Educational and Social Challenges of Transgender in Tirunelveli District

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CHAPTER I
THEORETICAL AND CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

Transgender is an umbrella term used to describe individuals whose gender identity or expression differs from the sex they were assigned at birth (American Psychological Association [APA], 2020). Gender identity refers to a person's internal sense of their own gender, which may be male, female, both, neither or another gender entirely, while sex assigned at birth is typically based on physical characteristics such as genitalia (World Professional Association for Transgender Health [WPATH], 2011). It is important to note that transgender individuals may identify as male, female, non-binary, genderqueer, genderfluid, or any other gender identity (National Centre for Transgender Equality [NCTE], 2021). The experience of being transgender can vary widely among individuals, and it is essential to respect each person's self-identified gender and use appropriate pronouns and terminology (GLAAD, n.d.).

Transgender individuals may undergo social, medical, or legal transitions to align their outward appearance and/or legal documentation with their gender identity. These transitions can involve changes such as hormone therapy, surgery, changing one's name or gender marker on official documents, and adopting clothing or mannerisms associated with their gender identity (WPATH, 2011). Being transgender is a natural and valid aspect of human diversity and transgender individuals deserve to be

treated with dignity, respect, and equality in all aspects of life (APA, 2020; NCTE, 2021).

1.2 MEANING

Being transgender is a natural variation of human experience, and transgender individuals deserve to have their gender identities respected and affirmed (National Centre for Transgender Equality [NCTE], 2021). It is essential to recognize that the experience of being transgender can vary widely among individuals, and it is crucial to respect each person's self-identified gender and use appropriate pronouns and terminology (GLAAD, n.d.).

Transgender identities are recognized and understood differently across cultures and societies. While some cultures have historically recognized and accepted diverse gender identities, others may have more rigid binary views of gender (Stotzer, 2009). The acceptance and understanding of transgender identities are influenced by social, cultural, and historical contexts, which shape attitudes, beliefs, and experiences of transgender individuals within their communities (Winter, 2010).

Legal recognition of gender identity varies globally, with some countries offering legal mechanisms for transgender individuals to change their name, gender marker, and other official documents to align with their gender identity (Human Rights Watch, 2016). However, many transgender individuals face legal challenges, discrimination, and lack of legal recognition, which can impact their daily lives, access to services, and human rights (National Centre for Transgender Equality [NCTE], 2021).

Transgender individuals may seek medical interventions, such as hormone therapy and gender-affirming surgeries, as part of their transition to align their physical appearance with their gender identity (Coleman et al., 2012). Access to competent and affirming healthcare services is crucial for transgender individuals' well-being and quality of life, yet many face barriers to accessing inclusive and respectful care (Lambda Legal, 2010).

Transgender identities intersect with other aspects of identity, such as race, ethnicity, class, disability, and sexual orientation, leading to unique experiences and challenges faced by transgender individuals with multiple marginalized identities (Crenshaw, 1989). Intersectionality highlights the importance of considering these intersecting identities and their impact on individuals' experiences and access to resources and opportunities (Bowleg, 2008).

Increasing visibility and representation of transgender individuals in media, politics, and other public spheres are essential for challenging stereotypes, reducing stigma, and promoting acceptance and understanding of transgender identities (GLAAD, n.d.). Representation plays a crucial role in shaping public perceptions, attitudes, and policies related to transgender individuals and their rights (McInroy & Craig, 2017).

1.3 **DEFINITIONS**

Transgender is a term used to describe people whose gender identity differs from the sex they were assigned at birth (Gay & Lesbian Alliance Against Defamation [GLAAD], n.d.)

Transgender is of, relating to, or being a person, whose gender identity differs from the sex the person had or was identified as having at birth (Merriam-Webster, n.d.).

Transgender refers to people whose gender identity is different from the sex they were assigned at birth (Centres for Disease Control and Prevention [CDC], 2021).

Transgender is an umbrella term that describes people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth (Human Rights Campaign [HRC], n.d.).

Transgender refers to people whose gender identity, expression, or behaviour is different from those typically associated with their assigned sex at birth (American Academy of Paediatrics [AAP], 2018).

While the definitions provided common understanding and usage within the discourse on transgender identity, it is worth noting that there is not a single authoritative source for definitions in this context. However, the provided definition aligns with the understanding of transgender identity as recognized by many medical and psychological organizations, as well as advocacy groups. Here are some reputable sources that discuss and support the concepts outlined in the definition:

American Psychological Association (APA)

The APA's guidelines for psychological practice with transgender and gender nonconforming people acknowledge the diversity of gender identities and experiences, including transgender men, transgender women, non-binary individuals, and others whose

gender identity differs from the sex assigned at birth (American Psychological Association [APA], 2020).

World Professional Association for Transgender Health (WPATH)

WPATH, an international multidisciplinary professional organization, provides guidelines for the care and treatment of transgender individuals. These guidelines recognize the diversity of transgender experiences and affirm the importance of respecting individuals' self-identified gender identities (World Professional Association for Transgender Health [WPATH], 2011).

National Centre for Transgender Equality (NCTE)

The NCTE is a leading advocacy organization dedicated to advancing the equality of transgender people. Their resources and publications often discuss the diversity of transgender identities and emphasize the importance of respecting individuals' self-identified gender (National Centre for Transgender Equality [NCTE], 2021).

American Medical Association (AMA)

The AMA's policies and statements on LGBTQ ("lesbian, gay, bisexual, transgender and queer) + health recognize the importance of affirming transgender individuals' gender identities and provide guidance for healthcare professionals on respectful and inclusive care practices (American Medical Association [AMA], 2018).

While these organizations may not explicitly provide the exact definition as presented, they endorse principles and perspectives that align with the understanding of transgender

identity outlined in the definition. Additionally, scholarly articles, textbooks, and other academic sources in fields such as gender studies, sociology, and psychology may further discuss and support these concepts.

1.4 UNDERSTANDING TRANSGENDER IDENTITY

Transgender identity encompasses individuals whose gender identity differs from the sex assigned to them at birth (American Psychological Association [APA], 2020). This understanding is grounded in gender theory, which posits that gender is a social construct shaped by cultural norms, expectations, and practices (Butler, 1990). Transgender individuals may identify as male, female, both, or neither, and their experiences are influenced by societal attitudes towards gender diversity (GLAAD, n.d.).

Understanding transgender identity is crucial for addressing the challenges and needs of transgender individuals. Transgender identity refers to an individual's gender identity not aligning with the sex they were assigned at birth (World Professional Association for Transgender Health [WPATH], 2011). These understanding challenges the binary conception of gender as solely male or female and recognizes the diverse spectrum of gender identities that exist (NCTE, 2021).

Gender identity refers to a person's internal sense of their own gender, which may be male, female, both, neither, or another gender entirely. For transgender individuals, their gender identity differs from the sex assigned to them at birth (American Psychological Association [APA], 2020).

Key points in understanding transgender identity include:

Gender Identity vs. Assigned Sex

Transgender individuals' gender identity differs from the sex they were assigned at birth, highlighting the distinction between gender identity and biological sex (APA, 2020).

Spectrum of Gender Identities

Transgender identity recognizes a spectrum of gender identities beyond the traditional binary of male and female, including non-binary, genderqueer, and genderfluid identities (WPATH, 2011).

Social and Cultural Influences

Societal attitudes, norms, and practices shape transgender individuals' experiences and perceptions of their gender identity (GLAAD, n.d.).

Legal and Healthcare Challenges

Transgender individuals may face legal and healthcare challenges related to their gender identity, including discrimination, lack of legal recognition, and barriers to accessing affirming healthcare services (NCTE, 2021; Lambda Legal, 2010).

Gender Expression

Gender expression refers to the way individuals outwardly express their gender identity through behaviour, clothing, hairstyle, and other characteristics. Transgender individuals may express their gender identity in a variety of ways that may or may not conform to societal expectations associated with their assigned sex (GLAAD, n.d.).

Social Constructs of Gender

Gender is recognized as a social construct, shaped by cultural norms, expectations, and practices. Understanding transgender

identity involves acknowledging and challenging societal norms and expectations surrounding gender roles and expressions (Butler, 1990).

Diversity of Transgender Identities

Transgender identity encompasses a diverse range of experiences and identities. This includes transgender men (assigned female at birth but identify and live as men), transgender women (assigned male at birth but identify and live as women), non-binary or genderqueer individuals (whose gender identity does not fit within the traditional binary understanding of male or female), and others (World Professional Association for Transgender Health [WPATH], 2011).

Self-Identification

Central to understanding transgender identity is respecting individuals' self-identification and acknowledging their gender identity as valid and legitimate. Affirming individuals' chosen names, pronouns, and gender expressions is essential for creating inclusive and supportive environments (National Center for Transgender Equality [NCTE], 2021).

Personal Journeys and Experiences

Each transgender individual's journey and experience of their gender identity are unique. It's important to recognize and validate the diversity of experiences within the transgender community and to avoid making assumptions based on stereotypes or generalizations (Lambda Legal, 2010).

Intersectionality

Transgender identity intersects with other aspects of identity, such as race, ethnicity, sexual orientation, socioeconomic status,

and disability. Understanding the intersectional nature of identity is crucial for addressing the multiple forms of discrimination and marginalization that transgender individuals may face (Crenshaw, 1989).

Therefore, understanding transgender identity involves recognizing the complexity and diversity of gender experiences and affirming individuals' self-identified gender identities. This understanding forms the basis for promoting inclusivity, respect, and equality for transgender individuals in society**.**

1.5 SOCIAL CONSTRUCTION OF GENDER

The social constructionist perspective emphasizes how gender roles, norms, and identities are socially constructed and maintained within a given society. In the context of Tirunelveli and Kanyakumari Districts, societal perceptions of gender may be deeply rooted in traditional beliefs and cultural practices, impacting the lived experiences of transgender individuals (Rao, A., & Reddy, S. (2019)).

The social construction of gender refers to the way in which societal norms, expectations, and beliefs shape and influence the understanding and expression of gender. Unlike biological sex, which is determined by physical characteristics, gender is a social construct that encompasses roles, behaviours, and attributes that a particular society considers appropriate for individuals based on their perceived sex (Connell, R. W. 2012).

Significant aspects of the social construction of gender include:

Cultural Norms and Expectations

Gender roles and expectations vary across cultures and societies. These norms dictate how individuals are expected to behave, dress, and interact based on their perceived gender. For example, in some cultures, masculinity may be associated with strength, independence, and assertiveness, while femininity may be associated with nurturing, empathy, and domesticity (Smith, J., & Patel, R. 2018).

Historical and Societal Context

Gender roles and expectations have evolved over time and are influenced by historical, social, and economic factors. Changes in societal attitudes, movements for gender equality, and shifts in labour force participation have led to changes in gender roles and expectations (Berk, S. F. 2009))

Socialization

From a young age, individuals are socialized into gender roles through interactions with family members, peers, media, and institutions such as schools and religious organizations. This socialization process reinforces societal norms and expectations related to gender and shapes individuals' understanding of their own gender identity and expression (Martin, C. L., & Ruble, D. N. 2010).

Power Dynamics

The social construction of gender is intricately linked with power dynamics, encompassing concepts of patriarchy and sexism. Traditional gender norms perpetuate inequalities by assigning differential value and status based on gender, reinforcing the

imbalance of power between men and women, as well as other gender identities (Connell, 2009).

Gender stereotypes

Gender stereotypes are overgeneralized beliefs about the characteristics, traits, and roles associated with men and women (Eagly, 1987). These stereotypes often stem from cultural traditions, media portrayals, and socialization processes that reinforce certain beliefs about masculinity and femininity (Bussey & Bandura, 1999). They can influence individuals' behaviour by shaping their expectations, self-perceptions, and interactions with others (Rudman & Glick, 2008). Moreover, gender stereotypes can impact career choices, steering individuals towards certain paths while discouraging others (Diekman et al., 2011). Media representations further perpetuate these stereotypes by portraying men and women in limited and sometimes unrealistic ways (Gill, 2007). Additionally, gender stereotypes intersect with other social identities, such as race, class, and sexuality, creating unique experiences of discrimination and marginalization (Crenshaw, 1989). Thus, gender stereotypes play a significant role in shaping societal norms and expectations, often limiting individuals' potential and contributing to inequality.

Resistance and Change

Despite deeply ingrained gender norms and expectations, they are not immutable. Individuals and social movements continuously challenge traditional gender roles, advocating for greater gender equality, inclusion, and recognition of diverse gender identities (Butler, 1990). These efforts contribute to the ongoing process of

redefining and reconstructing gender norms and expectations, fostering societal change towards more equitable and inclusive frameworks.

Understanding the social construction of gender is pivotal for recognizing and addressing the ways in which gender norms impact individuals' lives, opportunities, and experiences. By challenging restrictive gender norms, promoting inclusivity, and advocating for gender equality, societies can work towards creating more equitable and supportive environments for all individuals, irrespective of their gender identity or expression (West & Zimmerman, 1987).

1.6 STATUS OF TRANSGENDER IN INDIA

1.6.1 Historical Context

The transgender community in India, encompassing Hijras, Eunuchs, Kothis, Aravanis, Jogappas, Shiv-Shakthis, and others, has been an integral part of Indian society for centuries. References to the "third gender" and "napunsaka" (loss of procreative ability) can be found in Vedic and Puranic literature, indicating the historical recognition of diverse gender identities (Reddy, 2005). The term "hijra" is believed to originate from the Persian word "hiz," referring to someone effeminate or incompetent, while "kinnar" is another commonly used term. Unfortunately, derogatory terms like "chhakka" are also prevalent (Nanda, 1999).

During the Mughal era, Hijras and Eunuchs held respected positions, often entrusted with roles in harems due to their emasculation. However, the British colonial rule

stigmatized them, denying them civil rights and portraying them as a separate caste involved in criminal activities (Reddy, 2005).

1.6.2 Prevalence of Transgender in India

The Census of 2011 marked a significant step by acknowledging the transgender community under the "Others" category, estimating their population to be around 4.88 lakh. This count is believed to be a conservative estimate due to underreporting and the community's historical invisibility (Registrar General & Census Commissioner, 2011).

1.6.3 Legal Recognition and Current Scenario

The landmark judgment by the Supreme Court in April 2014 recognized transgender individuals as the third gender, emphasizing their right to dignity, freedom, and legal identity (National Legal Services Authority v. Union of India, 2014). However, subsequent legislation, including the Rights of Transgender Bill, 2014, and the Rights for Transgender Persons Bill, 2015, faced criticism for diluting the original intent and excluding critical provisions (Khan, 2017).

1.7 THE TRANSGENDER PERSONS (PROTECTION OF RIGHTS) BILL, 2016

Highlights of the Bill

- Defines transgender persons broadly but lacks alignment with international definitions (Transgender Europe, 2019).
- Requires a District Screening Committee for identity certification.
- Prohibits discrimination and mandates welfare schemes.
- Criminalizes offenses against transgender persons.

Key Issues and Analysis:
- While the Bill acknowledges self-perceived gender identity, enforcement mechanisms are lacking (Human Rights Watch, 2017).
- The definition of transgender in the Bill diverges from international standards, potentially limiting entitlements and protections (WHO, 2019).

Additional Challenges
- Transgender individuals face barriers to accessing gender-affirming healthcare due to stigma and lack of knowledgeable providers (De Santis, 2009).
- Discrimination in the workplace limits economic opportunities for the transgender community (Kumar & Kumar, 2018).
- Ongoing societal prejudices contribute to marginalization, affecting mental health and well-being (Nadal et al., 2017).

1.8 PROBLEMS FACED BY TRANSGENDER COMMUNITY IN INDIA

Transgender people in India face a variety of issues. Discrimination denies them equal access to key social goods such as employment, healthcare, education, and housing, further marginalizing them in society (Nanda, 2007). Here are some major problems faced by the transgender community in India:

Marginalization and Social Exclusion

Marginalization leads to exclusion from social lives at various levels and reduces opportunities to contribute to society. Transgender individuals may face multiple forms of

marginalization, such as racism, sexism, and poverty, alongside homophobia or transphobia (Reddy & Sandfort, 2018).

Impact of Family Reactions on Transgender People: Conflict and Rejection

A significant proportion of transgender people receive no support from their biological families, facing threats, scolding, or assault due to nonconforming behaviour (Bockting et al., 2016).

Harassment of Transgender People in Educational System

Transgender individuals face stigmatization in the educational system, leading to low literacy rates and limited access to education (Indian Census, 2011; Indian Express, 2014).

Poor Economic Conditions and Discrimination in the Workplace

Economic deprivations are further compounded by stigma, discrimination, and limited employment opportunities (Budge et al., 2013).

Problems of Homelessness

Transgender people face homelessness due to family rejection and lack of appropriate shelter systems (Bockting et al., 2013).

Problems of Transphobia

Transphobia leads to intolerance, discrimination, harassment, and violence against transgender people (Stotzer, 2009).

Psychological Distress

Stigmatization, discrimination, and harassment contribute to psychological distress, self-harm, and suicidality among transgender people (Clements-Nolle et al., 2006).

Victims of Hate Crimes, Violence, and Legal Injustice

Transgender people are often targets of hate crimes, violence, and face legal injustices, including police brutality (Human Rights Watch, 2019).

1.9 EDUCATIONAL CHALLENGES OF TRANSGENDER

The educational challenges faced by transgender individuals are multifaceted, influenced by societal attitudes, discrimination, lack of institutional support, and personal experiences (Greytak, Kosciw, & Diaz, 2009). Some key challenges include:

Bullying and Harassment

Transgender students often face higher rates of bullying, harassment, and violence in educational settings compared to their cisgender peers, leading to increased absenteeism, lower academic performance, and negative mental health outcomes (Kosciw, Greytak, Giga, Villenas, & Danischewski, 2016).

Lack of Inclusive Policies and Practices

Many educational institutions lack inclusive policies addressing the needs of transgender students, such as restroom and locker room access, gender-affirming clothing policies, and gender-inclusive language and curriculum (Greytak et al., 2009).

Limited Access to Resources and Support Services

Transgender students may have limited access to resources like gender-affirming healthcare, counselling services, and support groups (Grant et al., 2011).

Misgendering and Deadnaming

Misgendering and deadnaming are common experiences for transgender individuals in educational settings, leading to

feelings of invalidation, dysphoria, and discomfort (James et al., 2016).

Discrimination and Bias

Transgender students may face discrimination and bias from teachers, administrators, and peers, creating barriers to learning and academic achievement (Greytak et al., 2009).

Mental Health Issues

Transgender individuals are at a higher risk of mental health issues due to the stress of navigating a cisnormative society, facing discrimination, and stigma (Testa, Jimenez, & Rankin, 2014).

Barriers to Higher Education

Transgender individuals may encounter barriers to accessing higher education, including financial barriers, lack of supportive campus environments, and discriminatory policies (Seelman, 2016). Addressing these challenges requires comprehensive strategies prioritizing inclusivity, equity, and support for transgender students. Efforts should include implementing anti-bullying policies, training staff on transgender issues, providing gender-affirming resources, and fostering a campus culture that values diversity and inclusivity (Greytak et al., 2009).

Lack of Access to Gender-Affirming Healthcare

Transgender individuals often struggle to access gender-affirming healthcare services, including hormone therapy and gender-affirming surgeries, due to societal stigma, lack of knowledge among healthcare providers, and discriminatory practices (De Santis, 2009).

Legal Recognition and Documentation Issues

Transgender people face challenges in obtaining accurate legal documentation reflecting their gender identity. This lack of legal recognition can lead to difficulties in accessing services, employment opportunities, and traveling safely (Human Rights Watch, 2017).

Microaggressions and Daily Discrimination

Transgender individuals frequently encounter microaggressions and subtle forms of discrimination in daily interactions, such as being misgendered or deadnamed, which can erode their self-esteem and well-being (Nadal et al., 2017).

Lack of Representation in Media and Popular Culture

Transgender people are often misrepresented or underrepresented in media and popular culture, leading to further stigmatization and perpetuating stereotypes (Goswami, 2017).

Criminalization and Harassment by Law Enforcement

Transgender individuals are disproportionately targeted by law enforcement agencies, facing harassment, abuse, and unfair treatment, further marginalizing them and hindering their access to justice (National Human Rights Commission, 2016).

Barriers to Political Participation and Representation

Transgender individuals face significant barriers to political participation and representation, limiting their ability to advocate for their rights and influence policy decisions that affect their lives (Kumar & Kumar, 2018).

Lack of Community Support and Networks

Many transgender individuals lack access to supportive community networks and organizations that can provide

resources, advocacy, and a sense of belonging, further exacerbating feelings of isolation and marginalization (Xavier et al., 2013).

1.10 SOCIAL CHALLENGES OF TRANSGENDER

Social challenges faced by transgender individuals are complex and can stem from societal norms, discrimination, lack of acceptance, and systemic barriers. Here are some key social challenges commonly experienced by transgender individuals:

Stigma and Discrimination:

Transgender individuals often face stigma and discrimination in various aspects of their lives, including employment, housing, healthcare, and social interactions. This can lead to social exclusion, marginalization, and negative mental health outcomes (Grant et al., 2011).

Violence and Harassment:

Transgender individuals are at a higher risk of experiencing violence and harassment, including physical assault, verbal abuse, and hate crimes. This can create a constant fear of being targeted and can have severe emotional and psychological consequences (James et al., 2016).

Lack of Acceptance from Family and Peers:

Many transgender individuals experience rejection and lack of acceptance from family members, friends, and peers. This can lead to feelings of isolation, loneliness, and alienation, impacting their sense of belonging and well-being (Testa, Jimenez, & Rankin, 2014).

Access to Gender-Affirming Healthcare:

Transgender individuals may face barriers to accessing gender-affirming healthcare, including hormone therapy and gender-affirming surgeries. Limited access to competent and inclusive healthcare providers can negatively impact their physical and mental health (Seelman, 2016).

Legal Recognition and Documentation:

Transgender individuals often face challenges in obtaining accurate and affirming legal documentation, including identity cards, birth certificates, and driver's licenses. This can create difficulties in accessing services, employment opportunities, and traveling safely (Hendricks & Testa, 2012).

