

Documents

Economic and Social Commission for Asia and the Pacific (ESCAP). **Asia-Pacific Countries with Special Needs Development Report 2019: Structural transformation and its role in reducing poverty.** Bangkok, United Nations, 2019: 98p.

This Asia-Pacific Countries with Special Needs Development Report 2019 highlights the role of structural transformation in reducing poverty in the Asia-Pacific least developed countries, landlocked developing countries and small island developing States, collectively referred to as "countries with special needs".

While the countries with special needs in Asia and the Pacific have made considerable development gains in recent decades, two in five people still live on incomes below \$3.20 a day, which is the standard poverty line for lower-middle income countries. Poverty is high in many countries as real wages remain low. In part, this is because a transition to services has bypassed the relatively higher-productive, employment-generating dynamism of the manufacturing sector in many countries. Also, little progress has taken place in within-sector upgrading in the agriculture sector, failing to facilitate value added activities in rural areas.

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Increasing productive employment is therefore critical to increase real wages and thus facilitate reduction in levels of poverty. Indeed, realizing the socioeconomic-related aspects of the Sustainable Development Goals is dependent on the ability of countries with special needs to provide decent employment through structural transformation. This Report: Structural transformation and its role in reducing poverty examines the link between structural transformation and poverty reduction and puts forward relevant policy considerations to align structural transformation and poverty reduction, highlighting the importance of targeted industrial policies and rural development.

Compiled by **Neha Gupta**
Librarian-cum- Documentation Officer

National Educational Policy – 2019: Workshop on Quality of Education



The Indian Institute of Public Administration (IIPA), UP Branch organized a one day workshop on "Quality of Education in the context of National Education Policy 2019" at Jawahar Bhawan, Lucknow on July 27, 2019 which was chaired by Shri R.C. Tripathi, former Secretary General, Rajya Sabha. Around 30 invited guests attended the programme which included Shri P.C. Sharma, former Principal Secretary, Deptt. of Education, UP, Shri G. Pattanaik, Chairman, India Literacy Board, Dr. Y.S. Bhadauria, Educationist, Shri S.C. Chandola, former Joint Director, Panchayati Raj, UP, Dr. S.N. Tripathi, Consultant, Higher Education, UP and Dr. Madan

Singh, General Secretary, Indian Adult Education Association (IAEA), New Delhi.

Shri V.N. Garg, Honorary Secretary, IIPA, UP Branch welcomed the participants and also told about the objectives of organizing the workshop. He said that the outcome of the workshop will be duly communicated to the committee which drafted the education policy for consideration.

Shri R.C. Tripathi in his brief address said that 'Quality of Education' is the need of the hour and the Govt. of India should ensure that quality education is provided so that the challenges of the modern era are faced by one and all boldly and successfully. In the open session the participants gave a number of suggestions and recommendations for the improvement of the education policy.

Dr. Madan Singh shared the outcome of the Consultation Meeting organized by IAEA at India International Centre on June 13, 2019 at New Delhi and underlined the need for imparting vocational skill oriented programmes for the youth to enable them competitive in the employment market. He also stressed the importance of effective training, quality teaching-learning material and good infrastructure to improve the quality of education.

- **Dr. Madan Singh**

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Indian Adult Education Association



A meeting was held in IAEA on July 24, 2019 at 11:30 a.m. to have further discussion on planning the programmes for Senior Citizens. Shri K.C. Choudhary, President, IAEA Chaired the meeting while Dr. Manohar Singh Ranawat, President Incharge was the Co-chair. Others present were Prof. S.Y. Shah, Prof. N.K. Ambasht, Dr. Madan Singh, Prof. V.K. Dixit, Prof. Rajesh, Smt. Nishat Farooq, Shri Suresh Khandelwal, Dr. V. Mohankumar and Smt. Kalpana Kaushik.

Prof. S.Y. Shah, while initiating the discussion said that any programme proposed for senior citizens should be planned after detailed discussion followed by meticulous planning taking into consideration all the important issues like safety, individual interest, easily reachable and arrangements for food and refreshments, on payment or otherwise. If the planning is for residential accommodation, then the concentration should be on room arrangements, nursing assistance, medical care, immediate emergency response, etc. All these involve

investment of money and IAEA/IIALE has to take a firm decision regarding quantum of payment as fee for the services rendered. Thereafter, people present in the meeting while sharing their views, endorsed all the points given by Prof. Shah. They told that while planning the programme by IAEA/IIALE of its own, they can also look into the possibility of availing the programmes of the government departments

for the welfare of senior citizens so that financial commitments can be minimized.

“Population explosion causes new challenges for coming generations, central and state governments should launch measures to deal with it.”

