



Suggestive Pedagogical Practices for Teachers and Administrators in Educating Transgender

Preeti Rajpoot

Research Scholar

Dayalbagh Educational Institute

Abstract

The spirit of the Indian Constitution is to give every citizen an equal opportunity to grow and achieve their potential, regardless of caste, religion, or gender. A transgender person's education is also necessary as any other person's, but the society stigma transgender experience in their life, it destroys their interest and focus on studying, and they develop a sense of being avoided, disregarded, and disgraced. Transgender students are frequently denied entrance to educational institutions because their gender identities are not recognized by the institution. The Transgender Person (Protection of Rights) Act, 2019, provides that educational institutions funded or recognised by the government shall provide education, recreational facilities, and sports for transgender people without discrimination. The National Education Policy (NEP), 2020 mentions the establishment of a Gender Inclusion Fund (GIF) to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The paper has analyzed the present Pedagogical Practices for Teachers and Administrators that help in transgender education. This paper is a step towards increasing transgender involvement in mainstream education, including higher education, professional education, and employment.

Keywords: Transgender, Hijjra , Third gender

Introduction

We live in a society that is highly influenced by gender and sex. The classification of persons as 'male' or 'female' pervades every aspect of our culture. Gender diversity, on the other hand, disrupts sexual orientation categories based on the gender binary paradigm. Gender diversity challenges the gender binary paradigm in a variety of ways, including intersex, third or other genders, gender fluidity, positions outside of gender, gender queerness, and so on. People who identify as 'transgender' also challenge the normalisation of gender boundaries. In India, there are numerous socio-cultural groups of transgender persons, such as hijras/kinnars, as well as other transgender identities such as shiv-shaktis, jogtas, jogappas, Aradhis, Sakhi, and so on. Transgender people have existed in every culture, race, and socioeconomic category since the dawn of time. The term "transgender" and the medical apparatus available to transsexuals are the only fresh concepts. They were treated with tremendous respect in the ancient times, but this is not true in the present period. Transgender is an umbrella word that includes "individuals whose gender identity does not match the gender identity commonly experienced by those of the individuals' natal sex," according to Sudeshna Mukherjee . Transgender people do not imply any specific form they may be identify as heterosexual, homosexual, bisexual, pansexual, or asexual. The specific meaning of transgender is still being debated, although it includes related to or designating a person whose identity does not conform unambiguously to conventional concepts of male or female gender, but instead combines or moves between these.

So far, these communities feel they have been excluded from fully participating in social and cultural life, the economy, politics, and decision-making processes. The absence of (or uncertainty in) acceptance of hijras and other transgender people's gender status is viewed as a significant reason (and consequence) of marginalization. It is a major barriers that frequently prevents them from practicing their civil rights in their preferred gender.

Suggestive Pedagogical Practices for Teachers

(a) Preparing Teachers for a Gender Inclusive Classroom: Teachers should keep in mind about the inclusive settings of their classroom while planning and developing their teaching pedagogies. They should also be aware of how each student is placed within the larger society and how this affects the teaching and learning processes. Here

are some suggestions for instructors on how to apply such policies in classrooms. Teachers and other educational professionals can develop new approaches to creating a gender inclusive classroom.

1. The cessation of practises in classrooms, extracurricular, and other school settings that encourage gender binary thinking. These include, but are not limited to, creating queues and seating arrangements that are special to one gender, assigning a specific gender to various games and sports, categorizing classroom interactions into gender categories, etc.
2. Regularly screening of films, documentaries, and audio-visual segments with gender-sensitive issues, including conversations with well-known transgender people.
3. Encouraging students to work on initiatives that aim to educate and raise awareness of the challenges faced by transgender youngsters. For instance, the students can be requested to gather information on any local efforts made to reduce discrimination against transgender people and incorporate them into society at any level.
4. On each floor of school building, a suggestion box can be placed so that students can drop their suggestions and complain notes about the learning challenges and difficulties they are facing.
5. Teachers should encourage students to start discussion groups where they can regularly and openly talk and discuss about the sensitive topics like violence, gender justice, and their anxieties and this discussion form help them to overcome of these types of problems.

2. Learning environment about the education of transgender children

The education of transgender children is also important as other children, but in this context, the question arises of whether there is an appropriate learning environment in the schools for the education of transgender children. As we know that from the moment that they came to know with their sexual orientation, they started to experience stigma. It is the responsibility of the administration and school management to maintain a suitable environment in the educational institution as there is a greater chance that various stigmas may start to limit the inclusion of transgender children with other children's. Additionally, various stigmas may cause such youngsters to lose interest in and concentration during educational activities. More importantly, they may feel shunned, disrespected,

disregarded, and degraded in a learning environment, which may lead to them quitting school or dropping out of college.

