# GUIDELINES

of

New India Literacy Programme

(A Centrally Sponsored Scheme)

Financial Years 2022-27

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

S.N.	CONTENTS	Page No.
Annexures		

अनीता करवल, भा.प्र.से

सचिव

Anita Karwal, IAS
Secretary

D.O. No. 9-1/2022-NLM.1

Dated **21st February, 2022**

Respected Chief Secretary,

As you are aware that literacy and basic education open up whole new worlds of personal, civic, economic and life-long learning opportunities for individuals enabling 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. Over the years, Government of India initiated several schemes/programs/ drives in this perspective, latest being the on-going Padhna Likhna Abhiyan which has been extended for its implementation up to 31.03.2022.

2.   In the meantime, a lot of developments, innovations and technological advancements have taken place including application of ICT, online teaching-learning activities in the country. Moreover, the National Education Policy 2020 (NEP) has emphasized that 'Strong and innovative government initiatives for adult education in particular, to facilitate community involvement and the smooth and beneficial integration of technology will be effected as soon as possible to expedite this all important aim of achieving 100% literacy'.

3.   Keeping in view the recommendations of NEP, 2020 and UNESCO Sustainable Development Goal (SDG) 4.6, a centrally sponsored scheme **"New India Literacy Programme (नव भारत साक्षरता कार्यक्रम)" (NILP)** has been approved by the Government of India with financial outlay of Rs.1037.90 crore (central share: Rs.700.00 crore and state share: Rs.337.90 crore) for 2022-23 to 2026-27.

4.   As distinct from earlier adult education programmes, the NILP provides for (i) involvement of school students, pre-service students of Higher Education Institutions (HEIs), school teachers, Aganwadi and ASHA workers, NYKS, NSS, NCC volunteers, (ii) school to be unit for implementation of the scheme (iii) use of ICT and online implementation of the scheme through 'Online Teaching Learning and Assessment System' (OTLAS) (iv) material and resources through digital modes, viz, TV, radio, cell phone-based free/open-source Apps/portals, etc. (v) Assessment tests to be conducted in schools by State/UTs and evaluation of learners will be made by NIOS/SIOS; assessment on demand through OTLAS and generation of e-certificates, (vi) Sample achievement survey (vii) Online MIS.

5.   The scheme has five components: (i) Foundational Literacy and Numeracy, (ii) Critical Life Skills, (iii) Vocational Skills Development, (iv) Basic Education and (v) Continuing Education. The unique features of the NILP are at **Annexure**.

6.   State/UTs are requested to initiate action on the following urgently:

- Creation of budget head for implementation of NILP.
- State/UT is required to designate a Single Nodal Agency (SNA) and open Single Nodal Account as per procedure mentioned in Department of Expenditure O.M. No.1(13)/PFMS/FCD/2020 dated 23rd March, 2021 and 8th December, 2021.
- Formation of Committees at various levels.
- Other preparatory activities may be initiated for effective implementation of the scheme.

7.   The detailed Operational Guidelines for the NILP will be made available shortly.

With regards

Encl. As above

Yours sincerely,

(Anita Karwal)

To,

Chief Secretaries of all State/UTs.

Copy to: Education Secretaries of all State/UTs.

Chapter -1

Major Literacy Programmes and Literacy Scenario in the country

1. Adult Education in Indian context traditionally extends option of education to those adults who have lost the opportunity of formal education and transcended the age of formal education and now feel a need for learning. The main focus of Adult Education had been on its bottom tier, which was 'Basic literacy'. The reason for this was that at the time of Independence of the country in 1947, around 86% population of India was not literate. A series of programmes and schemes for promotion of adult literacy were initiated by the Government of India since 1951.

1.1   Brief details of the various programmes undertaken since then are as under:

   o **Social Education 1951-56:** Programme gave importance to literacy, extension, general education, leadership training and social consciousness.

   o **Gram Shikshan Mohim 1959:** A movement for literacy in the rural areas, it aimed at imparting basic literacy skills within a period of four months.

   o **Farmer's Functional Literacy Project (FFLP) 1967-68:** An inter-ministerial project for farmers' training and functional literacy.

   o **Functional Literacy for Adult Women (FLAW) 1975-76:** The scheme included a component which enabled illiterate adult women to acquire functional skills along with literacy to gain better awareness of health, hygiene, child care practices and in the process facilitated attitudinal changes.

   o **National Adult Education Programme (NAEP) 1978:** First nationwide literacy programme was taken up at macro level to eradicate illiteracy through project approach with a massive programme aimed at educating 100 million non-literate adults in the age-group of 15-35 years within a time frame of 5 years.

o **Rural Functional Literacy Project (RFLP) & Mass Programme of Functional Literacy (MPFL) 1986:** To impart functional literacy to all illiterate persons in the age group of 15-35 years who were living in the rural areas by organising specified number of literacy centres. It was launched on May 1, 1986 by involving National Service Scheme (NSS) and other students in colleges and universities.

o **National Literacy Mission Authority (NLMA) 1988:** On 5th May, 1988 a countrywide programme for promoting adult literacy was launched in mission mode under National Literacy Mission (NLM) to impart functional literacy to non-literates in the country in the age group of 15-35 years in a time bound manner. Since the inception of the NLM in 1988, 127.45 million persons were made literate. 597 districts of the country were covered under Total Literacy Campaign till March, 2007 and 485 districts were covered under Post Literacy Phase. 328 districts were covered under the Continuing Education Programme under which 1,97,612 Continuing Education Centres (CECs) and 20,939 Nodal CECs were set up. The then ongoing schemes of National Literacy Mission were concluded in the month of September, 2009 and subsequently a new variant of the scheme was launched.

o **Saakshar Bharat: Scheme of Adult Education and Skill Development, 2009:** The scheme was launched on 8th September, 2009 and further extended for implementation during 11th and 12th Five Year Plans and concluded on 31.3.2018.The principal target was to impart Functional Literacy to **70 million non-literates**. The Saakshar Bharat had 4 broader objectives, viz. to impart **Functional literacy** to non-literate and non-numerate adults; enable the neo-literate adults to continue their learning beyond basic literacy and acquire **equivalency** to formal educational system; impart non and neo-literates relevant **skill development** programmes to improve their earning and living conditions and promote a learning society by providing opportunities to neo-literates for **continuing education**. Under Saakshar Bharat programme, around 7.64 crore non-literates had been certified as literates since 2009.

o **Padhna Likhna Abhiyan:** The scheme was approved on 25.04.2020 for implementation in FY 2020-21 in the midst of Covid-19 pandemic with a financial outlay of Rs.142.61 crore to impart Functional Literacy to 57 lakh non-literates of the age group 15 years and above in the country in both rural and urban areas. The scheme was implemented in 33 States/UTs during FYs 2020-22 with a one year extension till 31.03.2022.

○ **Literacy Progrmmes : An Overview**

Year	Programme
1951-56	• Social Education
1959	• Gram Shikshan Mohim
1967-68	• Farmer's Functional Literacy Project (FFLP)
1975-76	• Functional Literacy for Adult Women (FLAW)
1978	• National Adult Education Programme (NAEP)
1986	• Rural Functional Literacy Project (RFLP) & Mass Programme of Functional Literacy (MPFL)
1988	• National Literacy Mission Authority (NLMA)
2009	• Saakshar Bharat: Scheme of Adult Education and Skill Development
2020-22	• Padhna Likhna Abhiyan

1.2   As per Census 2011, the literacy rate of India is 72.98% (Male 80.88% and Female 64.63%) and the number of non-literates in the country in the age group of 15 years and above is around 25.76 crore, i.e. Male 9.08 crore and Female 16.68 crore. Considering the progress report of persons certified as literates under the Saakshar Bharat programme implemented during 2009-10 to 2017-18 which is around 7.64 crore, it is estimated that currently around 18.12 crore persons are still non-literate in India.

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Chapter -2

Background of the New India Literacy Programme

2. The National Education Policy 2020 (NEP 2020), the first education policy of 21st Century was formulated and released on 29th July 2020.

2.1 The NEP 2020 refers to Adult Education and Lifelong Learning at para 21.4, which states,

> *"Strong and innovative government initiatives for adult education in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be effected as soon as possible to expedite this all-important aim of achieving 100% literacy".*

2.1.1 Coupled with these recommendations of NEP-2020 on Adult Education, the Sustainable Development Goal (SDG) 4.6 of the United Nations mandates that

"By 2030 ensure that all youth and adults, both men and women, achieve literacy and numeracy".

It is therefore imperative that the country should eliminate illiteracy and achieve 100% literacy by 2030.

UNESCO — United Nations Educational, Scientific and Cultural Organization : Education 2030

SDG 4 – Education – By 2030, all learners:

Summary of Targets:

- 4.1 Complete free primary and secondary school for all
- 4.2 Access to early childhood education and care
- 4.3 Affordable quality technical, vocational, tertiary, and university
- 4.4 Skills for employment and entrepreneurship
- 4.5 Eliminate gender disparities and equal access
- 4.6 Ensure all youth and "most" adults have numeracy and literacy
- 4.7 Knowledge and skills for sustainable development
- Plus — equity, scholarships, increased quality teachers etc.

Regional Conference Towards a Common Vision for Agenda 2030 in Central Asia, 2-4 November 2016

2.1.2   Union Budget Speech 2021-22 (Part-A) mentions important initiatives on Education. Among others, it also in particular provides, "*To enable increased access of resources, online modules covering the entire gamut of adult education will be introduced*".

2.1.3   In view of these developments for enlarging the innovative scope and for saturating of adult literacy status in the country, a comprehensive roadmap for implementation of a robust adult education scheme needed to be formulated and commenced expeditiously. Accordingly, in line with the mandates of National Education Policy 2020 and in pursuance of the Budget Announcements 2021-22, and SDG 4.6 of the UN, a new scheme of Adult Education, namely New India Literacy Programme was designed and developed for implementation during FYs 2022-27. It was also decided to shift from the nomenclature of "Adult Education" to "Education For All" as the term 'Adult Education" does not reflect the full gamut of target beneficiaries.

2.2   The Government of India has approved **New India Literacy Programme (नव भारत साक्षरता कार्यक्रम),** a new scheme of **Education For All** (earlier termed as Adult Education) for the period of FYs 2022-2027 to cover all the aspects of Adult Education to align with National Education Policy 2020 and Union Budget Announcements FY 2021-22. The financial outlay for five years' period will be 1037.90 crore out of which Rs.700 crore is Central share and Rs.337.90 is State share.

2.2.1   Broadly, the scheme will be implemented through volunteerism in an online mode. Trainings, orientations and workshops of volunteers may be organized through face-to-face mode. All material and resources shall be provided digitally for easy access to registered volunteers through easily accessible digital modes, viz. TV, radio, cell phone-based free/open-source Apps/portals, etc. The scheme will cover non-literates of the age of 15 years and above in all State/UTs in the country. The target for Foundational Literacy and Numeracy(FLN) for FYs 2022-27 is 5 (five) crore learners @ 1.00 crore learners per year by using "Online Teaching, Learning and Assessment System (OTLAS)" in which a learner/volunteer teacher may register himself/herself

with essential information like name, date of birth, gender, mobile number, Aadhaar number, etc for online teaching, learning and assessment.

2.2.2   The scheme has commenced from 1st April, 2022 which is to be implemented in the next five years. The scheme has five main components, viz. Foundational Literacy and Numeracy, Critical Life Skills, Basic Education(Equivalency), Vocational Skills Development and Continuing Education which are necessary for a citizen of the 21st century.

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# *Chapter - 3*

Objectives and Targets of the Scheme

3. The New India Literacy Programme (NILP) has five broad objectives in line with the National Education Policy, 2020 as under:

    i.   To impart **Foundational Literacy and Numeracy**, viz. Reading, Writing and Numeracy to non-literates and non-numerate persons of 15 years and above age group in the country. Foundational Literacy and Numeracy will be implemented through Critical Life Skills through online mode.

    ii.   To impart **Critical Life Skills** to learners of 15 years and above age group in the country. The skills will include, among others, financial literacy, legal literacy, digital literacy, environmental literacy, disaster management, commercial skills, health care and awareness, child care and education, family welfare, etc. through convergence with concerned Ministries/Departments.

    iii.   To impart **Basic Education** to learners of 15 years and above age group in the country. This will include preparatory (Classes III to V), middle (Classes VI to VIII) and secondary stage (Classes IX to XII) equivalency to be implemented in collaboration between NCERT/SCERTs and NIOS/SIOS.

    iv.   To impart **Vocational Skills** to learners of 15 years and above age group in the country as part of the continuous learning process for adult neo-literates with a view to skilling for obtaining local employment, reskilling and upskilling. It will be implemented through convergence with concerned Ministries/Departments at the Central and State/UT level.

    v.   To impart **Continuing Education** to learners of 15 years and above age group in the country which includes engaging holistic adult education courses in arts, sciences, technology, culture, sports, recreation, as well as other topics of interest or use to local learners, such as better and advanced material on continuing education to be implemented in convergence with Department of Higher Education and other relevant Ministries/ Departments at Central and State/UT level.

NILP Objectives

3.1   The target of the scheme will be to cover 5.00 crore non-literates of 15 years and above age group in five years, i.e. 2022-27 @ 1.00 crore learners per annum under Foundational Literacy and Numeracy (FLN) to be imparted using modules of Critical Life Skills. Under Basic Education Component, the target will be to enhance the literacy level of 1.00 lakh neo-literates and provide them equivalency during the period of the scheme. Critical Life Skills, Vocational Skills and Continuing Education will be implemented through convergence with line Ministries/Departments. The States and UTs will have flexibility to fix their own targets in respect of these components.

3.2 **Area of Operation of the scheme** : The scheme will be implemented in both the rural and urban areas of all districts of the States and UTs in the country. The scheme will cover all the districts, sub-districts, blocks, town, gram panchayats, wards and villages. State-wise list of districts, district panchayats, sub-districts, blocks,

intermediate panchayats, gram panchayats, villages, traditional bodies, urban bodies, cantonment board, etc. is as prepared on the basis of Local Government Directory at website, https://lgdirectory.gov.in. The States/UTs have the flexibility to correct the name/s and to include any district formed/bifurcated recently or left out in the above listing.

