

## National & International Collaboration & Extension

The department truly believes in focusing on National and local issues, but also value international approaches to plan and design the intervention programs. Both National and international Agencies and Institution are of equal importance for DACEE.

### Networking with National Organizations:

The importance of building up an understanding with respect to the 'context of content' is reflected in the field work practicum of the Department of Adult Continuing Education. Paying attention to its extension activities the Department believe in working in close relationship with the community and the organizations working in these communities. Over the past many years the Department has built up the understanding of mutual concerns with NGOs and civil society organizations to facilitate its students. Practical experience along with academic knowledge is well reflected in its intervention programmes. Students are visiting the following civil society organizations for internship and concurrent field work programme.

S.No.	Organization	Address
1	Agewell	M-8A, Lajpat Nagar-II, New Delhi-110024`
2	Pratham	B 4-58
3	Masoom	Dairy No. 3, Lakhnow Road, Timarpur, Delhi
4	Nirantar	B-64 Second Floor Sarvodya Enclave New Delhi 110017 India
5	Anugrah	B-33, Arya Nagar Apartments, 91, I.P Extension, Delhi-110092 (India)
6	Samadhan	256, Krishna Vihar, Jakhan, Rajpur Road, Deharadun - 2480001
7	Educare	Registered Office: Mohali-Chandigarh (Pb) – 160062 – India Operations Office: P.O. 3, Dharamshala (H.P.) – 176215 – India Branch Office: P.O. Bikaner (Rajasthan) – 334301 – India
8	Himalayan Institute for Rural Awakening	1st Floor, Kandwawal Market, Geeta Nagar, Haridwar Road, P.O. Virbhadra, Rishikesh-249202
9	National Institute of Social Defence	Ministry of Social Justice & Empowerment, West Block-1, Wing-7, Gr. Floor, RK Puram New Delhi-110066
10	Voluntary Health Association Of India	B-40, Qutab Institutional Area, South of I.I.T. Delhi , New Delhi - 110 016
11	Centre for Social Studies	Veer Narmad South Gujarat University Campus, Udhana Magadalla Road, Surat - 395 007. Gujarat, India
12	Gandhi Peace Foundation	221-23, Deen Dayal Upadhyaya Marg
13	Uday foundation	113A/1, Adchini, Sri Aurobindo Marg, New Delhi 110017 - See more at: <a href="http://www.udayfoundationindia.org/contact">http://www.udayfoundationindia.org/contact</a>

		us/#sthash.Yn6ryChD.dpuf
14	Helpage	HelpAge India C-14, Qutab Institutional Area New Delhi - 110016
15	Prayas	
16	Smile Foudation	V-11, Level - 1, Green Park Extension, New Delhi - 110016
17	The INCLEN Trust International (INCLEN Executive Office)	Address : 2nd Floor, F-1/5, Okhla Industrial Area, Phase-I, New Delhi-110020, India
18	PRERNA SOCIAL DEVELOPMENT & WELFARE SOCIETY	55 Gautam Nagar New Delhi 110 049 (INDIA)
19	Salaam Baalak Trus	2nd Floor, DDA Community Centre Gali Chandiwali, Paharganj New Delhi - 110055
20	Society for Promotion of Youth and Masses	SPYM centre, 111/9, Opposite Sector B-4 Vasant Kunj, Delhi – 110070
21	We can change	
22	Navjyoti	
23	Centre for Social Research	Director Centre for Social Research 2 Nelson Mandela Marg, Vasant Kunj New Delhi 110 070
24	RUSA	Mrs Ishita Roy, Dirct. Vivek Nagpal

## Events & Programms

Recognising its responsibility towards community along with academic excellence the Department has conducted various programmes as an extension of field work practice. These include identification, prioritization and Intervention at different levels for the benefit of marginalized and vulnerable population. Ranging from environment to social justice the Department has been engaged in various activities and programmes for the year 2015-2016. Few of the events organized by DACEE at different intervals as a continuation of its role towards community building programmes has been listed below.

### **“The Green Celebration 5<sup>th</sup> June, 2015”**

The Department organized a series of activities which included plantation drive, special lecture on ‘Green Sensitization’, a film show on biodiversity conservation and a presentation on ‘Low carbon lifestyle’. The first



leg of the programme of plantation drive was followed by a sensitization lecture by Prof. V K Sharma, IIPA, a renowned expert on ecosystem studies and disaster management on ‘Green Sensitization’ in which he discussed many burning problems of environment, need of green awareness, personal accountability of citizens and many sustainable solutions of the problem towards environmental conservation. The lively lecture drew a huge response and led to an intense debate on methods, strategies and priorities on ecological sustainability’s and developmental exigencies. The last session of the programme had a film show on ‘Tiger conservation’ and a presentation on ‘Low carbon lifestyle’. There was an open discussion at the end of the programme, in which participants raised a number of questions on environmental issues, for which Prof.



Sharma gave convincing reply. Dr Rajvir Sharma former Executive Council, member of University of Delhi responded to animated questions from the students of Short-term course on Travel & Tourism on Eco tourism.

Prof. J.P. Dubey, Head Department of Adult Continuing Education and Extension gave welcome address and Prof. V.K. Dixit gave the vote of thanks. Our media partner Delhi University Community Radio provided media coverage of the programme.

The programme was part of the Department of Adult continuing education and extension’s extension and outreach programme on the occasion of ‘World Environment Day’ on 5<sup>th</sup> June 2015. This programme was supported by the Department of Environment, Government of Delhi. On this

occasion around 91 participants drawn from University of Delhi, B S Anangpuria Educational Institute Faridabad Delhi, faculty members of DACEE Prof. Rajesh, Prof. V.K. Dixit, Dr.Vandana, non-teaching staff and Dr Rajvir Sharma from Delhi University were present there.

**A FIELD VISIT of SEWA KUTIR, CAMP JUVENILE JUSTICE BOARD -I, Delhi ORGANIZED BY DEPARTMENT FOR M.A. (LLE) I & II year, MPhil& P.HD STUDENTS**

**Juvenile Justice Board -I**



It has sole authority to deal with matters concerning children in conflict with law. A Juvenile Justice Board has to be constituted for each district or group of districts, and consists of two social workers and a Judicial Magistrate. This is an attempt to bring change in the nature of the inquiry and decriminalize the administration of juvenile justice. Once the crime is committed and the child is apprehended, the case comes before the JJB. Till the inquiry is pending the child is kept in an observation home, unless otherwise released as per the law. On conviction, the child is sent to the special home or place of safety.

The Society for Promotion of Youth and Masses (SPYM) is an Indian NGO with a countrywide presence in the areas of health and social development. It was established in 1985 by Dr. Zeenat and her colleagues. The event was conclude with the idea for Change of attitude towards “Drug Addicts” can make a change. Don’t think them as a criminal they were once in normal condition. So try to empathize with them instead of showing sympathizing. Need of proper education and guidance at primary level which may helpful to keep away upcoming generation from drug addiction.

**The Expert Committee meeting of Course on “Radio Broadcasting”**

**Date and Time:** 27/04/2015, 11:00 am DACEE

Issues discussed and the suggestions made in the meeting:



As the members were provided with the content of the course in advance as soft copy, the meeting was focused on all the aspects of Community and Commercial Radio, Development of Programs, R@D in Radio Broadcasting, present and prospective stakeholders, Resources from University and outside community, Duration and certification, Monitoring and Evaluation etc.

**Following members were present**

Prof. J P Dubey, Head DACEE  
Prof. Rajesh, Professor DACEE  
Prof V K Dixit, Professor DACEE  
Dr. VandanaKumari, Assistant Professor DACEE  
Mr. Rahul Yadav, Assistant Professor DACEE  
Dr. Sujan Bhatia, Former Head DACEE  
Mr. R K Singh, DUCR  
Ms. Kusum Vir, Former Director, Directorate Adult Education  
Mr. Sumit Dhall, India TV  
Mr. AtulGautam, Research Scholar  
Ms. Usha Puri, Former Program Director, AIR shared her suggestions on telephone.

