सत्यमेव जयते
Ministry of Education
Government of India
स्कूल शिक्षा और साक्षरता विभाग
Department of School Education & Literacy

उल्लास ULLAS
नव भारत साक्षरता कार्यक्रम
जन जन साक्षर

Guidelines

On

State Centre for Literacy (SCL)

In

State Council of Educational Research and Training (SCERT)

Government of India
Ministry of Education
Department of School Education & Literacy

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शास्त्री भवन, नई दिल्ली/Shastri Bhawan, New Delhi

Guidelines on SCL, SCERT

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Government of India

Ministry of Education

Department of School Education & Literacy

Adult Education Bureau

Guidelines of SCL, SCERT

1. National Education Policy (NEP)- 2020

1.1 The abilities to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as fundamental 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. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP. The Sustainable Development Goal 4.6 of the United Nations states that "By 2030 ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy". It is estimated that as per Census 2011, there were about 25 crore non-literate adults in the Country. India has made tremendous strides in literacy since Independence with 84% literacy rate in Urban areas and 64.1% in rural areas (Age 15 and above, NSSO 2014). However, there are still equity gaps based on geography (urban vs rural) and gender (male vs female).

1.2 Further National Education Policy (NEP)-2020 recommended, Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all-important aim of achieving 100% literacy.

1.3 An outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the National Centre for Literacy (Cell), NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond.

1.4 The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care 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

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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 more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

2. ULLAS- Nav Bharat Saaksharta Karyakram or New India Literacy Programme

2.1 The true progress of our nation can only be achieved when every citizen attains a basic level of literacy including financial literacy, digital literacy and life skills, enabling them to actively contribute to their personal growth and the development of our nation as a whole. The Government of India has approved a centrally sponsored innovative scheme called Nav Bharat Saksharta Karyakram or New India Literacy Programme (NILP), popularly to be known as **ULLAS : Understanding of Lifelong Learning for All in Society** and Tagline/Slogan of the ULLAS is **"Jan Jan Saakshar"**

2.2 The scheme aligns with the recommendations of the National Education Policy (NEP) 2020. and aims to empower those adults aged 15 years and above from all backgrounds who could not get due schooling and mainstream them with the society to be able to contribute more to the growth story of the country. The budget of the scheme is Rs. 1037.90 crore for implementation from FYs 2022-23 to 2026-27 ***(Please refer to Para 2.2 Page No 10 of ULLAS Guidelines)***

2.3 The success of **ULLAS**, riding on the spirit of VOLUNTEERISM would catalyze the program into a citizen's movement - *a Janandolan*. The scheme's effectiveness relies on the collective and determined efforts of all stakeholders to ensure that the program adequately addresses the unique needs of adult learners, fostering intense and lasting changes in their lives and communities. Together, we can make India a nation where every individual, in every corner, is empowered with the light of literacy i.e – JAN JAN SAAKSHAR.

2.4 This visionary scheme aims to bring holistic development and empowerment to non-literate youth / adults across the nation. The scheme is notable for its emphasis on being flexible and accessible, recognizing that learners come from diverse backgrounds and situations. It adopts a hybrid approach, blended online and offline modes of learning, while harnessing the spirit of volunteerism to create a vibrant learning ecosystem. Through the collective expertise and dedication of volunteers, the scheme aims to empower adults with knowledge and skills, fostering a strong sense of community engagement. During the pandemic period, the importance of digital literacy and being future ready was underlined. ULLAS will aim to impart basic skills to navigate the digital landscape, use their digital devices for skills like banking, payment, accessing useful sites, apps, etc. The scheme's impact is being assessed through the certification of Foundation Literacy and Numeracy skills of registered non-literate/learners.

2.5 The scheme will motivate volunteers to take part in the scheme as DUTY or ***Kartavya bodh*** towards the nation building and will incentivize the student volunteers through credits in school/ university/ TEIs and appreciation through other means like certificates, appreciation letters, felicitation, etc.

