



# PEOPLES ATTITUDE TOWARDS TRANSGENDER'S EDUCATIONAL RIGHTS

Sourav Das, M.Ed Student, Baba Saheb Ambedkar Education University

Parijat Keshar Saha, Assistant Professor, Dept. of B.Ed, Gobardanga Hindu College

## Abstract

Transgender people make up quite a bit of the modern world's population. We know that the overall development of the country or nation requires all kinds of people, friends, development of technology, and this development is possible through proper education. In this perspective, it can be said that the problems of Transgenders in the country can be a hindrance. In this research paper, the researcher prepared a survey of 15 questions and collected data from 110 people sampled from different states of India. The purpose of the researcher here was to find out the educational laws applicable to Transgenders. To find out the difference in transgender education laws of different countries and to understand the significance of these education laws for transgender people in India. To select the sample from the population the researcher used the perceptual sampling technique of Non-Probability Sampling. Researchers have found that transgender people in Argentina enjoy the right to free, compulsory and secular education. In several countries, some schools provide special facilities for transgenders. The researcher believes that if appropriate laws are enacted for transgenders in the Indian education system, transgender students will have equal opportunities in education with normal students and will be able to participate in the development of the country.

Keywords: Transgender, Constitutional Rights, Educational Laws,

## INTRODUCTION

Transgender people have a gender identity or gender expression that differs from the gender determined at birth. Some people change from one gender to another with the help of treatment. They are identified as transgender in this world. A person is mentally feminine, but his gender identity is male and then if that person changes his external gender and becomes a girl he is called a transgender person. In some cases, broad-term transgender refers to those who wear crossdressers or the opposite gender, regardless of their gender. No formal education for transgender people is popular in the Indian context. They are deprived of family and school environment.

## BACKGROUND OF THE STUDY:

Transgender students drop out and their future career opportunities become risky. Close analysis of various reports and discussions with communities and stakeholders suggests that transgender people are the most uneducated, and reluctant to continue schooling. Average qualification secondary or higher secondary level. And dropout rates at primary and secondary levels are still very high. They are strictly educated since they are not accepted by society and therefore do not receive proper education. Even if they are admitted to an educational institution, they face harassment and abuse every day, they are told to leave school, and sometimes they leave school on their own. This is why they beg and do sex work. The government must provide inclusive education for transgender students and adult transgender people. For this work, Transgender Manabí Bandyopadhyay has been working as the Principal of a Government College in West Bengal and Amruta Alpesh Soni has been working as an Advocacy Officer for the National AIDS Control Project in



Manabi Bandopadhyay, India's first transgender principal in West Bengal.



Laxmi Narayan Tripathi, first transgender person to represent Asia

Punjab, Haryana and Chhattisgarh.

## RATIONALE OF THE STUDY

Currently, transgender students face many problems in educational institutions. They are deprived of many rights in education and are subjected to various forms of harassment and torture. Through this research, I need to find out the differences between the laws of transgender students in India with different countries. One of the important points of my research is to look at the fact that transgender students have equal rights in education and highlight the aspects that are lacking in their education system, Le, through my research focuses on how transgender students can learn from other students by overcoming the problems they face in the current education system.

## OBJECTIVE OF THE STUDY :

- To identify the different Education laws regarding transgender throughout the world.
- To find out the differences among the Transgender Education laws of different countries.

- To realize the significance of Indian Education laws regarding transgender in India.

## RESEARCH QUESTION OF THE STUDY

- RQ-1. What are the laws for transgender people in education around the world?
- RQ-2. Are there any differences between the education laws regarding transgender people in different Countries?
- RQ-3. How significant are the Indian education laws related to transgender in India?

## DELIMITATION OF THE STUDY:

In my study, the Delimitations are —

- i. For this study few countries considered transgender education laws.
- ii. Education laws were considered only.
- iii. Only 110 people were considered for data collection throughout India.
- iv. Above class 10 students were considered for data collection.

## REVIEW OF RELATED LITERATURE:

The researcher analysed the below research critics in the field of Transgender education through their research. The researchers have also explored research gaps in their field of research and that can help a researcher for further research.

The objective of this review is to know about transgender education. The reviews are categorised into the following –

- a) The studies conducted in India.
- b) The studies conducted abroad.

