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Nota di contenuto	Cover; Contents; List of Figures; Acknowledgments; Foreword; Preface; 1 Conceptualizing and Setting the Stage; 2 The Sociocultural Context of Education: Core Concepts of the Philosophy Underlying the Worldview of Indians; 3 Educational Systems in India: Past and Present; 4 Aims of Education Contextualized within Urban Indian Society; 5 Image, Role, and Responsibilities of the Early Childhood Teacher in India; 6 Image of the Child: What Is Developmentally and Socially Appropriate for Children Growing Up in Indian Society? 7 Learning to Teach: A Sociocultural-Historical Constructivist Theory of Teaching 8 Contextualizing and Demystifying the Challenges of Large Class-Size in India; 9 A Socioculturally Constructed Early Childhood Postcolonial Curriculum: The Interfacing of Three Culturally Different Educational Discourses; 10 Aligning Teacher Education and Early Childhood Practice in Urban India: Balancing Vygotsky and the Veda; 11 Reflections on the Process of Postcolonial Research in Early Education; References; Index
Sommario/riassunto	This book presents previously unexamined connections between teaching practices and specific philosophical ideas, locating the prior

beliefs and practical knowledge of early childhood practitioners in urban India within the broader social and historical religio-philosophical context.
