

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

Data analysis and interpretation are critical components of the research process, allowing researchers to generate useful insights and reach valid conclusions from obtained data. This chapter investigates the systematic processes and strategies involved in evaluating and interpreting data, giving researchers the skills they need to make informed decisions and contribute to their fields.

Examining, purifying, converting, and analysing raw data in a methodical manner to find significant patterns, trends, and insights is known as data analysis. Various statistical and computational techniques are employed to arrange and examine data to get valuable insights and arrive at well-informed conclusions.

On the other hand, interpretation entails interpreting the data that has been studied by placing it in the context of the study's goals, theoretical stances, and real-world applications. It necessitates appreciating the importance of the results, figuring out how variables relate to one another, and coming to reliable conclusions using the proof the data analysis procedure produced.

The analysis and interpretation of the data pertaining to the current investigation are covered in this chapter. There are two main approaches to data analysis: qualitative research and quantitative research. Every methodology has its own set of procedures. Qualitative research methods include observations and interviews, whereas quantitative methods include surveys. Data analysis will be done using both qualitative and quantitative approach. The analysis and interpretation of the data will be done using statistical techniques such as the mean, standard deviation, and Percentages. Examining, purifying, converting, and modelling data to find relevant information, make recommendations, and aid in decision-making is the process of data analysis. There are many different aspects and methods to data analysis, which include many methodologies under various titles in the corporate, scientific, and social science areas.

A plan of analysis should be prepared before data collection. Statistical techniques have greatly contributed to the gathering, organizing, analysis, and interpretation of numerical data. The processing of numerical data through statistics calls for

competence in the use of statistical methods as well as understanding of concepts that underline their development and application. Analysis of data involves studying the organized materials to discover inherent facts.

The chapter presents the research findings and data interpretations in accordance with the goals intended to guide the study. For quantitative findings, descriptive statistics were used to examine the research data; for qualitative findings, thematic analysis was employed. To aid in understanding, tables and graphical presentations were used to further illustrate the findings.

4.2 Analysis and Interpretation of Objective no 1.

To study the present status of education amongst Bodo women in Bodoland Territorial Region of Assam.

Secondary Data

Although post-independence Assam had increased participation in education, the rise was not consistent and less desirable in all areas. Despite various measures launched by the state administration to make education free and mandatory in compliance with the constitutional stipulations and influences of the reform movements, the overall educational scenario of the Bodo's remained far from adequate for decades following independence. Even after independence, the Bodo people struggled to achieve their desired level of education due to economic, social, and geographical reasons. Although the reform movement and famous individuals contributed to the establishment of schools in Bodo communities, most of them were primary schools (Boro,1987). In addition to a low student-teacher ratio, the low attendance rate was caused by the overall lack of interest in education and the socioeconomic circumstances of the time. As a result, the literacy rate stayed low, and most Bodo people were first-generation students up until the 1970s. The contributory reasons were the parents' lack of understanding of the need of education and the absence of schools within their reach, especially the Middle English and High English schools. Apart from the economic and geographical aspects, the language barrier contributed to the glaringly poor educational attainment of the average Bodo population (Bordoloi,1991).

In 1961, out of a total of 345,983 Bodo people in Assam, 124,039 males and 153,335 females were illiterate. In 1961, the female rate of literacy among the Bodo in Assam was just 9.3 percent, in contrast to 29.88 percent for males. (Census of India, 1961). The very low rate of female literacy may have been influenced by some conservative views toward women's education up until the end of the 20th century. There was a widespread belief that education affects women's morality. As a result, the women were supposed to be limited in their knowledge and abilities to daily household tasks(Sarmah,2014).

Research has clearly shown that there is a greater disparity in literacy rates between men and women, and that women in BTR continue to lack access to education. Some of the concerns pertaining to women's status in Bodo societies include poor female education, a higher rate of female mortality, a decrease in girls' health-seeking behaviour, low investment in girls' education, and so on. Their low level of education is currently impeding them. It has been noted that Bodo women's rates of female literacy are not increasing at the same rate as non-tribal women's.

Table 4.1 Showing the literacy rate of women in BTR of 2001 and 2011

	2001 (literacy rate)	2001 (literacy rate)	Male- female gap	2011 (literacy rate)	2011 (literacy rate)	Male- female gap
Districts	Male%	Female%	%	Male%	Female%	%
Kokrajhar	61.01	43.06	17.95	73.44	59.54	13.90
Baksa	70.30	48.33	21.99	78.55	62.23	16.32
Udalguri	65.94	46.34	19.60	73.79	59.17	14.62

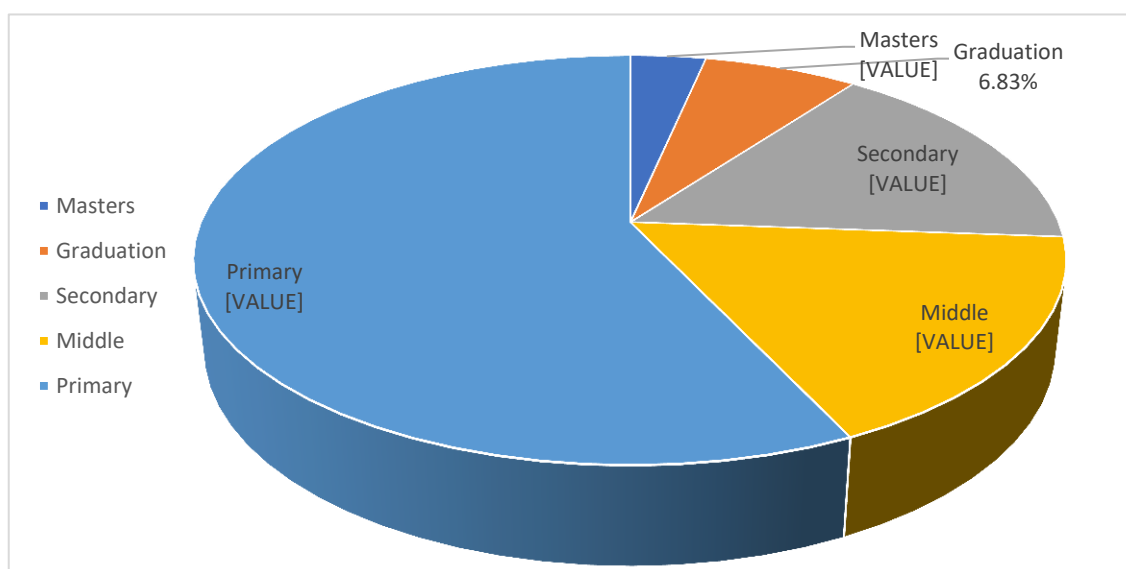
Source: Census survey of India 2011, Statistical handbook BTC 2011

Primary Data:

Table-4.2. Showing Status of education amongst Bodo women in three districts of BTR

Sl no.	Educational level	Total no.	Percentages
1.	Master's Degree	20	3.33%
2	Graduation	41	6.83%
3	Secondary (Class 9 to 12)	96	16%
4	Middle stages (Class 6 to 8)	101	16.83%
5	Primary (Class 1 to 5)	342	57%
	Total	600	100%

Figure-4.1. Showing Graphical Representation of educational status of Bodo women in BTR



Interpretation:

Table 4.2 and Figure 4.1 show the overall educational level of Bodo women from the three districts of the Bodoland territorial region: Baksa, Kokrajhar, and Udalguri. According to the table and diagram, 57% (342) of Bodo women have primary education, which ranges from class 1 to class 5, followed by 16.83% (101) of women who have Middle stage education, which ranges from class 6 to class 8, 16% (96) who have secondary education, which ranges from class 9 to 12, 6.83% (41) who have graduated, and only 3.33% (20) who have a master's degree. As a result, it is understandable that women in the Bodoland territorial region have largely received primary schooling.

Table-4.3 Showing comparative analysis of educational status of Bodo women in three districts of BTR

Educational levels		Districts			
		Baksa	Kokrajhar	Udalguri	Total
1.	<i>Master's Degree</i>	4	10	6	20
2	<i>Graduation</i>	16	15	10	41
3	<i>Secondary (Class 9 to 12)</i>	39	30	27	96
4	<i>Middle stages (Class 6 to 8)</i>	37	29	35	101
5	<i>Primary (Class 1 to 5)</i>	104	116	122	342
	<i>Total</i>	200	200	200	600

Figure 4.2 Showing graphical representation of educational status of Bodo women in Baksa district of BTR

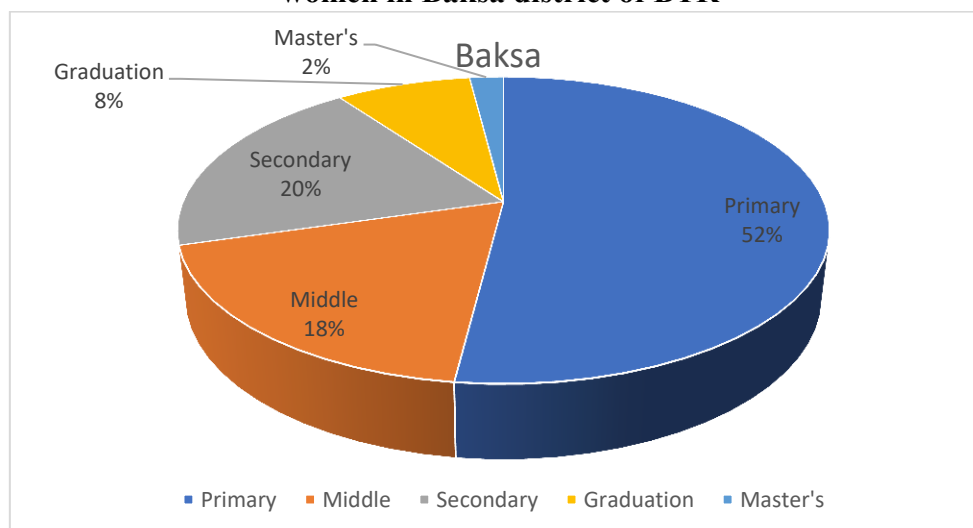


Figure-4.3 Showing graphical representation of educational status of Bodo women in Kokrajhar district of BTR

