गुरुर्गुरुतमो धाम
NCTE

शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
MINISTRY OF
EDUCATION
Department of School Education & Literacy
सत्यमेव जयते

उल्लास ULLAS
नव भारत साक्षरता कार्यक्रम
जन जन साक्षर

विद्ययाऽमृतमश्नुते
एन सी ई आर टी
NCERT

Guidelines for Teacher Education Institutions (TEIs) for the Implementation of ULLAS - *Nav Bharat Saaksharta Karyakram*



प्रल्हाद जोशी
PRALHAD JOSHI
ಪ್ರಲ್ಹಾದ ಜೋಶಿ

सत्यमेव जयते

शिक्षा, उपभोक्ता मामले,
खाद्य और सार्वजनिक वितरण तथा
नवीन और नवीकरणीय ऊर्जा मंत्री
भारत सरकार
MINISTER OF EDUCATION, CONSUMER AFFAIRS,
FOOD & PUBLIC DISTRIBUTION AND
NEW & RENEWABLE ENERGY
GOVERNMENT OF INDIA



MESSAGE

It is a matter of great pleasure for me that the Guidelines for Teacher Education Institutions are being shared under **ULLAS (Understanding of Lifelong Learning for All in Society) - Nav Bharat Saaksharta Karyakram**. This initiative is an important step towards connecting teacher education with the national effort for literacy.

The youth of India are the greatest force driving our nation's progress and transformation. Our young people and future teachers can channel their energy, knowledge and compassion towards empowering those in our society who, for various reasons, could not get the opportunity to receive education. Every letter read, every number understood and every new skill acquired through the efforts of a Volunteer Teacher (VT) can open the doors to confidence, self-reliance and new opportunities. By becoming a VT under **ULLAS,** our youth can contribute meaningfully to the vision of a literate, empowered and inclusive Bharat—where every individual has the opportunity to learn, grow and participate fully in the nation's development.

I call upon all youth, student-teacher and volunteers to join this noble cause and contribute towards realising the resolve of **'Jan Jan Saakshar'** This is not merely an academic responsibility; it is an opportunity" but an opportunity to serve society, contribute to nation-building, and give meaningful expression to one's sense of duty.

I am confident that with the active participation of the youth, **ULLAS** will take the form of a strong mass movement, and together we will move forward towards building a 'Fully Literate' Bharat.

With best wishes,

(Pralhad Joshi)

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सत्यमेव जयते

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राज्यमंत्री (स्वतंत्र प्रभार) एवं
शिक्षा राज्य मंत्री
भारत सरकार
Minister of State (Independent Charge) for
Skill Development and Entrepreneurship
and Minister of State for Education
Government of India



Message

A nation's progress is measured not only by the opportunities it creates, but also by how many people it enables to seize them. Literacy is central to this endeavour. It gives individuals the confidence to make informed choices, participate in society and pursue new possibilities at every stage of life.

The ULLAS – Nav Bharat Saaksharta Karyakram is an important expression of our collective commitment to this vision. With over four crore learners registered on the ULLAS platform, the programme reflects the growing momentum of our efforts to advance Jan Jan Saakshar.

The Guidelines for Teacher Education Institutions for Implementation of ULLAS take this mission forward by bringing future teachers into the national literacy movement. By engaging with adult learners and their communities, student-teachers will gain valuable practical experience while contributing to a cause that extends well beyond the classroom. This is an opportunity to nurture not only capable educators, but also citizens who recognise education as a shared social responsibility.

I am confident that Teacher Education Institutions will embrace these guidelines with enthusiasm and translate them into meaningful action on the ground. Every learner who gains the ability to read, write and continue learning is a step towards a more inclusive and empowered India.

I congratulate the Ministry of Education, NCTE, NCERT, and all other stakeholders associated with this initiative. May these collective efforts bring the joy of learning to more lives and strengthen our resolve to ensure that no one is left behind in the pursuit of knowledge.

(Jayant Chaudhary)

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सत्यमेव जयते

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शिक्षा मंत्रालय
भारत सरकार
Department of School Education & Literacy
Ministry of Education
Government of India



Message

These Guidelines prepared for the participation of Teacher Education Institutions under ULLAS – Nav Bharat Saaksharta Karyakram mark an important step in the field of teacher education and literacy in India. In keeping with the spirit of the National Education Policy (NEP) 2020, it is the need of the hour to take teacher education beyond the confines of classroom teaching and connect it with the community, social responsibility, and adult education. Through these Guidelines, prospective teachers have been provided with an opportunity to contribute directly to the nation's literacy mission.

The impact of this initiative will not be limited only to the learners who are enabled to become literate; it will also shape the thinking, attitudes, and professional competencies of prospective teachers. In this way, Teacher Education Institutions will play a more effective role in preparing future teachers who are not merely teachers teaching within classrooms, but also active agents of transformation in the development of society and the nation.

I am confident that the effective implementation of these Guidelines will establish a strong bridge between teacher education and the national literacy movement. Through these Guidelines, we are not merely progressing towards the present literacy goals, but are also strengthening the foundation of India's future educational landscape, one where teachers are connected with the community, education is more inclusive, and every individual has opportunities to learn and progress.

