CHAPTER III

METHOD & PROCEDURE OF THE STUDY

3.1 Introduction

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3.1 Introduction:

Research is considered to be scientific thinking. Like other faculties of human life, educational research has contributed a lot to the development of various aspects concerned with the theory and practice of education. It would not be improper to give a thought to some quotations of eminent thinkers on educational research.

According to John W. Best - "Research is considered to be the more formal, systematic and intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of procedures and report of results or conclusions." (1)

According to Travers, "Educational Research is that activity which is directed towards development of science of behaviour in educational situations. The ultimate aim of such science is to provide knowledge that will permit the educator to achieve his goals by the most effective methods." (2)

G.G. Crawford observes that, "Research is a systematic and refined technique of thinking employing specialised
tools, instruments and procedures in order to obtain a more adequate solution of a problem that would be possible under ordinary means. It starts with problem, collects data or facts, analyse them critically and arrives at decisions based on the actual evidence.\(^{(3)}\)

On the basis of the afore-said quotations of the thinkers, it can be concluded that a definite powerful and effective method and procedure of research not only helps in accomplishing well-planned and well organised research work, but also helps the researcher to prevent him from the fear of frustration of failure. It has been found that method and procedure of research have been very much effective in contributing to the fulfillment of determined goals of the research study.

3.2 : The Method of Research :-

It is quite obvious that all types of studies cannot have one and the same method for research. Types of research method vary according to the subject selected by the researcher. As a matter of fact different kinds of studies have different kinds of research methodology. In a way it is difficult to generalise outline, method and procedure of researcher because of the wide variety of the types of researches.

Day by day field of educational research is expanding in the context of changing educational policies and their
practices. In view of the National policy of Education 1986, many changes are likely to take place in practices of teaching and formulation of curriculum objectives and evaluation.

Hence it becomes absolutely necessary for a researcher to adopt the method and procedure of research very much appropriate and useful to the need, characteristics and nature of the subject selected for research. It becomes not only desirable but also essential to make the use of two or even more than two methods for the same research.

C.V. Good has analysed the methods of research applicable to a study of child development as under:

(1) Historical or Documentary.
(2) The normative or descriptive survey.
(3) The Experimental method.

It cannot be said that researches have not been conducted in this field of Philosophy of Education but looking to the previous researches mentioned in Chapter-II, it can be said that studies pertaining to eminent educational thinkers are not many in number. It may be due to absence of appropriate methods of research in that particular area. One more fact which strikes to the mind is that except two, all the researchers have adopted Historical or Documentary Methods; which are frequently and commonly used for the purpose. As a matter of fact these methods can not be said to be the appropriate or perfect methods since they can not shape out a definite philosophical thinking of the great
personalities of simply generalising their view on education. Hence, it becomes necessary to prepare a theoretical model for philosophical research.

Miss Pathak and Mr. Navadia have shown the way to conduct research by content analysis method on a thinker who can contribute even to the educational implications.

The researcher in the proposed study has mainly adopted the Historical and the content analysis method judiciously.

It is the general observation of all concerned about education that there is no element in our educational institutions which can inspire the learners for achieving higher values or to lead a refined life with full of aspirations and ambitions. The fundamental reasons for this failure perhaps lies in, directly delivering the information to students without giving a thought to the questions "What is teaching?", "What is education?". If it is expected to go deep into these inquiries, conceptual model is a very important and helpful means.

3.2.1 The Historical Method

The Historical method is the application of the scientific method of inquiry to historical problems. The steps of Historical research lead to new understanding of the past and its relevance to the present and the future. (5)
The problem for the Historical research must be sufficiently delimited so that a satisfactory analysis can be made possible.

Without a clear hypothesis, historical data gathering becomes a purposeless grubbing for facts, rarely leading to new truths for more adequate interpretation of the present and prediction of the future.

The gathering and analysis of data presents particular difficulties to the historian. Since he has not lived at the time, he must draw his data from the experiences and observations of others. In his interpretation he must depend upon inference and logical analysis rather than upon direct experience. In order to have information that is trustworthy, he must rely on primary data.

** Primary Sources of the Data **

Primary sources are eye witness accounts. The original documents come under this category. They are available in-written pictorial and mechanical forms as under :

1. **Personal records;** Certificates, diaries, autobiographies, affidavits, declarations, letters, wills, deeds, contracts and original drafts of speeches, articles, books and pamphlets.