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States & UTs  →  Districts
                     ↓
Blocks  ←  Sub-districts
   ↓
Town  →  Gram Panchayats
              ↓
        Wards And Villages
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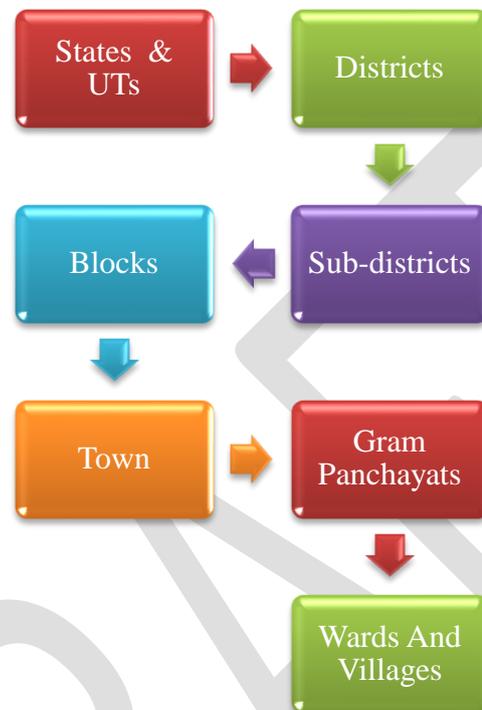
3.3 State Government/UT Administration will give priority to the districts/areas for implementation of the scheme as under :

(i) **Priorities in terms of beneficiaries:** Priority will be given to

➢ girls and women,

➢ SC/ST/Minorities/OBC,

➢ Persons with Special Needs / Divyangjans (Disabled persons),

➢ Marginalized/Nomads/construction workers/labourers, etc
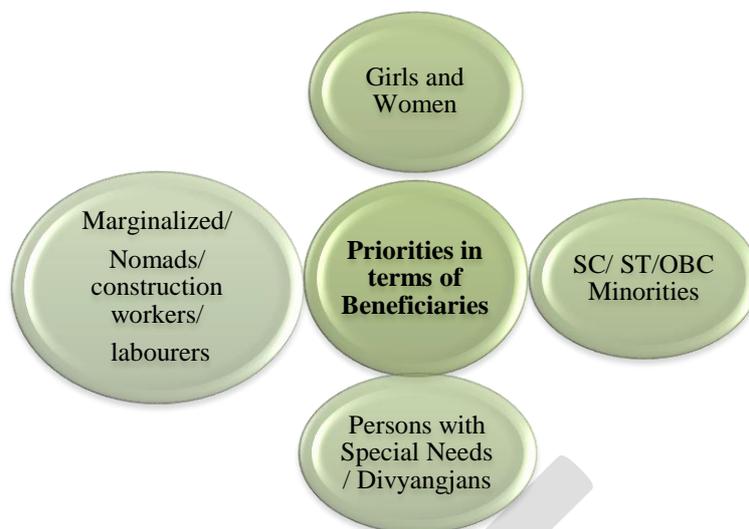
(ii) **Priorities in terms of locality/area:** In terms of location/area, the focus shall be on

> all Aspirational districts of NITI Aayog,

> districts with literacy rates less than the National/State average,

> districts with female literacy rates less than 60% as per the 2011 Census,

> districts/ blocks with large SC/ST/ Minority population.

> Educationally Backward Blocks and Left Wing Extremism Affected districts will also be covered.
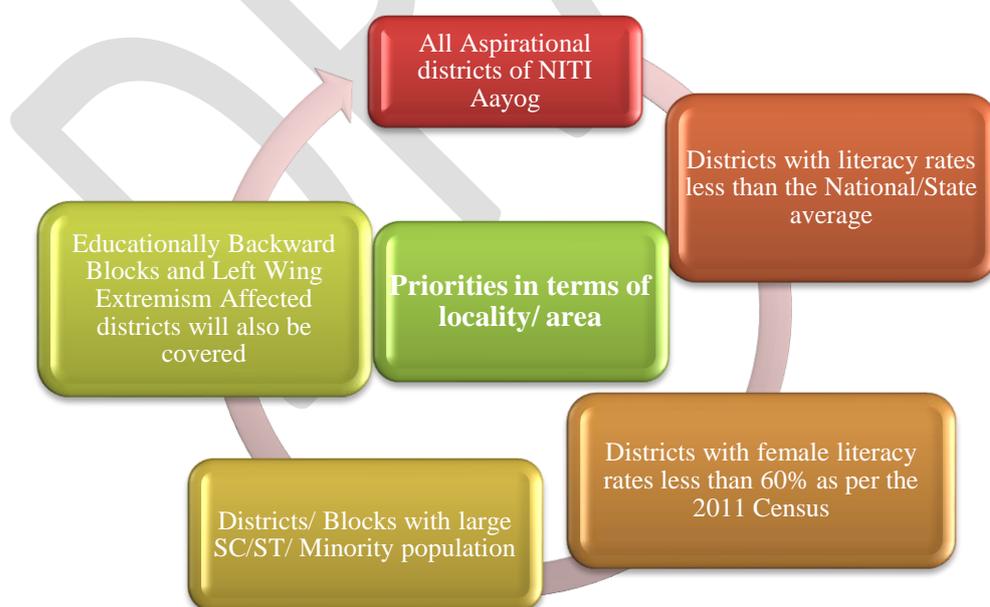
3.4   The age cohorts of 15 to 35 years will be saturated first, followed by the age group of 35 years and above.

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Chapter - 4

'Education for All'(सभी के लिए शिक्षा) to replace

## *'Adult Education'(प्रौढ़ शिक्षा)*

4.1 The term 'Adult Education' is now replaced by **'Education for All'** (सभी के लिए शिक्षा)'. This change has been found necessitated in view of the fact that the terminology 'Adult Education (प्रौढ़शिक्षा)' is not appropriate for use for all non-literates of 15 years and above age group. The term 'Adult Education' generally implies coverage of adults/elders or nearing old age people. Whereas **"Education For All"** will also include younger non-literates who could not avail school education for any reason and are not covered by the Right to Education. Government of India has therefore, decided to replace the term 'Adult Education (प्रौढ़शिक्षा)'. Accordingly, the terminology "Education for All" will henceforth be used in place of 'Adult Education'.

4.2   Department of School Education and Literacy, Ministry of Education will use the term **'Education for All** (सभीकेलिएशिक्षा)'** from now on, in place of 'Adult Education (प्रौढ़शिक्षा)'. Requisite changes in the nomenclature of 'Adult Education' being used by the institutions, establishments, organizations, directorates, constituent bodies, curriculum, etc. of the Ministry of Education as well, is being undertaken.

4.2.1   NILP will therefore be implemented as a Scheme on Education for All with the commencement of scheme w.e.f. 01.04.2022.

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Chapter - 5

Curriculum Framework of the scheme

5. The curriculum framework for Education For All (erstwhile termed as Adult Education) will include five components, each with clearly defined outcomes which is being developed and prepared by NCERT as follows:

i **Foundational Literacy and Numeracy:**

> ➤ Foundational Literacy and Numeracy, viz. Reading, Writing and Numeracy, will be imparted using modules of Critical Life Skills, to all non-literates in the age group of 15 years and above through online mode on Online Teaching, Learning and Assessment System (OTLAS). Different strategies will be adopted for different age groups of the learners under Foundational Literacy and Numeracy.
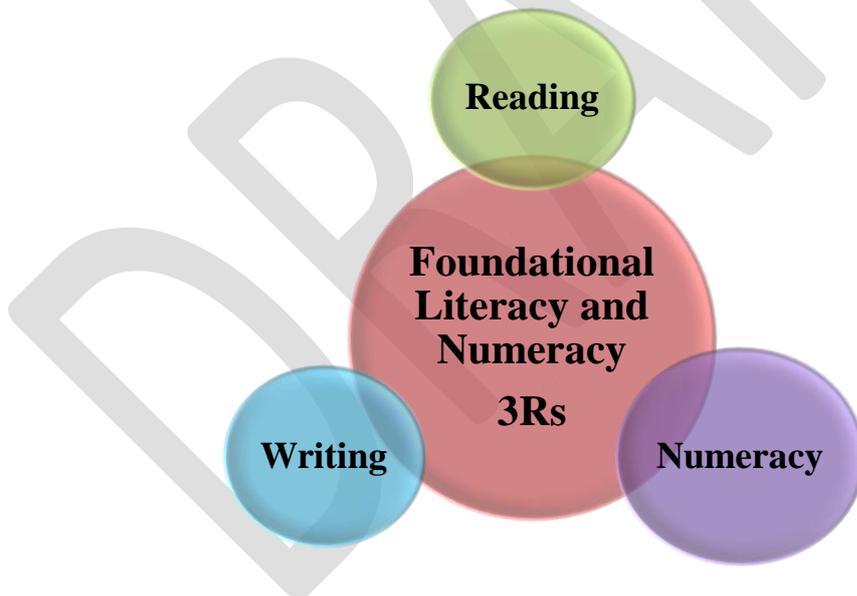
ii **Critical Life Skills:**

> ➤ This component includes various skills like Financial Literacy, Legal Literacy, Digital Literacy, Environmental 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, etc.

➢ These skills will be implemented through convergence with concerned Ministries/Departments at Central and State/UT level.

➢ Online modules have been developed by NCERT in Hindi. These will be customised in local languages of States and UTs for each of these areas of life skills. The foundational aspects of literacy and numeracy shall be imparted through the learning of critical life skills.
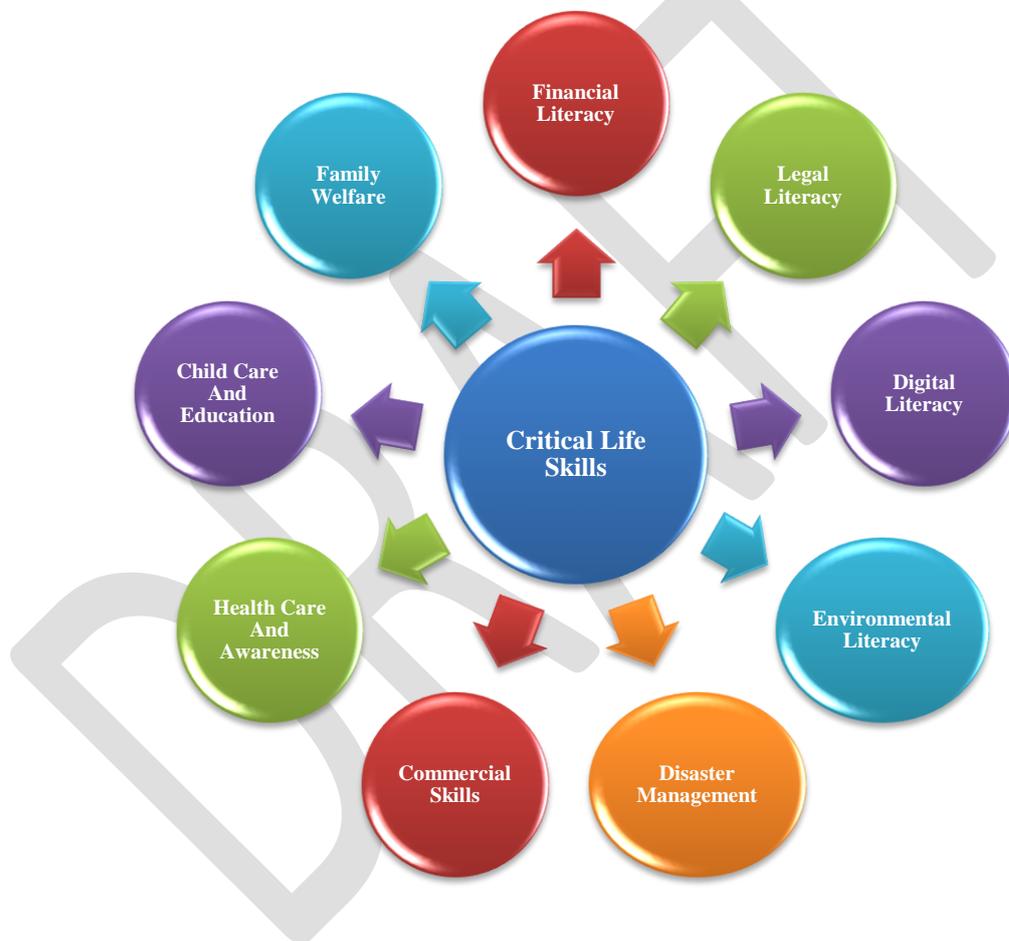
iii Basic Education:

➢ This component includes preparatory stage (Classes III-V), middle stage (Classes VI-VIII), and secondary stage (Classes IX-XII) equivalency. It is to be implemented in collaboration between NCERT/SCERTs and NIOS/SIOS.

➢ The proposed target of Basic Education (Equivalency) is 1 lakh learners during the period of FYs 2022-27. Government of India will provide

funds for 1.00 lakh learners which is the target of the scheme for all the States/UTs.

➢ The curriculum will be developed by NCERT in collaboration with NIOS for all levels of Equivalency. However, for 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 Development:**

➢ 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/hybrid mode through convergence with different Ministries/Departments at Central and State/UT level.

➢ The role of Department of School Education & Literacy will be to the extent of providing data, establishing collaboration with concerned Ministries/Departments, States/UTs and for joint monitoring of the progress on the same. The courses/modules shall be developed in collaboration with 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 on more advanced material on critical life skills.

➢ A framework on the same would be developed keeping in view that adults in many cases will require different teaching-learning methods and materials than those designed for children. It will be implemented in convergence with Department of Higher Education and other relevant Ministries/ Departments at Central and State/UT level.

➢ The literacy centres will be established and managed by the State/UTs. These centres may be in schools, inter-degree colleges, Gram Panchayats, Aanganwadi Kendras, Cooperative societies, etc or any place earmarked by the State/UTs where there is adequate number of learners participating in Continuing Education.

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Chapter - 6

Administrative structure for implementation of the scheme

6. The scheme will utilize the existing structures of the earlier National literacy Mission.

6.1 The administrative structure at National, State/UT and District level will be as under:

I **National Level**

National Literacy Mission Authority (NLMA), Department of School Education & Literacy, Ministry of Education will be responsible to implement the scheme at national level. It will consist of two bodies, each of which will consist of 20-25 members. The bodies are as under:

(i) **Governing Council (GC):** The Governing Council will be headed by the Minister of Education. Minister of State for Education will be the Vice Chairman and Joint Secretary (Adult Education, SE&L) will be the Member Secretary. The members of the Governing Council will include Secretary, DoSEL; Secretary, DoHE; Secretaries from various Ministries/Departments as may be decided upon; NITI Ayog; Heads of Autonomous organizations under Ministry of Education including NCERT; NIOS and Country Head/Director of three UN organizations, viz. UNESCO, UNDP and UNICEF. Other members may be selected from among reputed experts of organisations/ institutions/ CSOs etc.

(ii) **Executive Committee (EC):** The Executive Committee of NLMA will be headed by Secretary (SE&L). Joint Secretary (AE) and Joint Secretaries from various Ministries/Departments representing the NLMA, Heads of Autonomous organizations (DSE&L); Director, NIC; Director DAE and representatives of three UN organizations, viz UNESCO, UNDP and UNICEF will be the members of the Executive Committee. Director (Adult Education) will be the Member Secretary of the committee.

6.2   The major functions of NLMA are:-

 ➢ implementation of the scheme of Adult Education;

 ➢ to approve the detailed guidelines for implementation;

 ➢ to approve the Annual Action Plans in respect of State/UTs by Project Approval Board (PAB)

 ➢ to monitor the implementation of the scheme and progress in achieving the targeted outcomes.

6.2.1 The NLMA will be assisted by National Centre for Literacy (NCL) created in NCERT, Directorate of Adult Education and National Project Management Unit (Technical Support Group) through EdCIL (India) Ltd at the national level.

 II **State/UT Level**

6.3   State Literacy Mission Authority (SLMA) will be responsible to implement the scheme at State/UT level consisting of two bodies, namely, (i) Governing Council (GC) and (ii) Executive Committee (EC). These bodies will consist of 15-20 members each.

> i The Governing Council will be headed by the Education Minister of the concerned State/UT. The SLMA shall broadly follow the same constitution as that of NLMA.

> ii The Executive Committee (EC) of SLMA will be headed by Secretary (Education) of the State/UT and the constitution of which may be decided by the State/UT.

6.3.1   The major functions of the SLMAs will be on implementation of the scheme in the concerned State/UTs and to formulate Annual Works Plan & Budget of the concerned States/UTs by involving the districts. The strategy and structure will be clearly mentioned by the States/UTs in their action plans for the scheme.

6.3.2   There shall be State Centre for Literacy (SCL) housed in each of the respective SCERTs to provide technical, academic and resource support to SLMA, similar to the NCL.

