# School Dropouts and Educational Rights in Transgender

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## ABSTRACT

The present study intends to examine the School Dropouts and Educational Rights of Transgender is itself a matter of interpretative debate among the Gender community of Salem, Tamil Nadu. The present study is based on both primary and secondary data. For primary data collection we used snow ball sampling 506 respondents have been selected for this primary data collection. Transgender society in Salem Tamil Nadu have an organized association to raise sound against injustice through the questionnaire and direct interview we got more information regarding the school dropout The best possible source of understanding the school dropouts among Transgender community is to go through the vast amount of publication produced by the scholars. And this paper also gives the directions to reduce this dropout rate. This is very relevant paper in this particular area.

**Key Words :** School dropouts, Transgender, Educational rights

## INTRODUCTION

**The research in focus :**

One of the most striking features of human society any where is the operation of Inequalities and its consequences for the Individual and group. Owing to its ubiquity and universality, the dynamics of inequality has been subject to extensive sociological study. The origins of inequality, its nature and form, its structural linkages and consequences, its inevitability or otherwise its theoretical presentation are some key areas of sociological inquiry. The structural linkages of inequalities and consequences, whether they are inevitable or otherwise, constitute the crux of the problem (Betellle, 1972).

The operation of inequalities in society has a variety of consequences for the individual, and the distribution of opportunities is prominent among them. Access to opportunities has a deciding influence on one's human development, career options and standard of living. Opportunities are also scarce and like all scarce commodities they get unequally distributed in society giving rise to discrimination, struggle and the need or demand for state intervention. The bone of contention is not the mere access to opportunities but that of equal access to opportunities. The pattern, processes, outcome and change associated with the distribution of opportunities present, therefore, a fertile ground for sociological Investigation (Ibid).

Opportunity for education is basic and pivotal since on this depends the access to most other opportunities in life. Access to education or the distribution of educational opportunity, in particular social contexts in terms of its social patterning and outcome for both individuals and group continues to attract sociological interest (Galanter, 1984). While equality of opportunity is ideal as a policy or promise its opposite is more factual and experiential and hence unequal access to opportunity or the inequality of opportunity is quick to draw the attention of sociological investigation. Particularly in developing countries like India, characterized by a legacy of a rigid system of social stratification with a set of socially patterned inequalities, and where the processes of transition not only towards modernization, secularism and democracy but also towards an open market and global economy are under way. While looking to the education system in India we can see massive challenges among the government to

sort it out for rectifying the threats.

Education has been regarded as an important instrument for bringing about socio economic development in society. It is essential for the total development of physical, mental and spiritual of an individual, as well as of a nation, it becomes the key point of development for the entire structure of the society to empower people and strengthens the nations by providing quality education. It is a powerful equalizer for opening doors for all to enhance themselves out of poverty. Education brings the individual nearer to the perfection of his nature through the development of character and innate capacities which are understood to be permanent attributes in the sense that these are universal which distinguish man and other creatures. Education is the most important single factor for achieving rapid development and technological program to increase social order founded on the values of freedom, social justice and equal opportunity. Education contributes to the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities. Thus education helps an individual to develop distinct personality as well as an agent of socialization channel of social mobility and instrument of social change.

Through quality education country will becomes more developed because the most important resource of the country is its population, so better development needs educated people. Education is very important for everyone especially people who belongs to marginalized communities. Only through advanced education system social enhancement will be possible.

Government of India makes more good policies to upgrade the marginalized communities by implementing new social schemes. They should give full support for education and give more beneficiaries for academicals activities. There should not be any stratification took place in the field of education; it is government obligation to provide free education for all up to 14 years. Providing better and quality education there should not be any barrier in the case of religion caste sex to gain knowledge from premier institutions.

Giving education to transgender society is also important because they are most vulnerable people of the state. Most of them are living in very bad situations; to develop this community better education should be provided. Most of them are out casted from their homes and educational institutes because of the social stigma. Everyone have right to get education in a healthy environment but in case of transgender, they were facing tremendous problems in their school or educational institutes by their colleagues and teachers including physical and mental harassments. Most of them faced very uncomforted situation and they are stopping their schooling. They have legal protection but they were unaware about it too.

