



Journal Homepage: -[www.journalijar.com](http://www.journalijar.com)

## INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/15806  
DOI URL: <http://dx.doi.org/10.21474/IJAR01/15806>



### RESEARCH ARTICLE

#### EDUCATIONAL PROBLEMS FACED BY THE 3<sup>RD</sup> GENDER PEOPLE IN MURSHIDABAD DISTRICT

Rajkumar Ghosh<sup>1</sup> and Alik Kumar Mondal<sup>2</sup>

1. M.ED. Student Ramakrishna Mission Sikshanamandira.
2. Assistant Professor Ramakrishna Mission Sikshanamandira.

#### Manuscript Info

##### Manuscript History

Received: 05 October 2022

Final Accepted: 09 November 2022

Published: December 2022

##### Key words:-

Transgender, 3<sup>rd</sup> Gender, Education,  
Drop-Out, Harassment, Peer Group

#### Abstract

The term “Transgender” related with a person whose gender expression is neither male nor female and whose gender identity does not correspond with their sex assigned at birth. 3<sup>rd</sup> gender people does not include sexual orientation or physical sex characteristics, but is, in fact, a less clinical term that pertains to gender identity and gender expression. They faces so many problems from neighborhoods, different institutions and society. Major Objectives of the study is to explore the educational status and problems of 3<sup>rd</sup> gender people live in the Murshidabaddistrict. The researcher used the survey method and ethnographic research method for this study. Major findings of the study are: 1.42% of transgender are completely illiterate and 28% of transgender has drop-out after class “V”. Hence, in total 70% of people of transgender community is remaining near illiterate. 2. 28.57% of literate 3rd gender attended primary school, 28.57% middle school, 16.19% high school, and 4.7% graduation. Their low level of education and discontinue education are because of their escaping from biased and violent atmosphere of their families, educational institutions and societies. 3. Maximum student from primary level responded that they had faced various mental, physical harassment from their peer group or neighbor.

Copy Right, IJAR, 2022,. All rights reserved.

#### Introduction:-

The term “Transgender” related with a person whose gender expression is neither male nor female and whose gender identity does not correspond with their sex assigned at birth. Socio-cultural identity of a transgender person in India as Kinnars, Hijras, Aravanis, Jogtasetc (“State Policy for Transgenders in Kerala 2015,” n.d.).’ The word hijra used in the Indian language appears to be derived from the Persian word hiz, i.e., someone who is effeminate and/or ineffective or incompetent. Another commonly used word is kinnar, whereas chhakka is used in a derogatory context (Sawant, 2017).

Human rights are basic rights and freedoms which are guaranteed to a human by him being a human which can neither be created nor can be abrogated by any government. It includes the right to life, liberty, equality, dignity, and freedom of thought and expression. These human rights are unimaginable for the people live under transgender community. 3<sup>rd</sup> gender people does not include sexual orientation or physical sex characteristics, but is, in fact, a less clinical term that pertains to gender identity and gender expression. There are so many problems which are faced by the transgender in India are as:

**Corresponding Author:- Alik Kumar Mondal**

Address:- Assistant Professor Ramakrishna Mission Sikshanamandira.

1. They have restricted access to education, health services, and public spaces.
2. Recently, they were excluded from effectively participating in social and cultural
3. Life Politics and decision-making processes have been out of their reach.
4. They do not have a fundamental right.
5. Reports of harassment, violence, denial of services, and unfair treatment against

The only way to empower the people live under transgender community is “Education”. The concern of Educational Status of 3<sup>rd</sup> gender people is of recent origin. 3<sup>rd</sup> gender people have become aware of their rights and entered in different fields of Education. They have established their successful Educational empires. They are causative to the growth of Knowledge, economy, and improvement of their socio economic conditions. 3<sup>rd</sup> gender people ratio in the country is growing due to the increase in the Transgender people literacy rate in India. The government of India has also given appropriate importance to Transgender people's education in the country and more than a few schemes have been introduced for the growth of Educational level for 3<sup>rd</sup> gender people. In this article, present researchers tries to explore various issues related to education and socio-cultural aspects of transgender community of Murshidabad district of West Bengal.

### **Background of the study:**

According to human genetics the nucleus of every human cell contains 22 pairs of autonomies and one pair of sex chromosome. The sex chromosome is responsible for determining the birth sex. In female ovum XX sex chromosome and in male sperms XY sex chromosomes. After fertilization the zygote contains either XX or XY sex chromosomes and assigned genetic female and genetic male respectively but in very rare cases during fertilization extra number of sex chromosome combines XXY or XYY and other various combinations causes inconspicuous genitals in child or may be born with characteristics of both male and female characteristics they may be or may not be as transgender person.

