

## **CHAPTER III**

### **PLAN AND PROCEDURES FOR THE STUDY**

This chapter deals with the plan and procedures followed for the study. Stemming from the rationale and objectives which have been presented in Chapter One, and the comprehensive Review of Literature presented in Chapter Two – the researcher evolved the required methodology. The population of the study included all the principals of the colleges located in Ahmedabad – affiliated to Gujarat University. There are totally ninety-one colleges in Ahmedabad comprising thirteen faculties – with an affiliation to Gujarat University. These were then sampled for the study – the details of which are discussed in the Sampling Plan.

#### **3.1 Design of the Study**

##### **3.1.1 Nature / Type of Study**

As per the objectives of the study the present piece of work is of Developmental type. For the finalization of the module and to find out its utility an empirical approach was followed.

##### **3.1.2 Phases of the Study**

The study was conducted in three phases as per the objectives :

Phase I comprised :    i)     Role Analysis of College Principals, and  
                                      ii)     Needs Assessment of College Principals

Phase II comprised :    The Development of the Module

Phase III comprised :    i)     Implementation of the module, and  
                                      ii)     Evaluation of the module.

**In Phase I** of the study, the researcher first undertook data collection for ‘Role Analysis’ of College Principals with the help of a ‘Role Analysis Schedule’. The ‘Role Analysis’ was conducted in order to look at the nature of the work the principals attended to in all its nuances – in the context of communication. The researcher visited the sampled colleges twice and took notes on the observations made on the college premises and information elicited through interaction (informal

discussions) with College Principals. Next, the researcher undertook the 'Needs Assessment' survey to determine their needs in communication with the help of a 'Needs Assessment Schedule'. The researcher visited the sampled colleges to meet the College Principals and elicit the required data through interaction (informal discussion) with them. The data for 'Role Analysis' was additionally in the form of statements and opinions – all of which was inferred through descriptive analysis; and data for the 'Needs Assessment' was in the form of ratings, statements, and opinions; as also of course information, observations, and notes – for which tallies and frequencies were marked and percentages calculated. The researcher also interacted with five retired College Principals to get their views and opinions on 'Role Analysis' and the 'Needs Assessment' planned for the study. Part of the data was inferred through a descriptive analysis.

### **The Pilot Study**

For the second part of Phase I of the study – viz. the Needs Assessment Survey, the researcher conducted a Pilot Study to test how well the tool – the Needs Assessment Schedule – would work. The Needs Assessment Schedule would help identify and determine meaningful parameters for inclusion in the self-instructional module in communication. After the tool was constructed, and before it was used for the pilot study, it was validated through experts – who represented both the fields of Communication and Education. Two experts from the field of communication were :

- 1.) Head of a Communication Research Group (Male), and
- 2.) An Academician in Communication (Female).

The other three experts from the field of Education were :

- 1.) A senior retired College Principal (Male),
- 2.) A senior officiating College Principal (Female), and
- 3.) A deputy registrar – administration (Male).

The validators approved of the tool, though there was a suggestion from one of them – that of including an open ended question immediately after the closed ended one on the understanding of the various parameters of communication – inquiring

about information / understanding about 'communication' already possessed by the respondents – viz. the college principals. This would help the researcher to gauge their present level of understanding of the concept of communication and plan further inputs accordingly.

## **Analysis of the Pilot Study**

### **Background Information and Profile of the Respondents**

The pilot study was conducted on ten respondents who were selected on the basis of them being representative of the Educational Administration System. Of the ten respondents, nine were males and one female; four were in the age group of 51 to 60 years, three were in the age group of 61 to 70 years, while three of the respondents were in the age group of 71 to 80 years. Of the ten respondents three had a Masters degree, two had a double Masters degree, one respondent had an M.Phil. qualification, and four of the respondents had Doctorate degrees as educational qualifications.

Further, one of the respondents was currently a college principal, three were retired college principals, one was a retired Principal / Director of an Educational Organization; yet another respondent was an ex-principal – currently a Writer. Two of the respondents were directors of Open Universities – one at a State level university, and another at a national level; and two more of the respondents were registrars of the university system – one of the examination section and another of the administrative section. All of the respondents had over fifteen to twenty-five years of experience in varied educational organizations or academic set-ups. The profile of the respondents reflected their high academic qualifications, years of rich experience and a good professional stature. Thus, in their capacity as Pilot Study respondents for the study, they formed a varied, yet comprehensive, holistic representative group.

