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## Research Article

### EDUCATIONAL VIABILITY: THIRD GENDER

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#### ABSTRACT

"Educational viability" is based on the right of all learners to achieve quality education meeting fundamental needs of education that enriches normal lives. When focusing particularly on vulnerable and marginalized group of Third Gender, it seeks to develop the full potential of every individual of the community. This all happens with the extensive extension of inclusive quality education. The ultimate goal of inclusive quality education is to end all forms of discrimination within the society and foster social cohesion. Thus if we politicize issues like this one, then the children or people of 'Third gender' with special needs will forever be inclusive in society. They can contribute in their own way significantly to the development of a society or country.

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#### INTRODUCTION

All too often the parents, children and the whole 'Third Gender' community seem not having an inclusive attitude or even if they say they have, they may behave in segregate as well as isolate ways to deals with society. In the same manner the society too have discriminating attitude and practices towards the Third gender community. Here in this article we come to the point of education, through which it will be tried to make the society a better place and not only to transfer the old thinking to the generations to come but to make the cohesive living for all individuals; very happy and satisfied as per their expectations. People of Third Gender are increasingly educated alongside their male gender, female gender peers throughout the world. The vigorous extension of inclusive educational practices for Third Gender people based on increased recognition will promote and provide the greatest extent possible, the same educational and social developmental opportunities as the individuals of male and female gender of the society.

Educational viability through inclusive education is prominently featured in a number of international declarations, national laws, and education policies and legislations. These policies & legislations with the efforts of advocacy for the rights of people of Third Gender, have led to a substantial increase in the number of Third Gender students' who receive

schooling alongside their male & female gendered peers. Including students of third gender can support improvements in educational system, specifically in teaching practice that benefits all students in general. Effectively including a student of third gender requires teachers and School administrators to develop capacities to support the individual strengths and needs of every student, not just those students of third gender. Research evidence suggests that, in most cases, being educated alongside a student with any differences does not lead to adverse effects for non-third gender children. Similarly, some research indicates that non-third gender students' who are educated in inclusive classrooms, hold less prejudicial views and are more accepting of people who are different from themselves. For people without social or physical disabilities, the benefits of inclusion extend into their social & personal support system too.

As our last experience has demonstrated that the education of children of third gender can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible. Nevertheless many students of third gender still struggle to access effective, inclusive programs. Long bearing misconceptions regarding the capacities of such children & people with their intellectual, physical, sensory, and learning abilities lead some educators to continue to segregate third gender students and non-third

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gender students. For the purposes of this study, educational viability with the help of inclusive education is understood in contrast to other common educational environments for students of third gender: exclusion, segregation, integration and inclusion. A study was conducted nearby Indore district to know & describe the educational experiences of third gender people using the following tables:

**Table 1** Age & Educational Qualification of Third Gender

Age	Educational qualification					Total
	Elementary	Secondary education	Senior education	Graduate	Uneducated	
Less than 20 yrs.	0 0.0%	1 33.3%	2 66.7%	0 0.0%	0 0.0%	3 100.0%
20 – 50 yrs.	20 40.0%	9 18.0%	4 8.0%	2 4.0%	15 30.0%	50 100.0%
More than 50 yrs.	2 28.6%	0 0.0%	1 14.3%	0 0.0%	4 57.1%	7 100.0%
Total	22 36.7%	10 16.7%	7 11.7%	2 3.3%	19 31.7%	60 100.0%

**Table 1** is showing the relation between age and educational qualification of third gender people. The study finds that majority of third gendered are either educated up to elementary education or uneducated and their percentage lies in between 31.7 to 36.7 per cent. It is clear from this table that the majority 83.3 per cent of respondents are in between the age group of 20 – 50 yrs amongst 40 per cent had completed elementary education. The study depicts that just 5 percent are within 20 years among them 66.7 per cent respondents had completed ‘Senior level’ education. About 11.6 per cent respondents are more than 50 yrs. Within them 57.1 per cent are uneducated.

Table 2 is expressing the level of educational qualification of third gender people and the reasons for not completing the education by them.

**Table 2** Education Qualification and Reason for not completing the Education

Educational Qualification	Reason for Not Completing Education			Total
	Forced by family	Community rejected the idea of education	Not interested	
Elementary	4 18.2%	2 9.1%	16 72.7%	22 100.0%
Secondary education	2 20.0%	3 30.0%	5 50.0%	10 100.0%
Senior education	0 0.0%	2 28.6%	5 71.4%	7 100.0%
Graduate	0 0.0%	1 50.0%	1 50.0%	2 100.0%
Uneducated	3 15.8%	6 31.6%	10 52.6%	19 100.0%
Total	9 15.0%	14 23.3%	37 61.7%	60 100.0%

start education because of community pressure for no entry in schools as well as no interest for studies created to them. Out of the total 16.6 per cent of third gender people could complete their secondary level education amongst 20 per cent stop studying just because their parents forced them to do so. Study found that there is no association between educational qualification of third gender people and reason for not

completing the education. Thus it conclude that knowing the importance of study is lacking in third gender people in general and in creating interest in studies is the prime requirement of developmental work with them.

