

GOVERNMENT OF INDIA  
MINISTRY OF EDUCATION  
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

**RAJYA SABHA**  
**STARRED QUESTION NO. 231**  
**ANSWERED ON 22.03.2023**

**Curriculum for building sensitivity around LGBT issues and rights**

231# **Shri Imran Pratapgarhi:**

Will the Minister of *Education* be pleased to state:

- (a) whether Government plans to create modules in curriculums to build sensitivity around Lesbian, Gay, Bisexual and Transgender (LGBT) issues and rights, if so, details thereof, including projected date of implementation, if not, the reasons therefor;
- (b) the number of States which have introduced LGBT sensitivity in their curriculums, details thereof; and
- (c) whether Government is planning to address the frequent reports of bullying and violence against LGBT students in schools, if so, details thereof?

**ANSWER**  
**MINISTER OF EDUCATION**  
**(SHRI DHARMENDRA PRADHAN)**

(a) to (c) A statement is laid on the Table of the House.

\*\*\*\*

**STATEMENT REFERRED TO IN REPLY TO PARTS (a) TO (c) OF THE RAJYA SABHA STARRED QUESTION NO. 231 ANSWERED ON 22.03.2023 ASKED BY SHRI IMRAN PRATAPGARHI, HON'BLE MP REGARDING 'CURRICULUM FOR BUILDING SENSITIVITY AROUND LGBT ISSUES AND RIGHTS'.**

---

(a) The Department of School Education & Literacy, Ministry of Education, works on the principle of universality and is designed to provide access, equity and quality education to all in a congenial and joyful learning environment. The National Education Policy 2020 reiterates the country's commitment for providing universal access to quality education while ensuring social justice and equality to all. The National Council of Educational Research and Training (NCERT) has drafted a Training Module for Schooling Processes on Integrating Transgender Concerns in Schools. The Module is based on a whole school approach for an inclusive environment and also suggests different pedagogical strategies and school activities across all stages and school subjects. The module has been developed in consultation with different stakeholders and gives ample space for states/regions to include their context and examples. The first part of the module is for sensitization of all staff of the school: school head, teachers, non-academic and ancillary staff of the school as well as SMC members and parents towards the concerns of transgender persons while the second part is for teachers and addresses pedagogical issues. The draft module also defines the role of school counsellors. Capacity building programmes will be organized in 5 regions for Regional Institutes of Education (RIEs), State Council of Educational Research and Training (SCERT) faculty members from the states of these regions, and Demonstration Multipurpose School (DMS) teachers of RIEs. This will create a pool of Resource Persons at Regional and State levels for sensitizing all school education stakeholders on Transgender concerns in school system.

(b) Education, being a subject in the Concurrent List of the Constitution and the majority of the schools are under the jurisdiction of the State/Union Territory (UT) Governments, it is for the respective State/UT Governments to take appropriate action for introduction of LGBT sensitivity in their school curriculum.

(c) NCERT in all its resource materials and capacity building programmes on gender equality and gender sensitization addresses the issue of bullying, violence and sexual abuse in schools and outside school. Principals, teachers, teacher educators and other stakeholders have been oriented on how to address violence, bullying and sexual abuse with a focus on girls and transgender students.

The Central Board of Secondary Education (CBSE) has issued detailed guidelines for the prevention of Bullying and Ragging in Schools which *inter-alia* emphasizes creating awareness, proper delivery of the message “Bullying is strictly prohibited inside the school premises and no such act will go unnoticed or unpunished”, constituting of Anti-Bullying Committee, availability of prompt response mechanism, availability of a complaint/suggestion box and teacher training on how to recognize and prevent bullying. The Board emphasizes that parents and teachers may also be involved in sessions on mental wellness, setting up of ‘Health and Wellness Clubs’ to promote preventive measures to curb violence in any form and to actively incorporate Manuals on Life Skills, Comprehensive School Health and Adolescence Education in the activity periods through various activities.

\*\*\*\*\*