**Special Session on “Sakshar Bharat” [5<sup>th</sup> August, 2015]**

A collaborated effort by all walk of life within academic institution like Delhi University was needed to fulfill the dreams of a literate society. The Department of Adult Education bearing the touch organized a special session on “Sakshar Bharat” [Literate India]. A brainstorming session facilitated by the Head of the Department Professor J. P. Dubey and guided by Professor Rajesh, Professor V. K. Dixit and Professor Prakash Narayan focused on the challenges and Opportunities offered by society and policies was at the focus. The major inputs came from students by virtue of their fieldwork experiences. A two Hours long session was dedicated on the large questions of out comes i.e. “what can we gain collectively by the very process and result of an absolute literate society?”

**Special Session on “Indian youth and patterns of addiction” [ 26<sup>th</sup> August, 2015]**

A special session on the positive efforts by Indian Youth that can be the game changers in order to fight the menace of addiction was discussed at length. The session was taken by Mr. Atul Gautam. The session was a multilevel program that not only focus on the present patterns of addiction but also discussed various theory and therapeutic programs associated with the topic. Gender and addiction was an interesting dimension of the entire session largely participated by young girls. Both efforts and challenges faced by women in Indian society was at the center of discussion. Mr. Gautam also took up the Counseling part related to Addiction.

**Celebration of International Literacy Week (04th -10th Sept. 2015)**

The Department of Adult, Continuing Education and Extension, Faculty of Social Sciences, North Campus University of Delhi organized a series of activities on the occasion of International Literacy Week from September 04-10, 2015. This celebration was dedicated to promote literacy, enhance awareness, improve life and work skill etc. According to Prof. J.P. Dubey, Head, Department of Adult Education, this celebration was a success and credited this to Departmental P.G, MPhil and PhD students, teaching and non-teaching staff and other collaborative NGO/Agencies.

The Literacy Week started with library visit and relevant literature reading. All departmental students visited library as Indian Adult Education Association (IAEA), Delhi University Central



Library, DACEE Library etc. On 5<sup>th</sup> and 6<sup>th</sup> September 2015, faculty members and students conducted individual extension work on their own residential places. On September 7<sup>th</sup>, 2015 the department organized poster making competition on theme of 'Literacy'. Some 30 students participated in poster competition drawn from M.A. (Ist and IIIrd Sem.) M.Phil. and Ph.D students. After poster making competition Department has conducted a Panel Discussion on a topic of 'Literate Society'.

Special lecture was taken up by Professor S.C. Bhatia on 8<sup>th</sup> September, 2015. Prof. Bhatia gave a comparative study of Indian and International conceptualization of MDG 2000-2015. By virtue of his waste experience and knowledge the students had a great time, discussing the importance of Adult Education on International Literacy Day.

International Literacy Week concluded with a programme of a rally, talk and interaction in Sarvodya Rajkiya Vidyalaya, Village -Jaunti, Delhi in presence of large numbers of illiterates, literates, school students, senior citizens etc. Jaunti village is adopted by honourable Member of Parliament Dr. Udit Raj, under scheme of Sansad Adarsh Gram Yojna. Dr. Udit Raj, M.P.(North West Delhi, Lok Sabha) lauded the efforts of students in associating with the National Programme of Sansad Adarsh Gram Yojana. Dr. Udit Raj addressed the beneficiaries and participants and pointed the need of Model Village, spirit of entrepreneurial skill, need of village level research/survey by M. Phil., Ph.D students etc. He appreciated the work and extension activities organized by Department. Prof. J.P. Dubey, HOD, DACEE stated that knowledge is power and it is an enabling factor to the community members to face challenges of daily life. The International Literacy Week became success because of collaborated team work of all.

## **International Elderly Day with community of Wazirabad**

The Department of Adult, Continuing Education & Extension, University of Delhi, celebrated



International Elderly Day on 1<sup>st</sup> October, 2015. International elderly day has special significance in all over world. The day is celebrated in world to promote awareness, enhance capacity, social development etc. So on this occasion department has organized programme in Community Centre Wazirabad Delhi with Women Educational Welfare Society (WEWS).



The well being of humanity, pollution free environment depends on plant and greenery .Living within planetary boundaries is the

most promising strategy for ensuring a healthy life and conservation of environment. The programme ended with plantation in Community Park of Wazirabad. Departmental students, WEWS Members and volunteers contributed in plantation drive. This programme was conducted under departmental extension activities.



### **Special session on “Professionalization in Adult Education” [15<sup>th</sup> September 2015]**

A special session facilitated by Prof. J P Dubey and mentored by Prof. S K Bhatia was organized in the department on Professionalization in Adult Education. A number of students and guest from other Departments of Delhi University attended the session. The major point of discussion underline the skill development programme and professional aptitude of Adult literate.

### **Special session on “Professionalization in Adult Education: A European Perspective” [9<sup>th</sup> October, 2015]**

Adding values to the previous session taken by Prof. S. K. Bhatia, the Department felt the need of a Global view of present Adult Education programme and its professional dimension. Prof. Regina Egetenmeyer discussed the present status and future possibilities of extension of Adult Education Programme. Skilled development programme in various European countries and their professional approach to this programme was discussed at length. The entire programme try to evolve a definition of “professionalization in Adult Education”

### **Special session on “Pedagogy of Adult Education” [2<sup>nd</sup> November, 2015]**

Special session of Pedagogy of Adult Education was taken by Professor Thomas Sork. Dr. Vandana Sisodia and Mr. Rahul Yadav were facilitators at the session a numbers of students from M.Phil and M.A. courses attended the session. Research scholars added value to the session by giving important inputs at the session.

### **Special sessions on “Research Methodology” [5<sup>th</sup> November, 2015 and 18<sup>th</sup> November, 2015]**

The research carried out by the Department and University reflects upon its credential. A good research not only add theatrical inputs but also open doors to new knowledge. A Professional research is defined by the research methodology its adopts. Prof. P.C. Jha took a series of lectures in the department to horn the skills of researchers. Both qualitative and quantitative approaches were incorporated for longitudinal and cross sectional studies.

### **Special session on “Competence in Informal and Non-formal and Vocational Education” [19<sup>th</sup> December, 2015]**

Considering the upcoming visit of students to Germany and an orientation programme focusing on building competence in informal Non-formal and vocational education is taken up by Prof. N. K. Abusht. The session was attended by M.A., M. Phil and Ph.D Students along with the selected candidates for Wurzburg University, Germany. The students were confident enough to structure their academic skills as per the need of European University for a collective understanding.

Prof. S. C. Bhatia co-facilitated the session with special focus on Adult Education and thanking patterns of the societies.

### **Dental Health Checkup Camp**

The Department of Adult Continuing Education & Extension, University of Delhi, has organized one day free 'Dental health checkup camp' for marginalized community people at WEWS, Wazirabad Delhi on 13.01.2016.

The goals of dental checkup were: -

1. To provide awareness on oral hygienic among the slum community
2. To develop good habits regarding oral hygienic & dental care
3. To promote sensitization among the community people by Doctor

Under these goals, in this camp 92 people from various age group participated. The faculty members of DACEE, Dr. Vandana, Mr. Rahul Yadav, M. Phil. Scholars Ms Rajkumari Meena & a few students of M.A. Life Long Learning were also present on this Occasion. Doctor Sumil Panchal a dentist came for dental health checkup camp for free of cost end worked there with all enthusiasm and dedication.

At the end of the a camp, Dr. Vandana form DACEE & Doctor Sumil Panchal were felicitated with the bunch of flowers & vote of thank by Smt. Vijaylaxmi of WEWS, Wazirabad. On behalf of the DACEE, Dr. Vandana handed over a ' Certificate of Appreciation to Dr. Sumit Panchal for his kind cooperation and Valuable time for Community people.

The entire 'Dental health Checkup Camp' was planned and implemented by Dr. Vanana, Ms. Rajkumari Meena and organized in close association with Doctor Sumit Panchal and Smt. Vijay Laxmi

### **Special lecture on Research Methodology [19<sup>th</sup> January, 2016]**

Prof. O. P. Tripathi oriented students with a word perspective of research in Adult Education and Extension Education programme. The main focus was on ethics and principles of social research and value base framework. The students were curious to know the fundamental of anonymity and sharing of research outcome.

