Chapter-III

RESEARCH METHODOLOGY
3.1.0 Overview

This section gives a detailed account of the assumption of the study, statement of the problem, operational definitions of the variables, objectives of the study, hypotheses, methods adopted by the researcher, the variables identified for the study, the tools used for collecting the data, population, sample, instrumentation, the reliability of the tools, the statistical techniques, data collection, scoring procedure applied and delimitation of the study.

3.2.0 Assumption of the study

It is assumed that various empowerment measures initiated and implemented by the Puducherry government through education would empower the girls and the women.

3.3.0 Statement of the Problem

The status and the empowerment of women has been an important topic of discussion and debate from the dawn of history however, women empowerment has been an area of priority of most of the welfare state and popular democracy. Most of the scholar agree that empowerment through
education is the best means of women empowerment. Puducherry, one of the Union Territories of India has taken a lot of women empowerment measures and the women empowerment measures to education is an important area of research. In this context, the present research is interested in analyzing the following questions:

1. What are the women empowerment measures through education initiated by Puducherry government during the period 2005 to 2010?

2. What are the educational empowerment measures initiated by Puducherry government for girls at the school and college level?

3. What are the motivating factors for girls in government and private schools to pursue their higher studies?

3.4.0 Operational Definitions

‘Women empowerment’ means initiatives taken by Puducherry Government for empowering women through education during the period 2005-2010.

The first definition of ‘Women’ here, is “women who belong to the BPL (Below Poverty Line) i.e. the income groups having an annual income of Rs.
24,000/- and below who get some benefits based on their educational qualification”.

The second definition of ‘Women’ is the College girls who are getting some benefits from the Puducherry Government.

The third definition of ‘Women’ is the school going girls who belong to the first generation and BPL, studying from 8th to 12th standard from the rural areas of Puducherry Union Territory.

‘Through Education’ means governmental benefits given to the women and girls from the schools and colleges who belong to the BPL because of their entry into any stage of education.

‘Case Study’ here means various educational empowerment measures for women initiated by Puducherry Government during the period 2005-2010 and the government private rural schools.

‘Puducherry Union Territory’ means only the area in Puducherry and not in Karaikkal, Yanam and Mahe.
3.0 POLITICAL MAP OF PUDUCHERRY
### 3.5.0 Objectives of the Study

Based on the rigorous reading done on the available literature on empowerment of women in Puducherry Union Territory the researcher has formulated the following objectives for the present study:

1. To study the overall Educational empowerment measures for women initiated by the Puducherry Government from 2005-2010.
2. To compare the empowerment measures initiated by the Government and Private Schools for girl students who belong to the first generation and BPL in various constituencies of Puducherry.
3. To compare the attitude of girl students of Government and Private Schools towards the empowerment initiatives of the concerned schools.
4. To formulate some policy suggestions to the Government educational Department for the future programs.

For this study the period chosen is 2005-2010. The rationale behind choosing the period is to study the performance of the Congress government which ruled the state for the five year period.
3.6.0 Hypotheses

1. The educational empowerment measures for women initiated by the Puducherry Government during the period 2005-2010 are moving towards positive direction.

2. All the Government and Private Schools located in the rural part of all the constituencies of Puducherry are taking women empowerment measures.

3. In empowering the girl students the performance of the Government Schools in rural areas is better than that of the Private schools in all the Constituencies.

4. Physical education, Martial Arts, Counselor for girls, Gender Equality, Girls’ Club, Special Training, Sanitation Facilities, Computer facilities and separate Toilet facilities encourage the girls to pursue their higher education.

3.7.0 Method adopted for this study

The investigator employed case study method to investigate the various Educational empowerment measures initiated by Puducherry government for women of BPL and College and School going girls of rural areas. “A case study is and in depth study of an institution or an event or a person or a policy”. Here,
‘empowerment’ is the case for which various measures initiated through education have been studied.

The thesis consists of two major parts. The first part is divided into two, of which the first section analyzes the empowerment measures initiated by Puducherry government through education for poor women who belong to BPL. And the second section analyses various empowerment measures initiated by Puducherry government for the past five years for the education of the poor girl children from school level to College level.

3.1 Empowerment Measures for Women by Puducherry Government
For analyzing the data the researcher has adopted a documentary survey method. The government documents from the Higher Education Department, School Education Department, Welfare Department, SC/ST welfare Department have been collected and systematically analyzed. The Newspaper information clippings also have been used as secondary sources. The researcher has adopted the qualitative technique for the first part of the study.

