

---

CHAPTER II

---

METHODOLOGY

---

Historical Method - Steps in Historical  
Research - Sources - Criticism of data -  
Methodology for the present study -  
Primary sources - Secondary Sources -  
Interview -

---

## METHODOLOGY

In order to estimate the contribution of Church Missionary Society to the progress and development of education in Kerala, a peep into the past history of education in the State is quite essential. This is the function of historical research. Hence the historical method has been mainly used for the study. It is supplemented by 'interview' to gather more details on some aspects of the investigation.

### Historical Method

The word 'history' is of Greek Origin and originally it meant 'enquiry' or 'investigation'. The word was used to refer not only to the process of 'enquiry' but also to knowledge obtained as the result of 'enquiry' into different human actions and the written account of the same.<sup>1</sup> It starts with the past, makes present its sheet anchor and points to the future. Allan Nevins defines History as "any

---

<sup>1</sup>S.K. Kochar, The Teaching of History, New Delhi: Sterling Publishers Pvt. Ltd., 1978, p.1.

integrated narrative or description of past events or facts written in a spirit of critical enquiry for the whole truth".<sup>2</sup> In the words of Sukhia "History in any field of enquiry, is an integrated narrative of the past events, representing a critical search for the whole truth".<sup>3</sup> It is the record of what one age finds worthy of note in another. Historical approach to the study of any subject denotes an effort to recount some aspects of past life.

According to Mouly, a Common motive, underlying historical research, is the simple scholarly desire of the scientist to arrive at an accurate account of the past. This may involve nothing more than a scholarly interest in truth.<sup>4</sup> "To profit from the experiences of the past in the solution of present day problems justifies the worthwhileness of historical research".<sup>5</sup> A proper understanding of the historical background would save educationalists from making the same mistake.

---

<sup>2</sup>Allan Nevins, The Gateway to History, Boston DC. Heat and Company, 1938, p.22.

<sup>3</sup>S.P. Sukhia, P.V. Mehrotra and R.N. Mehrotra. Elements of Educational Research, Bombay: Second ed. Allied Publishers, Ltd., 1966, p.165.

<sup>4</sup>George J. Mouly, The Science of Educational Research, New Delhi: Euresia Publishing House Private Ltd., 1967, p.204.

<sup>5</sup>S.P. Sukhia, op.cit., p.166.

The foremost purpose of doing historical research is to gain a clear perspective of the present. Present problems are understandable only on the basis of their past. Historical research can provide us not only with a hypothesis for the solution of current problems but also with greater appreciation of the culture and the role which education is to play in the progress of the society.<sup>6</sup> Thus historical research has a clear functional purpose rather than a merely academic one.

Knight analyses the value of historical research in education as follows: (1) A knowledge of the history of schools and other educational agencies is an important part of the professional training of teachers and school administrators. (2) The history of education is the 'Sovereign Solvent' of educational prejudices. (3) It enables the educational workers to detect 'fads and frills' in whatever form they appear and it serves as a necessary preliminary to educational reform. (4) Only in the light of their origin and growth, can the numerous educational problems of the present be viewed sympathetically and without bias by the teacher, the school administrator and the public. (5) The history of education is an ally to the scientific study of education. (6) It enables school workers to avoid the mistakes of the past. (7) It inspires respect for

---

<sup>6</sup>George J. Mouly, op.cit., p.204.

sound scholarship and reverence for great teachers.<sup>7</sup>

### Steps in Historical Research

Historical research is quite different from experimental studies. But a historical research worker has to pass through similar stages such as selecting, stating and delimiting the problem. The three important steps characteristic of the historical type of research are:

1. Collection of data through primary and secondary sources
2. Internal and external criticism of the data collected.
3. Presentation of facts in a readable form involving problems of organization, composition, exposition and interpretation.<sup>8</sup>

In this study, all these steps are followed in order to make the study objective and precise. Adopting the historical method, the subject has been properly developed for the study.

### Sources

Historical sources may be broadly classified into two major categories: (1) Documents (2) Relics. Documents are

---

<sup>7</sup>E.N. Knight, quoted by Carter V. Good, A.S. Barr and Douglas E. Scates, Methodology of Educational Research. Appleton Century Crofts Inc. 1954, p.243.