I call upon all Teacher Education Institutions, teacher educators, and student teachers to embrace this initiative not merely as a mandatory academic activity, but as a meaningful opportunity in the right spirit, in order to contribute to nation-building and social transformation.

With best wishes,

(T. K. Anil Kumar)

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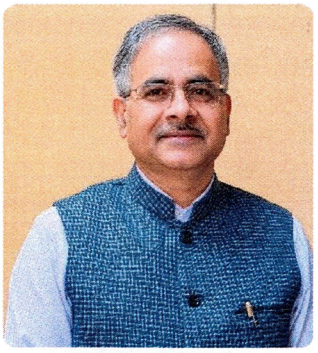

Message

The relationship between education and society has always been an important foundation for social progress and holistic development of individuals, communities and the nation. Guided by this understanding, the National Council of Educational Research and Training (NCERT) has encouraged numerous initiatives that enable educational institutions, teachers and students to develop a meaningful connection with the real needs of communities and society. This 'Guidelines for Teacher Education Institutions under ULLAS – *Nav Bharat Saaksharta Karyakram'* is an important step in this continuing endeavour.

The National Education Policy 2020 emphasises the need to connect teacher education with educational and social activities related with community. Translating this vision into practice, these Guidelines provide for the engagement of student teachers enrolled in teacher education programmes recognised by the National Council for Teacher Education (NCTE) under ULLAS as Volunteer Teachers.

A key feature of these Guidelines is that they bring Teacher Education Institutions, teacher educators and student teachers together through a shared academic and social responsibility. Teacher Education Institutions will provide the necessary environment and resources for working with communities, teacher educators will support guidance and capacity building, and student teachers will engage directly with communities and contribute to the teaching-learning process with learners. In this way, the experience of teacher education will extend beyond the classroom to real-life situations and communities.

Since March 2021, the Cell for National Centre for Literacy at NCERT has been working with States and Union Territories to continuously develop various teaching-learning resources, training programmes and innovative practises for learners and Volunteer Teachers under ULLAS. The present '*Guidelines for Teacher Education Institutions under ULLAS – Nav Bharat Saaksharta Karyakram'* provides an opportunity to connect this academic support with the wider teacher education system.

I am confident that this initiative will be effective to institutionally promoting the spirit of volunteerism in Teacher Education Institutions and in channelising the energy of future young teachers towards the goal of national literacy. This convergence of education, volunteerism and social responsibility will also play an important role in making India's educational landscape more inclusive, sensitive and community-centred.

With best wishes,

(Dinesh Prasad Saklani)
Director
National Council of Educational Research and Training
New Delhi

प्रोफ़ेसर पंकज अरोड़ा
अध्यक्ष
Professor Pankaj Arora
Chairperson

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक सांविधिक निकाय)
National Council for Teacher Education
(A Statutory Body of the Government of India)



Message

It is a matter of immense pleasure that Teacher Education Institutions (TEIs) will play a leading role in achieving the objectives of ULLAS – Nav Bharat Saaksharta Karyakram, and these guidelines will help them discharge this responsibility. Recognizing this fact, the National Education Policy 2020 has entrusted Teacher Education Institutions with the broader responsibility of transforming the Indian education system towards becoming more inclusive, qualitative, multilingual, experiential, and oriented towards lifelong learning. The policy has emphasized that, along with developing teaching skills, Teacher Education Institutions should also cultivate among future teachers a sense of social responsibility, sensitivity, leadership, cooperation, and nation-building.

With this vision, these guidelines have been prepared to ensure meaningful participation of Teacher Education Institutions, teacher educators, and student-teachers under ULLAS. Through these guidelines, an effort is being made to institutionalize volunteerism within Teacher Education Institutions so that student-teachers, during their training itself, can actively contribute to connecting with the community, helping non-literate learners become literate, establishing and strengthening Samajik Chetna Kendra, developing contextual teaching-learning materials, and inculcating the habit of lifelong learning among learners. These guidelines will also contribute to developing a culture of learning within the community and accelerating social transformation.

I firmly believe that if every Teacher Education Institution strengthens a culture of volunteerism, public participation, and community engagement on its campus, this effort can take the form of a widespread people's movement, providing an important foundation for realizing the objectives of National Education Policy 2020 and the resolve of Viksit Bharat. The energy of student-teachers, the guidance of teacher educators, and the collective commitment of institutions can take opportunities for education and literacy to communities where they are needed the most.

I call upon all Teacher Education Institutions, teacher educators, and student-teachers to not view these guidelines merely as a programme, but to embrace them as an opportunity for their active participation in the national resolve of "Jan-Jan Saakshar".

(Pankaj Arora)

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GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
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सत्यमेव जयते

भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
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PREFACE

The National Education Policy (NEP) 2020 recognizes foundational literacy, education and the opportunity to pursue a livelihood as basic rights of every citizen. It underscores the transformative potential of literacy and adult education in fostering personal growth, civic participation, economic advancement and lifelong learning. It also calls for strong and innovative initiatives for adult education, with community involvement and the meaningful integration of technology, to achieve the important national goal of full literacy.