Ⅲ **District Level**

6.4   District level implementation structure and strategy will be innovatively designed and developed by the State/UTs as per local contexts, involving State Education Departments, DIETs, BRCs, CRCs and other government departments/organizations.

6.3.1   The State/UTs will decide the structure and strategy of implementation, planning and monitoring at District, Block, local-body and implementation unit, i.e. school level for both rural and urban areas as per local contexts and requirements. The structure and strategy will be clearly mentioned by the State/UTs in their respective action plans for the scheme. State/UTs may also retain the structure developed earlier/existing for previous scheme/s. Implementation structure and strategy adopted once will remain the same during the implementation period of FYs 2022-27 and even if the scheme gets further extension beyond FY 2026-27.

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Chapter - 7

Implementation strategy for the scheme

7 New India Literacy Programme (NILP) will be implemented in an online mode through volunteerism. Volunteers supporting and involved in the scheme will be 'volunteers' in the true sense of the word as they will not be paid any salary/monthly honorarium for their services under the scheme. The implementation of the scheme will have the following strategies:

7.1 **Implementation through volunteers:**

➢ The scheme has been envisaged to be implemented through volunteers. Volunteers will include school students of Class-V and above, Pre-service students in TEIs (Teacher Education Institutes for M.Ed./B.Ed./D.El.Ed./B.T.C./J.B.T. etc. courses) under NCTE, Community members including from that of HEIs, volunteers from NYKS, NSS, NCC, etc, volunteers from CSOs, community, housewives, Anganwadi workers, teachers, PRIs, and other institutions.

➢ The students of Class V and above can start with handholding the non-literate members of their own family. School students who do not have any non-literate in their family will also be encouraged to teach the other members of their villages, mohallas, etc.

➢ Pre-service students in TEIs shall teach 3-4 non-literates every year for which credit framework will be worked out in collaboration with NCTE.

7.1.1 There will be two categories of Volunteers :

(a) **Volunteer Teachers (VTs)**: A person/volunteer involved in extending his/her voluntary services in teaching activities to non-literates having educational qualification of VIII standard and above and who are able to operate Mobile phone/Computer will be called 'Volunteer Teacher'. There will be two types of VTs in the scheme, **firstly,** VTs involved in Literacy Centres in /under the school, and, **secondly,** VTs matched with learner/s through OTLAS.

> Registration of Volunteer Teachers on NILP Portal/ OTLAS is mandatory under the scheme.

(b) **Literacy Workers:** A person involved in giving his/her voluntary services in the activity/s of the scheme for supporting the scheme will be called 'Literacy Worker'. A Literacy Worker may offer his/her services at School, GP, Ward, Block, Town or District level. State/UT/District Administration may engage literacy workers in the scheme for their voluntary services.

> Registration of Literacy Worker on NILP Portal/ OTLAS is not mandatory under the scheme. A recognition/appreciation as decided by the State/UT/District for his/her services will be conferred by the competent authority of the District.

7.2 **Process for conduct of Survey of Non-Literates and Volunteer Teachers: Surveyors** will be identified/deputed by the States/UTs at school level for identification of Non-literates (beneficiaries) and Voluntary Teachers (VTs) and survey activities will be undertaken by the State/UTs/schools which will be conducted through Online Survey App/Mobile App through online mode.

7.2.1 **Identification and Registration of Surveyor:** A surveyor will be identified/deputed/assigned task by the school/State or UT and registered as a surveyor to complete the task of survey. For registration process, a surveyor will have to provide his/her information like name/mobile number/ID proof etc. The local government school/aided schools registered under UDISE will help in identifying the surveyors in a given mapped area and the surveyor will be responsible to carry door-to-door outreach to identify learners and volunteers.

7.2.2 **Identification of Non-literates (Learners) and Volunteers:** A non-literate who is between 15 years and above age group will be enrolled as a learner in the program for imparting literacy. The volunteer teacher will be a literate person/an educated citizen who will help to impart/teach the learners voluntarily without availing any honorarium, salary, etc.

➢ During conduct of a survey, a surveyor will capture the details of both the non-literates (Learners) and volunteer teachers by door to door survey through Online Survey App.

➢ Under this process, the surveyor will identify both the non-literate/s and volunteer teachers within a family/vicinity first wherever possible. All the data captured by the surveyor will be automatically uploaded in the web portal of New India Literacy Programme after due authorization by the competent level user of a State/UT. During the course of survey, a surveyor will capture the following information/details of non-literates (learners) as well as that of the volunteer teachers.

    (a) Name of head of family with address.
    (b) Details of all family members with their age, gender and Educational qualification/s, etc.
    (c) Type of profession of non-literate/volunteer teacher.
    (d) Type and the number of one ID proof from out of the list uploaded on the Survey App.

➢ Under the process of **Tagging/Matching Batching,** a surveyor will suitably tag/match/batch the volunteer teachers together with non-literates, keeping in view the non- literates/learners and the volunteer teachers who belong to the same family/ies at the first instance. Other non-literate/s will be tagged with the volunteer teachers within his/ her/their locality/vicinity for the purpose of teaching and learning activities.

➢ Every learner and volunteer teacher will be intimated through SMS with regard to tagging (batching and matching) in the NILP Survey App on their registered mobile number for familiarity between them.

| Surveyors | Identification and Registration of Surveyor | Identification of Non-literates (Learners) and Volunteers | Tagging/Matching Batching |
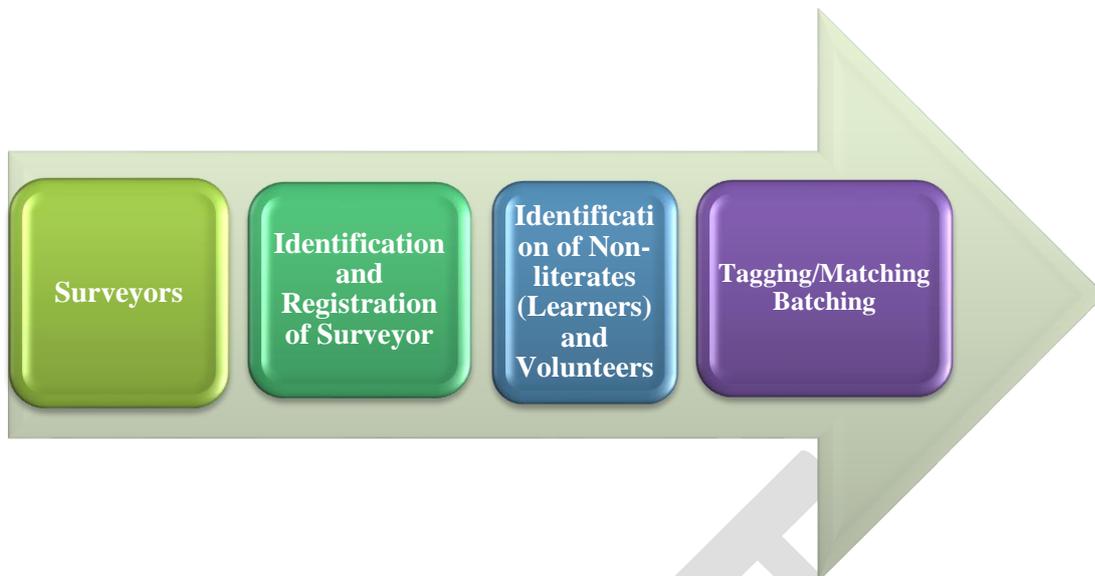
7.3   **Self-Registration: N**on-literates can also avail the benefit of the scheme through direct registration from any place through OTLAS/ Mobile app. Similarly, volunteers can also register themselves through the mobile platform. This will be helpful especially in urban and far flung araes not easily reachable by surveyors for door to door survey. Any volunteer teacher may give his/her services to one or more user beneficiaries.

7.4   **Involvement of Volunteers and Media for effective implementation and wide spectrum of publicity:** There are about 3 crore students of around 7 lakh schools registered under UDISE, around 50 lakh teachers of Government, Aided and private schools and an estimated 20 lakh students from Teacher Education Institutions under NCTE and Higher Education Institutions who can be actively involved in the Scheme. Support for participation will be garnered from PRIs, Anganwadi workers, ASHA workers and an estimated 50 lakh NCC, NYKS and NSS volunteers.

7.4.1 The involvement of community should be encouraged. Participation of philanthropic/CSR organizations through volunteerism and through Vidyanjali portal should also be roped in. For widespread awareness, various types of media like Electronic, Print, Folk and Inter-personal platforms including social media platforms like Facebook, Twitter, Instagram, WhatsApp, YouTube, TV channels, Radio, etc. should be utilised. With the involvement of all these, students, teachers,

volunteers, institutions, organization as CSOs, the scheme will be implemented as Jan Andolan. An appropriate awareness generation plan should be prepared a t implementation level.

7.5 Implementation Unit: A Govt/Aided school registered under UDISE will be the unit for implementation of the scheme in the country.

7.6 **Delivery of Training and Orientation:** Trainings, orientations and workshops of volunteers/master trainers/trainers will be organized through face-to-face mode. The Cell for National Centre for Literacy (CNCL), NCERT (NCL) has been working to organize workshops and trainings to orient key resource persons (KRP's) of States, master trainers and trainers with respect to New India Literacy Programme and Education for All since May 2022. The Cell is also providing academic support to the States and UTs as per their need with respect to NEP, 2020 and New India Literacy Programme and role of states/SCERTs.

The objectives of the programme are developing better understanding about NILP and its implementation guidelines, orientation about CNCL's approach towards developing teaching-learning material.

7.6.1 The Cell also conducts orientation programmes in collaboration with Regional Institute of Education (RIEs) to facilitate learning for developing resource materials like primers, worksheets, assessment items keeping learning outcomes as base. Also, the orientation is given to describe the process of developing video programmes/online modules, e-content, etc and to develop awareness generating info-graphic materials and training modules for volunteer teachers. The state authorities may collaborate with the CNCL.

7.7 **Teaching Learning Activities and ICT support:** Adult learners have several responsibilities and challenges for participating in Education for All (adult education). Situational barriers such as balancing occupation or family demands, transportation, timings, etc., and dispositional barriers owing to lack of confidence/information/inclination, etc. can become challenging for the Education for All in State/UT administration. Thus, online learning through easily accessible

modes will be used extensively by State/UTs for Education for All (adult education). It will not only help overcome these barriers, but also have a much wider reach ensuring that there will be no instructional loss in cases where volunteers are involved in the programme. ICT support for hosting modules shall be explored by the Centre/States through different platforms, Apps, etc.

7.8 In order to provide ICT support for the scheme, CIET, **NCERT has developed a vertical on DIKSHA to support Education for All.** This portal has resource material related to Foundational Literacy and Numeracy, Critical life skills, Basic Education, Vocational Education and Continuing Education. The Cell for National Centre for Literacy (CNCL) has developed resource material uploaded on the portal like worksheets and assessment items, video programmes, infographic posters and Primer on Foundational literacy and numeracy (FLN). There are other resource material uploaded too on Critical life skills, Basic Education and Vocational Education. This material can be accessed by the Authorities, volunteers, teachers, learnes i.e everyone from the portal directly and use it. URL for DIKSHA is *https://diksha.gov.in.* **A link to the same will also be provided through OTLAS**

7.8.1 At the national level, NIC, CIET (NCERT) and Directorate of Adult Education will facilitate ICT support in designing and developing Central modules/Apps, while State/UTs will explore partnerships with concerned stakeholders. ICT support for aggregated data capture at the national level shall be undertaken through a central portal which will be developed in collaboration with NIC.

7.8.2 As the scheme will be based on technology and implemented predominantly through online mode, all Teaching Learning Material and resources shall be provided digitally to registered volunteers through easily accessible digital modes, viz, TV, radio, cell phone-based free/open-source Apps/portals, etc.

7.8.3 **Samajik Chetna Kendras**. 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 **Samajik Chetna Kendras.**

7.8.4 **Common Service Centres (CSCs):** CSCs, an initiative of Digital India established in rural and urban areas in the country may be involved with their services to implement the New India Literacy Programme in the country particularly for the purpose of online teaching and learning activities on Critical Life Skills component of the scheme. Foundational Literacy and Numeracy including Digital Literacy and various Critical Life Skills of the scheme may be implemented through CSCs. Presently 5.25 lakh Common Service Centres are existing in the country.

7.9 **Online Teaching, Learning and Assessment System (OTLAS):** As per UNESCO's definition, literacy is *"the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts".* In this scheme, this would be achieved "*using visual, audible, and digital materials across disciplines and in different contexts".* The scheme is based on the same principle.

7.10 Online Teaching, Learning and Assessment System (OTLAS) is an online computer application on Central Portal/Mobile App of the scheme. It is developed by National Informatics Centre(NIC) in collaboration with NCERT and NIOS. The details are in next Chapter.

7.11 After completion of 200 hours' study on the course of FLN on online/virtual mode, the learner may register for assessment test as designed by NLMA and NIOS. A gateway to the assessment options will also be provided through the mobile app on OTLAS for self learnrs. The volunteers can assist the users that they are working with to get to the assessment stage. A learner may obtain the results in the form of e-Certificate jointly e-signed by NLMA and NIOS after successful submission of his/her appearance in the requisite assessment test. Details of assessment method and timelines are mentioned in Chapter 9.

7.12   **National Centre for Literacy (NCL) at NCERT:** As per National Education Policy 2020 recommendations, a Cell for National Centre for Literacy (CNCL) : a dedicated constituent body has to be housed at NCERT and similar State Centre for Literacy (SCL) have to be housed at SCERTs at State/UT level. Accordingly, a National Centre for Literacy (NCL)has been constituted as a Cell in March 2021 at national level at NCERT. It is dedicated to 'Education for All' (Adult Education) so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, critical life skills, basic education, vocational skills and beyond. The cell aims at working towards achieving the goal of 100% literacy by 2030 as per the recommendations given by National Education Policy 2020.

The Cell is working towards the implementation of NILP by developing resource materials and giving orientation to States/UTs for conducting trainings and workshops. Cell for National Centre for Literacy (CNCL) has initiated the following activities:

7.12.1 *Ujaas Shiksha ki***: Primers for non-literate learners**

The Cell has developed Primers titled as '*Ujaas Shiksha ki'* available in 4 volumes. These volumes have been developed aligned with the Learning Outcomes for Foundational Literacy & Numeracy. The primers cater to 13 themes reflecting the environment and surroundings of the learners. The selected themes correspond to the needs and experiences of the learners who are 15 years of age and above. These themes range from family and neighbourhood to digital literacy, financial literacy, legal literacy and others. This will enable the learners to make use of the attained critical life skills in various daily life situations helping them to boost their self-confidence and contribute to their work space in terms of generating income.

7.12.1.1   In order to finalize Primer "*Ujaas"* the Cell has conducted a field testing with non-literate learners in 8 states such as Haryana, Rajasthan, Madhya Pradesh, Himachal Pradesh, Jharkhand, Chattisgarah, Bihar and Uttar Pradesh. The

team has tested various chapters by keeping in mind the focus on foundational literacy and numeracy and critical life skills.

7.12.2 **Online Modules**

Online modules (video programmes) for non-literate learners and volunteer teachers/instructors have been developed. These modules are based on Foundational Literacy and Numeracy along with the components of critical life skills. There are 12 online modules available (rest 25 are under production) on Education for All vertical of DIKSHA on the following link –

https://diksha.gov.in/play/collection/do_31339163624268595212492?contentType=TextBook

The programs are:-

- Focus on competencies of Foundational Literacy and Numeracy.
- Feature the real-life situation of the learners.
- Cater to critical life skills in an integrated manner.