During the 2011 Census, 54,854 children in the age group of 0-6 identified as' others' instead of male or female. Awareness of gender identity of a non-conforming nature at the young age makes school a crucial institution in the lives of transgender children. Research literature examining the school experiences of transgender persons and representation of them in textbooks shows discrimination in both.

Transgender community in India is now receiving widespread and constant attention from the mainstream of society. Rajya Sabha (2015), in a rare move, passed a private members' Bill named Rights of Transgender Persons Bill 2014 on April 24, 2015 guaranteeing reservation for transgender community in education and jobs, financial aid and social inclusion[1]

The Preamble of the Constitution of India solemnly vows to secure to all its citizens, among other things, equality of status and opportunity'. Article 15, prohibits all forms of discrimination and article 16 calls for equality of opportunity in public employment.

Equality of opportunity as regards employment implies that of equality of opportunity for education. The National Policy on Education (NPE, 1986) speaks about 'education for equality' as one of its thrust areas and proposes to bring about an equalization of education between the scheduled and the non-scheduled populations. Even as the caste based stratification poses a big challenge to the goal of equality of status and opportunity, the system of formal education, with its various Boards and streams poses a similar challenge. Just as the caste system keeps the society divided, the education system too contributes to the division in Its own way by not only retaining and reproducing it but also by perpetuating and Justifying It. Hence a nexus between these two systems seems Inevitable and calls for Investigation (Jayaram, 1987). Though access to education may not be denied, not all have the access to a choice of Institution and courses.

This explains why the children of the transgender and the weaker sections, if at all go to school, go to fill up the ever vacant seats in government, corporation and

municipal schools, and often end up as drop-outs or take to the lowly paid and respected Jobs leading to the widening gap between the attitude and reality. Against this background the study of equal access to education is not only significant but also imperative. If India is to enter the 21st century along with a sizeable Illiterate and semi-literate population, and consequently a large unskilled and semi-skilled work force, the immense wastage of human resource for the nation is appalling. The denial to develop one's human resource is a denial of a basic human right. Hence from the point of view of human resource development, for a nation with a large reserve of human potential, a study on equal access to educational opportunity has also a futurological orientation.

However, the legal and official recognitions aside, the exclusionary character of the transgender community in general has not seen much change yet. A media report from Tamil Nadu indicated that 'more than a few' transgender students were compelled to drop out of school because of bullying (http1)[1]. The research literature on the school life of transgender youth and adults in various cultures which details the trauma they experienced, towards which we will turn later, is also consistent with this report. In this situation, it is imperative to take a serious look at how the school curriculum and textbooks treat the transgender community and the larger issue of heteronormativity in them. Schools are one of the main agents of socialization and textbooks have a lasting impact on students. As DePalma (2013) notes, 'without questioning the gender categories and norms at a very basic level, including questioning what we think we already know about gender, reducing gender-based inequity and violence (both physical and symbolic) will be difficult. Government should take keen responsible to make public awareness to consider the transgender as human

This study is trying to identify social stigma of the societal consideration about transgender community and the reason behind to left school in early adulthood it also points out that the New Education Policy which is being formulated may continue the neglect of transgender children.

**The concept of transgender :**

Most people (in general) express the gender that corresponds with their biological sex. There are some people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth. This is known as being transgender. This can occur at any age. Transgender is an umbrella term where it includes transsexuals, transvestites; inter sexed people and just anybody else who doesn't conform to the traditional model of sex or gender. Transgender is the most inclusive term. Hijra is a term used in India and it is Urdu word derived from the Arabic language. Hijra is a term to signify individuals who refuse prevalent binary gender constructions and who express or present a breaking and blurring of culturally prevalent stereotypically gender roles. It includes pre operative, post operative and non operative transsexual people who strongly identify with gender opposite to their biological sex.