In this spirit, Literacy in the Indian context is defined as *"the ability to read, write, and compute with comprehension, to identify, understand, interpret, and create, along with critical life skills such as digital literacy, financial literacy, etc."*

The Ministry of Education launched ULLAS - Nav Bharat Saaksharta Karyakram in April 2022 to provide inclusive, equitable and lifelong learning opportunities to non-literate youth and adults aged 15 years and above. Anchored in the vision of NEP 2020 and aligned with Sustainable Development Goal 4.6, ULLAS seeks to equip learners with foundational literacy and numeracy, along with critical life skills that enable them to participate meaningfully in social, economic and civic life.

Since its inception, ULLAS has progressed towards transforming the literacy programme into a mass movement through people's participation, volunteerism and community engagement. This collective endeavour has brought together learners, volunteer teachers, educational institutions and communities in the shared national goal of 'Jan Jan Saakshar Bharat'.

To further strengthen this movement, the engagement of Teacher Education Institutions (TEIs), teacher educators and student-teachers in ULLAS represents an important and timely step. Student-teachers, in particular, can serve as changemakers in this endeavour. Their engagement as volunteer teachers provides them with an opportunity to work directly with non-literate learners, understand their needs and circumstances, and apply learner-centric approaches suited to local languages and contexts. Teacher educators, as mentors and facilitators, can guide and support student-teachers in undertaking meaningful literacy-related activities and engaging effectively with the community.

These Guidelines for the Involvement of Teacher Education Institutions in ULLAS have been developed to provide a structured framework for the participation of TEIs, teacher educators and student-teachers. The Guidelines outline the broad areas of engagement and provide directions for integrating literacy-related activities with teacher education, while allowing institutions the flexibility to respond to local needs and contexts.

I acknowledge the contribution of teams from NCTE, NCL-NCERT, various RIEs & Departments of Education & Adult Education in universities, without whom these guidelines could not have been made. The guidelines were formulated after rigorous regional consultations with all of the above mentioned organizations and dedicated members of them.

I am confident that effective implementation of these Guidelines will strengthen the partnership between teacher education and the national literacy programme. I hope that every student-teachers will embrace this initiative as an opportunity to learn from society and contribute to society, and will become an active partner in achieving the vision of 'Fully Literate' India.

(Archana Sharma Awasthi)

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1. Introduction

The Department of School Education & Literacy, Ministry of Education, Government of India is implementing **ULLAS** - Nav Bharat Saaksharta Karyakram, which stands for **U**nderstanding of **L**ifelong **L**earning for **A**ll in **S**ociety from FY 2022-23. In pursuance to the National Education Policy (NEP) 2020, the scheme targets non-literates aged 15yrs and above whom lack basic foundational literacy and numeracy. The scheme is implemented in a hybrid mode (both offline & online) through volunteerism, based on the vision of making Bharat **'Jan Jan Saakshar',** driven by *Kartavyabodh* (a sense of duty) and ***Janbhagidari*** (collective responsibility).

Students from Schools, Higher Education Institutions (HEIs), Teacher Education Institutions (TEIs), MY Bharat, NSS, NCC, CSOs, Community Members, Housewives, Anganwadi Workers, and Teachers, etc., are envisaged to contribute as Volunteer Teachers (VTs) under ULLAS.

As per Para 21.1 of NEP 2020, *"the opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP."*



As per Para 15.6 of NEP 2020, *"HEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc."*

ULLAS has five major components:



a. Foundational Literacy and Numeracy

b. Critical Life Skills (including financial literacy, digital literacy, commercial skills, health care and awareness, childcare and education, and family welfare)

c. Vocational Skills Development (with a view towards obtaining local employment)

d. Basic Education (including preparatory, middle, and secondary stage equivalency), and

e. Continuing Education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports and recreation as well as other topics of interest or use to local learners, such as advanced material on critical life skills).

1.1 ULLAS Mobile App

A dedicated Mobile App/Portal of ULLAS for registering learners and volunteer teachers has been developed which also enables teaching learning process. (Learning content is provided in regional languages through learner-friendly primers, digital platforms, and community learning centres to ensure universal access and inclusivity). The App provides access to concise primers available in 27 languages developed under ULLAS by the National Council of Educational Research and Training (NCERT) and also primers in 121 Indian languages developed by CIIL in collaboration with NCERT. These include tribal languages which are spoken by at least 10,000 people.

The ULLAS portal is used for Digital Enablement & Monitoring like:



2. New Definition of Literacy and criteria for declaring Fully Literate State/UT

On August, 2024, a New Literacy Definition aligned with NEP 2020 and the criteria for declaring Full Literacy in States/UTs were communicated by the Department of School Education & Literacy, Ministry of Education, Government of India. The States and UTs have prepared their strategies and plans and adopted best practices to achieve full literacy, in accordance with the above criteria.

2.1 Literacy: *The ability to read, write and compute with comprehension -i.e., to identify, understand, interpret, and create along with critical life skills such as digital and financial literacy.*

2.2 The criterion for declaring a State/UT Fully Literate: *Achieving a literacy rate of 95% or above, acknowledging that 100% literacy is unfeasible due to factors such as advanced age and intellectual disabilities.*

3. Objectives of the Guidelines

- To outline parameters for mandatory involvement of student-teachers enrolled in all NCTE-recognised Teacher Education Programmes as volunteer teachers.
- Enabling each student-teacher to impart foundational literacy and numeracy to at least 5–8 non-literate learners during their respective teacher education programme, based on duration.
- Assigning credits or equivalent grades/marks for the activity.

