CHAPTER-III

DEVELOPMENT OF ADULT EDUCATION IN INDIA

3.1. Adult education in India before independence

Education is the basis of the economic and cultural development of a country. The vast mass of people living in rural areas forms the majority of the population of the country. If they remain illiterate, no upliftment of the country is possible. These rural masses are mostly very poor. They are ill-fed, ill-sheltered, untreated in illness and are illiterate (Mishra, 2008). Though certain striking development parts of the globe during the 19th century, most of the significant development have emerged often the First World War, since then the concept of ‘Adult Education’ has been undergone constant changes over the years. The need for adult schools was then felt by the Indians. However, adult education as a part of social reform developed in the middle of 19th century. Christian Missionaries were the first to make efforts for bringing about social reforms in India. The Indian social reformers organized different educational and religious service in several parts of the country during the period.

One of the most significant adult education programmes was launched in 1912 by Sir, M. Visveswarya, the then Dewan of the state Mysore. Another significant feature of the adult education programme during the period was the emergence of jail schools. This experience was then spread to other provinces. During the period, Rabindranath Tagore stressed the importance of mass
education as a pre-requisite for national reconstruction. Under his patronage the Institute of Rural Reconstruction of Shantineketan organized a number of night schools in the nearby villages with the help of student volunteers.

With the notable announcement of the British Government in 1934 that only the literate could vote; the problem of illiteracy was seriously felt among the national leaders. They were then committed to make adults literate in order to achieve adult franchise. However, with the establishment of popular ministries in 1937, several states evinced keen interest and enthusiasm in adult literacy.

The first All India Adult Education Conference met in 1938 under the presidency of Late Dr. Shah Suleiman in Delhi and decided to set up a committee to review the adult education work in the country. The Third Conference of Indian Adult Education Association was held in 1942 where the association urged the government to establish an Adult Education Department at the centre. The Adult Education Conference held in 1946 requested the Central Government to set up a central Institute of Adult Education with qualified and trained staffs in order to implement a comprehensive scheme of adult education.

During the pre-independence period, adult education was confined to literacy only. Again, the infrastructural facilities and literacy work remained weak. On the other hand, literacy work could be considered one of the most important responsibilities of the government. However, the recommendations of different associations and conferences remained unrealized. They were gradually
turned to action and adult education achieved its mass character in the Post-
Independence Period.

3.2. Adult education in India after independence

The post-independence period was characterized by public enthusiasm for
nation building. Adult education was renamed as “social education” in 1948 by
the Union Education Minister; Maulana Abul Kalam Azad. He laid more
emphasis on the production of an educated mind among the masses. The Central
Advisory Board of Education approved the scheme of social education in
January, 1949 and discussed at the provincial education Ministers’ conference in
February, 1949 for its implementation by different State Government. Social
education showed significant achievement during 1950’s.

The concept of functional literacy emerged during 1950’s that is, third
and fourth plan periods. The emphasis on functional literacy was fully endorsed
by the fourth five year five. The Programme of Rural Functional Literacy was
associated with the establishment of National Board of Adult Education (1969),
Directorate of Adult Education (1971) and starting of non-formal education
programmes. In 2nd October 1978, the Government of India gave top priority to
adult education and formulated the National Adult Education Programme.

The Seventh Five Year Plan (1985-90) envisaged the programme for
training in functional skills, over and above literacy skills. The importance of
literacy was re-emphasized by the National Policy on Education 1986 and that
adult education would be a means for reducing economic, social and gender disparities. The POA (Programme of Action) announced a new National Programme of Adult Education (NPAE) which was to be a phased, time bound programme, covering approximately 40 million by 1990 and another 60 million by 1995. The NPAE was essentially a continuation of the then ongoing schemes of Rural Functional Literacy Projects (RFLP), State Adult Education Programmes (SAEP) and the programme of assistance to voluntary Agencies.

In pursuance of this commitment, the Government of India launched the National Literacy Mission (NLM) on May 5, 1988. It was partly a by-product of the National Policy of Education (1986) and largely due to the outcome of evaluation of the strengths and weaknesses of the National Adult Education Programme (NAEP) by the Institutes of Social Research and Management. It formulated the goal of imparting functional literacy to 80 million adult illiterates in the age group of 15-35, 30 million by 1990 and an additional 50 million by 1995. A National Literacy Mission Authority (NLMA) was set up as a solution of Ministry of Human Resource Development, Department of Education in June, 1988. In order to achieve the mission different programmes like Mass Programme of Functional Literacy (MPFL), Area Development Approach like Rural Functional Literacy Programme (RFLP) and State Adult Education Programme (SAEP) were recognized during the period. The Mass Programme of Functional Literacy (MPFL) was started in 1986. The scope of State Resource Centre (SRCs) and District Institute of Educational Training (DIETs) were set up in several districts to provide academic and technical resource support to
adult education programmes. However, the National Literacy Mission (NLM) was not able to achieve its desire results.

In 1988-89, the campaign for achieving Total Literacy in a given area was first started by some voluntary organizations and National Service Schemes (NSSs) units of the Universities in the state of Kerala. The United Nations General Assembly declared 1990 as the International Literacy Year (IFY). ILY was launched in India on 22nd January, 1990. On 4th February, 1990 Ernakulam was declared as the first Total Literacy District in India. Inspired by the successful endeavours of Kottayam and Ernakulam the Total Literacy Campaign was organized in the state of Kerala and in April, 1991 the state was declared fully literate.

The National Literacy Mission (NLM) revised its target to make 100 million adults literate by 1999 and to cover all the districts of the country under Total Literacy Campaign (TLC). With the success of the Ernakulam experience the Government of India launched many TLC projects in various parts of the country with positive results to introduce a lifelong education programme. It comprises of three phases of literacy programme: (a) Total Literacy Campaign (b) Post Literacy Programme (c) Continuing Education Programme.

During Eleventh Five Year Plan (2007-2012), between April, 2007 to September, 2009 the activities under the Mission were almost non-existent as the Mission was subjected to impact evaluation. It was noticed that despite significant accomplishment of Mission, illiteracy continued to be an area of
national concern. Though precise number of non-literates at that stage was not available but, 2001 Census had revealed that there were still 259.52 million illiterate adults (in the age group of 15 +) in the country (Directorate of Adult Education, 2009-10).

Meanwhile, the Government of India in 2009 announced that literacy would be its key programme instrument for emancipation and empowerment of women. Government expected increase in the female literacy should become a force multiplier for all other social development programme. Therefore, in the context of Government’s overall policy aimed at empowerment of women and in recognition of the fact that literacy, especially female literacy was a pre-requisite to inclusive socio-economic development, it was imperative that National Literacy Mission as a programme instrument focuses more on female literacy. In this context the government of India had declared the NLM to recast as National Female Literacy Mission with the suitably modified strategy to meet the contemporary challenge which aimed to focus at empowerment of women and increased of female literacy to become a force multiplier to the effort of the Government to give impetus to school education, health, nutrition, skill development for socio-economic development of the country.

3.2.1. Saakshar Bharat Mission (SBM)

Saakshar Bharat is the revised version of National Literacy Mission, which formally launched by Prime Minister, Dr. Manmohan Singh on 8th September, 2009, the International Literacy Day, but it came into
implementation with effect from 1st October, 2009. The programme aims to further promote and strengthen adult education. Specially of women, by extending educational options to those adults who having lost the opportunity of access to formal education and crossed the standard age for receiving such education, now feel a need for learning of any type, including, literacy, basic education (equivalency to formal education), vocational education (skill development), physical and emotional development, practical arts, applied science, sports and recreation. The programme framework as provided in Saakshar Bharat document is as under:

3.2.1.1. Objective of the Saakshar Bharat Mission

The Mission has four broad objectives, namely,

- Impart functional literacy and numeracy to non-literate and non-numerate adults,
- Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system,
- Impart non and neo-literate relevant skill development programmes to improve their earning and living conditions,
- Promote a learning society by providing opportunities to neo-literate adults for continuing education.
3.2.1.2. Targets and Special Focus Areas

The Government has set a National goal of achieving by 2012, 80 percent literacy rate and reducing gender gap in literacy to 10 percent. In addition, minimizing regional, social and gender disparities with special focus on Scheduled Castes, Scheduled Tribes, Minorities, disadvantaged groups, adolescents and low literacy states and tribal areas is the other national target.

3.2.1.3. Strategy

Saakshar Bharat programme covered all adults in the age group of 15 and beyond though its primary focus will be on women. Basic Literacy, Post literacy and Continuing Education programmes, form a continuum, rather than sequential segments. For the volunteer based mass campaign approach. Adult education centres are to be set up to coordinate and manage all programmes, within their territorial jurisdiction. State Government and Panchayati Raj institutions along with communities would be valued stakeholders.

3.2.1.4. Teaching–Learning Programmes

To respond to the demand for literacy and address the diverse needs of the non- and neo-literate adults, an assortment of teaching learning programmes, including Functional Literacy Programme, Basic Education Programme, Vocational Education and Continuing Education Programme are being offered as an integrated continuum.
a. **Functional Literacy Programme**
   - Instructional learning of about 300 hours that would enable the learner to acquire proficiency in Reading, Writing and Arithmetic (3R’s) equivalent to standard III in formal schooling system.
   - Besides the 3R’s, the programme focuses on empowerment, transformation and application of literacy skills.

b. **Basic Education Programme and Equivalency**
   - To enable the neo-literates and school drop-outs to continue their learning beyond basic literacy and acquire equivalency to formal educational system up to the level of class XII, Basic Education Programmes is designed in collaboration with the National Institute of Open Schooling (NIOS) and State Open Schools.
   - The equivalency programmes includes both academic as well as vocational contents that integrate life experiences and local knowledge systems.

c. **Vocational and Skills Development Programmes**
   - Special impetus is given to equipping the neo-literates with skills to improve their livelihood opportunities
   - The framework of the skills development programme is broadened to a livelihood perspective.
   - Vocational courses, including skills development programmes is considered as non-credit courses.
- Jan Shikshan Sansthsans (Institute for People’s Education), fully financed by the National Literacy Mission Authority (NLMA), is institutionally networked with the Adult Education Centres in the villages for imparting vocational training programmes.

d. Continuing Education Programmes

- Continuing education programme aims to create a learning society
- A wide range of Continuing Education Programmes is organized in the Lok Shiksha Kendras (Adult Education Centres) located at Gram Panchayats.
- Opportunities are provided to sustain literacy through the use of books, media, Information Communication Technology (ICT) and innovatively designed cultural and library based activities.

3.2.1.5. Adult Education Centre

Well-equipped multiple functional Adult Education Centres (AEC) are being set up at Gram Panchayat level to provide institutional, managerial and resource support to literacy and lifelong education at grass root level. One AEC is being set up in a Gram Panchayat having the population of 5000. An additional AEC may be set up if the population of Gram Panchayat is more than 5000. The adult education centre is manned by two paid Coordinators (Preraks) engaged on contractual basis. An Adult Education Centre acts as a centre for registration of learners for all teaching learning activities in their jurisdiction. It is a nerve centre for literacy campaign including identification of the learners
and volunteers, batching and matching of the learners with suitable volunteers as well as their training, providing literacy kits to learners and volunteers, keeping track of the progress made by each learner volunteer group etc.

3.2.1.6. Operational Framework for teaching learning programme

The Adult Education Centre is the operational arm of the mission at the grass root level and responsible for delivering the entire range of activities under the Mission including, literacy, basic education, vocational education and continuing education within their territorial jurisdiction. Since the centres do not have buildings of their own, they have been functioning from the panchayat ghaps, schools, anganwadi centers etc. While basic education and CEPs is largely centre based, the voluntary teacher based literacy programme run through temporary literacy learning centers in a village. These centers are roughly equivalent of a school in the formal sector and are managed by a voluntary literacy educator/resident instructor on almost same analogy as a single teacher school in the formal sector.

3.2.1.7. Quality assurance

- A core curriculum framework is prepared, which reflects the core contents as well as the locally relevant issues.
- To ensure high standards, the teaching learning materials for basic literacy equivalent programmes and lifelong learning are quality assured
- A minimum education qualification is prescribed for the literacy educators.

3.2.1.8. Convergence and Partnerships

- The programmes draw on the strengths of the formal education sector.
- Convergence with other development strategies, especially in the formal education, rural development health, child and women development, poverty alleviation, agriculture, panchayati raj and social welfare sectors will be actively promoted.
- Alliances between Government Organizations and Non-Government Organization are there for further strengthening.
- To gain from International Experiences, an International Network will be established to work closely with UNESCO, UNICEF and other international bodies and arrive at bilateral and multilateral arrangements for mutually beneficial partnerships

3.2.1.9. Resource Support

Special purpose vehicles, namely, State Resource Centres provide academic and technical resource support to adult and continuing education through development and production of materials and training modules. Besides State Resource Centres, Resource Support Group with adequate representation of educationists, social activists with earlier literacy programmes and
representatives of local training institutions, etc., have been constituted at National, State, District and sub District levels.

3.2.1.10. Monitoring and Evaluation

- A web-based Management Information System is put in place to ensure quality assurance and mid-course corrections
- Each individual learner is digitally tagged a tracked for his/her progress in learning
- Detailed procedures for concurrent, summative and impact evaluation is laid down
- Quality evaluation is conducted with the help of social research organizations to assess the success of the programme, including cost benefit analysis and future planning.

3.2.1.11. Documentation

- Access to relevant information through an effective and strong documentation and information network
- Upgraded documentation capacity of Directorate of Adult Education and State Resource Centres
- Networking with National and International Organizations
- National database on adult education, indexing, abstracting, bibliographies and translation service
- Directories of material/training tools and programmes, compilation of researches, providing reference services and databases.

3.2.1.12. Research

- High priority to promote research in basic and post literacy and continuing education as also gender issues
- Documentation and dissemination of research findings
- Sponsorship of research studies by National Literacy Mission (NLM) on selected topics through reputed universities.

