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

105-D, Shastri Bhawan, New Delhi

Dated : 29th May, 2024

To

The Education Secretaries of all State Governments/UTs

Subject: Guidelines for establishment of Samajik Chetna Kendras under ULLAS – Nav Bharat Saaksharta Karyakram.

Madam/Sir,

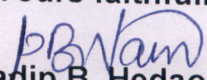
I am directed to refer to the above mentioned subject and to state that the Government of India in line of NEP-2020 has approved the guidelines for establishment of Samajik Chetna Kendras.

2. The National Education Policy (NEP) 2020 advocates for the establishment of Samajik Chetna Kendras and Adult Education Centres as part of its broader framework for promoting adult education and lifelong learning. These centres are envisioned as hubs for facilitating literacy and skill development among adults, particularly those who have missed out on formal education opportunities. NEP 2020 emphasizes the importance of these centers in providing flexible and accessible learning pathways tailored to the diverse needs of adult learners, including Foundational Literacy and Numeracy, Critical Life Skills, Basic Education, Vocational Training and Continuing Education programs. Furthermore, these centers are expected to serve as catalysts for fostering social awareness and community engagement, promoting a culture of lifelong learning and empowerment among adults.

3. A copy of the same is enclosed herewith for kind information and necessary action.

Encls. : As above.

Yours faithfully,


(Pradip B. Hedao)

Under Secretary to the Government of India

- Copy to :
- (i) All the SLMAs/SPDs, ULLAS - Nav Bharat Saaksharta Karyakram, of all States/ UTs.
 - (ii) All the Director(s), SCERT(s) of All States/UTs.
 - (iii) Prof. Usha Sharma, In-charge NCL, NCERT, Sri Aurobindo Marg, New Delhi.



Guidelines **For Establishment of** **Samajik Chetna Kendra**

Under

ULLAS - Nav Bharat
SaakshartaKaryakram

Guidelines for Establishment of Samajik Chetna Kendra

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1. List of Abbreviations

- AWCs- Anganwadi Centres
- CSC – Community Service Centre
- CSR- Corporate Social Responsibility
- FLNAT – Foundational Literacy and Numeracy Assessment Test
- ICT – Information and Communication Technology
- JSS – Jan ShikshanSansthan
- MNREGA- Mahatma Gandhi National Rural Employment Guarantee Act
- NCL – National Centre for Literacy, NCERT
- NEP – National Education Policy
- NGO – Non-governmental Organisation
- SCK – Samajik Chetna Kendra
- SCL – State Centre for Literacy
- SHGs – Self Help Groups
- SMDC - School Management and Development Committee
- TEI – Teacher Education Institution
- ULLAS- Understanding of Lifelong Learning for All in Society
- VT – Volunteer Teacher

Guidelines for Establishment of Samajik Chetna Kendra for the Implementation of ULLAS

2. Adult Education and National Education Policy 2020

- 2.1 The National Education Policy (NEP) 2020 advocates for the recognition of foundational literacy, education access, and livelihood pursuit as fundamental rights for all citizens, emphasizing the transformative potential of literacy and basic education in fostering personal, civic, economic, and lifelong-learning opportunities. It underscores the correlation between literacy rates and per capita GDP, highlighting the disadvantages faced by non-literate individuals in various aspects of life, such as financial transactions, job applications, comprehension of media and technology, understanding of rights, and participation in higher productivity sectors.
- 2.2 NEP 2020 recommends innovative measures for Adult Education, proposing a curriculum framework comprising foundational literacy and numeracy, critical life skills, vocational skills development, basic education, and continuing education programs tailored to the diverse needs of adult learners, with an emphasis on local employment, differentiated teaching methods, and materials designed to meet adult learning requirements.

