Ensuring Access

Protecting Rights

Building Futures.

NALSA (SHIKSHA) SCHEME, 2026

Scheme for Holistic Inclusion, Knowledge & Schooling through Help & Access

न्याय सब के लिए
ACCESS TO JUSTICE FOR ALL

NALSA (SHIKSHA) SCHEME, 2026

Scheme for Holistic Inclusion, Knowledge & Schooling through Help & Access

NATIONAL LEGAL SERVICES AUTHORITY

न्याय सब के लिए
ACCESS TO JUSTICE FOR ALL

Surya Kant
Chief Justice of India
&
Patron-in-Chief
National Legal Services Authority

B-Block, Ground Floor
Administrative Buildings Complex
Supreme Court of India, New Delhi-110001

FOREWORD

A Constitution is judged not only by the rights it promises, but by the real opportunities it creates for those living at the margins of society. Education holds a special place among these rights. It is through education that dignity takes shape, equality gains meaning, and justice becomes something people truly experience. A child's future should never depend on the circumstances of their birth. Every child deserves an equal chance to learn, to aspire, and to realise their fullest potential.

The Constitution of India carries this vision forward through Article 21A, which recognises education as a fundamental right of every child. This commitment is strengthened further by Article 39(f), which directs the State to give children the opportunities and facilities to grow up in a healthy way, with freedom and dignity, and by Article 51A(k), which reminds every parent and guardian of their own duty to provide educational opportunities to their children. Together, these provisions confirm that education is not simply a matter of policy. It is a shared national commitment.

The Right of Children to Free and Compulsory Education Act, 2009 turned this constitutional promise into practice. Section 12(1)(c) of the Act is one of its most progressive provisions, as it works to ensure that children from Economically Weaker Sections and Disadvantaged Groups can access quality education in private unaided schools. Still, the true measure of any right lies not in how it is written into law, but in how meaningfully it is carried out. A constitutional guarantee serves its purpose only when it truly reaches every child it was meant for.

It is with this vision that the National Legal Services Authority (NALSA) has designed NALSA SHIKSHA, 2026, the Scheme for Holistic Inclusion, Knowledge & Schooling through Help & Access. The scheme reaffirms our shared constitutional commitment that no child should be denied the opportunity to learn because of economic or social disadvantage. The Scheme reflects NALSA's continuing effort to turn the constitutional promise of education into real opportunities for every eligible child. It confirms that access to justice goes beyond courtrooms, and that Legal Services Institutions have an equally important role to play in helping people access rights that shape lives, protect dignity, and encourage social inclusion.

Education has the power to transform not just individual lives, but the destiny of our nation as a whole. Every child who gets the chance to learn adds to their own future, and to the future of our society. It is essential, then, that all stakeholders work with care, commitment, and a shared sense of purpose, so that the constitutional promise of education reaches every child in need.

I commend the National Legal Services Authority for conceiving this timely and important initiative. May NALSA SHIKSHA serve as a bridge between constitutional promise and educational opportunity, so that every eligible child is empowered to learn with dignity, aspire with confidence, and contribute meaningfully to the progress of our nation.

[SURYA KANT]

Address for Communication: National Legal Services Authority, Ground Floor, Double Storey, Jaisalmer House
26, Mansingh Road, New Delhi 110011 • Website: www.nalsa.gov.in, E-mail: nalsa-dla@nic.in
Ph: 23382778, 23071450, Fax: 23382121

न्याय सब के लिए
ACCESS TO JUSTICE FOR ALL

Vikram Nath
Judge, Supreme Court of India
&
Executive Chairman,
National Legal Services Authority

B-Block Ground Floor
Administrative Buildings Complex
Supreme Court of India, New Delhi-110001

20th July, 2026

MESSAGE

The enactment of a progressive law is only the first step towards securing justice. Its true success lies in the strength of the institutions entrusted with translating legal rights into meaningful realities for the people they are intended to serve. The Right of Children to Free and Compulsory Education Act, 2009, particularly Section 12(1)(c), is a transformative legislative measure that seeks to promote inclusion and equal opportunity in education. Yet, despite the statutory framework having been in place for over fifteen years, many eligible children continue to remain outside its fold due to lack of awareness, procedural complexities and implementation gaps.

It is in recognition of these challenges that the National Legal Services Authority has conceived **NALSA SHIKSHA, 2026 - *Scheme for Holistic Inclusion, Knowledge & Schooling through Help & Access*. The Scheme has consciously been designed as a year-round intervention rather than an admission-season initiative, recognising that the true measure of implementation is not merely securing admission, but ensuring that every eligible child is able to continue, learn and flourish with dignity.** By placing equal emphasis on awareness, facilitation, post-admission support and institutional accountability, the Scheme seeks to translate statutory entitlements into meaningful educational opportunities.

Legal Services Institutions occupy a unique position at the intersection of law, governance and community engagement. Their extensive grassroots presence equips them not merely to respond to legal disputes, but to facilitate the effective realisation of statutory and constitutional rights. The establishment of dedicated **SHIKSHA Units** at the District and Taluk levels reflects this vision by creating a sustainable institutional mechanism capable of identifying eligible children, extending timely assistance, resolving barriers and ensuring continuous support throughout the educational journey.

The Scheme has been designed to foster close coordination amongst the State Legal Services Authorities, District Legal Services Authorities, Taluk Legal Services Committees, educational authorities, Para Legal Volunteers, Legal Aid Clinics, academic institutions and community stakeholders. Such collaboration is indispensable for ensuring that implementation remains responsive to local needs while maintaining nationally consistent standards. Equally important

न्याय सब के लिए
ACCESS TO JUSTICE FOR ALL

Vikram Nath
Judge, Supreme Court of India
&
Executive Chairman,
National Legal Services Authority

B-Block Ground Floor
Administrative Buildings Complex
Supreme Court of India, New Delhi-110001

are structured capacity building, periodic training, continuous monitoring and accountability, all of which will strengthen institutional effectiveness and promote uniform implementation across the country.

The success of this initiative will ultimately depend upon the collective commitment of every stakeholder associated with the legal services movement. State Legal Services Authorities, District Legal Services Authorities, Taluk Legal Services Committees and their dedicated functionaries will play a pivotal role in transforming the vision of the Scheme into tangible outcomes. Through coordinated institutional action, sustained community engagement and a shared commitment to the welfare of every child, they can ensure that the promise of inclusive education reaches those for whom it was intended.

