CHAPTER-I

HISTORICAL BACKGROUND
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The land, Manipur, has been situated in the North Eastern part of India. She has been bounded by the neighboring states of Nagaland on the north, Mizoram in the South, Assam in the West and in the East by a foreign country called Myanmar. A map of the state is shown in Figure No. 1 at page No. 2 for purpose of easy reference.

The state is classified into nine districts for administrative convenience. The districts are Bishnupur, Chandel, Churachandpur, Imphal East and West, Senepati, Tamenglong, Thoubal and Ukhrul. Out of these nine districts Bishnupur, Imphal West, Imphal East and Thoubal are in the valley and the remaining five districts are in the hills.

The state has been populated by 22,93,896 persons of which 11,61,952 were male and 11,31,944 female according to 2001 census. Imphal West has the highest population amongst all other districts. The population of Imphal is 4,44,382 of which 2,21,781 are male and 2,22,601 are female. The district wise population of the state along with the population of tribal’s is given in Table No. 1 page No. 3. Out of these the total number of tribal’s of Imphal west were 21,118; of which 10,478 were male and 10,640 were female according to 2001 census.¹

<table>
<thead>
<tr>
<th>District</th>
<th>Population</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukhrul</td>
<td>65,797</td>
<td>68,696</td>
<td>71,433</td>
</tr>
<tr>
<td>Thoubal</td>
<td>2,74</td>
<td>2,200</td>
<td>2,274</td>
</tr>
<tr>
<td>Tamenglong</td>
<td>52,329</td>
<td>54,020</td>
<td>53,849</td>
</tr>
<tr>
<td>Senapati</td>
<td>61,785</td>
<td>1,22,791</td>
<td>1,37,073</td>
</tr>
<tr>
<td>Imphal West</td>
<td>10,640</td>
<td>10,478</td>
<td>11,198</td>
</tr>
<tr>
<td>Imphal East</td>
<td>12,330</td>
<td>12,32</td>
<td>12,712</td>
</tr>
<tr>
<td>Churachandpur</td>
<td>1,05,480</td>
<td>1,07,267</td>
<td>1,10,632</td>
</tr>
<tr>
<td>Chandrakhanpura</td>
<td>54,877</td>
<td>54,692</td>
<td>54,392</td>
</tr>
<tr>
<td>Bishnupur</td>
<td>3,079</td>
<td>3,064</td>
<td>3,143</td>
</tr>
</tbody>
</table>

The population of Bishnupur district is 2,08,368 according to 2001 census. It consisted of 1,04,550 male and 1,03,818 females according to 2001 census. Out of this total population of the districts 6,143 were tribals consisting of 3,064 male and 3,079 female².

The number of literate persons according to 2001 census for Manipur is 13,10,534. The number of literate persons for Bishnupur and Imphal West districts, according to, 2001 are 1,19,823 and 3,11,238 respectively. The literacy rate for districtwise of the state according to 2001 census is given in Table No.2 at Page No.4.

**TABLE-2**

**THE DISTRICT-WISE LITERATE POPULATION OF THE MANIPUR ALONG WITH ITS LITERACY RATE**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>MALE</th>
<th>FEMALE</th>
<th>PERSONS</th>
<th>LITERACY RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISNUPUR</td>
<td>70,507</td>
<td>49,316</td>
<td>1,19,823</td>
<td>67.6</td>
</tr>
<tr>
<td>CHANDEL</td>
<td>33,147</td>
<td>24,313</td>
<td>57,460</td>
<td>56.2</td>
</tr>
<tr>
<td>CHURACHANDPUR</td>
<td>78,871</td>
<td>60,209</td>
<td>1,39,080</td>
<td>70.6</td>
</tr>
<tr>
<td>IMPHAL EAST</td>
<td>1,45,377</td>
<td>1,10,579</td>
<td>2,55,956</td>
<td>75.4</td>
</tr>
<tr>
<td>IMPHAL WEST</td>
<td>1,71,996</td>
<td>1,39,242</td>
<td>3,11,238</td>
<td>80.2</td>
</tr>
<tr>
<td>SENAPATI</td>
<td>46,922</td>
<td>33,585</td>
<td>80,507</td>
<td>59.8</td>
</tr>
<tr>
<td>TAMENGLONG</td>
<td>34,329</td>
<td>22,490</td>
<td>56,819</td>
<td>59.2</td>
</tr>
<tr>
<td>THOUBAL</td>
<td>1,22,109</td>
<td>79,993</td>
<td>2,02,102</td>
<td>66.4</td>
</tr>
<tr>
<td>UKHRUL</td>
<td>50,208</td>
<td>37,341</td>
<td>87,549</td>
<td>73.1</td>
</tr>
</tbody>
</table>

*Source: Census of India 2001; Final population total (excluding 3 sub-division of Senapati district)

2. Ibid. P.3.
With the imparting of Western Education in Manipur in 1885 by establishing one Middle English School, the pace of progress of education was rapid in the post-independence period. This had been evident with the increase in the rate of literacy from 11.4 in 1951 to 70.5 in 2001.

