

A Database of M.A in Education Dissertations at Public State Universities in West Bengal

**A Thesis
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fulfilment of the requirements for the BS-MS Dual Degree Programme
By**

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Certificate

This is to certify that this dissertation ‘A Database of M.A in Education Dissertations at Public State Universities in West Bengal’ towards the partial fulfilment of the BS-MS dual degree programme at the Indian Institute of Science Education and Research, Pune represents study/work carried out by Rajashree Nayak at Jadavpur University, Kolkata, India under the supervision of Dr. Bijoy Krishna Panda, Assistant Professor, Department of Education, Jadavpur University, Kolkata during the academic year 2022-2023.



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This thesis is dedicated to my Late father, Mr.
Bhaskar Nayak.

Declaration

I hereby declare that the matter embodied in the report entitled 'A Database of M.A in Education Dissertations at Public State Universities in West Bengal' are the results of the work carried out by me at the Department of Education, Jadavpur University, Kolkata, India, under the supervision of Dr. Bijoy Krishna Panda and the same has not been submitted elsewhere for any other degree



Rajashree Nayak

Date:01.04.2023

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Abstract

Only a handful of universities across India have dissertation as a mandatory requirement towards awarding a Master's degree in Arts and due to its scanty presence, they are not very well documented and preserved and can found in a corner, on dusty shelves in departmental libraries of universities. An initiative was taken up to document as many of these M.A. dissertations as possible and create a database out of it such that the work done by past students are not lost and the current students have a source of reference for their own research. Dissertations submitted and accepted between 2015-2022 were collected from four public state universities. 15 Metadata fields per sample from a total of 270 dissertations were collected.

Total Dissertations

270



Total Samples Covered

25,781



No. of Faculties Supervised

22



No. of Metadata Fields per sample

15



Major Themes

Psychology

Education

Academic Achievement

States covered by MA students

West Bengal

Assam

Districts of West Bengal covered by
The MA students

21/23



Chapter 1

Introduction

To start with the basic demographics of India, a population of 1.2 billion people (according to the 2011 census), over 1.5 million schools, a little over 8.7 million school teachers and around 260 million students. With such great magnitude of population, a robust education system is a must. Education system, not just in India but across the globe have undergone major transformation over the years and have impacted society gravely. The importance of good education towards the growth and prosperity of any society need not be reiterated. Thereby, Education as a subject is of utmost importance as it is the building block on which the future of a nation stands.

Previously, school education in India was divided into five major chunks namely Pre-Primary (3-6 years), Primary (6-11 years), Upper Primary (11- 14 years), Secondary (14-16 years) and Higher Secondary (16-18 years). However, post National Education Policy, the structure has been modified and currently it can be divided into four chunks namely Foundational Stage (3-8 years), Preparatory Phase (8-11 years), Middle Stage (11-14 years) and High Stage (14 -18 years).

Chapter 2

Absence of M.A. Dissertation Databases

Education as a discipline is a comparatively new, inter-disciplinary subject which is formed by an amalgamation of various concepts from Sociology, Psychology, History and Philosophy. Department of Education was established as a separate faculty, for the first time, only in the early 1930s at the MS University of Baroda and then subsequently at the University of Calcutta. Over the years, there has been an increasing need for trained professionals and researchers who specialize in areas such as educational management, administration etc. which has led to the introduction of Education as a separate faculty. West Bengal, itself has 16 State Public Universities where Education is offered as a subject across different degrees. Apart from PhD degree, M. Phil and M.A degrees too have research-based dissertations as a mandatory requirement of the curriculum however, most dissertations at such levels aren't indexed and are not readily available to individuals outside the university which creates a void in terms of resources available and also creates an educational gap.

Chapter 3

Overview of school and Higher Education System

3.1 An overview of objectives of school education: Nurturing the basis of a strong foundation

A study conducted by Rothstein and Jacobsen, to understand the views of American population towards the goal of education summarized certain factors which held higher relative importance.

- The primary factor being, to learn the basic academic skills in the core subjects for example, learning to read, write, learning basic mathematics for survival.
- To develop critical thinking skills such that students just don't rote learn but are able to interpret and deduce information given to them which ultimately strengthens their problem-solving skills.
- Development of good interpersonal skills and building individuals with a strong sense of integrity and work ethic.
- Helping individuals grow up to be active citizens of the country and build a responsible community.
- A good education system must be equipped to prepare the youth for skilled labour which is crucial in terms of employment.
- Inculcating the habit of taking care of one's physical and mental health.
- To appreciate and develop a knack for Arts and Literature.

3.2 Overview of world system analysis of education:

International forces have a direct role to play with respect to educational system and this topic has been neglected for a long time. The current education system of colonies such as Africa, Asia, Latin America and Oceania have been heavily influenced by the colonisers. The colonies have come a long way with regards to dissociating from their identities of colonial heritage and embrace and enhance their national self-identity and preserve their cultural autonomy. Furthermore, the colonies have only grown from there on, as they've tremendously expanded their education system and have sent their university level students and faculty members to Europe, North America and Japan to further master their expertise.

3.3 Trends in Education: A Global Perspective

With the advent of newer information and technological advances, there has been a drastic change in the way fellow humans lead their life and a major contributor to this has been from the fourth wave of Industrialization as well as Globalisation.

3.3.1 Factors driving the change are as follows:

- Globalization:

Globalization leads to interdependence between countries and ultimately affects the economies, culture, society and the education system of the nations involved. It enhances the interaction among people, the governments involved and the companies, also there's an influx of better technology, goods, services and manpower. According to the Public Policy Research Center (2010), the youth of this century need a set of skill sets, defined as the 21st skills in order to survive such a fast-growing world.

- Industrial Revolution 4.0:

This generation of Industrial Revolution is far more sophisticated than the previous ones due to its integration of the physical, digital and the biological world, examples such as in the field of robotics, computer devices, advances in the field of Artificial Intelligence, Genetic Editing, 3D printing to name a few. Although, this phase of Industrial advancement is supposed to increase the productivity and efficiency of the individuals involved and the quality of goods and services, it comes with certain drawbacks such as a highly competitive world. Hence, this era of Industrial Revolution brings with itself an overload of information, unemployment without certain characteristic skill sets crucial for the market, it can also pose as a threat to environmental sustainability due to overexploitation of natural resources.

- Generation Z as school learners:

According to a survey by Singh (2004), 93% of the Gen Z population normally visits YouTube, 65% visits Facebook, 26% visits Google and Instagram each respectively and 17% visits Instagram atleast once a week whereas 54% visit them regularly. This generation is constantly being bombarded with a stimulus in terms of the content they are viewing so it can be pretty challenging to design the curriculum in a way to engage them and to make sure that they are actively involved in the process of learning.

3.3.2 Current Educational practices around the world:

Personalized Learning:

Several schools have supported the idea where students get to learn what they're interested in and at pace that is beneficial for them.

Life-Long learning:

Students developing the ability to use resources already available to them and using and further processing that knowledge to make it into something useful.

Utilisation of ICT for learning:

Using ICT based learning is extremely convenient in terms of finding quality learning resources which are accessible at any time.

Hands-on learning:

A method called 'Flipped Classroom' is practiced where the students learn the theory at home but discuss and apply it in classrooms. This method helps with self-learning habits.

Discovery or Inquiry Based learning:

Learners are encouraged to actively investigate, ask questions and find the answers for themselves. They are forced to use logic and reasoning skills to derive at a conclusion.

Development of Higher Order thinking skills:

This helps with developing critical thinking and reasoning skills.

Project Based learning:

Project Based learning is particularly important as it not only makes learning exciting by letting students frame their own questions and coming up with the answers themselves but also helps with their interpersonal skills.

STEM Learning:

Learners should be encouraged to focus on the applications of scientific knowledge. For example, students use mathematics, computer science and logic to write an algorithm which can in turn help them solving questions quicker, more efficiently.

Multi-Method Assessment:

In this method, a students' overall capabilities are assessed instead just one aspect of learning.

3.4 The progress of school education in India: A summary of Enrollment rates, dropout rates, Learning Achievement, School quality, Infrastructure, Role of private schooling, Growth in private school and a comparison of education at public and private schools

Kingdon, G. G. (2007) compares India's progress in terms of school education to the BRICs grouping (Brazil, Russian Federation, India and China) as well as its neighbours Bangladesh, Pakistan and Sri Lanka. Literacy rate among youth and adults in India is higher than in Bangladesh and Pakistan but it is substantially lower than BRICs countries as well as Sri Lanka. India has a much lower primary school participation rate as compared to that for youth literacy rates. According to the ASER 2006 survey (Pratham, 2007), 93.4% of elementary school students were admitted to school, the number much higher than it was seen in the 1990s whereas a considerably lower admission rate was observed for students aged 11-14 years with 10.3% female students (either not admitted to schools or dropped out) and 7.7% male students. A steep rise in the number was observed in the case of students aged 15-16 years. Literature from Hanushek (2005) shows that an individual's salary and productivity depend on their educational qualification as well as what is taught at school. Learning Achievement level of Indian students studying at secondary level appears to be poor, this can be justified as the weak foundation of learning at the lower levels of education. School quality is pivotal as it impacts cognitive development of students, in turn leading to their economic earnings, productivity and an overall growth. According to the Public Report on Basic Education (Probe team, 1999) conducted an evidence-based study to decipher the condition of infrastructure in schools in Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh and Himachal Pradesh. The study revealed extremely poor infrastructure with 26% of schools without blackboard in each classroom, 52% without playgrounds, 59% without drinking water, 89% without toilets, 77% without libraries,

85% without any musical instruments, 59% without any maps or charts. ASER 2005 report (Pratham, 2006) later projected that 66% schools now had water, 42% schools had toilets and 'District Primary Education Project' had a crucial role to play in these improvements. Kremer et al., (2005) survey, Probe team (1999) survey had found similar results of absence of around 25% teachers in government primary schools and inactive teachers. As observed, a higher rate of teachers being absent at public schools led to an increase enrolment in private schools. A discrepancy of data was reported in terms of official published data and Household survey data in 1993 and 2006, with the survey estimates being greater than 3 folds than the official data published. The reasons for this can be, firstly, misrepresentation of data by teachers at the government schools and secondly, it is possible that a large number of private primary school were not considered as such censuses are conducted in government schools only. Studies by Govinda and Varghese, 1993; Bashir 1994; Kingdon, 1994,1996b; Tooley and Dixon, 2003 across India share a similar result that students at private schools generally perform better than their peers studying in public schools.

3.5 Current Global Trends in Education-GEM Report 2021

3.5.1 Support for Public Education:

A widening increase in income inequality has garnered more support for public education systems. 10 middle income countries and 25 high income countries were considered for the study where 75% people supported public funded education ranging from 52% in Czech Republic to 95% in Philippines and 89% of the respondents believed that school education should be funded by the respective governments where Chile (76%), Philippines (63%) and India (46%) showed the least support to government funded education. The difference in disparity in the quality of education in public schools and private schools is minimal in case of richer countries.

3.5.2 Reasons for debate between proponents and opponents of Non-State funded Education:

Following are the reasons for debate between people who support non-State funded education systems and the ones who do not:

"Efficiency"

"Equity"

"Inclusion"

"Innovation in Education"

3.5.3 Unintended segregation:

Out of the 66 education systems that participated in 2018 PISA, 53 of them showed that students going to private schools belong to the higher side of the socio-economic spectrum. This distinction was particularly less significant in countries like Kazakhstan, Poland, the UK and the USA but it was more in countries like Brazil, Columbia, Costa Rica, Panama, Germany, Switzerland, Luxembourg and Jordan.

3.5.4 Non-State schools offering supplementary tuition:

Parents increasingly demand for supplementary tuition for the students as they firmly believe, such extra monitoring helps students' crack high-stakes competitive exams with ease. Predominantly there exists two broad models:

(a) Low- and Middle-income countries: Teachers are underpaid in countries such as Cambodia, Egypt, Ghana, Myanmar, Turkey and Uzbekistan as a consequence, they offer private tuitions to students to earn additional money.

(b) High income countries: Several regulations are in place to prevent school teachers from offering supplementary tuition in countries like Australia, France, Japan, the Republic of Korea, the UK and the USA as a result companies have taken over, which provide such a service to the students.

3.5.5 Textbook Commercialization:

Another important aspect of education and learning is textbook. Data suggests that 12 out of the 50 nations that participated in the Progress in International Reading Literacy Study, has no approval process in place (e.g., Finland) thereby commercial publishing houses have the liberty to control textbook and reading material supplies. The trend of giving the autonomy to commercial publishing houses is prevalent in high income countries, where the government is only involved in providing with the guidelines and

approving the proposals.

3.5.6 Rise of Publishing Houses and the Education Technology sector:

Multiple publishing houses have pushed for linking textbooks with the assessment systems wherein content provided in these textbooks are focused on catering to the needs of the students to crack such standardized tests, consequently schools (public funded schools) and students who can't afford such expensive resources suffer. Such trends are on the rise given tech giants such as Microsoft, Google, Amazon etc. are expanding the Edtech sector after the pandemic hit (Williamson and Hogan, 2020).

3.6 A brief summary of demographics of the current scenario of Higher Education in India as per All India Survey on Higher Education (AISHE) 2020-2021

The number of universities present in the Indian territory counts to 1,113, a growth of 70 Universities as compared to 1,043 during 2019-2020, besides, there are 43,796 Colleges and 11,296 Stand Alone Institutions. The number of Women's University saw a rise by 6, tallying up to 17 as compared to 11 in 2014-2015. Out of total, 21.4% Colleges are Government managed while 65% are under Private-Unaided category. Approximately 43% Universities and 61.4% Colleges are established in Rural parts of India. India has seen a steep rise in the enrolment of students in Higher Education from 3.85 crores in 2019-2020 to 4.13 crores. Both Male (2.12 crore) and Female (2.01 crore) enrolments have gone up also, there is an increase in SC enrolments by 27.96%, ST enrolments by a whopping 47% and OBC enrolments by 31.67%. At Undergraduate level, the highest admissions were recorded in Arts Stream at 33.5% and the lowest was Engineering and Technology at 11.9%, similar trends were noticed at Postgraduate admissions as well. 15,51,070 teachers are appointed out of which 57.1% teachers are Males and 42.9% are females.

3.6.1 Issues in Indian Higher Education System

Degree programmes do not have relevance in the job market as a result the employability rate is low. A major factor that leads to lower employability is when the curriculum is not updated regularly. Another major factor which adds to it is lack of Interdisciplinary education. Conventional method of teaching should be clubbed with newer technologies and hands-on learning while teaching in classrooms. The Teacher to Pupil ratio should be balanced so as to maintain a healthy job atmosphere for the

teaching staff and there is no burnout. Till date, the quality of the education imparted is a big challenge. With lack of funds, the infrastructure and facilities pose a serious threat to learning. An effective, prescribed set of rules to evaluate performance of teachers is absent in most institutions.

3.7 Indexing and its uses in Academia

Indexing is important in terms of making research as widely explorable and accessible to all. The primary difference between abstracting and indexing is that in the former, a summary of a particular document is provided whereas indexing gives the user a comprehensive list of all the necessary data available and it is up to the user which dataset needs further analysis. Indexing can have multifold functions, it can either be a systematically formulated list of items along with the page number where the information can be found such that the reader can go back to the main source if they find it useful or "tables of topic" and "names of persons" which lead to the specific position in volumes. It could also be a compilation of topics which can be beneficial to the readers. Indexing is especially pivotal in academia as it acts as an "open-ended guide" for researchers where they are channelised into their fields of research also giving them the references of similar work done in the area and the contact of the people behind that work.