Microaggressions and Misgendering:

Transgender individuals frequently encounter microaggressions, such as being misgendered or deadnamed, in everyday interactions. These subtle forms of discrimination can erode self-esteem and contribute to feelings of invalidation and invisibility (Grant et al., 2011).

Intersectional Discrimination:

Transgender individuals who belong to marginalized communities, such as people of color, immigrants, and individuals with disabilities, may face compounded discrimination and marginalization due to the intersection of multiple identities (Budge, Adelson, & Howard, 2013).

Lack of Legal Protections:

Many jurisdictions lack comprehensive legal protections for transgender individuals, leaving them vulnerable to

discrimination in employment, housing, healthcare, and public accommodations (Seelman, 2016).

Addressing these social challenges requires concerted efforts from individuals, communities, policymakers, and institutions to promote inclusivity, acceptance, and equality for transgender individuals. This includes advocating for anti-discrimination laws, promoting transgender visibility and representation, providing education, and training on transgender issues, and fostering supportive and affirming environments in all spheres of society. Additionally, amplifying transgender voices and cantering their experiences in social justice movements is essential for creating lasting change (Greytak, Kosciw, & Diaz, 2009).

1.11 SIGNIFICANCE OF THE STUDY

Transgender individuals often face systemic discrimination and marginalization, and understanding these challenges is crucial for advocating for policies and interventions that address their needs. The present study focusing on the educational and social challenges faced by transgender individuals holds profound significance in today's evolving societal landscape. This study can shed light on the systemic barriers and prejudices that transgender students and adults encounter in educational settings and broader social contexts. By documenting these challenges, the investigators can provide evidence-based insights to policymakers, educators, and community leaders to develop more inclusive and supportive environments to the transgender. Moreover, understanding these challenges can help in crafting targeted interventions and

resources that address the unique needs of transgender individuals, thereby fostering their academic success, mental well-being, and social integration. Ultimately, this research not only amplifies the voices of transgender communities but also contributes to a more equitable and empathetic society where everyone has an equal opportunity to thrive.

The results of the present study may help to promote social justice, informing policy and practice, advancing knowledge, raising awareness, empowering communities, and building capacity for positive change in the life of Transgender.

1.12 STATEMENT OF THE PROBLEM

"Educational and Social Challenges of Transgender in Tirunelveli District"

The investigators decided to find out the Educational and Social Challenges of Transgender. What are the most common barriers transgender students face in accessing and succeeding in educational institutions? How do societal attitudes towards transgender individuals influence their opportunities for social integration and acceptance? How do cultural beliefs and religious affiliations impact the acceptance and support of transgender individuals within their communities? These are some of the research questions to be answered in this study.

1.13 OPERATIONAL DEFINITIONS OF KEY TERMS

Educational Challenges

Educational challenges are obstacles and barriers that impede students' access, participation, or success in educational settings. These challenges are often shaped by institutional policies, societal attitudes, and individual experiences related to

gender identity. In this study, the investigators concentrate on the educational challenges faced by transgender individuals, highlighting discrimination, lack of support, and barriers to inclusion that impact their academic experiences and opportunities.

Social Challenges

Social challenges encompass the difficulties and barriers individuals encounter in societal interactions, relationships, and community acceptance. These challenges are often influenced by cultural norms, prejudices, and systemic inequalities. In this study, the investigators focus on the discrimination, stigma, and prejudices faced by transgender individuals in their social interactions and relationships due to their gender identity or expression. These challenges affect their acceptance, safety, and overall well-being in community settings.

Transgender

Transgender individuals are people whose gender identity differs from the sex they were assigned at birth. They may identify as male, female, both, neither, or another gender entirely. In this study, the focus is on transgender individuals from Tirunelveli District.

1.14 OBJECTIVES OF THE STUDY

Part: I Percentage Analysis

1. To find out the level of educational challenges of transgender

2. To find out the level of educational challenges of transgender with respect to all the background variables.

3. To find out the level of social challenges for transgender.
4. To find out the level of social challenges of transgender with respect to all the background variables.

Part: II Differential Analysis

1. To find out whether there is any significant difference among males, females, transgender, and do not identify as transgender in their educational challenges dimension – Education System.
2. To find out whether there is any significant difference among illiterate, primary education, high school, higher secondary, and graduation, and above educated transgender in their educational challenges dimension – Education System.
3. To find out whether there is any significant difference among Hindu, Muslim, and Christian transgender in their educational challenges dimension – Education System.
4. To find out whether there is any significant difference among family members, with the same group and hostel or home living transgender in their educational challenges dimension – Education System.
5. To find out whether there is any significant difference among unmarried, separated, divorced, and have a partner transgender person in their educational challenges dimension – Education System.
6. To find out whether there is any significant difference among males, females, and transgender who do not identify as transgender in their social challenges

dimensions - physical, psychological, financial, and familial challenges.

7. To find out whether there is any significant difference among illiterate, primary education, high school, higher secondary, and graduation, and above educated transgender in their social challenges dimensions - physical, psychological, financial, and familial challenges.

8. To find out whether there is any significant difference among Hindu, Muslim, and Christian transgender in their social challenges dimensions - physical, psychological, financial, and familial challenges.

9. To find out whether there is any significant difference among family members, with the same group and hostel or home living transgender in their social challenges dimensions - physical, psychological, financial, and familial challenges.

10. To find out whether there is any significant difference among unmarried, separated, divorced, and have a partner transgender person in their social challenges dimensions - physical, psychological, financial, and familial challenges.

Part- III Association Analysis

1. To find out whether there is any significant association between the age of transgender and their educational challenges dimension – Education System.

2. To find out whether there is any significant association between the occupation of transgender and their educational challenges dimension – Education System.

3. To find out whether there is any significant association between the monthly income of transgender and their educational challenges dimension – Education System.

4. To find out whether there is any significant association between the age of transgender and their social challenges dimensions - physical, psychological, financial, and familial challenges.

5. To find out whether there is any significant association between the occupation of transgender and their social challenges dimensions - physical, psychological, financial, and familial challenges.

6. To find out whether there is any significant association between the monthly income of transgender and their social challenges dimensions - physical, psychological, financial, and familial challenges.

Part: IV Correlation Analysis

1. To find out whether there is any significant relationship between the educational and social challenges of transgender.

1.15 NULL HYPOTHESES
Part: I Percentage Analysis

1. The level of educational challenges of transgender is moderate.

2. The level of educational challenges of transgender with respect to all the background variables is moderate.

3. The level of social challenges for transgender is moderate.
4. The level of social challenges of transgender with respect to all the background variables is moderate.

Part: II Differential Analysis

1. There is no significant difference among males, females, transgender, and do not identify as transgender in their educational challenges dimension – Education System.
2. There is no significant difference among illiterate, primary education, high school, higher secondary, and graduation, and above educated transgender in their educational challenges dimension – Education System.
3. There is no significant difference among Hindu, Muslim, and Christian transgender in their educational challenges dimension – Education System.
4. There is no significant difference among family members, with the same group and hostel or home living transgender in their educational challenges dimension – Education System.
5. There is no significant difference among unmarried, separated, divorced, and have a partner transgender person in their educational challenges dimension – Education System.
6. There is no significant difference among males, females, and transgender who do not identify as transgender in social challenges dimensions - physical, psychological, financial, and familial challenges.
7. There is no significant difference among illiterate, primary education, high school, higher secondary, and

graduation, and above educated transgender in social challenges dimensions - physical, psychological, financial, and familial challenges.

8. There is no significant difference among Hindu, Muslim, and Christian transgender in their social challenges dimensions - physical, psychological, financial, and familial challenges.

9. There is no significant difference among family members, with the same group and hostel or home living transgender in their social challenges dimensions - physical, psychological, financial, and familial challenges.

10. There is no significant difference among unmarried, separated, divorced, and have a partner transgender person in their social challenges dimensions - physical, psychological, financial, and familial challenges.

Part- III Association Analysis

1. There is no significant association between the age of transgender and their educational challenges dimension – Education System.

2. There is no significant association between the occupation of transgender and their educational challenges dimension – Education System.

3. There is no significant association between the monthly income of transgender and their educational challenges dimension – Education System.

4. There is no significant association between the age of transgender and their social challenges dimensions - physical, psychological, financial and familial challenges.
5. There is no significant association between the occupation of transgender and their social challenges dimensions - physical, psychological, financial, and familial challenges.
6. There is no significant association between the monthly income of transgender and social challenges dimensions - physical, psychological, financial, and familial challenges.

Part: IV Correlation Analysis
1. There is no significant relationship between the educational and social challenges of transgender.

1.16 LIMITATIONS OF THE STUDY

- The investigators planned to collect the data from a sample of 150 Transgender from Tirunelveli District, but received from 120 respondents only. The investigators believed that the respondents might have given socially accepted response.

1.17 DELIMITATIONS OF THE STUDY

- The study was confined only to the Transgender Tirunelveli District.
- The samples are covered only to the Transgender of Northern, Southern and Middle areas of Tirunelveli District.
- Relationship of only two variables (Educational and Social Challenges of Transgender) had been considered in

the present study.

1.18 CONCLUSION

This chapter provides a theoretical and conceptual framework for understanding the educational and social challenges faced by transgender in Tirunelveli District. It delves into the foundational theories and concepts that underpin the study, setting the stage for the exploration of transgender issues in the specified geographic regions. The theoretical and conceptual framework will guide the exploration of educational and social challenges experienced by transgender individuals in Tirunelveli Districts. By grounding the study in established theories and concepts, it provides a robust foundation for understanding the multifaceted nature of transgender issues and informing potential interventions and policies aimed at addressing these challenges.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

Literature reviews play a critical role in scholarship because science remains, first and foremost, a cumulative endeavour (Vom Brocke et al., 2009). As in any academic discipline, rigorous knowledge syntheses are becoming indispensable in keeping up with an exponentially growing eHealth literature, assisting practitioners, academics, and graduate students in finding, evaluating, and synthesizing the contents of many empirical and conceptual papers. Among other methods, literature reviews are essential for:

(a) identifying what has been written on a subject or topic

(b) determining the extent to which a specific research area reveals any interpretable trends or patterns

(c) aggregating empirical findings related to a narrow research question to support evidence-based practice

(d) generating new frameworks and theories

 (e) identifying topics or questions requiring more investigation (Paré, Trudel, Jaana, & Kitsiou, 2015).

Literature reviews can take two major forms. The most prevalent one is the "literature review" or "background" section within a journal paper or a chapter in a graduate thesis. This section synthesizes the extant literature and usually identifies the gaps in knowledge that the empirical study addresses (Sylvester, Tate, & Johnstone, 2013). It may also provide a theoretical foundation for the proposed study, substantiate the presence of

the research problem, justify the research as one that contributes something new to the cumulated knowledge, or validate the methods and approaches for the proposed study (Hart, 1998; Levy & Ellis, 2006).

The second form of literature review, which is the focus of this chapter, constitutes an original and valuable work of research in and of itself (Paré et al., 2015). Rather than providing a base for a researcher's own work, it creates a solid starting point for all members of the community interested in a particular area or topic (Mulrow, 1987). The so-called "review article" is a journal-length paper which has an overarching purpose to synthesize the literature in a field, without collecting or analysing any primary data (Green, Johnson, & Adams, 2006).

When appropriately conducted, review articles represent powerful information sources for practitioners looking for state-of-the art evidence to guide their decision-making and work practices (Paré et al., 2015). Further, high-quality reviews become frequently cited pieces of work which researchers seek out as a first clear outline of the literature when undertaking empirical studies (Cooper, 1988; Rowe, 2014). Scholars who track and gauge the impact of articles have found that review papers are cited and downloaded more often than any other type of published article (Cronin, Ryan, & Coughlan, 2008; Montori, Wilczynski, Morgan, Haynes, & Hedges, 2003; Patsopoulos, Analatos, & Ioannidis, 2005). The reason for their popularity may be the fact that reading the review enables one to have an overview, if not a detailed knowledge of the area in question, as well as references to the most useful primary sources (Cronin et

al., 2008). Although they are not easy to conduct, the commitment to complete a review article provides a tremendous service to one's academic community (Paré et al., 2015; Petticrew & Roberts, 2006).

2.2 PURPOSE OF THE REVIEW OF RELATED LITERATURE

The review of literature serves the following purposes in conducting research work:

- ➢ It provides theories, ideas, explanations, or hypotheses which may prove useful in the formulation of a new problem (Booth, Colomb, & Williams, 2008).
- ➢ It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication (Fink, 2014).
- ➢ It provides the sources for hypothesis. The researcher can formulate research hypotheses based on available studies (Hart, 1998).
- ➢ It suggests methods, procedures, sources of data, and statistical techniques appropriate to the solution of the problem (Creswell, 2014).
- ➢ It locates comparative data and findings useful in the interpretation and discussion of results. The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study (Randolph, 2009).
- ➢ It helps in developing expertise and general scholarship of the investigator in the area investigated (Booth et al., 2008).

> ➢ It contributes towards the accurate knowledge of the evidence or literature in one's area of activity, which is a good avenue towards making oneself. This knowledge is an asset ever afterwards, whether one is employed in an institution of higher learning or a research organization (Hart, 1998).

2.3 CLASSIFICATION OF REVIEW OF RELATED LITERATURE

The review of related literature can be classified into various types based on its purpose, scope, and methodology. Understanding these classifications can help researchers conduct a more organized and comprehensive literature review.

Descriptive Literature Review

This type of review provides an overview of existing literature on a topic, summarizing key findings, theories, and methodologies from various studies (Fink, 2014).

Theoretical Literature Review

Focuses on theories and concepts related to the research topic, analyzing and critiquing theoretical frameworks and models (Boote & Beile, 2005).

Methodological Literature Review

Examines research methods and approaches used in previous studies, evaluating the strengths and weaknesses of different research methodologies (Jesson, Matheson, & Lacey, 2011).

Historical Literature Review

Traces the development of a research topic over time, providing a historical perspective on the evolution of theories, methodologies, and key findings (Grant & Booth, 2009).

Systematic Literature Review

Aims to answer a specific research question by systematically searching, selecting, and synthesizing existing literature following a structured approach with predefined criteria (Moher et al., 2009).

Integrative Literature Review

Combines findings from various studies to provide a comprehensive understanding of the research topic, synthesizing data from both qualitative and quantitative studies (Whittemore & Knafl, 2005).

In the present study the investigators have classified the collected studies into two major categories, namely, Studies Conducted in India and Studies Conducted in Abroad

2.4 STUDIES CONDUCTED IN INDIA

Haripriya (2023) Tales of Triumph: An Analysis of Famous Transgender Personalities from India. The proposed study focuses primarily on transgender community in India and their priceless achievements in various realms of human knowledge, thus attempting to create awareness about transgender persons and their victories through various time frames. An awareness created about such a category is highly essential for a heterosexual society to reform their perspectives about third gender in India.

Narzary, R. (2023) conducted a study on Deconstructing Gender Identity and Home in Transgender Narratives: A Select Study attempts to deconstruct the core components of gender identity and explore the strategies employed by the hijras in their attempt to define themselves in a system which upholds heteronormative

formulations of gender and sexuality. The study further proceeds to explore the subjective experiences of home by the hijras as they are frequently rejected by their biological families on account of their expressing their non-normative gender identity. The term transgender has been used to address specifically the hijra community which is particular to India. This study deconstructs gender identity not in Derridian terms but in the popular sense of re-evaluating gender identity to its core components. The full trajectory of the transgender phenomenon of the hijras in India is critiqued with the help of the theoretical formulations of Gender Studies, Psychoanalysis, Postcolonial and Postmodern theories relevant to the study of gender identity and home. The aim of this study is to represent transgender issues in the academia and initiate their socialization process.

Gunja Bhojwani (2022) Transgenders in India's largest States: Liaison Education, employment, and GDP; an Introspective study, this study aims to link the Transgender community and how it affects the economic growth of a country. Majorly, Hijras face a two-pronged problem i.e. employment and literacy. So, in this paper, we attempt to analysis link between the Gross state domestic product, employment rate and literacy rate.

Singh, V. K. (2022) conducted a Study of Educational Status of Transgender People in Varanasi District, and it has been found that most of the institutions have no column for transgender people in admission form. They were not enrolled in educational institution as transgender. Their educational aspiration shows that they want education for finding a reputed job, social respect, and live a normal life like others. They face various problems like

unavailability of basic facilities, bullying and teasing, discrimination, physical and verbal violence, exclusion from family and society, lack of safe environment, that affect their educational aspiration very badly.

Utkarsh, K. (2021), Transgender and the right to employment in India: analysing the Trajectories of discrimination. Transgenders as 'third gender' and the efforts of the Indian Parliament to frame a law on the protection of the rights of the transgender people as a silver lining in the cloud. This paper highlights the underpinnings of this development by still emphasizing that something needs to be done more on the front.

Panigrahi & Mathew (2019) worked on, marginalization of the third gender with development: An empirical study in Bilaspur Chhattisgarh' and found that transgenders were deprived of family and school. Transgenders have very limited career opportunities because they quit education from early childhood. Negative social values affect transgender to get the house on rent in good localities so mostly they are bounded to live in slum areas. Because of a lack of proper education and skills transgenders don't get the job so they were involved in begging, dancing, and sex work to support their lives.

Agrawal (2019) worked on the Spatial spread of the transgender community in India and found that the maximum number of transgenders lived in Uttar Pradesh than in Andhra Pradesh and Maharashtra, least number of transgenders lived in Lakshadweep Island. The percentage of the transgender community was very less than others in every state. The literacy rate of transgenders was highest in Kerala and Mizoram, with moderate level

literacy rates found in Gujarat, Maharashtra, Manipur, Haryana, Uttarakhand, and the lowest level literacy rate in Rajasthan, Jammu Kashmir, Arunachal Pradesh, Bihar, Jharkhand, and Odisha.

Dutta, Khan & Lorway (2019) conducted a study of structural violence among jogappas in south India and found that social institutions create deprivation and discrimination against transgender jogappas. They do not have social, economic, and physical protection. State policies and programs make them marginalized and endangered their sense of identity. They lack access to schooling and education during their childhood because of poverty, difficulty working in the formal labour sector because of gender nonconformity, and social stigma so they only have the option to beg and act as a sex worker for survival.

Bhattcharya (2019) studied "the transgender nation and its margins: The many lives of the law" and found that the government of India enacted the Transgender Persons (Protection of Rights) Bill, 2016 for the protection of transgender persons' rights but it extremely opposed by transgender activists because they did not agree with the definition of, transgender. Transgender person bill, 2016 provided options to choose what careers they want to pursue, but at grass root level there were the least opportunities available for transgenders. After resistance from transgender activists, the government approved the transgender persons act 2018. It provided the right to work based on own skills with reservation of OBC for transgenders.

Mal & Das (2018) worked on the Hijra community for their prevalence of overweight, obesity, and thinness and found that

Hijra suffers in their life's multiple types of exclusivities from society like social, economic, legal, etc. after that they suffer from hypertension, depressions, stress. So, they take anabolic steroids, and supplements drugs. The Transgenders community has lack awareness about their health consciousness; mostly hijras took fast food and consume alcohol. So, it is also responsible for obesity and fatness.

Mukherjee (2018) worked on Reading "Queer" identities: Pedagogical notes from the field and found that the identity of queers depends on their sexuality, behavior, relationship, status, and self-expression. The political notion of social structure was based on queer category, composed of the identity of gender and sexuality. Queer identity is formed by self-understanding; dependent on ambiguity and post-modern liberalism which creates less exposure. Queer identity is studied from subjective and objective perspectives. Heterosexuality got better space and existence compared with homosexuality. Fear of social stigma and exploitation a queer group member could not express their thoughts and identities. Queer members are isolated from mainstream growth and development such as education, economic stability, and well life being.

Chandra (2017) discussed transgender children's education and their reengagement in society' and reported that there is a lack of proper learning environment within school boundaries for the education of transgender children because of their sexual orientation and gender identity face stigma. Administration and school management lacked an adequate environment on school campuses, the teacher did not sensitize about issues related to

transgender, and pedagogy was not helpful in the inclusion of transgender children in the classroom. The mindset of society and other sectors of life was unfavourable for transgender children's rehabilitation, their education personality development, connectivity with other social orders, and socio-cultural aspects, because of these unfavourable conditions transgender children could not able to overcome the difficulties around them.

Agarwal (2017) discussed the civil and political rights of transgenders from an Indian constitutional perspective. Indian constitution provides basic fundamental rights to every citizen of India but these provisions are not sufficient to protect the rights of transgenders this causes the violation of their basic fundamental rights.

Hotchandani (2017) stated that The Supreme Court of India instructed central and state governments to recognition of transgenders' identity as the third gender. The Constitution of India provided access to equal opportunity of fundamental rights. But transgender communities faced many problems like discrimination, disrespect, child nabbing, prostitution, forced to leave their parents' home, unwanted attention, rejection of entry into any public space, rape, verbal, and physical abuse, lack of educational facilities, HIV, human trafficking, and social exclusion.

Sawant (2017) stated that transgender also has the right to recognize their sexual orientation and gender identity. The government of India passed the Transgender Persons Bill, 2016'. This bill includes several welfare policies and schemes for transgender such as census, documentation, issuing of citizenship

ID cards, issuing passports along with social, economic, and political reforms, and legal and constitutional safeguard to prevent human rights violations of the transgender community.

Nijamuddeen & Areekkuzhiyil (2016) worked on "What do prospective teachers know about the third gender: An analysis of the student teachers' awareness on transgender people" and mentioned that most student- teacher was not able to describe a transgender, also respondent felt that transgender are human beings and should be considered equal to other genders. Some students' teachers felt uncomfortable having transgender friends or relatives.

Rajkumar (2016) carried out a study on "Education of transgenders in India: Status and Challenges" and found that transgender persons faced so many problems, they were not accepted by family and society. They have very limited access to education, health services, and public spaces. Transgenders were thrown outside from participating in social and cultural life.