Transgender people are individuals who differ from the stereotypes and existence of only two genders that is man and women; they have different appearance, personal characteristics and behavior. To protect their rights and to solve their problems, The Constitution of Indian has provided them with their own rights and The Supreme Court has given them the right to be recognized as “Third Gender” and provided them with some welfare measures through the articles 14,15,16, 19(1)(a), 19(2) and 21 etc.

Population of 3<sup>rd</sup> gender in India As per Census 2011, the number of 3<sup>rd</sup> gender in India is approximately 4.9 lakh but 3<sup>rd</sup> gender activists stated the number six to seven times more than the 4.9 lakh. Census 2011 also reported that out of total number of population of transgender 55,000 3<sup>rd</sup> genders are identified as children of age group 0-6 years recognized by their parents. In Uttar Pradesh the number of 3<sup>rd</sup> gender found i.e. 28%. Andhra Pradesh had over 9% and both Maharashtra and Bihar had 8% of each. Over 6% of each in Madhya Pradesh and West Bengal. The 4% of proportion in each Tamil Nadu, Karnataka and Odisha. Rajasthan had over 3% of total population and Punjab had 2%. Over 66% of transgender population lives in rural India that is very close to 69% of overall population lives in villages.

### **Objectives of the study:-**

The following will be the objectives formulate for the study.

1. To explain the educational status of the 3<sup>rd</sup> gender people in Murshidabad.
2. To show the problems faced by the 3<sup>rd</sup> gender people in the study area.

### **Methodology of the study:-**

The present study comes under the Ethnographic study of qualitative research. The researcher will follow survey method for data collection. Primary sources provide first hand information about the past events. Direct observation and reporting or recording of experience can be treated as primary data about their livelihood.

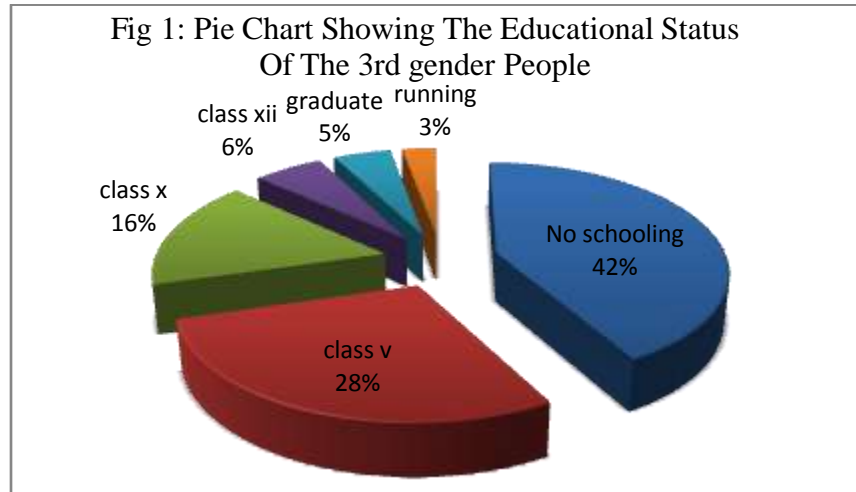
Secondary sources of data include published information of any events. In this study the researcher had collected various educational thoughts and ideas from various journal, books, articles and from interview.

**Analysis and interpretation:**

**Analysis for Objective No. 1**

**Table No. 1:-** Calculation table for showing the educational qualification of 3<sup>rd</sup> gender people.

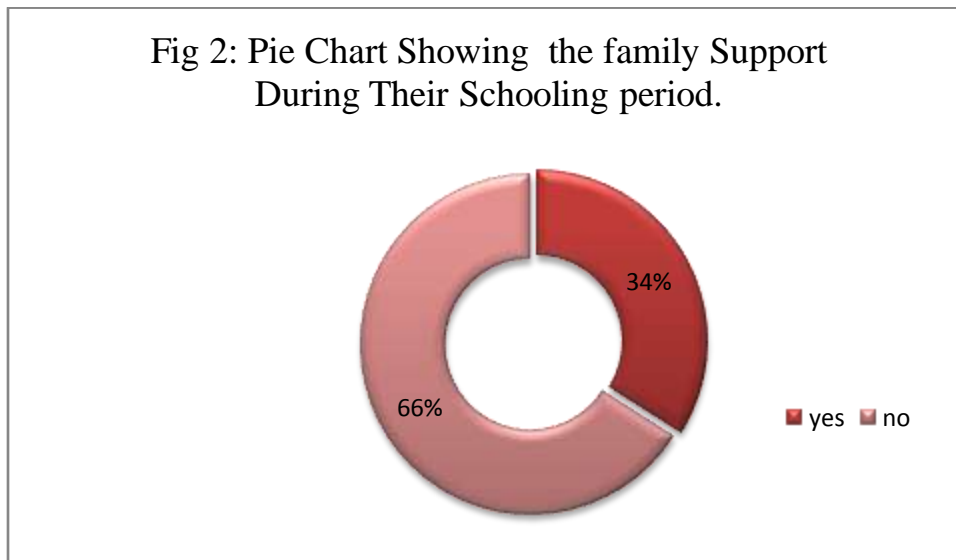
Educational qualification	No schooling	class v	class x	class xii	graduate	running
No of people	44	30	17	6	5	3
Percentage	41.90	28.57	16.19	5.71	4.76	2.86