- Prime Minister in his Independence Day speech on August 15, 2019

पुस्तकालय विज्ञान के विद्यार्थियों का परीक्षाफल घोषित



निकू
प्रथम स्थान
(83.33%)



मधुर
प्रथम स्थान
(83.33%)



शिवानी
द्वितीय स्थान
(79%)



समीम अहमद
तृतीय स्थान
(72%)

भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली से संचालित राष्ट्रीय मुक्त विद्यालययी शिक्षा संस्थान के स्टडी सेंटर से इस वर्ष पुस्तकालय विज्ञान प्रमाण पत्र कोर्स के 17वें बैच के 12 विद्यार्थियों ने अप्रैल-मई 2019 की परीक्षा में भाग लिया जिनमें से कुल 11 शिक्षार्थी उत्तीर्ण हुए। गत वर्ष की भांति

इस वर्ष भी लड़कियों का रिजल्ट लड़कों की तुलना में बेहतर रहा। कुल 83.33 प्रतिशत अंकों के साथ सुश्री निकू तथा श्री मधुर सिंह ने प्रथम स्थान प्राप्त किया। द्वितीय स्थान सुश्री शिवानी (79%) और तृतीय स्थान श्री समीम अहमद (72%) का रहा। अन्य 7 विद्यार्थियों श्री गौरव डावला

(67.66%), श्री नासिर हुसैन (68%), श्री अखिल बिष्ट (63.00%), श्री अनिल कुमार (67.66%), सुश्री अन्जू (60.66%) तथा सुश्री फर्रा नाज (62%) अंक हासिल करने में सफल रहे। संघ इनके उज्ज्वल भविष्य की कामना करता है।

— जय भगवान
ए.वी.आई. कॉर्डिनेटर

उच्च शिक्षा सुधार एवं संभावनाएं विषय पर सेमिनार



भारतीय प्रौढ़ शिक्षा संघ की मध्य क्षेत्र इकाई द्वारा इंदौर में 'उच्च शिक्षा सुधार एवं संभावनाएं' विषय पर दिनांक 10 अगस्त 2019 को एक सेमिनार का आयोजन किया गया। सेमिनार की मुख्य वक्ता राजीव गांधी स्टडी सर्कल की दिल्ली प्रदेश की कोऑर्डिनेटर डॉ. श्रीमती चयनिका उनियाल थीं। कार्यक्रम की अध्यक्षता भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के अध्यक्ष श्री कैलाश चौधरी ने की। इस अवसर पर श्री चौधरी ने प्रोफेसर जिमी कुशवाहा द्वारा स्वामी दयानंद सरस्वती पर लिखित पुस्तक का लोकार्पण भी किया। इस कार्यक्रम में इंदौर के सैकड़ों शिक्षाविदों की उपस्थिति में उच्च शिक्षा से संबंधित विभिन्न विषयों पर गहन चर्चा हुई।

श्रीमती चयनिका उनियाल ने अपने संबोधन में कहा कि यह चिंता की बात है कि विकसित देशों द्वारा जहां उच्च शिक्षा पर अपने सकल राष्ट्रीय उत्पाद का लगभग 7 प्रतिशत तक खर्च किया जा रहा है वहां 25 साल पहले कोठारी कमीशन की संस्तुतियों को दरकिनार करते हुए हिंदुस्तान में उच्च शिक्षा पर सकल राष्ट्रीय उत्पाद के 2 प्रतिशत से भी कम खर्च किया जा रहा है। पिछले 2 वर्षों में तो उस खर्च को और भी घटाया गया है। शिक्षा से भविष्य का निर्माण होना है इसलिए सरकार का दायित्व है कि वह सुनिश्चित करे कि हर नौजवान को सुलभ और उपयोगी शिक्षा उपलब्ध हो सके। उन्होंने कहा कि सरकार द्वारा

यूनिवर्सिटी ग्रांट कमिशन को समाप्त कर एक अलग संस्था बनाने का प्रस्ताव शिक्षण संस्थाओं पर कूटाराघात होगा क्योंकि ग्रांट की जगह लोन देने से सरकारी शैक्षणिक संस्थाओं पर संचालन का संकट उत्पन्न हो जाएगा।

अपने अध्यक्षीय संबोधन में श्री कैलाश चौधरी ने कहा कि यह चिंता का विषय है कि जैसे-जैसे उच्च शिक्षा की सुविधाएं बढ़ती जा रही है शिक्षा के स्तर में गिरावट आ रही है। शिक्षा ज्ञान केंद्रित न होकर डिग्री केंद्रित हो गई है और यही कारण है कि कई उच्च डिग्री धारी लोगों के पास भी संबंधित विषय के कौशल और ज्ञान का अभाव है।