Babbar (2016) noted that because of the lack of acceptance of their identity, transgender people experience numerous forms of abuse, including emotional, mental, and physical. Transgender people were left unmentioned in either the status of India or the law, making them invisible and reliant on how broad sections relating to their protection under the law for human rights were interpreted. Article 14 of the Indian Constitution states that the state shall not deny equality before the law or equal treatment under the law to "any person." The term "person" is not restricted to simply males or only females in the article. Article 15 forbids discrimination by the state based on "sex" concerning access to

shops, hotels, or use of wells, tanks, and other public places, and article 16 ensures equal employment opportunities regardless of sex. Unfortunately, despite these articles, India still has discriminatory laws that violate international human rights law, and transgender people are still systematically denied fundamental rights in almost the entire place on state.

Saravanan & Thiyogarajan (2016) worked on the status of transgender in India in the backdrop of the supreme court's decision to recognize the as a separate gender and found that although the supreme court recognized transgenders as the third gender this decision is not resolving all problems of transgenders. Transgender persons still face difficulties to get homes, using public toilets, and getting an education. Transgender persons are being discriminated against, gender harassment, and faced violence and unfair treatment in public and private places. Transgender persons are excluded from family and society.

Someegnal (2016) studied on promotion of distributive social justice to transgenders' and found that the judiciary system of India interpreted the word, sex' used in articles 15 and 16 to categorize persons only in two genders: male and female. So, transgenders were excluded from accessing their fundamental rights, education, vote, and employment. Even in the constitution of India, not to mention anywhere transgenders are being excluded. The wrong interpretation of the word, sex' was unjustified, unfairer, and violated the human rights of transgenders.

Agarwal (2015) researched transgender rights in India. They had completed a thorough analysis of the current laws. The findings

showed that transgender people's human rights were being violated on a social and cultural level. In comparison to cis-gendered people, the discrimination caused them to miss out on chances and experience a drop in confidence while trying to enroll in school or find employment. Instead of using their skills and talents, they were driven into begging and sex work. The population of trans people was at a higher risk of STIs. The transgender sample claimed that the stigma and prejudice that had pushed them to the margins of society had a severe impact on their mental health, self-esteem, and confidence.

Dhall & Boyce (2015) worked on "Livelihood, exclusion and opportunity: Socio economic Welfare among Gender and Sexuality Non-normative peoples in India' and found that after the supreme court's NLSA (National Legal Service Authority) judgment, the state continuously tried to get social inclusion with transgenders but there had seen a lack in the proper implementation of mental health care bill, problems in access of social security with identity and human rights implementation on the grassroots level of the transgender community. Transgenders faced a bunch of barriers in their lives for economic development such as social stigma, violence, discrimination, and molestation at workplaces, after which they felt insecure own-self at working places. If they want legal support from the judiciary then it is difficult to get the legal setting in a low cost and speedy manner redressal systems in the judiciary.

Devi & Das (2014) studied, A social media platform for uneven voice: Legal and social concerns of the third gender' and expressed that social media apps Facebook, Twitter, and others

do not discriminate based on gender such as male or female but at this place, transgenders have the option as the third gender. On social media platform, they can easily express their feelings, understanding, and experiences, social media also provides and discuss parental care for transgender kids, law for transgender, and guidance for transgender teenagers. These platforms also provide awareness about their protectionary laws like public interest litigation (PIL), library laws, health concerns and employment opportunity policies.

Rao (2014) worked on staying positivist in the fight against homophobia and found that homophobia is categorized into two paradigms: scientific way and economics based. Scientific view confirmed that homosexuality was not any disease and disorder that need any treatment; homosexuality was a function of biological, psychological, sociological, and anthropological factors. Homosexuality did not bind by space, time, and species boundaries. Economical view confirmed that homophobia had lower productivity as an output of employer discrimination. Inefficient investment in homosexual persons resulted in exclusion from the mainstream, HIV/AIDS, violence, depression, and suicide.

Khanna (2014) studied judicial and political reflections on the anti- homosexuality laws in India and expressed that after the supreme court decides on remove section 377 of the Indian Penal Code for the queer body (LGBT), gets right to consensual sex between the adult of the same sex in private, in that time, supreme court decision opposed by multiple religious figures. Even boundaries of patriarchal, masculinist society are also aggressive.

In queer body politics which had minimum public is stuck by the question of sexuality into a framework of identity, and generated images into caste, class, religion, sexuality, and gender. After that in queer movements, a major challenge of diversity because different location personalities represented different experiences, struggles such as hijra groups have not stood with this provision. By organizing a political struggle queer groups get status in our society with acceptance of legal, political, and social rights.

Sahay (2014) studied the reason and terms for the queer movement against section 377 and found that in this petition minority section of society presented their discrimination, stigma, and exclusiveness. But those problems gave coverage in a wide area such beyond political ideology, cure for the pain of LGBTQ, desires expressions in a liberal way, and dimensional law for privacy. It also expressed multi-way norm criteria and phobia with complexity. A boundary that is decided by feudalism with an ideal citizen, has been changed reflectively. So, after the supreme court decision, multiple theoretical perspectives have been gone beyond the specific boundaries.

Bhan (2014) worked on the Supreme Court decision on section 377 and found that before the judgment of the Supreme Court, no one thought that this decision would be a historical decision and give a particular perspective to move forward. At that time, this decision was not only a political debate and hot topic for media but also gave an inclusive way for LGBT to live with better status in their places. But after that, it is only successful in a statement. So LGBT needs to expand its political vision beyond section 377 and also other laws forms with reshaping of issues of their status,

and everyday life of LGBT community person is facing problems such as acts of violence, rape, assault, engaging with people in the family. So also need to give a multi-dimensional level of thinking through legal provisions other than this decision.

Vasudevan (2014) reviewed section 377 of the Indian Penal Code with deletion of this act which type of reflections need to be legalized in transgenders and expressed that section 377 was meant to protect public morality but it was misused target to homosexuals. Because of section 377, they felt and suffered from exclusion and extrinsic behavior happens to them. The deletion of this law manages to reduce a typical social stigma for LGBT and decriminalize private consensual sex between adults but does not give them permission for sex work. Most transgenders have happiness with the decision that they will be financially stable and have legal protection in their lives.

2.5 STUDIES CONDUCTED IN ABROAD

Buthelezi, J. & Brown, A., (2023) conducted a study on 'In(ex)clusion of transgender students in South African higher education institutions. This study aimed to critically assess the current state of transgender student inclusion in South African universities, highlighting the challenges, progress and potential areas for improvements that exist. This article highlights the complexities of legal identity, self-determined identity and the recognition of transgender identity in South Africa. Using photovoice and drawings as data collection tools, this study explored the lived realities of seven transgender university participants in a society that upholds heteronormative values and practices. Purposive and snowball sampling approaches allowed

us to identify participants for the study among a population that would otherwise be difficult to reach. Contribution: The findings of this study are discussed under themes that are evocative of the students' experiences of exclusion practices in their institutions of learning. We argue that South African universities should focus not only on increasing diversity but also on creating inclusive environments that support the success and well-being of all student populations, in this case, transgender students.

Eustace, T. & Jeffrey, H. (2022) conducted a study on "Challenges to Inclusivity: An Investigation of Transgender Policy Implementation at a Suburban High School". The study reveals that, the national policy context regarding transgender students' rights has been volatile in recent years. New York State's Department of Education has a transgender policy in place, yet local school districts around New York State do not. This qualitative case study examined how district and school staff perceived the knowledge and effectiveness of transgender policies. Findings suggest a policy breakdown created by key stakeholders at both the district and school levels that leave transgender students vulnerable.

Cardinal, & Hoanglan. (2021) in their study on "Creating Safe and Inclusive Schools for LGTBQ Students" shows that, positive school climates foster an optimal learning environment in which students feel safe and supported, and are in a greater position to thrive in terms of academic performance, better relationships with peers and staff, and overall social-emotional well-being. Lesbian, gay, bisexual, transgender, or queer (LGBTQ) students often have to navigate more challenges and hostile school

climates compared to their heterosexual peers because school practices, policies, and curricula tend to prioritize heteronormative structures. Significant work is required to challenge these structures, such as by implementing zero-tolerance policies, LGTBQ-inclusive curricula and mandatory professional development for educators, and by creating safe spaces for LGTBQ students within schools.

Schmitz &Tabler (2021) worked on "Health services and intersections of care: promises and pitfalls experienced by LGBTQ+ Latino/a emerging adults" and found that the majority of LGBTQ+ adults emphasized how being regarded as a young person influenced their interactions with providers and hindered their sense of health care autonomy. The reactions of health care providers toward LGBTQ+ individuals ranged on a spectrum, encompassing messages of discrimination, ignorance, and acceptance, all of which had an impact on the quality of health treatment for young people. Most LGBTQ+ people attribute their encounters with doctors to a lack of respect for their point of view and not being taken seriously.

Zongrone, A. D., Truong, N. L., & Kosciw, J. G. (2020) conducted a study on Erasure and resilience: The experiences of LGBTQ students of color, Native American, American Indian, and Alaska Native LGBTQ youth in U.S. schools. This research has illustrated that Native American, American Indian, and Alaska Native youth (referred to, henceforth, as Native and Indigenous youth in this report) as well as lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth often face unique challenges at school related to their marginalized identities. A

long history of violence and cultural erasure targeting indigenous communities has contributed to Native and Indigenous youths' experiences of discrimination and harassment at school from both peers and school personnel. These experiences may contribute to disparities in high school completion as well as troubling rates of substance use and suicide among Native and Indigenous youth. Similarly, LGBTQ youth often face unique challenges related to their sexual orientation, gender identity, and gender expression. LGBTQ youth often report experiencing victimization and discrimination, and have limited access to in school resources that may improve school climate. This report examines the experiences of Native and Indigenous LGBTQ students with regard to indicators of negative school climate and their impact on academic achievement, educational aspirations, and psychological well-being.

Murray, K.A., Trexler C.J., & Cannon, E. B. (2020) in their study on Queering Agricultural Education Research: Challenges and Strategies for Advancing Inclusion narrates that, for more than 30 years, the field of agricultural education has grappled with complex questions of how to recruit, support, retain, and teach diverse youth. Yet the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community is rarely included in published agricultural education research. This philosophical paper addresses the immediate need for understanding more about LGBTQ youth in agricultural education, while identifying opportunities and specific strategies to shift the culture of agricultural education research towards inclusion. Queer theory is leveraged to reveal a nascent body of literature related to

sexuality in 4-H and school-based agricultural education. LGBTQ youth in agricultural education face significant challenges: educators ill prepared to meet their needs, a lack of policies to inform decision making, active homophobia from teachers and peers, among others. Agricultural education researchers face methodological and disciplinary barriers to conducting LGBTQ research. Authors employ unique tactics to conduct and disseminate their work. Understanding these strategies and analysing the conditions that necessitate their use contributes to the disciplinary knowledge of how to conduct inclusive research not just for LGBTQ youth -- but for the profession writ large.

Bibles, Kaplan, Lieberman & Goldfarb (2020) worked on a retrospective analysis of sex education messages received by LGB youth' by using a focus group researcher asked LGBTQ youth in Oregon about their experiences in school-based sexuality education. Most persons reported that feel excluded from the curriculum. Teachers did not provide information about non-heterosexuality and when students asked questions, they were made silent by the teacher and not allowed to talk about LGBTQ issues.

Mesner (2020) reviewed Trans people in higher education published by Beemyn & Albany, and found that transgender students find themselves as reflective and transitional norms for the next generation. In the USA, for trans people, the government offers scholarships through institutions, although they were contributing to the country's development. Universities found that a deeper understanding of trans issues with contextual

realities gave inclusiveness in higher education. if trans people will be explored in higher education, then any country's socioeconomic condition and development will improve with their potential.

Sarkar & Pervin (2020) worked on socioeconomic condition of Hijra Community: A study on Dhaka city' and found that mostly hijra peoples lived with their community under the leadership of 'Guru' or 'Guruma'. They faced various problems in academic institutions such as harassment from their friends. Most of them had a smoking habit and took drugs due to the frustration of life. Bangladesh government gave them a third gender identity, employment offers through the program, also provisions for training and scholarship after that they have the skill to apply for any jobs.

Travers, Murray & Kull (2020) worked on "Sexual health and risk-taking behaviour among New York City high school students: variation by sexual orientation and gender identity status" and reported that LGBTQ people were more involved in risky sexual activities than heterosexual peers. LGBTQ youth used drugs or alcohol during intercourse and utilized contraception less. Transgender youth's sexual behavior has put them in danger.

Wandrekar & Nigudkar (2020) studied LGBTQIA+ mental health in India' and found that LGBTQIA+ had suffered from depression, substance abuse, internalized stigma, and victimization of synergistic effect on the sexual risk because of lack of awareness about protective sexual practices. They also experienced a lack of family acceptance, partner   and   peer

violence, and discrimination at school and the workplace. Transgender communities had a higher risk of anxiety, depression suicidal nature because of sexual minority stigma, gender nonconformity stigma, and stigma about being HIV positive.

McDowell, Hughto & Reisner (2019) found that transgender masculine adults had mental health burdens and illuminates' risk and protective factors for mental health status in transgender people. Transmasculine adults had a high prevalence of mental health morbidity, including co- morbidity. Low socioeconomic status, lack of college education, discrimination, and violence were risk factors for poor mental health while resilience, older age, and being in a committed relationship were protective factors in transmasculine adults. The socio-demographic factors also caused risk factors for poor mental health in transmasculine adults. Low income and limited educational attainment were associated with depression and anxiety. Everyday discrimination and intimate partner violence (IPV) and stigma also shaped poor mental health, and are the only high-risk factor found to be associated with depression, anxiety, and non-suicidal self-injury (NSSI).

Simpson (2019) reviewed the book Trans youth in education and found that US transgender push back themselves against restrictions and, they are using social media to educate others. Their discussions are based on sexuality education but here one of the loopholes is an inclusive understanding of bodies and desires, here transgender findings are also shared about the composition of collaborative writing with the personal

experiences of trans peoples. In this area, NGOs also contributed in Hongkong must play by filling education and service gaps for trans students. In England, transgenders discussed their finding themes through their explored vocabulary with new terms. In Ireland, transgenders represented themselves through television, newspapers, and YouTube video clips. In the USA, transgender education focused on a reflective level of education for transgenders that will enhance education.

Shelton & Lester (2018) remarked that transgender students experienced discrimination, intolerance, and physical and mental harassment in school due to their sexual orientation and gender identity. The school works hard to enforce the status quo. Gender norms were in full effect in most school buildings, gender binary gets reinstituted in even the most innocuous moments.

Johnson (2017) remarked that transgender students' experience of college campus space is CIS normative, coupled with the heightened risk of violence faced by transgender people in the wider culture. Educators ignored transgender's narrative of gender or sexuality in the classroom. They also faced consistent erasure on university forms where their identity was unlisted. The social pressure of negotiating self-performance of gender identity added to the pressure of academics and proves to exceed a balanced lifestyle.

McGlashan & Fitzpatrick (2017) conducted a study on LGBTQ youth activism and school: challenging sexuality and gender norms' and wrote in their report that LGBTQ groups provided a space for students to explore their vagueness, express diverse identities, and engage in process of legitimation, and provide

space for LGBTQ students to recognize the heteronomy. There were dilemmas in group use of pronouns (he, she, they, them) to name themselves. With the use of diverse pronouns, the students were finding themselves as queer subjects.

Nicolazzo, Pitcher, Renn& Woodford (2017) explained that transgender students created kinship networks around campus and their local communities where they felt safe and comfortable, and recognized as trans. Transgender student organizations provided support to trans students to persist in college and created kinship networks on social media like Facebook, Twitter, etc. These social media were important to create connections across various silent social identities.

Puigvert, Valls, Yeste, Aguilar & Merrill (2017) worked on gender-based violence in Spanish Universities by using communicative evaluation of social impact and found that people faced gender-based harassment on university campuses. There were no measures to identify and recognize the gender-based violence in institutions also a lack of support for victims.

Dugan, et al. (2016) provided basic information about transgender students, including their perspectives, participation, and educational outcomes in a college setting. In comparison to their peers, TG students had poor educational outcomes and low perceptions of safety and belonging (non-transgender LGB and heterosexual). TG students' experiences and needs differ from those of LGB students. Due to a lack of knowledge about LGBT people, faculty members mentor fewer MTF and intersex students.

Jones, Smith, Ward, Dixon, Hillier & Mitchell (2016) worked on School experiences of transgender and gender diverse students in Australia' and found that transgender and gender diverse students avoided their school because they cannot conform to the gender stereotypes dominant within the school. Most of them had formally changed their gender on their school records and few of them did not feel safe declaring their gender identity at school. Transgender and gender diverse students felt gender segregation in school. Researchers also mentioned that the transgender students who did not receive teachers' and staff support were over four times more at risk to leave school. Transgender students whose teachers used inappropriate language, those students experienced more verbal and physical abuse from peers and others based on their gender differences. They suffered poorer educational outcomes and thought about suicide.

Nemoto (2016) demonstrates that kathoey sex workers were put in dangerous conditions in a variety of sex work settings. According to research, HIV prevention programs for Kathoey should emphasize the value of their financial security and how it connects to social support and gender transition within a context specific to their culture and workplace.

Peter et al. (2016) investigated the link between suicidal ideation and school climate among LGBTQ youth in Canadian schools. The findings show that even small efforts to increase understanding of LGBTQ issues have a significant impact on the experiences and perceptions of LGBTQ youth, resulting in a decrease in suicidal tendencies among them. The LGBTQ

inclusive policies attempted to improve the school climate and reduce the effects of homophobia and transphobia in schools.

Bouman (2014) investigated the connection between social support and the psychological health of those who experience gender dysphoria. The conclusions have the finding that trans women have historically felt a lack of social support, which might be rectified by teaching about and addressing non-transgendered people's attitudes about those who experience gender dysphoria.

Payne, E. et al. (2014) described the experiences of elementary school professionals with transgender children in elementary schools. The findings show that most participants expressed concerns about transgender identity and the violation of the two-norm gender system, but this mental state limits the likelihood of schools recognizing transgender identity.

Tabassum &Jamil (2014) carried out a study on „Plight of Marginalized: Educational Issues of Transgender Community in Pakistan' and found that transgender was aware of their sexual orientation. They lived with their communities because the attitude and behavior of the family were so rude. Transgenders could not easily move within the society because social prejudices were very strong against them. Transgenders did not get an education; have not accepted and equal access to education. Few transgenders tried to get an education but they faced a lot of problems like enrollment in school, group selection in classrooms, and answering the unknown questions of their peers. The family was not serious about their education. Regarding the perception of their education, most of them agreed that education can play a very important role in a person's life

and their upward mobility in society. They were interested in education that could cater to their needs, and believe that education can bring change in their life. Transgenders believed that education can change existing as well as new job opportunities for them, and bring them the confidence to face social attitudes in society.

2.6 CRITICAL REVIEW

The review of studies shows that use of Educational and social challenges of Transgender people. transgender individuals often face discrimination and marginalization in educational settings, which can lead to lower academic achievement and higher dropout rates. This discrimination can take various forms, including harassment, bullying, and lack of institutional support, social stigma and lack of acceptance from family, peers, and society at large contribute to the mental health challenges experienced by many transgender individuals. Depression, anxiety, and suicidality are more prevalent among transgender people compared to the general population. The investigators have reviewed 50 studies related to the variables. Among them 26 are foreign studies and 28 are Indian studies. Questionnaires were mostly used as tools for the studies and other tools used were observation, interview, checklist, document analysis. For analysing data, Statistical tests used were 't' test, 'F' test, ANOVA, Chi-Square and regression. Further, the present study differs from the studies discussed above in terms of population, area and samples. So, the investigators have conducted a study on Educational and social challenges of Transgender people in Tirunelveli District.

2.7 CONCLUSION

A literature review is part of a report. It provides considerable information on the topic being researched and the various works that had gone on in the field over the years. The review of related literature has illuminated the multifaceted challenges encountered by transgender individuals, particularly in educational and social spheres. These challenges range from discrimination and marginalization in educational settings to societal prejudices and familial rejection that contribute to mental health issues such as depression and anxiety. By synthesizing insights from a diverse body of literature, this review provides a comprehensive backdrop against which our own investigation into the educational and social challenges faced by transgender individuals in Tirunelveli District can be situated. This groundwork not only underscores the urgency of addressing these challenges but also informs our research methodology and analytical approach.

CHAPTER: III
RESEARCH METHDOLOGY

3.1 INTRODUCTION

Research is a systematic and structured investigation conducted to discover new knowledge, validate existing theories, or solve specific problems (Creswell, 2014). It plays a crucial role in advancing fields of study, informing policy decisions, and enhancing our understanding of the world around us.

Despite its importance, conducting research is not without challenges. Researchers often face issues related to funding, ethical considerations, data collection, and analysis (Silverman, 2016). Additionally, interpreting and communicating research findings effectively to diverse audiences can be challenging but is essential for its impact and relevance.

3.2 TYPES OF RESEARCH

Research can be categorized into different types based on various criteria, such as methodology, nature of information, and purpose. Understanding these types helps researchers select the appropriate methodology and approach to address their research questions effectively.

Qualitative Research

Qualitative research focuses on exploring and understanding human behaviour, experiences, and perceptions in depth. It utilizes methods such as interviews, focus groups, and observations, with an emphasis on thematic and content analysis (Merriam & Tisdell, 2015).

Quantitative Research

Quantitative research aims to collect and analyse numerical data to test hypotheses and identify patterns. It utilizes methods like surveys, experiments, and statistical analysis to ensure objectivity and replicability (Creswell, 2014).

Mixed Methods Research

Mixed methods research combines both qualitative and quantitative approaches, integrating data from different sources to provide a more holistic view of the research problem. It employs a combination of methods and data analysis techniques to complement each other (Creswell & Plano Clark, 2017).

Exploratory Research

Exploratory research is used to explore new areas or phenomena. It often employs flexible methodologies like surveys, interviews, and literature reviews to identify research variables, clarify concepts, and generate initial hypotheses (Saunders, Lewis, & Thornhill, 2016).

Descriptive Research

Descriptive research seeks to describe and characterize the status or characteristics of a phenomenon or group. It uses structured methods such as surveys, observational studies, and content analysis to provide a snapshot of existing conditions (Bryman, 2016).

