CHAPTER-III

METHODOLOGY

3.0 Introduction

The effectiveness and worth of any research work mainly depends upon the kinds of methods and procedures used in the systematic analysis and interpretation of the study. The methods which are used by the researcher during the course of studying the research problem are termed as research methods. It is very much essential for the researcher to know not only the research methods/techniques but also the methodology. Research methodology is a way to systematically solve the research problem. (Kothari, 2009) It is the logic of scientific investigation, because it not only talks of the research methods but also consider the logic behind the methods.

Thus, when we talk of research methodology we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others. (Kothari, 2009) Methodology means the science of methods in which knowledge is built through observation, experimentation, generalization and verification. (Ahuja, 2008) The present chapter deals with the details of methodology of the study.
3.1 Design of the study

Design of the study means “drawing an outline” of the study. Decisions regarding what, where, when, how much, by what means concerning an enquiry or a research study constitute research design. (Kothari, 2009) “Research design” is planning a strategy of conducting research. William Zikmund (1988:41) has described research design as “a master plan specifying the methods and procedures for collecting and analyzing the needed information.” (Ahuja, 2008)

For the present study the researcher used descriptive cum normative survey method of educational research, as the study concerns with the role of education in women empowerment in Jorhat and Golaghat district of Assam. Further, the researcher collected various documents relating to women education and those are stated as follow:

(i) Statistical Handbook of Assam, Jorhat and Golaghat districts
(ii) Economic survey, 2011
(iii) Educational survey, 2011
(iv) Gazetteer of Assam
(v) Records from Sarva Shiksha Office, Development Block and Municipal Office, Jorhat and Golaghat district.
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3.2 Population or universe of the study

The first step in developing any sample design is to clearly define the set of objects which is called the universe/population of the study. From statistical point of view, the term “universe” refers to the total of the items or units in any field of inquiry, whereas the term “population” refers to the total of items about which information is desired. In this study, the researcher used the finite universe (consists of a fixed number of items) i.e. all the women population between the age group of 20-45 of Jorhat and Golaghat district out of twenty-eight districts of Assam and all the girl students studying in H.S. 1st yr., H.S. 2nd yr. and 1st semester of both the selected districts.

3.3 Selection of sample

According to Manheim (1977:270), “a sample is a part of the population which is studied in order to make inferences about the whole population.” (Ahuja, 2008) It is a portion of people drawn from a large population. The study of sample becomes necessary because it is less time consuming and more economic in nature and increase accuracy of data. In the present investigation, a sample of 1500 (fifteen hundred) women between the age group of 20-45 and 500 (five hundred) girl students studying in H.S.1st yr., H.S. 2nd yr. and 1st semester were selected from two districts, to investigate the role of education in women empowerment, the attitude of girl students towards women education and identify the problems of girl students in relation to domestic, social and economic field. Out of the 1500 hundred sample
women, 750 each from Jorhat and Golaghat district were selected. Further 750 women were again divided on the basis of level of education. While selecting the respondents researcher kept in mind that the respondents should include both working and non-working women having various educational standards. Also the respondents should be both from nuclear and joint families belong to the age group of 20-45. For the selection of sample, researcher used purposive sampling method to seek knowledge about the (total units) population (by observing few units) through sample. It is a non-probability sampling method. In purposive sampling, the researcher uses her own judgement about which respondents to choose, and picks only those who best meet the purposes of the study. In purposive sampling, researcher uses her prior knowledge to choose respondents.

For rural area of Jorhat district, the researcher selected three developmental blocks out of the total eight developmental blocks. Again from the three blocks, researcher selected total ten villages from which 375 women were selected as sample women. In case of Golaghat district, the researcher selected three developmental blocks out of the total eight blocks. From the three blocks, researcher selected nine villages and 375 women were selected as sample from the selected villages. Table-3.1 shows the name of districts, name of selected blocks, no. of selected villages and total no. of households selected.
### TABLE-3.1

The name of districts, name of selected blocks, no. of selected villages and no. of selected households