I place on record my sincere appreciation for the National Legal Services Authority and all those who have contributed to conceptualising this important initiative. I am confident that *NALSA SHIKSHA* will strengthen the implementation of the Right of Children to Free and Compulsory Education Act, 2009, and serve as a robust institutional framework for ensuring that no eligible child is denied quality education for want of awareness, assistance or institutional support.

(Vikram Nath)

Address for Communication: National Legal Services Authority, Ground Floor, Double Storey, Jaisalmer House
26, Mansingh Road, New Delhi-110011 • Website: www.nalsa.gov.in, E-mail: nalsa-dla@nta.in
Ph: 23382778, 23071450, Fax: 23382121

न्याय सब के लिए
ACCESS TO JUSTICE FOR ALL

राष्ट्रीय विधिक सेवा प्राधिकरण
NATIONAL LEGAL SERVICES AUTHORITY
(Constituted under the Legal Services Authorities Act, 1987)

संजीव पाण्डेय
SANJIV PANDEY
(District & Sessions Judge)
सदस्य सचिव
MEMBER SECRETARY

B-Block, Ground Floor,
Administrative Buildings Complex,
Supreme Court of India, New Delhi-110001

Ground Floor, Double Storey,
Jaisalmer House, 26, Mansingh Road,
New Delhi-110011

Message

It is with great pride that we present the **NALSA SHIKSHA, 2026 – *Scheme for Holistic Inclusion, Knowledge & Schooling through Help & Access***, under the leadership of Hon'ble Mr. Justice Surya Kant, Patron-in-Chief, NALSA and Hon'ble Mr. Justice Vikram Nath, Executive Chairman, NALSA. Conceived by the National Legal Services Authority, the Scheme seeks to strengthen the implementation of Section 12(1)(c) of the Right of Children to Free and Compulsory Education Act, 2009, by creating a structured, accessible and institutionally coordinated mechanism through which every eligible child can be supported in securing and continuing quality education.

More than fifteen years after the coming into force of the Right of Children to Free and Compulsory Education Act, 2009, the challenge before us is no longer the creation of a legal framework, but ensuring its effective, uniform and meaningful implementation. Experience has shown that educational exclusion is rarely the result of a single barrier. Lack of awareness, documentation challenges, digital exclusion, procedural complexities, admission-related grievances and post-admission discrimination often operate simultaneously, preventing eligible children from fully realising their statutory entitlements. The Scheme has therefore been designed as a continuum of support that accompanies children and their families from awareness and admission to retention and meaningful inclusion within the education system.

At the heart of the Scheme lies the establishment of dedicated **SHIKSHA Units** within the Legal Services Institutions. These Units are envisaged not merely as administrative structures, but as institutional mechanisms that bring together Legal Services Authorities, Para Legal Volunteers, educational authorities, legal aid functionaries, academic institutions and community stakeholders in a coordinated effort to bridge the gap between statutory rights and

न्याय सब के लिए
ACCESS TO JUSTICE FOR ALL

their actual realisation. More importantly, the Scheme redefines the role of Legal Services Institutions from being primarily providers of legal assistance after a dispute arises to becoming proactive facilitators of educational rights, intervening at the earliest stage to prevent exclusion before it occurs. By integrating legal awareness, admission facilitation, grievance redressal, post-admission support, capacity building and periodic monitoring within a single framework, the Scheme seeks to ensure that access to education is accompanied by sustained institutional support.

The Scheme has been developed through an extensive consultative process involving the State Legal Services Authorities across the country. The valuable suggestions and recommendations received from the States have substantially enriched the Scheme, ensuring that while its vision remains nationally consistent, its implementation remains responsive to diverse local realities and educational ecosystems across the country.

NALSA SHIKSHA is, therefore, not merely a Scheme; it is an institutional commitment to ensure that the promise of education is accompanied by awareness, guidance, accountability and sustained support. It reflects NALSA's evolving vision of legal aid, one that extends beyond dispute resolution to securing the effective enjoyment of constitutional and statutory rights through timely intervention and collaborative action. I am confident that this initiative will strengthen the implementation of the Right to Education Act across the country and help ensure that no eligible child is denied the opportunity to learn, thrive and realise their full potential for want of awareness, assistance or institutional support.

Sanjiv Pandey

Table of CONTENTS

PART I : FOUNDATIONAL FRAMEWORK

1. INTRODUCTION 03
2. RATIONALE 03
3. CHALLENGES IN REALISATION OF SECTION 12(1)(c) OF THE ACT 04
4. OBJECTIVES OF THE SCHEME 05
5. BENEFICIARIES UNDER THE SCHEME 05
6. STAKEHOLDERS UNDER THE SCHEME 05
7. SCOPE OF THE SCHEME 06

PART II: OPERATIONAL FRAMEWORK

8. CONSTITUTION OF DISTRICT AND TALUK SHIKSHA UNITS 07
9. YEAR-LONG LEGAL AWARENESS AND OUTREACH FRAMEWORK 08
10. ADMISSION FACILITATION MECHANISM 10
11. GRIEVANCE REDRESSAL MECHANISM 13
12. POST-ADMISSION SUPPORT AND CONTINUITY 14
13. TRAINING AND CAPACITY BUILDING FRAMEWORK 15
14. MONITORING, DATA COLLECTION AND NATIONAL ASSESSMENT 16
15. PROVISIONS FOR EXPENDITURE 19

Annexure A 20

Annexure B 21

Annexure C 23

Annexure D 24

Annexure E 25

PART I : FOUNDATIONAL FRAMEWORK

1. INTRODUCTION

This Scheme is conceived to facilitate the effective realisation of the right to education under the **Right of Children to Free and Compulsory Education Act, 2009** (*hereinafter* "the Act"), particularly for children belonging to Economically Weaker Sections, Disadvantaged Groups, migrant families, and children with disabilities.

It seeks to strengthen access to justice mechanisms by enabling Legal Services Institutions and other stakeholders to support such children and their families in securing their entitlements under **Section 12(1)(c) of the Act,** through legal awareness, facilitation, and assistance in navigating admission processes and grievance redressal systems.