Administrators and school management staff need to be aware of the educational rights of transgender children and it is the responsibility of the administrator to create such type of learning environment where transgender are able to attained their educational goals easily and effectively .Research in this field can deepen our understanding of this area, and it will also give us the data we need to make better decisions about the better future of transgender.

3. Sensitization of teachers regarding the education of transgender children

Teachers and students play an essential role in the educational process at every level in achieving the objectives of educational life while keeping in mind the national objectives and their respective duties. The effectiveness of the entire educational process depends on the teachers and their students. According to the human rights philosophy every child has the right to be raised to the best extent possible with complete and adequate cognitive, psycho-social, emotional, and moral support from every system around them. Similar to other children, transgender children also had the right to receive an equal education opportunities. Every person involved in the educational process, at any level, should be aware of this so that s/he can contribute to the children's education inclusively.

Sensitization of teachers only can make the inclusion of transgender children success. However, maintaining classroom dynamics, providing a suitable, motivating learning environment, and achieving learning objectives all depend on peer cooperation. Maintaining a stigma-free school or classroom environment for improved learning with their transgender peer(s) may be made possible by peers. However, it is equally vital to conduct focused on educational research in this field.

4. Content based and pedagogic modification

Transgender children's are normal with the mental abilities they are not dull . They are similar to the normal child in their emotions, mental abilities, understanding. Modifying the content and pedagogy could improve understanding between transgender students and their peers as well as teachers.

5. Mindset of our society, academic fraternity and corporate sector about transgender children's rehabilitation

The attitude of society and other spheres of life is not much more friendly regarding the rehabilitation of transgender children, their schooling, personality development, connectivity with other social orders, and socio-cultural factors. Due to the numerous socio-cultural stigmas that transgender children experience, they are unable to overcome with the challenges in their environment. Therefore, the academic community and other spheres of life must adopt a positive and inspiring mentality towards transgender children's education and rehabilitation.

With reference to above mentioned practices in this article author want to discuss some main reasons to their problems.

(i) Social Condition of Transgender Persons

In comparison to other members of society, transgender people get less opportunity for proper development due to stigma and discrimination. The majority of transgender youngsters live in terrible conditions. However, the Census of 2011 reported 54,854 transgender children between the ages of 0 and 6. They do not receive the correct education as neither the social nor academic environment is supportive to them. Even if they are enrolled in school, they continue to face harassment all time and they are forced to leave the institution or they drop out at their own.

(ii) Challenges of Transgender Education

Since very time in history transgender persons are facing many challenges in their life for existence and survival in mainstream society. The classification for their gender identity as Third gender provides them legal acknowledgement but it does not make them able them to alleviate them from their real conditions and they remain at a part of marginalized group of society and are not treated equally as compared to other people.

(iii) Lack of Literature on Changing Identities

According to a number of literary references, the majority of families do not support transgender children or youth; they may even experience sexual abuse, violence, or expulsion from their homes or from mainstream society after disclosing their families about their gender identity.

(iv) Lack of Good Literature on Gender Identity and Sexuality

Transgender children / youth feel lonely in the society because there is no proper literature or information available regarding about biological sex, gender, gender identity or transgender.

Suggestions

i. Inclusion through Vocational Education / Training:

Community, school/college administration, and teachers can all play important roles in inclusion. Children who identify as transgender should receive occupational and technical training to become independent. Teachers and other staff members at schools and universities need to be made aware of transgender concerns. Teenage transgender youngsters should receive vocational training to prepare them for any career. Their moral certainty and acceptance in both society and their family will be improved by their self-reliance.

Prof. Ravindra Kumar, Vice Chancellor of the Indira Gandhi National Open University (IGNOU), New Delhi, declared free education for transgender people and children in all IGNOU programmes in Open Distance Learning (ODL) mode for the current academic year (July 2017). This is a significant step towards providing transgender people and students with educational opportunities in a supportive setting. This action will serve as a model for other colleges around the nation and will contribute to the acceptance of transgender people in educational institutions as well as the creation of an environment free from attitude barriers that will allow them to learn and improve their skills. Students that identify as trans can now continue their education and studying for better growth.

ii. Financial Assistance

For transgender children, the government should offer financial aid in the form of scholarships, books, and housing options.

iii. Anti-discrimination Cell for Transgender Children/Persons

In schools, colleges, and other educational settings, there should be a transgender anti-discrimination cell, similar to the one for women's harassment, to monitor all forms of prejudice and harassment directed towards transgender people.

