CHAPTER –3

RESEARCH METHODS USED IN THE
STUDY
The main purpose of this study is to know the level of information literacy among the students of different schools of India and to find out the role of school librarians to enhance the learning of IL. The IL is not yet addressed to the middle level schools of India. There is no mention of this topic in the documents available for teaching-learning process. NCERT, being the national body to decide the school education pedagogy of the country, has not yet taken it up as a serious issue. In the 150 page document titled National Curriculum Framework published by NCERT, (National Curriculum Framework, 2005), there is no mention about the concept of information literacy.

There is a huge gap in the theory of education and the practical aspect of education. The Indian Education Policy was prepared in 1968 (Department of Education Ministry of Human Resource Development Government Of India, 1998) was amended in 1986 and 1992. The recent NCF 2005 is the continuation of the amendment of education policy. But the gap which was evident in 1986 document is widened in the 2005 document. The development in the information technology field has seen a sea change as there were 2 million people in 2000 who used Internet which rose to 45 million in 2008. According to I-Cube [Internet in India ] Study released
which is conducted annually by IMRB International and Internet and Mobile Association of India [IAMAI],

'India, had as on September 2008 45.3 million active internet users. Active internet users are those who have used the internet at least once in the last one month – this is an internationally accepted benchmark for enumerating internet users.' (IMRB, 2009)

Earlier there was no need to be information literate as there was less availability and accessibility of information. But today it is just the other way round. Everything is available with one click of mouse. The enormous quantity of available information has made the quality questionable. This is the high time that the education facilitators should start thinking about the measure to educate our students to make use of right information for the right purpose.

SCOPE OF THE STUDY

The scope of the study is limited to school libraries of only urban India because the investigator has assumed that at least urban schools have libraries. According to 5th All India Education Survey, only 39.8% of schools have libraries (Mahajan, 2010). The rural sector lacks the very existence of school libraries. The basic infra-structure of the rural schools itself. The four major cites viz., Ahmedabad, Kolkata, Delhi and Bangalore representing the four zones of India were initially chosen for the study. However, as there is no State Government-run schools in Delhi, the neighbouring city Faridabad was taken for the study instead. Two major schools of each of these four cities are taken for the study. The scope of the
present study is limited to the school students of standard 7, 8 and 9 of one state board school and one central board school of each of the four major cities. The study examines the IL level of the students, the collaborative approach of the teachers with the librarians in teaching learning process and the scope of school librarians in promoting information literacy among school students.

**SAMPLING TECHNIQUE AND SAMPLE SIZE USED**

'Sample' is the selected part of the aggregate statistical material called 'population' (Das, 1986). Sampling is done with a view to obtain the information about the whole aggregate i.e. population. A representative sample ascertains the characteristics of the population.

As the population for this present study is school students of entire India, cluster sampling method is used for selection of sample. The entire population of secondary school students of India is divided into four zones, namely East, West, North, and South. As stated earlier, four major cities e.g. Kolkata, Ahmadabad, Faridabad (Delhi) and Bangalore are chosen for selection of sample. Two schools, one affiliated to respective State Board and one affiliated to Central Board of Secondary Education (CBSE, Delhi) from each city are selected as sample. In the city of Delhi, all the schools are affiliated to CBSE or ICESE or IB. There is no state board in NCR Delhi. This is the reason why the investigator had chosen the adjacent city Faridabad (Haryana) instead of Delhi. The State Board and the Central Board schools are chosen to make a comparative study of library use and information literacy standard of students in different academic situations.
The students of grades 7, 8, and 9 are selected as sample. From all these classes, only one section of each class of each school was taken into consideration. The students are selected from grades 7, 8 and 9 because higher standard students (Grade 10, 11 and 12) are busy in their academic studies specially preparing for their board examinations and the lower standard students will not be able to comprehend the questionnaire. Moreover, the nature of the students is almost similar at this age group.

The investigator went to all the cities personally. She started collecting data in 2007. The total number of student respondents is 792. The details of the number of students per school is given in the table 3.1.