## **Responses to the Tool**

Questions one and two of the schedule on job satisfaction and the significance of the communication component of the same were understood and

responded to well and the five point rating scale for the same from 'Highly Significant' to 'Cannot decide' seemed appropriate. The third question on the rating of professional performance in terms of communication abilities with people at the work place was also well responded to, and the five point rating of 'very good' to 'very poor' seemed appropriate. The fourth question on the usefulness of the understanding of the concept of communication had to be explained to a few of the respondents. An interesting finding from the responses here was that there was a strong endorsement of the categorization, and the open ended question too on understanding of the concept of communication already possessed – elicited appropriate answers. The next two questions on the problems encountered with written and oral communication by the college principals worked well too with the respondents. Along with the five point rating scale of 'Always' to 'Never', two other options of 'Not in the purview of the job', and 'Would like to enhance the skills' were also added to give them more scope for answer. The next two questions on problems encountered by the college principals with using technology at work, and problems encountered with executing their administrative functions and responsibilities – were both well understood and responded to with a suggestion to include in the list of administrative functions the criteria of maintaining students records – which is indeed an important administrative responsibility of the principals office. For these two questions too, the five point rating scale of 'Always' to 'Never', and the two additional categories of response – were approved by the respondents. Finally, in response to the question whether a self-instructional module would help college principals in the enhancement of their communication skills, the answer was an emphatic "Yes".

The responses and suggestions elicited from the pilot study paved the way for incorporating the required changes and finalizing the Needs Assessment Schedule to be used for further data collection – viz. conducting the Communication Needs Assessment Survey of College Principals. The respondents had felt comfortable while answering the questions, and only on a couple of occasions did the researcher have to clarify what had been asked. Thus, the pilot study proved to be useful to the researcher since it instilled in her a conviction

regarding the workability of the tool; and also helped her in getting a feel of actual data collection. She realized she would have to make it a point to interact as much as possible with the College Principals in order to gain better insights through meaningful data for the purpose of the study.

**In Phase II** of the study, the researcher undertook the development of the self-instructional module in communication for the College Principals – based on the findings of the role analysis and the needs assessment survey. The module included content in two sections on ‘Communication’ and ‘Organizational Communication and its Dynamics’ – which were presented in further break-ups of units and segments. The module was activity based and included progress-check questions and self-assessment exercises, and before it was implemented and administered to the College Principals, it was validated through subject expert.

**In Phase III** of the study, the module was administered to the sampled College Principals by reaching it to them for self-study with an explanation of what was expected of them. They were requested to keep a time frame of eight to ten weeks for study and response. In the second part of Phase III of the study, data obtained through the Feedback Schedule (sent back by the College Principals after studying the module) in the form of ratings, information and comments / suggestions – were inferred through marking of frequency tallies and calculation of percentages. Some of the data was descriptively analysed. This phase of the study evaluated and helped determine the usefulness and future utilization of the module.

### **3.1.3 Construction of Tools**

All the three tools (as mentioned above in the Phases of the Study) used for data collection were developed by the researcher, as no appropriate standardized tools were available which could focus on the required information drawn from the intended population. The three tools constructed were :

- 1.) The Role Analysis Schedule used in the first phase (Appendix 1A)
- 2.) The Needs Assessment Schedule used in the second phase (Appendix 1B)
- 3.) The Feedback Schedule used in the third phase (Appendix 1C)

The tool for the 'Role Analysis' – viz. – the Role Analysis Schedule comprised of open-ended observation criteria, the details of which would be filled up by the researcher herself during her data collection interaction with the College Principals. The tool for the 'Needs Assessment' – viz. – the Needs Assessment Schedule comprised of both – open and close ended questions. The nature of the information needed to be elicited being such, the researcher on some occasions interacted with the College Principals and filled up the schedule herself; and at other times left it with the respondents to fill, who later mailed it back. The tool for the Evaluation of the Module – viz. – the Feedback Schedule was included in the module itself and was required to be filled in and mailed back to the researcher by the College Principals after they had studied the module.

