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NCERT



Report on Capacity Building Programme on ULLAS- Nav Bharat Saaksharta Karyakram 2025-26



Report

Cell for National Centre for Literacy (CNCL)

CAPACITY BUILDING PROGRAM UNDER ULLAS – NAV BHARAT SAAKSHARTA KARYAKRAM

1. Introduction

ULLAS - Nav Bharat Saaksharta Karyakram has been initiated by the Ministry of Education, Government of India in April, 2022 with the objective of providing reading and writing opportunities to all non-literate learners aged 15 years and above who, for any reason, lack foundational literacy and numerical knowledge. Consequently, Cell for National Center for Literacy (CNCL) at National Council of Educational Research and Training (NCERT) was constituted in March 2021 dedicated to work for ULLAS.

Established in March 2021, the **Cell for National Centre for Literacy (CNCL)** at NCERT is a specialized unit committed to the [ULLAS - Nav Bharat Saaksharta Karyakram](#) initiative. Operating under the guiding principle of 'Education for All' the CNCL collaborates with all states and union territories to pursue a target of complete literacy.

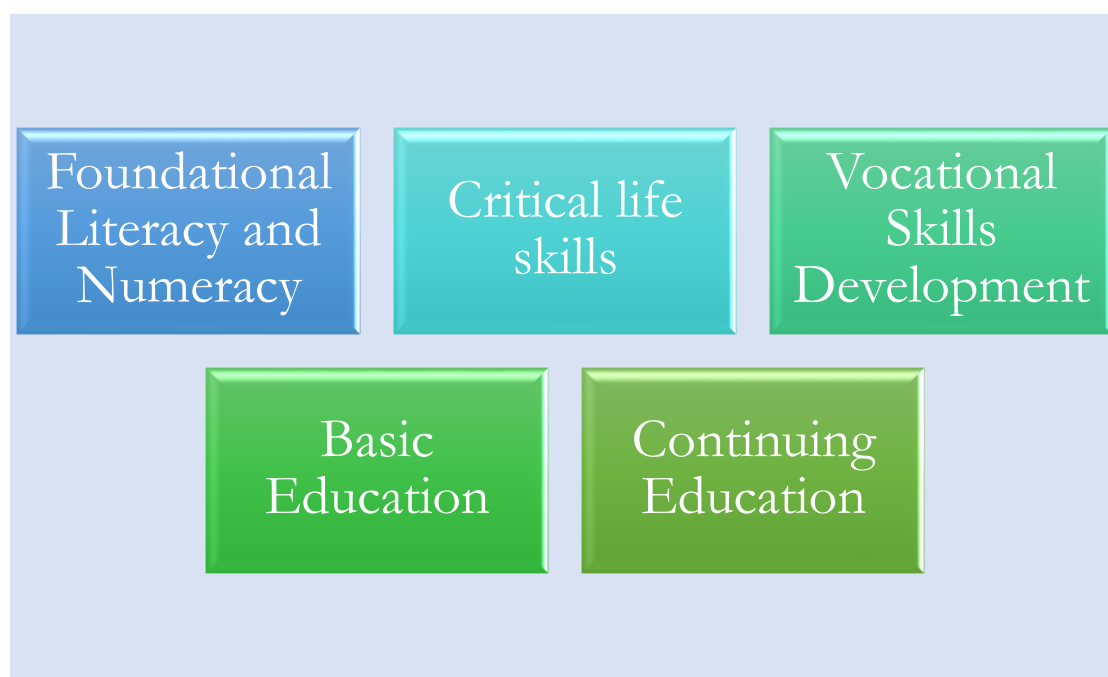
A significant shift in this mission was the transition from 'Adult Education' to 'Education for All,' a change made to more accurately encompass the wide spectrum of people the program aims to empower. This change in nomenclature was implemented to better represent the diverse range of learners (non-literate learners from age 15 years and above) and beneficiaries served by the initiative.

1.2 PROGRAM OVERVIEW

The ULLAS (Understanding of Lifelong Learning for All in Society) initiative marks a transformative shift in India's educational landscape, moving beyond traditional rote learning toward a model of comprehensive citizen empowerment. Grounded in the spirit of '**Kartavya-Bodh**' (sense of civic duty), the program leverages nationwide volunteerism to fulfil the national motto, '**Jan-Jan Saakshar**'. This strategy recognizes that complete literacy is not merely a government mandate but a collective social responsibility.

The vision of this program is to provide learning opportunities to non-literate learners through volunteerism. The school students were involved in this national initiative to act as volunteer teachers from the beginning of the programme and from this year (2025-26) the focus was to involve college/university students as volunteers to participate and take up the responsibility of teaching non-literate learners.

The National Educational Policy (NEP), 2020 talks about five major areas with respect to Education for All, viz., Foundational Literacy and Numeracy, Critical life skills, Vocational Skills Development, Basic Education and Continuing Education.



By integrating Critical Life Skills—including digital and financial literacy, legal awareness, environmental literacy, and health & hygiene education. This multidimensional framework is designed to enhance the overall well-being of learners, directly supporting India’s vision of achieving complete literacy by 2030.

To drive this mission forward, the Cell for National Centre for Literacy (CNCL) organized a series of capacity-building initiatives across various States and Union Territories between 2023 to 2026. These programs were specifically designed to empower and strengthen State Resource Groups (SRGs), Key Resource Persons/stakeholders of states/UTs, ensuring robust support for the initiative nationwide.

The National Education Policy 2020 highlights, “Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors” [Para 15.1, NEP 2020]. NEP 2020, highlighted the responsibilities shouldered on teacher education institutions to shape and nurture the future teachers. The role of teacher education institutions is going to be huge in the implementation of ULLAS as they will guide, orient and support students to become a volunteer to begin with the teaching learning process with non-literate learners.

Hence, CNCL conducted orientation and capacity building programs for Teacher Educators from Teacher Education Institutions (TEIs), Higher Education Institutions (HEIs), DIETs, Key Resource Persons/Stakeholders of states/UT's and SCERT. The CNCL believes that to make this program successful and to truly reach the public, it is necessary that the program reaches and runs smoothly at – State, District, Block/Cluster all levels simultaneously.

By providing Teacher Educators/Key Resource Persons with the right training and resources, CNCL is ensuring that the ULLAS program will be successful and fruitful to the society. After the capacity building training, the participants will be better prepared to make a meaningful impact in their communities and will help to achieve the goal of complete literacy in the country.

The resource materials developed by the CNCL for the ULLAS program are designed with a learner-centric, activity-based approach that prioritizes simplicity and real-world relevance. By utilizing local languages and familiar scenarios, the content remains highly contextual to the daily lives of adult learners. These materials move beyond theory to support experiential and functional learning, fostering critical problem-solving skills. Furthermore, the flexible design allows volunteers to customize their teaching strategies to meet the specific needs and unique environmental contexts of non-literate learners. Therefore, wide variety of resources both print and non-print have been developed by CNCL to cater the varied needs of the non-literate learners. These include the four-volume ULLAS Primers, the ULLAS Concise Primer, *Margdarshika*, worksheets, assessment items, sample test papers, video programmes (*Saaksharta Ki Dagar Par*, *Parvarish*) audio programmes on critical life skills, animated films, stories and various promotional and awareness materials such as jingles, documentaries, flyers, monograms and informative booklets. CNCL also facilitates and coordinates with states/UTs to adapt/adopt resource materials in the state/UT's regional languages.

1.3 TARGET AUDIENCE: The capacity building program was organised for Teacher Education Institutions (TEIs), Higher Education Institutions (HEIs), DIETs and SCERT/SLMA faculty working for successful implementation of ULLAS program. The state resource group members were from various districts covering the complete states/UTs so that each district may have their trained experts and trainers.

1.4 PROGRAM DURATION: The capacity building program was planned for one/two days depending on the requirement and need of the state/UT.

1.5 OBJECTIVES OF THE WORKSHOPS:

- To create awareness and orient teacher education institutions/educators (TEIs) about ULLAS - *Nav Bharat Saaksharta Karyakram*.

- To guide and motivate teacher educators of various TEIs to register under ULLAS as mater trainer/Nodal officer.
- To address the importance of volunteer teachers in the ULLAS program for successful implementation of the program.
- To orient teacher educators of various TEIs to motivate teacher trainees of their institutions to register as volunteer teachers.
- To develop an understanding about different pedagogies of reading and writing to achieve the learning outcomes.
- To promote the various resource material on foundational literacy and numeracy along with critical life skills under ULLAS to accomplish the learning outcomes with non-literate learners.
- Role and responsibilities of nodal officers, teacher education institutions/educators in effective implementation of ULLAS i.e., orientation of trainees as a volunteer teacher, teaching learning process, development of teaching learning material (TLM) and its usage in Samajik Chetna Kendra, FLNAT, ULLAS App etc.

