



# EDUCATIONAL BARRIERS FACED BY TRANSGENDER PEOPLE IN TWO SOUTH ASIAN COUNTRIES: A COMPARATIVE STUDY

Juyel Ali

Research Scholar and College Teacher

Department of Education

University of Calcutta

1, Reformatory Street, Alipore, Kolkata, West Bengal 700027

**Abstract:** Education is the foremost important pillar to rebuild the society through radical change. Only education can change the overall structure of a vulgar society and mainstream the marginalized communities. Transgender people faced so much vulgarism from the orthodox society. Though there are several government policies that are provided for transgender people to preserve their basic rights, those policies are not implemented fully. The rapid change of transgender population eagerly needs their basic rights as well as educational and employment rights and reservations in many sectors. Transgender means those people whose gender identity does not match their sex assigned at birth. The major objectives of this comparative study is to find out the obstruction faced by transgender people from their families for getting education, the problems faced by transgender people in their school days, the relationship status of transgender people with their school teachers, the status of behaviour of classmates, reaction of the seniors and the supporting staff towards transgender people, the status of use separate toilets by transgender people in their institution, financial crisis faced by transgender people in their school life, the relationship status of transgender people with their college teachers, classmates, seniors, juniors, and the librarian in their college, also find out the relationship of transgender people with their university teachers, and the helping nature of the librarian towards transgender people in their universities in both countries. In this study, exploratory survey research is used. A quantitative research approach is used in this comparative study. The total sample size is 200. The relevant data were collected from transgender men and transgender women. The purposive sampling technique was used. The data were collected from Kolkata, India and Dhaka, Bangladesh. The data was collected through an interview schedule. The findings revealed that comparatively in Bangladesh, transgender people had faced obstruction from their families for getting education rather than Indian transgender people. In Bangladesh, transgender people had faced differential obstruction for getting education. Family hostility led to anxiety, depression or suicidal thoughts made it hard to focus on studies. In India, transgender people had faced different problems in their school such as verbal bullying, physical violence, cyberbullying etc. Both in India and Bangladesh, the relationship status of transgender people with their school teachers had showed dissatisfactory because most of the transgender people had a bad relationship with their school teachers and most of them were transgender women. The study also revealed that in both countries, the reaction of the seniors towards transgender people was not satisfactory because the seniors showed bad reaction towards transgender people. In both countries, the reaction of the supporting staff towards transgender people in their school was dissatisfactory because the supporting staff showed a bad reaction towards transgender people in their institutions. Both in India and Bangladesh, transgender people did not use separate toilets in their school. Unisex toilet facility was not there. In India, the relationship status of transgender people with their college teachers had showed



elementary and secondary education remain very high due to lack of familial and schools' support. Even though, the Constitution of India ensure that every citizen, regardless of caste, religion, or gender, has an equal opportunity to develop and realise their full potential, the transgender community still deprived and experienced severe discrimination. According to Right to Education Act, 2009, NALSA judgement, 2014, The Transgender Persons (Protection of Rights) Act, 2019, and National Education Policy, 2020, transgender individuals are allowed to attend schools, colleges, and universities as a 'disadvantaged group'. Transgender persons are eligible for reservation for admission under the group of Economically Weaker Section. Transgender people still excluded from mainstream society, **Kamali et al. (2021)** in their article Educational challenges of transgender, revealed that the average qualification of transgender students was secondary or senior secondary level in India. They were less educated because they were nor accepted by the common people and therefore did not receive proper schooling. In India transgender persons were deprived in access to education, health care and public places. The researchers also found that inclusion of transgender students in secondary and higher education was a wide challenge, **Ashakraj (2019)**, Educational status in relation to problems and challenges of transgender people, in his study conducted a descriptive survey method to find out the educational status of transgender people. 400 transgender people from 5 district of Tamil Nadu was selected to collect the primary data. Educational status scale and educational problems and challenges scale were employed. The research study revealed that most of the transgender people were uneducated because their families did not accept them and adult transgender had limited monthly income, most of the transgender people studied at secondary level, most (69%) of the transgender people lived with their transgender group, **Chandra (2017)** in his study Transgender children's education and their reengagement in society, discussed about transgender children's education and their rights in society. In this study, it was revealed that inclusion of transgender children in mainstream education; needs an adequate learning environment as well as social acceptance. On the other hand, pre-service and in-service teachers must be sensitized to deal with class, which has transgender children. The study also stated that pre-service and in-service teachers training programmes should be conducted comprehensively.

## Need of the Study

Only education can create revolutionary changes around the world. Education is the process to form modification of an individual's innate personality. In the modern 21st century, education is truly essential to maintain equality in every form of the diverse society as well as education enhances the moral sense of an individual. In the south Asian countries, besides the common population, transgender people are also increasing day by day. Therefore, it is truly essential to provide them all basic or fundamental rights. Trans is the short form of Transgender. Transgender means those people whose gender identity does not match by their birth. The existence of transgender community is proved by many Hindu scriptures from the Vedic period. Transgender people known in several terms such as Hijra, Aravani, Jogappa, Kinnar, Kothi, Shiv-Shakti, Khwaja Sira etc.

(Source:

[https://www.google.com/url?sa=i&source=web&rct=j&url=https://www.gapbodhitaru.org/res/articles/\(52-56\)%2520TRANSGENDERS%2520REFLECTIONS%2520IN%2520INDIAN%2520HISTORY.pdf&ved=2ahUKEwj8ISA14uTAXXPUGwGHSEvPTkQ1fkOegQICAC&opi=89978449&cd&psig=AOvVaw0eE\\_\\_s0jrqqSWo-nDZAMYB&ust=1772900455061000](https://www.google.com/url?sa=i&source=web&rct=j&url=https://www.gapbodhitaru.org/res/articles/(52-56)%2520TRANSGENDERS%2520REFLECTIONS%2520IN%2520INDIAN%2520HISTORY.pdf&ved=2ahUKEwj8ISA14uTAXXPUGwGHSEvPTkQ1fkOegQICAC&opi=89978449&cd&psig=AOvVaw0eE__s0jrqqSWo-nDZAMYB&ust=1772900455061000)) Transgender population is growing rapidly in several South Asian Countries particularly in Bangladesh and India. Before the Bangladesh liberation war, 1971, Bangladesh was the part of British India. Through the liberation war of Bangladesh, it got independence. In Bangladesh, transgender people are known as Hijra. The Hijra community passes their lives as a marginal group. In 2014, the Bangladesh government recognised Hijra as Third Gender and provided them some rights. The orthodox thoughts of Bangladeshi people do not accept Third Gender as common people. Hence Hijras are faced with so much vulnerability in Bangladesh (Source:

