SUGGESTIONS TO ADDRESS THE NEEDS OF L.G.B.T., AND GENDER NON-CONFORMING STUDENTS AND STAFF IN THE NATIONAL EDUCATION POLICY, 2016.

1. BULLYING OF L.G.B.T., AND GENDER NON- CONFORMING STUDENTS AND STAFF

Lesbian, gay, bisexual and transgender (L.G.B.T.), and gender non-conforming student and staff, face bullying in educational institutions (Arvind 2016, Humayon 2013,MINGLE 2011, Mogli, 2016, National Legal Services Authority v. Union of India 2013, Subramanian, et al. 2016).This bullying is verbal, physical, sexual and emotional in natureand from both peers and teachers which results in isolation, depression, fall in grades and educational aspiration, dropping out of school/college, suicidal ideation, lack of school belonging and increased absenteeism (Bondyopadhyay, Khan , & Mulji, 2005-2006, Nevatia, et al. 2012, Transgender 2014,Shukla n.d.) For example, in a recent study of 13,257 transwomen participants it was found that 24% of transgender students were not able to complete schooling beyond 5th Std. This dropout rate is much higher than the 17% dropout rate reported in the Draft National Education Policy. Similar high dropout rates have also been observed with transmen (Nevatia, et al. 2012) and men who have sex with men (SAATHII, n.d.).

We, community members, activists, lawyers, scholars, researchers, students and organizations in the field of sexuality, gender and human rights, propose the following suggestions to the Draft National Education Policy, 2016:

2. GUIDING PRINCIPLES AND LEGAL OBLIGATIONS

Before making these suggestions, we reiterate the dicta of the Supreme Court of India and undertakings in various government documents and government committee reports. They will be our guiding principles as we make these suggestions.

"[d]iscrimination on the ground of sexual orientation and gender identity… impairs equality before the law and equal protection of law and violates Article 14 of the Constitution of India." Para 55, page 62, _National Legal Services Authority_ v. _Union of India and Ors._ (2014) 5 SCC 438. ("NALSA")

"S. 377 IPC does not criminalize a particular people or identity or orientation." Para 38, page 77, _Suresh Kumar Koushal and Anr._ v. _Naz Foundation and Ors._ (2014) 1 SCC 1.

"Constitution makers, it can be gathered, gave emphasis to the fundamental right against sex discrimination so as to prevent the direct or indirect attitude to treat people differently, for the reason of not being in conformity with stereotypical generalizations of binary genders. Both gender and biological attributes constitute distinct components of sex. Biological characteristics, of course, include genitals, chromosomes and secondary sexual features, but gender attributes include one's self image, the deep psychological or emotional sense of sexual identity and character. The discrimination on the ground of 'sex' under Articles 15 and 16, therefore, includes discrimination on the ground of gender identity." Para 59, page 64, _NALSA._

"[a] prevalent view regarding this is that transgenderism is not a disease at all, but a benign normal variant of the human experience akin to left-handedness." Para 112, page 98, _NALSA_.

"Homosexuality is the sexual relationship between the persons of the same sex. It is no more considered a sexual deviation." _Page 121, Indian Psychiatric Society, Different Strokes 2015._

"I request you to do all that it takes to ensure that affirmative action ordered by the Hon'ble Supreme Court of India in its landmark judgment dated 15th April, 2014 in W.P. (Civil) No. 400 of 2012 and No. 604 of 2013 are initiated in your university so that the human rights of TG students are safeguarded and their mainstreaming is fast-tracked within university and society at large." _Letter No. D. No. 14-8/2014 (CPP-II) sent by the UGC to the Vice-Chancellors of All Universities._

What Constitutes Ragging: "3(j) Any act of physical or mental abuse (including bullying and exclusion) targeted at another student (fresher or otherwise) on the ground of colour, race, religion, caste, ethnicity, gender (including transgender), sexual orientation, appearance, nationality, regional origins, linguistic identity, place of birth, place of residence or economic background."_UGC Regulation on Curbing the Menace of Ragging in Higher Educational Institutions (Third Amendment), 2016._

