



Mythili, N. Representation of Women in School Leadership Positions in India (Occasional Papers – 51). New Delhi, National University of Educational Planning and Administration, 2017: 52p.

The present study analysis all India and state level of secondary data for all school categories. Results show that women are under-represented in three of the four school leadership positions in all school categories except in Primary to Higher Secondary schools. Women as vice principals are represented higher in 20 states constituting 64 percent of total vice-principals. A state level aggregate analysis shows that Kerala, Goa, Meghalaya and Delhi, show higher representation of women as designated HMs, vice principals and principals. They are followed by Daman & Diu, Karnataka, Gujarat, Chandigarh, Punjab and Tamil Nadu. Positioning the results within the discourses of opportunities, identity and privilege, it is theorized that representation of women in school leadership positions is a function of school leadership position assigned, school category and context. The policy implication for the study analyses the larger context of the education system within which school leadership of women is located. It is extremely crucial to reduce the confusion arising out of large number of dysfunctional stand-alone school categories mostly with acting- HMs. Larger schools with Primary level must be retained having sanctioned school leadership posts and all vacancies filled to achieve gender equity.

Tilak, Jandhyala B.G. Union-State Relations in India's Higher Education (Occasional Papers – 50). New Delhi, National University of Educational Planning and Administration, 2017: 61p.

This paper presents an analytical description of the impact that the particular nature of Indian federalism has had on shaping of the higher education system and its expansion. Besides describing the complex nature of the Indian federal system as outlined in the Constitution, an attempt has been made to analyse union-state relations in education more generally, and in higher education system in particular, including its rapid expansion over the last 30 years. In the process of analysing union-state relations, some of the important issues on which we find some kind of uneasiness, if not tensions between the state and the union government in their playing respective roles are highlighted, including the trends in financing of higher education within the context of the Indian federal system.

Unesco. Situation Analysis of Out-of-School Children in Nine Southeast Asian Countries. Paris, United Nations Educational, Scientific and Cultural Organization, 2017: 142p.

The out-of-school children in the nine SEA countries included in the study are generally characterized by disparities in sex, urban-rural location, and household income. In some countries, they are most likely to be girls; in others, boys. Out-of-school children are also mostly based in rural areas and overwhelmingly belong to the poorest households in the country. Child labourers, children with disabilities, child brides, and stateless or undocumented children are groups which tend to be persistently over-represented among the OOSC.

A wide array of flexible/alternative learning strategies (FLS) have been employed to expand the path to basic education for OOSC in Southeast Asia. Different public, non-profit, private, or civil society programme interventions which showcase features essential in the delivery of FLS have been highlighted in this report. This includes a documentation of various innovations that seek to extend

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the reach of basic education to marginalized groups.

The findings from the review support the observation that despite the establishment of basic legal and policy frameworks and programmes for OOSC based on equity and non-discrimination, many children are still excluded from the formal system and still do not benefit from the many efforts to expand educational opportunities that have been occurring across the nine countries.

World Bank. 2017 World Development Indicators. Washington DC, International Bank for Reconstruction and Development, 2017: 146p.

World Development Indicators is the World Bank's premier compilation of cross-country comparable data on development. The database contains more than 1,400 time series indicators for 217 economies and more than 40 country groups, with data for many indicators going back more than 50 years.

The 2017 edition of World Development Indicators offers a condensed presentation of the principal indicators, along with regional and topical highlights and maps. Indicators on poverty and shared prosperity now appear in their own section.

This edition reflects two major structural changes to World Development Indicators:

- Poverty and shared prosperity, previously part of World view, is now a standalone section. Global highlights presented in World view encompass data from all six thematic sections.

- Data on the Sustainable Development Goals are now presented in a new companion publication, Atlas of Sustainable Development Goals 2017, which analyzes and visualizes World Development Indicators data to explore progress toward the goals for 2030.

Compiled by Neha Gupta

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Indian Adult Education Association

Remembering Jagdish Chandra Mathur

Shri Jagdish Chandra Mathur (famously called JC Mathur) was an ICS Officer of Bihar Cadre. After serving the cadre state with



distinction in the initial years, he came to Govt. of India and was holding important subjects, the programmes formulated under them were of immediate benefit and use for the upliftment of common people. Though, highly qualified person and was holding important positions, he was not having the head load of prestige about the posts he was holding but shown a lot of concern for the poor. His inner urge was to improve their quality of life so that they are equal partners in country's development. Hence, he initiated a number of programmes for the peasants, particularly for small and marginal farmers and the landless labourers. He was the man behind establishing the institutions like Small Farmers Development Agency and Marginal Farmers and Agricultural Labourer Agencies as Additional Secretary in the Union Ministry of Food and Agriculture. As the Director

General of All India Radio he made the mass media organization to produce a number of programmes focusing the farmers to improve the agricultural yield and alternative employment opportunities in lean season. Again he was the brain behind formulating one of the most important adult education programmes implemented in the country – Farmers Functional Literacy which was jointly implemented by the Ministries of Agriculture, Education and Information and Broadcasting. This was considered even today as one of the inter-ministerial programmes in the area of adult education in the independent India.