The increasing rate of literacy from 11.4 in 1951 to 70.5 in 2001 had been resulted from the efforts made by the Government, private bodies, voluntary organizations and contributions from Manipur University. It was not the effort of one agency only which came to such a height. It surpassed even the national rate of literacy which was 64.8 only according 2001 census report³.

The government contributed in increasing the rate of literacy by establishing institutions of varied types. The number of schools were 4048 and the number of colleges were 74 according to 2001 census. It included 13 professionals according to 2001 census⁴.

Along with the number of schools and colleges the state had two universities; of which one was central and other was state. However, in 2005 the state University was upgraded to Central University. The state had now, during the period under study, two Central Universities. The universities were the Central Agriculture University at Iroisemba and the Manipur University at Canchipur. Further, the state had also one Regional Institute of Medical Science for the North-Eastern Region at Lamphel and one Institute called

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3. Ibid P. 260
4. Ibid P.106
the Manipur Institute of Technology which had been upgraded from the former
government polytechnic. The establishment and existence of these institutes
had also its impact in gearing up the rate of literacy.

Along with the establishment of various institutions, the Government
of Manipur started Adult Education Programme in the name of Social
Education since 1955. Accordingly, Thoubal Community Development Block
was opened with 61 Youth Centres and 160 adult learners during 1954-55. The
number of centres were increased through the opening of ten more centres
by 1955.

A separate Directorate of Adult Education was established in 1980 by
the Government of Manipur. Before the establishment of this separate
Directorate, Adult Education was under the Directorate of Education in the
name of social Education and Community Development Project in 1962. As
such, with the establishment of a separate Directorate proper shape of Adult
Education has taken place in Manipur.

With the establishment of a separate Directorate adult education
centres were opened at Imphal, Senapati, Chandel, Jiribam, Kakching khunou
and Ukhrul under Rural Functional Literacy Programme from 1982 to 1991
and the number of centres were 9616 during this period. This was made with
the formation of a District Literary Society with Deputy Commissner as
Chairman.

Along with this project another project on State Adult Education was opened at Thoubal, Tamenglong, Ukhrul and Wangoi. The Directorate had also taken up voluntary agencies project for implementing adult education programmes. The number of centres under these projects were 12880 and the number of learners who were made literate were 125796.

From 1991 to 1996 number of adult education centre which was opened under the Rural Functional Literacy Programme and State Adult Education Programme (SAEP) could not have continued due to shortage of fund. In 1996 some centres were under SAEP at Awang Phoijing, Heirok, Bishnupur, Tamenglong and Ukhrul with an enrolment of 11040 learners.

The Directorate planned to implement Total Literacy Programme during 2000-2001. For implementing the programme, survey was made in all the districts of Manipur and the programme was implemented at Khetrigao constituency. The number of enrolment were 1340 including 84 male and 1256 females. The achievement was that 885 persons against 1340 were made literate. It included 38 male and 847 females. It was rather a crash programme.

After the Total Literacy Campaign (TLC) crash programme in Khetrigao constituency no programme either for eradication of illiteracy or continuing education programme was taken up by the Directorate of Adult Education of the Government of Manipur except the observance of International Literacy Day. However, One day seminar on TLC and continuing education programme was organised on 4th August 2002.

For eradicating illiteracy the Directorate of Adult Education formed the District Literacy Society (DLC) and accordingly, grant in aids were given by the National Literacy Mission for implementing Total Literacy Campaign (TLC) on shared basis with the Government of Manipur. Accordingly, with the handing over of the responsibility for eradicating illiteracy through T.L.C. to the District Literacy Society with the Deputy Commissioner of the respective Districts as Chairman in 2001 progress was made. As reported there were an enrolment of 243078 adult learners and one of this enrolment 221880 completed primer I and 125727 completed primer III.