Explanatory Research

Explanatory research aims to explain relationships between variables and understand underlying mechanisms. It often employs experimental and longitudinal designs to test hypotheses, explore cause-and-effect relationships, and provide

insights into the mechanisms underlying phenomena (Creswell, 2014).

Evaluative Research

Evaluative research assesses the effectiveness, outcomes, or impact of interventions, programs, or policies. It utilizes outcome evaluations, impact assessments, and case studies to evaluate initiatives based on predefined criteria or standards (Rossi, Lipsey, & Henry, 2018).

Each type of research serves a unique purpose and contributes to the advancement of knowledge. Whether it is exploring new areas, describing existing conditions, explaining relationships, or evaluating interventions, understanding these types of research helps researchers choose the appropriate methodology and approach for their studies.

3.3 PURPOSE OF RESEARCH

Research serves multiple purposes, each contributing to the advancement of knowledge, understanding of phenomena, and practical applications in various fields. Understanding these purposes helps researchers clarify their objectives and choose appropriate methodologies.

The primary purpose of research varies depending on its nature and context. It may aim to explore new phenomena, describe existing conditions, explain relationships between variables, or evaluate the effectiveness of interventions (Bryman, 2016).

1. Exploration

One of the primary purposes of research is exploration, which involves investigating new areas or phenomena where limited

information is available. Exploration helps identify research gaps, generate initial hypotheses, and lay the groundwork for further investigation (Saunders, Lewis, & Thornhill, 2016). It is often the starting point for research projects, allowing researchers to explore new territories and expand the boundaries of knowledge.

2. Description

Description aims to provide a detailed account or characterization of a phenomenon, group, or situation. Descriptive research methods, such as surveys, observational studies, and content analysis, are used to describe the characteristics, behaviors, or attitudes of a population or phenomenon (Bryman, 2016). Description provides a snapshot of existing conditions, identifying patterns, trends, and relationships among variables.

3. Explanation

Explanation seeks to understand the relationships between variables and uncover underlying mechanisms or causal relationships. Explanatory research aims to test hypotheses, explore cause-and-effect relationships, and provide insights into the mechanisms underlying phenomena (Creswell, 2014). Explanation contributes to theory development and helps researchers understand the reasons behind observed phenomena.

4. Prediction

Prediction aims to forecast future events or outcomes based on existing data and relationships between variables. Quantitative research methods, such as statistical analysis and modelling, are often used for prediction (Creswell, 2014). Prediction is particularly important in fields like economics, finance, and

meteorology, where forecasting future trends and outcomes is crucial for decision-making.

5. Evaluation

Evaluation involves assessing the effectiveness, outcomes, or impact of interventions, programs, or policies. Evaluative research methods, such as outcome evaluations, impact assessments, and case studies, are used to evaluate initiatives based on predefined criteria or standards (Rossi, Lipsey, & Henry, 2018). Evaluation helps stakeholders determine the quality, relevance, and success of initiatives and make informed decisions about future actions.

6. Validation

Validation aims to confirm or validate existing theories, models, or findings through empirical evidence. Validation research often involves replicating previous studies or testing hypotheses across different contexts to confirm the generalizability of findings (Bryman, 2016). Validation contributes to the credibility and reliability of research findings and theories.

The purposes of research are diverse and multifaceted, ranging from exploration and description to explanation, prediction, evaluation, and validation. Each purpose serves a unique role in advancing knowledge, understanding phenomena, informing practice, and facilitating decision-making in various fields. By identifying and understanding these purposes, researchers can clarify their objectives, choose appropriate methodologies, and contribute meaningfully to their respective fields.

3.4 METHOD ADOPTED IN THE PRESENT STUDY

Descriptive method had been adopted using survey as a technique in the present study. Survey is a procedure in which data were systematically collected from a population through some direct solicitations such as face-to-face interview, questionnaire or schedule and observation. It is concerned with the present and attempts are made to find out the present position of the phenomena, which is being investigated. Its process involves description, recording, analysing and interpreting conditions that exist. According to John W. Best (1977) "The survey is extensive and cross-sectioned dealing with a relatively large number of cases at a particular time and yielding statistics that are abstract from particular cases".

3.5 POPULATION AND SAMPLE OF THE STUDY

In the words of S. K. Gupta (1994) "A population (or) universe is objects whether animate or inanimate. It consists of all sets of individuals or their attributed that can be described as having a unique pattern or characteristics or qualities". All items in any field of inquiry constitute a 'Universe' or 'Population.' A complete enumeration of all items in the 'population' is known as a census inquiry. It can be presumed that in such an inquiry, when all items are covered, no element of chance is left and highest accuracy is obtained. Sampling means selecting a given number of subjects from a defined population as representative of that population. The main methods of selecting a sample are Probability Sampling and Non-Probability Sampling. The investigators had used simple random sampling technique for selecting the sample for the research. The investigators have

selected 120 Transgender Tirunelveli district for the sample of the research. The total of 120 Transgender were involved in the student and the questionnaire were used to analyse the Educational and Social Challenges of Transgender in Tirunelveli District.

3.6 DISTRIBUTION OF THE SAMPLE

Table: 3.01

Age – Wise Distribution of the Sample

Age	No. of Transgender	Percentage
18 - 25	33	27.5
26 - 35	36	30.0
35 - 50	27	22.5
Above 50	24	20.0
Total	120	100.0

It is inferred from the above table that the sample consisted of 27.5% of Transgender is under age level 18 – 25, 30.0% of Transgender is under age level 26 – 35, 22.5% of Transgender is under age level of 35 – 50 and 20.0% of Transgender is under age level of Above 50.

Figure: 3.01

Age – Wise Distribution of the Sample
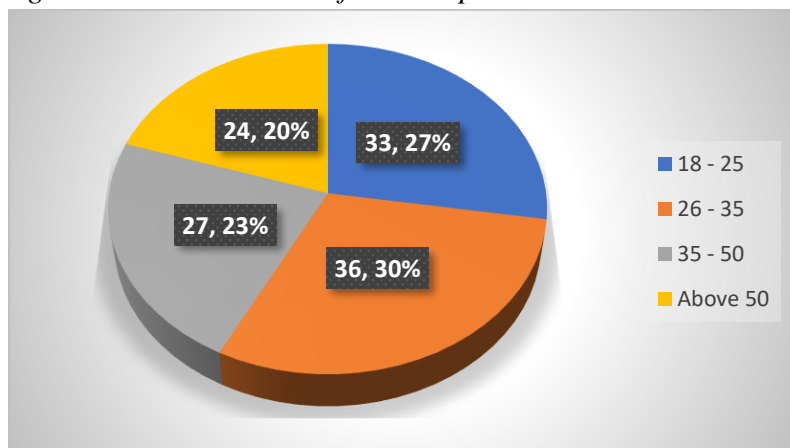
Table: 3.02

Sexual Orientation– Wise Distribution of the Sample

Sexual Orientation	No. of Transgender	Percentage
Male	8	6.7
Female	15	12.5
Transgender	75	62.5
Do not Identify as Male, Female or Transgender	22	18.3
Total	120	100.0

It is inferred from the above table that the sample consisted of 6.7 % of Transgenders Sexual Orientation is Male,12.5% of Transgenders Sexual Orientation is Female,62.5% of Transgenders Sexual Orientation is Transgender and 18.3% of

Transgenders Sexual Orientation is Do not identify as male, female or Transgender

Figure: 3.02

Sexual Orientation– Wise Distribution of the Sample
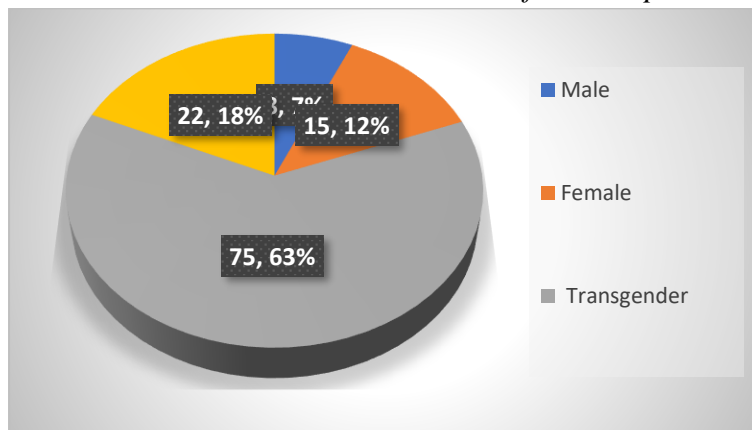
Table: 3.03

Education – Wise Distribution of the Sample

Qualification	No. of students	Percentage
Illiterate	14	11.7
Primary Education	16	13.3
High School	25	20.8
Higher Secondary	28	23.3
Graduation& above	37	30.8
Total	120	100.0

It is inferred from the above table that the sample consisted of 11.7 % of Transgenders Education is Illiterate,13.3% of Transgenders Education is Primary Education,20.8% of Transgenders Education is High School, 23.3% of Transgenders Education is Higher Secondary and 30.8% of Transgenders Education is Graduation& above.

Figure: 3.03

Education – Wise Distribution of the Sample
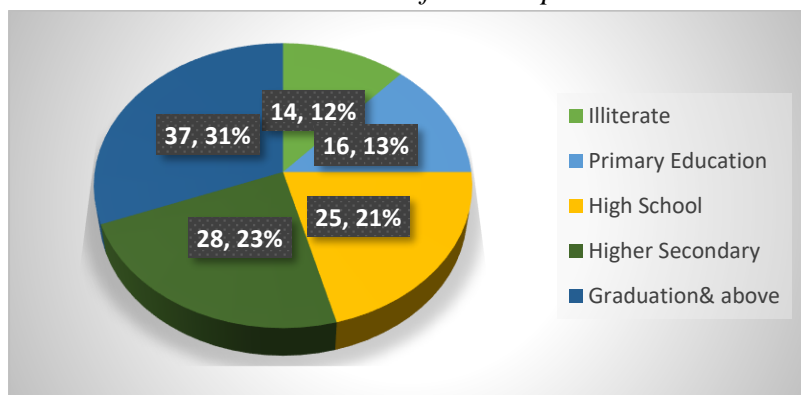
Table: 3.04

Religion– Wise Distribution of the Sample

Discipline	No. of students	Percentage
Hindu	96	80.0
Muslim	11	9.2
Christian	13	10.8
Total	120	100.0

It is inferred from the above table that the sample consisted of 80.0 % of Transgenders Religion is Hindu 9.2% of Transgenders Religion is Muslim and 10.8% of Transgenders Religion is Christian.

Figure: 3.04

Religion – Wise Distribution of the Sample
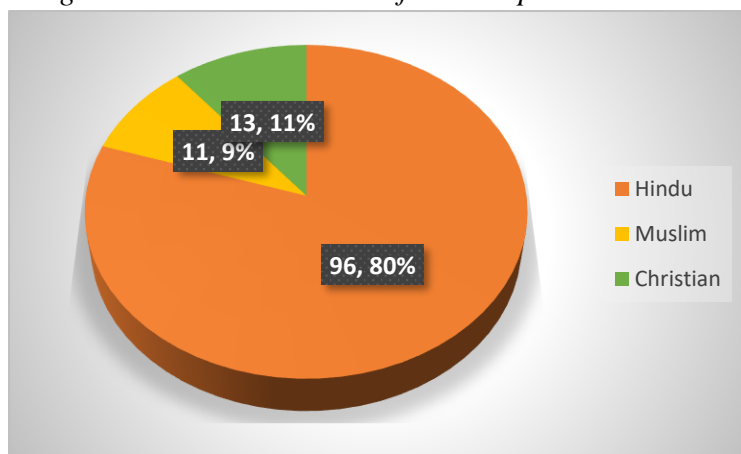
Table: 3.05

Mode of Living – Wise Distribution of the Sample

Mode of Living	No. of students	Percentage
With Family Members	24	20.0
With the Same Group	60	50.0
Hostel or Home	36	30.0
Total	120	100.0

It is inferred from the above table that the sample consisted of 20.0 % of Transgenders Mode of Living is with family

members,50.0% of Transgenders Mode of Living is with the same group and 30.0% of Transgenders Mode of Living is Hostel or Home.

Figure: 3.05

Mode of Living – Wise Distribution of the Sample
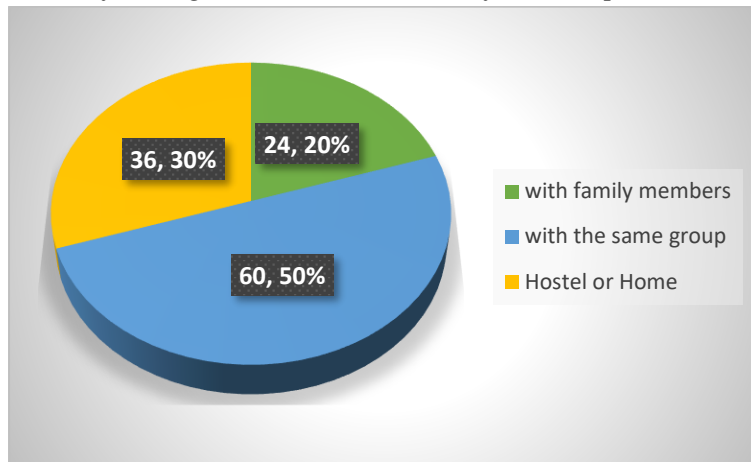
Table: 3.06

Occupation– Wise Distribution of the Sample

Occupation	No. of students	Percentage
Daily wage	6	5.0
Job only at intervals	27	22.5
Self-employed	8	6.7
Begging	70	58.3
Sex work	9	7.5
Total	120	100.0

It is inferred from the above table that the sample consisted of 5.0 % of Transgenders Occupation is Daily wage,22.5% of Transgenders Occupation is Job only at intervals,6.7% of Transgenders Occupation is Self-employed, 58.3% of Transgenders Occupation is Begging and 7.5% of Transgenders Occupation is Sex work.

Figure: 3.06

Occupation – Wise Distribution of the Sample
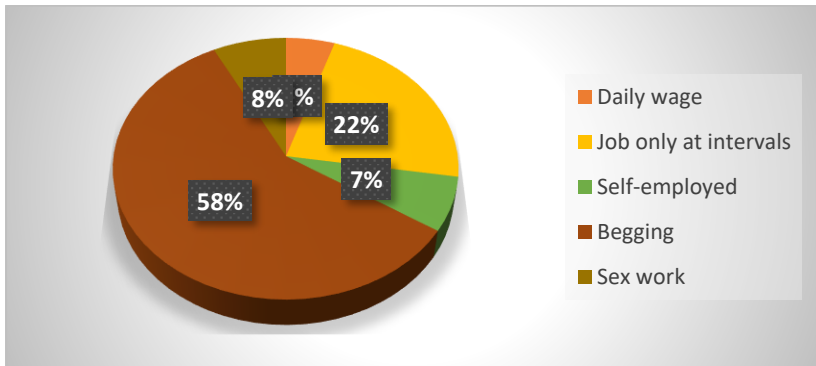
Table: 3.07

Monthly Income – Wise Distribution of the Sample

Monthly Income	No. of students	Percentage
Below 3000	13	10.8
3000-5000	36	30.0
5001-10000	46	38.3
10001-15000	25	20.8
Above 15000	13	10.8
Total	120	100.0

It is inferred from the above table that the sample consisted of 10.8 % of Transgenders Monthly Income is Below Rs.3000, 30.0% of Transgenders Monthly Income is Rs.3000-5000, 38.3% of Transgenders Monthly Income is Rs5001-10000, 58.3% of Transgenders Monthly Income is Rs.10001-15000 and 10.8% of Transgenders Monthly Income is Above Rs.15000.

Figure: 3.07

Monthly Income – Wise Distribution of the Sample
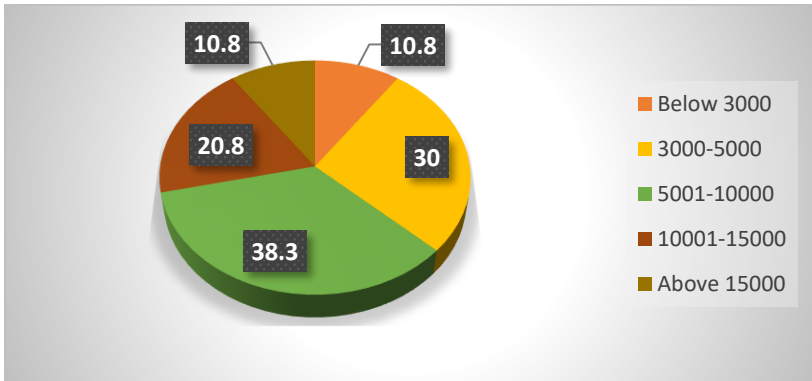
Table: 3.8

Marital Status – Wise Distribution of the Sample

Marital Status	No. of Transgender	Percentage
Unmarried	82	68.3
Separated	11	9.2
divorced	3	2.5
Widow	24	20.0
Have a partner	82	68.3
Total	120	100.0

It is inferred from the above table that the sample consisted of 68.3 % of Transgenders Marital Status is Unmarried, 9.2% of Transgenders Marital Status is Separated, 2.5% of Transgenders Marital Status is divorced, 20.0% of Transgenders Marital Status is Widow and 68.3% of Transgenders Marital Status is Have a partner.

Figure: 3.08

Marital Status – Wise Distribution of the Sample
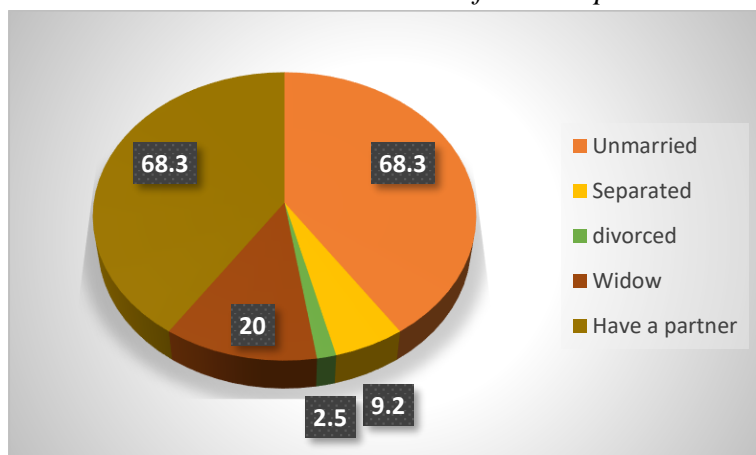
3.7 TOOL FOR THE STUDY

For this present study, 'Educational and Social Challenges scale' developed and validated by the investigators.

3.8 CONSTRUCTION OF THE TOOL

Constructing a research tool is the first practical step in carrying out research process. In a research process the researchers choose the most appropriate instrument and procedures of research tools that provide for the collection and analysis of data upon which hypotheses may be tested. The research tool is based upon the

problem and the sample selected for the study. In this present study the investigators used 'Educational and Social Challenges scale' for collection of data.

3.8.1 EDUCATIONAL AND SOCIAL CHALLENGES SCALE

Educational and social challenges significantly impact transgender individuals, exacerbating feelings of exclusion, discrimination, and mental health struggles. In educational settings, they may face bullying, harassment, and lack of inclusive policies, leading to lower academic achievement and reduced opportunities for advancement. Social stigma and discrimination can further isolate transgender individuals, hindering their ability to access support networks and essential services. To examine the Educational and Social Challenges of Transgender the investigators developed a tool known as Educational and Social Challenges scale. The scale consists of five dimensions namely educational challenges and its dimension Education System and Social challenges and its dimensions Physical, Psychological, Financial and Familial challenges.

3.8.2 DESCRIPTION OF THE TOOL

Personal Data Sheet

The personal data sheet was used to collect the general information of the college students. By using this the investigator had collected the information such as gender, age, qualification, discipline, residence, community, scholarship, location of the college, type of college, nature of college, status of college, type of family and percentage of marks. (Appendix No. III).

The Educational and Social Challenges scale consists of 45 items in the form of statements. Among the 45 items 9 are related to Education System, 9 are Physical challenges, 10 are psychological challenges,7 are financial challenges and 10 are related to Familial challenges of Transgender. Each statement has five alternative responses such as, strongly agree, agree, undecided, disagree, strongly disagree. The different dimensions selected for the present study are described below

Dimension 1: Education System

In the education system, transgender individuals face a range of challenges that significantly impact their educational experience and overall well-being. One of the primary issues is the lack of inclusive policies and resources specifically designed to meet the needs of transgender students, leading to feelings of isolation and exclusion (Greytak, Kosciw, & Diaz, 2009). Bullying and harassment from peers and even educators further contribute to a hostile learning environment for transgender students, which can hinder their academic performance and mental health (Kosciw, Greytak, Giga, Villenas, & Danischewski, 2016). These negative experiences can lead to decreased engagement in school and lower academic achievement among transgender students.

Dimension 2: Physical Challenges

Transgender individuals face a complex array of physical challenges that are intricately linked to societal norms, discrimination, and the struggle for gender affirmation. The process of affirming one's gender identity often precipitates a profound gender crisis, exacerbated by societal norms and values that fail to acknowledge or validate their identity (Bockting,

2008).Restrictions on freedom of movement due to safety concerns in public spaces, such as restrooms and transportation facilities, further compound these challenges, limiting transgender individuals' access to essential services and contributing to feelings of isolation and vulnerability (Grant et al., 2011).

Dimension 3: Psychological Challenges

Transgender individuals face significant psychological challenges, largely influenced by societal stigma, discrimination, and internal struggles related to gender identity. A key source of distress is gender dysphoria, which refers to the distressing incongruence between one's assigned sex at birth and their gender identity (American Psychiatric Association, 2013). This mismatch can lead to profound psychological distress and is often exacerbated by societal norms and values that fail to recognize or validate transgender identities.