2. PROGRAM DESIGN AND METHODOLOGY

2.1 SESSIONS OF THE WORKSHOP

To meet the above objectives of the workshop following sessions were conducted in the capacity building program of states/UTs.

- i. ***ULLAS: Nav Bharat Saaksharta Karyakram***
 - Brief about the scheme
 - Focus areas
 - Implementation process
- ii. **Roles and Responsibilities of Teacher Education Institutions**
 - About the scheme
 - Status and types of TEIs
 - Role of TEIs under ULLAS
 - Integration of ULLAS in TEIs
 - Planning & coordination at institution level
- iii. **Roles and Responsibilities of Teacher Educators**
 - TEIs role under ULLAS
 - Collaboration & coordination
 - Roles & responsibilities of Teacher Educators
 - Roles & responsibilities of Nodal Officers
 - Roles & responsibilities of Volunteer Teachers
 - Resource Support

iv. **ULLAS App and its Usage**

- Brief about the App
- Use of ULLAS App from registration of learners to certification

v. **Assessment: Nature, Need and process**

- What is assessment
- Its relevance and purpose
- Types of assessment
- Assessment methods and techniques
- Assessment Items & Test Papers

vi. **Learning Teaching Resource Material: Nature, Need and Process**

- Define learning teaching resource materials
- Purpose of usage
- Development & usage of LTM
- Various types of resource material (Worksheets, audio-video prog., posters etc.)
- Process of utilization of resource material

vii. **Establishment and strengthening of Samajik Chetna Kendra**

- Define Samajik Chetna Kendra (SCK)
- Its importance and establishment under ULLAS
- Functions of SCK
- Community engagement

viii. **Pedagogy of Foundational Literacy & Numeracy**

- Reading and its Components
- Reading Comprehension & Strategies
- Types of writing & Process
- Define Foundational Numeracy
- Major aspects and components of early mathematics
- Daily life connections

2.2 MATERIALS AND RESOURCES: Power point presentations have been used for the sessions along with brochure on CNCL and its developed material under ULLAS, handouts on primers, audio programs, video programs and other resource materials. The CNCL website, DIKSHA portal and NCERT YouTube official channel have been used to showcase and demonstrate the audio-video programs & other resource materials developed for the ULLAS programme.

2.3 CONTENT OF THE SESSIONS

SESSION I

ULLAS: *Nav Bharat Saaksharta Karyakram*

The session began with an in-depth overview of the ULLAS – *Nav Bharat Saaksharta Karyakram*. The history and objectives of the program were explained. Earlier known as New India Literacy Program, this centrally sponsored scheme is now popularly known as ULLAS - *Nav Bharat Saaksharta Karyakram*. This centrally sponsored scheme, aligned with the National Education Policy (NEP) 2020,

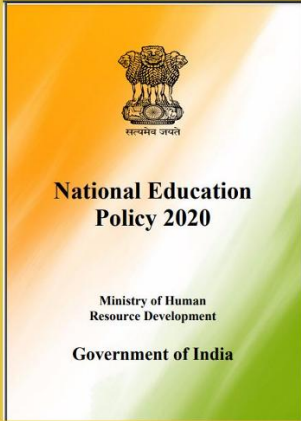
aims to bridge the literacy gap for individuals aged 15 and above who missed the opportunity for formal schooling. The expert emphasized that the initiative extends beyond traditional reading and writing, incorporating "Critical Life Skills" such as financial awareness, digital literacy, and legal rights to empower citizens in a modern society.

EDUCATION FOR ALL

National Education Policy 2020

SDG 4.6 (OVERALL TARGET)

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.





राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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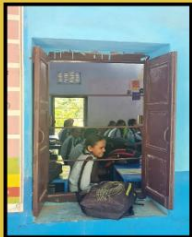


CELL FOR NATIONAL CENTRE FOR LITERACY
सबको शिक्षा सबको उल्लास

The objective of the ULLAS program of mainstreaming the target group into the society through literacy was explained. The learners who successfully undergo the program, will be able to contribute more holistically to the society as well as improve their personal and professional aspects through the five components of the ULLAS Program. The five components of the ULLAS program include Foundational Literacy and Numeracy, Critical Life Skills, Basic Education, Vocational Education and Continuing Education. It was explained how each component of ULLAS is designed to contribute to an all-round development of the neo-literates, provides a gateway to attain lifelong learning resonating with the acronym ULLAS - Understanding of Lifelong Learning for All in Society. The slogan, *Jan-Jan Saakshar* was also pronounced in the session to encourage the audience.

Strengthening Samajik Chetna Kendra for neo-literates under ULLAS

- ❖ Visit to various communities, schools, Institution, Panchayat Ghar in 7 states Meghalaya, Rajasthan, Jammu, Delhi, Telangana, Maharashtra, Andhra Pradesh
- ❖ Interaction with community members, Head of Schools, Students, Sarpanch, Parents, Teachers etc.



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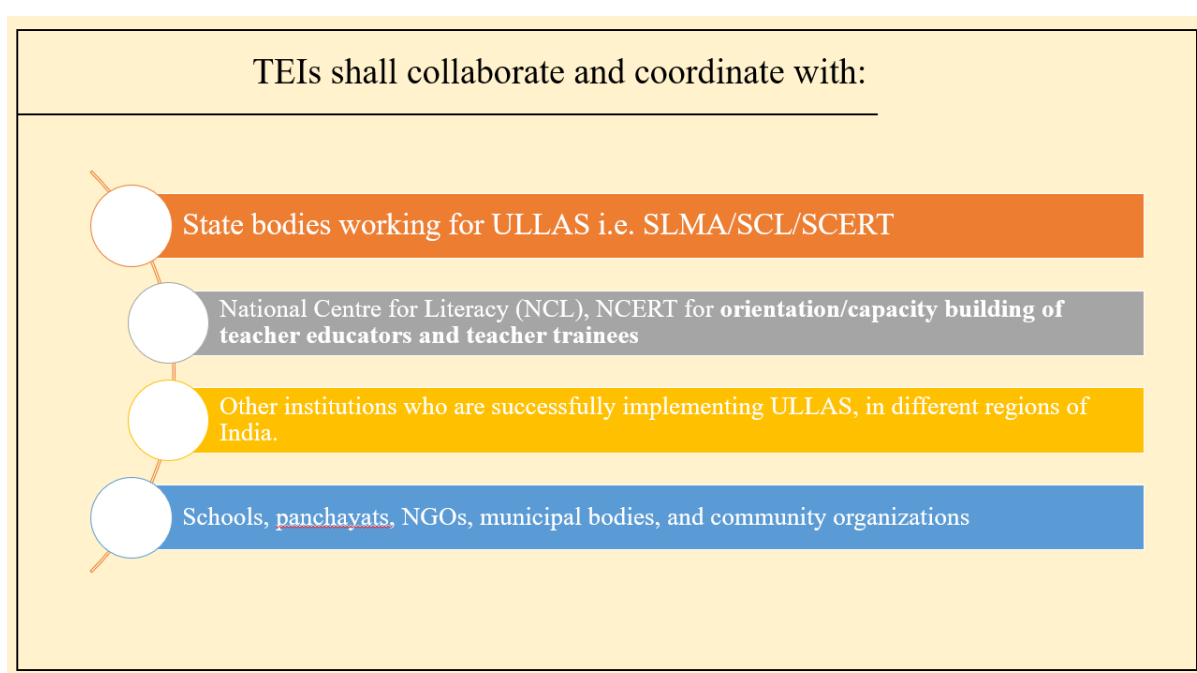
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SESSION II

Roles and Responsibilities of Teacher Education Institutions

In this session, the audience were given a detailed background of the ULLAS Program. The target group was also clarified which is persons above 15 years of age, coming from all backgrounds and who could not become fully literate due to any reason.

The discussion then moved to the current status and types of TEIs across the country, highlighting the vast network of District Institutes of Education and Training (DIETs), SCERTs, and other TEIs and HEIs colleges/universities. The expert mentioned that with thousands of these institutions nationwide, the number of student and teachers are impressive to act as the primary engines for the ULLAS programme. These institutions are viewed not merely as academic centres, but as essential community hubs responsible for social transformation.



