CHAPTER III

METHODOLOGY

The task of the modern educator is not
To cut down jungles but to irrigate deserts.

- C.S.Lewis.
METHODOLOGY

"Method is only in the abstract as logical entities that we can distinguish between matter and methods. In reality they form an organic whole and matter determines analogously as objective determines means and content and spirit determine style and form in literature". M-Verma.

Any good piece of research should take it's foundations from the conceptual background of it's constructs. The previous chapter on related literature enabled the researcher to perceive that there are many exclusive as well as comparative studies on both Vivekananda and John Dewey. But no one has attempted to compare these two philosophers. Hence the present study is taken up to analyse and compare Vivekananda and John Dewey’s philosophies of education with relevance to the present day educational system. The present chapter deals with the scope and limitations of the study, the title, operational definition of the terms used, objectives etc of the present study.

Scope and Limitations of the Study: The scope of the study is limited to the biographic sketches of John Dewey and Vivekananda, their philosophy of life, the concept of education, the aims of education, the methods of teaching and learning, the concept of curriculum, the role of the teacher, the concept of discipline, the concept of value education.

Method of Investigation: In the light of some previous researches in this area, where the studies were made by historical method and by the content analysis, the present study” A comparative study of the educational philosophies of Vivekananda and John Dewey” is also a combination of the historical and the
content analysis method. It is an eclectic approach of these two methods. Numerous researches were reported in our country where library research and content analysis were used to identify the educational philosophies of certain individuals or certain systems.

Descriptive studies are good and appropriate in the behavioural studies. Descriptive study involves events that have already taken place and are related to a present condition. Descriptive research deals with relationships between variables, development of generalizations, principles or theories that have universal validity and it adds knowledge to what is already known. The present study is a disciplined comparative enquiry on Swami Vivekananda and John Deweys observations.

The method of Content Analysis: Best (1959) advises content analysis as an approved research method for the studies of the present nature. It is a systematic examination of recorded word for further classification and generalization of trends and priorities. It is used to identify as an example the literary style, concepts or beliefs of a writer.

As defined and described by Gelfo and Miller (1970) content analysis refers to the process of analysing, classifying and quantifying data presented in written form.

Materials used can be either historical or contemporary. Sources for analysis may consist of published materials such as newspaper accounts, text books, novels, almanacs or speeches recorded in the congressional record other written materials include court testimonies, responses to cumulative records, deeds to property, health records and school board minutes. This list is illustrative but not exhaustive. But the sample, it is said that, any written material must be
considered a sample of all possible material the author or recorder could have written.

Content analysis or document analysis is a tool of descriptive survey method. A large portion of modern psychological research consists of classifying ordering, quantifying and interpreting the qualitative material.

John Best (1977) "Content analysis, sometimes known as document analysis deals with the systematic examination of current records or documents as sources of data". Bernard Berelson (1952) defines content analysis as a research technique for an objective, systematic and quantitative description of the manifest content of communication.

Documents, the written material used in descriptive research are subjected to the same careful type of criticism employed by the historian. The authenticity of documents and validity of the content are crucial to establish the trustworthiness of all data drawn from the documentary sources.

The objective of content analysis is to convert “raw” phenomena into data which can be treated essentially in a scientific manner.

About the sample of content analysis, it is said any written material must be considered a sample. Historical method as defined by Best (1982) “Historical research describes” what was”. The process involves investigating, recording, analysing and interpreting the events of the past for the purpose of discovering generalizations, that are helpful in understanding the present and to a limited extent, in anticipating the future. The primary sources of data are educational reports, biographies, recorded speeches, magazines, films, books etc., According to historical method collection of data may involve anything from digging up
ancient ruins to stumbling on old documents or remains. Although occasionally material in fold manuscripts is located by chance, most educational data probably have to be gathered in the routine fashion by going through a lot of printed material.

According to content analysis qualitative analysis of documentary material like historical research deals with records that already exist. The researcher needed the library as a source for bringing together a collection of books, earlier analysis of assembled specimens like magazines, journals are important and there is a need to examine all or atleast a representative.

**Procedure:**- It is described that content analysis, whether used to organise historical materials or quantify the written account obtained, has four step process. They are:

1) Collection of Written Material
2) Development of Categories
3) Collection and Assignment of Categories
4) Quantification.

As per the procedure, there is a need to examine all or atleast a representative sample of the material, which are to be classified. So most of the available books of both the philosophers, Vivekananda and John Dewey were collected for the present study.

The classification system involves the collection of content into a rational system. Contents with meaningful similarities were grouped together. Units of content in a given category have greater similarity with other units of the same
group than units of other groups. This is an important factor in the procedure of content analysis. The others being (1) All content should be included in one of the selected categories. (2) The number of categories should not be either too large to make the management of data difficult or too small for identification of meaningful differences (3) The categories adopted should be related by some unifying principle. Care has been taken about the above aspects in identifying categories.

As the nature of the study is mostly descriptive and did not extend to the stage of quantification that particular step of content analysis was not described in the study.

The collected material has been included into the following categories.

(1) The Biographical Sketch; The brief biographical sketches here in have been given to bring in a human touch and to create a rapport with the thinkers, Vivekananda and John Dewey.

(2) The Philosophy of life: A brief account of the philosophy the life of both Vivekananda and John Dewey were given to indicate the basic goal which each of them has and tried to achieve as this indication is likely to help to understand the essential spirit of each of these philosophers.

(3) The Concept of Education: Education is an essential human virtue. Without it, man is a splendid slave, a reasoning savage. It is to humanize him. Man becomes man through education. He is what education makes him. Man is an animal, both from his passions and his reason. Education fashions and models him for the society. Education has been widely discussed and interpreted by different thinkers, philosophers and educationists with reference to its aims,
functions and implications. It is a historical fact that the framework of education is determined to a great extent by the sociological impact of a particular time. In this category the investigator has attempted to describe the concept of education, each one gave, to know, what is education according to them.

