

Available online @ www.iaraindia.com
 SELP Journal of Social Science - A Blind Review & Refereed Quarterly Journal
 ISSN: 0975-9999 (P) 2349-1655 (O) Impact Factor: 5.650 (I2OR),
 4.111 (COSMOS), 2.5 (JIF), 2.77 (NAAS)
 Volume XVII, Issue 66, July - September 2026
 Formally UGC Approved Journal (46622), © Author

TRANSGENDER PARENTING AND EDUCATIONAL INCLUSION: CASE STUDIES ADVANCING SDG 4 IN THE NORTH ACORT, TAMIL NADU

JINTHA J

Research Scholar

PG & Research Department of Social Work
 Sacred Heart College (Autonomous), Tirupattur
 Affiliated to Thiruvalluvar University, Vellore.

Dr. T. SELVAM

Assistant Professor

PG & Research Department of Social Work
 Sacred Heart College (Autonomous), Tirupattur
 Affiliated to Thiruvalluvar University, Vellore.

ABSTRACT

Education is a right of every human being and a factor that is fundamental to sustainable development. SDG 4 aims to provide inclusive quality education for all and lifelong learning opportunities. In India, however, systemic exclusion of transgender people from education, jobs and family life based on stigma, discrimination and rigid gender norms has historically persisted and so have been ignored in this regard by these global commitments. While the Transgender Persons (Protection of Rights) Act, 2019 has empowered transgender persons, they still are missing out on opportunities to parent, care and get educated. In this area, transgender parents who adopt and raise children are a largely under-explored, but transformative aspect of family life and social inclusion. The approach for this qualitative study is a multiple case study with five transgender parents with adoption children. The study identifies the ways in which these parents describe dignity, empowerment and social mobility as values of education, looks at their parenting, their educational expectations for their children and their relationships with schools and education bodies through a detailed examination of interviews. The results showed that despite challenges of the economic climate, social stigma and limited institutional support, transgender parents are highly invested in their children's education. They are actively involved in school activities, promote digital learning, offer value-based education and assist in career planning and inclusive learning environments. In each of the five cases, education was not only found to be a means of academic achievement, but also a powerful tool for social justice, resilience and intergenerational empowerment. The study shows that the parenting skills of transgender families are very similar to the goals of SDG 4 – inclusive education, lifelong learning, gender equality and respect for human rights. This paper breaks from the norm by focusing on the lives of trans-led families and acknowledges trans parents as partners in sustainable development. The results highlight the importance of gender-inclusive educational policies, inclusive adoption policies and social work practices to enhance education opportunities and social inclusion of transgender families.

KEYWORDS: Transgender Parenting, SDG 4, Inclusive Education, Adoption, Social Work.

INTRODUCTION

Education is universally acknowledged as one of the basic human provisions and a pillar of sustainable development. United Nations Sustainable Development Goal 4 (SDG 4) pays attention

to the provision of inclusive and equitable quality education, as well as to the promotion of lifelong learning opportunities to all. Transgender persons in India have long been a systematically disadvantaged minority in the nation through the reinforcement of gender norms, stigma and discrimination (Chakraborty, 2019). In spite of recent recognition by law, through the Transgender Persons (Protection of Rights) Act 2019, transgender people are still facing challenges in accessing the social institutions, such as parenting and care giving spaces.

In this respect, transgender people who adopt and raise children are one of the strong but unexplored social facts. Their lived lives are critiques of hetero normative concept of family coupled with emphasis on education as trans formative social mobility, dignity and inclusion. In this paper, the researchers provide five qualitative case studies of transgender parents who have adopted children and are involved in the priority of education as a way of attaining SDG 4. The research anticipates the contribution of transgender parenting to the inclusive education process and sustainable development in the Indian context.

OBJECTIVES

1. To understand the educational practices and lived experiences of transgender parents who have adopted children.
2. To examine the contribution of transgender parenting to inclusive and equitable education in alignment with SDG 4.
3. To identify challenges and support systems influencing the educational experiences of children in transgender-led families.

