

Website: www.cbse.nic.in

Phone: 011- 23237779

Email-Id: nehasharma.cbse@gmail.com



CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

“Shiksha Sadan”, 17-Rouse Avenue, New Delhi-110 002

CBSE/ACAD./ DD(E&R)/ 2013

5th March, 2013

Circular no. Acad-21/2013

All the Heads of Institutions Affiliated to CBSE

“Human Rights and Gender Studies”

Dear Principal,

After ten years of general education, students branch out at the beginning Senior Secondary level and are exposed to the rigours of the various disciplines for the first time. This is the stage when they are made to start reflecting over their future life and decide of a career. At this point, they also become aware of the real world around them. As economic integration and advancement in communications have brought all parts of the world closer together, human rights are increasingly recognized as a unifying moral force that transcends national boundaries and empowers ordinary people everywhere to demand for the protection and promotion of their human rights. The mandate for human rights education is unequivocal: ***you have a human right to know your rights.*** According to NCF (2005), ‘A critical *function of education* for equality is to enable all learners to claim their *rights* as well as to contribute to society and the polity. We need to recognise that *rights* and choices in themselves cannot be exercised until central *human capabilities* are fulfilled. Thus, in order to make it possible for marginalised learners, and especially girls, to claim their rights as well as play an active role in shaping collective life, education must empower them to overcome the disadvantages of unequal socialisation and enable them to develop their capabilities of becoming autonomous and equal citizens.’ The Preamble to the Universal Declaration of Human Rights (UDHR) also exhorts “*every individual and every organ of society*” to “*strive by teaching and education to promote respect for these rights and freedoms.*” Article 30 of the UDHR declares that one goal of education should be “*the strengthening of respect for human rights and fundamental freedoms.*”

At the same the teaching of gender issues encompasses a wide range of questions, which are related to the underlying concepts of gender as they are evolved in various academic disciplines, epistemological approaches and institutional setting of modern educational systems on all levels. Teaching gender also involves the potentials and the problems of gender being a universal individual experience, personal or social in the institutional setting and focuses on gender mainstreaming in the light of Human Rights. This course is intended to make students aware of the ways in which gender is “taken for granted” and how gender is learned, the implications of gender for our lives, and prospects for change insofar as men and women are able to combine and/or reject elements of traditional masculinity and femininity.

This knowledge and respect of rights as well as gender that students attain, combined with understanding, respect and tolerance for difference; can empower them to tackle prejudice, improve relationships and make the most of their lives. In our ever more diverse and challenging society, it thus becomes even more important to instil young people with these positive and open-minded attitudes.

Thus keeping in view the urgency to induct and introduce this elective in the wake of present day's scenario and also during its academic interactions and debates at key meetings with scholars, and experts it was resolved that CBSE may introduce a course titled "Human Rights and Gender Studies" as a new Elective for classes XI – XII.

The salient features of the Elective Course are to:

- Strengthen the of respect for human rights, gender and fundamental freedoms;
- Holistic development of the human personality and the sense of its dignity;
- Promotion of understanding, tolerance, gender equality, and harmony amongst all;
- Enabling of all persons to participate effectively in a free, just and more humane society;

The Course titled "Human Rights and Gender Studies" is being introduced as a pilot course on first come first serve basis to **50 schools** in class XI from the current academic session 2013-2014. It can be offered as an **elective subject** with any combination of three other electives and a language. It will have a 70 marks theory paper with 30 marks for case study based project and *viva voce*.

It is brought to the notice of all heads of schools interested in taking up this course in their respective schools/institutions to express their willingness by filling in the attached proforma (*Annexure A*). The filled in proforma along with a bank draft* of the requisite amount in favour of **Secretary, Central Board of Secondary Education, Delhi**, payable at Delhi may be sent to **Director (Academic, Research, Training and Innovation)** CBSE Shiksha Sadan, 17-Rouse Avenue, New Delhi -110002 by 20th March, 2013. In case of any queries related to this Elective, you may contact Ms. Neha Sharma at telephone number – 011 23237779 or at nehasharma.cbse@gmail.com.

SI	Type of the school*	Fee
1	Independent schools within the country	Rs 3,000/-
2	Overseas Independent Schools	Rs. 10,000/-


(DR. SADHANA PARASHAR)

DIRECTOR (Academic, Research, Training and Innovation)

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

- The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi- 110016.
- The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
- The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi- 110054.
- The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh- 160017.
- The Director of Education, Govt. of Sikkim, Gangtok, Sikkim- 737101.
- The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111
- The Director of Education, Govt. of A&N Islands, Port Blair- 744101.
- The Director of Education, S.I.E., CBSE Cell, VIP Road, Junglee Ghat, P.O. 744103, A&N Islands.
- The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi- 110085
- All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
- The Education Officers/ AEOs of the Academic Branch, CBSE.
- The Research Officer (Technology) with the request to put this circular on the CBSE website.
- The Library and Information Officer, CBSE.
- E.O. to Chairman, CBSE
- DO/ PA to Secretary, CBSE
- PA to CE, CBSE
- PA to Director (Acad.)
- PA to HOD (AIEEE)
- PA to HOD (Edusat)
- PRO, CBSE.

