

## “Empowering Educators: Enabling Teachers and Teaching Organizations to Promote Transgender Education”

**Prakasha C**

Research Scholar, Dept. of P.G Studies and Research in Education, Kuvempu University,  
Shivamogga, India. E-mail: [prakasha88birur@gmail.com](mailto:prakasha88birur@gmail.com)

### **ABSTRACT:**

This chapter has briefly touched upon various aspects of Educational Status Transgender People, such as the concept of Educational Status of Transgender People, problems of Educational Status in of Transgender People and role of various teachers, teaching institutions in sustaining Educational Status in of Transgender People. The right to choose one’s gender identity is an essential part to lead a life with dignity which again falls under the ambit of Article 21. Transgender persons are deprived of social and cultural participation and hence they have restricted access to education, health care and public places which further deprives them of the Constitutional guarantee of equality before law and equal protection of laws. It has also been noticed that the community also faces discrimination as they are not given the right to contest election, to get licenses, etc. and in effect, they are treated as outcast and untouchable. Section-21 makes provision that all Government institutions of primary, secondary and higher education receiving aid from the Government shall reserve two percent of the total seats in each class or course for transgender persons.

**Keywords:** Transgender, Educational Challenges, Educational Status, Inclusive education etc

### **INTRODUCTION**

Transgender Education is flattering an alarming force to consider within the educational world and they are not only involved in education for survival, but to convince their inner urge of creativity and to prove their capabilities. Educated Transgender is contributing to a great extent to the social transformation and in the future, it will be seen that more Transgender venturing into areas traditionally dominated by Normal Men and Women. (Ashokraj S, 2019). Education & skills opportunity plays a very important role in enhancing jobs and economic opportunities for an individual. ‘The education of an individual shall be directed to the development of the individual’s personality, talents, emotional, mental and physical abilities to their fullest potential’; and the Constitution of India consider

'education' as a fundamental right for children for 6-14 years. Every child of the Age of 6-14 years shall have a right to free and compulsory education in nearby school till completion of elementary education. Promulgation of a separate Act further provided impetus to the government efforts in providing free compulsory education to children, as it has now become constitutional obligation for the state to provide free education. India has achieved remarkable growth and development. It has improved on crucial human development indices such as levels of literacy, education, standard of living and health. There are indications, however, that not all disadvantaged, marginalised, vulnerable groups have shared equally the benefits of the growth process. Among these, the transgender community, one of the marginalized and vulnerable communities in the country is seriously lagging behind on human development indices including education. It is unfortunate that after 70 years of independence, transgender rights are still being denied, and discrimination against transgender continues. The Supreme Court of India made a historic judgement in 2014 by recognizing the rights of transgender across the country and providing measures so that these rights could be ensured. It remains to be seen whether the Bill under discussion will empower transgender. There are a number of lacunae in the Bill, and it is crucial that the Bill is reviewed and measures are taken to address these gaps. (Rajkumar (2016). Transgender empowerment continues to be unfinished business. Too many of transgender are struggling in their lives every day. Too many of transgender are at risk. Too many of transgender are insulted, beaten and killed. All citizens of the country must support and bolster the trans movement in India and across the world. We need to stand united and work collaboratively with each other and with all stakeholders to guarantee the security, rights and dignity of all transgender. We need to ensure that the Government works with transgender to reach this objective. Only then can the promise of our democracy be achieved. Teacher educating organizations like NCTE are now creating awareness and giving importance to education for transgender by providing special provisions in the admissions, providing scholarships, extra column in gender option in applications along with male and female options and creating rest rooms, toilet facilities to transgender. Nowadays governments are focusing more on the empowerment of a transgender by giving special reservations in recruitment of various governmental jobs, by providing ration cards, monthly pension schemes and health cards to transgender which may increase the rate of empowerment of transgender. They have the right to formulate and enact various welfare schemes, measures and programs for social security, education; health care, effective participation in the society and such schemes and measures must be facilitated by appropriate state government. Transgender people are individuals of any age or sex whose appearance, personal characteristics, or behaviours differ from stereotypes about how men and women

are “supposed” to be (Satashivam 2012). Transgender people have existed in every culture, race, and class since the story of human life has been recorded. Only the term “transgender” and the medical technology available to transsexual people are new. The Literal meaning of transgender is “beyond gender.” Transgender and trans-identified are umbrella terms to represent a wide range of gender identities and expressions (Wikipedia). A transgender or trans-identified individual is a person whose gender identity, outward appearance or gender expressions transcend culturally defined categories of gender. Transgender fall under the LGBT group (lesbian, gay, bisexual and transgender) (Athreye).