Indian Adult Education Association

is proud to have such a great personality as the Life Member (enrolled on December 29, 1950). He served a few years as a member of the Editorial Board of Indian Journal of Adult Education and for some time he was also the Chairman and Editor of the journal. In this assignment also he has shown excellence.

Shri JC Mathur was born on July 16, 1917 and died on May 14, 1978 at the age of 61. The year 2017 is his centenary year. We in Indian Adult Education Association fondly remember his services and cherish his memory.

– K.C.Choudhary
President, IAEA

Academic Cooperation between Danish School of Education & IIALE

To promote academic cooperation between International Institute of Adult and Lifelong Education (IIALE) and the Danish School of Education, Aarhus University, Denmark a Memorandum of Understanding was signed on October 16, 2017. The areas of cooperation as enunciated in the MoU are – academic staff collaboration in research, teaching and learning in areas of common interest, exchange of educational resource materials and publications that are of mutual interest, development and implementation of student mobility programmes including facilitation of field work, expending research in international comparative adult and lifelong education, organizing courses, seminars or workshops, identification of special short term projects, which would be of mutual benefit to both the institutions and any other collaborative efforts the parties consider to be appropriate from time to time.

The period of MoU will be for three years and extendable for two more years by mutual understanding.

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Prof. Shah attended CONFINTEA VI Mid-Term Review at Korea



The Sixth International Conference on Adult Education (CONFINTEA VI) was held at Belem, Brazil from December 1-4, 2009. The theme of the conference was "Living and Learning for a Viable Future: The Power of Adult Learning". The conference was attended by 1500 participants, including representatives from over 156 Member States of UNESCO, along with other partners from the United Nations, bilateral and multilateral organizations, civil society and the private sector, as well as adult learners from all over the world. Indian was represented in this conference not only by official delegation of the Govt. of India but also by ASPBEA which included Shri K.C. Choudhary, President, Dr. Madan Singh, General Secretary, Indian Adult Education Association and Prof. S.Y.Shah, Director, International Institute of Adult and Lifelong Education.

The conference highlighted the central role played by adult learning and education in international education and development programmes, especially those concerned with sustainable development. Hence, it called upon the governments to take forward, with a sense of urgency and at an accelerated pace, the agenda of adult learning and education and to redouble the efforts to meet adult literacy goals. The Belem Framework for Action states that:

- adult learning and education have a critical role in responding to contemporary cultural, economic, political and social challenges, and underlines the need to place adult learning and education in a broader context of sustainable development.
- It acknowledges that effective policy, governance, financing, participation, inclusion, equity and

quality are all necessary conditions for adults and young people to be able to exercise their right to education.

- It calls for redoubling of efforts to reduce illiteracy by 50 percent from 2000 levels by 2015, together with increased investment and expertise,

provision of relevant curricula and quality assurance mechanisms, and a reduction in the literacy gender gap.

- It noted that adult learning and education remain chronically under-funded and under-valued and says that greater political recognition following CONFINTEA V has not paved the way for effective political action in terms of policy prioritization, integration and allocation of adequate resources, either nationally or internationally.
- It draws attention to a lack of professional training opportunities for adult teachers, as well as insufficient monitoring, evaluation and feedback mechanisms.
- It emphasizes the need for strengthened international cooperation in areas ranging from the recognition of qualifications, sharing of know-how and innovative practices, quality assurance, governance, equitable access, support for indigenous languages and education of migrants.
- It commits countries to scale up investment for youth and adult education to at least 6% GNP, while promoting new and establishing alternative financing mechanisms.

The UNESCO Institute for Lifelong Learning (UIL) with the support from UNESCO Institute for Statistics and UNESCO offices in different world regions coordinate the global monitoring of the follow up to the Belem Framework for Action. This includes preparation of the Global Report on Adult Learning and Education (GRALE) and the co-organization of regional follow-up activities and meetings.

Eight years after Belem, the UNESCO Institute for

Darjeeling with great Himalayan ranges passing through it, Jalpaiguri, lying in the sub-Himalayan foothills, presents a rich bio-diversity with dense forests, varied faunal and floral live forms. Cooch Behar is a city of old palaces of Koch kings, with temples and large water bodies. North and South Dinajpur are basically agricultural plains and Malda again is an old civilization and has its own importance from the archaeological point of view for the famous ruins of Gour kingdom. The geographical diversity blended with the cultures of different ethnic groups has placed North Bengal in the most treasured tourist destinations in Northeast India.