<sup>8</sup>S.P. Sukhia, op.cit. p.168.

generally written, whereas relics are archaeological. Documentary research is completely based on documents or records. The crucial aspects of documentary research are validating the data and interpreting its significance. In the present study, the investigator has made use of a number of important documents and records as basic sources of data.

### Primary and Secondary Sources

The historian's initial step in evaluating the adequacy of his evidence is to distinguish between primary and secondary sources. The original documents or remains which are the first witness of a fact are termed primary sources. They are sources of data fundamental to historical research, and form its only solid basis. They may be of different kinds

(A) Consciously transmitted information in the form of oral or written testimony or records kept and written by actual participants or witnesses of an event. Constitutions, charters, court-decisions, official minutes or records, autobiographies, letters, diaries, deeds, wills, permits, licenses, declarations, proclamations, certificates, bills, receipts, magazines, newspaper accounts, advertisements, maps, diagrams, books, paintings, inscriptions, transcriptions and research reports come under this category. (B) Unconscious

---

<sup>9</sup> Carter V. Good and Douglas Scates. Methods of Research. New York: Appleton Century Crofts, 1954, p.180.

testimony in the form of remains, language, literature, arts and institutions of various types,<sup>10</sup> also come under primary sources.

It is not always possible to obtain primary evidence, and at times, the historians have to rely on secondary sources. "The sources of information transmitted by one who was neither a participant in, nor an eye witness of the original event, are called secondary sources".<sup>11</sup> In other words, in secondary sources "a middle man comes in between the original witness and the present consumer".<sup>12</sup> Secondary sources are useful, but they should not be taken as final. In fact while the historian uses both primary and secondary sources as basis of hypothesis, he subjects both to regorous tests.

### Criticism of Data

The establishment of the validity of the data generally involves the duel process of internal and external criticism. "External criticism is concerned with the genuiness of the document itself, whether it really is what it purports to be and whether it reads to the original".<sup>13</sup> It is aimed at

<sup>10</sup>S.P.Sukhia, op.cit., p.168.

<sup>11</sup>Ibid.

<sup>12</sup>George J.Mouly, The Science of Educational Research, New Delhi: Eurasia Publishing House (Private) Ltd., 1967,p.204.

<sup>13</sup>Carter, V.Good and Douglus, E.Scates, Methodology of Educational Research, Appleton:Century Crofts Inc., 1954, p.169.

establishing the authenticity or genuineness of the data. It may involve chemical and physical tests of the material data of ink, paint, paper, metal, cloth, etc. However, the best tool in the detection of frauds is the investigator's common sense.<sup>14</sup>

Internal criticism deals with the meaning and trustworthiness of the statements that remain within the document. It is aimed at evaluating the accuracy of the documents collected. The errors, omissions and additions in documents in copying, printing, and translation, can be detected by internal criticism. It is also an important factor in determining the validity of the data.<sup>15</sup> The research worker must make use of both internal and external criticism for assessing the reliability of the document. The validity of the historical facts, can sometimes be verified by comparing them with the statements of other authors.

#### Methodology of the present study

The tools and techniques employed in the present study for the collection of data are (1) primary sources, (2) Secondary sources, and (3) Interview.

---

<sup>14</sup>George Mouly, op.cit., p.210.

<sup>15</sup>Ibid., p.212.



### Primary Source

For the purpose of the present study, the investigator mainly depended on primary sources. The investigator has been very fortunate that a good deal of primary sources were available for this study. The Church Missionary Society was very careful in maintaining proper records of their activities in the different parts of the world. Their activities in Kerala also found a prominent place in these records. They are based on the genuine reports of their missionaries and are highly reliable as primary sources.

1. The proceedings of the Church Missionary Society for Africa and the East,<sup>16</sup> published annually from the C.M.S. headquarters in London (1801-1920) contain much valuable and reliable information about their missionary activities in Kerala. The names of missionaries, their stations, growth and development of educational and evangelical activities, relation to the native government, and the statistical survey of their activities are recorded in these reports. Though they are recorded with enthusiasm, they are not found to be open to any charge of internal falsehood. Hence they are used as dependable primary sources for this study.

---

<sup>16</sup>Proceedings of the Church Missionary Society for Africa and the East. London: Church Missionary House, Salisbury Square, 1801-1925.