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2.6 Volunteer teachers will include students from schools, AICTE Approved Institutions, Technical Universities under AICTE, Higher Education Institutions under UGC, and Teacher Education Institutions under NCTE. Additionally, literate individuals who are willing to contribute, such as those from NYSK, NSS, NCC, CSOs, community members, housewives, Anganwadi workers, and teachers, are being actively involved***(Please refer to Para 7.1 Page No. 24 of ULLAS Guidelines)***

2.7 This scheme marks a paradigm shift in community empowerment and lifelong learning by promoting a sense of ownership, collaboration, and shared responsibility for societal progress. The significant participation of the community serves as a foundation for the scheme's effectiveness and sustainable impact.

2.8 **Samajik Chetna Kendras** are being set up at village level where the volunteers can interact with learners for face to face learning. *UJAAS* Primer and Concise Primers by the name of ULLAS have been developed by NCERT that Volunteer Teachers (VTs) will utilize for imparting the FLN***(Please refer to Para 7.8.3 Page No 29 of ULLAS Guidelines)***

2.9 The scheme is being implemented through volunteerism in hybrid (both in online and offline) mode in country. The learners will be encouraged to access the content in local languages in online mode through DIKSHA platform in NCERT and at Samajik Chetna Kendras. Government/Aided school registered under UDISE is the unit of implementation of the scheme which are run by the State/UT Governments.

3. Constitution of State Centre for Literacy (SCL) - A Centre of Literacy in SCERT

3.1 In reference to the mandate of NEP 2020, National Centre for Literacy (Cell) was established at NCERT in March, 2021. For smooth implementation of the scheme and reaching out to the last mile beneficiary, it is proposed to setup State Centre for Literacy (SCL) in all States and UTs, as per the scheme.

3.2 SCERT will set up a dedicated Centre for Literacy within the organisation. This constituent body of SCERT on Adult Education will adapt/adopt the National Curriculum Framework for Adult Education (NCFAE). It will also delineate clear and measurable learning Outcomes for foundational literacy and numeracy on which adult learners can be assessed. The framework should be flexible enough to accommodate local needs (including employment needs), with a clear view also to incorporate local art, literature, language, culture, knowledge, interests, and customs.

4. Mandate/Roles and Responsibilities of SCL

4.1 State Centre for Literacy to be housed in each SCERT. The SCL will be established in the biggest DIET of the State/UT, if there is no SCERT like Lakshadweep etc. It will consist of at least two-three of the existing faculty members from concerned SCERT who have expertise in the related area/suitable for Education for All (erstwhile Adult Education). The SCL shall work with State Literacy Mission Authority (SLMA)/SPD In charge of ULLAS - Nav Bharat

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Saakshatrta Karyakram and DIETs under the directions of Director SCERT in State/UTs. Mandates/Functions of SCL are as under:

i. The broader mandate of SCL is to adopt/adapt/translate the Curriculum Framework of Education for All (Adult Education) with the approval of Government of State/UT administration.
ii. SCL will provide Academic, Technical and Resource support to the State/UT.
iii. SCL will develop/customise online/offline modules on various components of the scheme, e-Teaching Learning Material (TLM), e-Primers, e-Contents and video lectures for State/UTs in prototype in local languages/dialects on the same as per their local contexts, needs and requirements.
iv. SCL will undertake training of District Resource Persons through offline/online modules at State/District and below DIETs/BRCs/CRCs level in consultation with SLMA/SPD/DLMAs/DIETs through especially developed for this purpose.
v. SCL will provide support to DRU/DCL setup at DIETs. DCL will undertake training of DIETs/BRCs/CRCs level in consultation with SLMA/SPD/DLMAs/DIETs.
vi. SCL will develop customise/translate training manuals for district level trainers and student-volunteer guide for training of student-Voluntary Teachers (VTs) based on those developed by CNCL.
vii. SCL will prepare its Annual Works Plan & Budget (AWP&B) every year in consultation with State Literacy Mission Authority/SPD-In charge of ULLAS. Activities to be undertaken during the year along with budget approved by Director SCERT/Principal DIET, if no SCERT in the UT and submit to SLMA/SPD-In-charge of ULLAS for submission in AWP&B of the state/UT to be sent Government of India.
viii. The performance of SCL will be reviewed by State Government/UT administration periodically.
ix. SCL will also work with National Centre for Literacy (CNCL), NCERT, Government of India for providing academic and resource support to the State/UTs.
x. SCL will prepare material and modules for activity-based learning including role plays, flip charts and group songs etc. for media activities to be undertaken by State/UT.
xi. SCL will set up Documentation Unit for documenting the best practices, learning experiences and success stories including publication of -annual technical journal on literacy.
xii. Offering of expert advice and quality feedback to SLMA.
xiii. Any other work delegated by the State/UT, DSEL,GoI and CNCL, NCERT