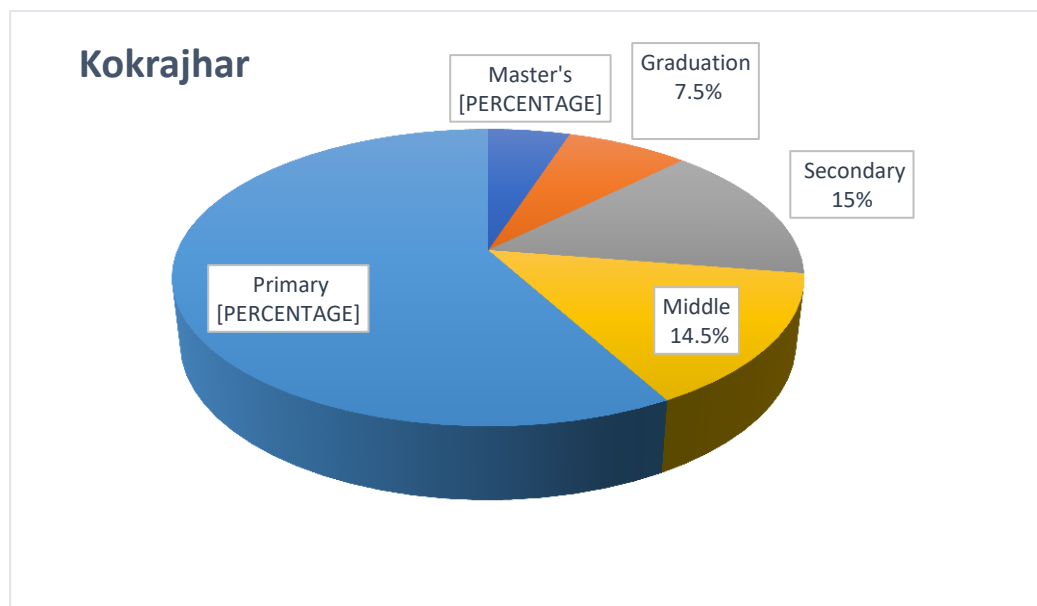
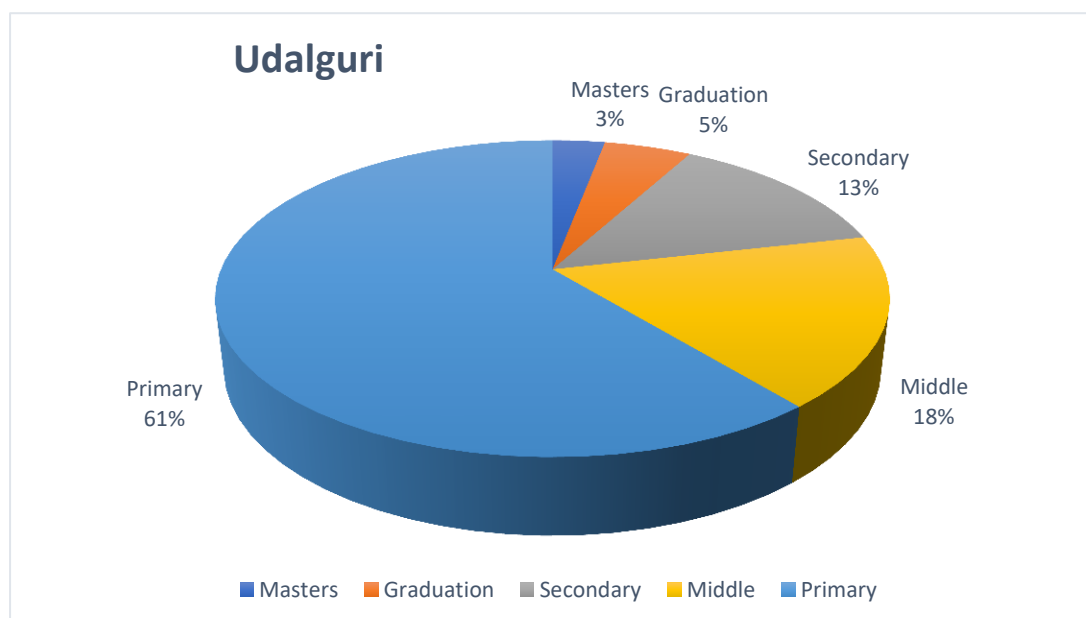


Figure-4.4 Showing graphical representation depicting educational status of Bodo women in Udalguri district of BTR



Interpretation:

Table 4.3, Figure 4.2, 4.3, and 4.4 show the comparison of Bodo women's educational attainment in BTR. Evidently, Udalguri has the highest percentage of women completing primary school (61%; 122), followed by Kokrajhar (58%; 116)

and Baksa (52%; 104). When it comes to women receiving middle-stage education, which is defined as classes 6 through 8, Baksa has the largest percentage (18.5%), followed by Udalguri (17.5%) and Kokrajhar (14.5%). Baksa has the highest percentage (19.5%) for the secondary stage, followed by Kokrajhar (15%) and Udalguri (13.5%). Baksa has the highest graduation rate (16.8%), followed by Kokrajhar (15.5%) and Udalguri (5%). With 5% of women holding master's degrees, Kokrajhar has the highest percentage, followed by Udalguri 3% and Baksa 2%.

4.3 Data analysis and Interpretation of Objective 2

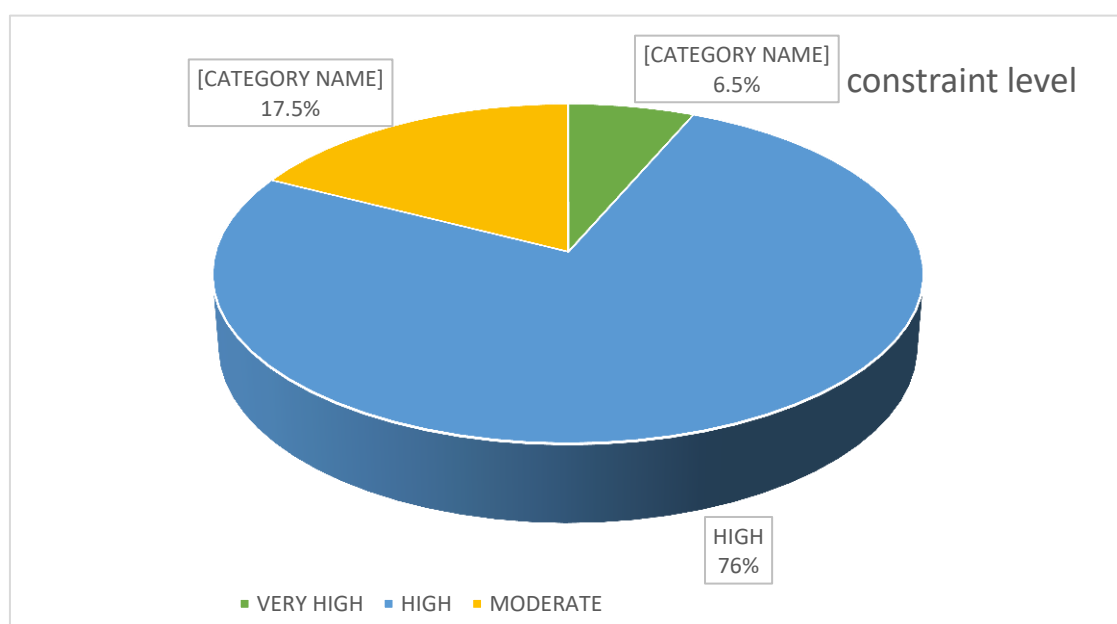
To study the factors that acts as constraints in Education of Bodo Women in Bodoland Territorial Region of Assam.

4.3.1 Level of constraints face by Bodo women in 3 districts of Bodoland territorial region of Assam.

Table 4.4 Showing the level of constraints in three districts of BTR

Sl.no	Z score Range	Raw score Range	F	%	Interpretation
1	+1.26 and above	85 and above	39	6.5%	VERY HIGH CONSTRAINT
2	+0.51 to -1.25	72 to 84	456	76%	HIGH CONSTRAINT
3	-0.50 to +0.50	55 to 71	105	17.5%	MODERATE CONSTRAINT
4	-0.51 to -1.25	42 to 54	0	0	LOW CONSTRAINT
5	-1.26 and below	41 and below	0	0	VERY LOW CONSTRAINT

Figure 4.5 Showing Graphical representation of level of constraints in three districts of BTR



Interpretation:

The degree of obstacles that the Bodo women of BTR encountered while pursuing their education is shown in Table 4.4 and Figure 4.5. Out of 600 women from the three BTR districts of Kokrajhar, Udalguri, and BAKSA, it was discovered that 76% (456) of the women suffered high constraints, 17.5% (456) of the women faced moderate constraints, and 6.5% (39) of the women faced extremely high constraints. All the women from the three districts have experienced some degree of restraint along their educational journey, since none of them have encountered low or extremely low constraints. Since, a higher number of women fall into the "High constraint" category, it can be inferred that Bodo women from three BTR districts have experienced High level of constraint.

The dimension-wise issues that hindered women's access to education are shown in the following section. Numerous issues have been linked to women's education and have been proven to be impediments in several studies. Some elements may have a greater effect than others. Thus, further dimension-wise item analysis of the issues constraining Bodo women's access to education in Assam's Bodoland Territorial Region is crucial and more enlightening. For this analysis, the mean and standard

deviation of each statement were established. The following criteria, established by previous studies (Buran and sakinc,2017; Pimental, 2019), are used to derive the interpretation of mean scores:

Table 4.5 Level of Mean score interpretation

Likert scale	Interval	Difference	Interpretation
1	1.00-1.66	0.66	Low
2	1.67-2.33	0.66	Moderate
3	2.34-3.00	0.66	High

Source: (Buran and sakinc,2017; Pimental, 2019)

i. Dimension 1: Constraints related to Family

Table 4.6 Showing Family related constraints

	Statements	A	S	N	Weighted Mean	S. D	Interpretation
1	My Family members did not give importance to my education.	65% (390)	34.8% (209)	.2% (1)	2.64	.481	High constraint
2	My Family always wanted me to get married early.	52% (312)	47.5% (285)	.5% 3	2.51	.510	High Constraint
3	My Parents think that educating a girl child is a waste of time and money.	53.7% (322)	46.3% (278)	0	2.53	.499	High Constraint
4	My Parents preferred to engage me in household activities rather than going to school.	29.5% (177)	54% (324)	16.5% (99)	2.13	.666	Moderate Constraint
5	My Family thought that educated girls become stubborn and do not get married.	26.2% (157)	54.7% (328)	19.2% (115)	2.07	.670	Moderate constraint

6	My family failed to provide the required environment needed to study.	55% (330)	44.7% (268)	.3% (2)	2.54	.504	High Constraint
	TOTAL	46.9%	47%	6.1%	2.40	0.555	High constraint

Interpretation:

The respondents' level of restrictions in the first dimension, "Constraints related to Family," is shown in Table 4.6. According to the results, women experience a high degree of family-related constraints, with an overall weighted mean of 2.40 and a standard deviation of 0.555. According to the table above, 65% of Bodo women have always believed that their family members did not value their education (M=2.64, S.D.=.481) and 52% have always felt that their family members wanted them to marry young (M=2.51, S.D.=.510).