2. By 1925, 'the Annual Report of the Church Missionary'<sup>17</sup> took the place of 'The proceedings of the C.M.S. for Africa and the East'. But, this change in name did not affect the contents of the reports. Since it was a continuation of the 'proceedings of the C.M.S.' its reliability is unquestionable.

3. Another important primary source used for the study is the 'Missionary Register'<sup>18</sup> from 1816 to 1850. The evangelical and educational activities of the missionaries, their problems and places of work, were described in these registers. These registers are of immense value in recapturing the history of the Protestant missionary activities in Kerala as well as in other parts of the world. They are noted for their accuracy of observation, faithful presentation of facts and dispassionate and thoughtful analysis of contemporary society, in spite of the fact that they were written from the point of view of the missionaries. There is no harm in considering them as authentic primary sources.

The Church Missionary Intelligencer<sup>19</sup> was another official publication of the C.M.S. in London. It gives a

---

<sup>17</sup> Annual Reports of the Church Missionary Society. London: Church Missionary Society, Salisbury Square, 1926-1928.

<sup>18</sup> Missionary Register, London: L.B. Seeley and Son, Fleet Street, 1816-1850.

<sup>19</sup> The Church Missionary Intelligencer, London: Church Missionary Society, Salisbury Square, 1850-1910.

fine description of missionary explorations in new stations and the social and geographical conditions of the regions. This record is very helpful in getting a proper background of the scenes of missionary activities.

The C.M.S. Gazettee<sup>20</sup> published by the Church Missionary Society, in the early decades of the present century, is another important primary source which throws much light on missionary activities in the different parts the world. It also gives some information about the educational and evangelical activities of the missionaries in Kerala. Since it is an official publication, its validity and reliability need not be doubted as a primary source.

'The C.M.S. Mass Movement Surveys in India'<sup>21</sup> is another official publication which gives much information about the conversion of the backward classes to Christianity and their education in the C.M.S. schools. The survey is a reliable record which can be treated as a primary source.

In addition to the official records and registers from the C.M.S. Headquarters in London, several publications

---

<sup>20</sup>The C.M.S. Gazette, London: Church Missionary House, Salisbury Square, 1910-1920.

<sup>21</sup>The C.M.S. Mass Movement Surveys in India, London: Church Missionary House, Salisbury Square, 1918.

were made in India from different C.M.S. centres. Among them, the 'Madras Church Missionary Record'<sup>22</sup> has great importance. This official report of the C.M.S. Madras, contains a mine of information with regard to the activities of the South Indian Mission, of which Travancore and Cochin formed a part. The reports of the various missionaries describing their evangelical and educational activities, as well as their problems and difficulties, were published in this record. Though the missionary reports were written in a spirit of admittance for the missionary enterprise, their shortcomings were not concealed. Hence there is no need for distrusting the reliability of the record.

After the formation of the Diocese of Travancore and Cochin in 1879, the 'Travancore and Cochin Diocesan Record',<sup>23</sup> was published from Kottayam. This record gives details regarding the development of C.M.S. educational institutions, history of schools, biographies of early missionaries, statistical data of educational and evangelical work etc. Since it is an official record of the C.M.S. activities in Kerala free from exaggeration, there is adequate ground to accept it as a primary source. This record till 1925 was

<sup>22</sup>Madras Church Missionary Record, Madras: Office of the Church Missionary Society, Mount Road, 1834-1878.

<sup>23</sup>The Travancore and Cochin Diocesan Record. Kottayam: C.M.S. Press, 1879 to 1925.

followed by the 'Travancore and Cochin Diocesan Magazine',<sup>24</sup> published by the C.M.S. Press, Kottayam. Since it was a continuation of the 'Diocesan Record', it can also be accepted as a reliable primary source.

#### C.M.S. Diary:

The C.M.S. Press, Kottayam, annually publishes its diary<sup>25</sup> furnishing details regarding the C.M.S. educational and evangelical institutions. The statistical data published in the diary regarding various educational institutions is a reliable record. Hence it is utilised as a primary source for this study.

#### Letters:

Letters of missionaries,<sup>26</sup> Residents and governmental authorities have been used as primary sources for the study. These letters are original and as such, they have great value as primary sources.