Chapter 4

Methods and Framework Design

4.1 Plan of action:

In this study, we intend to bridge the knowledge gap between research already done on topics in the field and research which is relevant in today's time such that researchers and academicians are aware of the recent trends that need to be addressed. The primary aspect of the work involved indexing and preparing a database of M.A dissertations in the discipline of Education carried out from 2015 to 2022. Another crucial aspect of the study was to analyse and identify the list of major research areas on which dissertations have been undertaken previously. A trend analysis report has been generated from the data collected which played an instrumental role in comparing the relevance of educational research carried out in the state of West Bengal with national and international dissertations.

4.2 Framework Design for Data Collection:

An analysis of the current major databases like ProQuest, Eric, EBSCOhost, past dissertations etc were the basis on which the structure of data collection was formulated such that it is not just easier to store the data collected but also easy to segregate, analyse and retrieve. Stapleton et. al., suggests collecting minimal metadata such as title, author, year of publication and publisher doesn't lead to an efficient discovery of items.

- ProQuest: [9 Metadata Fields]
 1. Publication Date
 2. Subject: (Uses keywords- broader, frequently used concepts in a particular subject)
 3. Document Type: (E.g.: News, Article etc.)

4. Language
 5. Publication title: (Name of journal/ Newspaper, e.g.: New York Times)
 6. Location: (where the study was conducted)
 7. Database: (Global Newsstream/ US Newsstream/International etc. - in case of papers)
 8. Person: (Names of Politicians related to education/educational policies as reported in newspapers or articles)
 9. Company/ Organization: (Companies/Organizations on which study was done or the company/organization which conducted the study, e.g.: Facebook Inc., Democratic party, Nasdaq, Republican)
- ERIC: [11 Metadata Fields]
 1. Publication Date
 2. Descriptor [Generally involves broader topics and important phrases in a particular subject (mostly keywords are derived from titles and abstracts)]
 3. Source: (Names of journals)
 4. Author
 5. Publication Type: (Books/opinion/reports etc.)
 6. Education level: (Mostly includes the group on whom the study has been done or whoever will benefit from the study e.g.: kids)
 7. Audience: (People benefitting from the article e.g.: Policymakers, teachers etc.)
 8. Location: (where the study was done)
 9. Laws, Policies and programs: (if any work was done which covered any act e.g.: for people with disabilities etc.)
 10. Assessments and surveys: (if any questionnaire/survey scheme was followed during the study, e.g.: 16PF, Iowa Basic Skills, SAT)
 11. What Works Clearinghouse (WWC) Rating: (WWC approved or not)
 - EBSCOhost: [7 Metadata Fields]

Initially some keywords are mentioned relevant to the field- VERY BROAD TOPICS

E.g.: "Neuroscience" in Business/Education/Nursing/eBooks/Philosophy/ Psychology/ Social sciences

1. Limiters: (either reference present/peer-reviewed)
2. Refine search: [Title, Author, Subject (e.g.: diseases, neuropsychology, neurophysiology etc.), subject phrase, keyword]
3. Source type: (Journal, Review, Magazine, Trade publication etc.)
4. Subject: [either the study was done on this topic/broader concepts used in this study]
5. Publisher: (The press publishing the article e.g.: Oxford University Press)
6. Publication: (E.g.: Journal of)
7. Language
8. Category: (Even broader subjects, e.g.: History, Social Science)

After a careful assessment of the databases and literature, we decided to collect the following Metadata fields:

- i) Publication year
- ii) Author
- iii) Domain
- iv) Sub-theme
- v) Topic
- vi) Keywords
- vii) Research Design
- viii) Method used
- ix) Population & Sample
- x) Variables used
- xi) Geographical location of study, if any
- xii) Nature of data (qualitative/quantitative)
- xiii) Instrument / tool for data collection
- xiv) Method of data analysis
- xv) Significant findings

Certain items such as “Title”, “Description” and “Subject” are of utmost importance when it comes to creating a database (Yang, 2004). It was seen that the search keywords appeared in the “Subject” field 35.9% of the times (Gross and Taylor). Gross and Taylor, 2015, re-established that around 27% of the data retrievals missed hits even when items such as summaries or abstracts were included during indexing but the title was missing. Researchers working in this domain have a mixed opinion regarding using automated indexing algorithm softwares as they believe softwares do the job with better efficiency while some argue that human indexing is more relevant as it is performed by a subject expert. Nevertheless, most academicians agree that using both the methods simultaneously is the most effective way and the quality of the database is also not compromised.

4.3 Project Coverage Area:

Four Universities i.e., Jadavpur University, Diamond Harbour Women's University, Raiganj University and Kazi Nazrul University spanning districts such as Kolkata, South 24 Parganas, Uttar Dinajpur and Paschim Bardhaman in West Bengal have been covered.

Initially, 16 Public State Universities were considered for M.A. in Education Dissertations, however, only 8 out of them still had a dissertation in their final year as a mandatory criterion for awarding degrees. Subsequently, the HODs of these eight Universities were sent official request letters to carry out the work in their departments however, only four out of them cooperated and granted the permission to collect the necessary data for our project thereby no specific criteria was used for shortlisting the universities, it was done on the basis of availability.

4.4 Fieldwork:

Fieldwork mainly included Metadata collection from Masters of Art (M.A.) dissertations stored in Central Libraries and Departmental Libraries with the necessary pre-requisite permission from HODs and Coordinators of the Universities. So far, we have collected metadata from Jadavpur University (51 Dissertations), Diamond Harbour Women's University (150 Dissertations), Raiganj University (50 Dissertations) and Kazi Nazrul University (19 Dissertations). Also, OCR of the Introduction and Literature Reviews were collected in order to segregate them on the basis of appropriate Domains, Sub-themes and Keywords.

Chapter 5

Results and Analysis

Tables and Charts

Yearwise Analysis

Year	JADAVPUR UNIVERSITY	DIAMOND HARBOUR WOMEN'S UNIVERSITY	RAIGANJ UNIVERSITY	KAZI NAZRUL UNIVERSITY
2015	24	0	6	0
2016	13	32	0	0
2017	3	28	0	0
2018	11	25	1	3
2019	0	25	26	7
2020	0	0	9	0
2021	0	1	7	3
2022	0	39	1	6

Table 1: Year-wise Analysis of Number of Dissertations submitted and accepted at the four different Public Universities in West Bengal.

Highest number of Dissertations completed



Year

2022



University Name

Diamond Harbour Women's University



Number of Dissertations

39

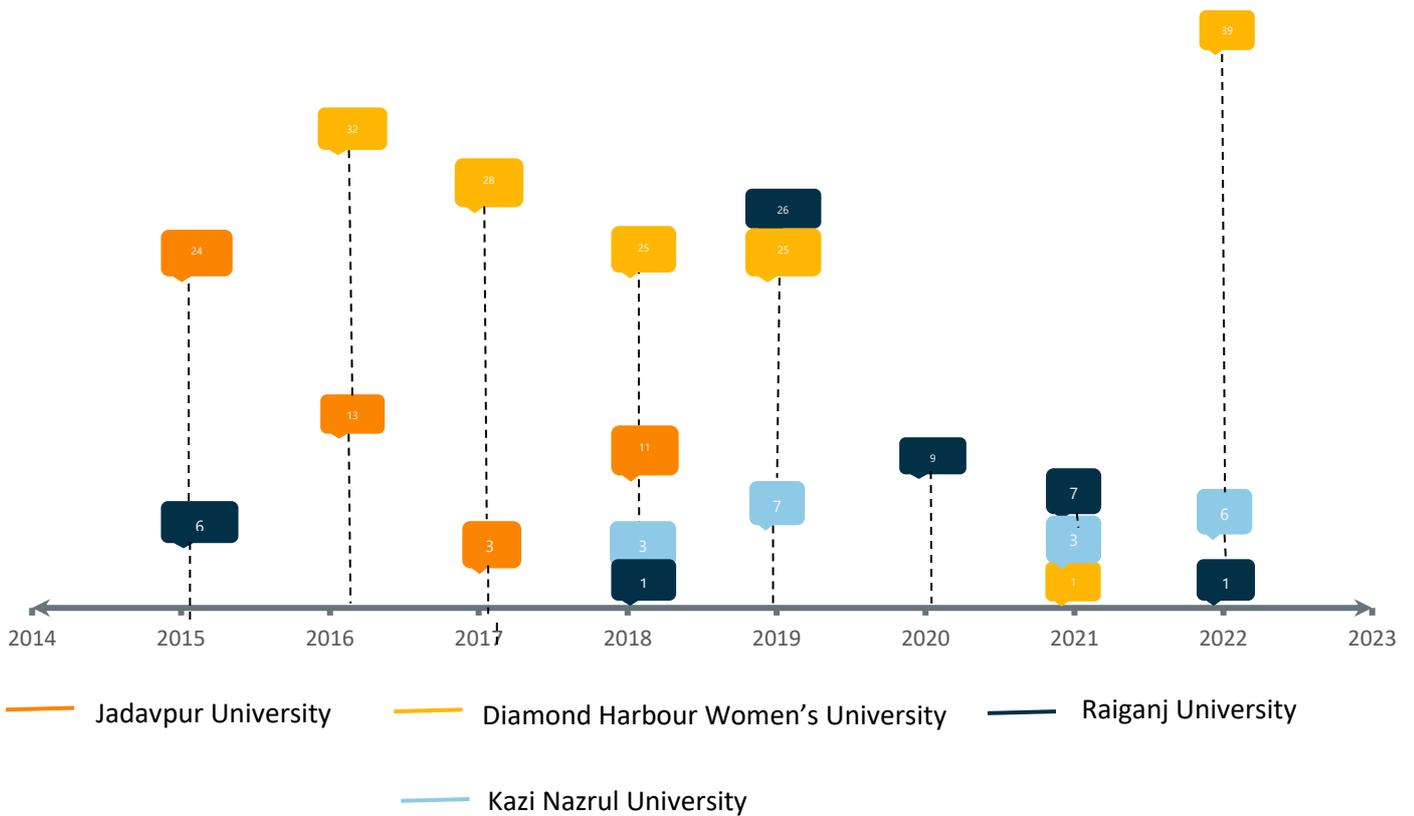


Figure 1: Chart representing the Year-wise Analysis of Number of Dissertations submitted and accepted at the four different Public Universities in West Bengal.

14.44%

14.44% of the total thesis were accepted and published in 2022 at Diamond Harbour Women's University.

55.55% of the total thesis were accepted and published at Diamond Harbour Women's University.

55.55%

Domain and Sub-theme Analysis

DOMAIN	SUB-THEME	FREQUENCY
Academic Achievement	Self-Concept	3
	Adjustment	3
	Parental Attitude	3
	Socio-Economic Status	1
	Social Adjustment	2
	Academic Motivation	3
	Academic Anxiety	3
	Examination Anxiety	2
Alcohol, Drugs		2
Education	Aptitude	3
	Achievement	11
	Dropout Rate	3
	Aspiration	3
	Educational Philosophy	13
	Learning	9
	Continuous and Comprehensive Evaluation (CCE)	2
	Project Based Learning	1
	Reservation	1
	Religious Education	1
	Curriculum Designing	3
	Parental Style	1
	Transformation of Education system	3
	Educational Policy	2
	Higher Secondary Education	1
	Environment	Environmental Behaviour
	Environmental Ethics	2
	Environmental Awareness	11
Inclusive Education		5
Internet Addiction Disorder		1
Nutrition		5
Psychology	Emotional Intelligence	4
	Attitude	4
	Dissatisfaction	2
	Old Aged People- Emotional Distress	1
	Study Attitude, Planning	3

	Emotional Distress	22
	Creativity	1
	State of Mind	4
	Development	6
	Emotional Maturity	3
	Personality	7
	Behaviour	15
	Risk Taking Behaviour	4
	Study Habit	6
	Adjustment	2
	Social Adjustment	4
	Self-Concept	3
	Self-Esteem	8
	Mental Health	5
	Job Satisfaction	2
Sex Education		2
Social Cause	Dowry	1
	Women's Empowerment	15
	Empowerment	5
	Gender Discrimination	1
	Child Labour	1
	Socio-Cultural Aspects	2
	Caste	2
Special Needs	Behaviour	1
	Disability	5
	Adolescence	1
	History of Special Education	1
Technology	Technology used for learning by students	5
	Information and Communication Technology (ICT)	3
	Internet Usage	1
	Social Media	7
	E-Learning	6
Value-Conflict	Secondary Students	1
	Higher Secondary Students	1
	Postgraduate Students	2
Yoga	Socio-Economic Status	3
Health-Consciousness		1

Table 2: Domain and Sub-theme distribution at the four different Public Universities in West Bengal

Most frequent Domain

Most frequent Sub-theme



Psychology



Emotional Distress



Figure 2: Domain and Sub-theme distribution at the four different Public Universities in West Bengal.



The most frequent sub-theme is “Emotional Distress” followed by studies on “Behaviour” and “Women’s Empowerment”.

University-wise distribution of Domain

Domain	Jadavpur University	Diamond Harbour Women's University	Raiganj University	Kazi Nazrul University
Academic Achievement	0	5	16	1
Alcohol, Drugs	0	2	0	0
Education	21	37	3	6
Environment	0	10	4	1
Inclusive Education	3	2	1	0
Internet Addiction Disorder	1	0	0	0
Nutrition	0	1	1	1
Psychology	17	64	11	4
Sex Education	0	1	0	0
Social Cause	4	11	1	4
Special Needs	5	2	1	0
Technology	0	11	8	2
Value-Conflict	0	4	0	0
Yoga	0	0	3	0
Health-Consciousness	0	0	1	0
Total	51	150	50	19

Table 3: University-wise Domain segregation.



Top three Domains per University

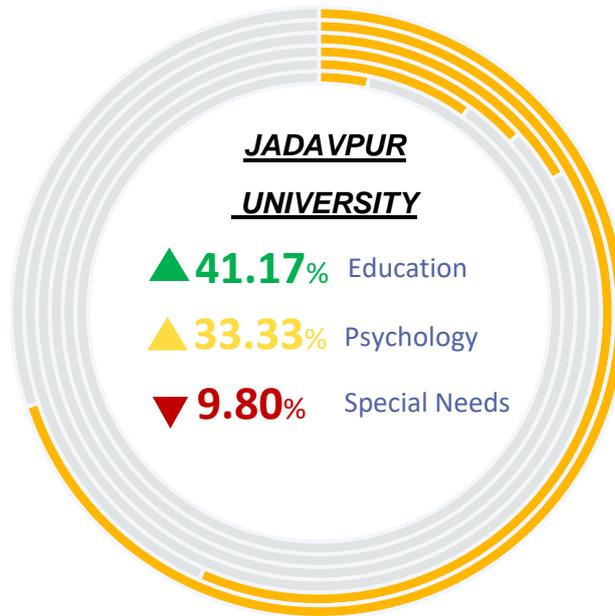


Figure 3A: Domain segregation of Jadavpur University.

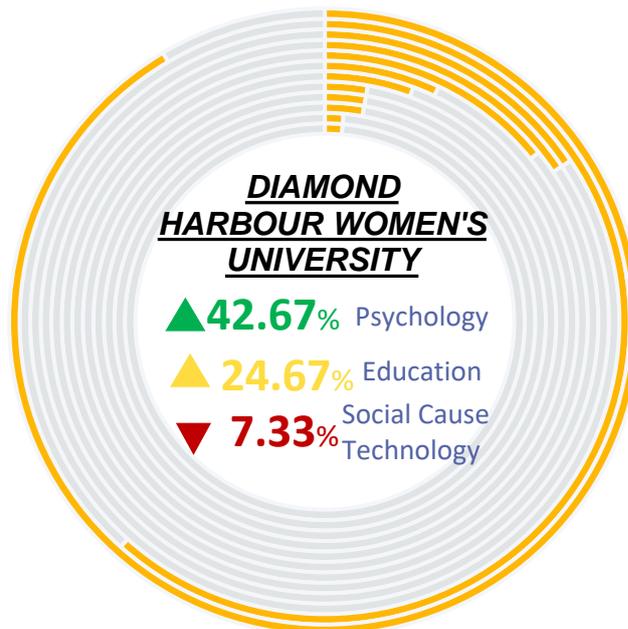


Figure 3B: Domain segregation of Diamond Harbour Women's University.