It has been found that 53.7% of women agreed that they have always felt their parents considered educating a girl child was a waste of money and time (M=2.53, S.D.=.499), and 29.5% women agreed that their parents always wanted them to be engaged in domestic chores rather than going to school (M=2.13, S.D.=.666). While 26.2% of women agreed that according to their parents, educated girls become stubborn and do not want to marry (M=2.07, S.D.=.670), 55% of women agreed that their family failed to offer the necessary environment for studies (M=2.54, S.D.=.504).

4.3.3 Dimension: Constraints related to Socio-cultural factors

Table 4.7 Showing Socio-cultural constraints

	Statements	A	S	N	Weighted Mean	S. D	Interpretation
7	In our society Girls are married off at an early age which stops them from attaining education.	54.3% (326)	45.7% (274)	0	2.54	.498	High constraints
8	Girls are expected to be experts in their household chores than in studies.	65.5% (393)	34.5% (207)	0	2.65	.475	High constraints

9	Earning by a female member was not appreciated by the society.	57% (342)	43% (258)	0	2.57	.495	High Constraint
10	In our society, Males who allow their females out for jobs are thought to be dependent on their wife's income.	25.7% (154)	51.2% (307)	23.1% (139)	2.02	.698	Moderate constraint
11	Girls are treated as temporary members in their father's household. Hence, their education is not prioritized.	60.3% (362)	39.7% (238)	0	2.60	.489	High Constraints
12	Misconception in the society that an educated girl will not get prospective groom and hence, their education is ignored	34.5% 207	38.8% (233)	26.7% (160)	2.07	.778	Moderate Constraint
13	Rural society expected women to be involved in religious and cultural affairs, which deviates them from education.	100% 0	0	0	3.00	.00	High Constraints
	TOTAL	56.75 %	36.12 %	7.11%	2.49	0.490	High Constraints

Interpretation:

Table 4.7 demonstrates 'Dimension 2', which includes level of socio-cultural constraints on women's opportunities for education. According to the results, women experience High level of socio-cultural constraint with overall weighted mean of 2.49 and standard deviation of 0.490.

According to the data in the table, 54.3% of women stated that they have always felt that girls are married off at a young age, which prevents them from pursuing education, and 45.7% of women said that they have felt this way sometimes ($M = 2.54$, $S.D. = .498$). 65.5% of women stated that society expected them to be experts at handling household rather than going to school, and none of them disagreed with this statement ($M=2.65$, $S.D.=.475$). 57% of women stated that they have always thought that income by a female member is not acknowledged by society, and no women disagreed with this statement, while 43% of women said they have felt this way

sometimes ($M=2.57$, $SD=.495$). 25.7% of women agreed that in our society, males who allow their females to work are seen to be dependent on their wife's income, whilst 23.1% disagreed ($M=2.02$, $S.D.=.489$). According to the data ($M=2.60$, $S.D.=.489$), 60.3% of women agreed and no woman disagreed that girls' education is not prioritized since they are considered like temporary household members. 34.5% of women agreed that there is a societal misconception that educated females fail to draw prospective husbands, and as a result, their education is ignored; however, 26.7% of women said they did not feel that way ($M=2.07$, $S.D.=.778$). In the statement that claimed that girls and women in rural society are expected to be involved in religious and cultural things while deviating from their studies, 100% of women agreed ($M=3$, $SD=.00$).

4.3.4 Dimension 3: Constraints related to financial factors

Table 4.8 Showing Financial Constraints

	Statements	A	S	N	Weighted Mean	S. D	Interpretation
14	I had to go to work in other's fields and support my family.	41.5% (249)	55.8% (335)	2.7% (16)	2.38	.539	High constraints
15	Due to the poor financial background, my family could not support me in my higher education.	57.3% (344)	42.7% (256)	0	2.57	.495	High Constraints
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.	38.3% (230)	57.7% (346)	4% (24)	2.34	.553	High Constraints
17	I end up skipping class because I could not afford to buy sanitary napkins.	40.3% (242)	57% (342)	2.7% (16)	2.37	.537	High Constraints
18	My family could not afford the daily fare needed to go to school. So, I had to miss school most of the days.	53.3% (320)	46.5% (279)	.2% (1)	2.53	.502	High Constraints
19	I was married off at an early age because my family could not support me financially anymore.	44.7% (268)	32.5% (195)	22.8% (137)	2.21	.792	Moderate constraints

	TOTAL	45.9%	48.7%	5.4%	2.40	.569	High Constraints
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Interpretation:

Table 4.8 displays Dimension:3, which includes level of financial constraints on education of women. The overall weighted mean is 2.40, and the standard deviation is .569, indicating that rural Bodo women in BTR faced significantly high financial constraints in terms of education. According to the table above, 41.5% of women responded they had always felt that due of their family's financial situation, their family was unable to support them in their education, while just 2.7% said they had never had this problem (M=2.38, S.D.=.539).

57.3% of women claimed they were always required to work in someone else's field to support their family and further their education; no woman responded that she was not required to do so (M=2.57, S.D.=.495). For the statement that educated women can claim parental property and so their education is denied, 38.3% of women agreed and 4% disagreed (M=2.34, SD=.553). Of the respondents, 53.3% stated they had to skip classes because they could not afford to buy sanitary napkins, while only 2.7% said they had never had this issue (M=2.37, S.D.=.537). 53.3% of women stated that they had to miss school because they were unable to pay the daily transportation costs to and from school and only .2% of women said they had never encountered this issue (M=2.53, S.D.=.502). Most women (44.7%) said that they always believed their family's financial difficulties were the reason why they were married at young age, whereas only 22.8% said that was not the reason (M=2.21, S.D.=.792)

4.3.5 Dimension 4: Constraints related to School.

Table 4.9 Showing School-based constraints.

	Statements	A	S	N	Weighted Mean	S. D	Interpretation
20	My parent did not allow me to study in co-education school.	28.2% (169)	33.3% (200)	38.5% (231)	1.89	.810	Moderate Constraints
21	Teachers did not give importance towards female student in school.	34.8% (209)	41.7% (250)	23.5% (141)	2.11	.755	Moderate Constraints
22	I used to face eve-teasing while going	21.7% (130)	52.7% (316)	25.6% (154)	1.96	.687	Moderate Constraints

	to school.						
23	I have faced bullying at school.	18.2% (109)	45.5% (273)	36.3% (218)	1.81	.716	Moderate constraint
24	I could not continue my studies due to the distance of the school from home.	53.3% (320)	46% (276)	.7% (4)	2.52	.512	High Constraint
25	In school, there was no proper separate toilet for girls which create hesitation to go to school.	55.5% (333)	44.3% (266)	.2% (1)	2.55	.500	High Constraint
	TOTAL	35.28%	43.91%	20.8%	2.14	0.663	Moderate Constraint

Interpretation:

Table 4.9 illustrates the respondents' level of constraints in the fourth dimension, "School-related constraints. "The overall weighted mean is 2.14, with a standard deviation of 0.663, indicating a moderate level of school-based constraints. Regarding the assumption that parents prohibited women from attending coeducational schools, most women (38.5%) stated that they had never experienced this issue, while 28.2% of women agreed that their parents prevented them from attending coeducational schools (M=1.89, S.D.=.810). According to the findings, 41.7% of women answered they occasionally felt like teachers were not supportive of their female students, 34.8% stated they always felt that way, and just 23.5% said they had never felt that way (M=2.11, S.D.=.755). When it came to eve teasing at school, 21.7% of women said they experienced it regularly, 52.7% said they did sometimes, and 25.6% said they had never experienced it (M=1.96, S.D.=.689). Regarding bullying at school, 18.2% of respondents said they had always experienced it, while 36.3% said they had never experienced it (M=1.81, S.D.=.716). Maximum women (53.3%) stated that they could not continue their education owing to the distance between school and home while only .7% of women claimed they had never faced it (M=2.52, SD=.512). A large percentage of the women, specifically 55.5%, expressed their reluctance to attend school due to the lack of a separate girls' toilet (M=2.14, S.D.=0.663).