A number of voluntary Organizations made their effort at individual and organizational level for implementing adult education programme in Manipur. The Voluntary Organisations were the Manipur Rural Institute Society, Tera Bazar; the Manipur Vocational Institute, Mekola Bazar; the Rural Development Organisation, Lamsang Bazar; the Manipur Adult Education, Association, Keishampat; the Rural Development Society, Wangjing; the Wajing Women and Girls Soceity, Wangjing; the Citizen Volunteer Training Centre, Palace Compound; the Manipur Schedule Caste Welfare Association, Phayeng; the State Resource centre, Hapta and South Eastern Rural development Organisation, Sangai Yumpham.

Efforts had also been made by the Department of Adult Continuing Education and Extension of Manipur University was established in 1986 for eradication of illiteracy. The Department with hundred percent financial

assistance by the University Grants Commission at the beginning. And later the Government of Manipur borne the financial liability in the said Department in 1996. Since 1992 the Department had taken up various programmes including eradication of illiteracy through TLC, Continuing and Extension Education Programmes for the neolitrates, short term Certificate courses and regular teaching programmes of diplomas and degrees along with research works.

By opening Directorate of Adult Education, the Governments of various states and by establishing Department of Adult Continuing Education and Extension at various Universities in the country. Adult Education had its own long historical background dating back to the early part of Post independence period. It was resulted from the contributions of various political parties, governments and voluntary organizations.

It was believed that the period of Ancient Indian education extended from 2000 B.C. to 1200 A.D. During this period, various educational systems had been developed in terms of social and philosophic relevance. However, it could be stated that India had a long tradition of mass education, which centered round social and moral issues. A variety of methods, mostly oral were used for these purposes by the saints and sages, story tellers and folk artistes. The primary objective was to educate people by making them conscious of this moral and social obligations⁹.

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9. Ansari, N.A. : Adult Education in India; S. Chand & Company Ltd., Ram Nagar, New Delhi - 110055, p.3.
The sages and saints played a key role in mass awakening and moral and social development of the people. These forces and traditional institution were considerably weakened after the advent of British rule in India for obvious reasons. The British brought about the total changes in the administrative system in the country. There were political, social and economic changes which had their impact on the state of education of the period.

It was reported that in 1836 the percentage of literacy in the country was only 06. In this regard the Indian Education Commission of 1882-83 strongly recommended that the night schools in Bombay, Madras and Bengal be extended to all the provinces in India. Perhaps the emergence of night classes in England in the wake of Industrial Revolution had an impact on India. The emergence of Jail school was another important feature during the period. The Lucknow and Sultanpur jails in Uttar Pradesh and the cooperative movements provided a useful base for starting adult literacy classes in different parts of the country.

The formation of popular ministries in the provinces in 1937, gave Adult Education not only a new life but orientation. The state governments governed by the Congress party accepted adult education as a state responsibility. The movement of adult literacy which began in the provinces in 1937 involved the entire country where the Central Advisory Board of Education at its meeting held in December, 1938 appointed a committee to consider the question of adult education and the training given in teacher

10. Ibid. pp. 3 & 4.
training school. The period from 1937 to 1942 witnessed increase in the stature of adult education in India. The number of adult education classes organized was nearly 1.9 lakh with an enrolment of over 76 lakh, of which over 29 lakh were literate\(^\text{11}\).

During the second World War (1939-45), adult education work of the Army was expanded and the concept of education was widened to give the soldier a knowledge of why he was fighting, where he was to fight, whom he was to fight and the means with which he would fight. In short, functional literacy in some ways or other was given in those days in some countries of the world.

The most notable event of this period, which had an impact on the future development of the adult education movement, was the foundation of the Indian Adult Education Association. The Delhi Adult Education Society which came into being in 1937 had done good work in Delhi. The Delhi Adult Education Society took the initiative to organize the first Indian Adult Education Conference in 1938.

The second conference which was held in 1939 decided to establish the Indian Adult Education Association. The Association set out to do things through its conferences where the collective wisdom and experience of field workers were available and to publish a journal called the Indian Journal of Adult Education, which was started in 1940.

The period from 1942 to 1947 was a period of difficulties for adult education. The literacy coverage declined nearly to half. Compared to the previous years there were only 1.31 lakh centres, in which 15 lakhs adults were made literate. Expenditure was cut down in all departments except Defense on account of the out break of World War II.