## **Recognising Prior Learning and Establishing Linkages with Reskilling**

**( 17 -18 March 2016)**

Recognition of Prior Learning (RPL) is the formal assessment and recognition of the skills and knowledge a person has regardless of how or where the competencies may have been attained, that is, through formal or informal training or work experience (paid and unpaid) voluntary work and life experience. Juxtaposed with the concept the department organize a two day seminar that largely focused on the need based academic literature and practical solutions. It creates new routes to qualifications for adults, taps unrecognized talent, motivates for resuming



formal studies and critical assessment which is a good start before re skilling – link RPL to national curriculum and qualification as the currency of learning, speed up the process of RPL for under privileged people who lack educational opportunities and for those acquiring skills in informal situations.

The event was attended by Prof. I.M. Kapahi, Member University Grants Commission, University of Delhi & Prof. Sugan Bhatia, President, Indian University Association for Continuing Education along with the academic and support staff with the Department. Other eminent personalities attended the seminar and some of the eminent topics table on the floor were:

**Prof. Dharnanjay Lokhandey**, University of Pune

*Emerging skills in knowledge and work economy*

**Prof. Girish Jha**, Head, School of Sanskrit Studies, JNU

*Forensic Science as emerging skill and source of employment*

**Prof. N.K. Kakkar**

*Prior Learning & its Linkages*

**Adi Narayan Reddy**

*Forensic Science as emerging skill and source of employment*

**S.C.Bhatia**

*Linguistic and Communication skills in pedagogy of vocational education for opening the job markets the new literates*

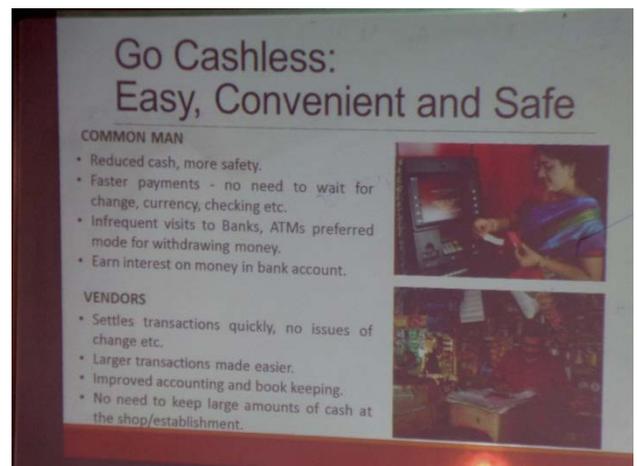
**Dr. Prasnnanshu** Associate Professor, National Law University, New Delhi

## **DIGITAL PAYMENT LITERACY & CYBER SECURITY**

In accordance with the decision of Neeti Auyog an awareness Programme on "Digital payment literacy", was organised by the Department of Adult Continuing Education & Extension, University of Delhi on 2<sup>nd</sup> January 2017, where the chief speaker was a Cyber expert Mr. Vinod Kumar (Manager & Solution Consultant) Dell international service, in the presence of Head of Department Prof. J.P. Dubey, Prof. Rajesh, Prof. V.K. Dixit , Assistant Prof. Vandana Sisodia, and Rahul Yadav and students of MA, M.Phil & Ph.D and students from Travel & Tourism. Mr. Vinod Kumar delivered his presentation on "Go Cashless" & "Cyber Security" key points of the presentation were-

➤ Digital Payment / Financial Literacy

meanings for the economy and marching towards a cashless economy in India.



- Advantage of going cashless for Indian, with special emphasis on Common man and Vendors.
- Three method of going cashless i.e. Computer , Card and Mobile , where the use of IMPS facility for Immediate Payment and use of IFSC for bank to bank transfer is vital for digital payment system.
- 70 Crore Debit Cards and Credit Cards are in operation in India
- Safety and security of the use of it through knowledge and use.
- Care of OTP number , CVV number of Debit card and Credit card.
- Use of “Mobile Wallet” and mobile banking, where the limit of mobile wallet vary for Consumer and Merchant i.e. Rest. 20000 & Rs.50000.
- Mobile banking without internet is also possible by dialing \*99#, which is single number for all bank.
- Speed of use for all customers by giving Mpin for transaction verification.
- Use of VPI in Mobile banking system.
- Guidelines for protection of various passwords which is used in cashless payment system.
- Private wallet use like Paytm, Freerecharge etc, and said that these company lend their money to the RBI for the security of Wallet system.
- Use of QR code for safe transaction from private wallet.
- Change of password/pin at regular interval, No to email and phone related to your password and PINs.
- Avoid use of other PC for transaction.
- For cyber security there is threat of Virus, spyware like wise.
- Later on they profess the use of Banking app for safe transaction
- In the last he motivated to all audience for the use of cash less system for safe and vibrant Indian economy because this will reduce the cost and wastage of currency.
- All participants were asked to volunteer/ change agent of this revolutionary idea and practice.

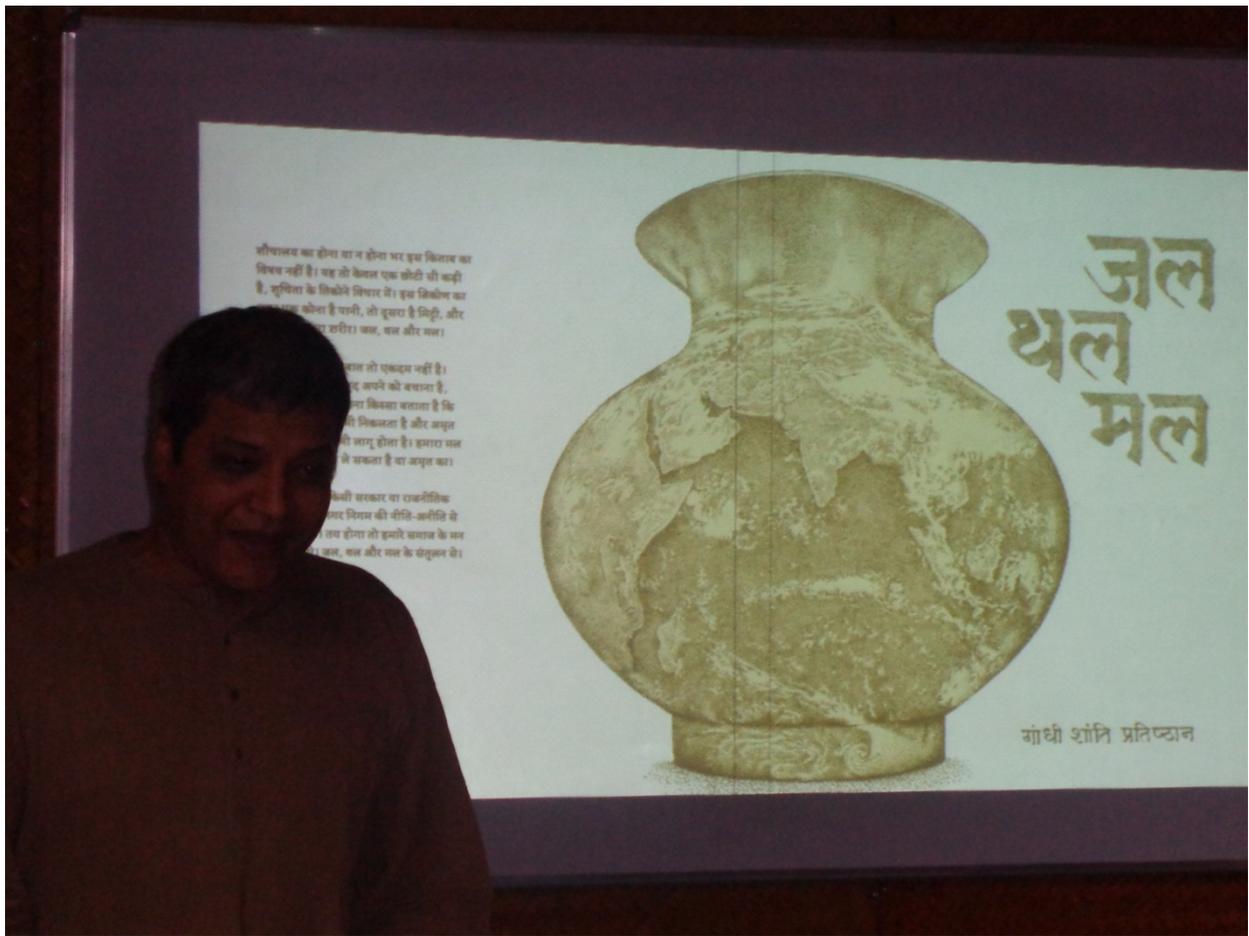


**Special lecture on Sustainable Development by Mr Gunjan Kumar(22-2-2016)**



Earth has a capacity to fulfill the needs of entire human race, But mother nature circum to the greed of human beings, development has a own price to pay when it comes to natural resorces and it is impact on climate change. Understanding the need of sustainable developments and it is changes dynamaics in post industrial and liberalition era. the United Naitoan and its associated partners has agreed upon the fact: sustainable Development should be redefined and its impact his to be evaluated for the generation to come. the Department invited Mr. Gunjan Kumar to deliver a lecture on sustainable development in view of sustainable development goal 2030. the Speaker made a detailed discussion on 5 P's of U.N. Charter. The recent flood in Chennai. the rage of river at Kedarnath and the climate change conference in France were juxtaposed to have a better understanding aboutl the roles and responsibilities of develop and developing nations.