"Youth that suffer from social or moral stigma including but not limited to Lesbian, Gay, Bisexual and Transgender (LGBT) youth…" are marginalized and require "special attention to ensure that they can access and benefit fromgovernment programmes." _Page 66, 4.10.1 Priority Area 10: Inclusion, National Youth Policy, 2014._

"[t]here is need for greater monitoring and media attention to prevent illegal social practices such as dowry, child marriage, honour killings, caste-based discrimination and stigmatisation of LGBT youth." _Page 72, 4.11.1 Priority Area 11: Social Justice, National Youth Policy, 2014._

"The health policy must focus on the special requirements of different groups, e.g., integrated geriatric health care and other needs specific to the elderly, 'adolescent friendly' health support services (and counselling) for victims of sexual or substance abuse, those infected with HIV/AIDS, those who are differently-abled, and those who belong to the lesbian, gay, bisexual, and transgendered (LGBT) community." 9.14, Health, _Approach Paper to the 12th Five Year Plan (2012-17), Planning Commission of India._

"Sections of the population who suffer discrimination because of their social and cultural identity like manual scavengers, DNTs, LGBT groups, sex workers, etc." need a special plan: 11.6, _Social and Regional Equity, Approach Paper to the 12th Five Year Plan (2012-17), Planning Commission of India._

"…hostile or abusive peers and school environment are the reasons many gender-nonconforming children drop out of the educational system entirely, foreclosing opportunities for gainful employment during adulthood." _Page 44, Chapter 7, Report of the Expert Committee on Issues Relating to Transgender Persons ("Expert Committee Report")._

"Ensure safety of transgender children in educational institutions: Transgender childrenface physical, mental and emotional violence forcing them to leave. Proper mechanism has tobe evolved to ensure their safety. This also requires fixing the responsibility." _Page 52, Chapter 8, Expert Committee Report._

"Contents on transgender can be included in the curriculum of adolescent education in schools to sensitize children." _Page 53, Chapter 8, Expert Committee Report._

"Sensitization towards transgender community should be an integral part of student counselling at schools." _Page 53, Chapter 8, Expert Committee Report._

"Establishment of anti-discrimination cell: All the educational institutions/universities should establish an anti-discrimination cell to monitor any form of discrimination/harassment against the transgender students." _Page 53, Chapter 8, Expert Committee Report._

Provisions of the Rights of Transgender Persons Bill 2015.

"…transgender may be included as third gender in the guidelines of Gender Champions in educational institutes." _Letter No. No.F.91-712016(GS) from the UGC to the Vice-Chancellors of All Universities._

3. THE DRAFT NATIONAL EDUCATION POLICY, 2016

The words L.G.B.T., gender non- conforming or queer are nowhere mentioned in the Draft National Education Policy, 2016 (hereinafter "draft"). In the light of the abovementioned principles and constitutional obligations, we propose that the concerns of L.G.B.T.; and gender non-conforming students and staff be met through the various clauses of the final policy in the manner suggested. Additionally, in the spirit of the Charu Khurana v. Union of India (Supreme Court, 2014) case which prohibited a private body from discriminating on the basis of sex, extending the constitutional mandate of non-discrimination to private bodies as well, we propose that the following recommendations be made applicable to both public and private educational institutions. The final policy must also require educational institutions to make their commitment to non-discrimination against L.G.B.T. and gender non-conforming youth known to workplaces that are affiliated with it for placements and training. The clause numbers and the sub-headings mentioned hereinafter correspond to the draft policy and the suggestions call for the proposed manner of reading the clauses.

4.2 Protection of Rights of the Child & Adolescent Education

Clause 4.2 of the draft has envisaged the "absence of emotional and physical harassment" of students. It has also envisaged an environment that is both "sensitive and receptive to child rights." The final policy must require public and private schools to develop a mechanism to address the concerns of students who are L.G.B.T., and gender non-conforming.