7.12.3 **Worksheets and Assessment Items**

Worksheets and assessment items have been developed for adult learners, volunteer teachers and instructors to promote foundational literacy and numeracy among learners. These can be seen as an exemplar for further development of worksheets and assessment items in various regional languages and catering to the varied contexts of the learners. Worksheets and assessment items are available on Education for All vertical of DIKSHA on the following link:-

https://diksha.gov.in/play/collection/do_31339162185892659212479?contentType=TextBook (61 worksheets for foundational literacy, 30 under process to upload)

https://diksha.gov.in/play/collection/do_31339162845099622412484?contentType=TextBook (111 assessment items for foundational literacy)

https://diksha.gov.in/play/collection/do_31339525670868582412711?contentType=TextBook (55 worksheets for foundational numeracy, under process to upload)

https://diksha.gov.in/play/collection/do_31339525720802918411209?contentType=TextBook (95 assessment items for foundational numeracy, 05 under process to upload)

7.12.4 Advocacy material

i. Infographic posters highlight the importance of adult education and its various aspects as recommended by NEP 2020. The posters also emphasise the various facets related to the five areas in 'Education for All' (Adult Education) namely, foundational literacy & numeracy, critical life skills, basic education, vocational education and lifelong learning.

ii. Slogans capturing the essence and importance of New India Literacy Program have also been created. These slogans aim to strike a chord with the learner and motivate them to take a step forward towards education and awareness, notwithstanding the barriers of age, gender and other socio-economic conditions. Other promotional material developed are mentioned below:

    a) Jingle on Education for All
    b) Documentary film on primer
    c) Documentary film on Education for All
    d) Similarly other advocacy materials like posters, disaster management booklets, etc., are being developed by the CNCL.

7.12.5 Academic Support to States and UTs

The CNCL housed in NCERT and the State Centre for Literacy (SCL) to be housed at SCERTs at the State/UT level will work in close collaboration with the Department of School Education & Literacy (DoSEL), Ministry of Education (MoE), State-level Centre for Literacy and Lifelong Education, SCERTs in States/UTs and the National Institute of Open Schooling (NIOS). The CNCL provides academic support for the following activities:

- Orientation/capacity building/training of State Resource Persons and Master Trainers.

- Development of resource material (print & non-print) for learners, volunteer teachers and community members in regional languages of the States & UTs.

- Conduct field based research in collaboration with higher education institutions, SCERTs, DIETs, etc.

7.13 **Functions of NCL and SCL:** Details of the functions of NCL(NCERT) and SCLs (SCERTs) are at Chapter No.10-B & 10-E respectively.

7.14 **Different strategies for different age group of learners**: Different strategies are to be adopted for different age cohorts. Flexibility for States/UTs is provided to undertake innovative activities like literacy drives/projects in Cities/Town/Blocks and villages, slums, minority pockets, tribal and forest areas, prisons, etc. Opportunities for Education for All will also be widely publicized through advertisements and announcements and through events and initiatives of various related departments/ volunteering local organizations and CSOs.

7.15 **Output - Outcome Monitoring Framework (OOMF):** An online MIS will be in place to track the progress of the scheme. Monitoring of progress shall be undertaken at national, state, district and school levels through online mode. Progress shall be monitored against the number of registered non-literates school-wise. Every student will be monitored on the UDISE portal under the code of concerned school. *The formats of the monitoring module will be shared shortly.*

7.16 **Annual Achievement Survey**: NCERT will conduct the Annual Achievement Surveys on learning outcomes every year from 500-1000 randomly selected learners from each State / UT under the scheme. Later on, Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH) will be authorized to conduct the same when it is established.

7.17 **Physical and Financial progress of scheme:** Performance Grading Index (PGI) for State/UT and district level will show the performance of States and UTs

implementing the scheme and achievements on yearly basis by measuring both the physical and financial progress through UDISE portal with certain performance indicators to be devised shortly.

7.18   **Dedicated Web Portal of NILP:** Central Portal of the scheme will be developed by NIC for aggregated data capturing equipped with Mobile App, Online Survey Module, Physical & Financial Modules and   Monitoring Framework, etc. NIC will be providing the online training and for handholding on the same.

7.19   **CSR/Philanthropic Support:** CSR/Philanthropic support can be received relating to hosting ICT support, printing and disseminating Primers/TLM wherever required and also support to volunteers, opening facilitation centres for adult learners and provision of IT access to economically weak adult learners in the form of cell phones, etc.

7.20   **Flexibility of State/UT on implementation of the scheme:** There is provision for flexibility of implementation strategy for betterment and advancement of the scheme at National level as changes are taking place rapidly with regard to technological advancement, socio-economic and environmental situation. Suitable action can be taken by the Ministry during the implementation of the scheme for betterment and advancement of the scheme, if it thinks appropriate. It may include the modifications at national level or/and state/UTs level, including any financial restructuring or/and administrative restructuring. Any improvement or course correction can therefore be taken up by the States/UTSs during the implementation with DoSEL.

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Chapter – 8

Survey App and OTLAS

*8*Under National Education Policy (NEP)-2020, para 21.10 states that *"technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode."*

➢ The main online tools and applications through which the scheme will be implemented are the Mobile Survey App, the content and learning modules on Diksha and assessment, all through OTLAS.

8.3   **Central Portal on NILP:** At the national level, a Central Portal has been developed by NIC for capturing aggregated data which is equipped with Mobile App containing the Online Survey App, Online Teaching, Learning and Assessment System (OTLAS), MIS (Physical & Financial Modules), Monitoring Framework, Gateway for assessment, etc. For systematic monitoring of the scheme, specially designed software will compile the basic data of the identified potential/targeted beneficiaries, i.e. non-literates of 15 years and above age group along with their ID details.

8.4   **NILP Online Survey App:** Online Survey App to identify the beneficiaries and the volunteers is an important application of NILP Portal/Website of New India Literacy Programme developed by NIC.

➢ The information in respect of Non-literates of 15 years and above age group and volunteers will be captured on an online mode in the prescribed format under the NILP Portal.

- The app can be downloaded from Google Play store/ iOS platform with certain information of the user.

- A beneficiary or volunteer can register himself / herself on the app individually also or a surveyor can do so after seeking information from the beneficiary or volunteer in the door to door survey.

- It can be used by a Surveyor/Volunteer /Teacher /any designated person of State/UT through Mobile Phone/Laptop/Computer, etc. The app will upload the data with the server of the dedicated web portal immediately.

- In case if there is no internet connectivity, the data may be stored on mobile app and thereafter the surveyor can upload the requisite information in the prescribed Survey Format upon reaching an internet enabled zone.

- The online survey app is available both in English and Hindi version as of now and can be translated in other languages also. However, users can type/upload the data in any language to be made available in the key board of the device to be used by them.

- An authorized user can also carry out periodic inspections to ensure its smooth functioning.

8.4.1 The Online Survey App will be used to identify the learners and volunteers and to tag a volunteer with beneficiary and also to monitor the number of untagged non-literates and volunteers.

Registration through Mobile App

Self Registration (user/ volunteer)

Surveyer :
- Volunteer
- User

Tagging to be done by Schools

8.4.2 Thus the process of conducting Survey through Online Survey App is to be completed for

- ➢ Identification and Registration of Surveyor
- ➢ Identification of Non-literates (Learners)
- ➢ Identification of Volunteers
- ➢ Tagging/Matching Batching of Volunteer Teachers and Learners
- ➢ Carry out periodic inspections.

8.5 **Teaching, Learning and Assessment of Learners:** Online Teaching, Learning and Assessment System (OTLAS) is an online computer application of Central Portal/Mobile App of the scheme developed by National Informatics Centre(NIC) in collaboration with NCERT and NIOS, in which a learner may register him/herself with essential information like name, date of birth, gender, Aadhaar (Optional), mobile number etc. as non-literate learner and attend classes through online/virtual mode by using his/her mobile, computer, laptop, Common Service Centre (CSC)/Digital Booth, any cybercafé or any place where computer/internet facility is available. In the process, there will be a crucial role of Volunteers/Voluntary Teachers from amongst family members/friends/etc from whom some learner(s) may learn through self-study or with the help of any relative/neighbor/friend or any well-wisher using ICT resources available in their vicinity. States/UTs can also designate willing school teachers as volunteer mentors for such learners. After completion of 200 hours' study on the course of FLN on online/virtual mode, the learner may register for online assessment test as designed by NLMA and NIOS. A learner may obtain the results in the form of e-Certificate jointly e-signed by NLMA and NIOS after successful submission of his/her appearance in the requisite assessment test.

Inputs for Learners
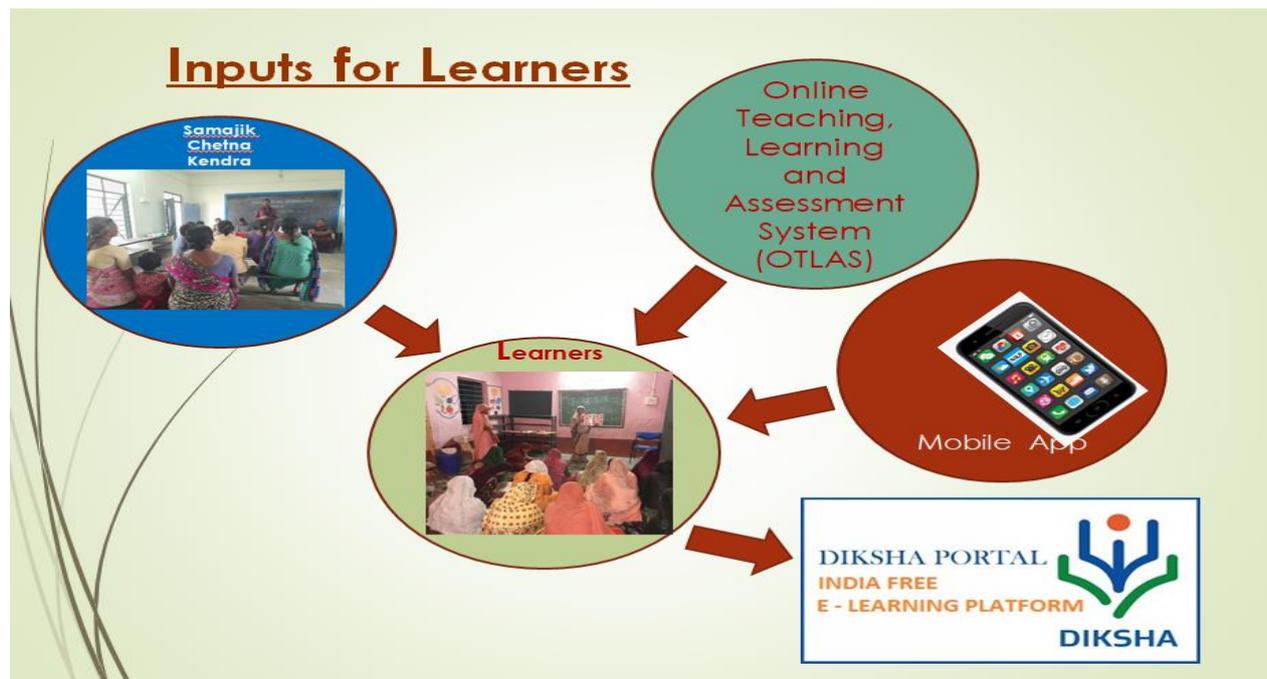
8.4 OTLAS contains three sections, namely:-

(i) Registration of learner/volunteer

- Direct
- School

(ii) Teaching and Learning

- Each One Teach One
- School

(iii) Assessment and Certification

- Direct
- School
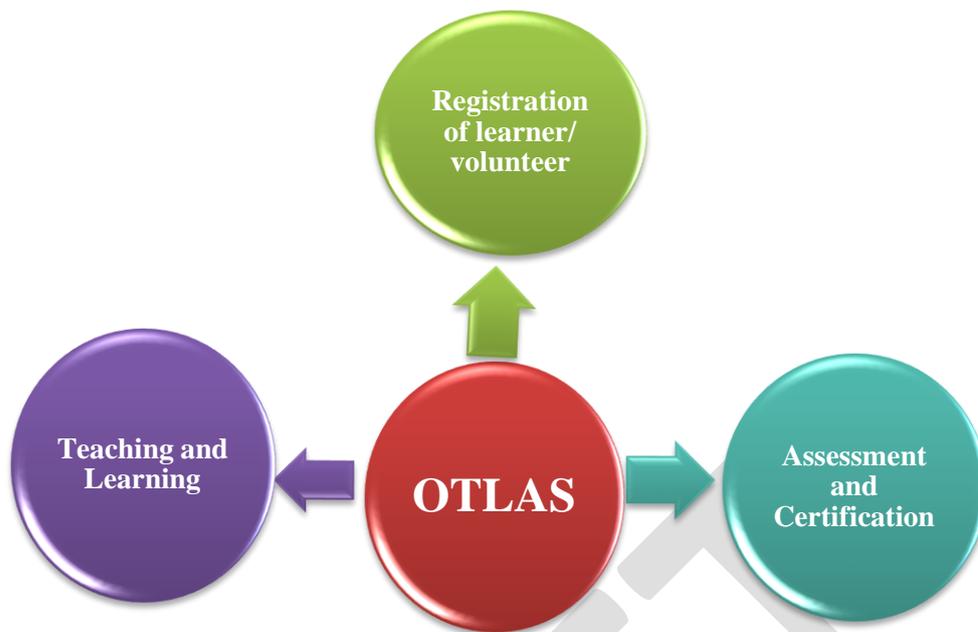
8.6 **DIKSHA Portal for Education for All:** The Cell for National Centre for Literacy, NCERT has developed online contents/modules on Foundational Literacy and Numeracy which will be imparted through Critical Life Skills by conducting teaching learning activities in an online mode. An independent vertical on DIKSHA platform (an initiative of the National Council of Educational Research and Training) has been created which is dedicated to Education for All (Adult Education) for organising literacy classes and teaching learning activities under NILP. This vertical is also available on public domain free of cost. URL of this DIKSHA vertical is at *https://diksha.gov.in.* Online contents/modules will also be made available on NILP portal, OTLAS, State Centre for Literacy (SCERT), Directorate of Adult Education, Ministry of Education and YouTube Channel of NILP.

8.5 **Management Information System (MIS):** NILP portal designed and developed by NIC will be used to monitor the progress of the scheme with certain parameters. This will encompass the details of all functionaries, target group database and action plans of the State/UTs with physical and financial progress. For systematic monitoring of the programme, specially designed software will compile the basic data of the identified potential/targeted beneficiaries (non-literates with 15

years and above age group) along with their identification details. The NIC dealing with education sector and particularly involved in development and maintenance of the MIS Portal on the same will prepare various online modules. The requisite data is to be uploaded by the State level implementing agencies. The expenditure required for development of the portal is to be incurred from the National Resource Support budgetary provisions at the national level.

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Chapter -9

Assessment & Certification of the learners

9.   The scheme will measure the outcomes in terms of the number of beneficiaries who will be turned into literates having the Foundational Literacy and Numeracy skills.

9.1   Assessment & Certification: Foundational Literacy and Numeracy Assessment Test (FLNAT) will be conducted by the States and UTs in schools using scientific format face-to-face to capture the real-life learning and the skills for literacy.