3. About ULLAS- Nav Bharat SaakshartaKaryakram

- 3.1 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 is implementing a centrally sponsored innovative scheme called Nav Bharat SaakshartaKaryakram popularly known as ULLAS: Understanding of Lifelong Learning for All in Society and Tagline/Slogan of the **ULLAS** is “**Jan JanSaakshar**”
- 3.2 The scheme is in alignment 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.
- 3.3 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, blending 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 aims 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 Foundational Literacy and Numeracy skills of registered non-literates/learners.**



- 3.4 **The scheme motivates volunteers to take part in the scheme as DUTY or Kartavyabodh towards the nation building and incentivises the student volunteers through credits in school/ university/ TEIs and appreciation through other means like certificates, appreciation letters, felicitation, etc.**
- 3.5 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.

4. Samajik Chetna Kendras / Adult Education Centres and NEP 2020

- 4.1 The National Education Policy (NEP) 2020 advocates for the establishment of Samajik Chetna Kendras and Adult Education Centres as part of its broader framework for promoting adult education and lifelong learning. These centres are envisioned as hubs for facilitating literacy and skill development among adults, particularly those who have missed out on formal education opportunities. NEP 2020 emphasizes the importance of these centres in providing flexible and accessible learning pathways tailored to the diverse needs of adult learners, including foundational literacy and numeracy, critical life skills, vocational training, and continuing education programs. Furthermore, these centres are expected to serve as catalysts for fostering social awareness and community engagement, promoting a culture of lifelong learning and empowerment among adults.
- 4.2 The Para 7.12 of NEP 2020 mentions, *“The school should be a point of celebration and honour for the whole community. The dignity of the school as an institution should be restored and important dates, such as the foundation day of the school, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the un-utilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a “Samajik Chetna Kendra”.*
- 4.3 Overall, NEP 2020 underscores the pivotal role of Adult Education Centres and Samajik Chetna Kendras in advancing the educational agenda and promoting inclusive development across society.



5. Samajik Chetna Kendras and ULLAS Guidelines



5.1 The ULLAS-Nav Bharat Saaksharta Karyakram is a learner-centric initiative at its core. Through a meticulous survey process, both Learners and VTs are identified, ensuring that the program caters directly to the needs of those seeking education and those willing to impart knowledge.

- Key to the success of this initiative is the abundance of teaching and learning materials available through the ULLAS Mobile App and Portal. These resources are easily accessible to both Learners and VTs, empowering them to engage meaningfully with the educational content.
- The heart of the interaction lies within the SCK, where the dynamic exchange between Learners and VTs occurs during teaching-learning sessions. This physical space serves as a hub for fostering collaboration, understanding, and growth within the community.
- In essence, the ULLAS - Nav Bharat Saaksharta Karyakram epitomizes a holistic approach to education, placing the needs and aspirations of learners at the forefront, while also

leveraging technology and community engagement to facilitate a rich and rewarding learning experience for all involved.

- 5.2 As per para 7.8.3 of the ULLAS guidelines, “The existing ICT and other infrastructure in schools and higher education institutions, CSC, Community Centres, etc. will be utilized. ICT infrastructure in schools and higher education institutions is to be designated after working hours and utilized for the purpose of the scheme among several other purposes, for those who are without access to digital gadgets/modes. These will be called as SCKs.”
- 5.3 The scheme is being implemented in a hybrid (both in online and offline) mode in country. The learners are encouraged to access the content in local languages in online mode through ULLAS Portal/ULLAS Mobile App and at SCKs. Government /Aided schools registered under UDISE are the units of implementation of the scheme which are run by the State/UT Governments.



