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APPENDIX A

SCALE ON CONSTRAINTS TO EDUCATION OF WOMEN

Name-

Age-

Marital Status- Married/Unmarried

Occupation:

Educational Qualification-

- I. Illiterate
- II. Preparatory stage (up to class 5 or below below)
- III. Middle stage (Class 6to 8)
- IV. Secondary stage (Class 9 to 12)
- V. Graduation
- VI. Post-Graduation
- VII. PhD

INSTRUCTIONS: There are 32 statements on constraint to education of Bodo women. Kindly read each statement carefully and decide your response on given anyone of the 3 alternatives, viz. Always, Sometimes and Never. Be assured that your responses will be kept confidential.

| Sl.no | Statements | Always | Some-time | Never |
|-------|--|--------|-----------|-------|
| 1. | My Family members did not give importance to my education. | | | |
| 2. | My Family always wanted me to get married early. | | | |
| 3. | My Parents think that educating a girl child is a waste of time and money. | | | |
| 4 | My Parents preferred to engage me in household activities rather than going to school. | | | |

| | | | | |
|----|--|--|--|--|
| 5 | My Family thought that educated girls become stubborn and do not get married. | | | |
| 6 | My family failed to provide the required environment needed to study. | | | |
| 7 | In our society Girls are married off at an early age which stops them from attaining education. | | | |
| 8 | Girls are expected to be experts in their household chores than in studies. | | | |
| 9 | Earning by a female member was not appreciated by the society. | | | |
| 10 | In our society, Males who allow their females out for jobs are thought to be dependent on their wife's income. | | | |
| 11 | Girls are treated as temporary members in their father's household. Hence, their education is not prioritized. | | | |
| 12 | Misconception in the society that an educated girl will not get prospective groom and hence, their education is ignored | | | |
| 13 | Rural society expected women to be involved in religious and cultural affairs, which deviates them from education. | | | |
| 14 | I had to go to work in other's fields and support my family. | | | |
| 15 | Due to the poor financial background, my family could not support me in my higher education. | | | |
| 16 | There is a belief that if a girl gets an education, she can demand for her share in the property, hence society ignores their education. | | | |

| | | | | |
|----|--|--|--|--|
| 17 | I end up skipping class because I could not afford to buy sanitary napkins. | | | |
| 18 | My family could not afford the daily fare needed to go to school. So, I had to miss school most of the days. | | | |
| 19 | I was married off at an early age because my family could not support me financially anymore. | | | |
| 20 | My parent did not allow me to study in co-education school. | | | |
| 21 | Teachers did not give importance towards female student in school. | | | |
| 22 | I used to face eve-teasing while going to school. | | | |
| 23 | I have faced bullying at school. | | | |
| 24 | I could not continue my studies due to the distance of the school from home. | | | |
| 25 | In school, there was no proper separate toilet for girls which create hesitation to go to school. | | | |
| 26 | Women are afraid to force their parents to send them to school or to go against their wishes. | | | |
| 27 | Shyness in women behaviour affect their exposure for education | | | |
| 28 | I thought women are meant to stay at home and do household chores only | | | |
| 29 | I believed that women's decisions for the welfare of their families and society are not suitable. | | | |
| 30 | I thought Men are the only bread-earner of the family. | | | |
| 31 | When I was young, I felt I am not capable enough to do good in studies. | | | |

| | | | | |
|----|--|--|--|--|
| 32 | Women are emotionally exploited which affect in their process of education and empowerment | | | |
|----|--|--|--|--|

APPENDIX B

Unstructured interview schedule on constraint towards education of Bodo women

Q. What are the constraints to education that Bodo women encounter that affect in their education? Please describe it with your own experience

APPENDIX C

SCALE ON PERCEPTION OF WOMEN TOWARDS EDUCATION

| |
|--|
| Name- |
| Age- |
| Marital Status- Married/Unmarried |
| Occupation: |
| Educational Qualification- |
| I. Illiterate |
| II. Preparatory stage (up to class 5 or below below) |
| III. Middle stage (Class 6to 8) |
| IV. Secondary stage (Class 9 to 12) |
| V. Graduation |
| VI. Post-Graduation |
| VII. PhD |