From the above analysis the researcher finds that 3<sup>rd</sup> gender people’s educational status that maximum number of people (42% ) did not attend the school and 28% are class v pass. We can find that only 5% people are graduate and 3% people are continuing their study now.

**Table No. 2:-** Calculation table for showing the Family support get during their schooling.

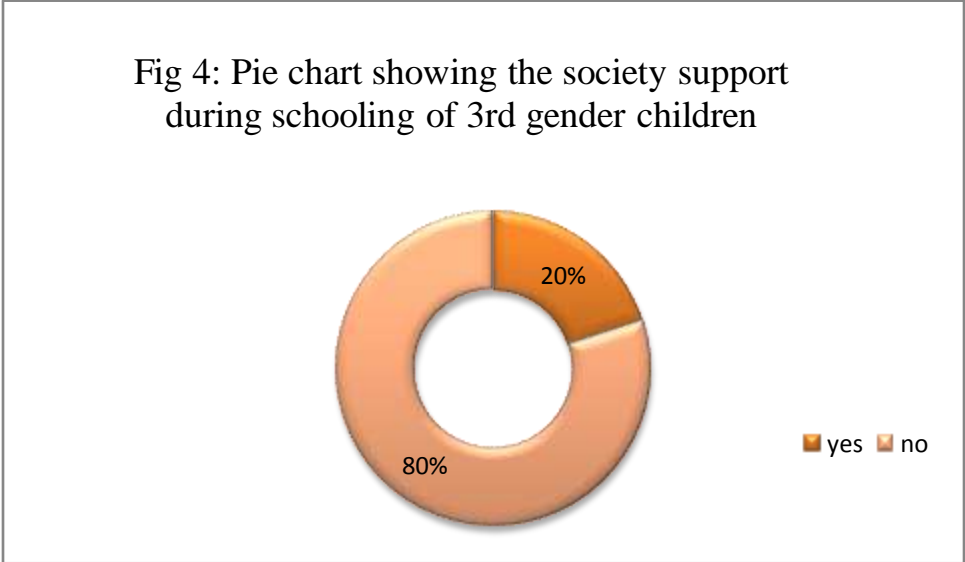
People	Get Family Support During Schooling	
	Yes	No
Total	36	69
Percentage	34	66



For analysis the cause of their poor education we can see that 66% people don’t get the family support to get their education and 34% people are got this opportunity.

**Table No. 3:-** Calculation table for showing the Society support get during their schooling.

Population	Get society support during schooling	
	Yes	No
Total	21	84
Percentage	20	80

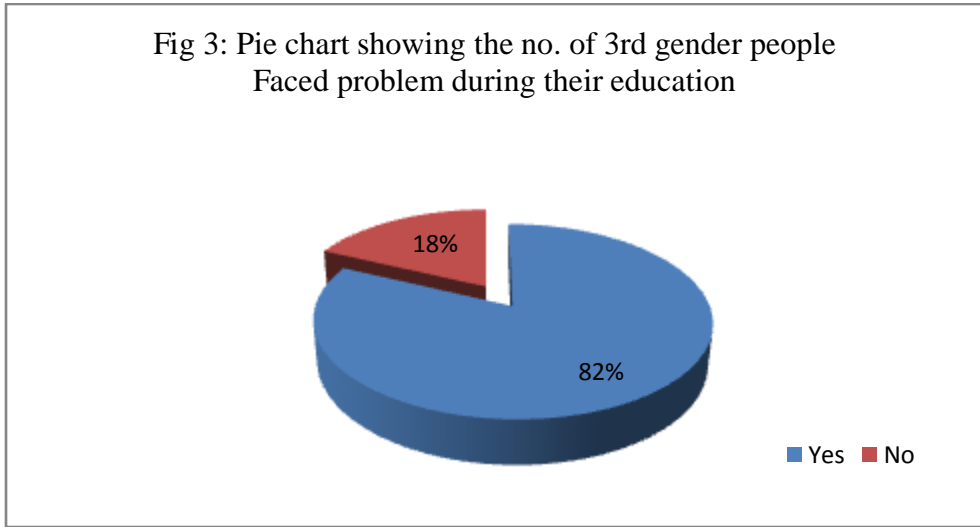


From the above study we try to find the society support in their educational life. There are 80% people don't get any support from the society for continue schooling but only 20% people get this opportunity.