### ❖ *Studies Conducted in India:*

- **Jeyaseelan M. (2015)**. Conducted a study about Knowledge of Transgender on the Right to Education And Privileges, In Tirupattur, Vellore. The purpose of this study was to determine the level of knowledge of transgender on the right to education And Privileges. It was qualitative research. This study reveals limited knowledge of state government policies and privileges among the respondents, it's the role of the government and the community to bring awareness among this group of people on their rights.
- **Seal, D., & Bhattacharyya K. (2018)**. Conducted the study about Blockades to Educational Attainments of Backward Transgenders: A Case Study beyond the Binary's Boundary. The Objectives of the study were to make transgender persons aware of the current educational policies and rights of Govt. of India

with Special reference to transgender persons, provide proper information regarding transgender acts, and find probable solutions and recommendations for their educational opportunities. It was a qualitative research. The results showed that various external factors play significant roles in demotivating transgender persons to continue their formal education. In their opinion, only earning money can provide a better life, not any formal education

#### ❖ *Studies Conducted in Abroad:*

- **Dirks, D.A.(2011).** Conducted a study about Transgender People on University Campuses: A Policy Discourse Analysis. The purpose of the study was to examine the language used to discuss transgender People on university campuses. It is a qualitative research. The resulting study therefore reveals significant discrepancies between objectives sought, means used, and outcomes achieved.
- **Meredith L. Pamp (2014),** Conducted a study about Identifying Support Systems and Obstacles Transgender Students Encounter in College. The purpose of the study was to identify where transgender students found support systems and obstacles at Rivera University. It is a qualitative research. The primary findings of this study are transgender students do find support, although not in universal or necessarily expected locations; transgender students who are comfortable in their college environment still face huge obstacles to persist in college; and society, as a whole, is ignorant to the needs of transgender individuals.
- **Afrasiabi, H., & Junbakhsh, M. ( 2019 ),** Conducted a study about the Meanings and Experiences of Being Transgender: A Qualitative Study among Transgender Youth. The aims and Objectives of this study were to explore the meaning and experiences of transgender youth in their everyday interactions. It was a qualitative research. The results showed that transgender people prefer to present their desired identity in behaviour, dress and social appearance, defining society as a taboo in writing and insulting individuals as their social and domestic acceptances pending.

#### **RESEARCH GAP**

- Let us begin with understanding what a research gap means. When you read papers or books on topics of your interest, you may realize some areas have significant scope for more research but they have not been tapped by other researchers. In other words, no one has picked up or worked on these ideas. A research gap or a literature gap refers to such unexplored or underexplored areas that have scope for further research. Based on the literature related to the above review we can say
- Many studies are conducted abroad.
- There is some research in a specific field on this subject in India. However, there is no research on the current transgender education.
- Populations are also different in each study. We can see that the researcher has a bias to select the population or its sample also selected by a specific or small region.

**RESEARCH METHODOLOGY:**

**Research Design:** This study was descriptive type qualitative research but some quantitative techniques were used. The study selected some objectives of Transgender Education Rights. For that objective, 15 questions were created from the laws of transgender education in a few countries. Some data was collected from these questions to some ordinary students in India through an opinion Sheet. These data were then analysed through Mean, S.D., Coefficient and some Bar graphs.

**Population:** In this research study class 10 students from a few states from India such as West Bengal Tamil Nadu, Maharashtra, and Karnataka were selected as Population.

**Sample and Sample Techniques:** In this study, 110 samples (34 males and 76 females) were selected. Purpose sampling technique or judgmental sampling technique of non-probability sampling has been used to select the sample

**Key Terms:** i) Attitude ii) Educational Rights

**Tools & Techniques:** In this study, Questionnaire (15 scheduled questions were created) tools were used for data collection. These questions are applied to the sample in the online survey method by creating an opinion sheet on Transgender educational rights through Google form. All questions were positive. There are four responses i.e. "Yes", "No", "Never" and "Undecided". These responses were sequentially marked as 4,2,1 and 0 respectively.