**Exclusion of transgender from schools :**

Transgender are excluded from family, school communities etc. even many trans children are powerless to realize their rights due to their stigma, discrimination and deprivation. Transgender children/people are considering vulnerable in public places like school where the teachers and students attitude towards them was totally pathetic. The school environment of transgender youth is often described as a strictly heteronormativity space that force them to hide their feelings and sexuality (as result they get excluded). Adolescent is a period during which young people learn about social and cultural attitudes regarding gender. It is a time when the gender expression as well as the social regulation of gendered behavior are strictly enforced by significant others, including peer group members, friends, teachers and family members. Transgender students face lot of problems in secondary and higher educational settings, including safety concerns, bathrooms and health care access, and the proper gender designation on records. Trans children and young people face barriers to education when they are unable to attend school safety under their preferred name and gender identity. There is high level of harassment of Trans students are related to increased absenteeism, as well as decreased educational aspiration and lower academic performance. Harassment against transgender students comes from students and even staff (also). Even youth who are not transgender may be harassed for non binary gender expression, with gender nonconforming boys facing intense harassment. Discrimination on segregated restrooms is also a reason for excluded from schools.

**School dropouts of transgender :**

The world is often unsafe place for trans children, women and youth. Schools are no exception, but they can change their attitude by understanding the natural human being and proper involvement to eradicate the stratification in society. Transgender student experience verbal and physical harassment, assault, teasing, and social exclusion and have their property stolen or damaged at higher rates than any other student group. Even if they are enrolled in an educational institute, they face harassment and are bullied every day and they drop out of their own. The more frequent harassment that Trans youth experience make them lowers their grades and educational aspirations. They also drop out of school at higher rates than other students because of feeling unsafe. Some of them use drugs to cope with this stress, some contemplate on suicide. Bullying in school is also one of the major problems faced by the transgender. Bullying by students in long run has very serious consequences on the victims. Despite the dramatic advances related to the rights of transgender individuals, discriminated and bullying of transgender students remains a significant concern at schools. Discrimination related to lack of homosexuality, bisexuality and gender identity is also one of the problems faced by the transgender in School. Discrimination may take several forms, including social rejection, verbal and physical bullying, and sexual assault. They often experience isolation and abuses, and are not allowed to share common grounds with classmates. Families and schools prove to be torture chambers for effeminate boys as they face accusations from teachers for violating school and societal decorum.

**Legal rights of transgender students :**

In 2006, the Department of Social Welfare in Tamil Nadu, India had passed a landmark order the rights of aravanis/hijras to attend school and college. Students have the right to be disciplined or be treated differently because they are transgender or gender non-conforming. Students have the right to be called by their preferred names and pronouns. Students have the right to dress according to their gender identity so long as they follow appropriate dress rules that apply to all students. Students have the right not to be compelled to provide personal and medical information to school officials, and school officials must not disclose personal information about a transgender student, including information about the student's sex assigned at birth, medical history, gender identity, or gender transition without the student's consent. Students have the right to be treated with respect and not harassed or bullied because they are transgender. Educational institutions have a duty to prevent and remedy unlawful sexual harassment, including harassment on the basis of gender identity. Schools are required to have grievance procedures through which students can complain of alleged sex discrimination, including transgender harassment. Such harassment should be reported, investigated and remedied. Students have the right to equal educational opportunities including the right to use locker rooms and restrooms that are consistent with a student's gender identity, and to participate equally in athletic and extracurricular activities and other school events. Students do not have to provide medical documentation of a gender transition to have access to such facilities and programs. Students have the right to transition at school, which means that students have the right to express their transitioned gender.

Research and literature review shows that school experiences of transgender persons and representation of them in textbooks shows discrimination in both counts. Exclusion and shame are the common themes in the experiences of the transgender persons in school. Even supposedly inclusive initiatives, without proper training, may become counterproductive or ineffective. This is what Smith (2013) found in the study of American School Counselor Association's National Model which calls for professional school counselors to 'play a vital role in a safe, inclusive, and welcoming environment for lesbian, gay, bisexual, transgender and questioning (LGBTQ) parents and students of same-sex parents.' He states that the Model is written in such a way that professional school counselors with a high degree of critical consciousness will be able to use it as a tool to challenge heteronormativity. However, counselors lacking in critical consciousness will be able to implement a school counseling program that is consistent with the ASCA National Model, while preserving heteronormativity. He contends that the use of reductionist egalitarian language, lack of specificity regarding systemic barriers and use of conditional language within the subsection for LGBTQ students may cause inaction on the part of counselors. He points out that within democratic societies, reductionist egalitarian language that promotes the needs of every person and all people often undermines the interruption of oppressive forces and suggests that language that is sufficiently pluralistic yet also accounts for the unequal

playing field experienced by students from traditionally under-represented and historically marginalized groups should be used. He also proposes that naming and defining specific systemic barriers and providing non-conditional strategies and tools for disrupting oppressive forces like heteronormativity within schools.