For the second part of the research, to study the attitude of the girl students of Government and Private schools from the rural areas of Puducherry on the empowerment measures the researcher has adopted a quantification technique. The researcher has conducted a survey among the students from 8th standard to 12th standard using a Yes or No type questionnaire.

3.8.0 Population

For the first section of the first part of the study the population consists of all the women beneficiaries of the government schemes based on their educational qualifications.

For the second section of the first part, the population includes all the College and School going girl students who are benefited by the government empowerment schemes.
For the second part of the study the population consists of poor girl students who belong to the first generation studying from 8th to 12th standard in the government and private schools located in rural parts of Puducherry.

### 3.9.0 Sampling

For the quantitative study, sampling technique is employed. The investigator has employed random sampling technique to select the school going girl students to study the attitude towards empowerment factors initiated by Government and Private schools located in rural parts of Puducherry. In order to maintain uniformity the researcher has chosen 360 girl students from 8th to 12th standard from 18 constituencies. The rationale behind choosing the girl students from the 8th and 12th standard is based on the governmental data which shows that the dropouts are from the 8th standard only.\(^{109}\) Another important criterion of selection is that only the Students from the first generation and lower income group have been chosen for the survey. The ‘first generation’ here means those girl students whose parents are illiterates. According to the governmental data most of the dropouts are from the first generation families who are rarely getting any kind of motivation from their family members. The selection of girl children from the ‘Lower Income Group’ means the children of the parents whose income is lesser than Rs.

\(^{109}\) Dinnmalar (Puducherry) 5, July 2009
24,000/- per year. The parents of the children are either Coolies or attending household related work living in a makeshift or thatch roof huts in an unapproved land. It has been well understood that most of the students from ‘higher income groups’ and students belonging to the ‘second generation’ easily get different types of motivation and information and so many opportunities which are available for their empowerment and to go for higher studies\textsuperscript{110}. The children belonging to this category are well connected with the urban and educated community and to the media. For the poor and low income group students, the only source of motivation and information is their concerned schools apart from some of the good thinking and well-informed neighbors. Therefore, the researcher has delimited the survey with only the ‘poor’ and ‘first generation’ ‘girl students’ of Government and private schools.

The total number of sample is 360. Based on the above mentioned criteria 360 girls from 8\textsuperscript{th} standard to 12\textsuperscript{th} standard have been selected for our study. The researcher has identified two girl students from each class who belong to the first generation getting better rank than others (who belong to their group i.e. first generation and BPL) in the quarterly and half yearly examinations. In order to maintain some uniformity it has been decided to choose ten students from each school. There are 18 constituencies and from

\textsuperscript{110} ibid
each constituencies one government and one private schools have been randomly identified.

The following tables No.3.1 and 3.2 depict the number and names of the schools identified from each constituency and the number of students selected from government and private schools for the study.