3.1 Expected outcome

- Each student-teacher enables at least 5-8 non-literates to take FLNAT and become ‘Literate’.
- Academic credits shall be awarded to student-teachers only after their learners are certified as Literate under ULLAS.
- The student-teachers contribute towards ‘Fully Literate’ Bharat.

4. Role of NCTE:

The National Council for Teacher Education (NCTE) is a statutory body under the Government of India, mandated to achieve planned and coordinated development of teacher education throughout the country and to govern the regulation and proper maintenance of norms and standards for teacher education. It ensures quality, relevance, and uniformity in teacher preparation programmes in alignment with NEP 2020.

Role of NCTE in ULLAS

i. To ensure that TEIs achieve the objectives set in the guidelines under ULLAS.

ii. To communicate the guidelines and all directions issued by the Department of School Education & Literacy, Ministry of Education to TEIs on a regular basis under ULLAS.

iii. To assign appropriate credits for ULLAS activities. Appropriate higher grading may also be specified for student-teachers who achieve more than the target for their motivation.

iv. To organise orientation/training for ULLAS, as required, in collaboration with CNCL & DSEL.

v. To provide the list of institutions along with Nodal Officers, with contact details to DSEL, MoE for onboarding TEIs on ULLAS APP/Portal.

vi. To depute a Nodal Officer at National and Regional Level for overall coordination under ULLAS.

4.1 Web Links for NCTE:

- X (Twitter): https://x.com/NCTE_Official
- Instagram: https://www.instagram.com/ncte_official/
- Facebook: https://www.facebook.com/NCTE.Official
- Threads: https://www.threads.net/@ncte_official
- YouTube: https://www.youtube.com/@NCTE_Official

5. Role of CNCL, NCERT

5.1 As per National Education Policy 2020 recommendations, Cell for National Centre for Literacy (CNCL), a dedicated constituent body is housed at NCERT since March 2021. Similarly State Centre for Literacy (SCL) are housed at SCERTs at State/UT level.

CNCL is working in collaboration with all the states and union territories to achieve the goal of full literacy under the direction of MoE. It continuously develops various resource materials for non-literate learners, volunteer teachers and other stakeholders.

The resource materials include:

- Primers
- Margdarshika for the volunteer teachers
- Worksheets for FLN
- Sample QABs
- ULLAS Assessment items for FLN
- ULLAS Compendium on TLM
- Video programme series 'Saksharta Ki Dagar Par'

5.2 The TLMs helps non-literate learners to learn reading, writing and mathematics (FLN) through audio-visual medium. The TLMs includes, Audio - Video Programme, Animated films, Story Books on Critical Life skills and promotional materials such as:

- Jingle
- Documentaries
- Flyers
- Monographs
- Informative Booklet

5.3 All these materials are available in more than 27 Indian languages including English language on ULLAS App, CNCL web page on NCERT Website, Education for All vertical on DIKSHA portal and NCERT official YouTube channel. A **PM eVidya DTH Channel 14** is dedicated to ULLAS for creating awareness and facilitating learning among learners, volunteer teachers, key functionaries and other stakeholders.

5.4 CNCL also provides academic support to all states and UTs for the development of learner centric resource material in the socio-cultural context. CNCL conducts orientations/capacity building programmes for the key functionaries and all stakeholders under ULLAS. During the implementation of the guidelines for TEIs. CNCL shall also provide orientation and training to the Nodal Officers of TEIs, wherever required.

5.5 Web links for CNCL, NCERT

- **NCERT Website:** https://ncert.nic.in/
- **CNCL, NCERT:** https://ncert.nic.in/cncl/

- **Facebook Page:** https://www.facebook.com/profile.php?id=100092449066375
- **YouTube Channel:** https://www.youtube.com/c/NCERTOFFICIAL
- **Instagram:** https://www.instagram.com/ncertindia/?hl=en
- **LinkedIn:** https://in.linkedin.com/company/national-council-of-educational research- and-training-ncert
- **Twitter:** https://x.com/ncert
- **PM eVidya DTH CHANNEL No:** 14

6. Stakeholders Involved

6.1 The implementation of ULLAS is structured across multiple levels with clearly defined academic and administrative roles:



6.1.1 National Level

a. **DSEL:** The programme is steered by the Department of School Education & Literacy (DSEL), Ministry of Education (MoE).

b. **NCTE:** plays a pivotal role in issuing and implementation of the guidelines in consultation with DSEL and CNCL, through the engagement of Teacher Education Institutions (TEIs).

c. **CNCL:** will provide all the academic support by providing training, orientations of volunteers/ master trainers/teacher educators, development/ contextualization of resource material for learners and all stakeholders.

6.1.2 State Level

a. **SLMA:** The State Literacy Mission Authority (SLMA) acts as the nodal body for implementation, ensuring alignment with national guidelines, including those issued by NCTE, and facilitating non-literates' data with TEIs. The concise primer/TLM shall be provided by SLMA to all the volunteers (student-teachers) as per the existing norms of the scheme.

b. **NCTE:** NCTE shall constitute a dedicated team/cell to coordinate and support the DSEL, SLMA and SCL in the implementation of these guidelines.

c. **SCERT & SCL:** SCERT shall provide academic support to the SLMA, whereas SCL shall impart orientation and conduct training programmes in collaboration with the SLMA and SCERT.