Lester (2014) who examined 68 lesbian, gay, bisexual, and transgender (LGBT) themed children's books, another attempt at inclusiveness, however concludes that they 'reinforce heteronormativity through the nearly exclusive celebration of homonormative, non-threatening LGBT characters that conform to expected gender roles'. Jennings and Macgillivray's (2011) analysis of multicultural education textbooks in the United States found that sexual orientation and gender identity are conflated or incorrectly defined in many of these textbooks and only in one text, they found gender identity is explicitly linked with transgender identities and explained what it means to be transgender.

Payne and Smith's study (2014) on teachers reveals that fear and anxiety are the common response from them to the presence of a transgender child and the disruption of the gender binary. None of the participants in this study had heard any mention of transgender students in their professional training programs. Authors state that these emotions are limiting the possibilities for schools to affirm transgender identity. Case and Meier (2014), in a study based out of Texas, US, points out that current curriculum models for preparing school adult educators and counselors fail to properly address gender non-conforming youth and appropriate adult ally behavior to support them. They found that lack of training regarding transgender youth leaves 'educators unprepared to become allies to this disenfranchised community and attend to their needs'.

A review of 39 relevant studies published between 1995 and 2012 and conducted in 12 different countries found strong evidence that peer victimization related to sexual orientation and gender identity or expression is associated with a diminished sense of school belonging and higher levels of depressive symptoms. It is also found to be associated with disruptions in educational trajectories, traumatic stress, and alcohol and substance use (Collier *et al.,* 2013). Wallace and Russell (2013) argue, in the context of mental health aspects of the gender-nonconforming children due to peer victimization, that 'where shame emerges as a dominant and/or unrecognized dimension of experience, there are risks

that it can become the organizer of identity and amplify later life vulnerability to shame proneness, a shame-based identity, and depression'. However, Jones (2013), after analyzing how different sexuality education research methodologies framed GLBTIQ students, sounds a note a caution by suggesting that representation of GLBTIQ students as at-risk victims, which constitute a dominant discourse in Western research, may be starting to impact on the experiences of students in the West because of their negativity. This warning may be applicable in the case of textbooks also as Jennings and Macgillivray's (2011) analysis found that, besides heteronormativity as mentioned earlier, the textbooks were deeply entrenched in the victim discourse.

This awareness of gender identity of a non-conforming nature at the young age is what makes the school a crucial institution in the lives of transgender children. As Brill and Pepper (2008) notes, a child's experience at school can significantly enhance or undermine their sense of self and a welcoming and supportive school where bullying and teasing is not permitted and children are actively taught to respect and celebrate difference is the ideal environment for all children. They add that this is especially true for gender variant and transgender children, who frequently are the targets of teasing and bullying. The responses of transgender people about their school life reveal shared but isolated experiences of childhood and the common theme that binds these experiences is social exclusion. This significantly reduces their social integration and leads to marginalization later in life. An example can be seen for this in the 2011 Census data of work force participation of transgender persons in which out of nearly half a million population belong to the gender category 'others', 66% are non-workers and another 12% are marginal workers. At the same time, the research also shows that an inclusive curriculum and sensitive teachers can make an impact among students against heteronormativity and help transgender children navigate the hostile environment inside and outside the school (DePalma, 2013; Nelson, 1999 and Takács, 2006).

**Review of literature :**

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LGBTQ youth respondents of Gowen and Winges-Yanez (2014) found school-based sexual education in the United States as primarily exclusive with active or passive silencing of LGBTQ discourse, heterocentricity and pathologising. They pointed out that LGBTQ topics either never brought up in the classroom or questions about LBGTQ are ignored. The themes were centered on an assumed heterosexual behavior and whenever LGBTQ issues are discussed, it was in the context of AIDS/STDs.

A study on heterosexism in schools in Iceland by Kjaran and Jóhannesson (2013) also generated almost similar responses from LGBT youth. They reported institutionalized heterosexism in the structure and culture of the schools manifesting through lack of understanding toward LGBT students, emphasis on heterosexual relations, unpleasant questions being asked about personal matters or sexuality, heterosexist discourse within the classroom.