3.2.1.13. Management Structure

The programme is being implemented in Mission mode. Institutional framework, right from the national up to the state, district, block and gram Panchyat, have been set up involving the state government, district administration and Panchyati Raj Institutions. Adequate representation of women in these structures, especially in decision-making roles has been ensured.
3.2.1.4. Financing and budget

The share of funding between Central and State Government is in the ratio of 75:25 and in the case of North-Eastern States including Sikkim in the ratio of 90:10, respectively. The allocation of funds to the States is based on adult female illiterate population in the districts covered under the programme in various States.
3.2.2. Initiative and achievement

Although, Saakshar Bharat Programme was launched on 8th September, 2009 the programme became operative from 1st October, 2009. There is no formal implementation structure in the States. It heavily depended on spirit of voluntarism. Lot of preparations like environment building, formation of management committees at different levels, opening of Bank Accounts of each implementing agency, authorization of funds under the ICT based Fund Flow Mechanism, training/orientation of resource persons and functionaries and representatives of Panchayati Raj Institutions, preparation and distribution of teaching learning materials were required to be done to streamline the functioning of the programme. The following initiatives were taken during the last two and a half years of the functioning of the Saakshar Bharat Programme:

3.2.2.1. Environment Building, Motivation and Mobilization

For environment building and mobilisation, an effective communication strategy was required for creating sustainable demand for literacy, making visible the importance and relevance of literacy and making literacy campaign participatory and voluntary. Publicity materials in the form of audio and video spots have been produced and are being used for publicity of the programme. A nationwide mobilization campaign was undertaken by NLMA through Bharat Gyan Vigyan Samitee (BGVS), an NGO, across the country to mobilize people in favour of Saakshar Bharat Programme. The National Literacy Mission
3.2.2.2. **Formation of management committees, opening of bank accounts**

Formation of management committees, opening of bank accounts and authorization of fund to different implementing agencies are undertaken at an accelerated pace. Reconstitution of State Literacy Mission Authorities in all the 26 states was completed. District level Management Committees have been constituted in 304 of the 372 districts covered under the programme. Management Committees have also been set up in nearly 75% (3410) of the 4362 Blocks and in 1.10 lakhs out of 1.61 lakhs Gram Panchayats. Bank Accounts at district (80%) block (68%) and gram panchayat (55%) are opened.

3.2.2.3. **Survey and identification of potential learners**

Survey has been conducted in over 50% (83,398) of the sanctioned gram panchayats and over 50 million potential learners have been identified based on the survey. The survey also identified the potential volunteer teachers for the programme and helped to prepare proper batching matching of the learners with the available volunteer teachers.

3.2.2.4. **Teaching Learners Material Development**

Basic literacy primers for basic literacy have been developed by State Resource Centres in different languages for use in 26 States/UT. These primers
were approved by the Quality Assurance Committee of the Directorate of Adult Education. These primers have been printed by each State Literacy Mission Authority (SLMA) for the use in their state.

3.2.2.5. Fund Flow Mechanism and Accounts Management

Under the ICT based Fund Flow Mechanism, fund are individually authorized to 2 lakhs implementing agencies from state to village level on the basis of already sanctioned financial plan. The National Literacy Mission Authority remits funds to a single State implementing plan. All the funds are retained in the main account of SLMA and are accessed and withdrawn by all implementing agencies in the state to the extent, authorization issued in their favour on the basis of pre-defined authorization system. The Banking System has been developed in conformity with the fund flow system by four notified Banks- State Bank of India, Indian Bank, Punjab National Bank and United Bank of India. Customized cheque books are issued at all levels and banks have a coding system built on cheque books that includes names of the respective implementing agencies, their addresses and account number.

3.2.2.6. Web Based Planning and Monitoring Information System (WePMIS)

The National Informatics’ Centre (NIC) has developed a Web Based Planning & Monitoring Information System, a customaries web based system for Planning, Monitoring & Impact Analysis for Saakshar Bharat. It is work flow base application, networking the major stake holders of the scheme and
facilitates physical and financial planning, monitoring, reviewing the progress and evaluating the impact of the Mission from the grass root level. As a part of the system, a public portal has been developed through which the information regarding the scheme and its implementation in States at various levels is disseminated to citizens.

### 3.2.2.7. Capacity Building

NIC conducted a National Workshop on Web based Planning and Monitoring System developed for the implementation of the Saakshar Bharat Mission. The workshop was conducted for the participants of 26 States/UT at Institute of Secretariat Training and Management, New Delhi on September and October, 2011 and over 75 personnel were trained to be Master Trainers for the WePMIS application. NIC officials from all the States also attended the workshop and are now available as support persons for use of the application in their respective States.

Trainings were organized by SLMAs with the help of State Resource Centres for training resource persons and master trainers for Saakshar Bharat Programme. Around 7,414 resource persons, 1, 32,453 master trainers were trained at the State level who in turn trained over 15 lakhs volunteer teachers.

### 2.2.2.8. Model AECs under Public Private Partnership (PPP)

With a view to promoting convergence of Saakshar Bharat Programme and its activities with Public Sector undertakings through PPP mode, a series of
meetings were held with the representatives of Central Public Sector Enterprises (CPSEs) namely, Gas Authority India Limited, Hindustan Petrol Corporation Limited, Power Finance Corporation, Container Corporation of India Limited and Oil and Natural Gas Corporation etc. The representatives of these undertakings expressed their willingness to extend support to SBP under their Corporate Social Responsibility initiatives. Container Corporation of India Limited is the first CPSE to provide financial assistance of Rs. 6.5 Millions for up-gradation of 20 Adult Education Centres into model AECs in Karnataka during 2010-11. During 2011-12 CONCOR also provided Rs.25 Million for up-gradation of 100 AECs into Model AECs in States. In addition, Power Finance Corporation Ltd. and Rural Electrification Corporation provided financial assistance of Rs.66 Millions & Rs. 105 Millions for strengthening of 264 & 320 Adult Education Centres into Model AECs respectively.

2.2.2.9. Learners’ Assessment

The NLMA has evolved a systematic mechanism for learners’ assessment and certification. The learners are provided opportunities for appearing in the assessment tests conducted twice in a year during March and August. The system of learners’ assessment includes assessing literacy skills as well as general awareness and empowerment through participation in various activities.

The National Institute of Open Schooling (NIOS) is closely associated in the process of learner’s assessment and certification. The objectives of assessment of learners are as under:
- Assessing learners’ proficiency levels attained in functional literacy skills.
- Recognizing the level of achievements at basic literacy level through certification.
- To encourage learners to achieve vertical mobility in education.

So far, the assessment test of learners has been conducted four times. The first assessment was done on pilot basis which was implemented by State Resource Centres on 20th August, 2010. Remaining five assessments were implemented by State Literacy Mission Authorities on 6th March, 2011, 20th August, 2011, 18th March, 2012, 17th March 2013 and 25 August 2013.

3.2.2.10. Physical progress

365 districts in 25 States and 1 Union Territory having Adult Female Literacy Rate of 50% or below have been identified to be covered under Saakshar Bharat. It has also decided to cover the Left Wing Extremism Affected districts irrespective of their literacy rate under this programme. In total 410 districts are eligible under Saakshar Bharat Programme. During 2009-10 between December, 2009 to March, 2010.167 districts having about 80 thousand Gram Panchayats were sanctioned under Saakshar Bharat Programme. Of these 167 districts Basic Literacy and Continuing Education activities were functioning in 158 districts by March, 2012. Additional 115 districts were sanctioned under the programme during 2010-11. Of the total 282 districts sanctioned till March, 2011, Basic Literacy Programme and Continuing
Education Centres were functioning in 244 (86.5%) of the 282 districts. During 2011-12 another 90 districts falling in the states UP (40), MP (27), Orissa (16), Haryana (5), Bihar (1) and Jharkhand (1) were sanctioned. Process of preparations which takes about a year or so was going on in these districts.

By March 2012, 15.92 lakhs literacy centres were set up in different States covered by the programme except the State of Jammu & Kashmir, Madhya Pradesh, Maharashtra and Tripura where literacy centres could not be started during this period. Of the 1.61 lakhs Gram Panchayats falling in the 372 sanctioned districts; 91 thousands Adult Education Centres for Continuing Education were set up in as many Gram Panchayats. By August 2011, 92 lakh learners had appeared and about 64 lakh of them were certified as literate. In the test held on 18th March 2012, about 122 lakh learners had appeared, about 47 lakh learners had appeared in the assessment conducted on 17th March 2013 and about 34 lakh learners were certified as literate and assessment was also conducted on 25th August 2013. Vocational education/skill development to adults is being provided through 250 Jan Sikshan Sansthas. Guidelines for starting equivalency programme for the neo-literates through National Institute of Open Schooling have been finalized.

3.2.3. Process evaluation of Saakshar Bharat

Recently a study on “Process Evaluation of Saakshar Bharat” was carried out by Tata Institute of Social Sciences (TISS), Mumbai, and the major recommendations of the report are: “The Saakshar Bharat Programme has a clear
social objective to achieve and a well-defined population to work with. All evidence gathered in the study whether through interview schedules or through the Focused Group Discussions indicates that the programme needs to be strengthened and continued into the Twelfth Five-Year Plan (2012-17). The processes initiated till the present are well thought out and robust. Taking off from the lessons learnt, there is every indication that the Saakshar Bharat Programme can move on to take up the challenge of increasing rural female literacy, reducing the gender gap in literacy and becoming the basis for a programme which meets the diverse needs of non and neo-literate adult and young persons in rural areas” (Department of Higher Education, 2010).

Thus, it is revealed from the above discussion that the trend of the development of adult education is significantly better in the Post-independence period than that in the pre-independence period.

3.3. Development of Adult Education in Manipur

Manipur has its success and defeat history regarding adult education programme. During pre-independence period, the number of formal institutions like school, colleges were few and far between and the rates were very low during this period. Adult education in the state was not properly developed as majority of people were getting their informal education through customs, conventions, rituals etc. observed by the people from time to time. That means teaching learning was affected through oral transmission of knowledge from generation to generation, before it was transcribed in the manuscripts.
The impact of social education reached Manipur during 1950s. In 1953-54, a social education unit was set up in the Thoubal Community Development Block (TCDB) to make adults literate. Later on Mahila Mandals and Youth Clubs were also made familiar with community development programmes. Inspired by the development of TCDB a social education unit was opened and attached to the Directorate of Education in 1962. In Manipur, adult education began since 1962, when the social education unit was set up in the Directorate of Education to look after Social Education programmes in the State. An inspector of school was in charge of social education in the Education Directorate. The programmes were implemented in different Blocks of community Development Projects with the help of Social Education Organizers. For the first time, two Social Education Organizers (SEOs) one female and one male were posted in each block. Thoubal District Block launched the programmes of Social Education with two SEOs in the beginning. Later, it was extended to the blocks of Imphal East, Imphal West, Mao-Maram, Ukhrul, Phungyar-Phaisat, Tengnoupal, Tamenglong, Churachandpur, Bishnupur, Thanlon and Wangoi and to the hill districts of Sadar Hill and Chakpi Karong (Jamini, 1989).

In Manipur the programme of National Adult Education programme was started in 1980 with the main objectives of giving three main basic components of literacy, social awareness and functional skill to the adult illiterates in the age group of 15-35 years. A full-fledged Directorate of Adult Education (DAE) was established on 21st February, 1980 and all the programmes related to adult literacy were taken up by this department in Imphal. The Directorate of Adult
Education, Manipur has been implementing various Adult Education Programme sponsored by the Government of India and with the opening of the separate Directorate, the literacy rate of the state increase steadily. Literacy rate is another indicator which plays a crucial role in the socio-economic development of the state and the significant aspects of the expansion of education facilities in Manipur relates to the increase in literacy rate. The table given below shows the literacy rate of India, Manipur as well as the 9 District of the State in detail (census report, 2001 & 2011):

**Table no. 1: Census report 2001 and 2011 (Literacy Rate)**

<table>
<thead>
<tr>
<th>Country/ State/ District</th>
<th>Literacy Rate</th>
<th>Gender Gap (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001 census</td>
<td>2011 census</td>
</tr>
<tr>
<td></td>
<td>Male%</td>
<td>Female%</td>
</tr>
<tr>
<td>India</td>
<td>75.90</td>
<td>54.20</td>
</tr>
<tr>
<td>Manipur</td>
<td>80.30</td>
<td>60.50</td>
</tr>
<tr>
<td>Senapati</td>
<td>67.90</td>
<td>51.20</td>
</tr>
<tr>
<td>Bishnupur</td>
<td>68.70</td>
<td>49.00</td>
</tr>
<tr>
<td>Tamenglong</td>
<td>77.70</td>
<td>63.10</td>
</tr>
<tr>
<td>Churachandpur</td>
<td>79.60</td>
<td>55.70</td>
</tr>
<tr>
<td>Thoubal</td>
<td>80.40</td>
<td>52.50</td>
</tr>
<tr>
<td>Imphal West</td>
<td>89.20</td>
<td>71.30</td>
</tr>
<tr>
<td>Imphal east</td>
<td>85.50</td>
<td>65.30</td>
</tr>
<tr>
<td>Ukhrul</td>
<td>80.10</td>
<td>56.40</td>
</tr>
<tr>
<td>Chandel</td>
<td>64.30</td>
<td>48.00</td>
</tr>
</tbody>
</table>

was revised from time to time for more effective implementation of functional literacy in the target age group of 15-35 years. The adult education centres under this Directorate can be broadly classified into two projects. Viz, 1) Rural Functional Literacy Project (RFLP) and State Adult Education Project (SAEP). The nature of works in the adult education centres on both RFLP and SAEP are
same. While RFLP’s are undertaken with 100% financial assistance from the Central Government and SAEP’s are opened with state fund. Although there was no District and block level administrative set up, ten projects were implemented by the Directorate. Out of the ten Projects, four projects were under the RFLP and six projects were under the SAEP.

