

From

Director Higher Education, Haryana,
Shiksha Sadan, Sector-5, Panchkula.

To

1. All Registrars of State Universities in the State.
2. All Registrars of Private Universities in the State.
3. All Principals of Govt. Colleges in the State
4. All Principals of Govt. Aided Colleges in the State

Memo No. 27/149-2018 Co. (1)

Dated Panchkula, the 12.11.2018

Subject:

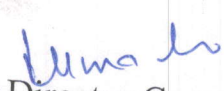
Regarding research study on Human Rights of Transgender as a Third Gender by Dr. Jacob John, President, Kerala Development Society, New Delhi for submitting ATR on its recommendations.

Kindly refer to the subject cited above.

I have been directed to convey that the UGC has issued a notification on July 2014 to facilitate the education of the third gender and accordingly, universities have started taking action (see section 4.3.14). Some of the Universities and Colleges have already started action to admit transgender students. Admission forms have an option for transgender in the gender column.

All the education institutions should conduct orientation programme so that students and teachers can learn how to make transgender students "feel comfortable" and to create a friendly atmosphere.

Encls.


Deputy Director Coordination
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Study on Human Rights of Transgender as a Third Gender



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transgender community in making education accessible and mainstream them into the system. The social hierarchy and community norms among Hijra communities influence their behaviors and decision making ability. These norms sometime become too strict and are not supportive for mainstream efforts or allow them to explore other opportunities and lean other skills(see section 5.3.5).

Education system needs to be strengthened with school and college administration through sensitizing them on issues of transgender. The fulfillment of the obligation under Right to Education Act 2009 is critical for the improvements in the education status of transgender children. Transgender community should be covered in elementary education promotion scheme. Ministry of Human Resource Development should take suitable steps to address drop out and other relevant issues of transgender at school level. The existing schemes of education promotion programme should be reviewed to assess their suitability to the transgender community. For example, socially disadvantage groups should include transgender community as target beneficiaries of Sarva Shiksha Abhiyana (SSA), a centrally sponsored programme. The environment prevails at schools and other educational institutions should be made favourable for transgender students to continue their study as several transgender students are forced to leave education institutions in order to avoid the mocking and harassment which leads to the mental trauma. Vocational training programmes for transgender should be introduced. Skill development of transgender persons can strengthen their employability. Training of transgender persons can make them employable in different fields such as beauticians, cook, dancers, decorators, tailors, data entry operators and video camera operators. Skill development programmes within the framework SHG programme under NRLM can be a better.

6.3.13 Higher Education of Transgender Students

The UGC has issued a notification on July 2014 to facilitate the education of the third gender and accordingly, universities have started taking action (see section 4.3.14). Some of the Indian universities and colleges have started action to admit transgender students. Admission forms have an option for transgender in the gender column. All the education institutions should conduct orientation programme so that students and teachers can learn how to make

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transgender students "feel comfortable" and to create a friendly atmosphere. Scholarship schemes for higher education should be made effective for transgender with the help of available government programmes. Jc w e w

6.3.14 Housing and Accommodation

According to The Yogyakarta Principles, everyone has the right to adequate housing, including protection from eviction, without discrimination on the basis of sexual orientation or gender identity (see section 5.2). Care home for transgender children needs to be set up in all the States to prevent the exploitation of vulnerable transgender children. Government should take steps to provide housing facilities to transgender people. Construction of group houses for them at state or district level may be encouraged. Transgender should be given a special focus in centrally sponsored and state sponsored housing schemes. Legal actions should be initiated against land lords who refuse to give house on rent to transgender people. Similarly, owners of hotels and guest houses should be given clear instructions not to refuse their facilities to transgender.

To conclude, human rights of transgender people of India are highly comprised in India. There is an urgent need for safeguarding their rights by providing access to social resources, institutional facilities such as banks, educational and skill opportunities, housing and employment opportunities. Support for shelter and support services for health are immediate requirements. Awareness creation of the transgender people, families, society and police is essential for the mainstreaming of the third gender. Proactive participation of transgender in all democratic spaces should be facilitated. Legal and constitutional safeguards are essential to prevent human rights violations of transgender people in India.