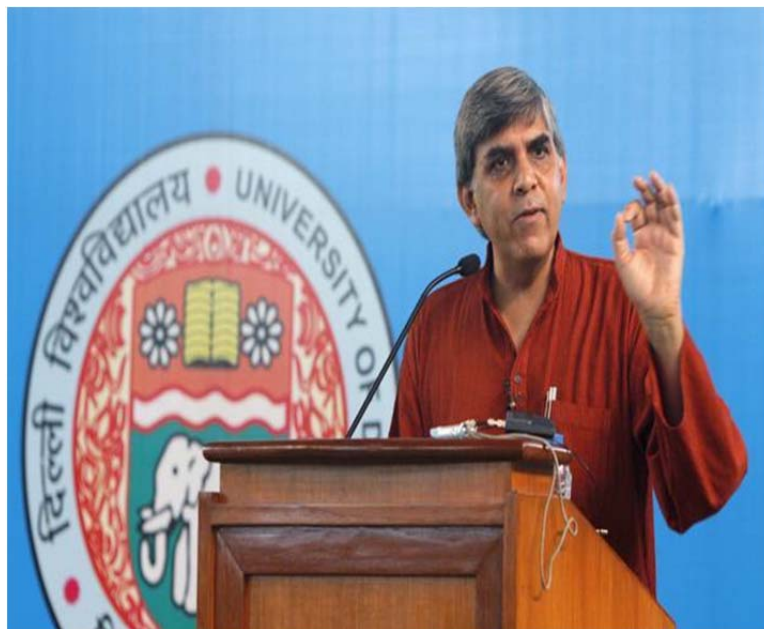


Vistaar- Lifelong Learning Initiative

(From Campus to Community)

Guidelines for Community Intervention under XII Plan



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Guidelines for

Community Extension Program –*Vistaar* ---- *Lifelong Learning Initiative*

The University Grants Commission in its policy of Higher Education included 'Extension' as the third dimension of the institution of Higher Education where in, teaching and Research were already the two earlier facets of this institution. The inclusion of Extension as the third Dimension at par with teaching and research elaborates the growing realization that universities & colleges having access to institutional resources namely-knowledge, manpower and physical are obliged to develop sensitivities to involve the development of the community with particular reference to overall and diverse learning needs of all segments of the people in the community.

Education including higher education is envisaged as an instrument of Social Transformation. Universities are expected to perform an important role in promoting social change if they have to retain legitimacy and gain public support.

The Universities are expected to extend the knowledge gained in the Community at large for the overall development of the nation and help people to improve the quality of their lives. Therefore, Education is viewed as a Lifelong Learning Process. The Kothari Commission also stressed the need of Community linkages in its report "Education and National Development". The higher education is expected to reach out wider sections of the society beyond enrolled students.

The Adult, Continuing Education, Population Education and Community outreach activities should become an integral part of the university-system through the optimum involvement of the teachers and students. The Department of Adult & Lifelong Learning should be the focal point of facilitating extension activities in academic department. The extension work should be part of the curriculum of the students and should be a part of workload of the faculty. This will be reinforcing theory and practice in the University-system.

The National Assessment and Accreditation Council {NAAC} recently adopted by the university of Delhi especially recognized 'extension' as a focal point of each department and the faculties. The NAAC Guidelines and the UGC mandate highlighted the need of developing some Guidelines for extension work at the university level.

The Departmental Intervention

While looking back at the UGC Guidelines from 1977 to XI Plan (2007-2011) issued by the UGC that was adopted by the university system and also by analysing the UGC decision to discontinue funding since XII Plan, the department decided to develop its own Guidelines to focus extension ('Vistaar') along with teaching and research for the entire university system by involving Undergraduate and Postgraduate students including the faculty. This exercise is aimed at extending the knowledge gained at the university level for the wider benefit of the community at large.

The department is committed to train manpower in the field of Lifelong Learning through M.A. in Lifelong Learning, M.Phil. and Ph.D. programme by highlighting interdisciplinarity. It also initiated 'Vistaar', a concept to reach-out to the society by involving research scholars, students, teachers, professionals and the community stakeholders. It is a unique innovative approach to work in community extension and outreach activities by involving the teachers, research scholars and the students of the university.