## **NEED AND SIGNIFICANCE OF TRANSGENDER EDUCATION**

Transgender education is important in Human life. Education is using undoubtedly acquiring knowledge. Everyone’s Education is unique to acquiring knowledge. Transgender Education is becoming an alarming force to consider within the educational world and they are not only involved in education for survival but to satisfy their inner urge of creativity and to prove their capabilities. Educated Transgender is contributing to a great extent to the social transformation and in the future, it will be seen that more Transgender venturing into areas traditionally dominated by Normal Men and Women. As the visibility of transgender people increases it is time to help them join the main stream of society. In order to achieve this objective, it is necessary to understand the educational issues and challenges they face as well as examine the prevailing attitudes in society. A major challenge in the educational process has been motivating the transgender to actively demand educational rights and services. There have been some progressive steps taken to improve their quality of Education but this has come after years of crushing social stigmatization, abuse and general derision from the wider community. Since Transgender people are the nation builders of tomorrow and are the vital part of our community, such awareness has to rightly start from here.

## **SCOPE**

Transgender education Is to minimize the educational problems of Transgender people, provide better educational environment for Transgender people, helps to identify all educational atmospheres of Transgender people, Transgender education helps to know about educational awareness of Transgender people. Transgender education helps society will get information about to provide facilities to the Transgender people for the future. Increasing in educational programs for transgender may beneficial to create policies and amenities for Transgender people and even will get evidence about which type of educational environment will essential and helpful for Transgender people.

## **Current Educational Status of Transgender**

No formal education for transgender is popular in Indian context. They are deprived from family and school environment; transgender discontinue their education and risk their future career opportunities. A close analysis of various reports and discussion with community and stakeholders suggest that transgender is most uneducated or undereducated, become reluctant to continue schooling. The average qualification is secondary or senior secondary level. The enrolment is significantly low and dropout rate at the primary and secondary level is still very high. They are hardly educated as they are not accepted by the society and therefore do not receive proper encouragement, support for their studies. Even if they are enrolled in an educational institute, they face harassment and are bullied every day and are asked to leave the school or they drop out on their own. It is because of this they take up begging and sex work. It is mandatory for the Government to provide inclusive education for transgender students and provide adult education to them.

## **EDUCATIONAL CHALLENGES OF TRANSGENDER**

### **\*Less Education**

Inclusion of transgender in schools and colleges is a big challenge. Till 2004 nobody even thought to include transgender in the mainstream and were denied right towards education. Thus because of no education or less education, government or private jobs remain inaccessible for the transgender community leading to many factors associated with inequality in employment and socioeconomic status.

### **\*Inclusion in School/ College and University**

Inclusion of transgender with school and college is a big challenge. It is so challenging to provide equal opportunity of education to transgender because there is a problem of inclusion with male and female gender students.

### **\*Use of Disrespectful Names and Pronouns**

When a transgender youth identifies as a particular gender (irrespective of biological sex), it is respectful to the youth's human dignity to use the name chosen and the pronouns appropriate to that particular gender. To persevere intentionally in the use of a prior name and other pronouns is to be deliberately disrespectful. Transgender youth can understand and sympathize with some confusion, so

long as there is continuous, good faith progress in using the proper name and pronouns. (Jagannath k dange, Prakasha.c et.al, 2022)

### **\*Lack of Access to Appropriate Restroom Facilities**

Transgender people often lack safe access to public restrooms. They may be assaulted if they use the restroom that conforms to their gender identity or forced to use a restroom that does not conform to their gender identity. Transgender people often have no safe access to locker room facilities that conform to their gender identity. Wherever dress codes are enforced, they may create problems for transgender youth.

### **\*Confidentiality**

Transgender youth may have unsupportive families and may even face violence and/or ejection from their home if their gender identity or gender expression is disclosed to the family.

### **Lack of Ideal Personality**

Transgender youth often feel alone in the world. Few programs for youth employ transgender people; few libraries offer information about biological sex and gender, gender identity, or being transgender.