The programmes given under the RFLP were at Imphal, Chandel, Senapati, and Jiribam projects and the SAEPs were at Thoubal, Bishnupur, Tamenglong, Churachandpur, Ukhrul, and Wangoi project. The programme envisaged opening of 2331 centres during 1980-81, 1500 centres in 1981-82, 1800 centres in 1982-83 and 1458 centres in the year 1983-84 in the State. Out of this target, 2331 centres in 1980-81, 882 centres in 1981-82, 418 centres in 1982-83 and 1249 centres in 1983-84 had actually been opened and nearly 1,25,796 adults had been made literate under the programme. During 1980-81 to 1990-91, under RFLP many adult education programme were opened at Imphal, Chandel, Jiribam, kakcking Khunou and Ukhrul District. The table given below shows the number of centres, learners and their achievement under RFLP from 1980-81 to 1990-91.
Table no 2 : Number of centres, learners and their achievement under RFLP from 1980-81 to 1990-91.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of project</th>
<th>No. Of centre's</th>
<th>No. of learners enrolled</th>
<th>Achievement No. of adult literate</th>
<th>Pass percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
<td>M</td>
</tr>
<tr>
<td>1980-81</td>
<td>3</td>
<td>879</td>
<td>11493</td>
<td>21595</td>
<td>4787</td>
</tr>
<tr>
<td>1981-82</td>
<td>3</td>
<td>282</td>
<td>8773</td>
<td>12047</td>
<td>3516</td>
</tr>
<tr>
<td>1982-83</td>
<td>4</td>
<td>418</td>
<td>6260</td>
<td>5519</td>
<td>3410</td>
</tr>
<tr>
<td>1983-84</td>
<td>4</td>
<td>991</td>
<td>11880</td>
<td>14231</td>
<td>4595</td>
</tr>
<tr>
<td>1984-85</td>
<td>6</td>
<td>1314</td>
<td>14936</td>
<td>20802</td>
<td>7184</td>
</tr>
<tr>
<td>1985-86</td>
<td>6</td>
<td>1457</td>
<td>16241</td>
<td>21403</td>
<td>5507</td>
</tr>
<tr>
<td>1986-87</td>
<td>6</td>
<td>1600(target)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1987-88</td>
<td>6</td>
<td>1545</td>
<td>15813</td>
<td>23461</td>
<td>5801</td>
</tr>
<tr>
<td>1988-89</td>
<td>6</td>
<td>1600(target)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1989-90</td>
<td>6</td>
<td>1457</td>
<td>15726</td>
<td>23975</td>
<td>4844</td>
</tr>
<tr>
<td>1990-91</td>
<td>6</td>
<td>1285</td>
<td>15157</td>
<td>24529</td>
<td>3789</td>
</tr>
</tbody>
</table>


After the Rural Functional Literacy Project (RFLP), the Programme of State Adult Education Project (SAEP) was opened. The State Adult Education Programme has the highest number of Adult Education Centres in Manipur. There are six projects in six districts, three in the valley and three in the hills. Wangoi, Thoubal and Bishenpur are in the valley while Churachandpur, Tamenglong and Ukhrul are in the hills. The target and actual achievement of SAEP made by the Directorate of Adult Education for the year 1980-81 to 1990-91 are shown in the table given below;
Table no 3: Number of centres, learners and their achievement under SAEP from 1980-81 to 1990-91.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of project</th>
<th>No. of centre's</th>
<th>No. of learners enrolled</th>
<th>Achievement No. of adult literate</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>1980-81</td>
<td>6</td>
<td>1437</td>
<td>24789</td>
<td>15749</td>
<td>40538</td>
</tr>
<tr>
<td>1981-82</td>
<td>6</td>
<td>600</td>
<td>9672</td>
<td>6651</td>
<td>16323</td>
</tr>
<tr>
<td>1982-83</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1983-84</td>
<td>6</td>
<td>258</td>
<td>3969</td>
<td>3447</td>
<td>7416</td>
</tr>
<tr>
<td>1984-85</td>
<td>6</td>
<td>240</td>
<td>3847</td>
<td>3345</td>
<td>7192</td>
</tr>
<tr>
<td>1985-86</td>
<td>6</td>
<td>666</td>
<td>8194</td>
<td>11000</td>
<td>19194</td>
</tr>
<tr>
<td>1986-87</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1987-88</td>
<td>6</td>
<td>948</td>
<td>11788</td>
<td>14494</td>
<td>26282</td>
</tr>
<tr>
<td>1988-89</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1989-90</td>
<td>6</td>
<td>699</td>
<td>8357</td>
<td>11183</td>
<td>19540</td>
</tr>
<tr>
<td>1990-91</td>
<td>6</td>
<td>1121</td>
<td>18536</td>
<td>16417</td>
<td>34953</td>
</tr>
</tbody>
</table>

| 5969 | 89152 | 82286 | 171448 | 38983 | 33741 | 73723 |

Source: Directorate of Adult Education: At glance 1980-89

The Adult Education Department which was bifurcated from Education Department in 1980 has been implementing various adult education programmes of centrally and State sponsored schemes and that has been revised from time to time in the target/age group of 15-35 years and above (Sanajaoba, 1998). The Adult Education Department, Manipur is implementing the following four schemes for eradication of illiteracy viz., i) Strengthening of administrative structure at the State and District level, ii) Total Literacy Campaign iii) Post Literacy Programme iv) Saakshar Bharat Programme. These programme are implemented through three Administrative structures i.e., National Literacy Mission at the National Level, State Literacy Mission at the State Level and District Literacy Society at the District Level.

The SLMA, Manipur was constituted in 1998 as per the directive of the NLMA, Government of India, with the Hon’ble Minister of Education, Manipur
as Chairman and Additional Director of Education, Manipur as Member Secretary of SLMA, for implementation of Literacy Programmes in the State. Whereas in nine districts the District Literacy Society constituted in each District with Deputy Commissioner concerned as the chairman of the society and one of the officials of Adult Education Department, Government of Manipur as its Member Secretary.

3.3.1. **Total Literacy Campaign (TLC)**

TLC is implemented by the DAE through District Literacy Society (DLS) of the respective District. The TLC Programme of State Government were prepared by the DAE, Government of Manipur under the guidance and assistance of Shri S. Srinivas, under Secretary and his team from Ministry of Human Resource Development, Government of India and Project proposals were submitted to the Government of India for approval. The said project were approved by the 39th Project Approval Committee (PAC) meeting of the NLM held on the 25th April, 2003 at Imphal for imparting functional literacy in the age group of 15-35 years in the nine districts of Manipur. Accordingly, the DAE is implementing TLC in all the nine Districts of Manipur that is Imphal East, Imphal West, Bishnupur, Thoubal, Chandel, Churachandpur, Senapati, Ukhrul and Tamenglong from 2003 onward through 9 (nine) registered DLS headed by the concerned Deputy Commissioner as the chairman of the Society.

The funding of the project is shared between the Government of India and State Government in the ratio of 2:1 in respect of the valley districts and 4:1 in
respect of the hill districts. In Manipur, the DLS has begun the literacy phase of TLC from January 2004. Before starting the literacy phase the DLS has conducted many training and awareness programme regarding the survey, environmental building activities, master trainers and volunteer’s teacher training programme etc. The details of the TLC Programme conducted by the State Government in the nine District of Manipur during the year 2004-2007 are given in the table given below:

**Table no. 4: Physical achievement of (TLC)**

<table>
<thead>
<tr>
<th>State/Districts</th>
<th>Survey</th>
<th>Enrolment</th>
<th>Persons completed Primer -III</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Persons</td>
<td></td>
</tr>
<tr>
<td>Bishnupur</td>
<td>20,819</td>
<td>20,300</td>
<td>13,419</td>
<td>66 %</td>
</tr>
<tr>
<td>Chandel</td>
<td>18,912</td>
<td>18,600</td>
<td>10,211</td>
<td>55 %</td>
</tr>
<tr>
<td>Churachandpur</td>
<td>20,664</td>
<td>20,213</td>
<td>15,108</td>
<td>75 %</td>
</tr>
<tr>
<td>Imphal East</td>
<td>33,028</td>
<td>32,200</td>
<td>20,930</td>
<td>65 %</td>
</tr>
<tr>
<td>Imphal West</td>
<td>30,200</td>
<td>30,200</td>
<td>18,026</td>
<td>60 %</td>
</tr>
<tr>
<td>Senapati</td>
<td>66,560</td>
<td>66,560</td>
<td>39,086</td>
<td>59 %</td>
</tr>
<tr>
<td>Tamenglong</td>
<td>16,120</td>
<td>16,027</td>
<td>9,468</td>
<td>59 %</td>
</tr>
<tr>
<td>Thoubal</td>
<td>41,500</td>
<td>40,000</td>
<td>26,534</td>
<td>66 %</td>
</tr>
<tr>
<td>Ukhrul</td>
<td>15,045</td>
<td>15,000</td>
<td>11,716</td>
<td>78 %</td>
</tr>
<tr>
<td>State Manipur</td>
<td>2,62,848</td>
<td>2,59,100</td>
<td>1,64498</td>
<td>64 %</td>
</tr>
</tbody>
</table>

Source: Departmental record of the Directorate of Adult Education, Government of Manipur

At the conclusion of TLC, the District Literacy Societies in each District were evaluated by an independent external agency to assess the performance or the achievement of the programme. So far three Districts namely Bishnupur, Ukhrul and Imphal West District have been evaluated by State Resource Cell (SRC) Assam, Asian Development Research Institute (ADRI), Patna and Adult, Continuing Education, Extension Work & Field Outreach, Rabindra Bharati University, Kolkata, W.B. respectively nominated by NLM, Ministry of Human
Resource Development, Government of India. However, the remaining six districts of the State i.e. Imphal East, Thoubal, Senapati, Churachandpur, Chandel and Tamenglong are not evaluated as Government of India has not nominated any external agency for External Evaluation for these Districts.

3.3.2. Post Literacy Programme (PLP)

Post literacy is the stage of transition from guided learning to self learning. The objectives of PLP should be enabling the participants to pursue in a self-reliant manner learning activities for a better realization of their capabilities and for fuller contribution to the well-being of their families, the community and the country. The content of these programme have to be very flexible and related to the interests and needs of the beneficiaries. The objectives of the post literacy campaign are as follows;

a) Remedy the deficiency of learning in the literacy phases or in other words, build up literacy skill to satisfactory standards.

b) Retention, re-enforcement, stabilization and up grading of literacy skills and improvement of functional skill.

c) Application in living and working situations but this need to be encouraged by positive measures. Through application of literacy, people begin to participate in the development process.

The Target group /type of people to be covered in PLP are: i) Dropouts of TLC, ii) Uncovered (gap between survey and enrolment), iii) Neo-literates and iv) New entrants/school dropouts who are in the age group of 15 year and above.
The teaching and conducting of the literacy classes in PLP are also carried out by volunteer teachers of the programme.

In Manipur, on completion of the TLC, the Department implemented PLP in all the nine Districts of the state during the session 2007-08. At the launch of the PLP a quick re-survey is to be undertaken to identify the actual number of targeted neo-literate learners and mop learners. The PLP covers those mopping-up learners who were not completed primer III in TLC phase. There is a special provision for them to provide IPCL primer III for achieving basic literacy and after completion of the basic literacy course they will join in PLP. PLP arrangements for neo-literate learners will thus be required to perform this remediation function. Besides, PLP should be opened to everybody who takes reading and learning as a way to enrich their life. The PLP helped in consolidating the basic literacy skills of reading, writing and numeracy and also transform the learner into an educated whole person, who is productive socio-economic asset to the community. The physical achievements of PLP in the state are given below;
Table no 5: Physical Achievement of PLP at the conclusion of the Programme 2008-09.

<table>
<thead>
<tr>
<th>State/Districts</th>
<th>Resurvey</th>
<th>Enrolment</th>
<th>PL – I Completer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Bishnupur</td>
<td>21,762</td>
<td>20,108</td>
<td>16,534</td>
<td>82 %</td>
</tr>
<tr>
<td>2.Chandel</td>
<td>18,191</td>
<td>18,314</td>
<td>10,974</td>
<td>60 %</td>
</tr>
<tr>
<td>3.Churachandpur</td>
<td>22,216</td>
<td>20,670</td>
<td>15,635</td>
<td>76 %</td>
</tr>
<tr>
<td>4.Imphal East</td>
<td>33,010</td>
<td>33,065</td>
<td>22,910</td>
<td>69 %</td>
</tr>
<tr>
<td>5.Imphal West</td>
<td>30,527</td>
<td>30,604</td>
<td>18,881</td>
<td>62 %</td>
</tr>
<tr>
<td>6.Senapati</td>
<td>74,331</td>
<td>70,141</td>
<td>50,998</td>
<td>73 %</td>
</tr>
<tr>
<td>7.Tamenglong</td>
<td>16,215</td>
<td>11,683</td>
<td>MOP learners of P-III completed – 2,426</td>
<td>-----</td>
</tr>
<tr>
<td>8.Thoubal</td>
<td>41,221</td>
<td>37,620</td>
<td>25,260</td>
<td>67 %</td>
</tr>
<tr>
<td>9.Ukhrul</td>
<td>15,100</td>
<td>15,125</td>
<td>13,506</td>
<td>89 %</td>
</tr>
<tr>
<td>STATE ( MANIPUR )</td>
<td>2,72,573</td>
<td>2,57,330</td>
<td>1,74,698</td>
<td>68 %</td>
</tr>
</tbody>
</table>

N.B. Excluding Tamenglong District.

Source: Departmental record of the Directorate of Adult Education, Government of Manipur

Eight districts of the state i.e. Bishnupur, Imphal East, Imphal West, Churachandpur, Ukhrul, Senapati, Chandel and Thoubal were completed the post literacy programme but in Tamenglong District the programme could not be fully implemented due to the non released of Central Matching share of fund for PLP. The NLM had given emphasis to the integration of skill development programme with PLP to enable the neo-literate acquired skills for their economic self-reliance. The PLP is to be regarded as the preparatory stage for CEP.

3.3.3. Continuing Education Programme (CEP)

The CEP intended to establish a responsive and alternative structure for lifelong learning. It tried to provide learning continuum to the efforts of TLC and
PLP. As such the Department was about to implement the CEP in the State after the sanction of Central financial assistance to all nine Districts of the State as the follow up programme of Literacy.

The CEP includes the Equivalency Programme (EPs), Income Generation Programmes (IGPs), Quality of Life Improvement Programmes (QLIPs), and Individual Interest Promotion Programmes (IIPs) along with the Residual Literacy Programmes to be implemented in the State. Vocational skill development training to the neo-literates of the area towards enrichment of their economic condition over and above literacy skill was also to be imparted. These centres (CE centres and Nodal CE centres) will also take care of Neo-literates as the centres for library, reading room, information, discussion, other trainings of income generation and skill development programmes.

