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Mobile Technologies for Conflict Management Prisoner Rehabilitation in the Uganda Prison Service The Exam Skills Handbook Painless Study Techniques Exam Skills How Effective are Food for Education Programs? Public-Private Partnerships in Education Public Examinations Examined One Health, 2nd Edition CRISIS IN MUSLIM EDUCATION China's Influence on Non-Trade Concerns in International Economic Law Education, Creativity, and Economic Empowerment in Africa Women Teachers in Africa Mathematics Education in East Africa Student Completion Rates Employability & Competences Growing Up with Poetry Across the Mongolo Topics in Cognitive Rehabilitation in the TBI Post-Hospital Phase Education Inputs in Uganda Coastal Geomorphology A Short Guide to Oral Assessment The Role of Gender in Educational Contexts and Outcomes Pitfalls of Participatory Programs Africa's Lost Classics Great Expectations (Illustrated) Commerce (Ordinary Level) Early Childhood Matters Information, Incentives, and Education Policy Making Schools Work Adult Education in Uganda History of Ohio Computational Intelligence in Data Mining—Volume 2 History and Development of Education in Uganda School Meals, Educational Achievement, and School Competition Serious Games Historical Relations Across the Indian Ocean Where Have All the Textbooks Gone? Handbook of the Economics of Education

### **Mobile Technologies for Conflict Management**

Through qualitative research methods, this book engages in a holistic understanding of cultural, economic, and institutional forces that interact to produce the underrepresentation of women as school teachers in four sub-Saharan African countries. Comparative case studies at the national level, using a common research design, show that teaching, despite being an attractive civil service job, offers low salaries and many challenges, especially when it takes place in rural areas. Combining professional duties with demanding family responsibilities further diminishes women's ability to stay in the teaching profession. The studies in this book attempt to bridge research findings with policy by developing action plans in cooperation with ministries of education of the respective countries. Women Teachers in Africa will be of interest to academic researchers, undergraduate and postgraduate students in the relevant fields, as well as development professionals, aid agency staff and education policy experts.

### **Prisoner Rehabilitation in the Uganda Prison Service**

### **The Exam Skills Handbook**

Until recently, the story of African film was marked by a series of truncated histories: many outstanding films from earlier decades were virtually inaccessible and thus often excluded from critical accounts. However, various conservation projects since the turn of the century have now begun to make many of these films available to critics and audiences in a way that was unimaginable just a decade ago. In this accessible and lively collection of essays, Lizelle Bisschoff and David Murphy draw together the best scholarship on the diverse and fragmented strands of African film history. Their volume recovers over 30 'lost' African classic films from 1920-2010 in order to provide a more complex genealogy and begin to trace new histories of African filmmaking: from 1920s Egyptian melodramas through lost gems from apartheid South Africa to neglected works by great Francophone directors, the full diversity of African cinema will be revealed.

## **Painless Study Techniques**

Derek Neal writes that economists must analyze public education policy in the same way they analyze other procurement problems. He shows how standard tools from economics research speak directly to issues in education. For mastering the models and tools that economists of education should use in their work, there is no better resource available.--

## **Exam Skills**

### **How Effective are Food for Education Programs?**

REVIEW "If some of Dickens's novels sprawl luxuriously across the page, this one is as trim as a whippet. Touch any part of it and the whole structure quivers into life." - The Guardian BOOK DESCRIPTION Great Expectations is the thirteenth novel by Charles Dickens and his penultimate completed novel, which depicts the education of an orphan nicknamed Pip (the book is a bildungsroman, a coming-of-age story). It is Dickens's second novel, after David Copperfield, to be fully narrated in the first person. The novel was first published as a serial in Dickens's weekly periodical All the Year Round, from 1 December 1860 to August 1861. In October 1861, Chapman and Hall published the novel in three volumes. The novel is set in Kent and London in the early to mid-19th century and contains some of Dickens's most celebrated scenes, starting in a graveyard, where the young Pip is accosted by the escaped convict Abel Magwitch. Great Expectations is full of extreme imagery - poverty, prison ships and chains, and fights to the death - and has a colourful cast of characters who have entered popular culture. These include the eccentric Miss Havisham, the beautiful but cold Estella, and Joe, the unsophisticated and kind blacksmith. Dickens's themes include wealth and poverty, love and rejection, and the eventual triumph of good over evil. Great Expectations, which is popular both with readers and literary critics, has been translated into many languages and adapted numerous times into various media. (Source: Wikipedia) EXCERPT FROM THE BOOK This