4.3.6 Dimension 5: Constraint related to psychological factors

Table 4.10 Showing Psychological constraint

	Statements	A	S	N	Weighted Mean	S. D	Interpretation
26	Women are afraid to force their parents to send them to school or to go against their wishes.	56% (336)	44% (264)	0	2.56	.496	High Constraint
27	Shyness in women behaviour affect their exposure for education	50.7% (304)	47.5% (285)	1.8% (11)	2.48	.535	High Constraint
28	I thought women are meant to stay at home and do household chores only	24% (144)	56.3% (338)	19.7% (118)	2.04	.659	Moderate constraint
29	I believed that women's decisions for the welfare of their families and society are not suitable.	50.5% (303)	47.2% (283)	2.3% (14)	2.48	.544	High Constraint
30	I thought Men are the only bread-earner of the family.	46.7% (280)	43.5% (261)	9.8% (59)	2.36	.655	High constraint
31	When I was young, I felt I am not capable enough to do good in studies.	58% (348)	41.7% (250)	.3% (2)	2.57	.501	High constraint
32	Women are emotionally exploited which affect in their process of education and empowerment	49.5% (297)	50% (300)	.5% (3)	2.49	.510	High constraint
	TOTAL	47.91	47.17%	4.91%	2.42	0.557	High Constraint

Interpretation:

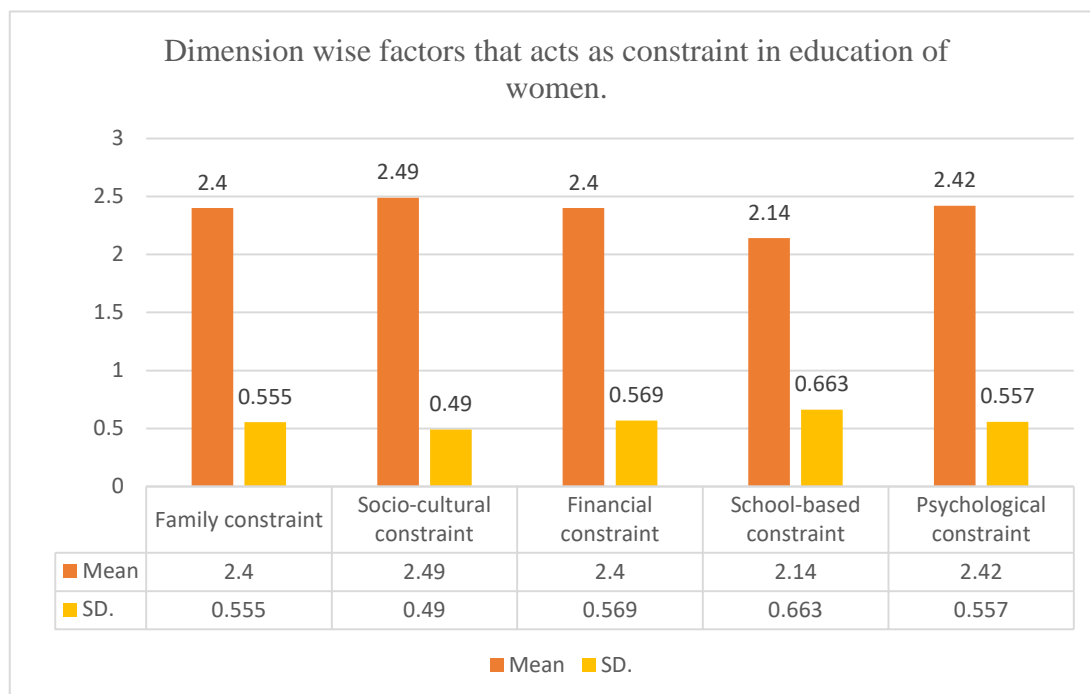
"Dimension 5," which represents the level of psychological constraints that women face when it comes to education, is shown in Table 4.10. When it comes to education, women encountered high psychological barriers, as indicated by the overall weighted mean of 2.42 and standard deviation of 0.557. 56% of women responded that they were always frightened of forcing their parents to send them to school or going against their choices, and no women claimed that they did not feel that way ($M=2.56$, $SD=.496$). Most women (50.7%) agreed to have always felt that shyness in women's behaviour affects their exposure to education, whereas 1.8% indicated they did not feel that way ($M=2.48$, $SD=.535$). 24% of women responded they have always believed that women are supposed to stay at home and handle chores at home, while 19.7% claimed they objected ($M=2.04$, $SD=.659$). 50.5% of women responded they always thought that women's efforts for the welfare of their families and society were unsuitable, whereas just 2.3% of women disagreed ($M=2.48$, $S.D.=.544$).

The statistics show that 46.7% of women agreed that they have always thought that men are the sole bread earner for their families, while only 9.8% of women said they did not feel that way ($M=2.36$, $S.D.=.655$).

Most women (58%) stated that they have always believed they were not capable to do well in school and only underestimated themselves. and only 3% disagreed ($M=2.57$, $S.D.=.501$). According to 49.5% of women, women are emotionally exploited, which has had an impact on their empowerment and education journey ($M=2.49$, $S.D.=.510$).

4.3.7 Summery of overall means and standard deviation of factors that act as constraint in education of women.

Figure 4.6 Showing mean and Standard deviation of dimension wise factors that acts as constraint in education of women.

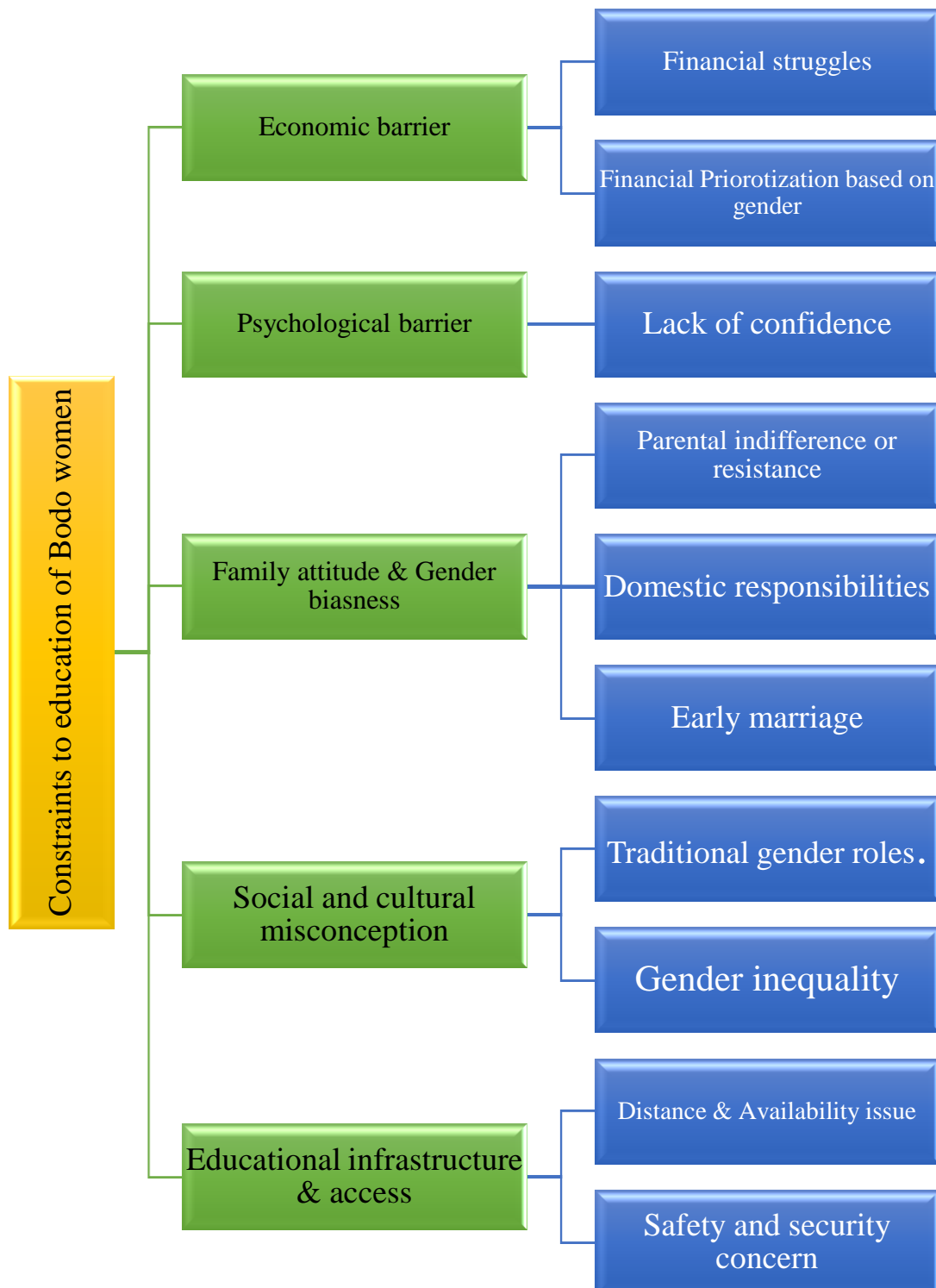


Interpretation:

The summary of the general means and standard deviation of the factors limiting the educational opportunities for Bodo women in the Bodoland Territorial Region of Assam is shown in Figure 4.6. As can be seen from the chart, most respondents agreed on dimension 2, which is related to socio-cultural constraints. It has the greatest mean of 2.49 and standard deviation of 0.49. The assumption of stability on the variable is shown by the lowest Standard Deviation. The variable with the highest mean and lowest standard deviation can therefore be examined.

Qualitative Analysis

Figure 4.7 showing thematic map of themes and sub-themes identified



Thematic analysis:

1. **Economic barrier:** From the interaction with Bodo women, it was understood that Bodo women faced significant obstacles in attending school due to financial constraints and poverty. This can be justified with this statement by one of the Bodo women, *“My parents were farmers, and we were poor and my father died when I was nine years old, everyone, including my siblings, had to drop out of school and start working. I dropped out of sixth grade. As a result, higher education remained to be a distant dream for me.” (W1)*

The people of Bodo villages were mostly financially weak and they are mostly farmers. Most of the Bodo women were required to work to provide for their families at an early age which severely hampered their desire to pursue education. *“My family was unable to provide the suitable conditions for me to study, and during cropping season, I had to work as a labourer to support my family, which mainly interfered in my studies. I was unable to perform well on exams and eventually stopped going school.” (W16)*

Economic barrier of Bodo women is further divided in to two sub themes-Financial struggles and Financial Prioritisation based on gender. From the statements provided by Bodo women it was understood that due to financial struggle of the families, most of the families prioritised the education of boys than girls because they cannot support education of all the Childrens'd they thought that educating girls will be no benefit as they will leave their parents' home after marriage so they preferred education of boy child Here are some of the comments made by Bodo women in this regard. *“Because we were not financially stable, it was not possible for our parents to educate all five siblings. Also, there is a belief in society that daughters are not the father's property because they will marry and live in the husband's house, and her education will not benefit her paternal family. As a result, my sister and I only attended primary school while all the brothers received higher education.” (W26)*

“When I was 13 years old, I had to discontinue going to school because I was kept as a house servant in the houses of other people to provide for my family financially. My two brothers, on the other hand, continued their schooling until they reached high school.” (W20)