REVIEW OF LITERATURE

The study indicates that transgender populations in India have a high school dropout, educational exclusion and institutional discrimination (Nagarajan, 2021; UNICEF India, 2022). Research suggests that bullying, non-sensitivity of schools and non-acceptance by the family play a significant role in influencing the educational levels of transgender individuals (Hamsafar Trust, 2020). Nevertheless, education is one of the primary desires among transgender communities, as it is considered to be a way to social acceptance and financial stability.

The studies on the non-biological and adoptive family have indicated that in many cases, parents who are not biological and those who adopt are very educational and engaging in advocacy, especially those who have been marginalized in some ways (Desai and Andrist, 2019). According to the international studies, it is found that the LGBTQ+ parents often place much emphasis on education as a safeguard against future discrimination of their children (Goldberg, 2020). Empirical research on transgender parenting and adoption is however limited in India where most of the research has been on livelihood, health and legal recognition.

Socially and in the context of sustainable development, education is more of a process of empowerment and realization of rights and social inclusion rather than an academic outcome (Sen, 1999). SDG 4.7 also puts an emphasis on education that fosters human rights, gender equality and respect to diversity. This paper makes a contribution to the new body of literature by contextualizing transgender parenting in the SDG framework and showing how vulnerable caregivers can be used to promote national and global education objectives.

RESEARCH DESIGN

The study uses a qualitative multiple case study approach to investigate the ways transgender parents who have adopted children can use education as a path to empowerment, dignity and social inclusion. Case study analysis is the right technique to investigate multifaceted social phenomena in the real-life situation, especially in cases when the boundaries between the individual, institutional and socio-cultural organization are merged (Yin, 2018). Through the consideration of five families headed by transgender people, the research will make it possible to comprehend the practice of caregiving in-depth and make a cross-case thematic comparison. The conceptual basis of the design is the rights-based approach and aligned with the United Nations Sustainable Development Goal 4 (Quality Education), where the analysis will be able to relate the micro-level practices of parenting with the macro-level development aims (United Nations, 2015).

RESEARCH METHOD

Primary data was gathered through semi-structured in depth interviews conducted on five transgender parents who had adopted kids. The interviews were devoted to education goals, the choice of schooling, the experience with the educational establishment and the difficulties with it and the methods of overcoming them to make educational learning environments more inclusive and stigma-free. Triangulation of findings was done using secondary sources of data such as policy documents, education-related records (where available) and field observations. Thematic analysis approach was used to analyze the data and it entails that the data is coded, categorized and interpreted into recurring patterns and meanings (Braun and Clarke, 2006). Special ethical guidelines were followed when completing the research, including informed consent, gender identity and sensitivity to ethics.

RESEARCH GAP

The transgender populations in terms of health, livelihood and legal status have been majorly covered in the available literature in India, little academic studies have ever investigated the transgender parenting and adoption (Chakraborty, 2019; Nagarajan, 2021). There is a limited number of studies, which correlate the transgender caregiving behaviors and the educational performance of children, particularly in SDG 4. Besides transgenders are often put on a welfare recipient category but not in a category of contributing to sustainable development in Indian literature. The paper will address these gaps by anticipating transgender parents as movers of inclusive education and intergenerational social mobility.

Case study 1

Background

Alli is a 35-year-old transgender female who chose to adopt a trans children 14-year old child support out of her earning and saving money. Alli sees education as the best method of preventing the cultures of marginalization after decades of stigmatizing conditions, dropping out of school and being rejected due to gender identity.

Educational Commitment:

Alli has taken the child to close by school and is actively involved in monitoring the academic progress, attendance and emotional stability. She also attends parent-teacher meetings so frequently, resists discrimination and grants access to online learning devices. Alli is an economically backward individual but he has dreams to finance his school fees like attending tutoring and extra curriculum classes.