The National Legal Services Authority (*hereinafter* "NALSA"), in furtherance of its mandate to provide legal services and ensure that statutory entitlements reach eligible beneficiaries, has formulated the **NALSA SHIKSHA** ***(Scheme for Holistic Inclusion, Knowledge & Schooling through Help & Access)*** **Scheme 2026.** The Scheme is designed to facilitate access to admissions under Section 12(1)(c) of the Act for children belonging to Economically Weaker Sections and Disadvantaged Groups, and to address barriers in its effective implementation.

Through this Scheme, NALSA seeks to provide structured legal assistance, support in admission processes, and accessible grievance redressal mechanisms through Legal Services Institutions (LSI) and Para Legal Volunteers (PLVs).

2. RATIONALE

Recent judicial developments further reinforce the need for structured intervention. In *Dinesh Biwaji Ashtikar v. State of Maharashtra*[1], the Hon'ble Supreme Court issued directions emphasising that the statutory mandate under Section 12(1)(c) must be meaningfully enforced through binding rules and active monitoring. These directions underline that legal services institutions have a critical role to play in ensuring that constitutional guarantees under Article 21A translate into enforceable rights on the ground.

This obligation is further strengthened by the Directive Principles under Article 39(f), which require the State to ensure that children are given opportunities to develop in a healthy and dignified manner, and the fundamental duty under Article 51A(k), which places a responsibility on parents or guardians to provide opportunities for education to children.

While over twenty-five years have elapsed since education was recognised as a fundamental right, and more than fifteen years since the enforcement of the Act, implementation gaps continue to persist, particularly affecting children from Economically Weaker Sections, Disadvantaged Groups, migrant families, and children with disabilities. Although significant improvements have been observed in enrolment and reduction in drop-out rates at the elementary level, national and state-level trends indicate that the benefits of the Act have not been realised uniformly.

In this context, the scheme is necessary to:

- Translate constitutional and judicial mandates into opetational responsibilities;
- Bridge gaps between education administration and access to justice mechanisms; and
- Equip frontline actors with practical tools for implementation.

[1] (2026) 1NSC 56

3. CHALLENGES IN REALISATION OF SECTION 12(1)(c) OF THE ACT

a. Limited Awareness and Outreach

Limited awareness regarding the availability of admissions under Section 12(1)(c) of the Act continues to affect access for eligible beneficiaries.

The State of the Nation: RTE Section 12(1)(c) report identifies "generating awareness" as a critical first step in the admission process and highlights that implementation challenges persist due to inadequate outreach and dissemination of information. The report further notes that several implementation issues across States relate to awareness, admission processes, and accountability mechanisms, indicating that lack of information among beneficiaries remains a recurring concern.

In the absence of structured awareness initiatives and facilitation mechanisms, eligible families particularly those from Economically Weaker Sections and Disadvantaged Groups may be unable to effectively access their entitlements under the Act.

b. Under-utilisation of Reserved Seats

The 25% reservation under Section 12(1)(c) continues to witness incomplete utilisation and procedural exclusion.

Available analyses based on official Unified District Information System for Education (UDISE) datasets have indicated relatively low levels of utilisation of seats under this provision in earlier years. The last comprehensive DISE-based assessment (2016), based on data for 2013–15, indicated utilisation levels of approximately 15%.

While UDISE+ continues to collect school-level data on admissions under this provision, consolidated and publicly accessible information on seat availability and utilisation is not routinely reported.

c. Procedural and Access Barriers

Access to admissions under Section 12(1)(c) is often affected by procedural constraints, including documentation requirements and lack of clarity in processes, which disproportionately impact vulnerable families.

d. Digital Exclusion

Digital admission systems, while intended to enhance transparency, have simultaneously excluded families lacking access to digital infrastructure or literacy, thereby limiting equitable access.

e. Variations in Implementation

Implementation of Section 12(1)(c) continues to vary across States, leading to inconsistencies in access, admission processes, and outcomes. Variations are evident in admission timelines, eligibility criteria, digital admission systems, and levels of utilisation of reserved seats, as reflected in available State-level admission data and administrative records, with some States achieving relatively higher coverage while others continue to record unfilled seats under the 25% quota. These differences arise from variations in State rules, administrative practices, portal design, and levels of awareness, resulting in uneven realisation of statutory entitlements.

These challenges underscore the need for structured legal awareness and facilitation mechanisms through LSIs.

4. OBJECTIVES OF THE SCHEME

The scheme aims to:

a. **Facilitate Access to Admission:** For eligible children to secure admission under Section 12(1)(c) of the Act through structured support mechanisms.

b. **Strengthen Awareness of Entitlements:** To promote awareness among eligible beneficiaries regarding their rights, eligibility criteria, admission procedures, and timelines under Section 12(1)(c).

c. **Clarify Statutory Obligations:** To ensure understanding of statutory obligations under the Act, including non-discrimination and admission requirements applicable to private unaided schools.

d. **Provide Grievance Redressal Support:** To enable timely resolution of issues relating to denial of admission, procedural barriers, and related concerns through LSIs.

e. **Align Implementation with Judicial Directions:** To support implementation of statutory entitlements in accordance with judicial directions, including those in *Dinesh Bhiwaji Ashtikar v. State of Maharashtra* . The Hon'ble Supreme Court observed:

> *"We have to ensure admission of at least twenty-five percent of class strength in unaided schools with children of weaker and disadvantaged groups. This is certainly a national mission. Effective implementation of the statutory policy will be transformative and, in this regard, each one of us, be it the institution or an individual, be it the Central or the State Governments, ..."*

f. **Define Institutional Roles:** To delineate the roles and responsibilities of stakeholder, including LSIs and PLVs, in the implementation framework.

g. **Capacity Building of Stakeholders:** For legal awareness, facilitation, and grievance redressal.

h. **Enable Coordination and Feedback Mechanism:** To facilitate coordination with States and relevant institutions to address region-specific challenges and improve implementation.

5. BENEFICIARIES UNDER THE SCHEME

Under Section 12 of the Legal Services Authorities Act, 1987, (*hereinafter* "LSA Act") children are recognised as beneficiaries entitled to free legal services.

