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**A STUDY ON TRANSGENDER AWARENESS ABOUT  
EDUCATIONAL FACILITIES AND ITS IMPACT ON SOCIAL  
CHANGE**

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**Abstract** - Man and woman both are the two parts of life, without them we cannot think a biological life. On the basis of the biological aspect we have these two gender view, but there is another type to which we cannot deny and it is called transgender. They are known as third gender. It describes people whose gender identity may not match the sex they were assigned at birth. They have their different gender identity. Gender diversity is deeply rooted in India. Transgender individuals in India have a greater historical importance. Though before twenty century they were deprived from their basic needs and rights but after that whole country has realized their needs. From that period it is tried to erase the deeply rooted social stigma and prejudices that they faces from the many years. It is realized that education is the way by which they can be aware about their rights and duties. Now-a-days educational opportunities must be given to the third gender society just like other recognized minority groups. The group has a very significant contribution in the process of social change. In this paper I am going to study the awareness about the educational facilities of transgender and its impacts on social change in Kamrup (M) District, Assam, NER. It is a study where descriptive study

method with primary data used. Finally effort is made to give some suggestions by concentrating in this paper.

**Keywords** - Education, Man, Right, transgender, Woman

## I. INTRODUCTION

For a biological life the contribution from man and women are very significant. Without one of them we cannot think for a biological life, they are regarded as two sides of the same coin but there is also a third gender, Transgender is known as third. In the year 2014 after a historic judgment of Supreme Court of India in April, transgender people are regarded as third gender community. Basically transgender community comprises of Hijra, Kinnars, Shiv Shaktis, Jojappas, Sakhi, Jogtas etc. There is a strong need for social acceptance of transgender people. For instances, there is no space available for them. They faced many problems from their families and others like isolation, physical abuse, rejection, denial of family property etc. Transgender is not a term limited to a person whose genitals is intermixed but it is a blanket term of people whose gender expression identity or behavior are differs from the norms expected from their birth sex. In the ancient time they were treated with great respect but now in the modern era it is not seen yet.

According to 2011 census report, in India there are around 4.9 lacs transgender and data also reveals that the community has low literacy rate. Just 46 percent transgender are literate compared to 74 percent literacy in the general population. To return back their status, respect and dignity it is the education that we can apply as the strong instrument. India is a democratic country. Education is essentially an important factor of development in a democracy. Indian constitution provides each and every right to all the people to grow and develop irrespective of any caste, creed, sex, etc. Transgender are now recognized as 'disadvantage group' in the educational field defined by the Right to Education Act. 2009. Now no one can discriminate them from getting education in any cost. It is the education which makes

person aware, knowledgeable, sensitive about society and social development, it makes people socially acceptable. Though the literacy percentage among the transgender community is comparatively very low still they have been contributing a lot for the development of society by any means. In Assam comparatively the population of transgender is less than the others still they enjoy the same rights and opportunities of the government. From social rights to educational rights they enjoy each and every type of opportunities. In this paper we will discuss the awareness about educational facilities, opportunities of transgender and how they contributing in the social changing process.

Following are the review of literature that I have consulted at the time of preparation of the study.

Sharma (2014), He wrote his report in the newspaper 'Indian Express' that Government of Delhi was notify inclusion of a 'transgender' child within the meaning of 'child' belonging to disadvantage group' as said under section of the RTE Act 2009, applicable to all school situated in Delhi. Delhi University included third gender category in their application form, for this children will now be eligible for 25 percent reservation under EWS category and disadvantage students for admission in the schools, colleges or any other educational institution.

Perveen and Chandra (2017), Conducted a study on 'Attitude of Trainee teachers towards transgender persons. The objectives of the study were to study the attitude of trainee teachers towards transgender person on the basis of gender, to study the attitude of trainee teachers towards transgender person on the basic of locality and to study the attitude of trainee teachers towards transgender person on the basis of educational qualification. On the basis of the objectives of the research, the researcher found that there was a significant difference among the teachers on their attitude towards transgender on the basis of gender, secondly, no significant difference was found among trainee teachers on their attitude towards transgender person on the basis of their locality and thirdly they again found that there was significant

differences among trainee teachers on their attitude towards transgender regarding their educational qualification.