भारतीय प्रौढ़ शिक्षा संघ के सह-सचिव श्री मृणाल पंत ने सेमिनार को संबोधित करते हुए कहा कि सेमिनार से प्राप्त सुझावों को प्रदेश सरकार के समक्ष प्रस्तुत किया जाएगा ताकि नीति निर्माण में उनको शामिल किया जा सके। इस अवसर पर मौजूद शिक्षाविद सर्वश्री जयकुमार जैन ने कहा कि सेल्फ फाइनेंस के आधार पर सरकारी कॉलेज में संचालित कोर्स निजी शिक्षण संस्थाओं का बेहतर विकल्प हो सकते हैं। श्री अवधेश यादव का सुझाव था कि शासकीय महाविद्यालयों में छात्रों की उपस्थिति निश्चित करने के लिए बायोमेट्रिक सिस्टम लगाए जाने की जरूरत है। श्री गगन अवस्थी ने कहा कि शिक्षण को बुनियाद प्रदान करने वाले शिक्षकों जिनका समर्पण भविष्य की पीढ़ी तैयार करने के लिए सबसे महत्वपूर्ण आधार है, का आज अभाव है। श्री आर्जुन डागांवकर एवम अभिषेक दुग्नावत ने शिक्षण संस्थाओं के संचालकों और प्रोफेसरों की जवाबदेही सुनिश्चित करने की बात कही और मध्य प्रदेश में उच्च शिक्षा की परिस्थिति पर विचार व्यक्त करते हुए उसमें सुधार के लिए कई रचनात्मक सुझाव दिए।

कार्यक्रम में पूर्व छात्र नेता श्री विनीत ठाकुर भी शामिल रहे। कार्यक्रम का संचालन एवम संयोजन प्रोफेसर जिमी कुशवाहा ने किया।

Do you think that the government takes into consideration views of the civil society for improving adult education? If yes, please elaborate?

Mostly the governments take into consideration the views of civil society for improving adult education lightly and in a casual way. In my opinion the governments give least priority to adult education though, many in the government talk a lot about the importance of literacy. This you can see in the allocation of funds for adult education in Five Year Plans and frequent winding-up of programmes whenever governments change which never ever given consistency for the programmes on the ground to progress well. Most of the programmes stopped in between for political reasons which never happens in the formal system of education. People mostly think that the skill of acquiring basic literacy is the success of adult education programme. Unfortunately, this never made India a reading/learning society as continuing education or lifelong learning has not been given importance at all. In case, India is to achieve the SDG Goal 4 in a complete form, it has to have a robust continuing education programme on the ground. Kerala is a literate state because it has reading society strongly supported by library movement for furthering the basic literacy skills.

What are your views about the role of universities in promoting adult education? Which are the universities and/or academicians who have made significant contribution?

The role of universities in promotion of adult education is negligible but some universities like Pandit Deen Dayal Upadhyay University of Gorakhpur and Banaras Hindu University Varanasi of Uttar Pradesh and Vikram University, Ujjain of Madhya Pradesh played significant role in promotion of adult education because some faculty members took keen interest in adult education. I am sure that the universities can play and should play their role to motivate, encourage and guide the institutions and individuals to undertake adult education and lifelong education activities. It will be in their interest as their involvement will enhance their own prestige in the eyes of public at large in the society.

Do you think that State Resource Centre, Uttar Pradesh had played an effective role in promoting adult education in the state?

The State Resource Centre, Uttar Pradesh did play a significant role in promoting adult education in the state, especially in the area of teaching-learning material development, training, evaluation, monitoring and publicity. The Centre also helped other resource centres which sought the guidance in academic areas as it has rich experience of working in the relevant field for long under the aegis of Literacy House.

What are some of the challenges you have faced as Director, State Resource Centre?

The biggest challenge I faced as Director of State Resource Centre was to get approval of NLMA for accommodating more number of staff members over and above the sanctioned posts for category 'A' Resource Centres because as soon as the Centre was sanctioned to Literacy House the staff members already working in the Departments of Training, Curriculum and Material Development, Mass Communication and Research & Evaluation were transferred to Resource Centre. Secondly, Uttar Pradesh with 75 districts is one of the biggest states in India while many other Resource Centres have to cater to the literacy needs of only 25 to 30 districts. Hence, the work load of Resource Centre, Uttar Pradesh was much higher than other Resource Centres.

You are associated with Indian Adult Education Association, New Delhi for a number of years. What role did IAEA play in strengthening adult education?

As all of us know that IAEA came into being in the year 1939 to promote literacy, adult education, non-formal and lifelong education in the country with clear objective of supporting all the adult education programmes of the government and programmes undertaken by NGOs. Today IAEA is 80 years old with longstanding experience. In the last 80 years the organization consistently supported adult education programmes brought in by the government and stood shoulder to shoulder in propagating its ideals through meetings, seminars, conferences, round tables and writings. It has the potential of doing a lot in the years

to come and it will do it. Dr. Zakir Husain once observed "the history of IAEA is the history of Adult Education in India". It is true that IAEA cannot be separated from the history of adult education in India.

What is your opinion to strengthen IAEA?