Chapter 4 illustrates why and how Rajbangshis got united on casteist line and ultimately took the path of separatist politics. Caste in West Bengal has been notoriously understudied for at least three reasons. Firstly, the political culture of postcolonial West Bengal has tended to make all talk of 'caste' a taboo. Secondly, West Bengal, unlike many other regions in India, has not experienced major caste-based social movements since 1947. Thirdly, the ruling elites of this eastern Indian region, the bhadralok, though internally differentiated along many axes, have exercised a virtually uncontested social dominance that is rather unique even in a country where the reproduction of power relations is anything but uncommon. In this Study, the author address each of these intellectual and political concerns by taking an interdisciplinary perspective that draws on cutting-edge scholarship in the fields of history, anthropology, sociology, and cultural studies. She not only interrogates why caste continues to be neglected in the politics of and scholarship on West Bengal, but also discusses how caste relations have, in fact, permeated the politics of the region in the colonial and postcolonial eras.

In fact, caste in West Bengal has overt and covert aspects. On the one hand, there is the obvious issue of upper-caste dominance in the domain of formal politics despite the sway of communism for more than three decades. On the other hand, there are hidden, even insidious, ways in which a modern caste society has flourished since colonial times and shaped academic, journalistic, and popular understandings of Bengali society, culture, history, and politics. To study these overt and covert aspects of caste politics in West Bengal, we believe, a collaborative effort is necessary today to bring together established and younger scholars working on the subject across the world. Our endeavour in this anthology is not to offer the final word on the politics of caste in West Bengal. It is, instead, to sustain an intellectual conversation that is both timely

and relevant for those interested in understanding the nature of politics in contemporary South Asia.

The Politics of Caste in West Bengal explores, in an interdisciplinary way, the making and maintenance of a modern caste society that has implications well beyond the case of West Bengal. It is divided into three sections, which correspond to the key arguments we wish to make. The first examines caste formations and organised resistance to these in colonial Bengal. Hidden histories of caste come into conversation here with fine-grained studies of caste-based movements. The second probes the extent to which partition in 1947 served as a political watershed moment in the transformation of caste society in West Bengal. The papers in this section seek causal connections between decolonisation, the physical displacement of populations, and bhadralok dominance in postcolonial West Bengal. The third and final section focuses on communist and post-communist political trajectories of the region. We see here how the ethnographic present is shaped by the many parts of a caste-ridden society, albeit in ways that are neither obvious nor pre-determined.

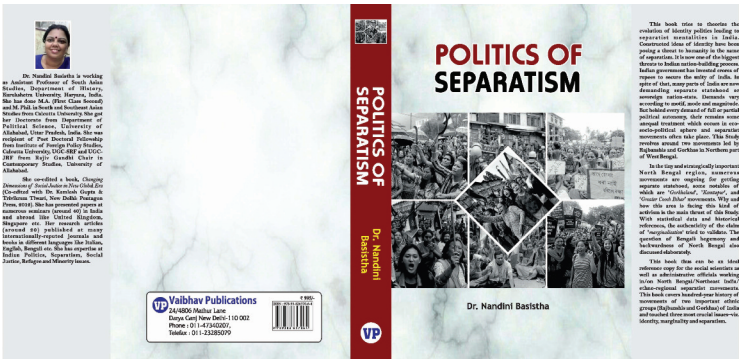
Chapter 5 underlines the different identity of Rajbangshi/ Kamtapuri language and importance of inclusion of this language in the education policy of West Bengal. Here the whole controversy regarding the Rajbangshi/ Kamtapuri language and politicization of the matter have been discussed.

Chapter 6 focuses three major problems of Rajbangshi-led democratic movements – viz. overlapping territorial demands of statehood, confusion over ethnic origin and linguistic status of Rajbangshis, and conflict between leaders.

Chapter 7 underlined the Genesis of the Gorkhaland Movement where the Study explored different reasons for movement – viz. economic negligence; alienation from land and identity; political and socio-cultural hegemony of West Bengal; intention for Greater Nepal; the citizenship dilemma; and immediate causes like making Sikkim the 22nd State of the Indian Union on May 16, 1975; and 'Nepali Kheda' movement in Meghalaya. This Chapter also underlines how upliftment of leaders (viz. Subhash Ghising and Bimal Gurung) in socio-economic sphere diverted their mentality against the main spirit of the Gorkhaland movement and subsequently new personalities took leadership.

We believe that this collection of essays can become a benchmark for the future as well as spur new research agendas and projects that will put the region into a much-needed conversation on the politics of caste with the rest of India. – Dr. M.U. Alam

Dr. Nandini Basistha, Politics of Separatism, New Delhi, Vaibhav Publications, 2017, pp xiv + 296, Price – Rs. 995/- only



The book under review, ‘Politics of Separatism’ is an anthology, which explores a much-neglected theme in South Asian history and politics, namely, the politics for separate ‘statehood’. This is also a kind of ‘separatism’, which generates continuous disturbance in everyday life. The author tries to make a holistic study of this ‘problem’ with two case studies – Rajbanshi-led movement and Gorkha-led movement. Thus this Study tries to theorize the evolution of identity politics leading to separatist mentalities in India. This is the first comparative study of this kind, where two separate but parallel ethnic movements were discussed in detail with their cause, magnitude and fall-outs.