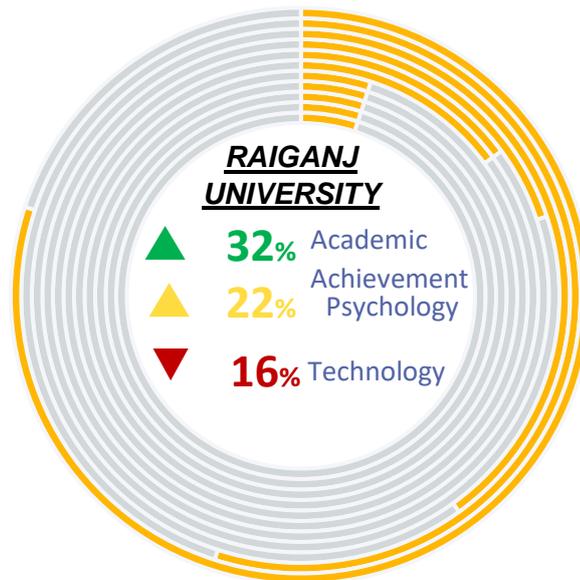


Figure 3C: Domain segregation of Raiganj University.

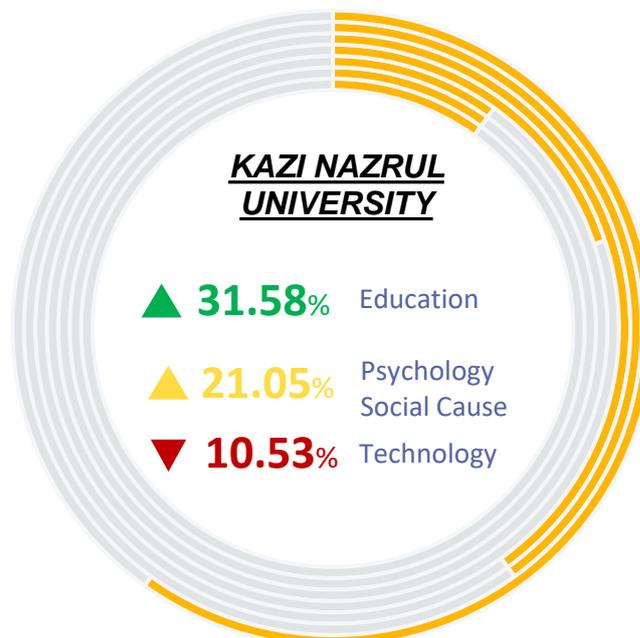


Figure 3D: Domain segregation of Kazi Nazrul University.

Population Covered

Population Covered	Jadavpur University	Diamond Harbour Women's University	Raiganj University	Kazi Nazrul University
Elementary School	413	336	0	0
Middle School	170	589	0	0
Secondary School	58	4028	2923	290
Higher Secondary School	481	210	2431	100
Adolescents	437	867	0	130
UG and PG	1507	4312	1801	1560
Parents	145	92	0	0
Community People	154	290	0	60
Teachers	1168	1259	0	20

Table 4: Overview of Population distribution segregated category-wise for the four different Public Universities in West Bengal.

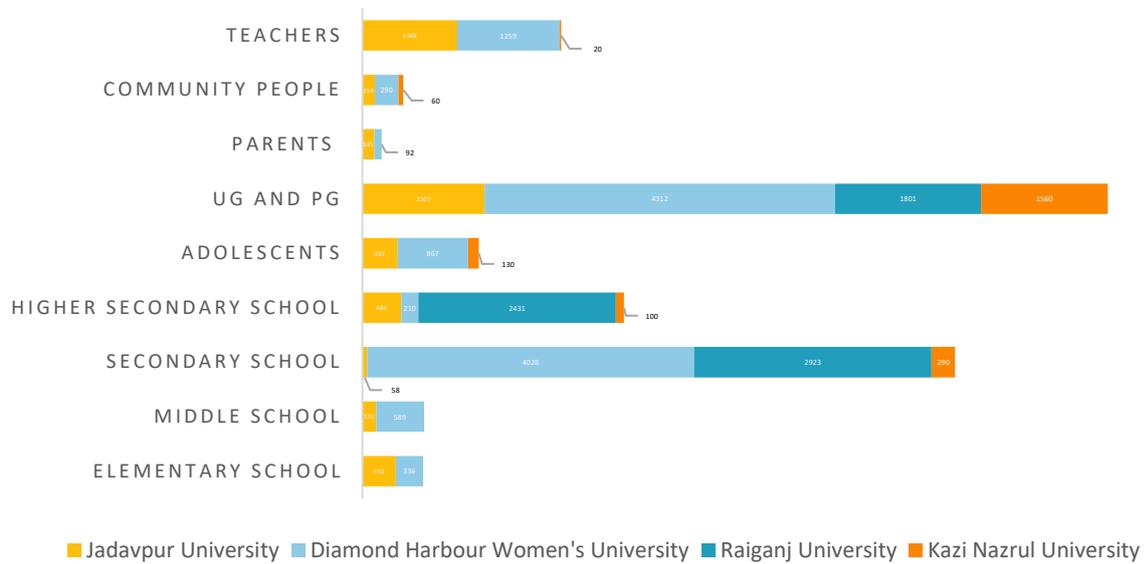


Figure 4: Overview of Population distribution segregated category-wise for the four different Public Universities in West Bengal.

35.61%

UG and PG students are the most studied category among the population covered across universities.

Variables Used

VARIABLES USED	FREQUENCY
Dependent Variables	215
Gender	189
Locality	89
Caste	56
Level of Education	38
Income	33
Age	32
Stream of Education	31
Parents Occupation	24
Family Status	23
Educational Qualification	21
Religion	21
No. of siblings	17
Type of School/University	16
Work Experience	10
Parental Education	10
Marital Status	8
Medium of Instruction	8
No. of Family members	7
Birth order of the child	5
Occupation	2
Bread winner of the family	2
Locus of Control	2
Age of joining work	2
Mental Health problems	1

Table 5: Frequency of the Variables Used by MA students to conduct studies across West Bengal.



Most frequent Variables

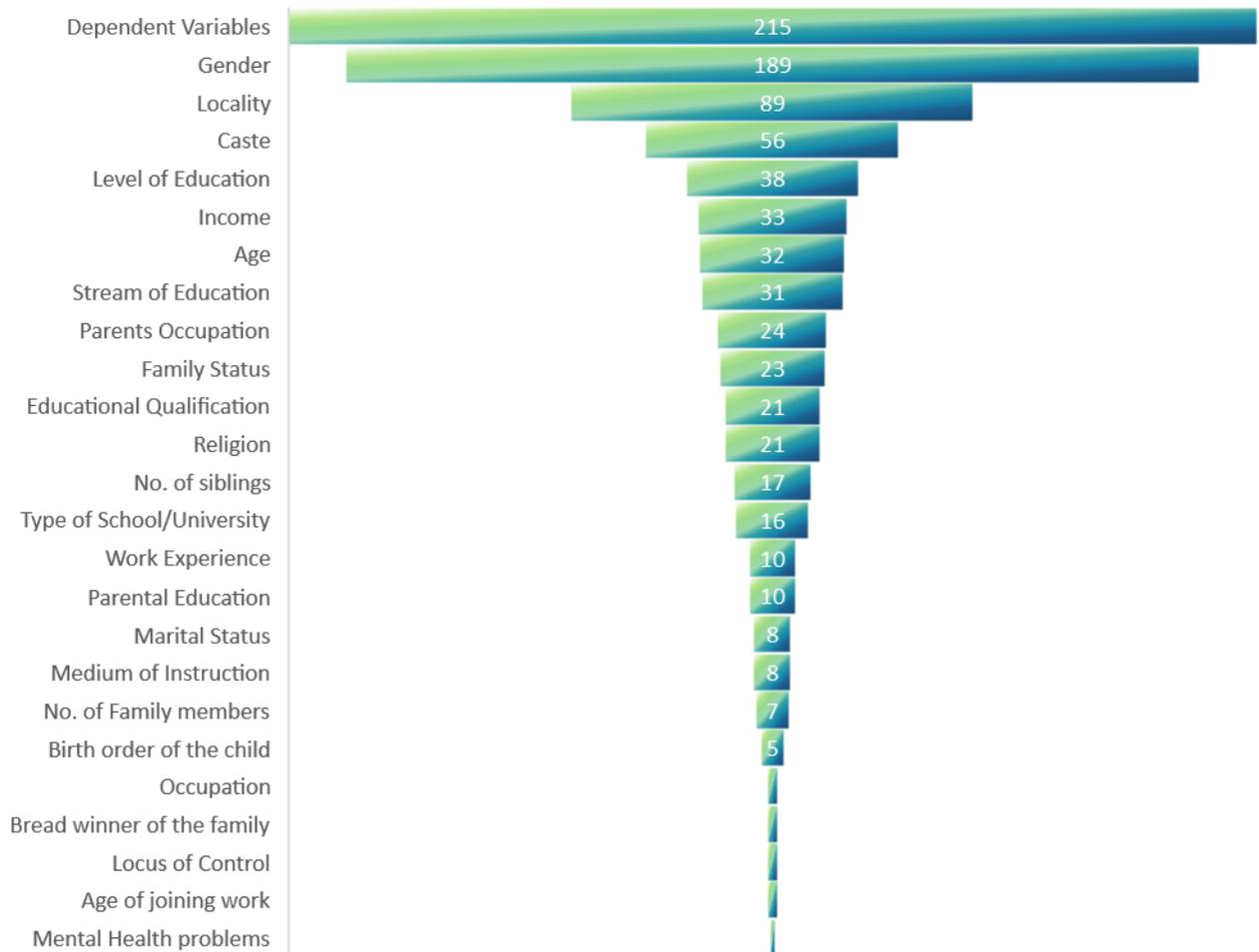


Figure 5A: Frequency of the Variables Used by MA students to conduct studies across West Bengal



Gender is the most used variable in the studies.

 Most frequent Dependent Variables



Figure 5B: Word Cloud of top 25 used Dependent Variables

18 hits

Academic Achievement is the most used Dependent variable in the studies with 18 hits.

Geographical Location

Country	State	District	Frequency
India	West Bengal	North 24 Parganas	4
India	West Bengal	South 24 Parganas	73
India	West Bengal	Paschim Medinipur	9
India	West Bengal	Purba Medinipur	63
India	West Bengal	Purba Bardhaman	3
India	West Bengal	Paschim Bardhaman	11
India	West Bengal	Dakshin Dinajpur	4
India	West Bengal	Uttar Dinajpur	40
India	West Bengal	Hooghly	13
India	West Bengal	Alipurduar	1
India	West Bengal	Purulia	3
India	West Bengal	Birbhum	7
India	West Bengal	Bankura	6
India	West Bengal	Nadia	3
India	West Bengal	Jalpaiguri	2

India	West Bengal	Murshidabad	1
India	West Bengal	Cooch Behar	1
India	West Bengal	Kolkata	24
India	West Bengal	Malda	4
India	West Bengal	Howrah	2
India	West Bengal	Darjeeling	2

Table 6: Distribution of Geographical locations of the places from where samples were collected by the MA students in West Bengal.

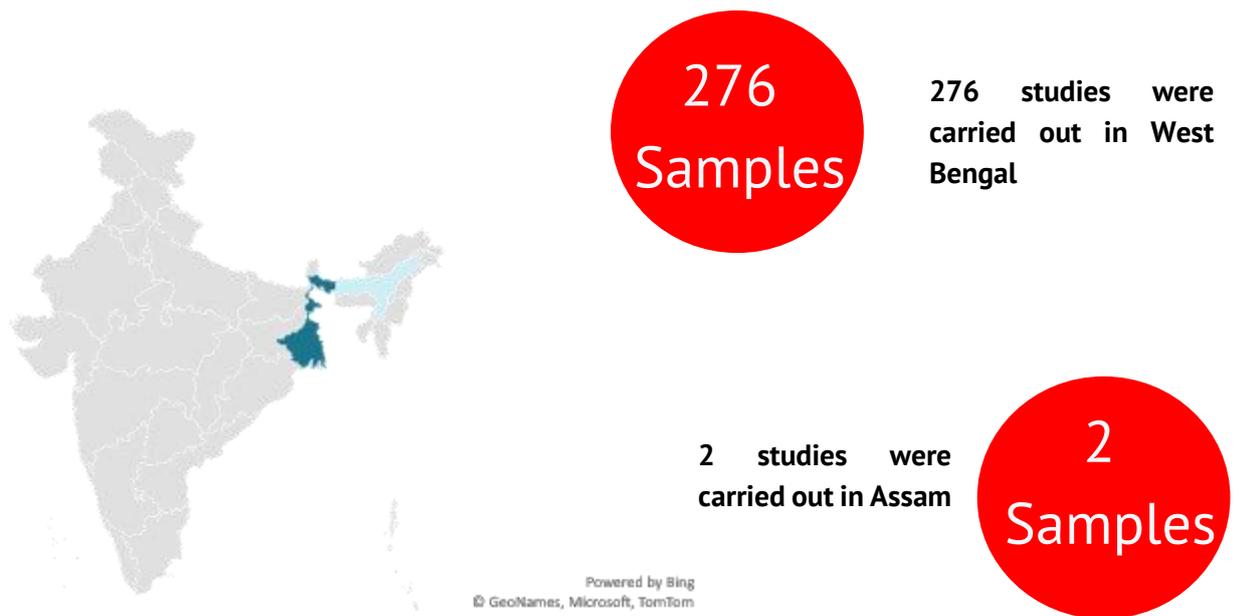


Figure 6A: Samples collected from the two states- Assam and West Bengal

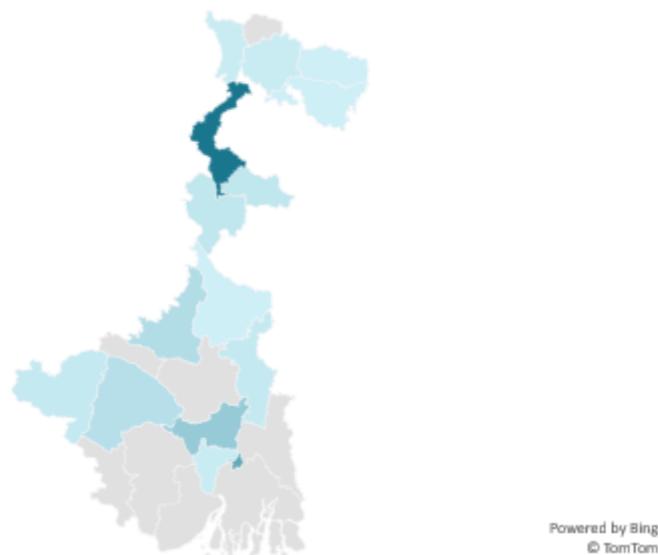
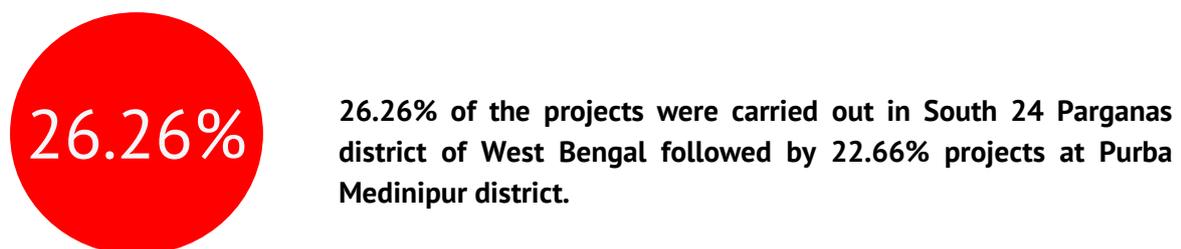


Figure 6B: District-wise heatmap from the places where samples were collected in West Bengal. (A complete heatmap with all of the 21 districts could not be constructed due to technological inability of identifying certain districts)



Type of Research

Jadavpur University	Qualitative	6
	Quantitative	45
	Mixed	0
Diamond Harbour Women's University	Qualitative	16
	Quantitative	120
	Mixed	14
Raiganj University	Qualitative	5
	Quantitative	41
	Mixed	4
Kazi Nazrul University	Qualitative	9
	Quantitative	4
	Mixed	6

Table 7: Distribution of the types of research conducted at the four different Public Universities in West Bengal.