The post-independence era, from 1947 saw the gradual emergence of the broader concept of adult education. The Association aimed at enlarging and improving the content and quality of life through education as a continuous and life long process. The Central Advisory Board of adult Education at its 14th meeting held in January, 1948 regarded adult education as an imperative. This concept was further developed by Maulana Abdul Kalam Azad, the then education Minister, who termed it as social education. It was his view that the programme of adult education, which was mostly confined to removal of illiteracy should be invested with a wider objective of making adult responsible citizens in the new emerging society. The conceptual development of adult education as social education was approved in the 15th meeting of the Central Advisory Board of Education at Allahabad in 1949.

When the Community Development Programme was launched in 1952, Social Education became a part of this programme Two workers including one male social education organizer and the other lady social education organizer were appointed as members of the block level team of extension officers. When a number of blocks constituted ‘a project’ a chief Social

Education Organiser was appointed at the project level. The male and the female social Education Organisers worked under the administrative control of the Block Development Officer.

An important step in the field of Adult Education was the establishment of the National Fundamental Education Centre, the precursor of the present Directorate of Adult Education in 1956. Its function included training and orientation of key personnel, experiment in preparation of material, conducting research and evaluation and acting as a clearing house of ideas and information in adult education.

Another significant attempt made during the first plan period was to bring Adult Education within the university set-up. The first format to set up a full fledged Department of Adult Education was made by the University of Delhi in 1950, when a resolution to this effect was passed by the University Court at the initiative of Shri S.C Dutta. The proposal, in principle was accepted by the Academic and Executive Council of the University. Further, a paper on ‘Adult Education’ was included as one of the optional papers for B.Ed. Thus, the first formal initiative to bring Adult Education within the university set-up was made by the Indian Adult Education Association (IAEA).

During the Second Five Year plan Social Education was recognized in the National Extension Services and Community Development Programme of the Social Welfare Extension Projects and other Development Programme.
The fund allocation for social education in the second plan was about rupees 15 crore only. This included rupees 10 crores in the National Extensions services and Community Development Programmes. The plan clearly stated that social education, besides literacy included health, recreation and home life, economic activities and citizenship training. Plans of various states also provided for the opening of literacy and social education centres, training of social education workers and organizer, opening of libraries, publication of literature, audio-visual education and establishment of Janata Colleges\textsuperscript{13}.

During the Third Year Plan the appointment of Education Commission in 1964 under the chairmanship of Dr. D.S.Kothari was one of the most significant events of reaching importance to Adult Education. The second was the conference of Vice-Chancellors in Bhopal in 1966 to consider the role of University in Adult Education and the setting up of the Indian University Association of Continuing Education. It emphasised the importance and recognition of Extension as the third dimension of the University system. The third was the report of the Planning Commission panel on Social Education in August 1963, and Panel on Literacy among Industrial Workers\textsuperscript{14}.

The Government of India appointed an Education Commission in 1964. The Commission which submitted its report in 1966 recommended a nation wide campaign to end illiteracy within 20 years. It also recommended the setting up of a National Board of Adult Education and if further recommended

\begin{itemize}
\item \textsuperscript{13} Dutta S.C.: History of Adult Education, Indian Adult Education Association, New Delhi 1986, p. 70.
\item \textsuperscript{14} Ibid., P. 82.
\end{itemize}
that voluntary agencies working in the field of adult education, should, be
given financial and technical encouragement.\footnote{Ibid., P. 86.}

In the meantime, the Indian Adult Education Association in
collaboration with the Rajasthan University convened a conference of Vice-
Chancellors of the Universities on Adult Education in Bhopal in July, 1966.
The conference decided to set up an organization with the objective of
arousing the Universities of India to the need of undertaking adult education
work and to persuade them to establish separate department for the purpose.
It was also decided that the purpose of organization would provide a clearing
house for discussion and exchange of ideas and experience by universities at
present conducting extension programmes and would co-operate with the
Inter-University Board and University Grant Commissions for the promotion
of University Adult Education.

The fourth plan recognized that widespread illiteracy was a real
handicap in the way of both economic and social development. Therefore,
the plan, proposed to launch a mass adult literacy movement which should
help increase production of both in the factory and in the farm and if further
added that adult literacy would need to be made functional in character and
link up with the work and life of the people so that it could serve as a tool
for rural development. The plan also suggested the setting up of a National
Adult Education Board and corresponding State Boards. The linking of
literacy with economic and social development was sought to be achieved
through the launching of the programme of Farmer’s Training and Functional Literacy in 1968\textsuperscript{16}.