4.2.1 calls for developing a framework for school safety and security of children. This framework must include provisions for addressing bullying of L.G.B.T., and gender non- conforming students ensuring that they experience equality of access and freedom from discrimination in all aspects of school life.

4.2.2 calls for educating teachers and principals about child rights and various enactments that relate to this topic. This must include the Supreme Court holdings that discrimination on the basis of gender identity and sexual orientation is unconstitutional, that S. 377, I.P.C. does not criminalize any sexual orientation, the U.G.C. definition of ragging and information about the other principles mentioned above.

4.2.3 calls for an Adolescent Education Programme. This programme must have a component on sexuality education which must provide true and accurate information about gender identity and sexual orientation in line with the abovementioned principles. Such an education must teach the distinction between sex and gender, educate about sexual rights and not just sexual diseases, must portray sexuality as an aspect of human development to be understood in a safe and open manner and not a thing to be feared or be ashamed of.

4.2.5 calls for self- learning and online programmes on child rights. These programmes must also be designed in light of 4.2.1-4.2.3.

4.2.6 requires schools to "engage trained counsellors to confidentially advise parents and teachers on adolescence problems faced by growing boys and girls." The counselors must in trained in light of the principles mentioned above especially, the principle of non-discrimination, the principle of non-criminalization and the principle of absence of disease.

4.4 School Education

4.4.7 calls for setting up of helplines to address course selection and employment related concerns. These helplines must also be equipped to address other needs of the students. For example, if a student is being bullied or harassed in school and calls the helpline, the helpline must be in a position to connect the student to an organization that can provide help to the student. Sampark, the school helpline started by the Department of School and Mass Education in Odisha can be looked at as a model. This helpline has also been referenced by the NitiAayog in their 2015 edition of the Social Sector Service Delivery Good Practices Resource Book (NitiAayoug and UNDP 2015).

4.5.1. envisages curricular reform with the view to teaching students about fundamental rights and fundamental duties. Any such reform must educate about the abovementioned governmental undertakings.

4.5.6. calls for spreading "constitutional literacy", laying emphasis on "unity in diversity" and addressing issues of "gender" with a view to "avoid social discrimination." Any such curriculum reform must, "critically assess notions of masculinity and question prevailing gender inequities" as per the Gender Champions Guideline. It must also educate about the abovementioned principles but at the veryleast about that discrimination on the basis of sexual orientation or gender identity violates Article 14 of the constitution; that the prohibition against sex discrimination in Article 15 and 16 of the constitution includes biological and gender identity and no gender identity or sexual orientation is either a mental disease or a criminal attribute.

4. 6 Inclusive Education and Student Support

4.6. seeks to address the needs of socially backward classes. The National Youth Policy, 2014, the 12th Planning Commission Approach Paper has identified L.G.B.T. population as marginalized. Therefore, the inclusive education and student support systems must be developed keeping in mind the concerns of this population of student and staff. Additionally, transgender staff and students must be accorded reservations in educational institutions and public appointments as per the NALSA judgment.

4.6.13 calls for a "zero tolerance approach to gender discrimination and violence." Any zero tolerance policy must address bullying faced by L.G.B.T., and gender non-conforming students and staff in educational institutions. However, such a policy must also incorporate a module on educating persons in educational institutions about sexual orientation and gender identity. A teaching based approach as opposed to a punishment based approach must be adopted for students.

4.10. Teacher Development and Management

4.10 calls for "improving teachers' motivation." This requires addressing issues of discrimination and inequality faced by teachers and staff owing to their sexual orientation, gender identity, expression and/or gender non- conformity.

4.11 Language and Culture in Education

4.11.4 calls for the integration of ethics in education: "[E]thics education will be integrated at all levels for inculcating values of equality and equity, social justice, fraternity, democracy, responsible freedom and liberty..." Such an education must not omit the abovementioned legal obligations and principles which are the embodiments of all the values mentioned here.