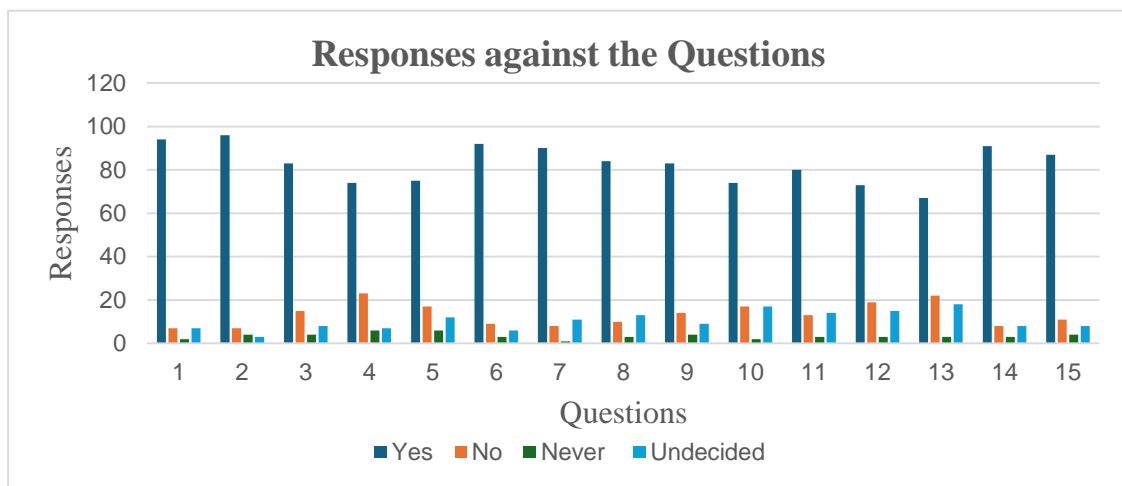
**DATA ANALYSIS**

The Researcher collected data, analysed it, and interpreted it based on some questions. He asked 15 questions about the Target Population. The male response to the study was 34 people. The female response was 76 people. These questions are:

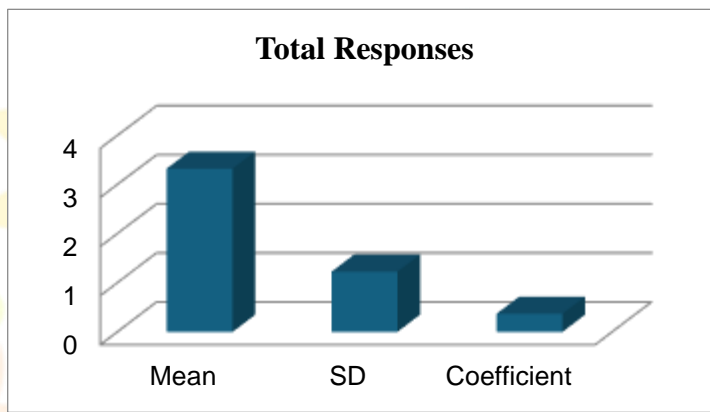
Sl. No.	Questions
1.	"Transgender students are provided to be free from discrimination so that they can enjoy their right to free, compulsory and secular education (Argentina)." Can this law apply to India?
2.	Teachers' unions for the legal rights of transgender students have called for better training on how to help children while in school (UK)." Can this law apply to India?
3.	Schools for all transgender students will be able to use change rooms and toilets in line with their gender identity (USA) ." Can this law apply to India?
4.	Can transgender students in India have the right to wear school uniforms according to their gender identity?

5.	Can transgender students in India have the right to use restrooms and locker rooms according to their gender identity?
6.	Should transgender students in India be allowed to participate in school-based activities as their gender?
7.	Is it possible to discuss gender identity in many courses including Personal Development, Health, and Physical Education (PDHPE) classes by following the curriculum guidelines for transgender students in India?
8.	Should be all steps taken to ensure that the right of transgender students to respect the use of certain pronouns by the school community in India is respected?
9.	Should there be special training and adaptation for transgender workers in India?
10.	The education department in the Federal Territory of Malaysia has a discriminatory policy that calls for punishment, including suspension and expulsion, for homosexuality and sexual misconduct.” Can that apply to India?
11.	Should all students in India be taught about LGBT(Lesbian, gay, bisexual, and transgender) in their schools?
12.	Should discrimination against transgender students be banned in all schools in India?
13.	Should all schools in India have a transgender and gender-diverse policy?
14.	If transgender students in India are subjected to harassment and abuse by ordinary students and teachers, is there any need to introduce a legal right for this?
15.	Should there be more schools and universities for transgender students in India?