**A special lecture by Sopan Joshi on “Jal Thal Mal” (1-3-2017)**



Sopan Joshi's "Jal Thal Mal" is a book in Hindi about the invisible connections that sustain us in our life on the planet. It shows how sanitation is not just a matter of public health but is linked to the water pollution and to the fertility of our soils. It tells us how we continuously ignore the triangular link of our excreta with our water and land.



The book has an epic scale. It begins with the birth of life on Earth and goes on to the extinction of species. From microbes to blue whales. Author stated “During my work as a journalist, I kept running into material that could not be accommodated in the reports I wrote. The material kept accumulating over the years. That’s the trouble with researching and writing on current affairs: you can only use material that has an immediate appeal and fits into a limited context. Books, however, have a longer life. You can broaden the context in a book. I was irked that most talk of science and environment exists in the lingo of specialists – and only in English”. So when ordinary people asked him questions about sanitation, about water pollution and agriculture, he found himself at a loss.

The author cited bright examples of sensible sanitation in several parts of our country. Kolkata has the world’s most unique system of handling sewage.

Ordinary fishermen folk grow fish from the nutrients present in waste water of city’s sewage, and provide food security to the city. In Bengaluru, Arghyam, a non-profit organisation has been organising and supporting numerous efforts, from research and training, to the advocacy in this field. In Tamil Nadu, M. Spuraman of a non-profit called SCOPE, has built hundreds of urine-diverting dry toilets, which return soil nutrients back to the soil, and provide sanitation that is not wasteful of water. CDD of Bengaluru has collaborated on scores of projects in several parts of the country to install small-scale sewage treatment systems, which do not require electricity or heavy investments. These are inspiring examples, but they are not models for others to follow. Sanitation is an idea, a value system, which we must adapt to varied local conditions. It is not a pre-fabricated structure for copy and paste.

Despite all this, expecting empowered, educated citizens in the cities to do something about the environment relies on the ethical burden which is not visible. They can flush and forget. Besides, there is a limit to making this consuming class feel guilty about what they are doing and then try to inspire them to do what is right.

On the other hand, people who depend directly on their environment, establish a more authentic relation to their environment without a sense of compulsion or burden. In our talk of sanitation, perhaps, we can use a little less image building and a little more commitment to the truth.

## **Special lecture on self-realization of Biopsychology( 28-3-2017)**



We usually identify our existence with our position in society, our friends and family, the needs and desires of our body, and the emotional and intellectual expressions of our mind. But we rarely take the time to contemplate the real nature of our existence; to ask the question, "Who am I?" The youth find themselves misplaced and stress when it comes to self-realization. The concept of Biopsychology is a metaphor that was preached by Aychrya Shambhu Shivanand. The journey of life and social relation with the world was the main point of discussion. The enlighten being with an academic line was the point of interest for the participant. The discourse was of the view that we all have the feeling of existence; of "I exist". That "I am" feeling dictates our thoughts, our memories, our feelings and our actions. It defines who we are as individuals. It is our identity of our mind with our body and with the world around us.

The realm of self-realization has hardly been understood due to our inability to properly grasp the intricacies of the various dimensions of self that we are realizing. Without illuminating this subject with understanding, seekers on the path to the promised land of self-realization are bound to remain as confused as they always were. It is of the essence that we bring a deeper level of insight into our perception of the subtle dimensions of that very self that we aspire to realize.



The speaker argued that if we take the time and the effort to look deeper into our “I am” feeling we would find a deeper sense of being: a deeper “self”. The realization of that experience is not merely one of “I am”, but the more profound experience of “I know that I am”. That “I” of “I know” is the essence of our existence: pure consciousness. And the realization of that consciousness – our inner self – is called self-realization.

Existence is rich and we must avoid the error of making things unreasonably simple, for they are not. Many teachers have over-simplified the nature of the spiritual path in order to reach out to the low consciousness of the masses. As a result, they have degraded the meaning of the teaching of self-realization, often to the level of absurdity. The spiritual path is deep, hard and already exceedingly difficult to comprehend for the earthly mind. This has to be accepted, for to propagate it as something naively simple and shallow will render its goals entirely unattainable. Having the correct vision of our spiritual evolution is the first and most important step on the ten thousand mile inner journey. If you want to embark on that journey, know that there is no shortcut – this will be the work of your entire lifetime.

It is impossible to understand the nature of the path without having the concept of the three dimensions of self-realization. It is like building a house: one needs to have a sense of its architecture, otherwise the roof will collapse. The three dimensions of self-realization represent the perfect, mutually dependent structure of our complete self. Self-realization is a state of wholeness that manifests through the awakening of the three levels of our existence: personal, individual and universal. To arrive at completion, we must realize our true self on those three levels. If one is missing, as usually happens, the others remain incomplete or even fall apart.

The universal dimension of self-realization refers to arriving at the state of unity with the beyond – transcendence, merging with the source of existence. The individual dimension of self-realization refers to the awakening of our higher individuality, our soul. The personal dimension of self-realization refers to our awakening on the level of me: self-realizing me, arriving at the state of pure subjectivity within the consciousness of me only. We have described here a model of self-realization that begins from the universal and descends into the personal, but our evolution actually ascends from the personal to the universal, while individual self-realization is bridging the two in both directions.

These three aspects of our evolution are absolutely interdependent and mutually supportive. For instance, our me can reach a limited level of evolution within itself alone, but only when it is linked to the soul, and through the soul to the universal self, can it awaken fully to its own subjectivity. Similarly, our soul can only awaken when our me has awakened to itself first. The soul then needs to arrive at universal self-realization prior to fully actualizing her own light. Finally, to arrive at universal self-realization, we must have the foundation of both personal and individual self-realization. Many traditions or paths rush to universal self-realization without establishing the base of personal and individual self-realization.

A total of 10 students has been awarded DAAD fellowship to visit the Winter school in Germany held at 6<sup>th</sup> February 2017 to 17<sup>th</sup> February 2017 at Wurzburg University, Germany. Prof V K Dixit was the visiting faculty for the Winter School 2017.

1. Mr Ashok Kumar (PhD Scholar)
2. Ms Bharti Meena (M Phil Scholar)
3. Ms Nidhi (PhD Scholar)
4. Mr Nitish Anand (PhD Scholar)
5. Anil Kumar (MA Part-I)
6. Donika Arora (MA Part-II)
7. Jaskirat Kaur (MA Part-I)
8. Nidhi Sharma (MA Part-I)
9. Nirmal Kaur (MA Part-I)
10. Rajneesh Jindal (MA Part-I)

## Networking with International Organizations:

As part of a constant endeavour to promote mutual understanding and international scientific research an agreement has been signed between **DACEE and Maximilian University of Würzburg, Germany**. Both the institution working in the field of Adult Continuing Education felt the need of an International Collaboration to make academic research and programmes more holistic for the greater well being of humanity. The programme is been financially supported mutually by DAAD & UGC under which exchange of academic faculty administrative staff & M.A. students programme was agreed upon.

Highlights of the programme are :-

1. Establishing and organizing coordinated classes.
2. Exchange of Information and Academic Material.
3. Conducting Joint Research Project.
4. Exchange of teaching material and publications

The programme can be extended to further domains on mutually agreed concerns and funding available.