6. Guidelines for Establishment of Samajik Chetna Kendra

6.1 Understanding Samajik Chetna Kendra: An Overview

A Samajik Chetna Kendra, or Social Awareness Centre, serves as a pivotal educational hub established at various levels, including blocks, schools, villages, or gram panchayats, targeting the educational needs of non-literate individuals enrolled under ULLAS. These centers should function not merely as classrooms but as vibrant community hubs, fostering interaction and engagement beyond traditional educational boundaries. Equipped with basic amenities such as drinking water, toilets, and well-lit classrooms, they should offer a conducive environment for learning, complemented by resources like smart boards and teaching aids. Here, VTs will guide learners through educational activities, bridging gaps in knowledge and skills. Moreover, these centers serve as catalysts for community empowerment, hosting cultural events and social gatherings to promote a sense of belonging and cohesion. They collaborate with local stakeholders, including NGOs and government agencies, to enhance educational quality and reach, while flexible scheduling accommodates diverse learner needs, including those of working adults and caregivers. Additionally, initiatives promoting digital literacy, financial literacy, and health awareness, etc. further enrich the educational experience, ensuring holistic personal development within the community. Through robust monitoring and evaluation mechanisms, SCK continually refine their approaches, maximizing their impact on knowledge dissemination and skill development.

6.2 Need for setting up Samajik Chetna Kendras

SCKs are really important because they help fix educational gaps and make communities stronger. These centres are like bridges, especially for people who are unable to read or write and are part of ULLAS. They provide a welcoming place to learn and grow, helping people get important skills and knowledge for better jobs and opportunities. But they're not just about learning, they also bring communities together by organizing events and activities, and they teach about staying aware and socially responsible. Overall, SCKs can help make society better for everyone.

6.3 Preferable Locations for Setting up Samajik Chetna Kendra

- (i) SCKs are ideally placed in easy-to-reach areas for both learners and VTs.
- (ii) They should have good lighting and basic facilities like clean water, toilets, and enough room for at least 15-20 learners at one time. This makes learning more comfortable and effective for everyone involved.
- (iii) These Kendras can be established by utilizing available space in:

- Schools (govt. aided/unaided)
- Local Cultural Centres
- Community Halls
- Public Libraries
- Panchayat Offices
- Post Offices
- Higher Education Institutions
- Teacher Education Institutions
- One Stop Centre
- Work Sites
- Adequate space volunteered by willing people, organization, companies, etc.

(iv) Since SCK will utilize the ICT facilities for facilitating Digital and Online Education, preference should be given to those structures which have ICT facilities.

(v) If there are learners in Hard-to-Reach Areas having no ICT facility, 'Non-Digital SCKs' may be established in places which have adequate space for it.



6.4 Timings for Samajik Chetna Kendra

- (i) After-School Hours and Multiple Shifts: Typically, schools are utilised for SCK classes after regular school hours. Classes may run in two or three shifts, accommodating learners' and volunteers' availability and spare time.
- (ii) Sundays and Holidays may also be utilised for conducting special/additional sessions.
- (iii) Simultaneous Classes with School Activities: If the school or public place has sufficient space, classes can be conducted simultaneously with normal school /activities during regular school/working hours. This flexibility allows for efficient use of resources and maximizes learning opportunities. However, regular school activities should not be hampered.
- (iv) Flexible Timing and Duration: The timing, duration, and frequency of classes are entirely flexible, providing options to adjust according to the needs of learners and the availability of resources. This adaptability ensures optimal utilization of the facilities and enhances the accessibility of educational opportunities for all.
- (v) Personalized Scheduling: The choice of total hours, shifts, and number of days for conducting classes is entirely customizable, allowing for personalised scheduling based on the preferences and requirements of both Learners and VTs. This approach promotes inclusivity and ensures that educational activities are tailored to the specific needs of the community.

6.5 Essential Equipment/Resources for Setting up Samajik Chetna Kendra

(i) Educational Resources:

- ULLAS Concise Primer developed by NCL, NCERT/ Primer developed or contextualized by State/UT, in local language
- Reading materials, storybooks, flashcards, manipulatives, playing materials, and audio-visuals on everyday events
- Reference books, dictionaries, maps, and educational posters

(ii) Teaching Aids and Multimedia Equipment:

- Whiteboards or chalkboards
- Multimedia equipment such as projectors, screens, speakers, and computers
- Visual aids, educational charts, diagrams, and models

(iii) Stationery Supplies and Furniture:

- Writing and drawing materials (pens, pencils, markers, paper, notebooks)
- Stationery supplies (staplers, scissors, glue sticks, rulers)
- Art and craft supplies (paints, brushes, clay, craft papers), if required and available

- Furniture (tables, chairs, shelves, Darris, etc.)