<https://www.google.com/url?sa=i&source=web&rct=j&url=https://pmc.ncbi.nlm.nih.gov/articles/PMC9922987/%23~:text%3DThe%2520struggle%2520of%2520a%2520transgender,worsen%2520in%2520their%2520later%2520lives.&ved=2ahUKEwjkrGv1ouTAXV52TgGHRcLlEQ1fkOegQIBxAC&opi=89978449&cd&psig=AOvVaw2VJb7Xjv65pN0A3OiScSIs&ust=1772900285917000>). There have been several studies that have

done on transgender people. Therefore, very few studies focus on the educational barriers faced by transgender people. The present study is needed to explore and fulfil the gap. The present study is needed to conduct. The major objectives of this study is to find out the obstruction faced by transgender people from their families for getting education, the problems faced by transgender people in their school days, the relationship status of transgender people with their school teachers, the status of behaviour of classmates, reaction of the seniors and the supporting staff towards transgender people, the status of use separate toilets by transgender people in their institution, financial crisis faced by transgender people in their school life, the relationship status of transgender people with their college teachers, classmates, seniors, juniors, and the librarian in their college, also find out the relationship of transgender people with their university teachers, and the helping nature of the librarian towards transgender people in their universities in both countries.

## Objectives

- (1) To find out the obstruction faced by transgender people from their families for getting education in India and Bangladesh.
- (2) To find out the problems faced by transgender people in their school days in both countries.
- (3) To find out the relationship status of transgender people with their school teachers in both countries.
- (4) To find out the status of behaviour of classmates, reaction of the seniors and the supporting staff towards transgender people in both countries.
- (5) To find out the status of use separate toilets by transgender people in their institution in both countries.
- (6) To find out the financial crisis faced by transgender people in their school life.
- (7) To find out the relationship status of transgender people with their college teachers, classmates, seniors, juniors, and the librarian in their college in both South Asian Countries.
- (8) To find out the relationship of transgender people with their university teachers in both countries.
- (9) To find out the helping nature of the librarian towards transgender people in their universities in both countries.

## Methodology

**Statement of the Problem:** What are the educational barriers faced by transgender people in two south Asian countries: A comparative study.

**Research Type:** An exploratory survey type of study. This study is based on mixed research method.

**Population:** The transgender people (transgender men and transgender women) from India and Bangladesh were treated as a population.

**Sample:** Transgender people (100 transgender men and 100 transgender women) from Kolkata India and Dhaka (Bangladesh) were selected as a sample of the study.

**Sampling Technique:** Through the random sampling technique, samples were collected.

**Tools:** An interview schedule was prepared by the researcher to know the educational barriers faced by transgender people.

**Reliability and Validity of the Tools:** Tools are reliable. Content validity was checked by six experts from India and Bangladesh.

**Data Collection:** Upon finalizing the development of the interview schedules, these were subsequently administered to the samples. A qualitative analysis was conducted on the gathered data.

**Data Analysis:** The collected data were analyzed qualitatively.

## Delimitations of the study

- (1) The present study is delimited only transgender (men and women).
- (2) The study is delimited only to India (Kolkata) and Bangladesh (Dhaka).
- (3) The study is delimited only to educational barriers of transgender people.

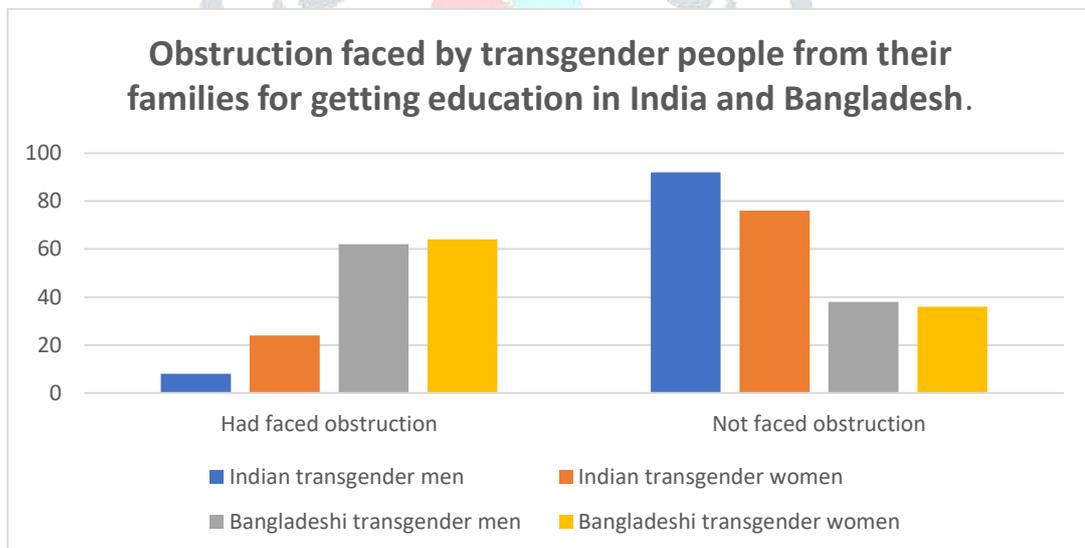
## Analysis of Data

Table 1.01

### Obstruction faced by transgender people from their families for getting education in India and Bangladesh

		India		Bangladesh	
		Transgender men	Transgender women	Transgender men	Transgender women
Obstruction	Had faced	4(8%)	12(24%)	31(62%)	32(64%)
	Not faced	46(92%)	38(76%)	19(38%)	18(36%)

