Doctoral Dissertations Awarded of Education in India: A Study (2010-2014)

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**Abstract**

The study seeks to examine the doctoral dissertations awarded in the field of education in India during 2010-14. The study primarily aims to assess the trend of doctoral research undertaken across the length and breadth of India in education. The data for the present study was compiled from the bibliography of doctoral dissertations, published by the Association of Indian Universities in the field of Social Sciences, for the years 2010 to 2014 individually. The study revealed that, in all 983 doctoral degrees were awarded in the subject discipline of education in India during the period of study, at an average of 196.60 doctoral degrees each year. A total of 5788 doctoral degrees were awarded in the field of Social Sciences during 2010 to 2014, out of, which 983 (16.98%) were awarded in education, which is the highest among all the subject disciplines in social sciences. A total 76 unique institutes awarded 983 doctoral degrees at an average of 12.93 degrees each. Of the awarded degrees, 177 (18%) were awarded alone from Gujarat and the maximum of 66 (6.71%) degrees were awarded by Maharishi Dayanand Saraswati University, Maharashtra.

**Key Terms:** India, Higher Education, AIU, Education, Doctoral Research Output

**Introduction**

Education is considered as the backbone in the nation building and the nation which invests more in the education sector is the one which reaps dividends in every other sphere of activity. If a nation has to prosper progress and prevail, it has to groom its posterity in such an educational environment, which will enable them to explore the world to a new high. Teaching, teaching methods, teaching practices, teaching skills and the curriculum taught to children is a decisive factor in this direction. There is a considerable difference between the research output of young and old universities, as the young universities lag in research performance, established Abbot & Dougouliagos, while studying the characteristics of Australian Universities'. The scenario of the school education in India is altogether different, keeping in view the population size of the country. India is a home of more than 1.25 billion with 65% population under 35 years of age group. As per the MHRD data 2010-11, there are 1396331 schools across India, in which more than 248568502 students stand enrolled from class I to XII'.

Accordingly, the present study focuses on the doctoral research trends in the of education in India, by analysing the number of doctoral degrees awarded in Education in India during the last five years viz., from 2010 to 2014. Researchers in the field of education play a very pivotal role in refining the teaching skills being run successfully across the country, along with M.A Education. Successful P.G students are equally encouraged for doctoral research. Doctoral research in the field of education helps in seeking out new and better ways of teacher education, whereby the aspiring teachers are trained and their skills are honed, keeping in view the requirement of the ever and fast changing social setup. Teaching methods and practices by no means can afford to be stereotyped, especially when there is an ever changing perspective about the need, purpose and importance of education. The researchers and the educationists have got a greater role to play in working & designing new techniques & methods of teaching, especially at the school level, whereby teaching may become more purposive and need based, especially in the modern day social setup, which information technology driven.

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and in developing more relevant teaching techniques, which have a direct bearing on the education as a whole in general and the school education in particular. The research findings in education can be directly applied in the teaching practice for the overall benefit of the student community. So has got research supervisors a role to play in guiding their scholars through, while handling the real time situations and in undertaking more need based & quality research Lee.

**Literature Review**

Importance of research in Education has been discussed by a wide cross section of scientific community all across the globe. The time duration is one of the important aspects associated with the doctoral work and there is a considerable difference in the time duration involved in the completion of doctoral research, varying from subject to subject, discussed Visser, Luwel & Moed. The authors further discussed about the role & importance of financial assistance involved in undertaking a doctoral research activity. Special education is one of essential components associated with the teacher education for differently-abled children. Galvao & Miranda in their doctoral study in Education discussed about the specialized education support for deaf-blind students. The researchers studied the dynamics of specialized education, professional development in specialized education and the needs of deaf-blind students. The researchers found an absence of planned action and isolation of professionals result into a disjoint of pedagogical actions between regular and specialist teachers, consequents the invisibility of deaf-blind students in schools.

Janata in his doctoral work tried to seek the correlation between the knowledge, work and the education. The author discusses the concept by correlating the knowledge gained in schools and their practical application in real life situations. The concept is more about the importance of having need based curriculum in schools. The knowledge imparted to children in schools should seek relevance in day to day life. It should not be like that people are still living as nomads and we try to impart knowledge about the space, oceans, nano-sciences, which will be of no use to them. It would be ideal to design a curriculum for them, which will help them realize the advantages of settled colonies, agriculture etc.