Diamond Harbour Women's University



Raiganj University



Kazi Nazrul University



Figure 7: Distribution of the types of research conducted at the four different Public Universities in West Bengal.

Study Design

	JADAVPUR UNIVERSITY	DIAMOND HARBOUR WOMEN'S UNIVERSITY	RAIGANJ UNIVERSITY	KAZI NAZRUL UNIVERSITY
Cross-sectional survey	44	3	4	0
Normative Survey	2	0	0	0
Case-study	1	1	0	0
Descriptive documentary analysis	2	13	3	8
Observation & Structured interview schedule	2	0	0	0
Descriptive Survey	0	126	42	10
Field Study	0	7	0	1
Descriptive and Analytical Survey	0	0	1	0

Table 8: Distribution of the study design used by the MA students at the four different Public Universities in West Bengal.

Highlight of Study Design

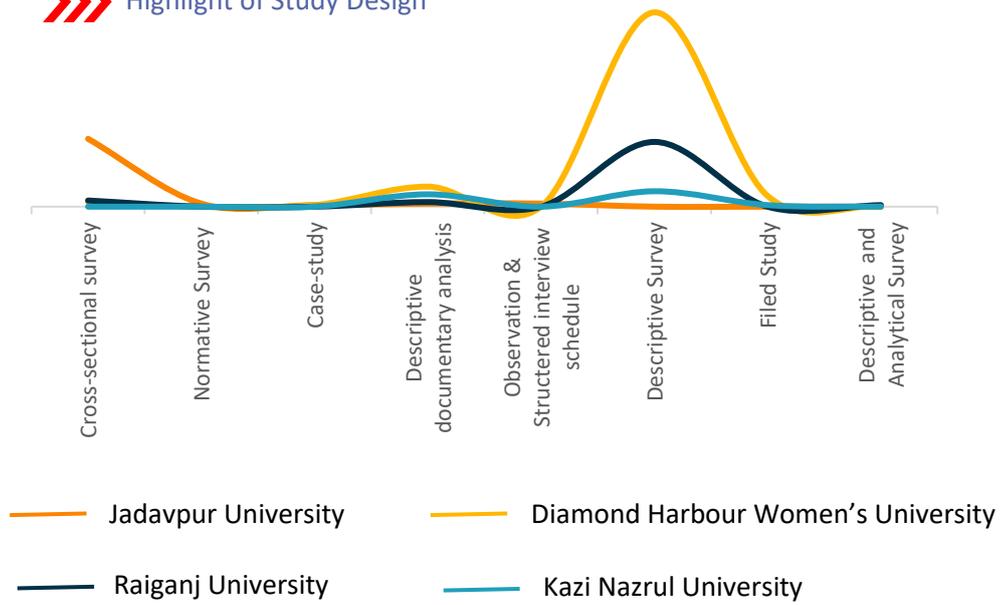


Figure 8: Distribution of the study design used by the MA students at the four different Public Universities in West Bengal.

65.93%

65.93% of the total projects carried out followed Descriptive survey method of study.

Method of Data Collection

METHOD OF DATA COLLECTION	FREQUENCY
Questionnaire	226
Case Study	4
Books and article	2
Activity Booklet	1
Literature Review	26
Interview	7
Secondary Source data collection	10
Demographic sheet	2

Table 9: Distribution of the methods used by the MA students to collect data for their dissertations.

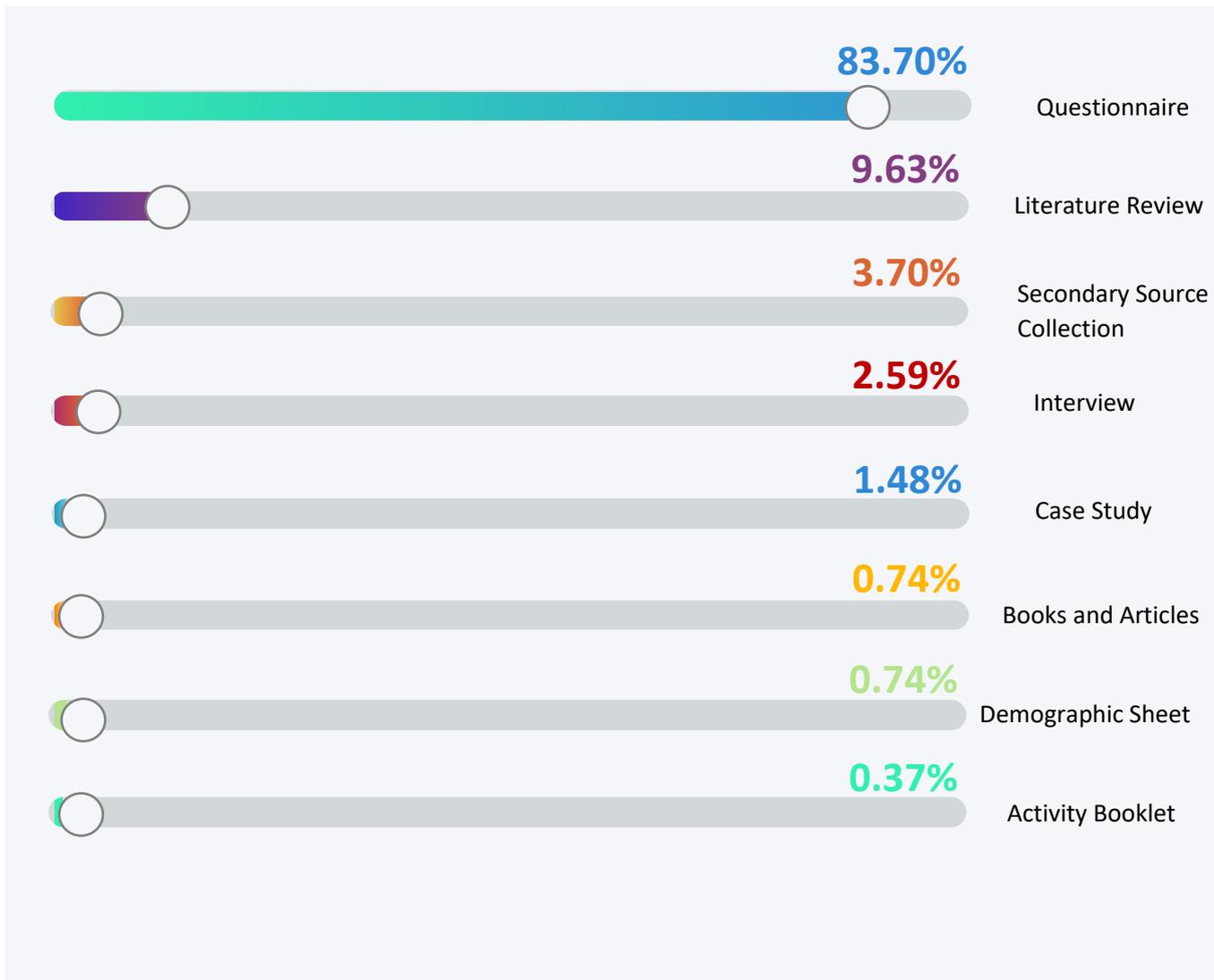


Figure 9: Distribution of the methods used by the MA students to collect data for their dissertations.

Method of Data Analysis

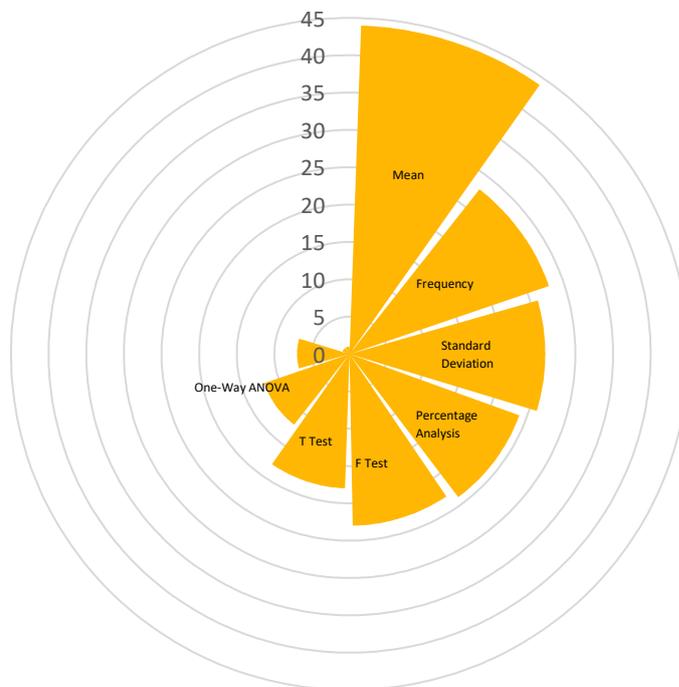
JADAVPUR UNIVERSITY	Mean	44
	Frequency	28
	Standard Deviation	26
	Percentage Analysis	24
	F Test	23
	T Test	18
	On-way ANOVA	12
	Chi-Square	7
	Pearson's coefficient of correlation	1
	Sem	1
DIAMOND HARBOUR WOMENS UNIVERSITY	Range	121
	Mean	118
	Median	106
	Mode	76
	Standard Deviation	59
	Skewness	59
	Kurtosis	57
	Levene's Test for Equality of Variances	57
	t Test	45
	Pearson's coefficient of correlation	42
	Spearman Correlation	29
	F test	20
	Percentage Analysis	16
	One way ANOVA	6
	Chi square test	3
	Variance	2
RAIGANJ UNIVERSITY	Range	42
	Mean	42
	Median	35
	Mode	33
	Standard Deviation	32
	Skewness	32
	Kurtosis	32
	t Test	32
	Pearson's coefficient of correlation	32
	Percentage Analysis	32
	Chi square test	8
	Variance	6
	Maximum	2
	Minimum	1
KAZI NAZRUL UNIVERSITY	Mean	9
	Standard Deviation	4
	t Test	3
	Pearson's coefficient of correlation	2
	F test	2
	Percentage Analysis	2

	Chi square test	1
	Maximum	1
	Minimum	1

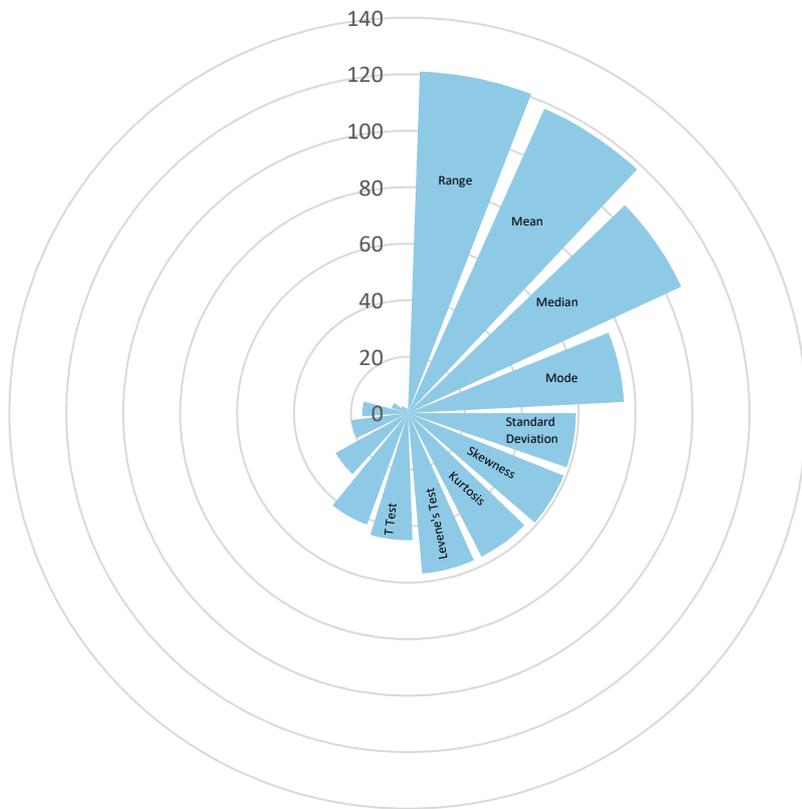
Table 10: Distribution of the methods used by the MA students to analyse the data collected for their dissertations.

Method of Data Analysis

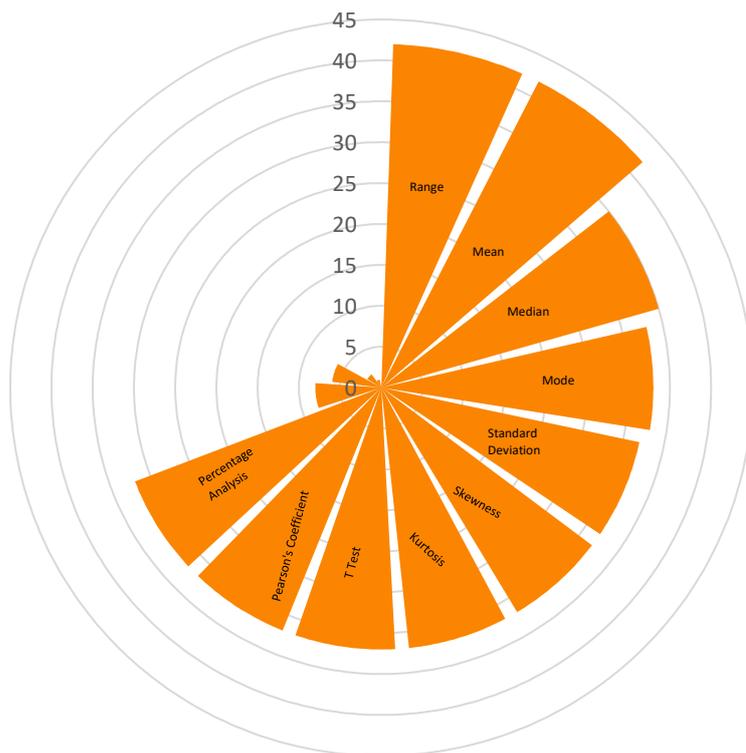
Jadavpur University



Diamond Harbour Women's University



Raiganj University



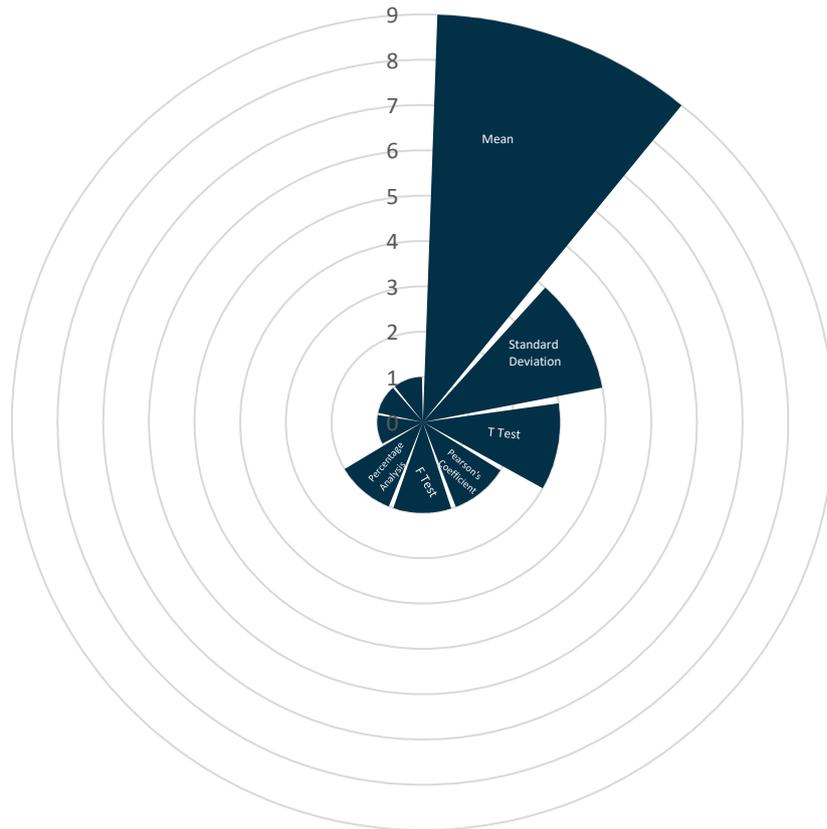


Figure 10: Distribution of the methods used by the MA students to analyse the data collected for their dissertations.