A survey by Takács (2006) among the LGBT people in Europe has shown that LGBT youth experience most prejudice and/or discrimination in school environment with 61% of respondents reporting negative personal experiences at school related to their LGBT status. 42.9% of the respondents also found prejudice or discriminative elements in the school curriculum.

A study by Johnson *et al.* (2014) on Transgender, Queer and Questioning (TQQ) youth is particularly curious where participants reported that they felt strongly about transgender youth being excluded, not only by the straight community but from gay and lesbian communities also, who were not understanding or accepting of gender non-conforming identities and expressions. They described schools mostly as rigid gendered spaces where students learn there are only 'two options' - girls or boys. Importantly, the TQQ youth shared that without feeling accepted in schools, it was difficult for them to succeed in their academic and personal lives, and in some cases youth would abandon school all together. The study's findings on school experiences of the gender non-conforming are consistent with those of lesbian, gay and bisexual students. At the same time, it also shows the divergence with respect to the transgender from lesbian, gay and bisexual who have natural gender identities under the LGBT umbrella.

## METHODOLOGY

The present study intends to examine the School Dropouts and Educational Rights of Transgender is itself a matter of interpretative debate among the Gender community of Salem, Tamil Nadu. The present study is based on both primary and secondary data. For primary data collection we used snow ball sampling 506 respondents have been selected for this primary data collection. Transgender society in Salem Tamil Nadu have an organized association to raise sound against injustice through the questionnaire and direct interview we got more information regarding the school dropout The best possible source of understanding the school dropouts among Transgender community is to go through the vast amount of publication produced by the scholars. Some NGO's and gender based Associations had make some publications targeting different sections of transgender population. These publications provided much needed information regarding the School dropout among Transgender community. Besides these some more newspaper, articles also traced for the purpose of this study.

## RESULTS AND DISCUSSION

Education is the key to create a developed society. Everyone have right to get education in a healthy environment but in case of transgenders, they faced problem in their school or educational institutes by their colleagues and teachers including physical and mental harassments. Most of them faced very uncomforted situation and they are stopping their schooling. They have

legal protection but they were unaware about it too. In this paper analyses the problem of the transgender students' face in their educational institutes, and this paper critically check the rate of drop outs of the transgender students and its causes.

Education is the tool to change the entire world from barbaric to civilized and dilapidated to modernity. It can attract the human minds to blow with creativity and sense of living. School is the last agency of socialization which human being will become stronger with knowledge and self sufficient. The knowledge learned in school plays a major role in people's daily lives. Schooling is important for all. In the Table 1, 43.3 per cent of respondents attended regular schooling after revealing their identity. 56.7 per cent of respondents did not attended regular schooling. Majority of the respondents did not attend regular schooling because of their identity. They face harassment from students and from staff, also experience assault teasing, verbal and physical harassment. They feel very shy after revealing their identity. Due to this reason respondents drop regular schooling. They also drop out of school at higher rates than other students because of feeling unsafe.

**Table: 1 : Regular Schooling**

| Regular School | Frequency | Per cent |
|---|---|---|
| Yes | 219 | 43.3 |
| No | 287 | 56.7 |
| Total | 506 | 100 |

The Table 2 reveals that nearby 54.9 per cent of respondents are not continued their education after identifying them as transgender. They feel shy after identifying their identity. Some of them feel fear to attend school because of mental disturbance. 45.1 per cent of respondents decided to continue their education after identifying them as transgender. Parents accept them and encouraging them for higher education. Some Respondents identifying themselves as transgender but they didn't like to reveal their identity due to education. In Salem NGO working for transgender protects transgenders who are chased out from the family and they help them in education. Respondents told that their

**Table 2 : Continuing education**

| Continuing education | Frequency | Per cent |
|---|---|---|
| Yes | 228 | 45.1 |
| No | 278 | 54.9 |
| Total | 506 | 100 |

parents and teachers to support themselves to complete 12th standards. Some respondents argue that they continue their education without going to school because school authorities gave permission for that.