The fifth plan clearly emphasised the need to develop and explore fully the potentialities of Adult Education for economic and social development. It stated that “for this purpose adult education should be linked effectively with key national task like elementary education, co-operation etc”. The plan proposed “to extend and expand the Farmer’s Functional Literacy Project, to start a network of village and block libraries to support the programme of adult education and functional literacy, to promote extension education for occupational adjustment and personal development through the universities, to bring educational institutions into the programme of adult education through the National Service Scheme and to make the Nehru Yuvak Kendras focal for informal education. The educational strategy in the fifth plan was built on the assumption that formal and non-formal Education should be correlated and integrated”\textsuperscript{17}.

The Sixth Five Year Plan had laid emphasis on minimum essential education for all citizens, irrespective of their age, sex and residence. The approach to achieve this objective was to be characteristic by flexibility, inter-sectoral co-operation and inter agency coordination. Technocracy was to be adopted as the major instrument for the spread of literacy, numeracy and practical skills relevant to the economic activities of the people concerned\textsuperscript{18}.

\textbf{It would be supported by post-literacy continuing education through a network

\textsuperscript{16} Ibid., P. 91.
\textsuperscript{17} Ibid., P. 18.
\textsuperscript{18} Ibid., P. 114.
of rural libraries as well as instructional programmes through mass communication media, particularly after the INSAT was launched in orbit. Non-formal education for adults, particularly in the productive age-group of 15 to 35 years, was to receive priority in the sixth plan.

Adult education was also included in the Prime Minister's 20-point programme, the lot of the weaker sections like women, scheduled castes, scheduled tribes and agricultural labourers as well as slum dwellers was to be given top priority. Voluntary agencies which had shown a great capacity to innovate effectively were to be involved in the implementation of the programme.

One of the most ambitious and revolutionary Adult Education Programme was launched on October 2, 1978, with the object of providing adult education to ten crore adults in the age group of 15 to 35 within five years. This nation wide programme sought to enable majority, of our active citizens to play a positive role in bringing about social, economic and cultural changes so that social justice and equity could be achieved. It also sought to enable the bulk of our population to play an effective role as citizens of this country and to participate in various developmental programmes. The National Adult Education Programme had three main components namely, awareness, functionality and literacy.
In October, 1979, a Review Committee under the chairmanship of Dr. D.S. Kothari was appointed to review the working of the NAEP and to recommend changes for better implementation\textsuperscript{19}. After considering all aspects of the question the Review Committee recommended, that persons of age group 15 to 35 should be covered in the shortest time possible by a programme of adult education. Nothing should be done to weaken the momentum generated in the community for the programme. The NAEP was to be continued, and steps were to be taken to radically modify and strengthen the programme.

Another feature of the programme was that university and college students were to be involved in spreading universal elementary education to the non-school-going-children and help them getting admitted in primary school or non-formal education centres. They would also organise remedial coaching classes for the needy and academically under privileged children of the society. It was considered that it would reduce illiteracy.

On the other hand, the University Grant Commission had also been assisting the Universities and Colleges for participation in the extension programmes. It emphasized that universities should realize the need for carrying knowledge and skills to the people in all walks of life and accept service to the community as one of the most important responsibilities. This would help in making the courses relevant and teaching meaningful and also would enable the students to know the reality in which most of our countrymen and women live.

\textsuperscript{19} Ibid., P. 116.
In the words of the University Grant Commission if the university system has to discharge adequately its responsibilities for bringing about development and change it should, while accepting extension as the third important responsibility, give it the same status as it has given to teaching and research. The extension work by students and teachers should also be given due recognition while determining their overall merit.

During the period a number of programmes like Rural Functional Literacy Project (RFLP), State Adult Education Programme (SAEP), Nehru Yuvak Kendras, Non-Formal Education for Women and Girls, Shramik Vidypeeths, Central Board of Workers Education, Functional Literacy for Adult Women and Post Literacy and follow up programme were taken up in the country.

During the Seventh Five Year Plan, eradication of adult illiteracy and development of a programme of continuing adult education was emphasized as a thrust area. The task of covering all the illiterate in the age group 15-35 years by 1990 was considered as a formidable one. The strategy to achieve the goal could only be through a mass movement involving social institution, voluntary organization, students-teachers’ employees and the community. As a part of the post literacy and follow-up services, short duration condensed training courses were to be organized for upgrading skills of the neo-literates and for increasing their awareness of various social events. It also emphasized

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citizenship education including adult education, as a part of the entire education system and were to be specially promoted.