4.13 School Assessment and Governance

4.13 seeks to assess "satisfaction of pupils" as a component of school assessment. Higher educational institutions must also be so assessed with satisfaction of staff being tested in addition to pupils. Moreover, the parameter for satisfaction must include mental and emotional well-being, freedom from discrimination, equality of access and freedom of expression.

4.16 Quality Assurance in Higher Education

4.16 seeks to correct "gender and social imbalances within the sector." Inequity faced by L.G.B.T., and gender non-conforming students and staff must be corrected in light of the above principles.

4.19 Faculty Development in Higher Education

4.19.3 proposes the establishment of National and State Training Academies to train teachers in issues of curricula but also for their "sensitisation to gender and social diversity." Any such sensitization must be carried out in light of the abovementioned legal obligations and government undertakings.

4. MISCELLANEOUS

1. 1. Admission forms and bathrooms in educational institutions to have a third gender option, while continuing to respect the self-identification of transgender students as male, female or third gender, in accordance with NALSA.

2. These suggestions are also in conformity with Themes V, VI and X of the school education themes (addressing the needs of minority teachers and students) of the Themes for Revisions of the National Education Policy, theme XII (ethics) and theme XIII (health) of the school education themes and theme X (bridging gender and social gap) of the college education theme.

3. Recognition that students may be bullied or harassed on account of several factors including, but not limited to sexual orientation, gender identity and expression; and taking cognizance of such other factors as disability, caste, class, religion and region of origin that may result in discrimination.

References

Arvind. (2016, July 19). *Campus Homophobia.* Retrieved July 20, 2016, from http://www.thenewsminute.com/:
http://www.thenewsminute.com/article/being-queer-iit-my-time-campus-left-me-scars-last-lifetime-46749

Bondyopadhyay, A., Khan , S., & Mulji, K. (2005-2006). *From the Front Line: The Impact of Social, Legal and Judicial
Impediments to Sexual Health Promotion, and HIV and AIDS Related Care and Support for Males who have Sex with
Males in Bangladesh and India.* Naz Foundation International.

Charu Khurana v. Union of India, Writ Petition (Civil) No. 78 of 2013 (Supreme Court of India 2014).

Humayon, A. (2013). *Where's the Pride on Campus?* Retrieved August 1, 2016, from http://timesofindia.indiatimes.com/:
http://timesofindia.indiatimes.com/life-style/people/Wheres-the-pride-on-campus/articleshow/19086240.cms

MINGLE. (2011). *Youth and Campus Survey 2011: A Study Examining LGBT Issues in Indian College and University Campuses.*
MINGLE.

Ministry of Youth Affairs and Sports. (2014). *National Youth Policy.* Government of India.

Mogli, V. V. (2016). *Bullied, Stripped and Raped: What A Transwoman Suffered At Her School.* Retrieved from
http://www.feminisminindia.com/: http://www.feminisminindia.com/2016/08/02/bullied-raped-transwoman-
suffered-school/#.V6DI0NJ97rd

National Legal Services Authority v. Union of India, Writ Petition (Civil) No. 400/2012 (Supreme Court of India April 15, 2013).

Nevatia, S., Raj, Mahajan, S., & Shah, C. (2012). Bound by Norms and Out of Bounds: PAGFB (Persons Assigned Gender Female
at Birth Within the Formal Education System: Lesbians and Bisexuals in Action (LABIA). *Contemporary Education
Dialogue*, 173-196.

Niti Aayoug and UNDP. (2015). *Social Sector Service Delivery Good Practices Resource Book.* Government of India.

Planning Commission. (2011). *Faster, Sustainable and More Inclusive Growth: An Approach to the Twelfth Five Year Plan.*
Government of India.

Rights of Transgender Persons Bill, 2015. (n.d.).