The validity of all the three tools was established by submitting them to a thorough scrutiny and subsequent approval of a panel of six experts representing the fields of 'Communication', 'Education', and 'Management'. The experts had been asked to gauge how well the tool would work in terms of the particular data that was required to be elicited through the same vis-à-vis the real data collection situation.

### **3.2 Sampling Plan**

The sample of college principals for the study was selected through the Probability Sampling (more specifically Multistage Cluster Sampling) Method; for which the following criteria was considered :

- i.) Type of funding of the college
- ii.) Timings of the college
- iii.) Gender of students (as eligibility for admission to the college)
- iv.) Medium of instruction at the college
- v.) Geographical location of the college.

The tables on the following pages represent the sampling details evolved for the purpose of the study.

Table 3.1

Facultywise Colleges Located in Ahmedabad, Number Sampled and Representative Percentage for the Study

Sr No	Name of Faculty	Total Number in Ahmedabad	Number Sampled for the Study	Representative Percentage
1.	Arts Colleges	10	4	40
2.	Arts and Commerce Colleges	15	7	46.66
3.	Arts and Science Colleges	2	2	100
4.	Commerce Colleges	22	10	45.45
5.	Science Colleges	5	2	40
6.	Dental Colleges	1	1	100
7.	Education Colleges	8	7	87.5
8.	Engineering / Technology Colleges	2	2	100
9	Law Colleges	6	2	33.33
10	Medical Colleges including Nursing and Physiotherapy	5	4	80
11.	Pharmacy Colleges	1	1	100
12.	'Bachelors of Business Administration' Colleges	7	3	42.85
13.	'Bachelors of Computer Application' Colleges	7	3	42.85
14.	Post-Graduate University Departments*	*	2	*
Total		91	50	54.94
*There are many post-graduate departments in the University but the departments of Management and Communication were included in the sample because of the relevance of the subject areas to the study.				

Table 3.2

## Facultywise Breakup of All Colleges of Ahmedabad vis-à-vis the Criteria for Sample Selection

Sr No.	Name of Faculty	Total No. in Ahmedabad	Nature of Finance of the College			Timings of the College				Gender of Students		Medium of Instruction			Geographical Location of the College		
			Self-financed	Govt. financed	Grant in-Aid	Morning	After-noon	Evening	Morning through After-noon	Only Girls	Both Boys and Girls	English/Gujarati	English	Hindi	N	S	E W
1	Arts Colleges	10	-	-	10	7	3	-	-	1	9	10	-	-	-	6	4
2	Arts and Commerce Colleges	15	-	1	14	13	1	1	-	4	11	14	-	1	3	3	3
3	Arts and Science Colleges	2	-	1	1	-	1	-	1	-	2	2	-	-	-	-	2
4	Commerce Colleges	22	3	-	19	14	8	-	-	1	21	22	-	-	-	1	8 13
5	Science Colleges	5	-	-	5	-	5	-	-	-	5	5	-	-	-	2	1 2
6	Dental Colleges	1	-	1	-	-	-	-	1	-	1	-	1	-	-	-	1 -
7	Education Colleges	8	-	-	8	-	8	-	-	1	7	8	-	-	2	3	1 2
8	Engg./Tech. Colleges	2	1	1	-	-	2	-	-	-	2	-	2	-	1	-	1
9	Law Colleges	6	-	-	6	1	-	5	-	-	6	6	-	-	-	-	3 3
10	Medical Colleges including Nursing and Physiotherapy	5	-	3	2	-	-	-	5	-	5	-	5	-	-	2	3 -

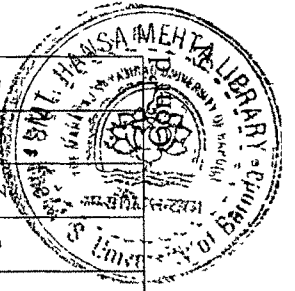




Table 3.2 (contd..)

