CHAPTER-III

METHODOLOGY OF RESEARCH
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3.1 METHOD

As the present study is primarily philosophical in nature, the investigator has therefore, based her study on the philosophical and historical methods. It is based on intensive library studies. Historical method is concerned with the past and attempts to trace the past as a means of seeing the perspective. So it provides a method of investigation to discover, describe and interpret what existed in past.

3.2 TOOLS OF RESEARCH

Content analysis or sometimes known as document analysis was done in order to analyse Swami Vivekananda’s philosophy and draw its implications in developing ethics of education for the contemporary education system.

Content analysis is a methodology in the social sciences for studying the content of communication. It is “the study of recorded human communications, such as books, websites, paintings and laws.” It is most commonly used by researchers in the social sciences to analyse recorded transcripts of interviews with participants (Singh, 1997).

Content analysis is also considered a scholarly methodology in the humanities by which texts are studied as to authorship, authenticity, of meaning. This latter subject include philology, hermeneutics, and semiotics. Harold Lasswell formulated the core questions of content analysis: “who says what, to whom, why to what extent and with what effect? Kimberly A. Nevendorf (2002) offers a six-part definition of content analysis.”
“Content analysis is an indepth analysis using quantitative or qualitative techniques of messages using a scientific method (including attention to objectivity – intersubjectivity, a priori design, reliability, validity, generalizability, replicability and hypothesis testing as is not limited as to the types of variable that may be measured or the context in which the messages are created or presented.”

The process of a content analysis:

According to Klaus Krippendorff (2004), six questions must be addressed in every content analysis:

1. Which data are analyzed?
2. How are they defined?
3. What is the population from which they are drawn?
4. What is the context relative to which the data are analyzed?
5. What are the boundaries of the analysis?
6. What is the target of the inferences?

According to Berelson (1954) content analysis is a method of systematic examination of communications or current records or documents. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyse the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writers, the audience, and even the culture and time of which these are a part. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language.
The five major factors in considering whether to use content analysis are the objectives of the assignment, the data that are available or to be collected, the kinds of data required, the kinds of analysis required and the resources needed.

In documentary analysis, the following may be used as sources of data: records, reports, printed forms, letters, autobiographies, diaries, compositions, or other academic work, books, periodicals, bulletins or catalogues, syllabi.

3.3 SOURCES OF DATA

The present study is based on the philosophical facts of Vivekananda. So the investigator has decided to collect the information from different sources.

(a) Primary Sources

The primary sources of data were the complete works of Swami Vivekananda.

(b) Secondary Sources

Secondary sources included the works on Vivekananda and the interpretations and syntheses of ideas developed by recent scholars in various fields and available in the form of periodicals, papers, journals and books on the topic.

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