SAATHII. (n.d.). *Project Pehchan Completion Report: West Bengal, Odisha, Jharkhand and Manipur Technical Report Submitted
to State AIDS Control Societies.* Kolkata: Solidarity and Action Against the HIV Infection in India.

Shukla, S. (n.d.). A Qualitative Study to Understand the Experiences of Queer Students During their School Life in India.
forthcoming.

Society, I. P. (2015). *Different Strokes.* Indian Psychiatric Society.

Subramanian, M., Khadija, G., Debnath, P. S., & Joon, D. (2016). *India's Youth Speaks Out About Higher Education: A Report
Prepared by UNESCO MGIEP to Support the Ministry of Human Resource Development's Formulation of the National
Education Policy .* New Delhi: UNESCO.

Suresh Kumar Koushal and Anr. v. Naz Foundation and Ors., Civil Appeal No. 10972 of 2013 (Supreme Court of India December
11, 2013).

Transgender, E. C. (2014). *Report of the Expert Committee on Issues Relating to Transgender Persons.* New Delhi: Ministry of
Social Justice and Empowerment.

UGC. (2015, February 2). D. No. 14-8/2014 (CPP-II). New Delhi: Government of India.

UGC. (2016, June 29). UGC Regulation on Curbing the Menace of Ragging in Higher Educational Institutions (Third
Amendment), 2016. Government of India.

UGC. (n.d.). No. F. 91-712016 (GS). Government of India.