In different chapters how author has elaborately discussed the issue of intermingling self-interest with separatist mentality is really appreciable. The writer has done a commendable task of bringing together primary sources with secondary sources with overlapping data and contradictory view-points.

With a bias-free manner, this Study revolves around hundred years’ (1910-2010) history of movement of two most prominent groups of identity seekers of Northern part of West Bengal – viz. Gorkhas and Rajbanshis. The Study elaborates how it took various forms with changing scenario & circumstances, and submerged with favourable governmental approaches. But every time phoenix-rise of their movement can be seen. Thus, in different chapters, the author tried to analyse the actual condition of the ‘activism’ and tries to validate the question of marginality.

Chapter 1 basically theorizes the scope and eruption of politics for statehood in the India’s federalist structure and how Indian Government tries to cope up with these separatist mentalities with federal policies. With different case studies in Indian

scenario, this chapter tries to point out the challenging nature of India’s nation-building process and gravity of the situation.

Chapter 2 tries to establish a co-relation between multiculturalism and justice in Indian perspective and hiccups in creating a ‘just society’. Elaborating the debate between ‘pluralism’ vis-à-vis ‘multiculturalism’, here the uniqueness of Indian circumstances tried to be located.

Chapter 3 is about historical separate identity, economic backwardness and changing demographic set up of North Bengal that can be supportive to understand the notion of relative deprivation of this region and marginalization of minorities with the influx of Bengalese in every sphere.

Inhabited by a vast variety of tribes and nationalities, each in a different stage of social development, North Bengal is both an anthropologist’s delight and statesman’s nightmare. It is a place with a great variety as well as versatility. One may question on its integrity as a ‘region’. But it has much uniqueness, which can be understood by detailing the profile of North Bengal. North Bengal is a term used for the northern parts of Bangladesh and West Bengal. The Bangladesh part denotes the Rajshahi Division. Generally it is the area lying west of Jamuna River and north of Padma River, and includes the Barind Tract. However, this Study deals with only the Northern part of West Bengal. Topographically, across the river Ganga, West Bengal runs north through Malda and West Dinajpur, and the very narrow Islampur tract (between Bihar and Bangladesh) to the Terai in Siliguri, the Dooars in Jalpaiguri, the Darjeeling-Kalimpong massif and Cooch Behar. This particular geographic region is commonly known as ‘North Bengal’. In West Bengal there are three administrative divisions – viz. Presidency, Burdwan and Jalpaiguri. North Bengal comes under the jurisdiction of Jalpaiguri division. Since 1947 to 1991, there were five districts in North Bengal – viz. Darjeeling, Jalpaiguri, Cooch Behar, Malda and West Dinajpur. On 1st April 1992, for administrative convenience, the West Dinajpur has been divided into two separate districts, i.e. Uttar (North) Dinajpur and Dakshin (South) Dinajpur. The landscape, history and cultures of each district have a distinguished character. While nature has showered his abundant beauties in

Lifelong Learning in cooperation with the Korean Ministry of Education, Korean National Commission for UNESCO, National Institute for Lifelong Education (NILE) and the Municipality of Suwon in Korea organized a three day conference of CONFITEA VI Mid-Term Review 2017 - “The Power of Adult Learning: Vision 2030” at Hotel Ibis Ambassador Suwon from October 25-27, 2017 in which around 410 members attended from 104 countries representing governments, inter-governmental and civil society organizations and academics institutions. On the invitation of UNESCO Institute for Lifelong Learning Prof. S.Y.Shah, Director, International Institute of Adult and Lifelong Education (IIALE) attended the conference. The main purpose of the conference was to review the implementation of adult learning and education across the world since the launching of the Belem Framework for Action and keeping in view the Sustainable Development Goals 4 on education and lifelong learning.

The conference had eight plenary sessions and several special workshops. The first plenary session- “CONFITEA VI – developments from 2009-2017” was moderated by Prof. S.Y.Shah. The two hour plenary session had three main presentations and three comments. The first presentation was on “CONFITEA VI Progress and Situation Analysis (GRALE III)” by Prof. Leona English, Prof. of Adult Education, St. Francis Xavier University, Canada and the comments were made by Prof. Shirley Walters, Deputy-President, International Council for Adult Education (ICAE) and Mr. Christoph Jost, Director DVV International). The second presentation was on the Lifelong Learning Programmes in Suwon by the Mayor of Suwon City- Yeom Tae-Young. The third presentation by Mr.Werner Mauch, Programme coordinator of UIL was on “Using the Recommendation for Adult Learning and Education (RALE) to strengthen the Implementation of Quality ALE” and the respondent was Mr. Jose Roberto, Guevara, Vice President, and ICAE).

Prof. Shah also attended the International Symposium on Lifelong Learning organized by the Suwon City on October 24, 2017 and made a presentation on lifelong learning for living together.