213
Projects

213 of the total projects carried out calculated “Mean” as a part of Analysis for their study.

Comparison of Research themes

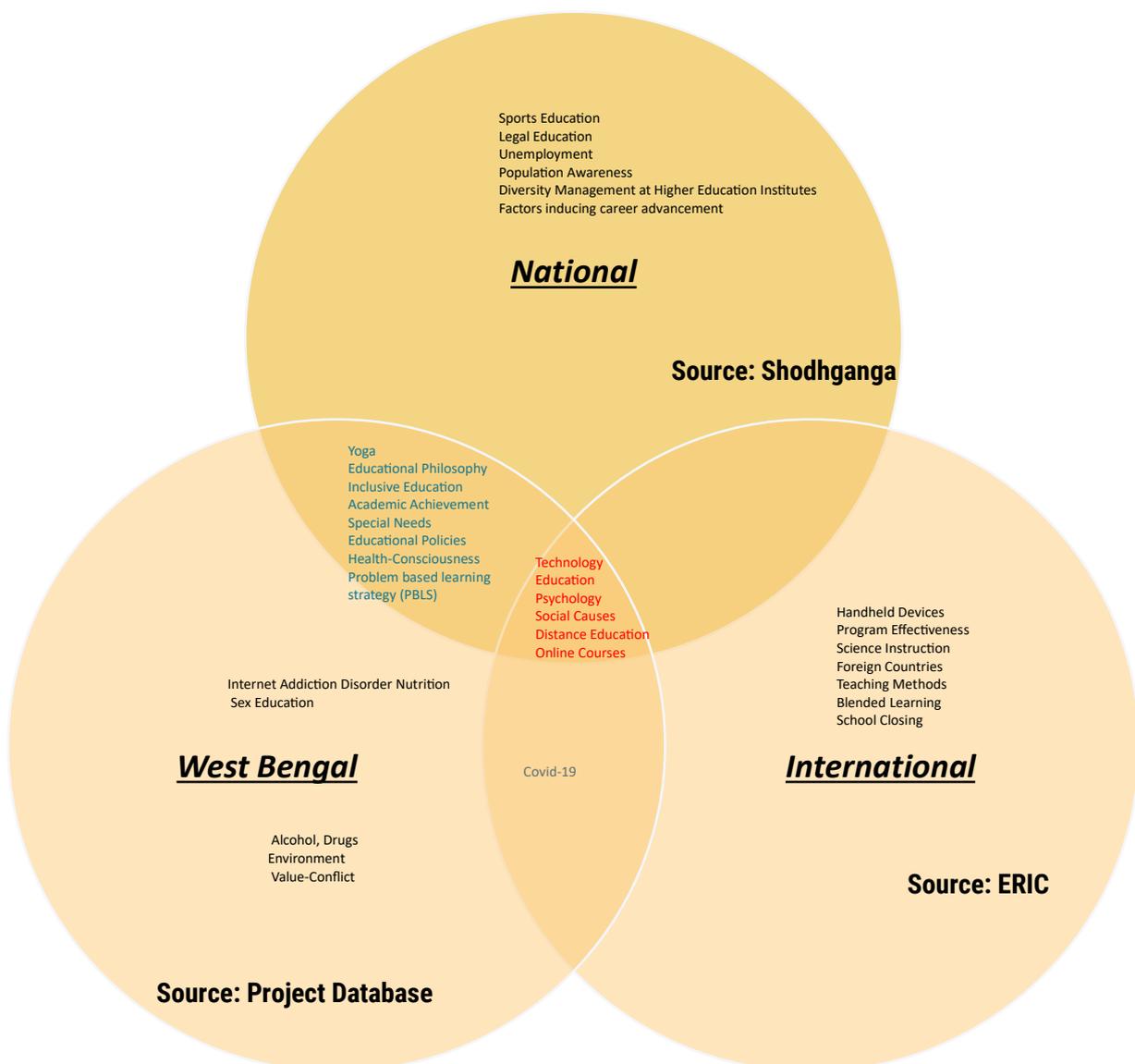


Figure 11: Comparison of the research themes which are pursued at West Bengal with National and International level.

Overlap of Supervisor's research interest with M.A. students' research themes

Source: Faculty IRINS profile, Vidwan profiles and university websites

The following cannot be cited in order to safeguard the anonymity of the individuals.

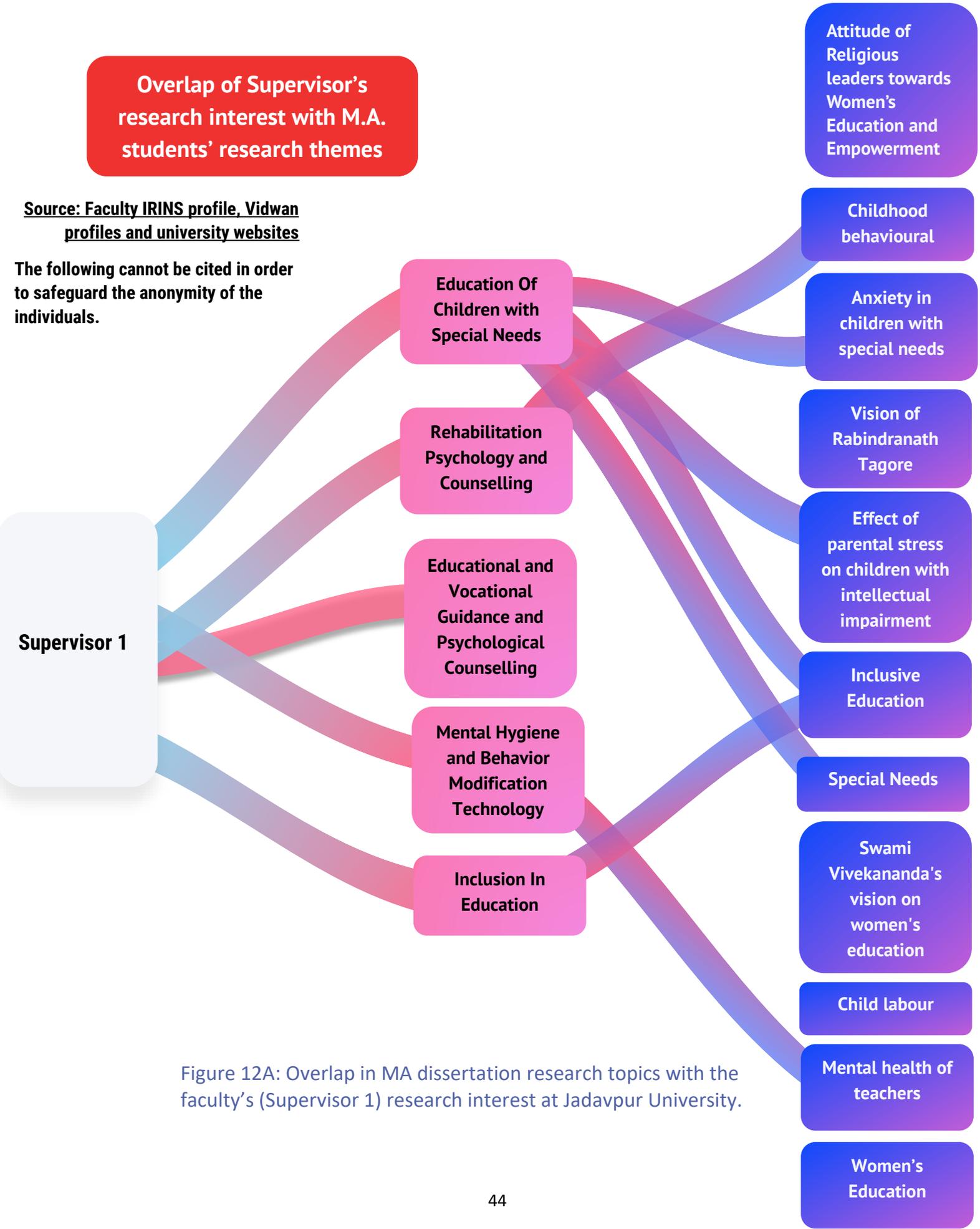


Figure 12A: Overlap in MA dissertation research topics with the faculty's (Supervisor 1) research interest at Jadavpur University.

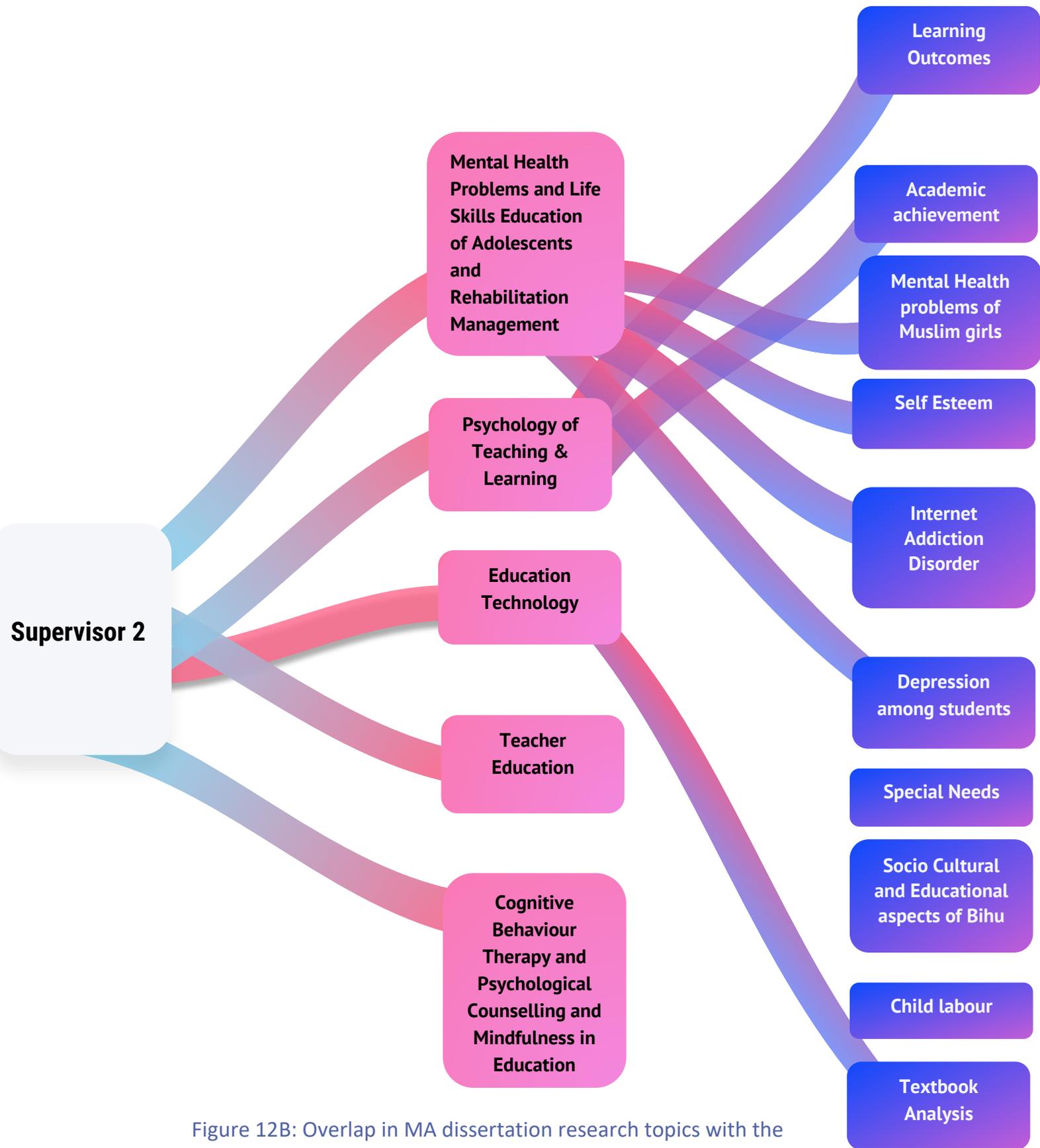


Figure 12B: Overlap in MA dissertation research topics with the faculty's (Supervisor 2) research interest at Jadavpur University.