Sr. No.	Signatures
1	Souvik (Kolkata Rainbow Pride Festival), Kolkata.
2	Praveen Khwairakpam, MBBS Student, Sikkim Manipal Institute of Medical Sciences.
3	Vikalp (Women's Group), Vadodara.
4	Sabrang collective, Vadodara.
5	Surabhi Shukla, Assistant Professor of Law, Jindal Global Law School, Sonepat.
6	Anish Vanaik, Assistant Professor, Jindal Global Law School, Sonepat
7	Anuranjan Sethi, Assistant Professor, Jindal Global Law School, Sonepat
8	Harsh Lata. Research Associate, Jindal School of Government and Public Policy, Sonepat
9	Atharv S, Astitva Trust, Maharashtra
10	SAATHII (NGO), Chennai www.saathii.org
11	Sappho for Equality, Kolkata
12	Orinam (support group and resource centre for LGBTQI+ communities), Chennai www.orinam.net
13	Upasana Garnaik, Assistant Professor, Jindal Global Law School, Sonepat
14	Aniq Kadri, Student, Jindal Global Law School
15	Dhananjay Salkar, Student, Jindal Global Law School.
16	Rohini Sen, Assistant Professor of Law, Jindal Global Law School, Sonepat
17	Mandavi Jayakar, Assistant Professor, Jindal Global Law School, Sonepat
18	Anandita Rana, Student, Jindal Global Law School, Sonepat
19	Sarah Saurabh Sharma, Student, Jindal Global Law School, Sonepat.
20	Ivy Singh, Student, Jindal Global Law School, Sonepat
21	Paayas Pandit, Student, NUJS, Kolkata
22	Tanusmita Ghosal, Student, NUJS, Kolkata
23	Udbhav Tiwari, NUJS, Kolkata
24	Akshaya Venkataraman, NUJS, Kolkata
25	Issac John, NUJS, Kolkata
26	Rijul Rajesh, NUJS, Kolkata
27	Vishal Narula, NUJS, Kolkata
28	Archit Krishna, NUJS, Kolkata
29	Ashrita Gulati, NUJS, Kolkata
30	Chaitanya Sundrial, NUJS, Kolkata
31	Anurag Naskar, NUJS, Kolkata
32	Ira Chadha-Sridhar, NUJS, Kolkata
33	Tanvi Anand, NUJS, Kolkata
34	Rhea Goyal, NUJS, Kolkata
35	Unnati Jhunjhunwala, NUJS, Kolkata
36	Divya Charen, Credit Analyst
37	Archanaa Seker, Chennai Solidarity Group, Chennai
38	L Ramakrishnan, SAATHII, Chennai
39	Aditya Mandre, Content Writer
40	Vinit Béléy, Video Editor & Digital Artist, Mumbai
41	Tushar Malik, Independent Activist, New Delhi
42	Vishakha Gupta, Student, NUJS
43	Evania, Content Writer
44	Anurag Nair, Queer Campus Bengaluru
45	Queerala (http://queerala.org/) an organisation for Kerala LGBTIQ
46	Kalpana Karunakaran, Faculty, IIT Madras
47	Tanuj Biyani, Architect, Delhi
48	Alex Mathew, Media Professional
49	Jayant Iyer, Technical Writer, Bengaluru
50	Nirmal John, Student, Jindal Global Law School , Sonepat
51	Dipesh Jain, Research Assistant, JIRICO, Jindal Global Law School, Sonepat.
52	Paramesh Viswanathan, Student, SRMC
53	Thaddeus Alfonso, PhD Scholar, VIT University, Chennai
54	Aravindh Chidambaram, NIT Trichy (alumni)
55	Ritinkar Das, Animator, Kuala Lumpur
56	Shilpi Banerjee, Clinical Psychologist, Gurgaon
57	Abhishek Chowdhury, Research Scholar, Department of English, University of Kalyani, West Bengal.
58	Saurav Mitra, Hospitality Management Professional,Kolkata
59	HiKush Sengupta, Student, Department of English,Jadavpur University,West Bengal
60	Nobojyoti Chanda,Team member, International Voice process Unit, Kolkata
61	Satyaki Chakraborty, Department of English, University of Calcutta
62	Diptiman Mohapatra, Student, NUJS
63	Kiran Bhairannavar, Assistant Professor, Delhi School of Economics, University of Delhi, Delhi.
64	Deepika Athinarayanan, student, Chennai
65	Deepthi.K., Digital Marketing Ex, Dublin
66	Shivaji Bhattacharjee, working professional
67	Mahesh Natarajan and team of counsellors, www.innersight.in, Bengaluru
68	Virginia Saldanha, Activist, Mumbai.
69	Good As You, A support group for LGBTIQA + individuals (www.goodasyoublr.blogspot.in), Bengaluru
70	Vidhu Vaibhav Saxena, User Experience Designer, Bengaluru
71	Arunkumar N, Web Developer, Chennai
72	Nithin Raj, Student, ICAI
73	Srinivas Muktha, Software Engineer, Bengaluru
74	Anindyo Gupta, Bengaluru
75	Narendra Pai, Design Engineer, Bengaluru
76	Shanmuga Priya V, Quality assurance, Bengaluru
77	Omkar Dodwad, Chennai
78	Pramada Menon, Gurgaon
79	Bhuvi Ritu P, Tumkur
80	Swapnil Shrivastava, Software Engineer, Bengaluru
81	Abhiram Charan Tej Mallu, PhD Scholar, IIT Madras, Chennai.
82	Vinay Chandran, Swabhava Trust, Bengaluru
83	Sutanuka Bhattacharya, PhD Scholar, AUD, New Delhi.
84	Vishikh Athavale, Student, IISc Bengaluru
85	Mahesh Sasidharan, Software Engineer, Bengaluru
86	Antony Arul Valan, Chennai
87	Ishita Chaudhry, Delhi
88	A Mani, Researcher, University of Calcutta, Kolkata, Faculty, WQU
89	Karthik Rao Cavale, PhD Candidate, Massachusetts Institute of Technology
90	Poonghulali B., Advocate, Chennai
91	Asha G, Neuroscientist, Trivandrum
92	Akhil Kang, Lawyer, NALSAR Alumnus

