

**GOVERNMENT OF INDIA  
MINISTRY OF EDUCATION  
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY**

**LOK SABHA**

**UNSTARRED QUESTION NO.26  
ANSWERED ON-04/12/2023**

**Discrimination against Dalits and Adivasis in Private Schools**

**26. SHRI A. RAJA:**

Will the Minister of EDUCATION be pleased to state:

- (a) the number of instances of discrimination against Dalits and Adivasis in private schools reported in the last three years;
- (b) the specific regulatory measures issued by the Government or CBSE to address discrimination against Dalits and Adivasis in private schools in the last three years; and
- (c) the details of the Government circulars, guidelines/orders sent to States to address the problems of students from marginalized communities and ensure safety, equality and inclusiveness in private schools?

**ANSWER**

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SMT. ANNPURNA DEVI)

(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. Thus, the matters relating to discrimination against students belonging to SC & ST communities in private schools and related matters are regulated in terms of Rules and Instructions of the respective State Government concerned.

(b) and (c): Under Section 12(1)(c) of the RTE Act, private unaided schools have to reserve 25 percent of their seats for children belonging to economically weaker sections and disadvantaged group. 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.

National Education Policy (NEP), 2020 provides that special attention will be given to reduce disparities in the educational development of schedule Castes and Scheduled Tribes.

The NEP, 2020 further mandates that students will be sensitized through this 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.

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