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**E-mail**

[editor@ijmrbs.org](mailto:editor@ijmrbs.org)

[editor.ijmrbs@gmail.com](mailto:editor.ijmrbs@gmail.com)

## Block a desto Educational Attainments of Backward Trans genders: A Case Study beyond the Binary's Boundary

aDebanjanSeal&bKaustuvBhattacharyya

**Abstract:** Transgender students face a wide range of challenges in the classroom. Socially and educationally, they are disadvantaged. Because they have to work for their existence, many of them are unable to complete their primary education. They refuse to complete their education even after being supported by numerous government programs and nongovernmental organizations. Three transgender people were the subjects of a case study performed against the backdrop of various Supreme Court of India laws. According to the findings, transgender students are discouraged from pursuing higher education because of a variety of external circumstances. They believe that only hard work and self-sufficiency can provide a better life than any amount of formal education.

**Keywords:** Basic education, gender identity and expression, government programs, case study, and demotivation.

### INTRODUCTION

Everyone's life revolves on education. Without a sound educational foundation, no one can hope to achieve their full potential in life. 74.02 percent of the population in India is literate at this time. A quarter of the Indian population is still illiterate, and women make up a large percentage of this group. Sadly, the reality of transgender education is no less tragic when we go outside the dichotomy of males and females alone. Transgender education has been ignored and impoverished in India, if not the entire world, for a long time now!

Males and females make up the bulk of the human population, according to evolutionary biology. X chromosomes are found on both sexes; males have one and females two. Men normal human being should look like. An

identical argument may be made for the fact that women are not Sapiens with the addition of the female reproductive system and the production of large amounts of the hormone estrogen. Instead, she is a female member of a hypothetical social hierarchy that she has constructed in her mind. 'Manhood' and 'womanhood' have been defined by stories rather than biology, which has led to a wide range of interpretations of the term.

To make things less confusing, scholars usually distinguish between 'sex', which is a biological category, and 'gender', a cultural category. Sex is divided between males and females, and the qualities of this division are objective and have remained constant through history.

aAssistant Teacher in Biology, Bodhi Bhavans Collegiate School, Kolkata, India

bAssistant Professor, Department of Teacher Education, The West Bengal University of Teachers' Training, Education Planning and Administration  
(erstwhile David Hare Training College), 25/3 Ballygunge Circular Road, Kolkata-700019, India  
e-mail: seal.debanjan@gmail.com, e-mail: amikaustuv@gmail.com

Men and women are the two sexes of the human race (and some cultures recognise other categories). While sex is fun, it's important to remember that gender is a more serious matter. The process of becoming a male sex member is the simplest in the world. If you were born with two chromosomes, you're set. To become a woman is just as straightforward. Is it possible to have two X chromosomes? However, becoming a man or woman is an extremely difficult and time-consuming endeavor. No society automatically labels every male as a man or every female as a woman because most masculine and feminine characteristics are cultural rather than biological. To be transgender is to have a gender identification or expression that differs from the person's biological sex. This includes being a transsexual or a transvestite. To be transgender implies to be neither male nor female at the same time. Our society, however, has used the term 'transgender' in two broad categories, namely, men who have transitioned into women, and women who have transitioned into men. The term "transsexual" refers to someone who wishes to alter their gender identity from one sex to the other, even if they were born as either a man or a woman. As a result, the term "transgender" serves as a catch-all for a slew of related concepts. Transgender people should not be denied their basic civil and human rights because they have a genetic issue, not because they have an illness. After all, education is a must for everyone. Without a sound educational foundation, no one can hope to achieve their full potential in life. When it comes to transgender education in India, there is nothing but misery to be discovered. The education of transgender people is a pressing issue in India, yet it has been ignored and is still disregarded.

The number of transgender people working as prostitutes and beggars in our country's major cities has been documented. In the eyes of other genders, they have no right to exist in the same space as them. They're regarded to be a curse-symbolizing symbol. Many of them have been subjected to verbal and physical abuse as a result of these circumstances.

Because their guardians are unwilling to accept their children's uniqueness, they are forced to move out of their homes and lose the opportunity to receive a basic education. A person's choice is either a beggar or a sex worker based on this difficult truth. Though there is conservation in Govt. Job for transgender persons, the scenario of the transgender persons is not upgrading much in last two years i.e., 2016 & 2017. Even after various facilities for them, the rate of literacy is still low. Though the attitude of the society towards them has been changed they don't want to expose themselves. So, it is important to analyse the reasons for their lack of education and find out probable solutions.

by giving some motivational feedback for them.