2. **Official records;** Legislative, judicial or executive documents prepared by central or state government, municipalities, panchayats or other local bodies such as
constitutions, laws, charters, court proceedings and decisions; the data preserved by missionaries and other religious organisations such as financial records and record of the minutes of the meetings of managing or governing bodies; the information compiled by Central or State Education Departments, special commissions, professional organisations, school boards, administrative authorities such as minutes, orders, reports, school surveys, budget, attendance records, cumulative records of drama, games, musical and athletic events and examination.

(3) **Oral testimony of tradition & event:**
Myths, folk tales, family stories, ceremonies, spoken account of a witness of an event interviews with administrators, teachers, students, gardians & prominent educationists.

(4) **Pictorial records**, photographs, movies, micro-films, drawings, paintings, coins & sculpture.

(5) **Mechanical Record**: Vidio films of events and tape recordings of interviews, meetings and speeches.

(6) **Remains or relics**: Fossils, skeletons, tools, weapons, clothing, buildings, furniture utensils, art objects, teaching materials, samples of question papers & studentwork.

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**Secondary Sources of Data**:

Secondary Sources are the accounts of an event provided by a person who did not directly observe. The person may have directly contacted an actual observer.
Secondary sources are subject to an inherent danger of inaccuracy and distortion. For this reason, the researcher should rely as much as possible on primary sources and use the secondary sources only to bridge the gaps between various pieces of primary data.

A rigid classification of source materials is not always possible and practicable. Some type of data may be primary sources for some purpose and secondary for another.

In the location of source materials in historical research, the card catalog, periodical indexes, bibliographies, dissertations and research journals provide helpful guidance. It may be noted that historical studies involve more intensive library work than any other type of research. So the researcher should be careful to assemble full bibliographical information in his note taking system to facilitate proper documentation.

Here in the proposed study the investigator has made use of some written documents as a primary and secondary sources.

The Education Department of the Government of Maharashtra has published 10 volumes on the writings & speeches of B.R. Ambedkar. Thus volumes become the secondary sources of data, but B.R. Ambedkar himself has written more than thirty books. All his books are compiled into 10 volumes. We can call these books the primary sources of Data. The volumewise list of books is given below.
The list of the important books on B.R. Ambedkar written by other writers is given in the bibliography. The investigator has made use of these books as a secondary sources of data.

:: B.R. Ambedkar: Writing and Speeches ::

Volumes Published by the Department of Education, Government of Maharashtra

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<td>- Untouchables or the children of India's Ghetto and other essays</td>
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<td>- Administration and Finance of the East India Company</td>
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<td>- Who were they and why they became Untouchables ?</td>
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<td>- As a member of the Governor-General's Executive Council. (1942-46)</td>
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3.2.2 The Content Analysis Method:

One of the methods adopted for the proposed study is the content analysis method. It differs from other methods of research. The researcher has determined the body of his research in accordance with the following order as suggested by Hayman. 

(1) Formation of Unit for analysis:

The first step towards the preparation for content analysis is the formation of unit for analysis. The investigator has to select right from the beginning the unit consisting of one word, group of words, sentence, paragraph or even larger than that. Then he has to specify the characteristics of the content of analysis. According to Hayman, this unit must enable itself to comprehend the definite concept. In that context the researcher at the initial stage determined thought units from B.R. Ambedkar's writings and speeches. Here in the proposed research the investigator has made use of the word original text instead of thought units.

(2) Frequency of Thought Units:

The researcher has formulated the following thought clusters after consulting adequate number of scholars in this field:

(A) Aims & Objectives of Education.  
   (Including Ideals & Norms)

(B) Teaching Methods, curriculum & Learning Attitudes.
Then he ascertained the statements which can be placed in each thought cluster.

(3) Directed intensity of thought units:

To cover the scope of the directed intensity of the thought units it becomes necessary to divide them into elaborate thought groups as shown in 3.4. This process was adopted because the distribution in thought clusters is more content oriented than showing more frequency of thoughts of a social reformer.

(4) Relevance of Data Collection:

This stage of relevance of data collection shows the aim of verifying the thought units received from written communication of a social reformer. This provides an insight for a concrete interpretation in the light of the contextual propriety of a thought unit.
(5) **Sampling** :-

Sampling creates the most complicated problems in the method of content analysis. The thought units: Statements in the form of sentences selected by the investigator must be representative of the whole content which is to be analysed. Otherwise, it becomes impossible to generalize the conclusions. Over enthusiasm or ambitious attitude of the investigator at the stage of selection of samples might create confusing problems at the later stage.

