

## **Rainbow in The Classroom: Addressing LGBTQ+ Issues in Indian Schools And Colleges**

**Baidurya Roy \***

### **INTRODUCTION:**

Education is a powerful tool for fostering inclusivity, equality, and social change. In India, LGBTQ+(Lesbian, gay, bisexual, transgender and queer) education is gradually gaining attention as a crucial aspect of ensuring dignity, rights, and equal opportunities for individuals of diverse sexual orientations and gender identities. Historically, Indian society has been deeply rooted in conservative traditions, where non-hetero normative identities were stigmatized, marginalized, or even criminalized. However, with evolving legal frameworks, societal awareness, and educational reforms, discussions on LGBTQ+ issues have started to enter mainstream education.

The landmark decriminalization of Section 377 of the Indian Penal Code in 2018 by the Supreme Court of India marked a significant step toward recognizing LGBTQ+ rights. This decision not only provided legal relief but also paved the way for more open discussions on gender and sexuality in academic institutions. Despite this progress, LGBTQ+ education remains largely absent from school and college curricula, with limited resources, representation, and sensitization programs available.

In the absence of formal LGBTQ+ inclusive education policies, non-governmental organizations, activists, and progressive institutions have taken the initiative to introduce awareness campaigns, diversity training, and safe spaces for queer individuals. The National Education Policy (NEP) 2020 emphasizes inclusivity but does not explicitly address LGBTQ+ issues, leaving much to be desired in terms of systemic reforms.

Challenges such as societal prejudices, lack of teacher training, and inadequate policy implementation hinder the full inclusion of LGBTQ+ perspectives in Indian education. However, ongoing advocacy and increasing representation in media and public discourse signal a slow but positive transformation. Moving forward, comprehensive LGBTQ+ education policies, teacher sensitization, and inclusive curricula are essential for fostering an equitable learning environment in India.

---

*\* Independent Scholar, Education Department, Sammilani Teachers' Training College, Kolkata, India*

## **LITERATURE REVIEW:**

The educational landscape for LGBTQ+ students in India has evolved significantly in recent years, but challenges persist. The Supreme Court's verdict in *Navtej Singh Johar v. Union of India* (2018) decriminalized homosexuality, fostering a more inclusive discourse on LGBTQ+ rights. However, educational institutions continue to reflect societal prejudices, leading to discrimination, bullying, and mental health struggles among queer students (Kaur, 2024).

Research highlights that LGBTQ+ students in India face systemic exclusion, lack of representation in curricula, and inadequate policy interventions to safeguard their rights (Ranade, 2015). Studies by UNESCO (2019) indicate that over 60% of LGBTQ+ students in Indian schools report bullying, leading to higher dropout rates and academic underperformance. Mental health concerns such as depression and anxiety are prevalent due to social ostracization (Gaur et al., 2023).

Efforts to promote inclusivity include the University Grants Commission's (UGC) directives for gender-neutral policies and the introduction of gender studies in higher education (Pandit & Paul, 2023). Some universities have established queer collectives, but implementation at primary and secondary levels remains weak (Chakrapani et al., 2022).

While legal progress has been made, significant efforts are needed to integrate LGBTQ+ students into mainstream education, including sensitization programs, policy reforms, and support networks. Future research should focus on identifying the challenges and intervention strategies to foster a safe and equitable learning environment.

## **METHODS:**

This study employs a secondary research methodology to analyze the educational experiences of LGBTQ+ students in India. Data is collected from peer-reviewed journal articles, books, government reports, and institutional publications, ensuring a comprehensive review of existing literature. Key sources include legal frameworks, policy documents, UNESCO reports, and studies on discrimination, mental health, and inclusivity in Indian educational institutions. A thematic analysis approach is used to identify recurring patterns in challenges and support mechanisms. This method provides a broad perspective on the systemic issues faced by LGBTQ+ students while highlighting policy gaps and potential areas for reform.

## **RESULTS:**

Despite progress in legal recognition and social awareness of LGBTQ+ rights in India, students identifying as LGBTQ+ continue to face multifaceted challenges in educational spaces such as school campuses, college environments, and hostels. These challenges are deeply rooted in societal stigma, lack of institutional policies, and systemic discrimination.