<table>
<thead>
<tr>
<th>SL No</th>
<th>Name of districts</th>
<th>Name of selected blocks</th>
<th>No. of selected villages</th>
<th>No. of households selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jorhat</td>
<td>Jorhat</td>
<td>3</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td></td>
<td>North-West Jorhat</td>
<td>2</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Koliapani</td>
<td>5</td>
<td>134</td>
</tr>
<tr>
<td>2</td>
<td>Golaghat</td>
<td>Golaghat West</td>
<td>3</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Golaghat North</td>
<td>3</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kakodonga</td>
<td>3</td>
<td>144</td>
</tr>
</tbody>
</table>

For urban areas of Jorhat district, the researcher selected two towns namely- Jorhat and Teok, out of four and also in Golaghat district, researcher selected two towns namely- Golaghat and Dergaon from five total town. In Jorhat district, five wards are taken from Jorhat town out of twenty wards and two wards are taken from Teok out of four wards. In Golaghat district, four wards are taken from Golaghat town out of thirteen wards and three wards are taken from Dergaon town out of ten wards. From the selected wards of both the districts, researcher selected 375 women from each district. Table -3.2 shows the name of the districts, name of selected towns, no. of selected wards and no. of selected household.

### TABLE-3.2

The name of the districts, name of selected towns, no. of selected wards and no. of selected households

<table>
<thead>
<tr>
<th>SL.No</th>
<th>Name of districts</th>
<th>Name of selected towns</th>
<th>No. of selected wards</th>
<th>No. of selected households</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jorhat</td>
<td>Jorhat</td>
<td>5</td>
<td>271</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teok</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Golaghat</td>
<td>Golaghat</td>
<td>4</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dergaon</td>
<td>3</td>
<td>178</td>
</tr>
</tbody>
</table>


As discussed in this chapter, the investigator collected the required data from fifteen hundred (1500) women from both the districts to achieve the objective number 1, 2 and 3 of the study. Majority of the respondents (97.7%) were from the nuclear family. The women of the sample population were from the age group of 20-45. 92.3% respondents were married women. 40.6% respondents were employed and 14.4% were self employed. 45% women are housewife.

Regarding the education of women, two term “matriculate & above” and “under-matriculate” were used in the research study. The first term “matriculate & above” denotes that the women who are matriculates or above. The second term “under-matriculate” denotes the women below matriculates. In Jorhat district, 50.34% women are matriculate & above and 49.66% women are under-matriculate. In Golaghat district, 50.28% women are matriculate & above and 49.72% women are under-matriculate. In Jorhat district, within the matriculates & above, 16% women are matriculate, 10% under-graduate, 10% graduate, 9% post graduate and rest 5% women with other qualifications. Within under-matriculates of Jorhat district 1% illiterate, 15% primary pass and 34% under-matriculate. The percentage of level of education of women in Jorhat district is shown in the figure 3.1
In case of Golaghat district, within the matriculates & above, 21% women are matriculate, 9% under-graduate, 7% graduate, 6% post-graduate and rest 7% women with other qualifications. Within under-matriculates, 2% women are illiterate, 18% primary pass and 30% women are under-matriculate. The percentage of level of education of women in Golaghat district is shown in the figure-3.2
Further, the researcher selected 500 girl students from two selected districts to study their attitude towards women education and the problems of girl students in relation to domestic, social and economic field. Out of the 500 girl students 250 girl students were selected from three colleges of Jorhat district and 250 girl students from three colleges of Golaghat districts through stratified sampling method. 250 girl students again divided on the basis of settlement of colleges (urban and rural).

The stratified sampling method is a probability sampling technique in which researcher divides the entire target population into different subgroups, or strata, and then randomly selects the final subjects proportionally from the different strata. It is one of the more readily accessible and less costly methods of researcher study. In the present study the researcher has stratified the population into three strata by class level: H.S. first year, H.S. second year and first semester and takes 30% sample from
the population. Researcher formed these strata purposively on the basis of the experience of pilot study and personal judgement of the researcher. To select sample from each strata systematic sampling method is used. Researcher takes 03 as the size of the interval and takes 1 at random from 1 to 3 as a starting number and selects each third name until she draws the desired no. of respondents.