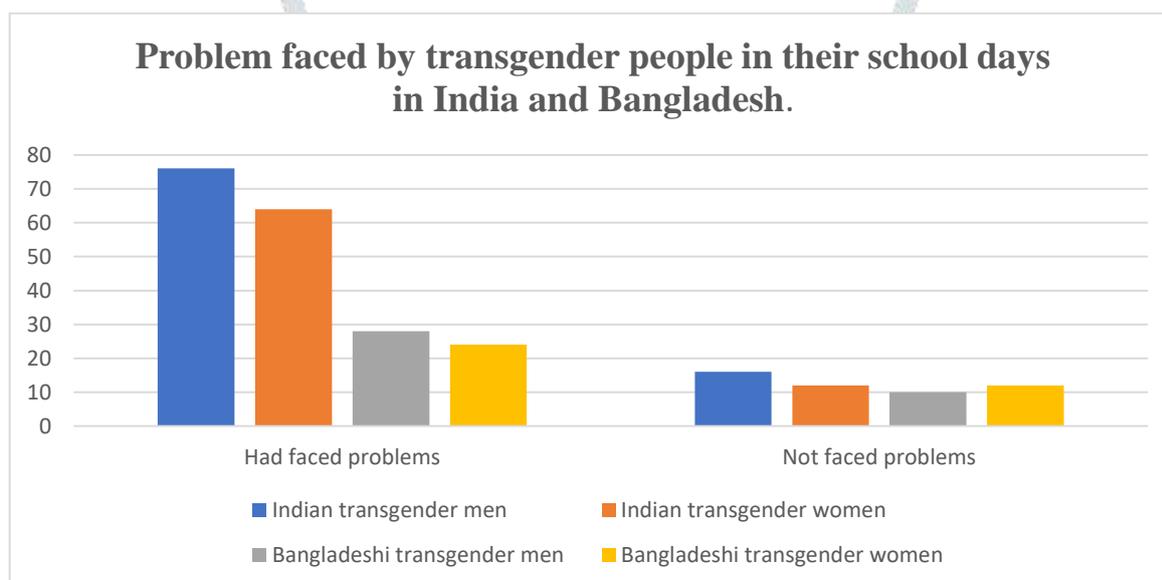
Table 1.01 showed obstruction faced by transgender people from their families in India and Bangladesh. The data revealed that in **India**, out of 50 transgender men, 4 (8%) had faced obstruction and 46 (92%) did not face any obstruction from their family for getting education, whereas, out of 50 transgender women, 12 (24%) had faced obstruction and 38 (76%) did not face any obstruction from their family for getting education. It is also stated that in **Bangladesh**, out of 50 transgender men, 31 (62%) had faced obstruction and 19 (38%) did not face any obstruction whereas out of 50 transgender women, 32 (64%) people had faced obstruction and the rest 18 (36%) did not face obstruction from their family for getting education.



**Table 1.02**  
**Problems faced by transgender people in their school days**  
**in India and Bangladesh**

		India		Bangladesh	
		Transgender men	Transgender women	Transgender men	Transgender women
Problems	Faced	38(76%)	32(64%)	14(28%)	12(24%)
	Not faced	8(16%)	6(12%)	5(10%)	6(12%)

Table 1.02 showed the problems faced by the transgender people in their school days in India and Bangladesh. In **India**, out of 50 transgender men, 38 (76%) had faced problems and 8 (16%) did not face any problem in their school days. The data also revealed that in India, out of 50 transgender women, 32 (64%) had faced problems and the rest 6 (12%) did not face any problem in their school days. In **Bangladesh**, out of 50 transgender men, 14 (28%) had faced problems, while 5 (10%) did not face any problem in their school days, whereas out of 50 transgender women, 12 (24%) had faced problems and 6 (12%) did not face any problem in their school days.

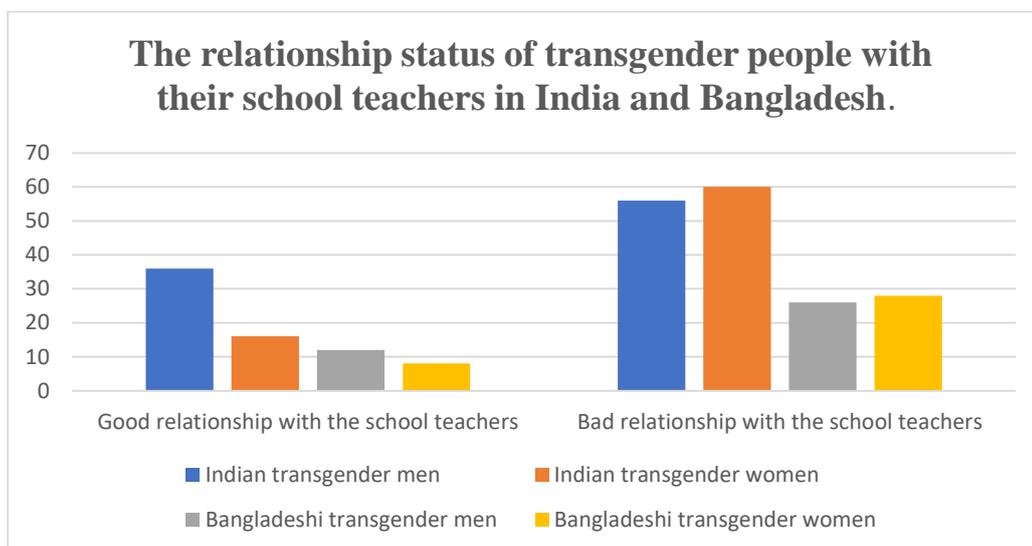


**Table 1.03**  
**The relationship status of transgender people with their school teachers**  
**in India and Bangladesh**

		Indian		Bangladesh	
		Transgender men	Transgender women	Transgender men	Transgender women
Relationship with teachers	Good	18(36%)	8(16%)	6(12%)	4(8%)
	Bad	28(56%)	30(60%)	13(26%)	14(28%)

Table 1.03 showed the relationship of transgender people with their school teachers in India and Bangladesh. The data stated that in **India**, out of 50 transgender men, 18 (36%) people had good relationship, while 28

(56%) had bad relationship with their school teachers, whereas out of 50 transgender women, 8 (16%) had good relationship and 30 (60%) had bad relationship with their school teachers. The data also stated that in **Bangladesh**, out of 50 transgender men, 6 (12%) had good relationship, while 13 (26%) had bad relationship with their school teachers, whereas out of 50 transgender women, 4 (8%) people had good relationship and 14 (28%) had bad relationship with their school teachers.