During the Eight Five Year Plan the NPE (National Policy of Education) and the Programme of Action (POA) envisaged that Adult Education Programme (AEP) would cover four crore illiterates by 1990 and another six crore by 1995. With the launching of the National Literacy Mission (NLM) in 1988, the targets were reformulated and strategies recast21. Accordingly three crore illiterates were expected to be covered by 1990 and five crore by 1995. The strategies for Rural Functional Literacy Programme, the post-literacy, and the teaching learning process were modified. New strategies like area specific and time bound approach to hundred percent total literacy, massive participation of non-governmental organizations and students; and effective utilization of traditional and folk theatre forms in literacy work were evolved by 1991-92. The post-literacy programme was institutionalized in the form of 3200 Jan Shikshan Nilayam (JSN). Apart from the introduction of Improved Pace and Content of Learning (IPCL) method, which reduced the duration of learning from 500 to 200 hours, the Scheme of Shramik Vidyapath (SSV) was reviewed. It suggested a need for expansion of the scheme to a number of states.

Resource centres were increased from 19 to 20 during the Eight Plan Period. A National Institute of Adult Education (NIAE) was set-up in January,

1991 to augment the technical and academic resource support of adult education and to undertake quality and evaluation studies.

During the Ninth Five Year Plan the main objective was to make 100 million adults in the age-group 15 to 35 literate by 1998-99\textsuperscript{22}. The thrust of the strategy included, decentralization and de-segregation planning and implementation, devolution of authority of State Literacy Mission Authority; of empowerment of local bodies, particularly the Panchayati Raj Institutions so as to make adult education a people's programme; reduction of disparities between males and females; and urban and rural areas; convergence of various programmes and evidence of parallel management and administrative structures; emphasis on skill development to promote income generation capabilities among adults; and utilization of different media for motivational purposes and for widening the reach of literacy programmes.

For the universities during the Ninth Plan Period, the major thrust areas were: (i) Accepting the philosophy of continuing education as part of the total education programme of the institution so that the management, the teachers and the students are fully involved in continuing education, extension education and field work based on community out-reach programmes as mentioned in the introduction; (ii) Bringing closer integration between formal and non-formal education and out of school learning processes; (iii) Reaching out of the larger sections of adults through the university system, and especially the deprived group for the purpose of equalization of educational

\textsuperscript{22} Ibid., P. 116.
opportunities; (iv) Enriching the learning process of faculty and students through exposure to community needs, problems, issues and reaching out to socio-economic and cultural groups; (v) Making educational content relevant to the learner’s needs and giving feed back to the university for curriculum reforms, based on the experience gained by such interaction with the larger community of people, learners and employers and promoting learner central learning process, particularly in preparation of learning materials and (vi) Attending to major development issues like: a) Adult literacy, drop-out from school, non-enrollement in primary schools, failures etc. etc. b) Bonded labour, child labour, street children; c) Ill health, poor nutrition, sanitation, portable water and environment problems; d) Gender issues with a stress of gender equity and e) Family life education, population education, drugs etc. etc.

During the tenth plan period the thrust areas for the universities were (i) the acceptance of the philosophy of continuing education as a part of total education programme of the institution; (ii) integration between formal and non-formal education and out of school learning processes; (iii) reaching out to the larger sections of adults through the university system and specially deprived groups for the purpose of equalization of educational opportunities; (iv) enriching of the learning process of faculty and students through exposure to community needs, problems, issues and reaching out to socio-economic and cultural groups; (v) attending to major issues relating to the National Literacy Mission, bonded labour, child-labour, street children, health

23. Guidelines For Department/Centre for Adult Continuing Education, Extension Work and Field out reach; University Grant Commission, New Delhi, 1997 pp.6-7.
conditions and issues on drugs and AIDS/HIV, nutrition, sanitation, environmental issues, gender issues with stress on gender equity, human rights education, consumer rights issues, communal harmony and culture integration, self-employment generation and use of technology appropriate to the society; (vi) development of the discipline of Androgology/Adult and Continuing Education and Extension; (vii) research for the development of theory and conduct of action research/operational research; (viii) introduction of courses offered on campus, off campus, on-line and through e-learning; (ix) development of course linked specifically to business and industry which would include work ethics, work culture and preparation for the changing world of work; (x) development of a range of credit courses at the undergraduate and postgraduate levels leading to an associate degree in Continuing Education and (xi) Extension and Field Outreach to focus on: (a) continuing education programmes at the grass root level through the Continuing Education Centres (CECs) of the National Literacy Mission and through the National Institute of Open Schooling and State Open School; (b) communal harmony and peace education; (c) human right and rights of vulnerable groups; (d) environmental issues; (e) panchayats and development issues and (f) health education for the community and through the Health Care Centre of the University etc. etc.24