Table -3.3 shows the name of selected colleges, total no. of population within each stratum and 30% of the population within each stratum in both the districts.
<table>
<thead>
<tr>
<th>Name of the district</th>
<th>Name of the selected college</th>
<th>Total no. of population within each stratum</th>
<th>Total population</th>
<th>30% of population selected as sample within each stratum</th>
<th>Total sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jorhat</td>
<td>D.C.B. Girls’ College (U.L.)</td>
<td>H.S. 1st yr. 170 H.S. 2nd yr. 150 1st sem 100</td>
<td>H.S. 1st yr. 50 H.S. 2nd yr. 45 1st sem 420</td>
<td>H.S. 1st yr. 50 H.S. 2nd yr. 45 1st sem 420</td>
<td>H.S. 1st yr. 50 H.S. 2nd yr. 45 1st sem 420</td>
</tr>
<tr>
<td></td>
<td>Bahona College (R.L.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jengrainukh College (R.L.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golaghat</td>
<td>H.P.B. Girls’ College (U.L.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kamar gaon College (R.L.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joya Gogoi College (R.L.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-3.3 shows that total no. of 500 girl students of both the districts were selected as sample. The researcher selected total six colleges, three from Jorhat district and three from Golaghat district. The researcher selected the sample colleges on the basis of settlement as urban and rural.
3.4 Selection of tools

After selecting the sample, the next step was to choose suitable tools for the collection of data. Data gathering tools or techniques are more essential for the researcher to conduct the research work.

In the present study, the following tools have been used:

i) **Questionnaire** was developed and used by the investigator to find out the role of education in women empowerment which realizes the objective no-1, 2 and 3 of the study.

ii) **Attitude scale** was developed and used by the investigator to find out the attitude of girl students towards women education which realize the objective no-4 of the study.

iii) **Questionnaire** was developed and used by the investigator to find out the problems of girl students in relation to domestic, social and economic field which realize the objective no-5 of the study.

3.5 Description of the questionnaire

Questionnaire is a popular means and one of the important tools of data collection in research. Questionnaire is described as “a document that contains a set of questions, the answers to which are to be provided personally by the respondents.” (Ahuja, 2008) It is a device consisting of a series of questions dealing with some topic (s) with the object of obtaining data with regard to some problems under
investigation. Goode and Hatt say that in general the word 'questionnaire' refers to a device for securing answers to a series of questions by using a form which the respondent fills in himself.

The present study intended to investigate the role of education in women empowerment, so the first questionnaire was prepared to find out the role of education in economic, political and social empowerment of women. Second questionnaire was prepared to find out the problems of girl students in relation to domestic, social and economic field. The target group for the first questionnaire was the women (20-45) from selected area of both the districts and the target group for second questionnaire was the girl students (H.S.1st, H.S.2nd and 1st sem.) from selected colleges of both the selected districts. Both the questionnaire in the present study was in closed form. The close-ended questions are the fixed-choice question. They require the respondent to choose a response from those provided by the researcher. In this study the respondent were permitted to reply only with 'Yes' or 'No' by putting tick(✓) mark in a space provided on the answer sheet.
3.5.0 Steps to develop the questionnaire

To develop the questionnaire, investigator followed the following steps:

Step-I

**Collection of Question:** In order to develop the questionnaire, first step is to collect questions. For constructing the questionnaire the investigator reviewed related literatures in the field of women empowerment, role of education in economic, political and social empowerment of women and developed 51 questions. Investigator divided these questions into three sections- A, B and C according to its appropriate area. Section-A represents the questions relating to economic empowerment, section-B for political empowerment and section-C for social empowerment. While constructing the questionnaire researcher kept in mind all those criteria stated by Best and Kahn in their book of “Research in Education” (1998, P-233).

Step-II

**Editing of the question:** After developing the first draft, all the questions in the questionnaire got edited by three subject experts and two language experts. Out of 51 questions, experts rejected 7 questions. Two questions were deleted from section – A, two questions from section-B and three from section-C. Then the total number of questions remained in the questionnaire were 44.
Step-III

Try Out: Though the researcher took every care during the time of preparation of the preliminary draft yet the questionnaire was tried out on a sample of 50 women. At the time of administering, the investigator explained necessary instructions regarding the objectives of the questionnaire and its procedure. All the 44 questions of the questionnaire were found satisfactory and finalized.