In my view IAEA can be strengthened by (i) hiring the services of an experienced Liaison Expert for contacting and convincing concerned officials in the Ministries of Human Resource Development, Skill Development & Entrepreneurship, Women and Child Welfare, Social Justice & Empowerment, Agriculture & Farmers Welfare to get the schemes and projects sanctioned for IAEA (ii) ensuring time management and discipline to develop favourable work culture in the institution (iii) placing a plan for fund-raising to support programmes and activities (iv) creating a mechanism for internal evaluation to ensure efficiency, economy and self-discipline (v) rewarding best workers for their good work and (vi) conducting regularly Monthly Monitoring Meetings to review the work of the members of the staff.

What is the future of adult education in India?

No country can grow and progress without focusing on education including adult education. India has a long history of adult education and it can show the world that it has achieved something which nobody can even dreamt of. Of course, this cannot come so easily unless there is a very good adult education programme firmly on the ground with facilities for lifelong learning. So far India experimented with adult education in an adhoc manner which cannot go for long. Adult Education should be part and parcel of overall education system with good infrastructure, staff, financial allocation, system of learner evaluation, certification by competent authority and programme for equivalency to ensure vertical mobility of the beneficiaries in acquiring higher education.

Thanks a lot Dr. Madan Singh for giving your frank opinion on various questions raised before you and I am sure that readers of Newsletter will like your response.

Thanks to you Professor for posing relevant questions to elicit answers from me.

The fourth one was as Coordinator-cum-Head in Training and Orientation Centre (TOC), again a programme sanctioned by the Union Ministry of Youth Affairs for organizing 13 days orientation training and 5 days refresher training for the Professors, Readers (now called Associate Professors) and Lecturers (now called Assistant Professors) of all the Universities and Degree Colleges of Uttar Pradesh who were serving as NSS Programme Coordinators and Programme Officers. I am happy to inform you that I served in TOC from 1988 to August 1995.

The fifth one was as Director, State Resource Centre, Uttar Pradesh from September 1995 to October 2003.

The sixth one is my close association with the Indian Adult Education Association, New Delhi, initially as a Life Member which I became on December 22, 1982 and subsequently as Vice President in 2002, Treasurer in 2003 and General Secretary 2004. You know well that I am holding the post of General Secretary till date except for three years in between from 2011 to 2013.

What are your impressions about the understanding of adult education by senior civil servants with whom you have worked closely?

Most of the senior civil servants, especially Education Secretaries and Director Generals of NLMA have been taking adult education as a routine programme. But unlike other unwilling and disinterested civil servants, there have been some excellent officers like Shri Anil Bordia, Dr. L. Mishra, Shri S.K. Tripathi, Shri Bhaskar Chatterjee who had clear vision and strong will to streamline and strengthen adult education programmes in the country. Their contribution to the field of literacy would always be remembered for ever.

Can you recollect some of Dr. Welthy Fisher's contributions in building Literacy House?

I had the privilege of working with her for almost 15 years. She was an inspiring and dynamic leader with clear vision and strong will power to translate the vision into action. In fact, Literacy House is her baby which she built brick by brick and developed into an institution of excellence to serve the

poor people to improve their life which everyone would like to visit, stay, get trained and if opportunity is given serve also. Literacy House with vast infrastructure and resources has expertise in training, mass communication, development of curriculum and teaching-learning material, research and evaluation, preparation of materials relating family life, an institute for young farmers, library with large collection of books and mobile library for propagating lifelong learning. Above all Literacy House has its own two agriculture farms, 70 acres each. The House of Prayer located at the entrance of the institution and an Open Air Theater are added attractions.

The vast infrastructure available in Literacy House attracted many organizations/departments to have their programmes conducted inside the campus.

For her contribution Dr. Welthy Fisher received many awards which included G.J. Watumal Memorial Award, Mohammad Raza Pahalvi Prize of UNESCO, Nehru Literacy Award, Humanitarian Award by Variety Clubs International, USA and Ramon Magsaysay Award.

Who were the other people played important role in building Literacy House?

There were many philanthropists, educationists and social workers who played an important role in building Literacy House in various ways. It may be difficult for me to recollect and tell all the names but I can tell the names of a few. They were Shri K.M. Munshi, former Governor of Uttar Pradesh (he not only convinced Dr. Welthy Fisher to shift Literacy House from Allahabad to Lucknow but also instrumental in getting 20 acres of land for building the Headquarters for Literacy House), Shri C.B. Gupta, former Chief Minister of Uttar Pradesh, Ms. Sally Swensen of World Literacy of Canada, Shri Bhagwan Sahay, former Governor of Jammu & Kashmir and Kerala (he served as Chairman, India Literacy Board, the Governing Body of Literacy House), Shri Satish Chandra, former Secretary to the Government of India and Chief Secretary of Uttar Pradesh, Prof. Radha Kamal Mukharjee, former Vice Chancellor of Lucknow University,

Justice G.B. Singh, former Judge of the High Court of Judicature, Allahabad (Lucknow Bench), Shri J.C. Pant, former Secretary to the Government of India and Principal Secretary of Education Department, Government of Uttar Pradesh, Shri Bhaskar Chatterjee, former Secretary to the Government of India and Director General, National Literacy Mission Authority and Shri G. Pattanaik, former Principal Secretary to the Governor of Uttar Pradesh and now serving as the Chairman of India Literacy Board.