Sr. No	Name of Faculty	Total No. in Ahmedabad	Nature of Finance of the College			Timings of the College				Gender of Students		Medium of Instruction			Geographical Location of the College			
			Self-financed	Govt financed	Grant in-Aid	Morning	After-noon	Evening	Morning through After-noon	Only Girls	Both Boys and Girls	English/Gujarati	English	Hindi	N	S	E	W
11	Pharmacy Colleges	1	-	-	1	-	1	-	-	-	1	-	1	-	-	-	-	1
12	Bachelors of Business Administration Colleges	7	7	-	-	-	7	-	-	-	7	-	-	-	-	-	2	5
13	Bachelor of Computer Applications Colleges	7	7	-	-	-	5	-	2	-	7	-	7	-	-	-	1	6
14	Post-Graduate University Departments	*	-	-	2	-	2	-	-	-	2	-	-	-	-	-	-	2
Total		91	18	67	68	35	43	6	9	7	86	67	25	1	6	1	3	4
			93 (91+2)			93 (91+2)				93 (91+2)		93 (91+2)			93 (91+2)			
N = North, S = South, E = East, W = West																		
*There are many post-graduate departments in the University but the departments of Management and Communication were included in the sample because of the relevance of the subject areas to the study																		

- As seen in Table 3.2, there are totally ten Arts Colleges in Ahmedabad, all of which are grant-in-aid financed; seven of which are morning colleges and three are afternoon colleges; one of the colleges is meant only for girls while the other nine are for both boys and girls. All the ten Arts Colleges are Gujarati / English medium ones – i.e. the teachers would have an option to teach in English or Gujarati and students would have an option to appear in the examinations in either of the languages. Six of the Arts Colleges are located in the Eastern part of the city while four of them in the Western part.
- Similarly, the break-up of all the other colleges under the different Faculties of the University in Ahmedabad are also presented in the table.
- The number totals to ninety three – ninety one colleges and two post-graduate departments included in the sample for the study.

(Please refer Appendix 3 for the list of 50 colleges in Ahmedabad sampled for the study).

Table 3.3

Facultywise Breakup of Sampled Colleges of Ahmedabad vis-à-vis the Criteria for Sample Selection

Sr No	Name of Faculty	Total No in Ahmedabad	Nature of Finance of the College			Timings of the College				Gender of Students		Medium of Instruction				Geographical Location of the College			
			Self-financed	Govt. financed	Grant in-aid	Morn-ing	After-noon	Even-ing	Morning through After-noon	Only Girls	Both Boys and Girls	English/Gujarati	English	Hindi	N	S	E	W	
1	Arts Colleges	4	-	-	4	3	1	-	-	1	3	4	-	-	-	-	1	3	
2	Arts and Commerce Colleges	7	-	1	6	5	1	1	-	2	5	6	-	1	2	1	2	2	
3	Arts and Science Colleges	2	-	1	1	-	1	-	1	-	2	2	-	-	-	-	-	2	
4	Commerce Colleges	10	-	-	10	7	3	-	-	1	9	10	-	-	-	1	3	6	
5	Science Colleges	2	-	-	2	-	2	-	-	-	2	2	-	-	-	1	-	1	
6	Dental Colleges	1	-	1	-	-	-	-	1	-	1	-	1	-	-	-	1	-	
7	Education Colleges	7	-	-	7	-	7	-	-	1	6	7	-	-	2	3	-	2	
8	Engg/Tech. Colleges	2	1	1	-	-	2	-	-	-	2	-	2	-	1	-	-	1	
9	Law Colleges	2	-	-	2	1	-	1	-	-	2	2	-	-	-	-	-	2	
10	Medical Colleges including Nursing and Physiotherapy	4	-	3	1	-	-	-	4	-	4	-	4	-	-	1	3	-	

Cont'd..

Table 3.3 (contd..)

Sr No.	Name of Faculty	Total No. in Ahmedabad	Nature of Finance of the College			Timings of the College				Gender of Students		Medium of Instruction			Geographical Location of the College				
			Self-financed	Govt financed	Grant in-Aid	Morn-ing	After-noon	Even-ing	Morning through After-noon	Only Girls	Both Boys and Girls	English/Gujarati	English	Hindi	N	S	E	W	
11	Pharmacy Colleges	1	-	-	1	-	1	-	-	-	1	-	1	-	-	-	-	1	
12	Bachelors of Business Administration Colleges	3	3	-	-	-	3	-	-	-	3	-	3	-	-	-	1	2	
13	Bachelor of Computer Applications Colleges	3	3	-	-	-	2	-	1	-	3	-	3	-	-	-	1	2	
14	Post-Graduate University Departments	2 *	-	-	2	-	2	-	-	-	2	-	2	-	-	-	-	2	
Total		50	7	7	36	16	25	2	7	5	45	33	16	1	5	7	12	26	
													50			50			
N = North, S = South, E = East, W = West																			
*There are many post-graduate departments in the University but the departments of Management and Communication were included in the sample because of the relevance of the subject areas to the study.																			