### **1. SCHOOL CAMPUS: EARLY STIGMATIZATION AND BULLYING**

At the school level, LGBTQ+ students frequently experience exclusion, bullying, and a lack of supportive infrastructure. The results from various studies indicate the following key challenges:

#### **A. BULLYING AND HARASSMENT**

LGBTQ students in Indian schools often face bullying and harassment due to deeply ingrained societal prejudices and lack of awareness. They experience verbal abuse, social exclusion, and even physical violence from peers and sometimes teachers. The lack of inclusive policies and sensitization programs worsens their vulnerability, leading to mental health issues like anxiety and depression. Many LGBTQ students drop out due to persistent discrimination. While the National Education Policy (NEP) 2020 emphasizes inclusivity, implementation remains weak (Rose et al., 2018). Advocacy for gender-neutral policies, sensitization workshops, and stronger anti-bullying measures is essential to ensure safe and equitable education for LGBTQ students in India.

#### **B. CURRICULUM AND LACK OF REPRESENTATION**

In India, school curricula largely exclude LGBTQ+ representation, reinforcing heteronormative narratives. Textbooks rarely acknowledge diverse gender identities and sexual orientations, leading to misinformation and stigma. The lack of inclusive content fosters discrimination and mental health challenges among LGBTQ+ students. Sex education, where present, often ignores non-heterosexual relationships, leaving students uninformed about their identities and rights (Lata & Singh, 2023). Teachers may lack training to address LGBTQ+ issues sensitively, further marginalizing these students. Without representation in educational materials and policies, LGBTQ+ youth struggle for acceptance and visibility, impacting their self-esteem, academic performance, and overall well-being in a largely conservative societal framework.

#### **C. MENTAL HEALTH AND EMOTIONAL WELL-BEING**

LGBTQ students in Indian schools often face discrimination,

bullying, and lack of acceptance, impacting their mental health and emotional well-being. Stigma and societal pressure can lead to anxiety, depression, and low self-esteem. Inclusive policies, supportive teachers, and safe spaces can help (Gaur et al., 2023). For example, a Delhi school introduced gender-neutral restrooms and counseling, improving LGBTQ students' confidence and participation. Awareness programs can further foster acceptance and psychological well-being.

## **2. COLLEGE CAMPUS: STRUGGLES FOR IDENTITY AND INCLUSION**

As students transition into higher education, the challenges shift from overt bullying to systemic and cultural marginalization.

### **a. Discrimination in Peer Groups and Faculty Attitudes**

LGBTQ students in Indian colleges often face discrimination from both peers and faculty, leading to social exclusion, harassment, and psychological distress. Peer groups may subject them to bullying, derogatory remarks, or isolation due to deep-rooted societal biases. Faculty attitudes also play a crucial role—many educators either ignore LGBTQ issues or perpetuate stigma through discriminatory behavior and biased evaluation (Sarika & Maji, 2025). A lack of sensitization programs results in an unsupportive academic environment, discouraging self-expression and participation. Institutional policies often fail to address these concerns adequately, leading to academic setbacks and mental health challenges for LGBTQ students in higher education.

### **B. LACK OF GENDER-NEUTRAL FACILITIES**

Indian colleges largely lack gender-neutral facilities for LGBTQ+ students, leading to exclusion and discomfort. Most institutions have binary restroom and hostel policies, forcing transgender and non-binary students to choose between inadequate options. Absence of gender-inclusive policies fosters discrimination, affecting mental well-being and academic performance. Limited awareness and rigid societal norms hinder reforms (Niehans, 2019). Advocacy for inclusive infrastructure, such as gender-neutral restrooms and accommodations, is crucial for fostering equity in higher education.

### **C. ABSENCE OF LGBTQ+ SUPPORT GROUPS**

In many Indian colleges, there is a noticeable absence of support groups for LGBTQ students, primarily due to societal stigma, conservative attitudes, and lack of awareness. The lack of institutional frameworks for inclusivity results in students facing discrimination, bullying, and isolation.