Now a day, students are being imparted education in such a way, which lays a profound impact on their professional development. This professional grooming of children from the early stages of their schools has expanded the scope of doctoral research in education. Hellinger & Doykos are of the view that students should be groomed for research related activities, as they can help to fill the research gaps and they should be extended with all possible support. Vaughan & Burnaford studied the manuscripts published between 2000 and 2015 and found how action research is being actually used in teacher education programmes. The researchers observed that action research evolved integrative theoretical and practical approach, which is reflective, participatory and preparative for teacher leadership.

Ngwoke, Eskey & Numonde studied 58 doctoral students of the University of Nigeria and found that there is a considerable need to implement a quality assurance mechanism in the areas of professional development, courses taught and learning environment conditions. The researchers further recommended the need for improving the teaching environment to stimulate the students, which will help in improving the quality of their research work.

Formal schooling plays a very profound role in regulating the behaviour of the children, as they are the carriers of culture, accepted norms and belief practices as social agents, observed Miller & Motta. The authors mainly focused on how schooling helps in the transformation of the children from childhood education to fundamental education on the expected lines of a society, who are the flag bearers of the social values and culture and the need thereof to undertake research in such areas, which have direct bearing from their schooling to their life.

Information technology has become an integral part of the modern day life, and teacher education is no exception to it. E-learning has become an integral part of the modern day teaching practice. There is a need to expose the school children to the technological environment of education, wherein e-resources and e-learning have already been integrated into their curriculum Gedzune & Gedzune. The new technological frameworks can prove effective in striking balance between cognitive, affective, and experimental and action orientations. Smith, Hudson & Brown worked with the experienced trainee teachers in the United Kingdom and found that teacher educators focused on changing demands with the trainees, which were seen as productive and adjusting. Ax, Ponte & Brouwer discussed about putting research into practice and how action research is a means of professional development, skill development for improving teaching practices by building a practice based knowledge. Zeichner, et al., discussed about the democratic educational reforms in the Namibia and the role of action research in bringing reforms in the teaching practices at the school level.

Apart from education as a subject field, doctoral research output studies have also been conducted in other subject areas as well. Tamimis & Orhan studied 79 doctoral and masters dissertations of 15 universities in Turkey in the field of Music Education, while as Nakhata, Stock & Taxiera studied 609 doctoral dissertations in the area of supply chain management. Tunga studied doctoral dissertations awarded in Horticulture, while as Diaz-Campo studied the internet communication facilities in Spain, awarded during 1997-2012. History & Philosophy, Business, Economics, Library and Information Science, Sociology are the six subject areas in which bibliometric study of doctoral research was undertaken by Glanzeli. A national level bibliography of doctoral dissertation awarded in Political Science during 2006-07 in the United States was compiled by Brie’s. Satija, Madasamy & Alwarammal, Roy & Dev, Singh & Babbar, Thavamani & Pushparaj, Pandita & Singh, quantified the doctoral research output in the field of Library and Information Science and so did Pandita & Singh quantified the doctoral research output in social sciences and humanities in India. Quantification of doctoral research output in any subject discipline helps in assessing the strongest and the weakest links in that very subject field. Accordingly, policies and programmes can be formulated both at the national and the local level to improve the doctoral research state of that particular subject discipline.

**Objectives**

- To present an overview of the doctoral dissertations awarded in Education across India from 2010-2014
- To assess the popularity of Education as a subject discipline in India by working out the distribution of doctoral research output in Education
- To identify the leading research institutes and states,
which awarded the maximum number of doctoral degrees in Education

**SCOPE AND METHODOLOGY**

The present study is purely confined to the doctoral degrees awarded in the field of Education and is limited to the territorial jurisdiction of India. However, the findings of the study can be easily generalized and studies of similar sort can be undertaken in other countries to assess the overall scenario of Education as a subject area in the world. To undertake the present study, data were compiled from the annual bibliographical directories, published by the Association of Indian Universities, New Delhi on an annual basis. Since the present study is confined to the period 2010 through 2014, as such the bibliographical directories of the last five years were consulted. Keeping in view of the objectives of the study, data were compiled in MS-Excel Sheet to perform mathematical computations like, drawing percentage, addition, subtraction and filtration etc.