The Table 3 reveals that whether respondents were allowed by school authorities or educational institutions to continue their studies. 55.5 per cent of respondents told that there were allowed by school authorities or educational institutions to continue their education. Majority of respondents were allowed to continue their education in school. But some respondents feel shy and fear to go to school because of their identity. There is no restriction in School for transgenders in Salem. Most of the educational institutions accept the transgenders. If respondents face any problems in school or educational institutions, Ngo working for transgender involve in that problem and rectifying it. 44.5 per cent of respondents were not allowed by school authorities or educational institutions to continue their education. In some schools, educators and administrators are leading the way. Some of the educational institutions found that academic admissions were get less because of transgender students. Parents feel unsafe of their children's behavior due to the transgender students. So respondents were not allowed to continue their studies.

**Table 3 : School Authorities interfering in continuing education**

| Institutional Interference | Frequency | Per cent |
|---|---|---|
| Yes | 281 | 55.5 |
| No | 225 | 44.5 |
| Total | 506 | 100 |

The Table 4 reveals that 45.8 per cent of respondents were rejected from educational institutions apart from the reason of being a Transgender. Respondents were ill treated in school and they teased by students and staff. And the respondents face harassment like physical and verbal so they drop out from school. And they were rejected from the educational institutions. Some respondents use drugs so they were rejected from the

**Table 4 : Other reasons for rejection from School**

| Rejected from formal educational institutions apart from the reason of being a TG | Frequency | Per cent |
|---|---|---|
| Yes | 232 | 45.8 |
| No | 274 | 54.2 |
| Total | 506 | 100 |

educational institutions. 54.2 per cent of respondents reveal that educational institutions rejected them from education due to their identity. Some educational institutions will not accept the transgender community because they feel other students will get disturbed and admission of student will be less.

The Table 5 reveals that 34 per cent of respondents unveiled that school children's and college students were looking them in a mocking manner. Transgenders are individuals whose appearance, personal characteristics or behaviors differ from stereotypes about how men and women are supposed to be. They are third gender in the world. Transgender is a new sex in Indian Constitution. Some of them cross dressers. On seeing them public will tease them because of their identity. Likewise school children's and college students were looking the respondents in a mocking manner.

| Table 5 : The way other students treat | | |
|---|---|---|
| College students look at you | Frequency | Per cent |
| In a mocking manner | 172 | 34 |
| In an abusive manner | 154 | 30.4 |
| In a fearful manner | 120 | 23.7 |
| No reaction | 60 | 11.9 |
| Total | 506 | 100 |

30.4 per cent of respondents revealed that school children's and college students were looking them in an abusive manner. Some transgenders are cross dressers. Due to their identity school children's and college students look them in an abusive manner. 23.7 per cent of respondents told that school children's and college students were looking them in a fearful manner. Transgender people will cross dress and their behavior will look like a woman but their appearance and voice will be like male. 11.9 per cent of respondents told that school children's and college students reacts nothing on looking at them.

Some have awareness on transgenders and some students won't care on them.

The Table 6 reveals the period that identifies themselves as transgender at particular age group and continuing their education after knowing themselves as transgender. 28.7 per cent of respondents identify themselves as transgender at 11-15 age group and they decided to continue their education after their identity. This age group is important for all individuals; in this age group only most of the children's were eager to learn many new things. Likewise transgenders also identified their identity and they wish to continue their education. Some respondents were aware of education and some respondents won't reveal their identity because of fear and shy. Some parents accept them and encouraged for higher education. Were 16.4 per cent of respondents who identified their identity at age group of 16-20 years were decided to continue their education. Some school authorities and educational institutions accept transgenders. So respondents decide to continue their education

Were 30.8 per cent of respondents identify themselves as transgender at age group of 16-20 years and they are not decided to continue their education. Respondents feel shy after identifying their identity. Due to harassment faced in school transgender students drop out from school. The transgender persons do not dropout from schools not by choice but by force due to acute discrimination and abuse. So respondents decided not to continue their education.