2. **Psychological barrier:** It was understood from the interview that most Bodo women did not have more opportunity to further their education was because

of their psychological conditioning, which made them timid and insecure and less capable. This is one statement given by a woman in this regard, *“I’ve always thought I wasn’t smart enough to do well in school, especially since no one in my family has gone to school before me. Even when I tried, I was scared of failing and letting everyone down. I wanted to keep studying, but my family needed my help on the farm and with housework. It made me feel guilty to focus on school when there was so much to do at home.”*(W28)

Another reason was that they were afraid to question their parents' authority or cultural norms that held them back from achieving their full potential. They are psychologically framed in a way in which they thought whatever their parents/community has set for them is only right. Some of the statements made by Bodo women in this regard are-

“Since I was a little girl, I have been introduced to the belief that women are solely capable of domestic responsibilities, and that males are the sole the primary earners. As a result, I also thought that women cannot excel in educational field, hence I also did not give importance towards my studies.” (W18)

3. Family attitude and gender biasness: Within the context of the Bodo household, it was observed that there is a strong preference for educating boys over girls. Parents attitude towards education of girl child or females was not much favourable. There existed parental indifference in education of boys and girls. This can be understood from this statement by a woman, *“Throughout my early years, I witnessed my parents treating my brothers differently than they treated us. As my parents were working outside, I had to take care of my four younger, while my elder brother went to college, because of that I was unable to concentrate on my studies and had to leave school in class nine.”* (W23)

This bias was seen in the way that sons and daughters within the same family were treated differently and given different opportunities. Some of the comments made by them are: *“Our parents had three sons and four daughters, including myself, and while all the boys went on to earn higher degrees and find employment, our parents married us off after we finished our matriculation. I am one of the four daughters. Despite my best efforts, I was not successful in*

convincing my parents that I could continue with my education. As a result, I faced pressure to marry in accordance with their preferences.” (W25)

“My mother often made the comment that girls who receive higher education become stubborn and do not want to be married at right age, so they did not pay attention to my schooling. This was something that my mother said repeatedly. I have never seen my brother doing household chores, only girls were given the responsibility of cooking, cleaning, and other household chores” (W12)

“Education of women was not considered to be important during our time, and my four sisters and I all got married at a young age, saying, after marriage husband will take care of us. My parents only placed focus on the education of our one and only brother. During our time, women were never regarded capable of getting education and doing jobs by living outside the home other than cooking, cleaning, and giving birth, so education was not considered necessary for women.” (W22)

4. Social and cultural misconception: It includes the traditional gender roles for which are socially constructed expectations and norms that have historically defined the behaviours, responsibilities, and activities deemed appropriate for women. These roles can be restrictive, limiting personal growth and reinforcing gender inequality. Some comments made by Bodo women in this context are-

“When I was young, I had only seen my mother and women in villages engaged in farming work and household chores. Our society did not place a strong emphasis on the education of girls because they were never considered capable of obtaining higher education or working in salaried jobs. But things have changed now, and there are a lot of women who are working professions and making a good living for themselves.” (W27)

Except for the tasks of childrearing, farming, cooking, cleaning, and taking care of families, women were never recognized to have jobs that required formal education in the past. When compared to men in many respects, women are continually looked down upon in our society's mindset. However, for the better, things have changed in recent times. (W8)

There is a belief in society that girls should not be given the opportunity to pursue higher education since it will not be of much value to them after marriage. This belief

stems from the belief that men are the primary earners in the family. Because of this, during our time, the education of girls was not given the significant importance that it needed. (W11)

“Traditionally, women were expected to take on the role of primary caregivers, looking after the home, raising the family, and nurturing other family members. Education was not valued at all; my mother was the only one who encouraged me to get the basic education I now have.” (W17)

5. Educational infrastructure & access: From the interview, Bodo women of BTR revealed that physical distance from school and a lack of transportation options were major barriers to regular schooling. The unavailability of nearby schools prompted children, particularly females, to drop out since their parents did not want them to travel alone to school. Some comments made by Bodo women in this regard are:

“There was a significant distance between my home and my school; it was around six kilometres away, and my parents were unable to provide the daily transportation fare that was required for me to get to school. I would walk with my friends most of the time. There were situations, when I had to miss school because of my health or the weather. This was one of the most significant obstacles that I faced on my path to high school.” (W2)

“Because there were no colleges close to our area, I had to go a significant distance. As a girl child, my parents were hesitant to send me alone for safety and security reasons, and most of my friends stopped going to college or got married after matriculation. I continued till my first year of college, but after that, my father refused to let me go since he did not want me to go alone as I had no one to accompany me.” (W5).

Table 4.11 Showing meta inference

Overarching themes	Quantitative results	Qualitative results	Meta-inferences
Financial issues	The findings revealed that a majority of women consistently faced financial struggles, which hindered their families from supporting their higher education. Only a very small number of women stated that they never encountered this issue.	Most of the women expressed the problem they faced in their educational process. Most of the respondent expressed that they had to drop out of school early, making education a distant dream and focusing on work to survive.	Both quantitative and qualitative results show that financial issues are one of the obstacles to Bodo women's education.
Gender discrimination & early marriage.	Majority women agreed that they have faced gender discrimination and hence they were married away early due to various issues .	The findings indicate that many women feel constant pressure from their families to marry young. Many mentioned that early marriage is a common practice in Bodo society, which often limits their chances to get an education. Also, they expressed about favouring their male sibling's education more than them.	Both quantitative and qualitative results show that gender discrimination of girls' child and financial issues are one of the obstacles to Bodo women's education.
Stereotypes	The results indicated that a large number of women still believe in traditional gender roles, often seeing women as mainly responsible for doing household tasks.	Most of the respondent grew up believing that women should only do household work while men earn for the family. This made her think women couldn't succeed in education, so she didn't prioritize her studies.	Both quantitative and qualitative results show stereotypes about the roles performed by women which had negative effect on their education.
Distance & security issues	The results show that more than 50% respondent agreed to	Qualitative results also indicate that respondent met	Both quantitative and qualitative results showed

	have faced the issue of being unable to attend school or college regularly due to the distance from home and only some of them faced this issue occasionally. This highlights the significant impact of distance on educational access.	challenges in pursuing higher education because there were no nearby colleges, and parents were concern about their daughters travelling everyday alone and some expressed about having to quit college .	distance and security issues as constraint in the process of education of Bodo women.
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4.4 Data analysis and interpretation of Objective no 3

To study the perception of Bodo women towards education in Bodoland Territorial Region of Assam.

4.4.1 Level of perception of Bodo women towards education in Bodoland Territorial Region of Assam.

Table 4.12 Showing level of perception of Bodo women towards education in three districts of BTR

Sl. no	Z score Range	Raw score range	KOKRAJHAR	BAKSA	UDALGURI			Interpretation
						F	%	
1	+1.26 and above	79 and above	49	30	35	114	19%	Favourably Very High Perception
2	+0.51 to -1.25	72 to 78	128	133	136	397	66%	Favourably High Perception
3	-0.50 to +0.50	71 to 64	14	19	43	43	7%	Moderately Favourable perception
4	-0.51 to -1.25	63 to 57	6	10	12	28	5%	Lowly favourable perception
5	-1.26 and below	56 and below	3	8	7	18	3%	Very lowly favourable perception
TOTAL			200	200	200	600	100%	

Figure:4.8 Showing level of perception of Bodo women from Kokrajhar district towards education

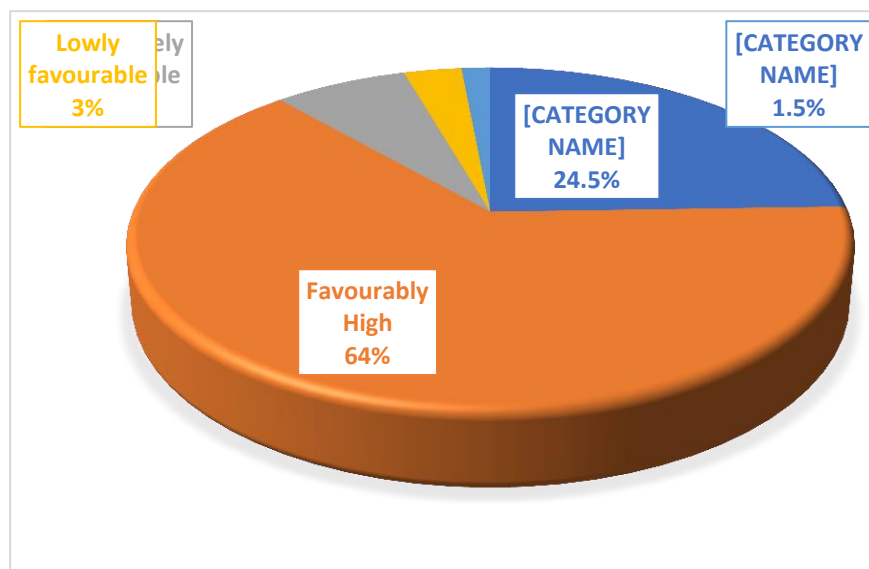


Figure:4.9 Showing level of perception of Bodo women from Baksa district towards education