A draft project proposal for CEP in all nine Districts of Manipur had been prepared in accordance with the guide lines. However, in view of the revision of the CEP, the proposed workshop for finalization of project proposal of the CEP with SLMA, Manipur at Imphal had been postponed by the Govt. of India till the revision is made effective. Details of the Districts on Population, Proposed CECs, NCECs and 5 programmes of CEP are as below;
Table no. 6: Details of the Districts on Population, Proposed CECs, NCECs and 5 programmes of CEP

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of District</th>
<th>Population</th>
<th>Proposed No. of CEC</th>
<th>Proposed No. of NCEC</th>
<th>Name of Programme to be Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bishnupur</td>
<td>2,08,368</td>
<td>104</td>
<td>12</td>
<td>EP, IGP, QLIP, IIPP, RLP</td>
</tr>
<tr>
<td>2.</td>
<td>Chandel</td>
<td>1,18,327</td>
<td>118</td>
<td>24</td>
<td>- do-</td>
</tr>
<tr>
<td>3.</td>
<td>Churachandpur</td>
<td>2,27,905</td>
<td>228</td>
<td>38</td>
<td>- do-</td>
</tr>
<tr>
<td>4.</td>
<td>Imphal East</td>
<td>3,94,876</td>
<td>218</td>
<td>24</td>
<td>- do-</td>
</tr>
<tr>
<td>5.</td>
<td>Imphal West</td>
<td>4,88,820</td>
<td>244</td>
<td>24</td>
<td>- do-</td>
</tr>
<tr>
<td>6.</td>
<td>Senapati</td>
<td>3,78,583</td>
<td>300</td>
<td>38</td>
<td>- do-</td>
</tr>
<tr>
<td>7.</td>
<td>Tamenglong</td>
<td>1,11,499</td>
<td>111</td>
<td>22</td>
<td>- do-</td>
</tr>
<tr>
<td>8.</td>
<td>Thoubal</td>
<td>3,64,140</td>
<td>200</td>
<td>20</td>
<td>- do-</td>
</tr>
<tr>
<td>9.</td>
<td>Ukhrul</td>
<td>1,40,778</td>
<td>168</td>
<td>30</td>
<td>- do-</td>
</tr>
<tr>
<td>*</td>
<td>Grand Total</td>
<td>24,33,296</td>
<td>1,691</td>
<td>232</td>
<td>Five CE Programmes</td>
</tr>
</tbody>
</table>


The above figures on population for formulation of NCECs and CECs were based on the 2001 census report and as per the guidelines issued by the Government of India. The expenditure for first three years of the implementation of the CEP was to be borne by the Government of India and remaining two years on 50:50 sharing basis between State and Central Government. However, new guidelines of Government of India directed to suit over to Saakshar Bharat mission instead of continuing education programme in four Districts of Manipur where Female Literacy Rate is below 50%.

3.3.4. Saakshar Bharat Mission (SBM) in Manipur

In Manipur, the Adult Education Department has started implementing various adult education programme sponsored by the Central Government and State Government since the establishment of the DAE, Government of Manipur
Based on its progress, impact and deficiencies, the programme of adult education has been revised from time to time so as to enable to achieve the objectives for eradication of illiteracy and retention of literacy for the adult illiterates and neo-literates in the target age group of 15 years and above and improvement of living standards of the people in general.

The government of India has approved implementation of SBM in four Districts that is Chandel, Senapati, Tamenglong and Thoubal district of Manipur. These districts are included in the 375 districts of India selected by the Government of India where women literacy (in the age group of 15+) is 50% and below. The SBM was launched in Manipur by the Honorable Minister of education, local MLA, Commissioner on the 15th January, 2010 in Thoubal District and the same was launched simultaneously at the other three districts of the state viz. Chandel, Senapati, Tamenglong (Directorate of Adult Education, 2010-11).

3.3.4.1. Basic Literacy

Survey works of SBM were completed in four districts of the state in May 2010. According to the survey report 92,994 illiterates/learners (women in the age group of 15+) were identified in the four district, 34,299 in Thoubal, 14,648 in Chandel, 16,737+*15,731 in Senapati and 11,579 in Tamenglong respectively. Certain preparatory activities like survey, uploading of Household survey data in NLMA’s web portal, opening of online account, engagement of coordinators, prerak and volunteer teachers, identification of AEC distribution of
Teaching Learning Materials (TLM) to the AECs, Community mobilization, training of functionaries, starting of literacy classes etc have been completed.

Some of the physical achievements of the SBM implemented in Manipur are:

i. Formation of Zila Lok Shiksha Samiti in four districts of the state

ii. Panchayat/Village Lok shiksha Samities (42 GP+193 VLSS=235)

iii. Setting up of 257 AECs in four districts of the state

iv. Engagement of district co-ordinators in each of the four district

v. Engagement of 512 preraks for the four district

vi. Matching and batching of adult learners and volunteer teachers

vii. Orientations/training of field functionnaire such as co-ordinators, prerak, master trainers and volunteer teachers

viii. Basic literacy classes started from 9th May, 2011 at Thoubal District whereas in the remaining three hill Districts that is Chandel, Senapati and Tamenglong, the same have started from 2nd September, 2011.

ix. The Department has achieved the neo-literate in the following Six Basic Literacy Assessments jointly conducted by NLMA-NIOS.

x. Implementation of skill development programmes.

Batching and matching of voluntary teachers and learners is also completed for Basic Literacy Programme. The table given below shows the survey report of the Saakshar Bharat Mission
Table no.7: Survey report of the Saakshar Bharat Mission

<table>
<thead>
<tr>
<th>SL.No</th>
<th>District</th>
<th>Target of illiterates woman in the age 15+</th>
<th>Survey figure of Saakshar Bharat Mission</th>
<th>Number of Basic Literacy Centres</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chandel</td>
<td>14,616</td>
<td>14,648</td>
<td>1,462</td>
</tr>
<tr>
<td>2</td>
<td>Senapati</td>
<td>*17,297</td>
<td>16,737+**15731</td>
<td>1,674+**1573</td>
</tr>
<tr>
<td>3</td>
<td>Tamenglong</td>
<td>11,474</td>
<td>11,579</td>
<td>1,147</td>
</tr>
<tr>
<td>4</td>
<td>Thoubal</td>
<td>34,260</td>
<td>34,299</td>
<td>3,426</td>
</tr>
<tr>
<td>5</td>
<td>Grant Total</td>
<td>77,647</td>
<td>77,263+**15731</td>
<td>7,709+**1573</td>
</tr>
</tbody>
</table>

NB:*Based on 2001 census excluding the Mao- Maram, Paomata, Purel sub-division of Senapati District.

** Survey figures and proposed Basic Literacy Centres for Mao Maram, Paomata, Purel sub-division of Senapati District which was excluded in 2001 census.

To accelerate the SBM, the SRC, NEHU, Shillong has adopted two blocks that is Thoubal Block and Kangpokpi Block under Senapati district. Accordingly, SRC has organized Training Programme for various functionaries at the State, District Block and Panchayet levels in collaboration with SLMA, and DLS. During the training the SRC team has identified Block Resource Person to Co-ordinate activities in the adopted blocks.

### 3.3.4.2. Basic Education

The number of learners for the Basic Education of Saakshar Bharat has been identified as 83,590 (Male-32,362+ Female- 51,228) which included neo-literate, school drop-outs, learners passed in the nationwide assessments from four Saakshar Bharat Districts and submitted the target number to Government of India for the Equivalency programme in the State.
3.3.4.3. Vocational Education

Vocational Education (Skill development) programmes of SBM are imparted through the Jan Shiksha Shansthan (JSS) in specific cases. At present, skill development programmes have started at Thoubal and Senapati District. Proposal for alternative arrangement in respect of Chandel and Tamenglong District where JSS is not established in the District is submitted to the Government of India.

3.3.4.4. Continuing Education

Proposed and revised number of Adult Education Centre or Lok Shiksha Kendra for continuing education in the valley district and the hill districts of the States approved under the programme. The table given below shows the total number of Adult Education Centre (AEC) in Manipur;

Table no.8: Total number of Adult Education Centre (AEC) in Manipur;

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>District</th>
<th>Proposed number of AECs</th>
<th>Revised Sanctioned for AECs (Final for first phase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thoubal</td>
<td>146</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>Chandel</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>3</td>
<td>Senepati</td>
<td>*64+78</td>
<td>78</td>
</tr>
<tr>
<td>4</td>
<td>Tamenglong</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>*</td>
<td>Grant Total</td>
<td>(*64+339)=403</td>
<td>257</td>
</tr>
</tbody>
</table>

* The 64 proposed AECs for Senapati District is for the three subdivision of Senapati District which was excluded in 2001 census

Source: Status of SBP in Manipur state, 2011, Directorate of Adult Education and SLMA, Manipur.
3.3.4.5. Capacity Building

In an adult education programme training and capacity building of those directly involved in teaching non-literate adults is the most critical one and it requires specialized set of skills for grooming quality instructors for the success of the SBP. SRCs that are envisaged to provide technical and academic support to the implementation of Saakshar Bharat Programme are assigned to play a more proactive role in handholding support to SLMA s and other implementing agencies.

SRC, NEHU, Shillong, has organized various capacities building training programme for personals of DLS, Resource Persons and other functionaries of the state particularly in two adopted blocks one at Thoubal and another at Senapati District. It also

- Conducts monthly capacity building training for functionaries such as chairperson of adult education centre. Master Trainers, preraks and volunteer Teachers (VTs).
- Organizes vocational training for literacy learners and neo-literates on various skills.
- Conducts monthly capacity building training for functionaries such as chairperson of Adult Education Centre (AEC), Master Trainers, AEC preraks and Volunteer Teachers (VTs).

In the State, 48 Resource persons, 306 Master Trainers, VT’s trainings for 7,709 VTs were engaged for the four Saakshar Bharat Districts, various training
including basic computer and using of internet imparted to 514 Prerak, various trainings imparted to 54 block coordinators by SLMA, Manipur.

**3.3.4.6. Environment Building**

Environment Building and mobilization is an integral component of overall strategy to promote adult literacy under Saakshar Bharat. For environment building and mobilization, an effective communication strategy is required for creating a sustainable demand for literacy, making visible the importance and relevance of literacy and making literacy campaigns participative and voluntary. Environment building is a fundamental component of the literacy programmes. Environment building is important not only for the creation of awareness about the literacy programmes but also attracting learners, literacy workers and community support. It is so significant that failure of environment building will lead to failure of the literacy programme.

The environment building tools are not only powerful but also very popular in the state of Manipur. Environment building committee of SLMA, Manipur with resource and technical support from SRC, NEHU produced various environment building materials such as Radio serials, short film, and slogan in various languages for environment building activities in the state. As a part of environment building, materials developed by SRC, NEHU, the State Literacy Mission Authority also developed posters, pamphlets, leaflet on Saakshar Bharat Programme in seven tribal dialects of Manipur, namely Liangmai, Maram, Mao, Poumai, Ruangmei, Thadou- Kuki and Zeme. Produced
and broadcasted short tele film in Manipuri language. Put up hoardings on SBP in Manipuri language. Produced documentary film on success story for the implementation of SBP. The Saakshar Bharat Yatra (Kala Jatha) which covered 22 states of India was started from New Delhi and was inaugurated by Smt. Pratibha Devi Singh Patel, the president of India and ended on 27th March, 2012 at New Delhi. Kala Jatha was jointly organized by NLM New Delhi, BGVA New Delhi, SRC NEHU, JSS Senapati, SLMA Manipur and DLS Senapati. Over and above, SLMA; Manipur also produced more environment building from our own. Advertisement through ISTV, Radio, DDK, Imphal, local Newspapers were done at the State level as well as at District level for nationwide assessments of NIOS-NLMA (Directorate of Adult Education, 2012-13).

3.3.4.7. Monitoring and evaluation

Saakshar Bharat Programme is being monitored regularly at different levels. Saakshar Bharat’s Result Framework Document (RFD) is regularly monitored by the Cabinet Secretariat of the Prime Minister of India. The followings are:

- Monthly monitoring of all member Secretaries of DLS and officials of Directorate of Adult Education or State Literacy Mission Authority, Manipur are held on every 28th of the month at the Directorate and proceedings of the meeting are sent to Government of India and Government of Manipur. Periodical Review or Staff meeting of the District level are also held time to time to know the progress of Saakshar Bharat Programme in the Districts.
• Other special meetings of all the member secretaries of District Literacy Society, Staff and officials of DAE/SLMA, Manipur are also held from time to time to discuss any urgent matters and to review up to date literacy programmes in the Districts.

• Monitoring Teams of DAE/SLMA, Manipur paid frequent field visits to training centres and all the Districts periodically to ensure the functioning of the Districts offices as well as implementation of the literacy programmes as part of the monitoring and supervision.

• Various monitoring formats are used at the various levels to collect required information and to take up remedial measures of the literacy programme in the state and District.

• Apart from monitoring activities of DAE/SLMA, Manipur, SRC, NEHU is also monitoring the progress of literacy programs. Over and above the monitoring works of SLMA, SRC, NEHU also provides Academics as well as technical supports such as development of primers, environment building materials, various trainings of field functionaries, etc. to the Manipur State as per the guidelines of Government of India.

• The DAE and SLMA Manipur is using internet facilities not only in the head office but also in the respective districts for better information and coordination of the literacy programmes in the state.

• The SRC, NEHU, Shillong has been conducting monthly monitoring of literacy centres of two adopted blocks that is Thoubal and Kangpokpi block since the implementation of Saakshar Bharat Programme in Manipur state in 2010.
3.3.4.8. Teaching and learning materials

State Resource Centre, Assam in collaboration with SLMA has developed Basic Primer in seven tribal Dialects and Manipuri of Manipur and SLMA also developed Bridge Primer in seven tribal dialects in collaboration with SRC, NEHU. The SLMA also developed Teachers’ Guide for Basic Primer in seven tribal dialects and Manipuri in the State.

3.3.4.9. Model Adult Education Centre (MAEC)

The State Literacy Mission Authority, Manipur under Public Private Partnership mode, 20 Model Adult Education Centres are functioning in the State. Five Adult Education Centres in each four Saakhar Bharat Districts (Thoubal, Chandel, Senapati and Tamenglong) with the financial assistance from Containers Corporation of India limited (CONCOR) New Delhi by up gradation of infrastructures of 20 Adult Education Centre into 20 Model Adult Education Centres. These Model Adult Education Centres provide various facilities such as, computer facilities, public address system, projector, library and reading room facilities, recreation, game and sport, group discussion, meeting, orientation trainings etc to the adult learners, neo-literates and public. Ideally the Model AECs have the little more additional assets. Each Model AEC is reportedly taking care of 10 normal AECs in the surrounding areas in the same village or other villages under the same Gram Panchayat. Many awareness programmes, orientation for preraks of MAEC and special field visit to MAEC were also conducted in the different Saakshar Bharat District of Manipur.
3.3.4.10. Interpersonal Media Campaign of Saakshar Bharat Programme

The Directorate of Adult Education, Government of Manipur and State Literacy Mission Authority, Manipur has hoisted the Saakshar Bharat Flag and Pledged of Saakshar Bharat (Literate India) for taking full commitment to achieve the objectives, i) To reduce gender gap up to 10%, ii) To achieve 80 % literacy rate , iii) To reduce regional disparity, on the 15th August, 2013 at the office complex of the Directorate of Adult Education, Babupara Imphal at 8:00 a.m. as the part of Interpersonal Media Campaign under the National Literacy Mission, Government of India in the Country.