Step-IV

Validity and reliability

Validity: Validity is the most important criterion which indicates the degree to which an instrument measures what it is supposed to measure. The validity of the questionnaire was established in view of the objectives (role of education in women empowerment) under investigation. The questionnaire was found satisfactory content validity. For achieving satisfactory content validity of the questionnaire, the items used in it are based on the judgments of three content experts.

Reliability: Reliability is another important test of sound measurement. A measuring instrument is said to be reliable if it provides consistent results. The reliability of the questionnaire was found (or ascertained) by test- retest method. For this purpose the questionnaire was administered to a group of fifty women. Among which 25 are from Jorhat district and 25 are from Golaghat district. Questionnaire was administered in the month of June, 2013 and was re-administered to the same
respondents during the month of Aug, 2013. The product moment co-efficient of co-relation was calculated to find out the co-efficient of reliability. The reliability index came to be .84 which indicates a good and satisfactory reliability of the questionnaire. The final draft of the questionnaire is given in Appendix-1.

By adopting the same procedure, the researcher developed second questionnaire to find out the problems of girl students in relation to domestic, social and economic field and the target group for the questionnaire was the 500 hundred girl students of selected colleges of both the districts. As mentioned earlier the researcher divided the questionnaire into three sections- A, B and C with a total no. of 39 questions from the various sources. Section- A represents the questions relating to domestic field, B for social field and C for economic field. The questionnaire was given to three subject experts and two language experts for editing purpose. After editing, three questions each from sections A and B and four questions from section C were deleted by the language experts. Finally, total no. of twenty nine questions retained in the final draft. Validity of the questionnaire was ensured by using content validity. Reliability was ascertained by test-retest method. For pilot survey the questionnaire was administered to a group of 30 girl students of the colleges of which 15 were from the colleges of Jorhat district and 15 were from Golaghat district. The questionnaire was administered in the month of June, 2013 and again re-administered in the month of August, 2013. The coefficient of reliability was calculated which came out to be .89 that indicates quite high and satisfactory reliability of this scale. Final draft of the questionnaire is given in Appendix-II.
3.6 Description of the attitude scale

Attitude scale attempts to assess the attitude or belief of an individual. The attitude is a personal disposition which impels an individual to react to an object, situation or proposition in favourable or unfavourable ways. It consists of a number of carefully edited and selected items called statements. Thurstone (1946) defines an attitude as the degree of positive or negative effect associated with some psychological objects. By a psychological object, he means any institution, ideal, symbol, phrase, slogan, job or idea towards which people can differ with respect to positive or negative effect. (Koul, 1988) For the present study the investigator constructed and standardized an attitude scale to measure the attitude of girl students toward women education which realizes objective no-4 of the study. Five point Scale was constructed by adopting the steps given by Likert. (1932)

3.6.0 Steps to develop the scale

To develop the scale investigator followed the following steps:

Step-I

Collecting and editing of statements: At first the investigator collected thirty statements which express varying degrees of intensity of feeling or opinion of girl students towards women education. For collection of statements, investigator reviewed related literatures in the field of women education and finalized 30 statements for the scale. Investigator constructed the scale keeping in view the criteria
(given by Thurstone and Chave) as listed by Edwards (1957) on the bases of suggestions given by Thurstone and Chave (1929), Wang (1932), Bird (1940), Edwards and Kilpatrick (1948). All the statements got edited by three subject experts and three language experts. On the basis of the experts’ suggestion, four statements were deleted from the scale and total 26 statements were remained in the preliminary draft of the attitude scale.

