CHAPTER II
RESEARCH METHODOLOGY
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Field of Study

Rohtak city is our field of study. The population of Rohtak city according to 2001 census is 294537. Rohtak is one of districts of Rohtak Division, which is located in the Central Part of Eastern Haryana. In 2001 Census, there are two Tehsils Meham (31 villages) and Rohtak (116 villages) containing 5 CD Blocks viz. Meham (25 villages), Lakhan Majra (13 villages), Kalanaur (28 villages), Rohtak (57 villages), and Sampla (24 villages) in the District. There are 147 villages and three towns namely Rohtak, Meham, and Kalanaur in the district. Rohtak District has a big cotton cloth market, which supplies cotton cloth to the other districts in Haryana. It is a good place for business activities. It is one of the most important cultural and political center of Haryana.¹

The state of Haryana is located in North-West of India and come into existence by 1st November, 1966. Rohtak has a class one municipal committee. There are number of degree colleges and schools in Rohtak city. Maharshi Dayanand University and station of All India Radio are situated here. The city also boast of having only medical college in Haryana. It has three education colleges of education, two polytechnics institutions and one industrial training institute for boys and girls. It’s area is 22.03 square kilometer lying on the Delhi-Fazilka highway, Rohtak is 72 km. From the national capital that is Delhi. The city is linked by roads with Delhi,

Sonepat, Hisar, Jind, Bhiwani, and Jhajjar. It is an important function of the Delhi-Ferozepur line. It has 35.06 per cent of urban population to total district population as against the state average of just 29 per cent. The highest concentration of urban population in Haryana is district is that of Faridabad that is 55.03. It constitutes 19.96 per cent of urban population to the total urban population of the state. Rohtak has 5.39 per cent of its urban population to the total urban population of the state, which is next only to Panipat, Yamunanagar, Hissar, Gurgaon, Ambala and Karnal.

The district derives its name from its headquarters town Rohtak earlier known as Rohtasgarh. Traditionally, it is named after Raja Rohtas son of Raja Harishchandra in whose name the city is said to have built. It is also claimed that town derived its name from the *roherra* tree called *rohitak* in Sanskrit. It is said that before the town came into existence, it was the site of a forest of *rohitak* trees and hence its name Rohtak. The name *Rohitaka* is, however, well known to early literature. It is mentioned in Buddhist literature among the towns visited by the *Buddha* and in the *Mahabharata* in connection with the campaign of *Nakula*, the *Pandva* prince, who had to face the stiff resistance of the *Mattamayuraka Yaudheya* warriors. The district has been described as *Bahudhanyaka* or rich in grains and was a part of the kingdom of the *Yaudheyas*.

On the history of the district from the times of the *Rigveda* to the age of *Buddha* the evidence is very thin. The Indo-Greeks held some sway over the district becomes clear from the discovery at *Khokrakot* of the coins of their rulers. The *Saka* influence over the region can be ascertained from the discovery of the coins. Later on district formed a part of the *Kushana* empire.
It appears from the account of village settlements based on local studies made by Fanshawe in his settlement report of 1880 that about the 9th and 10th centuries a number of Rajputs clans as well as communities of Jats came to settle in the area. They founded their villages in waste jungle or occupied settled sites. The local distribution of these communities led him to conclude that the Jats followed the Rajputs who had immigrated into India at an earlier period and had become more completely Hinduised by the time the Jats appeared on the scene. The Tomar Rajputs ruled over Haryana from Delhi when the Ghaznavids invaded India from the north-west. The Chauhan (Chahamanas) of Ajmer, after subduing the Tomaras by the middle of the twelfth century soon came face to face with Ghauris. After taking Lahore in 1186, Muhammad Ghauri encountered the Chauhans under Prithviraja. Ghauri was defeated in his first encounter in 1190-91 at the battle of Tarain, fourteen miles from Thanesar in the Karnal district, he came back the following year to defeat Prithviraja Chauhan in 1192. In conquering that portion of Haryana which now lies in the present district of Rohtak, Ghauri destroyed the most important town of Maham which was rebuilt many years later under settled conditions.

The Arya Samaj Movement has become popular in Rohtak in its own way accelerated the desire for reform. Starting in about 1890 with a mandir in Rohtak. The Arya samaj movement soon spread to Sanghi, Maham and Jhajjar. It laid great stress on starting educational institutions and removing
untouchability. Its programmes created a new social consciousness spread gradually from urban to rural areas.  