#### (B) Secondary Sources ✓

Since it is not possible to obtain primary sources for the entire period under study, at times secondary sources

<sup>24</sup>The Travancore and Cochin Diocesan Magazine; Kottayam: C.M.S. Press, 1926-1947.

<sup>25</sup>C.M.S. Diary, Kottayam: C.M.S. Press, 1916-1979.

<sup>26</sup>Letters of Missionaries. <sup>C.S.I</sup> /Bishop's House, Kottayam.

have been used to supplement and complement the primary sources. The gaps in the primary sources are filled in by making use of secondary sources. In this connection, a number of books have been consulted. Some of the books were written by missionaries while others belonged to non-missionary authors. The Anglican Church in Travancore and Cochin<sup>27</sup> written by the C.M.S. missionary, Hunt gives us a fine description of the C.M.S. activities in Travancore and Cochin from 1816 to 1916. The author based his study on C.M.S. missionary records as well as his personal experience as a missionary in Kerala. Hence the book has great significance as a reliable secondary source.

Agur's Church History of Travancore<sup>28</sup> is another important book which helps us a great deal in understanding the history of the Christian Churches till the beginning of the present century. The book gives much valuable information about the C.M.S. Missionary activity in the nineteenth century.

"The Malabar Syrians and the Church Missionary Society"<sup>29</sup> written by Cheriyan throws much light on the

<sup>27</sup> W.S. Hunt. The Anglican Church in Travancore and Cochin. Kottayam: C.M.S. Press, 1933.

<sup>28</sup> C.M. Agur, Church History of Travancore, Madras: S.P.B. Press, Veperoy, 1903.

<sup>29</sup> P. Cheriyan, The Malabar Syrians and the Church Missionary Society, Kottayam: C.M.S. Press, 1935.

'C.M.S. Mission of Help' to the Syrians of Kerala. The author, a learned judge, quoted a large number of primary documents to substantiate his view-point. So this work is a dependable secondary source.

Eira Dalton, the only C.M.S. Missionary who has settled permanently at Kottayam, wrote two books on C.M.S. activities in Kerala. The first book 'Fellow Workers with God'<sup>30</sup> gives a brief history of the C.M.S. in Kerala. The second book 'The Baker Family in India'<sup>31</sup> gives fine descriptions of the activities of Henry Baker (Senior) and his successors in the family, in the educational and evangelical fields of Kerala. As a C.M.S. missionary, who has been working in Kerala for many years, her accounts are highly reliable.

The famous 'Christian Researches'<sup>32</sup> in Asia, by Claudius Buchanan, 'Native Life in Travancore'<sup>33</sup> and 'The Land of Charity'<sup>34</sup> by Samuel Mateer, the L.M.S. Missionary, also help us

<sup>30</sup> Eira Dalton, Fellow Workers with God, Kottayam: C.M.S. Press, 1966.

<sup>31</sup> Eira Dalton. The Baker Family in India, Kottayam: C.M.S. Press, 1963.

<sup>32</sup> Claudius Buchanan, Christian Researches in Asia, London: Cambridge University Press, 1811.

<sup>33</sup> Samuel Mateer, Native Life in Travancore, London: John Snow and Company, 1881.

<sup>34</sup> Samuel Mateer, Land of Charity, London: John Snow and Company, 1871.

a great deal in understanding the condition of Kerala on the eve of the arrival of the Protestant missionaries.

The periodical missionary conferences both at international and all-India level, besides many regional ones, have produced extensive reports\* of pertinent information. As these reports were from experts who narrated from their personal experiences in the fields, <sup>35</sup> their credibility was sound enough to use as a reliable source.

Moreover, the souvenirs published by various C.M.S. churches and schools have been consulted. The Triple Jubilee Souvenir of the C.M.S., <sup>35</sup> the Gnananikshepam Jubilee Supplement, <sup>36</sup> Bailey - Gnananikshepam Souvenir etc. <sup>37</sup> were the official publications and hence they have great value as more than secondary sources. The various C.M.S. publications from Kottayam like Gnananikshepam <sup>38</sup> Churchman's Friend <sup>39</sup> etc. were also used as reliable sources for this study.