6.1.3 District Level

At the district level, implementation is operationalized through:

a. **DLMA/DEO/DAEO:** responsible for planning, coordination, supervision, and monitoring of the implementation of the guidelines.

b. **District Institution of Education and Training (DIETs):** DIETs are playing a critical role in providing quality Pre-service and In-service teacher training to student-teachers and in-service teachers respectively. DIETs may be designated as key academic and implementation units under these guidelines.

c. **TEI:** The implementation strategy under ULLAS emphasizes academic rigour, institutional engagement, and community participation; as a result TEIs are entrusted with:

- Registration of non-literate learners on the basis of data provided by the SLMA.
- Assigning learners to VTs/student-teachers.
- Mobilization of student-teachers as volunteer teachers
- Organization of teaching-learning activities using TLMs under ULLAS
- Training and orientation programmes for Nodal officer and teacher educators.
- Maintenance of learner and student-teacher data on the ULLAS portal.

6.2 Schools/Samajik Chetna Kendras (SCKs) – SCKs serve as grassroot learning centres for adult education. Schools are leveraged as SCKs after school hours, ensuring optimal use of infrastructure, including ICT facilities, for literacy activities under the scheme. TEIs can tie up with them for VTs to be engaged with learners.

7. Teacher Education Institutions - TEIs

Teacher Education Institutions (TEIs) are colleges and universities recognized by NCTE to offer pre-service and in-service teacher education programmes, including Integrated Teacher Education Programme (ITEP), D.El.Ed., B.P.Ed., B.Ed., M.Ed., M.P.Ed etc. TEIs play a vital role in preparing

competent, ethical, and socially responsible teachers by combining academic knowledge with practical training and community engagement.

7.1 TEIs in India

At present, there are **15,509 recognised TEIs** offering a total of **17,84,326 approved seats**, reflecting the extensive institutional framework established under NCTE's regulatory ambit (as per the annual report of NCTE, FY 2024-25).

7.2 Roles of TEIs

7.2.1 All TEIs will assign responsibilities of ULLAS to the nodal officer(s) as nominated by the Head of the Institution who will ensure planning, monitoring and execution of the guidelines in the institution. The nodal officer will coordinate between SLMA, DEO, VTs, & learners.

7.2.2 TEIs shall collaborate and coordinate with state bodies working for ULLAS i.e. SLMA/SCL/ SCERT for the identification and tagging of non-literate learners, academic support, FLNAT, etc.

7.2.3 TEIs may collaborate and coordinate with NCTE/National Centre for Literacy (NCL), NCERT/ State Centre for Literacy (SCL), SCERT/ DIETS for orientation/capacity building of teacher educators under ULLAS.

7.2.4 TEIs may also collaborate and coordinate with other institutions which are successfully implementing ULLAS, in different regions of India.

7.2.5 TEIs may collaborate with government and government-aided schools, all other schools registered under UDISE, Panchayati Raj Institutions, non-governmental organisations, municipal bodies, and community-based organisations to identify suitable venues and facilitate the teaching–learning process.

7.2.6 TEIs may establish and strengthen *Samajik Chetna Kendras* (SCKs) in their respective institutions in accordance with the recommendations of SCK guidelines. They may also strengthen the SCKs as per the needs of the community in consultation with SLMA/SCL/SCERT. TEIs may also facilitate *Samajik Chetana Kendras* (SCKs) in their premises if there is adequate space in the Institute and learners are available in the vicinity.

7.2.7 TEIs shall provide comprehensive logistics and academic support to nodal officers, teacher educators, and student-teachers including covering the provision of TLM, and essential infrastructure.

7.2.8 TEIs shall conduct periodic orientation and capacity building programmes, and skill enhancement workshops for teacher educators and student-teachers engaged in ULLAS.

7.2.9 TEIs shall serve as a repository for ULLAS teaching-learning materials and field documentation and coordinate with nearby SCKs established in schools or community complexes for learner outreach

.

7.2.10 TEIs shall institutionalize ULLAS activities through annual planning and regular monitoring to ensure implementation of the scheme effectively.

7.2.11 It shall be mandatory for each student-teacher (VT) to teach **at least 5–8 learners**, course wise & ensure their appearance in FLNAT and make them **certified Literate** under ULLAS. The programme-wise learner targets are as follows:

S. No.	Year wise Teaching Courses	No. of learners to make Literate (in the whole course duration)
1	2 years	Minimum 5 learners
2	3 years	Minimum 6 learners
3	4 years	Minimum 8 learners

7.2.12 Credits or equivalent grades/marks shall be awarded to student-teachers (VTs) only after the learners assigned to them successfully appear in FLNAT and are certified as **Literate under ULLAS.** Under the scheme FLNAT is conducted twice a year.

7.2.13 To achieve the objectives of ULLAS, strategic planning is required, which may be implemented by TEIs through two models:

- Institutional Tagging and
- Individual Tagging.