## **SUGGESTIONS**

### **\*Role of teacher educators and teaching organizations**

Teachers and teaching institutions play a crucial role in the effective enhancement of transgender education in India. Here are some key aspects of their role:

- 1. Inclusive and Accepting Environment:** Teachers and teaching institutions should create an inclusive and accepting environment that respects and values the identities of transgender students. This involves promoting an atmosphere that is free from discrimination, bullying, and harassment.
- 2. Knowledge and Understanding:** Teachers need to educate themselves about transgender issues and be aware of the challenges faced by transgender individuals. This includes understanding gender identity, gender dysphoria, and the specific needs of transgender students in terms of mental health, social support, and educational accommodations.
- 3. Sensitization and Awareness:** Teachers and teaching institutions should conduct sensitization and awareness programs to educate the entire student body about transgender issues and promote respect and understanding. This can help reduce prejudice, stigma, and misconceptions.

4. **Curriculum Integration:** Teachers should work towards integrating transgender-related topics into the curriculum to foster a more comprehensive understanding of gender diversity. This can include discussions, readings, and assignments that explore transgender experiences, history and contribution to society.

5. **Support and Guidance:** Teachers should provide support and guidance to transgender students, ensuring they have access to necessary resources, assistance, and counselling. This can include advocating for their rights, creating safe spaces, and connecting them with Support groups or organizations.

6. **Professional Development:** Teachers and teaching institutions should engage in ongoing professional development to enhance their knowledge and skills in supporting transgender students effectively. This can include attending workshops, conferences, and training programs focused on transgender issues.

7. **Collaboration with Stakeholders:** Teachers and teaching institutions should collaborate with parents, guardians, transgender rights organizations, and healthcare professionals to ensure a holistic approach to transgender education. This collaboration can help address the unique challenges and needs of transgender students.

8. **Policy Advocacy:** Teachers and teaching institutions can play a role in advocating for inclusive policies and legislation that protect the rights of transgender individuals and ensure equal access to education. This can involve participating in discussions, writing letters, or joining campaigns to promote transgender-inclusive practices.

By actively participating in these roles, teachers and teaching institutions can contribute to the effective enhancement of transgender education in India, fostering a more inclusive and equitable educational landscape for all students.

- ❖ There is a need to prepare an environment where transgender feels secure. Ways to Develop Educational Status Made Effort for Inclusion.
- ❖ **Teacher and community people can play an important role in inclusion:** India is facing acute shortage of skilled manpower in different sectors. There is a need to provide vocational education and training to teachers and other school members. At the secondary and higher secondary levels vocational training should be provided to the transgender that they prepare for their job.

- ❖ **Names and/or Pronouns:** - Use the name and/or pronouns appropriate to the young person's chosen gender identity. Remember that it is everyone's essential dignity to be called by our chosen name, and it is everyone's right to be recognized as the person we see ourselves to be. Please apologize if you use the wrong pronoun or the wrong name.
- ❖ **Access to Restroom Facilities:** - Educate staff and youth about gender identity. Make sure that everyone understands that transgender youth. If possible, designate gender-neutral restrooms and locker rooms (toilet facilities that anyone may use, irrespective of gender identity or gender expression).
- ❖ **Educate staff and youth about gender identity:** - Confidentiality Make sure that the program maintains confidentiality with regard to the gender identity, gender expression, sexual orientation, and sexual behavior of all the youth in the program.
- ❖ **Ideal Personality Search** out transgender support groups and GLBTQ youth-serving organizations in your area. Make sure that these groups and organizations are included on your resource lists.
- ❖ **Provide Financial Assistance:** Government should provide fee-waiver, fee-reimbursements, scholarships, free textbooks, free hostel accommodation and other facilities at subsidized rates for students belonging to the transgender in order to make higher education and professional education accessible by the community. Special coaching should be provided to the candidates for competitive examinations.  
(Prakasha.C, Jagannath k. Dange,2023)
- ❖ **Establishment of Anti-discrimination Cell:** -All the educational institutions/universities should establish an anti-discrimination cell to monitor any form of discrimination against the transgender.
- ❖ There is need for a focused institutionalized mechanism of research and academic activities to generate more data/information to identify and understand the problems related to various aspects of their life.
- ❖ Teacher organizations should allow the transgender to take admission in the school/colleges.
- ❖ Teachers should act as a problem solver by spreading love and affection towards transgender students.
- ❖ Teaching community should spread awareness about transgender in teaching and learning premises and also in society.
- ❖ Teaching institutes should arrange proper orientations, time to time regular meetings to the in-service and pre-service teachers.



- ❖ Teaching organizations should conduct workshops with educationist to find out innovative and effective teaching methods to teach both normal and transgender students at a time inside the class.
- ❖ Teaching organizations should encourage teachers to write articles and publish transgender's problems in various journals and print media.
- ❖ Teachers should send inputs to curriculum development authorities to include transgender related topics in the syllabus.
- ❖ Both private and government teaching organizations should recruit educated transgender to teach for their own community.
- ❖ During teachers' recruitment there should be some reservations for transgender.