5. Curriculum Framework of Adult Education (CFAE)

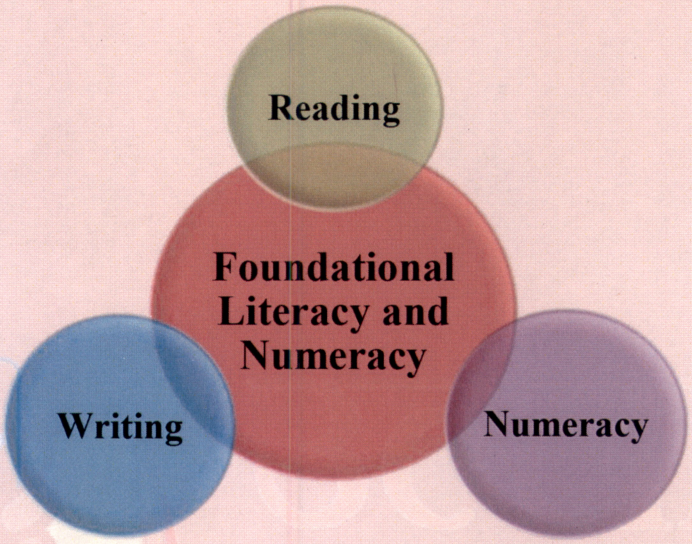
5.1 ULLAS-Nav Bharat Saaksharta Karyakram includes five types of programmes, each with clearly defined outcomes and will be prepared by NCERT as follows:

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i) Foundational Literacy and Numeracy:

Foundational Literacy and Numeracy imparted through Critical Life Skills to all non-literates in the age group of 15 years and above through hybrid (both in online and offline) mode. In case of online teaching and learning ULLAS Mobile App will be used in which a learner may register him/herself with essential information like name, date of birth, gender, Aadhaar number (Not mandatory), mobile number etc. as non-literate and attend the class through online/virtual mode by using his/her mobile phone. Different strategies are to be adopted for different age groups of adult learners under Foundational Literacy and Numeracy.



ii) Critical Life Skills:

The component includes various skills like Financial Literacy, Legal Literacy, Digital Literacy, Disaster Management, Commercial Skills, Child Care and Education, Health and Family Welfare issues on awareness on dietary habits, exercise, yoga, cessation of tobacco use, first aid care and management of road traffic accident, etc. and awareness on how to fill various forms such as voter registration, Aadhar Card, etc. These will be implemented through convergence with concerned Ministries/Departments at central and State/UT level. Online modules shall be prepared by NCERT in Hindi and SCERTs in local languages for each of these areas of life skills. The foundational aspects of literacy and numeracy shall be taught through the learning of critical life skills and/or vocational skills.