Many educational institutions do not actively address LGBTQ rights or create safe spaces, hindering students' mental and emotional well-being. The absence of such groups limits opportunities for peer support, advocacy, and counseling, leaving LGBTQ students without crucial resources for navigating their identities in a sometimes hostile environment (O'Neill, 2020).

### **3. HOSTEL LIFE: THE CHALLENGE OF SAFE AND INCLUSIVE ACCOMMODATION**

LGBTQ+ students in hostels face a unique set of challenges due to rigid gender-segregated living arrangements.

#### **A. ROOMMATE CONFLICTS AND SAFETY CONCERNS**

LGBTQ students in Indian hostels often face roommate conflicts and safety concerns due to prevailing societal prejudices. Roommates may exhibit hostility, bullying, or exclusion, creating an unwelcoming environment. Misunderstandings, privacy invasions, and discrimination further worsen their mental well-being. Safety risks include verbal abuse, harassment, or even physical violence, with limited institutional support. Fear of being ousted can lead to isolation, while gender-nonconforming students struggle with rigid hostel rules. Lack of sensitization among peers and authorities intensifies these challenges, highlighting the need for inclusive policies and grievance redressal mechanisms (Kortegast, 2017).

#### **B. RAGGING & PHYSICAL TORTURE**

Ragging and physical torture of LGBTQ students in Indian hostels are prevalent issues, with many facing harassment, discrimination, and violence due to their sexual orientation or gender identity. These students often endure verbal abuse, bullying, forced isolation, and physical aggression from peers. Hostels may lack support systems or policies to protect LGBTQ individuals, further exacerbating the problem (Mohiuddin et al., 2024). This hostile environment leads to emotional distress, mental health issues, and a sense of insecurity, highlighting the need for greater awareness, sensitization, and legal measures to ensure the safety and dignity of LGBTQ students in educational institutions.

#### **C. FEAR OF REPERCUSSIONS AND INSTITUTIONAL NEGLIGENCE**

LGBTQ students in Indian hostels often face fear of repercussions due to deep-rooted societal biases, leading to bullying, discrimination, or even expulsion. Many hesitate to report harassment, fearing retaliation from peers or authorities. Institutional negligence worsens their plight, as hostel policies rarely include protections against

queer phobia. Lack of sensitization among wardens and staff results in inaction or victim-blaming, forcing students to remain unvoiced (Mayo, 2022). The absence of gender-inclusive accommodations further alienates transgender and non-binary individuals, making hostel life distressing and unsafe for LGBTQ students.

#### **POLICY RECOMMENDATIONS:**

1. Inclusive Policies and Legal Protections: Strong anti-discrimination policies backed by legal protections should be implemented by educational institutions. Clear guidelines prohibiting harassment based on gender identity and sexual orientation should be established by schools and colleges, with strict consequences for discrimination ensured. Accessible complaint mechanisms, such as anonymous reporting systems and grievance redressal committees trained in LGBTQ+ issues, must be created by institutes. Awareness programs on legal rights, including the Transgender Persons (Protection of Rights) Act, 2019, should be integrated into institutional policies. Collaboration with legal experts and advocacy groups can further ensure the effective enforcement of policies, fostering true inclusivity. Moreover, equal access to education for all children, regardless of gender identity or sexual orientation, is ensured by The Right to Education (RTE) Act. Transgender individuals are recognized as a third gender by the Supreme Court's NALSA Judgment (2014), allowing them to access education without discrimination.

2. LGBTQ+ Inclusive Curriculum: An LGBTQ+ inclusive curriculum is considered essential for fostering awareness, acceptance, and equality within educational institutions. LGBTQ+ history, identities, and contributions should be integrated into subjects like literature, history, and social sciences by schools and universities. The inclusion of LGBTQ+ topics in textbooks has been proposed by the National Council of Educational Research and Training (NCERT) to promote understanding and reduce bias. Textbooks must move beyond heteronormative narratives, and discussions on diverse gender identities and sexual orientations should be included. Collaboration with LGBTQ+ advocacy groups can be pursued by educational institutions to develop accurate, inclusive materials and organize sensitization programs for students and teachers. Furthermore, workshops and discussions on LGBTQ+ issues should be conducted to encourage open dialogue and challenge stereotypes, creating an environment where all students are represented, respected, and valued.

