

1. Record Nr.	UNISA996389253003316
Titolo	By the Lord Deputy and Council. Tyrconnell [[electronic resource]] : Whereas we are informed that the price of corn and all sorts of grain, meal and malt is grown excessive high in several parts of this kingdom, .
Pubbl/distr/stampa	Dublin, : Printed by Andrew Crook and Samuel Helsham assigns of Benjamin Tooke, printer to the King's most excellent Majesty; and are to be sold by Andrew Crook at his Majesties printing-house on Ormonde-Key, and Samuel Helsham at the Colledge-Arms in Castle-street, 1687
Descrizione fisica	1 sheet ([1] p.)
Altri autori (Persone)	TyrconnelRichard Talbot, Earl of, <1630-1691.>
Soggetti	Grain trade - Law and legislation - Ireland Great Britain History James II, 1685-1688 Early works to 1800 Ireland History 1660-1688 Early works to 1800
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Given at the Council-Chamber in Dublin the 4th. day of April, 1687.". Export of Corn forbidden. Arms 189. Item at reel C23:1[25] imperfect: cropped at foot with partial loss of imprint. Reproduction of original in the British Library.
Sommario/riassunto	eebo-0018

2. Record Nr.	UNINA9910484354303321
Autore	Bandyopadhyay Somprakash
Titolo	Bridging the Education Divide Using Social Technologies : Explorations in Rural India / / by Somprakash Bandyopadhyay, Arina Bardhan, Priyadarshini Dey, Sneha Bhattacharyya
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2021
ISBN	9789813367388 9813367385
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (268 pages)
Disciplina	379.260954
Soggetti	Educational sociology Social structure Equality Education Sociology of Education Social Structure
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Introduction -- Chapter 2. Education Divide: Concepts and Dimensions -- Chapter 3. Education Ecosystem: A Chronological Perspective -- Chapter 4. ICT in Education -- Chapter 5. Emergence of Social Technologies: Social Meets E-Learning -- Chapter 6. A Digital Framework towards Bridging Education Divide using Social Technology -- Chapter 7. Exploring Rural-Urban Education Divide in India -- Chapter 8. Online Blended Learning Platform for Educating Underprivileged Children: Creating Active Learners using Social Technologies -- Chapter 9. Online Blended Learning Platform for Rural Adult Learners: Bridging the Opportunity Divide through Community Formation -- Chapter 10. Implementation Challenges of the Online Blended Learning Platform: An Experiential Analysis from Ecosystemic Perspective -- Chapter 11. Conclusion.
Sommario/riassunto	This book explains the concept of education divide in rural India and identifies various factors that shape and sustain such a divide. In doing so, it also discusses a range of attempts undertaken to bridge the

education divide. Subsequently, the book has attempted in providing a socio-technical framework towards optimally deploying social technologies for addressing the issue of education divide of marginalized communities. The proposed framework offers a transition from traditional content-centric, teacher-centric and centralized education ecosystem to a connection-centric, learner-centric and decentralized education ecosystem of the socio-digital age. It demonstrates how Internet-enabled digital platforms, based on the principles of sharism and mass collaboration using social technologies, could help to solve one of the greatest problems facing the world: mitigating the extant education divide by delivering quality education to underprivileged sections of society. The book also presents empirical validation of the proposed framework to show how a community-driven blended learning platform can mobilize the dormant knowledge capital of domain experts to teach underprivileged rural Indian children, as well as help form communities of practice to enable lifelong learning for the rural adult population. The book closes by pointing out the challenges involved in building an equitable education ecosystem using social technologies and ultimately the possibility of creating a fair and equitable society. Given its scope, the book offers a valuable resource for researchers, policymakers and practitioners in the domain of education who want to transform education ecosystems by using technological and process-related innovations to improve educational practices for underprivileged sections of society.

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