You must have visited several institutions in India. Which are the ones impressed you the most and reasons for the same?

I have visited many institutions in India which are working in the field of adult education for long. Some are very good in the area of training and some are good in organizing outreach and extension activities and some others are excellent in research and evaluation. A few institutions devoted to working for the welfare of women and tribals. However, I am so obsessed with Literacy House and its activities and can say that there is no match for Literacy House as it serves the non-literates not only to acquire the basic skills of literacy but also lifelong learning. I fully indorse the views of Dr. L. Misra who after visiting Literacy House recorded in the Visitors register that "those persons, who are involved in and associated with adult education, they should visit Literacy House, Lucknow. It would be a pilgrimage for them." Dr. Welthy Fisher always said that literacy and adult education work can be performed by those persons who are dedicated to 'SEWA (service)' like mothers do for their babies and not for 'Naukari (employment)'.

Can you recollect the names of adult educators who have been associated closely with Literacy House?

Yes, I can, but not all. To tell the names of a few Shri Mustaq Ahmed, Dr. T.A. Koshy, Dr. H.S. Bhola, Shri Bhagwati Sharan Singh, Brigadier S.J. Mukand, Prof. A.K. Jalaluddin, Prof. P.N. Singh, Shri G.S. Chaudhari, Shri Sadhu Charan Singh, Shri E.C. Shaw and Shri P.N. Shivpuri.

सेवानिवृत्त हुए डॉ. मनोहर सिंह राणावत



श्री नटनागर शोध संस्थान, सीतामऊ की स्थापना से अब तक कमान संभाल रहे 70 वर्षीय डॉ. मनोहर सिंह राणावत 42 वर्ष की सेवा पूर्ण करते हुए जुलाई 31, 2019 को निदेशक पद से सेवानिवृत्त हो गए।

बिहार बाढ़ त्रासदी के पीड़ितों को श्रद्धांजलि एवं संवेदना रैली का आयोजन



बिहार बाढ़ त्रासदी में मृतक सैकड़ों आत्माओं के प्रति श्रद्धांजलि अर्पित करने के लिए महु की तीन प्रसिद्ध संस्थाओं क्रमशः संस्था सत्पथ, मिथिला विकास परिषद् एवं बाल महोत्सव समिति द्वारा संयुक्त रूप से एक मानवीय संवेदना रैली आयोजित की गयी। यह रैली दिनांक 27 जुलाई 2019, शनिवार सायंकाल 5 बजे नेहरू प्रतिमा स्लैमलैण्ड चौराहा से प्रारंभ होकर महु शहर के मुख्य मार्गों से होते हुए कोतवाली चौराहा पर स्थित गांधी प्रतिमा पर पहुंच कर श्रद्धांजलि सभा में परिवर्तित हुई, जहाँ महु शहर के गणमान्य नागरिक, समाजसेवी, शिक्षकगण, बिहार राज्य के प्रवासी मैथिल सहित श्री एकेडमी, कोदरिया के छात्र एवं भारतीय प्रौढ़ शिक्षा संघ के सदस्यों ने उन्हें अश्रुपूर्ण श्रद्धांजलि अर्पित की। इस अवसर पर अधिवक्ता सुश्री गीता लखवानी, वरिष्ठ शिक्षाविद् डॉ. शोभा जैन, भारतीय प्रौढ़ शिक्षा संघ के संयुक्त सचिव श्री सुरेश खण्डेलवाल, शासकीय अधिवक्ता श्री शेखर बुंदेला, शिक्षिका सुश्री पायल परदेसी तथा निरंकारी मिशन महु के मुखी श्री किशोरीलाल ने विपदा की इस घड़ी में सभी बिहार बाढ़ पीड़ितों के साथ खड़े होने तथा उन्हें यथासंभव सहयोग उपलब्ध कराने का आग्रह किया। इस अवसर पर छावनी परिषद् के पूर्व उपाध्यक्ष श्री राजेन्द्र हर्षवाल, श्री उमेश खण्डेलवाल, श्री एकेडमी, कोदरिया के डायरेक्टर श्री राजेश पाटीदार, मिथिला विकास परिषद्, महु के अध्यक्ष श्री पवन कुमार झा, कोशाध्यक्ष श्री राम विलास यादव, श्री एकेडमी कोदरिया के छात्र, श्री विजय चन्द्र झा, श्री लक्ष्मण झा, श्री पंकज कुमार झा, श्री शाकिर खान, श्री हरप्रीत सिंह छाबड़ा, मैथिल युवा श्री राकेश ठाकुर, श्री मूलचंद सैनी, विद्यार्थी श्री भवनाथ झा, श्री किरण कौशल, श्री अल्का चौहान, श्रीमती सरोज नीम एवं अन्य ने भी मोमबत्तियाँ जलाकर अश्रुपूर्ण श्रद्धांजलि दी।