The data is collected from at least six teachers of each school 'to study the collaborative approach among teachers and librarians in carrying out the teaching-learning process' which was one of the objectives of the present study. The number of teacher respondents is 50.

Data is collected from the librarian/s as well. The number of librarians is 08. Among 8 schools one state government school librarian refused to answer the questions and in north zone CBSE school, 2 librarians responded to the questionnaire.

Tables 3.1, 3.2 and 3.3 below, show the number of respondents in every school.
Table 3.1 shows the number of students in one section of each class, together in classes 7, 8 and 9. The number is almost similar in each class. With the experience of almost eight years in a school, the investigator felt that the nature of students of classes 7, 8 and 9 where the age range in 13 years to 15 years, is similar. Their choices of reading, study pattern and attitude towards school is similar. That is why the data is collected from the students of 3 classes together.

Table 3.2 shows the data collected from teachers of different schools. The teachers who teach the classes 7, 8 and 9 are selected as sample so that it would be easier to understand the entire equation among the teachers, librarian and the students of these classes. In each school, questionnaire was given to 6 teachers. In case of east zone CBSE school, 8 teachers answered the questionnaire.
Table 3.2: Number of teacher respondents per school

<table>
<thead>
<tr>
<th>CBSE SCHOOLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORTH</td>
<td>SOUTH</td>
</tr>
<tr>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>STATE BOARD SCHOOLS</td>
<td></td>
</tr>
<tr>
<td>NORTH</td>
<td>SOUTH</td>
</tr>
<tr>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>TOTAL (CBSE + STATE BOARD)</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 3.3 shows the number of librarians who responded to the questionnaire. The investigator wanted to meet all the personally. However, in most of the cases she was not allowed to meet the librarians.

Table 3.3: Number of respondent librarians

<table>
<thead>
<tr>
<th>CBSE SCHOOLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORTH</td>
<td>SOUTH</td>
</tr>
<tr>
<td>02</td>
<td>01</td>
</tr>
<tr>
<td>STATE BOARD SCHOOLS</td>
<td></td>
</tr>
<tr>
<td>NORTH</td>
<td>SOUTH</td>
</tr>
<tr>
<td>0</td>
<td>01</td>
</tr>
<tr>
<td>TOTAL (CBSE + STATE BOARD)</td>
<td>08</td>
</tr>
</tbody>
</table>

As the present study is about school students, teachers and librarians of India, certain sample selection criteria are used to avoid excessive cost and time.
1. India being a huge country with vast differences in the educational scenario, the entire country is divided into 4 zones so that the investigator can compare data zone wise. Two schools where one is under CBSE and the other State government run school from each zone are selected so that a comparison can be made for CBSE schools and state board schools.

2. It is practically impossible to collect data from all the students of classes 7 to 9 of all 8 schools. That is why only one section of each class is chosen as sample.

METHODOLOGY AND TECHNIQUES USED IN DATA COLLECTION

The study is conducted as per survey method. All the students of the grades of 7, 8 and 9 from all the schools selected were given questionnaires. Structured questionnaire was used for collecting data. While visiting each school the data was collected within a day or two. The investigator went personally to collect data from different cities to ensure the authenticity and also this gave her a chance to interact with her respondents in person. In some cases, for example, in Kolkata and Faridabad (Haryana) where the chosen State Board schools are of vernacular medium, the investigator personally interacted with all the students in their class and explained the meaning of the questions according to the queries of the students. In some of the schools for example CBSE and State Board schools Faridabad
(North Zone), State Board school Kolkata (East Zone), CBSE school Bangalore (South Zone) and State Board school Ahmedabad (West Zone), the investigator could meet the teachers and the librarians. In the rest of the schools, she was not allowed to meet the teachers and the students and the librarians as it was told that it would be very difficult to give time because of the daily schedule of the school. In CBSE School, North Zone and in State Board School, West Zone,

the head of the institutions had said that after the data analysis, they would like to see the analysis and how the schools can meet the demands.

