CHAPTER – III

METHODOLOGY

It is believed that research is conducted to solve problems and to expand knowledge. It stresses that research is a systematic way of asking questions, a systematic method of enquiry. It is the systematic approach that is important in the conduct of one’s research, not the title of the research. Where collection of data is involved, orderly record keeping and thorough planning (Bell, 1999).

The credibility of results obtained in research depends very much upon the credibility of methods used. Thus the choice of method or procedure for a given piece of research is one of the most meaningful decisions a scholar makes (Hillway, 1969).

3.1 DESIGN OF THE STUDY

Best (1989) has given a simple three point classification of educational research. All research studies fall under one or a combination of these types. The three types of researches are: historical—which describe what was, descriptive – which describe what is and experimental – which describe what will be.

In order to trace the development of higher education in India in the light of UNESCO's Policies and Programmes the researcher attempted to study the past events and conditions that had resulted in the present status of higher education in India. A combination of methods to study the past and to assess the present situation was required. The researcher found the combination of historical method and evaluative study appropriate for this research.

Historical research deals with past experience. Its aim is to apply the method of reflective thinking to social problems, still unsolved, by means of discovery of past trends of events, facts and attitude. It traces lines of development in human thought and action to reach some basis of social activity (Whitney 1961).
Historical research describes what was. The process involves investigating, recording, analysing and interpreting the events of the past for the purpose of discovering generalisations that are helpful in understanding the past and the present and to a limited extent in anticipating the future (Best and Kahan, 1989).

**Historical Research**

Historical research differs markedly from the sort of research conducted by most scientists, including behavioral and social scientists. History is a meaningful record of human achievement. It is not merely a list of chronological events but a truthful integrated account of the relationships between persons, events, times, and places. We use history to understand the past and to try to understand the present in light of past events and developments. We also use it to prevent "reinventing the wheel every few years. Historical analysis may be directed toward an individual, an idea, a movement, or an institution. However, none of these objects of historical observation can be considered in isolation. People cannot be subjected to historical investigation without some consideration of their interaction with the ideas, movements, and/or institutions of their times. The focus merely determines the points of emphasis toward which historians directed their attention (Best and Kahn, 1989).

In order to study the events and conditions that prevail in higher education in the light of UNESCO's Policies and Programmes, in depth persual of UNESCO, Indian National Commission for Cooperation with UNESCO and UGC. documents was required to be done. This was done following the steps of *documentary research* under historical method. Documentary research means careful collection of available records relating to the subject under investigation and a thorough analysis of what these records disclose, together with a synthesis of the conclusions to be derived from them (Hillway, 1969).

The most important steps in this method of research include location of the records, their evaluation externally and internally and their interpretation. Following these steps the researcher studied the available...
documents, reports and proceedings of the conferences to trace the historical development of the education in India and UNESCO's guidelines in this direction.

**Evaluation** which is one of the types of descriptive studies was the second method used in combination with historical research for the present study. A descriptive study describes what is by describing, recording, analysing and interpreting conditions that exist. It is primarily concerned with the present although it often considers past events and influences as they relate to current conditions.

Descriptive studies are of three types – assessment, evaluation and descriptive research. Of these the evaluation method was employed to study the education in India in the light of UNESCO Policies and Programmes.

The combination of the methods of documentary research and evaluation helped the researcher to trace the development of higher education in India.

### 3.2 DATA COLLECTION

#### 3.2. (i) Sources of Data

Historical data are usually classified into two main categories:

**Primary sources** are eyewitness accounts. They are reported by an actual observer or participant in an event.

**Primary Sources of Data**: Documents are the records kept and written by actual participants in, or witnessed of, an event. These sources are produced for the purpose of transmitting information to be used in the future. Documents classified as primary sources are constitutions, charters, laws, court decisions, official minutes or records, autobiographies, letters, diaries, genealogies, census information, contracts, deeds, wills, permits, licenses, affidavits, depositions, declarations, proclamations, certificates, lists, handbills, bills, receipts, newspaper and magazine accounts, advertisements, maps, diagrams,
books, pamphlets, catalogs, films, pictures, paintings, inscriptions, recordings, transcriptions, and research reports.

Primary Sources of Educational Data: Many of the old materials mentioned in the proceedings section provide primary evidence that may be useful specifically in studying the history of education. A number are listed here.

Official records and other documentary materials. Included in this category are records and reports of legislative bodies and state departments of public instruction, city superintendents, principals, presidents, deans, department heads, educational committees, minutes of school boards and boards of trustees, surveys, charters, deeds, wills, professional and lay periodicals, school newspapers, annuals, bulletins, catalogs, courses of study, curriculum guides, athletic game records, programs (for graduation, dramatic, musical, and athletic events), licenses, certificates, textbooks, examinations, report cards, pictures, drawings, maps, letters, diaries, autobiographies, teacher and pupil personnel files, samples of student work, and recordings.

Secondary sources are accounts of an event that were not actually witnessed by the reporter. The reporter may have talked with an actual observer or read an account by an observer, but his or her testimony is not that of an actual participant or observer. Secondary sources may sometimes be used, but because of the distortion in passing on information, the historian uses them only when primary data are not available.

Secondary sources are the reports of a person who relates the testimony of an actual witness of, or participant in, an event. The writer of the secondary source was not on the scene of the event, but merely reports what the person who was there said or wrote. Secondary sources of data are usually of limited worth for research purposes because of the errors that may result when information is passed on from one person to another. Most history textbooks and encyclopedias are examples of
secondary sources, for they are often several times removed from the original, firsthand account of events.

