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**Additional information**

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**National Assessment and Accreditation Council (NAAC)  
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<b>2</b>	<b>E-Journals</b>	<b>4-7</b>
<b>3</b>	<b>E-Books</b>	<b>8-20</b>
<b>4</b>	<b>Other free E-Resources</b>	<b>21-50</b>

# Screenshot of Landing page of E-resources with highlighting the name of Institution



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# E -Journal - American Entomologist



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Volume 56, Issue 1  
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JOURNAL ARTICLE

### Publishing Scientific Outreach Educational and Social Science

Matthew L. Richardson

American Entomologist, Volume 56, Issue 1, Spring 2010  
<https://doi.org/10.1093/ae/56.1.11>

Published: 01 January 2010

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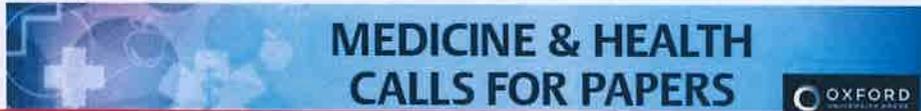
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February 2024

Cover image

ISSN 0268-1153  
EISSN 1465-2648

## Volume 39, Issue 1, February 2024

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EDITOR'S CHOICE

Adolescents' perceptions of substance use  
social media: resolving cognitive dissonance

Rhana Hashemi and Erin A Vogel

Health Education Research, Volume 39, Issue 1, February 2024  
<https://doi.org/10.1093/her/cyad046>



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# E-Journal - Journal of Philosophy of Education



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### Volume 57, Issue 6, December 2023

#### SUITE: QUESTIONING PROGRESS IN TIMES ORIENTATIONS FOR EDUCATION

Questioning progress in times of 'no future' introduction to the suite

Paul Standish

Journal of Philosophy of Education, Volume 57, Issue 6, December 2023  
<https://doi.org/10.1093/jopedu/qhad084>



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Editors  
Julia Melkers  
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Volume 32, Issue 4  
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Ellen Rose  
November-December 2014  
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### 1. Elearning: The Key Concepts



eBook

By: Robin Mason; Frank Rennie Series: Routledge Key Guides. London : Routledge 2006. eBook., Database: eBook Collection (EBSCOhost)  
E-Learning has long been touted as the brave new frontier of education, offering fresh challenges to teachers, students and, indeed, the whole of the education system. Addressing this, Elearning:

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PDF Full Text EPUB Full Text

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### 2. Philosophy of Education: The Key Concepts



By: John Gingell; Christopher Winch. Series: Key Concepts Series. Ed11ion: 2nd ed. London : Routledge 2008 eBook., Database: eBook Collection (EBSCOhost)

This new edition of Philosophy of Education: The Key Concepts is an easy to use A-Z guide summarizing all the key terms, ideas and issues central to the study of educational theory today. Fully u...

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The Aeronautical Journal

## Article contents

Abstract

## Education For Technology

Published online by Cambridge University Press: 04 July 2016

H.R.H. The Duke of Edinburgh, K.G.

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### Abstract

The First Handley Page Memorial Lecture, organised jointly by the Cranfield Society and the Royal Aeronautical Society, was given by His Royal Highness The Duke of Edinburgh, K.G., at the College of Aeronautics, Cranfield, on 21st May 1963 before an audience of some 1500. The Chair was taken by Sir Harold Roxbee Cox, Ph.D., D.I.C., D.Sc. B.Sc.(Eng.), F.R.Ae.S., F.A.I.A.A., M.I.Mech.E., Chairman of the Board of Governors of the College of Aeronautics, and a Past President of the Royal Aeronautical Society.

Sir Harold Roxbee Cox said that the late Sir Frederick Handley Page was one of the greatest figures in British aviation. His was the unique achievement of creating his company in 1909 and

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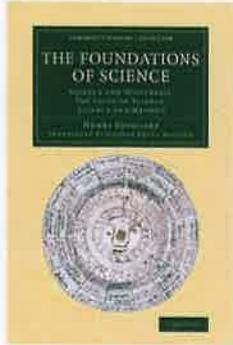
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Introduction by **Josiah Royce**

**Publisher:** Cambridge University Press  
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**Print publication year:** 2014  
**Online ISBN:** 9781107252950  
**DOI:** <https://doi.org/10.1017/CBO9781107252950>

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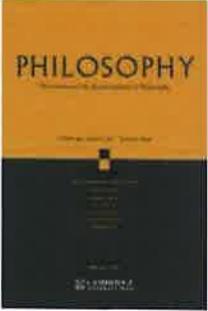
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## The Year Book of Education 1957: Education and Philosophy. (Evans Bros. Price 63s.)