  <p style="text-align: center;"><b>AGREEMENT</b> on an international cooperation between the <b>Julius Maximilian University of Würzburg</b> Faculty of Human Sciences Institute for Education and the <b>University of Delhi</b> Department of Adult Continuing Education &amp; Extension</p> <p>As part of a constant endeavour to promote mutual understanding and international scientific research, an agreement is hereby entered into on cooperation between designated departments of the Julius Maximilian University of Würzburg, represented by its President, Professor Dr. Dr. h. c. Alfred Forchert and the University of Delhi, represented by the Registrar, Professor Taran Kumar Das.</p> <p style="text-align: center;"><b>Article 1</b></p> <p>Desiring to establish collaborative relations between the two institutions to promote friendship and to co-operate in a mutually beneficial association, the Department of Adult and Continuing Education of the University of Würzburg and Department of Adult Continuing Education &amp; Extension of the University of Delhi agree to cooperate in the following fields:</p> <ul style="list-style-type: none"><li>- Exchange of academic faculty, administrative staff, visiting scholars, researchers, teaching staff, students and other staff mutually agreed upon</li><li>- Exchange of information and academic materials that are of mutual interest</li><li>- Establishment and organization of coordinated classes,</li><li>- Conducting joint research projects,</li><li>- Organization of international colloquia,</li><li>- Regular exchange of documentary publications and teaching materials,</li><li>- Briefing/presentation services by each institution for visitors from the other institution when possible and determined in advance</li><li>- Other forms of co-operation, which the two institutions may jointly arrange.</li></ul> <p>The two institutions shall decide through consultation the specific areas and details of co-operation within the framework of this agreement, and shall consult from time to time, at the request of either institution for the purpose of renewing the operation of this agreement. The two institutions shall encourage co-operation in any discipline, which is studied in both institutions. Details of any such activities will be subject to a separate agreement that will be mutually entered into and will be attached to the Memorandum of Understanding as an annexure.</p> <p style="text-align: center;"><b>Article 2</b></p> <p>A project may only be taken up once its funding has been secured. No financial obligations result from this agreement for either of the two parties unless mutual consent has been given.</p> <p>The financial arrangements involved in the implementation of this agreement shall be settled through consultation between the two institutions in respect of each program of co-operation.</p>	<p style="text-align: center;"><b>Article 3</b></p> <p>The number of students and academics who stay participate in the exchange, the financial conditions for accommodating students and academics and all questions connected with this will be agreed upon separately in each individual case. Both Universities declare their willingness to give their guests from the partner university every possible support during their stay. The exchange will take place after a written evaluation has been sent setting down all the details of each stay.</p> <p style="text-align: center;"><b>Article 4</b></p> <p>The agreement will come into effect from the date of most recent signature and is entered into for a period of 5 years with an option to renew for another five years. It may be modified or extended with the consent of both parties. Either party may terminate the cooperation provided that notice is given at least six months in advance. The institutions shall confer concerning the renewal of this Memorandum of Understanding six months prior to the date of expiration.</p> <p>Any projects, training or exchanges that may have commenced at either institution before the date of termination may be completed by special agreement between the two institutions. For condition not covered by this agreement, or for problems that arise during the course of this agreement, both parties undertake to refrain from unilateral action and to consult and negotiate mutually acceptable decisions.</p> <p style="text-align: center;"><b>Article 5</b></p> <p>This agreement may be amended and supplemented by agreement between the two institutions. Amendments and or supplements will be appended as an annexure.</p> <p>The University of Würzburg and the University of Delhi shall execute this agreement to the best of their knowledge and ability.</p> <p>Place: Würzburg Date of signing: 13.06.2015 On behalf of the University of Würzburg:  Prof. Dr. Eckhard Pache Vice President for Internationalization, Alumni, Information Technology and Public Relations</p> <p>Place: Delhi Date of signing: 22 July, 2015 On behalf of the University of Delhi:  Professor Taran Kumar Das Registrar, University of Delhi</p> <p>Postal Address: University of Würzburg Sandweg 2 97070 Würzburg Germany Web Address: www.uni-wuerzburg.de</p> <p>Postal Address: Registrar Staff Settlement University of Delhi Delhi 110007 India Web Address: www.u.d.ac.in</p>
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The List of students participated under the exchange program from University of Wurzburg and University of Delhi are as follows

## Student program at winter school Wurzburg Germany

A total of 10 young and bright mind were screened and selected from both M A programmes. Following is the list of budding scholars who visited winter school in Wurzburg Germany.

Total strength-10

S.NO.	Name of Studetns		Topic
1	Aasif Moiz	<b>M.A. Lifelong Learning Previous Year</b>	Competence in informal, non-formal and vocational education
2	Anjali Pathak		
3	Ashish Yadav		Professionalization Strategies in Adult Education
4	Himanshu Kumar		Learning Cities, Learning Regions and Learning Communities
5	Shiva Srivastva		
6	Shweta Tiwari		Competences in Formal, Non-Formal and Vocational Education
7	Krishna Kumar	<b>M.A. Lifelong Learning Final Year</b>	Competences In Formal , Non-Formal And Vocational Education
8	Aakash Pandey		Resources for Lifelong Learning – Understanding Time in Adult Learning
9	Hemant Kumar		Unesco’s policy in adult Education and national Implementation
10	Nandini Shrivastav		RESOURCES FOR LIFELONG LEARNING- UNDERSTANDING TIME IN ADULT LEARNING



***“Thank you very much for your contribution and commitment to the 2016 Wurzburg Winter School. It was a great time, exciting experiences and brought us high academic expectations for our future collaboration.”***

-2016 Wurzburg Winter School



## Integrated Program for International Students at University of Delhi

A total of 9 international students were screened and selected from BA, MA and PhD programmes from Wurzburg University Germany. Following is the list of international students who visited DACEE integrated program by DACEE at Delhi University

S.NO.	Name of Students	Study Course
1	Antonia Emili Lecht	Bachelor of Arts
2	Lydia Michaelis-Braun	
3	Julia Wiethüchter	
4	Lisa Nickel	Master of Arts
5	Miriam Wurzer	
6	Alexander Meyer	
7	Silvana Simone Günther	
8	Kathrin Kaleja, M.A.	
9	Stefanie Kröner, M.A.	Doctorate in adult education

## Events & Programms

Recognising its responsibility towards community along with academic excellence the Department has conducted various programms as an extension of field work practice. These include identification, prioritization and Intervention at different levels for the benefit of marginalized and vulnerable population. Ranging from environment to social justice the Department has been engaged in various activities and programmes for the year 2015-2016. Few of the events organized by DACEE at different intervals as a continuation of its role towards community building programms has been listed below.

### ***Networking with International Organizations***

As part of a constant endeavour to promote mutual understanding and international scientific research an agreement has been signed between DACEE and Maximillian University of Wurzburg, Germany. Both the institution working in the field of Adult Continuing Education felt the need of an International Collaboration to make academic research and programmes more holistic for the greater wellbeing of humanity. The programme is been financially supported mutually by DAAD & UGC under which exchange of academic faculty administrative staff & M.A. students programme was agreed upon.

Highlights of the programme are:-

1. Establishing and organizing coordinated classes.
2. Exchange of Information and Academic Material.
3. Conducting Joint Research Project.
4. Exchange of teaching material and publications

The programme can be extended to further domains on mutually agreed concerns and funding available.

Extending its vision and need of participatory learning, the Department of Adult Continuing Education and Extension join hands with Department of Educational Studies, University of British Columbia. Teaching faculty and students are invited to visit University of Delhi under exchange program headed by Prof Thomas Sork.