Regarding the specific role of TEIs under ULLAS, the session outlined how these institutions may function as *Samajik Chetna Kendras* (SCK). Their primary responsibility involves the mobilization of volunteers; teacher trainees are encouraged to register on the ULLAS Mobile App as Volunteer teachers and begin with the teaching of non-literate individuals in their localities/SCK.

To ensure sustainability, the expert detailed the integration of ULLAS into the TEIs academic framework. A significant highlight was the provision for teacher trainees to participate in the national initiative and, effectively merge social service with the sense of *Kartvya Bodh*.

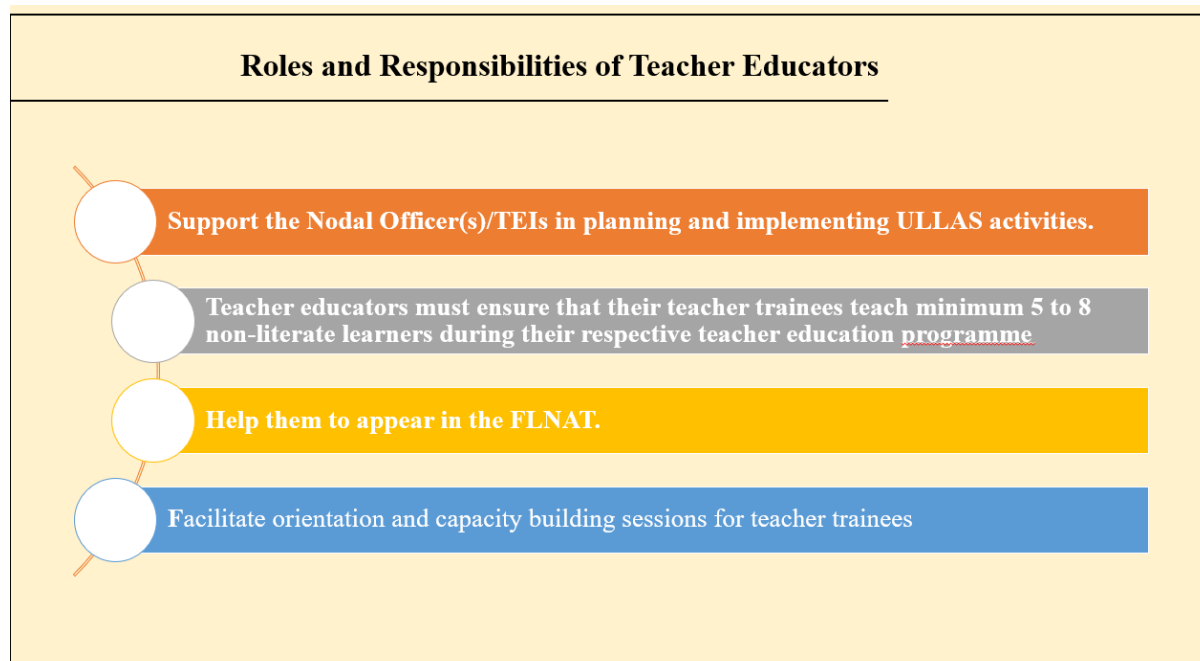
The session concluded with a strategic guide for planning and coordination at the institutional level. The expert advised TEIs to dedicate teacher educator/s to oversee the program, mobilize the teacher trainees, conduct community surveys to identify learners if required, and organize orientation workshops for volunteer teachers. By maintaining close coordination with local administration for the biannual Foundational Literacy and Numeracy Assessment Tests (FLNAT), TEIs play a decisive role in certifying learners and helping the nation move closer to the goal of complete literacy.

SESSION III

Roles and Responsibilities of Teacher Educators

The session focused on the operational framework required to turn the ULLAS vision into a reality through the existing teacher education ecosystem. It established that Teacher Education Institutions (TEIs) act as the primary nodal hubs, responsible for transforming their campuses into *Samajik Chetna Kendras* (SCK). By leveraging their physical and intellectual infrastructure, TEIs are tasked with creating a bridge between formal academia and the non-literate population, ensuring that the mission of ULLAS is integrated into the very fabric of teacher training.

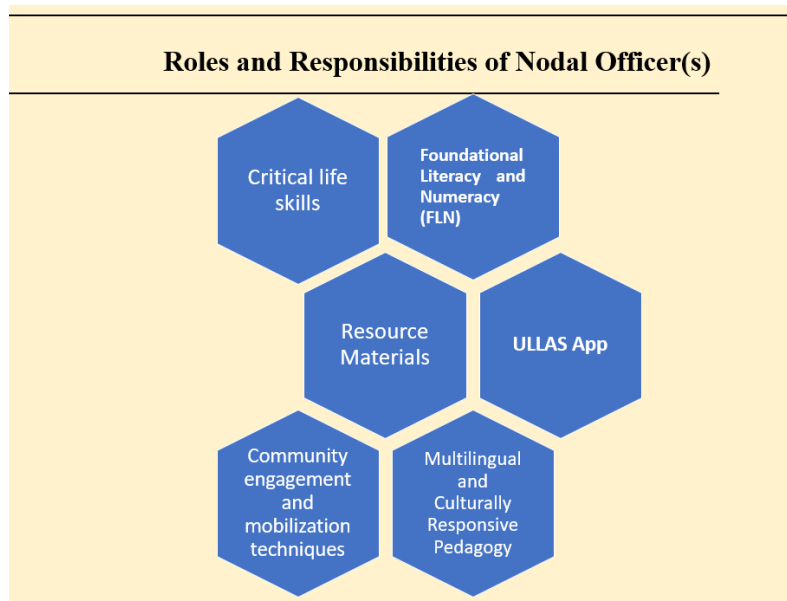
A significant portion of the session was dedicated to the necessity of collaboration and coordination across various levels of governance. The expert highlighted that success depends on a seamless synergy between TEIs, State Literacy Mission Authorities (SLMAs), and local district administrations.



The specific roles and responsibilities of Teacher Educators as Nodal Officers were defined as the leadership core of the initiative. Teacher Educators are expected to serve as academic mentors, guiding teacher trainees in pedagogy for non-literates and the use of specialized teaching-learning materials. Meanwhile, Nodal Officers within each institution may act as the vital link for data management and reporting as teacher trainees will submit their comprehensive reports and presentations to them. The teacher educators are responsible for overseeing the registration process on the ULLAS App, monitoring the progress of literacy circles, and ensuring that the institution meets its literacy targets within the stipulated timelines.

The session also underscored the frontline role of Volunteer Teachers (VTs) and the critical nature of resource support. Volunteer Teachers are the primary implementers who interact directly with learners; their responsibility lies in fostering a supportive learning environment and delivering the content on foundational literacy and numeracy (FLN) under ULLAS with empathy and patience. To support these volunteers, the expert emphasized that TEIs must provide robust resource assistance, including the

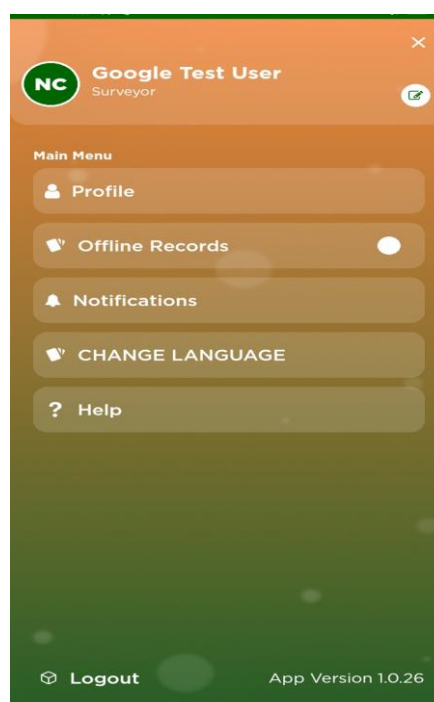
development of localized primers, digital modules, and teaching kits that make learning relevant to the daily lives of non-literate learners.



SESSION IV

ULLAS App and its usage

In this session, the audience were told about the ULLAS App and its uses. Explaining that through this app the volunteer teachers and learners are registered, tagged and matched as per the availability in a specific geographical location. The registration is undertaken by surveyors, who identify the learners and volunteer teachers. Additionally, volunteer teachers and learners can also register themselves through the app.



Once registered, learners will be tagged with volunteer teachers in their vicinity who will support them throughout the teaching-learning process. The features of the app were explained through demonstration, in which access to Teaching Learning Material was also shown to the audience. Through this app, the learners and volunteer teachers will also be able to download certificates directly as well.