Accordingly, the following shall be the beneficiaries under this Scheme:

- Children belonging to Economically Weaker Sections entitled to admission under Section 12(1)(c) of the Act;
- Children belonging to Disadvantaged Groups as defined under the Act;
- Children from vulnerable backgrounds, including migrant families;
- Children with disabilities.

Since children may not be in a position to independently access legal services, their parents or guardians shall also be treated as beneficiaries for the purposes of this Scheme, to enable them to seek assistance, facilitation, and grievance redressal. The Scheme shall prioritise outreach to vulnerable and marginalised communities to ensure equitable access.

6. STAKEHOLDERS UNDER THE SCHEME

The Scheme shall be implemented through the following stakeholders, who shall be responsible for facilitating access to entitlements and supporting implementation at various levels:

[2] *Supra*

a. **Legal Services Institutions (Core Implementing Agencies)**

i) State Legal Services Authorities (*hereinafter* SLSAs)

ii) District Legal Services Authorities (*hereinafter* DLSAs)

iii) Para-Legal Volunteers (*hereinafter* PLVs)

iv) Legal aid functionaries involved in education-related matters

b. **Educational and Administrative Authorities**

i) Representatives of the Ministry of Education and State Education Departments.

ii) Education administrators at State, district, and block levels.

iii) Private unaided schools covered under Section 12(1)(c) of the Act.

c. **Institutional and Support Bodies**

i) Legal Aid Committees of law colleges and universities

d. **Beneficiaries**

i) Children belonging to Economically Weaker Sections and Disadvantaged Groups eligible under section 12(1)(c).

ii) Parents and guardians of such children.

7. SCOPE OF THE SCHEME

This Scheme shall extend to the whole of India and shall apply to matters relating to access to admissions under Section 12(1)(c) of the Act.

The Scheme shall, inter alia, cover:

- facilitation of admissions for eligible children belonging to Economically Weaker Sections and Disadvantaged Groups;
- assistance in application procedures, documentation, and admission processes;
- provision of legal awareness and support to beneficiaries; and
- facilitation of grievance redressal in cases relating to denial of admission, procedural barriers, or related issues.

The Scheme shall be implemented through Legal Services Institutions at the State, District and Taluk levels, including Para Legal Volunteers, in coordination with the concerned education authorities.

The Scheme shall be applicable to all private unaided schools covered under Section 12(1)(c) of the Act. The provisions of this Scheme shall be facilitative in nature and shall operate in addition to, and not in derogation of, the statutory responsibilities of authorities under the Act.

(Unless the context otherwise requires, terms used in this Scheme shall have the same meaning as assigned to them under the Right of Children to Free and Compulsory Education Act, 2009 and the Legal Services Authorities Act, 1987.)

PART II: OPERATIONAL FRAMEWORK

This Part lays down the operational framework for implementation of the Scheme for facilitation of admissions under Section 12(1)(c) of the Act.

The Operational Framework is designed to ensure structured, coordinated, and effective implementation of the Scheme through LSIs at the State, District, and Taluk levels. It ensures year-long legal awareness, identification of eligible children, admission facilitation, grievance redressal, post-admission monitoring, and reporting through coordinated institutional mechanisms under the Legal Services Authorities framework.

The implementation of the Scheme shall be undertaken in a rights-based, child-centric, and non-discriminatory manner, with a focus on enabling children belonging to Economically Weaker Sections and Disadvantaged Groups to effectively access their entitlements under the Act.

For this purpose, dedicated institutional mechanisms shall be established at the District and Taluk levels to ensure continuity, accountability, and coordination with education authorities and other stakeholders.

8. CONSTITUTION OF DISTRICT AND TALUK SHIKSHA UNITS

8.1 Establishment of SHIKSHA Units

a) For effective and structured implementation of the Scheme, dedicated units to be known as **SHIKSHA Units** shall be constituted at the District and Taluk levels.

b) **District SHIKSHA Unit** shall be established under the DLSA.

c) **Taluk SHIKSHA Unit** shall be established under the Taluk Legal Services Committee (TLSC).

These Units shall function as the primary institutional mechanisms for planning, coordination, implementation, and monitoring of activities under the Scheme.

8.2 District SHIKSHA Unit

8.2.1 Constitution

a) The SLSA shall direct all DLSAs to constitute a District SHIKSHA Unit.

b) The Chairperson, DLSA shall formally constitute the District SHIKSHA Unit within one month from the commencement of the Scheme and inform the SLSA accordingly.

8.2.2 Composition of District SHIKSHA Unit

The District SHIKSHA Unit shall comprise the following members:

S. No.	Designation	Role
1	Principal District & Sessions Judge / Chairperson, DLSA	Chairperson
2	Secretary, DLSA	Nodal Officer
3	District Education Officer (DEO) or nominee	Member
4	One Chairperson, Taluk Legal Services Committee (TLSC), nominated by Chairperson, DLSA	Member
5	Minimum four Para Legal Volunteers (PLVs), including at least one female PLV nominated by Chairperson, DLSA	Members
6	Faculty member from a law college or university associated with a Legal Aid Clinic	Member
7	Representative from an educational institution or school administration, where considered necessary	Member

Proviso: *Where it is not feasible to constitute the Unit strictly in accordance with the above composition, the Chairperson, DLSA may, with prior intimation to the SLSAs, nominate suitable members to ensure effective functioning of the Unit.*

8.2.3 Functioning of District SHIKSHA Unit

a) The District SHIKSHA Unit shall function under the overall supervision of the Chairperson, DLSA and shall be operationally coordinated by the Secretary, DLSA.

b) The Unit shall act as the nodal coordinating body for implementation of the Scheme at the district level and shall be responsible for planning, coordination, monitoring, and review of activities under the Scheme, including supervision of Taluk SHIKSHA Units.

8.3 Taluk SHIKSHA Unit

8.3.1 Constitution

a) DLSA shall direct the TLSCs to constitute Taluk SHIKSHA Units.

b) The Chairman, TLSC shall formally constitute the Taluk SHIKSHA Unit.