**Table 3.1**

*Schools Selected from each Constituency for the Study*

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Constituency</th>
<th>Name of the School</th>
<th>Number of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Govt.</td>
<td>Private</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Govt. Chevaliver Selane GHSS</td>
<td>Kolpin HSS</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Muthialpet Sinnatha GGHSS</td>
<td>Raja HSS</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ossudu G.H.S Gundambakkam</td>
<td>Aditya Vidyalaya H.S.S</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reddiyarpalayam Subbiah Govt. H.S.S.</td>
<td>Vellankanni Matric HSS</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ariyankuppam Thanthai Periyar GHSS</td>
<td>Immaculate Heart of Mary GHSS</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bahour Kasthuribai Gandhi GHSS</td>
<td>Prof. Annusamy HSS</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bussy Subramania Bharathiar G.H.H.S.</td>
<td>Amalur Bhavan H.S.S</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Embalam Maraimalai</td>
<td>Balaji HSS</td>
<td>10</td>
</tr>
<tr>
<td>No.</td>
<td>Place</td>
<td>School</td>
<td>Details</td>
<td>Grade</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>9</td>
<td>Kuruvinatham</td>
<td>Bharathi Govt. H.S.S.</td>
<td>Prof. Annusamy H.S.S.</td>
<td>10 10 20</td>
</tr>
<tr>
<td>10</td>
<td>Lawspet</td>
<td>Navalar Neduchezhin GHSS</td>
<td>Brights HSS</td>
<td>10 10 20</td>
</tr>
<tr>
<td>11</td>
<td>Mannadipeth</td>
<td>Govt.HSS</td>
<td>Bonne Nehru H.S.S.</td>
<td>10 10 20</td>
</tr>
<tr>
<td>12</td>
<td>Mudaliarpet</td>
<td>Annai Sivagami GHSS</td>
<td>Blessed Mother Theresa H.S.S.</td>
<td>10 10 20</td>
</tr>
<tr>
<td>13</td>
<td>Nellithopu</td>
<td>Manimegalai GHSS</td>
<td>Stella Mary H.S.S.</td>
<td>10 10 20</td>
</tr>
<tr>
<td>14</td>
<td>Nettapakkam</td>
<td>Kamban GHSS</td>
<td>Sri Saraswathi Vidhyalya English HS</td>
<td>10 10 20</td>
</tr>
<tr>
<td>15</td>
<td>Uppalam</td>
<td>Jeevanantham H.S.S.</td>
<td>St. Mathias HSS</td>
<td>10 10 20</td>
</tr>
<tr>
<td>16</td>
<td>Thattanchavady</td>
<td>Govt, GHSS</td>
<td>Seventh Day H.S.S.</td>
<td>10 10 20</td>
</tr>
<tr>
<td>17</td>
<td>Thirubuvanai</td>
<td>Kalaigar Karunanithi H.S.S.</td>
<td>Swami Vivekananda H.S.S.</td>
<td>10 10 20</td>
</tr>
<tr>
<td>18</td>
<td>Villianour</td>
<td>Kannagi GHSS</td>
<td>Vesley English HSS</td>
<td>10 10 20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>180 180 360</strong></td>
</tr>
</tbody>
</table>
### Table No 3. 2.

**Number of Students Selected for the Study**

<table>
<thead>
<tr>
<th>Standard</th>
<th>8&lt;sup&gt;th&lt;/sup&gt;</th>
<th>9&lt;sup&gt;th&lt;/sup&gt;</th>
<th>10&lt;sup&gt;th&lt;/sup&gt;</th>
<th>11&lt;sup&gt;th&lt;/sup&gt;</th>
<th>12&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>180</td>
</tr>
<tr>
<td>Private</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>180</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>360</td>
</tr>
</tbody>
</table>

### 3.10.0 Instrumentation

To investigate the attitude of school student towards the empowerment measures initiated by the Government and private schools, the investigator constructed an Attitude Questionnaire. For this investigator referred text books and journals and consulted the expert and formed the attitude questionnaire based on ‘yes’ or ‘No’ question type.

The questionnaire consists of 30 questions which widely covers from their academic environment to personal opinions. The questionnaire is divided in to ten sections. The first section consists of the questions based on the personal background of the student. The remaining nine sections deal with each of the nine empowerment factors. Under each factor three questions have been
asked. Since the target population is school girls, simple and interesting questions have been framed. (Please vide the Annexure IV). The sample has been selected as to avoid biased population of studious girls.

3.11.0 Identification of the ‘Factors of Empowerment’

The researcher has identified nine factors which are considered as the main motivators for the girls for pursuing their higher studies and determining their future course of life. The nine factors have been chosen based on the inference received from the students of three B.Ed. colleges in Puducherry. They were asked to identify the important motivating factors during their school days. Fifty girl students from each college, who belonged to first generation, were asked to give their views. They listed 13 factors as real motivators which helped them to continue their school education. The results showed that most of the students identified the following nine factors as the real motivators during their school days. In view of the opinion of the students the researcher has identified the following nine variables as determinants of empowerment.

- Martial Arts
- Physical Education
- Counselor for girls
- Gender Equality
- Girls’ Clubs
- Special Training
- Sanitation Facilities
- Computer Facilities and Separate Toilet Facilities
A brief discussion on the above mentioned nine factors is given below:

### 3.11.1 Martial Arts

The operational definition of Martial arts is “the Defense training given to the girl students such as Karate, Judo, wrestling and other fighting sports to give them self confidence and help them to face any physical threat from an unknown person”

Martial arts help the girls to develop high self-esteem and self-confidence. In martial arts, everyone is valued as an individual not only for their actions but also their personality. Also it helps a person to be physically fit and more active than the people who are not indulged in it. The girls who have undergone martial training feel a lot of self confidence to face the challenges in their life. Therefore, the UGC has directed the universities and higher learning centers to promote martial arts in colleges. The importance of learning martial arts lies in its usefulness in developing, calm, fit and alert people capable of adapting to the presence of threats to their health and well being.