was very uncomfortable, and I was half afraid. However, the only thing to be done being to knock at the door, I knocked, and was told from within to enter. I entered, therefore, and found myself in a pretty large room, well lighted with wax candles. No glimpse of daylight was to be seen in it. It was a dressing-room, as I supposed from the furniture, though much of it was of forms and uses then quite unknown to me. But prominent in it was a draped table with a gilded looking-glass, and that I made out at first sight to be a fine lady's dressing-table. Whether I should have made out this object so soon if there had been no fine lady sitting at it, I cannot say. In an arm-chair, with an elbow resting on the table and her head leaning on that hand, sat the strangest lady I have ever seen, or shall ever see. She was dressed in rich materials,--satins, and lace, and silks,--all of white. Her shoes were white. And she had a long white veil dependent from her hair, and she had bridal flowers in her hair, but her hair was white. Some bright jewels sparkled on her neck and on her hands, and some other jewels lay sparkling on the table. Dresses, less splendid than the dress she wore, and half-packed trunks, were scattered about. She had not quite finished dressing, for she had but one shoe on,--the other was on the table near her hand,--her veil was but half arranged, her watch and chain were not put on, and some lace for her bosom lay with those trinkets, and with her handkerchief, and gloves, and some flowers, and a Prayer-Book all confusedly heaped about the looking-glass.

## **Public-Private Partnerships in Education**

One Health, the concept of combined veterinary and human health, has now expanded beyond emerging infectious diseases and zoonoses to incorporate a wider suite of health issues. Retaining its interdisciplinary focus which combines theory with practice, this new edition illustrates the contribution of One Health collaborations to real-world issues such as sanitation, economics, food security and vaccination programmes. It includes more non-infectious disease issues and climate change discussion alongside revised case studies and expanded methodology chapters to draw out implications for practice. Promoting an action-based, solutions-oriented approach, *One Health: The Theory and Practice of Integrated Health Approaches* highlights the lessons learned for both human and animal health professionals and students.

## **Public Examinations Examined**

### **One Health, 2nd Edition**

The volume of research into the economics of education has grown rapidly in recent years. In this comprehensive new Handbook, editors Eric Hanushek, Stephen Machin, and Ludger Woessmann assemble original contributions from leading researchers, addressing contemporary advances in the field. Each chapter illuminates major methodological and theoretical

developments and directs the reader to productive new lines of research. As a result, these concise overviews of the existing literature offer an essential 'jumpstart' for both students and researchers alike. Demonstrates how new methodologies are yielding fresh perspectives in education economics Uses rich data to study issues of high contemporary policy relevance Explores innovations in higher education, competition, and the uses of technology

## **CRISIS IN MUSLIM EDUCATION**

The book is the final report of the researches, discussions, conversations around and about the Project PRIN Employability & Competences which took place on March 9th--11th, 2017 within an International Conference at the University of Florence. It was the final event of the project PRIN2012LATR9N which aims were: «to design innovative programs for higher education, to promote personalized and learner-centered teaching and learning, to build on job competencies, to value talents to create new work opportunities, to support young adults during their employment emergency, as a response to socio economic crisis and as a citizenship action». The research activities concerned the main phases of the students' academic life: career guidance upon entry, personalized teaching, career calling, professional vocation, profession building activities such as internships and work related experiences, and lastly job placement.