'Vistaar'--- Lifelong Learning initiative will work for the success of Four Year Undergraduate Programme initiated by the dynamic Vice-Chancellor Professor Dinesh Singh by adopting an innovative approach towards the community on one hand and linking corporate and the public sector on the other to build the capacities of the students and empowering the communities at large.

It is evident from the various Commissions and the UGC guidelines issued from time to time for Adult, Continuing Education & Extension, that one of the goals of the UGC is to transform the knowledge gained by the university system into an active instrument for social change through the institutionalization of Extension as the Third Dimension and by ensuring that the university system is adult learner friendly and pro-life long learning. The National Adult Education programme (NAEP) also envisages universities and colleges through its students and teachers to provide education to those sections of the community which are denied access to such opportunities.

The Department of Adult, Continuing Education and Extension, Faculty of Social Sciences, University of Delhi acts as a focal agency in the university system for all lifelong learning

programmes and provide academic and technical resource support for community based activities in collaboration with University departments and colleges. Keeping this in view, the department has started an innovative project – ‘Vistaar’ as part of its extension program.

About the deprived and vulnerable sections of the society

India is home to the largest sections of poor and marginalized population in the world. The communities like migrant labour, marginalized women, sex workers, transgender population and the elderly population are largely excluded and prevented from participating fully in the economic, social, and political life of the society in which they live. This population is highly vulnerable, marginalized, unorganized and face stigma in various sphere of their life. The material deprivation is the most common result of this exclusion. Ensuing poverty, emotional and psychological trauma, and its resulting diseases may result in catastrophic damage to lives, health, and psyche of this vulnerable population.

There is need for a focused institutionalized mechanism which can identify and understand the problems of this population and help frame policies through research and academic program that would bring an effective and long-term change in their lives.

‘Vistaar’ – a new approach to extension

‘Vistaar’ – means extension, is a perfect blend of theory with practice whereby students get practical exposure of guidance in their chosen area. The main purpose of this initiative is developing and offering need based Lifelong Learning / Education programmes for students and members of marginalised community. The Vistaar project would not only orient the students with the skills required in community development, but would equally sensitize them towards various issues of these marginalized groups of the society, and instil enough confidence and satisfaction for taking up the noble cause of the development of those groups.

The following communities will be covered under the program:

- a) Vulnerable Population (Female Sex workers, Drug users and Trans genders)
- b) Unorganized Labour/Migrant workers.
- c) Women of the unorganized sector.
- d) Youth (Institutional and out of institutional youth)
- e) School going Children (adolescent boys/girls)
- f) Out of school children/dropouts
- g) Elderly population

Objectives

1. Reaching out to the specially deprived groups and vulnerable sections of society for the purpose of providing the opportunities for education, awareness and skill enhancement.
2. Create the learning process of faculty and students through exposure to community needs, problems, issues and reaching out to the community by designing the need based interventions, generating research etc.
3. To facilitate networking and linkages of the community with NGOs, institutions, government agencies for effective service delivery and advocacy support.
4. To link with the corporate sector under corporate social responsibilities.

The main thrust of these programmes would be to provide a wide variety of Lifelong Learning opportunities to these communities at the grassroots level. The following activities will be included under 'Vistaar'.

- Community centred Continuing Education in 10 communities.
- Awareness Generation on major social problems issues like Health, Literacy/Education, Nutrition, Sanitation, Environmental issues, livelihood, Gender equity, Human Rights, Communal harmony, Crime against women, etc.
- Individual Interest Promotion Programmes
- Application of theory/class room skills in the community
- Vocational Education / Skill Training,

- Research for better convergence of theory and practice and conducting action research/operational research
- Establishing a new relationship with government organizations NGOs, Civil Societies, NGO networks and other professional bodies to address social issues.
- Linkage with the corporate sector.