### 3.11.2. Physical Education

Physical education is identified as one of the variables by all the girl students of all the three colleges. Most of the educationalists from Plato insisted
the importance of Physical education.\footnote{Thomas Yiannakis and Sylvia Yiannakis, The Idea of Physical Education in Plato's Laws, \textit{Studies in Physical Culture And Tourism}, Vol.6, 1999, available at: \url{http://www.sirc.ca/newsletters/december07/documents/S-664263.pdf} (cited on 22 Mar. 2011)} Almost all the ancient civilizations insisted the importance of Physical exercises. Understanding the importance, the modern states also insist the importance of having Playground in almost all the schools to get recognition from the Government. The games are divided into indoor games and outdoor games. There is a saying that “a sound mind in a sound body.”\footnote{bodyfitnesshealth.com/benefits-and-importance-of-physical-education}

\subsection*{3.11.3 Counselor for girls}

The third variable identified by the students as the source of empowerment is the work of the Students’ Counselor in the school. Most of the girls from the rural villages with poor background are facing a lot of stress in the form of gender bias, income disparity, talent deficiency, cultural factors, dress code, etc. The stress they are facing from different quarters including their home also discourage them to continue their education. In such circumstances, the teenage girl children need proper, regular and timely counseling from a well trained person who is well experienced to understand the problems of teenage school going girl children. Further, the young children from the poor and
uneducated background need the proper guidance about their career opportunities also. Twenty first century is known for its information explosion, various opportunities and the technological innovation. The young generation should be properly taught to choose between the good and the bad habits. Because of the lack of timely counseling and advice from the seniors and the dearth of role models, the society is witnessing more and more divorce, domestic violence, suicides, child mothers, and drug addicts so on and so forth. To overcome such social evils of the society the schools should take necessary initiatives to show the proper direction to the directionless people.

3.11.4 Gender Equality

Gender equality refers to the equal valuing of the roles of women and men. It works to overcome the barriers of stereotypes and prejudices so that both sexes are able to equally contribute to and benefit from economic, social, cultural and political developments within society. When women and men have relative equality, economies grow faster and there is less corruption. When women are healthy and educated, their families, communities and nations benefit.\footnote{http://www.un.org/millenniumgoals}
Gender inequality has been prevailing from the dawn of history as explained under first chapter irrespective of Civilization, Culture and Religion. The concept of welfare state, Popular Multiparty Democracy, the Universal Adult Franchise, information explosion, forces of Globalization and the fast growth of technology all created awareness for Women Empowerment to achieve Gender Equality. It is a well known fact that in spite of so many efforts, girl children are not getting equal treatment in majority homes in India. However, the Educational Institutions alone can take the lead to guide the society towards the positive direction. If the schools are initiating policies and programs for achieving Gender Equality, the society can achieve the target in the short or long run.

3.11.5 Girls’ Clubs

The purpose of girls’ education is to help them to achieve overall development - a well-rounded education includes activities outside the classroom. Students are expected to pursue a wide range of intellectual and social activities in the era of globalization. To achieve the aim Schools are expected to have girls’ clubs. There are schools which are having different
clubs: Science Clubs, Outdoor Activities, Cultural Clubs, Language Development, Clubs, Perfect Council, School Band etc

3.11.6 Special Training

Government has the prime responsibility for education and its education policy and budget indicate its level of engagement and determination to achieve the international education goals related to gender parity and equality and women's empowerment. The education plans and policies also provide a road map for education practitioners and create an enabling environment in which the right to education can be attained. Governments can work in different areas to improve gender parity and equality in education. Special training for school going children helps them to face the challenges in their life. The special training is in continuation of the above mentioned activities undertaken by the Girls’ clubs. There are special training programs such as: Vocational training, Mountain climbing, Physical training, Writing skills, Painting and Drawing, Health awareness, programs, Hospitality training, Computer training, Special coaching camps for sports and Games etc

114 www.unicef.org/infobycountry/india_58294.html
115 www.unicef.org/infobycountry/india_58294.html
The schools can organize a few of the above mentioned training periodically according to their ability and resources to empower girl children.