Published online by Cambridge University Press: 25 February 2009

W. B. Gallie

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murky areas of conscience and speculation, while in the clearly etched realm of polity he urged a curb on individual caprice if it contrasted with the "permanent interests of a man as a progressive being" (p. 231). Mill emerges

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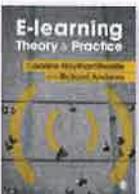


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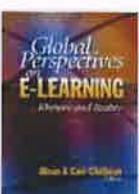


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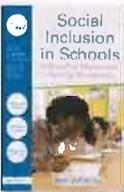
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BYRYN HOLMES AND JOHN GARDNER

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Subject: [Technology \(general\)](#), [Online Learning & Distance Ed](#)

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▼ Educator to Educator : Unpacking and Repacking Generative Concepts in Social Studies

by Todd A. Horton , and Lynn Lemisko

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Introduction

▶ Part 1: Ecological Justice/Environmental Sustainability

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rent that beginning the road toward conceptual development had to start somewhere: On voting day, we all listened to one final pitch from a representative in support of each option and proceeded to a secret ballot. The vote was close, 18–16 as I recall, and from my personal perspective, students chose what I believe was the lesser of the two arguments put forward. Nevertheless, when balanced against not only the excitement generated for the field trip but also student participation in decision-making, the exercise was a huge success. Indeed, students felt the gamut of emotions often felt by politicians and supporters after a long electoral campaign – euphoria at victory, pain in defeat, desire to try again and in a few cases, withdrawal from the process.

I particularly enjoyed that year of teaching. By beginning to integrate democratic principles into the classroom, I felt I was starting to live up to my promise as a teacher. I was acting as a guide, facilitating the educational, social and spiritual growth of young citizens. It was exciting! All students in Canadian schools are taught about democracy, but far fewer get an opportunity to experience it in the classroom. That’s a shame because it is such a rich and dare I say generative concept with infinite possibilities.

WHAT IS ‘DEMOCRACY’?

Students may not get to experience democracy in the classroom as often as I believe they should, but by upper elementary school Canadian children are more or less



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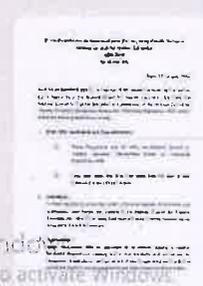
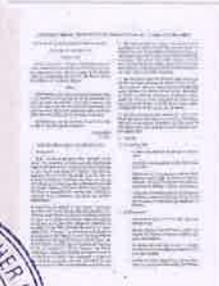
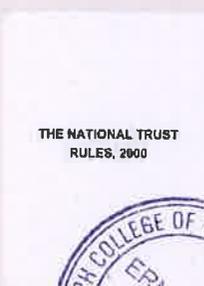
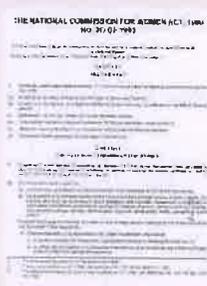
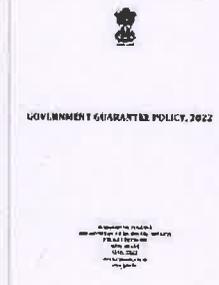
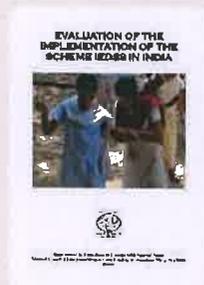
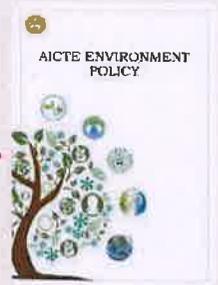
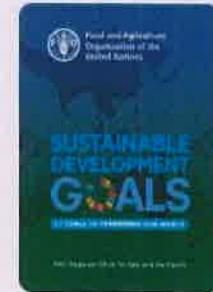
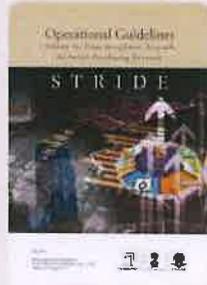
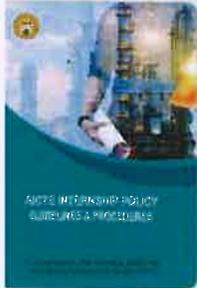
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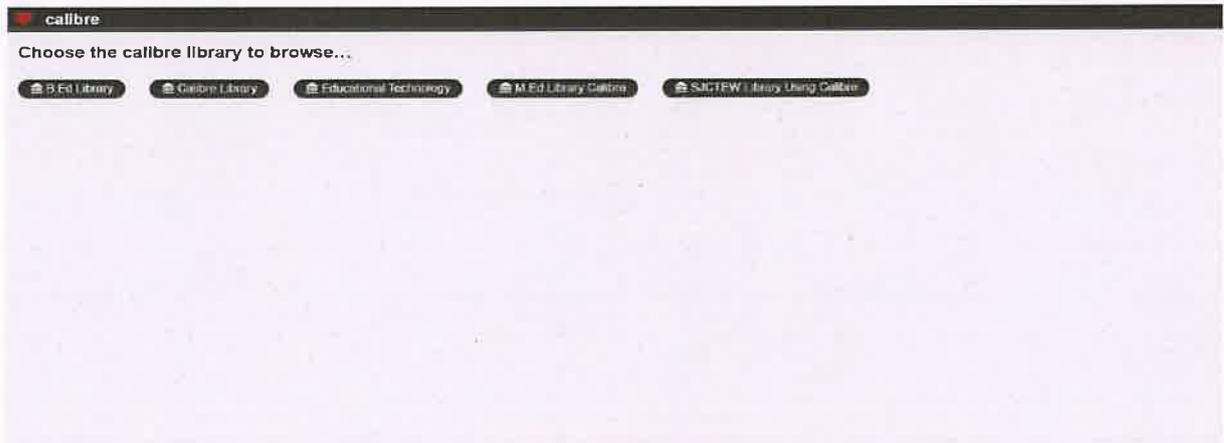
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