- As seen in Table 3.3, four Arts Colleges were sampled for the study. Of these, all the four colleges were grant-in-aid financed; three of the colleges had morning timings while one was an afternoon college; one of the colleges was an “only girls” college, while the other three colleges admitted both boys and girls. The medium of instruction at all the four colleges was Gujarati / English; and geographically three of the colleges were located in the western part of the city while one in the eastern part.
- Similarly, the break-up of all the other sampled colleges under the different faculties of the university in Ahmedabad are also presented in the table.
- The number totals to fifty – fortyeight colleges and two post-graduate departments included in the sample for the study.

The following table numbers 3.4, 3.5, 3.6, 3.7 and 3.8 present facultywise break-up of the total number (top columns) and sampled number (below columns in parentheses) vis-à-vis the respective criteria evolved for the sampling – viz.

- i) Nature of Finance
- ii) Timings of the College
- iii) Gender of Students
- iv) Medium of Instruction and
- v) Geographical Location of the Colleges.

The total number of colleges and post-graduate departments (two – as sampled for the study) is ninetythree, while the sampled colleges (including the two post-graduate departments) totals fifty

Table 3.4

Facultywise Breakup of Total Number and Sampled Colleges  
vis-à-vis the 'Nature of Finance' Criteria

Sr. No.	Name of the Faculty / College	Total Number of Colleges	Nature of Finance		
		(Sampled Colleges)	Self-Financed	Government Financed	Grant-in-Aid
1	Arts Colleges	10 (4)	-	-	10 (4)
2	Arts and Commerce Colleges	15 (7)	-	1 (1)	14 (6)
3	Arts and Science Colleges	2 (2)	-	1 (1)	1 (1)
4	Commerce Colleges	22 (10)	3 (-)	-	19 (10)
5	Science Colleges	5 (2)	-	-	5 (2)
6	Dental Colleges	1 (1)	-	1 (1)	-
7	Education Colleges	8 (7)	-	-	8 (7)
8	Engineering / Technology Colleges	2 (2)	1 (1)	1 (1)	-
9	Law Colleges	6 (2)	-	-	6 (2)
10	Medical Colleges including Nursing and Physiotherapy	5 (4)	-	3 (3)	2 (1)
11	Pharmacy Colleges	1 (1)	-	-	1 (1)
12	Bachelors of Business Administration Colleges	7 (3)	7 (3)	-	-
13	Bachelor of Computer Applications Colleges	7 (3)	7 (3)	-	-
14	Post-Graduate University Departments	* (2)	-	-	* (2)
Total		91 (50)	18 (7)	7 (7)	66 (36)

Figures in parentheses indicate sampled colleges.

\*There are many post-graduate departments in the University but the departments of Management and Communication were included in the sample because of the relevance of the subject areas to the study

Table 3.5

Facultywise Breakup of Total Number and Sampled Colleges  
vis-à-vis the 'Timings of the College' Criteria

Sr. No.	Name of the Faculty	Total Number of Colleges	Timings of the College			
		(Sampled Colleges)	Morning	Afternoon	Evening	Morning through Afternoon
1	Arts Colleges	10 (4)	7 (3)	3 (1)	-	-
2	Arts and Commerce Colleges	15 (7)	13 (5)	1 (1)	1 (1)	-
3	Arts and Science Colleges	2 (2)	-	1 (1)	-	1 (1)
4	Commerce Colleges	22 (10)	14 (7)	8 (3)	-	-
5	Science Colleges	5 (2)	-	5 (2)	-	-
6	Dental Colleges	1 (1)	-	-	-	1 (1)
7	Education Colleges	8 (7)	-	8 (7)	-	-
8	Engineering / Technology Colleges	2 (2)	-	2 (2)	-	-
9	Law Colleges	6 (2)	1 (1)	-	5 (1)	-
10	Medical Colleges including Nursing and Physiotherapy	5 (4)	-	-	-	5 (4)
11	Pharmacy Colleges	1 (1)	-	1 (1)	-	-
12	Bachelors of Business Administration Colleges	7 (3)	-	7 (3)	-	-
13	Bachelor of Computer Applications Colleges	7 (3)	-	5 (2)	-	2 (1)
14	Post-Graduate University Departments	* (2)	-	* (2)	-	-
Total		91 (50)	35 (16)	41 (25)	6 (2)	9 (7)
Figures in parentheses indicate sampled colleges.						
*There are many post-graduate departments in the University but the departments of Management and Communication were included in the sample because of the relevance of the subject areas to the study						