The outcome document of this conference will

help to strengthen knowledge and awareness of the wider benefits of adult learning and education across different societal sectors, and in SDG 4 as elaborated in the Education 2030 Framework and the broader 2030 Agenda for Sustainable Development. The conference also has set the stage for the seventh International Conference on Adult Education, expected to take place in 2021.

Dr. L Mishra delivered a Lecture on Total Literacy Campaign at CSD

Dr.L.Mishra, former Secretary to Govt. of India, Ministry of Labour and Employment (first Director General, National Literacy Mission) delivered a lecture on “Campaign for Total Literacy in India” on November 16, 2017 at Council for Social Development, New Delhi which was chaired by Dr. J.B. Tilak, former Vice Chancellor, National University of Educational Planning and Administration, New Delhi. Selected audience including Prof. S.Y.Shah and Dr.V.Mohankumar attended the session.

Dr. L.Mishra in his lecture covered vividly the importance of literacy, challenges of launching a movement for total literacy, positive offshoots of a campaign for total literacy and tasks ahead.

“One reason people resist change is because they focus on what they have to give up, instead of what they have to gain.”

Literacy is core content of all Adult Education Programmes – Prof. Garg



Prof. B.S. Garg, Patron, Indian Adult Education Association was on a two day visit to New Delhi on November 3-4, 2017. He not only attended the morning group prayer in the office but also interacted with the members of the staff regarding the adult education programmes in general and the activities conducted by IAEA in particular.

Prof. Garg said that in general whenever there is a change in government, there bound to be policy changes with the result

programmes are reshaped to tune with the ruling party's electoral manifesto. Hence, there are a number of new schemes and/or improved implementation strategies are announced by the government which will benefit the country in the long run. It seems adult education also is going to have new thoughts and changed implementation strategies. Whatever may be, the history is clear that over the years the names of adult education

schemes have been changed a number of times but the core content of literacy continued to be the focal point in all the schemes. May be this will continue to happen in the revised programme also which the government is working on it. Literacy is important in view of India's commitment to achieve the target set in Sustainable Development Goal 4 with a definite time frame.

Prof. Garg while appreciating the work done so far by the organization desired the members of the staff to participate more aggressively for the promotion of literacy programmes in the country so that IAEA also is a part of the achievements in this direction.

Dr. Madan Singh, General Secretary while thanking the Patron for showing the roadmap for future, assured him that IAEA will continue to do its bit for the promotion of literacy in the country as it is an essential component of overall development.

‘धुंध’

धुंध के पीछे छुपी हैं ख्वाहिशें अनगिन कई
बैठी हैं डेरा जमाए मन द्वार उम्मीदें नयी
द्वंद्व की बस्ती बसी है, शोरगुल मचता यहाँ
टिमटिमाती रोशनी गलियों में फिरती है जहाँ

छोड़ दूँ मैं नापना परछाई दुःख-सुःख की सभी
बिम्ब अपना खोज लूँ दर्पण पुकारे है सभी
नाव है मझधार में और डोर उसके हाथ है
अवलम्ब उसका थाम लूँ करता वही तो पार है

कौन सुनता है यहाँ पर पीर मन की मन रही
उन्मनी सी बिसरी यादें कुरेदती मन को गयीं
आत्म ही परब्रह्म है और अंश उसके हैं सभी
जानकर और समझ कर भी नासमझ बनते कभी

— कुसुम वीर



Prof. S.Y. Shah and Shri K.C. Choudhary are writing a book on History of Indian Adult Education Association. The draft copy of the report was shown to Prof. B.S. Garg during his visit to Delhi on November 3, 2017. He not only appreciated the efforts taken to document the work of IAEA in the field of literacy and lifelong education but also said that such documents will be a store of information for the researchers and the generations next to know about the organization and the role played by it in promotion of literacy in the country.

Help Group in their respective villages so that they can get financial assistance.

Shri Gouranga Charan Hota and Smt. Priyadarshini Biswal appreciated the JSS for organizing such a programme and the ex-trainees for sharing their rich experience. They also visited the exhibition in the venue where the articles

crafted by the trainees were kept for the visitors and appreciated about the quality.

In the beginning Shri Kishore Kumar Samal, Director, JSS gave welcome address and at the end Shri Manoj Kumar Sethy, Programme officer, JSS proposed vote of thanks.

Visitors



(Second from Left Dr. Martha and second from Right Mr. Manuel)

Dr. Martha Young-Scholten, Professor of Second Language Acquisition, School of English Literature, Language & Linguistics, Newcastle University, England visited Indian Adult Education Association/ International Institute of Adult and Lifelong Education on November 9, 2017 for knowing more about adult education in India, exchanging ideas on

the languages and look for any collaborative programmes between the institution. During the discussion she was engaged by Prof. S.Y. Shah, Director, Dr. Mandakini Pant, Senior Research Fellow and Dr. Bani Bora, Senior Fellow, IIALE, Dr. V. Mohankumar, Director, Smt. Kalpana Kaushik, Deputy Director and Shri B. Sanjay, Research Officer, IAEA. She was also shown the library containing large number of books on adult education.