INSTRUCTIONS: There are 30 statements on perception of women towards education. Kindly read each statement carefully and decide your response on given anyone of the 3 alternatives, viz. Always, Sometimes and Never. Be assured that your responses will be kept confidential.

| Feelings | | | | |
|----------|--|-------|------------|-------|
| Sl.no | Statements | Agree | Some-times | Never |
| 1 | I will always prefer sending my girl child to a better school. | | | |
| 2 | I feel girls do not require higher education as they will be married away. | | | |
| 3 | I feel education is an indispensable part of any girl's life. | | | |
| 4 | I feel Girls are very much dedicated towards their education . | | | |

| | | | | |
|----------------|---|--|--|--|
| 5 | I feel every girl must enjoy their right to education. | | | |
| 6 | I feel education of women is very necessary for empowerment of women. | | | |
| 7 | I feel girls are less intellectual than boys. | | | |
| 8 | Education enhances the potentialities in women. | | | |
| Family beliefs | | | | |
| 9 | Family must have beliefs that girls can also excel in educational field. | | | |
| 10 | Family must believe that women can become independent financially and take major decisions. | | | |
| 11 | I believe low socio-economic family must favour education of boys than girls. | | | |
| 12 | Family still thinks that spending money on girl child education is worthless. | | | |
| 13 | Parents taking more domestic help from girls rather than boys is justifiable. | | | |
| 14 | Family now consider that education of girl's child is the first step towards improvement of their life. | | | |
| 15 | Parents still believe girls will not take care of her parents after marriage; hence education is ignored. | | | |

| | | | | |
|------------------------|---|--|--|--|
| 16 | Parents must invest in education of girls rather than saving for marriage. | | | |
| Socio-cultural beliefs | | | | |
| 17 | Today's society does not support early marriage of women. | | | |
| 18 | Society will progress if girls are educated. | | | |
| 19 | Society has normalised earnings by a female member in the family. | | | |
| 20 | Society now understand that women are not only meant for taking care of household chores. | | | |
| 21 | Society thinks that the valuable period of women's life wasted in education. | | | |
| 22 | Society still believes that attaining higher education will make a woman least interested to get married. | | | |
| 23 | Education will help eradicate the socio-cultural stereotypes about women in the society. | | | |
| 24 | Society still sees women as temporary member in a family and hence ignore their education. | | | |
| 25 | Society must focus on equality of education for both boys and girls rather than discriminatory practice. | | | |
| School Environment | | | | |

| | | | | |
|----|---|--|--|--|
| 26 | Teachers does not treat education of boys and girls equally. | | | |
| 27 | Schools are employing tribal teachers to bridge the language barrier. | | | |
| 28 | There must be proper toilet facility for girls in schools and colleges. | | | |
| 29 | School provides safety and security to female students. | | | |
| 30 | Schools sensitize the villages about the need of education of the girl child. | | | |

APPENDIX D

Unstructured interview schedule on perception of women towards education.

Q. What is your perspective about the importance of women education in Bodo community? Please explain in detail

APPENDIX E

Book Chapter

1. Basumatary ,P.& Roy. N.R.(2023).Socio-Economic and Educational Status of Tribal Women in Dhemaji District of Assam :A critical Study. *Burning Problems in India: Social, Economic & Environmental*(39-45), Red ‘Shine Publications, Sweden.

Seminar Paper Presented

1. Basumatary, P.& Roy. N.R(2023, February 07-08).Status of tribal women in Dhemaji district of Assam: A critical analysis. Presented a paper in ICSSR-sponsored national seminar on ‘National Education Policy 2020: Challenges and Prospects with special reference to Teacher Education for Continuous Professional Development’ organised by Department of Education, Jorhat College (Amalgamated) in collaboration with Internal Quality Assurance Cell (IQAC), Jorhat, Assam, India.
2. Basumatary, P.& Roy. N.R(2023,29-30th November).Empowerment of Women through skill development schemes in India: A Critical Analysis. Presented a paper in ICSSR-sponsored national seminar on ‘Skill India Mission-Transforming Youth’s Future’ organised by Department of Education, Raha College ,Nagaon, Assam, India.

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