SESSION V

Assessment: Nature, Need and process

In this session, a detailed discussion on nature and need of observation and assessment has happened. The session began with discussion on teaching-learning process, role of assessment in teaching learning process and assessment process from planning to execution. Detailed discussion on test item and its preparation, and type of test items and various examples to explain variety of items and ways of assessment held during the session.

**ROLE OF ASSESSMENT IN THE
TEACHING –LEARNING
PROCESS FOR VOLUNTEER
TEACHER**

- ❖ Why or for what purpose should I teach a particular subject?
- ❖ What do I have to teach in that subject?
- ❖ How best can I teach a learner learn, the subject?
- ❖ How best have I taught it, or how best have the learner learnt?
- ❖ In what way can I improve my instruction or learner learning?



It was discussed that observation should be done on a systematic manner and it can be structured, unstructured and semi structured according to the situation. Continuous and comprehensive evaluation was also explained with suitable examples.

All the activities, material and examples used in the session were referred to explain the assessment of children, continuous and comprehensive evaluation and to explain the achievement of Learning outcomes.

SESSION VI

Learning Teaching Resource Material: Nature, Need and Process

This session began by explaining the learning teaching resource material and a brief given about the developed resource material by Cell for National Centre for Literacy (CNCL). Varies from primers four

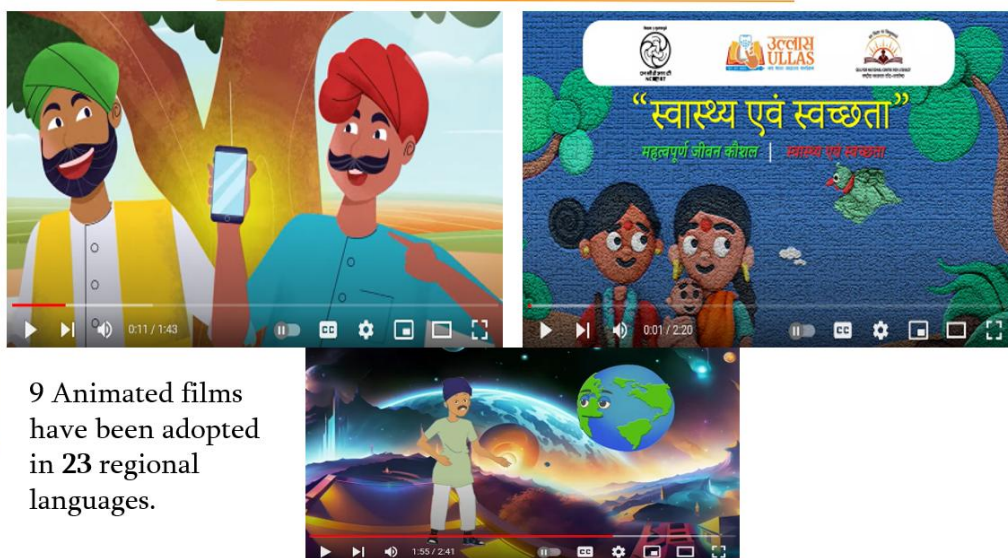
volume, concise primer, *margdarshika*, worksheets, assessment item, test paper, audio programs and video programs. Promotional material like documentaries on ULLAS, infographics, jingle and promotional song have been explored by the participants through website exploration.

Primer



The usage of resource materials developed for learners have been discussed to explore more ways. Then the discussion held on explaining print rich environment. A print-rich learning environment is one that is filled with a variety of written materials, serving as a constant source of exposure and interaction with print for learners. It has been discussed that by intentionally incorporating diverse texts and literacy-focused displays, a volunteer teacher can create an engaging space that nurtures learner's emerging reading and writing skills. The session included importance of print-rich environment, knowledge of environmental print that includes labels and signs, classroom schedules, students work display, functional texts, and literacy-focused displays.

Animated Video Programs



9 Animated films have been adopted in 23 regional languages.

There was discussion on creating a comprehensive and learner-oriented print rich environment. The session also had conversation regarding incorporating environmental print and engaging activities to connect with print in a learning space. Later the reading and writing connections have also been defined and discussed by taking responses from the participants. The conclusion was made by focusing on developing love towards language and literacy.

SESSION VII

Establishment and Strengthening of Samajik Chetna Kendra

The session provided a comprehensive roadmap for transforming local schools/colleges/universities and community centres into vibrant hubs of community empowerment as a Samajik Chetna Kendra (SCK). An SCK is defined as a dedicated Centre that serves as the physical and metaphorical heart of the ULLAS initiative. It is not merely a classroom but a space designed to facilitate lifelong learning, where non-literate learners, will gather to share and acquire knowledge and access resources that extend far beyond basic literacy with the help of volunteers and community members.

Functions of SCKs

- **Provide a welcoming learning space equipped with basic amenities (clean water, lighting, toilets, seating).**
- **Offer educational resources such as primers, reading materials, flashcards, and digital tools.**
- **Host volunteer-led teaching sessions, using interactive and flexible methods suited to adult learners.**
- **Organize community events like literacy melas, cultural gatherings, exhibitions, and skill-building workshops to foster social cohesion.**
- **Promote digital and financial literacy, health awareness, and vocational skills in line with learners' needs.**

By: CNCL, NCERT



The importance and establishment of SCKs under ULLAS were highlighted as critical steps toward building a 'Saakshar Bharat' by make 'Jan-Jan Saakshar'. The expert explained that these centres may be established within existing government schools/colleges/universities or community buildings to ensure they are accessible and familiar to the local population. By designating these spaces as SCKs, the program provides a structured environment where the ULLAS programme may be implemented.

The expert noted that a well-functioning SCK must be equipped with teaching-learning materials (TLM), posters, and basic infrastructure that make the environment welcoming for adult learners who might otherwise feel hesitant to return to a formal educational setting.

The session concluded with a focus on community engagement, emphasizing that the success of an SCK depends entirely on local ownership. By involving local leaders, self-help groups, and youth clubs, the SCK becomes a self-sustaining ecosystem where the community takes responsibility for identifying non-literates and encouraging them to complete their journey toward empowerment through the ULLAS program.

SESSION VIII

Pedagogy of Foundational Literacy & Numeracy

During this session, we explored the reading process and identified effective instructional strategies for developing these essential skills. The discussion began by addressing whether reading is simply the act of decoding. The pedagogy emphasizes that reading is not merely an act of recognition but a process of comprehension achieved through active strategies such as predicting and visualizing. It is emphasized that reading is a meaning making activity. Similarly, the writing process is viewed as an evolving spectrum where learners move from initial scribbling to structured expression by planning and drafting their thoughts. A lot of efforts and appreciation within the process will help non-literate learners to learn both. By focusing on these integrated pillars, the framework ensures that literacy becomes a functional tool for deriving and creating meaning.



READING

Reading is a skill where a reader reads the written text and comprehends its meaning. Reading is not merely decoding the word or the written text, it is a meaning making activity. Reading is a skill which involves:

- *a combination of many skills and cognitive abilities.*
- *association of written or printed words with meaning/comprehension.*

FOUNDATIONAL LITERACY

For foundational numeracy, the session defined it as the ability to reason and apply numerical concepts to solve real-world problems. Moving beyond rote counting, the major aspects of early mathematics include developing a robust "number sense," understanding quantities, and mastering pre-number concepts like sorting and classification. It also encompasses spatial awareness and pattern recognition, which are essential for logical thinking. This mathematical foundation is most effectively built when it is linked to daily life connections—such as measuring ingredients, identifying shapes in nature, or counting household objects—ensuring that these skills are grounded in the learner's lived experience and immediate environment.

Integrating daily life connections with literacy and numeracy was highlighted in the session. Pedagogy is most effective when it is situated within the learner's known environment. Literacy is reinforced when learners engage with signs, labels, or shared stories, while numeracy becomes tangible through activities like measuring ingredients, counting objects, or identifying shapes in nature. This approach ensures that literacy and numeracy are not seen as abstract subjects, but as essential tools for navigating and understanding the world around them.

वास्तविक जीवन का गणित

- डा अभय बंग ने गणित को किताबी प्रश्नों का हल करके नहीं सीखा बल्कि वास्तव में एक गौशाला का निर्माण करके सीखा।




एक गाय रोजाना कितना पानी पीती है यह मुझे पता लगाना था। गौशाला की सभी गायों को प्रतिदिन कितना पीने का पानी चाहिए होगा? उसके बाद मुझे इतनी बड़ी पानी की टंकी का निर्माण करना था जिससे गौशाला की सभी गायों की प्यास बुझ सके।

3. CONCLUSION

The capacity-building programs conducted by the Cell for National Centre for Literacy (CNCL) represent a pivotal step toward transforming the vision of the National Education Policy (NEP) 2020 into a grassroots reality. By transitioning from 'Adult Education' to 'Education for All,' the initiative has successfully broadened its scope, recognizing that literacy is a lifelong journey of empowerment rather than a static remedial task. These workshops have effectively bridged the gap between policy and practice, equipping State Resource Groups, Teacher Educators, and Nodal Officers with the pedagogical tools and digital resources—such as the ULLAS App—necessary to drive this national mission forward.