Model-I: Institutional Tagging	Model-II: Individual Tagging
TEIs' IDs shall be created and linked with the UDISE code of the respective school for FLNAT.	Student-teacher will get registered on the ULLAS App as a VT with the help of teacher educators with a UDISE number or PIN code.
The TEIs will be tagged on the ULLAS portal.	The student-teacher may find and select non - literate learners, if they want, on their own.
SLMA may allocate the number of non-literates to the TEIs based on the registered non literate learners and VTs in that area.	The student-teacher will get the learner registered on the portal and inform the TEI so they can be tagged together.
TEI may further assign learners to the student-teachers and get both the learners & VTs registered on ULLAS App.	

7.2.14 In areas where adequate non -literate learners are not available, (against the credits for ULLAS), other activities as suggested can be assigned to student-teachers against the credits for ULLAS, as:

- Post literacy activities like enabling neo-literates to join OBE (NIOS)
- Strengthening SCK, training activities.
- Enabling vocational education/skill development for neo-literates
- Research-based activities including field work at SCK or OBE or other similar activities.

Role of teacher education Institutions in ULLAS

- Head of the Teacher Education Institution (TEI) will be the overall in-charge of ULLAS. Head of the Institution will appoint a Nodal officer under ULLAS who will facilitate students in performing teaching learning activities in the community.
- To communicate registration details under ULLAS APP to nodal officers.
- Each teacher educator will facilitate a certain number of student-teachers as decided by the Nodal Officer-ULLAS.
- It is mandatory for each student-teacher (VT) to teach at least **5-8 learners,** course wise, as per programme & ensure their appearance in FLNAT and certified as Literate under ULLAS.
- To coordinate with NCTE and update Institution's intervention in the field as per the ULLAS guidelines from time to time.
- To assign following activities to the VTs where adequate learners are not available for whatever reason:
  - » Post literacy activities like enabling neo-literates to join OBE (NIOS)
  - » Strengthening SCK, training activities.
  - » Enabling vocational education/skill development for neo-literates
  - » Research-based activities including field work at SCK or OBE or other similar activities.

7.3 Role and Responsibilities of Nodal Officers

7.3.1 The Nodal Officer serves as the coordinator for ULLAS implementation within the Teacher Education Institution (TEI), by facilitating effective planning, monitoring, and execution of the ULLAS programme.

7.3.2 The Nodal Officer shall ensure that the teacher educators are oriented about registration of student-teachers as VTs, tagging of VTs with non-literate registered learners under the ULLAS APP.

7.3.3 The Nodal Officer will align ULLAS initiative with academic calendar, practicum, community engagement/work, field work, school attachment programme, curriculum and training of the TEIs.

7.3.4 The Nodal Officer shall organize orientation/capacity-building programmes for teacher educators at regular intervals supporting ULLAS initiatives. The sessions/themes are as follows:

- Brief about ULLAS scheme and its five components

- Roles and Responsibilities of TEIs
- Teaching-learning process of Foundational Literacy and Numeracy
- Foundational Literacy and Numeracy Assessment Test (FLNAT)
- Role of Samajik Chetna Kendra (SCK)
- ULLAS Mobile App/portal
- Resource materials for learners and VTs

7.3.5 The Nodal Officer(s) will ensure

i. Coordination with SLMA to procure the list of non-literate learners for the Teacher Education Institutions.

ii. Tagging of student-teachers (VTs) with non-literate learners on ULLAS App at the institutional level or individual level. The individual student-teacher may, at their own level, survey at-least 5 non-literates and tag them on ULLAS App in consultation with the Nodal officer.

iii. Mitigation of different challenges and arrange for corrective measures for smooth execution of the programme.

iv. Adherence to programme guidelines, learner-centric teaching practices, and recommendations for improvements in curriculum integration, teaching-learning process and SCK management.

v. Development of strategies for continuity of community-based literacy initiatives beyond short-term interventions and promotion of pathways for learners to advance to digital literacy, vocational skills or continuing education programmes.

vi. Sharing and coordination of programmes progress with the Head of the Institution, District and State ULLAS officials on programme activities, learner outcomes, and student-teacher performance.

Role of Nodal Officer in ULLAS

- To brief teacher educators (TE) about the registration process of student-teacher (VTs) and tagging with non-literate learners and get them registered on the ULLAS APP/Portal.
- To co-ordinate with the District Administration working under ULLAS to gather the list of non-literate population around the TEIs.
- To co-ordinate and collaborate with local institutions i.e. schools, panchayat, municipal bodies etc to identify learning centres and facilitate teaching learning process and resource material.
- To facilitate student-teachers for effective implementation of ULLAS in the community.
- To bring any challenges/difficulties to the notice of Head of the Institute.

7.4 Role and Responsibilities of teacher educators

Teacher educators play a pivotal role in strengthening literacy initiatives by providing academic guidance, capacity-building support and resource facilitation to institutions, peer educators and student-teachers, ensuring effective implementation of ULLAS activities in alignment with NEP 2020 and state/district directives.

7.4.1 Teacher educators shall support the Nodal Officer(s) in planning and implementing ULLAS activities.

7.4.2 Teacher educators must ensure that their student-teachers teach minimum 5 to 8 non-literate learners during their respective teacher education programme and help the learners to appear in the FLNAT.