## II. RATIONAL OF THE STUDY

It is really very much important to know how transgender emerged as a subject of increasing social and cultural interest. Transgender is a new sex in India. Though they have their historical value in Indian society but from the middle era it is seen that they are continuously harassed and exploited by others. Recently, they got their equal status in the Indian society by a legal mode. Few days ago they are deprived of everything hence, they have restricted to access education too. Till now no formal education for transgender is popular in Indian context. They are mostly school dropout and illiterate. India is a democratic country and its development can only be possible by the effective contribution of each and every community. Education and development is always related like two sides of a same coin. Now Indian constitution provides all people right to get education without any discrimination. So, it is very much needed to study the awareness regarding educational facilities of transgender, their implementation and its effect on social development.

## III. STATEMENT OF THE PROBLEM

The present study is entitled as “A Study on Transgender Awareness about Educational Facilities and its Impact on Social Change”.

## IV. OPERATIONAL DEFINITION OF THE KEY TERMS

**Education:** The process of imparting knowledge skill and judgment.

**Man:** An adult male human.

**Right:** Complying with justice, correctness.

**Transgender:** Not identifying with culturally conventional gender roles and categories of male or female.

**Woman:** An adult female human.

## **V. OBJECTIVES OF THE STUDY**

1. To find out the awareness regarding governmental facilities of education and their implementation.
2. To study the educational contribution of transgender community in social change.
3. To check out the difficulties faced by transgender regarding formal education.

## **VI. DELIMITATION OF THE STUDY**

The present study is delimitation to only transgender community.

The study is delimitation to only Kamrup district, Assam, NER.

## **VII. METHODOLOGY**

### **7.1 Method of the study**

Methodology is the systematic theoretical analysis of the method applied to a field of study.

For the present study 'Descriptive Survey Method' was applied to study the transgender educational facilities and its impacts on social change.

### **7.2 Population and sample**

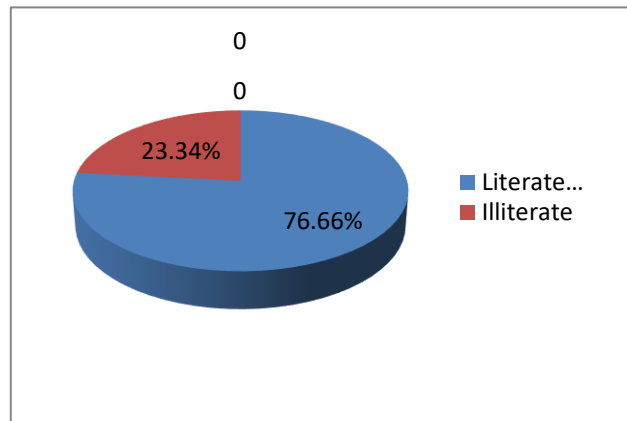
The target population of the study was the transgender of Kamrup (M) District, Assam. To have representative sample of transgender from the area random sample technique was used. The total number of sample comprised 30 numbers of transgender

### **7.3 Tools used**

For gathering the data from the transgender of Assam, a self administered structural open ended questionnaire was used and secondary interview schedule also used. The questionnaire comprises of 20 structured open ended questions.

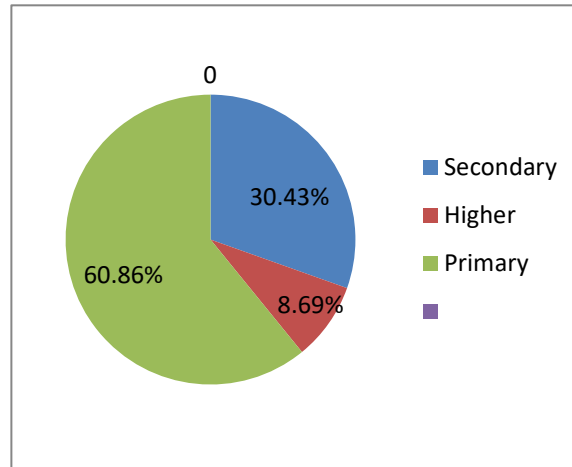
### VIII. DATA PRESENTATION AND INTERPRETATION

**Figure A**



Among 30 samples it is seen that 23 numbers of transgender or 76.66% transgender only passed primary education and other 7 numbers or 23.34% are totally illiterate.

**Figure B**



Among the 23 numbers of candidates only 7 numbers with 30.43% transgender appeared secondary school, only 2 number of transgender with 8.69% appeared for higher education and rest 14 numbers of transgender with 60.86% only completed primary schooling.