Program Structure

The 'Vistaar' will be qualitatively different from the conventional NGO intervention and will take up extension activities with the purpose of developing innovative models of extension and generating research and documentation to support policy and programs. The program structures involve the following:

- The students will be involved in Extension and Field Outreach activities as a part of their regular course of studies. The involvement of students will be considered for academic credit and additional certification by the department in addition to other exposures. There will be a mentor for a group of students engaged with the same community and issue.
- The selected community and extension activity will require intensive efforts and participation of the students and faculty members both in terms of acquiring skills and dissemination of the field programmes in close co-ordination with the research scholars, teachers and the Department.
- The department will ensure that activities and learning from 'Vistaar' is integrated into its research and academic program through various short term and long term courses. It will try to link theory with practice and vice versa.
- The extension activities would be planned with the active participation of both community and the students. All the community extension activities under 'Vistaar' would be systematically planned, and well documented (including audio video) and disseminated.

- The faculty at the Undergraduate and Postgraduate level will be involved as Mentor, Facilitator, Counsellor and Guide.
- Special attention will be provided for the SC, ST, OBC and the minority students.
- The first year students of Four Year Undergraduate Programme will be involved in this initiative.

Roles and Responsibilities of Research Scholars and Students

- A minimum of 10-15 students will be involved in extension activities under the 'Vistaar'. The research scholars under the guidance of his/her supervisor will work as mentor for this group and will provide the overall guidance and other day to day level support to the group.
- Students will be involved at all levels i.e. designing and conducting the extension activities, research, dissemination and other important events under the 'Vistaar'.
- Each student will be required to submit an assignment and final report on a given topic to the Department

Role of the Department

The department will play a role of catalyst and will provide support to the program through the following ways:

- Act as a Technical Resource Centre for extension activities and facilitate more meaningful involvement of the other departments of the university and colleges.
- Provide training and other capacity building support through its academic programme. Sensitize them about the deprived community and identify the community for extension activities under 'Vistaar'.
- Documentation and Dissemination of learning and research in the community; publication of papers, journals, e-discussion forum on its website, preparation of IEC materials

- Undertake collaborative programs and network with other departments of the university, various agencies/institutions like NLMA, NGOs, Government agencies, International organizations such as UNESCO, UNDP, International Council for Adult Education, Asia South Pacific Bureau for Adult Education and other likeminded institutions
- Liaison with various ministries, UGC, State Government, other universities drawing attention to critical issues related to deprived communities
- Monitoring and Evaluation activities under ‘Vistaar’.
- Linkage with National Literacy Mission Authority, State Resource Centre and Jan Shikshan Sansthan.

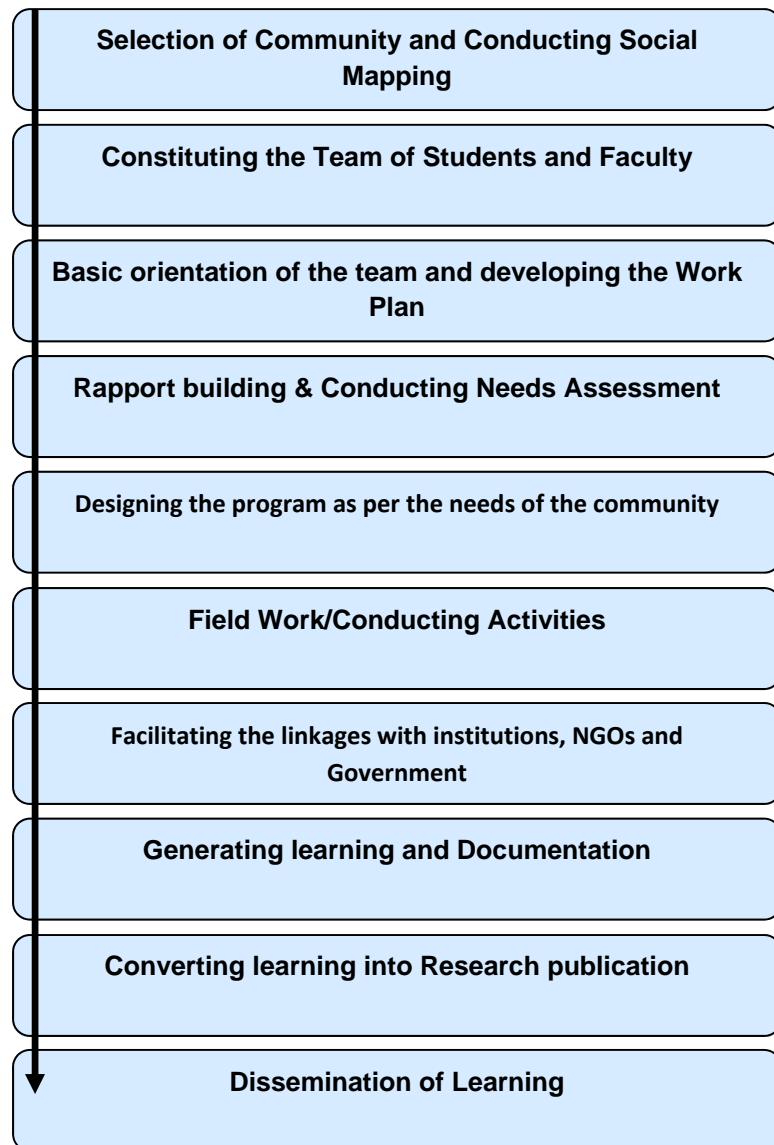
The following matrixes explain the various roles and schedule to be followed for the program