3.3.4.11. Learner’s assessment

Assessment is a process of collecting evidence and using it to judge the degree of goodness or worth of the entity being evaluated for various types of decision making. It occupies an important place in the context of adult education and also to determine the effectiveness of the programme. Assessment of competence of the population in literacy skills is important both for getting feedback of the success and outcomes of the Saakshar Bharat Programme and for promoting courage, self confidence in response and action and self actualization in individual learners for recognizing the level of their achievements to acquire equivalency to formal education to facilitate their vertical mobility for higher learning and understanding.
There are two categories of examinees in the Nationwide Assessment for Basic Literacy under Saakshar Bharat conducted by NIOS-National Literacy Mission Authority, Government of India. The two categories are 1) VT’s taught and 2) Self-taught.

1. VT’s Taught: These are the adult learners who are taught by Volunteer teachers in the Literacy Learning Centres manned by VTs under Saakshar Bharat Programme. The learners are mostly female in respect of Manipur State. These adult learners are appeared in the Nationwide Assessment for Basic Literacy under Saakshar Bharat which is conducted twice in a year.

2. Self-Taught: These are the school drop-outs and adult learners who have completed the Total Literacy campaign and post literacy programme implemented by Adult Education Department in the State. They are allowed to appear in the Nationwide Assessment for Basic Literacy under Saakshar Bharat conducted by NIOS-National Literacy Mission Authority, Government of India so that they can have National Literacy Certificate if they are passed in the Nationwide Assessment and the certificate will be required for entering in the Basic Education Programme of the Saakshar Bharat.

The SLMA, Manipur conducted basic learners’ assessment of NLMA-NIOS twice in a year. The SRC, NEHU also participates in these nationwide assessments of basic learners of the Saakshar Bharat Programme. In Manipur, the five assessment test of learners has been conducted so far. The first
assessment was done on pilot basis which implemented by the State Resource
Centres held on 20th August, 2010. The remaining fifth assessments were
implemented by the State Literacy Mission Authority (SLMA) on 6th March
2013. Though the results for the Senapati District could not be verified in the
first assessment during the field survey 34% of the learners from the District
claimed to have received the pass certificate and also the result of the six round
assessments was not yet declared. Up to fifth assessment out of 77,263 learners
were registered under this 55,841 learners were declared as success candidate
pass percentage is 72.27. The table given below shows the physical achievement
of SBP up to 25th August 2013;

Table no 9: Physical Achievement of SBP up to 25th August, 2013 (volunteer
Teacher Taught)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoubal</td>
<td>865</td>
<td>524</td>
<td>2928</td>
<td>1788</td>
<td>11102</td>
<td>6889</td>
</tr>
<tr>
<td>Chandel</td>
<td></td>
<td></td>
<td>196</td>
<td>29</td>
<td>8016</td>
<td>3864</td>
</tr>
<tr>
<td>Senapati</td>
<td>505</td>
<td>450</td>
<td></td>
<td></td>
<td>13907</td>
<td>8811</td>
</tr>
<tr>
<td>Tamenglong</td>
<td></td>
<td></td>
<td>8462</td>
<td>5077</td>
<td>5563</td>
<td>2394</td>
</tr>
<tr>
<td>Total</td>
<td>865</td>
<td>524</td>
<td>3433</td>
<td>2238</td>
<td>11298</td>
<td>6918</td>
</tr>
</tbody>
</table>

*App—appeared, Succ—Success
Table no 10: Physical Achievement of SBP up to 25th August, 2013 (Self-Taught)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoubal</td>
<td></td>
<td>699</td>
<td>503</td>
<td>646</td>
<td>322</td>
<td>3895</td>
<td>2621</td>
</tr>
<tr>
<td>Chandel</td>
<td></td>
<td>2081</td>
<td>1196</td>
<td>4926</td>
<td>2174</td>
<td>3976</td>
<td>2678</td>
</tr>
<tr>
<td>Senapati</td>
<td></td>
<td>200</td>
<td>175</td>
<td>1369</td>
<td>1223</td>
<td>6765</td>
<td>4984</td>
</tr>
<tr>
<td>Tamenglong</td>
<td></td>
<td>1948</td>
<td>1582</td>
<td>4078</td>
<td>3224</td>
<td>5638</td>
<td>3183</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>200</td>
<td>175</td>
<td>6097</td>
<td>4504</td>
<td>9650</td>
<td>5720</td>
</tr>
</tbody>
</table>

Source: Directorate of Adult Education

The SLMA, Manipur has endeavoured to successfully implement the Saakshar Bharat Mission in the State. It has conducted the Nationwide Basic Literacy Assessment test jointly by NLMA and NIOS. SRC, NEHU joined hand by imparting training and visited examinations successfully conducted, and a good number of learner have been certified to be literate by the National Institute of Open School (NIOS) (Directorate of Adult Education, 2011-12) Manipur has shown remarkable progress in the implementation of Saakshar Bharat Mission and also considered as five most performing state in the country for completing various tasks on priority basis with quality in the implementation of Saakshar Bharat Mission.

3.4. Adult education programme in Thoubal district

The Thoubal district which occupies the bigger portion of the eastern half of the Manipur Valley takes the shape of an irregular and elongated triangular facing north. It is bounded on the north by Imphal East District, on the east by
Ukhrul and Chandel District on the West by Imphal West and Bishnupur Districts and on the South Chandel and Churachandpur Districts. The district came into existence in May, 1983 through a notification of the Government of Manipur, (Secretariat: Revenue Department Order No.6/1/73-R (Pt.VII) dated May 24, 1983) (Manipur Extraordinary Gazette No. 76 of the same date) under the Manipur Land Revenue and Land Reforms Act.1960. By the said notification, Thoubal sub-division of the erstwhile Manipur Central District (now Imphal district) with all its administrative units was transferred to form a new district under the name of Thoubal with its head-quarters at Thoubal. Later, in November, 1983, Thoubal was bifurcated into Thoubal and Kakching sub-divisions comprising of Kakching and Waikhong Tahsils with all their existing villages ( Manipur Gazette Extraordinary No. 343 dated November, 25, 1983 ), the headquarters of Kakching sub-division being Kakching.

The district has two community development blocks one within each sub-division, each block coinciding with its respective sub-divisional areas minus the statutorily notified urban portion. It has 9 main towns. namely, Lilong, Thoubal,Yairipok, Shikhong Sekmai, Wangjing, Heirok, Kakching, Kakching Khunou and Sugnu and a part of Samurou whose major portion is in the Imphal District. Thoubal and Kakching are Municipalities. The district has ten assembly constituencies and out of which six are in Thoubal Sub-division and four are in Kakching sub-division. Thoubal District has the municipal councils, seven small town committees and forty-two Gram Sabhas. Most of the people’s livelihood depends upon agriculture. In this district there are ten Assembly
Constituency and two Blocks namely Thoubal Block and Kakching Block. Lilong, Wangkhem, Thoubal, Khangabok, Wangjing and Heirok Constituency are included under Thoubal Block. - Kakching, Hiyanglam, Wabagai and Sugnu Constituency are included under Kakching Block. The Thoubal District has the municipal Councils, seven small town Committees and 42 Gram Panchayats, 27 are in the Thoubal Block and 15 are in the Kakching block. The table given below shows the details of the assembly constituencies and the gram panchayats.

**Table no.11: The details of the assembly constituencies and the gram panchayats.**

<table>
<thead>
<tr>
<th>Name of the Blocks</th>
<th>Name of the constituencies</th>
<th>Name of the Gram Panchayat</th>
</tr>
</thead>
</table>

The total population of the District according to 2011 census are 4,20,517 persons consisting of 2,09,674 Males and 2,10,843 Females. There was change of 15.48 % in the population compared to the population as per 2001 census. Again the literacy rate of the district has been increase with the increase in the size of population. The number of the literacy persons according to 2011 census was 2,71,035 where 1,50,585 were males and 1,20,450 were females.
The percentage of literacy of the District was 76.66% consisting of 85.90% of male and 67.57% of female (Directorate of Economic and Statistics, 2010-11).

Imparting functional literacy to illiterates in India has been a priority before and after independence. In the beginning programmes were implemented in selected areas of Manipur more on experimental basis. Thoubal District is the first district which implements social education in the state. In 1953-54, the social education unit was set up in the Thoubal Community Development Block. Successful implementation of adult education programme was started in the year 1962, when social education unit was set up in the then Directorate of Education. After launching the programme of social education with the social education organizers at Thoubal on an experimental basis, it was extended to the then blocks of other Districts of the state.

During early 1980s under the National Adult Education Programme (NAEP), Rural Functional Literacy Programme (RFLP) and State Adult Education Programme (SAEP) which was funded by central government many projects were taken up in Thoubal areas and Kakching Khunou of Thoubal District. As the government of India established the National Literacy Mission Authority (NLMA) in 1988, many literacy programmes were implemented in various phases through different administrative structures that are at National, State and District level, such as Total Literacy Campaign, Post Literacy Programme, Continuing Education Programme and Saakshar Bharat Programme. In Thoubal District also such programmes were implemented
through the District Literacy Samiti, Thoubal. The SLMA, Manipur was constituted in 1998 as per the directive of the National Literacy Mission Authority (NLMA), Government of India, with the Hon’ble Minister of Education, Manipur as Chairman and Additional Director of Education, Manipur as Member Secretary of SLMA, for implementation of Literacy Programmes in the State. In the District Level, the District Literacy Society was constituted in each District with Deputy Commissioner concerned as the chairman of the society and one of the officials of Adult Education Department, Government of Manipur as its Member Secretary in the TLC and PLP period. However, the structure of the Literacy Society reconstituted at the District Level with the implementation of Saakshar Bharat in the State. The Adhaksha of Zilla Prarishad (in Valley) and Chairman of Autonomous District Council (in Hill) became the Chairman of the District Lok Shiksha Samiti of the concerned District.

3.4.1. Total Literacy Campaign (TLC)

In 3rd October, 2002 under the guidelines of National Literacy Mission, the District Literacy Society (DLS), Thoubal has been constituted under Manipur Society Registration Act 1989, since the formation of the District Literacy Society Thoubal, there was a long gap up to August 2004 due to some inconvenience. As the Government of India established the NLMA in 1988, many literacy programmes were implemented in various phases through different administrative structures at the national, state and district level, viz,
Total Literacy Campaign (TLC), Post Literacy Programme (PLP), Continuing Education Programme (CEP), Saakshar Bharat Programme (SBP). In Thoubal District also, the DLS, Thoubal somehow has been launched the Total Literacy Campaign on the occasion of International Literacy Day observed on 8th September 2004 at Pujari High School, Khangabok. The District Literacy Society has played a very important role while implementing the adult education programmes for making the programme more successful. The District Literacy Society, Thoubal has three tier administrative structures, the district committee was headed by Block Development Organizers (BDOs), Thoubal and village level Committee was headed by Pradhan of the Gram Panchayats and municipal councils respectively. The Society has to approved the programme and budget for the literacy programme and will also review it implementation.

Since the completion of illiteracy survey and environment building activities the District Literacy Society, Thoubal has been conducted district level training of master trainers and village level training of volunteer teachers of TLC into three phases. After each phase of training programmes, the procurement of teaching and learning materials for I phase was started on 1st April to 12th April 2005, the II phase was started on 27th Feb. to 5th March 2006 and III phase was started on 8th May to 13th May 2006 respectively. In the same manner, the literacy classes for the I phase was started on 1st April and completed on 31st July 2005, the II phase was started on 10th Feb. to 10th May 2006 and the III phase was started on 17th May and was completed on 14th July 2006 respectively. As per reports submitted by the block coordinators the following
table show the neo-literates who had completed primer level I, II, and III are in order;

Table no.12: Shows the neo-literates who had completed primer level I, II, and III are in order;

<table>
<thead>
<tr>
<th>Name of constituency</th>
<th>No. of learners completed primer - I</th>
<th>No. of learners completed primer - II</th>
<th>No. of learners completed primer - III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Wangjing or Tentha</td>
<td>1124</td>
<td>2414</td>
<td>3438</td>
</tr>
<tr>
<td>Thoubal A/C</td>
<td>945</td>
<td>1153</td>
<td>2098</td>
</tr>
<tr>
<td>Wangkhem A/C</td>
<td>1233</td>
<td>2342</td>
<td>3595</td>
</tr>
<tr>
<td>Heirok A/C</td>
<td>1230</td>
<td>2241</td>
<td>3471</td>
</tr>
<tr>
<td>Khangabok A/C</td>
<td>824</td>
<td>1507</td>
<td>2331</td>
</tr>
<tr>
<td>Kakching A/C</td>
<td>649</td>
<td>1118</td>
<td>1767</td>
</tr>
<tr>
<td>Wabagai A/C</td>
<td>1011</td>
<td>2121</td>
<td>3132</td>
</tr>
<tr>
<td>Hiyanglam A/C</td>
<td>1100</td>
<td>2912</td>
<td>4032</td>
</tr>
<tr>
<td>Sugnai A/C</td>
<td>1863</td>
<td>3709</td>
<td>5632</td>
</tr>
<tr>
<td>Lilong A/C</td>
<td>1981</td>
<td>3321</td>
<td>5302</td>
</tr>
<tr>
<td>Total</td>
<td>11,980</td>
<td>22,918</td>
<td>34,898</td>
</tr>
</tbody>
</table>

Source: Directorate of Adult Education

As the table shown above the Total Literacy Campaign (TLC) in Thoubal District concluded on the 14th July, 2006 with 26,534 learners who had completed primers –III successfully in the internal evaluation conducted by the field functionaries of the District Literacy Society Thoubal.