Table 3.6

Facultywise Breakup of Total Number and Sampled Colleges  
vis-à-vis the 'Gender of Students' Criteria

Sr. No.	Name of the Faculty	Total Number of Colleges	Gender of Students	
		(Sampled Colleges)	Colleges only for Girls	Colleges for both – Boys and Girls
1	Arts Colleges	10 (4)	1 (1)	9 (3)
2	Arts and Commerce Colleges	15 (7)	4 (2)	11 (5)
3	Arts and Science Colleges	2 (2)	-	2 (2)
4	Commerce Colleges	22 (10)	1 (1)	21 (9)
5	Science Colleges	5 (2)	-	5 (2)
6	Dental Colleges	1 (1)	-	1 (1)
7	Education Colleges	8 (7)	1 (1)	7 (6)
8	Engineering / Technology Colleges	2 (2)	-	2 (2)
9	Law Colleges	6 (2)	-	6 (2)
10	Medical Colleges including Nursing and Physiotherapy	5 (4)	-	5 (4)
11	Pharmacy Colleges	1 (1)	-	1 (1)
12	Bachelors of Business Administration Colleges	7 (3)	-	7 (3)
13	Bachelor of Computer Applications Colleges	7 (3)	-	7 (3)
14	Post-Graduate University Departments	* (2)	-	* (2)
Total		91 (50)	7 (5)	84 (45)

Figures in parentheses indicate sampled colleges.

\*There are many post-graduate departments in the University but the departments of Management and Communication were included in the sample because of the relevance of the subject areas to the study.



Table 3.7

**Facultywise Breakup of Total Number and Sampled Colleges  
vis-à-vis the 'Medium of Instruction' Criteria**

Sr. No.	Name of the Faculty	Total Number of Colleges	Medium of Instruction		
		(Sampled Colleges)	Gujarati / English	English	Hindi
1	Arts Colleges	10 (4)	10 (4)	-	-
2	Arts and Commerce Colleges	15 (7)	14 (6)	-	<del>1</del> (1)
3	Arts and Science Colleges	2 (2)	2 (2)	-	-
4	Commerce Colleges	22 (10)	22 (10)	-	-
5	Science Colleges	5 (2)	5 (2)	-	-
6	Dental Colleges	1 (1)	-	1 (1)	-
7	Education Colleges	8 (7)	8 (7)	-	-
8	Engineering / Technology Colleges	2 (2)	-	2 (2)	-
9	Law Colleges	6 (2)	6 (2)	-	-
10	Medical Colleges including Nursing and Physiotherapy	5 (4)	-	5 (4)	-
11	Pharmacy Colleges	1 (1)	-	1 (1)	-
12	Bachelors of Business Administration Colleges	7 (3)	-	7 (3)	-
13	Bachelor of Computer Applications Colleges	7 (3)	-	7 (3)	-
14	Post-Graduate University Departments	* (2)	-	* (2)	-
Total		91 (50)	67 (33)	23 (16)	1 (1)

Figures in parentheses indicate sampled colleges.

\*There are many post-graduate departments in the University but the departments of Management and Communication were included in the sample because of the relevance of the subject areas to the study.

Table 3.8

Facultywise Breakup of Total Number and Sampled Colleges  
vis-à-vis the 'Geographical Location of the College' Criteria