## **China's Influence on Non-Trade Concerns in International Economic Law**

The Exam Skills Handbook provides an easy-to-follow set of strategies and techniques that build to a plan for achieving your best possible exam performance. It provides practical step-by-step guidance in long-term planning for optimal performance through to last minute revision strategies. As well as its original series of 'ready-made' revision sessions, it provides checklists, structured reflections, and a hallmark page-by-page design that helps you work quickly and easily. You can take charge of your preparation and approach exams with calm and confidence, expertise and enjoyment.

## **Education, Creativity, and Economic Empowerment in Africa**

This World Bank report is a rich compilation of information on teaching learning materials (TLM) in Africa based on the extensive and multi-faceted experience of the author's work in the education sector in Africa. The study examines a wide range of issues around TLM provision including curriculum, literacy and numeracy, language of instruction policy, procurement and distribution challenges, TLM development and production and their availability, management and usage in schools. It also looks at the role of information and communication technology (ICT) based TLMs and their availability. The study recognizes that improved TLM system management is a critical component in achieving affordable and sustainable TLM provision for all students. This study, which draws from more than 40 Anglophone, Francophone, Lusophone, and

Arabic-speaking countries will be particularly useful for policymakers, development partners, and other stakeholders attempting to understand the wide range of issues surrounding the complexity of textbook provision in Sub Saharan Africa.

## **Women Teachers in Africa**

This book constitutes the proceedings of the Second Joint International Conference on Serious Games, JCSG 2016, held in Brisbane, QLD, Australia, in September 2016. This conference bundles the activities of the International Conference on Serious Games Development and Applications, SGDA, and the Conference on Serious Games, GameDays. The total of 36 full papers and 5 short papers was carefully reviewed and selected from numerous submissions. The papers were organized in topical sections named: health, well-being and accessibility; education, learning and training; science, nature and heritage; design, development and analysis; poster papers; exhibits.

## **Mathematics Education in East Africa**

Traumatic brain injury (TBI) refers to nondegenerative, noncongenital damage to the brain from an external mechanical force, which can lead to permanent or temporary impairment of cognitive, physical, and psychosocial functions, with an associated diminished or altered state of consciousness. Despite this broad definition, it is estimated that more than 1.500.000 people suffer TBI annually in US, with 20% afflicted with moderate or severe forms. Additionally, a high percentage of these patients are unable to return to their daily routine (approximately 50%). In this context, both motor and cognitive rehabilitation are extremely important for these individuals. The aim of cognitive and motor rehabilitation is to recover an individual's ability to process, interpret and respond to environmental inputs, as well as to create strategies and procedures to compensate for lost functions that are necessary in familial, social, educational and occupational settings. The purpose of this book is to review the basic concepts related to TBI, including mechanisms of injury, acute and post-acute care, severity levels, the most common findings in mild, moderate and severe TBI survivors, and the most frequent cognitive and motor impairments following TBI, as well as to discuss the strategies used to support post-TBI patients. The most important rehabilitation techniques, both from cognitive and motor perspectives, are addressed. Finally, information regarding work and community re-entry and familial and psychological support are discussed in detail. Topics in Cognitive Rehabilitation in the TBI Post-Hospital Phase is intended as a reference guide for all professionals who have contact with or are related to patients suffering from TBI. Any professionals who work with or are related to patients suffering from TBI will find here a broad and comprehensive overview of TBI, addressing all essential issues, from acute care to rehabilitation strategies, follow up and re-socialization.

## **Student Completion Rates**

This volume examines the range of Non-Trade Concerns (NTCs) that may conflict with international economic rules and proposes ways to protect them within international law and international economic law. Globalization without local concerns can endanger relevant issues such as good governance, human rights, right to water, right to food, social, economic, cultural and environmental rights, labor rights, access to knowledge, public health, social welfare, consumer interests and animal welfare, climate change, energy, environmental protection and sustainable development, product safety, food safety and security. Focusing on China, the book shows the current trends of Chinese law and policy towards international standards. The authors argue that China can play a leading role in this context: not only has China adopted several reforms and new regulations to address NTCs; but it has started to play a very relevant role in international negotiations on NTCs such as climate change, energy, and culture, among others. While China is still considered a developing country, in particular from the NTCs' point of view, it promises to be a key actor in international law in general and, more specifically, in international economic law in this respect. This volume assesses, taking into consideration its special context, China's behavior internally and externally to understand its role and influence in shaping NTCs in the context of international economic law.