93	Niyati Sharma, NALSAR Alumna
94	Kshitij Aditya Sharma, NALSAR, Hyderabad
95	Maithreyan K, M.Techn Institute of Technology Kharagpur
96	Agniva Lahiri, Consultant (Gender and Development), Kolkata
97	People Like Us (PLUS) Kolkata
98	Prothoma - The Transgender Shelter home and Crisis Intervention Center, Kolkata
99	Sunil Chauhan, Software Engineer, Bengaluru
100	Suchitha Raghunathan, Chennai
101	Amrita Bakshi, School of Law, University of Edinburgh Alumna
102	Lenin. MBBS doctor, Chennai
103	Anuneeta Mitra,PhD candidate.NUEPA.New Delhi
104	Ritesh Rajani, Software Developer, Bengaluru
105	Rakesh kumar(AKKI), MITR TRUST CBO Organisation, student of HSI, NEW DELHI.
106	Suhas Pai, Information Security Engineer, Udupi
107	Jasim Waheed Ansari, M.Sc. Computer Science, RWTH Aachen university
108	Raghavendra Kamath, M.Sc. Student, Technical University of Munich, Germany.
109	J Sharma, Lawyer, Assam
110	Rajeev K, Bengaluru
111	Mahesh Chandrasekar, Dream a Dream, Bengaluru
112	Vinodh Philip, Corporate Communications, Paris, France
113	Tony Christopher, Technology Lead, Bengaluru
114	Suraj Iyer , Godrej and Boyce mfg co ltd
115	Naimika Ramesh, Client Reference Specialist, Bengaluru
116	Jayshree Murali Vidya Integrated Development for Youth and Adults
117	Arunkumar Senthilnathan, Sr Software Engineer, Bengaluru
118	Ragavendran Gopalakrishnan, Research Scientist, XRCI, Bengaluru
119	Vaishali Kambli, Pune
120	Apoorva Kambli, Nowrosjee Wadia College, Pune
121	Baranidharan, Content development Coordinator, Salem
122	Sriram Kumaran, Software Developer, Bengaluru
123	Archana Vijayan, corporate sector, Chennai
124	Vijayakumar Nambi, IT Security/Risk & Compliance, Bengaluru
125	Vinay Singh, Noida.
126	Aakash Chandran, Student, Faculty of Law, Jamia Millia Islamia
127	Kamlendu Shukla CEO Jupiter Software & Systems Jamshedpur-831001
128	K.V.Bharadwaaj, Accountant, Chennai
129	Himadri Barman, Research Scientist, IMSc, Chennai
130	M.Stephen, Regional Business Development Manager, Chennai, TN
131	Sanjanaa Bathija, Thoughtworks, Bengaluru
132	Nayana Udupi, ThoughtWorks, Bengaluru
133	Aanchal Srivastava, ThoughtWorks, Bengaluru
134	Tanu Das, ThoughtWorks, Bengaluru
135	Anupriya , ThoughtWorks, Bengaluru
136	Princy Thomas, ThoughtWorks, Bengaluru
137	Vivek Chaturvedi, Thoughtworks, Pune
138	Shivakumar M, Thoughtworks, Bengaluru
139	Villies Thekkekara, ThoughtWorks, Pune
140	Pooja Verma, ThoughtWorks,Bengaluru
141	Satish Kumar Viswanathan, ThoughtWorks, Coimbatore
142	Preetimoyee Behera, ThoughtWorks, Bengaluru
143	Aniket Barlawar, ThoughtWorks,Bengaluru
144	Vamsidhar Bethanabatla, ThoughtWorks, Bengaluru
145	Saravanaprakash, ThoughtWorks, Bengaluru
146	Raj Kumar, ThoughtWorks, Pune
147	Vikas Suryavanshi, ThoughtWorks, Bengaluru
148	Isha Tripathi, ThoughtWorks, Pune
149	Disha Manikumar, ThoughtWorks, Bengaluru
150	Algernon DMello, Thoughtworks, Bengaluru
151	Gautham Hanumanthappa, ThoughtWorks, Bengaluru
152	Rini Rathore, ThoughtWorks, Bengaluru
153	Soumya Gupta, ThoughtWorks, Bengaluru
154	Pooja Prajapati,ThoughtWorks, Pune
155	Michelle Surendran, ThoughtWorks, Chennai
156	Devangana Khokhar, ThoughtWorks, Bengaluru
157	Ashok Row Kavi, Mumbai
158	Manak Matiyani, The YP Foundation, Delhi
159	Sriram Narayanan, ThoughtWorks, Bengaluru
160	The YP Foundation, Delhi. [an organisation working to promote protect and advance young people's human rights]
161	Shiv D Sharma, Centre for Studies in Gender and Sexuality, Ashoka University
162	Nived Dharmaraj, Schools of Equality, Chennai
163	Raj Ayyar, Professor, Humanities and Social Sciences, New Delhi
164	Kenneth Dsouza, Designer, Bengaluru
165	Charumathi V, Chennai
166	Abhinav Goel, alumnus, Indian Institute of Space Science and Technology & Indian Institute of Management, Ahmedabad, currently Deputy Marketing Manager, New Delhi
167	Jnanasiddhy, Mumbai
168	Mrinal Singh, Bangalore, Working Professional - Caters to the needs of FMCG markets
169	Shruti Menon, Bangalore, Cofounder - Make Room India (An Indian-European social change ecosystem)
170	Dr. Sameera M Jahagirdar, Associate Professor, Department of Anesthesiology & Critical Care, Mahatma Gandhi Medical College & Research Institute, Pondicherry.
171	Felix S., volunteer, Orinam
172	Gayathri Rao, ThoughtWorks India, Bangalore
173	Lavanya Narayan, Chennai
174	Moulee, Chennai
175	Aarushi Mahajan, student, National Law University, Delhi
176	Vyjayanti Vasanta Mogli, transgender student, Tata Institute of Social Sciences (TISS), Hyderabad
177	Dr. Shankar Ganesan, faculty, Vellore Institute of Technology (VIT), Chennai