**Table 1.04**

**The status of behaviour of classmates, reaction of the seniors and the supporting staffs towards transgender people in India and Bangladesh.**

		India		Bangladesh	
		Transgender men	Transgender women	Transgender men	Transgender women
By their classmates	Good	17(34%)	8(16%)	4(8%)	2(4%)
	Bad	29(58%)	30(60%)	15(30%)	16(32%)
Reaction of the seniors	Good	10(20%)	10(20%)	2(4%)	2(4%)
	Bad	36(72%)	28(56%)	17(34%)	16(32%)
Reaction of the supporting staffs	Good	14(28%)	10(20%)	3(6%)	2(4%)
	Bad	32(64%)	28(56%)	16(32%)	16(32%)

Table 1.04 showed that, in **India**, out of 50 transgender men 17 (34%) opined they had been treated good, while 29 (58%) had been treated bad by the classmates in their school, whereas out of 50 transgender women, 8 (16%) were treated good and 30 (60%) had been treated bad by the classmates in their school. In **Bangladesh**, out of 50 transgender men, 4 (8%) were treated good and 15 (30%) had been treated bad by their classmates in their school, whereas out of 50 transgender women 2 (4%) had been treated good and 16 (32%) had been treated bad by the classmates in their school.

The data also revealed that in **India**, out of 50 transgender men, 10 (20%) stated that seniors had shown good reaction, while 36 (72%) opined bad reaction towards them in their school whereas out of 50 transgender women, 10 (20%) told that seniors had shown good reaction, while 28 (56%) told seniors had shown bad reaction towards them in their school. In **Bangladesh**, out of 50 transgender men, 2 (4%) opined

seniors had shown good reaction and 17 (34%) stated seniors had shown bad reaction towards them in their school, whereas out of 50 transgender women, 2 (4%) told seniors had shown good reaction and 16 (32%) stated seniors had shown bad reaction towards them in their school.

The data also opined that, in **India**, out of 50 transgender men, 14 (28%) stated supporting staff had shown good reaction towards them and 32 (64%) opined supporting staff had shown bad reaction towards them in their school whereas out of 50 transgender women, 10 (20%) told that supporting staff had shown good reaction and 28 (56%) opined bad reaction towards them in their school. Whereas in **Bangladesh**, out of 50 transgender men, 3 (6%) opined supporting staff had shown good reaction and 16 (32%) stated bad reaction of supporting staff towards the transgender people in their school. In Bangladesh, out of 50 transgender women, 2 (4%) told supporting staff had shown good reaction and 16 (32%) opined bad reaction of supporting staff towards the transgender people in their school.

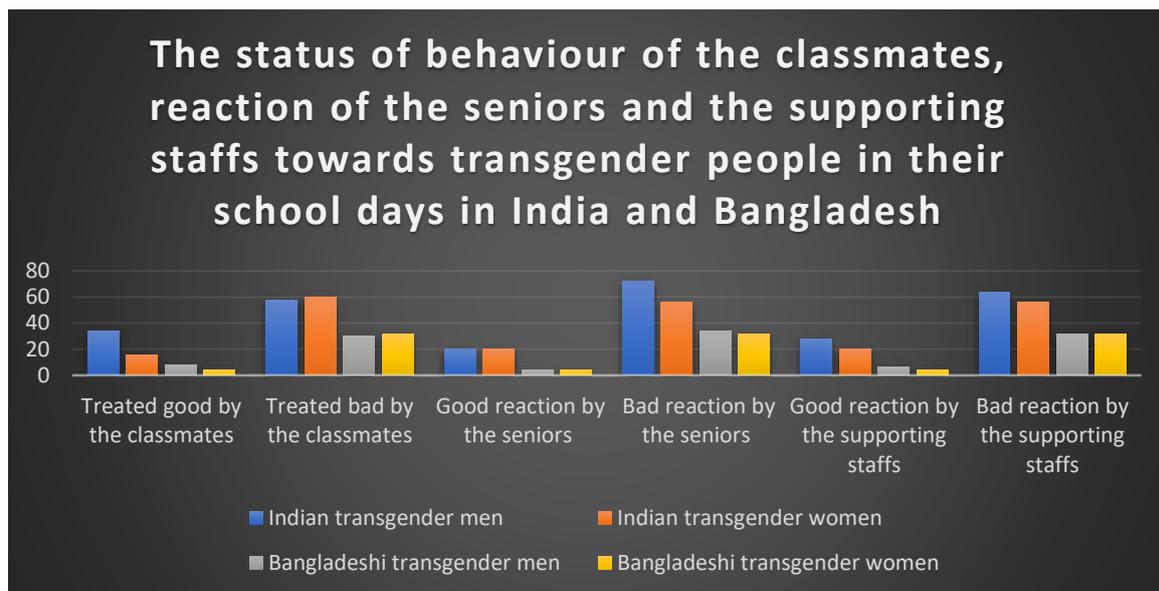


Table 1.05

**Status of using separate (unisex) toilets by transgender people in their institution in India and Bangladesh**

		India		Bangladesh	
		Transgender men	Transgender women	Transgender men	Transgender women
Status of using separate toilets	Used				
	Didn't use	46(92%)	38(76%)	19(38%)	18(36%)

Table 1.05 showed the status of using separate (unisex) toilets by transgender people in their institution in India and Bangladesh. The data showed that in **India**, out of 50 transgender men, 46 (92%) people and out of 50 transgender women, 38 (76%) people did not use separate (unisex) toilets in their institution. The data also revealed that in **Bangladesh also**, out of 50 transgender men, 19 (38%) people and out of 50 transgender women, 18 (36%) people did not use unisex toilets in their institution.



**Table 1.06**

**Financial crisis faced by transgender people in their school life in India and Bangladesh**

		India		Bangladesh	
		Transgender men	Transgender women	Transgender men	Transgender women
Financial crisis	Faced	18(36%)	17(34%)	12(24%)	13(26%)
	Not faced	28(56%)	21(42%)	7(14%)	5(10%)

Table 1.06 showed the status of financial crisis faced by transgender people in their school life in India and Bangladesh. The data revealed that in **India**, out of 50 transgender men, 18 (36%) people had faced financial crisis, while 28 (56%) did not face financial crisis in their school life, whereas out of 50 transgender women, 17 (34%) people had faced financial crisis, while 21 (42%) did not face. The data also stated that in **Bangladesh**, out of 50 transgender men, 12 (24%) had faced financial crisis and 7 (14%) did not face, whereas out of 50 transgender women, 13 (26%) people had faced and 5 (10%) did not face financial crisis in their school life.