## **Employability & Competences**

Most kids hate to study, and homework is always a chore—but this book teaches kids how to transform drudgery into interesting and productive projects. The author offers suggestions for group learning and study projects, creating a stimulating study environment, and knowing the different ways to read different kinds of books, from math to literature. He also advises on organizing ideas for writing assignments, and seeking extra help for especially difficult subjects.

## **Growing Up with Poetry**

## **Across the Mongolo**

Education and the arts offer multiple, mutually clarifying lenses through which to examine and understand issues of poverty and empowerment. Here, both are combined in a fascinating look at how these two often overlooked elements promote social equality and cultivate personal agency across Africa's diverse political-economic landscapes.

## **Topics in Cognitive Rehabilitation in the TBI Post-Hospital Phase**

School life, now more than ever, can seem like an endless stream of examinations, tests, and assessments. Wise Guides:

Exam Skills is the key to staying stress-free during the exam and revision period. This helpful guide tackles the subject of exams head-on with advice on how to compile a revision plan, identify the best ways to revise, find the best time and place for revision, and how to stay calm during the exam itself. Full of practical advice, this book is essential for every young person who has to cope with exam pressure. Wise Guides help young people deal with whatever life throws at them.

## **Education Inputs in Uganda**

Governments use food for education (FFE) programs to increase school participation and support learning through better nutrition. But how effective are these programs? This food policy review surveys the empirical literature to assess the impact of FFE programs on the students' schooling, learning, and nutrition. It examines the economic rationale for FFEs, critically assesses the evidence on their effectiveness, identifies areas where further research is needed, and offers guidelines for future program design and use.

## **Coastal Geomorphology**

## **A Short Guide to Oral Assessment**

## **The Role of Gender in Educational Contexts and Outcomes**

This book documents the rapid development of the importance of early years education from the late 90s into this millennium, providing a unique contribution to the importance of pre-school.

## **Pitfalls of Participatory Programs**

Master's Thesis from the year 2014 in the subject Sociology - Law, Delinquency, Abnormal Behavior, grade: 40.0 credits, University College Cork (School of Applied Social Studies), course: Master of Social Sciences (Social Policy), language: English, abstract: This research focused on the nature of rehabilitation provided to prisoners in correctional facilities in Uganda as offered by the Uganda Prisons Service (UPS). The specific objectives of the research were to: map the kind of rehabilitation programs provided to prisoners; clarify who provides them and how they are organised; and, to critically analyse the rehabilitation programs from the point of view of a human rights framework that is underpinned by basic standards for treatment of prisoners. It was premised on the fact that the UPS is currently shifting its approach from a

purely penal role to become a correctional institution that upholds offenders' human rights. The overall finding was that indeed the UPS (attempts to) provide rehabilitation to prisoners. The types of rehabilitation programs are of varying degrees of efficiency. Particularly, programs in the UPS were undermined by prison overcrowding, poor resourcing, and understaffing. They mostly include functional adult literacy for those without prior academic education, and formal education at primary, secondary, and tertiary levels. They also include vocational and skills training, and limited psychosocial interventions. Psychosocial interventions were largely conducted on an informal basis by prison staff and social work volunteers and often took the form of group sensitisation programs. A key observation was that the rehabilitation programs that are being offered by the UPS lacked therapeutic integrity. In other words, they are not well conceived and do not rely on sound academic / criminological theory; they have no standardised curriculum; and they used staff (instructors) who were mostly unqualified and not adequately trained.