Mr. Manuel Enderle, Research Scholar, European Studies and International Relations, Faculty of Human Sciences, University of Wurzburg, Germany who is doing research on "Political Education Conveyed in India and Germany" was also present along with Ms. Shalini Singh, Research Scholar, JNU. Mr. Manuel as part of this research work interviewed Prof. S.Y. Shah and also had a discussion with Dr. V. Mohankumar.

Children's day Celebrated in Crèche Melkaraipudur

Gandhigram Crèche and Children's project, Centre for Life-Long learning celebrated children's day at the Crèche centre in Melkaraipudur on November 14, 2017.

The pre-school children were in a joyous mood amidst songs, dances, storytelling and games. The older children understood that it was the birthday of Pandit Jawaharlal Nehru who is fondly known as Chacha Nehru among the children. It was also the birthday of a little girl, Yuvashree, who was very happy as she was the centre of attraction on that day.



Dr. R. Kalpana, Field organizer and Research Assistant, Smt. M. Pushpalatha, Office Assistant, Smt. S. Umashanthi, Crèche teacher and Smt. P. Pappathi, Crèche Care Taker were with the children for the entire day and all of them made the children active and happy. They also in between narrated stories, engaged the children in songs, dances, and other indoor games. Before going home in the evening children were served Payasam prepared by Crèche Care Taker.

- Prof. L. Raja

व्यावसायिक प्रशिक्षण केन्द्रों पर प्रतियोगिताओं का आयोजन – लखनऊ



लखनऊ जन शिक्षण संस्थान द्वारा लखनऊ स्थित प्रशिक्षण केन्द्रों पर विभिन्न प्रकार के प्रतियोगिताओं का आयोजन किया गया। इन प्रतियोगिताओं में सांसद आदर्श ग्राम हरौनी सहित एहसास संस्था एवं आर.डी.एस.ओ. के केन्द्र भी

सम्मिलित हुए।

पुरस्कार वितरण समारोह आर.डी.एस.ओ. के अरुणोदय भवन स्थित प्रशिक्षण केन्द्र में आयोजित किया गया। समारोह की मुख्य अतिथि रेल महिला कल्याण संगठन (आर.डी.एस.ओ.) की अध्यक्ष, श्रीमती तहमीना हुसैन ने चयनित प्रतिभागियों को पुरस्कृत किया। “हाथ की कढ़ाई प्रतियोगिता” में प्रथम पुरस्कार कु. सुमन, द्वितीय पुरस्कार कु. आरती तथा तृतीय पुरस्कार कु. सोनिया को प्रदान किया गया। पुरस्कार प्रदान करते हुए श्रीमती हुसैन ने कहा कि पुरस्कार नहीं प्रतियोगिताओं में भाग लेना महत्वपूर्ण है जिससे व्यक्ति के जीवन में उत्तरोत्तर विकास होता जाता है। यह हमारे व्यक्तित्व को निखारने का कार्य करता है। रेल महिला कल्याण संगठन की उपाध्यक्षा श्रीमती राजविंदर कौर ने इस आयोजन के लिये सभी का आभार व्यक्त किया तथा प्रतिभागियों का भी उत्साह वर्धन किया।

जन शिक्षण संस्थान लखनऊ के निदेशक श्री श्रीपति रस्तोगी ने भी प्रतिभागियों को संबोधित किया। संपूर्ण कार्यक्रम का संचालन एवं संयोजन श्री अनिल कुमार मिश्रा, क्षेत्र कार्यक्रम समन्वयक द्वारा किया गया।

— श्रीपति रस्तोगी

JSS Jagatsinghpur Organized Ex-Trainees Meet



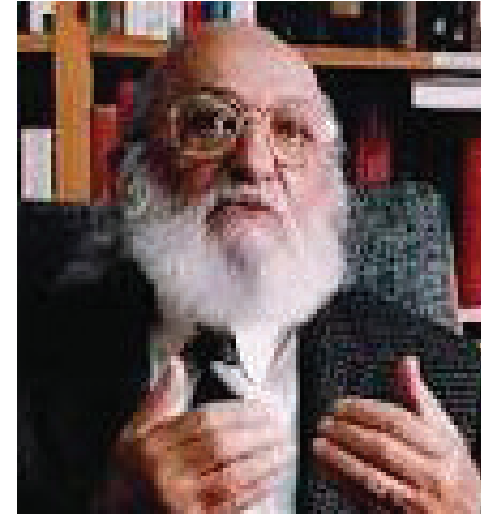
The Jan Shikshan Sansthan, Jagatsinghpur, Odisha organized Ex-Trainees Meet- 2017 with the objective of bring together the former trainees of JSS and provide an opportunity for them to share their experience of becoming employed or self-employed to benefit the present trainees to take seniors' experience for their own career development. The programme was presided over by Shri Gouranga Charan Hota and Smt. Priyadarshini Biswal, President, Zilla Parishad, Jagatsinghpur inaugurated the Meet by lighting the ceremonial lamp.