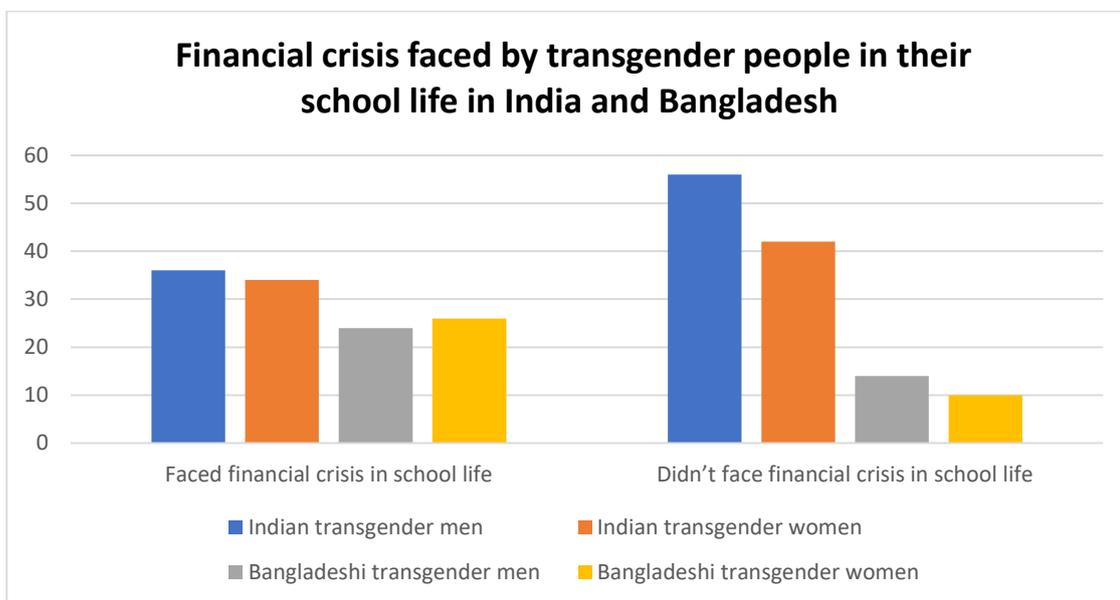


Table 1.07

**Relationship of transgender people with their college teachers, classmates, seniors, Juniors in college and the librarian in their college in India and Bangladesh**

		India		Bangladesh	
		Transgender men	Transgender women	Transgender men	Transgender women
With college teachers	Good		8(16%)		2(4%)
	Bad				3(6%)
With classmates in their college	Good		3(6%)		1(2%)
	Bad		5(10%)		4(8%)
With college seniors	Good		2(4%)		
	Bad		6(12%)		5(10%)
With college juniors in their college	Good		2(4%)		
	Bad		6(12%)		5(10%)
Reaction of the librarian	Positive		8(16%)		
	Negative				5(10%)

Table 1.07 showed the relationship status of transgender people with their college teachers, classmates, seniors in college, Juniors and the librarian in their colleges in India and Bangladesh. The data opined that in **India**, out of 50 transgender women, 8 (16%) had a good relationship with their college teachers. In **Bangladesh** also, out of 50 transgender women, 2 (4%) people had a good relationship, while 3 (6%) had a bad relationship with their college teachers.

The data revealed that in **India**, out of 50 transgender women, 3 (6%) people were treated good and 5 (10%) were treated bad by their classmates in their colleges. In **Bangladesh**, out of 50 transgender women, 1 (2%) was treated good and 4 (8%) were treated bad by their classmates in their college.

The data also stated that in **India**, out of 50 transgender women, 2 (4%) people had a good relationship, while 6 (12%) had a bad relationship with their college seniors. In **Bangladesh**, out of 50 transgender women, 5 (10%) people had a bad relationship with their college seniors.

In **India**, out of 50 transgender women, 2 (4%) people were treated good, while 6 (12%) were treated bad by their Juniors in college. In **Bangladesh**, out of 50 transgender women, 5 (10%) people were treated bad by their Juniors in the college.

The data also showed that in **India**, out of 50 transgender women, 8 (16%) people received positive reaction from the librarian. In **Bangladesh**, out of 50 transgender women, 5 (10%) people received negative reaction from the librarian in their colleges.

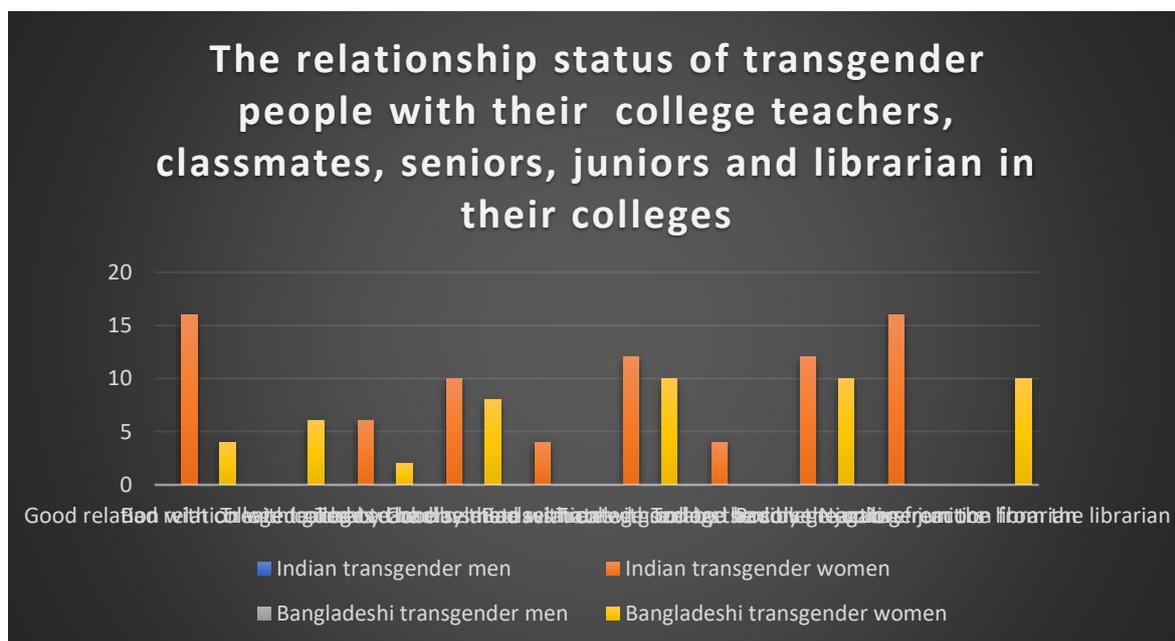
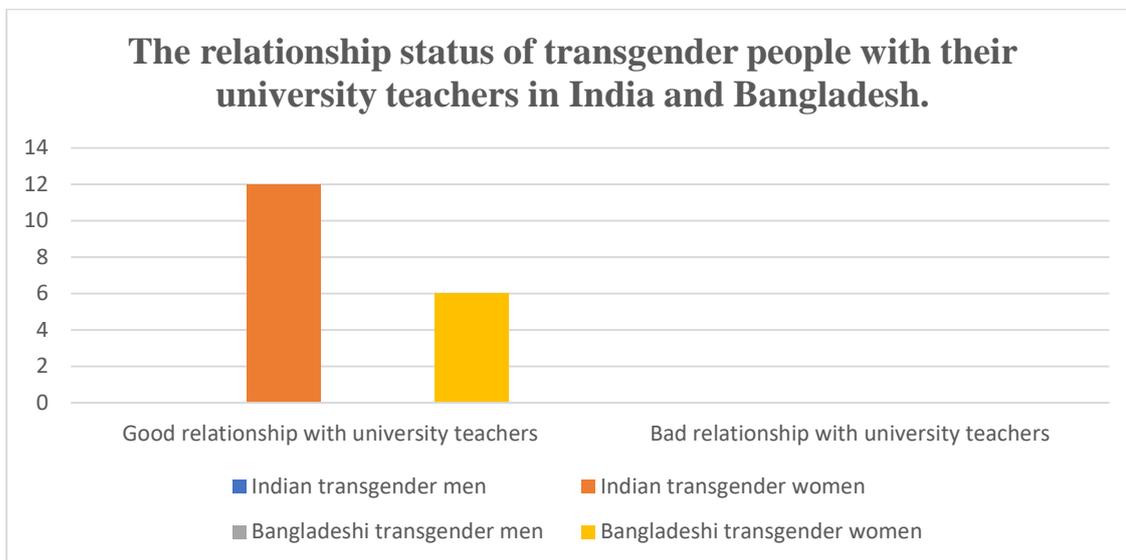