(iv) Safety and Maintenance:

- Visitor's logbook for record-keeping of visitors and supervisors
- Safety equipment (first aid kits, fire extinguishers)
- Cleaning supplies

6.6 Operating Samajik Chetna Kendras:



i) Increasing Reach and Promotion:

- **Use of the name: ULLAS – Nav Bharat Saaksharta Karyakram with the ULLAS logo and tagline: Jan Jan Saakshar without any modifications, to be done outside every SCK.**



- Installation of signboards and arrow marks to easily locate SCKs, ensuring visibility and accessibility for learners and community members.

- SCLs housed at SCERTs can term the SCK in their own local and regional context, so as to develop a sense of belongingness and pride among learners.
- Wide publicity of the scheme and SCKs can be planned through various channels like radio, TV, print media, tours, rallies, and cultural gatherings.
- Utilisation of Students, Teachers, School Management and Development Committees (SMDCs), and Community Members for promotion.
- Celebrating National Literacy Day and other national events to raise awareness and promote the significance of literacy.

(ii) Interactive Teaching-Learning Strategies:

- Hands-on experience sharing on critical life skills such as digital literacy, financial literacy, legal literacy, and civic sense.
- Utilisation of projectors for showcasing online/digital resource material from platforms like the ULLAS Mobile App and Portal or NCL, NCERT website.
- Incorporation of ICT facilities and digital devices (smartphones, tablets, laptops) available with volunteers or in the community for teaching and learning.
- Recreational and musical instruments such as dholak, guitar, table, harmonium, etc., to generate interest and motivation among learners.
- Organizing capacity-building and exposure visits for VTs and neo-literates wherever possible.
- Facilitating learners in vocational skills development and providing opportunities for personal growth.

(iii) Activities for Independent Learning (In case of non-availability of volunteer teacher)

a) Utilisation of Digital Resources:

- Encourage learners to access online/digital resources available on platforms – ULLAS Mobile App and Portal and NCL, NCERT website using available ICT facilities and digital devices.
- Provide guidance on navigating educational content independently to enhance digital literacy skills.

b) Self-directed Learning:

- Facilitate self-paced learning by providing reading materials, storybooks, flashcards, and manipulatives for learners to explore and engage with independently.
- Foster a culture of curiosity and exploration, encouraging learners to ask questions, seek answers, and share their discoveries with peers.

c) Interactive Learning Stations:

- Set up interactive learning stations with activities related to critical life skills such as financial literacy, legal literacy, and civic sense.
- Incorporate hands-on experiences and games to make learning enjoyable and engaging, promoting active participation and peer interaction.

6.7 Measures to Motivate Volunteer Teachers and Encourage Learners



a) Motivating Volunteer Teachers

- (i) Displaying the names of all VTs prominently at the center can serve as a meaningful gesture of recognition and appreciation for their dedication and contributions to the ULLAS initiative.
- (ii) Organise events to recognise the efforts of VTs at State, District, or Block Level. For example: they can be applauded in Panchayat, given small tokens of appreciation, include in flag hoisting, etc. Certificates can be given to those who demonstrate exemplary dedication and contribution to ULLAS.
- (iii) Offer training workshops, seminars, and webinars to enhance the skills and knowledge of VTs.
- (iv) Foster a collaborative environment among VTs by organising regular meetings, forums, or online discussion groups. Encouraging collaboration and sharing of ideas can boost morale and motivation.