(6) **Recording Instrument** :-

In the content analysis method, it is necessary to use a recording instrument—a recording format to record the thought units and consequential statements. To record B.R.Ambedkar's sample-content, a format was developed which facilitated to record thought units against proper though clusters. Postcard size cards were used for recording each thought unit. In this way the sample of content were recorded and classified.

3.3 : **Collection & Classification of Data** :-

Following Hayman's guidelines of sampling and recording of content the adequate data were collected to carry out analysis and derive conclusions. The Investigator went through the reading of B.R.Ambedkar's available written communication twice. The first reading led to the conceptual understanding, determination of possible thought clusters
and to a judgement about relative importance and intensity of thoughts. Alongwith the second reading the investigator used the recording format and collected about 350 of thought units in the form of Quotations, paragraphs and statements. They were recorded in such a manner on the cards that the classification of thought units under thought clusters was simultaneously availed. These thought units were scrutinized and out of them 203 were selected on the basis of their adequacy of representability of the whole content. These 203 thought units named as original text represent B.R. Ambedkar's contribution in different areas of education named in the thought clusters.

The detail of the collected data is as follows:

(A) Thought Cluster:

Aims & Objectives of Education
Including Ideals & Norms

Thought Units (Original Text)

1. My Philosophy
2. An Idea needs propogation
3. Ideals are important not birth
4. The object of primary education
5. Sufficient money for primary education
6. Aims & Functions of University Education
7. Surest way for Salvation is Higher Education
8. Pooling system, Higher Education
9. Opposed separation of Teaching in Colleges & Departments
10. Synthesis of college & University Education
11. Education : A commended means
12. Promotion of Education
13. Education & Character
14. Culture gives happiness
15. Responsibility of an educated person
16. Difference between learned & intellectual
17. Revolution & Social change
18. Status can disappear by education.
19. Foundation of religion is essential
20. The centre base, aim & means of religion.
22. Display of force
23. National Unity
24. National Unity
25. National Integration
26. Economic Progress
27. Economical progress & Development of mind
28. Freedom of mind is the proof of existence
29. A free man
30. A free man
31. Open minded person
32. Keen respect
33. Self help is the best help
34. Self respect
35. Essential sense.
(B) Thought Cluster:
Teaching Methods, Curriculum & Learning Attitude:

Thought Units (Original Text)
1. Syllabus
2. Guidance
3. Love for Books
4. Inexorable Law
5. The Examination System
6. Historian

(C) Thought Cluster:
Moral & Religious Education:

Thought Units (Original Text)
1. What does religion mean?
2. The centre, base, aim & means of religion.
3. Religion
4. The religion
5. Religion means
6. Display of Force
7. Truely religious Act
8. My Philosophy
9. Only Religion
10. Food for Thought
11. Religion is not an opium
12. Economical Profress
13. Religion : Precious possession
14. Religious Conversion
15. Religion must be judged by special standards
16. Law & Religion
17. Foundation of Religion is essential
18. Religion is a must but......
19. A religion based on God is......
20. A religion can......
21. Religion: An Institution
22. Social Philosophy
23. A Priest: Servant of the State
24. Ideals & Norms
25. Morality
26. Key of Powerful weapons
27. Definition of Ahinsa
28. Pure heartedness
29. Buddhism & Hinduism
30. Preference of Buddhism
31. Embracing Buddhism
32. Brahminism
33. Hinduism & Buddhism
34. Everything must be examined.
(D) **Thought Cluster:**

**Teacher & Taught Relationship**

**Thought Units (Original Text)**

1. A Professor
2. Appeal to students
3. Advise to students
4. Responsibility of students
5. Student
6. The Teacher & his Profession

(E) **Thought Cluster:**

**Policy of Education:**

**Thought Units (Original Text)**

1. Promotion of Education
2. Education for all
3. Scholarships
4. Tuition fees
5. Fundamental Rights
6. Rights
7. Protection of Rights
8. Wrongly settled must be resettled
9. Politics
10. Inequality is the remedy for equality
11. Safeguards for scheduled caste
12. Individuality is folly and a crime
13. Foreign Policy
14. Inexorable Law
15. Essential sense
16. National Unity