## **Africa's Lost Classics**

### **Great Expectations (Illustrated)**

Volume 47 of *Advances in Child Development and Behavior* includes chapters that highlight some of the most recent research in the area of gender in educational contexts and outcomes. A wide array of topics are discussed in detail, including sexism, race and gender issues, sexual orientation, single-sex education, and physical education. Each chapter provides in-depth discussions, and this volume serves as an invaluable resource for developmental or educational psychology researchers, scholars, and students. Chapters that highlight some of the most recent research in the area. A wide array of topics are discussed in detail

### **Commerce (Ordinary Level)**

Mobile phones are the most ubiquitous communications technology in the world. Besides transforming the way in which we communicate, they can also be used as a powerful tool for conflict prevention and management. This book presents innovative uses of mobile technologies in the areas of early warning, disaster and humanitarian relief, governance, citizens' participation, etc. and cuts across different regions. The book brings together experts and practitioners from different fields—mobile technologies, information systems, computer sciences, online dispute resolution, law, etc.—to reflect on present experiences and to explore new areas for research on conflict management and online dispute resolution (ODR). It also reflects on the transition from present ODR to future mobile Dispute Resolution and discusses key privacy issues. The book is addressed to anyone involved in conflict prevention and dispute management aiming to learn how mobile

technologies can play a disruptive role in the way we deal with conflict.

## **Early Childhood Matters**

Vermeersch and Kremer examine the effects of subsidized school meals on school participation, educational achievement, and school finance in a developing country setting. They use data from a program that was implemented in 25 randomly chosen preschools in a pool of 50. Children's school participation was 30 percent higher in the treatment group than in the comparison group. The meals program led to higher curriculum test scores, but only in schools where the teacher was relatively experienced prior to the program. The school meals displaced teaching time and led to larger class sizes. Despite improved incentives, teacher absenteeism remained at a high level of 30 percent. Treatment schools raised their fees, and comparison schools close to treatment schools decreased their fees. Some of the price effects are caused by a combination of capacity constraints and pupil transfers that would not happen if the school meals were ordered in all schools. The intention-to-treat estimator of the effect of the randomized program incorporates those price effects, and therefore it should be considered a lower bound on the effect of generalized school meals. This insight on price effects generalizes to other randomized program evaluations. This paper--a product of the Poverty Reduction and Economic Management 2, Africa Technical Families--is part of a larger effort in the region to increase our understanding of the impact of programs aimed at reaching the Millennium Development Goals.

## **Information, Incentives, and Education Policy**

Adult education has been practised in Uganda in various forms, perhaps since humans first inhabited the land; but very little has been written about it. It is therefore difficult to find relevant materials to use in the study of education in Uganda. Makerere University has been engaged in adult education since 1953, and so celebrated fifty years of its existence and service in 2003. This book is published in commemoration of this achievement. Its objectives are to document the development of adult education in Uganda, establish a base for further specialised study on adult education, provide a teaching resource for the study of adult and community education and pave the way for future adult education work. As a critical review and reflection on salient aspects and issues of adult education, including on the relative merits and disadvantages of indigenous and colonial languages as media for adult education, it is the first publication of its kind in Uganda.

## **Making Schools Work**

Participation of beneficiaries in the monitoring of public services is increasingly seen as a key to improving their efficiency.

In India, the current government flagship program on universal primary education organizes both locally elected leaders and parents of children enrolled in public schools into committees and gives these groups powers over resource allocation, and monitoring and management of school performance. However, in a baseline survey we found that people were not aware of the existence of these committees and their potential for improving education. This paper evaluates three different interventions to encourage beneficiaries' participation through these committees: providing information, training community members in a new testing tool, and training and organizing volunteers to hold remedial reading camps for illiterate children. We find that these interventions had no impact on community involvement in public schools, and no impact on teacher effort or learning outcomes in those schools. However, we do find that the intervention that trained volunteers to teach children to read had a large impact on activity outside public schools -- local youths volunteered to be trained to teach, and children who attended these camps substantially improved their reading skills. These results suggest that citizens face substantial constraints in participating to improve the public education system, even when they care about education and are willing to do something to improve it.

## **Adult Education in Uganda**

An anthology designed for the enjoyment and instruction of students from junior-secondary school onwards. The poems focus on aspects central to African life and culture: lover, identity, death, village life, separation, power and freedom. Guidance for teachers is included.

