

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

**RAJYA SABHA**  
**STARRED QUESTION NO. 307**  
**ANSWERED ON 29.03.2023**

**Discrimination of Dalits and Adivasis in private schools**

**\*307 SHRI BIKASH RANJAN BHATTACHARYYA:**

Will the Minister of Education be pleased to state:

- (a) number of instances of discrimination against Dalits and Adivasis in private schools reported in the last three years;
- (b) specific regulatory measures issued by the Ministry or CBSE to address discrimination against Dalits and Adivasis in private schools in the last three years; and
- (c) details of the Ministry's Circulars, Guidelines, or Orders sent to States to address the screening of students from marginalized communities and ensure safety, equity and inclusiveness in private schools?

**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 THE PARTS (a) TO (c) OF RAJYA SABHA STARRED QUESTION NO.307 FOR ANSWER ON 29.03.2023 ASKED BY SHRI BIKASH RANJAN BHATTACHARYYA REGARDING DISCRIMINATION OF DALITS AND ADIVASIS IN PRIVATE SCHOOLS.**

(a) : Education is a subject in the Concurrent List of the Constitution and schools, other than those owned / funded by Central Government, are under the jurisdiction of the State Governments. Some private schools are affiliated to Central Board of Secondary Education which is a national board under the Ministry of Education. As far as Central Board of Secondary Education (CBSE) is concerned, no such reports of discrimination against Dalits and Adivasis in the schools affiliated to it have been received in the last three years.

(b) and (c): The Government of India has disseminated the various initiatives to be taken by the states under RTE Act, 2009 (amended from time to time), Samagra Shiksha Framework and recommendations of NEP 2020. Central Board of Secondary Education vide a circular informed its affiliated schools that they must follow the Right of Children to Free and Compulsory Education (RTE) Act, 2009 and its Model Rules, which are binding on all. Sections 8(c) and 9(c) of RTE Act, 2009 makes it obligatory for schools to ensure that the child belonging to weaker section and the child belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds. Under Section 12(1)(c) of the said Act, private unaided schools have to reserve 25 per cent of their seats for children belonging to economically weaker sections and disadvantaged group. The CBSE Affiliation Byelaws, 2018 mandates implementation of provisions given in the manual on safety and security of children in schools developed by National Commission for Protection of Child Rights. The manual mandates that the school shall prohibit all persons and authority of school from harassing or victimizing any child belonging to weaker sections and disadvantage group.

National Education Policy (NEP), 2020 emphasises ensuring of inclusive, equitable and quality education for all. It provides that special attention will be given to reduce disparities in the educational development of Scheduled Castes and Scheduled Tribes. It also provides that all students, irrespective of their place of residence, should have a quality education system, with particular focus on historically marginalized, disadvantaged and under-represented groups. Education is a great leveller and is the best tool for achieving

economic and social mobility, inclusion and equality. Initiatives have been put in place to ensure that all students from such groups, despite innate obstacles are provided various targeted opportunities to enter and excel in the educational system. Further, NEP 2020 mentions that to facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and informal education modes.

The NEP, 2020 further mandates that students will be sensitized through a new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities.

The NCERT, an autonomous organisation under the Ministry of Education has also taken initiatives in the form of development of resource material and conducting of training activities to address the issue of discrimination against Dalits and Adivasis in schools, some of which are as follows:.

- Adaptation of Training Modules for master trainers for enhancing quality of education in schools at elementary stage in Scheduled Castes Concentrated Areas.
- Development of roadmap for quality education for children residing in difficult terrains in the country (2018-19).
- Working paper on 'Equitable and Inclusive Education-Learning for all' (2020-21)
- A Manual for School Management Committee (2017-18)
- Shiksha me Samaveshan: Vidyalay Prabandhan Samiti ke liye Sandarshika (2020-21).
- Documentation of Experiential Learning as Resources of Various Tribal Groups in India (2021-23).

- Capacity building of State Key Resource Persons (KRPs) on Quality improvement in School Management at Elementary Stage in Scheduled Castes concentrated blocks (2017-18).
- Capacity Building of Key Resource Persons in Inclusive Education (2017-18)
- Sensitisation programme for teachers/warden on Special Needs of students of Kasturba Gandhi Balika Vidyalays (KGBs) in SCs, STs, and Minorities concentrated blocks (2018-19)
- Sensitization programme for Teachers and Wardens on Special Needs of Students of Eklayva Model Residential Schools (EMRSs) in Scheduled Tribe concentrated blocks (2019-20).
- Capacity Building of Teachers of Gyanodaya Vidhyalaya of Madhya Pradesh on Gender concerns for Socio-economically disadvantaged Groups especially Schedule Caste children for Inclusive Education (2022-23).
- Professional Development of In-service Teachers at Elementary Level in Porta Cabin Schools of Tribal concentrated Districts in Chhattisgarh (2022-23)

Moreover, the Social Science Textbooks of NCERT have woven the concerns of marginalized communities in its textual materials of different domains of knowledge. Topics like laws for the marginalized, protecting the rights of Dalits and Adivasis, Adivasi Demands and the 1989 Act, and social movements like the Dalit Movement are highlighted. The textbooks promote sensitivity towards the marginalized communities to strengthen the concerns of inclusiveness and equity.

Another initiative that promotes concerns of safety, equity and inclusiveness in all schools is the Training and Resource Material - Health and Wellness of School Going Children under the aegis of School Health Programme of Ayushman Bharat (2018). This programme contains modules on Values, Citizenship and Gender Equality that promote the spirit of equity and inclusiveness.

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