**Analysis for Objective No. 2:**

**Table No. 4:-** Calculation table showing the problems during pursuing education of 3<sup>rd</sup> gender people.

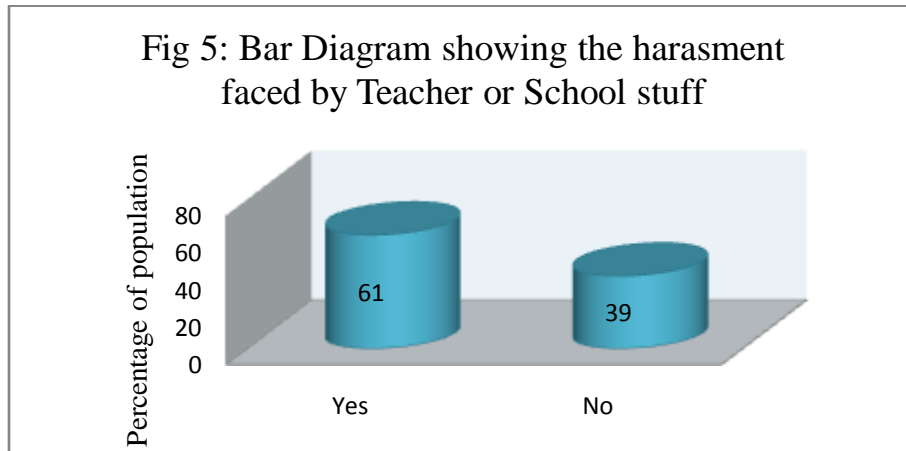
Person	Faced Problem During Pursuing Education	
	Yes	No
Total	86	19
Percentage	82	18



From the data table we can see that 3<sup>rd</sup> gender people are faced various problem during pursuing their education from their schooling time. 80% of them faced various problems during their schooling by the people, society family and the school staff.

**Table No. 5:-** Calculation table for showing the harassment by the school staff during to their schooling period.

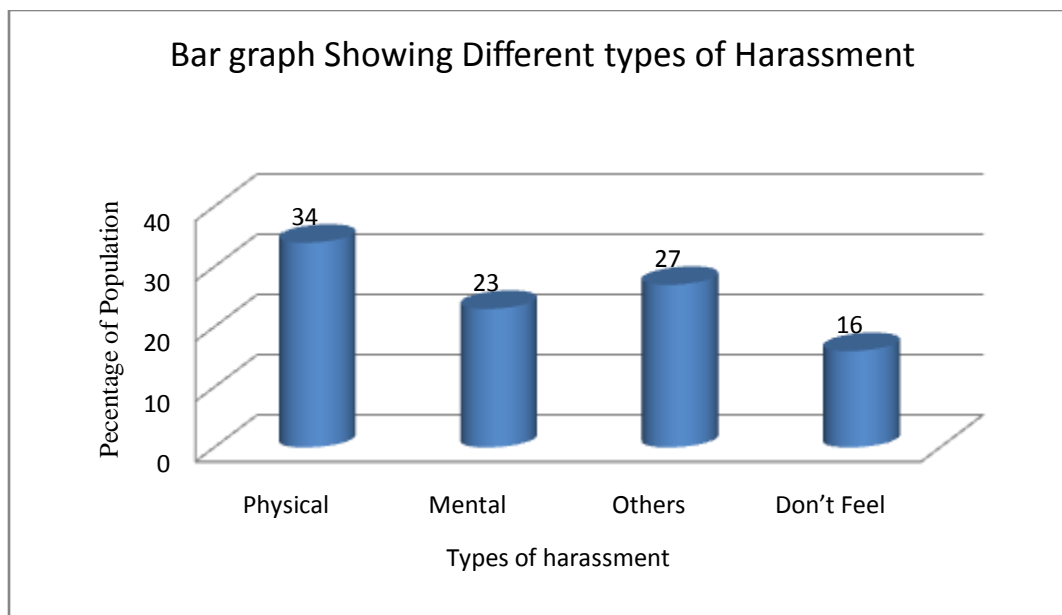
Population	Get any kind of harassment by teacher or class mate	
	Yes	No
Total	64	41
Percentage	61	39



From the above study we can see that 61% people suffered by the school staff but 39% get very co operative with them in respect of continue to their study.