8.3.2 Composition of Taluk SHIKSHA Unit

The Taluk SHIKSHA Unit shall comprise the following members:

S. No.	Designation	Role
1	Chairperson, TLSC	Chairperson
2	Secretary / Officer of TLSC	Nodal Officer
3	Block Education Officer (BEO) or nominee	Member
4	Minimum four PLVs, including at least one female PLV, nominated by Chairperson, TLSC	Members
5	Representative from a local school or school cluster, where considered necessary	Member
6	Representative from a local educational institution or community body, where considered necessary	Member

Proviso: *Where it is not feasible to constitute the Unit strictly in accordance with the above composition, the Chairperson, TLSC may, with prior intimation to the DLSAs, nominate suitable members to ensure effective functioning of the Unit.*

8.3.3 Functioning of Taluk SHIKSHA Unit

a) The Taluk SHIKSHA Unit shall function under the supervision of the District SHIKSHA Unit and shall be responsible for field-level implementation of the Scheme.

b) It shall undertake outreach, assist beneficiaries in admission processes, facilitate documentation, and provide first-level support in addressing issues arising at the local level.

9. YEAR-LONG LEGAL AWARENESS AND OUTREACH FRAMEWORK

9.1 Continuous Legal Awareness Approach

a) Legal awareness under the Scheme shall be undertaken as a continuous, year-long process, and shall not be limited to the admission cycle under Section 12(1)(c)of the Act.

b) The objective of this approach shall be to ensure that parents, guardians, and communities are adequately informed in advance regarding eligibility, timelines, documentation requirements, and procedures for securing admissions, so as to enable timely and effective access to entitlements.

9.2 Focus of Awareness Activities

Awareness and outreach activities under the Scheme shall focus on:

a) informing eligible beneficiaries about their entitlements under Section 12(1)(c);

b) disseminating information regarding admission timelines, eligibility criteria, and required documentation;

c) clarifying procedures relating to application, school selection, and admission confirmation;

d) sensitising communities regarding prohibition of fees, non-discrimination, and rights of admitted children; and

e) providing information regarding available legal assistance and grievance redressal mechanisms.

9.3 Modes of Awareness and Outreach

Awareness activities shall be undertaken through a combination of physical, institutional, and digital modes, including:

a) Legal awareness camps at village, ward, and community levels;

b) Outreach through Gram Sabhas, Panchayats, and local bodies;

c) Engagement with Anganwadi Centres, ASHA workers, and community-based institutions;

d) Collaboration with Common Service Centres (CSCs) for dissemination of information and basic facilitation support;

e) Participation of law colleges, legal aid clinics, and student volunteers in awareness drives;

f) Organisation of school-level admission awareness programmes prior to the admission cycle;

g) Use of local media, including community radio and public announcements; and

h) Dissemination through digital platforms, including SMS, messaging applications, and social media, wherever feasible.

9.4 Public Display of Information

a) To ensure accessibility of information, details relating to admissions under Section 12(1)(c) shall be displayed at prominent public locations, including:
   i) Private unaided schools and government schools;
   ii) Offices of DLSAs and TLSCs;
   iii) Offices of education authorities at district and block levels;
   iv) Panchayat offices, Anganwadi Centres, and Common Service Centres; and
   v) Other public institutions as may be identified.

b) Such information shall, inter alia, include:
   i) eligibility ctiteria;
   ii) admission timelines;
   iii) list of required documents;
   iv) contact details of concerned DLSA/TLSC and Para Legal Volunteers; and
   v) grievance redressal contact points.
   vi) Any other location identified for effective outreach

9.5 Facilitation Access Points

a) To ensure that beneficiaries are able to seek assistance without difficulty, designated facilitation points shall be established at DLSA offices, TLSCs, and other notified locations, including legal aid clinics and community centres, wherever feasible.

b) These facilitation points shall function as the primary interface for:

i) guidance on eligibility and procedures;

ii) assistance in documentation and application processes; and

iii) support in grievance reporting.

9.6 Pre-Admission Awareness Drive

A focused awareness drive shall be undertaken prior to the commencement of the admission cycle each year. Such drive shall include:

a) targeted outreach in vulnerable communities;

b) dissemination of updated information based on State-specific admission notifications;

c) identification of eligible children; and

d) preparation of beneficiaries for timely application.

9.7 Documentation and Feedback

a) District SHIKSHA Units shall maintain basic records of awareness activities conducted, including:

(i) locations covered;

(ii) approximate number of beneficiaries reached; and

(iii) key issues or queries raised by communities.

b) Such information may be utilised for improving outreach strategies and identifying recurring barriers in access to admissions.

10. ADMISSION FACILITATION MECHANISM

10.1 Framework for Admission Facilitation

a) Admission facilitation under the Scheme shall be implemented as a structured, stage-based support process aligned with the admission cycle under Section 12(1)(c) of the Act.

b) LSIs, through PLVs and associated stakeholders, shall provide targeted assistance to eligible children and their parents or guardians at each stage of the admission process, with a focus on reducing procedural barriers, addressing information gaps, and enabling access to statutory entitlements.

10.2 Access Points for Facilitation

Admission facilitation under the Scheme shall be made accessible through the following modes:

10.2.1 Community-Based Outreach

PLVs shall engage with communities through field visits, awareness camps, and coordination with local institutions to identify eligible children.

10.2.2 Help Desks for Admission Support

DLSAs may establish temporary or periodic Admission Facilitation Help Desks during the admission cycle at accessible locations such as schools, community centres, or other public institutions to assist beneficiaries in real-time.

10.2.3 Walk-in Assistance

DLSAs and TLSCs shall function as primary facilitation centres. Parents or guardians may approach these institutions directly for walk-in assistance, including support with documentation, application processes, and grievance redressal.

10.2.4 Helplines and Remote Assistance

Existing legal services helplines and notified contact points shall be utilised to provide telephonic guidance and support to beneficiaries unable to physically access facilitation centres.

10.2.5 Institutional Support Platforms

Legal Aid Clinics, law college legal aid committees, and associated institutions may assist in facilitation under the supervision of DLSAs.

10.3 Public Information and Display Mechanism

Information relating to admissions under Section 12(1)(c), including eligibility criteria, timelines, documentation requirements, and contact details of PLVs and LSIs, shall be widely disseminated and displayed at accessible public locations, including:

a) Offices of DLSAs and TLSCs

b) Schools and other educational institutions

c) Panchayat offices, Anganwadi centres, and community spaces

d) Any other location identified for effective outreach

Beneficiaries approaching Legal Services Institutions or PLVs on the basis of such publicly available information shall be provided full facilitation support under the Scheme.