DEMOGRAPHIC FEATURES

The decadal growth rate of population during 1981-91 was 17.79 per cent and during 1991-2001 it was 20.99 per cent. In Haryana State it was 27.4 per cent in 1981-91 and 28.06 in 1991-2001. Out of its NCR neighbours Faridabad and Gurgaon district occupies second (48.47) and third (44.64) place in growth of population; whereas Rohtak District stands at the State and 424th place in the country.

Sex ratio, is calculated as number of females per 1000 males, was 849 in Rohtak in 1991 Census. The sex ratio decline to 847 during 2001. The State Sex Ratio was 865 in 1991, which has also declined to 861. The rural sex ratio in both tehsils of the district that is Meham (839) and Rohtak (840) has increased. In terms of sex ratio, the rank of Rohtak in the State is 15th and in country it is 554, such sex ratio will see many males not getting their partner which may create a social evil and is a serious matter for the society.

The density of population in Rohtak was 445 in 1991 which increased to 539 in 2001. The Rohtak District stand 8th in the state and 188th in the country.

The literacy rate of Haryana was 68.59 per cent in which 79.25 per cent male and 56.31 per cent female. The literacy is higher in Rohtak district

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at 74.56 per cent, of which 84.29 per cent are male and 63.19 per cent females. The 0-6 age group population has not been included in this. In Meham tehsil 80.11 per cent male and 54.14 per cent female were literate and in Rohtak tehsil 85.28 per cent male, 65.32 per cent female literate. Rohtak district stands at 4th position in literacy in the state and 140th position in the country. The rank of the district in the country is 132nd for male literacy (84.29) and 154th for female literacy (63.19). 35.06 per cent population of the district lives in the Urban areas, of this 89.38 per cent population lives in Rohtak Urban agglomeration because Rohtak has better facilities provided to the people in respect of education and medical facilities etc. In Rohtak city most of the cable television connection is provided by the Siti Cable Rohtak. It covers about 90 per cent of the urban population. Further, their are 50 Cable television operators in Rohtak city.

Research Design

There are quite a few studies in India, which have been conducted to study the social and educational impact of television on high school students. However, the data regarding impact on high school students is not available in sufficient quantity to make any generalization. And in the absence of baseline data we are not in a position to formulate structured hypothesis. Therefore, we have not formulated any structured hypothesis. The research design of the present study is exploratory in nature. The aim of exploratory research is to develop and fill out as comprehensive and accurate a picture of the area of

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3 Census of India, 2001, pp. 139-141.
4 Siti Cable Television, Rohtak, 2000.
study as conditions allow. Blumer has rightly stated that the situation like this should enable the scholars to feel at home in the area, to talk from a bases of fact and not from speculation. In our study we have set certain objectives for empirical studies. The variables identified for this purpose would be empirically verified by way of relationship between the independent variable that is the television and the dependent variables that is the responses of the 10th class student, of different schools.

At the outset we would discuss some of the operationalized concepts which are to be used in our study. The television in our study is understood as an audiovisual medium of communication, which is used to telecast various programmes on different channels. By impact we meant the change that the high school students experienced in their attitudes, perception and behaviour. By viewing/watching we understand that television programmes are watched by school students regularly. The high school students are those whose names are enrolled in class 10th of the respective high schools. Further the television programmes have been divided into two categories keeping in mind the themes that is social and the educational programmes.

**Universe of Study**

The universe of our study comprised of tenth class students of different schools that is D.A.V. School, Model School, Pathania School, Mahendra School, Kendriya Vidhyalaya, Mast Nath School, Vaish School, Harikrishan

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Memorial School, Shiksha Bharti School and University Campus School. The reasons for selecting the high school students are:

1. The children of this age group are able to express themselves freely.

2. The high school students are easily impressed with role models whom they identify with themselves.

3. The high school students are imaginative and the unrealistic characters of television work as catalytic agents and affect them at this very impressionable age.

4. Finally, the television could be affecting students a lot by providing them various role models as tools to escape from reality.