In the present study, the instrument used is structured questionnaire. ‘Structured questions are characterized by a group of provided fixed responses. The respondents are allowed to choose among several answers designed to reflect various views. Thus structured questionnaire is closed because they do not elicit unpredictable responses.’ (Charles H Busha & Stephen P. Harter, 1980). A set of three questionnaires are prepared keeping in mind the objectives of the study. The three categories of respondents are, 1) students of classes 7, 8 and 9; 2) teachers who teach in these levels; and 3) librarians. The investigator went personally to each school to collect data. The questionnaires were distributed on a particular day after taking permission from the heads of the institutions and the filled up questionnaires were collected either on the same day or on the next day. The respondents were instructed not to take questionnaire home. This precaution was taken to prevent parental involvement in filling it. As such an intervention could have influenced the findings of the study. The
investigator could interact with the respondents in many cases. In a few cases she could not do that as the teachers took the responsibility to explain the questions to the students. The investigator could interact with all the librarians.

PILOT STUDY

Pilot Study is to check the research tool and its effectiveness. The investigator carried out a pilot study to check whether the questionnaire was clearly comprehended by the respondents. For the present study, the investigator went to one of the sample schools of Ahmedabad. The investigator personally interacted with the students of grade 7 and 8 std and asked them to answer the questions in front of her. The investigator met a few teachers as well as the librarian. The problems faced by the respondents (students, teachers and librarians) with respect to language, concept and answer options of the questionnaire were noted down. The investigator made certain changes in the questionnaire after consultation with the research guide.

PERIOD OF STUDY

The investigator visited Sant Kabir School, Ahmedabad, which is under state board for pilot study in June 2007. After editing the questionnaire according to the feedback taken from the respondents, the investigator started collecting data from July 2007. The first city visited was Bengaluru. Then the investigator went to Ahmedabad in August 2007. In November, 2007, she visited Kolkata and in July 2008, she visited Faridabad. The questionnaire was collected back from most of the schools on the very next
DATA ANALYSIS METHOD

Statistical Data Analysis method is used. Likert scaling technique is used for a question as choices were given. The data is graphically represented through pie chart and histograms. The level of Information Literacy among the school students is assessed as per Association of College and Research Library (ACRL 2000) Standard.

LIMITATIONS OF THE STUDY

There are some limitations of this study. The investigator could not meet all the students personally. The questionnaires were handed over to the teachers via the heads of the institutions. So there is a chance of getting similar responses from the students if they have done it in any period with teachers' supervision. Moreover, as data is collected from four zones of the country, language barrier might have played a role. In the sample, the state-government run schools of eastern zone and northern zone are not English medium. Though the investigator explained the questions to the students of these two schools personally, but there is a chance of getting miss-communicated information.

PROFILE OF SCHOOLS WHICH WERE CHOSEN AS SAMPLES

As stated earlier, the entire students community of the country is divided into four zones east, west, north and south, and two schools from each zone were taken as the sample.
In the northern zone, Delhi Public School, Faridabad was selected as CBSE school. DPS was founded in 1995. Presently, there are 3700 students from primary to grade 12. The school has two libraries. One is for primary students and another is for senior students from grade 6 onwards. Each library is appointed with two professional librarians. The budget of both the libraries is Rs 5 to 6 lakhs per year. Each student can issue one book per week. The senior library housed almost 30,000 books and reading materials. Delhi Public School is a private un-aided school.

On the contrary, the NIT School, Faridabad, Haryana-state board school does not have proper classrooms. The librarian did not allow the investigator to visit the library. The library does not possess any book other than textbooks. The librarian distributes the textbooks which are distributed by the state government. The campus, the classrooms and the staff room are not very impressive. There is no facility as such. Even drinking water facility is not seen. The school is situated in the city area. The librarian did not even answer the questions asked by the investigator. However, the teachers and the students filled up the questionnaire. The school being Hindi medium, the investigator had to explain the meaning of the questions to the students. Very interestingly, the students unlike teachers and librarian, were very eager to talk and know about the project.