### **LITERATURE REVIEWS**

A wide spectrum of people who "experience and/or express their gender somewhat differently from what most others assume" have been referred to as transgenders (HRC, 2004). Transsexuals, transvestites, drag queens, drag kings, male to female (MTF), female to male (FTM), cross-dressers, and gender benders were all included in Bilodeau (2005)'s sample of terminology for transgender identities. The term "transgender" embraces all of these different gender identities. Some people may believe that transgender people have a mental illness that can only be properly identified and treated by medical specialists given the wealth of study on the subject. According to several studies, gender is a component of one's identity, along with other factors such as ethnicity and sexual orientation (e.g., Bornstein, 1994; Ekins & King, 1997; Bilodeau 2003, 2005; Lev, 2004).

The medicalization of the transgender population brought with it new conditions and created new identities to

be forced upon these people (Ekins & King, 1997).

Part of identity-

based research is the acknowledgement that gender is not a binary system. Ekins and King (1997) claim that traditional medical categories for Gender Identity Disorder [i.e., GID] patients presume pathology and do not fully describe the variety of gender

identities. The increased diversity within the transgender community has contributed to a greater sense of unity (Ekins & King, 1997). Categories of gender confine people. These categories must be eliminated to allow people with nontraditional gender identities to express themselves and not be marginalized. Clements-Nolle, Marx, Guzman, and Katz (2001) found that female to male (FTM) had more education and a higher income than male to female (MTF). India, according to Dr. D. Venkatrama Raju et al. (2015), possesses the ability to fight the current HIV/AIDS epidemic in a meaningful way, to give actual impact to the human rights of sexual minorities, and to serve as a model for other countries to respect gender-based rights. Despite this, India must repeal current discriminatory laws and implement equal opportunity legislation on the basis of gender and sexuality in order to achieve these goals. Human rights activists and labor unions may work together to pass legislation that recognizes transgender people as the third gender, which the Supreme Court has said will be sufficient to bring about real change..

While researching transgender education in 2013, Aijaz Ahmad Bund stated that the solution of women's issues requires an individual, societal, and policy level approach. For the sake of students and professors alike, educational institutions should hold regular presentations by transgender individuals to help them better grasp the third gender. Data on transgender pupils who have dropped out of school can help the government or non-profit organizations plan for their education. Those who identify as transgender have a right to know about their educational and employment options. In order to convey the rules and possibilities to the doorstep of the general population, the government must use a variety of methods.

In light of the Supreme Court's decision to recognize transgender people as a third gender, the Department of Adult Continuing Education & Extension hosted an interactive discussion on educational and employment prospects for transgender people. On April 19, 2014, the department, University of Delhi, had an interactive session. Attendees were

informed of the Supreme Court's judgment and asked for their thoughts on education and career prospects for transgender people during the session. As a result, the Ministry of Social Justice and Empowerment is leading a national committee on transgender rights and opportunities, according to reports. The committee's report is available for public review on the ministry's website. A one-on-one approach and an open house were the two main components of the plan. An estimated 61 people took part in the program, including 40 transgender people from various VISTAR - Community Learning Center (CLC) of the department and others. They expressed their gratitude for the Supreme Court of India's order recognizing the third gender, which had been pending for a long period of time. Today, the Indian government recognizes transgender people as a third gender and provides them with a special quota for higher education. In addition, they are entitled to the same basic rights and amenities as everyone else. NGOs such as 'Sappho Gender Equality' and 'Prataya Gender Trust' are helping the transgender community to better thrive in this culture by extending their hands. Ten chapters and 58 provisions comprise the Rights of Transgender Persons Bill of 2014. Sections 13 and 14 of the bill call for a system of public education that accepts all students, regardless of gender identity or expression.

Legislation mandates that all government-funded or recognized educational institutions must ensure that the transgender community has equitable access to formal education in order to maximize their exploitation of social and academic achievements. Transgender students must also be monitored for involvement, development in terms of educational achievement and graduation, as well as the completion of education. Section 21 mandates that two percent of the class or course's overall strength be reserved for students with disabilities. Also included in this section is a provision that allows transgender people to compete in the general category seats. Although the bill said that scholarships for transgender students would be awarded at all levels of government education, it did

not include this provision. When it comes to government service exams, transgender candidates have already been given reserved spots. As a first for transgender schooling in India, this is a huge step forward!

#### Objectives of the study:

The basic objectives of this entire study were as follows:

1. To make the transgender persons aware of the current educational policies and

rights of Govt. of India with special reference to transgender persons.

