CHAPTER III

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Procedure used

The present thesis is a historical thesis since it deals with the development of education in Goa during fifty one years between 1910 and 1961. The procedure used is, therefore, historical.

History has been defined as a complete, accurate and meaningful record of man's achievement. It is not merely a list of chronological events, but a truthful, integrated account in which persons and events are examined in relation to a particular time and place. Viewed in this context the present thesis stands justified.

Viewed from the research point of view, history has been defined as an integrated narrative or description of past events or facts, written in the spirit of critical enquiry.

The critical approach to the past events has been emphasized in relation to historical research in education. It is so, because education is a social process with a long history and as such, the problems of to-day can be traced to the development in the field in the past. The present investigator has adopted a critical approach in the presentation. Sufficient care has also been taken to critically assess the data and the sources of available data.
Sources of data

In compiling this thesis the investigator has used the following sources:

a) Primary sources - The following has been used as primary sources:

1. Goa Government Gazettes
2. Legislation Yearbooks of Government of Goa, Daman & Diu
4. Yearbooks of Government of Goa, Daman & Diu
5. Statistical Yearbooks of the Metropolitan Government of Portugal
6. Reports of Educational Reforms and Projects of Government of Goa, Daman & Diu
7. Reports of Committees of Goa Government
8. Census Reports of Goa Government and Government of India
9. Annuals and Prospectus Booklets of various Government and private educational institutions
10. Annual Reports of various schools
11. Reports of Educational Conferences
12. Official Records of various institutions.
13. Bombay University Calendars and Portuguese Constitution

b) Secondary sources - The following has been used as secondary sources:

2. Books and surveys published by semi-official bodies.
4. Reports of semi-official or private conferences on education
c) Tertiary sources - The following sources have been used as tertiary or supplementary sources:

1. Magazines in Marathi, English and Portuguese published in Goa during the period covering the research project.
2. Newspapers published during the relevant period.

Methods of gathering data

The investigator has used questionnaires, interviews and notations as the main methods of collecting data. In certain cases, on finding it difficult to obtain the information through mail, a combination of questionnaire and interview method has been used. The following two questionnaires have been made use of:

1. Questionnaire used to interview old teachers and other persons connected with Marathi education in Goa (vide Appendix 'C').

   This questionnaire has been mainly used to interview the subject personally, though in a few cases its return was obtained by mail by this investigator at the suggestion of the interviewee. It was administered to 175 persons, who were either teachers during the Portuguese regime or who were connected with Marathi education in Goa in some way or the other.

2. Another questionnaire was used to obtain data from thirty nine secondary schools, recognized by the S.S.C.E. Board of Poona, at the time of Goa's liberation. (Vide Appendix 'D'). Nearly 50 per cent of these questionnaires had to be used for personal interviews.
due to the initial lack of response from the parties concerned.

3. The success of questionnaires and even interviews is always limited as these methods require a lot of follow-up. Considerable time has to be spent to persuade the subjects to answer. The main method of gathering data for this thesis has, therefore, been the annotation method.

Extensive notations have been made by this researcher from various sources named earlier in this chapter. All possible sources of data have been tapped from various public and private libraries in Goa and Bombay. The backbone of this study may be said to be the notations.

Problems in data collection

Apart from the usual routine problems facing the investigators of any research project, there are sometimes some fundamental problems. One such problem faced by this researcher was the absence of records, both Government and private.

It may be noted that the Department of Instruction of the pre-liberation Goa Government did not publish any annual reports of its own. Similarly, statistical yearbooks were not published by the Government for some years, especially during the World War II.

Regarding private educational institutions, it was discovered that very few of them had any system of keeping records. As a result of this, the data that was available was only slipshod and scattered and for some years no data was available at all. It may also be mentioned in the end that no survey of education in Goa has been attempted before, a fact that added to the difficulties of this researcher.
Limitations in data collecting and their reflection on the presentation of data:

It was originally intended to present the data collected in decennial periods viz., 1910-11, 1920-21, 1930-31, 1940-41, 1950-51 and 1960-61. However, it was soon found out that this scheme could not be adhered to throughout this thesis. Enrolment data of Government schools, private schools, Marathi medium primary schools, secondary schools, etc. was not available according to the periods chosen above. As a result of this, it has not been possible to present a comprehensive picture of education in Goa in a given year. Data has, therefore, been presented as it was available.

The reason for the above stated state of affairs is due to the following reasons:

a) The Government Yearbooks and The Statistical Yearbooks of Goa Government were not published regularly. The first yearbook was published in 1928. The publication was discontinued after 1955. Another issue was published in 1940. Regular publication was begun once again in 1952, which continued up to the year of liberation.

b) Individual records of Government primary schools were not available as they had either been misplaced or destroyed. All the remaining papers are believed to have been destroyed in 1964 as they were found to be inservicable.

c) Hardly any private Marathi medium primary school had maintained an admissions or general register. In case of a handful of schools that had maintained such records, it was found that the same had either been destroyed or misplaced after liberation.

d) In the case of English medium secondary schools it was a similar story. A few schools which had maintained all the records refused to part with the information stating that it was undesirable to give out their information.