### 3.11.7 Sanitation Facilities

Sanitation is defined as “the process of keeping drinking water, foods, or anything else with which people come into contact free of microorganisms such as viruses”. It is also defined as “the science of maintaining a healthful, disease-free, and hazard-free environment”. The All Words.com English Dictionary defines sanitation as, “the hygienic disposal or recycling of waste and the policy and practice of protecting health through hygienic measures”. According to the Saunders Comprehensive Veterinary Dictionary, “the establishment of conditions favorable to health, especially with respect to infectious diseases. It includes disposal of infective materials, especially carcasses, discharges and excrement, application of disinfectants and general cleaning to make disinfection effective, isolation of infective animals and improvement in ventilation of buildings, improving feeding and watering arrangements to avoid fecal and urinary contamination of food and water”.

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118 All words. Com, English Dictionary –with Multi-Lingual Search
Understandably, clean and safe water supply, clean and safe ambient air, and clean environment are attracting the students towards the school. Therefore, providing better sanitation facilities is considered as one of the empowerment factors which motivate the students towards the school.

3.11.8 Computer facilities

Computers have brought about a revolution across all from individual’s life to industries. They have changed the face of society. They are no longer specialized tools to be used by specially trained people. They are ubiquitous and used in almost every sphere of life. Computers are the best means for storage and management of data, they can serve as huge knowledge bases and can be harnessed for all sorts of financial transactions owing to their processing power and storage capacities. As computers are a daily utility, they have gained immense importance in day-to-day life. Their increasing utility has made computer education the need of the day.  

Therefore, any school without Computer Education cannot be considered as a good educational institution for without computer education the education is incomplete in the modern era of information explosion. Realizing the seriousness, most of the students prefer computer education.

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120 www.buzzle.com/.../importance-of-computer-education
3.11.9 Separate Toilet facilities

“A toilet is a plumbing fixture primarily intended for the disposal of human excreta: urine and fecal matter. Additionally, vomit and menstrual waste are sometimes disposed of in toilets in some societies. The word toilet describes the fixture and, especially in British English, the room containing the fixture. In American English, the latter is euphemistically called a restroom or bathroom. The latter term often describes a room that also contains a bath tub. A room with only a toilet and a sink is sometimes called a half-bathroom, a half bath, or a powder room.”

Providing clean and safe toilet facilities to all the school going children in general and the girls in particular is considered as an important motivating factor. Most of the girls after the age of seven need a separate and safe toilet facility. However, according to the report of the Indian government more than forty five percent of the rural schools are lacking toilet facilities. It is a shame in the part of India which is having the population of fourth billionaires of the world.

Non availability of toilet facilities is one of the main causes for the drop out of girl children from the schools in India. How big is the School drop –out

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121 en.wikipedia.org/wiki/Toilet
122 www.peopleandplanet.net/?lid=28951&section=37
problem in India? Out of school children between 6 and 14 years 25 million are in India. India has ¼ of the world’s out of school children. 50% of children drop out of school at 5th class with dismal literacy. For every 100 girls that enroll in rural India, only 18 reach class 8th, only 9 reach class 10th and one reach class 12th.

It has been well understood that proper toilet facility is the most important deciding factor for school going girl children to pursue their education. Lack of facilities, privacy and clean environment are always discouraging the girls from attending the school. Therefore, most of the girls prefer to have better toilet facilities apart from the other factors mentioned above.

3.12.0 Reliability of the Factors of Empowerment

The researcher has identified nine factors which are considered as the main motivators for the girls for pursuing their higher studies and determining their future course of life. The nine factors have been chosen based on the inference received from the students of three B.Ed. colleges in Puducherry. They were asked to identify the important motivating factors during their school days. Fifty girl students from each college, who belonged to first generation, were asked to give their views. They listed a few factors as real motivators
which helped them to continue their school education. The results showed that
most of the students identified the following nine factors as the real motivators
during their school days. In view of the opinion of the students the researcher
has identified the following nine variables as determinants of empowerment: 1.
and 9. Separate Toilet Facilities.

After tentatively finalizing the factors of empowerment based on the
findings from the survey conducted among the B.Ed college girls students the
researcher made an attempt to verify the objectivity of the factors of
empowerment. All the nine factors of empowerment were produced to ten
women faculty working in five different educational institutions. Out of ten
faculties eight faculties agreed with all the factors of empowerment and the
order of factors of empowerment. Convinced with the above formalities the
researcher has satisfied the validity of the factors of empowerment.