संवेदना रैली एवं श्रद्धांजलि सभा का संयोजन संस्था सत्पथ के अध्यक्ष श्री विभूतिनाथ झा एवं बाल महोत्सव समिति के सह-सचिव श्री कमलेश मिश्रा ने किया।

— कमलेश मिश्रा

डॉ. राणावत संस्थान के फाउंडर मेम्बर हैं और वे संस्थान के उपनिदेशक से निदेशक बने थे। सीतामऊ रियासत के महाराजकुमार स्व. डॉ. रघुवीर सिंह द्वारा स्थापित यह संस्थान आज विश्व पटल पर पहचाना जाता है जिसमें डॉ. राणावत की महत्वपूर्ण भूमिका है। इस अवसर पर संस्थान के समस्त कर्मचारियों ने डॉ. राणावत को एक भव्य समारोह में ससम्मान शाल और श्रीफल भेंट कर विदाई दी। डॉ. राणावत ने अपने सेवाकाल के दौरान कई महत्वपूर्ण शोध किये जो इतिहास के शोधार्थियों के लिए अद्वितीय हैं और उनकी गिनती देश के जाने-माने इतिहासकारों में होती है। डॉ. राणावत मध्यप्रदेश इतिहास परिषद् के अध्यक्ष भी रहे हैं। इसी दौरान उन्होंने कई किताबों का संपादन भी किया। वे वर्तमान में अखिल भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के कार्यकारी अध्यक्ष हैं।

सेवानिवृत्त होने के उपरान्त भी डॉ. राणावत श्री नटनागर शोध संस्थान के प्रबंध मंडल में सचिव पद पर आजीवन बने रहेंगे।

गूढार्थतत्त्वालोक पर चर्चा

बिहार राज्य के मधुबनी जनपद के नवानी ग्रामवासी मैथिल पंडित श्रीधर्मदत्त झा विश्व के सर्वश्रेष्ठ दार्शनिक के रूप में प्रसिद्ध हुए। शास्त्रों में अबाध गति के कारण विद्वानों के द्वारा उन्हें 'सर्वतन्त्र स्वतन्त्र' की उपाधि से अलंकृत किया गया। उनके द्वारा प्रणीत 'व्याप्तिपञ्चकविवृति' ग्रंथ, 'गूढार्थतत्त्वालोक' के नाम से प्रसिद्ध है। इस सुप्रसिद्ध ग्रंथ पर जैन आचार्य भक्ति यश विजय ने पैतालिस सौ पृष्ठों की व्याख्या लिखी है। इस ग्रंथ पर भारतीय दार्शनिक परिषद, भारत सरकार द्वारा राजकोट के सौराष्ट्र विश्वविद्यालय में 16 जून से 29 जून 2019 तक एक कार्यशाला का आयोजन किया गया जिसमें देश के विभिन्न भागों से प्रतिभागी एवं नैयायिक न्याय दर्शन के विशिष्ट विद्वानों ने भाग लिया। पूर्व प्रतिकुलपति प्रो. वशिष्ठ त्रिपाठी, संपूर्णानन्द संस्कृत विश्वविद्यालय के कुलपति प्रो. राजाराम शुक्ल, उत्तराखण्ड विश्वविद्यालय के पूर्व कुलपति एवं राष्ट्रीय संस्कृति संस्थान, नई दिल्ली के न्याय विभागाध्यक्ष डा. पीयूष कान्त दीक्षित, पूर्व कुलपति एवं केन्द्रीय संस्कृत विद्यापीठ तिरुपति के न्याय-दर्शन विभागाध्यक्ष प्रो. रामलाल शर्मा एवं प्रो. देवनाथन, कर्नाटक संस्कृत विश्वविद्यालय के न्याय दर्शन के प्राध्यापक प्रो. वैकटरामन, लाल बहादुर केन्द्रीय संस्कृत विद्यापीठ के सर्वदर्शन विभागाध्यक्ष डा. हरैराम त्रिपाठी, सुप्रसिद्ध नैयायिक एवं कालीदास संस्कृत विश्वविद्यालय नागपुर के कुलपति प्रो. श्रीनिवास नरखेड़ी ने भी इस कार्यशाला में अपने व्याख्यान दिये और न्याय दर्शन एवं नव्य-न्याय के जटिल विषय को सरलता से प्रतिभागीयों के समक्ष प्रस्तुत किया। इस कार्यशाला में देश के कई अग्रणी विश्वविद्यालयों से आये शोधार्थियों ने भी भाग लिया।

विदित है कि पं. धर्मदत्त झा जन शिक्षण संस्थान, गया के पूर्व निदेशक एवं भारतीय प्रौढ़ शिक्षा संघ के आजीवन सदस्य डा. नरेश झा के प्रपितामह थे।

— ए.एच.खान
सह-सचिव, शा.प्रौ.शि.स.