The CNCL has also provided its support in taking sessions (about the ULLAS programme and its components) to the capacity building programmes organised by states/UTs. The sessions were planned to orient and build capacity of teacher trainees, SLMA/SCERT faculties, teacher educators and officials working for the implementation of the programme. These programmes were organised by Delhi SCERT Uttarakhand and Gurugram University, Haryana.

A significant takeaway from these sessions is the shift toward a learner-centric, functional approach. Whether through the establishment of *Samajik Chetna Kendras* as community hubs or the focus on "meaning-making" in literacy and "number sense" in numeracy, the program ensures that learning is deeply rooted in the daily lives of non-literate learners. The involvement of teacher trainees as volunteer teachers, particularly from Teacher Education & Higher Education Institutions, embodies the spirit of '*Kartavya-Bodh*,' fostering a sense of civic duty that transcends traditional classroom boundaries.

Ultimately, the success of the ULLAS – *Nav Bharat Saaksharta Karyakram* hinges on this integrated ecosystem of collaboration, resource support, and community engagement. As these trained educators return to their respective States and Union Territories, they carry with them the framework to nurture a new generation of teacher trainees and further the non-literate learners. By aligning foundational skills with critical life skills and vocational development, the CNCL is not only working toward the target of complete literacy by 2030 but is also building a more informed, resilient, and ‘*Saakshar Bharat*.’

4. WAY FORWARD

To sustain the momentum generated by the capacity-building programs and ensure the successful implementation of the ULLAS – *Nav Bharat Saaksharta Karyakram* for the upcoming phases, the following strategic actions are proposed:

- a) **Strengthening Institutional Ecosystems:** Teacher Education Institutions (TEIs) and Higher Education Institutions (HEIs) must move beyond orientation toward active execution. This includes the designation of Nodal Officers and the integration of ULLAS activities into the academic calendar, ensuring that student volunteerism is recognized as a core component of their professional development and "*Kartavya-Bodh*."
- b) **Expansion of Volunteer Mobilization:** A dedicated drive is required to register and train university and college students as Volunteer Teachers (VTs) via the ULLAS App. This "*Jan-Jan Saakshar*" movement may be incentivized through certifications and community service credits, creating a robust frontline force to reach non-literate learners in every block and cluster.
- c) **Operationalizing Samajik Chetna Kendras (SCKs):** The transition of local schools and community centres into vibrant SCKs may be fast-tracked. These centres must be equipped with the print-rich environments discussed during the sessions, utilizing the four-volume ULLAS Primers and localized Teaching Learning Materials (TLM) to create welcoming spaces for non-literate learners.
- d) **Localization of Resource Materials:** While the CNCL provides a comprehensive suite of national resources, States and UTs are encouraged to continue the adaptation and translation of these materials into regional languages. Incorporating regional languages, folk stories, and familiar cultural contexts will make the "meaning-making" process more effective for diverse learner groups.
- e) **Community Ownership and Advocacy:** To achieve complete literacy by 2030, the program must be seen as a collective social responsibility. Engaging local leaders, Panchayati Raj Institutions, and Self-Help Groups (SHGs) will ensure that the identification and engagement of non-literate learners becomes a community-led initiative, ensuring long-term sustainability and social transformation.

5. APPENDICES

5.1 PROGRAM SCHEDULE

DAY 1

Time Slot	Sessions	Resource Persons
10:00 AM–10:30 AM	Registration	CNCL, NCERT
10:30 AM–11:30 AM	Inaugural Session	
Tea Break		
12:05 AM–1:00 PM	ULLAS - Nav Bharat Saaksharta Karykram	In charge, CNCL, NCERT
Lunch		
02:00 PM–02:45 PM	Roles and responsibilities of all kinds of Teacher Education Institutions, i.e., Department of Education, IASE, SCERT, DIETs, stand-alone TEIs	Expert from TEIs
2:45 PM -3:30 PM	Roles and responsibilities of all kinds of Teacher Educators of all kinds of TEIs for the implementation of ULLAS	Expert from TEIs
Tea Break		
4.00 PM – 5.00 PM	ULLAS App	AEB, MoE
DAY 2		
Time Slot	Sessions	Resource Persons
10:00 AM–10:30 AM	Recapitulation	CNCL, NCERT
10:30 AM–11:15 AM	Roles and responsibilities of teacher trainees of all kinds of TEIs for ULLAS	Expert from TEIs
Tea Break		
11:40 AM–12:25 PM	Pedagogy of Foundational Literacy	CNCL, NCERT
12:25 PM –1:10 PM	Pedagogy of Foundational Numeracy	CNCL, NCERT
Lunch		
02:10 PM–03:00 PM	Resource material (Print and Non-Print) in different national languages and their use for FLN and others	CNCL, NCERT
03:00 PM- 3:45 PM	FLNAT	CNCL, NCERT
Tea Break		
4:10 PM – 4:30 PM	Open Session Valedictory	
4:30 PM – 5:00 PM	Valedictory	

List of Participants: A list of those who participated in the program.

Sl. No.	Date of Programme	Name of Programme	Venue	University of College Collaboration	Participating State's	RP's No.
1.	18-20 Nov, 2025	National Level Orientation Programme for Teacher Education Institutions (TEIs) for the implementation of ULLAS - Nav Bharat Saaksharta Karyakram	RIE, Bhubaneswar	1. RIE Bhubaneswar 2. NCTE	1. Odisha 2. Uttar Pradesh 3. Jammu 4. Nagaland 5. Haryana 6. Uttarakhand 7. New Delhi 8. Himachal Pradesh 9. West Bengal 10. Maharashtra 11. Karnataka 12. Madhya Pradesh 13. Jharkhand 14. Tamilnadu 15. Kerala 16. Assam 17. Chandigarh 18. Gujarat	99
2.	23 Dec, 2025	One Day Orientation Programme for Teacher Education Institutions (TEIs) for the implementation of ULLAS - Nav Bharat Saaksharta Karyakram	Department of Education (CIE), 33, Chhatra Marg, University of Delhi, Delhi-110007	1. NCTE 2. CIE, DU	1. Himachal Pradesh, 2. Rajasthan 3. Haryana 4. New Delhi	80
3.	06 Jan, 2026	One Day Orientation Programme for Teacher Education Institutions (TEIs) for the implementation of ULLAS - Nav Bharat Saaksharta Karyakram	SCERT, Dehradun	1. SCERT Dehradun 2. NCTE 3. SCL	1. Punjab 2. Uttarakhand	112
4.	8-9 Jan, 2026	Orientation Programme for Teacher Educators and Teacher Trainees of RIE Ajmer under ULLAS - Nav Bharat Saaksharta Karyakram	RIE Ajmer,	1. RIE, Ajmer, Rajasthan	1. Rajasthan	146
5.	20 Jan, 2026	Orientation Programme for Teacher Education Institutions (TEIs) for the implementation	Guwahati University, Assam	1. NCTE 2. Guwahati University	1. Assam	124

		of ULLAS - Nav Bharat Saaksharta Karyakram		3. SCERT, Assam		
6.	24 Jan, 2026	One Day Orientation Programme for Teacher Education Institutions (TEIs) for the Implementation of ULLAS - Nav Bharat Saaksharta Karyakram	MGIU, Wardha, Maharashtra	1. NCTE 2. MGIU 3. School Education Department Govt. of Maharashtra	1. Maharashtra	140
7.	30 Jan, 2026	One Day Orientation Programme for Teacher Education Institutions (TEIs) for the implementation of ULLAS - Nav Bharat Saaksharta Karyakram	RIE— Bhubaneswar , Odisha	1. NCTE 2. RIE- Bhubaneswar	1. Odisha 2. New Delhi	77
8.	22-25 Sep, 2025	Workshop for HOS and NILP nodal in-charges under ULLAS- in 4 districts of NCT of Delhi (North/North-East/ North West/West) had been conducted.	Conducted by Delhi SCERT	Delhi SCERT	-	-
9.	19-21 Jan, 2026	Capacity building programme for Head of the Schools of Delhi and nodal officers of NIILP	CMSHRI school, Raj Niwas Marg, Delhi -54	Conducted by DoE, Delhi	-	-
10.	20 Mar, 2026	To align MA Education IV Semester students with the objectives of the ULLAS programmes as Volunteer Teachers , enabling them to contribute to adult literacy while gaining meaningful field-based experience.	Gurugram University (Sector 87 Campus), Gurugram, Haryana.	Conducted by Gurugram University Sector 87	-	-