Dimension 4: Financial Challenges

Financial problems generally refer to events, habits, or situations that jeopardize an individual's financial stability and well-being, often leading to significant stress and anxiety (Norvilitis, Merwin, Osberg, Roehling, Young, & Kamas, 2006). In the context of the present study, financial crisis among transgender individuals is particularly concerning as it impacts their access to gender-affirming healthcare, exacerbating financial instability, and limiting their ability to meet basic needs. The financial challenges faced by transgender individuals extend to housing insecurity, legal expenses related to name and gender marker changes, and mental health struggles, all of which further strain

their financial resources and overall well-being (Grant et al., 2011; James, Herman, Rankin, Keisling, Mottet, & Anafi, 2016).

Dimension 5: Familial Challenges

Familial challenges for transgender individuals frequently centre on acceptance, support, and understanding within the family unit. Many transgender individuals encounter rejection or resistance from family members who struggle to reconcile their preconceived notions of gender with the individual's identity (Ryan, Russell, Huebner, Diaz, & Sanchez, 2010). This lack of acceptance often leads to strained relationships, emotional distress, and feelings of isolation, as the family home, traditionally a place of comfort and support, becomes a source of conflict and tension (Budge, Adelson, & Howard, 2013).

3.9 PREPARATION OF THE DRAFT TOOL

Based on the selected dimensions the investigators constructed the statements for the tool by referring various journals, books, research articles and informal discussions with experts and professors. The draft tool consists of five dimensions namely educational challenges and its dimension Education System and Social challenges and its dimensions Physical, Psychological, Financial and Familial with a fivepoint scale i.e. strongly agree, agree, undecided, disagree, strongly disagree.

Table No.3.17

'Educational And Social Challenges Scale' - Draft Tool

Tool	Dimensions	No. of statements
Educational Challenges	Education System	9
Social Challenges	Physical	9
	Psychological	10
	Financial	7
	Familial	10
Total		45

Establishing Validity:

Research validity in surveys relates to the extent at which the survey measures right elements that need to be measured. In simple terms, validity refers to how well an instrument as measures what it is intended to measure. Oliver (2010) considers validity to be a compulsory requirement for all types of studies.

Content Validity:

Content validity is the extent to which the elements within a measurement procedure are relevant and representative of the construct that they will be used to measure (Haynes et al., 1995). Establishing content validity is a necessarily initial task in the construction of a new measurement procedure. To establish content validity, the Educational and Social Challenges scale was well scrutinized and checked by the experts of the educational field; a few modifications were done based on their comments, regarding the language, suitability, and relevance. Thus, the

content validity of the Educational and Social Challenges scale was affirmed.

Pilot Study

Before finalizing the tool, a pilot study was conducted. The draft scale consisting of 45 items was used for pilot study. The items were given to a sample of 25 transgender randomly selected from Tirunelveli district. The tool was scored. A copy of draft tool is given in (Appendix No. IV). The item validity was calculated by finding the Pearson Product Moment Correlation between the item score and the total score. The items having validity coefficient less than 0.235 at 0.01 level were decided to be eliminated. Therefore, the items bearing asterisk marks (*) were not selected. Therefore, out of 45 items 42 items were selected.

Table No.3.18

Correlation Value of Item Vs Whole Correlation

Educational Challenges		Social Challenges							
Education System		Physical		Psychological		Financial		Familial	
Item No.	'r' value	Item No.	'r' value	Item No.	'r' value	Item No.	'r' value	Item No.	'r' value
1	0.762	1	.327	1	0.568	1	0.502	1	0.275
2	0.641	2	.540	2	0.567	2	0.645	2	0.554
3	0.382	3	0.301	3	0.544	3	0.518	3	0.513
4	0.524	4	0.096	4	**0.184***	4	0.733	4	0.460
5	0.589	5	0.323	5	0.428	5	0.621	5	0.635
6	0.676	6	0.513	6	0.421	6	0.707	6	0.464
7	0.641	7	0.483	7	0.505	7	0.416	7	0.488
8	0.567	8	0.248	8	0.331			8	0.477
9	0.757	9	0.464	9	**0.179***			9	0.332
				10	**0.106***			10	0.471

Thus, the final Educational and Social Challenges scale consisted of 42 items. A copy of validated tool is given in (Appendix No. II).

3.10 RELIABILITY OF THE EDUCATIONAL AND SOCIAL CHALLENGES SCALE

The investigators randomly selected 25 transgenders from Tirunelveli district and the tool was administered to the transgender and then the scale was scored by the investigator. The reliability co-efficient was computed by Split-Half method. In this method reliability is judged by dividing the test items in to two halves such as odd numbered and even numbered items. The two sets of scores were correlated to find the correlation co-

efficient. The measure found to be reliable, since the correlation coefficient was 0.81.

Table No.3.19

Reliability of Educational and Social Challenges scale

Variable	Split half reliability	
	Pearson Product Moment Correlation	Spearman Brown Formula
Educational and Social Challenges scale	0.81	8.79

Table No.3.20

Educational and Social Challenges Scale -Final Tool

Tool	Dimensions	No. of statements
Educational Challenges	Education System	9
Social Challenges	Physical	9
	Psychological	7
	Financial	7
	Familial	10
Total		42

3.11 SCORING PROCEDURE

The Educational and Social Challenges scale consisted of 42 statements to measure the Educational and Social Challenges of Transgender. It is decided to give the scores as 5,4,3,2,1 for positive statements and 1,2,3,4,5 for the negative statements. The

scores of the respondents have obtained by adding scores for each item in the scale. The maximum score possible is 210 and the minimum is 42.

Table No.3.21

Range of the Score for Personal problems Scale

Tool	Dimensions	Range
Educational Challenges	Education System	9-45
	Physical	9-45
	Psychological	7-35
Social Challenges	Financial	7-35
	Familial	10-50
Total		42-210

3.12 STATISTICS USED

For analysing the data, the investigators used the following measures.

1. Arithmetic Mean
2. Standard Deviation
3. ANOVA
4. Chi- square
5. Correlation co-efficient

ARITHMETIC MEAN

It is defined as the quantity obtained by adding together all given items and by dividing this total by the number of items.The investigator has used the following formula for calculation arithmetic mean

$$\mu = \frac{\sum x}{N}$$

Where,

       μ=Arithmetic Mean

       ∑= Sum of scores

       X = Individual scores

       N = Number of items

STANDARD DEVIATION

Standard deviation is the square root of the arithmetic mean of the square of the square of the deviations of the observations from its arithmetic mean.The investigator used the following formula for calculating standard deviation,

$$\sigma = \frac{1}{N}\sqrt{N\sum x^2 - (\sum x^2)}$$

Where,

       σ = Standard deviation

       ∑= Sum of scores

       X = Individual scores

       N = Number of items

Levels

High level = the score above mean + 1 standard deviation

Moderate level= the score between $\pm$ 1 standard deviation

ANOVA

This is a useful technique for testing differences between the means of multiple independent samples. ANOVA is to test difference among the means of the samples by examining the amount of variation between the samples. This value is compared in the limit for given degrees of freedom. If the 'F' value worked

out is equal or exceeding the 'F' value (from tables), it indicates that there are significant differences among the sample means.

$$F = \frac{\text{Mean square variance between groups}}{\text{Mean square variance between groups}}$$

CHI – SQUARE TEST ($\chi2$)

For testing the association between variables, the investigator has used χ**2.**

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where,

$\chi2$= Chi – Square
O= Observed Frequency
E= Expected frequency

KARL PEARSONS PRODUCT MOMENT CORRELATION

Karl Pearson's product moment correlation is used to determine relationship between two variables.

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[\, n\Sigma x^2 - (\Sigma x)^2\,]\,[\, n\Sigma y^2 - (\Sigma y)^2\,]}}$$

N   = Total number of pairs
X   = Raw scores
Y   = Raw scores

R   = Karl Pearson's product   moment correlation coefficient.

The Statistical Package for Social Sciences (17.0) SPSS software was used in the analysis of data.

3.13 CONCLUSION

In this chapter the investigator explained the plan and procedure followed in the present study under the captions like description of the tools, scoring procedures, sample, and collection of data. In the next chapter, a detailed statistical analysis is presented.

CHAPTER IV
DATA ANALYSIS

4.1. INTRODUCTION

The analysis of data is a crucial step in the research process, where raw data collected through various research methods is transformed into meaningful insights, conclusions, and interpretations (Field, 2013). It involves systematically examining, organizing, and interpreting data to identify patterns, relationships, and trends, and to test hypotheses or research questions (Hair et al., 2018). The goal of data analysis is to derive actionable insights, make informed decisions, and contribute to the advancement of knowledge in a particular field (Tabachnick & Fidell, 2019).

4.2. ANALYSIS OF DATA

Data analysis can be broadly categorized into two main types: quantitative and qualitative. Quantitative data analysis involves statistical methods to analyse numerical data, while qualitative data analysis focuses on interpreting textual or visual data to uncover underlying meanings, themes, and patterns (Creswell, 2014). Both types of analysis require careful planning, rigorous methods, and appropriate tools to ensure accuracy, reliability, and validity of the findings (Bryman, 2016).

In this context, data analysis serves as the bridge between data collection and interpretation, transforming raw data into a format that can be easily understood, communicated, and used to inform decision-making and future research (Silverman, 2016). It is an iterative process that may involve revisiting and refining the

research questions, hypotheses, or analytical techniques based on preliminary findings or unexpected insights (Miles, Huberman, & Saldaña, 2014).

The analysis of data is an essential component of the research process, playing a vital role in transforming raw data into actionable insights and meaningful knowledge. Whether quantitative or qualitative in nature, data analysis requires careful planning, rigorous methods, and critical thinking to ensure that the findings are valid, reliable, and contribute meaningfully to the field of study. The major aim of the present study was to measure the educational and social challenges of transgender in Tirunelveli district. The investigator adopted the survey method for the study.

4.3 HYPOTHESIS TESTING
PART- I: PERCENTAGE ANALYSIS
Null Hypothesis 1.1

The level of educational challenges of transgender is moderate.

Table 4.1

Level of Educational Challenges of Transgender

Educational Challenges	Low		Moderate		High	
	No.	%	No.	%	No.	%
Transgender	18	15	81	67.5	21	17.5

It is inferred from the above table that 15%, 67.5 and 17.5% of transgender have low, moderate, and high levels of educational challenges, respectively.

Figure 4.1

Level of Educational Challenges of Transgender
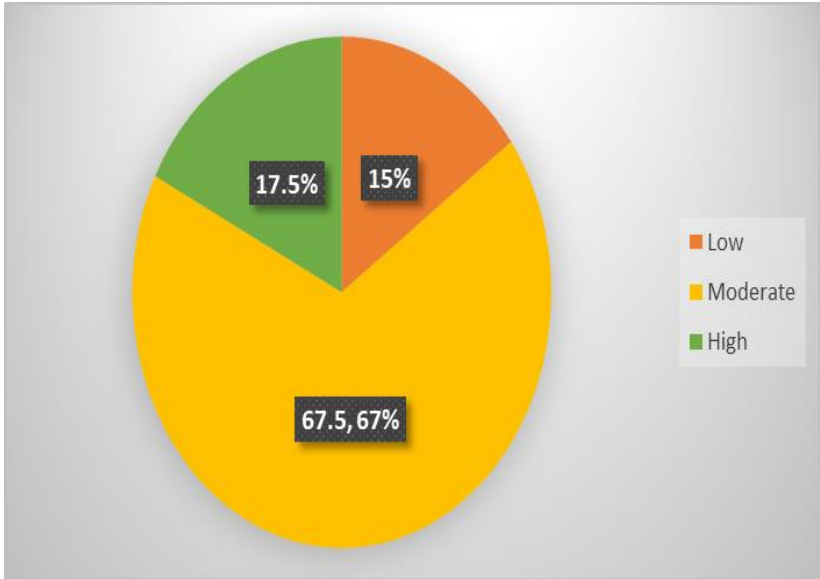
Null Hypothesis 1.2

The level of educational challenges of transgender with respect to all the background variables is moderate.

Table 4.2

Level of Educational Challenges of Transgender with respect to all the Background Variables

Background Variables		Low		Moderate		High	
		No.	%	No.	%	No.	%
Age	18 – 25 years	3	9.1	24	72.7	6	18.2
	26 – 35 years	7	19.4	23	63.9	6	16.7
	36 – 50 years	7	25.9	17	63	3	11.1
	Above 50 years	1	4.2	17	70.8	6	25
Sexual Orientation	Male	1	12.5	7	87.5	0	0
	Female	5	33.3	9	60	1	6.7
	Transgender	11	14.7	52	69.3	12	16
	Do not identify	1	4.5	13	59.1	8	36.4
Education	Illiterate	0	0	10	71.4	4	28.6
	Primary Education	2	12.5	11	68.8	3	18.8
	High School	2	8	15	60	8	32
	Higher Secondary	9	32.1	17	60.7	2	7.1
	Graduation and above	5	13.5	28	75.7	4	10.8
Religion	Hindu	16	16.7	61	63.5	19	19.8
	Muslim	0	0	9	81.8	2	18.2
	Christian	2	15.4	11	84.6	0	0
Mode of Living	With Family Members	3	12.5	9	37.5	12	50
	With the Same Group	10	16.7	44	73.3	6	10
	Hostel or Home	5	13.9	28	77.8	3	8.3
Occupation	Daily Wage	1	16.7	5	83.3	0	0
	The Job only at Intervals	4	14.8	13	48.1	10	37
	Self-employed	0	0	6	75	2	25
	Begging	11	15.7	52	74.3	7	10
	Sex work	2	22.2	5	55.6	2	22.2
Monthly Income	Below Rs.3,000	0	0	13	100	0	0
	Rs.3,001 – Rs.5,000	1	2.8	20	55.6	15	41.7
	Rs.5,001 – Rs.10,001	17	37	27	58.7	2	4.3
	Rs.10,001 – Rs.15,000	0	0	21	84	4	16
Marital Status	Unmarried	13	15.9	52	63.4	17	20.7
	Separated	0	0	9	81.8	2	18.2
	Divorced	1	33.3	2	66.7	0	0
	Have a Partner	4	16.7	18	75	2	8.3

It is inferred from the above table that 9.1%, 72.7%, and 18.7% of those aged 18 – 25 years transgender have low, moderate, and high levels of educational challenges, respectively. 19.4%, 63.9%, and 16.7% of aged 26 – 35 years transgender have low, moderate, and high levels of educational challenges, respectively. 25.9%, 63%, and 11.1% of those aged 36 – 50 transgender have low, moderate, and high educational challenges, respectively. 4.2%, 70.8%, and 25% of those aged above 50 have low, moderate, and high educational challenges, respectively.

12.5%, 87.5%, and 0% of male transgender have low, moderate, and high levels of educational challenges, respectively. 33.3%, 60%, and 6.7% of female transgender have low, moderate, and high levels of educational challenges, respectively. 14.7%, 69.3%, and 16% of transgender have low, moderate, and high levels of educational challenges, respectively. 4.5%, 59.1%, and 36.4% of do not identify as transgender have low, moderate, and high levels of educational challenges, respectively.

0%, 71.4%, and 28.6% of illiterate transgender have low, moderate, and high levels of educational challenges, respectively. 12.5%, 68.8%, and 18.8% of primary education transgender have low, moderate, and high levels of educational challenges, respectively. 8%, 60%, and 32% of high school education transgender have low, moderate, and high levels of educational challenges, respectively. 32.1%, 60.7%, and 7.1% of higher secondary school education transgender have low, moderate, and high levels of educational challenges, respectively. 13.5%, 75.7%, and 10.8% of graduation and above education transgender

have low, moderate, and high levels of educational challenges, respectively.

16.7%, 63.5%, and 19.8% of Hindu transgender have low, moderate, and high levels of educational challenges, respectively. 0%, 81.8%, and 18.2% of Muslim transgender have low, moderate, and high levels of educational challenges, respectively. 15.4%, 84.6%, and 0% of Christian transgender have low, moderate, and high levels of educational challenges, respectively.

12.5%, 37.5%, and 50% of transgender with family members have low, moderate, and high levels of educational challenges, respectively. 16.7%, 73.3%, and 10% of transgender with the same group have low, moderate, and high levels of educational challenges, respectively. 13.9%, 77.8%, and 8.3% of transgender hostels or homes have low, moderate, and high levels of educational challenges, respectively.

16.7%, 83.3%, and 0% of daily wage transgender have low, moderate, and high levels of educational challenges, respectively. 14.8%, 48.1%, and 3% of Job only at intervals transgender have low, moderate, and high levels of educational challenges, respectively. 0%, 75%, and 25% of self-employed transgender have low, moderate, and high levels of educational challenges, respectively. 15.7%, 74.3%, and 10% of begging transgender have low, moderate, and high levels of educational challenges, respectively. 22.2%, 55.6%, and 22.2% of sex work transgender have low, moderate, and high levels of educational challenges, respectively.

0%, 100%, and 0% of monthly income below Rs. 3,000 transgender have low, moderate, and high levels of educational

challenges, respectively. 2.8%, 55.6%, and 41.7% of monthly income Rs. 3,001 – Rs. 5,000 transgender have low, moderate, and high levels of educational challenges, respectively. 37%, 58.7%, and 4.3% of monthly income Rs. 5,001 – Rs. 10,000 transgender have low, moderate, and high levels of educational challenges, respectively. 0%, 84%, and 16% of monthly income Rs. 10,001 – Rs. 15,000 transgender have low, moderate, and high levels of educational challenges, respectively.

15.9%, 63.4%, and 20.7% of unmarried transgender have low, moderate, and high levels of educational challenges, respectively. 0%, 81.8%, and 18.2% of separated transgender have low, moderate, and high levels of educational challenges, respectively. 33.3%, 66.7%, and 0% of divorced transgender have low, moderate, and high levels of educational challenges, respectively. 16.7%, 75%, and 8.3% have a partner. Transgender persons have low, moderate, and high levels of educational challenges, respectively.

Figure 4.2

Level of Educational Challenges of Transgender with respect to all the Background Variables
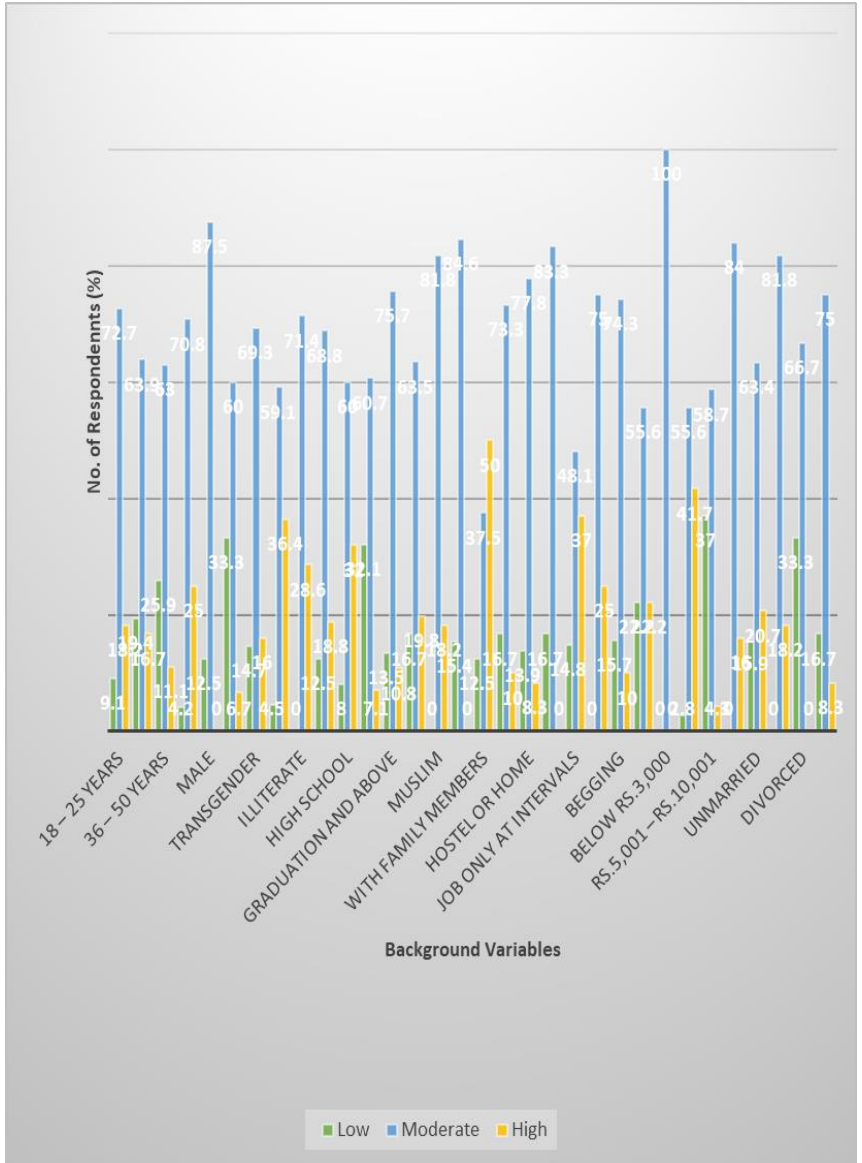
Null Hypothesis 1.3

The level of social challenges for transgender is moderate.

Table 4.3

Level of Social Challenges and its Dimensions of Transgender

Dimensions	Low		Moderate		High	
	No.	%	No.	%	No.	%
Physical Challenges	21	17.5	86	71.7	13	10.8
Psychological Challenges	23	19.2	78	65	19	15.8
Financial Challenges	30	25	85	70.8	5	4.2
Familial Challenges	21	17.5	73	60.8	26	21.7
Social Challenges Total	27	22.5	74	61.7	19	15.8

It is inferred from the above table that 17.5%, 71.7%, and 10.8% of transgender have low, moderate, and high levels of physical challenges, respectively.

19.2%, 65%, and 15.8% of transgender have low, moderate, and high levels of psychological challenges, respectively.

25%, 70.8%, and 4.2% of transgender have low, moderate, and high levels of financial challenges, respectively.

17.5%, 60.8%, and 21.7% of transgender have low, moderate, and high levels of familial challenges, respectively.

22.5%, 61.7%, and 15.8% of transgender have low, moderate, and high levels of social challenges total, respectively.