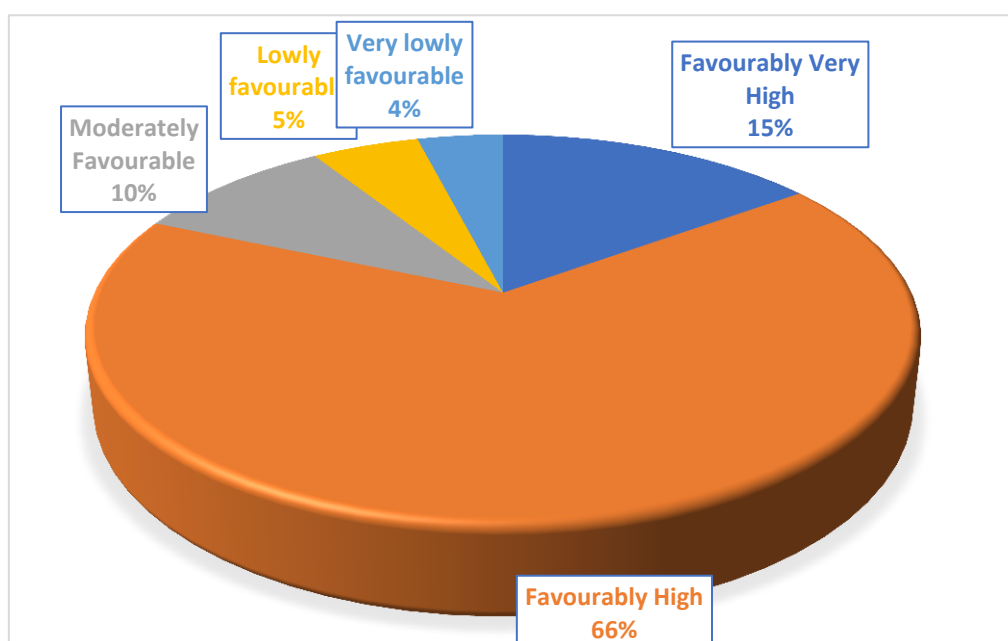
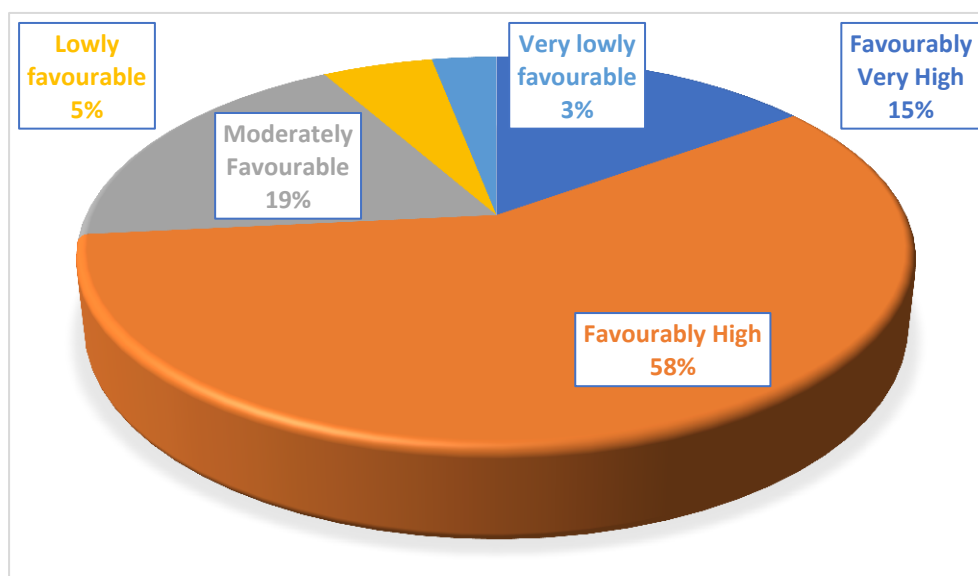


Figure:4.10 Showing level of perception of Bodo women from Udalguri district towards education



Interpretation:

According to table 4.11, 19% of women have a favourably very high perception of education, 66% have a favourably high perception, 7% have a moderately favourable perception, 5% have a lowly favourable perception, and only 3% have a very lowly favourable perception of women's education.

Since most women fell into the 'Favourably High perception' group, it is possible to conclude that Bodo women in BTR have a favourably high perception towards education of Bodo women in BTR.

Figure 4.7 shows the level of perception towards education of Bodo women for Kokrajhar district. It can be understood that, 24.5% women have favourably very high perception, 64% women have Favourably High perception, 7% women have moderately high perception, 3% of women have low favourable perception and only 1.5% of women have very low favourable perception towards education of women.

Figure 4.8, shows the level of perception towards education of Bodo women for Baksa district. It can be understood that 15% women have favourably very high perception towards education, 66% of women have Favourably High perception, 10% of women have moderately high perception, 5% women have low favourable

perception and only 4% of women have very low favourable perception towards education.

Figure 4.9 illustrates the level of perception towards education of Bodo women for Udalguri district. From the figure it can be understood that 15% of women have favourably very high perception towards education, 58% of women have Favourably high perception towards education, 19% of women have moderately favourable perception, 5% of women have low favourable perception and only 3% of women have very low favourable perception towards education.

The perceptions of Bodo women about education have been analysed in terms of dimensions. It is because, in some dimensions, women have stronger positive perceptions, while others have lower positive perceptions. Thus, further dimension-wise item analysis of Bodo women's perceptions about education in Assam's Bodoland Territorial Region is critical and more informative.

The following criteria, established by previous studies (Buran and sakinc, 2017; Pimental, 2019), are used to derive the interpretation of mean scores:

Table 4.13 Level of Mean score interpretation

Likert scale	Interval	Difference	Interpretation
1	1.00-1.66	0.66	Low
2	1.67-2.33	0.66	Moderate
3	2.34-3.00	0.66	High

Source: (Buran and sakinc, 2017; Pimental, 2019)

4.4.2 Dimension 1: Perception associated to Feelings

Table 4.14 showing perception related to feelings

	Statements	A	S	N	Weighted Mean	S. D	Interpretation
1	I will always prefer sending my girl child to a better school.	62.7% (376)	34% (204)	3.3% (20)	2.59	.555	Highly Positive Perception
2	I feel girls do not require higher education as they will be married away.	5% (30)	33.5% (201)	61.5% (369)	2.56	.588	Highly Positive Perception
3	I feel education is an indispensable part of any girl's life.	58.3% (350)	37.7% (226)	4% (24)	2.54	.573	Highly Positive Perception
4	I feel Girls are very much	62.5%	34.2%	3.3%	2.59	.555	Highly

	dedicated towards their education .	(375)	(205)	(20)			Positive Perception
5	I feel every girl must enjoy their right to education.	58.2% (349)	37.8% (227)	4% (24)	2.54	.573	Highly Positive Perception
6	I feel education of women is very necessary for empowerment of women.	58.7% (352)	36.5% (219)	4.8% (29)	2.53	.588	Highly Positive Perception
7	I feel girls are less intellectual than boys.	3.1% (19)	41.7% (250)	55.2% (331)	2.52	.559	Highly Positive Perception
8	Education enhances the potentialities in women.	51.2% (307)	38.2% (229)	10.6% (64)	2.40	.674	Highly Positive Perception
	Total	45%	36.7%	18.3%	2.53	.583	Highly Positive Perception

Interpretation:

The respondents' level of perception in the first dimension, which is related to their personal feelings, is shown in Table 4.14. According to the results, women have a high degree of positive perception towards feelings affecting education of Bodo women in BTR , with an overall weighted mean of 2.53 and a standard deviation of 0.583.

According to the table above,62.7% of women feel that they will send their girl child to a better school (M=2.59. S. D=.555) and only 3.3% women do not agree to it. Also, only 5% women feel that girls do not require higher as they will be married away but 61.5% women feel they require higher education (M=2.54. S. D=.588).

58.3% women feel education is an indispensable part of any girl's life and only 4% women feel otherwise (M=2.54, S. D=.573) and 62.5% women feel girls are very much dedicated towards their studies, whereas only 3.3% feel they are not (M=2.59, S. D=.555).

4.4.3 Dimensions related to Family beliefs

Table 4.15 Showing perception related to family beliefs

	Statements	A	S	N	Weighted Mean	S. D	Interpretation
9	Family must have beliefs that girls can also excel in educational field.	48% (288)	44.3% (266)	7.7% (46)	2.40	.628	Highly Positive Perception
10	Family must believe that women can become independent financially and take major decisions.	53% (318)	43.8% (263)	3.2% (19)	2.49	.560	Highly Positive Perception
11	I believe low socio-economic family must favour education of boys than girls.	4.5% (27)	44.8% (269)	50% (304)	2.46	.582	Highly Positive Perception
12	Family still thinks that spending money on girl child education is worthless.	4.2% (25)	45.2% (271)	50.6% (304)	2.46	.576	Highly Positive Perception
13	Parents taking more domestic help from girls rather than boys is justifiable.	9.8% (59)	45.5% (273)	44.7% (268)	2.34	.651	Highly Positive Perception
14	Family now consider that education of girl's child is the first step towards improvement of their life.	53% (318)	45.3% (272)	1.7% (10)	2.51	.532	Highly Positive Perception
15	Parents still believe girls will not take care of her parents after marriage; hence education is ignored.	3.3% (20)	39.2% (235)	57.5% (345)	2.54	.561	Highly Positive Perception
16	Parents must invest in education of girls rather than saving for marriage.	55.2% (331)	43.7% (262)	1.1% (7)	2.54	.521	Highly Positive Perception
	Total	30%	44%	27%	2.46	.576	Highly Positive Perception

Interpretation:

The respondents' level of perception in the second dimension, which is related to their perception towards family beliefs, is shown in Table 4.15. According to the results, women feel a high degree of positive perception in relation to family belief affecting education of Bodo, with an overall weighted mean of 2.46 and a standard deviation of 0.576.

According to the table above, 48% of women agreed that Family must have beliefs that girls can also excel in educational field, whereas only 7.7% never felt that way ($M=2.40, S.D=.628$).

53% of women agreed that women can become independent financially and take major decisions and only 3.2% women did not agree to it. 50.6% of women never thought that low socio-economic family must favour education of boys than girls and only 4.5 % agreed to have thought that way. 50.6% of women responded that parents don't think that spending money on girl child education is worthless whereas only 4.2% women agreed to have thought that way. 45.5% women responded that they sometimes feel that parents taking more domestic help from girls rather than boys is justifiable whereas 9.8% women agreed that they always feel that way.

53% women agreed to have always felt that family must consider education of girl child is the first step towards improvement of their life, whereas only 1.7% respondent felt they do not think that way. 57% of women responded that they never believe that parent ignore girl child's education thinking they will not take care of her parents after marriage whereas 3.3% women agreed to it. 55.2% women responded to have always felt that parents must invest in education of girls rather than saving for marriage whereas 1.1% women responded they never thought that way.