Table 1.08

**The relationship of transgender people with their university teachers in India and Bangladesh**

		India		Bangladesh	
		Transgender men	Transgender women	Transgender men	Transgender women
Relationship with university teachers	Good		6(12%)		3(6%)
	Bad				

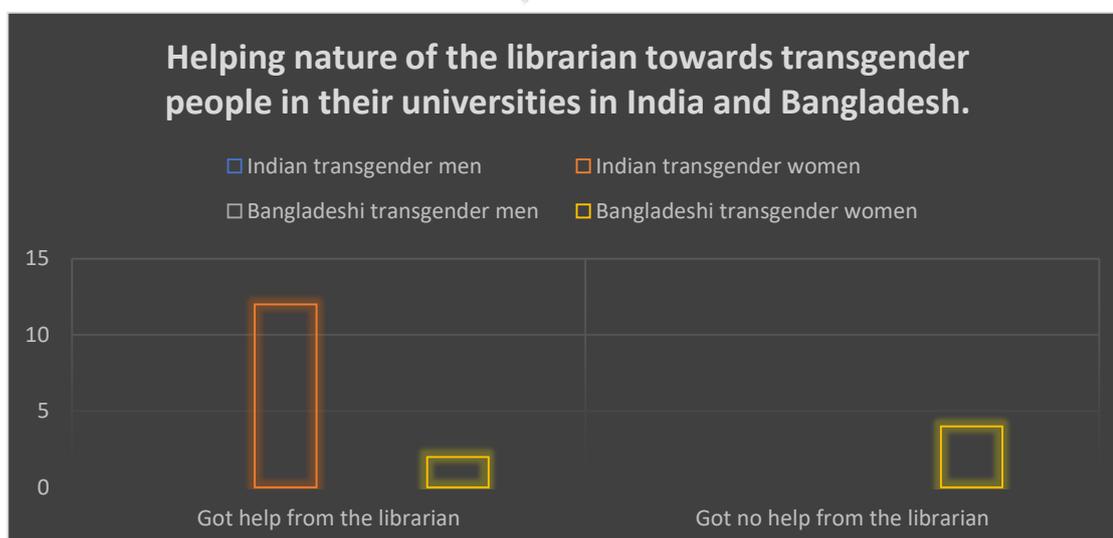
Table 1.08 showed the relationship status of transgender people with their university teachers in India and Bangladesh. In **India**, out of 50 transgender women, 6 (12%) had a good relationship with their university teachers. The data also revealed that in **Bangladesh**, out of 50 transgender women, 3 (6%) had a good relationship with their university teachers.



**Table 1.09**  
**Helping nature of the librarian towards transgender people in their universities in India and Bangladesh**

		India		Bangladesh	
		Transgender men	Transgender women	Transgender men	Transgender women
Helping nature of the librarian	Got		6(12%)		1(2%)
	Did not get				2(4%)

Table 1.09 showed the helping nature of the librarian towards transgender people in their universities in India and Bangladesh. In **India**, out of 50 transgender men, no one took admission to the university, whereas out of 50 transgender women, 6 (12%) got help from the librarian in their university. The data also revealed that in **Bangladesh**, out of 50 transgender men, no one took admission to the university, whereas out of 50 transgender women 1 (2%) got help from the librarian and 2 (4%) did not get any help from the librarian in their university.



## Findings of the Study

Comparatively in Bangladesh, transgender people had faced obstruction from their families for getting education rather than Indian transgender people. In **India**, transgender people had faced various obstructions from their family members such as father, grandmother, grandfather and uncle. In **India**, transgender people had faced different obstructions such as family stopped paying for their education specially related expenses like transportation, books, uniforms etc. Some families forbade them from attending school entirely fearing community backlash or shame. Lack of support for school or college related needs like clothing or sanitary products were very common obstruction. Constantly insult, mocked or invalidated by family eroded their self-confidence and made school or college feel impossible.

In Bangladesh, transgender people had faced differential obstruction for getting education. Family hostility led to anxiety, depression or suicidal thoughts made it hard to focus on studies. The pressure to hide their identity at home or in the institution created immense emotional stress. Some transgender individuals experienced physical violence at home for expressing their identity or insisting on going to institution as their authentic self. In India, out of 100 transgender people, maximum number of 70 (70%) people faced different problems in their school days. Only 14 (14%) people did not face any problems in their school days. Out of 50 transgender men, 38 (76%) had faced problems and the rest 8 (16%) did not face any problems in their school days. Similarly, out of 50 transgender women, 32 (64%) had faced problems and the rest 6 (12%) did not face any problems in their school days. In Bangladesh, out of 100 transgender people, maximum number of 26 (26%) people had faced different problems in their school days. Out of 50 (100%) transgender men, 14 (28%) had faced problems and the rest 5 (10%) did not face any problems. In Bangladesh, out of 50 transgender women, 12 (24%) people had faced problems and 6 (12%) did not face any problems in their school days.