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Activity-3 (Capacity building programs for Teacher Education Institutions of NCTE, SCERTs and DIETs, under ULLAS-Nav Bharat Saaksharta Karyakram, Capacity Building of State functionaries on demand)

Venue & Date: RIE, Bhubaneswar & 18-20 November, 2025

Sl. No.	Name of participants	Designation & Official address	Mobile No.	Male/ Female
1.	Dr. Sonal Sharma	Assistant Professor, Central University of Gujarat	9368736984	F
2.	Dr. Anamika Singh	Principal, DIET, Guman Hera	9810372018	F
3.	Dr. Anjul Sharma	Principal, DIET, Daryaganj	7982667856	F
4.	Dr. Dhananjay Deshmukh	Assistant Professor, IITE Gandhinagar	9595983745	m
5.	Dr. Deepak Kumar Pradhan	Assistant Professor	7978177306	M
6.	Prof. Jagendra Amin	Professor & Dean, CUG	8401999439	M
7.	Prof. Rakesh Rai	Professor & Head	9868319999	M
8.	Patanjali Mishra	Associate Professor	8005381938	M
9.	Rakesh Kumar Sharma	Professor	9457311861	M
10.	Dr. Chaman Lal	Associate Professor	8894552177	M
11.	Dr. Amit Ahuja	Associate Professor	9990493442	M
12.	Prof. RP Pathak	Professor, Head & Dean	9868905510	M
13.	Dr. Prasoon Kumar	Lecturer, DIET Prayagraj, SCERT, UP	7905207571	M
14.	Sh. Rajeev Rattan	Professor, Dept. of Education, University of Jammu	9419141925	M
15.	Dr. M. Rajendra	Associate Professor, Nagaland University	9440858111	M
16.	Sh. Sanjay Subhas Kumar	Retd. DDE	9868148696	M
17.	Prof. Sarika Sharma	Professor, JMI	8222088814	F
18.	Prof. Nand Kishor	Professor, Department of Teacher Education, Central university of Haryana	9779031210	M
19.	Dr. Seema Dhawan	Professor, HNB University	9411110597	F
20.	Prof. Bharti Sharma	Professor & Director, CJNS, JMI	9871954985	F
21.	Sh. Laltanpuia	Senior Consultant	9436100258	M
22.	Dr. Harendra Singh Adhikari	Programme Coordinator ULLAS	8077131295	M

23.	Sh. Vijendra Singh Chandra	Nodal Officer, ULLAS, H.P.	9418071830	M
24.	Ms. Niketa Chauhan	State Resource Person, ULLAS	9418402540	F
25.	Sh. Mridul Chakraborty	OSD	9436455648	M
26.	Dr. M.N. Katti	Assistant Director & ULLAS	9844916113	M
27.	Sh. M. Srinivas	APO	9059631603	M
28.	Sh. T. Ramesh Reddy	Project Officer	9959488672	M
29.	Dr. Majaffar Ansary	Assistant Professor, Dept. of Education, Kazi Nazrat University	9007194932	M
30.	Dr. Pathloth Omkar	Assistant Professor, Dept of Education, Mahatma Gandhi Central University	9951513232	M
31.	Dr. Buchireddy Poreddy	Assistant Professor, Dept. of Education, Central University of Karnatak	9963115664	
32.	Dr. Ruchi Dubey	Assistant Professor, Dept. of Education, Central University of Karnatak	9415237694 9555670878	F
33.	Dr. Indrajeet Dutta	Associate Professor, Traing-CTE, Bhopal Maulana Azad N.	8827296526	M
34.	Dr. Shankar Singh	Assistant Professor, Department of Education HNB Gorhwal University Briangar G.	9627303537	M
35.	Dr. Anit Kaur	Researcher, Education HNB Gorhwal University Briangar G.	9756250398	F
36.	Prof. Ajan Kumansyu	Researcher, Education HNB Gorhwal University Briangar G.	9435618685	F
37.	Prof. Vimal Kishor	Dept. of Edu. Central University of Jharkhand Ranchi -835222	9418065388	M
38.	Dr. Biju.K	Assistant Professor, Dept. of Edu. Central University of Tamilnadu, Thiruvamir	8943327651	M
39.	Amrithi G.Kumar	Professor, Central University of Kerla	9488083095	M
40.	Dr. Himanshu Goswami	Senior Lecturer, DIET, Darrang Dalgaon Member SCL, Assam	9577150494	M
41.	Prof. Brinda Bazelly	Professor	9436110789	F
42.	Prof. Divya Sharma	Professor	9426726046	F
43.	Dr. Anjali Shokeen	Associate Professor	9868016343	F
44.	Dr. Bhabagrahi Pradhan	Associate Professor	9982106048	M
45.	Dr. Somu Singh	Assistant Professor, Faculty of Education, BHU, Varanasi	9450287982	M
46.	Dr. Bhaskar Chaudhary	Assistant Professor	8449892549	M
47.	Dr. Chhya Soni	Assistant Professor, Faculty of Education, BHU, Varanasi	9140590698	F

48.	Dr. Navindra Bai	Assistant Professor, RIE Mysore	9013974705	M
49.	Dr. Chaitali Mathew	Lecturer	7999932489	F
50.	Prof. Susmita Lakhyani	Prof. Deptt. of Edu. Delhi University	9810808474	F
51.	Lpwraura IP	Professor, RIE Mysore	9845116410	F
52.	Jyoti Sharma	Professor, University of Delhi	9643838424	F
53.	Prof. Jignesh B. Patel	Director & Head, Children's Research University Gandhinagar, Gujarat	9429429550	M
54.	Kalyani Akalamkam	Professor, Dept. of El Edu. LSR College For Women	9312364574	F
55.	Prof. Praveen Kumar	Professor, Tiwari, Dept. of Education (CIE) University of Delhi	9758255500	M
56.	Samar Jeet Yadav	Assistant Professor, Dept. of Edu., MG, AHV, Wardha	7350541852	M
57.	Rishabh Kumar Mishra	Assistant Professor, Dr. Bhimrao Ambedkar University of Mumbai	7057392903	M
58.	Sunita Magre	Professor, Dept. of Edu. University of Mumbai	9822509727	F
59.	Sanjay Kumar	TGT (Science), GMHS-YIA, Chandigarh	9316352104	M
60.	Prof. U.P Tosheff	Professor,	9447689272	M
61.	Prof. Sujeet Kumar	Professor	9407969464	M
62.	Jayashree D.	Deputy Director	9090877572	F
63.	Ravindra Tripathy	Finance Cashier	7205415825	M
64.	Prof. Usha Sharma	In-charge, CNCL	9811543040	F
65.	Prof. R.K Mohali	DE	9938103555	M
66.	Yachana Gupta	Senior Consultant	-	F
67.	Dr. Vibha Kaushik	Senior Consultant	7597913502	F
68.	Dr. Kanak Sharma	Assistant Professor	9582565485	f
69.	Anoop Kumar	Accountant, CNCL, NCERT	8285764278	M
70.	Susmita Priyadarshini	PHD Scholar, RIE, BBSR	8457849882	F
71.	Pratiksha Parismita	PHD Scholar, RIE, BBSR	9348114644	F
72.	Rupali Das	PHD Scholar, RIE, BBSR	9668098085	F
73.	Binodini Kar	PHD Scholar, RIE, BBSR	9078533756	F
74.	Prahlad Maity	PHD Scholar, RIE, BBSR	6295703783	M
75.	Prafull Kumar Pradhan	PHD Scholar, RIE, BBSR	7381133661	M
76.	Raj Kumar	SPA, CNCL, NCERT	8920350827	M
77.	Dr. Mamta Aswal	Assistant Professor, SSJU, Almon	9012048550	F
78.	Dr. Biswajani Sahu	Assistant Professor, Dr. PM (ASE, S)	9837412449	F
79.	Sonia Sthapalk	Associate Professor	7000313299	F
80.	Dr. Syed Abdul M.	Ex. Director Distance Education SCERT, Palna	9473343786	M
81.	Sunita Devi	PT Teacher	8360597439	F
82.	Sharad Sharma	Assistant Professor, SCERT, Delhi	8630712802	M