3.4.2. Post Literacy Programme (PLP)

In Manipur, under the sponsorship of the Directorate of Adult Education and State Literacy Mission Authority, Government of Manipur, the District Literacy Society (Zilla Saksharta Samiti), Thoubal had completed “Total Literacy Campaign” on July 2006 with a successful neo literate learner of 26,534. However the literacy levels acquired by those neo-literates may regress into partial or total illiteracy unless timely action is undertaken to consolidate
their learning skills and make them permanent. Therefore, on the conclusion of TLC the neo-literates need to be encouraged and motivated to reinforce the newly acquired literacy skills and apply these in their daily life situations. At this stage, the District Literacy Society, Thoubal launched PLP under the guidelines of the NLM that is each TLC is followed by a one year PLP to be implemented in a mission mode. With a view to implement PLP in the Thoubal district, the District Literacy Society, Thoubal had been gearing up the necessary preparatory works such as survey, environment building, Training of field functionaries etc. since March 2007.

At the launch of the PLP a quick re-survey was undertaken to identify the actual number of targeted neo-literates and mop-learners in all the ten assembly constitutions of the Thoubal district. In this regard both the Block and village education committee members of DLS, Thoubal organized many training programmes of master trainers, coordinators and volunteer’s teachers at twelve training centres of Thoubal block and seven training centres of Kakching block. Many environmental building activities were also been conducted for public awareness of PLP and community involvement by the DLS, Thoubal and also conducted public meetings at the gram panchayat level with pradhan, prominent social workers of the localities. In Thoubal district the post literacy programme was concluded on 18th December 2007 with 25, 260 learners who had completed PL-I successfully. The table given below shows the physical achievement of the PLP that is the detail of the number of learners completed PL-I as per report submitted by Block Co-ordinators of DLS, Thoubal:
Table no.13: the detail of the number of learners completed PL- I as per report submitted by Block Co-ordinators of DLS, Thoubal:

<table>
<thead>
<tr>
<th>Name of constituency</th>
<th>Number of learners completed PL – I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gen</td>
<td>ST</td>
</tr>
<tr>
<td></td>
<td>Male     Female  Total</td>
<td>Male</td>
</tr>
<tr>
<td>Lilong</td>
<td>1413     2147  3560</td>
<td></td>
</tr>
<tr>
<td>Thoubal</td>
<td>416      1453  1869</td>
<td>416</td>
</tr>
<tr>
<td>Wangkhem</td>
<td>680      1945  2625</td>
<td>20</td>
</tr>
<tr>
<td>Khangabok</td>
<td>406      1464  1870</td>
<td>406</td>
</tr>
<tr>
<td>Wanjing</td>
<td>622      2119  2741</td>
<td>622</td>
</tr>
<tr>
<td>Heirok</td>
<td>417      1590  2007</td>
<td>437</td>
</tr>
<tr>
<td>Kakching</td>
<td>239      888   1127</td>
<td>83</td>
</tr>
<tr>
<td>Wabagai</td>
<td>724      1413  2137</td>
<td>724</td>
</tr>
<tr>
<td>Hiyanglam</td>
<td>679      2291  2970</td>
<td>679</td>
</tr>
<tr>
<td>Sugnu</td>
<td>1163     2564  3727</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>6869     17764 24633</td>
<td>72</td>
</tr>
</tbody>
</table>

Source: Directorate of Adult Education

Literacy and post literacy is the first step towards education. Therefore, a one year Post Literacy Programme is to be followed by continuing Education Programme. Post Literacy and Continuing Education are indeed windows to the world. They open the mind to a greater understanding of the outside and in the process, enable us to become better individuals and citizens.

3.4.3. Continuing Education Programme (CEP)

Continuing Education Programme is intended to establish a responsive and alternative structure for Life Long Learning (LLL). It provides continuum to the efforts of TLC and PLP. As such, the Department planned to implement the continuing education programme in the state after the release of Central Financial assistance to all the nine districts of the state as the follow up programme of literacy. In Manipur, a draft project proposal for Continuing Education Programme in all the nine districts had been prepared in accordance
with the guide lines. However, in view of the revision of the Continuing Education Programme (CEP), the proposed workshop for finalization of Project proposal of the CEP with SLMA, Manipur at Imphal has been postponed by the government of India till the revision is made effective.

**Table no.14: Details of the proposed CECs and NCECs in respect of Thoubal District are given below;**

<table>
<thead>
<tr>
<th>District</th>
<th>Population (2001)</th>
<th>Density per Sq.Km</th>
<th>No.of CECs</th>
<th>ICSEC@person</th>
<th>No. of NCECs</th>
<th>INCEC@CECs</th>
</tr>
</thead>
<tbody>
<tr>
<td>THOUBAL</td>
<td>3,64,140</td>
<td>713</td>
<td>200</td>
<td>1@1821</td>
<td>20</td>
<td>1@10</td>
</tr>
</tbody>
</table>

**Table no. 15: Distribution of CECs and NCECs at different Assembly Constituencies of Thoubal District.**

<table>
<thead>
<tr>
<th>SL.No.</th>
<th>Name of the Constituencies</th>
<th>CECs</th>
<th>NCECs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lilong A/C</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Thoubal A/C</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Wangkhem A/C</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Khangabok A/C</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>WanjingTentha A/C</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Heirok A/C</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Kakching</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Wabagai</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Hiyanglam</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Sugnu</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>200</td>
<td>20</td>
</tr>
</tbody>
</table>

*Source: - Directorate of Adult education, Govt. of Manipur.*

However, new Guide lines of Government of India directed to suit over to Saakshar Bharat Mission instead of Continuing Education Programme in four Districts of Manipur where there female literacy Rate is below 50%.
The government of Manipur reconstituted the SLMA following the Indian government guideline in its general body meeting of SLMA, Manipur on 12\textsuperscript{th} October, 2009, chaired by Hon,ble Minister of Education and restructured the four District Literacy Samiti as well as formation of Panchayat Village Literacy Samitis was done by government. Thus, the SBM-2012 has launched in the four district of Manipur. The modified continuing education programme becomes one of the components of Saakshar Bharat programme.

3.4.5. Saakshar Bharat Mission (SBM) in Thoubal district

The District Literacy Samiti, Thoubal was reconstituted in 2010 as per guidelines of the NLMA, Govt. of India with Adhyaksha Thoubal as chairman and one of the officer of the project (AE) as Member Secretary. Since the formation of the District Literacy Samiti, Thoubal the SBM has been launched by the honorable Minister of Education, Local MLA’s Commissioners (AE) on the 15\textsuperscript{th} January 2010 at Thoubal district of Manipur. This programme aimed at providing the education to women by extending educational options to those adults who having lost the opportunities of access to formal education to crossed the standard age for receiving such education.

The main objectives of the programme are eradication of illiteracy, retention of the literacy among the age group of 15 years and above. In order to fulfill the demand and needs of the adult learners, an assortment of teaching learning programmes are given to the learners as an integrated continuum of
learning that is a) Basic Literacy, b) Basic Education, c) Vocational Education and d) Continuing Education.

a) **Basic Literacy**- to make all the non-literates of 15 + age group of Panchayat fully literate, the survey is one of the essential parts of the entire literacy programme. The survey works of Saakshar Bharat Mission was completed in the district in the month of May, 2010 and identified 34,299 (Female), batching and matching of the volunteer teachers and learners were also completed for basic literacy programme in the ratio of 1:10.

The programme of SB is being implemented in 42 Gram Panchayats of Thoubal District. There are 64 AE Centres, DLS, Thoubal engaged 128 Preraks (2 for each AE Centre) and identified 3426 VTs and 78 MTs for 34,299 identified women adult learners. The table given below shows the detailed of the persons engages in Thoubal District;

**Table no.16: Shows the detailed of the persons engages in Thoubal District;**

<table>
<thead>
<tr>
<th>Name of Block</th>
<th>No. of GPs</th>
<th>No. of AECs</th>
<th>Preraks</th>
<th>Volunteer teacher</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Thoubal</td>
<td>27</td>
<td>42</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>22</td>
<td>61</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>468</td>
<td>1728</td>
<td>2196</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nil</td>
<td>21993</td>
<td>21993</td>
</tr>
<tr>
<td>Kakching</td>
<td>15</td>
<td>22</td>
<td>17</td>
<td>28</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>243</td>
<td>987</td>
<td>1230</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nil</td>
<td>12306</td>
<td>12306</td>
</tr>
<tr>
<td>Thoubal</td>
<td>42</td>
<td>64</td>
<td>39</td>
<td>89</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>711</td>
<td>2715</td>
<td>3426</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nil</td>
<td>34299</td>
<td>34299</td>
</tr>
</tbody>
</table>

*Source: - Directorate of Adult education, Govt. of Manipur.*
The DLS, Thoubal again engaged 4 co-ordinators also on contractual basis to co-ordinate the State Literacy Mission and field functionaries. The VTs render their services with no incentives or any other else. One basic literacy centre (Manned by VT) covers (8-10) learners while one AE Centre (Manned by 2 preraks) covers (25-30) learners. The administrative staffs of the DLS specially Block co-ordinators look after the activities taken up by the Preraks at the AE Centres and VTs and the Basic Literacy Centres and the inputs are submitted to the DLS for onward submission to the nodal agency, SLMA, Manipur.

a. **Basic Education**- enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to a formal educational system, the learners for the basic education/equivalency programme of Saakshar Bharat is under process of identification and it will be intimated to the Government of India.

b. **Vocational Education**- imparts the non- and neo-literate adult’s vocational skills to improve their earning and living conditions. The vocational education/skill development programmes were imparted through Jan Shikshan Sansthans (JSS) in order to equip non-literates and neo-literates with vocational skill development training are being imparted to those having rudimentary levels of education.

c. **Continuing Education**- promotes a learning society by providing opportunities to neo-literate adults for continuing education through AEC. For continuing education, the District Literacy Samiti (DLS), Thoubal have set up 64 AECs under 42 Gram Panchayats in the District. Many activities
like survey works, opening of bank account engagement of co-ordinators, preraks, VTs, distribution of TLM have already completed and started the basic literacy classes of Thoubal from 9th May, 2011.

The SBP is being implemented through well equipped multiple functional Adult Education Centre (AEC) at panchayat level for delivering entire range of activities including literacy, basic education, vocational and continuing education. It is a place for community members to carry out various activities to improve their overall living condition. On the other hand model AEC is also an AEC which get financial support from the Public Private Partnership (PPP). It is also set up to provide institutional, managerial and resource support to literacy and lifelong education. It will act as centre for registration of learners for all teaching learning activities in its jurisdiction. In Thoubal District, out of the 64 AECs, 27AECs are in Thoubal block and 15 AECs in Kakching block and under this there are 5 model AECs set up in the district in 5 constituencies, namely Thoubal A/C, Khangabok A/C, Tentha A/C, Wabagai A/C and Hiyanglam A/C under the container Coorporation of India Ltd. (CONCOR). The five model AECs are namely, Khangabok Part-I Khullakpam Leikai Model AEC, Sangaiyumpham Part-I MAirelkhun Mayai Leikai Model AEC, Irong Thokchom Thoudam Wangmataba Model AEC, Hiyanglam Awang Leikai Model AEC, Keirak Tomalmakhong Model AEC. The detail of the Model AEC and name of Prerak, Location of MAECs is given below:
Table no.17: The detail of the Model AEC and name of Prerak, Location of MAECs is given below:

### THOUBAL BLOCK

<table>
<thead>
<tr>
<th>Name of the Supervisor &amp; contact no.</th>
<th>Name of the Prerak &amp; contact no.</th>
<th>Name of the Model AEC</th>
<th>Name of the AECs to be covered</th>
</tr>
</thead>
</table>

### KAKCHING BLOCK

<table>
<thead>
<tr>
<th>Name of the Supervisor &amp; Contact No.</th>
<th>Name of the Prerak &amp; Contact no.</th>
<th>Name of the Model AEC</th>
<th>Name of the AECs to be covered</th>
</tr>
</thead>
</table>

Source: - Directorate of Adult education, Govt. of Manipur.
3.4.6. Capacity building

In an adult education programme, training and capacity building of those directly involved in teaching of illiterate adults is the most crucial one. Saakshar Bharat rightly recognizes that teaching an adult is an art which requires specialized set of skills and stresses that quality instructors are the prerequisite for the success of the programme. For the successful implementation of SBM, the DAE has organized many training and capacity building programme of those directly involved in teaching of non-literate adults as it requires specialized set of skills for growing quality instructors for the success of the SBM. In order to provide academic resource and technical support to literacy and adult education programmes, State Resource Centres (NEHU) have been established so that they could extend adequate academic and technical resource support to the Department specially in the realm of development of teaching learning materials and training of literacy practitioners and managers. The DLSS, Thoubal in collaboration with SLMA, DAE also conducts monthly capacity building training programme for the functionaries of the AEC, Master Trainers, Preraks and VTs at difference place of Thoubal and discussed about the role and duty of MT, Preraks and VTs, motivation and mobilization of learners, importance and need of communication skill and knowledge of classroom management and about the AEC, its organization and management so as to implement the programme more successful.
Various vocational training and awareness programme for the literacy and neo-literate learners on skill development as a part of convergence programme are organized under SBM by DLS, Thoubal in collaboration with SLMA, Manipur and Department of Home Science, G.P Women College and S.Kulla Women College, such as squash making, chips making, pickle making, preparation of Indian sweet dish, embroidery, flower and doll making, soap and detergent making hair cutting and beauty care. The DLSS, Thoubal had also participated many orientation training programs and basic computer awareness trainings conducted by SLMA, Manipur for preraks of Model Adult Education Centres (MAECs) at the block and District level from time to time.

During the programme, many resource persons had spoke elaborately about the different aspects of vocational education and it’s significant to the participant and about the requirement and importance of computer knowledge and skills for preraks of MAECs for smooth functioning and documentation of the literacy programme under Saakshar Bharat in the District.

3.4.7. Environment building (EB)

It is essential to create positive social environment where everyone especially the deprived feels to read, write, join basic education, skill development programme and lifelong learning. EB is a process of creating and sustaining a situation and milieu for coming together of all sections for the cause of literacy. The DLS, Thoubal had conducted various environment building activities to create a sustainable demand for literacy; make the literacy
campaign participative, voluntary and more visible. The SLMA organized many environmental building development programme in collaboration with DLS, Thoubal in different areas of Manipur. As a part of the environmental building programme, many field visits programme and documentation of the role of SRC, NEHU were conducted in connection with the production of documentary film on successful implementation of the Saakshar Bharat Programme in the State. The DLS, Thoubal in collaboration with BGVS, New Delhi, SLMA, Manipur, SRC, NEHU, and JSS Thoubal organized a Kala Jatha (Saakshar Bharat Yatra) on the 14th March, 2012 as an environment building programme Saakshar Bharat Mission in Manipur State. Environment Building Committee of SLMA, Manipur with resource and financial support for SRC, NEHU produced various EB materials namely

- Radio and TV serials, Short Film, leftlet, wall writing, and slogan in various languages
- Poster, pamphlets, leftlets etc on Saakshar Bharat Programme

3.4.8. Monitoring and Evaluation

Implementation of the SBP is being monitored regularly at different levels. The National Literacy Mission Authority carries out close monitoring of implementation of the programme on a regular basis by organizing discussions with SLMAs in different states, organizing meetings of SLMAs on quarterly basis and by collecting monthly progress reports. In Manipur especially in
Thoubal District, the SBP has been monitored regularly at different level and the monthly monitoring meetings are also conducted at times.