In India, transgender people had faced different problems in their school such as verbal bullying, physical violence, cyberbullying etc. Out of 100 transgender people, 34 (34%) people faced social discrimination. Transgender men faced more problems rather than transgender women. In India, out of 50 transgender men, 14 (28%) people had faced social discrimination, 8 (16%) had faced harassment and the rest of 16 (32%) had faced bullying. Verbal abuse like insults, slurs or misgendering by peers and even teachers were common things. Pushing, hitting or physically intimidated in hallways, restrooms or classrooms were very common. Online harassment by classmates targeting their gender identity or expression were so serious issues. Very dangerous matter was sexual harassment means inappropriate comments or actions related to their body or transition status.

In India, the relationship status of transgender people with their school teachers had showed dissatisfactory because maximum number of (58%) transgender people had a bad relationship with their school teachers and most of them were transgender women. In **Bangladesh** also, the relationship status of transgender people with their school teachers had showed dissatisfactory because out of 100 transgender people, 27 (27%) had a bad relationship with their school teachers and most of them were transgender women. In India, transgender people had faced negative attitudes in their classroom such as non-cooperation, ignorance specially when they asked questions and did not receive any response properly. In **Bangladesh**, transgender people had faced negative attitudes in their classroom such as ignorance, verbal abuse, discrimination and being treated as invisible, marginalised or not understood.

In India, out of 50 transgender men, 29 (58%) were treated badly while 17 (34%) were treated well/good by the classmates. Out of 50 (100%) transgender women, 30 (60%) were treated badly while 8 (16%) were treated well/good by the classmates in their school. In Bangladesh, out of 100 transgender people, 31 (31%) people were treated badly by the classmates in their school. Whereas 6 (12%) were treated well/good by the classmates in their school. In **India**, the reaction of the seniors towards transgender people was not satisfactory because the seniors showed bad reaction towards transgender people. They faced misunderstanding, exclusion, hostility, harassment, inappropriate questions, comments even malicious. In Bangladesh, the reaction of the seniors towards transgender

people was dissatisfactory because the school seniors showed a bad reaction towards transgender people. Maximum number of (33%) transgender people received a bad reaction from their school seniors like using slurs, insults or mocking. In India, the reaction of the supporting staff towards transgender people in their school was dissatisfactory because the supporting staff showed a bad reaction towards transgender people in their institutions. Maximum number of (60%) transgender people received a bad reaction from the supporting staff. They reacted with discomfort, avoidance and disrespect. Some staffs showed indifference and confusion. They were making jokes, even derogatory comments, spreading rumours, using slurs behind them. In Bangladesh also, the reaction of the supporting staff towards transgender people in their school was dissatisfactory because out of 100 transgender people maximum number of (32%) people received bad reaction from the supporting staff in their school. Rolling eyes, scoffing were the most common things.

In India, transgender people did not use separate toilets in their school. Out of 50 transgender men, 46 (92%) people and also out of 50 (100%) transgender women, 38 (76%) people did not use different toilets in their school. No where Unisex toilet was there. In Bangladesh also, transgender people did not use separate toilets in their school. Unisex toilet facility was not there. They used either boys' toilets or girls' toilets. Transgender people faced financial challenges during their school life due to a combination of discrimination, family rejection, and lack of institutional support. In India, transgender people faced different kinds of financial crisis in their school life. Parents withdrawn support for school-related expenses, including tuition, books, and supplies. In Bangladesh, transgender people faced different kinds of financial crisis. Buying clothes that aligned with gender identity could be financially draining, especially when family refused to help.

In India, the relationship status of transgender people with their college teachers had showed satisfactory results because the college going transgender people had a good relationship with their college teachers. Some teachers became mentors, helping them to navigate academic and personal challenges, and even standing up for them in cases of discrimination. In Bangladesh, the relationship status of transgender people with their college teachers was dissatisfactory because transgender people had a bad relationship with their college teachers. Out of 50 transgender men, no one took admission to the college. Out of 50 transgender women, 2 (4%) people had a good relationship, while 3 (6%) people had bad relationship with their college teachers. Some teachers used their former names, whether intentionally or unintentionally, which could cause distress and alienation. In **India**, maximum number of (12%) transgender people had a bad relationship with their college seniors. Whereas 2 (4%) transgender people had a good relationship with their college seniors.

Some seniors actively supported transgender rights and acted as allies. Out of 50 transgender women, 6 (12%) people had a bad relationship. Senior targeted transgender students during initiation rituals or "ragging." This included verbal harassment, forced misgendering, or public humiliation. while 2 (4%) people had a good relationship with their college seniors. They are supportive and inclusive. In Bangladesh, out of 50 transgender women, 5 (10%) people had a bad relationship with their college seniors. Transgender students were excluded from student organizations dominated by senior students.

In India, out of 50 transgender women, 2 (4%) people were treated good. They interacted politely and were empathetic. The rest 12% people were treated badly by the juniors in their college. They were biased and influenced by stigma, deep-rooted prejudice and peer influence. In Bangladesh, out of 50 transgender women, 5 (10%) people were treated badly by the juniors in their college. In India, transgender people who read in college received positive reaction from the librarians when they provided books. In Bangladesh also, transgender people who read in college received negative reaction from the librarians when they provided books. Specially which was seen that refusing to include transgender authors or resources in library collections.

In India, the relationship status of transgender people with their university teachers was satisfactory. Out of 50 transgender women, 6 (12%) people had good relationship with their university teachers. In Bangladesh also,

transgender people had good relationship with their university teachers. Out of 50 transgender women, 3 (6%) people had a good relationship with their university teachers. In India, transgender people received help from the librarian in their university. In Bangladesh, out of 50 transgender women, 1 (2%) person had received help, while 2 (4%) people did not receive any kind of help from the librarian in their university.