9.1.1 States/UTs will be responsible for conducting the assessment tests on the dates as decided by NLMA in consultation with States/UTs twice in a year in collaboration with NIOS. The assessment tests will be conducted at the Government/Aided Schools, Community Halls, or any other suitable places near the schools as decided by the States/UTs.

9.1.2   Question-Answer Booklets with various series in each subject in both Hindi and English language will be designed and developed by NIOS and NLMA which can then be adapted by States in local languages.   Works of customization, translation, adaptation, printing of Question-Answer Booklets, registration of learners, invigilation, evaluation of Question-Answer Booklets and preparation of results will be undertaken by the States/UTs.

9.1.3   The timing of the test during the day can be flexible and learners can walk in any time between 10 AM to 5 PM on the day of the assessment test and would be alloted two hours duration to complete the test. Registration form, Roll Number and Examination centre code of each centre with UDISE code of that school/nearby school will be issued by NIOS.

9.1.4   The States/UTs will make all other requisite arrangements like appointment of Superintendents of the Examination Centre and observers, etc. during the conduct of assessment tests. Eventually, the States/UTs will send result data of the assessments to NLMA and NIOS for certification. Consequently, a marksheet-cum-

certificate will be issued by NIOS to every learner jointly signed by NIOS and NLMA.

9.2   Any time demand for assessment and certification of such learners who directly registered themselves through OTLAS for learning under the scheme will also be encouraged and result/e-certificate jointly signed by NIOS and NLMA will be provided/issued to them on their successful completion/ performance through NIOS.

9.3   The details on enrollment of the learners in assessment tests which are to be conducted twice in a year will be tagged by a monitoring software. Along with the UDISE, the NIOS Portal will store and maintain the details of learners who appeared in assessment tests and status of certification of literacy skills. The data is to be uploaded by the State level implementing agencies.

9.4   Learning Outcomes and Marking Criteria for preparing result of learners:

i. Learning outcomes of Critical Life Skills and Foundational Literacy and Numeracy will consist of four subjects

➢ **Reading Skills** – able to read his/her name, sign boards of hospital, bank, panchayat, etc. in his/her local language;

➢ **Writing Skills** – appending of signature and ability to write his/her name; father/mother's name; name of family members; place of stay; 4 – 5 small, easy and simple sentences; etc. in his/her local language;

➢ **Numeracy** - knowledge about numbers and addition/ subtraction of two digits in local language/s.

➢ **One or Two Life Skills** – able to reply adequate number of small questions on the awareness in the skills on subjects which are illustrated as under:

- **Financial Literacy**: About Bank/Post Office/Financial Institutions, Small Savings, Pradhan Mantri Jan Dhan Yojana/Saving Bank Accounts, Crop Loans/KCC, Small Budgeting, Social

Security/Insurances on Life, Crop, Health and General and Self Help Groups (SHGs).

- **Digital Literacy:** Awareness on digital technologies for meaningful actions within Financial, Educational and Social life situations of a common man and uses of ATM, Debit Cards and Direct Benefit Transfer (DBT) and uses of Common Service Centers (CSCs).

- **Legal Literacy:** Basic awareness on our constitution, rights, duties and entitlements, free legal aid and Access to Justice.

- **Environmental Literacy:** Awareness on Environment and its Protection, Conservation of water, its resources/bodies, trees/forest and soil, awareness on Air and Water pollution.

- **Health & Hygiene Literacy:** Health and Family Welfare issues, awareness on dietary habits, vaccinations, exercise, yoga, cessation of tobacco use, first aid care and management of road traffic accident, etc.

- **Disaster Management:** Awareness on various disasters i.e. Flood/Flash flood, Fire, Earthquake, Drought, Stampede, Land sliding etc. and their mitigation and management.

- **Cultural Literacy:** Awareness and knowledge on culture, history and heritage of India and uses of libraries.

- **Vocational Skill Development:** Skill development towards obtaining local employment, skilling and up skilling.

- **Child Care & Education:** Awareness on improving the health, hygiene, nutrition and learning opportunities of infants and children, awareness on ICDS, Anganwadi centers and workers.

- **Consumer Skills:** Awareness and education on consumer rights, protection and safety from unfair trade practices during the purchasing in the market.

- **Any other skills:** State/UTs have the flexibility to include any other skill/skills by ensuring minimum learning outcomes based on local specific requirements under intimation to Adult Education Bureau,

Department of School Education & Literacy (DoSEL), Ministry of Education, Government of India.

ii. There will be an examination on **Foundational Literacy and Numeracy** of a total 150 marks with each skill/subject of 50 marks. The minimum criteria of marks in each skill, i.e., (i) Reading, (ii) Writing and (iii) Numeracy will be 33% and above with maximum five (5) marks that can be allotted as grace marks in one Skill/subject only to the learners in marginal cases to qualify. Finally, a learner who scores 33% marks and above in all the Skills/subjects (with maximum five (5) marks as Grace Marks which may be granted in one skill/subject only if required) will be declared as successful for which a certificate jointly signed by NLMA and NIOS would be issued. There are no fixed timings for the conduct of the assessment tests.
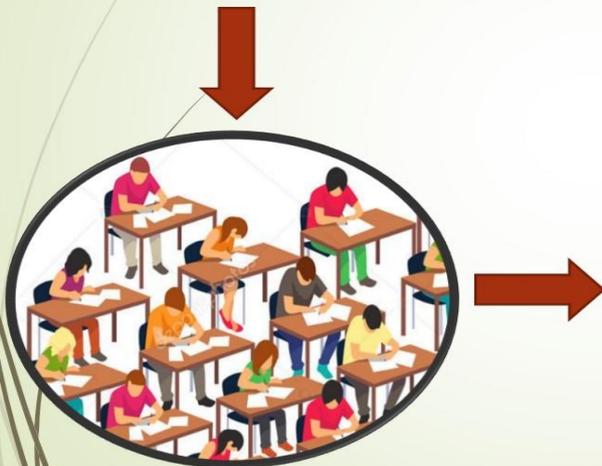
9.5 The NIOS and NLMA will jointly issue a certificate (both through physical and digital mode) mentioning the percentage of marks in each skill component as per the performance of the learner and also by mentioning the result as 'Successful' for those who secure an average of 33% and above marks, or, 'Needs improvement' (Re-

appearance in the assessment) for those who get below 33% marks, even after adding 5 grace marks in one of the skills/Subjects.

9.5.1 Every certificate will contain Roll No. which will also include UDISE code of Samagra Shiksha of the school/centre and other relevant digits in respect of the participant/learner. This number will be prepared and generated by the concerned State/UT and will be mentioned/registered on the application form of NIOS which will be made available on both the websites of NILP and NIOS.

9.6 All States4/UTs will have to prepare requisite data of assessment of learners and the same will be submitted to NLMA. NLMA will submit the same to NIOS for preparation of result/certificates.

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Chapter – 10

Major partner Departments/Organizations and their roles

10. The NILP scheme envisages that all 36 States/UTs and various Organisations/Institutes will have to be involved in its implementation. The roles of partner States/UTs, Departments/ organisations are as follows:

A. The role of States and UT administrations in implementation of the scheme will be to :

  (i) Formulate their Annual Action Plans for implementing the scheme in the districts and at the level below to undertake the implementation strategy/structure as planned by the State/UT.

  (ii) Prepare for its implementation and monitor of the State Plan.

  (iii) Conduct classes and undertake a survey of non-literates and volunteers through the schools registered under UDISE through online mode. Capture relevant data and report to the Centre as per schedule.

  (iv) To oversee the Matching-Batching process for Voluntary Teachers (VTs) and non-literates in order to organize classes in the field through online mode.

  (v) Ensure that no additional infrastructure is created for implementing this programme. Instead, State/UTs will prepare detailed guidelines for utilization of schools/school complexes/higher education institutions/Panchayat offices/ community centres, etc after working hours and on weekends for education for all (erstwhile adult education) courses. The guidelines will ensure that all classes will be held virtually/online through pre-loaded material on computers/tablets, etc.

  (vi) Create a constituent body SCL within the SCERTs to look after implementation of education for all (erstwhile adult education) to adopt/adapt NCFAE and to prepare resources for implementing the programme.

47

(vii) Strengthen school and public libraries including e-libraries to ensure an adequate supply of books and information that cater to the needs and interests of all students, including learners and persons with disabilities and other differently-abled persons are made available with ease.

(viii) Disseminate high quality digital e-contents through internet, TV and radio (including community radio) which will be developed/customised and hosted by State/UTs in local languages for all the five components.

(ix) Design systematic and intensive awareness drives/campaign for community involvement and volunteerism to promote adult literacy.

(x) Carry out sample achievement surveys and social audit every year as per the directions of NLMA.

(xi) Plan and allocate the State share of funds received from the NLMA for disbursal to the implementing agencies.

(xii) Effect convergence of the programmes with related departments/institutions.

(xiii) Conducting Basic Literacy Assessment Test twice in a year in collaboration with NIOS.

(xiv) An illustrative list of other related tasks of State/UTs are as follows:

- Supervision over State Centre for Literacy (SCL) in SCERT and DIETs.
- Organization of meetings/workshops/seminars/webinars with stakeholders.
- Management of Accounts.
- Maintenance of Literacy Educators, data and provision of data to NLMA by ensuring web-based entry of the data.
- Strategy for Community Mobilization and IEC activities.
- State level Media Campaigns.
- Other tasks related to effective implementation of the programme as may be decided by the State/UT or as may be advised by DoSEL from time to time.

B. **Cell for National Centre for Literacy (CNCL), NCERT**

i. Cell for National Centre for Literacy at National level is housed in NCERT. It will consist of at least two-three of the existing faculty members from NCERT who have expertise in the related area of Education for All (erstwhile Adult Education). The Cell for National Centre for Literacy shall work in close collaboration with Adult Education Bureau of DoSEL, MoE, GoI, NIOS and SCERTs in State/UTs. Mandates/Functions of CNCL are as under:

- The broader mandate of CNCL is to develop National Curriculum Framework of Education for All (Adult Education).

- CNCL will develop online modules on various components of the scheme, e-Teaching Learning Material (TLM), e-Primers, e-Contents and video lectures for State/UTs in prototype and State/UTs will be given liberty to modify, revise and translate in local languages/dialects on the same as per their local contexts, needs and requirements.

- CNCL will undertake training of State Resource Persons and Master Trainers through online modules/mode especially developed for this purpose.

- Development of training manuals for state level trainers and student-volunteer guide for training of student-Voluntary Teachers (VTs).

- CNCL, NCERT will prepare its Annual Works Plan & Budget (AWP&B) every year in consultation with Adult Education Bureau on the activities to be undertaken and submit to Department of School Education & Literacy, Ministry of Education for approval of PAB of NILP.

- It will work under the directions of Department of School Education & Literacy, Ministry of Education. The performance of CNCL will be reviewed by DoSEL periodically.

- It will undertake statistical and action research studies in teaching-learning methodology, gender, forests and tribal areas, benefits to marginalised sections including SCs, STs, OBCs and Minorities.

- Preparation of material for media campaign by State/UTs and modules for activity-based learning including role plays, flip charts and group songs.

- Set up Documentation Unit for documenting international and national case studies, learning experiences and success stories including publication of bi-annual technical journal on literacy.

- Offering of expert advice and quality feedback to NLMA.

- Any other work delegated by DoSEL.

ii. Detailed Guidelines for CNCL on the Constitution, Funding/Budget, Advisory Body, Tenure, etc. will be prepared separately by Adult Education Bureau, Ministry of Education and the same will be provided to NCERT.

C. **National Institute of Open Schooling (NIOS)**

- Evaluation and certification of learners will be undertaken by NIOS while certificates will be issued jointly e-signed by NIOS and NLMA. Foundational Literacy and Numeracy Assessment Test will be conducted through online mode twice a year in the assessment centres established in schools by the States/ UTs and at any time as per the convenience of learners through Online Teaching Learning and Assessment System (OTLAS) as developed by NIC.

- NIOS shall prepare a detailed implementation plan to reach out to maximum non-literate learners. As a part of its plan, it will also develop methods of collaboration with State/UTs and mechanisms for outreach.

- NIOS will develop online modules for Basic Education (Equivalency) in Hindi in collaboration with NCERT which will act as an exemplar for State/UTs to prepare their own modules in local languages. Specifically, it will support the preparation of E-Teaching Learning Material (TLM) to be developed in collaboration with NCERT and organize tests/examinations and assessments and certification for Basic Education (Equivalency) programme.

- Collaboration with DoSE&L, NIC and NCERT for implementation of scheme through OTLAS.

D. **National Informatics Centre (NIC)**

National Information Centre (NIC) will extend all types of ICT support to the scheme. NIC shall work in close collaboration with Adult Education Bureau, Department of School Education and Literacy, Ministry of Education. Detailed mandates of NIC are as under:

- Development of Online Survey Module.
- Design and Development of Central Portal on NILP.
- Design and Development of Online Teaching, Learning and Assessment. System (OTLAS).
- Development of Mobile App.
- Development of Online Monitoring Framework of the scheme.
- Operation/ maintenance of Central/MIS portal, OTLAS, Mobile App, etc.
- Training to stakeholders on operation and uses of Central/MIS Portal and OTLAS.
- Analytical reporting for the bureau.

E. **State Centre for Literacy (SCL), SCERT**:

i. There shall be a State Centre for Literacy (SCL) at the State level housed in the SCERT. It will consist of at least one-two of the existing faculty members of SCERT who have expertise in the related area of Education for All (erstwhile Adult Education). The State Centre for Literacy will work in close collaboration with State Literacy Mission Authority/SPD in-charge of NILP and Departments of Adult Education/Continuing Education/Life Long Learning of various Universities of the States/UTs. SCL, SCERT has the following mandates/functions:

- SCL/SCERTs will use the curriculum framework developed by NCERT to prepare contents for each aspect of the framework (consisting of 5 components) in local language/s and integrate it with technology tools such as digital platforms, mobile app, DTH, etc. so that delivery of all adult learning contents is made primarily through digital and online mode.

- Development/customisation of e-Teaching Learning Materials for the learners for all five components including State unique material as per

51

requirements, e.g. for tribal groups, etc to impart training of district trainers, etc.

- Development of literacy E-Primers, supplementary Primers (Legal, Financial, Digital literacy etc.), e-books and video lectures in regional languages.
- Development of short online courses in local languages for volunteers.
- Preparation of teaching guide for Voluntary Teachers (VTs) and student volunteers in regional languages.
- Development of supplementary material like charts, games, quizzes, folk songs, slogans, other IEC materials in regional languages (including e-material).
- Expert advice and quality feedback to SLMA.
- **SCL** will identify State Master Trainers from among senior officers of Education Department and members of Civil Society and Partner NGOs.
- Statistics and Action research studies.
- Preparation of modules for community mobilization, IEC activities and media campaign.
- Setting up of Documentation Unit for documenting state level case studies, learning experiences and success stories including publication of bi-annual technical journal on literacy.
- Supervision over the activities of DIETs.

ii. Detailed guidelines for SCL on the Constitution, Funding/Budget, Advisory Body, Tenure etc. will be prepared separately by Adult Education Bureau, Ministry of Education and the same will be provided to SLMA/SCERT of all States and UTs

F. **Departments of Adult Education, Continuing Education and Life Long Learning in Universities/Higher Education Institutions**.

