APPENDIX-C
TOOL-III
(INTERVIEW SCHEDULE-I)

INTERVIEW SCHEDULE FOR STUDYING THE GENDER ISSUES IN EDUCATIONAL PRACTICES IN HIGHER EDUCATION INSTITUTIONS (AN INTERVIEW SCHEDULE FOR STUDENTS)

To

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Dear Students (or Respondents)

I (Mrs Yengkhom Rameshwari Devi) am a PhD scholar of the Department of Education, Assam University, Silchar. I am working on the PhD project titled, "Gender Discrimination in Educational Practices: A Study of Higher Education Institutions of North-East India" under the supervision of Dr. T.K. Basantia (Assistant Professor, Department of Education Assam University, Silchar). In connection to present PhD project, I want to have an interview session with you for the collection of some valuable data for knowing the gender issues in educational practices in the higher education institutions. In this context, I want to administer an interview schedule titled, "Interview schedule for studying the gender issues in educational practices in higher education institutions" on you. Your sincere co-operation in this respect would be highly worthwhile for the success of my PhD project. The success of this PhD project would have high relevance for removing gender discrimination in educational system in general and in higher education system in particular. I promise you that the information which would be collected from you will be used for research purposes but not for any other purposes. Please feel free to provide required information.

Sincerely Yours

Yengkhom Rameshwari Devi
(Researcher)

TOOL-III

(INTERVIEW SCHEDULE-I)

INTERVIEW SCHEDULE FOR STUDYING THE GENDER ISSUES IN EDUCATIONAL PRACTICES IN HIGHER EDUCATION INSTITUTIONS (AN INTERVIEW SCHEDULE FOR STUDENTS)

INSTITUTIONAL PROFILE AND PERSONAL DATA OF THE RESPONDENT
1. Name of the Respondent:……..
2. Gender of the Respondent: (Male/Female)
3. Class and Subjects of the Respondent:…….....
4. Department of the Respondent:……..
5. Name of the Course:……
6. Department of the Course:……..
7. Session of the Course:…….
8. Name of the Institution :……
9. Professional base of the Institution:(Professional Institution/Non-professional Institution)
10. Management of the Institution: (Central Govt. /State Govt.)

A = TEACHER BEHAVIOUR

ITEM NO.	DESCRIPTION	REMARKS
1.	The teacher likes more to which category of students.	Men (Boys) / Women (Girls) / No discrimination in treatment
2.	If the same mistake is done by both boys group and girls group, to which group the teacher punishes less.	Men (Boys) / Women (Girls) / No discrimination in treatment
3.	If both boys group and girls group show the same performance/achievement, to which group the teacher praises more.	Men (Boys) / Women (Girls) / No discrimination in treatment
4.	The teacher provides more study/learning materials to which category students.	Men (Boys) / Women (Girls) / No discrimination in treatment
5.	When any quarreling continues/starts among the boys and girls, the teacher supports to which category students.	Men (Boys) / Women (Girls) / No discrimination in treatment
6.	In the class, the teacher encourages which category students to ask questions and participate in teaching learning process	Men (Boys) / Women (Girls) / No discrimination in treatment
7.	The teacher tries to convince more to the parents of which category students for sending them to the institution for their better education	Men (Boys) / Women (Girls) / No discrimination in treatment
8.	Which category students are guided more by the teacher for their future career and education.	Men (Boys) / Women (Girls) / No discrimination in treatment
9.	Who are less exploited/harassed by the teacher in the institution.	Men (Boys) / Women (Girls) / No discrimination in treatment
10.	In classroom sitting arrangement, which category students are given preference for sitting in better/ good seats.	Men (Boys) / Women (Girls) / No discrimination in treatment
11.	The teacher accepts more to the ideas and views of which category students in the classroom discussion process.	Men (Boys) / Women (Girls) / No discrimination in treatment
12.	The teacher gives more time to which category students for clarifying their doubts, difficulties and problems.	Men (Boys) / Women (Girls) / No discrimination in treatment
13.	If the boys and girls answer to the questions in the similar way the teacher awards more mark to which category students	Men (Boys) / Women (Girls) / No discrimination in treatment
14.	The teacher considers which category students as the more intelligent, capable and competent.	Men (Boys) / Women (Girls) / No discrimination in treatment
15.	The teacher praises which category students as more adjustive and self confident.	Men (Boys) / Women (Girls) / No discrimination in treatment

16. The teacher always gives safeguard/protection to which category students

Men (Boys)	Women (Girls)	No discrimination in treatment

B = CURRICULUM

1. The course contents/text books normally encourage the superiority of which category of people

Men (Boys)	Women (Girls)	No discrimination in treatment

2. The subjects/contents/descriptions included in the course contents/textbooks are more beneficial for which category of people

Men (Boys)	Women (Girls)	No discrimination in treatment

3. The content materials, descriptions etc. included in the course contents/textbooks motivate more to which category students for their total development

Men (Boys)	Women (Girls)	No discrimination in treatment

4. The language used in the course contents/text books encourages/signifies/respects the values, feelings and emotions of which category people

Men (Boys)	Women (Girls)	No discrimination in treatment

5. The pictures, symbols, descriptions, explanations etc. of the course contents/textbooks enhance status of which category people.

