children and young people with learning difficulties' - Ann Lewis, Professor of Special Education and Educational Psychology, University of Birmingham. This book is for researchers, teachers and other professionals working with children and people with learning difficulties. It will enable them to: - access research in learning difficulties, drawing on other disciplines - understand different types of research methodology and their strengths and limitations - examine how researchers must consider the constraints on methodology because of the characteristics of the field - and

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understand the particular issues of small-scale research and participatory research - explore new methodologies that are developing in the field The authors recognize that there are tensions, especially the difficulty of validating research on small varied populations in a wide range of schools, community and other settings. The book will help readers to critically evaluate the implications of research reports for their own practice. This book is for researchers, teachers and professionals: - in specialist and inclusive community and educational settings - following courses of continuing professional development - doing research (Masters and Doctorate, Education, Social Sciences, Psychology, Public Policy). It is relevant to practitioners working with people with learning difficulties across a range of settings.

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