Figure 4.3

Level of Social Challenges and its Dimensions of Transgender
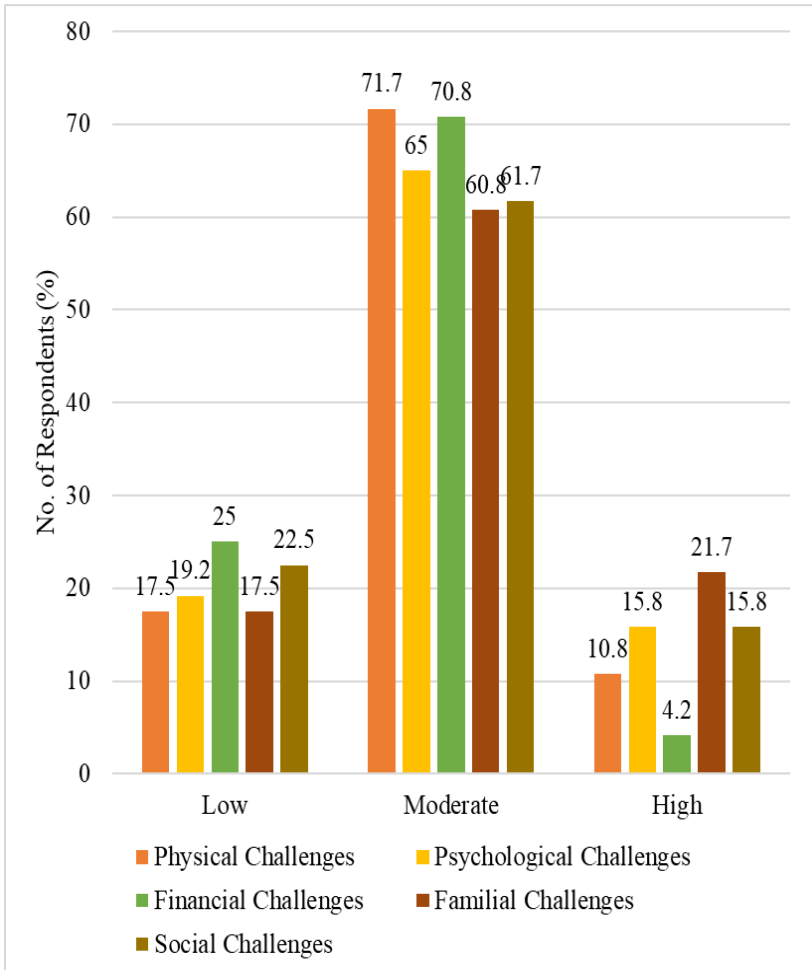
Null Hypothesis 1.4

The level of social challenges of transgender with respect to all the background variables is moderate.

Table 4.4

Level of Educational Challenges Dimension – Education System of Transgender with respect to all the Background Variables

Background Variables		Low		Moderate		High	
		No.	%	No.	%	No.	%
Age	18 – 25 years	2	6.1	29	87.9	2	6.1
	26 – 35 years	16	44.4	15	41.7	5	13.9
	36 – 50 years	6	22.2	15	55.6	6	22.2
	Above 50 years	3	12.5	15	62.5	6	25
Sexual Orientation	Male	2	25	4	50	2	25
	Female	4	26.7	11	73.3	0	0
	Transgender	15	20	46	61.3	14	18.7
	Do not identify	6	27.3	13	59.1	3	13.6
Education	Illiterate	2	14.3	10	71.4	2	14.3
	Primary Education	4	25	11	68.8	1	6.2
	High School	5	20	14	56	6	24
	Higher Secondary	4	14.3	19	67.9	5	17.9
	Graduation and above	12	32.4	20	54.1	5	13.5
Religion	Hindu	21	21.9	60	62.5	15	15.6
	Muslim	6	54.5	4	36.4	1	9.1
	Christian	0	0	10	76.9	3	23.1
Mode of Living	With Family Members	9	37.5	11	45.8	4	16.7
	With the Same Group	6	10	43	71.7	11	18.3
	Hostel or Home	12	33.3	20	55.6	4	11.1
Occupation	Daily Wage	0	0	3	50	3	50
	Job only at Intervals	4	14.8	19	70.4	4	14.8
	Self-employed	6	75	2	25	0	0
	Begging	13	18.6	47	67.1	10	14.3
	Sex work	4	44.4	3	33.3	2	22.2
Monthly Income	Below Rs.3,000	0	0	10	76.9	3	23.1
	Rs.3,001 – Rs.5,000	15	41.7	17	47.2	4	11.1
	Rs.5,001 – Rs.10,001	9	19.6	27	58.7	10	21.7
	Rs.10,001 – Rs.15,000	3	12	20	80	2	8
Marital Status	Unmarried	23	28	47	57.3	12	14.6
	Separated	2	18.2	7	63.6	2	18.2
	Divorced	1	33.3	1	33.3	1	33.3
	Have a Partner	1	4.2	19	79.2	4	16.7

It is inferred from the above table that 6.1%, 87.9%, and 6.1% of age 18 – 25 years transgender have low, moderate, and high levels of educational challenges, respectively. 44.4%, 41.7%, and 13.9% of those aged 26 – 35 years transgender have low, moderate, and high levels of educational challenges, respectively. 22.2%, 55.6%, and 22.2% of those aged 36 – 50 transgender have low, moderate, and high educational challenges, respectively. 12.5%, 62.5%, and 25% of those above 50 have low, moderate, and high educational challenges, respectively.

25%, 50%, and 25% of male transgender have low, moderate, and high levels of educational challenges, respectively. 26.7%, 73.3%, and 0% of female transgender have low, moderate, and high levels of educational challenges, respectively. 20%, 61.3%, and 18.7% of transgender have low, moderate, and high levels of educational challenges, respectively. 27.3%, 59.1%, and 13.6% of do not identify as transgender have low, moderate, and high levels of educational challenges, respectively.

14.3%, 71.4%, and 14.3% of illiterate transgender have low, moderate, and high levels of educational challenges, respectively. 25%, 68.8%, and 6.2% of primary education transgender have low, moderate, and high levels of educational challenges, respectively. 20%, 56%, and 24% of high school education transgender have low, moderate, and high levels of educational challenges, respectively. 14.3%, 67.9%, and 17.9% of higher secondary school education transgender have low, moderate, and high levels of educational challenges, respectively. 32.4%, 54.1%, and 13.5% of graduation and above education

transgender have low, moderate, and high levels of educational challenges, respectively.

21.9%, 62.5%, and 15.6% of Hindu transgender have low, moderate, and high levels of educational challenges, respectively. 54.5%, 36.4%, and 9.1% of Muslim transgender have low, moderate, and high levels of educational challenges, respectively. 0%, 76.9%, and 23.1% of Christian transgender have low, moderate, and high levels of educational challenges, respectively.

37.5%, 45.8%, and 16.7% of transgender with family members have low, moderate, and high levels of educational challenges, respectively. 10%, 71.7%, and 18.3% of transgender with the same group have low, moderate, and high levels of educational challenges, respectively. 33.3%, 55.6%, and 11.1% of transgender hostels or homes have low, moderate, and high levels of educational challenges, respectively.

0%, 50%, and 50% of daily wage transgender have low, moderate, and high educational challenges, respectively. 14.8%, 70.4%, and 14.8% of Job only intervals transgender has low, moderate, and high educational challenges, respectively. 75%, 25%, and 0% of self-employed transgender have low, moderate, and high levels of educational challenges, respectively. 18.6%, 67.1%, and 14.3% of begging transgender have low, moderate, and high levels of educational challenges, respectively. 44.4%, 33.3%, and 22.2% of sex work transgender have low, moderate, and high levels of educational challenges, respectively.

0%, 76.9%, and 23.1% of monthly income below Rs. 3,000 transgender have low, moderate, and high levels of educational challenges, respectively. 41.7%, 47.2%, and 11.1%

of monthly income Rs. 3,001 – Rs. 5,000 transgender have low, moderate, and high levels of educational challenges, respectively. 14.6%, 58.7%, and 21.7% of monthly income Rs. 5,001 – Rs. 10,000 transgender have low, moderate, and high levels of educational challenges, respectively. 12%, 80%, and 8% of monthly income   Rs. 10,001 – Rs. 15,000 transgender have low, moderate, and high levels of educational challenges, respectively.

28%, 57.3%, and 14.6% of unmarried transgender have low, moderate, and high levels of educational challenges, respectively. 18.2%, 63.6%, and 18.2% of separated transgender have low, moderate, and high levels of educational challenges, respectively. 33.3%, 33.3%, and 33.3% of divorced transgender have low, moderate, and high levels of educational challenges, respectively. 42%, 79.2%, and 16.7% have a partner. Transgender persons have low, moderate, and high levels of educational challenges, respectively.

Figure 4.4

 Level of Educational Challenges of Transgender with respect to all the Background Variables
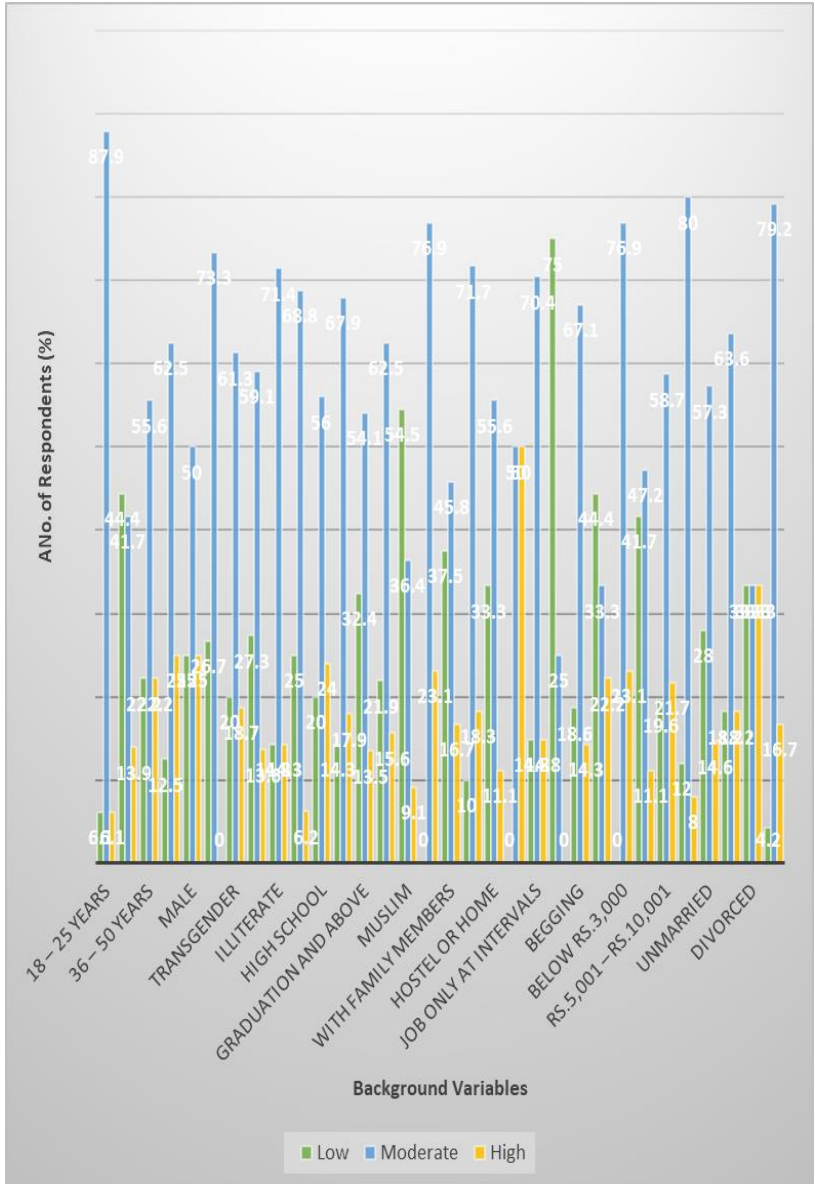
Part: II Differential Analysis
Null Hypothesis 2.1

There is no significant difference among males, females, transgender, and do not identify as transgender in their educational challenges dimension – Education System.

Table 4.5

Difference among Male, Female, Transgender, and Do Not Identify as Transgender in their Educational Challenges and its Dimension

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Educational Challenges	Between	378.872	3	126.291	2.578	S
	Within	5682.253	116	48.985		

[For 3, 116 degrees of freedom at 5 % level of significance, the table value 'F' is 2.13]

It is inferred from the above table that the calculated 'F' value is greater than the table value, so there is a significant difference among males, females, transgender, and do not identify as transgender in their educational challenges dimension – Education System. Hence, the null hypothesis is rejected. Duncan test is applied to find out the mean difference between different categories.

Table 4.6

Mean Scores in Educational Challenges of Transgender with respect to Sexual Orientation

Sexual Orientation	N	Subset for alpha=0.05
Male	8	33.63
Female	15	32.80
Transgender	75	35.85
Do not identify as Male, Female /Transgender	22	38.85

The Duncan test shows that mean scores of those do not identify as transgender (38.86) have high mean value than males (33.63), females (32.80), and transgender (35.85).

Null Hypothesis 2.2

There is no significant difference among illiterate, primary education, high school, higher secondary, and graduation, and above educated transgender in their educational challenges dimension – Education System.

Table 4.7

Difference among Illiterate, Primary Education, High School, Higher Secondary and Graduation and above Educated Transgender in their Educational Challenges and its Dimension

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Educational Challenges	Between	249.874	4	62.468	1.236	NS
	Within	5811.251	115	50.533		

[For 4, 115 degrees of freedom at a 5 % level of significance, the table value 'F' is 1.99]

It is inferred from the above table that the calculated 'F' value is lesser than the table value, so there is no significant difference among illiterate, primary education, high school, higher secondary, and graduation, and above educated transgender in their educational challenges dimension – Education System. Hence, the null hypothesis is accepted.

Null Hypothesis 2.3

There is no significant difference among Hindu, Muslim, and Christian transgender in their educational challenges dimension – Education System.

Table 4.8

Difference among Hindu, Muslim and Christian Transgender in their Educational Challenges and its Dimension

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Educational Challenges	Between	151.167	2	75.583	1.496	NS
	Within	5909.958	117	50.512		

[For 2, 117 degrees of freedom at a 5 % level of significance, the table value 'F' is 2.35]

It is inferred from the above table that the calculated 'F' value is lesser than the table value, so there is no significant difference among Hindu, Muslim, and Christian transgender in their educational challenges dimension – Education System. Hence, the null hypothesis is accepted.

Null Hypothesis 2.4

There is no significant difference among family members, with the same group and hostel or home living transgender in their educational challenges dimension – Education System.

Table 4.9

Difference among Family Members, with the Same Group and Hostel or Home Living Transgender in their Educational Challenges and its Dimension

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Educational Challenges	Between	350.211	2	175.106	3.587	S
	Within	5710.914	117	48.811		

[For 2, 117 degrees of freedom at a 5 % level of significance, the table value 'F' is 2.35]

It is inferred from the above table that the calculated 'F' value is greater than the table value, so there is a significant difference among family members, with the same group and hostel or home living transgender in their educational challenges dimension – Education System. Hence, the null hypothesis is rejected. Duncan

test is applied to find out the mean difference between different categories.

Table 4.10

Mean Scores in Educational Challenges of Transgender with respect to Mode of Living

Mode of Living	N	Subset for alpha=0.05
With Family Members	24	39.29
With the Same Group	60	35.02
Hostel or Home	36	35.03

The Duncan test shows that mean scores of family members living transgender (39.29) have a higher mean value than those with the same group (35.02) and hostel or home living transgender (35.03).

Null Hypothesis 2.5

There is no significant difference among unmarried, separated, divorced, and have a partner transgender person in their educational challenges Dimension – Education System.

Table 4.11

Differences among Unmarried, Separated, Divorced, and Partner Transgender in their Educational Challenges and its Dimension

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Educational Challenges	Between	25.977	3	8.659	0.166	NS
	Within	6035.148	116	52.027		

[For 3, 116 degrees of freedom at 5 % level of significance, the table value 'F' is 2.13]

It is inferred from the above table that the calculated 'F' value is lesser than the table value, so there is no significant difference among unmarried, separated, divorced, and have a partner transgender person in their educational challenges Dimension – Education System. Hence, the null hypothesis is accepted.

Null Hypothesis 2.6

There is no significant difference among males, females, and transgender who do not identify as transgender in their social challenges dimensions - physical, psychological, financial, and familial challenges.

Table 4.12

Difference among Male, Female, Transgender, and Do Not Identify as Transgender in their Social Challenges social challenges and its Dimensions

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Physical Challenges	Between	708.225	3	236.075	5.978	S
	Within	4581.100	116	39.492		
Psychological Challenges	Between	66.386	3	22.129	0.695	NS
	Within	3693.081	116	31.837		
Financial Challenges	Between	83.614	3	27.871	4.741	S
	Within	681.978	116	5.879		
Familial Challenges	Between	482.808	3	160.936	2.091	NS
	Within	8926.184	116	76.950		
Social Challenges Total	Between	966.186 3	3	322.062	1.108	NS
	Within	33727.405	116	290.753		

[For 3, 116 degrees of freedom at 5 % level of significance, the table value 'F' is 2.13]

It is inferred from the above table that the calculated 'F' value is lesser than the table value, so there is no significant difference among males, females, and transgender, and they do not identify as transgender in their social challenges dimensions – psychological, familial challenges and social challenges in total. Hence, the null hypothesis is accepted.

It is also inferred from the above table that the calculated 'F' value is greater than the table value, so there is a significant difference among males, females, transgender, and do not identify as transgender in their social challenges dimensions – physical and financial challenges. Hence, the null hypothesis is rejected. Duncan test is applied to find out the mean difference between different categories.

Table 4.13

Mean Scores in Physical Challenges of Transgender with respect to Sexual Orientation

Sexual Orientation	N	Subset for alpha=0.05
Male	8	37.25
Female	15	34.27
Transgender	75	38.07
Do not identify	22	32.00

The Duncan test shows that the mean scores of transgenders (38.07) have a higher mean value than males (37.25) and females (34.27) and do not identify (32).

Table 4.14

Mean Scores in Financial Challenges of Transgender with respect to Sexual Orientation

Sex Orientation	N	Subset for alpha=0.05
Male	8	32.25
Female	15	33.00
Transgender	75	32.19
Do not identify	22	34.36

The Duncan test shows that mean scores of those do not identify as transgender (34.36) have high mean value than males (32.25), females (33), and transgender (32.19).

Null Hypothesis 2.7

There is no significant difference among illiterate, primary education, high school, higher secondary, and graduation, and above educated transgender in their social challenges dimensions - physical, psychological, financial and familial challenges.

Table 4.15

Difference among Illiterate, Primary Education, High School, Higher Secondary and Graduation and above Educated Transgender in their Social Challenges and its Dimensions

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Physical Challenges	Between	292.738	4	73.184	1.684	NS
	Within	4996.587	115	43.449		
Psychological Challenges	Between	101.669	4	25.417	0.799	NS
	Within	3657.798	115	31.807		
Financial Challenges	Between	68.529	4	17.132	2.826	S
	Within	697.063	115	6.061		
Familial Challenges	Between	462.891	4	115.723	1.488	NS
	Within	8946.101	115	77.792		
Social Challenges Total	Between	1460.662	4	365.166	1.264	NS
	Within	33232.930	115	288.982		

[For 4, 115 degrees of freedom at a 5 % level of significance, the table value 'F' is 1.99]

It is inferred from the above table that the calculated 'F' value is lesser than the table value, so there is no significant difference among illiterate, primary education, high school, higher secondary, and graduation and above-educated transgender in their Social Challenges dimensions- physical challenges, psychological challenges, familial challenges and social challenges total. Hence, the null hypothesis is accepted.

It is also inferred from the above table that the calculated 'F' value is greater than the table value, so there is a significant difference among males, females, transgender, and do not identify as transgender in their Social Challenges dimension- financial challenges. Hence, the null hypothesis is rejected.

Duncan test is applied to find out the mean difference between different categories.

Table 4.16

Mean Scores in Financial Challenges of Transgender with respect to Education

Education	N	Subset for alpha=0.05
Illiterate	14	33.64
Primary Education	16	32.44
High School	25	32.32
Higher Secondary	28	33.71
Graduation and above	37	31.92

The Duncan test shows that mean scores of higher secondary educated transgenders (33.71) have a higher mean value than illiterate (33.64), primary education (32.44), high school (32.32), and graduation and above (31.92).

Null Hypothesis 2.8

There is no significant difference among Hindu, Muslim, and Christian transgender in their social challenges dimensions - physical, psychological, financial, and familial challenges.

Table 4.17

Difference among Hindu, Muslim, and Christian Transgender in their social challenges dimensions and its Dimensions

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Physical Challenges	Between	280.416	2	140.208	3.275	S
	Within	5008.909	117	42.811		
Psychological Challenges	Between	195.496	2	97.748	3.209	S
	Within	3563.971	117	30.461		
Financial Challenges	Between	13.499	2	6.749	1.050	NS
	Within	752.093	117	6.428		
Familial Challenges	Between	359.923	2	179.961	2.327	NS
	Within	9049.069	117	77.342		
Social Challenges	Between	2694.470	2	1347.235	4.926	S
Total	Within	31999.122	117	273.497		

[For 2, 117 degrees of freedom at a 5 % level of significance, the table value 'F' is 2.35]

It is inferred from the above table that the calculated 'F' value is lesser than the table value, so there is no significant difference among Hindu, Muslim, and Christian transgender in their social challenges dimensions- financial and familial challenges. Hence, the null hypothesis is accepted.

It is also inferred from the above table that the calculated 'F' value is greater than the table value, so there is a significant difference among males, females, transgender, and do not identify as transgender in their social challenges dimensions – physical, psychological challenges and social challenges total. Hence, the null hypothesis is rejected. Duncan test is applied to find out the mean difference between different categories.

Table 4.18

Mean Scores in Physical Challenges of Transgender with respect to Religion

Religion	N	Subset for alpha=0.05
Hindu	96	36.26
Muslim	11	33.45
Christian	13	40.15

The Duncan test shows that the mean scores of Christian transgenders (40.15) have a higher mean value than Hindu (36.26) and Muslim transgender (33.45).