**Table No. 6:-** Calculation table for showing the types of harassment faced by the 3<sup>rd</sup> gender people.

Population	Physical	Mental	Others	Don't Feel
Total No.	36	24	29	16
Percentage	34	23	27	16



From the above study we can see that the various types of harassment faced by the people in their daily life. They faced physical (34%), Mental (23%), and others type of harassment(27%) and beside that 16% people were also response that they never feel any kind of harassment from the society or any other places so they provided the positive feedback..

**Major findings:****Findings of objective 1:**

Level of Education among 3<sup>rd</sup> gender people

1. In the present study we have found that 42% of transgender are completely illiterate and 28% of transgender has drop-out after class "V". Hence, in total 70% of people of transgender community is remaining near illiterate. So, staying under social discrimination, refusal and poverty it becomes very difficult for them to prepare educational and professional career. Due to illiteracy and lack of awareness their recruitment in hijra community takes place at early stage by their parents or by themselves is mainly responsible for their illiteracy. We have found only 6 to 8 % transgender person are highly literate
2. In present study 28.57% of literate 3<sup>rd</sup> gender attended primary school, 28.57% middle school, 16.19% high school, and 4.7% graduation. Their low level of education and discontinue education are because of their escaping from biased and violent atmosphere of their families, educational institutions and societies.

**Findings of objective 2:**

Challenges in Accessing Education among 3<sup>rd</sup> gender

1. Only 16% feel secure their life in our society but maximum people of the 3<sup>rd</sup> gender are affected by various harassment from society as like 34% people abuse by physical torture, 23% people affected by various types of mental harassment and 27% also affect by others types torture. Discrimination and refusal weren't only come from the society. 61% respondent's o 3<sup>rd</sup> gender people said that even in their school they also had experienced the same situation.
2. Many of them are understood the importance of education but are not showing any interest in further study while more of them middle school educated respondents have the eagerness to study further.
3. Maximum student from primary level responded that they had faced various mental physical harassment from their peer group or neighbor.
4. 20% of the people said they don't get any society support only because of their identity of 3<sup>rd</sup> gender.

**Conclusion:-**

The major problem of their daily life is that to generalize as like a normal person in our society. The main cause of this discrimination is that lack of acceptance to them in our society by the people. The major problem for their getting education is the discrimination by the people in our society. The only way to get rid of this problem is the "Education". The education of transgender person is equally important like other male or female gender but the social stigma that transgender person faces breaks their interest and focus towards their learning and they develop a feeling of being avoided, ignored and disgraced and the transgender students are often denied to be admitted in educational institution as the educational institution does not recognize their gender identities. To protect right of 3<sup>rd</sup> gender people, The Transgender Person (Protection of Rights) Act, 2019 provides that the educational institution that are funded or recognized by government shall provide education, recreational facilities and sports for transgender person without discrimination. There are various NGOs engaging themselves in empowering the people live under 3<sup>rd</sup> gender community through various schemes, social and educational services. But due to some communal issue maximum no of transgender didn't know about the NGO service.

**References:-**

1. State Policy for Transgender in Kerala 2015. (n.d.). Retrieved November 15, 2016, from <https://kerala.gov.in/documents/10180/46696/State%20Policy%20for%20Transgenders%20in%20Kerala%202015>
2. Sawant, Neena. (2017). Transgender: Status in India. *Annals of Indian Psychiatry*. 1. 59. 10.4103/aip.aip\_43\_17.
3. Agarwal, Saumya. (2015). What are the Rights of Transgender in India. Retrieved from <https://blog.ipleaders.in/legal-rights-of-transgender-india/>
4. Agosto, S., Reitz, K., Ducheny, K., & Moaton, T. (2018). Substance Use and Recovery in the Transgender and Gender Nonconforming (TGNC) Older Adult Community, *Transgender and Gender Nonconforming Health and Aging*, pp 97-112. DOI: 10.1007/978-3-319-95031-0\_6
5. An Activist's Guide to The Yogyakarta Principles. 2010. [www.yogyakartaprinciples.org](http://www.yogyakartaprinciples.org)
6. Antony, P., & Johny, J. C. (2017). Social Work Intervention for the Empowerment of Transgender Community in Kerala. (A. Paul, Ed.) *Journal of Social Work Education and Practice*, 01(09).