3. Awareness and Sensitization Programs: Awareness and sensitization programs are considered crucial in fostering an inclusive and accepting environment for LGBTQ+ students in educational institutions. Workshops, seminars, and panel discussions can be organized by schools and universities, led by LGBTQ+ activists, psychologists, and legal experts, to educate students, teachers, and staff about gender identity, sexual orientation, and the challenges faced by LGBTQ+ individuals. Sensitization training should be integrated into teacher education programs to ensure that educators are equipped with the skills to address LGBTQ+ issues with empathy. Additionally, Pride Month can be observed, awareness campaigns conducted, and LGBTQ+ resource centers established to promote inclusivity and challenge discrimination within campuses.

4. Formation of Safe Spaces and Support Groups: Inclusivity can be fostered by educational institutions through the establishment of safe spaces and LGBTQ+ support groups where students feel secure expressing their identities. These spaces can be formed as student-led organizations or faculty-supported initiatives offering peer counseling, workshops, and networking opportunities. LGBTQ+ resource centers or ally networks should be designated by schools and colleges to provide guidance on gender identity, mental health, and legal rights. Gender-neutral restrooms have been introduced by some progressive schools to ensure comfort and safety for transgender and non-binary students. Peer support groups can be formed or joined by LGBTQ+ students to share experiences and seek guidance. Pride events, awareness campaigns, and mentorship programs can be hosted to normalize discussions around LGBTQ+ issues. Faculty members should be encouraged to serve as allies, and clear anti-discrimination policies should be implemented within these spaces to ensure that meaningful institutional support is received by students. LGBTQ+ support groups that provide platforms for advocacy and awareness are offered by colleges like JNU, DU, TISS, and IITs.

5. Scholarships and Financial Aid for LGBTQ+ Students: Financial assistance has been started to be offered to LGBTQ+ students by some universities, recognizing the economic struggles that may be faced due to family rejection. Scholarships for higher education are provided to LGBTQ+ students by private organizations such as the Humsafar Trust and Naz Foundation are to be extended further.

6. Gender-Inclusive Hostel Policies : Gender-inclusive hostel policies are

considered essential for creating safe and affirming living spaces for LGBTQ+ students, particularly transgender and non-binary individuals. These policies can be implemented by educational institutions through the provision of gender-neutral housing options, allowing students to choose hostels based on their gender identity rather than their assigned sex at birth. Separate accommodations for transgender students should be made available where necessary, ensuring privacy and security. Hostel rules must be revised to eliminate gender-based restrictions and foster inclusivity. Regular sensitivity training for hostel staff and the establishment of clear anti-discrimination guidelines can further ensure that all students are respected and comfortable in their living environments.

7. Mental Health and Counselling Services : Severe mental health challenges are often faced by LGBTQ+ students due to bullying, social isolation, and lack of acceptance. Mental health must be prioritized by educational institutions through the hiring of counsellors trained in LGBTQ+ issues who can offer confidential support. Safe spaces, such as LGBTQ+ support groups, should be established by schools and colleges, allowing students to connect with peers and mentors. Sensitivity training for mental health professionals is considered essential to ensure that non-judgmental, affirmative care is provided. Additionally, regular workshops on mental well-being and coping strategies should be conducted by institutions, fostering a culture of acceptance and emotional resilience for LGBTQ+ students.