10.4 Scope of Facilitation Support

10.4.1 Intake and Eligibility Guidance

a) Responding to queries received through walk-in, helpline, or outreach channels

b) Determining preliminary eligibility of children under Section 12(1)(c)

c) Providing case-specific guidance on applicable admission timelines, entry-level classes, and State-specific requirements

10.4.2 Documentation Assistance

a) Assistance in collection and preliminary verification of required documents

b) Identification of missing or deficient documentation

c) Guidance on obtaining or regularising documents, including use of alternative or provisional documentation where permissible

10.4.3 Application Submission Support

a) Assistance in filling and submitting application forms on designated State portals
b) Guidance in selection and prioritisation of schools, based on applicable rules
c) Ensuring generation and preservation of application acknowledgement or reference details

10.4.4 Post-Application Tracking and Guidance

a) Assisting parents or guardians in tracking application status
b) Dissemination of information regarding admission results and seat allotment
c) Guidance on next steps following allotment

10.4.5 Admission Facilitation at School Level

a) Assistance during school-level verification processes
b) Support in completion of admission formalities
c) Ensuring that admission is carried out without imposition of prohibited fees or conditions

10.4.6 Grievance Identification and Escalation

a) Identification of issues such as denial of admission, procedural irregularities, or discriminatory practices
b) Reporting and escalation of grievances to appropriate authorities, including Block Education Officers and DLSAs
c) Facilitation of appropriate legal intervention where required

10.5 Role of Para Legal Volunteers in Facilitation

Para Legal Volunteers shall serve as the primary interface between beneficiaries and institutions under the Scheme. Their role shall include:

a) Acting as first points of contact for families seeking assistance through outreach or helpline-based engagement
b) Providing step-by-step guidance across all stages of the admission process
c) Assisting in digital processes, particularly for families facing technological barriers
d) Maintaining basic records of assistance provided, including applications facilitated and issues encountered
e) Reporting cases requiring intervention to the concerned DLSA

10.6 Ensuring Accessibility and Inclusion

Facilitation mechanisms shall be designed to ensure that vulnerable groups are not excluded due to systemic barriers. Particular attention shall be given to:

a) Families lacking access to digital infrastructure or literacy
b) Migrant families and those without standard documentation
c) Children with disabilities requiring reasonable accommodation
d) First-generation learners and socially marginalised communities

Efforts shall be made to provide assistance in simple and accessible formats, including local languages, and through in-person support wherever required.

10.7 Record Maintenance and Linkage with Monitoring Framework

All facilitation activities shall be documented in a structured manner at the DLSA level. Such records shall form part of the broader reporting and monitoring framework under the Scheme, including:

a) Number of beneficiaries assisted

b) Applications facilitated

c) Admissions secured

d) Nature of grievances identified

This data shall support evidence-based monitoring, accountability, and refinement of implementation strategies.

11. GRIEVANCE REDRESSAL MECHANISM

11.1 Scope of Grievances

Grievances under the Scheme shall include, but not be limited to:

a) Denial of admission to eligible children under Section 12(1)(c)

b) Rejection of applications on improper or unclear grounds

c) Demand for fees or charges prohibited under the Act

d) Discrimination, segregation, or differential treatment

e) Procedural barriers, including documentation-related issues

f) Technical or access-related issues in online admission systems

11.2 Facilitation of Grievance Reporting

PLVs and LSIs shall assist beneficiaries in:

a) Identifying and articulating grievances

b) Recording relevant facts and supporting documents

c) Submitting complaints before appropriate authorities

11.3 Escalation Framework

Grievance redressal shall follow a structured escalation approach:

a) **School Level:** Initial concerns may be raised with the concerned school authorities for immediate resolution.

b) **Block/District Education Authorities:** Unresolved grievances shall be taken up with the Block Education Officer (BEO) or District Education Officer (DEO), as per applicable State procedures.

c) **DLSA:** Where grievances persist or involve denial of rights, the DLSA shall intervene by:

   i) Taking up the matter with the concerned education authorities

   ii) Facilitating resolution through coordination and follow-up

   iii) Providing legal assistance where necessary

(d) **SLSA:** Matters involving systemic issues, repeated non-compliance, or requiring higher-level intervention may be escalated to the SLSA for coordination with State authorities.

11.4 Nature of Intervention by Legal Services Institutions

Legal Services Institutions shall adopt a facilitative and rights-based approach, which may include:

a) Communication and coordination with education authorities
b) Assistance in filing formal complaints or representations
c) Facilitation of mediation or resolution at the administrative level
d) Initiation of appropriate legal action in deserving cases

11.5 Documentation and Tracking

All grievances shall be recorded at the DLSA level, including:

a) Nature of grievance
b) Action taken at each stage
c) Outcome of the grievance

11.6 Safeguards for Beneficiaries

Efforts shall be made to ensure that:

a) Beneficiaries are not subjected to harassment or adverse consequences for raising grievances
b) Confidentiality of personal information is maintained
c) Assistance is provided in an accessible and child-sensitive manner

12. POST-ADMISSION SUPPORT AND CONTINUITY

This component of the Scheme seeks to ensure that admissions secured under Section 12(1)(c) of the Act translate into effective enrolment, continued attendance, and non-discriminatory access to education, through structured follow-up and facilitation by LSIs.

12.1 Institutional Responsibility and Coordination

Post-admission support shall be carried out through coordinated action at the district and taluk levels:

a) The DLSA shall oversee post-admission tracking and consolidation of information at the district level.
b) The TLSCs shall facilitate local-level follow-up through PLVs deployed within their respective jurisdictions.
c) PLVs shall act as the primary field-level functionaries responsible for maintaining contact with admitted children and their families.

The DLSA shall exercise overall supervision, while TLSCs shall ensure effective last-mile implementation through PLVs.

12.2 Post-Admission Follow-up by PLVs

PLVs shall, to the extent feasible, maintain periodic contact with admitted children and their parents or guardians to:

a) Confirm that the child has been formally admitted and is attending school;
b) Ensure that no fees or additional charges are being demanded by the school;
c) Identify instances of discrimination, segregation, or differential treatment;
d) Provide information on available grievance redressal mechanisms, where required.

