

CHAPTER III
METHODOLOGY

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CHAPTER III METHODOLOGY

3.0 Introduction

This chapter is a detailed presentation of the methodology adopted for this study. As it is already mentioned in the previous chapters, it is a through study of the decision making process, that had been taking place at the political level of Kerala during the post re-organisation period of 35 years.

“CASE STUDY METHOD” is adopted here to realise the various objectives of the study. The educational history of 35 years of the state is taken as the case here. What is ‘CASE STUDY METHOD’, what extend it is used in Research? A brief explanation on these questions may be meaningful here.

Case Study Method, A method of Research in the field of social sciences, which came in to its prominence by its usage by famous researchers like Frederic Le Play, is being used now to study the various aspects of social sciences. It is characterised as the detailed, realistic, concrete description and explanation of something meaningfully interrelated by the unity of time and space. The use of case study has become so extensive now that it is used to study as small as a sample as an individual or as large as an epoch of history. Shaw says

“Social research in a given problem begins with the accumulation of material in the form of concrete and detailed cases. The case may be an individual, an institution, a community or any group considered as a Unit for study. Case Study method emphasises the total situation or combination of factors, the description of the process or sequence of events in which behaviour occurs, the study of individual in its total setting and the analysis and comparison of cases leading to formulation of hypothesis”

Mc Kinney says, "the unit under investigation may be a person, an episode in person's life, a group of persons, a concrete set of relations, a specific process or a culture". On the relevance of CASE STUDY, Mc Kinney says "the study of cases is an essential aspect of inquiry and is preliminary to the formulation of types and generalisations. The case study is a way of ordering social data with the view towards preserving the unitary character of whatever is being studied."

Given the context of the present study, the observation of Adelman, Jenkins and Kennis (1976) seems to be very meaningful when they observe that,

"Case studies, considered as products may form an archive or descriptive material sufficiently rich to admit subsequent reinterpretation. Given the variety and complexity of educational purposes and environments, there is an obvious value in having a data source for researchers and users whose purposes may be different from our own".

With the enormous guidelines it can provide, the CASE STUDY METHOD is used to study the political decision making process of Kerala during its post re-organisation period. A short brief of the state may be meaningful here before setting in to the details of the methodology.

3.1 Kerala State

Kerala is a small state in the southern India, which was in its fragments like many other states before independence ruled by different rulers. It was in 1949, when two of the princely states were combined and the Travancore- Cochin State was formed. It took another seven years for the formation of the state in its present form. The State was always ahead in education as the educational statistics indicate. The politically elite people of the state have always given priority to education. The recent record of 100% literacy in Ernakulum is just one example of the priority given to education in Kerala.

3.2 Methodology : Objective I

Objective I is 'the study of the Nature of Political decision making process on education across successive governments' in terms of :

- a)- Kinds of educational proposals tabled in the legislature
 - Extent of participation by different political parties in evolution of major decisions.
 - Kinds of alternatives generated for adoption.
 - Kinds of educational decisions arrived at
- b) Continuity of emphasis given to the educational issues
- c) Extent of sensitivity of political decision making to the educational field operations.

Methodological details for objective I is presented below.

Sources of data:

Documents and records dealing with various governments in order to know their tenure and programmes, statistical information on schools, colleges, history of the state, information on political parties- past and present -were the sources of data for objective I. They were available in the form of :

- Manifestos of political parties - the ruling as well as opposition, printed copies on Kerala assembly procedures, Kerala Gazettes and Gazetteers, Bills and Acts (On education) of Kerala Legislature, All India education surveys, Economic reports of Governments of Kerala, Political party literatures, autobiography, books on history of the state and interactions of party workers and political leaders.

The documents, records and reports are available in Legislative assembly Library, ^{and} Public Libraries in major cities. The manifestos and party literatures had

to be collected from the major party office centres. The autobiography of a then leading political figure and educationist had to be retrieved from a public library. Political leaders and party functionaries were engaged in informal talks.

Tools

1. Content analysis
2. Criteria table (on the basis of emphasis given to various subjects of education).
3. Profile of decision making on education and profile of 'successive governments'.
4. Sample frame of people - both at political level and education level.
5. Unstructured Interview
6. Sensitivity scale on the basis of criteria table.

Collection of data:

Data were collected by scanning the literatures of different political parties, their manifestos, Kerala assembly procedures, Gazettes, Gazeteers, Bills, Acts, Surveys, Economic reports, Administration reports and census reports of Kerala during the first three and half decades after its inception in 1956. When the party literature and manifestos were gone through to know their priorities in education, the assembly procedures were scanned to know the educational priorities during the deliberations in the assembly. When the bills and acts were examined for the educational proposals and decisions taken respectively by the government, the various reports and surveys provided the statistical information on educational institutions, allocation of resources and achievements in education. When people at political level gave more insight in to party ideologies, the people at educational level gave more information about the gains and losses the educational field had because of the governmental decisions. The autobiography of an educationist -

cum- politician, professor Joseph Mundassery could ~~throw~~ more light on the circumstances which led to the Kerala Education Bill, 1957.

Nature of Data:

The data collected for this study were more or less descriptive. Various numerical data too were collected on enrolment, number of institutions, expenditure on education etc.

Analysis of Data:

Assembly procedures, across the governments, were thoroughly analysed to understand the priorities in education. In respect to the areas of education which received the priorities during the various assembly procedures, a criteria table was formed. This was made after quantifying the preferences in terms of suggestions, proposals and decisions of the government on education. A sensitivity graph is prepared to understand the area of education, which received the maximum sensitivity. A profile of the successive governments was prepared to see how extensively these areas of prominence surfaced in each and every assembly.

When the preferred areas were ascertained, the next attempt was to analyse the political decision making process in its logical steps.

Numerical data was analysed to understand whether emphasis was continued on decisions taken on education by the governments and the extent of sensitivity of political decision making to the educational field operations.

3.3 Methodology - Objective II

Objective II is aimed at 'the study of trends in political decision making on education in Kerala'

- a) Across successive elected governments.
- b) Before and after the 42nd constitutional amendment, 1976.

Methodological details of objective II are given below:

Sources of data :

When most of the data remained same that of objective I, the other data included

- Constitution of India
- Souvenirs, periodicals
- Books written on political ideologies

These materials are available in the legislative library and the major public libraries of the state.

Tools:

1. Content analysis
2. Sample frame of people
3. Unstructured Interview

Collection of data

The data collected for objective I were extensively used to accomplish the need of objective II. The profile prepared in objective I is further used to have a

cross - examination to generate data for objective II. The data was scrutinized in the context of the educational aspects of the constitution of India, especially 42nd amendment.

Nature of data:

The data for this objective is descriptive. Numerical data too were collected to fulfil the second aspect of the objective i.e. to study the trends in decision making - before and after the 42nd constitutional amendment 1976.

Analysis of data:

The profile of successive governments prepared on the basis of decision making on education was further scrutinized and cross - examined to understand the trends in decision making across successive governments. Various issues of education, picked up in terms of their re - occurrence across assemblies, were the basis on which the trend was analysed. The trend before and after the 42nd constitutional amendment, 1976 was analysed to see whether there was any momentum as a result of the amendment. The unstructured interviews were aimed at ascertaining the views of political functionaries on the aspects of objective II.

The next chapter deals with the analysis and interpretation of data.