

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

**RAJYA SABHA**  
**UNSTARRED QUESTION NO-2074**  
ANSWERED ON 17.12.2025

**Counselling of Transgender and gender non-conforming students**

2074. **Smt. Rajathi:**

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

- (a) whether Government maintains data on the gender of students including boys, girls, transgender and gender non-conforming students enrolled in public and private schools;
- (b) if so, the State-wise details thereof during the last five years;
- (c) whether Government provides any guidelines, counselling support mechanisms or helpline facilities for transgender students at the school level across the country; and
- (d) if so, the details thereof including any initiatives undertaken to promote inclusive mental-health support for transgender students and their families in schools?

**ANSWER**

**MINISTER OF STATE IN THE MINISTRY OF EDUCATION**  
**(SHRI JAYANT CHAUDHARY)**

(a) and (b): As per UDISE+ (Unified District Information System for Education Plus), State/UT wise and Gender wise enrolment in Government and Private schools from the year 2021-22 to 2024-25 is available at [https://www.education.gov.in/en/parl\\_ques](https://www.education.gov.in/en/parl_ques).

(c) and (d): Samagra Shiksha aims to ensure inclusive and equitable quality education at all levels of school education and has been aligned with the recommendations of the National Education Policy (NEP), 2020. Bridging gender and social category gaps at all levels of school education is one of the major objectives of Samagra Shiksha. The scheme reaches out to girls, and children belonging to SC, ST, minority communities and transgender.

NEP, 2020 envisages an inclusive and structural change in the educational system. It focuses on 'Equitable and Inclusive Education' which reverberates the idea that no child should be left behind in terms of educational opportunity because of their background and socio-cultural identities. NEP, 2020 identifies transgender children as Socio-Economically Disadvantaged Groups (SEDGs) and provides for equitable quality education, inter-alia, for all such students. This includes provisions for assisting transgender children in gaining access to education, support for community-based interventions that address local context-specific barriers to transgender children's access to and participation in education, thereby aiming to eliminate any remaining disparity in access to education for children from any gender or other SEDGs.

In addition, 'Guidelines on School Safety and Security' developed by DoSEL, also contain provisions for ensuring the safety and security of children studying in Government, Government-Aided and Private Schools. The guidelines have been circulated to all States/UTs/Autonomous Bodies of

DoSEL and stakeholder Ministries on 1<sup>st</sup> October 2021. These guidelines are advisory in nature and States/UTs may incorporate additions/modifications to these guidelines, if deemed necessary, according to the State/UT specific requirements. These safety guidelines envisage constitution of anti-bullying committees, parent teacher associations, school management committees, safety walk and complaint boxes etc., as preventive measures for ensuring safety and security of children in schools. Further, these guidelines have provisions to conduct awareness and sensitization program for girls in schools, preparation and dissemination of e-modules on sexual abuse and violence, parenting, nutrition, safety of girl child, etc., and integration of prevention of violence against young children in routine health delivery.

Also, National Council of Educational Research and Training (NCERT) has prepared a Training Module for Schooling Processes on Integrating Transgender Persons' Concerns in Schooling progress in February 2025. 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 module also defines the role of school counsellors

\*\*\*\*\*