

Recent Education - December 2018

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Socio-Political Features of Educational Landscape in Pakistan / Zahid Munir Amir
Institute of Islamic Centre, Pakistan 2018

136p.

\$ 18.00 / HB

250 gm.

1. Education -- Pakistan.
2. Education -- Curricular -- Pakistan.
3. Islamic education -- Pakistan.

<http://www.marymartin.com/web?pid=463787>

International Status Anxiety and Higher Education: Soviet Legacies in China and Russia / Anatoly V. Oleksiyenko

Comparative Education Research Centre, University of Hong Kong, Hong Kong
2018

xviii. 406p.

Includes Index

9789881424167

\$ 38.00 / null

This volume provides a critical perspective on the Soviet legacy of superpower competition in the higher education systems of China and Russia. The book examines the tensions among multi-level forces that strive to advance progressive university policies and practices on the one hand, and on the other hand work to restore old-style hyper-centralization and indoctrination. It tracks the de-Sovietization of higher education, which aimed to integrate Chinese and Russian universities into global higher education but resulted in inducing status anxiety in the global hierarchies of knowledge development.

<http://www.marymartin.com/web?pid=459449>

Education, Skills and International Cooperation : Comparative and Historical Perspectives / Kenneth King

Comparative Education Research Centre, University of Hong Kong, Hong Kong
2018

xii, 384p.

9789881424174

\$ 38.00 / null

700 gm.

This book highlights some of Kenneth King's diverse contributions to international and comparative education, African studies and development studies over more than four decades. From his pioneering work on the first educational commissions to Africa, through his research on skills training in the informal sector, and on to his critical analysis of education analysis in development agencies, this book makes influential materials available in one place. Appropriately, it illustrates his career-long connections with Kenya, but also his more recent engagement with Japan, China and India. It is the first CERC volume to pay significant attention to the policies and politics of skills development. Kenneth King is an Emeritus Professor of the University of Edinburgh. He was based in and directed its Centre of African Studies for many years, and lectured on international perspectives in education and training in its School of Education. His research interests have addressed the politics and planning of skills development, including in the informal sector of the economy, aid policies towards education of both Western and Asian donors, and higher education cooperation. He founded NORRAG, the network for international policies and cooperation in education and training, in 1986, and edited NORRAG News until 2016. He was President of the British Association for International and Comparative Education (BAICE) from 2014-2016, and was one of the founding members of the UK Forum on International Education and Training (UKFIET).

<http://www.marymartin.com/web?pid=459448>

Decolonising Colonial Education : Doing Away with Relics and Toxicity Embedded in the Racist Dominant Grand Narrative / Nkwazi Nkuzi Mhango

Langaa RPCIG, Cameroon 2018

xviii, 360p. ; 229 x 152mm

9789956550727

\$ 40.00 / null

600 gm.

This book on decolonising education chastises, heartens and invites academics to seriously commence academic and intellectual manumission by challenging the current toxic episteme – the Western dominant Grand Narrative that embeds, espouses and superimposes itself on others. It exhorts African scholars in particular to unite and address the bequests of colonialism and its toxic episteme by confronting the internalised fabrications, hegemonic dominance, lies and myths that have caused many conflicts in world history. Such a toxic episteme founded on problematic experiments, theories and praxis has tended to license unsubstantiated views and stereotypes of others as intellectually impotent, moribund and of inferior humanity. The book invites academics and intellectuals to commit to a healthy dialogue among the world's competing traditions of knowing and knowledge production to produce a truly accommodating and inclusive grand narrative informed by a recognition of a common and shared humanity.

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