## **History of Ohio**

This book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place. It is also a valuable resource for courses in mathematics education in the teacher education colleges, and departments of education in the sub-Saharan Africa region. In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility. Hence, countries and development agencies in the broader sub-Saharan Africa region are looking towards increasing access to relevant and high-quality secondary education as a lever towards economic development. Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform. In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education. This book provides an in-depth comparative analysis of the developments and issues in mathematics education in Kenya, Tanzania, Rwanda and Uganda, and advances our understanding of the state of secondary mathematics education in East Africa.

## **Computational Intelligence in Data Mining—Volume 2**

This report is based on a study prompted by the need for improved effectiveness in the use of education resources in Uganda. Uganda's problem with increasing resource constraints for education is common in many developing countries and the lessons learned in this study may be of broad interest. Currently, Uganda allocates over 31 percent of its discretionary recurrent expenditure to education and 67 percent of this is allocated to primary education. Given increasing pressures on the budgets, there is need to implement strategies focusing on those inputs most likely to improve student learning. A major impediment to rational decision making in this area is lack of knowledge about what interventions work best and under what circumstances. Without this knowledge, Government may continue spending scarce resources on inputs that may not directly contribute to student learning achievement.

## **History and Development of Education in Uganda**

### **School Meals, Educational Achievement, and School Competition**

"This book is about the threats to education quality in the developing world that cannot be explained by lack of resources. It reviews the observed phenomenon of service delivery failures in public education: cases where programs and policies increase the inputs to education but do not produce effective services where it counts - in schools and classrooms. It documents what we know about the extent and costs of such failures across low and middle-income countries. And it further develops the conceptual model posited in the World Development Report 2004: that a root cause of low-quality and inequitable public services - not only in education - is the weak accountability of providers to both their supervisors and clients. The central focus of the book, however, is a new story. It is that developing countries are increasingly adopting innovative strategies to attack these problems. Drawing on new evidence from 22 rigorous impact evaluations across 11 developing countries, this book examines how three key strategies to strengthen accountability relationships in developing country school systems have affected school enrollment, completion and student learning. The book reviews the motivation and global context for education reforms aimed at strengthening provider accountability. It provides the rationale and synthesizes the evidence on the impacts of three key lines of reform: (1) policies that use the power of information to strengthen the ability of clients of education services (students and their parents) to hold providers accountable for results; (2) policies that promote school-based management—that is increase schools' autonomy to make key decisions and control resources, often empowering parents to play a larger role; (3) teacher incentives reforms that specifically aim at making teachers more accountable for results, either by making contract tenure dependent on performance, or offering performance-linked pay. The book summarizes the lessons learned, draws cautious conclusions about possible

complementarities across different types of accountability-focused reforms if they are implemented in tandem, considers issues related to scaling up reform efforts and the political economy of reform, and suggests directions for future work."

## **Serious Games**

High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease" takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog." Angela W. Little, Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings." Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning "I am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations." Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

## **Historical Relations Across the Indian Ocean**

This study examines educational development and progress during the pre-colonial days and how it naturally led to the establishment of Western education in Uganda. It also discusses how Ugandans have struggled to use Western education with some readjustments after 1962 to solve their economic, political and social problems. The desire for western education continues to grow. The book looks at the sympathetic response of government, and its efforts to formulate policies and theories to fulfill its pledge to provide elementary education for all young people.

## **Where Have All the Textbooks Gone?**

The book is a collection of high-quality peer-reviewed research papers presented in the Second International Conference on Computational Intelligence in Data Mining (ICCIDM 2015) held at Bhubaneswar, Odisha, India during 5 - 6 December 2015. The two-volume Proceedings address the difficulties and challenges for the seamless integration of two core disciplines of computer science, i.e., computational intelligence and data mining. The book addresses different methods and techniques of integration for enhancing the overall goal of data mining. The book helps to disseminate the knowledge about some innovative, active research directions in the field of data mining, machine and computational intelligence, along with some current issues and applications of related topics.

## **Handbook of the Economics of Education**

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