The Aims of Education: Education, we are often told, is a system. It cannot be a haphazard undertaking. Education is a human necessity and an ornament that adorns human life. It is a living activity directed to some goal. If so, one may obviously ask, ‘what is the aim’ the goal or the objective of this activity? This question is bound to arise in the mind of either a lay person or even an expert in the field of education. This question becomes more urgent to be answered clearly and precisely. In this category an attempt was made to explain the aims of education according to Swami Vivekananda and John Dewey.

The Methods of teaching and learning: By method it is meant, a contact, that is developed between the students, teacher and the subject matter. Education is a process of knowing things. It is an act of producing knowledge and an instrument of getting knowledge. Hence education as a process actualizes itself through various aids and devices which are mostly psychological in nature. Some of them are purely subjective or marked by external characteristics. These aids and devices of teaching and learning are generally known as methods of education. Different educationists and philosophers have prescribed different techniques of teaching and learning according to their bent of mind or mental disposition and scheme of education. In this category an attempt was made to explain the methods of teaching and learning proposed by Swami Vivekananda and John Dewey.

The role of the teacher: In the process of education, teacher is the pivotal point, the heart of the matter. Education takes place through the interaction between the teacher and the taught. He is the maker of man. The true textbook for the pupil is
his teacher. He trains the minds, cultivates the manners and shapes the morals of
the members of the community at their most impressionable age. He is to be more
honoured than the parents, because, parents give children their life but the teacher
teaches them the art of living well. Different philosophies of education have
presented the role of a teacher in the light of their principles. In this study, an
attempt was made to explain the opinion of Swami Vivekananda and John Dewey,
about the role of the teacher, in the process of the educating children.

The concept of Curriculum being the content of education may be deemed as the
practical side of philosophy. The curriculum means ‘a run way’ - a course which
one runs to reach a goal. In this sense, education becomes a race, run on the
course of curriculum, to reach the goal of full development of a child’s
personality. It embodies all the experiences, which are utilized by the school to
attain the aims of education. It is constructed in accordance with the aims of
education that are ultimately guided by the objectives of life, over which,
philosophy has a great bearing. In the light of different philosophies, different
types of curriculum have been presented. Here an attempt was made to expalin
the curriculum proposed by Swami Vivekananda and John Dewey.

The concept of discipline The nature or concept of discipline is governed by the
philosophy of life. In other words, discipline reflects the philosophy of life. It
reflects the philosophical pre-possessions or particular ideologies. Here the
investigator attempted to describe the concept of discipline given by Swami
Vivekananda and John Dewey.

The Concept of Values: The East and West have contributed to the philosophy of
values. The concept of values is very important in education. The concept of
education is to be visualised as nothing but a set of values in essence. Education is
the transmission of what is worthwhile in those who become committed to it. The
investigator has attempted to strike a balance between the values suggested by Vivekananda and John Dewey.

Title of the study: “A comparative study of the educational philosophies of Swami Vivekananda and John Dewey.”

Definition of the terms used:

Comarison: To ‘compare’ means to examine two or more entities, by putting them side by side and looking for similarities and differences between them. In the present context the comparison is between Vivekananda and John Dewey - their philosophies of education.

Educational Philosophy: In the present study, educational philosophy means, the ideas of these two philosophers - Dewey with regard to the concept of education, aims of education, the methods of teaching and learning, the role of the teacher, the curriculum, the concept of discipline the concept of values etc.,

Objectives of the study: The objectives of the present study are:

(1) To analyse the educational philosophy of Vivekananda with respect to the following aspects (a) The Biographical sketch (b) The philosophy of life (c) The concept of education (d) The Aim of education (e) The methods of teaching and learning (f) The role of the teacher (g) The curriculum (h) The concept of discipline (I) The concept of values.

(2) To analyse the educational philosophy of John Dewey with respect to the following aspects- (a) The Biographical sketch (b) The Philosophy of life(c) The Concept of education (d) The philosophy of life. (e) The Aims of education.(f)
The methods of teaching and learning (g) The curriculum (h) The role of the teacher (i) The concept of discipline (j) The concept of values

(3) To compare the educational views of Swami Vivekananda and John Dewey with respect to the various aspects of their educational philosophies.

(4) To evaluate the educational philosophies of Swami Vivekananda and John Dewey in relation to the present system of education.

Collection of Data: According to the Historical method collection of data may involve anything from digging up ancient ruins to stumbling on old documents or remains. Although occasionally material in fold manuscripts located by chance, most educational data, probably have to be gathered in the routine fashion by going through minutes of meetings, diaries etc. In this way data are collected by two sources primary and secondary. According to content analysis- quantitative analysis of documentary material like historical research, deals with records that already exist. The researcher needed the library as a source for bringing together a collection of books. Earlier analysis of assembled specimens like magazines, newspapers etc. are important.

In the present study the researcher collected the data from Sri Rama Krishna Mission (Hyderabad and Bapatla), libraries of St.Joseph's College of Education for Women,Guntur and Andhra Lutheran College of Education Guntur, State library and Regional library of Guntur. The members of the Rama Krishna Mission gave valuable information and suggestions and also their own books in addition to the books of their society.
**Primary sources:** The various works and writings of Swami Vivekananda and John Dewey were used and critically analysed as primary sources. These sources were collected from the various libraries and also the Rama Krishna Missions.

**Secondary Sources:** The writings other than the one used as a primary source were used as secondary sources and were collected from the various libraries available.

**Conclusion:** In this chapter the investigator has given an account of the methodology, of the study taken up, and in the succeeding a chapter will be giving the details of formations analysis and interpretations.