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iii) Basic Education:

This component includes preparatory (classes 3-5), middle (classes 6-8), and secondary stage (classes 9-12) equivalency. It is to be implemented by NIOS/SIOS. Preparatory stage (Classes III-V), equivalency will be focused during the implementation of the scheme States/UTs may conduct other suitable level of equivalency at their end.

iv) Vocational Skills :

Skill development will be a part of the continuous learning process for adult neo-literates with a view towards obtaining local employment, reskilling and upskilling. This too will be implemented through online/blended mode in convergence with different Ministries/Departments at central and state/UT level. The role of Department of School Education & Literacy will be limited to provide data, establish collaboration with concerned Ministries/Departments, States/UTs and joint monitoring of progress. The courses/modules shall be undertaken by concerned Ministries/ Departments.

v) Continuing Education:

This component includes engaging holistic adult education courses in arts, science, technology, culture, sports, recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills. The framework would be developed keeping in view that adults in many cases will require rather different teaching-learning methods and materials than those designed for children. This will be implemented in convergence with Department of Higher Education and other relevant Ministries/ Departments at central and state/UT level. The Samajik Chetna Kendras (literacy centres) will be established and managed by the States/UTs. These centres may be in schools, inter-degree colleges, Gram Panchayats, Aanganwadi Kendras, Cooperative societies, etc.

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or any place earmarked by the state/UTs at places where there are adequate number of learners participating in Continuing Education.

6. Advisory Body of SCL, SCERT

SCL, SCERT may constitute an Advisory Board to guide and direct the implementation of ULLAS-Nav Bharat Saaksharta Karyakram.

Constituent of Board of SCL is as under:

Chairman – Director of SCERT/DSERT **(Ex- Officio)**
Vice-Chairman – Director, SLMA/SPD In charge **(Ex- Officio)**
In charge – Professor/Faculty of SCERT **(Ex-Officio, Member Secretary)**
Members – 2 Faculties of SCERT **(Ex- Officio)**

- Representatives from Higher Education Institutions recognised by UGC/University
- Representatives from Teacher Training Institutions approved by NCTE
- Principals of selected DIETs across the Sate/UT
- Representative of Information and Publicity Department of the State/UT
- Member Secretaries of selected DLMAs/District Implementing Agencies across the State/UT.
- Faculty Member/s of Department of Adult Education/Lifelong Learning/Continuing Education/Extension of various Universities across the State/UT
- Local Experts from the fields of Adult Education/Lifelong Learning/Continuing Education/Extension
- Representatives from State/ UT level renowned NGOs

6.4 Tenure of Advisory Body will be two years like Executive Committee of SLMA. The board may be re-constituted/members may be changed after every two years. Ex-Officio chairman, Vice-chairman, in-charge and members will be remained same. However, officers may be change or replace for administrative and betterment of the centre with the approval of Director, SCERT.

7. AWP&B and Budget/Funding to CNCL under NILP

7.1 The SCL will prepare Annual Work Plan & Budget every year comprising of the following:-

- Development of Teaching Learning Material including e-material
- Development of Training Material/Training Manuals/Guide Books etc.
- Organization of Training for Stakeholders of ULLAS/Key functionaries of the State/UT/Districts.
- Organise Literacy week/festival.

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- Preparation of material for community mobilization for SLMA
- Documentation, etc.

7.1.2 Activity wise Annual Work Plan and Budget of SCL will be approved Director SCERT and examined by the Director, SLMA before putting in the AWP&B of the State/UT to be submitted to the Project Approval Board of ULLAS for consideration and approval.

7.2 Budget/Funding to SCL

7.2.1 Budget/Funds for implementation and establishment of SCL in SCERT will be done by the Department of School Education & Literacy of the State/UT administration. The State Government and UT administration will make suitable provisions of funds every year in the Annual Work Plan & Budget of the SCERT. However Government of India will provide one time Rs.30.00 lakh for establishment of SCL and Rs.5.00 lakh for maintenance every year under the scheme. SLMAs/SPDs will also release fund to SCL for the activities to be undertaken by SCL for State/UTs from their approved budget every year.

8. Human Resource Support to SCL, SCERT

8.1 The Centre will be headed by Director SCERT. One senior faculty of SCERT will be in-charge of the centre. Two other faculties will also be members of the centre. All expenditure to be incurred within the budget of SCL/SCERT.

9. Monitoring of SCL, SCERT

The SCL will work under the directions of Director SCERT for giving Academic, Resource and Technical Support to implement ULLAS in the state/UT. The performance of SCL will be reviewed every year by SCERT and the Department of School Education of the State/UT.

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