4.4.4 Dimensions related to socio-cultural beliefs

Table 4.16 showing perception related to socio-cultural beliefs

	Statements	A	S	N	Weighted Mean	S. D	Interpretation
17	Today's society does not support early marriage of women.	2.2% (13)	47.2% (283)	50.6% (304)	2.48	.541	Highly Positive Perception
18	Society will progress if girls are educated.	50.8% (305)	45.2% (271)	4% (24)	2.46	.574	Highly Positive Perception
19	Society has normalised earnings by a female member in the family.	51.3% (308)	42.3% (254)	6.3% (38)	2.45	.612	Highly Positive Perception
20	Society now understand that women are not only meant for taking care of household chores.	46.7% (280)	44.7% (268)	8.6% (52)	2.38	.640	Highly Positive Perception
21	Society thinks that the valuable period of women's life wasted in education.	9.5% (57)	45.5% (273)	45% (270)	2.36	.642	Highly Positive Perception
22	Society still believes that attaining higher education will make a woman least interested to get married.	12.8% (77)	49.2% (295)	38% (228)	2.25	.667	Moderately Positive Perception
23	Education will help eradicate the socio-cultural stereotypes about women in the society.	45.3% (272)	53.2% (319)	1.5% (9)	2.43	.525	Highly Positive Perception
24	Society still sees women as temporary member in a family and hence ignore their	1.7% (10)	48.3% (290)	50% (300)	2.47	.532	Highly Positive Perception

	education.						
25	Society must focus on equality of education for both boys and girls rather than discriminatory practice.	48.5% (291)	49.5% (297)	2% (12)	2.46	.537	Highly Positive Perception
	Total	29.9%	47.2%	22.9%	2.41	0.585	Highly Positive Perception

Interpretation:

The respondents' level of perception in the third dimension, which is related to their perception towards socio-cultural beliefs, is shown in Table 4.16. According to the results, women feel a high degree of positive perception towards socio-cultural beliefs affecting education., with an overall weighted mean of 2.41 and a standard deviation of 0.585.

4.4.5 Dimensions related to school environment

Table 4.17 showing perception related to school environment

	Statements	A	S	N	Weighted Mean	S. D	Interpretation
26	Teachers does not treat education of boys and girls equally.	7.2% (43)	36.8% (221)	56% (336)	2.48	.627	Highly Positive Perception
27	Schools are employing tribal teachers to bridge the language barrier.	48% (288)	47.8% (287)	4.2% (25)	2.43	.574	Highly Positive Perception
28	There must be proper toilet facility for girls in schools and colleges.	60.8% (365)	32.2% (193)	7% (42)	2.53	.623	Highly Positive Perception
29	School provides safety and security to female students.	48% (288)	43.2% (259)	8.8% (53)	2.34	.634	Highly Positive Perception
30	Schools sensitize the villages about the need of	49.7% (298)	47.2% (283)	3.1% (19)	2.46	.559	Highly Positive Perception

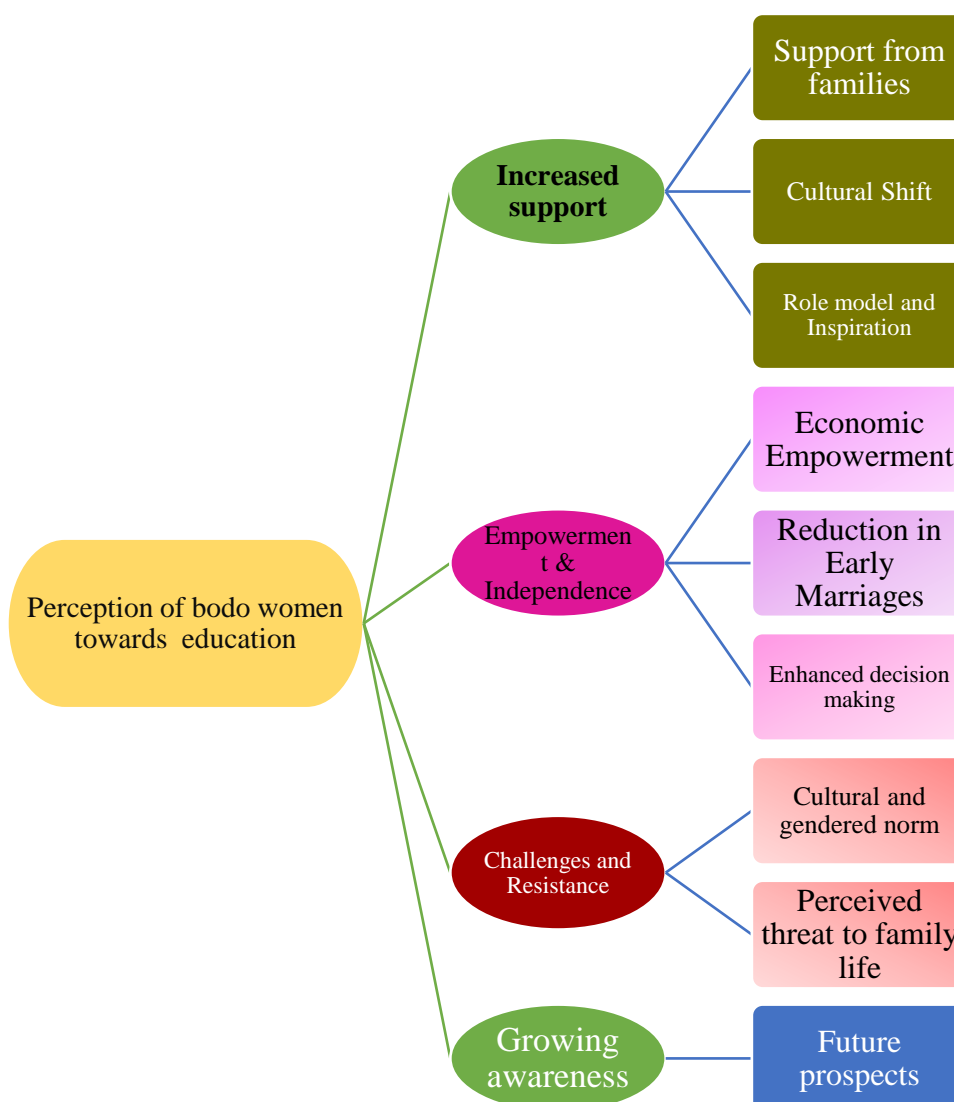
	education of the girl child.						
	Total	42.7%	41.5%	15.8%	2.44	.603	Highly Positive Perception

Interpretation:

The respondents' level of perception in the fourth dimension, which is related to their perception towards school environment, is shown in Table 4.17. According to the results, women feel a high degree of positive perception in relation to school environment affecting educating , with an overall weighted mean of 2.44 and a standard deviation of 0.603.

Qualitative analysis:

Figure 4.11 showing the thematic map of the core themes and sub-themes identified



Thematic analysis:

1. Increased Support for Women's Education: This theme emphasizes the importance of external support systems in the development of community members as well as individuals. It acknowledges the significance of family, societal, and cultural support in the development of personal and educational outcomes.

➤ *Support from families:* The emotional and financial support is crucial for the attainment of educational goals and personal development. Bodo women indicate a developing trend in the support of female education within families and other members of the Bodo community. This kind of help can make the world a better place for women, helping them overcome problems and grab chances to succeed. Most Bodo women from BTR expressed that now times have changed and parents want their girl child to go to school and have shown equal importance of girl child education as the boy child. Bodo Parents are starting to view education as a means of changing their children's lives and providing a livelihood for their families. Some of the statements made in this regard is “My parents have always wanted me to do well in studies and I have also seen more families are now in support of sending their daughters to study. My parents do not want me to struggle like them in life so they wanted me to go for higher education”. (W1)

“Bodo families in our villages are encouraging their daughters to go to college, and highly qualified women in our community are now able to take advantage of better job than they did just a few years ago. So I also sent my daughter to hostel so that she can pursue her education in better school.” (W27)

➤ *Cultural Shifts:* Cultural changes are brought to light with community leaders supporting educational initiatives and acknowledging the worth of educated Bodo women in a variety of fields. In cultures that value women's education, there's more motivation and pressure to pursue higher education. This cultural norm can motivate to achieve academic and professional success. From the interview, it was understood that “The people of our Bodo community are now supporting girls' education more, and many of the

leaders in the village are advocating for educational projects and programs for girl in our villages”(W7)

“In the past, older people in our community thought that a girl's duty was to stay at home, help win domestic work, and get ready for marriage. However, nowadays, more families support girls in getting an education. They believe that education will help girls become independent and make their families proud. They understand that educated women can not only benefit their own families but also the community.” (W29)

- **Role models and inspiration:** It emphasizes the significance of educated Bodo women serving as role models, motivating younger females to pursue education, and demonstrating the advantages of being educated. Positive role models can be effective motivators by illustrating the potential and offering practical examples of success..

“.....she is now working as a teacher in school and also supporting her younger brothers in studies. Also she gives free tuition to those who wants to learn. She is now the pride of our family and village.” (W11)

“In our village ,she is the first one who got PhD and Her family could support her in her studies because they were well off .But now she has opened a private college near our village and the fees is very low. My eldest daughter is studing in her school . ” (W9)

2. Empowerment & Independence:

This theme focuses on the advantages of Bodo women achieving economic and personal autonomy through education. It looks at the relationship between empowerment and better decision-making and increased self-reliance.