Any issue identified during follow-up shall be reported to the concerned TLSC/DLSA for appropriate action.

12.3 Facilitation of Continuity and Early Issue Identification

TLSCs and DLSAs shall ensure that post-admission engagement is utilised to identify and address issues affecting continuity of education at an early stage, including:

a) Non-confirmation or delay in admission despite allotment;

b) Financial demands contrary to the provisions of the Act;

c) Barriers affecting regular attendance;

d) Any form of exclusion, discrimination, or lack of reasonable accommodation.

Where required, DLSAs may coordinate with the concerned education authorities for resolution of such issues, without encroaching upon their statutory functions.

12.4 Documentation and Record Maintenance

DLSAs shall maintain a structured record of confirmed admissions and post-admission issues based on inputs received from PLVs and TLSCs. Such records may include:

a) Basic details of the child and school;

b) Status of admission confirmation;

c) Issues identified during follow-up;

d) Action taken or facilitation provided.

This documentation shall support institutional oversight, continuity of assistance, and identification of recurring implementation concerns.

12.5 Nature of Support

Post-admission support under this Scheme shall be facilitative and rights-based, aimed at ensuring that the benefits of admission under Section 12(1)(c) are realised in practice. It shall not substitute or duplicate the statutory functions of education authorities but shall operate to support beneficiaries in accessing and sustaining their entitlements.

13. TRAINING AND CAPACITY BUILDING FRAMEWORK

Training under the Scheme shall ensure that all stakeholders possess a uniform legal, procedural, and operational understanding of facilitation under Section 12(1)(c) of the Act, enabling coordinated, rights-based implementation.

13.1 Institutional Responsibility

a) SLSAs shall design and conduct training programmes.

b) Training shall be imparted to DLSAs, TLSCs, and PLVs.

c) Such programmes shall be organised in coordination with the State Education Department and relevant education authorities.

13.2 Structure of Training

Training shall be conducted in the following stages:

a) **Initial Orientation** – at the commencement of the Scheme, focusing on legal framework and implementation structure.

b) **Pre-Admission Training** – prior to the admission cycle, focusing on procedures, documentation, and portal processes.

c) **Refresher Training** – periodic sessions for issue resolution and experience-sharing.

13.3 Training Content

Training shall, inter alia, cover:

a) Legal framework of the Act, including Section 12(1)(c);

b) Relevant judicial directions;

c) State-specific admission procedures and timelines;

d) Use of admission portals and common issues;

e) Documentation requirements;

f) Identification of beneficiaries and community outreach;

g) Grievance redressal mechanisms;

h) Documentation and reporting standards.

13.4 Methodology

Training shall be practical and implementation-oriented, including:

a) Interactive sessions and discussions;

b) Portal demonstrations by education authorities;

c) Case-based learning and mock exercises;

d) Use of digital modules and reference materials.

13.5 Continuous Capacity Support

a) SLSAs may provide ongoing guidance, including during admission periods.

b) DLSAs and TLSCs shall ensure continuous support and supervision of PLVs.

14. MONITORING, DATA COLLECTION AND NATIONAL ASSESSMENT

Monitoring under the Scheme shall be undertaken as a continuous and structured process to track implementation, ensure accountability, and generate evidence on access to admissions under Section 12(1)(c) of the Act.

It shall cover:

a) year-round awareness and outreach activities; and

b) admission cycle facilitation, outcomes, and grievances.

Monitoring and reporting shall follow a graded and decentralised approach, whereby data collected at the field level is progressively consolidated and standardised at the district, state, and national levels.

14.1 Levels of Data Collection and Reporting

a) Taluk / Field Level (PLVs and TLSCs): Data collection at this level shall be detailed and case-specific, and may include:

i) individual applications assisted;

ii) nature of support provided;

iii) reasons for denial, delay, or rejection;

iv) documentation-related and portal-related issues;

v) grievances raised by beneficiaries.

Such information may be descriptive and contextual in nature and shall form the primary record of field-level implementation.

b) District Level (DLSA)

District Legal Services Authorities shall compile and structure data received from Taluk SHIKSHA Units and PLVs, including:

i) total beneficiaries assisted;

ii) applications facilitated and admissions secured;

iii) categorisation of grievances and issues;

iv) identification of recurring patterns within the district;

v) summary of key operational challenges.

DLSAs shall maintain structured records and prepare district-level reports in prescribed formats.

c) State Level (SLSA)

State Legal Services Authorities shall aggregate district-level data to:

i) identify trends and patterns across districts;

ii) highlight state-specific procedural or administrative issues;

iii) facilitate coordination with State Education Departments for resolution of systemic concerns;

iv) prepare consolidated State reports for submission to NALSA.

State-level reporting may retain limited qualitative inputs to support corrective action.

d) National Level (NALSA)

NALSA shall undertake consolidated monitoring based on aggregated data received from States, focusing on:

i) overall scale of implementation (applications, admissions, grievances);

ii) comparative analysis across States;

iii) identification of broad categories of issues affecting implementation;

iv) assessment of utilisation of entitlements under Section 12(1)(c).

Reporting at the national level shall be primarily quantitative and standardised, supported by select qualitative inputs where necessary.

14.2 National Assessment and Review

Based on data received from State Legal Services Authorities, NALSA shall undertake a periodic national assessment to:

a) analyse implementation trends and outcomes;

b) identify systemic gaps and recurring barriers;

c) document select field experiences and best practices;

d) generate policy inputs and recommendations for improving access to education under the Act.

Such assessment may form the basis for national or regional consultations and preparation of reports or advisories.

14.3 Data Collection Formats

For ensuring uniformity and consistency in data collection and reporting, standard formats shall be prescribed through Annexures to this Scheme. These may include:

Annexure	Title	Purpose
A	Awareness and Outreach Reporting Format	For recording year-round awareness and outreach activities at the Taluk and District levels
B	Taluk-Level Facilitation and Case Record	For capturing detailed, case-specific information on beneficiaries assisted, applications facilitated, and issues encountered
C	District-Level Consolidated Report	For compiling and categorising district-level data on admissions, grievances, and operational challenges
D	State-Level Consolidated Report	For aggregating district data and identifying state-level trends and issues
E	National Consolidated Format	For standardised aggregation of data at the national level, including overall outcomes and key indicators

District Legal Services Authorities shall collect and maintain data in the prescribed formats, and such formats shall form the basis for aggregation at the State and National levels.