Some types of material may be secondary sources for some purposes and primary sources for another. For example, a high school textbook in American history is ordinarily a secondary source. But if one were making a study of the changing emphasis on nationalism in high school American history textbooks, the book would be a primary document or source of data.

To carry out any research investigation data must be gathered for evidence. Many different methods and procedures have been developed for acquisition of data. Each is particularly appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used.

3.2 (ii) Collection of Data

One of the important steps in research is to collect data for investigation from relevant sources of information.

The data was collected from UNESCO House, New Delhi; Indian National Commission for Cooperation with UNESCO, New Delhi; Indian Council for World Affairs Library, New Delhi; Nehru Museum and Library, New Delhi; Indian Council of Social Sciences Research, New Delhi; UGC Publications Bureau, New Delhi; Jawahar Lal Nehru University Library, New Delhi; Central Secretariat Library, New Delhi; Panjab University Library, Chandigarh; Punjabi University Library, Patiala.

These Universities were requested to grant permission for collection of data. The permission was readily granted in subsequent visits. The Indian National Commission library was not well organised. All the annual reports were not available in a chronological order. Therefore the researcher had to approach the official documents section of the Central Secretariat Library, UNESCO House, UN documents section of the Indian Council of World Affairs and the UGC.
Regular visits to these institutions made it possible to establish rapport with the staff and obtain copies of certain reports, seminars, workshops, conferences, drafts etc. for study. This facilitated conversation with the staff.

To study the chronological development of the higher education in India in the light of UNESCO's Policies and Programmes, the primary as well as secondary sources of data were utilised.

The primary sources of data are in the form of documents, oral testimony and relics. Documentary evidence from UNESCO House, New Delhi; Indian National Commission for Cooperation with UNESCO, New Delhi; UGC, New Delhi; Nehru Museum and Library, New Delhi, were in the form of annual reports, reports of seminars, conferences and workshops, handbooks for implementation of the UNESCO programmes, research reports of Unescans, UNESCO bulletins, brochures for higher education programme, education, publications of UNESCO, Ministry of Human Resource Development, Indian National Commission and UGC; etc. were consulted thoroughly.

The secondary sources of data were books, articles, etc. published by different institutes and scholars, most of whom have been active in the activities of UNESCO, Indian National Commission, UGC and other such organisations.

In addition, tertiary sources like University News and Press Sources were utilised wherever the need was felt. Scholars having specialisation in the field were also approached for oral evidence. During the course of the collection of data the situation prevailing in different organisations and the ideas of the individuals working therein were perceived. The investigator was able to develop an excellent rapport with the officials working in different organizations and the scholars. The officials were found to be more than cooperative. The UNESCO House, New Delhi had maintained the documents and publications in a very systematic manner. However the Indian National Commission for Cooperation with UNESCO could not yield the kind of data the researcher expected to find there.
Therefore, he had to sit for long hours on the Internet to fill the gaps in the information. The researcher was permitted to take the documents and publications out of the buildings of the institutions to get the required material photo-copied.

Thus information on some of the aspects mentioned below was obtained:

1. UNESCO on Higher Education
2. Higher Education in India
3. Evaluation of Higher Education in India in Light of UNESCO Policies and Programmes

Trustworthy, usable data in historical research are known as historical evidence. Historical evidence is derived from historical data by the process of criticism which is of two types – external and internal (Best, 1986). External criticism establishes the authenticity or genuineness of data. The process of checking and cross-checking the data obtained from different sources went hand-in-hand with the collection and compilation of the data.

3.2 (iii) Analysis of Data

It has been noted that the historian does not often use the method of direct observation. Past events cannot be repeated at will. Because the historian must get much of the data from the reports of those who witnessed or participated in these events, the data must be carefully analyzed to sift the true from the false, irrelevant, or misleading (Best, 1989).

External Criticism

External criticism establishes the authenticity or genuineness of data. Is the relic or document a true one rather than a forgery, a counterfeit, or a hoax? Various tests of genuineness may be employed.

Establishing the age or authorship of documents may require intricate tests of signature, handwriting, script, type, spelling, language
usage, documentation, knowledge available at the time, and consistency with what is known. It may involve physical and chemical tests of ink, paint paper, parchment, cloth, stone, metals, or wood. Are these elements consistent with known facts about the person, the knowledge available, and the technology of the period in which the remain or the document originated?

Internal Criticism

After the authenticity of historical documents or relics has been established, there is still the problem of evaluating their accuracy or worth. Although they may be genuine, do they reveal a true picture? What of the writers or creators? Were they competent, honest, unbiased, and actually acquainted with the facts, or were they too antagonistic or too sympathetic to give a true picture? Did they have any motives for distorting the account? Were they subject to pressure, fear, or vanity? How long after the event did they make a record of their testimony, and were they able to remember accurately what happened? Were they in agreement with other competent witnesses?

These questions are often difficult to answer, but the historian must be sure that the data are authentic and accurate. Only then may he or she introduce them as historical evidence, worthy of serious consideration.

This was done in chronological order to evaluate each aspect of the Education in India in the Light of UNESCO's Policies and Programmes. Thus data collection and organization went on simultaneously, as gaps in information were found, secondary and tertiary sources were utilised. Since most of the data was concentrated in New Delhi and since the libraries were clustered in a small geographical area, the collection could be done in a rather short time. The data could be organised in a short time too because the investigator had an access to the latest electronic machines.