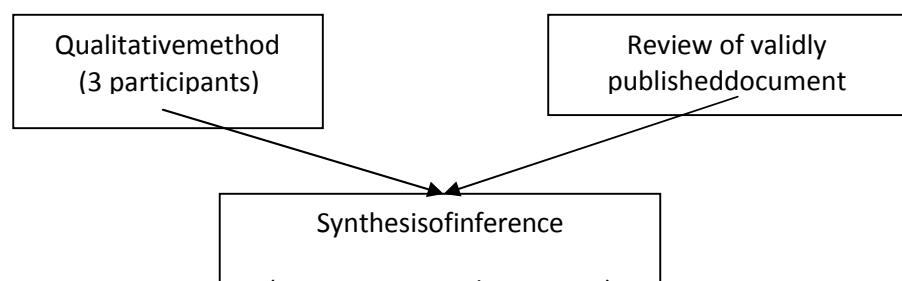
- 2.

To provide proper information regarding transgender acts.

- 3.

To find the probable solutions and recommendations for their educational opportunities.

## MATERIALS & METHODS



Document review and focus group discussions were used in this case study [see Figure 1 below] to gather data. At 2017, focus groups were held in three distinct locations across Kolkata, West Bengal. Interviewees from West Bengal made up the focus group, which included transgender (TG) people active in sex work, begging in traffic, urban TG people – living with or without their families – and those with only rudimentary schooling. All participants provided signed waivers of their own free will. We asked them 15 questions on transgender issues in general and 15 personal questions. Interviews with transgender people were conducted in Bengali, which is the language of everyday life in that region. Focus group meetings lasted anywhere from 30 to 45 minutes. Each focus group participant received a small token of appreciation. Digitally recorded interviews were translated into English for statistical analysis.

#### Figure–1: The case study design

#### Major Findings:

It has been concluded that there are numerous socioeconomic issues that need to

be addressed when it comes to transgender education. In addition to high dropout rates and a lower average school year, there is a dearth of community-sensitive teachers, as well as a high level of stigma, discrimination, and violence in the neighborhood. Consequently, they concluded that the Hijra / Transgender (TG) Community's social structure is incompatible with any type of formal education in West Bengal, if not India! In this case study research the following problems have mainly been raised for transgender persons:

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#### High level of stigma, discrimination and violence:

For transgender people, educational opportunities are often unavailable because of the stigma and discrimination they encounter in nearly every aspect of their lives. They are subjected to a wide range of forms of abuse, particularly during the formative years of adolescence, including physical, sexual, psychological, and social. As a result, they were frequently isolated and subjected

to cruel treatment, both in the classroom and on the playground. At some point in their lives, children and adults alike may come to view both their own families and their schools as places of excessive violence. These boys were charged by their school and community leaders of disrespecting the educational establishment. The above are some of the primary causes of their early departure from educational institutions.

☐

#### **High dropout rate and a lower average of school years:**

☐ Transgender people often drop out of school, jeopardizing their employment prospects in the process. Analysis of numerous papers and interviews with transgender people show that transgender people tend to be illiterate or undereducated, making them reluctant to pursue their educations. To put it another way, the average level of education is between the secondary and senior secondary levels. Dropout rates at both the elementary and secondary levels are at an all-time high. Gender inequality and social marginalization continue to be major hurdles for the community.

#### **Absence of community-sensitive teachers:**

Teachers accused transgender people because of society's prevailing standards and attitudes. There is a negative influence on transgender people's mainstreaming in educational institutions due to the insensitivity of teachers and personnel. To support transgender students, most instructors and staff lack expertise and sensitivity to support them in mainstreaming into the educational system. Due to the lack of support from the teachers, the transgender person is obliged to stop attending school in the middle of his or her education.

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#### **The social structure of Transgender (TG) / Hijra Community:**

☐ Our society has its own distinct social structure, as well as its own set of values. They are influenced by a variety of variables, including cultural norms, economic considerations, and other Gharana (clans).

People's conduct and decision-making abilities are influenced by the social structure and community rules in Hijra communities. Most community members, on the other hand, believe that these rules can occasionally become overly severe, making it difficult for them to participate in mainstream initiatives or take advantage of other chances and acquire new skills.

#### **☐ Lack of skill-based education opportunity:**

The lack of a skill-based education opportunity at the secondary level is one of the most critical deficiencies in our education system. Because of the widening educational attainment gap, especially among students from lower socioeconomic backgrounds, children in higher grades in India face an increased risk of school dropout or the development of an underqualified labor force that cannot compete on the job market. It is possible to solve these glaring deficiencies in the education system for transgender people by providing secondary and higher education in skill-based education.