**LIMITATIONS**

The present study cannot be termed as exhaustive, for the fact that as on date, nearly 759 universities are functional across the length and breadth of the India and all the universities do not report their doctoral research output to the Association of Indian Universities. However, the study can be termed useful for many reasons like; it reflects the research scenario of Education across the India and all the states. Gujarat and Maharashtra are the only states, which awarded the maximum number of doctoral degrees and awarded in 25 states and union territories of the country. Nearly 39.32 doctoral degrees have been awarded by each individual institute during the period of study at an average of 7.86 degrees each year. Gujarat leads the table by awarding 177 (18%) doctoral degrees from 2010-14, followed by Maharashtra and Karnataka by awarding 13.93% and 9.96% doctoral degrees, respectively. On average, 35.40 doctoral degrees were awarded each year in Gujarat, 27.40 degrees in Maharashtra and 19.60 degrees in Karnataka during the period of study. Bihar stands at the bottom of the table, as only one doctoral degree has been awarded from the state from 2010-14. Less than 1% degrees were awarded by 7 states, 16 states awarded 1 to 10% degrees and the remaining 31.94% degrees were awarded by the remaining 2 states, Gujarat and Maharashtra are the only states, which awarded more than 100 doctoral degrees.

**DATA ANALYSIS**

- **Year-Wise Doctoral Research**

  During the period of study, 983 doctoral degrees were awarded in the field of education by 76 different institutes. On average 12.93 doctoral degrees were awarded by each individual institute during the period of study. This also impliedly means that on aver 2.58 doctoral degrees were awarded by each individual institute in each year. A steady decline can be observed in the number of doctoral degrees awarded after 2011 in which a maximum 267 (27.60%) degrees were awarded. On average 196.6 doctoral degrees were awarded in each year.

  Table 1: Year-wise doctoral research output in Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Research Output (Yearly Share %)</th>
<th>Institutions (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>244 (24.82)</td>
<td>45 (5.42)</td>
</tr>
<tr>
<td>2011</td>
<td>267 (27.16)</td>
<td>49 (5.44)</td>
</tr>
<tr>
<td>2012</td>
<td>247 (27.27)</td>
<td>34 (3.98)</td>
</tr>
<tr>
<td>2013</td>
<td>151 (15.34)</td>
<td>38 (4.47)</td>
</tr>
<tr>
<td>2014</td>
<td>150 (15.29)</td>
<td>39 (3.84)</td>
</tr>
<tr>
<td>Total</td>
<td>983 (99.6)</td>
<td>76 (12.93)</td>
</tr>
</tbody>
</table>

- **State-Wise Distribution of Research**

  From the tabulation, one can easily make it out that education as a subject field is being taught nearly across the 70% territory of the country, as out of 36 states and union territories, doctoral degrees in education have been awarded in 25 states and union territories of the country. Nearly 39.32 doctoral degrees have been awarded by each individual state during the period of study at an average of 7.86 degrees each year. Gujarat leads the table by awarding 177 (18%) doctoral degrees from 2010-14, followed by Maharashtra and Karnataka by awarding 13.93% and 9.96% doctoral degrees, respectively. On average, 35.40 doctoral degrees were awarded each year in Gujarat, 27.40 degrees in Maharashtra and 19.60 degrees in Karnataka during the period of study. Bihar stands at the bottom of the table, as only one doctoral degree has been awarded from the state from 2010-14. Less than 1% degrees were awarded by 7 states, 16 states awarded 1 to 10% degrees and the remaining 31.94% degrees were awarded by the remaining 2 states, Gujarat and Maharashtra are the only states, which awarded more than 100 doctoral degrees.