Table 4.19

Mean Scores in Psychological Challenges of Transgender with respect to Religion

Religion	N	Subset for alpha=0.05
Hindu	96	27.16
Muslim	11	23.64
Christian	13	29.31

The Duncan test shows that the mean scores of Christian transgenders (29.31) have a higher mean value than Hindu (27.16) and Muslim transgender (23.64).

Table 4.20

Mean Scores in Social Challenges of Transgender with respect to Religion

Religion	N	Subset for alpha=0.05
Hindu	96	130.56
Muslim	11	118.45
Christian	13	139.69

The Duncan test shows that the mean scores of Christian transgenders (139.69) have a higher mean value than Hindu (130.56) and Muslim transgender (118.45).

Null Hypothesis 2.9

There is no significant difference among family members, with the same group and hostel or home living transgender in their social challenges dimensions - physical, psychological, financial and familial challenges.

Table 4.21

Differences among Family Members, with the Same Group and Hostel or Home Living Transgender in their Social Challenges and its Dimensions

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Physical Challenges	Between	203.544	2	101.772	2.341	NS
	Within	5085.781	117	43.468		
Psychological Challenges	Between	429.436	2	214.718	7.544	S
	Within	3330.031	117	28.462		
Financial Challenges	Between	14.144	2	7.072	1.101	S
	Within	751.447	117	6.423		
Familial Challenges	Between	230.253	2	115.126	1.467	NS
	Within	9178.739	117	78.451		
Social Challenges Total	Between	2683.744	2	1341.872	4.905	S
	Within	32009.847	117	273.588		

[For 2, 117 degrees of freedom at a 5 % level of significance, the table value 'F' is 2.35]

It is inferred from the above table that the calculated 'F' value is lesser than the table value, so there is no significant difference among family members with the same group and hostel or home living transgender in their social challenges dimensions - physical and familial challenges. Hence, the null hypothesis is accepted.

It is also inferred from the above table that the calculated 'F' value is greater than the table value, so there is a significant difference among family members with the same group and hostel or home living transgender in their social challenges dimensions – psychological, financial challenges and social challenges total. Hence, the null hypothesis is rejected. Duncan test is applied to find out the mean difference between different categories.

Table 4.22

Mean Scores in Psychological Challenges of Transgender with respect to Mode of Living

Mode of Living	N	Subset for alpha=0.05
With Family Members	24	24.88
With the Same Group	60	28.95
Hostel or Home	36	25.39

The Duncan test shows that mean scores of the same group living transgender (28.95) have a higher mean value than those with family members (24.88) and hostel or home living transgender (25.39).

Table 4.23

Mean Scores in Financial Challenges of Transgender with respect to Mode of Living

Mode of Living	N	Subset for alpha=0.05
With Family Members	24	33.39
With the Same Group	60	35.55
Hostel or Home	36	32.39

The Duncan test shows that mean scores of the same group living transgender (35.55) have a higher mean value than with family members (33.39) and hostel or home living transgender (32.39).

Table 4.24

Mean Scores in Social Challenges of Transgender with respect to Mode of Living

Mode of Living	N	Subset for alpha=0.05
With Family Members	24	125.38
With the Same Group	60	135.17
Hostel or Home	36	125.94

The Duncan test shows that mean scores of the same group living transgender (135.17) have a higher mean value than those

with family members (125.38) and hostel or home living transgender (125.94).

Null Hypothesis 2.10

There is no significant difference among unmarried, separated, divorced, and have a partner transgender person in their social challenges dimensions - physical, psychological, financial and familial challenges.

Table 4.25

Differences among Unmarried, Separated, Divorced, and Partner Transgender in their Social Challenges and its Dimensions

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Physical Challenges	Between	419.791	3	139.930	3.333	S
	Within	4869.534	116	41.979		
Psychological Challenges	Between	69.814	3	23.271	0.732	NS
	Within	3689.653	116	31.807		
Financial Challenges	Between	24.413	3	8.138	1.274	NS
	Within	741.178	116	6.389		
Familial Challenges	Between	571.794	3	190.598	2.502	S
	Within	8837.197	116	76.183		
	Within	32769.505	116	282.496		
Social Challenges Total	Between	1924.086	3	641.362	2.270	S
	Within	32769.505	116	282.496		

[For 3, 116 degrees of freedom at 5 % level of significance, the table value 'F' is 2.13]

It is inferred from the above table that the calculated 'F' value is lesser than the table value, so there is no significant difference

among unmarried, separated, divorced, and have a partner transgender person in their social challenges dimensions - psychological and financial challenges. Hence, the null hypothesis is accepted.

It is also inferred from the above table that the calculated 'F' value is greater than the table value, so there is a significant difference among unmarried, separated, divorced, and have a partner transgender person in their social challenges dimensions - physical and familial challenges and social challenges total. Hence, the null hypothesis is rejected. Duncan test is applied to find out the mean difference between different categories.

Table 4.26

Mean Scores in Physical Challenges of Transgender with respect to Marital Status

Marital Status	N	Subset for alpha=0.05
Unmarried	82	35.16
Separated	11	39.18
Divorced	3	38.00
Have a Partner	24	39.29

The Duncan test shows that mean scores of having a partner transgender person (39.29) have higher mean value than unmarried (35.16), separated (39.18), and divorced transgender (38).

Table 4.27

Mean Scores in Familial Challenges of Transgender with respect to Marital Status

Marital Status	N	Subset for alpha=0.05
Unmarried	82	33.07
Separated	11	33.18
Divorced	3	39.33
Have a Partner	24	38.17

The Duncan test shows that mean scores of divorced transgenders (39.33) have a higher mean Value than unmarried (33.07), separated (33.18), and have a partner transgender person (38.17).

Table 4.28

Mean Scores in Social Challenges of Transgender with respect to Marital Status

Marital Status	N	Subset for alpha=0.05
Unmarried	82	127.85
Separated	11	132.82
Divorced	3	134.33
Have a Partner	24	137.71

The Duncan test shows that mean scores of having a partner transgender person (137.71) have higher mean Value than unmarried (127.85), separated (132.82), and divorced transgender (134.33).

Part- III ASSOCIATION ANALYSIS

Null Hypothesis 3.1

There is no significant association between the age of transgender and their educational Challenges Dimension – Education System

Table 4.29

Association Between the Age of Transgender and Their Educational Challenges Dimension – Education System

Variable	Degrees of freedom	Calculated Value of 'χ^2'	Table Value of 'χ^2'	Remarks at 5% Level
Educational Challenges	6	7.018	12.59	NS

It is inferred from the above table that the calculated 'χ^2' Value is greater than the table value, so there is a significant association between the age of transgender and their educational challenges. Hence, the null hypothesis is rejected.

Null Hypothesis 3.2

There is no significant association between the occupation of transgender and their educational Challenges Dimension – Education System.

Table 4.30

Association Between the Occupation of Transgender and Their Educational Challenges Dimension – Education System

Variable	Degrees of freedom	Calculated Value of 'χ^2'	Table Value of 'χ^2'	Remarks at 5% Level
Educational Challenges	8	13.565	15.5	NS

It is inferred from the above table that the calculated 'χ^2' Value is lesser than the table value, so there is no significant association between the occupation of transgender and their educational

challenges Dimension – Education System. Hence, the null hypothesis is accepted.

Null Hypothesis 3.3

There is no significant association between the monthly income of transgender and their educational challenges Dimension – Education System.

Table 4.31

Association Between the Monthly Income of Transgender and Their   Educational Challenges Dimension – Education System

Variable	Degrees of freedom	Calculated Value of 'χ^2'	Table Value of 'χ^2'	Remarks at 5% Level
Educational Challenges	6	47.269	12.59	S

It is inferred from the above table that the calculated 'χ^2' Value is greater than the table value, so there is a significant association between the monthly income of transgender and their educational challenges Dimension – Education System. Hence, the null hypothesis is rejected.

Null Hypothesis 3.4

There is no significant association between the age of transgender and their social challenges dimensions - physical, psychological, financial, and familial challenges.

Table 4.32

Association Between the Age of Transgender and their Social Challenges and its Dimensions

Variable	Degrees of freedom	Calculated Value of 'χ²'	Table Value of 'χ²'	Remarks at 5% Level
Physical Challenges		12.790		S
Psychological Challenges		28.886		S
Financial Challenges	6	23.336	12.59	S
Familial Challenges		5.734		NS
Social Challenges		22.961		S

It is inferred from the above table that the calculated 'χ²' Value is lesser than the table value, so there is no significant association between the age of transgender and their social challenges dimension - familial challenges. Hence, the null hypothesis is rejected.

It is also inferred from the above table that the calculated 'χ²' Value is greater than the table value, so there is a significant association between the age of transgender and their social challenges dimensions - physical, psychological, and financial challenges. Hence, the null hypothesis is accepted.

Null Hypothesis 3.5

There is no significant association between the occupation of transgender and their social challenges dimensions - physical, psychological, financial, and familial challenges.

Table 4.33

Association Between the Occupation of Transgender and Their Social Challenges and its Dimensions

Variable	Degrees of freedom	Calculated Value of 'χ²'	Table Value of 'χ²'	Remarks at 5% Level
Physical Challenges		15.867		S
Psychological Challenges		26.509		S
Financial Challenges	8	28.725	15.5	S
Familial Challenges		12.559		NS
Social Challenges Total		24.031		S

It is inferred from the above table that the calculated 'χ²' Value is lesser than the table value, so there is no significant association between the occupation of transgender and their social challenges dimension - financial challenges. Hence, the null hypothesis is accepted.

It is inferred from the above table that the calculated 'χ²' Value is greater than the table value, so there is a significant association between the occupation of transgender and their social challenges dimensions – physical, psychological and financial challenges and social challenges in total. Hence, the null hypothesis is rejected.

Null Hypothesis 3.6

There is no significant association between the monthly income of transgender and their social challenges dimensions - physical, psychological, financial and familial challenges.

Table 4.34

Association Between the Monthly Income of Transgender and Their Social Challenges dimensions - physical, psychological, financial, and familial challenges.

Variable	Degrees of freedom	Calculated Value of 'χ^2'	Table Value of 'χ^2'	Remarks at 5% Level
Physical Challenges		34.618		S
Psychological Challenges		13.281		S
Financial Challenges	6	7.518	12.59	NS
Familial Challenges		6.810		NS
Social Challenges Total		16.261		S

It is inferred from the above table that the calculated 'χ^2' Value is lesser than the table value, so there is no significant association between the monthly income of transgender and their social challenges dimensions - financial and familial challenges. Hence, the null hypothesis is accepted.

It is inferred from the above table that the calculated 'χ^2' Value is greater than the table value, so there is a significant association between the monthly income of transgender and their social challenges dimensions – physical and psychological challenges and social challenges total. Hence, the null hypothesis is rejected.

PART- IV: CORRELATION ANALYSIS
Null Hypothesis 4.1

There is no significant relationship between the educational and social challenges of transgender.

Table 4.35

Relationship between Educational and Social Challenges of Transgender

Variable	N	df	Calculated Value of 'r'	Table value of 'r'	Remarks at 5% level
Educational Challenges and Social Challenges	120	118	0.181	0.17	S

It is inferred from the above table that the correlation value is greater than the table value, so there is a significant relationship between the educational and social challenges of transgender. Hence, the null hypothesis is accepted.

4.4 CONCLUSION

The investigator applied percentage analysis, ANOVA test, Duncan test, chi-square test, and correlation analysis. The statistical analysis is given in this chapter. The findings, interpretations, recommendations, and suggestions for further research are to be discussed in the next chapter.

CHAPTER V
FINDINGS, INTERPRETATIONS,
RECOMMENDATIONS AND SUGGESTIONS

5.1 INTRODUCTION

Naturally, Transgender People are deprived of many positive factors that contribute to a successful life. Hence, special care and attention should be given to the case of Transgender People. Suppose Transgender People are provided with a good learning environment, which in turn helps Transgender can grow in good Education. In that case, it may result in setting higher goals and thus high Educational and Social Status. Transgender, too, has the right to it and consider the care of Society, which is needed for upliftment.

This chapter contains five sections. The first section deals with the findings of the study. The second section explains the interpretations of the study. The third section shows the recommendations of the study. The fourth section concerns suggestions for further study, and the last section is the conclusion.

5.2 FINDINGS
PART-I PERCENTAGE ANALYSIS
1.Educational Challenges of Transgender in Tirunelveli District

- ➢ The level of educational challenges of Transgender is moderate (67.5%).
- ➢ The level of educational challenges of Transgender with respect to all the background variables is moderate. 9.1%,

72.7%, and 18.7% of those aged 18 – 25 years transgender have low, moderate, and high educational challenges, respectively. 19.4%, 63.9%, and 16.7% of those aged 26 – 35 years Transgender have low, moderate, and high educational challenges, respectively. 25.9%, 63%, and 11.1% of those aged 36 – 50 transgender have low, moderate, and high educational challenges, respectively. 4.2%, 70.8%, and 25% of those above 50 have low, moderate, and high educational challenges, respectively.

➢ 12.5%, 87.5%, and 0% of male Transgender have low, moderate, and high levels of educational challenges, respectively. 33.3%, 60%, and 6.7% of female Transgender have low, moderate, and high levels of educational challenges, respectively. 14.7%, 69.3%, and 16% of Transgender have low, moderate, and high levels of educational challenges, respectively. 4.5%, 59.1%, and 36.4% of do not identify as transgender have low, moderate, and high levels of educational challenges, respectively.

➢ 0%, 71.4%, and 28.6% of illiterate Transgender have low, moderate, and high levels of educational challenges, respectively. 12.5%, 68.8%, and 18.8% of primary Education transgender have low, moderate, and high educational challenges, respectively. 8%, 60%, and 32% of high school education transgender have low, moderate, and high levels of educational challenges, respectively. 32.1%, 60.7%, and 7.1% of higher secondary school education transgender have low, moderate, and high

levels of educational challenges, respectively. 13.5%, 75.7%, and 10.8% of graduation and above education transgender have low, moderate, and high levels of educational challenges, respectively.

➢ 16.7%, 63.5%, and 19.8% of Hindu Transgender have low, moderate, and high educational challenges, respectively. 0%, 81.8%, and 18.2% of Muslim Transgender have low, moderate, and high levels of educational challenges, respectively. 15.4%, 84.6%, and 0% of Christian Transgender have low, moderate, and high levels of educational challenges, respectively.

➢ 12.5%, 37.5%, and 50% of Transgender with family members have low, moderate, and high levels of educational challenges, respectively. 16.7%, 73.3%, and 10% of Transgender with the same group have low, moderate, and high levels of educational challenges, respectively. 13.9%, 77.8%, and 8.3% of transgender hostels or homes have low, moderate, and high levels of educational challenges, respectively.

➢ 16.7%, 83.3%, and 0% of daily wage transgender have low, moderate, and high educational challenges, respectively. 14.8%, 48.1%, and 3% of Job only at intervals Transgender have low, moderate, and high educational challenges, respectively. 0%, 75%, and 25% of self-employed Transgender have low, moderate, and high levels of educational challenges, respectively. 15.7%, 74.3%, and 10% of begging transgender have low, moderate, and high levels of educational challenges,

respectively. 22.2%, 55.6%, and 22.2% of sex work transgender have low, moderate, and high levels of educational challenges, respectively.

➢ 0%, 100%, and 0% of monthly income below Rs. 3,000 transgender have low, moderate, and high educational challenges, respectively. 2.8%, 55.6%, and 41.7% of monthly income Rs. 3,001 – Rs. 5,000 transgender have low, moderate, and high levels of educational challenges, respectively. 37%, 58.7%, and 4.3% of monthly income Rs. 5,001 – Rs. 10,000 transgender have low, moderate, and high levels of educational challenges, respectively. 0%, 84%, and 16% of monthly income Rs. 10,001 – Rs. 15,000 transgender have low, moderate, and high levels of educational challenges, respectively.

➢ 15.9%, 63.4%, and 20.7% of unmarried Transgender have low, moderate, and high levels of educational challenges, respectively. 0%, 81.8%, and 18.2% of separated Transgender have low, moderate, and high levels of educational challenges, respectively. 33.3%, 66.7%, and 0% of divorced transgender have low, moderate, and high levels of educational challenges, respectively. 16.7%, 75%, and 8.3% have a partner. Transgender persons have low, moderate, and high levels of educational challenges, respectively.

2.Social Challenges of Transgender in Tirunelveli District

➢ The level of social challenges for Transgender is moderate.

> ➢ 17.5%, 71.7%, and 10.8% of Transgender have low, moderate, and high levels of physical challenges, respectively.
> ➢ 19.2%, 65%, and 15.8% of Transgender have low, moderate, and high levels of psychological challenges, respectively.
> ➢ 25%, 70.8%, and 4.2% of Transgender have low, moderate, and high levels of financial challenges, respectively.
> ➢ 17.5%, 60.8%, and 21.7% of Transgender have low, moderate, and high levels of familial challenges, respectively.
> ➢ 22.5%, 61.7%, and 15.8% of Transgender have low, moderate, and high levels of social challenges, respectively.
> ➢ The level of social challenges of Transgender with respect to all the background variables is moderate. 6.1%, 87.9%, and 6.1% of those aged 18 – 25 years transgender have low, moderate, and high educational challenges, respectively. 44.4%, 41.7%, and 13.9% of those aged 26 – 35 years transgender have low, moderate, and high educational challenges, respectively. 22.2%, 55.6%, and 22.2% of those aged 36 – 50 transgender have low, moderate, and high educational challenges, respectively. 12.5%, 62.5%, and 25% of those above 50 have low, moderate, and high educational challenges, respectively.
> ➢ 25%, 50%, and 25% of male Transgender have low, moderate, and high levels of educational challenges,

respectively. 26.7%, 73.3%, and 0% of female Transgender have low, moderate, and high levels of educational challenges, respectively. 20%, 61.3%, and 18.7% of Transgender have low, moderate, and high levels of educational challenges, respectively. 27.3%, 59.1%, and 13.6% of do not identify as transgender have low, moderate, and high levels of educational challenges, respectively.

➢ 14.3%, 71.4%, and 14.3% of illiterate Transgender have low, moderate, and high levels of educational challenges, respectively. 25%, 68.8%, and 6.2% of primary Education transgender have low, moderate, and high levels of educational challenges, respectively. 20%, 56%, and 24% of high school education transgender have low, moderate, and high levels of educational challenges, respectively. 14.3%, 67.9%, and 17.9% of higher secondary school education transgender have low, moderate, and high levels of educational challenges, respectively. 32.4%, 54.1%, and 13.5% of graduation and above education transgender have low, moderate, and high levels of educational challenges, respectively.

➢ 21.9%, 62.5%, and 15.6% of Hindu Transgender have low, moderate, and high educational challenges, respectively. 54.5%, 36.4%, and 9.1% of Muslim Transgender have low, moderate, and high levels of educational challenges, respectively. 0%, 76.9%, and 23.1% of Christian Transgender have low, moderate, and high levels of educational challenges, respectively.

➢ 37.5%, 45.8%, and 16.7% of Transgender with family members have low, moderate, and high levels of educational challenges, respectively. 10%, 71.7%, and 18.3% of Transgender with the same group have low, moderate, and high levels of educational challenges, respectively. 33.3%, 55.6%, and 11.1% of transgender hostels or homes have low, moderate, and high levels of educational challenges, respectively.

➢ 0%, 50%, and 50% of daily wage transgender have low, moderate, and high educational challenges, respectively. 14.8%, 70.4%, and 14.8% of Job only intervals Transgender have low, moderate, and high educational challenges, respectively. 75%, 25%, and 0% of self-employed Transgender have low, moderate, and high levels of educational challenges, respectively. 18.6%, 67.1%, and 14.3% of begging transgender have low, moderate, and high levels of educational challenges, respectively. 44.4%, 33.3%, and 22.2% of sex work transgender have low, moderate, and high levels of educational challenges, respectively.

➢ 0%, 76.9%, and 23.1% of monthly income below Rs. 3,000 transgender have low, moderate, and high educational challenges, respectively. 41.7%, 47.2%, and 11.1% of monthly income Rs. 3,001 – Rs. 5,000 transgender have low, moderate, and high levels of educational challenges, respectively. 14.6%, 58.7%, and 21.7% of monthly income Rs. 5,001 – Rs. 10,000 transgender have low, moderate, and high levels of

educational challenges, respectively. 12%, 80%, and 8% of monthly income Rs. 10,001 – Rs. 15,000 transgender have low, moderate, and high levels of educational challenges, respectively.

➢ 28%, 57.3%, and 14.6% of unmarried Transgender have low, moderate, and high levels of educational challenges, respectively. 18.2%, 63.6%, and 18.2% of separated Transgender have low, moderate, and high levels of educational challenges, respectively. 33.3%, 33.3%, and 33.3% of divorced transgender have low, moderate, and high levels of educational challenges, respectively. 42%, 79.2%, and 16.7% have a partner. Transgender persons have low, moderate, and high levels of educational challenges, respectively.

PART -II DIFFERENTIAL ANALYSIS

➢ There is a significant difference among males, females, Transgender, and do not identify as transgender in their educational challenges dimension- Education System.

➢ There is no significant difference among illiterate, primary Education, high school, higher secondary, graduation, and above educated Transgender in their educational challenges dimension- Education System.

➢ There is no significant difference among Hindu, Muslim, and Christian Transgender in their educational challenges dimension- Education System.

➢ There is a significant difference among family members, with the same group and hostel or home living

Transgender in their educational challenges dimension-Education System.

➢ There is no significant difference among unmarried, separated, divorced, and have a partner transgender person in their educational challenges dimension-Education System.

➢ There is no significant difference among males, females, and Transgender who do not identify as transgender in their social challenges dimensions - psychological and familial challenges and social challenges total.

➢ There is a significant difference among males, females, and Transgender who do not identify as transgender in their social challenges dimensions - physical and financial challenges.

➢ There is no significant difference among illiterate, primary Education, high school, higher secondary, and graduation, and above-educated Transgender in their social challenges dimensions - physical, psychological and familial challenges and social challenges total.