83.	Krishnakumar B. Patil	Director of Education M.S	7738371482	M
84.	Dr. Snehaprava Mohaptri	Assistant Director, SCERT, Odisha	9438612325	F
85.	Rahul Jain	Assistant, CNCL, NCERT	8527221612	M
86.	Dr. Marknadey Dutta	Assistant Professor	8178858105	M
87.	Dr. Vishwas	Assistant Professor	9634397095	M
88.	Dr. Akshay Kumar Beherz	Assistant Professor	9178417846	M
89.	Manoj Kumar Neerala	Nodal Officer	7004698482	M
90.	Dr. Dipanshu Sharma	Assistant Professor	7307458490	M
91.	Ms. Jyoti Tiwari	Consultant, CNCL, NCERT	9910232020	F
92.	Abhijeet Seth	Camera Man	7008214449	M
93.	Priyaranjan Behra	Production Assistant	8891001049	M
94.	Chitaranjan Das	Net. Eng.	8895407222	M
95.	Moti Lal	APM, CNCL, NCERT	9953476721	M
96.	Basudev Ram	ICT Studio	9869733143	M
97.	SK. Mohapatra	ICT Studio	9831249321	M
98.	Ruchi Mishra	-	8127818222	F
99.	Siddhant Singh	Consultant, CNCL, NCERT	6391159405	M

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Activity-3 (Capacity building programs for Teacher Education Institutions of NCTE, SCERTs and DIETs, under ULLAS-Nav Bharat Saaksharta Karyakram, Capacity Building of State functionaries on demand)

Venue & Date: CIE, 33 Chhatra Marg, DU, Delhi & 23 December, 2025

Sl. No.	Name of participants	Designation & Official address	Mobile No.	Male/ Female
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2.	Dr. Geetika Dutta	Principal & Dean (Academies)	Bhartiya Vidya Bhawan, KG Marg, New Delhi	9350836115
3.	Dr. Aajali Shokeen	Associate Professor	USE, GGSIP University, Dwarka Sec-16, Delhi	9868016343
4.	Dr. Laxmi Pandey	Assistant Professor	DIET, Karkardooma, scert Delhi	9899559152
5.	Dr. Uyayshri Bhat	Professor & Principal	St. Licorice College of Higher Education	9910864530
6.	Kaushal Kishore	Professor	Dept. of Educational Studies Jamia Milla Islamia, New Delhi	6364650065
7.	Rishabh Kumar Mishra	Assistant Professor	Ambedkar University Delhi	7057392903
8.	Manisha Dabas Wadhwa	Professor	Aditi Maha Vidhyalaya University of Delhi	9818766667
9.	Dr. Suraj Kumar	Assistant Professor	University school of Education, GGSIPU	9896948565
10.	Dr. Amit Gupta	Director, MMTTC, NIEPA	NIEPA, New Delhi	9354668004
11.	Krishna Kumar	Asst. Prof.	Scert Delhi	9716991188
12.	Prof. S.K. Mishra	Principal	Delhi Teacher Trawling College 340- Dinpur, Najafgarh, New Delhi-110043	9818974825
13.	Sarika Sharma	Professor	Jamia Millia Islamia, New Delhi	8222088814
14.	Fauzia Khan	Professor	Dept. TTNFE, IASE, F/O Edu. JMI	9810954791
15.	Dr. Prasenjit Roy	Assistant Prof.	Lady Irwin College, University of Delhi, Siknadra Road, New Delhi -110001	8759565725
16.	Dr. Neeraj Priya	Principal	Guru Ram Das College of Education West Jyoti Nagar (Kardama Marg), Shahdara, Delhi-94	9868426545
17.	Dr. G.M. Yasdani	Asst. Professor	DIET, R.K. Puram, SCERT	9911003056
18.	Dr. Sandip Kumar	Assistant Prof.	DIET, Daryaganj, New Delhi	9716712604
19.	Dr. Nidhi Kunwar	Associate Professor	Mata Sundri College University of Delhi	9871320647

20.	Savita Kumari	TGT	Room No.2, Department of Education Directorate of Education, Delhi	9211622805
21.	Dr. Savitri	Associate Prof.	Dept. Of TT & NEE (IASL) Faculty of Education JMI	9818943606
22.	Jasim Ahmad	Professor	IASE, Jamia Milla Islamia, New Delhi	9213760821
23.	Prof. Ajit Kumar Bonet	Professor	CIE	9873788588
24.	Dr. Amit Ahuja	Associate Professor	University school of Education, GGSIP University, Delhi	9990493442
25.	Dr. Sangeeta Choudhary	Assist. Professor	DIET, Moti Bagh, New Delhi	9811541665
26.	Dr. Sunil Kumar	Assistant Professor	DIET, Bhola Nath Nagar, Delhi-110032	9540995251
27.	Dr. Anviti Rawat	Associate Professor	Guru Govind Singh Indraprastha University, Delhi Dwarka	8750655311
28.	Dr. Jai Bhagwan	Principal	Sant Hari Dass College of Higher Education, Bani camp, Najafgarh	9810672329
29.	Prof. Tripti Bani	Professor	Department of Elementary Education Lady Shri Ram College of for women Lajpat Nagar, University of Delhi	8585904745
30.	Seema Sharma	Director	Kasturi Ram College of Higher Education	9811111334
31.	Shiv Kumar	Head Teacher	G.P.S Chhaprah, Block Baggana distt- Una (HP)	7018324483
32.	Rajinder Kumar	JBT	GPS Kaloor (DIET Hamirpur)	7018152106
33.	Prem Jeet	Lecturer	DIET at Tandi Dist-lahaul Spitti Himachal Pradesh	9015104434
34.	Rekha Thakur	Lecturer	DIET Shimla at shamla ghat Distt-Shimla (HP)	9805069564
35.	Rajan Kumari	Lecturer	DIET SOLAN (HP)	8580619588
36.	Parveen Kumar	Lecturer	DIET Kangra at Dharamshala	9418824450
37.	Gawang Singhey	Lecturer	DIET Reckong po Kinnaur HP	7018571118
38.	Dr. Ram Gopal Sharma	Sr. lecturer	Scert himachal Pradesh at solan	7018937762
39.	Ravi Kumar	TGT	SCERT SOLAN HP	9816071981
40.	Asha devi	Lecturer	DIET Mandi	9418768826
41.	Chhavi Champelia	Lecturer	DIET Sarao Chamba Himachal Pradesh	9805749523
42.	Pushpa Sahni Vaid	Lecturer	DIET KULLU at Jarad Distt-Kullu HP -175125	9418183094
43.	Lekhraj	Teacher Educator	DIET Sirmaur at Nelan	8580898810
44.	Vikram Singh Cham Pawat	Lecturer	DIET JODHPUR	7357777589

45.	Dr. Kanak Sharma	Assistant Professor	Department of Education, Central University of Rajasthan, Ajmer	9582565485
46.	Bhawani Shankar Ahir	Senior Lecturer	DIET – KOTA, (Rajasthan)	9829359290
47.	Tara Chandra Jangid	Senior Lecturer	DIET, Masuda (Ajmer)	9460318129
48.	Lokesh Singh Gurjar	Lecturer	DIET _ Baswa, Dausa, Rajasthan	9667338100
49.	Sanju Chaudhary	Lecturer (Vice Principal School Education)	DIET- Goner, Jaipur	9664061290
50.	Reena Devi	Lecturer	DIET, Alwar, Rajasthan	7015049037
51.	Nirmala	Lecturer	DIET – Bikaner	8005792174
52.	Dr. Ashok Kumar Bairwa	Assistant Professor	SCERT – Coordination Cell, Jaipur	8769394612
53.	Dr. Vijender Gaur	Subject Specialist	SCERT – Haryana, Gurugram	7015451385
54.	Ms. Preeti Chaudhary	Assistant Professor, Aditi Mahavidyalaya, University of Delhi	Aditi Mahavidyalaya, Bawana, Narela, Delhi	9992224331
55.	Rajeev Kumar	Lecturer - Physics	DIET, VIII Tejli, Yamuna Nagar	8950129300
56.	Dr. Rubul Kalita	Assistant Professor	Department of Education, Central University of Haryana	9896109005
57.	Dr. Vinod Kumar	Associate Professor	Gaur Brahman College of Education, Rohtak	9992371980
58.	Dr. Satpal	Assistant Professor	Department of Education, Chaudhary Devi Lal University Sirsa, Haryana	9896441274
59.	Dr. Raj Kumar	Professor	Department of Education, Chaudhary Devi Lal University, Sirsa, Haryana	9991465505
60.	Gurnam Singh	Lecturer	DIET – Kaithal, Haryana	9034541152
61.	Dr. Rekha Rani	Senior Lecturer	DIET – Malab, District Nuh, Haryana	855819611
62.	Renu Verma	Lecturer - Chemistry	DIET – Shahpur Karnal, Haryana	8708000780
63.	Dr. Arvind Kumar Gill	Assistant Professor (HOD)	Maharaja Surajmal Institute, C- 4, Janak Puri, New Delhi	9911541586
64.	Dr. Suman	Assistant Professor	DIET – Ghumanhera, Delhi – 110073	8010848236
65.	Dr. Satish Kumar	Assistant Professor	DIET – Madira, Rhotak, Haryana	9996749710
66.	Dr. Sonam Bansal	Associate Professor & Chairperson, Department of Education,	Gurugram University, Gurugram	9899095696

