METHODOLOGY

CHAPTER III

METHODOLOGY
Methodology is an essential aspect of any research study or investigation. Since several methods and procedures have been developed to collect data, "the decision about the method depends upon the nature of the problem selected and the kind of data necessary for its solution."  

Methodology enables the investigator to look at the problem in a meaningful and orderly way. Methodology comprises the sources of data, selection of data, various designs and techniques used for analysing the data. It also helps to evaluate the validity and reliability of the findings. Hence methodology becomes very important in any type of research.

Research methodologists in Education define the research methods broadly into three types: Historical, Descriptive and Experimental. The present study falls primarily under descriptive method though the historical perspective are also frequently drawn.

Within descriptive method there are several sub

categories of which analysis is the primary one which has been serviceable in the study. Another aspect of description relevant in the study is the comparative approach. On the basis of the comparison and analysis a few key dimensions have been identified on which information of broader nature was sought through the survey approach.

**Analysis**

According to Mouly, analysis is a research method which underlines the whole process of research, from the selection of a problem and its reduction in size to the point where the data are processed and the conclusions are reached. In analysis we breakdown individual items into categories and subcategories which are meaningful for the purpose on hand.

Analysis is needed in all research but it is also a legitimate research method in its own right. It is particularly closely related to descriptive research with which it plays an essentially complementary role.

In this study the materials to be analysed relate to music in three settings, viz., South Indian Music.

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2. Ibid., p.281.
North Indian Music and Western Music. Of these the first and the third were analysed more intensely than the second, for the former relates to the context in which this investigator is immediately operating and the latter is the context in which enormous developments have taken place in music education during the past two decades.

The school textual materials were particularly developed by the United States of America and therefore the documentary analysis was done predominantly with reference to these sources. A number of texts from California State Series (1942 and 1950) and some other American texts were also analysed. It will be obvious that some of these texts are rather old. Still they represent a stage far above the Indian texts and hence the analysis of these materials would throw useful insights. One British text and one French text were also analysed. Sambamoorthy's series on South Indian Music and Vishnu Digambargi's texts on North Indian Music were also analysed. Simple qualitative documentary analysis procedures were also attempted. Documentary frequency analysis was not attempted as it is likely to be time consuming and it is also felt to be irrelevant for this study. Some specialised schools were also briefly analysed like those of Honeyman, Spohr, (violin), Bruxner (Piano) Peterson (voice culture).
In addition to these music texts a number of descriptive, analytical and critical write ups on methodology like those of Sambamoorthy, Ellison, Menuhin, William Lovelock were also analysed. Materials from the International Society of Music Education, and the Soviet Section of the Society were very useful in providing information about developments all over the world and particularly in socialist countries. The two analyses were found to be complementary to each other.

A purely textual analysis is inadequate to give a complete perspective in a field like Music. Hence it was supplemented by listening to and an analysis of recorded and broadcast materials.

Comparison

The comparison in this context is not used in the causal comparative sense mentioned in most research methodology books. It is used in a sense closer to what Bereday\(^1\) has indicated in his book on comparative methods in Education. Bereday makes a clear distinction between area studies and comparative studies. He also stresses the importance of various aspects like description, analysis, juxtaposition, and comparison. Bereday stresses

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the importance of visits to several countries and understanding the language of the country for comparative education studies. In this study visits abroad were not possible though some visits to North Indian towns could be managed. This however was not considered a serious limitation in a purely curricular comparative study where the materials could be got across the cultures in the form of texts and in the form of recorded and broadcast materials. The categories of the comparison were taken from developments in curricular science and in Musicology. As regards curricular science the study itself provided a lot of new information in music education as well as in total education through music; several new dimensions which have not yet become common place in the general pedagogical culture even in the western texts. The papers and discussions at the international society of Music Education were particularly useful for this purpose. A few textbooks on South Indian and North Indian Music and syllabi in general school system also were analysed.

As regards musicological analysis the investigator already possessed a sound knowledge of South Indian Music. She trained herself in North Indian and Western Music by repeatedly listening to records, reading the
texts on Music and Musicology and observing artists at work. This together with discussion with her supervising teacher helped her to develop the necessary analytical categories for comparative music education.

Survey

A little bit of the survey approach was also appended with the study, though the purpose of the study was not to arrive at any descriptive status norms even in tentative terms. The only aims of the Survey approach were to give the investigator a broader investigatory set, and to correct the possible subjectivity in the purely analytical approaches.

The Survey tools used are (1) Interview and (2) observation.

1. Interview: According to Mouly 'interview is a conversation carried out with the definite purpose of obtaining certain information by means of the spoken word.' In the thesis both structured and unstructured interviews have been held with about 40 experts and 500 school teachers and a large group of students. Interview with students has been conducted in group. The intension of the

interview with the experts was to get an insight into the analysis of the problem and draw out their opinions with a view to obtain qualitative norms.

2. Observation: Sukhia says that "observation as a tool of research deals with the external behaviour of persons in appropriate situations controlled or uncontrolled."\(^1\) Hence the investigator observed about 10 Western schools and 12 professional music schools in South India and many general schools in which Music is being taught. In all these, the aim of the investigator is only to observe what is going on in normal condition with a view to explore the specific aspects of the study.

\(^1\) S.P. Sukhia, Mehrotra and Mehrotra, op. cit., p.151.