- The Departments of Adult Education, Continuing Education and Life Long Learning of various Universities/Higher Education Institutions will help NCERT/SCERTs/NIOS to develop TLM for the programme.
- The designated departments shall participate in the scheme by utilising their own funds.
- They may identify innovative means of instructional delivery and motivation of learners.
- They may undertake action on research in various areas related to the programme and keep the Ministry/State/UTs informed of the findings.

10.2   For academic, technical and resource support for smooth implementation of the scheme, various organizations and bodies are to be involved which are:

A. Directorate of Adult Education (DAE), DoSEL, MoE:

Directorate of Adult Education (DAE) is a subordinate office under the Department of School Education & Literacy, Ministry of Education. The DAE will undertake the following tasks to implement the scheme:

- Support to NLMA for annual planning process.

- Monitor the progress and status of literacy campaigns and to provide regular feedback to National Literacy Mission Authority.

- Organization of meetings/workshops/webinars with various State/UTs, stakeholders and experts on various related themes.

- Produce media materials for State/UTs to disseminate.

- Provide feedback to the NLMA on the findings of concurrent and external evaluation of literacy campaigns conducted through social science research institutions.

- Coordination, collaboration and networking with all the State Literacy Mission Authorities for the progress of scheme on behalf of NLMA.

- Collaboration with various Ministries/Departments on three major components of the scheme, i.e., Critical Life Skills, Vocational Skills Development and Continuing Education.

- Provide academic, technical and resource support in the field of ICT, Development of E-Teaching Learning Material, IEC materials, e-contents, Audio–Videos Lectures and Assessment and certification of learners in the scheme.
- All other tasks assigned by Department of School Education & Literacy from time-to-time.

B. Technical Support Group through EdCIL(India) Ltd.

A Technical Support Group (TSG) through EdCIL (India) Ltd has been set up to assist NLMA in the discharge of its mandate and to render managerial resource support to the scheme through NLMA. Adequate number of Consultants, Project

Assistants and Support Staff will be engaged as per the need and demand for smooth functioning of the scheme.

TSG at EdCIL will assist the scheme as under:

- Recruitment of Consultants, Project Assistants and other Support Staff.

- Undertaking all administrative and financial activities w.r.t. TSG Functional Units.

- Organising workshops, seminars and meetings in Delhi and across the country for implementation of NILP.

- Organising field visits of team members in the States and UTs for reviewing physical and financial progress of the scheme.

- Liaison with all the State/UT Governments for operation and monitoring of the scheme.

- Arrangements for Appraisal and PAB related activities.

- Conduct of research studies.

- Printing of various brochures, policies/guidelines and reports relating to New India Literacy Programme.

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Chapter -11

Convergence with Ministries/Department

11.   To optimize efforts and resources for wider participation, promotion, smooth and effective implementation of the scheme in the country, convergence will be undertaken with various Ministries and Departments at National and State/UT level. Education Departments of States and UTs will also join hands with various departments of the State governments and also with Ministries/Institutions of Government of India.

11.1   Convergence for Critical Life Skills, Vocational Skills Development and Continuing Education components of the scheme will be implemented in collaboration/along with the other schemes/programmes/activities undertaken by various Ministries/Departments. Convergence mechanism/ framework will be designed and developed by NLMA in consultation with various Ministries/Departments/Institutions/Organizations to implement the components of the scheme.

11.2   Major Ministries/Departments for Convergence at national level are as under:

- Ministry of Electronics and Information Technology (MeitY): For Digital Literacy
- Department of Financial Services, Ministry of Finance (DFS), (MoF): For Financial Literacy
- Ministry of Skill Development and Entrepreneurship (MSDE): For Skilling/Vocational Skills.
- Department of Justice, Ministry of Law & Justice(DoJ,MoLJ): For Legal Literacy.
- Ministry of Environment, Forest & Climate Change (MEF&CC) : For Environmental Literacy.

- Ministry of Defence (MoD): For involvement of NCC Volunteers and Ex-Servicemen as volunteers.
- Ministry of Rural Development (MoRD): NRLM and DDU-GKY.
- Ministry of Cooperation (MoC): For involvement of Cooperative Societies.
- Ministry of Housing & Urban Affairs(MoHUA): For Literacy among construction labourers in urban areas.
- Ministry of Health & Family Welfare (MoHFW): For Health and Hygiene Literacy.
- National Disaster Management Authority (NDMA), Ministry of Home Affairs. (MHA):For Disaster Management.

- Ministry of Minority Affairs (MoMA): For implementing of scheme among the Minorities.
- Department of Higher Education (DoHE): For involvement of Higher Education Institutions, Department of Adult Education, Life Long Learning and Continuing Education of various Universities/Institutions.
- Ministry of Culture: Support of Libraries & Cultural Literacy
- Ministry of Panchayati Raj (MoPR): For Panchayat support in implementation, providing space and resources, support in Capacity Building &Training activities, planning, implementation and monitoring support of rural Libraries etc.
- Ministry of Women & Child Development(MWCD): For Child Care Education and Involvement of Anganwadi Workers.
- Ministry of Youth Affairs & Sports (MoYAS): Involvement of NYKS, NSS as volunteers.
- Ministry of Tribal Affairs (MoTA): Implementation of scheme in Tribal areas, etc.

11.3   Detailed directions on Convergence will be shared shortly.

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Chapter -12

CSR /Philanthropic Participation in the scheme

12   For additional assistance, better implementation and coverage of the scheme, CSR/philanthropic participation will be received at National, State and District level under the CSR norms of Government of India/State Government as the case may be for central level as well as States/UTs level participation.

12.1   The Companies Act, 2013 provides for CSR under section 135. Companies are required to spend a minimum of 2% of their net profit over the preceding three years as CSR. Thus, it is mandatory for the companies covered under section 135 to comply with the CSR provisions in India. These provisions also apply to a company registered for a charitable purpose under Section 8 of the Companies Act, 2013. Section 135(1) of the Act states that every company having the specified net worth, turnover, or net profit must establish a CSR committee. Therefore, a company is required to establish a CSR committee and comply with CSR provisions when it meets the specified net worth, turnover, or net profit.

12.2   Section 135(5) of the Act provides that the company should give preference to local areas around where it operates. However, with the advent of IT and the emergence of new-age businesses like process-outsourcing companies, e-commerce companies and aggregator companies, it becomes difficult to determine the local area for supporting through various activities. As such, the preference of the local area mentioned in the Act is only directory and not mandatory and companies need to balance local area preference with national priorities.

12.3   The government monitors the CSR provisions compliance through the disclosures made by the companies on the Ministry of Corporate Affairs (MCA) portal. The government can initiate action for any violation of CSR provisions against the non-compliant companies after due examination of records.

12.4   Out of the various activities under Cooperative Social Responsibility (CSR) which have been spelt out under Companies Act, 2013 schedule VII, the following are

directly connected and applicable for adoption in the implementation of New India Literacy Programme (NILP):

     i. Promoting education, including special education and employment enhancing vocational skills especially among children, women, elderly and the differently abled and livelihood enhancement projects.

    ii. Rural development projects.

   iii. Slum area development. Explanation- For the purposes of this item, the term `slum area' shall mean any area declared as such by the Central Government or any State Government or any other competent authority under any law for the time being in force.

12.5   Whereas the following additional activities as drawn from Companies Act, 2013, Schedule VII can also be partially undertaken under CSR support for promotion of NILP in the States/UTs/Districts, etc:

     i. Eradicating hunger, poverty and malnutrition, promoting health care including preventive health care and sanitation including contribution to the Swach Bharat Kosh set-up by the Central Government for the promotion of sanitation and making available safe drinking water.

    ii. Promoting gender equality, empowering women, setting up homes and hostels for women and orphans; setting up old age homes, day care centres and such other facilities for senior citizens and measures for reducing inequalities faced by socially and economically backward groups.

   iii. Disaster management, including relief, rehabilitation and reconstruction activities

12.6   The CSR Committees of the concerned companies who are undertaking the abovementioned activities can be requested / invited for CSR support and involvement in the implementation of NILP. CSR/philanthropic organizations can participate by hosting ICT support, printing and dissemination of Primers/TLM, provide volunteer support, opening facilitation centres for adult learners, providing

IT access to economically weak adult learners in the form of cell phones, etc. In this connection, detailed strategy for CSR /Philanthropic participation designed by the State/UT must be widely disseminated to attract CSR engagement. ***The guidelines relating to CSR/Philanthropic participation in the scheme will be shared in due course of time.***

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Chapter -13

Financing & Budget and Fund Sharing Pattern of the scheme

13.   The budgetary support from the Centre and the State Governments in the form of the Central share and the State share is the source of finance for the scheme. Total financial outlay for New India Literacy Programme (NILP) for five years' period, viz. FYs 2022-23 to 2026-27 is Rs.1037.90 crore which includes Rs.700 crore as Central share and Rs.337.90 crore as State share.

13.1   The components of NILP and their respective allocations during FYs 2022-27are as under:

S.N	Component Description	Amount Proposed (in crore)
1.	Critical Life Skills and Foundational Literacy and Numeracy	850.75
2.	Basic Education (Equivalency)	60.00
3.	Common Elements-Setting up Centre for Adult Literacy(SCAL) in state/UTs	18.00
4.	Monitoring & Evaluation and Management	37.15
5.	**Sub Total (5) (1+2+3+4)**	**965.90**
6.	National Resource Support including Development and operation/maintenance of MIS portal	72.00
	Sub Total (6)	**72.00**
7.	**Grand Total (5+6)**	**1037.90**
	Total Central Share	**700.00**
	Total State Share	**337.90**

Detailed activities and year wise budget are attached at **Annexure-I**

13.2 The Central and State shares for the scheme are as under:

States/UTs	Central share	State/UT share
All States and UTs with legislative	60%	40%
NER / Himalayan States and UT of J&K	90%	10%
UTs without legislature	100%	--
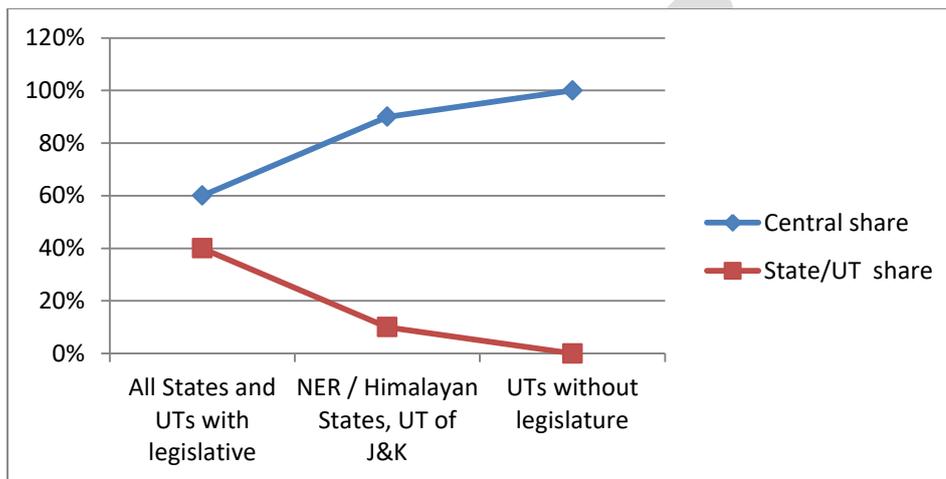
13.3   The fund flow will be through PFMS in which each State/UT is required to designate a Single Nodal Agency (SNA) by opening Single Nodal Account. Mapping of the same is to be done subsequent to the opening of bank accounts of Implementing Agencies (IAs) as per procedure mentioned in the Department of Expenditure O.M. No.1(13)/PFMS/FCD/2020 dated 23rd March, 2021 and 8th December, 2021 captioned as "Procedure for release under Centrally Sponsored Schemes (CSSs) and monitoring utilisation of funds released".

13.4   The pattern of financial releases to States/UTs would be similar to Samagra Shiksha scheme of Department of School Education & Literacy. The fund flow will be through PFMS and State/UT treasuries.

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Chapter -14

Project Approval Board (PAB) of NILP

14.1   The Project Approval Board (PAB) of NILP under the chairpersonship of the Secretary(SE&L) will be responsible to review/examine/approve the Annual Work Plan & Budget(AWP&B) of the States and UTs for implementation of the scheme. Allocation of funds for the implementation of the scheme in respect of all the State/UTs will be approved by the PAB at the national level. Based on the approved grants for the State/UTs for a Financial Year, the sanction orders will be issued by Adult Education Bureau, Department of School Education & Literacy indicating the approved amount of Central and State shares for the scheme to the respective States/UTs along with the activity-wise details. After approval of the annual plan of State/UTs by PAB, the 1st instalment of the funds will be released to the States/UTs. States/UTs will also release their matching share and the cumulative fund will in turn be transferred immediately to the districts. Subsequently, the 2nd instalment of the funds will be released after utilisation of at least 75% of the 1st instalment and previous balances, if any.

14.2   A copy of the constitution of the PAB of New India Literacy Programme is at **Annexure-II.**

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Chapter - 15

Annual Works Plan & Budget of NILP

15   The Central and State shares are as in Chapter – 13. As mentioned earlier, the fund flow will be through PFMS and state treasuries. The pattern of financial releases to States/UTs would be similar to Samagra Shiksha scheme of Department of School Education & Literacy. This would, however, be subject to the guidelines contained in DoE's OM No.F.No.1(13)/PFMS/FCD/ 2020 dated 23rd March 2021 captioned "Procedure for release under Centrally Sponsored Schemes (CSS) and monitoring utilisation of funds released".

15.1   Number of annual targeted learners and budget to all States and UTs will be allocated by Government of India well in advance before the end of financial year. On the basis of targeted learners and budget allocated for a particular year to the States and UTs, every State and UT will prepare and submit Annual Work Plan & Budget on the prescribed formats for implementation of New India Literacy Programme. Details of Annual Work Plan & Budget (Physical, Financial and Implementation Strategy and Structure) are as under:

(i) **Physical Format -(Annexure - III)**

   A. Name of districts in which the scheme will be implemented. Priority to be given to all Aspirational Districts of NITI Aayog by the States/UTs as mentioned in the Chapter No.9, Point No. (i) of the detailed guideline of NILP.

   B. Total No. of targeted non-literates of 15 years and above age group under Critical Life Skills and Foundational Literacy & Numeracy. Category-wise priorities will be given amongst the targeted non-literates (as mentioned in the chapter No.9 Point No. (ii) of the detailed guidelines of NILP) every year by the state/UT.

   - Male (M)
   - Female (F)
   - Transgender (TG)

C. Category - wise distribution of non-literates/ learners.

    I. Non-literates of Scheduled Cast (SC) category
  - Male (M)
  - Female (F)
  - Transgender (TG)

    II. Non-literates of Scheduled Tribes (ST) category
  - Male (M)
  - Female (F)
  - Transgender (TG)

    III. Non-literates of Minorities categories
  - Male (M)
  - Female (F)
  - Transgender (TG)

    IV. Non-literates from Others/General Category
  - Male (M)
  - Female (F)
  - Transgender (TG)

(ii) **Financial Format (Annexure – IV)**

A. Name of districts in which scheme will be implemented. Priority is to be given to all Aspirational Districts of NITI Aayog by the state/UT.

B. Physical Target for the year
   I. Targeted Learners
   II. Volunteers - Ideal ratio between VTs and Learners for conducting classes will be at the ratio of 1:10. However, this number may be adjusted as per the requirement of the classes by the State/UT/ school.