In southern zone, Sri-Vani Education Center School, Magadi Road Branch, Bangalore was selected as CBSE school and B M English High School, St John's Road, Bangalore was chosen as state board school.

Sri-Vani Education Center School, established in 1966 has three branches in Bangalore. The investigator went to Magadi Road branch which was
established in 1996. Presently there are almost 1300 students in this branch. The school caters to the students of nursery to grade 12. The school has only one library. The school authority had plans to expand the existing library when the investigator visited the school. Sri-Vani’s approach to education is quite modern. They have activity-based teaching-learning process. They have a huge science park which includes various types of floras and a rock garden. The librarian here, was very cordial. The library had a collection of 10,000 books and CDs. The library also had audio-visual equipments. The librarian said that they had an expansion plan in near future where there would be two libraries for junior and senior sections and a separate audio-visual room. The principal allowed the investigator to talk to the students. The investigator was invited to deliver a lecture on ‘reading habit’ during the school assembly. While discussing with the principal, she asked for suggestions to enhance reading habit of the students. The investigator discussed the role of school librarian and the importance of information literacy in today’s situation with the principal who appreciated the effort and asked for the findings of the research.

B M English High School, Bangalore has two wings. One of the schools is under ICSE and the other is under Karnataka State board. The investigator chose the state board school for collecting data. The state board school is located at St John’s Road, Bangalore. The school caters to the students from nursery to grade 10. The school does not have any separate library. They have class libraries for all the classes. The investigator spoke to the director of the school who said that they believed in class library. Moreover they had lack of space in that particular school. He mentioned
that they had a good library at the ICSE wing of the same school. Though there was a librarian but the investigator could not meet the librarian. The investigator could not meet the students and teachers as well.

In the western zone, **Delhi Public School, Bopal, Ahmedabad** was chosen as CBSE school and **St Kabir School, Navranpura, Ahmedabad** was chosen as state board school.

Delhi Public School, Bopal, Ahmedabad was established in 1996. The school has a huge campus. The school caters to the students of nursery to grade 12. The investigator could not meet the librarian, teachers and the students. The questionnaire was sent to the students and the teachers and sent back to the investigator on the next day. From the prospectus, it has come to the light that the library has 20,000 books and audio-visual materials.

St Kabir School, Ahmedabad was established in 1985. The school has three wings. Two branches are in Navranpura area, Ahmedabad and the third one is in Drive-in area. The branch in Drive-in is under CBSE. The investigator went to one of the Navrangpura branch which is under Gujarat State Board. St Kabir School was a very cordial school. The headmistress, the director and the teachers were very eager and helpful. The pilot study of this project was done with the respondents of this school. It is worth mentioning here, that the school was declared as ‘Most respected school in Gujarat’ in 2007 by Education World, a renowned education journal. The investigator found that the attitude of the director and the teachers are very welcoming in nature. The investigator met the teachers, a few students and the librarian.
during pilot study. The library possess almost 15000 books and other reading materials and audio-visual materials also.

In the eastern zone, Birla High School for Girls, Moira Street Branch, Kolkata was chosen as CBSE school and New Alipore Multipurpose School for Girls, Kolkata was selected as a school under West Bengal State Board.

Birla High was set up in 1994. The school is affiliated under CBSE. Presently there are 1300 girls in the school. The school has a library with almost 6,000 books and other reading materials. The investigator was not allowed to meet the students and teachers and the librarian.

In contrast to the CBSE school of Kolkata, The state board school was very cordial in their approach. The investigator was allowed to go to several class to meet the students. The investigator met the principal, the teachers and had a long discussion with the librarian. The teaching-learning process in this state board schools is different than other school. They still follow the chalk and talk method. The learning is not project based unlike other schools. The investigator felt that this could be the reason for the difficulties the students and the teachers felt while answering the questions. The attitude of the librarian was very positive. She wanted to implement techniques to enhance reading habit. She even asked for suggestions from the investigator. The school being Bengali medium, the investigator went to all the classrooms when the students filled up the questionnaire to clear the doubts. The library possessed almost 8000 books.
REFERENCES