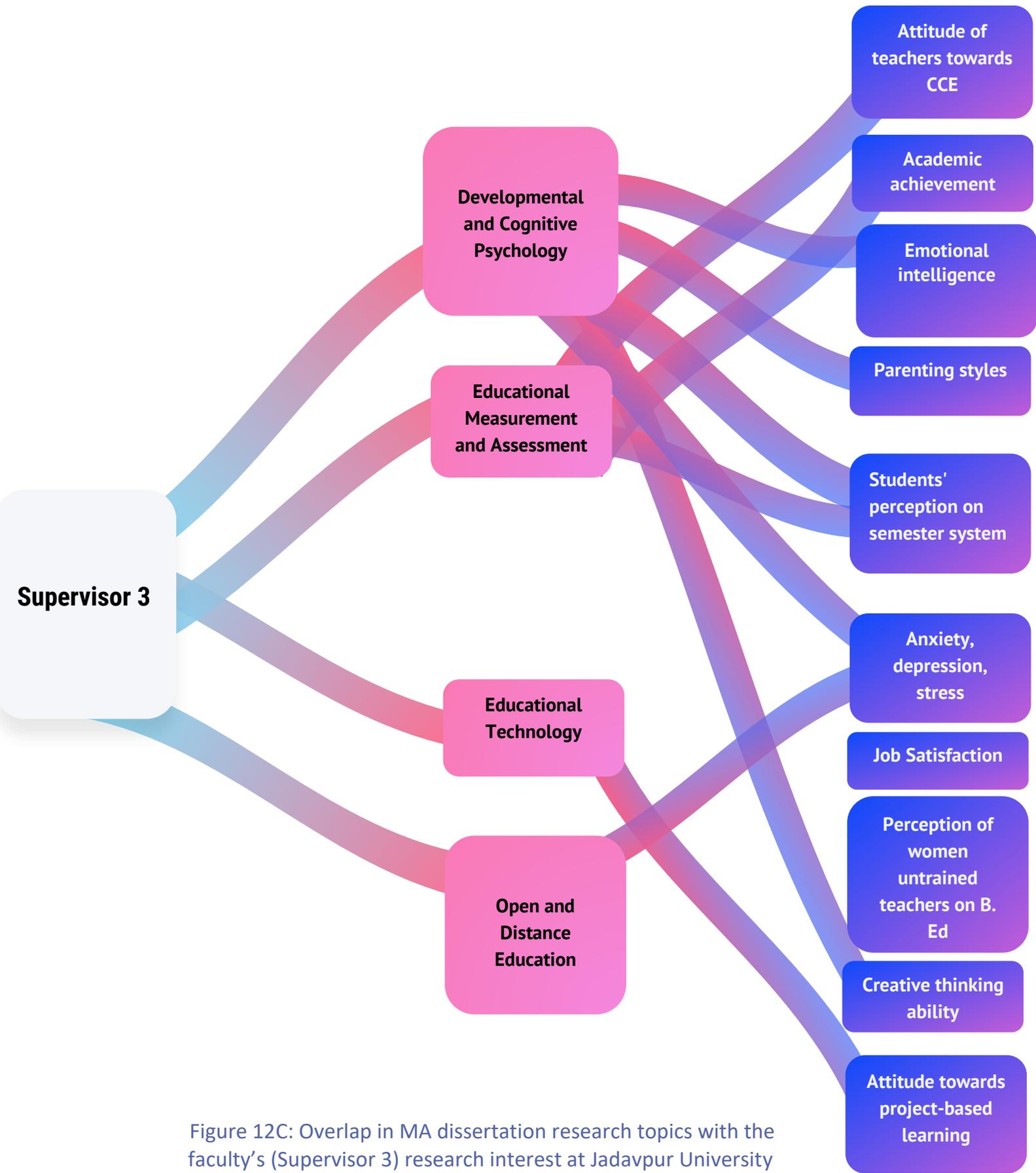


Figure 12C: Overlap in MA dissertation research topics with the faculty's (Supervisor 3) research interest at Jadavpur University

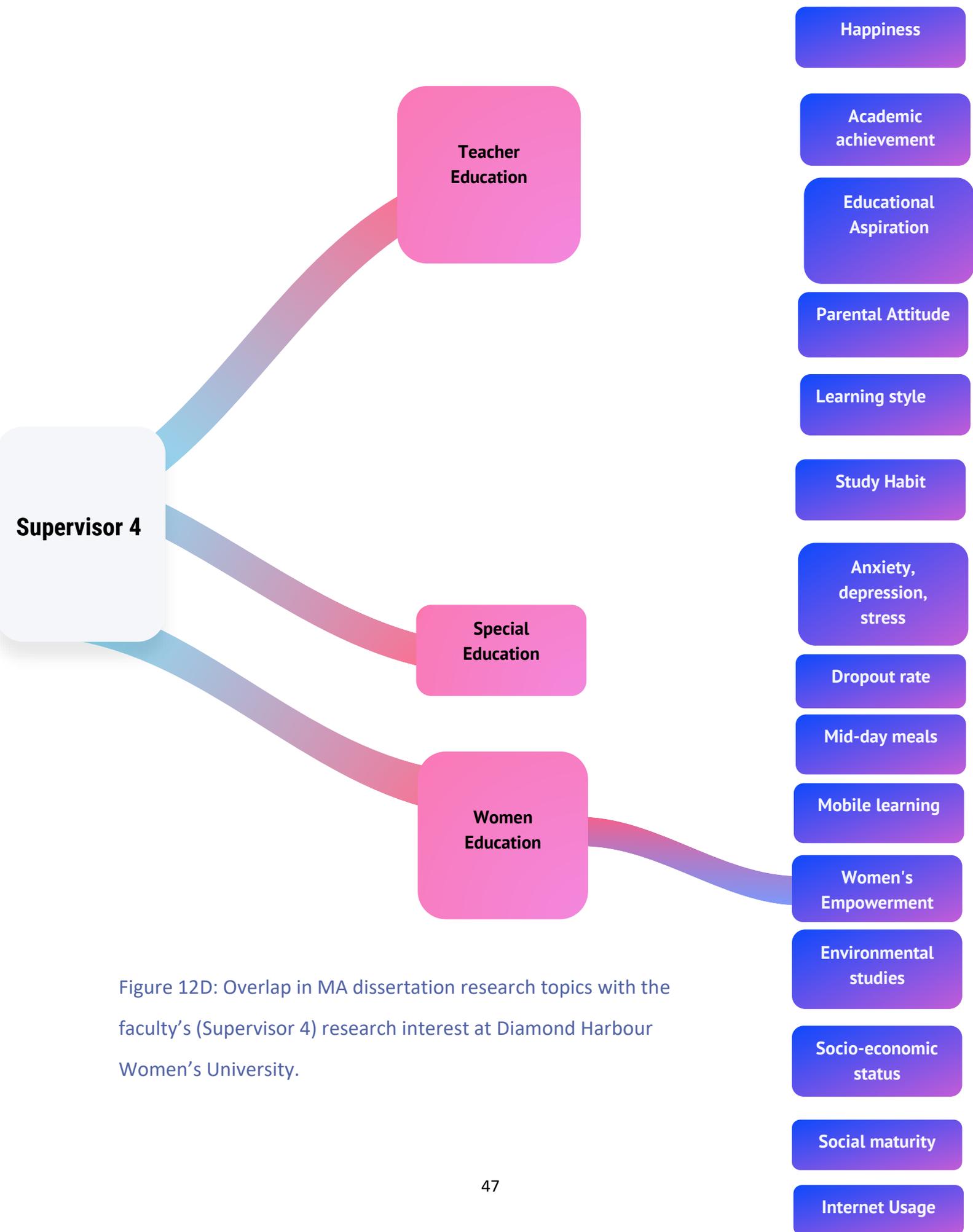


Figure 12D: Overlap in MA dissertation research topics with the faculty's (Supervisor 4) research interest at Diamond Harbour Women's University.

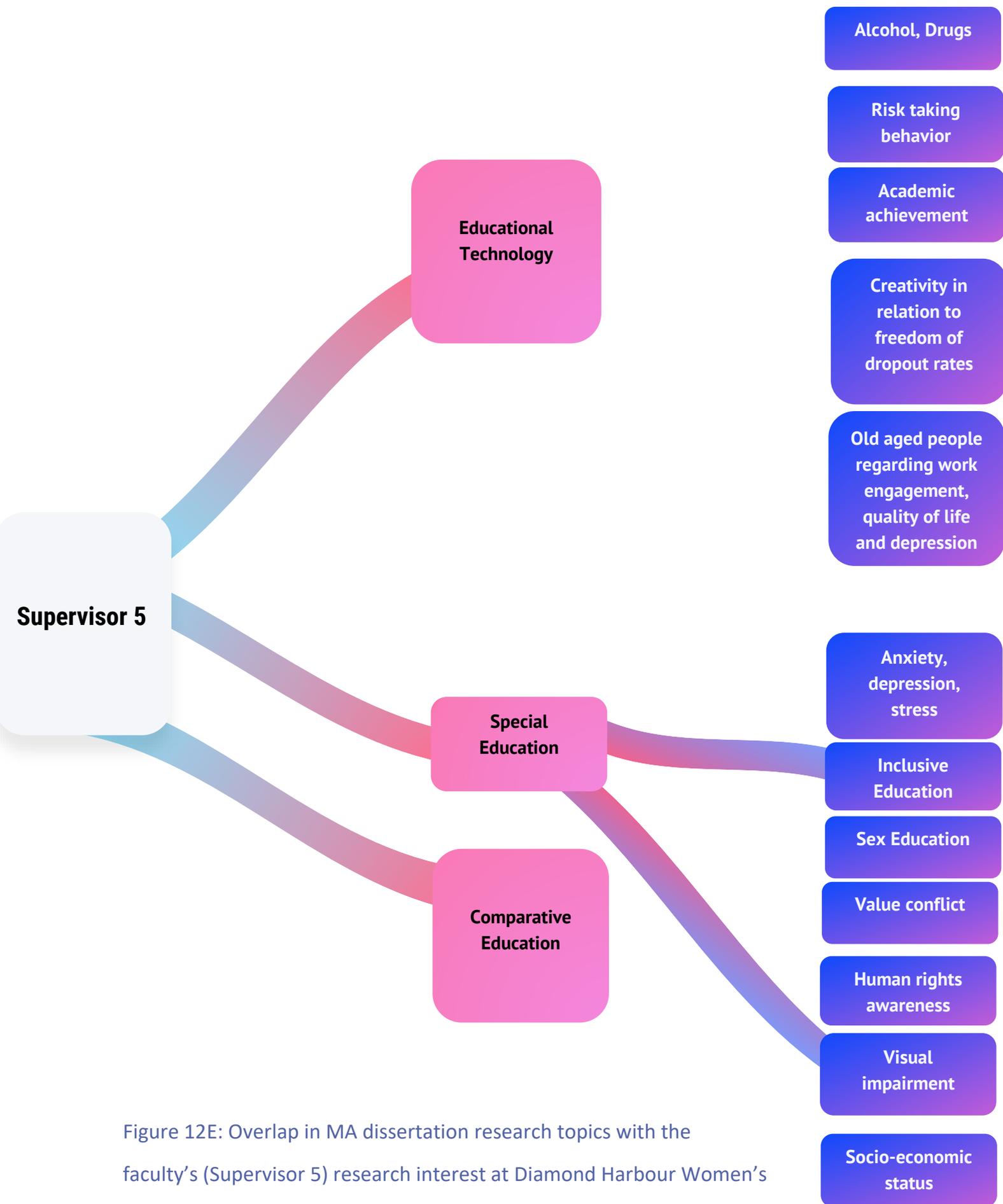


Figure 12E: Overlap in MA dissertation research topics with the faculty's (Supervisor 5) research interest at Diamond Harbour Women's University.

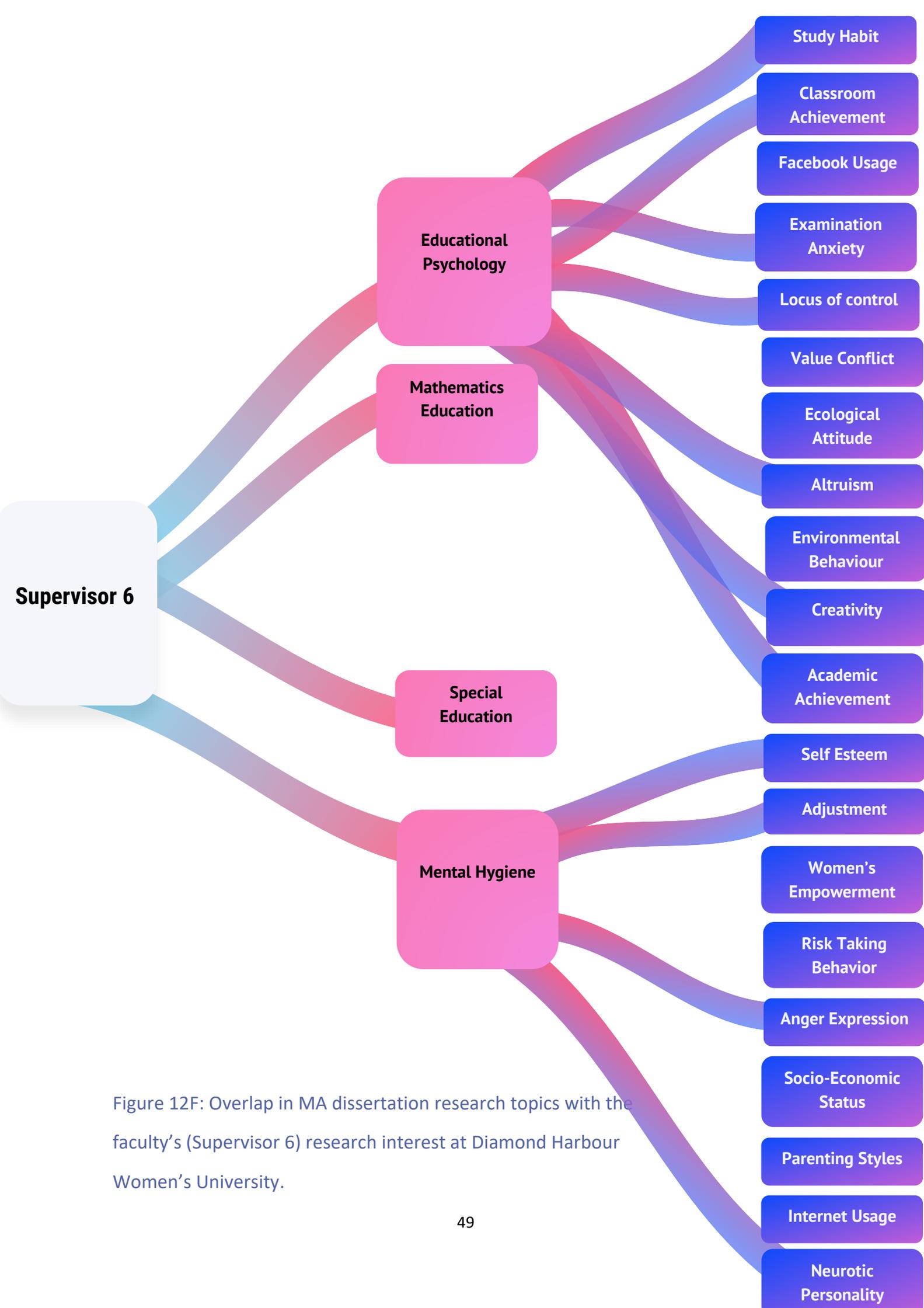


Figure 12F: Overlap in MA dissertation research topics with the faculty's (Supervisor 6) research interest at Diamond Harbour Women's University.