**Table 3** is presenting the types of compensation undertaken by Third genders regarding their education. Thus prominently it finds that almost half the respondents (55 per cent) don’t want to compensate as they have no interest for their studies. Another for 33.3 per cent respondents’ the senior members of their third gender community taught them some basic life skill education. Very rare to find that just 6.7 per cent respondent’s managed to get re-admission in schools and the similar per cent people have interest in continuing their education.

**Table 3** Types of Compensations for Education by Third Gender Person

Types of Compensations for Education	Frequency	Percent
Re-admission in School	4	6.7
Third Gender Community Members Taught Some Basic Things	20	33.3
Don't Want to Compensate Education	33	55.0
Continuing the Study	3	5.0
Total	60	100.0

Majority (36.6 per cent) respondents have completed just elementary education among 72.7 per cent have further not continued as they don’t have interest in studies. Big percentage i.e. about 31.6 per cent respondents are found uneducated amongst the same per cent people revealed that they could not

**Table 4** Education Qualification of Third Gender and View Regarding Significance of Education

Educational Qualification	Significance of Education			Total
	Education is Everything	Don't Need Education for Earning	No Importance of Education	
Elementary	5 22.7%	11 50.0%	6 27.3%	22 100.0%
Secondary education	8 80.0%	0 0.0%	2 20.0%	10 100.0%
Senior education	5 71.4%	1 14.3%	1 14.3%	7 100.0%
Graduate	2 100.0%	0 0.0%	0 0.0%	2 100.0%
Uneducated	9 47.4%	5 26.3%	5 26.3%	19 100.0%
Total	29 48.3%	17 28.3%	14 23.3%	60 100.0%

**Table 4** is presenting the educational qualification of third gender people and their views regarding the significance of education in life. Majority 36.6 per cent individuals are elementary educated in which around 50 per cent views that education is not required for earning. Around 31.6 per cent are uneducated among them 47.4 per cent views that education is everything and now at later age they realize it. About 16.6 per cent transgender have reached up to secondary level education among them 20 per cent have no importance of education but few more realize for education. The study concludes that higher the educational level of third gendered people higher is the involvement & recognition for the education.

**Table 5** Educational Qualification of Third Gender and Source of Living

Qualification	Sources of Living			Total
	Self Employed	Get Money through Singing	Get Money from "Guru"	
Elementary	8 36.4%	14 63.6%	0 0.0%	22 100.0%
Secondary Education	2 20.0%	6 60.0%	2 20.0%	10 100.0%
Senior Education	2 28.6%	5 71.4%	0 0.0%	7 100.0%
Graduate	2 66.6%	0 0.0%	1 33.3%	3 100.0%
Uneducated	5 27.7%	13 72.2%	0 0.0%	19 100.0%
Total	19 31.7%	38 63.3%	3 5.0%	60 100.0%

**Table 5** revealing educational qualification of third gender people and on the basis what sources of living they are make for them. This information helps us in understanding the status of educational viability in respondent's life. As earlier said majority of respondents have educated themselves till 'Elementary education', among them big numbers of people (63.6 per cent) manage their living through singing and dancing i.e no use of education. About 31.6 per cent transgender are uneducated among them sizable individuals (27.7 per cent) are engaged in self employment with majority in singing, this too specifies that education is not playing role in their life. Very rare third genders' are graduates, amongst majority (66.6 per cent) are having employment of their own choice rather than living on the basis of singing and dancing. In the same manner the individuals educated up to secondary education or senior secondary education there also we see more respondents prefer their own mode of employment rather depending on non educational occupation of singing & dancing or taking money from their gurus'. Thus this reveals that education plays major role in once viability like in male gender and female gender's life. The thing is to bring attitude and behaviour change. The study brings message that lots of work needs to be done in regards to bring education in the life of third genders' so that viability capacities increase with self-esteem and respect.

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**Table 6** Suggestions for Increasing Educational Viabilities for Third Gendered

Suggestions	Frequency	Percent
Separate Schools	24	40.0
Teachers and Students Should Accept us	14	23.3
Third Gender Community Should Aware about the Importance of Education	8	13.3
No suggestion	14	23.3
Total	60	100.0

**Table 6** is advocating the view of third gender people regarding the increase of educational viabilities for their community people. As clear from table that majority (40 per cent) are looking for separate schools as they are not at all comfortable with the male & female gender students' to study with. Another major respondents' (23.3 per cent) requested to bring change among the attitude of teachers and peers towards them. Even 13 per cent individuals suggested that educational developments should be the major responsibility of their Gurus', they need to work out to develop appropriate educational system for them. Remaining respondents could not suggest any idea in this regards.

**CONCLUSION**

Thus the study strongly emphasise that with this particular category, exclusion occurred at their student's phase, they are directly or indirectly prevented from or denied access to education in any form. They had social segregation with experience of environment separation. Thus there is in need of integration process by placing third gender persons in existing mainstream educational institutions. Educational inclusion for third gender needs to involve a process of appropriate reform by adapting changes and modifications in study content too. A generalize content should be projected for all. With that the teaching methods with proper approaches and strategies in education needs to be focused first. Educational inclusion there by will be the presence of one or more third gender students with routine male gender and female gender students. Then and then only educational viability will have fruitful results for all category in society.

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