SDG 4 Linkage

The case illustrates the SDG 4 role in terms of inclusive and equitable education. The life experience of Alli makes her desire to ensure that her child will receive a sustained education characterized by absence of stigma and discrimination. Her parenting is a creation of community based programs to reduce the educational disparities on children that have non-traditional families.

Key Insight

The example of Alli highlights that transgender parents are agents that influence the inclusion of education to break the mainstream family rules and support the upholding of the human right to education.

Case Study 2

Background

Vino is a 43-year-old transgender and mother of a Trans Child 11 years old who adopted the child because of being socially rejected and economically unstable. The early education of this kind. According to her is the one that prepares the groundwork prior to confidence, critical thought and social movement.

Educational Practices

An English-mediated school that is privately assisted is joined to enhance fluency in the language and their future prospects of getting a job. Vinothini is actively involved in homework provision, moral education and value-based learning. She also encourages cultural programs and

sports to ensure that there is an overall development.

SDG 4 Linkage

Vinothini case is consistent with SDG 4.1 which is concerned with achievement of free, equal and good primary education. She emphasizes holistic learning to refer to the broader SDG that is not academic performance.

Key Insight

The case demonstrates how transgender parenting positively affects the effectiveness of education and how it disrupts the social convention of caring capacity.

Case Study 3

Background

Ramaya is a 46-year old transgender parent who adopted Trans child 16 years old who was at a very critical age of educational transition. She had great deficiency in educational stages in her childhood and thus has a profound understanding that education is a power of level to individuals and society.

Educational Interventions

Ramaya helps the child to prepare to take board exams and vocational counseling. She advises the child to pursue further education or training at the advanced level which is grounded on the interests. Her parenting style consists of career mentoring and emotional counseling.

SDG 4 Linkage

The case aligns in SDG 4.3 and 4.4 that emphasize on equal access to affordable technical and higher education and employment-relevant skills. Father and mothering of Ramaya seals the discontinuity between schooling and earning a living in the future.

Key Insight

Ramaya example can be applied in recognizing the role of transgender parents in ensuring life-long learning and human capital development among adopted adolescents.

Case Study 4

Background

Kalaivizhi is 33 years old and she adopted a Trans Kid 12 year old and emphasizes education as a social justice and gender sensitive place. She was a proactive parent since her school experience during early years was full of bullying and discrimination at school.

Educational Advocacy

Kalaivizhi works with teachers to offer inclusive and safe school. She encourages the discussion of gender equality, social diversity and human rights within the family. The child gets exposure to reading, digital literacy and community learning programs.

SDG 4 Linkage

The case is consistent with SDG 4.7 which focuses on sustainable development, human rights and gender equality through education. Kalaivizhi values education based on formal education.

Key Insight

As in the case of Kalaivizhi, transgender parents have a role to play in facilitating a transformative education that encourages tolerance, inclusion and social cohesion.

Case Study 5

Background

This particular case of Samantha a 36 years old transgender, is a person who adopted a Trans child. She was 15 years old with an intention to lead a long-term stable life in regards to education and economic security. The school system is a safeguard against social exclusion and poverty to her.

Educational Support

Samantha is concerned about learning and career and school discipline. She recommends that the child should research on STEM-based subjects and other scholarships. She connects with the NGOs and community organizations in search of educational support albeit with minimal

institutional assistance.

SDG 4 Linkage

The case promotes the broader SDG 4 objective of sustainable development through education and the manner in which disadvantaged caregivers are undertaking educational investments in the quest to build robust futures of the future generation.

Key Insight

The Samantha case demonstrates that transgender headed families are highly dynamic in terms of national education achievements and progressive development.