#### **Student program at winter school Wurzburg Germany**

A total of 10 young and bright minds were screened and selected. Following is the list of budding scholars who visited winter school in Wurzburg Germany. Prof V K Dixit has been the visiting faculty for the program from University of Delhi. List of students participated under the exchange program from University of Wurzburg and University of Delhi are as follows:

S.No.	Name of Students	
1	Anil Kumar	<b>M.A. (Lifelong Learning)</b>
2	Rajneesh Jindal	
3	Jaskirat Arora	
4	Nidhi Sharma	
5	Nirmal Kaur	

6	Donika Arora	<b>Research Scholars (M Phil and PhD)</b>
7	Ashok Kumar	
8	Bharti Meena	
9	Nidhi	
10	Nitish Anand	

### **Integrated Program for International Students at University of Delhi**

The Autumn School and exchange program was supported by the India visit of Dr. Egetenmeyer-Neher, Ms. Regina Theresia and Prof. Dr. Sabine Schmidt-lauff. A total of 9 international students were screened and selected from B.A., M.A. and Ph.D programmes from Wurzburg University Germany. Following is the list of international students who visited DACEE integrated program by DACEE at Delhi University

S.NO.	Name of Students	Study Course
1	Ms. Jenny Fehrenbacher	MA and PhD
2	Ms. Petra Pflüger	
3	Mr. Jan-Philipp Schäfer	
4	Ms. Helen Sayegh	

### **Events and Programs**

**Special Session on Refuge Crises and Nationalism in Germany by Ms. Marie L V Halem( 19-8-2016)**



The world we live in has recently witnessed a grave humanitarian crises when thousands of



refugees moved from war zones areas of Syria and other middle east countries to Europe and other south east Asian regions. Big chunk of it knocked at the doors of Germany and other European nations. Extended a feel of Companion German government opened is door to women and children seeking refuge at their borders. But groups within the country has reacted differently reason on their concerns. The question of ethnicity and religion over scheduled the very constitutional and fundamental values of human rights. Underlined the issues related to nationalism and the recent refuge crisis special session has been organized by the department honoring the present of parliamentarian Ms. Marie L V Helem. Elaborating the liberal view and the rightwing extremism of nationalism in Germany the speaker focus upon the government policy and the U. N. approach to the present refuge crisis in Germany. Indian students and participant actively engage in the discussion and the issues of repatriation was raised by some of the scholars. Overall it was enriching session both in understanding the human values and the role of the state when it comes to dissemination of resources and co-existence of homogenous society.

## Recognising Prior Learning and Establishing Linkages with Reskilling

( 17 -18 March 2016)

Recognition of Prior Learning (RPL) is the formal assessment and recognition of the skills and knowledge a person has regardless of how or where the competencies may have been attained, that is, through formal or informal training or work experience (paid and unpaid) voluntary work and life experience. Juxtaposed with the concept the department organize a two day seminar that largely focused on the need based academic literature and practical solutions. It creates new routes to qualifications for adults, taps unrecognized talent, motivates for resuming formal studies and critical assessment which is a good start before re skilling – link RPL to national curriculum and qualification as the currency of learning, speed up the process of RPL for under privileged people who lack educational opportunities and for those acquiring skills in informal situations.



The event was attended by Prof. I.M. Kapahi, Member University Grants Commission, University of Delhi & Prof. Sukan Bhatia, President, Indian University Association for Continuing Education along with the academic and support staff with the Department. Other eminent personalities attended the seminar and some of the eminent topics table on the floor were:

**Prof. Dharnanjay Lokhandey**, University of Pune

*Emerging skills in knowledge and work economy*

**Prof. Girish Jha**, Head, School of Sanskrit Studies, JNU

*Forensic Science as emerging skill and source of employment*

**Prof. N.K. Kakkar**

*Prior Learning & its Linkages*

**Adi Narayan Reddy**

*Forensic Science as emerging skill and source of employment*

**S.C.Bhatia**

*Linguistic and Communication skills in pedagogy of vocational education for opening the job markets the new literates*

**Dr. Prasannanshu** Associate Professor, National Law University, New Delhi

**Two Day National Seminar “ Education Policy Strategies and Adult Education: A comparative Analysis of Europe and India” ( 21 to 22 Oct 2016)**



The Department organized a National Seminar on “ Education Policy Strategies and Adult Education: A comparative Analysis of Europe and India as part of its continuous effort to strengthen the teaching learning programme along with its outreach and extension programme. This is also intended to associate the students and the faculties of the Department with the focused programme of the Government of India both for knowledge as well as employment opportunities

The seminar was inaugurated by Chief Guest Prof IM Kapahi, Member University Grants Commission and the lighting of the lamp was done in the kind presence of Dean, faculty of Social Sciences, and other eminent members. The Key note address was given by Dr. Sheshu Kumar, DG NLMA, Government of India. The two visiting Professors in Adult Education in Germany offer the Department an excellent opportunity to develop and understanding of formulation of educational policies in Europe and India. Each nation keeps in view the chief task of assuring its citizens to be part of the written culture through acquisition of literacy and skills in reading and writing. Each nation also seeks to fulfill its duty towards its citizens to give them social and technical skills to enhance their employability for the development of

various sectors of life. In the accomplishment of these tasks each nation evolves a set of strategies for developing its educational policy in general and sector specific educational policies in particular.



The NLMA has offered some good learning in regard to status of Literacy and Adult Education in India with a liberal dose of global perspectives and the comparison with the Chinese situation. What was worrisome in the discussion was Prof. J.B. Tilak's analysis about budget allocations and actual expenditure on Literacy and Adult Education. The fact that the Central Government is permitting such a miniscule amount of expenditure on the subject reveals that the subject does not attract high priority both within the Department of School Education and Literacy in the MHRD and with the Finance Ministry. Prof. Tilak's analysis that the Department had not demonstrated its inherent capacity to spend money seemed somewhat arbitrary since no Department in the Government would leave itself to be deprecated about their capacity to mount a programme. It is the larger political system that sends signals to slow down a particular development sector.

There is need to start a debate within the Universities on why the drafting committee for the Constitution of India did not choose to include in the Directive Principles of State Policy the need for universal literacy alongside 8 years of schooling for all children. Dr. Ambedkar also emphasized the need to invest in Primary Education as the first stage that went on to extend resources right up to higher education for the Dalit community; he did not specifically touch upon the issue of adult literacy though he believed in the concept of sustainable literacy:

*“Participating in the Bombay Presidency Council discussion on educational matters, Ambedkar suggested allocation of enhanced resources on education commensurate with the increase in the number of pupils and their educational requirements. He demanded the government to set aside a large proportion of the excise revenue collected from the people for primary education. The object of primary education, he believed, should be to “make children literate and enable them to continue to be literate through the rest of their life”.*



Another explanation that could be offered on behalf of the then existing political climate at the time of drafting the Constitution is seen in the principle of adult suffrage. The political elite did not want to be imbued with Mahatma Gandhi's notion of illiteracy being the sin and shame of the country; it wanted to support a view that all adults, with a right to vote and thus determine the credibility of the political class, were "educated" without having to associate "illiteracy" with them. The Chinese were far more

practical in acknowledging the problem and inserted, in their Constitution of 1949, the need for universal literacy along with nine years of schooling.

There is thus a possible gap between the structural classification of illiteracy or literacy for all adults with Primary Education for all children and political perception; the bureaucracy as also the Policy Makers in the area of Education, have followed the structural approach to literacy as a tool to facilitate entry into written culture that was at that time an important component of a learning society. Awareness of the capacity of the electronic age and its digital dividend was not perceived at that time. The political elites favoured the understanding that the enlightened Indian voter had the benefit of learning through oral culture or oracy. Our educationists thought that the written word would remain the primary source of access to development information; the political perception in this regard was far ahead of the educationists, partly out of a charitable view of the adult illiterates and partly out of the recognition of the inherent strength of the oral culture that had played a prominent role in the freedom struggle.

We would need to encourage a comparative study of the Indian and the Chinese and the European Constitutions and the place of adult literacy in the three. We would also need to encourage the study of advances in electronic and digital technologies and their impact on the possibility of learning without literacy. The two should help us to consider whether in place of "eradication of illiteracy", our structural emphasis should have been on the subject of "development awareness" as part of the Human Resource Development portfolio, assuming that all adults were "educated" and that "literacy" would be one of the strategies to enhance such development awareness.

The other issue that we need to encourage in the debate in the universities relates to institutional structures; it appears to me that there is merit in envisaging the model of institutional structures for development awareness from the level of a tribal cluster, village and an urban slum. Will people benefit from an institutional structure at those levels from development awareness about the challenges in their daily life, illiteracy being one of those challenges, though not necessarily a primary challenge.

### **Significance of the topic:**

There is a possibility of developing an understanding of the gaps between the structural classification of illiteracy or literacy for all adults with Primary Education for all children and political perception and also reconsider the structural approach to literacy as only tool to facilitate entry into written culture that was at that time an important component of a learning society. The seminar also intends to make use of experiences of other countries using electronic age and its digital dividend for the achieving the goal of human development. We would need to encourage a comparative study of the Indian and the Chinese and the European Constitutions and the place of adult literacy in the three. We would also need to encourage the study of advances in electronic and digital technologies and their impact on the possibility of learning without literacy. The two should help us to consider whether in place of "eradication of illiteracy", our structural emphasis should have been on the subject of "development awareness" as part of the Human Resource Development portfolio, assuming that all adults were "educated" and that "literacy" would be one of the strategies to enhance such development awareness.