7.4.3 Teacher educators shall facilitate orientation and capacity building sessions for student-teachers at regular intervals. The topics may include: Understanding ULLAS and relevant pedagogy, teaching learning process of Foundational Literacy and Numeracy (FLN), Foundational Literacy and Numeracy Assessment Test (FLNAT), ULLAS APP/Portal, SCK, resource materials for learners and VTs, community engagement and mobilization techniques, motivation strategies, critical life skills, digital literacy, and hybrid teaching approaches etc.,

7.4.4 They shall mentor the student-teachers to engage effectively with diverse learner groups.

7.4.5 Teacher educators will ensure:

i. Registration of allotted student-teachers as VTs on ULLAS App.

ii. Coordination with Nodal Officer to procure the list of non-literate learners for their student-teachers.

iii. Maintenance of records pertaining to their student-teachers including information related to the learners' enrolment/tagging, attendance etc.

iv. Appropriate feedback mechanism for student-teachers based on their documentation to strengthen the teaching-learning process and mitigation of the different challenges for smooth execution of the programme.

v. Adherence to programme guidelines, learner-centric practices, and recommendations for improvements in curriculum integration, teaching-learning process, and SCK management.

vi. Development of strategies for continuity of community-based literacy initiatives beyond short-term interventions and promotion of pathways for learners to advance to digital literacy, vocational skills, or continuing education programmes.

vii. Sharing and coordination of programme progress with the Nodal Officer(s), Head of the Institution, District and State ULLAS officials on programme activities, learner outcomes and student-teacher performance.

viii. Recognition and encouragement of exemplary performance of student-teachers as VTs and foster a culture of inclusion, social responsibility and lifelong learning within the TEI and the community.

Role of teacher educators in ULLAS

- To orient student-teacher about ULLAS
- To prepare a schedule for the student-teachers in consultation with the Nodal officer
- To ensure active participation of student-teachers as per the schedule
- To facilitate as well as address the challenges of student-teacher in consultation with Nodal Officers
- To maintain data of student-teacher and learner.

7.5 Role and Responsibilities of student-teachers:

Student-teachers are crucial stakeholder under ***ULLAS: Nav Bharat Saaksharta Karyakram*** as they will actively participate in the teaching learning process to achieve full literacy, develop and deliver lesson plans and will check their learners, progress. They will engage with diverse learners' group support them in their learning process and monitor learners progress and regularity and contribute to mobilizing the community by motivating non-literate learners to join ULLAS, there by developing practical skills in adult education, learner centric teaching-learning process and community engagement.

7.5.1 The student-teachers shall register themselves as Volunteer Teachers (VTs) on the ULLAS App with the help of teacher educator.

7.5.2 They will take up **at least 5 to 8 non-literates** as prescribed for 2/3/4-year course duration.

7.5.3 They shall contact tagged learners to orient them about the ULLAS programme and the learning opportunities for them. They shall plan schedules and execute sessions for non-literate learners.

7.5.4 They shall assist in establishment and strengthening of SCK in their respective institution in accordance with the recommendations of SCK guidelines with the help of their teacher educators and Nodal Officer(s).

7.5.5 They shall plan and deliver learner-centered lessons in foundational literacy and numeracy (FLN), critical life skills (including digital literacy, financial literacy etc.), employing multilingual,

inclusive, and context-sensitive teaching-learning strategies suitable for diverse learners, which are available on ULLAS App & CNCL Website.

7.5.6 They shall develop/adapt/adopt/contextualize teaching-learning materials (TLMs) that are locally relevant, culturally sensitive and learner-friendly, utilize digital tools and hybrid modes of delivery, where applicable.

7.5.7 The student-teachers shall conduct awareness generation and motivational programmes with the learners about the ULLAS programme and the learning opportunities for them.

7.5.8 The student-teachers will prepare a report/file for profiling of non-literate learners with the following details:

- The name of TEI and details of VT
- Detailed learner's profile.
- Registration and tagging details of VT and learners on ULLAS App.
- The geo-tagged photos of VT with his/her learners during the teaching learning process.
- Formative assessment sheets of the learners to be attached depicting the learning journey.
- A brief reflective report about sharing the teaching learning experience and progress reports of learners.

7.5.9 They shall conduct regular assessments to map learners' progress and provide guidance, motivation and remedial support to the learners addressing barriers to learning, including social, linguistic and contextual challenges.

7.5.10 They shall uphold ethical standards and respect for learners' backgrounds, culture and dignity, while collaborating respectfully with the faculty, peers, community members and local authorities.

7.5.11 They shall make themselves available to participate in workshops, training sessions and peer-learning forums organized under ULLAS.

7.5.12 They shall support initiatives to ensure continuity of learning beyond immediate teaching sessions, encourage learners to transition to digital literacy, vocational skills or continuing education pathways and promote the long-term impact of ULLAS within the community by mentoring new learners and volunteers.

7.5.13 Liaison with local bodies, NGOs and community leaders to facilitate adult learning initiatives, conduct awareness campaigns to mobilize learners and encourage community participation, and promote a culture of social responsibility and *Kartavyabodh* (service-learning) among student-teachers.

