

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

RAJYA SABHA

**UNSTARRED QUESTION NO.360
ANSWERED ON-06/12/2023**

Caste-based discrimination in educational institutions

360. PROF. MANOJ KUMAR JHA:

Will the Minister of EDUCATION be pleased to state:

- (a) whether Government is aware about recent cases of caste-based discrimination facilitated by teachers in primary classes and its impact on child's mental health;
- (b) if so, what actions have been taken against those teachers;
- (c) the list of mandatory sensitization programmes at primary educational levels and measures taken to protect the rights of backward classes; and
- (d) the details of measures taken to induce rightful teaching methods for school teachers?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SMT. ANNPURNA DEVI)

(a) & (b): Education is a subject in the Concurrent List of the Constitution. The recruitment and other service matters of teachers are under the domain of State/ UT Government. Thus, the matters relating to caste-based discrimination against students and related matters are regulated in terms of Rules and Instructions of the respective State/UT Government.

(c): The Government has conducted sensitization programmes at pre-primary stage to secondary stage from time to time and taken various constructive measures to protect the rights of all children including children from the backward classes from time to time. The following development and capacity building programmes have been undertaken for addressing the caste-based discrimination:

- A training package consisting of modules emphasizing on different issues and concerns related to access quality education of children belonging to scheduled castes has been developed. These modules include: Policies, Programmes & Schemes for Educational Development of Children, Quality Improvement of Education, Equity, Equality and Non-discrimination of Children in School.

- A manual has been developed to create awareness on roles and responsibilities of School Management Committee (SMC) members. The manual emphasizes on different issues and concerns related with the quality education of children belonging to different marginalized groups. It has chapters on school management, school management committee, preschool education, education of the children with disabilities, education of children belonging to socially disadvantaged groups, Gender and girls' education, adolescent learners in school; disaster, conflicts and schooling.
- In addition, Capacity Building of Elementary Teachers on Gender Concerns for Socio-Economically disadvantaged Groups especially Schedule Caste children for Inclusive Education have been conducted. The objective of the program is to sensitize teachers on gender and inclusive education in the light of NEP2020, make them aware about issues and concerns of scheduled caste children and to equip them with gender friendly and inclusive pedagogical processes.

(d): Under National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA), Teachers are trained and sensitized to induce rightful teaching methods for avoiding discrimination amongst students.

The National Education Policy (NEP) 2020, National Curriculum Framework for Foundational Stage (NCFFS),2022 and National Curriculum Framework for School Education (NCFSE), 2023 have specific chapters on Pedagogical Strategies for school teachers. Several capacity building programmes for teachers are regularly conducted during which teachers are trained on pedagogical processes for teaching different school subjects from an inclusive perspective including for children belonging to scheduled castes.