  Table 2: State Wise Distribution of Research Output in India

<table>
<thead>
<tr>
<th>State</th>
<th>Total (Share %)</th>
<th>Avg per year</th>
<th>Uni</th>
<th>Avg per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gujarat</td>
<td>177 (18)</td>
<td>35.40</td>
<td>58</td>
<td>3.05</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>137 (13.93)</td>
<td>27.40</td>
<td>49</td>
<td>2.79</td>
</tr>
<tr>
<td>Karnataka</td>
<td>98 (9.76)</td>
<td>19.60</td>
<td>52</td>
<td>1.88</td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>89 (9.05)</td>
<td>17.80</td>
<td>25</td>
<td>3.56</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>24 (2.54)</td>
<td>10.80</td>
<td>22</td>
<td>2.45</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>38 (3.86)</td>
<td>7.60</td>
<td>90</td>
<td>0.42</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>28 (2.84)</td>
<td>5.60</td>
<td>22</td>
<td>1.27</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>21 (2.13)</td>
<td>4.20</td>
<td>35</td>
<td>0.60</td>
</tr>
<tr>
<td>West Bengal</td>
<td>16 (1.62)</td>
<td>3.20</td>
<td>18</td>
<td>0.88</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>18 (1.83)</td>
<td>3.60</td>
<td>64</td>
<td>0.28</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>18 (1.83)</td>
<td>3.60</td>
<td>64</td>
<td>0.28</td>
</tr>
<tr>
<td>Punjab</td>
<td>17 (1.72)</td>
<td>3.40</td>
<td>25</td>
<td>0.68</td>
</tr>
<tr>
<td>Assam</td>
<td>16 (1.62)</td>
<td>3.20</td>
<td>18</td>
<td>0.88</td>
</tr>
<tr>
<td>Arunachal Pradesh</td>
<td>15 (1.52)</td>
<td>3.00</td>
<td>116</td>
<td>1.66</td>
</tr>
<tr>
<td>J &amp; K</td>
<td>11 (1.11)</td>
<td>2.20</td>
<td>10</td>
<td>1.10</td>
</tr>
<tr>
<td>Mizoram</td>
<td>8 (0.81)</td>
<td>1.60</td>
<td>12</td>
<td>0.10</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>7 (0.71)</td>
<td>1.40</td>
<td>52</td>
<td>0.13</td>
</tr>
<tr>
<td>Kerala</td>
<td>6 (0.61)</td>
<td>1.20</td>
<td>16</td>
<td>0.37</td>
</tr>
<tr>
<td>Manipur</td>
<td>6 (0.61)</td>
<td>1.20</td>
<td>16</td>
<td>0.37</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>5 (0.50)</td>
<td>1.00</td>
<td>133</td>
<td>0.06</td>
</tr>
<tr>
<td>Nagaland</td>
<td>5 (0.50)</td>
<td>1.00</td>
<td>133</td>
<td>0.06</td>
</tr>
<tr>
<td>Bihar</td>
<td>4 (0.40)</td>
<td>0.80</td>
<td>20</td>
<td>0.20</td>
</tr>
<tr>
<td>Total</td>
<td>983 (99.6)</td>
<td>192.90</td>
<td>759</td>
<td>1.29</td>
</tr>
</tbody>
</table>
As on date, 759 Universities are recognized by the UGC across India, out of these, only 76 (10%) Universities have awarded doctoral degrees in education from 2010 to 2014. This is itself indicates that despite so much widespread popularity of the subject education across the country, only a small percentage of institutions are offering research programmes in education. States having a good number of universities are the ones, which have awarded more doctoral degrees, for obvious reasons. Still more, there are some individual institutions, which are more active in offering the doctoral programmes in education, while as others appear to be lacking in their activism. The study can be taken further forward to explore the overall scenario of academic programmes being offered in education across the country at institutional level both at Master’s and Doctoral level. There is a need to boost the academic and research activities in states like, Mizoram, Tamil Nadu, Kerala, Manipur, Rajasthan, Nagaland and Bihar. These are the states, where less than 10 doctoral degrees have been awarded in Education during the period of study.

Downs in his study conducted across American Universities, observed that availability of library resources in an institution or organization plays a very significant role in the completion and award of the doctoral degrees. Downs believed that this strong correlation is about the richness and resourcefulness of an institutional library. The study is an indicative of the fact that importance of libraries by no means can be undermined. There is always far greater need to build a strong library collection, so that researchers may find it worth to be used for all kinds of research activities.
University Grants Commission (UGC) should make it mandatory and binding upon all the research institutions across the country to submit the bibliographical details of the doctoral degrees awarded in any subject discipline to the Association of Indian Universities, so that a comprehensive national level bibliography of doctoral output can be compiled. This will help in maintaining a national level database of doctoral research output. In education, research in general and doctoral research in particular should always be focused and based on solving the real life and real time problems and so holds true about the working teachers, who should also take note of all such problems which they encounter in routine teaching practices, so that problems can be worked on and solved.

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