C. Critical Life Skills and Foundational Literacy and Numeracy
  - Per Learner Cost = Annual Budget of CLS & FLN ÷ Total numbers of non-literates to be targeted in the year. Per Learner Cost of Critical Life Skills and Foundational Literacy and Numeracy budget allocated by Government of India for the year will be divided into five heads. Amount in each head within the per learner cost of the year will be decided by the State/UT as per their conveyance and will be submitted in Annual Work Plan & Budget on NILP every year. Details of five heads under Foundational Literacy & Numeracy are as under:

    I. Survey of learners & VTs and Data Base
    II. Online classes expenses including ICT equipment
    III. Training of Literacy Functionaries

64

ɪᴠ. Assessment & Certification

ᴠ. Mobilization & Environment Building of scheme

D. Common Elements - Setting up of SCL in SCERT: Rs. 30 lakh will be allocated for the first year for setting up of State Center for Literacy and thereafter Rs. 5 lakh will be granted for maintenance of SCL every year. However, State/UT may also release funds to SCL from their own fund.

E. MME & Administrative Expenses: 4% of the total of all budget allocated to State/UT for Critical Life Skills and Foundational Literacy and Numeracy, common elements and other components for every year to implement the scheme.

F. The total budget for the year will be the total of all budget allocated to State in Critical Life Skills and Foundational Literacy and Numeracy, common elements, MME & Administrative Expenses and other components approved and allocated by Government of India for the year.

(iii) **Implementation Strategy and Structure of State/UT on implementation of New India Literacy Programme** - **(Annexure-V)**

I. State Literacy Mission Authority (SLMA) will be headed by the respective Minister of Education at State level. The major functions of the SLMAs will be on implementation of the scheme of Adult Education in States/UTs and to develop annual action plans of States/UTs by involving the districts. The strategy and structure will be clearly mentioned by the States/UTs in their state action plans for the scheme. There shall be State Centre for Literacy (SCL) housed in the respective SCERT to provide technical, academic and resource support to SLMA.

II. District level implementation structure and strategy will be innovatively designed and developed by the State/UTs as per local contexts, involving State Education Departments, DIETs, BRCs, CRCs and other government departments/organizations. The State/UTs will decide the structure and strategy of implementation, planning and monitoring at District, Block and local-body and implementation unit, i.e. school level for both rural and urban areas as per local contexts and requirements. The structure and strategy will be clearly mentioned by the State/UTs in their respective action plans for the scheme.

III. State/UT may retain the structure developed earlier/existing for previous scheme/s. Implementation structure and strategy adopted once will remain the same during the implementation period of the scheme FYs 2022-27 and even to the extent, if the scheme gets further extension beyond FY 2026-27.

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Chapter - 16

Single Nodal Agency (SNA) for Release of fund under NILP

16.1   Department of Expenditure, Ministry of Finance vide their O.M. No.1(13)PFMS/FCD/2020 dated 23.03.2021 issued a revised procedure for release of funds under Centrally Sponsored Scheme (CSS) and monitoring utilization of the funds released. The aim of the revised procedure is to ensure effective cash management and improve transparency in public expenditure management.

16.2   As a follow-up, a number of activities need to be initiated by State/UTs for effective implementation of the NILP scheme, as under:

(i) Every State Government will designate a Single Nodal Agency (SNA) for implementing each CSS. The SNA will open a Single Nodal Account for each CSS at the State level in a Scheduled Commercial Bank authorized to conduct government business by the State Government.

(ii) In case of Umbrella schemes which have multiple sub-schemes, if needed, the State Governments may designate separate SNAs for sub-schemes of the Umbrella scheme with separate Single Nodal Accounts.

(iii) Implementing Agencies (IAs) down the ladder will use SNA's account with clearly defined drawing limits set for that account. However, depending on operational requirements, zero-balance subsidiary accounts for each scheme may also be opened for the IAs either in the same branch of the selected bank or in different branches.

(iv) All Zero balance subsidiary accounts will have allocated drawing limits to be decided by the SNA concerned from time to time and will draw on real time basis from to Single Nodal Account of the scheme as and when payments are to be made to beneficiaries, vendors etc. The available drawing limit will get reduced by the extent of utilization.

(v) For seamless management of funds, the main account and all zero balance subsidiary accounts should preferably be maintained with the same bank. However, State Government may choose different banks for opening Single Nodal Accounts of different CSS.

(vi) Only banks having robust IT Systems and extensive branch network should be chosen for opening the Single Nodal Account of each CSS. The bank chosen should have the facility to open the required number of subsidiary zero balance accounts and a robust MIS for handling accounting and reconciliation at each level. The bank should also provide a user friendly dashboard to officers at various levels to monitor utilization of funds by IAs.

(vii) The bank's software system should be able to monitor the drawing limits of the IAs who should be able to draw funds on real time basis from the SNA's account as and when payments are to be made. The selected bank should ensure proper training and capacity building of branch managers and other staff for smooth operation of these accounts.

(viii) The Ministries/Departments will release the central share for each CSS to the State Government's Account held in the Reserve Bank of India (RBI) for further release to the SNA's Account.

(ix) Funds will be released to the States strictly on the basis of balance funds of the CSS (Central and State share) available in the State treasury and bank account of the SNA as per PFMS or scheme-specific portals fully integrated with PFMS in consonance with rule 232(V) of the General Financial Rules, 2017.

(x) The SNAs shall ensure that the interest earned from the funds released should be mandatorily remitted to the respective Consolidated Funds on pro-rata basis in terms of Rule 230(8) of GFR, 2017. Interest earned should be clearly and separately depicted in PFMS, scheme-specific portals integrated with PFMS and in MIS provided by the banks.

(xi) Except in case of schemes/sub-schemes having no State share, States will maintain separate budget lines for Central and State share under each CSS in their Detailed Demand for Grants (DDG), and make necessary provision of the State share in the State's budget. While releasing funds to SNA, State's Integrated Financial Management Information System (IFMIS) should provide these budget heads and the same should be captured in PFMS through treasury integration.

(xii)   In the beginning of a financial year, the Ministries/Departments will release not more than 75% of the amount earmarked for a State for a CSS for the financial year. Additional central share (not more than 25% at a time) will be released upon transfer of the stipulated State share to the Single Nodal Account and utilization of at least 75% of the funds released earlier (both Central and State share) and compliance of the conditions of previous sanction. However, this provision will not be applicable in case of schemes where a different quantum of release has been approved by the Cabinet.

(xiii)   After opening of Single Nodal Account of the scheme and before opening zero balance subsidiary account of IAs or assigning them drawing rights from SNA's account, the IAs at all levels shall return all unspent amounts lying in their accounts to the Single Nodal Account of the SNA. It will be the responsibility of the State government concerned to ensure that the entire unspent amount is returned by all the IAs to the Single Nodal Account of the SNA concerned. For this, the State Governments will work out the modalities and the timelines and will work out Central and state share in the amount so available with IAs. SNAs will keep a record of unspent balance lying in the account of IAs and the amount refunded by IAs.

(xiv) Refund of balance amount by IAs and the amount available in the SNA's account should be taken into account by the Program Division of the Ministry/Department while releasing funds under the scheme. Concerned SNAs shall keep a record of the unspent amount lying in the account of IAs to be deposited in the Single Nodal Account while assigning drawing rights to IAs.

(xv)   Ministries/Departments will ensure that releases under all CSS are made strictly as per the actual requirement on the ground, without resulting in any material float with the implementing agencies at any level.

(xvi)   The State Government will transfer the Central share received in its account in the RBI to the concerned SNA's account within a period of 21 days of its receipt. The Central share shall not be diverted to the Personal Deposit (PD) account or any other account by the *State* Government. Corresponding State share should be released as early as possible and not later than 40 days of release of the Central share. The funds will be maintained by the SNA in the Single Nodal Account of each CSS. State Government/SNAs/IAs shall not transfer scheme- related funds to any other bank account, except for actual payments under the Scheme.

(xvii)   State Governments will register the SNAs and all IAs on PFMS and use the unique PFMS ID assigned to the SNA and IAs for all payments to them. Bank accounts of the SNAs, IAs, vendors and other organizations receiving funds will also be mapped in PFMS.

(xviii) Payments will be made from the zero balance subsidiary accounts up to the drawing limit assigned to such accounts from time to time. Transactions in each Subsidiary Account will be settled with the Single Nodal Account daily through the core banking solution (CBS) on the basis of payments made during the day.

(xix)   SNAs and IAs will mandatorily use the EAT module of PFMS or integrate their systems with the PFMS to ensure that information on PFMS is updated by each IA at least once every day.

(xx)   SNAs will keep all the funds received in the Single Nodal Account only and shall not divert the same to Fixed Deposits/Flexi-Account/Multi-Option Deposit Account/Corporate Liquid Term Deposit (CLTD) Account etc.

(xxi) The State IFMIS should be able to capture scheme component-wise expenditure along with PFMS Scheme Code and Unique Code of the Agencies

incurring the expenditure. State Governments will ensure daily uploading/sharing of data by the State IFMIS/Treasury applications on PFMS. PFMS will act as a facilitator for payment, tracking and monitoring of fund flow.

(xxii) Release of funds by the Ministries/Departments to States towards the end of the financial year should be avoided to prevent accumulation of unspent balances with States. Ministries/Departments will arrange to complete the release well in time so that States have ample time to seek supplementary appropriations from their respective legislatures, if required, and account for all the releases in the same financial year.

(xxiii)In case of CSS having no State share and where as per the scheme guidelines, funds are released by the Central Ministry/Department directly to the districts/blocks/Gram Panchayats/Implementing agencies, the requirement of notifying a single Nodal Agency and opening of a Single Nodal Account at the State level may be waived by the Secretary of the Central Ministry/Department concerned in consultation with the Financial Adviser.

(xxiv)UTs without legislature work directly in PFMS. Therefore, there is no need for them to open a Single Nodal Account. They will ensure that the funds are released to the vendors/beneficiaries 'just in time'. In case funds are to be released to any agency as per scheme guidelines, provision of Rule 230 (vii) of GRF 2017 will be strictly followed to avoid parking of funds, with agencies.

(xxv) Ministries/Departments shall undertake monthly review of the release of funds (both the Central and State share) from the State treasury to the SNA, utilization of funds by SNAs and IAs and outputs/outcomes vis-a-vis the targets for each CSS.

16.3 Ministry of Finance, Department of Expenditure also issued various similar instructions on release of funds under Centrally Sponsored scheme and monitoring utilization of funds released. Some of the important instructions have been issued vide O.M. F.No.1(13)/PFMS/FCD/2021 dated 30.06.2021 [regarding interest deposit], O.M. F.No.1(13)/PFMS/FCD/2021 dated 07.07.2021 [regarding FAQs],

O.M. F.No. C-13015(520-PtII)/MFCGA/PFMS/CSS(EAT)/2021-22/1610 dated 30.07.2021 [Standard Operating Procedure (SOP)], O.M. F.No.1(13)/PFMS/FCD/2021 dated 30.09.2021 [regarding undertaking by State Government], O.M. F.No.1(13)/PFMS/FCD/2020 dated 08.12.2021 [certificate regarding closure of accounts & transfer of funds] to which the scheme implementing States/UTs are required to follow meticulously.

16.4 State/UTs will be monitored through letters, emails, telephonically, online/offline meetings for effective implementation of the scheme in accordance with the revised procedure of Ministry of Finance and subsequent instructions/guidelines issued from time to time. In this regard, a D.O. letter No. 5-1/2022-AE-2 dated 21-03-2022 has also been issued from Secretary, Department of School Education & Literacy, Ministry of Education to Chief Secretaries and Education Secretaries of all State/UTs in this Bureau for compliance of Ministry of Finance, Department of Expenditure instructions/guidelines.

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Chapter -17

Monitoring Framework for the Scheme

17. Framework on monitoring mechanism in respect of the scheme will be as under:

17.1 **Management Information System (MIS):**

Central portal developed by NIC will monitor the overall progress of the scheme. This will encompass the details of all functionaries, target group database and Action Plans along with physical and financial progress of the State/UTs. For systematic monitoring of the scheme, a specially designed software will compile the basic data of the identified potential/targeted beneficiaries (non-literates for 15 years and above age group) by capturing their particulars and contact details in the portal. The requisite data will be uploaded by the State level implementing agencies. Enrolment of the learners in the assessment tests will be conducted twice a year at the designated centres like schools etc, and on anytime demand for direct registered learners through OTLAS. They will be tagged with Volunteer Teachers by a software developed for the same and will also reflect on the Portal of NIOS which stores and maintains the details of learners who appeared in assessment tests and on the status of certification of literacy skills of the learners.

17.2 **Quality Monitoring:**

The scheme will have a four-tier system of monitoring mechanism at block, district, state and national levels by using Outcome-Output Monitoring Framework (OOMF) and online MIS to track its progress. Monitoring of all these levels will be undertaken through online mode. The school-wise progress **against the number of non-literates registered through UDISE** shall be monitored**.** General Bodies and Education Committees of PRIs and Urban Local Bodies at all levels will monitor the scheme and supervise the quality aspects for smooth implementation.

17.3 **Inspections of the scheme**

(a) In pursuance of para 2(b) of Ministry of Finance O.M. No. 01(01)/PFC-I/2022, dated 01.02.2022 which emphasizes targets for physical inspection/verification by Group A / Class I officers, all concerned officers of the NLMA will inspect/verify the physical and financial activities of the scheme in the States and UTs. In this regard annual inspection roaster for these officers will be prepared and follow up action taken thereon.

(b) Every State/UT will submit their physical and financial progress report on monthly basis on the monitoring formats of online MIS along with good quality photos and videos.

(c) Review meetings either through virtual mode or physical mode with all State/UTs under the chairmanship of competent authority will be held for monitoring the physical and financial progress of the scheme on monthly/quarterly/yearly basis.

(d) Every State/UT will submit the physical and financial progress report through online Monthly Information System (MIS) of the scheme to the NLMA.

17.4 **Financial Audit:**

Annual audit by State Audit Agencies shall be conducted at all levels of implementing agencies of the scheme. In addition, specific audit should also be carried out by Chartered Accountants at all levels as per the guidelines embedded in the General Financial Rules (GFRs).

17.5 **Social Audit**

Social audit will be undertaken at the village level to check the quality of running the programme on sample basis (25-50 villages/areas per state/UT) and provide gap filling and remediation wherever required as per the guidelines issued by the Department and also as the per rules embedded in Panchayati Raj Act. The Gram Sabha will be assigned with the responsibility to carry out social audit of literacy classes every year.

17.6 **Annual Achievement Survey**

Yearly Annual Achievement Survey of NILP will be conducted on the basis of 500-1000 randomly selected learners from each State/UT (depending on number of non-literates). The expertise of NCERT will be used for conducting the Survey. At a later stage, Performance Assessment, Review, and Analysis of Knowledge for Holistic Development, (PARAKH) National Assessment Center will be authorized to conduct the same when it is established.

17.7 **Performance Grading Index (PGI) under the scheme**

Performance Grading Index (PGI) for State/UT and district level shows the performance of States and UTs in the implementation of the scheme and achievements on a yearly basis by factoring both the physical and financial progress through UDISE portal by using certain performance indicators. Likewise, every non-literate will be monitored on the UDISE portal under the code of the school concerned.

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Chapter -18

Outcomes and Key Performance Indicators (KPIs) of NILP

18   The scheme is being implemented for five years w.e.f. 01.04.2022 to 31.03.2027 through volunteerism and on online mode with five objectives as per recommendations of National Education Policy 2020. By the end of the scheme, the outcomes to be achieved are envisaged as follows:

(i) **Access:** Achieving the goal of 100% literacy in the country by 2030 through improved performance of the Adult Education system to provide access for adult learning in States/UTs.