Around 10 selected trainees came to the dais and elaborated their experience how they have started their own business and sustaining in the same in the midst of acute competition. Each presentation attracted a large number of questions and points for which the ex-trainees answered patiently.

The Industrial Promotion Officer of District Industrial Centre said that they have appointed two resource persons of JSS as Master Crafts Trainers with a monthly salary of Rs. 10,000/- each. The Programme Officer of DSWO said that all the JSS beneficiaries are included in the Mission Shakti Self-

Paulo Freire: Pedagogue of Libration



Perhaps, nobody in this century has made the world so acutely aware of the subversive potential of education as Paulo Freire. The Brazilian educationist and thinker, who died at the age of 75 on May 2, 1997 made the classroom an arena of empowerment for the poor and oppressed.

Freire considered education to be a weapon of libration for those marginalized people whose voices are never heard by the dominant classes. For nearly six decades, he strove to give a voice and a purpose to these “cultures of silence”.

His all-time classic, Pedagogy of Oppressed, which has been widely translated and gone into more than a score of printings, is required reading in college-level courses of several disciplines.

Freire was convinced that every human being, no matter how oppressed are submerged in the ‘culture of silence’, was capable of looking critically at the world and engaging in a meaningful dialogue with it. He believed that education was the tool that prepared people for such encounters. The idea was that, by “unveiling the world of oppression”, social action would follow, and transform an unjust

society into an equitable one.

It was not just a question of getting your ABCs right, but as Freire put it, each individual wins back the right to “say his or her own word, to name the world.”

One of the earliest influences on his approach to education was his own family’s impoverishment during his childhood. Often, he could not understand what went on in the classroom because he was hungry. Freire described the experience of hunger as a “great moment” in his life. “By falling into poverty, I learned from experience what social class meant”.

Eventually, Freire went on to study law, philosophy and the psychology of language at the University of Recife, and took a doctorate in 1959. He gave up practicing law to become a government welfare official.

In the early 1960s, at a time when several reform movements flourished simultaneously in Brazil, Freire was influenced by the idea of liberalism, existentialism, phenomenology, Catholic liberation theology and Marxism. He became the first director of the University of Recife’s Cultural Extension Service which brought literacy programmes to thousands of peasants.

However, the 1964 military coup resulted in his imprisonment and eventual 15-year exile from Brazil. During these years, Freire worked with adult education programmes in Chile, taught at Harvard University’s Centre for Studies in Education and Development and consulted with the World Council of Churches in Switzerland. He offered assistance in education programmes of newly independent countries of Asia and

Africa.

It was at Harvard that Freire wrote the Pedagogy of the Oppressed. His understanding of the North American Society made him realize that repression and exclusion of the powerless from the economic and political life was not limited to third world countries. Thus, he extended his definition of third world from a geographical concern to a political concept.

Freire believed that there was no such thing as politically neutral education. In his view, schools usually peddled “official” ideas which served the interests of the elite that dominated society. He saw the teacher as a politician, who had to ask. “What kind of politics am I doing in the classroom? In favour of whom am I being a teacher? Against whom am I educating?”

In 1979, when democracy returned to Brazil, Freire returned home and took-up a faculty position at the University of Sao Paulo. In 1988, he was appointed minister of education for the city of Sao Paulo, a position which made him responsible for guiding school reform.

The most recent of his 25 major publications, Pedagogy of Hope re-examined his ideas and analyzed social struggles throughout the third world. As he said “Swimming against the current means assuming risks. Also, it means to expect constantly to be punished. I always say those who swim against the current are being punished by the current and cannot expect to have a gift of weekends on tropical beaches!”.

Source: The Times of India
June 5, 1997

व्यावसायिक पाठ्यक्रम हेतु प्रयोगात्मक परीक्षा आयोजित



भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान, भारत सरकार द्वारा संचालित व्यावसायिक पाठ्यक्रम 'पुस्तकालय विज्ञान' में प्रमाण पत्र कोर्स का एक अध्ययन केन्द्र है। जहाँ से अब तक 13 बैचों के छात्र सफलता पूर्वक उत्तीर्ण हो चुके हैं। इसके 14वें बैच के लिए नामांकित 5

विद्यार्थियों ने हाल ही में अमर ज्योति स्कूल कडकडंडूमा विकास मार्ग, दिल्ली 110092 में सम्पन्न हुई अक्टूबर/नवम्बर 2017 की लिखित परीक्षा में भाग लिया। गत 10 नवम्बर 2017 को इन सभी विद्यार्थियों की प्रयोगात्मक परीक्षा भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के कार्यालय में आयोजित की गई। यह परीक्षा श्री मुरारीलाल शर्मा और श्री जय भगवान द्वारा ली गई जिसकी आवॉर्ड सीट उसी दिन ही राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान, नोएडा में जमा करा दी गई।

— जय भगवान

Chance meeting with Dr. Budd Hall in NUEPA, New Delhi

Dr. Budd Hall Professor of Community Development in the School of Public Administration at the University of Victoria, Canada and Co-Chair of UNESCO Chair in Community Based Research and Social Responsibility in Higher Education and was in New Delhi recently to attend the launching function of Knowledge for Change (K4C), an international initiative to train next generation researchers in Community Based Research on November 13, 2017. I had a chance meeting with him at the end of the programme, thanks to Dr. Mandakini Pant, Senior Research Fellow, IIALE.