HUMAN RIGHTS AND GENDER STUDIES

Code no.: 075

(PROFORMA)

- School/Institution Details:**

<i>Name of the School</i>	
<i>CBSE Affiliation No.</i>	<i>Senior Secondary since:</i>
<i>Name of Trust/ Society / Managing Committee</i>	
<i>Name of the Principal/ Head</i>	
<i>Contact Address of the Principal/ Head</i>	
<i>Postal Address of the School</i>	
<i>City</i>	<i>State</i>
<i>Pin Code</i>	<i>Telephone with STD</i>
<i>Mobile</i>	<i>Fax</i>
<i>Email</i>	<i>Website</i>

- SENIOR SECONDARY ENROLLMENT DETAILS**

(Academic Session 2013-2014)

<i>Class XI</i>	
<i>No. of sections</i>	<i>No. of students</i>
<i>Class XII</i>	
<i>No. of sections</i>	<i>No. of students</i>

- **TEACHING STAFF SPECIFICATIONS** (Refer Annexure 'B')
(For the course Human Rights and Gender Studies)

<i>S. No.</i>	<i>Name of Teacher</i>	<i>Educational Qualification</i>	<i>Teaching experience (no. of years)</i>
1.			
2.			
3.			
4			

4. ADDITIONAL INFORMATION RELEVANT TO THE SCHOOL/ INSTITUTIONS'S REASON FOR OPTING THE PILOT COURSE

7: AUTHORISATION

I, (Name) _____, (Principal/Head of Institution) of (Name of School)_____ hereby declare that all the information furnished in this Proforma are true and correct to my knowledge. I also undertake that if our school is selected for the aforesaid Pilot course in 'Human Rights and Gender Studies', it will abide by the rules, regulation, confidentiality, co-operation and guidelines conveyed by CBSE from time to time.

I am submitting bank draft number_____ of amount_____ dated_____ drawn on bank _____ in favour of **Secretary, Central Board of Secondary Education, Delhi**, payable at Delhi.

Signature:

Name:

Day/ Month/ Year

Annexure B

Human Rights and Gender Studies

Code no.: 075

Today economic integration and advancement in communications have brought all parts of the world closer together, human rights are increasingly recognized as a unifying moral force that transcends national boundaries and empowers ordinary people everywhere to demand that their governments be account able for the protection and promotion of their human rights. The mandate for human rights education is unequivocal: you have a human right to know your rights. According to NCF 2005, - *The concept of human rights has a universal frame of reference. It is imperative that children are introduced to universal values in a manner appropriate for their age. Reference to day-to-day issues, e.g. the problem of getting water, can be discussed so that young students become aware of issues related to human dignity and rights.* The Preamble to the Universal Declaration of Human Rights (UDHR) exhorts "*every individual and every organ of society*" to "*strive by teaching and education to promote respect for these rights and freedoms.*" Article 30 of the UDHR declares that one goal of education should be "*the strengthening of respect for human rights and fundamental freedoms.*"

The education systems need to reflect commitment to human rights. The specific objective that are desired to be achieved are:

- to create awareness regarding law and the administration of justice
- to create basic awareness about the need for equality of opportunity in ability to use public services including education and health
- to learn about equality of opportunity in the access to justice according to different parameters such as gender, age, diversity of background etc.
- to create awareness regarding civic and social rights and responsibilities
- to create awareness regarding consumer rights (right to know, right to redress, right to information, right to public services free of corruption)
- to create awareness regarding violence
- to create awareness regarding identity (rights of a child, parent, right to language, culture and religion)

The teaching of gender issues encompasses a wide range of questions, which are related to the underlying concepts of gender as they are evolved in various academic disciplines, epistemological approaches and institutional setting of modern educational systems on all levels. The question of how gender works in the educational system will be the subject of the course. The aims of a possible perspective in teaching gender are that gender always contains a socio-political and an academic aspect. Teaching gender also involves the potentials and the problems of gender being a universal individual experience, personal or social in the institutional setting.

This course is intended to make students aware of the ways in which gender is “taken for granted” and how gender is learned, the implications of gender for our lives, and prospects for change insofar as men

and women are able to combine and/or reject elements of traditional masculinity and femininity. The course will look at gender within the context of different social institutions (e.g. the family, the workplace, education, etc.) and look at ways in which gender roles are maintained by these institutions, and/or effectively learned through socialization. Specific learning objectives are to:

- have an understanding of the history of gender and the division of labour by sex;
- attempt to consider which human behaviours are biologically motivated and which are a product of cultural differences;
- have a better understanding of oneself and the society in which one operates;
- understand the institutionalization of gender of politics, economics, language, family, and socialization;
- understand the concepts of gender stereotypes and sexism as a form of discrimination.
- generate and experiment with ideas by using technologies to express themselves as citizens, consumers and imaginative beings
- develop personal skills that are transferable to a range of work options and life paths including self-discipline, problem solving, project management and the ability to work individually and collaboratively to achieve goals

MINIMUM QUALIFICATIONS FOR TEACHERS

Human Rights and Gender Studies

- a) Master's Degree in Political Science/ Sociology / Social Work from a recognised university with specialisation (studied as a main course elective or paper)/diploma in Human Rights/ Gender Studies;
or
Master's Degree in English from a recognised university with Post Graduate Diploma Human Rights/ Gender Studies/ Social Work;
- And
- b) Degree in Education or three years teaching experience of Senior Secondary or higher classes