7.5.14 Where adequate learners are not assigned, they will carry other activities mentioned in para 7.2.13 in consultation with nodal officer of the TEI.

Role of student-teacher in ULLAS

- To register themselves as Volunteer Teacher (VTs) under ULLAS APP
- To ensure registration and tagging of all their learners
- To follow a schedule designed by the TEIs in consultation with learners
- To develop rapport and understand the learners' situation
- To motivate learners to continue their learning
- To exhibit empathy while communicating with learners
- To teach at least **5-8 learners**, course wise as per programme and make them **Certified Literate** for assigned credits.
- To impart literacy focusing on the environment that the learner are familiar with, in their local language.
- To use worksheets and assessment as per schedule
- To help the learners build up confidence to appear in FLNAT
- To facilitate the learners to take FLNAT

8. Supporting Links

The links provided below offer access to a comprehensive range of teaching-learning strategies and resource materials developed under various initiatives of DSEL. These platforms include teaching learning materials like ULLAS Primers in all officials languages, 121 Primers in local languages, videos, compendium of local TLMs, sample Question Answer Booklets etc. These are aimed at creating awareness and supporting implementation under ULLAS. Social media platforms and YouTube channels further enable effective dissemination, outreach, and engagement with educational content along with latest developments under the scheme.

- **ULLAS Mobile Application & Portal**
- **Website:** https://ullas.education.gov.in/nilp
- **Twitter Page:** https://x.com/ULLAS_MOE
- **Facebook Page:** https://www.facebook.com/profile.php?id=100092449066375

- **YouTube Channel:** https://www.youtube.com/@ULLAS-MoE/about
- **PM eVidya DTH Channel No:** 14

9. Key points for Transforming Teacher Education into a Literacy Movement under ULLAS

9.1 All student-teachers enrolled in NCTE recognised Teacher Education Programmes must act as Volunteer Teachers (student-teacher) under ULLAS.

9.2 Each student-teacher shall be required to teach at least **5–8 non-literate learners**, depending upon the duration and type of programme and make them **Certified Literate** under **ULLAS - *Nav Bharat Saaksharta Karyakram.***

9.3 Participation in ULLAS activities is linked to academic credits or equivalent marks/grades, with no monetary incentives provided.

9.4 TEIs must ensure planning, implementation, monitoring, and integration of ULLAS activities into academic calendars and practicum.

9.5 It is mandatory for TEIs to ensure registration of Volunteer Teachers and learners, tagging, monitoring progress, accessing ULLAS primers/TLMs and supporting the teaching-learning process.

9.6 TEIs may collaborate with schools, local bodies, NGOs, and community organizations to identify learners and establish learning centres like SCKs.

9.7 The initiative aims to significantly enhance literacy levels, with a benchmark of 95% or above literacy for declaring a State/UT fully literate, promoting lifelong learning and access to basic education.

9.8 In States/UTs that have achieved full literacy under the scheme, TEIs may continue to focus on identifying and imparting literacy to the remaining non-literate learners, while also engaging neo literates in post literacy and continuing education/basic education activities. TEIs may further contribute to the development and enrichment of teaching-learning materials.

NCTE may issue supplementary/additional guidance for TEIs as per need for further clarification

10. Conclusion

10.1 The proposed Guidelines for Teacher Education Institutions (TEIs) under ULLAS - *Nav Bharat Saaksharta Karyakram* are envisioned as a comprehensive and action oriented framework aimed at transforming teacher education into a powerful instrument for achieving national literacy goals. Anchored in the ideals of *Kartavyabodh* (sense of duty) and *Janbhagidari* (collective participation), these guidelines seek to position student-teachers as key agents of change who will contribute meaningfully to nation building by serving as Volunteer Teachers. It is envisaged that, through structured academic integration, each student-teacher will undertake the responsibility of imparting Foundational Literacy and Numeracy (FLN) to **at least 5-8 non-literate** learners, thereby creating a significant multiplier effect in the journey towards a Fully Literate India.



10.2 The effective implementation of these guidelines will rely on the coordinated efforts of multiple stakeholders. The National Council for Teacher Education (NCTE) is expected to provide regulatory and academic direction by embedding ULLAS within teacher education programmes, including appropriate credit or equivalent marks/grades linkages. TEIs will serve as key implementation hubs, facilitating planning, resource support, and community engagement. Nodal Officers and teacher educators will play a crucial role in coordination, mentoring, and capacity building to ensure inclusive and effective teaching-learning practices. At the grassroot level, student-teachers are expected to actively engage with learners, mobilize communities, develop context specific teaching-learning materials and support learners in achieving literacy and appearing for FLNAT.

10.3 Once operationalized, this collaborative and participatory model is expected to significantly enhance the professional competencies of future teachers while fostering a deep sense of social responsibility, empathy, and commitment to lifelong learning. The activity will also instill a sense of pride in the student-teachers who are future teachers, by contributing in the nation building activities by making *Jan Jan Saakshar* Bharat. Ultimately, these guidelines are poised to strengthen the vision of '*Jan Jan Saakshar*' by transforming TEIs into vibrant centres of literacy action, thereby contributing meaningfully to an inclusive, empowered and *Viksit Bharat*.

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एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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