Dr. Budd was found to have all information about Indian Adult Education Association (he even recalled the names of Dr. S.C.Dutta and Dr. Malcolm Adiseshiah) in view of his long association with J. Roby Kidd (1915-1982) and James A. Draper (1930-2004) the Canadians who have contributed a lot to adult education in India and particularly professionalizing the field through a separate stream of study. Both of them were instrumental in starting the Department of Adult Education in Rajasthan University, Udaipur. Dr. Budd also served as Secretary-General of the International Council for Adult Education (ICAE) from 1995 to 2001 during that time also he was in contact with Indian Adult Education Association.

- Dr. V.Mohankumar



Obituary

Prof. Ashok Kumar Sharma, Head, School of Studies in Lifelong Education Extension and Social Work, Jiwaji University, Gwalior, Madhya Pradesh expired on November 2, 2017 at New Delhi and was cremated at Gwalior on November 3, 2017. He is survived by his mother Smt. Ramkatori Devi Sharma, wife Smt. Gayatri Sharma, daughters Smt. Neha, Ku. Neelam, Kajal and Tamanna Sharma.

Prof. Sharma was the Life Member of Indian Adult Education Association since August 25, 1993.

The Indian Adult Education Association conveys heartfelt condolences to the members of the bereaved family and prays for the departed soul to rest in peace.

“So long as you do not take the broom and the bucket in your hands, you-cannot make your towns and cities clean.”



— Mahatma Gandhi

International Consortium launched for Knowledge for Change



The UNESCO Chair in Community Based Research and Social Responsibility in Higher Education in collaboration with the National University of Educational Planning and Administration (NUEPA) Launched Knowledge for Change (K4C), an international initiative to train next generation researchers in Community Based Research. For this a dialogue was organized between the country representatives from Canada, India, Indonesia, Italy and South Africa at NUEPA on November 13, 2017 to find out the need, potential and scope of standardized community based research training across the world.

Seated on the main table were Mr. Shigeru Aoyagi, Director and Country Representative, UNESCO, New Delhi, Dr. N.V. Varghese, Vice Chancellor, National University of Educational Planning and Administration and Dr. Rajesh Tandon, Founder President, PRIA, New Delhi and Co-Chair, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education.

After a brief introduction in the beginning by Dr. Rajesh Tandon about the UNESCO Chair and the new effort of launching K4C to train the researchers, Mr. Shigeru Aoyagi spoke on the importance of quality research so that the outcome is useful for social and economic development of the community. Mr. Shigeru Aoyagi in his brief address said that research is an important component of development and any research done should be useful to society in general and community in particular. UNESCO shares the concern of the quality of research done all over the world and it would like to improve the quality as better as possible. However, allocation of funds of research is always found to be less and the only solution is to raise the funds locally.

Thereafter, the country representatives present

were called one after the other to share their views so that the new effort is strengthened further and put on right track. Those who shared their views were Prof. S.K.Pandey, Vice Chancellor, Pandit Ravishankar Shukla University, Raipur, Dr. Darren Brendan Lortan, Professor, Durban University of Technology, Durban, South Africa, Dr. Abd' Ala, Rector, UIN Sunam Ampel University, Surabaya, Indonesia, Dr. Manju Singh, Professor & Director, School of Humanities & Social Sciences, Manipal University, Jaipur, Dr. Mousumi Mukherjee, Assistant Director, International Institute for Higher Education Research and Capacity Building, OP Jindal Global University, Sonapat, Haryana, Dr. Andrea Vargiu, Professor, University of Sassari, Sassari, Italy. A few participants including Dr. V.Mohankumar, Director, Indian Adult Education Association, New Delhi also shared their views/opinion on research in general and need for quality inputs in particular.



Dr. Budd Hall, Co-Chair, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education in his brief intervention endorsed the opinion expressed by many of the participants regarding the need for more number of researches focusing on the community needs so that the outcome is directly useful to the people. However, he was also apprehensive about the quality inputs, particularly in social sciences.

Dr. N.V. Varghese in his well thought out address traced the developmental history of education in India and said how the educational planners and political administrators gave importance to the industrial sector rather than social sector with the result the education and research did not give much direct benefit to the community and it may not be too late even today to reverse the trend by taking timely action. A small baby step is being taken now to train the researchers in community based research as part of knowledge for change which is appreciable.

Dr. Rajesh Tandon closed the session by thanking one and all.