Step-II

Try out: The preliminary draft of the twenty six statements was administered to a sample of 30 girl students, fifteen each from the colleges of Jorhat and Golaghat district of Assam. The present scale consists of statements in both positive and negative forms. Each statement has five response categories, for example: strongly agree, agree undecided, disagree and strongly disagree. That indicated as SA, A, U, D and SD. Each statement was assigned a numerical value of 5 to SA, 4 to A, 3 to U, 2 to D and 1 to SD for positive statements. Reverse the order of scoring for the negative statement. The total numbers of statement were twenty-six. The maximum score that a person can secure on the attitude scale could be 130 (26×5=130) whereas the minimum score of a girl students on the scale could be zero (26×0=0). The total score of a respondent was computed by summing all the scores in the statements which reveals the particular opinion of a person.
Step- III

**Preparation of the final draft:** After administering the preliminary draft on a sample of 30 girl students, 15 from Jorhat district and 15 from Golaghat district of Assam, the scoring work was done as per the weightage, which has been reflected in the previous step. On the basis of scores based upon the responses to all statements, the investigator took 25% of the respondents with the highest scores and also 25% with the lowest scores. Critical ratio on t-value was found out for evaluating the responses of the high and low groups to the individual statements. The calculated t-value equal to or greater than 1.75 indicates that the average response of the high and low groups to a statement differs significantly. Finally, the t-value of all the 26 statements was found greater than 1.75. Because of which all the 26 statements were retained in the final draft of this attitude scale.

Step- IV

**Reliability and validity:** The scale has satisfactory content validity because the statements used in the scale were based on the judgments of the three subject experts and three language experts. The reliability of the scale was computed by test/retest method. For this purpose the scale was administered to a group of 30 girl students from both the selected districts. The scale was administered in the month of June, 2013 and again re-administered in the month of August, 2013. The coefficient of reliability was calculated which was .90 that indicates quite high and satisfactory reliability of this scale. The final draft of the attitude scale is in Appendix-III.
3.7 Administration of the questionnaire and scale

For the present study, the questionnaire to find out the role of education in women empowerment was administered personally by the researcher on 750 women from Jorhat district and 750 from Golaghat district of Assam. The researcher explained the purpose of the questionnaire to the respondents and asked them to go through the instructions given in the front page of the questionnaire. After giving instruction clearly, the respondents were requested to fill up the questionnaire completely and return the same to the investigator. The researcher got back 725 questionnaires (365 from urban area and 360 from rural area) from Jorhat district out of 750 questionnaires and 722 questionnaires (363 from urban area and 359 from rural area) from Golaghat district out of 750 questionnaires.

To study the attitude of girl students and the problems faced by the girl students in the field of domestic, social and economic, the researcher administered the attitude scale to measure attitude of girl students towards women education and second questionnaire to identify the problems of girl students to 500 girl students of selected colleges of Jorhat and Golaghat districts, Assam. The researcher administered the attitude scale and the questionnaire to the girl students by personally visiting in the selected colleges. In the beginning, the researcher explained the purpose of the research study clearly and was asked them to go through the instruction given on the first page of the scale and questionnaire. All the respondents attempted the scale and the questionnaire as per the instruction. The attitude scores of girl students have been shown in Appendix-IV.
3.8 Scoring Procedure

The scoring work of attitude scale of girl students was done by taking care of the weightage assigned to each response. Each statement in this attitude scale was followed by five response categories such as SA, A, U, D and SD. The weightage for positive statements was given 5,4,3,2 and 1 points to SA, A, U, D and SD respectively. Reverse the order of scoring for negative statements. The researcher completed the scoring of all the copies of the scale for girl students of selected colleges of both the districts successfully and the scores were tabulated and shown in Table-4.21, 4.22 and 4.23 respectively. In case of the second questionnaire, the researcher calculated percentage and analyzed each sections of questionnaire separately and prepared the tables. The analysis has been put in Table -4.24, 4.25 and 4.26 respectively.

The whole process of data collection started on September, 2013 and continued till February, 2014. The investigator administered the whole work into four phases. In the first phase, data were collected from 250 girl students of three selected colleges of Jorhat district. In the second phase, the investigator collected the data from 250 girl students of three selected colleges of Golaghat district. In the third phase, the researcher collected the data from 750 women of 10 selected villages and 7 selected wards of Jorhat district. In the last phase, the investigator collected the required data from 750 women selected from 9 villages and 7 wards of Golaghat district. After collecting the data, the responses were tabulated, analysed and results were interpreted accordingly.
3.9 Statistical technique used

The role of statistics in research is to function as a tool in designing research, analyzing its data and drawing conclusions there from. (Kothari, 2009) The investigator collected required data according to the objectives of the study relating to the topic- “Role of education in women empowerment: A comparative study of Jorhat and Golaghat district of Assam.”