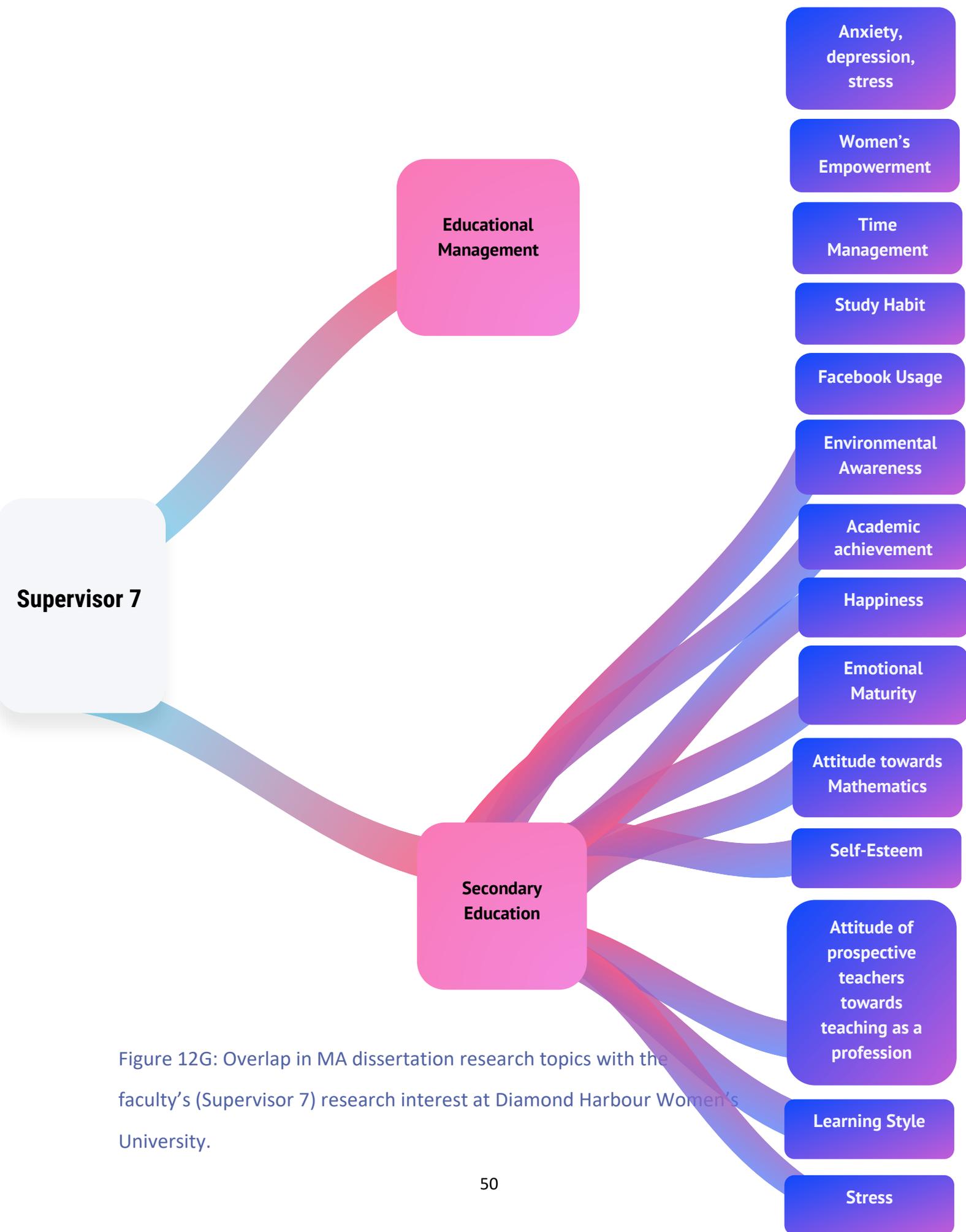


Figure 12G: Overlap in MA dissertation research topics with the faculty's (Supervisor 7) research interest at Diamond Harbour Women's University.

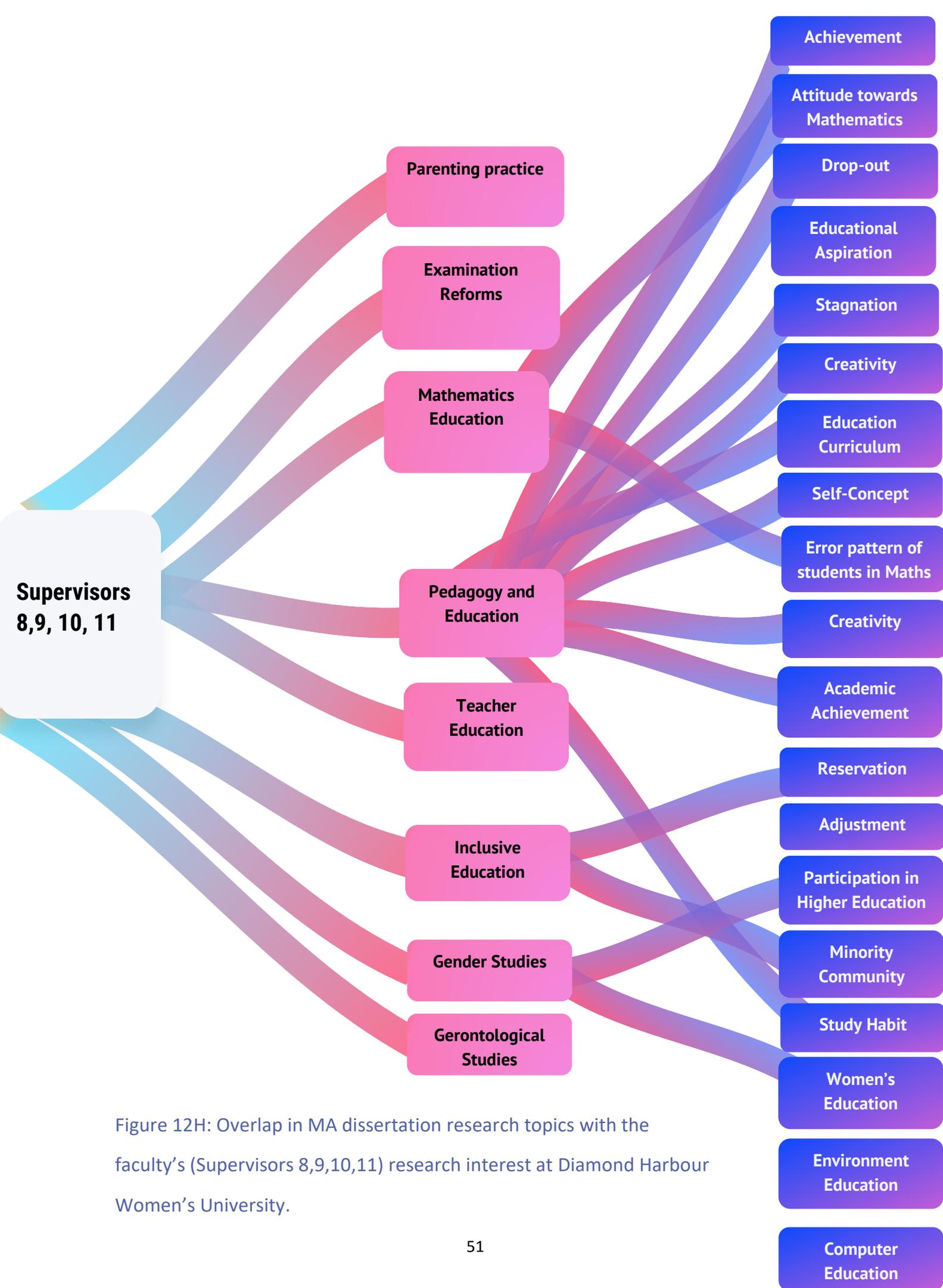


Figure 12H: Overlap in MA dissertation research topics with the faculty's (Supervisors 8,9,10,11) research interest at Diamond Harbour Women's University.

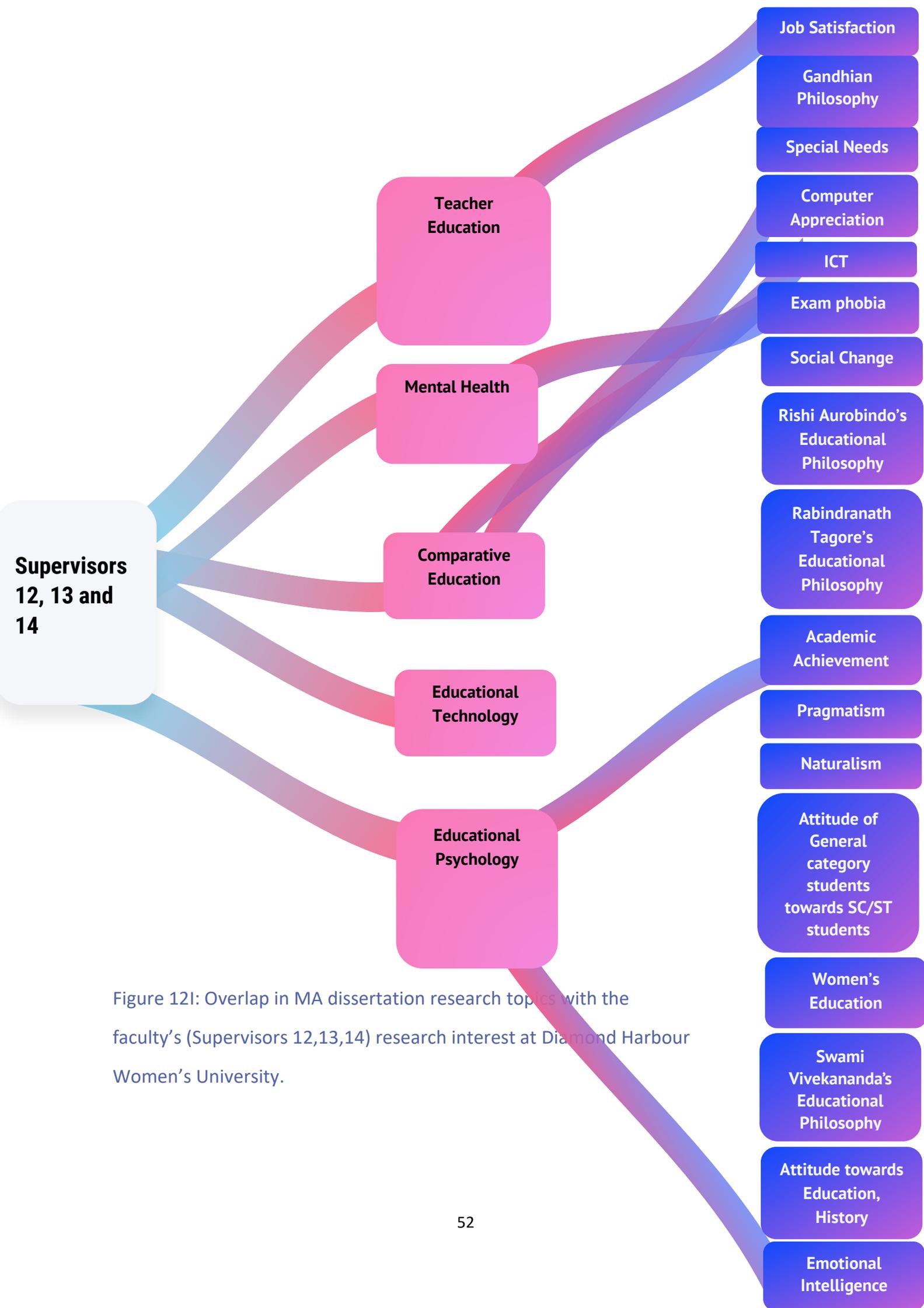


Figure 12I: Overlap in MA dissertation research topics with the faculty's (Supervisors 12,13,14) research interest at Diamond Harbour Women's University.

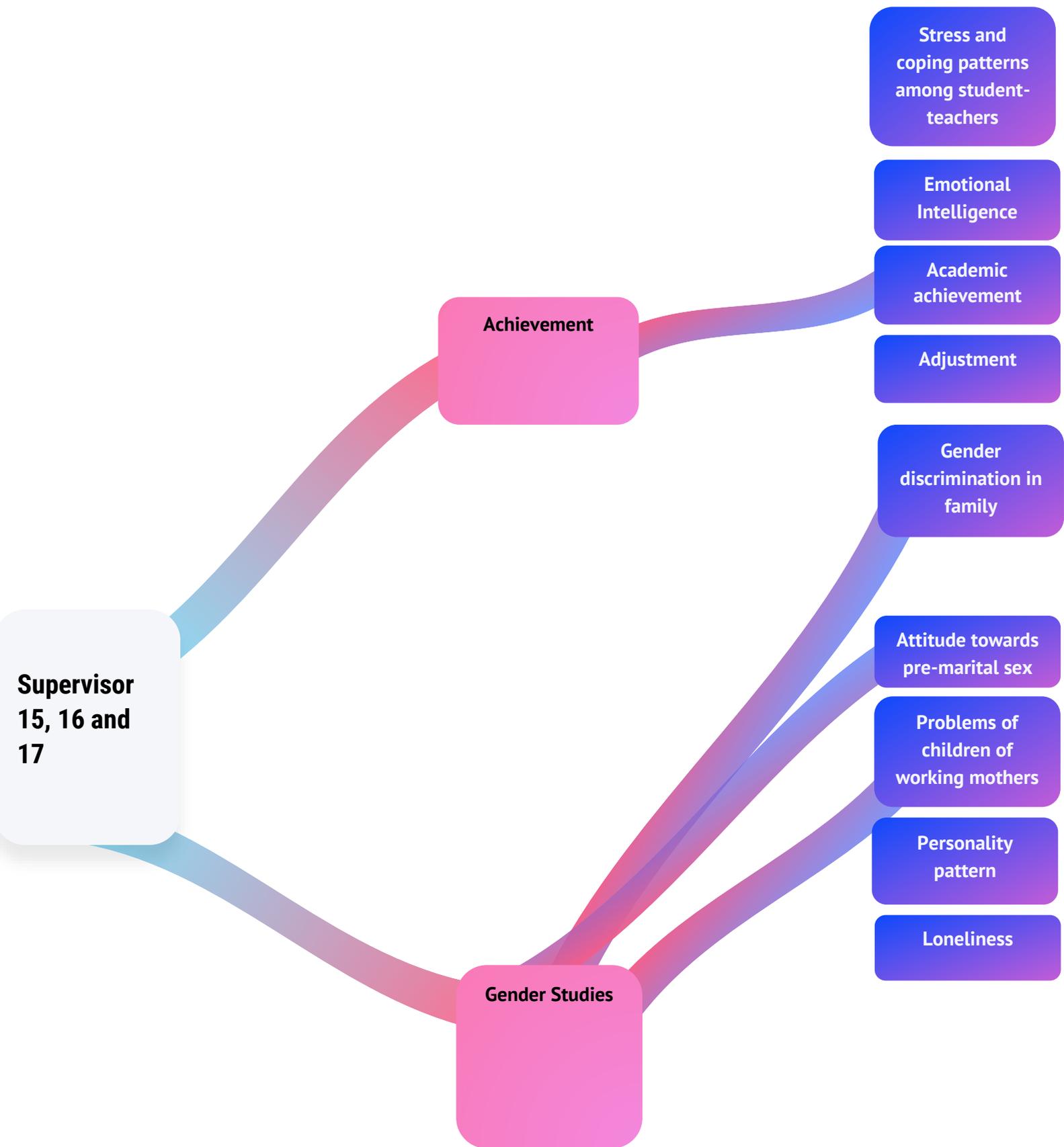


Figure 12J: Overlap in MA dissertation research topics with the faculty's (Supervisors 15,16,17) research interest at Diamond Harbour Women's University.