The Researcher represented the total responses of 15 questions in this study through a Bar graph and Statistical Values. Below are the Bar graph and Statistical Values. The high Percentage of people think that these laws can be applied in India, so these laws are expected to be introduced in the legal Procedure. The mean score per question was 3.32363 where the maximum score would be 4. Another side coefficient of variance was 0.36936 which denotes low variance.



Statistical Dimension	Total Responses
Mean	3.32363
SD	1.22763
Coefficient	0.36936



### MAJOR FINDINGS OF THE STUDY

- The researcher found that there are many laws on transgender education in the world. Transgender students are provided to be free from discrimination so that they can enjoy their right to free, compulsory and secular education (Argentina). Teachers' unions for the legal rights of transgender students have called for better training on how to help children while in school (UK)
- Researchers found that there are differences in transgender education in different countries. Such as the USA, UK, Argentina, Australia and students from different countries have the right to wear school uniforms according to their gender identity but transgender students in India are deprived of this right. Australia USA transgender students also have the right to use restrooms and locker rooms according to their gender identity but transgender students in India are deprived of this right. Several schools in the UK, Malaysia, Australia and other countries teach about LGBT but there is no mention of LGBT in the Indian education system. In the USA, transgender students are required to use toilets and change rooms according to their gender identity, but Indian law does not specify separate changing rooms and toilets for transgender students.
- Researchers have taken some opinions on transgender education rights from a few ordinary students in India. Most of these students feel that it is especially important to introduce legal rights to transgender students in India if they are harassed and victimized by ordinary school students and teachers. And they feel that discrimination against transgender students is important in all schools. Most students feel that the

discussion of gender identity is particularly significant in many curricula, including personal developmental health and physical education classes, following the curriculum guidelines for transgender students in India. Most of the students supported the right of transgender students to use change rooms, toilets, restrooms, and locker rooms according to their gender identity. Few students have agreed to allow transgender students to enjoy the right to free, compulsory, secular education.

### **LIMITATIONS OF THE STUDY**

Despite all preparation, pre-caution and concern for doing justice at each step of the research few things could not be avoided and crept in as shortfalls of the study. Those are;

- Here the Researcher did this study with the help of small sample sizes. It was the biggest problem because we know that the data from small sample sizes do not accurately represent the population and that's why the results are not easily generalised.
- Inadequate data collection means that it is very difficult to find the information needed for research in the current global epidemic situation.
- In the case of Data collection Tools and Techniques, only Questionnaire tools and Online survey techniques have been used which has not resulted in accurate information.
- In the sampling technique, the researcher has also used his purpose, reasoning and judgment this means using a purposive or judgmental sampling technique i.e. non-probability sampling technique which resulted in not having an equal chance to be selected as a sample of all the population.

### **SUGGESTIONS FOR THE FURTHER STUDY**

The researcher can state that the significance of a research work lies in its educational implication i.e. what importance does the finding of research work have in solving the problems concerned with the field. No research is perfect free from all kinds of inadequacies. This is more so in the case of research done for the Ph.D. Degree. A researcher has to work under many limitations of time, manpower and financial resources. When the research has been completed and its results are before us, the scope for improving upon what has been done and also the scope for further research seems to be quite visual. An attempt has been made in this section there for to suggest in what direction further improvements and research can be conducted by other researchers who get concert with this area. The suggestions for further research are as follows:

- Study the influence of Self Help Groups in the economic empowerment of Transgender.
- Study the impact of stigma on the mental health of Transgender students.
- Study the effect of counselling of parents of Transgender students on their academic performance.
- Developing a model for inclusion of Transgender in educational institutions.
- Study the college experiences of transgender students.
- Study the Improving Support and Advocacy of Transgender Middle School Students.



## CONCLUSION

In the present study, researchers have looked at the attitudes of some general students towards the right to transgender education. Transgender students should be given the right to use toilets, change rooms, restrooms and locker rooms on their gender identity. Therefore, the researchers believe that if these laws are applied in India, transgender students will be particularly benefited and they will be greatly relieved of all the harassment and abuse they face in schools, colleges and universities. Interest in their studies will increase and the number of dropout transgender students will decrease somewhat. And they will have equal access to education as ordinary students.

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