Both descriptive and inferential statistics have been used to develop certain indices from the raw data and to draw generalization. Descriptive statistics concern the development of certain indices from the raw data and the inferential statistics concern with the process of generalization. Inferential statistics are also known as sampling statistics. The data collected from the questionnaire and scales were organised in the form of statistical tables and frequency distribution.

The statistical techniques used in the present study are as follows:

1. In order to verify the significance of difference in the role of education in women empowerment between Jorhat and Golaghat district with respect to their level of education, $\chi^2$ test was used. It is a non-parametric test which does not make numerous assumptions about the nature of the population distribution. This category of tests is called distribution-free tests.
2. To test the significance of the difference between the mean scores of girl students in rural and urban colleges with respect to their attitude towards women education, t-test was used. It is a parametric test which involves the assumptions based upon the nature of the population distribution. t-test is based on t-distribution and is considered an appropriate test for judging the significance of difference between the means of two samples.

3. The statistical techniques used for calculating data in the questionnaire meant for analyzing problems of girl students were percentage and frequencies. On the basis of the frequencies and percentages the results were interpreted and the findings and implications of the study were highlighted.

The researcher collected the required data from the selected sample and prepared several tables relating to the different aspects of the study. The lists of all the relevant tables of the data have been shown in the following Tables:

**TABLE-4.1** Opinion of women of Jorhat and Golaghat district regarding the role of education in economic empowerment of women

**TABLE-4.2** Contingency Table for the data given in Table -4.1

**TABLE-4.3** Total No of responses in both the districts and Computed $\chi^2$ between the two districts
TABLE-4.4 Opinion of women in Jorhat district according to their level of education regarding the role of education in economic empowerment of women

TABLE-4.5 Total No of responses in Jorhat district and Computed $\chi^2$ between the two groups

TABLE-4.6 Opinion of women in Golaghat district according to their level of education regarding the role of education in economic empowerment of women

TABLE-4.7 Total no of responses in Golaghat district and Computed $\chi^2$ between the two groups

TABLE-4.8 Opinion of women of Jorhat and Golaghat district regarding the role of education in political empowerment of women

TABLE-4.9 Total No of responses in both the districts and Computed $\chi^2$ between the two districts

TABLE-4.10 Opinion of women in Jorhat district according to their level of education regarding the role of education in political empowerment of women

TABLE-4.11 Total No of responses in Jorhat district and Computed $\chi^2$ between the two groups

TABLE-4.12 Opinion of women in Golaghat district according to their level of education regarding the role of education in political empowerment of women
TABLE-4.13 Total no of responses in Golaghat district and Computed $\chi^2$ between the two groups

TABLE-4.14 Opinion of women of Jorhat and Golaghat district regarding the role of education in social empowerment of women

TABLE-4.15 Total No of responses in both the districts and Computed $\chi^2$ between the two districts

TABLE-4.16 Opinion of women in Jorhat district according to their level of education regarding the role of education in social empowerment of women

TABLE-4.17 Total No of responses in Jorhat district and Computed $\chi^2$ between the two groups

TABLE-4.18 Opinion of women in Golaghat district according to their level of education regarding the role of education in social empowerment of women

TABLE-4.19 Total no of responses in Golaghat district and Computed $\chi^2$ between the two groups

TABLE – 4.20 Computation of Mean and Standard Deviation of the attitude scores of girl students (Jorhat and Golaghat district) towards women education

TABLE-4.21 Mean distribution of total attitude scores among the samples of both the districts and their ‘t’ value
TABLE- 4.22 Mean distribution of attitude scores among the samples of Jorhat district according to the location of colleges and their ‘t’ value

TABLE-4.23 Mean distribution of attitude scores among the samples of Golaghat district according to the location of colleges and their ‘t’-value

TABLE-4.24 Problems shown by the girl students in domestic field of both the districts of Assam

TABLE-4.25 Problems shown by the girl students in social field of both the districts of Assam

TABLE-4.26 Problems shown by the girl students in economic field of both the districts of Assam