- Monthly monitoring meeting of all member secretaries of DLS and officers/officials of DAE/SLMA, Manipur are held on every 28th of the month at the Directorate and proceedings of the meeting are sent to Government of India and Government of Manipur. Periodical review/staff meeting of the district level are also held from time to time to know the progress of SBP in the Districts.

- Other special meetings of all the member secretaries of DLS, staff and officials of DAE/SLMA, Manipur are also held from time to time to discuss any urgent matters and to review up to date literacy programmes in the District.

- Monitoring Teams of the Directorate of Adult Education/SLMA, Manipur paid frequent field visits to training centres and all Districts periodically to ensure the functioning of the Districts offices as well as implementation of the literacy programmes as part of the monitoring and supervision.

- Various monitoring formats are used at the various levels to collect required information and to take up remedial measures of the literacy programme in the State and District.

- Apart from monitoring activities of DAE/SLMA, Manipur, SRC, NEHU is also monitoring the progress of the literacy programme in
two selected Blocks of the State one is at Thoubal District (Thoubal Block) and another at Senapati District (Kangpokpi Block).

- A Web based Management Information System (MIS) is being put in place for real time monitoring, which would be critical for optimizing the out reached and impact of the programme.

- The SRC, NEHU Shillong has been conducting monthly monitoring of literacy centres since the implementation of the Saakshar Bharat Programme in Manipur State in 2010. If any setback identified is brought to the notice of SLMA for remedial measures. SRC, NEHU personnel assisted the Tata Institute of Social Sciences (TISS) Mumbai in data collection for process evaluation of SBP in Thoubal District. Special field visit to model AEC at Thoubal District are also held from time to time to ensure the functioning as well as the implementation of the SBP successfully.

3.4.9. Literacy Award

On the occasion of International Literacy day, the NLMA, Government of India awarded the District Literacy Samiti, Thoubal District the prestigious Satyen Maitra Memorial National Literacy Awards by the Honorable President of India, Smt. Pratibha Devi Singh Patil in the national level function held at Manekshow Centre on 8th September, 2011 for best performing District in the country in the implementation of a Saakshar Bharat Programme. The said award was received by Dr. J. Suresh Babu, Principal Secretary, Adult
Education, and Government of Manipur on behalf of the State and Thoubal District. The National Literacy Mission instituted Satyen Maitra Memorial Literacy Awards in the year 1996. This award is instituted in the name of late Shri Satyen Maitra, a doyen in the field of literacy who dedicated his life long for the poor and down trodden. He was a social reformer and eminent educationist who served Bengal Social service league, a reputed Non-Government Organization (NGO) based in Kolkata, West Bengal. Satyen Maitra Memorial Literacy Awards are given to districts for their outstanding performance in the implementation of the literacy programmes in the country.

3.4.10. Best volunteer award

The SLMA, Manipur had given the best volunteer teacher award to Leishangthem Ongbi Bilashini Devi (VT) from Thoubal District on 8th September 2011, on the occasion of International Literacy Day for her outstanding contribution to the literacy programme as VT, so as to make the literacy programme more successful for a literate society. In Thoubal Block some AECs along with Model Centres the Preraks arranged/organized for giving incentive awards to the best VTs after selection in collaboration with their respective Pradhan, Adhyaksha, chairman of the DLS, member secretary, DLS, Thoubal etc. to their respective centre in order to encourage the VTs for the successful implementation of the programme.
3.4.11. Interpersonal Media Campaign of SBP

The Directorate of Adult Education, Government of Manipur and State Literacy Mission Authority, Manipur has hoisted the Saakshar Bharat Flag on the 15th August, 2013 at the office complex of the Directorate of Adult Education, Babupara Imphal at 8:00 a.m. as the part of Interpersonal Media Campaign under the National Literacy Mission, Government of India in the Country. In Thoubal District also, the DLSS, Thoubal organized the Flag Hoisting ceremony of interpersonal media campaign under the SBP in all the GPs of Thoubal District on 15th August 2013 with their respective Zilla Parishad, Pradhan, Member Secretary, Ward Member, Supervisor, Preraks, VTs, local leaders etc. and took oath altogether on the day.

3.4.12. Assessment of Basic learners

Assessment of competence of the population in literacy skills is important for getting feedback of the success and outcome of the programme. It would also promote courage, self-confidence and self-actualization among the learners. First time in India National Literacy Mission Authority (NLMA) undertook nationwide learners’ assessment in collaboration with National Institute of Open Schooling (NIOS). The system of learner’s assessment includes assessing literacy skills as well as general awareness and empowerment through participation in various activities. Learners are assessed in reading, writing and numeracy. Each component has been given 50 marks and total score for all three components in 150 marks. There are three levels of grades A, B and C. The
person getting 60% and above marks is awarded ’A’ grade (Good). Similarly getting 40% and above gets the ‘B’ grade (Satisfactory) and getting less than 40% marks gets ‘C’ grade (Needs improvement).

After the launch of SBP, as described by the National Literacy Mission Authority, Government of India, to conduct learners evaluation for basic literacy programme, State Literacy Mission Authority (SLMA), Manipur in collaboration with National Institute of Open Schooling (NIOS) and State Resource Centre (SRC) Shillong conducted evaluation test on 20th August 2010 in which about 865 basic learners participated the evaluation test in nine examination centres through District Literacy Samiti, Thoubal. The second National level learner’s assessment was held on 6th March 2011. The number of learners registered was 4114 learners, 670 male learners and 3444 female learner appeared in the assessment. The third round assessment was held on 20th August 2011. Registered 14316 learners, out of which, 608 were males and 13708 were females. The fourth round assessment test was held on 18th March 2012 registering 31585 adult learners, 3968 were males and 27617 were female and the fifth round assessment test was held on 17th March, 2013 registering 37,799 adult learners and the number of passed (A-B Grade) were 7,480 learners. The six round assessment tests for the basic learners under Saakshar Bharat Mission was held on 25th August 2013 registering 6292 learners and 5573 learners were appeared in Thoubal District. The table given below shows the physical achievement of the Saakshar Bharat Programme so far conducted in Thoubal District:
Table no. 18: Physical achievement of SBP so far conducted in Thoubal District

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Adult</td>
<td>865 524</td>
<td>3627 2291</td>
<td>11748 7211</td>
<td>23010 13483</td>
<td>11366 7480</td>
<td>5573</td>
</tr>
<tr>
<td>Self Taught</td>
<td>699 503</td>
<td>646 322</td>
<td>3895 2621</td>
<td>Nil Nil</td>
<td>Nil Nil</td>
<td>Nil Nil</td>
</tr>
<tr>
<td>VT Taught</td>
<td>865 524</td>
<td>2928 1788</td>
<td>11102 6889</td>
<td>19115 10862</td>
<td>11366 7480</td>
<td>5573</td>
</tr>
<tr>
<td>Adult women</td>
<td>865 524</td>
<td>3039 1892</td>
<td>11335 6953</td>
<td>20342 11836</td>
<td>11366 7480</td>
<td>5573</td>
</tr>
<tr>
<td>No. of SC</td>
<td>47 34</td>
<td>165 107</td>
<td>383 243</td>
<td>51 36</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>No. of ST</td>
<td>53 41</td>
<td>226 151</td>
<td>75 36</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>51 39</td>
<td>795 503</td>
<td>2762 1700</td>
<td>5119 3097</td>
<td>1656 1103</td>
<td>1140</td>
</tr>
</tbody>
</table>

Result of the Nationwide Assessment of 25th August, 2013 is not yet declared by the NIOS-National Literacy Mission Authority, Govt. of India (Status on 25/11/2013, DAE/SLMA, Manipur) (Directorate of Adult Education, 2013).

Source: District Lok Shiksha Samiti, Thoubal and Directorate of Adult Education, Government of Manipur

The learners’ assessment examinations were successfully conducted, and a good number of learners have been certified to be literate by the National Institute of Open School (NIOS). Most of the learners have reported appearing in the examinations and learners are of the opinion that the number of classes held before the assessment is adequate. As regards to passing certificates, majority of the learners are yet to receive their passing certificates in the District. Learners expressed their satisfaction with the way classes are conducted. Most of them are of the opinion that they benefited from SBP. The
learners now feel that they are more confident and have realized the importance of education after enrolling in the SBP.

Now, people are quite aware and very enthusiastic about Saakshar Bharat (Literate India) and hope that the government will continue this programme in future bringing more changes and development in the District. The SBP had brought a remarkable changes and implementing the programme successfully in Thoubal District.

3.5. Agencies of Adult Education in Manipur

The successful organization and implementation of a comprehensive programme of adult education requires the fullest mobilization and involvement of all agencies stakeholders which are available in the state. In Manipur, so far various adult education programmes have been undertaken to achieve reasonably high standard of literacy in rural and other backward areas by different agencies. There are various agencies involved in proper organization and administration of adult education in India. In Manipur also for the proper organization and administration of the adult education, there is a need to identify organizing structure and administrative machinery to facilitate the programme of adult education. Some of the agencies which are involved in the adult education works are Government agencies and voluntary agencies. The agencies included under the Government are the Directorate of Adult Education, Government of Manipur, State Resource Centre (SRC), Shillong,
Jan Shiksha Shanstan (JSS), Thoubal District, Department of Adult Continuing Education and Extension, Manipur University, Canchipur.

3.5.1. The Directorate of Adult Education, Government of Manipur

In Manipur, a separate Directorate of Adult Education was established in 1980 at Imphal. The Directorate of Adult Education is the main agency of adult education programme in Manipur. Its main objective is to eradicate illiterate in the age groups of 15-35 years and also leads to developed Life Long Learning (LLL) through various ways and channels including establishment of adult education centres at different places. All the correspondences to the Central Government by the voluntary agencies were to be routed through the Directorate. The Directorate had set up one special resource cell. This cell performed different functions in order to eradicate illiterate in the State. But, unfortunately, the cell has been stopped functioning since 1988. The Directorate planned, prepared budget and set targets for Adult Education Programmes in state. It served as liaisons between the Central Government, State Government and Project Officers for effective implementation of the programme. The Administrative structure of the Directorate of Adult Education, Government are given below.
All the correspondences to the Central Government by the voluntary agencies are to be routed through the directorate. Based on its progress, impact and deficiencies, the programme of adult education has been revised from time to time so as to enable to achieve the objectives for eradication of illiteracy, retention of literacy for the adult illiterates and Neo-literate in the target age group of 15 years and above and improvement of living standards of the people in general. So far the DAE implemented the adult education programmes

**Fig. no. 3: Administrative structure of the Adult Education Department**

*Source: Directorate of adult education*
through the following steps; i) Strengthening of administrative structure at State and District Level ii) Rural Functional Literacy Programme iii) Total Literacy Campaign iv) Post Literacy Programme and Continuing Education Programme. The Government of Manipur reconstituted the State Literacy Mission Authority following the Indian government guideline in its general body meeting of State Literacy Mission Authority Manipur on 12th Oct. 2009, chaired by Hon’ble Minister of Education and restructured the four District Literacy Samitis (Thoubal, Chandel, Senapati and Tamenglong) as well as formation of Gram Panchayat/Village Literacy Samitis was done by Government. Thus, the Department has launched the SBM in the four District of the State that is Thoubal, Chandel, Senapati and Tamenglong where female literacy rate are 50% and below as per the guideline of the Government of India.

At State level, the State Literacy Mission Authority will be the state implementing agencies and will be responsible for disbursal of funds received from the NLMA and the State to the implementing agency and management of accounts. The SLMA was constituted in the 17th April 1998 as per Directive of the National Literacy Mission Authority, Government of India, with Hon’ble Minister of Education, Manipur as chairman and Additional Director of Adult Education, Manipur as Member Secretary of SLMA, for implementation of the literacy programme in the State. At District level, the District Lok Shiksha Samiti / District Literacy Samiti (DLS) will guide, plan, supervise, monitor and facilitate implementation of literacy programme. The DLSS/ DLS was constituted at the District level with Adhaksha of Zilla Parishad/ Chairman of
Autonomous District Council (ADC) as the chairman of the society and one of the officer of Adult Education Department, Government of Manipur as its Member Secretary including members of Gram Panchayat in valley, ADC members in hills, women representative etc.

With the introduction of new literacy programme” Saakshar Bharat” by NLMA the present focus of the Manipur, Adult Education Department is basically on four component of literacy programmes viz, Basic Literacy, Basic Education, Vocational Education and Continuing Education in order to meet all the learning needs of the adult through appropriate learning and life skills programmes as part of basic and continuing education for all adults. The Directorate of Adult Education plays an active role in the field of adult education in order to eradicate illiteracy for the socio-economic and political development of the state.

3.5.2. State Resource Centre (SRC)

There is no SRC for Manipur State. Presently, the resource and technical support of the adult education programmes in the state is provided by the SRC (NEHU), Shillong and only two resource persons were engaged for the two adopted blocks of the States i.e., one is in Thoubal District and another in the Senapati District. They help in organizing various capacities building training for personnel of DLSS, Resource person and other functionaries of the two adopted blocks. In order to accelerate the process of implementation of SBP for female literacy, the SRCs played a leading role in the development of primers,
environment building materials such as leaflet, jingle, wall posters, Hoardings etc., besides other capacity building training in the State. The SRC, NEHU also participated in the monitoring and evaluation process specially concerted on the two adopted blocks that is Thoubal and Kangpokpi block of the State (State Resource Centre, 2012).