Men (Boys)	Women (Girls)	No discrimination in treatment

6. The course contents/textbooks present more positively to the lives, living styles, behaviour pattern etc. of the which category people

Men (Boys)	Women (Girls)	No discrimination in treatment

7. The course contents/textbooks mostly cite examples, illustrations, ideas, stories etc. relating to which section

Men (Boys)	Women (Girls)	No discrimination in treatment

8. Which category of students feel comfort to perform different tasks relating to the course contents/textbooks.

Men (Boys)	Women (Girls)	No discrimination in treatment

C= INSTITUTIONAL/DEPARTMENTAL ACTIVITIES

1. Institution/department allows which category students to take the charge of leadership for different activities/ functions of the institution

Men (Boys)	Women (Girls)	No discrimination in treatment

2. In different institutional/departmental activities like functions, festivals, games, sports, drama, competitions etc. who are encouraged to participate more

Men (Boys)	Women (Girls)	No discrimination in treatment

3. In out of institutional/departmental activities like study tour, picnic, sports and competitions etc. which category students are given more scope to participate

Men (Boys)	Women (Girls)	No discrimination in treatment

4. Institutional/departmental health care services are provided more to which category students

Men (Boys)	Women (Girls)	No discrimination in treatment

5. In institutional/departmental based community/ social services, who are given more preference to participate

Men (Boys)	Women (Girls)	No discrimination in treatment

6. While meetings, discussions, debates etc. are held in the institution/department, the views of which category students are given more importance

Men (Boys)	Women (Girls)	No discrimination in treatment

7. Institutional/ departmental activities are prepared mostly basing on the needs of the which category students

Men (Boys)	Women (Girls)	No discrimination in treatment

8. While participating in different types of institutional/departmental activities, which category students mostly feel sociable and adjusted.

Men (Boys)	Women (Girls)	No discrimination in treatment

D = DISCIPLINE

1. In the institution/department, more discipline is expected from which category students

Men (Boys)	Women (Girls)	No discrimination in treatment

2. Institution/department is very much flexible in its rules, regulations and practices for which category students

Men (Boys)	Women (Girls)	No discrimination in treatment

3. The manner, style, dress and behaviour pattern of which category students are highly appreciated in the institution/department.

Men (Boys)	Women (Girls)	No discrimination in treatment

4. If both boys and girls equally violate the rules, regulations and principles of the institution/department, which categories students is punished less.

Men (Boys)	Women (Girls)	No discrimination in treatment

5. When different responsibilities are assigned to both boys and girls, the institution/department wants which category students to perform the responsibilities in a quick and effective way.

Men (Boys)	Women (Girls)	No discrimination in treatment

6. When any fighting/quarreling starts between the boys and girls, the institution/department authority becomes partial towards which category students

Men (Boys)	Women (Girls)	No discrimination in treatment

7. In the institution/department premises, more punctuality is expected from which students

Men (Boys)	Women (Girls)	No discrimination in treatment

8. Which category students enjoy maximum freedom in the institution/department

Men (Boys)	Women (Girls)	No discrimination in treatment

9. The institution /department tries to make which category students more disciplined and ideal.

Men (Boys)	Women (Girls)	No discrimination in treatment

E= ENROLMENT

1 The institution/department imposes less restriction for admission of which category students to the institution/department.

Men (Boys)	Women (Girls)	No discrimination in treatment

2. The institution/department authority/teachers always mobilize/ convince the parents of which category students for their admission to the institution/department.

Men (Boys)	Women (Girls)	No discrimination in treatment

3. The problems relating to facilities like hostel, transport facilities, security facilities etc. affect less to the enrolment of which category students to the institution/department.

Men (Boys)	Women (Girls)	No discrimination in treatment

4. The behaviour and attitude of the headmaster, teacher and other supporting staff affect positively to the enrolment of which category students.

Men (Boys)	Women (Girls)	No discrimination in treatment

F= ACHIEVEMENT

1. Teachers are very much partial (show favoritism) to which category students in giving marks in the institutional/departmental evaluation process.

Men (Boys)	Women (Girls)	No discrimination in treatment

2. In institution/department, which category students are always encouraged as more intelligent and high achiever students.

Men (Boys)	Women (Girls)	No discrimination in treatment

3. Which category students are given/awarded more marks in the institutional/departmental evaluation (examination) process because of grace and sympathy.

Men (Boys)	Women (Girls)	No discrimination in treatment

4. The problems relating to hostel facilities, transport facilities, securities in the institution/department etc. affect less to which category students

Men (Boys)	Women (Girls)	No discrimination in treatment

5. The manner, behaviour, attitude etc. of the teacher, non teaching staffs etc. affect in a good way to the which category students

Men (Boys)	Women (Girls)	No discrimination in treatment

G = PROVIDING BENEFITS TO THE STUDENTS

1. Which category students are provided more study materials from the institution/department.

Men (Boys)	Women (Girls)	No discrimination in treatment

2. Which category students are given more preference in getting rewards, recognitions, scholarships etc. from the institution/department.

Men (Boys)	Women (Girls)	No discrimination in treatment

3. The institution/department gives preference to which category students while providing basic facilities like sitting arrangement, toilet, and instruments etc. for playing games.

Men (Boys)	Women (Girls)	No discrimination in treatment

4. The institution/department supplies special facilities or makes special provision for clarifying doubts and difficulties of which category students.

Men (Boys)	Women (Girls)	No discrimination in treatment

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