Sampling

Our study includes the class ten high school students. All these high schools are situated in Rohtak. We had decided to choose a sample from the 10th class students of different high schools. This has been done only after we conducted a pilot study. We have not include government schools because majority of the respondents stays in the outskirt of Rohtak city. The most of students of these schools complained that they do not have cable connection and they sometime watch Doordarshan. Further, the problem of shortage of electricity which obstructed the students to watch their favourite programmes regularly. Keeping in mind the time and funds at our hand, it was not possible to study all these students directly, so in such situation, the research concentrated on a small portion of the overall group-by taking a sample from the total population. One can usually be fairly confident that results deriving
from a survey of a population sample can be generalized to the whole of that population. In our study, we had selected our respondents from different school by collecting the lists of 10th class students from each schools. The total number of students of D.A. V. school were 243, Model School were 254, Pathania School 144, Mahendra School 161, Kendriya Vidyalaya 142, Mast Nath School 164, Vaish School 156, Harikrishan School 179, Shiksha Bharati 159 and University Campus School were 109. The total students in all these schools come to 1711. Then we randomly selected 20 per cent of the respondents from each schools. The numbers of respondents for the present study comes to 342.

Table: 2.1

Students’ Sample Selection from ten High Schools of Rothak City

<table>
<thead>
<tr>
<th>Schools</th>
<th>Total no. of tenth class students</th>
<th>No. of tenth class male students</th>
<th>No. of tenth class female students</th>
<th>20% male students</th>
<th>20% female students</th>
<th>Total 20% male and female students</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.A.V.</td>
<td>243</td>
<td>99</td>
<td>144</td>
<td>20</td>
<td>29</td>
<td>49</td>
</tr>
<tr>
<td>Model</td>
<td>254</td>
<td>121</td>
<td>133</td>
<td>24</td>
<td>27</td>
<td>51</td>
</tr>
<tr>
<td>Pathania</td>
<td>144</td>
<td>76</td>
<td>68</td>
<td>15</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>Mahendra</td>
<td>161</td>
<td>92</td>
<td>69</td>
<td>18</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Kendriya Vidyalaya</td>
<td>142</td>
<td>63</td>
<td>79</td>
<td>13</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Mastnath</td>
<td>164</td>
<td>86</td>
<td>78</td>
<td>17</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Vaish</td>
<td>156</td>
<td>74</td>
<td>182</td>
<td>15</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>Harikrishan</td>
<td>179</td>
<td>72</td>
<td>107</td>
<td>14</td>
<td>22</td>
<td>36</td>
</tr>
<tr>
<td>Shiksha Bharati</td>
<td>159</td>
<td>78</td>
<td>81</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>University Campus</td>
<td>109</td>
<td>61</td>
<td>48</td>
<td>12</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>1711</td>
<td>822</td>
<td>889</td>
<td>164</td>
<td>178</td>
<td>342</td>
</tr>
</tbody>
</table>

Source: School office

Techniques of Data Collection

The primary and secondary data have been used in our study. The primary data have been directly collected from the tenth classes students of different high schools with the help of interview schedule. The secondary data have been collected from the District Gazetteer, School Offices, Books, Journals, Magazines, Newspaper and Libraries. For collecting all the information related to our research problem we constructed an interview schedule. Our interview schedule comprised of four parts viz. social background of the respondents, social impact and educational impact of television and suggestions. The first part has fifteen questions, the second part has twenty questions, third part has sixteen and the fourth part has three questions. The questions of interview schedule were both structured and unstructured. But majority of the questions were structured ones. There were questions with multiple choice options and some questions carried more than one alternatives as its answers. We had collected the data for the present study during the year 2000 from the high school students of class tenth.

Mode of Data Processing and Analysis

The majority of the questions of our interview schedule were structured that is closed ended with multiple choice answers. The answers provided for the questions automatically become the categories of classification. The data thus collected and classified were further tabulated in the form simple and cross-tables. Analysis and interpretation of the data has been done in terms of percentages to understand the relationship between the independent and dependent variables. Our study is a comparison study between variables therefore we thought it proper to use percentage method for the analysis of the
data. As it is considered perfectly good method of comparison between several class intervals and it serve to put qualitative characteristics into numerical form. Our study is an exploratory in nature and due to lack of sufficient data we were not in a position to formulate hypothesis. Further we had not used any other statistical method just to avoid unnecessary errors otherwise the consequences may be disastrous.