(ii) **Standards:** Specified learning Outcomes to be achieved by Learners.

(iii) **Quality:** Access to quality learning material/resources through online mode.

(iv) **Awareness:** Raise awareness of the value of literacy and acquiring new skills.

(v) **Governance:** Setting up robust and effective education for all programme governance and monitoring structures at national and state levels.

18.1 **The Key Performing Indicators (KPIs) of NILP:**

S.No	Outcomes	Key Performance Indicators
1	**Access:** Achieving the goal of 100% literacy in the country by 2030 through improved performance of the Adult Education system in States/UTs.	• Rate of participation in adult education programmes of Foundational Literacy and Numeracy and Critical Life Skills • Rate of completion of the Foundational Literacy and Numeracy and Critical Life Skills programme • Rate of adult learners from the above who have enrolled for learning vocational skills/basic education/continuing education
2	**Standards:** Specific learning Outcomes to be achieved by Adult Learners.	• Achievement Survey of Learning Outcomes as evidenced by sample of about 500-1000 randomly selected learners every year in every State/UT
3	**Quality:** Access to quality adult learning material/resources through online mode	• Number of learning resources made accessible online by States/UTs for Foundational learning • Number of learning resources made accessible online by States/UTs for Critical Skills

		• Number of learning resources made accessible online by State/UTs for vocational education.
		• Number of learning resources made accessible online by State/UTs for continuing learning.
		• Number of languages in which resources are made available online as well as offline.Percentage of learners accessing through Internet.
		• Percentage of learners accessing through TV.
		• Percentage of learners accessing through Radio.
4.	**Awareness:** Raise awareness of the values of adult learning and acquiring new skills	• Percentage increase in identified learners enrolling in the programme.
		• Percentage increase in volunteers willing to contribute in the programme.
		• Percentage increase in share of local self-governments wanting to participate actively in the programme to be able to declare their village/town as 100% literate.
5.	**Governance:** Setting up robust/effective adult education programme governance and monitoring structures at national and state levels	• Data captured at state level on a quarterly basis and emitted to DoSEL.
		• Physical Targets met per year.
		• Financial Targets met per year.
		• Sample social audit carried out per year to check the quality of programme and undertake gap filling/remediation where required.

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Abbreviations

- NILP - New India Literacy Programme
- PLA – Padhna Likhna Abhiyan
- CNCL : Center for National Center of Learning
- CLSFLN - Critical Life Skills & Foundational Literacy & Numeracy
- OTLAS - Online Teaching Learning & Assessment System
- MeitY - Ministry of Electronic & Information Technology
- DFS, MoF - Department of Financial Services, Ministry of Finance
- MoSDE-Ministry of Skill Development & Entrepreneurship
- DoJ,MoLJ - Department of Justice, Ministry of Law & Justice
- MEF&CC - Ministry of Environment, Forest & Climate Change
- MoD - Ministry of Defence
- MoRD-Ministry of Rural Development
- MoC - Ministry of Cooperation
- MoHUA-Ministry of Housing & Urban Affairs
- MoHFW - Ministry of Health & Family Welfare
- NDMA- National Disaster Management Authority
- MHA - Ministry of Home Affairs
- MoMA -Ministry of Minority Affairs
- DoHE - Department of Higher Education
- MoPR - Ministry of Panchayati Raj
- MWCD - Ministry of Women & Child Development
- MoYAS -Ministry of Youth Affairs & Sports
- MoTA - Ministry of Tribal Affairs
- AE- Adult Education
- FLN-Foundational Literacy and Numeracy
- AWP&B – Annual Works Plan and Budget

COMPONENT AND YEAR-WISE BUDGET OF NILP FOR FYs 2022-27

(Rs. in Crore)

Sl. No	Component Description	Amount Proposed
1	Critical Life Skills and Foundational Literacy and Numeracy	850.75
2	Basic Education (Equivalency)	60.00
3	Common Elements-Setting up Centre for Adult Literacy(SCAL) in state/UTs	18.00
4	Monitoring & Evaluation and Management	37.15
5	**Sub Total (5) (1+2+3+4)**	**965.90**
6	National Resource Support including Development and operation/maintenance of MIS portal	72.00
	Sub Total (6)	**72.00**
7	**Grand Total (5+6)**	**1037.90**
	Total Central Share	**700.00**
	Total State Share	**337.90**

Year-wise allocation of Budget FYs 2022-27

(Rs. in Crore)

Component	2022-23	2023-2024	2024-25	2025-26	2026-27	Grand Total
Component (5)=(1+2+3+4)	209.60	173.50	235.80	173.50	173.50	965.90
Component (6)	21.00	14.00	13.00	12.00	12.00	72.00
TOTAL :	230.60	187.50	248.80	185.50	185.50	1037.90

Year-wise allocation of Budget

Year	GRANT
2022-23	230.6
2023-24	187.5
2024-25	248.8
2025-26	185.5
2026-27	185.5
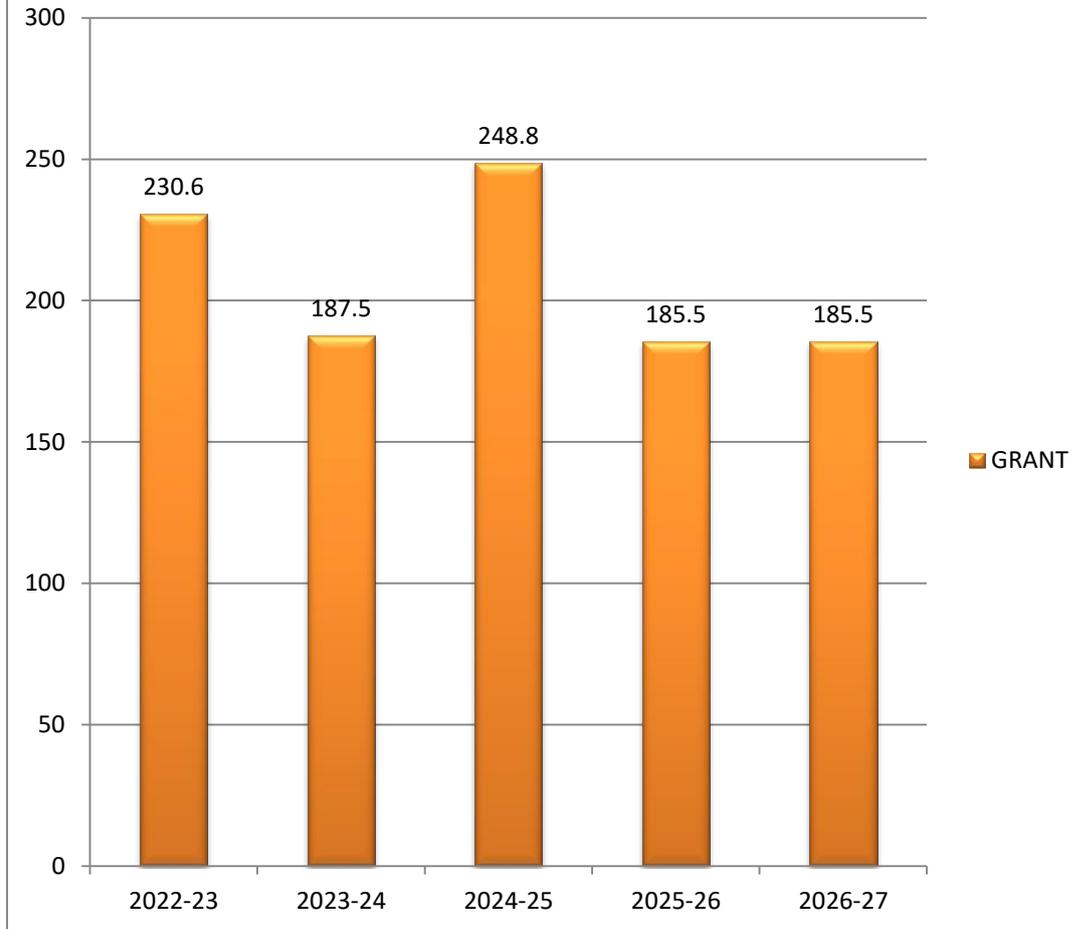
F.NO.1-1/2022-NLM.4
Government of India
Ministry of Education
Department of School Education & Literacy
Adult Education Bureau
NLM-IV

Jam Nagar House, Man Singh Road,
New Delhi, dated 10th March, 2022

ORDER

With the approval of the competent authority, it has been decided to constitute a **Project Approval Board (PAB)** for **New India Literacy Programme (NILP)** to examine the Annual Work Plan of programme implementation of each State/UT before releasing Central assistance. In-Charge of NILP in the Department of each State Government/Union Territory, shall furnish all essential/relevant information, in the Annual Work Plan (district-wise), including new initiatives/innovations/good practices; and the same shall be considered by the PAB for NILP at the commencement of each financial year for approval.

2.   In pursuance of the above, the PAB for NILP shall comprise of the following persons:-

1.	Secretary to the Government of India, Ministry of Education, Department of School Education & Literacy	Chairperson
2.	Financial Advisor, Ministry of Education	Member
3.	Joint Secretary, Adult Education, D/o School Education & Literacy	Member Secretary
4.	Joint Secretary, Ministry of Youth Affairs & Sports	Member
5.	Joint Secretary, School Education SS-II, D/o School Education & Literacy	Member
6.	Joint Secretary, Institution, D/o School Education & Literacy	Member
7.	Joint Secretary, Ministry of Panchayati Raj	Member
8.	Advisor(Education), NITI Ayog or his representative	Member
9.	Joint Secretary, Ministry of Women & Child Development	Member
10.	Joint Secretary, Ministry of Skill Development Entrepreneurship	Member
11.	Joint Secretary, Ministry of Rural Development	Member
12.	Joint Secretary, Ministry of Development of North Eastern Region	Member
13.	Chairman, National Institute of Open Schooling	Member
14.	Director, NCERT or his representative	Member
15.	Director, Directorate of Adult Education	Member
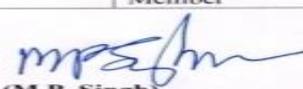
(M.P. Singh)
Deputy Secretary (NLM-III/IV)
(MAHESH PAL SINGH)
उप सचिव/Deputy Secretary
भारत सरकार/Govt. of India
शिक्षा मंत्रालय/Min. of Education
स्कूल शिक्षा एवं साक्षरता/D/o School Educa & Litecy
नई दिल्ली/New Delhi

- 2 -

Copy to:

1. Private Secretary to Minister of Education
2. Private Secretary to Minister of State (AD) in the Ministry of Education
3. Private Secretary to Minister of State (SS) in the Ministry of Education
4. Private Secretary to Minister of State (RRS) in the Ministry of Education
5. Sr. Principal Private Secretary to Secretary, D/o School Education & Literacy
6. Sr. Principal Private Secretary to Secretary, D/o Higher Education
7. Financial Adviser, Ministry of Education
8. Secretary, School Education SS-II, D/o School Education & Literacy
9. Secretary, Institution, D/o School Education & Literacy
10. Secretary, Ministry of Youth Affairs & Sports
11. Secretary, Ministry of Panchayati Raj
12. Adviser (Education), NITI Ayog
13. Secretary, Ministry of Women & Child Development
14. Secretary, Ministry of Skill Development & Entrepreneurship
15. Secretary, Ministry of Rural Development
16. Secretary, Ministry of Development of North Eastern Region
17. Chairman, NIOS
18. Director, NCERT
19. Director, Directorate of Adult Education.
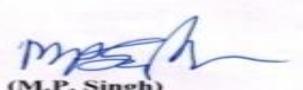
(M.P. Singh)
Deputy Secretary (NLM-III/IV)
(MAHESH PAL SINGH)
उप सचिव/Deputy Secretary
भारत सरकार/Govt. of India
शिक्षा मंत्रालय/Min. of Education
स्कूल शिक्षा एवं साक्षरता/D/o School Educa & Litecy
नई दिल्ली/New Delhi

Proforma for submission of Annual Works Plan (Physical) of New India Literacy Programme(NILP)

Name of State/UT: _____

Sl. No.	Name of districts in which scheme will be implemented*	Total No. of targeted non-literates in 15+ age group under Critical Life Skills and Foundational Literacy & Numeracy**				Category wise distribution of non-literates/learners																
						Non-literates of Scheduled Cast (SC) category				Non-literates of Scheduled Tribes (ST) category				Non-literates of Minorities categories				Non-literates from Others/General Category			
		M	F	TG	Total	M	F	TG	Total	M	F	TG	Total	M	F	TG	Total	M	F	TG	Total
1.																					
2.																					
3.																					
4.																					

* Priority to be given to all Aspirational Districts of NITI Aayog by the state/UT.

** Category wise priorities will be given among the non-literates targeted during the year by the state/UT.

Date:-

Place:-

(Signature with seal)

Name of Officer:_____

Designation:_____

Proforma for submission of Annual Works Plan (Financial) of New India Literacy Programme (NILP)

Name of State/UT:_____

S. No.	Name of districts in which scheme will be implemented	Physical Target		Critical Life Skills and Foundational Literacy and Numeracy (CLS&FLN) (**Per learner cost** = Annual Budget of CLS & FLN ÷ Total numbers of non-literates to be targeted in the year)					Common Elements -Setting up of SCL in SCERT	MME & Administrative expenses	Total (5 to 11)
		Learners	VTs*	Survey of learners & VTs and Data Base	Online classes expenses including ICT equipment	Training of Literacy Functionaries	Assessment & Certification	Mobilization & Environment Building of scheme			
										4% of total of (5 to 10)	
1	2	3	4	5	6	7	8	9	10	11	12
1											
2											
3											
4								`			

*Ideal Ratio between VTs & Learners for organizing classes will be 1:10, however, this number may be adjusted as per need of the classes by the school.

Date:-   **(Signature with seal)**

Place:-   Name of Officer:_____

                                                                                            Designation:_____

Proforma for submission of Implementation Strategy and Structure of State/UT to implement New India Literacy Programme (NILP).

Name of State/UT:_____

(All States and UTs may submit Implementation Strategy and Structure for implementation of New India Literacy Programme)

- *State Literacy Mission Authority (SLMA) will be headed by the respective Minister of Education at state level. The major functions of the SLMAs will be on implementation of the scheme of Adult Education in that State/UT and to develop annual action plans of that State/UT by involving the districts. The strategy and structure will be clearly mentioned by the States/UTs in their state action plans for the scheme. There shall be State Centre for Literacy (SCL) housed in respective SCERT to provide technical, academic and resource support to SLMA.*

- *District level implementation structure and strategy will be innovatively designed and developed by the States/UTs as per local context, involving State Education Departments, DIETs, BRCs, CRCs and other government departments/organizations. The States/UTs will decide the structure and strategy of implementation, planning and monitoring at District, Block and local-body and implementation unit, i.e. school level for both rural and urban areas as per local contexts and requirements.*

- *State/UT may retain the structure developed earlier/existing for previous scheme/s. Implementation structure and strategy adopted once will remain the same during the implementation period of the scheme FYs 2022-27 and even to the extent, if the scheme gets further extension beyond FY 2026-27.*

Implementations Strategies on NILP:

_____
_____
_____
_____
_____
_____
_____
_____

Implementation Structure on NILP:

_____
_____
_____
_____
_____
_____
_____
_____

                                                    (Signature with seal)

Date:-
Place:-   Name of Officer:_____

                                                     Designation:_____