		Gurugram University		
67.	Dr. Jyoti Dahiya	HOD, Sr. Associate Professor, Department of Education	Lingayas Lalita Devi Institute of Management & Sciences	9871310707
68.	Dr. Sumit Kumar Sharma	Assistant Professor	B.ED, Division, scert, varun marg, defence colony, Cajpatnagar, New Delhi	9649171017
69.	Dalip Singh	Lecturer	DIET, DING, SIRSA	9416150390
70.	Prof. Nand Kishor	Professor	Department of Teacher Education, Central university of Haryana	9779031210
71.	Dinesh Kumar	Assistant Professor	DIET PANIPAT	9896342886
72.	Dr. Jagdish Prasad	Lecturer	District Education and Training Institute, Hussainpur, Rewadi, Haryana -123401	9354890957
73.	Akash Deep	Lecturer	DIET, Matana, Fatehabad	9255413528
74.	Rajeev Deswal L	Lecturer	DIET Machhrauli Jhajjar, Haryana	8397978333
75.	Dr. Harish Kumar	Assistant Professor	DIET Birhi kalan, charki-dadri	9416534722
76.	Dr. Surender	Assistant Professor	DIET, Mahendergarh, HR	9466627647
77.	Neena Dahiya	Lecturer	DIET, Beeswanmeetl, Sonipat	8053972600
78.	Sandeep Kumar	PGT	Govt. Sr. Sec. School, Garlu Paths Hodal, Palwal Haryana-121106	9467579741
79.	Dr. Jaswant Singh	Assistant Professor Hindi	DIET, Panchkula	7988245990
80.	Ram Kumar Sangwal	Lecturer	DIET, Mattarsham, Hisar	9416850470

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Activity-3 (Capacity building programs for state Resource Groups, Officials, teachers, teacher trainees, teacher educators of state/UTs and Teacher Education Institutes respectively and other stakeholders to implement ULLAS-Nav Bharat Saaksharta Karyakram)

Venue & Date: SCERT, Uttarakhand, Dehradun &, 06 January, 2026

S.no.	Name of participants	Official address	Mobile No.	Male/ Female
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17.	Dr. Durgesh Nandini	Participant, (Assistant Professor)	Dr.dnbalodi@gmail.com	Female
18.	Dr. Reena Unital Tiwari D.A.V., (D.G) College Deadens	Associate Prof.	9411382277 drreenatiwari@gmail.com	Female
19.	Shiv Raj Singh Tavis DIET, Chanpawit	Ullasha	9411703225 Shivraj.dsclahaglit@gmail.com	Famale
20.	R.B Mishra DIET, Lohaghat	Assistant Teacher	7895557750 Rbmo5061968@gmail.com	Male
21.	Shanti Rature, DIET, Barkot Uttarakhand	Lecture, DIET, Barkot	7060190751 srillraturi@gmail.com	Male
22.	Gopal Singh DIET, Barkot Uttarakhand	work, Exp, Teacher	7060476095 Gopalsinghrana86@gmail.com	Male
23.	Prof. Malvika Kanopal SGRR,	Professor	9897988674 Mskandpal1234@gmail.com	Female
24.	Narendra Singh	Lecture	9634843352 Singhnarendra806@gmail.com	Male
25.	Prof. Sunita Goeligl Head & Den	Head, of, Dev, SOE	9412420929 sunitagodiyal@reddiffmail.com	Female

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Cell for National Centre for Literacy/2025-26

NCERT, New Delhi

Activity-3 (Capacity building programs for state Resource Groups, Officials, teachers, teacher trainees, teacher educators of state/UTs and Teacher Education Institutes respectively and other stakeholders to implement ULLAS-Nav Bharat Saaksharta Karyakram)

Venue & Date: RIE, Ajmer, Rajasthan &, 08-09 January, 2026

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45.	Ms. Priyanka Balley	Senior Consultant (Technical)	7692960898	F
46.	Sh. Raj Kumar	SPA, CNCL	8920350821	M
47.	Mr. Moti Lal	APM		M
48.	Varsha	B.ed.-II Year	7456873368	F
49.	Vasudha yadav	B.ed.-II Year	6392234525	M
50.	Km. Neha mishra	B.ed.-II Year	9696260253	F
51.	Shrasti sharma	B.ed.-II Year	9112325292	F
52.	Mansi ojha	B.ed.-II Year	6376476633	F
53.	Ankita modani	B.ed.-II Year	9214858348	F
54.	Himanshu yadav	B.ed.-II Year	8874740564	M
55.	Ankush kumar	M.ed.-II Year	8707572030	M
56.	Pooja chenani	M.ed.-II Year	9251508674	F
57.	Veenita yadav	B.ed.-II Year	7982086650	F
58.	Nisha kumari	B.ed.-II Year	8905607793	F
59.	Vinayaka choudhary	B.ed.-II Year	9785194404	M
60.	Vasudha tiwari	B.ed.-II Year	9839900682	F
61.	Shalvi jain	B.ed.-II Year	9084118661	F
62.	Shashwat pandey	B.Sc. B.ed. IV Year (Physical Group)	7007502563	M
63.	Kartikey dev pandey	B.Sc. B.ed. IV Year (Physical Group)	9520728727	M
64.	Deeksha mishra	B.ed.-II Year (Biological group)	7518211909	F
65.	Riya Tyagi	B.ed.-II Year (Biological group)	9837963896	F
66.	Lucky Rathore	B.ed.-II Year (lumanities group)	8302439914	M
67.	Monika	B.ed.-II Year (Physical group)	8890622161	F
68.	Akansha	B.ed.-II Year (Humanities and languages group english)	9617579037	F
69.	Kamal Pathak	B.Sc. B.ed. IV Year (Biological Group)	8958431552	M
70.	Mohd. Nazmuddin	B.ed.-II Year Bio (ZBC group)	6386283392	M
71.	Nitin Yadav	B.ed.-II Year (Hindi group)	9210270683	M

72.	Ms. Aaditya Sharma	B.ed.-II Year (English group)	7348339034	F
73.	Bhoomi Parihar	B.ed.-II Year (Biological group)	8630110718	F
74.	Vipul Singh	B.ed.-II Year (Physical group)	7632411328	M
75.	Bhumika Kumari	B.ed.-II Year (Biological group)	707194423	F
76.	Tanya Singh	B.ed.-II Year (Biological group)	9001374262	F
77.	Renu Sharma	M.ed.-II Year	9783689128	F
78.	Shreya	B.Sc. B.ed. IV Year	7889141534	F
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83.	Vishnu	Student (M.ed. II year)	9210196356	M
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Activity-3 (Capacity building programs for state Resource Groups, Officials, teachers, teacher trainees, teacher educators of state/UTs and Teacher Education Institutes respectively and other stakeholders to implement ULLAS-Nav Bharat Saaksharta Karyakram)

Venue & Date: Guwahati University, Assam &, 20 January, 2026

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Cell for National Centre for Literacy/2025-26**NCERT, New Delhi**

Activity-3 (Capacity building programs for state Resource Groups, Officials, teachers, teacher trainees, teacher educators of state/UTs and Teacher Education Institutes respectively and other stakeholders to implement ULLAS-Nav Bharat Saaksharta Karyakram)

Venue & Date: Mahatma Gandhi International University, Wardha, Maharashtra &

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Cell for National Centre for Literacy/2025-26

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Activity-3 (Capacity building programs for state Resource Groups, Officials, teachers, teacher trainees, teacher educators of state/UTs and Teacher Education Institutes respectively and other stakeholders to implement ULLAS-Nav Bharat Saaksharta Karyakram)

Venue & Date: RIE, Bhubaneswar, Odisha & 30th January, 2026

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