An Interview with Dr. Madan Singh by Prof. S.Y.Shah



Dr. Madan Singh has over four decades of experience in the field of Adult Education. After the completion of Masters Degree in Social Work and Doctorate from University of Lucknow, Dr. Singh served as a Welfare Officer in the Kejriwal Cotton Mill, Lucknow for a short period when he coordinated the literacy programme at the mill. Subsequently, he joined the Literacy House and continued to work in the field of literacy in various capacities and superannuated as the Director of State Resource Center, Uttar Pradesh. Dr. Singh played a key role in Indian Adult Education Association in various capacities- Vice president, Treasurer and General Secretary. During his long career Dr. Singh organized several workshops and training programmes and published a number of books in the area of Adult Education. Being one of those who worked closely with Dr. Welthy Fisher, Dr. Singh is in a unique position to throw light on her role in building the Literacy House. In the following interview with Professor S.Y.Shah, Dr. Singh has recollected his varied experiences in the field of Adult Education.

When and how did you enter the field of Adult Education?

I did my graduation with three subjects - English Literature, Social Work and Political Science from the University of Lucknow in 1962. While my desire was to pursue further studies by taking English Literature at Post Graduate level, I finally landed in Master's course in Social Work and completed it in the year

1964. As the famous proverb says man can only propose but the disposal is in the hands of the God. Today I have no regret regarding change of subject at the Post Graduate level as whatever I am today is because of my teachers in the Department of Social Work who have molded me to fit into any situation in personal life and professional career.

My first appointment was as Welfare Officer in the Kejriwal Cotton Mill, Lucknow where Literacy House was already running a literacy project in collaboration with the Cotton Mill for the non-literate labourers and their family members who were living in villages around the Mill. As a Welfare Officer I was directed to coordinate the literacy project by the General Manager of the Mill. In course of time I came to know a lot about Dr. Welthy H. Fisher, the founder of Literacy House, Lucknow who used to visit the literacy project frequently as she was keenly interested to make the unlettered labourers working in the mill and their family members, particularly women acquire the skills of reading and writing for their vertical mobility in life. In short period she could understand the style of my working and support to the literacy programme and hence, she invited me to visit Literacy House. Though, I heard a lot about Literacy House and its work in the field of adult education I had never thought of visiting that organization. The moment I got an invitation from Dr. Welthy Fisher I immediately accepted and went to that institution. I was highly impressed with

their programmes and its campus spread over 20 acres, especially the House of Prayer for all religions built at a central place. After visiting various departments, central library and mobile library in the campus I got an impression that it is not an ordinary institution or organization but almost equal to a University of Adult Education.

After the visit, I was taken to Dr. Welthy Fisher's house in the campus where she discussed a number of things over a cup of coffee and suddenly asked me whether I would join Literacy House if an offer is made. In fact, it was a pleasant surprise and I immediately said yes. Subsequently, when I received an appointment order I resigned my post as Welfare Officer in the Cotton Mill and joined Literacy House on February 10, 1965 and at the same time continued to work in the literacy project of the mill- of course this time as an employee of Literacy House. I am proud to say that the learners in that project not only completed basic literacy but also went to Continuing Education for which the follow up of materials were provided by Literacy House. The literacy project in the mill was successful because of the physical facilities provided by the mill owners and academic inputs given by Literacy House.

Shortly afterwards, I was assigned to the Training Department with the responsibility of organizing training programmes for the field functionaries and workers involved in literacy and adult education for which I developed a training manual in Hindi titled 'Saksharta Shikshakon Evam Prashikshakon Ke Liye Nirdeshan Pustika' which became an effective tool as a resource material both for trainers and trainees. As expected Dr. Welthy Fisher appreciated the resource material and even encouraged me to develop more such manuals for training.

Apart from being Director of SRC, what are some of the important assignments you have undertaken?