Sr. No.	Name of the Faculty	Total Number of Colleges	Geographical Location of the College			
		(Sampled Colleges)	North	South	East	West
1	Arts Colleges	10 (4)	-	-	6 (1)	4 (3)
2	Arts and Commerce Colleges	15 (7)	3 (2)	3 (1)	6 (2)	3 (2)
3	Arts and Science Colleges	2 (2)	-	-	-	2 (2)
4	Commerce Colleges	22 (10)	-	1 (1)	8 (3)	13 (6)
5	Science Colleges	5 (2)	-	2 (1)	1 (-)	2 (1)
6	Dental Colleges	1 (1)	-	-	1 (1)	-
7	Education Colleges	8 (7)	2 (2)	3 (3)	1 (-)	2 (2)
8	Engineering / Technology Colleges	2 (2)	1 (1)	-	-	1 (1)
9	Law Colleges	6 (2)	-	-	3 (-)	3 (2)
10	Medical Colleges including Nursing and Physiotherapy	5 (4)	-	2 (1)	3 (3)	-
11	Pharmacy Colleges	1 (1)	-	-	-	1 (1)
12	Bachelors of Business Administration Colleges	7 (3)	-	-	2 (1)	5 (2)
13	Bachelor of Computer Applications Colleges	7 (3)	-	-	1 (1)	6 (2)
14	Post-Graduate University Departments	* (2)	-	-	-	* (2)
Total		91 (50)	6 (5)	11 (7)	32 (12)	42 (26)
Figures in parentheses indicate sampled colleges.						
*There are many post-graduate departments in the University but the departments of Management and Communication were included in the sample because of the relevance of the subject areas to the study.						

Table 3.9

Facultywise Breakup of Sampled Colleges Selected for the  
'Communication Module' to be Administered to Principals

Sr. No.	Name of the Faculty	Number of Sampled Colleges
1	Arts Colleges	2
2	Arts and Commerce Colleges	3
3	Arts and Science Colleges	1
4	Commerce Colleges	5
5	Science Colleges	1
6	Dental Colleges	-
7	Education Colleges	3
8	Engineering / Technology Colleges	1
9	Law Colleges	1
10	Medical Colleges including Nursing and Physiotherapy	3
11	Pharmacy Colleges	1
12	Bachelors of Business Administration Colleges	1
13	Bachelor of Computer Applications Colleges	1
14	Post-Graduate University Departments	2
Total		25

As seen in Table 3.9, fifty percent (i.e. twentyfive) of the fifty colleges sampled and selected for 'Role Analysis' and 'Needs Assessment' were further sampled for the implementation of the module. Non-probability, Purposive Sampling Method was undertaken. The researcher identified college principals from all of the Faculties – (number of principals from each faculty indicated in Table 3.9) – who had shown keen interest in the work and who, she expected, would go through the exercise in self-learning by studying the 'Communication Module' for the same; as also send the necessary feedback to the researcher in order to analyse how useful they had found the module, along with comments / suggestions for the scope of its utilization in a larger context.

### 3.3 The Methodology Matrix

Sr No	Objective	Tool	Nature of the Data	Analysis	Remarks
1	To do a 'Role Analysis' of College Principals	Observation Schedule and Informal discussion	<ul style="list-style-type: none"> <li>Statements</li> <li>Opinions</li> <li>Information</li> <li>Notes</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Type of college premises and activity noted</li> <li>College Principals to be observed at work</li> <li>Researcher interacted with the College Principals informally</li> </ul>
2	To identify Needs of College Principals in 'Communication'	Needs Assessment Schedule and Informal discussion	<ul style="list-style-type: none"> <li>Rating</li> <li>Statements</li> <li>Opinions</li> <li>Information</li> <li>Notes</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Frequency tallies and percentages</li> <li>Descriptive Analysis</li> </ul>	<ul style="list-style-type: none"> <li>College Principals observed vis-a-vis their 'Communication' at work</li> <li>Researcher to interact with the College Principals informally</li> </ul>
3	To develop the Self-Instructional Module in 'Communication' for College Principals	-	-	-	<ul style="list-style-type: none"> <li>Module developed based on the Findings of the 'Role Analysis' and the 'Needs Assessment' conducted by the researcher</li> </ul>
4	To administer the Module to College Principals	-	-	-	<ul style="list-style-type: none"> <li>The Module distributed / reached to the College Principals</li> <li>College Principals explained the contents and procedure and urged to undertake the exercise in self-learning</li> </ul>
5	To evaluate the Usefulness / Utilization of the Module	Feedback Schedule	<ul style="list-style-type: none"> <li>Rating</li> <li>Information</li> <li>Comments / Suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Frequency tallies and percentages</li> <li>Descriptive Analysis</li> </ul>	<ul style="list-style-type: none"> <li>College Principals urged to undertake the exercise in self-learning and send feedback on the same</li> </ul>