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ISC Practical Chemistry Vol. I Class-XI Pearson Education India

This two volume set provides a valuable reference on natural polymer composites, including both natural and protein fibres, and natural polymer nanocomposites.

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This volume brings together contributions by leading researchers covering a wide scope so characteristic of fluorine chemistry. It is a monograph of historical character comprising personalized accounts of progress and events in areas of particular interest. There is also much to interest and instruct chemists from other disciplines as a good proportion of the chapters contain a considerable amount of 'hard' referenced information relating to modern organic, organoelemental and inorganic chemistry. Historians of chemistry and technology will no doubt be tempted to dip into this book, and surely whoever addresses the task of commemorating Moissan's achievement at the 150-years stage will bless us all in some measure for its existence.

ISC Chemistry Book 1 for Class XI (2021 Edition) Royal Society of Chemistry

ISC Chemistry Book XII

Science and Technology in School Curricula S. Chand Publishing

In recent years, the use of technology for the purposes of improving and enriching traditional instructional practices has received a great deal of attention. However, few works have explicitly examined cognitive, psychological, and educational principles on which technology-supported learning environments are based. This volume attempts to cover the need for a thorough theoretical analysis and discussion of the principles of system design that underlie the construction of technology-enhanced learning environments. It presents examples of technology-supported learning environments that cover a broad range of content domains, from the physical sciences and mathematics to the teaching of language and literacy. The emphasis in this book is not on the design of educational software but on the design of learning environments. A great deal of research on learning and instruction has recently moved out of the laboratory into the design of applications in instructional settings. By designing technology-supported learning environments instructional scientists attempt to better understand the theories and principles that are explicit in their theories of learning. The contributors to this volume examine how factors such as social interaction, the creation of meaningful activities, the use of multiple perspectives, and the construction of concrete representations influence the acquisition of new information and transfer.

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