The University of Manipur on the other hand, which was once JNU Centre and later a State University and now a Central University had also contributed in the field of adult education by establishing a Department of

Adult Continuing Education and Extension in 1986 with 100 percent financial assistance from University Grants Commission (UGC). With its establishment for implementation of 20 point programme of the Government of India the Department had been consistently implementing various programmes as per guidelines of the University Grant Commission.

The Department, at the first instance, developed Literacy and Numeracy Primers and published it as learning materials. This was done along with the opening of adult education centres under Centre and Area Based Approach programmes for eradication of illiteracy. In short, the implementation of programme was programme based as sanctioned by the UGC from time to time and from plan period to another plan period.

The Department of Adult Continuing Education and Extension Manipur University took up the step of giving training to the Instructors selected as recommended by the village clubs and associations for opening adult education centres. Accordingly, adult education centres under the Centre Based Approach Programme were opened at Yairipok Bishnu Naha, Chajing, Andro, Khurai, Langthabal Chingthak, Langthabal Chingkha, Langthabal Khoupum, Tharoijam, Mongsangei, Phayeng etc.26

In 1992 the UGC sanctioned programme under Area Based Approach Programmes on Population Education Club, Continuing Education, JSN and Mass Programme for Functional Literacy for the Department of Adult

26. Source: Department of Adult Continuing Education and Extension, Manipur University, Canchipur.
Continuing Education and Extension Manipur University. Accordingly, the Department opened adult education centres at the villages of Dongsum, Jiribam, Thanga, Karang, Uchiwa, Langthabal Chingthak, Langthabal Chingkha and Langthabal Khoupum; each village covering four to five centres. Population Education Clubs were opened at 28 colleges of Manipur and Mass Programme for Functional Literacy was opened at 10 colleges of Manipur.

The Department surveyed the nine villages of Bishnupur district for implementing Total Literacy Campaign Programme in consultation with the Deputy Commissioner, Sub Deputy Collector, Block Development Officer, Fishery Department, Cooperative Department and Medical Department and Public Health and Hygiene Department of Bishnupur District. A public meeting was held at the Workshed of Ishok village in 1993 with the local volunteers, clubs, organizations, associations, Pradhans, Panchayat members, Nayai, Club secretaries, village chief and officials of various departments of the districts.

TLC Programme was taken up by the Department at the villages of Leimapokpam, Leimapokpam Khunpham, Maibam Keiran, Laurembam, Pukhrambam, Kakyai, Sanjenbam, Wahengkhuman and Terapokpi. For teaching 1000 illiterates the department selected 166 volunteers who were given seven days training at the University Campus. Massive efforts were made for eradicating illiteracy from these nine villages. The Department was about to declare Khunpham village totally literate but withheld because of certain inconviences.
One Janasikshan Nilayam Centre was opened at Khunpham and one Continuing Education Centre was opened at Waheng Khuman, photograph No. at Page No. had shown the opening of the course. Resource persons from various departments were involved in implementing the programmes. Various collaborative programmes were taken up at the villages and at the University not only with the State and Central government departments but also with other universities and voluntary organisations.

The Department had been making its effort through the dimension of teaching, research and extension for dissemination of knowledge, generation of new knowledge and application of knowledge in real life leading to further generation of knowledge and also implementation of programmes as emphasized. It was based on the 1988 University Grant Commission Policy Statement of Higher Education which stated that “If the University system has to discharge adequately its responsibilities to the entire education system and to the society as a whole it must assume extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority”

The Manipur University had opened the Post Graduate Diploma in Adult Education from the academic session, 2003 with an enrolment of 30 students. It was the first time in Manipur that such course was opened.

Photograph No.1 at Page No.30 had shown Inauguration of P.G. Diploma in Adult Education. In the same year another batch of Post Graduate Diploma was also enrolled with the same intake capacity. In 2004 the Department opened Post Graduate Course in Adult Education in Manipur University for the first time in Eastern Region of the Country. Till now Manipur University was one of the few Universities which opened Post Graduate Course in Adult Education in the country.