14.4 Flow of Information

a) Data shall flow through the following institutional chain:
Taluk SHIKSHA Units → DLSAs → SLSAs → NALSA

b) Each level shall be responsible for consolidation, verification, and timely submission of data in accordance with prescribed formats and timelines.

c) All data shall be handled in accordance with principles of confidentiality, informed consent, and shall be used in anonymised form for reporting and analysis.

d) The State Legal Services Authorities shall submit consolidated six-monthly reports to NALSA regarding awareness and outreach activities undertaken under the Scheme. A separate consolidated report on admission facilitation, grievances and post-admission support shall be submitted within thirty days of completion of the admission cycle as notified by the respective State Government.

15. PROVISIONS FOR EXPENDITURE

15.1 All expenditures to be incurred for implementing the Scheme shall be borne from the grants-in-aid funds, after the approval of the Hon'ble Executive Chairman of the concerned State Legal Services Authority.

15.2 The SHIKSHA Units may, with the approval of the Hon'ble Executive Chairman of the concerned State Legal Services Authority, fix honorarium for the members of the Unit.

15.3 SHIKSHA Units shall also provide for travel and other miscellaneous expenses to Para Legal Volunteers and other members, as per the rates specified by the State Government, as and when required.

15.4 SHIKSHA Units shall incur necessary expenses for operationalising the Scheme, including expenses for conducting meetings and other incidental activities, from the grants-in-aid funds, under intimation to the State Legal Services Authority.

ANNEXURES

(To be prescribed separately)

- **Annexure A:** Awareness and Outreach Reporting Format
- **Annexure B:** Taluk-Level Facilitation and Case Record
- **Annexure C:** District-Level Consolidated Report
- **Annexure D:** State-Level Consolidated Report
- **Annexure E:** National Consolidated Format

Annexure A

Awareness and Outreach Reporting Format (Taluk / District Level)

S. No.	Date	Location (Village/ Ward)	Type of Activity (Camp/ Meeting/etc.)	Institutions Involved (Panchayat/ School/etc.)	Approx. Beneficiaries Reached	Key Issues/ Queries Raised	PLV Name

Annexure B

Taluk-Level Facilitation and Case Record (PLVs / TLSC)

Part I: Basic Case Information (Form Format)

1. Name of Child: .....
2. Age / Date of Birth: .....
3. Name of Parent/Guardian: .....
4. Category (EWS / DG / CWD): .....
5. Address (Village/Ward): .....
6. Contact Details: .....
7. Name of PLV Assisting: .....
8. Date of First Contact: .....

Part II: Application Details (Structured Fields)

Particulars	Details
Application Filed (Y/N)	
Application Number	
Entry Level Class (Nursery / Class 1 / etc.)	
Schools Applied To (Top 3 Preferences)	1. 2. 3.
Date of Application	
Mode (Online / Assisted)	

Part III: Status Tracking (Table Format)

Stage	Status (Pending/Completed)	Date	Remarks
Application Submission			
Lottery / Allotment			
School Verification			
Admission Confirmed			

Part IV: Assistance Provided (Tick / Brief Description)

☐ Eligibility Guidance

☐ Documentation Support

☐ Online Form Filling

☐ School Selection Guidance

☐ Admission Follow-up

☐ Grievance Support

Brief Description (if required): .....

Part V: Issues and Grievance Details

Type of Issue	Details
Documentation Issues	
Portal / Technical Issues	
Denial / Rejection	
Fee Demand	
Discrimination (if any)	

Reason for Denial / Delay (if applicable): .....

.....

Grievance Raised (Y/N): .....

If yes, authority approached: .....

Part VI: Outcome

Outcome	Details
Admission Secured (Y/N)	
Name of School	
Date of Admission	
If Not Admitted – Reason	

Part VII: Remarks (PLV / TLSC)

Annexure C

District-Level Consolidated Report (DLSA)

Basic Details:

- District: .....
- Reporting Period: .....
- Nodal Officer: .....

A. Outreach & Awareness

- No. of activities conducted: .....
- Approx. beneficiaries reached: .....

B. Admission Facilitation

- Total beneficiaries assisted: .....
- Applications facilitated: .....
- Admissions secured under Sec 12(1)(c) : .....

C. Grievances

Type of Grievance	No. of Cases
Denial of Admission	
Document Issues	
Fee Demands	
Discrimination	
Portal Issues	
Others	

D. Key Issues / Patterns Identified:
(Brief note)

E. Action Taken / Escalations:
(Brief note)

Annexure D

State-Level Consolidated Report (SLSA)

State: .....

Reporting Period: .....

A. District-wise Summary

District	Applications Facilitated	Admissions Secured	Total Grievances

B. Key Trends Identified:
(Short thematic summary)

C. State-Specific Issues:

- Portal / Technical Issues:
- Documentation Barriers:
- Administrative Delays:

D. Action Taken with State Authorities:
(Brief)

E. Awareness Activities (Consolidated):

- Total outreach activities:
- Estimated beneficiaries reached:

Annexure E

National Consolidated Format (NALSA)

A. State-wise Data

State	Applications Facilitated	Admissions Secured	Total Grievances

B. Key National Indicators

- Total Applications:
- Total Admissions:
- % Utilisation of Seats (indicative):
- Total Grievances:

C. Broad Categories of Issues

Category	No. of Cases
Denial	
Documentation	
Fee Demand	
Discrimination	
Portal Issues	

D. Overall Awareness (Consolidated)

- Total outreach activities:
- Estimated beneficiaries reached:

E. Key Observations / Policy Concerns:
(Brief – 4–5 lines max)

न्याय सब के लिए

ACCESS TO JUSTICE FOR ALL

National Legal Services Authority

B Block, Ground Floor, Administrative Buildings Complex,
Supreme Court of India, New Delhi-110001

Jaisalmer House
26, Man Singh Road, New Delhi-110011
Website: www.nalsa.gov.in | Email: nalsa-dla@nic.in

15100

Toll-Free Helpline number

nalsa.gov.in | nalsa-dla@nic.in

Follow us on

nalsa.india.1 | nalsalegalaid | NALSALegalAid | @NALSA | National Legal Services Authority