Department of Adult Continuing Education & Extension/Faculty Members	Orientation of the students and Design the program-‘Vistaar’. Collaborate and networking with various agencies/institutions Provide all technical and logistic support under XII Plan.
Research Scholars	Involvement in Research, generate and capture learning, handholding students at community level
Students at PG level	Participation in extension/field outreach activities for a selected community
Students at undergraduate level	Participation in extension/field outreach activities for a selected community

Research and Documentation

One of the key thrust of the ‘Vistaar’ is to contribute to knowledge generation which is one of the important mandate of the university system. The main activities may include development of reading materials for each group, developing the training modules for capacity building, documentation of best practices/ case studies, Meta research and evaluation studies and other scholarly publications, preparation of e- contents for selected training/courses, and publishing a journal

Steps in Vistaar



	Intervention under Vistaar				
Groups/issues	Continuing Education	Skill Building	Awareness	Networking/Linkages	Research
Vulnerable population	Functional and Basic Literacy,NFE	Enhancing employability and Vocational skills, Life skills, Communication skills	Health,HIV/AIDS, Employment generation, Social protection schemes	Establish linkages with NGOs,DSACS ,NLMA,Govt schemes, other institutions	Operational Research on the identified issues Case Studies Best Practices documentation
Gender	Education without gender discrimination ,	Designing the tools and training	Gender Equity	Linkages with UNWomen,Dept of women and Child development	Focus group discussion, group counselling, interview and case studies.
Youth	Literacy and Value Formation Youth Development	Vocational Skill, Life skills, Soft skills	Education opportunities, Career Guidance, Counselling	Linkages with Nehru Yuvak Kendra,NSS/NCC,Min of Youth Affairs	Action Research on the issues related to Youth
Elderly Population	Literacy Courses and programs catering to individual interests of adults for promoting personal development	Negotiation skills, Life skills etc.	Health and Nutrition, Counselling services	Old age homes, MSJE,NGOs	

School Children	Programs for personal development and greater self-concept of the school children.	Practical skills viz. communication skills, life skills, vocational skills , etc.	Self-awareness, personality development , awareness of importance of time management , stress management , etc.	Networking with private and government schools.	Case Studies Action Research Best Practices, etc.

Activities: The project will be inaugurated on 21st Oct. 2013 and training/capacity building will start from November 2013.

Financial Estimate: The resources will be generated by the university under XII Plan, self-financing courses, corporate sector through the university-system.

Co-ordination: The Head, Department will co-ordinator under the Advisory committee already proposed to the Vice-Chancellor for 2103-2015.

Duration of the project: it will be implemented under XII Plan as the UGC will not issue new Guidelines and the resources.

Expected Outcome: Teachers research scholars and the student of the university-system will be involved and activities will be conducted in 10 communities innovative centres in collaboration and partnership with various governmental, non-governmental, civil society and the corporate sector.