CHAPTER – III

Coverage and Research Methodology
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The present study is designed to examine the rural library services in Jhansi District.

No systematic and scientific effort has been made so far to find out the part played by public libraries for the development of rural people in Jhansi District. It has two main aspects, they are:
The role of rural library services in the development of the lives of villagers as a whole and utilization of resources:

The intention of the present study is to assess the sociocultural, education, agriculture and economic development brought about by the public libraries rural people.

The study is supposed to cover areas located in more then one block of the district. The study is based on the primary data collected from the areas under study.

The present chapter gives total idea about the methodology adopted in

➢ The selection of sample units.
➢ Collection of desired data
➢ Analysis of the data

3.1. Selection of sample units:

It was to cover six blocks of the district as per time and resources available and the quantity of work involved particularly, in traveling from one place to another. It was decide to cover around thirty-four and 150 families.

The villages were selected on the basis of population more then one thousand according to 1991 report census (2001 census report for jhansi district is not available)

3.2 Pilot study and pre-test:

With the intention of forecasting flows and problem and the plausibility of the research, a pilot study was conducted in four villages namely khelaar, Simraha, kochhabhanwr and Khajuraha Bujurg on 20 families .The investigator had also discussions with librarians, knowledgeable persons and persons authentic in this area. It has helped a lot in understanding the situations and problems. The questionnaire was administered on these respondents to find out whether question were simple enough for
them, and whether the data collected through them were adequate, reliable and valid. It was found that some of the questions were unnecessary and were not understood by the respondents, mainly among less educated. Some questions were repetitions. The unreliable, ambiguous, suggestive, repetitive questions were suitably modified or discarded. The questions were then finalized.

3.2.1. Interview Schedule:
In order to realize the objectives, an interview schedule was designed and pretested. On the basis of the result of pretesting of interview schedule was modified. A copy of the modified interview schedule has been given in appendix-I at the end of this thesis. With the help of the pilot study and pretest it was observed that there were no rural libraries in the district. Therefore the interview schedule/questionnaire include questions on the whole information system as to how to villagers get information services in the absence of rural libraries. Detailed information about the number of questions related to each aspect has been given in the following table.

3.3. Field operation and data collection:

The field study was conducted from May to November; 2003. The researcher traveled a lot to cover the villages. Being a stranger to the
place, establishing rapport with the respondents was a very difficult task in the beginning. Transportation is a big problem in the rural areas. So, the investigator had to walk few kilometers some times. The investigator hardly found any rural / village libraries in the villages, except very few reading rooms which contained only few local newspapers and limited number of Hindi magazines. A few respondents were articulate about their problems, other current, and socio-economic and political problems. Some were hesitant to provide the necessary details. However when the researcher could convince them of the real purpose, they did co-operate.

Another problem faced by the investigator was with the language. Through all the respondents spoke Hindi, the slot language, and the particular version of the language is Bundelkhandi. There are rich variations in pronunciations and accent in the villages. However these difficulties were over after the first few days of fieldwork. Usually, the interview lasted for 50 to 60 minutes, depending on the time required to establish rapport.

3.4. Analytical plan:

The collected data have been analyzed and were tabulated by computer to get desired tables and correlation co-efficiency. At the collected data was qualitative in nature it was quantified through a
code block, which has been given in appendix - II at the end of the thesis.

3.4.1. Codification:

The study covers 150 families in 34 villages in six blocks. These have been codified accordingly, like-wise, Blocks; village and respondents were also codified.

The study consists of three types of variable such as nominal, ordinal and ratio variables. All the nominal variables have been given choice of answer Yes or No. In case of nominal variables yes has been given code one and No 0.

Investment of additional resources, Knowledge of reclamation, animal resources, Knowledge of Improved variety of cattle/Artificial insemination, Full utilization of animal resources, Information regarding leprosy patients, Information regarding physically handicapped, Knowledge of family planning, watching T.V., Listening radio, Newspaper reading, Magazine reading, Pamphlet reading, Library existence, Existence of mobile library, Awareness of Internet, Availability of Internet facility, Usage of Internet, Existence of watching film, Films shown by Govt. agency, Existence of extension service, Existence of chaupal, Participation in
chaupal, Organization of drama, watching drama, Existence of Exhibition, Organizing Haat & Bazaar, Role of Govt. Agency in the Haat & Bazaar, Visit to town, Existence of NGO, Awareness of DRDA, Visit to BDO, Existence of school, Awareness of IRDP, Financial assistance received, Awareness of TRYSEM, training school opened, satisfaction with IRDP and TRYSEM programs etc. All the above mentioned are the nominal variables for which answers have been given in terms of Yes or No.

Level of Education, Occupation, economic resources, place of viewing, name of program, place of listening, name of newspaper, place of reading, name of magazine, distribution agencies, subject covered, reading material, sources of knowledge, are the nominal variables for which keeping in view the socio-economic status and importance of the answer have been scored.

For example: In case of Education, illiterate has been given less priority in the society and P.Gs have been given highest priority. Accordingly Educations other than B.A. has been allotted Six score and illiterate one. In the same way services has been allotted five score and lower one.

4. The study also includes ordinal and ratio variables Monthly income, hours of watching, hours of listening, hours of reading,
visiting days, periodicity of chaupal held numbers of dramas seen, days of exhibition, days of its holding, days of visits are the ordinal variables in which the variance in the movement of variable is in order to the value system.

For example: In the case of monthly income less then 1000 is the lowest level where as above 5000 is the highest level. In between these two extremes there are four other level i.e. 1000-2000, 2000-3000, 3000-4000. These levels have been codified 1-6.

Similar practice has been adopted while allotting the scores/codes to different levels of ordinal variables. The detailed of coding and scoring adopted in the study have been given in the codebook.

According to the codes and scored given to different levels of variables, the qualitative information given the interview schedule have been quantified the data analyzed for the purpose of getting frequency and percentage distribution of the respondents among different levels of different variables.

The verification of the results has been done based on frequency distribution by the correlation and co-efficient computed between dependent and independent variables.
ANNEXURE - 1
Table - 3.1
Aspect and number of Questions related to each aspect.

<table>
<thead>
<tr>
<th>S no.</th>
<th>Name of the aspect</th>
<th>Number of questions</th>
<th>Place in interview schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identification</td>
<td>4</td>
<td>1(a-d),</td>
</tr>
<tr>
<td>2.</td>
<td>Socio-economic</td>
<td>11</td>
<td>2(a-g), 3(a-d)</td>
</tr>
<tr>
<td>3.</td>
<td>Land resources</td>
<td>7</td>
<td>4(a-g)</td>
</tr>
<tr>
<td>4.</td>
<td>Animal Resources</td>
<td>2</td>
<td>5(a-b)</td>
</tr>
<tr>
<td>5.</td>
<td>Information Gazettes</td>
<td>89</td>
<td>6-22, 25</td>
</tr>
<tr>
<td>6.</td>
<td>Awareness of Rural Development program</td>
<td>17</td>
<td>23(a-d), 26(a-f), 27(a-g), 24(a-d)</td>
</tr>
</tbody>
</table>