3.5.3. Jan Shiksha Shansthan (JSS), Thoubal

The JSS was established to provide vocational training to non-literate, neo-literate, as well as school drop-outs by identifying skills as would have a market in the region of their establishment. In Manipur, the JSS, Thoubal District was established in 2003 at Wangjing under Ministry of Human Resource Development (Department of Elementary Education & Literacy, Government of India). It is an institute of people’s Education to provide an innovative educational scheme in the field of non-formal and continuing education and training for adults started by Government of India in the year 1967. The main objectives of the Sansthans are focus on

- Improving the occupational skills and technical knowledge of the neo-literate and the trainees and to raise their efficiency and increase productive ability
- Providing academic and technical resource support to Zilla Saksharta Samities (ZSS) in taking up vocational and skill development programmes for neo-literate in both urban and rural areas
- Serving as nodal continuing education centres and to coordinate, supervise and monitor 10-15 Continuing Education Centres/Nodal Continuing Education centres
- Organizing training and orientation courses for key Resource Persons, development and implementation of skill development programmes under the Scheme of Continuing Education for neo-literates
- Organizing equivalency programmes through Open Learning System
- Widening the range of knowledge and understanding the social, economic and political systems in order to create critical awareness about the environment
- Promoting national goals such as secularism, nationalism, national integration, population and development, women’s equality, protection and conservation of environment

The activities of JSS includes organizing vocational training courses/income generation programmes, awareness programmes, literacy, post literacy and continuing education related programmes and formation of Self Help Groups and establishing agencies, financial institution and organization.

The JSS Thoubal District provides support only to the socio-economically backward and economically disadvantaged groups of rural and urban population such as men, women and youth, self-employed, neo-literates, prospective workers and their family members as well as unemployed youths.
In collaboration with the District Literacy Samiti, Thoubal and the JSS, Wangjing, Thoubal District has conducting some skill development programme under the Saakhar Bharat Programme in different areas of Thoubal District from 2012. However, due to limited fund or lack of fund under SBM, desire result is yet to be achieved. On the other hand, more co-operations and planning are required between DLSS, Thoubal and JSS Thoubal (JSS, 2011).

3.5.4. Department of Adult Continuing Education and Extension Manipur University, Canchipur

The third implementation agency for eradication of illiteracy in the state is the Department of Adult Continuing Education and Extension, Manipur University. The Department was established in 1986 at Manipur University with 100% financial assistance from University Grant Commission. The main function of the Department is primarily to eradicate illiteracy in the state. In addition to this, it is also the responsibility of this department to impart continuing education and extension education for the neo-literates and Post-literates. With the opening of this Department, the programmes for eradication of illiteracy were implemented under different approaches that are Centre based and Areas based approach programme. In addition to these approaches Total Literacy Campaign programmes, Continuing Education Programme through Jana Shikshan Nilayam and Extension Education Programme had been taken up field survey and research works had also been taken up through seminars, workshops, lectures, discussions and other related academic programmes. The two years integrated Master of Arts in Adult Education course was introduced in
the department from the year 2004-05 academic sessions. In addition, the Department has been providing facilities for carrying out research programme leading to Ph.D.

**Courses offered**

The department is currently offering M.A. Adult Education, the two year integrated course and Ph.D. programme. The course work for the Ph.D. programme was introduced from the year 2011. The department also introduces three month certificate course on computer literacy since November 2006 for the students, teachers, staffs, and research scholar of the University community with the objectives of eradicating computer illiteracy. The department also offered continuing education courses of three month on knitting, tailoring and embroidery of the adopted villages basing on vocational career for the neo-literate inside the Manipur University campus. The department also carried out many extension education programme. The course has been started with the following aims and objectives;

a) to extend knowledge and other institutional resources to the community and vice-versa,

b) To gain insights from a contact between knowledge resources and socio-cultural realities with a view to reflecting these in the entire curricular system of higher education including teaching and research. It was to be a two-way process between the experts and the people, an intellectual intervention in the community’s living problems which need to be
overcome through an educational process. It was to be that education which helped students to face life and its challenges and which created an ambience for a learning society.

**Number of centres opened under ACEE:**

The Department opened centres in different trade within the campus by employing project staff on temporary basis.

i. Centre for Computer Literacy Course: Offered Certificate Course for Computer Literacy for the students, research scholars, staff, officers, faculty members of the university community in order to eradicate computer illiterate.

ii. Vocational Training Course: offered for the neo-literates and school dropouts in order to give skill development. The courses are:

   (a) Cutting and Sewing (Tailoring)

   (b) Sewing and Knitting

   (c) Embroidery

During 1990-91, under Areas based approach programme, the Department of Adult Continuing Education and Extension, Manipur University had taken a number of programmes for eradication of illiteracy. The implementation of the programme was made not only at the village level, hill areas but also at the urban areas. In addition to the programme for eradication of illiterate under Centre based approach programme, Mass Programme of Functional Literacy and Population Education Club were implemented through the colleges and the University (Manipur University, 2011-12). One of the
worth mentioning achievements of the department is the declaration of totally literate at the Langthabal Chingkha Kabui village on 30th October 2003 as an academic project done by student volunteers of the department. The Department will further take up more progressive and development projects relating to literacy of adult and Continuing education in the coming years.

3.6. Voluntary Agencies

The education Commission 1964-66 recognized the role of voluntary Agencies in the field of adult education. Adult education is an area ideally suited to voluntary effort and the work to be done is of such dimensions that the mobilization of this will play a crucial role in the success of our plans. The role of voluntary organizations in adult education programmes has many dimensions:

- The voluntary organizations run the adult education centres in many States and Union Territories of the country,

- In addition, in few states, the voluntary organizations have the responsibility of the State Resource Centre for development of teaching and learning materials. These resource centres provide training to the field level functionaries of the state and develop need based curriculum for the learners. The resource centres also bring out wall paper, posters and other literature for the neo-literates.
The voluntary organization also help in creating favourable atmosphere for learning by organizing talks and village get together from time to time.

Voluntary organizations serve as a catalytic agent in bringing about significant change in the neo-literates after imparting them literacy and numeracy skills.

Voluntary agencies as catalyst have a specific role in providing the necessary link between various development programmes meant for the rural poor and the beneficiaries themselves.

Voluntary organizations also could help in organizing the poor and strengthening their participation in various economic and developmental activities.

The government being the main funding agency in India, it is but natural that the major financial support would come from the government. Such organizations have more freedom in day to day working for innovations and bold experiment.

There are a number of voluntary agencies working in the field of adult education in Manipur. Voluntary organization plays an important role in proper organization and administration of the adult education programme. These organizations are working purely on non-political, non-sectarian, no loss and no profit basis and contributing towards the implementation of adult education programmes and other welfare and development programme at the state level, district level as well as national level with active co-operation and participation.
of the people of Manipur. Voluntary organizations in Manipur are getting financial assistance from Central government, State government, National organizations and foreign funding agencies. The fund of voluntary organizations is also supplemented by contribution and donations from the public. Some voluntary agencies took up the initiatives of eradicating illiteracy of the age group of 15-35 years. Those agencies are: The Wangjing Women and Girls Society, (WWAGS) Wangjing, The Rural Development Society, Wangjing, The Manipur Rural Institute Society, Tera Bazar Sapam Leirak, The Manipur Vocational Institute, Mekola Bazar, The Rural Development Organization, Lamsang Bazar, The Adult Education Association, Keisampat Leimaram Leikai, The Citizen Volunteer Training Centre, Palace Compound, the Manipur Schedule Caste Welfare Association, Phayeng, State Resource Centre, Hatta, New Checkon, The South Eastern Rural Development Organization, Sangai Yumpham, etc. For the present study, only the profiles of Wangjing Women and Girls Society, (WWAGS), Wangjing and the Adult Education Association, Keisampat Leimaram Leikai are mentioned because other organizations are not related with the adult education programmes in the Thoubal District.

3.6.1. Wangjing Woman and Girls Society, Wangjing, Thoubal District

Wangjing Women and Girls Society (WWAGS) is a non-government voluntary organization, non-profit making, non-sectarian without disparity and its working system is micro-in nature and initiating non-formal education under
the name of Adult Education. Wangjing Woman and Girls Society (WWAGS) were established on 22nd December 1958. The WWAGS emphasized on the income generating programmes and social upliftment of the women and girls in the rural areas particularly the destitute and aged women. The main objectives of WWAGS are

- To organize adult literacy and post-literacy and continuing education as well as training programmes for teachers, field workers, group organizers;

- To established the necessary linkage with the community with a view to fostering social change through meaningful relationship and interaction.

- To enlist public co-operation in solving social problem and to make the people concise needs of the nation,

- To cater to the felt needs of all sections of the society but specially to the needs of the less privileged and under privileged sections in order to secure their effective participation in development process,

- To enrich higher education by integrating adult education programmes and extension work in the system and thus provide opportunities to remove the isolation.

The Wangjing Women and Girl Society (WWAGS) started implementing programme for eradication of illiteracy. The first approach was made under Centre-based and second was under Area-based programme. In addition to these approaches Mass Programme of Functional Literacy, Population
Education Club, Total Literacy Campaign (TLC), Continuing Education Programme and Extension education programme had been taken up field survey and number of academic programme were taken up through seminars, workshop, lectures, discussion and other related academic programme.

The scopes of WWAGS in adult education are;

- Having full capacity of the Non-Government Organization’s with committed and qualified staffs and infrastructures
- Having strong determination to achieve the government policy in conformity with its guide line
- Having good support of the village people and warmly acceptance of the programme,
- Having skill methodology for the successful implementation of the programme.

**Role of Wangjing Women and Girls Society (WWAGS) in adult education at Wangjing**

In order to eradicate illiteracy and to fulfil Government Policy and Directive “Literacy For All”, the WWAGS organized mass awareness campaign through meeting, open discussion, seminars, workshop and household survey for identification of illiterates with the involvement of village Panchayats, Mahila Mandal Clubs, Civil Society groups and village authority in the hill area for running adult education and together identified the adult
education volunteers, master trainers and the centres where the learners to
attend (Sana, 2007).

Regarding the income generating programme, WWAGS took up
programmes both in valley and hills. The WWAGS has completed some project
like income generating programme, social forestry, adult education, health and
sanitation and benefited a large number of women, men and girl in Thoubal and
Chandel District. In the hills areas, income generating programme such as
Piggery, weaving, social forestry, banana plantation etc. were taken up so that
they can meet their financial needs. With the aim of self employment,
increasing employment opportunities for rural women living below the poverty
line by upgrading and strengthening their activities WWAGS benefited men
and women in the rural areas.

From 1981 to 1983, the WWAGS organized the adult education
programme opening 180 centres in 30 villages of Thoubal District and Chandel
District of Manipur under the financial assistance from World literacy,
CANADA with the participation of Panchayets and village authorities. Out of
1800 adult learner 1720 were made neo- literates at the ratio of learners to one
volunteer. In first September 1998, total literacy campaign was organized under
the financial assistance from Ministry of Human Resource Development
(MHRD), Government of India, New Delhi, at the ratio of 10 learners to one
volunteer. Under the campaign, out of 21,525 learners from 11-35 years of age,
19892 were made neo- literates in 12 Gram Panchayats and two Nagar
Panchayats of Thoubal District by opening 2152 centres. The project was continued up to 31\textsuperscript{st} August 2000.

In the recognition of its outstanding contribution in the field of adult education with the aims of literacy for all in India by 2000 A.D. WWAGS was honoured with the UNESCO- National Literacy Mission (NLM) award 1998, for outstanding contribution in the field of Adult Literacy on the fourth February 1999 at New Delhi, chaired by Dr. Murli Manohar Joshi, Ministries of Human Resource Development (MHRD), Government of India and Prof. Federico Mayor, Director General, UNESCO, Paris, France and also the WWAGS was Honoured the State Best Volunteer Award 2004 by the All Manipur Non Government Organizations Forum, Manipur. The WWAGS has networking services in the field of Human Resource Development relating to adult Education and Environment Conservation for dynamic social change with the linkage level and the state, national and international funding agencies in the Government level. It is a National level organization working particularly in the state of Manipur. It is the most developing and progressive organization in the state (WWAGS, 2011-12).

### 3.6.2. Manipur Adult Education Association (MAEA)

The association was established in 1978 at Takhel Leikai, Kwakeithel now at Keisampat Leimajam Leikai. This association was organized under “Rural Development and Social Welfare” movement in our country for the upliftment of the rural people living in the backward areas. The main aims and
The objective of the association was to impart knowledge for social and political awareness to the adult learners, health and hygiene with family welfare programme to check population explosion and to render assistance to farmers and landless agricultural labourers.

The areas operation of this association was at Imphal West, Sadar Hills East, Saikhul block and Thoubal District. Some of the villages in the area operation of this association are Satang, Maphou Kuki, Maphou Khuman, P. Geljang, Songjan Holbung, Saikhul, Chingmang Khullen and Khunou, Irong Tangkhul, Kamu Tampak, Lambakhul etc. This association had opened many libraries and Jana Shikshan Nilayam in different rural areas. But the adult education programme taken up by this association could not be continuing from 1979 to 1989. The table given below shows the number of the villages, number of adult education centres, number of the learners enrolled and the literates’ learners:

**Table no.19: Adult Education Center opened by MAEA from 1979-89**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of villages</th>
<th>No. of adult education Centers</th>
<th>No. of adult learners enrolled</th>
<th>No. of adult made literate</th>
<th>Pass P.C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979-80</td>
<td>35</td>
<td>80</td>
<td>2240</td>
<td>1542</td>
<td>68.8%</td>
</tr>
<tr>
<td>1985-86</td>
<td>54</td>
<td>100</td>
<td>2648</td>
<td>1835</td>
<td>69.2%</td>
</tr>
<tr>
<td>1987</td>
<td>56</td>
<td>100</td>
<td>2758</td>
<td>1944</td>
<td>70.4%</td>
</tr>
<tr>
<td>1988-89</td>
<td>56</td>
<td>100</td>
<td>2780</td>
<td>1856</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

Source: Annual report of Manipur Adult Education Association.

In 1979-89, MAEA opened 80 adult education centres in 35 villages. The number of adult enrolled was 2,240 and 1,542 completed the course, making the
pass percentage 68.8%. In 1987 and in 1988-89 this association opened 100 adult education centres. Out of these, 100 centres, 29 were for the female adult learner. For these 29 special centres, 29 females’ instructors were appointed for the convenience of the women learners. In these two phases, 2,758 and 2,780 adult learners were enrolled and 1,944 and 1,856 adults respectively successfully completed the course. The largest part of the income of the association came from Ministry of Human Resource Development Government of India (MAEA, 1089-90).
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Directorate of Adult Education and District Lok Shiksha Samiti, Thoubal.