DISCUSSION

The results of the five case studies indicate that transgender parents are highly committed to education even having socio-economic limitations, stigma and institutional neglect. In all the cases education was seen as an instrument of social justice, resilience and empowerment and not necessarily academic success. The parents were active in schools, checked academic achievements, encouraged digital education and prioritized value-based education based on equality and human rights. These activities are closely connected with SDG 4 goals regarding inclusive education (Target 4.1), higher education and skills accessibility (Targets 4.3 and 4.4) and higher education and human rights (Target 4.7) (United Nations, 2015).

The paper also criticizes heteronormative perspectives of family and care giving to support global findings that marginalized caregivers tend to be more educational advocates (Goldberg, 2020). Socially it was found that a reevaluation of family diversity and reinforcement of institutions to be more supportive of inclusive parenting is required.

CONCLUSION

The research paper concludes that transgender parents are not in the positions of caregivers but also significant factor towards the realization of SDG 4 (Quality Education). Their parenting styles encourage inclusion, equity, lifelong learning and intergenerational empowerment. The transgender-led families focus enables the study to disrupt the prevailing deficit discourses and make transgender people active agents in the process of sustainable development. The results suggest a change in charitable practices to a framework of rights-based inclusive education and adoption that would support transgender parents as contributors to social development.

REFERENCE

1. Badgett, M. V. L., Choi, S. K., & Wilson, B. D. M. (2019). LGBT poverty in the United States. Williams Institute.
2. Behera, N. C. (2021). Gender diversity and inclusive governance in India. *Indian Journal of Gender Studies*, 28(3), 345–362. <https://doi.org/10.1177/09715215211034718>
3. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
4. Chakraborty, A. (2019). *Transgender rights in India: Law, identity and inclusion*. Oxford University Press.
5. Desai, S., & Andrist, L. (2019). Gender scripts and education: Changing norms in India. *Demography*, 56(1), 1–24. <https://doi.org/10.1007/s13524-018-0750-5>
6. Goldberg, A. E. (2020). *LGBTQ parent families: Innovations in research and implications for practice*. Springer.
7. Humsafar Trust. (2020). *Education, exclusion and transgender youth in India*. Mumbai: Author.
8. Jeeva, M., & Surya. (2025). Rewiring classrooms: AI and the future of Indian school education. *AI-driven pedagogy: Concepts, techniques and applications*, 79–93.
9. Mallory, C., Brown, T. N. T., & Conron, K. J. (2019). *Conversion therapy and LGBTQ youth*. The Williams Institute.
10. Nagarajan, R. (2021). Social exclusion and access to welfare among transgender persons in India. *Journal of Social Inclusion Studies*, 7(2), 145–160. <https://doi.org/10.1177/23944811211021935>

11. Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press.
12. Paramasivan. C (2015), Conventional Methods of Training to Teacher and Its Impact in Higher Education, *Advanced Scientific Research &Development (IJASRD)*, Volume 02, Issue 04 (Oct – Dec'2015) | PP 01 – 09
13. Sen, A. (1999). *Development as freedom*. Oxford University Press.
14. Surya. (2026). Impact of education on women entrepreneurship development. *International Journal of Research Nexus*, 1(2), 96–104.
15. UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. UNESCO Publishing.
16. UNESCO. (2020). *Global education monitoring report: Inclusion and education—All means all*. UNESCO.
17. UNICEF India. (2022). *Situational analysis of children from marginalized communities*. UNICEF India.
18. UNICEF. (2020). *Education equity now! Prioritizing the most marginalized children*. UNICEF.
19. United Nations Development Programme. (2018). *Legal gender recognition: A multi-country legal and policy review*. UNDP.
20. United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. United Nations.
21. Venkatesan, V. (2021). Indian knowledge systems and gender inclusivity: Revisiting cultural narratives. *Journal of Dharma Studies*, 4(2), 165–180. <https://doi.org/10.1007/s42240-021-00094-5>
22. Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.
23. Yogyakarta Principles. (2007). *Principles on the application of international human rights law in relation to sexual orientation and gender identity*. United Nations.