3.13.0 Validity of the Tool

To know the validity of the tool used for meeting the objectives of the
study, the investigator constructed 45 questions representing 5 each to the nine
components. The questions were showed to five experts. On their suggestion a
few items were modified and some of the items were deleted. Then it was shown to the Research Supervisor and other experts. They agreed the content validity and suitability of the items.

3. 14.0 Reliability of the Tool

Cronbach’s Alpha is commonly used as a measure of testing the internal consistency or reliability of the data. For this data the Cronbach’s alpha is 0.736. That is, as higher the value better is the consistency of the data.

3.15.0 Final Tool

The final tool consists of 30 questions and the items under each dimensions is given in table no: 3:3. The questions are of two parts: Part A & Part B. Part A consists of questions on personal information and Part B consists of attitude questions.
3.3. Questionnaire Format

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Dimension</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Martial Arts</td>
<td>1,2,3.</td>
</tr>
<tr>
<td>2</td>
<td>Physical education</td>
<td>4,5,6.</td>
</tr>
<tr>
<td>3</td>
<td>Counselor for Girls</td>
<td>7,8,9.</td>
</tr>
<tr>
<td>4</td>
<td>Gender Equality</td>
<td>10,11,12.</td>
</tr>
<tr>
<td>5</td>
<td>Girls’ Club</td>
<td>13,14,15.</td>
</tr>
<tr>
<td>6</td>
<td>Special Training</td>
<td>16,17,18.</td>
</tr>
<tr>
<td>7</td>
<td>Sanitation Facilities</td>
<td>19,20,21.</td>
</tr>
<tr>
<td>8</td>
<td>Computer facilities</td>
<td>22,23,24.</td>
</tr>
<tr>
<td>9</td>
<td>Toilet facilities</td>
<td>25,26,27.</td>
</tr>
<tr>
<td>10</td>
<td>Overall motivation</td>
<td>28,29,30.</td>
</tr>
</tbody>
</table>

3.16.0 Scoring Procedure

Data has been collected using questionnaire and the options are of ‘Yes’ or ‘No’ type. For each and every student, a score has been calculated by adding the Yes response (coded as 1 for yes and 0 for No). Using these scores the entire statistical analysis has been performed.

3.17.0 Data Collection

The scholar identified thirty six schools from eighteen constituencies – eighteen Government and eighteen private schools in rural areas of every constituency. To maintain confidentiality and to get the correct information, from each school all the ten students from all the five classes were taken in to
a separate room to have an informal discussion to create familiarity and confidence. After these formalities, the researcher explained the importance and contents of the questionnaire to the students to get the correct information and distributed the questionnaire.

3.18.0 Statistical Technique Adopted

The research intends to compare two groups of students—public and private—to study the influence of each variable on their life. Since the data is ordinal, the researcher has used non-parametric statistical tool i.e., Mann-whiny U Test. In statistics, the Mann–Whitney U test (also called the Mann–Whitney–Wilcoxon (MWW) or Wilcoxon rank-sum test is a non-parametric statistical hypothesis test for assessing whether two independent samples of observations have equally large values. It is one of the most well-known non-parametric significance tests. It was proposed initially by Frank Wilcoxon in 1945,\textsuperscript{123} for equal sample sizes, and extended to arbitrary sample sizes and in other ways by Henry Mann and his student Donald Ransom Whitney in 1947.)

3.19.0 Delimitation of the Study

1. The thesis focuses on the educational empowerment measures for women and girl students implemented by the Puducherry government during

\textsuperscript{123}Frank Wilcoxon, Individual Comparisons by Ranking Methods, \textit{Biometrics Bulletin}, Vol. 1, No. 6 (Dec., 1945), pp. 80-83.
the period 2005-10. The other women empowerment measures are not part of the study.

2. For the second part of the study, the sample is restricted with the poor educated women in Puducherry region only. Other parts of Puducherry Union territory such as Karaikal, Mahe and Yanam are not covered in the present study.

3. As far as the girl students are concerned, only girls who belong to the first generation poor families (BPL) from the rural areas of Puducherry have been chosen as samples. Other students from well to do background and urban areas are not included in the study.

4. Further, the students from VIII to XII standards only have been chosen for sampling.