iv. Training of Teachers and Awareness in Society

Our teachers must be sensitive and knowledgeable about how to instruct a class that includes transgender pupils if we are to improve educational possibilities and include transgender youngsters. In addition to emphasizing the value of transgender children, it is important to educate society on issues relating to transgender children.

v. Interact them using name

Due to the fact that each and every person has their own sense of dignity and self-respect, we should address transgender children and adults by their given names while speaking with them on the phone or in person. Their acceptance in society will increase as a result of this practice.

vi. Aware the concerned people in organization/society

Every educational institution, including schools, colleges, and other organizations, should educate people about transgender children's rights and respect as human beings. It should be guaranteed that the workplace is discrimination-free in terms of things like seating areas, lavatory amenities, the privacy of those people, etc.

vii. National Commission for Transgender Children/Persons

A national commission should be established to handle the educational, social, and economic rehabilitation of transgender children and adults for their progressive development and rehabilitation.

viii. Comprehensive Census Data of Transgender Persons

It is crucial to have accurate information on transgender people/children's educational status, age, literacy, enrollment, and dropout rates at various stages of schooling. The upcoming census, automated research projects, and government reports can all be used to acquire this data.

Conclusion and Recommendations:

Nobody on our planet can be discriminated against because of any socially constructed preconceptions because every person is unique and unmatched. According to Article 14 of the Indian Constitution, transgender children enjoy the same rights to equality as normal children. Our constitution has provided a solid legal foundation and framework in favour of transgender children, young adults, and other underprivileged or disadvantaged youngsters. Due to a lack of acceptance in society and our current social and educational systems, transgender children cannot receive an appropriate education.

They could not be incorporated into the mainstream without teacher and community sensitization, changes to the curriculum and pedagogy, and without altering the learning environment and mindset of schools, colleges, or other organizations.

Each and every person is unique and incomparable with their own characteristics so any type of discrimination is not acceptable. According to Article 14 of the Indian Constitution, transgender children enjoy the same rights to equality as normal children. Our constitution has provided a solid legal foundation and framework in favour of transgender children and other underprivileged children. Due to a lack of acceptance in society and our current social and educational systems, transgender children cannot receive an appropriate education. They could not be incorporated into the mainstream without teacher and community sensitization, and without altering the learning environment and mindset of schools, colleges, or other organizations. In response to the questions raised above, adequate learning environments for transgender children's education should be provided. Teachers should also receive proper training to deal with classes that contain transgender students. Finally, content and pedagogy based modifications should be made in order to integrate transgender students into the regular education system.

"It is advised that extensive in-service and pre-service teacher training programmes be conducted in the context of transgender children's education. The current pre-service teacher training programme should be reorganized to include the content related to the transgender community. This training programme includes their historical background, way of life, culture, rituals, customs, life skills, psycho-social conditions, psycho-sexual aspects, involvement in various income-generating activities, legal provisions, and welfare programmes.

References:

- Balu, A. (2020). Confront Issues on Education of Transgenders in India. *Global Journal for Research Analysis*, 2, 1–3. <https://doi.org/10.36106/gjra/3108674>
- Bhaina, U., Samantaraya, H., & Samantaroy, M. (2020). Transgenders in India: a Study of Educational Status and Legal Rights. *International Journal of Creative Research Thoughts*, 8(12 Decemcer 2020), 2375–2388. www.google.com,
- Census of India. (2011). Transgender in India. Government of India. <https://www.census2011.co.in/transgender.php>
- Chandra, S. (2017). Transgender Children's Education and Their Reengagement in Society. *International Journal of Educational Research Studies*, II(XIII), 875–890.
- GOI (2016) The Transgender Persons (Protection of Rights) Bill-2016, Bill No. 210 of 2016. Rajya Sabha, Parliament of India, New Delhi
- Hussain, R., Bharadwaz, D., Hussain, R., Bharadwaz, D., & Facilities, E. (2020). A STUDY ON TRANSGENDER AWARENESS ABOUT EDUCATIONAL FACILITIES AND ITS IMPACT ON SOCIAL. 17(9), 9746–9756.
- *Integrating Transgender Concerns In Schooling Processes*. (n.d.).
- Kumar, R. (2016). Education of Transgenders in India: Status and Challenges Introduction. *International Journal of Research in Economics and Social Sciences (IJRESS)*, 6(11), 2249–7382. <http://euroasiapub.org>
- Mukherjee Sudeshna (Number 3, 2014); The Curious Case of Shanthi: The Issue of Transgender in Indian Sports; Rupkatha Journal; Volume VI, Retrieved from www.rupkatha.com
- National Education Policy (2020). Ministry of Human Resource Development, Government of India. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Satashivam. P (2012). Rights of Transgender People: Sensitising Officers to Provide Access to Justice