## IX. FINDINGS OF THE STUDY

The researcher carries out her study on the basis of her study objectives. After analysis and interpretation of the collected data, findings are summarized as below –

**Objective 1.** To find out the awareness regarding government facilities on education and their implementation.

### Findings

1. Most of the transgender said that they did not know any kind of rights properly that Indian constitution provides them because of it they find difficult to stand for themselves and their community.
2. Some transgender said that there was no one from their community to tell and aware them about their rights.
3. According to most of the transgender they even didn't think that education has any value in their life, all is important to earn the livelihood by any means.
4. Some of the transgender said that implementation of education has no possibilities for earning because for them there is no properly planned provisions for higher education.
5. According to some transgender there is no proper government resolution on education for them. All are in only written in the legal documents, no proper implementation.
6. Most of them are said that educational laws did not provide any kind of vocational freedom.

**Objective 2** To study the educational contribution of transgender community in social change.

### Findings

1. From the study it has been found that the transgender said that they have their own association that is "All Assam Transgender Association" was formed on 25<sup>th</sup> December, 2015. This association

always protects their rights and need with the help of this association they also engage with social activity as well as educational activities.

2. It is also seen that they have their 'Gut', a kind of group, according to their locality and they aware other members, small Childs about the importance of education. They do work for promotion of education within their community.
3. It is also found that their community mostly does activities for women education.
4. The study also revealed that those who are educated sometimes according to their qualification they do teach in orphanage.
5. Some of them are also had taken home tuition basically in slum areas because in the urban society other people generally neglect them.
6. The said that their 'Gut' always works against domestic violence.
7. Most of them are engaged with different NGO's and done many social activities by directly and indirectly.

**Objective 3** To check out the difficulties faced by transgender regarding formal education.

### **Findings**

1. The study revealed that most of the transgender feel uncomfortable with other child. Sometimes they faced unfair treatment from their fellow mate.
2. Some of them are said that in 21<sup>st</sup> century most of the families avoid to accept their child is transgender and it deprived them to enjoy properly the educational opportunities.
3. Most of the transgender children dropout from school because they are not treated well by their teachers as well as other administrative board.
4. It is found that maximum transgender said there were no proper toilet facilities in their Educational Institutions.
5. Most of the transgender said that there were no proper vocational formal educational courses for them in Assam specially; it makes them disinterested about study.



6. Sometimes physical violence, mental abuse exploitation were also took place with them during formal education period.
7. Study also exposed that transgender said that present curriculum was not realistic because it could not cope up with real life situation.

## **X. RECOMMENDATIONS**

From the study it is clear that from the ancient period they did not get any support in any field. They are exploited by the other member of society in every field. Though in today's society more or less they have their contribution in the educational field but it is not enough. Now-a-days legally they are also treated as the effective member of our democratic society. They have their rights, duties, responsibilities towards the society. It is the duty of our constitution, administrative body, legal organization and society to support their development. Education is the strongest instrument of development, so we have to develop educational consciousness among them, proper legal arrangement and opportunities should be made for them. Thus, there are some suggestions regarding this subject are -

Government should provide financial assistance for transgender like scholarship.

Every school college should have anti-discrimination cell for transgender students specially to make them safe from any kind of violence, harassment, exploitation etc.

Most of the transgender students also face problem from their teachers also, through the teacher education course teachers should be sensitized about this matter and proper skill should be provided to them to teach these students.

To develop their educational awareness there should be proper inclusion of curriculum on the basis of their needs and importance.

There should be properly arranging toilet system for the transgender students within the school campus.

Education by non-formal means should be arranged for them to make them literate.

Knowledge about inclusive education should be given to them.

There should be provision for adult education system for transgender people also.

## **XI. CONCLUSION**

Though there are many provisions, legal documents for the transgender regarding education or any other, the 'third sex' does not come as per with the remaining two sexes, they will continue to live a life full of ignorance, harassment, negligence. But now it is very much essential to realize that like others transgender are also have right to equality under article 14 of Indian constitution. We should have to create positive environment, positive attitude towards this community because they are a part of human society. While society will develop it will go with them also. Without sensitization of teachers, community, without changing the learning environment, without modifying content we cannot think about the development of this transgender community because country like India and its democracy always ensure development for all. Thus, educational awareness must be provided to them by any means to make possible the social change process.

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