Dr. Welthy Fisher was a visionary and always looked for new things for the betterment of poor and downtrodden. She used to visit various places in India to update her knowledge regarding the conditions of poor, their needs, their

desires and their expectations. Being a resident of Lucknow she used to travel a lot in Eastern Uttar Pradesh which gave her first hand knowledge about their livelihood and aspirations. She found a large number of people non-literate, particularly rural people and especially rural women. This prompted her to do something for them so that they are made literate and are able to understand reasons for their poverty. She was of the opinion that the physical facilities like the buildings and libraries of schools and colleges and manpower like teaching faculty in the formal system of education were grossly underutilized and can be of much use if they are availed for adult literacy programmes after the school/college hours. Hence, she approached and convinced the managements of the formal educational institutions and the Department of Education, Government of Uttar Pradesh for their cooperation and collaboration in this innovative approach. The criteria adopted by her for selecting the formal educational institutions for collaborative programme were that:

- there should be a congenial and conducive atmosphere in their institutions between the members of management committees, teaching faculty and students.;
- the members of the management committees and the teaching faculty should be willing to cooperate and collaborate for this project on their own;
- the institutions should have a minimum of 10 acres of land so that scientific farming could be done on the same;
- initial expenses necessary for scientific farming will be borne by the Eastern UP Adult Education Centre (EUPAEC), Deoria on the condition that 50% of the income from the agriculture farms would be utilized for literacy and adult education work in the villages.

Accordingly five educational institutions in Deoria were selected which included S.D. Inter College, Math Lar, Intermediate College, Kanhauli, B.R.D. Inter College, Bhatpar Rani, B.K. Higher Secondary School, Karsarwa Bujurg and A.N.D. Inter College, Pathardeva and I was given the responsibility of implementing and monitoring the programme after a detailed discussion with all the academic faculty in Literacy House. During the

discussion many academic staff expressed concern in taking-up the responsibility in Deoria as people in Eastern Uttar Pradesh mostly speak in their own dialect "Bhojpur" which outsiders cannot understand properly. They were also of the view that in the community development work like adult education, communication plays an important role and if anyone is not able to understand the language people speak or not able to communicate in their own language, the work suffers a lot. Dr. Welthy Fisher after a patient hearing turned towards me and said that I should go to Deoria and start working with no hesitation. She said that though she does not know the language people speak but still she could communicate with them as while serving the people communication may be an important one but there is no need for language and it is only love and affection which helps like the relationship between the mother and newly born child.

I served in the project in Deoria from 1969 to 1980 and during that time two books in Hindi were prepared by me, one titled as 'Samudayik Kalyan Ke Liye Shaikshik Sansthaon Ka Upyog' and the other 'Shiksha Ka Swaroop' for use to all those people who would like to run such experimental programme. As it was an innovative one this project was visited by the officials of Uttar Pradesh Government and Govt. of India. Dr. H.L. Sharma, Deputy Director, Department of Education, Government of Uttar Pradesh from Gorakhpur Divisional Head Quarters was greatly impressed by the project and hence, he used to hold official meetings of the District Inspectors of Schools from Gorakhpur, Deoria, Basti and Azamgarh in the service areas of the project. He was so impressed that he wrote a booklet called 'Nibahi Experiment: An Observational Note' on this successful venture.

What are some of the specific contributions you have made to the field of Adult Education?

It may be difficult to tell all the contributions. However, I can share a few. First thing comes to my mind is about training manuals for organizing training programmes. As you know training has always been the weakest link in literacy programmes due to which many efforts made in literacy front failed to achieve the desired results. Hence, I gave priority for that when I was posted

to State Resource Centre. The opportunity was due to the Government of India for the first time in the history of Adult Education launched literacy programme at macro-level throughout the country under the National Adult Education Programme (NAEP) in 1978 and assigned the responsibility of running a State Resource Centre for Uttar Pradesh to Literacy House. It was a big challenge to extend resource support to 75 districts in terms of training different adult education functionaries like district officers and project officers and develop quality teaching- learning materials in large quantity for distribution to all the districts on a time bound manner. Hence, my services were transferred back to Literacy House in March 1980 from Deoria. Immediately after joining State Resource Centre I started preparing training manuals and books both in Hindi and English to impart effective training programmes.

I am glad to inform you that these books were not only used in adult education programme but also by the teaching faculty of Degree and Post Graduate Colleges and Universities in the Departments of Education, Sociology and Social Work as resource books.

The second one was Jail Literacy Programme. Literacy House organized literacy centres inside Model Jail, Lucknow for the inmates who were not literate which was one of the successful programmes, mostly due to controlled group. Seeing the success of literacy programme of the Model Jail, the jail authorities decided to organize literacy programme for the inmates of all jails in Uttar Pradesh for which the training was organized by Literacy House. After completion of basic literacy the inmates were provided follow-up materials. The jail authorities informed us that they could find a lot of attitudinal changes in the inmates who have participated in literacy programme.

The third one was my contribution in the project -Information Development And Resource Agency (IDARA) as a Programme Officer-cum-Head. This project was sanctioned to Literacy House by the Union Ministry of Youth Affairs to train District Coordinators of Nehru Yuva Kendras (NYKs) of Uttar Pradesh, Uttarakhand, Himachal Pradesh, Haryana, Jammu & Kashmir, Chandigarh and Delhi and also provide academic support, monitor and evaluate their programmes.