➢ There is a significant difference among illiterate, primary Education, high school, higher secondary, graduation, and above educated Transgender in their social challenges dimensions - financial challenges.

➢ There is no significant difference among Hindu, Muslim, and Christian Transgender in their social challenges dimensions - physical, familial, and financial challenges.

➢ There is a significant difference among Hindu, Muslim, and Christian Transgender in their social challenges

dimensions - physical and psychological challenges and social challenges total.

➢ There is no significant difference among family members with the same group and hostel or home living Transgender in their social challenges dimensions - physical and familial challenges.

➢ There is a significant difference among family members with the same group and hostel or home living Transgender in their social challenges dimensions - psychological and financial challenges and social challenges total.

➢ There is no significant difference among unmarried, separated, divorced, and have a partner transgender person in their social challenges dimensions - psychological and financial challenges.

➢ There is a significant difference among unmarried, separated, divorced, and have a partner transgender person in their social challenges dimensions - physical and familial challenges and social challenges total.

PART -III ASSOCIATION ANALYSIS

➢ There is no significant association between the age of Transgender and their educational challenges dimension- Education System.

➢ There is no significant association between the occupation of Transgender and their educational challenges dimension- Education System.

➢ There is a significant association between the monthly income of Transgender and their educational challenges dimension- Education System.

➢ There is no significant association between the age of Transgender and their social challenges dimension - familial challenges.

➢ There is a significant association between the age of Transgender and their social challenges dimensions - physical, psychological and financial challenges and social challenges total.

➢ There is no significant association between the occupation of Transgender and their social challenges dimension - familial challenges.

➢ There is a significant association between the occupation of Transgender and their social challenges dimensions- physical, psychological and financial challenges and social challenges total.

➢ There is no significant association between the monthly income of Transgender and their social challenges dimensions-financial and familial challenges.

➢ There is a significant association between the monthly income of Transgender and their social challenges dimensions- physical and psychological challenges and social challenges total.

PART -IV CORRELATION ANALYSIS

➢ There is a significant relationship between the educational and social challenges of transgender.

5.3 INTERPRETATIONS

➢ There is a significant difference among males, females, Transgender, and do not identify as transgender in their educational challenges dimension- Education System. While comparing the mean scores do not identify as transgender have a higher mean value than others. This may be due to not identifying as male, female, or transgender means they face joining a school or college and are not able to get the benefit from the government in the educational sector. This may be due to a lack of awareness, a lack of central guidance, inflexibility, exclusion, and the timing of transition.

➢ There is a significant difference among family members, with the same group and hostel or home living Transgender in their educational challenges dimension- Education System. While comparing the mean scores, transgender those who live with family members have educational challenges than others. This may be due to a need for more understanding and support with the family. If the family does not recognize them, they face educational challenges. They need more guidance on how to help and support Transgender.

➢ There is a significant difference among males, females, and Transgender who do not identify as transgender in their social challenges dimensions - physical and financial challenges. While comparing the mean scores, transgender have physical challenges, and do not identify as transgender have financial challenges. This may be due

to transgender feeling more unsafe in such as bathrooms and locker rooms. Sometimes, they may get a physical attack. If the Transgender to not identify as male or female or transgender, they face more financial challenges than others. They are not able to get any privileges from the society.

➢ There is a significant difference among illiterate, primary Education, high school, higher secondary, graduation, and above educated Transgender in their social challenges dimension -financial challenges. While comparing the mean scores, higher secondary educated Transgender have financial challenges than others. This may be due to the low level of Education if low means they would not be able to get more income. They may face financial problems and challenges.

➢ There is a significant difference among Hindu, Muslim, and Christian Transgender person in their social challenges dimensions - physical and familial challenges. While comparing the mean scores, Christian Transgender has physical challenges and psychological challenges. This may be due to their religion, and they are facing these kinds of challenges.

➢ There is a significant difference among family members with the same group and hostel or home living Transgender in their social challenges dimensions - psychological and financial challenges. While comparing the mean scores, transgender those who live with the same group have psychological challenges and financial

challenges than others. This may be because they move away from home and have inappropriate facilities unsupported by society. They live in a separate group.

➢ There is a significant difference among unmarried, separated, divorced, and have a partner transgender person in their social challenges dimensions - physical and familial challenges. While comparing the mean scores, transgender those who have a partner have physical challenges and divorced transgender has familial challenges. This may be due to the reason Transgender those who live with a partner may not fulfil their physical happiness, and they may not be affected by their social environment and behaviours. Divorced transgender people lost their financial support.

➢ There is a significant association between the monthly income of Transgender and their educational challenges. This may be because their income also affects their Education dimension- Education System.

➢ There is a significant association between the age of Transgender and their social challenges dimensions – physical, psychological and financial challenges. This may be due to life stage transitions, accumulated experiences of discrimination, evolving societal attitudes across generations, differing access to resources and support networks, and the intersection of age-related health and economic factors with transgender identity. These factors collectively shape the unique social

challenges faced by transgender individuals at different stages of their lives.

➢ There is a significant association between the occupation of Transgender and their social challenges dimensions – physical psychological and financial challenges. This may be due to job-related stressors, workplace discrimination, limited access to transgender-inclusive healthcare, disparities in earnings and benefits, and the impact of occupational roles on societal acceptance and identity affirmation. These factors intertwine with occupational choices and experiences, influencing the array of challenges faced by transgender individuals in various professions.

➢ There is a significant association between the monthly income of Transgender and their social challenges dimensions – physical and psychological challenges. It may be stems from financial stressors limiting access to healthcare and support, inequalities in living conditions affecting mental well-being, and increased vulnerability to discrimination and stigma due to economic marginalization. These financial constraints can exacerbate both physical and psychological challenges among transgender individuals.

➢ There is a significant relationship between the educational and social challenges of Transgender. Because limited educational opportunities can lead to reduced social mobility and acceptance, educational settings often mirror societal biases affecting social interactions, and

educational experiences shape self-esteem and coping mechanisms impacting social challenges.

5.4 RECOMMENDATIONS

Based on the analysis, findings and interpretations of the data presented in this study the investigator has given the following recommendations.

Teachers, school/college management and the community can play a significant role in inclusion. Transgender children should be given vocational and skill training to be self-dependent. Teachers and other members of schools/colleges should be sensitized about transgender issues. Vocational training for teen transgender children should be provided to prepare them for any job. This self-dependence will enhance their moral confidence and their acceptance in Society as well as in the family. In the present academic session (July 2017), Prof. Ravindra Kumar, Vice-Chancellor, Indira Gandhi National Open University (IGNOU), New Delhi, announced Free Education for transgender persons/children in all programs of IGNOU through Open Distance Learning (ODL) mode. This is a really big move in the direction of educational opportunities for transgender persons/students with a motivating and favourable environment. This move will set an example to other universities in the country, and it will help in creating acceptance of transgender persons in educational institutes and in developing an attitudinal barrier-free environment for their Education and skill development. Now, transgender students can continue their education/learning for better development.

The government should provide financial assistance for transgender children, like scholarships for their studies, books, and hostel facilities.

Like women's harassment cell, there should be a transgender anti-discrimination cell in schools co, colleges, or other educational settings to supervise any discrimination and harassment against transgender persons.

To provide better educational opportunities and inclusion of transgender children, our teachers must be sensitized and skilled in teaching the class which has transgender students. Besides the importance of transgender children, Society should be made aware of reference-related issues of transgender children.

People should call transgender children or persons by their names while we are calling or talking with them because every person has own dignity and self-respect. This practice will boost their confidence and acceptance in Society.

Every educational institute/school/college or other organization should be aware of transgender children and their rights and respect as a human. It should be ensured that the organisation's environment must be discrimination-free regarding sitting space, toiletry facilities, the confidentiality of such persons, etc.

For progressive development and rehabilitation of transgender children and persons, a national commission should be established to look after their educational, social and economic rehabilitation.

This is a great need to have adequate data on transgender persons/children as per their educational status, age, literacy, literacy in different age groups, enrolment, and dropout at different levels of Education. This data can be collected through the next Census, mechanized research efforts and government reports.

5.5 EDUCATIONAL IMPLICATIONS

In the present study, the researcher has studied educational and social status about the challenges of transgender people.

- ➢ Society and every people of the Society should not accept Transgender like a shame people. Never behave partially toward Transgender People. Society should behave lovingly and sympathise like a part of Society with Transgender People.

- ➢ Society would be able to give individual attention or remedial Education to Transgender People in order to improve their Knowledge and Educational Status.

- ➢ Society should take care of Transgender People's development. It is the work of the Society.

- ➢ Society should mention that Transgender People get equal and proper opportunities, chances, and similar chances for development are necessary. In addition, it makes similarities in all things. For that, Society should become alert.

- ➢ Schools should give Transgender People similar opportunities to general students. Teachers should behave lovely, sympathetic and similar to Transgender People.

- ➤ A teacher should encourage Transgender People to take part in dissimilar actions with other common students and should plan this type of action. So Transgender People make modifications with other normal students and improve their Educational Knowledge.
- ➤ An optimal level of need gratification is to give all Transgender People to Transgender children.
- ➤ In Transgender People, there must be a positive emotional climate in which the child should have the freedom to act and voice. This means Transgender People have the will to work. It has been seen that Transgender People are exhausted from cooking, cleaning, and caring for other children.
- ➤ If Transgender People are responding positively must be encouraged by giving physical and psychological rewards.
- ➤ Transgender depict an environment containing a minimum of social interactions.
- ➤ The provision for interactions with Society will be helpful in academic development and all-round development of Transgender People.
- ➤ The implications of the present study are that Transgender People have learning environment problems. Society should consider such problems at large, and the government especially should play an important role in understanding and resolving the problems.

- ➢ The innovative learning environment can be introduced in all types of Transgenders to eliminate the academic problems of Transgender People.
- ➢ Necessary service training can be given to Transgender caretakers.
- ➢ Society's cooperation can create better learning facilities for Transgender People.
- ➢ The government should give learning facilities to Transgender People.
- ➢ The selection process of caregivers and other supporting staff is based on some prerequisite qualifications and experience, such that they must have training in Transgender development, care of Transgender, etc.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

Research is a vast and changeable field. There is no end to any research. The end of one research creates many new questions related to problems. So many things could not be included in the present research. So much further research can be done related to this problem and in the same area also. This subject has a broad scope. To widen the scope of the present study, the following few topics are recommended for doing further research:

- ➢ The study's findings can be generalized to a large sample across Tamil Nadu.
- ➢ The research can be extended to other states in India.
- ➢ The study's scope can include additional districts within Tamil Nadu.
- ➢ Further research could focus on transgender individuals pursuing higher education.

➢ A comparative analysis between educated and uneducated transgender individuals could be conducted.

➢ A survey could assess the economic status of transgender people.

➢ A study could be undertaken to evaluate the health status of transgender individuals.

➢ Investigating common practices among transgender communities in India could provide valuable insights.

5.7 CONCLUSION

Education plays a pivotal role in the development of society, contributing significantly to the physical and mental progress of individuals. Quality education not only fosters personal growth but also nurtures social reformers who drive positive change in society (Dewey, 1916). Moreover, education has a crucial role in eradicating social evils and promoting inclusivity.

Transgender individuals often face societal challenges and discrimination, making them reliant on the goodwill and support of others, even for fulfilling basic needs (Grant et al., 2011). Unfortunately, they may not receive adequate support throughout their lives, which underscores the importance of providing them with self-sufficiency and freedom. To empower transgender individuals and facilitate their integration into society, it is essential for governments and communities to ensure access to quality educational facilities tailored to their needs.

In today's competitive educational landscape, the role of society is paramount in creating an inclusive learning environment for transgender individuals. A supportive and inclusive society can foster an environment where transgender

people can thrive academically and personally, breaking barriers and contributing positively to society (Lombardi et al., 2002).

Nonetheless, support and care often remain lacking for transgender individuals, making it imperative for caregivers, the government, and society at large to step in and fill the role traditionally played by parents. The educational status of transgender people is significantly influenced by the unique educational challenges and barriers they face (Greytak, Kosciw, & Diaz, 2009). By addressing these challenges and ensuring access to quality education, transgender individuals can excel academically and achieve remarkable success in life.

Securing a good education is crucial for transgender individuals to break barriers and shine in their respective fields (Kosciw, Greytak, Giga, Villenas, & Danischewski, 2016). Motivating and supporting transgender people in their educational journey is not just a responsibility but a duty of caregivers, the government, and society. By providing them with the necessary resources, opportunities, and encouragement, society can empower transgender individuals to reach their full potential and contribute meaningfully to the community (Grant et al., 2011).The current research attempts to take a step towards Educational and Social status in relation to the Challenges of Transgender People. The result reported in this study provides insight to curriculum developers and Educators in general, Transgender Educators in particular, with valuable information concerning Transgender studies and contributes to improving the quality of Transgender Education. Of course, more research is also called for to shed further light on the same area.

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ANNEXURE: I
Educational And Social Challenges Scale - Final Tool

Dear Participants,

Kindly read all the questions given and respond to them carefully. Your responses will be kept confidential and will be used for research purpose only.

Tick (✓) among the alternatives given against each statement which suits your response

PERSONAL DATA

1.	Age	18 – 25/26-35 /35 – 50 /Above 50
2.	Sexual Orientation	Male /Female /Transgender /Do not identify as male, female or TG
3.	Education	Illiterate / Primary Education /High School / Higher Secondary /Graduation& above
4.	Religion	Hindu/ Muslim / Christian
5.	Mode of Living	with family members/ with the same group / Hostel or Home
6.	Occupation	Daily wage/ Job only at intervals / Self-employed / Begging / Sex work
7.	Monthly Income	Below 3000 / 3000-5000 / 5001-10000/ 10001-15000 / Above 15000
8.	Marital Status	Unmarried/ Separated/ divorced/ Widow or Widower / Have a partner

S. No.	Statements	Strongly agree	Agree	Un-dicided	Dis-agree	Strongly disagree
	Educational Challenges - கல்வி சவால்கள்					
	1.Education System **1.**கல்வி முறை					
1	I failed to take decision about my education. எனது கல்வி குறித்து முடிவு எடுக்கத் தவறிவிட்டேன்.					
2	I felt inequality in schools to transgender. பள்ளிகளில் திருநங்கைகளுக்கு ஏற்றத்தாழ்வு இருப்பதை உணர்ந்தேன்.					
3	I faced gender discrimination in school. பள்ளியில் பாலின பாகுபாட்டை எதிர்கொண்டேன்.					
4	Gender discrimination forced me to stop my education. பாலின பாகுபாடு என் கல்வியை நிறுத்தும்படி என்னை கட்டாயப்படுத்தியது.					
5	I have the desire of getting equal education like everybody எல்லோரையும் போல சமமான கல்வியைப் பெற					

	வேண்டும் என்ற ஆசை எனக்கும் உண்டு				
6	Prevailing education system is a barrier for my education. நடைமுறையில் உள்ள கல்வி முறை எனது கல்விக்கு தடையாக உள்ளது.				
7	Deficiency of basic amenities in educational institutions affects the transgender. கல்வி நிறுவனங்களில் அடிப்படை வசதிகள் இல்லாததால் திருநங்கைகள் பாதிக்கப்படுகின்றனர்.				
8	I faced sex-based humiliation in my school. எனது பள்ளியில் பாலியல் அடிப்படையிலான அவமானத்தை எதிர்கொண்டேன்.				
9	Gender identity affected my higher studies. பாலின அடையாளம் எனது மேற்படிப்பை பாதித்தது.				
	Social Challenges- சமூக சவால்கள்				
	1.Physical Challenges 1.உடல்ரீதியான சவால்கள்				
1	I have confused to find forms of entertainments. எனக்கு உகந்த பொழுதுபோக்கினை				

	கண்டுபிடிப்பதில் நான் குழப்பமடைகிறேன்					
2	I feel society curtailed my dressing style. எனது ஆடை நடையை சமூகம் கட்டுப்படுத்துவதாக உணர்கிறேன்					
3	Taboos of my society affect my freedom of movement. எனது சமூகத்தின் தடைகள் எனது நடமாடும் சுதந்திரத்தைப் பாதிக்கிறது.					
4	I feel angry, when other genders in the community criticizing me சமூகத்தில் உள்ள மற்ற பாலினத்தவர்கள் என்னை விமர்சிக்கும்போது நான் கோபமாக உணர்கிறேன்					
5	Often, I am worried about the transport facilities of transgender திருநங்கைகளின் போக்குவரத்து வசதிகள் குறித்து நான் அடிக்கடி கவலைப்படுகிறேன்					
6	Social conceptions affect my friendship with other sex. சமூகக் கருத்துக்கள் பிற பாலினத்துடனான எனது நட்பை பாதிக்கிறது.					
7	Communal conflicts of my society threaten me.					

	எனது சமூகத்தின் வகுப்புவாத மோதல்கள் என்னை அச்சுறுத்துகின்றன.					
8	I feel that, the society forced me to follow its traditional rules and regulations. சமூகம் அதன் பாரம்பரிய விதிகள் மற்றும் ஒழுங்குமுறைகளைப் பின்பற்றும்படி என்னை கட்டாயப்படுத்துவதாக நான் உணர்கிறேன்.					
9	I am expecting a equal society for our better life. எனது சிறந்த வாழ்க்கைக்கு சமத்துவ சமுதாயத்தை எதிர்பார்க்கிறேன்.					
	2.Psychological Challenges உளவியல் சவால்கள்					
1	I feel stress about gender discrimination பாலின பாகுபாடு குறித்து நான் மன அழுத்தத்தை உணர்கிறேன்					
2	Social rejection makes me depressed சமூக நிராகரிப்பு என்னை மனச்சோர்வடையச் செய்கிறது					
3	I take drug/substances to forget my loneliness என் தனிமையை மறக்க நான்					

	போதைமருந்து/போதைப் பொருள்களை எடுத்துக்கொள்கிறேன்				
4	My self-image affects my self esteem எனது சுய உருவம் எனது சுயமரியாதையை பாதிக்கிறது				
5	I feel insecure due to denial of basic human rights அடிப்படை மனித உரிமைகள் மறுக்கப்படுவதால் நான் பாதுகாப்பற்றதாக உணர்கிறேன்				
6	I am frightened about strange persons while moving alone. நான் தனியாக செல்லும்போது அந்நியர்களைப் பார்த்து பயப்படுகிறேன்.				
7	I am tensed of criticism of others while moving in public places. பொது இடங்களில் செல்லும்போது மற்றவர்கள் விமர்சிப்பதால் நான் பதற்றமாக இருக்கிறேன்.				

	3.Financial Challenges நிதி சவால்கள்					
1	My gender is a barrier to get good job opportunity. நல்ல வேலை வாய்ப்பு கிடைக்க எனது பாலினம் தடையாக உள்ளது.					
2	Due to gender discrimination, companies /institutions are not willing to give job opportunities for us. பாலின பாகுபாடு காரணமாக, நிறுவனங்கள் / நிறுவனங்கள் எங்களுக்கு வேலை வாய்ப்புகளை வழங்க தயாராக இல்லை.					
3	I often worry about my financial status. எனது நிதி நிலையைப் பற்றி நான் அடிக்கடி கவலைப்படுகிறேன்.					
4	I often think, how to get					

	equal economic status in the society. சமூகத்தில் சமமான பொருளாதார நிலையை எப்படிப் பெறுவது என்று நான் அடிக்கடி நினைப்பேன்.					
5	Financial challenges make me to seek alms நிதி சவால்கள் என்னை பிறரிடம் கையேந்த வைக்கிறது					
6	I feel sad about the denial of loan services by the banks for self-employment. சுயதொழில் செய்ய வங்கிகள் கடன் வழங்க மறுப்பது குறித்து நான் வருத்தமடைகிறேன்.					
7	We are facing financial crisis, because Government schemes are not reaching us. அரசின் திட்டங்கள் எங்களை வந்து சேராததால் நிதி நெருக்கடியை சந்தித்து வருகிறோம்.					
	4.Familial Challenges குடும்ப சவால்கள்					
1	My siblings are not ready to accept me என் உடன்பிறப்புகள் என்னை ஏற்றுக்கொள்ள தயாராக இல்லை					
2	My family fail to understand					

	my hormonal changes and that led me to leave my family எனது ஹார்மோன் மாற்றங்களை என் குடும்பத்தினர் புரிந்து கொள்ளத் தவறிவிட்டனர், அதுவே எனது குடும்பத்தை விட்டு வெளியேற வழிவகுத்தது				
3	I feel that the familial norms are blocking my development. குடும்ப நெறிகள் எனது வளர்ச்சியைத் தடுப்பதாக உணர்கிறேன்.				
4	When I started to express my gender identity I was not accepted by my loved ones. நான் என் பாலின அடையாளத்தை வெளிப்படுத்த ஆரம்பித்தபோது, என் அன்புக்குரியவர்களால் என்னை ஏற்றுக்கொள்ள முடியவில்லை.				
5	I feel that values of my family block my friendship with others. எனது குடும்பத்தின் மதிப்பீடுகள் மற்றவர்களுடனான எனது நட்பைத் தடுப்பதாக நான் உணர்கிறேன்.				
6	Social status of my family				

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	affects my lifestyle எனது குடும்பத்தின் சமூக அந்தஸ்து எனது வாழ்க்கை முறையை பாதிக்கிறது					
7	I hate superstitious beliefs of my society. எனது சமூகத்தின் மூட நம்பிக்கைகளை நான் வெறுக்கிறேன்.					
8	I can adjust with my family members. எனது குடும்ப உறுப்பினர்களுடன் என்னால் அனுசரித்து செல்ல முடியும்					
9	My family refused to acknowledge my transition. எனது மாற்றத்தை எனது குடும்பத்தினர் ஒப்புக்கொள்ள மறுத்துவிட்டனர்					
10	I hate the traditional norms of my family. எனது குடும்பத்தின் பாரம்பரிய நெறிமுறைகளை நான் வெறுக்கிறேன்.					

ANNEXURE: II
Photos of Interaction with the Transgender during
Data Collection

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