#### **RECOMMENDATIONS**

- The following steps will help improve access to information about the broad solution to the issues faced by transgender people who are academically under-represented:
  - The state is responsible for providing free and mandatory education for children under the age of 14. Transgender students' educational opportunities depend on you fulfilling this duty. Transgender students may be eligible for special education services under the Economically Weaker Sections category, which can be codified into state and local policies in accordance with federal law. Schools should incorporate therapy for students who identify as transgender or hijra. The transgender community believes that providing adolescents with the opportunity to speak with qualified counselors at an early stage in their life is critical. Schools, universities, and other institutions of higher learning should be encouraged to develop a system for educating themselves about community needs and

integrating them into an inclusive educational framework. This should include the University Grants Commission (UGC), the National Council for Vocational Training (NCVT), as well as other relevant authorities. The National Council for Teacher Education (NCTE) may devise plans to include this concept into its various curricula for Indian teacher training institutions. All of these actions can be successful in combating societal stigma and discrimination against transgender people.

- People and organizations working in the education sector (NGOs, education 23 activists, teachers, principals and other authorities) should be given considerably more importance in their efforts to mainstream the alienated TG community's efforts to achieve their goals of integration. Regular reviewing of the existing schemes and educational programs may begin to reprioritize to assess their suitability to the transgender and hijra community. India is facing an acute shortage of skilled manpower in different sectors. There is a need to provide vocational education and training to the community within the mainstream education system. At the secondary and higher secondary levels, vocational training should be

provided to the community for additional skills which can prepare them for the job. The tailor-made skill-based programme needs to be developed at this level. The strategic convergence with Jan Shikshan Sansthan, National Skill Development Agency (NSDA) and lifelong learning program of universities and colleges may help in mainstreaming the efforts.

There should be an anti-discrimination cell at all educational institutions/universities to monitor any sort of transgender discrimination, at least on campus. Transgender humiliation and/or any other instance of discrimination or complaint should be met with a stringent anti-ragging cell policy of zero tolerance. Helplines can be established to record transgender people's complaints of harassment at work and submit them to the relevant agencies for appropriate action.

- It is possible that the government would grant fee waivers, fee reimbursements and

scholarships to students in this group to make higher education and professional education more accessible. Free textbooks and hostel accommodations may also be provided at reduced rates. A telephonic helpline can be set up to provide information on employment opportunities, jobs, existing government initiatives, and bank financial plans. For transgender people, inclusive education plays a significant role. A transgender person's education is something that the government ought to prioritize.

## CONCLUSIONS

India's transgender population was labeled "criminals" and "addicted" to committing heinous crimes from the Criminal Tribes Act of 1871. Their crimes included wearing women's clothing, engaging in public dancing or music performance, as well as engaging in gay sex. The law was repealed in 1949, but the transgender community's distrust has remained after the statute's repeal. This has resulted in the marginalization of transgender people without any effort to mainstream them. There has been no genuine effort by Indian law to incorporate this people into the general population. Despite the growing acknowledgement and acceptance of TGs, they remain an outcast and distinct social class in India. They find it difficult to reconcile their outward visibility with the collective invisibility of their community. In the end, TGs are more vulnerable to gender violence and other human rights abuses because of their lack of visibility in their communities. Aside from fighting the current HIV/AIDS pandemic and ensuring the human rights of sexual minorities, India may also set an example for other countries by recognizing and protecting the rights of transgender people in society. Despite this, India must repeal current discriminatory laws and implement equal opportunity legislation on the basis of gender and sexuality in order to achieve these goals. Most transsexual people in Tamilnadu and Kerala are involved in socially beneficial and constructive activities, as can be shown by focusing our attention on southern India (i.e., SUPW). In West Bengal, on the other hand, things are exactly the reverse. These students deserve special attention, as well as an

education that is free of socio-economic barriers. Because of this, it is evident that transgender people should receive vocational training instead of formal education. The majority of transgender people in Kolkata, if not all of India, are economically and educationally disadvantaged! Neither their family nor the rest of society is willing to help them out. Their lives are being dictated by our social norms and standards. We need governments to put more focus on this and equip them with an education that generates enough money to sustain themselves. In this case study, it appears that financial support for them is more significant than granting them preferential treatment in government examinations or higher education. Transgender students will not be charged any fees at IGNOU (Indira Gandhi National Open University), according to a recent announcement. As much as it is recognized that transgender people are deemed "Other Backward Class" or "OBC," necessary information and facilities haven't gotten out to transgender people. We need to pay attention to that because we don't know what the future holds!

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