178	Bishakha Datta, Point of View, http://pointofview.org/ Mumbai
179	Santayan Sengupta, Thoughtshop Foundation, http://thoughtshopfoundation.org/ Kolkata
180	S. Jacob
181	Veronica George
182	Rajesh Kambli
183	Vinayak Ghunakikar
184	Shreekant Deodhar, Graduate Student, Indian Institute of Science, Bangalore.
185	Rajnish Rao, Post Doctoral Fellow, Humboldt University of Berlin, Berlin.
186	Ketki Ranade, Assistant Professor, Tata Institute of Social Sciences, Mumbai
187	Vijay Raghavan, Professor, Tata Institute of Social Sciences, Mumbai
188	Sujata Sriram, Tata Institute of Social Sciences, Mumbai
189	Bindhulakshmi P, Tata Institute of Social Sciences, Mumbai
190	Asha Banu Soletti, Tata Institute of Social Sciences, Mumbai
191	Dr. Asha Achuthan, Faculty, Advanced Centre for Women's Studies, Tata Institute of Social Sciences, Mumbai

192	Mahuya Bandyopadhyay
193	Ridhima Sharma, Centre for Women's Studies, Jawaharlal Nehru University, New Delhi
194	Dr. Anjali Dhengle, Lecturer (Social Work), Devi Ahilya Vishwavidyalaya, Indore (M.P.)
195	Abir Dasgupta, Student, Tata Institute of Social Sciences, Mumbai
196	Diwakar Kishore, Graduate Student, University of Oxford.
197	Nima Ganga, Tata Institue of Social Sciences, Mumbai
198	Rachel Chenchiah
199	Rekha Mammen, Tata Institute of Social Sciences, Mumbai
200	K.V.Nagesh Babu , Faculty, School of Media and Cultural Studies, Tata Institute of Social Sciences
201	Asha G
202	Dr. Karthik Bittu
203	Padma Velaskar, Tata Institute of Social Sciences, Mumbai