The calculated $\chi^2$ value for 1 degrees of freedom was found to be 19.528**, for a corresponding p-value of 0.005. Hence the null hypothesis is rejected. Where there is a strong relationship between respondents at which age did you identify yourself to be Transgender and after identifying yourself as TG, did you decide to continue your education

| Table 6 : The age of identification | | | | | | |
|---|---|---|---|---|---|---|
| Age group | At which age did you identify yourself to be Transgender | | | | | |
| | Yes | No | Total | $\chi^2$ | df | p. value |
| 11-15 | 145 (28.70%) | 122 (24.10%) | 267 (52.80%) | | | |
| 16-20 | 83 (16.40%) | 156 (30.80%) | 239 (47.20%) | 19.528** | 1 | 0.005 |
| Total | 228 (45.10%) | 278 (54.90%) | 506 (100.00%) | | | |

Significant at p< 0.05

**Suggestions :**

The transgender community is a highly marginalized and vulnerable in the eyes of common man and it is seriously lagging behind on human development indices mainly in the area of education and employment. Addressing this community with proper awareness and implementation of laws will eradicate stigma and discrimination at early stage. And it will help to bring transgender children to school and retaining them up to the higher level.

1. Ensure equal access to educational opportunities at all levels without any barriers and discrimination: Affirmative actions are needed to reduce stigma and discrimination associated with the community.

2. Schools and colleges need to play a supportive role in such instances. There has to be proper sensitization of society in general and particularly parents, teachers and students.

3. Dropout of transgender persons from schools - not by choice but by force: Dropout has to be seen from different perspective. The transgender persons do not dropout from schools not by choice but by force due to acute discrimination and abuse.

4. The perception of dropout may require review and reform of structural constraints, legal procedures and policies that impede access to mainstream education.

5. Ensure safety of transgender children in educational institutions: Transgender children face physical, mental and emotional violence forcing them to leave. Proper mechanism has to be evolved to ensure their safety. This also requires fixing the responsibility.

6. The fulfillment of the obligations under Right to Education (RTE) 7 Act is critical for the improvements in the educational conditions of transgender community.

7. Awareness of gender diversity and the need to safeguard transgender youth from hostile school environments is a dire need.

8. Some schools in Tamil Nadu have initiated efforts in this direction by inviting transgender spokespersons and counselors to educate their students and staff.

9. Governments need to put suitable arena for creating a conducive environment for transgender children in educational institutions.

10. Schools must understand their responsibilities under the Equality Act (2010). More must be done to ensure they abide by their legal responsibility to make sure all staff receives sufficient training to ensure compliance across all protected characteristics, including

those which relate to trans and gender variant children and young people. In its review of initial teacher training the Government should take into account the inclusion of training on all the protected characteristics including trans gender.

**Notes :**

1. This is the first time in 45 years that a private members' Bill, not endorsed by the government, has been passed by the upper House of the Parliament. The Bill has to be passed in the Lok Sabha to become an Act and the government has announced that it would bring a fresh Bill 'after removing the impractical clauses.

2. However, critical analysis of the judgment has pointed out the contrary tendencies in judgment and warns that actual interpretations and implementation of the judgment will be uneven and varied (Dutta, 2014).

3. Q in LGBTQ also stands for Queer. Some authors add I to denote Intersexed persons to LGBT which stands for Lesbian, Gay, Bisexual, Transgender. The acronyms used by the respective authors are retained as such in this segment.

4. Smith uses this term to denote those who are part of the sexual orientation continuum other than heterosexual, namely homo- and bi-sexual persons. However the term is also used in a wider sense to describe that which troubles or the process of consciously engaging in the troubling of hetero/gender normativity (DePalma, 2013).

**Concluding Remarks**

"The biggest lacuna in the system is that nobody knows the real definition of a transgender. Sensitization will not help until people are ready to accept change and acceptance can come only through education."

It is time that India should realize that every individual in this country has equal rights and privileges, and follow the policy of "live and let live."Thus the first and the foremost right transgender are deserving of is the Right to Equality under Article 14. Article 15 speaks about the prohibition of discrimination on the ground of religion, caste, sex or place of birth. Transgender people faced discrimination and harassment in school and educational institutions forces them to drop out from the school and educational institutions. The nature of harassment includes verbal, physical and sexual abuse. They face harassment and are bullied every day. School should focus on identifying the issues of transgender and protecting them

based on actual or perceived sexual orientation. Findings demonstrate that, for many transgender students, schools are hostile environments that effectively function to push students out of school, depriving them of the opportunity to learn. When transgender students feel less safe, less comfortable, and less welcome in schools, they are less likely to attend and more likely to drop out.

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