# **Competencies of Functionaries of Adult Education: A Comparative Study between INDIA and GERMANY**



**Research Report**

**Faculty In- Charge: Prof. K. Parthasarthy**

**Prof. P Adinarayan Reddy**

**Students: Aakash Pandey**

**Michelle Mentschke**

**Shrishti Sen**

**University of Delhi, India and Helmut and Schmidt University, Germany**

**September 29, 2017**

## **Preface**

This research paper presents a comparative study between India and Germany of competencies of functionaries of adult education. It briefly discusses the beginning of adult education, how it has evolved over years, what are competencies, the prescribed and consolidated competencies and the steps/programs that government and institutions have taken to sustain adult education in both the countries.

The paper primarily talks about the adult education functionaries and their necessary skills, how the skills can be developed over time, the number of functionaries involved at each stage and the accessibility of functionaries in both India and Germany. The importance of carrying out a comparative research on Competencies of Functionaries of Adult Education is to know the similarities and differences on this particular field between both the countries.

## **Acknowledgement**

We are grateful to Professor K. Parthasarthy and Professor P. Adinarayan Reddy for guiding us and helping us carry out the research study. We are also grateful to Department of Adult Continuing Education and Extensions, University of Delhi for organizing International Autumn School Program and for giving us this platform. We would like to thank other participants of this program for helping us at each step when required and also our team members for carrying out the research study dedicatedly, throughout.

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## Introduction

The concept of adult education in India is as old as the Indian culture. It was there in oral tradition initially and gradually with the passage of time it started taking a more systematic shape. In post independent India, adult education program was formulated by the government, right from the first five year plan by Planning Commission (1951-1956). This program is still functional even today, of course with a different name and different design. (Now it's called Niti Aayog 2014-2107).

As the Indian literacy rate was very low in the early years of post independence period. Along with the five year plan, several other national level programs like NAEP (1978) and NLM (1988) were specifically designed to improve literacy level among the adults. These adult education programs has played a very crucial role in bringing the literacy rate in India from 18% in 1951 to more than 74% in 2011 (as noted by 2011 census data).

To run the adult education program a number of functionaries are involved at each stage and there are certain competencies that are required by the functionaries. From head director, mandals, educators, preraks (facilitators), volunteers, supervisors and area coordinators many people are involved in the system. The competencies vary for various levels of adult education functionaries. Competency is a mix of skills, attitude, knowledge and behavior.

In Germany adult education can be traced back to the foundation of academies for the worker class in the 18th century. Since then it was more and more implemented in the education system as option to make up qualifications and skills after finishing the regular school career. Today's programs are mainly based on the paper of the German Education Committee ("Deutscher Bildungsrat") written in 1970. Providers of adult education are public institutions like adult education centers ("Volkshochschulen") and some private providers. Even if Germany counts as a developed country there are at least about 7 million citizens who suffer from functional illiteracy. Therefore literacy programs still are an important part of adult education in Germany, too.

German research papers differentiate between qualification and competencies. Peters describes qualification as "a skill which is independent of the mentioned person". These skills are acquired through formalised and standardised education programmes, and they usually are certified through official certificates (compare Peters, 2004). Examples for such qualifications are the driver's license, the qualification in Latin, other language certificates, university degrees and training qualifications. In contrast Peters defines competencies as skills which depend on the talent and passions of the mentioned person. Those skills unusually are not standardised and formalised and therefore it cannot be officially certified (compare Peters, 2004). Examples may be didactic or social competencies like the talent to deal with children, spontaneous speaking, improvising and further more.

## **Competency vs. Skills**

Skill is something that can be learnt and which is visible most of the time in work. For example, for a taxi driver, driving is a skill.

Competency is a mix of skills, attitude, knowledge and behaviour. Now if the same taxi driver also knows basic repair works in the car and short routes to various places in the city then that's beneficial for the taxi driver as well as its customer. This is competency.

## **Objectives**

These are some important questions on which the research is carried out. Since it is a comparative study between INDIA and GERMANY, the main aim is to find the skills or competencies of an adult functionary which are expected to have in order to successfully implement an adult education program. Both INDIA and GERMANY have been working in the field of adult education and lifelong learning in some form or the other. Therefore, it is the objective of the paper to assess and collect information about the:

- Prescribed Academic Qualifications of Adult Educator
- Prescribed Competencies
- Possessed Competencies
- Source of Training of Adult Educators

## **Research Methodology**

Secondary Data based research methodology is used to carry out this research study. The information and data is mainly collected through internet i.e. journals and research papers published by various researchers, these papers were read and analyzed to extract meaningful information for our research study.

## **Significance of the Study**

The significance to carry out a comparative study between India and Germany on Competencies of Functionaries of Adult Education is that there isn't any such comparative study carried out before between these two countries. A number of researches have been carried out on Adult Education and the competencies of its functionaries in various countries including both India and Germany before. But no comparative study could be found on this topic between India and Germany. Through this research we found out the gap between competencies required and processed between functionaries in both the countries. So, in order to have a better understanding of adult education and the competencies of functionaries carrying out a comparative study was necessary.

## Review of Literature

A few research papers have been written on this topic earlier which is reviewed by us. A research paper by P. Adinarayan Reddy, D Uma Devi titled "AN ASSESSMENT OF COMPETENCIES OF THE ADULT EDUCATION FACILITATORS THROUGH VALID PACK: A CASE STUDY OF INDIA" was referred in depth. The writers of this paper clearly mention that there is no such specified competency or skill for adult educators. However, the writers have suggested a few competencies or skills in the paper after a thorough study.

Another research paper titled "THE COMPETENCE OF THE ADULT EDUCATORS" by Martin N. Chamberlain, 1961 has also been referred in order to get more information on the topic. In this paper, the writer tries to identify the necessary competencies of adult educators in the American adult education scenario as the writer was a professor in the University of Washington.

Further the research paper of Susanne Kraft (2006) which means translated *Tasks and functions of adult education - Challenges and perspectives of a further professionalization in adult education* with the original title "Aufgaben und Tätigkeiten von Weiterbildner/innen - Herausforderungen und Perspektiven einer weiteren Professionalisierung in der Weiterbildung" published by the German Institute of Adult Education, was studied in detail. Kraft outlined in her paper the special challenges of professionalization within a growing and widespread field of adult education opportunities in Germany.

Additionally the book *Theory and praxis of adult education* written by Roswitha Peters was used as a basic lecture. The original title "Theorie und Praxis in der Erwachsenenbildung - Ansprüche und Realitäten" was published by Bertelsmann in 2004 and segregates important terms like qualification and competency. It also relates the historic development and milestones of adult education in Germany.

## **Providers of Adult Education in India**

1. Government departments: various ministries are involved in providing adult education in India which is as follows: human resource development, tribal welfare, rural development, health welfare, social justice and empowerment, tourism industry, food preservation, agriculture, women and child development, Textiles etc.
2. Academic institutions: academic staff colleges, university department of adult continuing education, community Polytechnics, community colleges, Open University and national institute of open learning.
3. Non- governmental organizations: YMCA, Ramakrishna Mission, Bharatiya Vidya Bhavan, Pratham, Vivekananda Kendra, DAV, and other Indian and international NGO's.
4. Business organizations: NIIT, APTEC etc.
5. Professional associations: medicine, engineering, agriculture, adult education etc.
6. Mass media: Television, Gyan darshan, Radio, FM Channel,- Gyan Vani

## **Adult Education Functionaries in India**

There are various adult education functionaries working in India at various levels. Every adult education program becomes a very difficult task because of the sheer population of the country. Therefore, there has to be adult education functionaries at all levels to ensure smooth working of the program. These functionaries are as follows:

- Director, deputy director, assistant directors, project officers, Preraks (facilitators) assistant Preraks, supervisors, mandal coordinators, area coordinators and educators (volunteers) etc.

These are all adult education functionaries. They all have different prescribed qualification depending upon the level they work.

