CHAPTER - IV
4.1 METHODOLOGY

Various methods are used to carry out research activities in education. This study, being almost of survey type, categorised as the descriptive research. According to this category, a meaningful and significant description will follow the proper analysis of the gathered data. John W. Best defined this category as:

A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current events (P. 93).

From the findings, obtained out of proper analysis of the data, meaningful inferences are made and significant conclusions are drawn by focusing on the entire process. Therefore, stating the importance of the collection of pertinent data, Whitener, (1961) says that, "Value and significance of the tabular and graphic representation of any research depend on the basic accuracy and originally obtained data" (P. 132-133).

4.2 SAMPLE OF THE STUDY

There were fifty four women's colleges (fifteen Government and thirty four Non-Government) in total in the State of Orissa in 1990, out of which +3 degree courses had been introduced in thirty five colleges i.e. fifteen Government women's colleges and twenty Non-Government women's colleges. As this study is concerned
with the degree women's colleges, hence, these thirty five women's colleges are included in the study as a sample.

4.3 THE TOOLS USED

1) Questionnaire for the principals of the women's colleges.

The questionnaire had been developed for the Principals of women's colleges of Orissa who are the real and direct controlling officers of the colleges. Almost all the items of the questionnaire were of objective types inviting 'Yes' or 'No' answers. If the answer is positive, then a few required numerical facts are asked to be answered.

The questionnaire for principals was divided into four parts. The first part contained questions relating to the administrative matters, the second part enquired into the financial position of those colleges, the third part contained questions pertaining to curricular activities and the fourth part aimed at the co-curricular activities of the colleges.

2) Interview schedule for educationists-cum-administrators.

An interview schedule was developed for some veteran educationists-cum-eminent administrators who were in close contact with higher education for women for more than minimum thirty years. They had rich experiences' through long services as teachers, principal of colleges and as administrative heads of state education department. They were also for long periods in close concern with various types of people including students, teachers, guardians, community members and many others alike.
The interview schedule framed for them contained questions pertaining to some important aspects of women's colleges. Since they were much experienced and played significant role in the field of higher education for women for long years, the researcher felt imperative to collect their views in connection with women's education and supplement the information gathered in this regard. She had interviewed eleven of such personalities.

3) Questionnaire for office bearers (students' leaders) of students' unions women's colleges.

Every college has students' union. The members of the students' union are elected by all the students of the colleges. The President and Secretary are the executive heads. Since they are leaders and responsible members their views deemed important and valuable, a questionnaire was developed for them in order to elicit their opinions and views regarding various aspects of women's colleges.

The questionnaires were drafted after specific discussions with the guide and many experts, and were reviewed item wise by the guide Dr. B. Mohanty. While drafting, specific attention was paid by the guide to the objectives of the study.

These questionnaires were developed in English with detailed instructions for responding each item correctly, freely and accurately. There was no such item in the questionnaire which might have caused hesitation to answer. Since the questionnaires were written in very simple English and were meant for the Principals of colleges and students, therefore, the researcher did not feel the necessity of translating it into Oriya, the regional language of the place.
The sample questionnaires are attached to Appendix No.B,C,D respectively.

4.4 PROCEDURE FOR COLLECTION OF DATA

The researcher made library and document studies for collection of some data. In order to collect relevant data she had developed three questionnaires for this research work. She had adopted different measures to get the questionnaires answered. Most of these questionnaires prepared for principals and office bearers were mailed to the principals of women's colleges and to the office bearers (students' leaders) of student unions respectively. But many of these did not turn up inspite of several reminders sent to them. Some of the questionnaires (for principals and office bearers) were furnished through interview conducted by the researcher purposefully. She had to contact a number of principals personally and visited some of the colleges to accomplish them and could collect information from all the women's colleges. She had interviewed the educationists-cum-administrators in order to collect their views. Similarly, seventy office bearers (Presidents and Secretaries of thirty five colleges) in total were given the questionnaires many of which did not turn up. Therefore, she had to meet some of the office bearers of students' women's unions also for this purpose and could collect fifty two questionnaires. She had to establish rapport with the principals, educationists and the students for this purpose. Moreover, she had also to meet some of the officers of the Directorate of Higher Education (DHE) to get first hand information on different aspects useful for this piece of research work.
Thus, the researcher tapped all possible sources to collect a fair amount of responses from different educational authorities, educationists and students concerned with the women's colleges.

4.5 ANALYSIS AND INTERPRETATION OF DATA

After collecting the data, the researcher had to tabulate the same and represented those in tabular and graphical forms as were required to get clear picture of the conditions of women's colleges in the field of degree education in the state of Orissa, The data collected were analysed qualitatively.