---

\*Reports of Various Missionary Conferences are kept at the library of the C.S.I. Bishop, Kottayam.

<sup>35</sup> C.M.S. Triple Jubilee Souvenir, Kottayam: C.M.S. Press, 1966.

<sup>36</sup> Gnananikshepam Jubilee Supplement 1970-71, Kottayam: C.M.S. Press, 1971.

<sup>37</sup> Gnananikshepam, Bailey Jubilee Souvenir, Kottayam: C.M.S. Press, 1973.

<sup>38</sup> Gnananikshepam: Kottayam: C.M.S. Press 1948-1979.

<sup>39</sup> Church Man's Friend, Kottayam: C.M.S. Press, Vol. IX, 1929.



The printed government documents, Travancore State Manual,<sup>40</sup> Cochin State Manual,<sup>41</sup> District Gazetteers,<sup>42</sup> Administration Reports of the Travancore,<sup>43</sup> etc. were also used as dependable sources for the study.

All these sources, both primary and secondary, have been examined very carefully, subjecting them to internal and external criticism. In the missionary reports and other publications, the investigator sometimes noted a sort of missionary rhetoric which overestimates the results of their activities. In order to overcome such shortcomings and to make the study more objective and impartial, the investigator has quoted the views of non-missionary sources. Their statements have been compared and contrasted with the missionary reports and records to arrive at the conclusions. Thus the greatest care has been taken to make the study highly objective and impartial.

---

<sup>40</sup>V. Nagam Aiya, Travancore State Manual, Trivandrum: Government Press, 1906.

<sup>41</sup>C. Achutha Menon, Cochin State Manual, Ernakulam: Cochin Government Press, 1911.

<sup>42</sup>A. Sreedhara Menon, District Gazetteers, Trivandrum; Government Press, 1962.

<sup>43</sup>Travancore Administration Reports. Trivandrum: Govt. Press, 1926-1947.

(C) Interview

Since it is not possible to collect all relevant details by historical method alone, the investigator made use of the interview to supplement it. "Interview as a research tool is, in a sense, an oral questionnaire whereby the needed information is gathered in a face to face situation. But, the dynamics of interviewing involve much more than an oral questionnaire. It is based on a process of communication between the interviewer and the interviewee or the respondent. A good interview is based on proper motivation provided by the interviewer to the respondent in the form of achieving some satisfaction in the psychological climate of the interview itself. The interviewer has a set of carefully prepared questions to serve as a thread of conversation. The interview is relatively a more flexible tool than any other written enquiry form and permits explanation, adjustment, and variation according to the situation.<sup>44</sup>

With a skilful interviewer, the interview is often superior to other data-gathering devices. One reason is that people are more willing to talk than to write, especially on intimate confidential topics. The purpose and meaning of questions can be explained to get valid

---

<sup>44</sup>S.P. Sukhia, P.V. Mehrotra and R.N.Mehrotra.  
Elements of Educational Research, Bombay: Allied Publishers.  
Second edition, 1966, p.127.

responses. It is also possible to seek the same information in several ways at various stages of the interview, thus providing a check on the truthfulness of the responses.

The interview as a technique for gathering data has its own limitations. "This technique is time-consuming and one of the most difficult one's to employ successfully. There is constant danger of interview bias. It requires a level of expertness in the interviewer not ordinarily possessed by inexperienced researchers. The objectivity, insight and sensitivity of the interviewer are crucial to any interview".<sup>45</sup>

As far as this study is concerned, every effort was made to minimise these limitations. The investigator interviewed three C.S.I. Bishops, (M.M.John, T.B.Benjamin and T.S.Joseph) two former principals of the C.M.S. College, Kottayam, most of the headmasters of C.M.S. High Schools, Manager, C.M.S. Schools, heads of other C.M.S. institutions, and several distinguished old students of C.M.S. schools, like K.P.S. Menon, the former Indian Ambassador in Russia, and George Jacob, the former Chairman of the University Grants Commission, Delhi. They were most helpful in furnishing very useful information for this study. Above all, Eira Dalton, the C.M.S. missionary at Kottayam gave

---

<sup>45</sup>Ibid., p. 137.

very valuable information on the various aspects of this investigation. The investigator was very careful to see that his personal bias should not in any way influence interviewees in giving proper responses.

---