- **Economic Empowerment:** Bodo women felt that financial independence will let women make decisions based on their needs and preferences instead of having financial constraints control them. It also offers the means for investing in healthcare, education, and other personal growth possibilities.
- *"Back in days, when I was young., girls got married at young age , and only a few thought about sending daughters to school. But today, I see*

women working as teachers and even nurses in our villages. It makes me proud to know that our girls can now do more than just work in the fields. I always tell my daughters and nieces to Go to school and study hard. Education will give you the freedom to make your own choices."(W10)

- "When I was a kid, my mother had a hard time taking care of our house, our farm, and us kids because she didn't get to go to school. Now, I see that girls who go to school can read important messages from the government, fill out forms, and even help their families with official paper works. I tell my little sisters that if we get education, we can not only improve our own lives but also help our whole community get better".(W17)

".....Some girls in our community are now able to contribute financially to their families because of the better jobs that became available to them because of higher education. They now work in cities and send money to their parents in village." (W13)

- *Reduction in early marriages:* Education and empowerment often result in the delaying of major life decisions such as marriage, letting women to finish their education and pursue professional prospects before emphasizing family life. From the interview, it was understood that Most Bodo women from BTR do not want to marry away their girls until they attain proper education or they have reached certain again. Some of them even said that they want their daughters to earn on their own so that they do not have to depend on their husbands. Some comments made by Bodo women in this regard are:- "..... education has resulted in fewer early marriages of girls in our community and increased awareness of women's rights in our society. Women in our community have begun to recognize the importance of higher education for achieving gender equality and progress in society." (W2)

"My daughter is studying in class 11. We will support her as long as she wants to pursue her education and will never force her to get married

no matter what. We are farmers but we do not want our children to live the life we are living ,but get education and make a better life for themselves. Marrying away my daughter will not improve our financial condition but at least by getting education she can make a better life for herself”(W18)

- *Enhanced decision-making:* Through education, Bodo women will acquire the ability to function independently. Also increased independence and resources available to Bodo women can enable them to make smarter and independent choices regarding their goals for themselves, careers, and lives. Some of the comments made by Bodo women under it are:

“I have observed that when women have higher education or have got their degree, they have more capacity to take part in decision-making processes at home and in the community. During self-help group meetings, I have noticed that women with higher education can carry out the work more easily than those who have the minimum education. They can read and understand the official documents and ” (W26)

3. Challenges & Resistance:

This theme focuses on the issues and barriers that rural Bodo women deal with as they pursue personal and professional goals.

- *Cultural and Gender Norms :* While most Bodo women said there is support for education, data from some women revealed otherwise. It was understood from their narratives that Bodo women have to endure the disapproval of their respective families against the traditional beliefs of roles that give more importance towards house duties than education. Often, they might think that educating daughters is a "waste" as they will marry and leave the family and therefore not encourage further investment in their education. Some statements made in this regard are :-

"When I told my family I wanted to continue my education after college, my uncle asked, 'Why to spend money on a girl's education if she'll just leave the family when she gets married?' Even though my

mother and father were on my side, the older people in our community thought it wasn't important. They said college education is enough for a girl child. They thought my job should be learning housework, not schoolwork."(W16)

".....also in our village, people believe that sending daughters to school for too long makes them 'too modern' and disrespectful. I had to quit my studies because my mother was afraid, I would cause trouble the family's reputation. Sometimes, I wonder if things would have been different if I were a boy."(W28)

- *Perceived threat to family life:* Some women from Bodo community in BTR, expressed their concern towards the attitudes of elderly people towards education. Some people think that Bodo village girls getting higher educating will not make a happy family life after marriage and will be rebellious and it will be threat to their family life. Hence, there exist a resistance in higher in BTR towards girls' higher education. Some statements in this regard are ;-

"The older people in our village often say that a woman who spends too much time studying and get higher degree won't stay with her husband for long .They believe that education makes women feel too proud and less willing to listen to their husbands. When I wanted to finish my college education, my husband's family said I wasn't taking care of my family properly. It hurts me because I wanted to learn, not to cause trouble, but to improve and help my family".(W24)

"..... but many elderly people in our community still feel that attending college might make a woman less interested in getting married. Because of this, their education isn't seen as very important."
(W21)

4. Women's awareness for education:

This theme draws attention to the growing consciousness and understanding of concerns associated with rural Bodo women's education, personal growth, and future planning.

- *Future prospects:* According to the views put forth by Bodo women of BTR, education continues to empower women with the skills,

knowledge, and confidence needed to break barriers, achieve financial independence, and contribute meaningfully to society in diverse fields. Therefore, the future prospects of Bodo women's education are bright.

"Some of the comments made by them are:

"After finishing high school, I joined a program to learn new skills. Now, I own a tailoring shop in my village. School taught me how important it is to be independent and self-reliant. Many women in my community now realize that we can do more than just take care of our homes. I see young girls studying healthcare, technology, and teaching. This wasn't common before, but now we understand that education helps us contribute to society and live with respect." (W4)

"Education has given me the strength to be independent. As a teacher, I not only earn a living but also motivate young girls in my community to aim high. I see many Bodo women now working as nurses, in government jobs, and even running their own businesses. Before, women mostly stayed at home doing housework, but now education has created opportunities we never thought possible. My younger sister wants to be a lawyer, and I support her because I believe education can transform her life just like it did for me".(W18)

"....., but I am hopeful that education will make it possible our daughters to explore the world far beyond these boundaries. I imagine a future where our daughters become teachers, doctors, and leaders, and I understand their education is the first step towards achieving that objective." (W30)

Table 4.18: Display of meta inferences

Overarching themes	Quantitative results	Qualitative results	Meta-inferences
Willingness to educate girls	Majority of women feel that they will send their girl child to a better school/college.	A growing number of Bodo women are becoming increasingly motivated to engage in female education as they become more aware of the benefits that education and personal development can provide	Both quantitative and qualitative result reveals women's perception about sending girl/daughters child to school/colleges is clearly positive as they believe it education is essential.
Bodo Family/society/community supporting women education	Majority of Bodo women responded that Bodo society does not think that the valuable period of women's life wasted in education. Aso majority agreed that Bodo society will progress if girls are educated.	Bodo women indicate a developing trend in the support of female education within families and other member of Bodo community.	Bodo women indicated a positive perception in both quantitative and qualitative findings about Bodo Family/Society/community supporting education of Bodo women.
Eliminating socio-cultural stereotypes	Maximum women, (53.2%) agreed that education will help eradicate	Within the Bodo community, education is primarily regarded as	Bodo women agreed that education will bring a change by eliminating socio-cultural stereotypes that is existing in Bodo society.

	the socio-cultural stereotypes about women in the society.	a means of attaining gender equality and eradicating socio-cultural stereotypes.	
Existing challenges and resistance	Some women agreed that society still believes that attaining higher education will make a woman least interested to get married and become less aware about the tradition of Bodo culture.	Existence of challenges in women education because of traditional gendered norms and education acting as threat to girls married life.	Both quantitative and qualitative findings show perceived resistance to women education because of traditional norms and of marriage issue.
Reduction in early marriage and economic independence.	Majority women agreed that today's society does not support early marriage of women.	More families realize how important it is to educate their daughters, fewer girls in BTR villages are getting married early.	Both quantitative and qualitative studies showed positive perception towards education as it reduces early marriage and help women gain financial independency.

4.5 Data analysis and interpretation of Objective no 4

To provide suggestions with respect to education of Bodo Women in Bodoland Territorial Region of Assam.

Considering to rural Bodo women's suggestions about women's education is very important because they know the real problems and difficulties their community faces. Their personal experiences give useful information about the social, cultural, economic, and infrastructure issues that make it hard for women to get an education. Since they are directly affected, their ideas help create solutions that are realistic and can work in their daily lives. Involving them in decision-making gives these women the power to take part in shaping education policies and programs that impact them. This also builds a sense of responsibility and pride in the community, encouraging more support for changes in education. Also, their suggestions help find problems that outsiders might overlook, making sure to take a complete approach to fixing education gaps. Listening to their ideas also shows respect for their ability to make decisions and recognizes how important they are in creating social change. In the end, solutions made with their input are more likely to work well and fit their culture.

Here are some suggestions from Bodo women in BTR about women's education.

1. **Accessibility to Educational Institution** : *"Many girls stop going to school because it's too far to walk, and parents are concerned about their safety. We need schools to be closer to our villages or have transportation options like buses or bicycles for the girls. If getting to school was safer and easier, more families would support their daughters in continuing their education."(W29)*
".....If schools or colleges were nearer to our village, more girls would go to school regularly. It's difficult for us to send them far away, especially when we are concerned about their safety."(W3)
2. **Financial Support** : *"Education cost is very expensive for our kind of families. The government tells us that education is free. But there is still a lot to spend on books, uniforms, and other school stuff. It would be if the girls receive more financial support in the form of scholarships or free material. This would encourage families to send and let their daughters to continue education for long."(W11)*
"We don't have enough money to pay for tuition and other costs for all our kids. If girls could get scholarships or free school materials, more parents would be interested on their education."(W15)

3. **Addressing Early Marriages:** *".....teaching rural Bodo families about the dangers of early marriages is very important. We need strong actions to promote education instead of marriage."*(W8)
"Early marriages are still a major issue here. Girls in our villages gets married at 15 or 16, and their education comes to an end. The government needs to strictly enforce the law that bans child marriage and also help girls keep studying even after they get married. This way they can continue studies even after marriage won't stop and build a better future."(W17)
4. **Vocational Training and Skill Development:** *"Some girls dream of becoming a doctor or an engineer, but there are other girls who dream of such occupations as learning how to cook certain meals, how to fix a mobile phone, learning sewing or embroidery, or learning computer skills. If schools would teach these practical things, then in the future, a girl would find education very helpful, and it would give some encouragement to each girl in deciding whether to go to school or not."*(W21)
".....schools should offer useful skills like sewing, teaching crafts or computer classes. These skills can help girls make money and support themselves."(W5)
5. **Responsibility of Government and NGOs:** *"The government and NGOs should come to our villages to speak directly with families about why education matters. We need more focus on girls in remote areas like our villages. Villages like ours often feel neglected. The government should give special focus to providing educational resources and facilities for girls in rural areas."*(W27)
".....government workers and organizations visiting our villages for different projects, but they hardly ever organise a meeting with villagers about focus on girls' education. They should hold workshops and meetings with families, especially head of the villages and families, to explain why it's important to educate girls. If more people understood this, they wouldn't put marriage before education anymore."(W10)
6. **Changing Perceptions and Mindsets:** *"we need programs to show parents about why educating women is important; not just for the girls themselves, but for their families and the whole community.*

Educated women can help earn more money for their families and raise children who are also educated."(W22)

"We need to break the mindset that girls should only focus on household work. Education is for everyone."(W23)

7. **Parent's engagement in school:** *"Schools should include parents more. If we are involved, we can help our daughters better at home." (W19)*

"Many parents from villages don't fully understand what their child is learning in school or why it matters. Schools should help by organising meetings where teachers can explain what the students are studying and how they're doing. When parents feel more involved in their daughter's education, they can support them better."(W25)