(F) Thought Cluster:

Social Obligation of Education:
Thought Units (Original Text)

1. An Ideal Society
2. National Integration
3. Social reformer & Political prisoner
4. Social Democracy
5. Economic Progress
6. Education for progress
7. Education for all
8. Fight for our welfare is inevitable
9. Message to people
10. Individuality is folly and a crime
11. Social Revolution
12. Revolution & Social change
13. Democracy a form of Social Organisation
14. Protection of Rights
15. State Socialism
16. National Unity
17. Difference between parents & animal
18. Social Struggle
19. Religion must be judged by social standards
20. A Responsible Person
21. For the salvation of down trodden
22. Inequality is the remedy for equality
23. Untouchables must strive for
24. Mantra for cure of social malady
25. Definition of a great man
26. Intellectual class
27. Governing & Servile class
28. First Ideas
29. End to life with a Bullet
30. The Hindus sent for the Untouchables

(G) Thought Cluster:
Women Education
Thought Units (Original Text)

1. Women Education
2. Advice to Women
3. Advice to parents
4. Advice to downtrodden women
5. Advice to women
6. Without women
7. Maternity benefits
8. Progress of community

(H) Thought Cluster:
Democratic / Constitutional Values of Education:
Thought Units (Original Text)

1. Democracy
2. Social Democracy
3. Conditions of Democracy
4. Two pillars of Parliamentary system
5. Nationalist Democracy
6. Democracy of form of....
7. Constitution & people
8. The citizen is Supreme
9. Fraternity
10. Mantra for cure of social Malady
11. Promise before Round Table conference
12. Awakened
13. The Hindus sent for the untouchables
14. Secularism
15. Nationalism a means to an end
16. Equal distribution of Land
17. Political Party
18. Political leaders
19. Social reformer & Political Prisoner
20. The Opposition
21. Opposition party
22. Believe in opposition
23. Electorates
24. Love for the cause I believe in
25. A free man
26. Secret of freedom
27. Rights
28. Fundamental Rights
29. Lost Rights
30. Protection of Rights
31. Solution of the communal problem
32. Grammer of Anarchy
33. Babasaheb : A Critic
34. Self Respect
35. Self Respect
36. Governing & the servile class
37. A warning
38. Labour & Idealism

(I) Thought Cluster :

NATION BUILDING & NATIONALISM

Thought Units (Original Text)

1. Patriotism
2. Nationalism, a means to an end
3. A common Nationality
4. National Unity
5. Cautioned the whole Nation
6. Fellow feeling
7. Political leaders
8. Indians have more faith & less wit

(J) Thought Cluster :

Miscellaneous Thoughts :

Thought Units (Original Text)

1. Politics
2. Majority of Politics
3. Gandhism
4. Communalism & Nationalism
5. The Untouchables are nobodies
6. Slavery & Untouchables
7. The Untouchables need three things
8. Social progress
9. Jagaur - Man
10. Upliftment
11. Caste system
12. Slaves are not equal in caste system
13. Caste prevents common activity
14. Caste killed Humanity
15. Caste killed the labourers
16. Knowledge of Slavery
17. South Africa in our villages
18. To the News paper man
19. Journalism
20. Comparisons
21. Hero-worship
22. Law & Religion

4.3: Analysis of Data:

The Investigator has adopted the content analysis method. According to the method following stages are utilized in the study.

(1) Thought Analysis:

The thought units represent some thoughts of a social reformer. The quotations, statements carry this thought within them. The thought analysis endeavors to bring about the inter-relations, contradictions, paradoxes, logical fallacies, redundancy, verbocity, meaningfulness, utility,
facticity, ostensity and bravity of thought. These thought criteria lead to an interpretative and descriptive elucidation.

(2) Concept Analysis :-

The Investigator has separated the concepts from the collected thought units and examined their interpretations keeping in view the traditional concepts.

(3) Linguistic Analysis :-

The language used in the collected thoughts can be analysed according to Wittgenstein's method but this stage has not been utilised in the proposed study.

3.5 : CONCLUSION :-

The Investigator on the basis of the thought units related to various thought clusters has presented the gist of B.R. Ambedkar's educational contribution.

In this Chapter an effort has been made to present the particulars about the type of educational research, its sources of data and process of analysis of collected data. The researcher has selected and made use of the content analysis method and the Historical method too. The data collected is presented in the succeeding Chapters.
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