- (v) Encourage VTs to prepare their TLM and propagating the material.

b) Encouraging Learners

- (i) Put up a list of learners at SCK
- (ii) Recognize and celebrate the achievements of learners through peer acknowledgment ceremonies or "learner of the month" awards. Highlighting their progress and accomplishments can boost their self-esteem and motivation.
- (iii) Design interactive and hands-on learning activities that cater to the interests and preferences of learners. Incorporating games, competitions, and group projects can make learning fun and engaging.
- (iv) Organize community events, exhibitions, or cultural performances where learners can showcase their talents and skills acquired through ULLAS. Involving learners in community activities fosters a sense of pride and belonging.
- (v) Showcase success stories and testimonials from existing learners who have benefited from the scheme. Peer influence can be a powerful motivator for non-literates to see the positive impact of education on others in their community.
- (vi) Ensure the regular publication of a quarterly magazine, newsletter, or Kaleidoscope highlighting the accomplishments of SCKs.
- (vii) Inspiring, voluntary talks can be held with successful and motivational people from the locality.

6.8 Monitoring and Evaluation

- (i) A robust monitoring mechanism/rating system may be developed at all levels to assess improvement. Monitoring and Evaluation formats/ rubrics and a periodic schedule may be developed by SCL, SCERT to ensure monitoring/evaluation.
- (ii) A monitoring team may be authorized by SCL and oriented for ensuring effective and periodic monitoring/support.
- (iii) Regular/ Periodic Reviews may be done at Cluster and Block level to ensure the effective implementation of the Programme.
- (iv) Partner with research institutions and academic organizations to conduct rigorous monitoring and evaluation of SCK programs. Collect data on learner outcomes, program effectiveness, and community impact to inform continuous improvement and evidence-based decision-making.

6.9 Collaboration and Convergence

- i) Establish connections between women organizations and existing community groups in various villages, integrating them with SCK.



- ii) Encourage retired teachers and professionals from health, welfare, and other fields residing in villages to engage with the nearest SCK, offering tailored courses and support services to empower women and promote their active involvement in social and economic spheres.
- iii) Collaboration and support may be taken from local donors or philanthropic supporters for ensuring the availability of resource materials. Engage with corporate sponsors, foundations, and CSR initiatives to expand the reach and sustainability of the program.
- iv) Collaborate with Skill Development and Entrepreneurship Institutions to integrate skill development programs at JSS within the activities of SCKs. This collaboration can provide non-literates with practical skills that empower them economically and socially.
- v) Collaborate with technology companies and NGOs to provide training in digital literacy and leverage technology for educational purposes. Integrate digital tools and platforms into the curriculum to enhance learning outcomes and prepare learners for the digital age.
- vi) Establish partnerships with organizations specializing in adult education and lifelong learning. Develop need-based programs and resources for neo-literates who have passed FLNAT exam, ensuring their continued educational journey and personal development.
- vii) The Panchayati Raj Institution, the MNREGA authorities, SHGs, AWCS, can be actively involved to target all possible potential beneficiaries.

7. Some Suggestions for Samajik Chetna Kendra



- (i) Encourage a literate environment.
- (ii) Appropriate seating arrangement in the SCK may be ensured according to the learners, whether they wish to study by sitting on the floor or desk bench or any other way.
- (iii) Arrangement of Teaching Learning Materials, Books, Information, Recreation, Literary Papers, Magazines, Newspapers, Registers, Maps, Globes, Charts, Pictures, Posters, Pens, Pencils, Squares, and Registers may be ensured with the support from local donors. **(Suggestive list provide under heading no. 8)**
- (iv) Information regarding Government schemes may be made available in the SCK.
- (v) There may be grouping of learners based on their Literacy Skills.
- (vi) A pool of VTs may be made in the centre to ensure that a rotational routine or a gap-filling routine is followed to ensure continuous learning.
- (vii) A time-table may be made to ensure the desired implementation process by ensuring community participation and for tracking student progress.
- (viii) With support from Community members, follow up action may be taken to track absent learners and bring them back to centres.
- (ix) Regular motivation of learners may be ensured by VTs and ULLAS Committee members for attendance, participation, tests, etc. For exam preparation (FLNAT) , innovative activities and special sessions may be conducted. They should be provided with Model Papers for practice.
- (x) Inviting subject matter experts related to electoral literacy, financial literacy, and skill development, etc. at SCKs may be done to encourage and motivate Learners and VTs.