## Conclusion

Several socio-cultural factors, such as deep-rooted social, economic, and institutional barriers, had a substantial impact on transgender people receiving education and often led to early dropout in both India and Bangladesh. But in this study, in both nations, most of the transgender men received education rather than the transgender women, while most of the transgender people in India enrolled in education, in contrast to Bangladesh. Most of the transgender people in both countries revealed that poverty was the most responsible cause for lack of access to education. It was found that due to poverty, social humiliation, prejudice, and rejection from family, transgender men in Bangladesh and India had significantly lower educational attainment in higher education than transgender women. However, there is a need for greater understanding and education about transgender issues among people to foster a more inclusive society for transgender individuals.

## Reference

- **Ashakraj, S. (2019).** Educational status in relation to problems and challenges of transgender people. *Coimbatore*.
- **Arshad, Maryam., Yaseen, Iqra., Shuja, Hamza, Kanwar., & Shahbal, Sayed. (2023).** Myths and attitudes toward transgender (Male to Female) by Pakistani subcultures. *KEPES*, 21(3), 826-834. DOI: <https://doi.org/10.6084/m9.figshare.24182547#135>
- **Bouman, Pierre, Walter., Claes, Laurence., Brewin, Nicky., Crawford, R, John., Millet, Nessa., Aranda, Fernandez. Farnando., & Arcelus, Job. (2016).** Transgender and anxiety: A comparative study between transgender people and the general population. *International Journal of Transgenderism*, 18(1), 16-26. DOI: <https://doi.org/10.1080/15532739.2016.1258352>
- **Chandra, Satish. (2017).** Transgender children's education and their reengagement in society. *International Journal of Educational Research Studies*, 2(13), 875-890.
- **Dubey, Priyanka., Sivakami, Muthusamy., Watkins, Lea. Shannon., Baker, K. Kelly., Story, T. William & Afifi, A. Rima. (2025).** A qualitative inquiry into the lived experiences of menstrual health and hygiene in the transgender and non-binary people in urban areas of India. *International Journal of Transgender Health*, 26(2), 396-412. DOI: <https://doi.org/10.1080/26895269.2024.2362915>
- **Ganguli, Dibendu. (2023).** A strategy analysis of transgender inclusivity in the education system in India: Confront issues and challenges. *Development, Environment and Education: The Indian Perspective*, Red shine publication. DOI: 10.25215/919875822
- **Humayun, Ayesha., Hassan, Muhammad., Ashfaq, Hira., Haider, Zulqarnain., Naeem, Nauman., & Munir, Mubashar. (2025).** Health and educational inequalities among the third gender community in Lahore, Pakistan: Inequalities in health and education for the third gender. *Journal of University College of Medicine and Density*. <https://doi.org/10.51846/jucmd.v4iS.3533>
- **Irshad, Tahira., Shahid, Tahreem., Anwar, Tasmia., Ali, Sheraz., Akram, Shahzaib., Awais, Muhammad., Tufail, Muhammad., & Afzal, Saira. (2023).** Suicidal risks in transgenders in South Asia. *Journal of Society of Prevention, Advocacy and Research KEMU*, 2(4), 318-325
- **Jebin, Lubna. (2018).** Status of transgender people in Bangladesh: A socio-economic analysis. *South Asian Journal of Policy and Governance*, 42(1), 49-63
- **Kamali, Mg., Rajam, Ja., Bindu, Kc., & Prema, Jm. (2021).** Educational challenges of transgender. *Turkish Journal of Computer and Mathematics Education*, 12(10), 7004-7007.
- **Kohnepoushi, Parisa., Nikouei, Maziar., Cheraghi, Mojtaba. (2023).** Prevalence of suicidal thoughts and attempts in the transgender population of the world: A systematic review and meta-analysis. *Annals of General Psychiatry*, 22(1), 28. DOI: 10.1186/s12991-023-00460-3. <https://doi.org/10.1186/s12991-023-00460-3>

- **Pandey, Pallavi., & Saxena, Sudhir. (2025).** Healthcare challenges and opportunities for the third gender: A review of literature on policies, barriers, and interventions in India. *Research Journal of Humanities and Social Sciences*, 16(1), 33-40. <https://doi.org/10.52711/2321-5828.2025.00007>
- **Rawat, Bhasker. (2024).** Transcending binaries: Exploring the historical context of transgender community in South Asia. *Omniscient: An International Multidisciplinary Peer Reviewed Journal*, 2(1), 26-36. <https://omniscientmjprujournal.com>
- **Shatil, Tanvir., Kamruzzaman, Md., & Islam, Rezaul. M. (2023).** Economic and social inclusion of person with disability and transgender through skills development program of BRAC: A qualitative study. *Asian Social Work and Policy Review*, 17(2), 115-126. DOI: <https://doi.org/10.1111/aswp.12276>
- **Suleman, Danish., Kashif, Aisha., Gul, Seema., Hamid, Suriya., & Yunus, Asma. (2024).** Navigating shadows: The impact of social stigma on the mental health of the transgender community in South Asia. *Migration Letters*, 21(1), 167-181. ISSN: 1741-8992. <http://www.migrationletters.com>
- **Susilowati. Ellya., Soelton, Mochamad., Yusuf, Husmiati., Fahrudin, Adi., Rashmi, Hanna Kush., & Islam, Razaul. M. (2025).** Transgender people in Indonesia: How do they overcome their personal adjustment toward stress. *Journal of Ethnic & Cultural Diversity in Social Work*, 34(3), 170-182. DOI: <https://doi.org/10.1080/15313204.2024.2338384>
- **Tarafdar, Ashish. (2025).** Barriers to the inclusion of transgender students in schools: Psycho-social and institutional challenges. *The Academic: International Journal of Multidisciplinary Research*, 3(1), 764-774. <https://doi.org/105281/zenodo.14850858>
- **Thelly, Savio. Anu., Manivasakan, Shivasakthy., Kripa, Angeline. A., & Sheethal, K. (2025).** Exploring the lived experience of elderly transgender people: Qualitative phenomenological study. *Indian Journal of Palliative Care*, 31(1), 27-31. <https://doi.org/10.25259/IJPC1302024>
- **Uzzaman, Ashraf, MD., Begum, Mariam., Roy, Sujit., & Begum, Mosarrafa. (2016).** Challenges of access to education: Transgender society in Bangladesh. *Research Gate*.
- **Verma, Subham., Goyal, Vivek., Kapur, Gayatri., Khetarpal, Ishita., Saini, Nayan., Sharma, Subham., & Nigam, Shreyansh. (2023).** Principle of social justice and right to reservation for transgender people in India. *Business, Management and Economics Engineering*, 21(2), ISSN: 2669-2481