#### **CONCLUSION:**

The LGBTQ+ community in India faces significant challenges within the education system and society. Discrimination, bullying, and lack of inclusive policies hinder their academic and personal growth. Social stigma, family pressure, and legal ambiguities further marginalize LGBTQ+ individuals, limiting their access to quality education and employment opportunities. The absence of gender-sensitive curricula and lack of trained educators to handle LGBTQ+ issues exacerbate these challenges, leading to high dropout rates and mental health concerns. Despite these difficulties, India has made progress towards inclusivity. The decriminalization of Section 377 in 2018 was a landmark victory, paving the way for greater acceptance. Educational institutions are slowly adopting gender-neutral policies, LGBTQ+ support groups, and sensitization programs. The National Education Policy (NEP) 2020, while not explicitly



addressing LGBTQ+ concerns, promotes inclusive education, opening avenues for advocacy and reform.

Societal attitudes are evolving, with increased representation in media and public discourse fostering awareness. Government and non-governmental organizations are working towards legal protections and social acceptance. Corporate inclusivity initiatives are also creating safer workplaces, encouraging students to pursue careers without fear of discrimination. Moving forward, ensuring gender-inclusive education policies, sensitizing teachers, and integrating LGBTQ+ issues into curricula are essential steps for a more equitable system. Society must embrace diversity and create safe spaces for LGBTQ+ individuals to thrive. By addressing these challenges and harnessing emerging opportunities, India can build a more inclusive and progressive educational and social landscape.

#### **REFERENCES**

- 1 Chakrapani, V., Scheim, A. I., Newman, P. A., Shunmugam, M., Rawat, S., Baruah, D., ... & Kaur, M. (2022). Affirming and negotiating gender in family and social spaces: Stigma, mental health and resilience among transmasculine people in India. *Culture, Health & Sexuality*, 24(7), 951-967.
- 2 Gaur, P. S., Saha, S., Goel, A., Ovseiko, P., Aggarwal, S., Agarwal, V., ... & Gupta, L. (2023). Mental healthcare for young and adolescent LGBTQ+ individuals in the Indian subcontinent. *Frontiers in Psychology*, 14, 1060543.
- 3 Kaur, L. (2024). Exploring LGBTQ+ equality in India: A comprehensive examination from anthropological and legal perspectives. *Sexuality, Gender & Policy*, 7(2), 220-237.
- 4 Kortegast, C. A. (2017). "But it's Not the Space that I Would Need": Narrative of LGBTQ Students' Experiences in Campus Housing. *Journal of College & University Student Housing*, 43(2).
- 5 Lata, P., & Singh, K. (2023). Do We Need to Queer ELT Pedagogy in India?. *Journal of English Language Teaching*, 65(6), 6-13.
- 6 Mayo, C. (2022). *LGBTQ youth and education: Policies and practices*. Teachers College Press.
- 7 Mohiuddin, A., Iqbal, A., Chishti, M. A., Shah, M. I., & Mohiuddin, K. (2024). Ragging Is a Fun or A Curse: A Survey of Students' Perceptions On Its Effect On Psychological Health. *RADS Journal of Pharmacy and Allied Health Sciences*, 2(1), 40-48.

- 8 Niehans, A. (2019). Lack of visibility surrounding gender-neutral bathrooms on campus punctuated by lack of safe space for transgender, non-binary students. UWIRE Text, 1-1.
- 9 O'Neill, C. (2020). Correcting The Lack of Representation and Support for LGBTQ Students in School.
- 10 Pandit, J. M., & Paul, B. (2023). Gender diversity, sustainable development goals and human resource management practices in higher education. Indian Journal of Human Development, 17(1), 111-130.
- 11 Ranade, K. (2015). Queering the pitch: a need for mainstreaming LGBTQ issues in professional social work education and practice in India. In Lesbian, Gay, Bisexual and Trans Health Inequalities (pp. 63-78). Policy Press.
- 12 Rose, I. D., Sheremenko, G., Rasberry, C. N., Lesesne, C. A., & Adkins, S. N. H. (2018). Sex differences in school safety and bullying experiences among sexual minority youth. The Journal of School Nursing, 34(4), 301-309.
- 13 Sarika, K., & Maji, S. (2025). Victimization Experienced by LGBTQIA+ Students in Academic Institutions: A Qualitative Exploration in India. Psychology in the Schools.
- 14 UNESCO. (2019). From Insult to Inclusion: Addressing LGBTQ+ Discrimination in Schools. Paris: UNESCO.