8. Suggestive List of Teaching Learning Materials (TLMs)

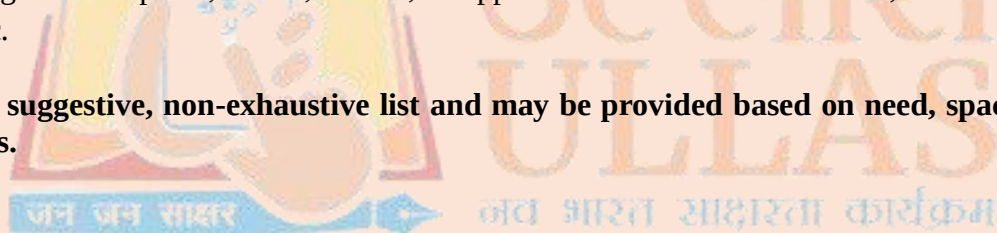
A suggestive list of Teaching Learning Materials (TLMs) suitable for adult learners or VTs at SCK as recommended by NCL, NCERT is as under:

1. **Whiteboard and Markers:** Essential for interactive teaching learning sessions and illustrating concepts.
2. **Flipcharts:** Great for brainstorming, visual aids, and collaborative learning activities.
3. **Laptops or Tablets:** Useful for accessing online resources, interactive teaching learning materials, and educational apps.
4. **Projector and Screen:** For displaying presentations, videos, and other multimedia content during classes.
5. **Printed Handouts and Worksheets:** Supplemental materials for in-class activities, exercises, and practice.
6. **Audio-visual Equipment:** Speakers, microphones, and audio recorders for listening exercises and multimedia presentations.
7. **Reading Materials:** Books, magazines, newspapers, and other printed materials for literacy development and reading comprehension.
8. **Textbooks and Reference Books:** Structured content developed by NCL, NCERT or contextualized by State/UT and additional resources for learners.
9. **Math Manipulatives:** Counting blocks, geometric shapes and other hands-on tools for teaching mathematical concepts.
10. **Art and Craft Supplies:** Paper, glue, scissors, paint, and other art materials for creative expression and fine motor skill development.
11. **Health & Hygiene Kits:** Educational materials, posters, and supplies for promoting health awareness and personal hygiene practices.
12. **Musical Instruments:** If applicable, instruments for music classes or workshops.
13. **Games and Puzzles:** Educational games, puzzles, and activities for engaging learners and reinforcing concepts in a fun and interactive way.
14. **Maps and Globes:** For geography lessons or discussions on world affairs.

15. **Calculators:** Basic or scientific calculators for math classes or practical applications.
16. **Vocational Training Tools:** Equipment, tools, and resources related to specific vocational skills or trades for practical training sessions.
17. **Life Skills Materials:** Guides, worksheets, or activities for teaching essential life skills such as financial literacy, time management, or interpersonal communication.
18. **Community Resources:** Access to local libraries, community centres, and other resources for further learning opportunities and support services.
19. **Digital Resources:** Access to online learning platforms, educational websites, and digital libraries for self-paced learning and skill development.

Additionally, we can consider adapting materials to suit the context of learning needs and preferences of adult learners. This kind of material can be used as effective resource material, like newspapers, posters, hoardings, menu cards, wedding cards, calendars, map of bus stand/metro, bus nos., images of hospitals, banks, ATMs, wrappers of food items and others, medicines, greeting cards, etc.

This is a suggestive, non-exhaustive list and may be provided based on need, space and other resources.



**** Note – States/ UTs have the flexibility to organize and administer the SCKs according to their specific contexts and requirements. While the guidelines provide a framework for establishment and operation of these centres, it is recognized that the implementation may vary based on local conditions, resources and priorities. States/UTs are encouraged to adapt the organizational and administrative structure of SCKs to best serve the need of adult learners in their respective regions.**