## Prescribed Qualification of Adult Education Functionaries

In India adult education functionaries are working at various levels. There are various functionaries; therefore, the prescribed qualification varies from high school (10+2) to higher education (i.e. graduation and post graduation further depending upon the level the functionary is working on) and experiences. Other than education, knowledge like computer functional knowledge, area and community knowledge and soft skills are also required, again depending upon the level the functionary is working on.

Serial number	Rank at which the functionary works	Prescribed Qualification
1.	DIRECTOR	Ph.D with minimum 10 years of experience
2.	DEPUTY DIRECTOR	Ph.D with minimum 10 years of experience
3.	ASSISTANT DIRECTOR	Master degree or higher. Preferable Ph.D with 5 to 10 years of experience
4.	PROJECT OFFICERS	Graduation
5.	PRERAKS (Facilitators)	Graduation
6.	ASSISTANT PRERAKS	10+2 and higher
7.	CONSULTANTS	Master degree with 3 to 5 years of experience
8.	MANDAL COORDINATORS	Graduation and above
9.	SUPERVISOR	Post Graduate
10.	EDUCATORS(VOLUNTEERS)	10+2 and higher

## Prescribed Competencies

Prescribed competencies are the competencies which an adult education functionary is expected to have for successful and effective consummation of any adult education program. These competencies are as follows:

- Knowledge of the subject
- Training management
- Assessment and evaluation of learning
- Motivation and counseling
- Personal and professional development.
- Adult educator's reflection on his or her own performance
- Supporting a learning environment
- Taking student's prior learning into account.

## **Sources of Training**

Many organizations are involved in training programs for all levels of functionaries. Directorate of Adult Education, Directorate General of Employment and Training, Industrial Training, Teaching Training Programs, DIET, National Institute of Rural Development, NGO's like Bharat Gyan Vigyan Samithi, Society for Participatory Research in Asia (PRIA), IGNOU and other open learning institutes are some of the organizations that are involved in training programs for the functionaries.

Then there also some international organizations involved in the training process of the adult education functionaries who are as follows: UNESCO, WHO, UNDP etc. They also conduct training programs for fieldworkers and program managers along with teaching training programs. They also carry out workshops for functionaries to decide on content area and further training methodology.

## **Role of State Resource Centers (SRC's)**

State Resource Centers provides academic and technical resource support and training to literacy programs and its functionaries. These centers functions under NGO's and Universities.

The functions of State Resource Centers are:

- Material Development for Adult Education and Training
- Organizing Training Programs and Training Literacy Functionaries
- Production and Publication of Adult Education Materials
- Carrying out Innovative Projects, Research Studies and Extension Activities
- Evaluation and Monitoring of Projects

Training at state resource centers are carries out at three levels which are follows:

- Training of MASTER TRAINERS
- KEY RESOURCE PERSON
- VOLUNTEERS

## **Methods of training and duration**

There are various training methods used. The prominent ones are Direct Training Method developed by UGC in 1980 and Participatory Method developed by NGO's. In direct training method the student volunteers and non student participants are trained. Student volunteers are trained for 10 hours whereas non student participants are provided with 70 hours training. A refresher course is also organized for 10 hours which needs to be done in every six months.

Participatory method focuses on experiential learning and people's participation in building one's future. PRIA played a key role in developing this method. This method does not just focus on literacy or knowledge but on skill development, awareness and improving internal competencies. Three phase training is organized in this method. In first phase 8 days long training program is held which is residential program. Second phase is 4 months long program while third phase is about assessing what one learnt during the first and third phase.

**By exposing the functionaries to trainings helps them in effectively filling up the gap between prescribed competencies and possessed competencies.** Following are the competencies which are acquired by the functionaries after going through the training program.

Therefore, **the POSSESSED COMPETENCIES** after going through a training program are as follows:

- Building aptitude for work
- Brings change in attitude
- Develops and promotes required competencies and skills to perform functions effectively
- Creates awareness
- Develops self confidence
- Reviews and improves performance
- Infuses innovation.
- Knowledge of the subject
- Training management
- Assessment and evaluation of learning
- Motivation and counseling
- Personal and professional development.
- Supporting a learning environment
- Taking student's prior learning into account.

## Providers of adult education in Germany

1. Government departments: Many ministries are involved in adult education in Germany as well which are ministry of finance; ministry of work and social affairs; ministry of education and research; ministry of family affairs, youth and women; ministry of economy and energy, ministry of economic cooperation and development
2. Academic institutions: adult education centres (Volkshochschulen), Universities, Colleges of higher education, BIBB (Public Institute for vocational training
3. Non-governmental organizations: ) DEAE (German evangelical working community for adult education), DGfE (German association for educational sciences), German association for scientific education and distance learning, German institute for adult education (Leibniz – Zentrum for lifelong learning), catholic federal partnership for adult education
4. Business organizations: a lot of companies and employers provide adult education to their employees, for example BMW, Barmer, Vattenfall, German federal armed forces and many more.
5. Professional associations: In Germany all professional associations are involved in adult education.
6. Mass Media: Television, world wide web, radio, print media

## Prescribed Academic Qualifications

To become an adult educator in Germany a university degree or similar\* is the one and only qualification which is accepted. The subject of study in which the degree was certified plays a marginal role. Adult Education is the usual subject for becoming an adult educator, but it is also possible for example to become an expert in economical sciences first and during work as employee in an supporting company share the specific knowledge as kind of adult educator in this company. In that specific case having the degree in adult education can be useless, as if the adult educator does not possess expertise like technical know-how for example. So there are two ways to become an adult educator in the company BMW:

1. Study Adult education first and doing trainings for getting the technical or economic know-how afterwards
2. Study a technical or economic subject and doing a training in adult education afterwards

\*A degree of a college of higher education is also accepted.

## **Prescribed and Possessed Competencies**

To refer to the already mentioned definition of competencies of Peters, competencies in general depend on the adult educator himself and those competencies are as different as the applicators are. The only option to compare two countries seems to compare a categorization of such competencies. In the German paper "Erwachsenenpädagogische Grundqualifikationen" published in Kraft 2006 five competency sections for adult educator were described, which are corresponding translated as

1. Personal competencies
2. Social competencies
3. Didactic and educational competencies
4. Methodical competencies
5. Society and institutional competencies. (compare Kraft, 2006)

## **Sources of Training**

As competencies vary among adult educators themselves there are a whole lot of providers for trainings. Training in general is a free option to all adult educators, because it is not necessary. The qualification for being employed as adult educator is just the university degree (or similar), trainings often are used to improve special useful skills, which may increase the chances to get any higher position. Usually any training is provided by private company or intern providers which are as follows: LVQ Business Academy, International School of IT Security, HFH Hamburg Distance University, SGD, Poko-Institute, Wonerow-Training, DemosGmbH, and many more.

## Conclusion/Findings

The study presents a better understanding of the scenario of competencies that are expected by an Adult Education functionary to have in India and Germany. There are various factors that influence the difference of adult education practices in these two countries. Population is one major factor. India's population is about fifteen times that of Germany's. Also, Germany is a developed country with a very high standard of living, whereas, India is a developing country with a very high level of illiteracy among people even today.

Both the countries have some degree of similarity in some areas like the providers of Adult education in India and Germany are pretty much same.

However, when it comes to the functionaries of Adult Education, there is a big difference. **Adult education functionaries work at various levels in India. Therefore, they are different prescribed qualification for various functionaries. In Germany, they have minimum qualification criteria. A person has to have a graduation degree in order to work as an adult educator.**

The prescribed qualification of the adult education functionaries in India is not uniform. They vary depending upon the level or rank at which the functionary works, whereas, in Germany, being a graduate is enough to work as an adult education functionary.

Prescribed competencies and possessed competencies of the functionaries are also different in both the countries. **It is obvious because the social, cultural, political and economical situation in these two countries is very different. These things greatly influence the method of working. Therefore, the competencies which should be there in an adult education functionary should be in-sync with the social behaviour of the people and the social behaviour of the people of these two countries have great dissimilarities.**

**Training is an important part of building or increasing competency in India, whereas, in Germany, training is not mandatory and depends on the adult educator's personal choice.** Also the providers of training in these two countries are different.

Adult education is a very important part of human resource development in Germany and India. Both countries have been engaging in adult education practices since long. India as well as Germany has different competencies of adult functionaries depending upon the needs of the respective target groups of these two countries.

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