## CONCLUSION

Transgender people are becoming increasingly visible at secondary and post-secondary schools across the country and expecting institutions to meet their needs. School officials thus can no longer ignore this population; they must quickly learn the appropriate language to describe trans-people, educate themselves on transgender histories, and seek to understand their lives and experiences. All the institutions are the pillars of any society and family is one of the important one and in the same manner education, employment and politics. There is a need of wider space within the institutions for all the human beings without any kind of discrimination. It will harness the society with progress and leads towards the prosperity. It is compulsory for the Government to provide inclusive education for transgender students and provide adult education to them. Besides these some transgender on working apparent place.

## REFERENCES

1. Ashokraj S (2019) "Educational Status in Relation to Problems and Challenges of Transgender People" Bharathiar University, Tamilnadu.  
<https://hdl.handle.net/10603/351842>
2. Beemyn, Brett. "Serving the Needs of Transgender College Students." *Journal of Gay and Lesbian Issues in Education* 1 (Fall 2003) Bowers, S., Lewandowski, J., Savage, T. A., & Woitaszewski, S. A. (2015). School psychologists' attitudes toward transgender students. *Journal of LGBT Youth*



3. Dange, J.K., Prakasha.C, et.al. (2022). Problems and Prospects of transgender education in India. The Social Science Dialogue, Peer Reviewed Open Access E-Journal, Vol.2 (1). ISSN-2583-0708.
4. Nakamura, Karen. "Transitioning on Campus: A Case Studies Approach." Working with Lesbian, Gay, Bisexual, and Transgender College Students: A Handbook for Faculty and Administrators. Ronni L. Sanlo, ed. Westport, Conn.: Greenwood Press, 1998. 179 -86.
5. Newspaper (2014). Indian Express. Reserved seats for transgender children in school retrieved from [www.indianexpress.com/cities/Delhi](http://www.indianexpress.com/cities/Delhi)
6. Prakasha.C, Dange, J.K. (2023). Transgender Transformation: Education And Empowerment, Juni Khyat –UGC care group-1 listed Journal, Vol-13, Issue-01, No.01, ISSN:2278-4632
7. Rajesh and MD AslamNaved (2013). “Approach Paper on Education and Employment opportunities 8. & Challenges for Transgender”. Ministry of Social Justice and Empowerment Government of India retrieved from [www.socialjustice.nic.in/pdf/appendix5](http://www.socialjustice.nic.in/pdf/appendix5)
8. Rajkumar, D. (2016), “Educational Challenges of Transgender” International Journal of Research in Economics and Social Sciences, Vol: 6(11).

**About Author****Prakasha.C**

Research Scholar Dept. of P.G Studies in Education  
Kuvempu University, Shankarghatta Shimoga Dist,  
Karnataka

Mr. Prakasha.C has worked as Assistant Professor at Nutana College of Education, From January 2020 to July 2021 and has taught Methods of Teaching Physics Educational Psychology.

He has qualified NET in Education in 2022

He has participated and presented a paper on “Problems and Prospects of Transgender Education in India” in Two-day national conference on “Marginalized Groups and Social Justice” held on the occasion of 114th birth anniversary of Dr. Babu Jagjivan Ram organized by the Dr. Babu Jagjivan Ram studies and research Centre, Kuvempu University, Shankaraghatta-577451, Shivamogga, Karnataka on April 5th - 6 th 2022.

He has participated and presented a paper on “Role of Teacher Educators, Teaching Organizations and Government in the Effective Enhancement of Transgender Education and Empowerment” in one - day national seminar on “Perspective of Teacher Education in Nurturing the Talents of 21st Century Learners” organized by the JSS Institute of Education, Sakaleshapura, Hassan Dist., Karnataka state, India

He has participated and presented a paper on “Transgender: Marginalized and Social Exclusion in the world of work” in Two-day national conference on “Empowering the invisible workforce: Issues and challenges of unorganized labor” held on the occasion of 115 th birth anniversary of Dr. Babu Jagjivan Ram organized by the Dr. Babu Jagjivan Ram studies and research Centre in association with department of journalism and mass communication & department of social work , Kuvempu University, Jnana Sahyadri ,Shankaraghatta-577451, Shivamogga, Karnataka on July 27th - 28th , 2023