The enrolled students of Post Graduate Diploma and Post Graduate Course were the student-volunteers in the eradication of illiteracy through Total Literacy Campaign in the adopted villages of Langthabal Chingkha, Langthabal Chingthak, Langthabal Khoupum, Langthabal Mayai Leikai and Langthabal Makha Leikai of Imphal West District of Manipur.

In regard to Bishnupur District the volunteers were not the Post Graduate or Post Graduate Diploma course students. They were selected from the respective villages the local clubs, the local associations and organisations. They were selected after giving awareness through campaign and Public meetings. As such, there were 166 local volunteers who volunteered to teach these adult learners.

Field Work and Report was the compulsory paper in which eradication of illiteracy was the major objective in both the Post Graduate Diploma and Post Graduate Courses. During the field work the students of Post Graduate
Diploma of the first batch worked hard and could declare the Langthabal Chingkha village Totally Literate in 2003. The Declaration of the village as totally literate was for the first time in Manipur.

Further, the Department also opened Computer Literacy Course for the University community in November 2006 with an enrolment of 36 students. It included teachers, ministerial staff, research scholars and Post Graduate Students of various courses. The objective was to eradicate computer illiteracy from the university community.29

Research and Extension were other areas which was to be given emphasis as laid down by the guidelines of the University Grant Commission from VIIth to Xth plan period. Accordingly, the Department of Adult Continuing Education and Extension, Manipur University had been laying stress on it at the individual capacity. And, now the University of Manipur opened the Departmental Research Committee for the first time in the Department of Adult Continuing Education and Extension in November 2006. This was a landmark development in the history of the Department of Adult Continuing Education and Extension; the path of which was laid by opening Post Graduate course in the area.

Amongst other programmes implemented by the Department of Adult Continuing Education and Extension the investigator desired to make an indepth study on the aspect of Health Education and Neoliterates of the Imphal

29. Source: Department of Adult Continuing Education and Extension, Manipur University, Canchipur.
West and Bishnupur Districts of Manipur which had taken up as a follow up programme of Total Literacy Campaign Programme to the neoliterates of the adopted villages of Manipur.

Although all the programmes were equally important the Department had given stress on Health education or rather health promotion since collaboration between adult education and health education had always existed, particularly at the community level. There was a need for more conscious partnership between the two. Many orientation courses had been organised in relation to health by the department as a collaborative programme. Photograph No.2 at Page No.30 had shown orientation course on “enrichment of population education and reproductive health education” in 1996.

The study needed to establish grounds for such collaboration. The concept of health promotion, with its focus on intersectoral activity and learner empowerment, provided the ideal umbrella for a neo health policy as suggested in the Fifth international Conference on Adult Education in 1997. For Health promotion needed education to be effective. Knowledge and skills are needed to enable people to participate actively in health promotion. Ability to participate meant empowerment including the power of individuals, organisations and communities to support new approaches to health improvement.

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Photograph No. 1: Formal Inauguration of PG Diploma Course in Adult Education

Photograph No. 2: Orientation Course on Enrichment of Population Education and Reproductive Health Education
Combined strategies including education, training, advocacy and organisation building were needed if real empowerment was to take place. In this regard, the Department or the Directorate or Non-Government Organisations which had taken up health education needed to collaborate with the Medical Department, Medical Institution or health Centres in implementing the programme of health education. For, adult and health educators were to collaborate with each other. Public and private partnerships were needed to complement these approaches.

Policies could be effective only if they are implemented at several levels and with the support and participation of stakeholders. The promotion of health at all levels including local, national and global through an integrated approach could be imperative. But the complex interactions and growing international interdependence of our world could also work against the creation of supportive environments for health.

In this regard it was to be pointed out that if health promotion or rather health education was to be understood as empowerment, then it needed to involve the critical examination of social, cultural organisational and environmental conditions and their effect on health and disease. This included a careful analysis of changing health conditions and how they affect different sectors of the population.
Hence, the present study would explore whether the health education programme taken up so far had included protection of the environment and ensured sustainable use of resources, put a limit on the production of inherently harmful goods and substances such as tobacco, alcohol, drugs addictions; discourage unhealthy marketing practices; safegaurd individuals in the market place and work place and integrate equity focused health impact assessments into policy development.