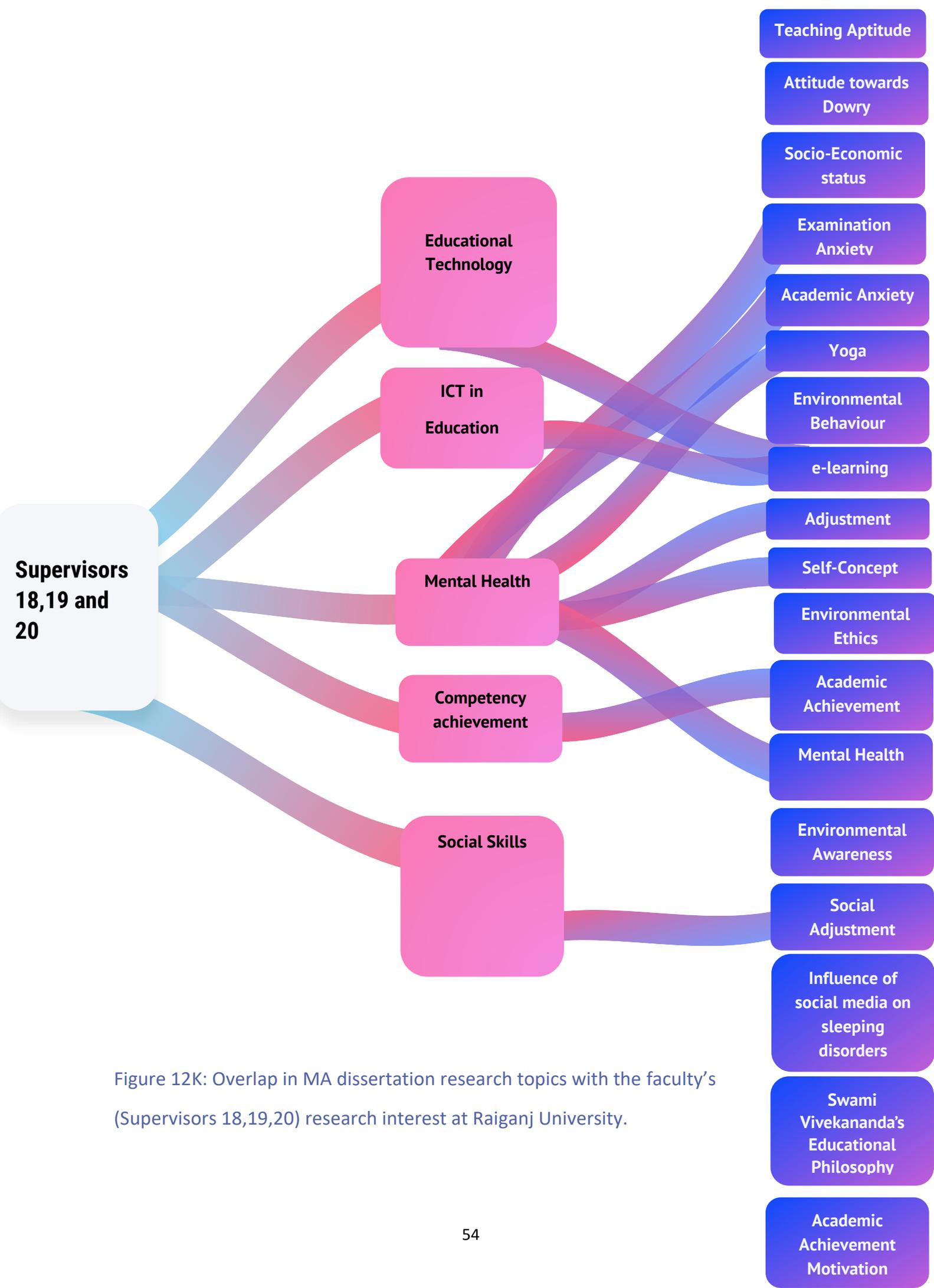


Figure 12K: Overlap in MA dissertation research topics with the faculty's (Supervisors 18,19,20) research interest at Raiganj University.

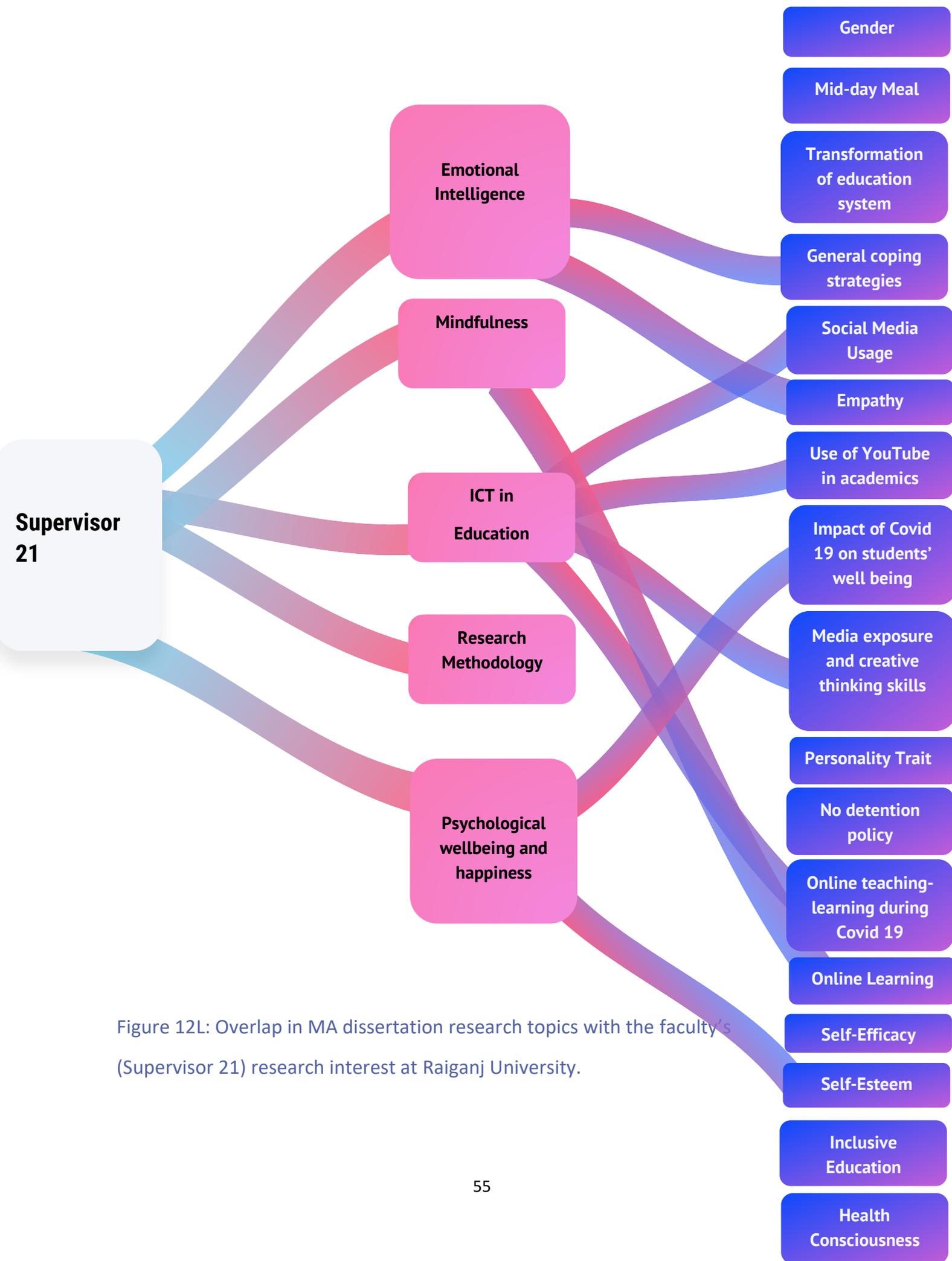


Figure 12L: Overlap in MA dissertation research topics with the faculty's (Supervisor 21) research interest at Raiganj University.

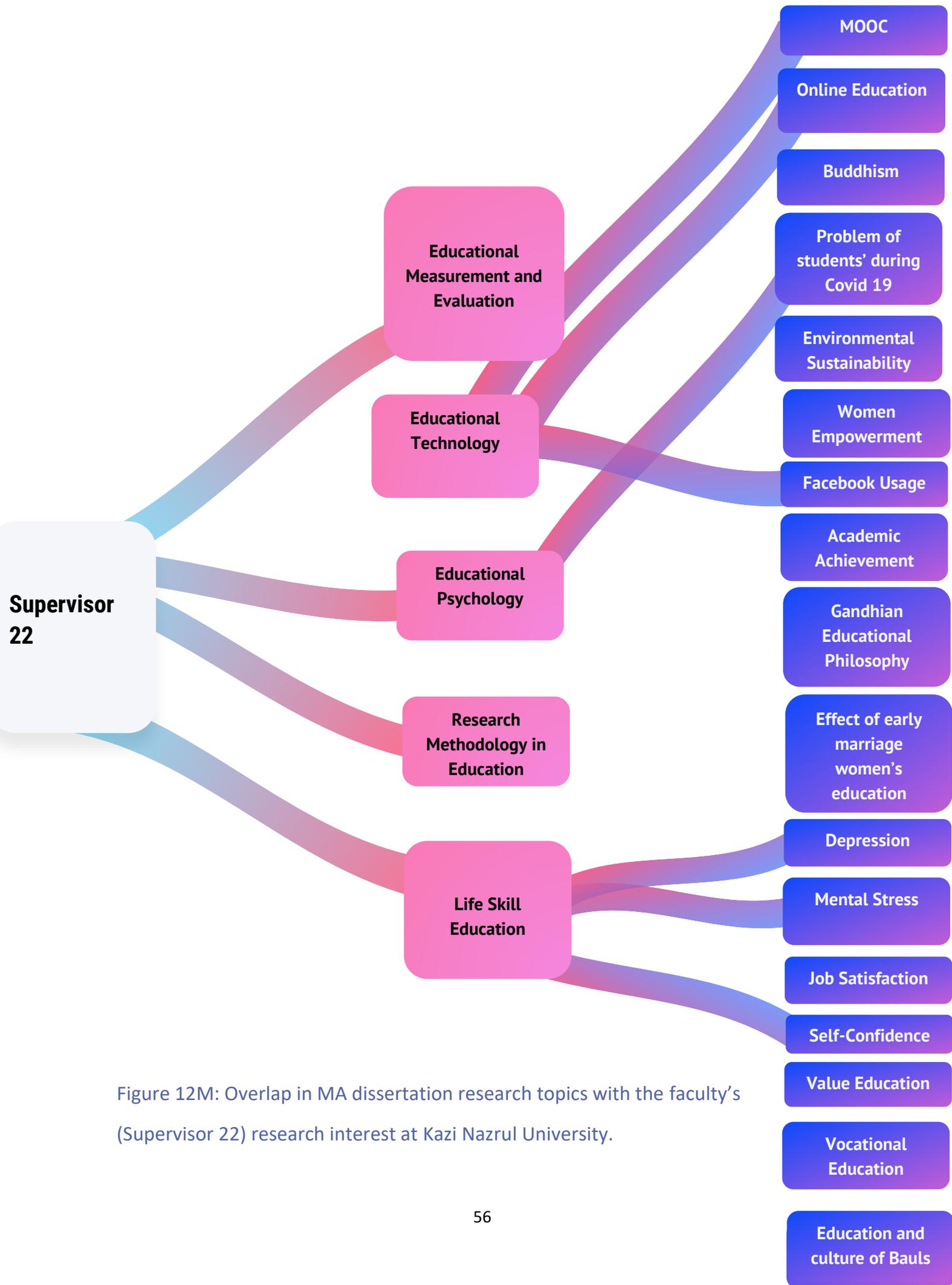


Figure 12M: Overlap in MA dissertation research topics with the faculty's (Supervisor 22) research interest at Kazi Nazrul University.

Chapter 6

Discussion

A large number of MA thesis across years is still very well preserved and maintained at Diamond Harbour Women's University. Jadavpur University has discontinued with a dissertation for the final year of MA and it has been replaced with a theory paper. A shift in trend has been noticed wherein a greater number of Qualitative studies are being carried out since 2021 due to the pandemic which has primarily limited the research theme to "Educational Philosophy".

The number of dissertations accepted and published by the respective universities varied due to several factors, firstly, the number of intake of Postgraduate level students and secondly, in some universities the students are given the option to choose between a theoretical course and a final year dissertation project.

A thorough analysis of the domains of research indicated that 35.42 % of the total research was carried out in the Domain of "Psychology" especially sub-themes like "Emotional Distress" and "Behaviour". A large chunk of the research could be done on this topic due to the availability of questionnaires as well as an easy access to the samples required for the study.

35.61% of the total samples covered consisted of students studying Undergraduate and Postgraduate level courses followed by Secondary school level students (Classes 9 and 10). The least covered sample is community people and it could be because of several reasons, either it could be difficult to convince the general public to be a part of the survey or it could be difficult for students to get a large sample space of the appropriate gender or age, all at one place which is not the case with finding UG and PG students.

69.74% of the studies used "Gender" as an important variable for their research alongwith the other parameters they wanted to study.

21 out of the 23 districts in West Bengal was covered also, 2 of the studies had collected data from Lower Assam. However, the number of samples are higher in the districts in which the respective universities are situated.

A general trend of higher number of Quantitative and Descriptive surveys was noticed where the most common tool of data collection was through questionnaires. Although, Diamond Harbour Women's University had more variation in terms of method of data collection ranging from Case Studies, Demographic sheets and Marks for various subjects.

Overall, there is an overlap of topics at West Bengal, National and International level but certain topics like Factors inducing career advancement, Blended learning, Program effectiveness, Science Instruction etc are not covered in West Bengal.

The topics which need more attention at the moment are "Internet Usage", "Internet Addiction Disorder" given that during the pandemic most of the studying was done online or on devices which have drastically increased the screentime of the students. Several newspaper articles, covering testimonials from teachers and parents, have reported that this increase in screentime might have affected the attention span of the students. Another topic which needs our attention is "Inclusive Education", an obvious digital divide has been very evident during times of crisis.

Few of the suggested topics which can have an immense impact on the education system if proper surveys and studies are done diligently using bottoms up method and then compiling such data to understand the overall trend of the state.

1. Reasons for surge in enrollment of students in private/non-state funded schools- Factors to be considered can be the following:
 - (a) At society level- Peer groups, Social Status, Ability, Gender, proximity, Philosophy of school, Religion, Ethnicity
 - (b) Economic Level- Affordability
 - (c) At school level- Teachers, Quality of Education, Safety, Discipline, Class Size, Language of Instruction
2. Impact of private tutoring on students- Does this affect the quality of education of schools?
3. Infrastructure present in state funded/public schools. (Factors to be considered- Land, Buildings or Classroom size, Teacher: Pupil Ratio, Single sex toilet, other infrastructure that either aid in learning or overall growth)
4. Work environment for teachers.
5. Contractual differences that affect teachers working at public and private schools- Data suggests out of the 30 countries studied, only in 7 countries more teachers are employed fully in private schools whereas in 23 countries more teachers are fully employed in public schools. Status of India, in the mentioned context is unknown.
6. The courses and curriculum designed for higher stages of education (High school and College/University level)- How equipped are they to prepare youth for skilled labour which is crucial in terms of employment?
7. Impact of Covid 19 pandemic on education and its remedies.

So far, for higher education, job satisfaction of teachers has been worked upon however, job burnout is still untouched also other topics which need attention are blended learning and hands-on learning.

5 dissertations have been written in regional language, Bengali, Jadavpur University (3 dissertations) and Diamond Harbour Women's University (2 dissertations) and topics include:

- বিবেকানন্দের নারী শিক্ষা ভাবনা ও তার বর্তমান প্রাসঙ্গিকতা
(“Vivekananda's vision of women's education and its present scenario”)
- রবীন্দ্রনাথের শিক্ষাদর্শন
(“Rabindranath Tagore's vision towards Education”)
- বিশেষ চাহিদা সম্পন্ন শিশুদের আইন সম্পর্কে মাধ্যমিক বিদ্যালয়ের শিক্ষক-শিক্ষিকাদের সচেতনতার একটি সমীক্ষা
(“A study of Madhyamik teachers' knowledge towards rights of children with Special Needs”)
- প্রাচীন ভারতের নারী শিক্ষা-একটি ঐতিহাসিক বিশ্লেষণ
(“A historic analysis of Women's Education in ancient India”)
- বঙ্গীয় নবজাগরণের অগ্রদূত ও সমাজ সংস্কারক শিক্ষা দার্শনিকদের নারীশিক্ষা ভাবনা ও তার বর্তমান প্রাসঙ্গিকতা - একটি ঐতিহাসিক সমীক্ষা
(“A historic survey on the thoughts of the forerunners of Bengali Renaissance and social reformers on Women's Education and its present scenario”)

A general trend of overlap between faculty's research interest and M.A. students' dissertation topics was noticed, however, the overlap was significantly low for Supervisors 4 and 5.

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