

## Allocation of supervisor for doctoral research programmes: Implementation and existing practices

<sup>1</sup> Shivani Diwan, <sup>2</sup> Dr Sambit K Padhi

<sup>1</sup> Senior Research Fellow, Department of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh, India

<sup>2</sup> Assistant-Professor, Department of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh, India

### Abstract

The UGC 2009 Ph.D. regulation has set the minimum standards for admission procedure, allocation of supervisors, eligibility criteria for supervisors, course work duration and minimum number of students admitted to those programmes. The present study is related to evaluation of implementation of University Grants Commission (UGC) regulation [Minimum Standards and Procedure for Awards of M.Phil. /Ph.D. Degree, Regulation 2009] for doctoral (Ph.D.) programmes in various State and Central Universities of Central India in terms of allocation of supervisor. A survey was carried out on a sample of 64 supervisors and 128 research scholars of different Universities of Central India. There is no uniformity in the procedure for allocating a supervisor to a scholar. Different department of Universities follow their own rule for the allocation of supervisor. These rules depend on the situation and condition of course programme of particular departments. Different Universities follow different pattern for allocation of supervisor. The findings have implications for policy makers and educationists for enhancing the quality of research work.

**Keywords:** Minimum Standards and Procedure for Awards of M.Phil. /Ph.D. Degree, Regulation 2009, Doctoral (Ph.D.) programmes, Allocation of Supervisors, Central India, Universities

### Introduction

Quality of supervision and creating a suitable atmosphere for work are crucial to the whole exercise of improving the quality of research. If a student to be selected as a Ph.D. scholar, then he/she will be allocated a supervisor/supervisors who are specialists in research field to ensure that the research scholar receive the expertise and essential support for his/her research work. Getting a good academic understanding between supervisor and doctoral student is an important step as it will shape the doctoral studies. Generally, allocation of supervisor is a matter for individual negotiation between research scholar and supervisor and research scholars are free to choose. The consequences of getting allocation wrong can be de-motivating and affect the entire research work. The Ph.D. student of today is the Ph.D. supervisor of tomorrow. According to Dahiya, (2001) [2], "A poor PhD student will become a poor PhD guide of tomorrow and the product will further become poorest." The role of supervisor is to advice, guide and provide constructive feedback to the research scholars through the processes of choosing a realistic topic, designing a viable project, doing the research and interpreting the finding and writing the thesis/dissertation. As per the University Grants Commission Ph.D. Guidelines, the allocation of supervisor has to be done in formal manner by the department based on interest area of student; specialization of the faculty and in no case is left to the student or teacher to decide on their own.

### Objective of the Study

To study the procedure of allocation of supervisor to doctoral students in universities of central India, operated as per UGC 2009 Ph.D. Regulation.

### Methodology

In order to carry out the study descriptive survey method was used.

Central and State universities of Madhya Pradesh and Chhattisgarh which offers the Doctoral Degree Programmes (Ph.D.) as per UGC 2009 Ph.D. regulation [3] were considered for the present study. Universities were identified from the official website of University Grants Commission (www.ugc.ac.in) [14]. Universities concerned with the professional studies (Medical, Technical, Agriculture, Law, Music, Journalism, Special courses) and Open Universities were not included in this domain of study. Ten State Universities (seven in Madhya Pradesh and three in Chhattisgarh) and three Central Universities (two in Madhya Pradesh and one in Chhattisgarh) were enlisted in preliminary stage.

Out of which four Universities were considered for this study. 128 research scholars and 64 supervisors from these Universities were selected as a sample for study. The name of the Universities, Departments, Research-Scholars and Supervisors are not disclosed in order to maintain the research ethics.

### Delimitations of the Study

- Central and State Universities established in Madhya Pradesh and Chhattisgarh as a part of Central India.
- Research work of the concerned Universities.
- Ph.D. scholars who were enrolled as per UGC regulation from 2009 onwards in Pre Ph.D. course work and supervisors of concerned Universities.
- Allocation of Supervisor as per UGC Ph.D. 2009 Regulation (Minimum Standards and Procedure for Awards of M.Phil. / Ph.D. Degree Regulation).

### Tools

Prior to designing the questionnaire, the Ph.D. norms prescribed by the University Grants Commission (UGC)<sup>3</sup> and Quality norms set by the National Assessment and

Accreditation Council (NAAC) [6] were analyzed. Based on the Parameters suggested by UGC [3] and NAAC [6], different parameters were identified. After that Self-made tools were constructed and used for the study. Questionnaires were developed for the supervisors [namely, Ph.D. Programme Information Questionnaire (PPIQs)] and for the research scholars [namely, Ph.D. Programme Information Questionnaire (PPIQr)].

Semi structured interview schedule had been prepared for the research scholars of the Universities to collect in-depth information's about implementation of UGC 2009 regulations [3] for doctoral (Ph.D.) programmes in various State and Central Universities in terms of allocation of supervisor. Information on the allocation of supervisor was also collected from some other sources such as University Grants Commission (2009) Regulation [3], Research ordinances of the concerned Universities.

**Results and Discussions**

Researcher initially focused on item wise analysis. Simple interpretation for each table was made instead of making complete evaluation. Conclusion was drawn in a collective manner. For the analysis, the data obtained from the research scholars and supervisors of different Universities with the help of questionnaire. There were two items (item number 1 and 2) for criteria allocation of supervisor in the questionnaire for research scholars and three items (item number 03, 04 and 05) for supervisors. Data were also gathered through the semi structured interview schedule from the research scholars to get more detailed information and clarity. Some records were also referred (University Grants Commission Ph.D. Regulation 2009 [3], Universities Ph.D. ordinances, Official records of departments). These tables were prepared after analyzing the content obtained from a close ended and an open ended item asked to supervisors and research scholars. The item wise analyses are presented in following tables:

**Item 01 for Research Scholars and Item 3 for Supervisors - What was the procedure for allotment of supervisor?**

**Table 1:** (Part A) Responses of Research Scholars for Item No. 01

University→ Streams →	Parameters↓ Departments→	CU I				CU II			
		Art/Social Science		Science		Art/Social Science		Science	
		D1	D2	D3	D4	D1	D2	D3	D4
	According to the student specialisation (Post- graduation)	-	01	04	01	-	-	-	-
	According to the interest area of student	-	01	-	07	08	08	07	07
	According to the Lottery Method	04	02	-	-	-	-	-	-
	Department itself decides without involving the student	-	-	03	-	-	-	01	01
	According to the Alphabetical order	04	04	-	-	-	-	-	-
	According to the interest area of guide	-	-	01	-	-	-	-	-
	Total	08	08	08	08	08	08	08	08

**Table 1 (Part B):** Responses of Research Scholars for Item No. 01

University→ Streams →	Parameters↓ Departments→	SU I				SU II				Part A+ Part B	
		Art/Social Science		Science		Art/Social Science		Science		Total	Percentage
		D1	D2	D3	D4	D1	D2	D3	D4		
	According to the student specialisation (Post- graduation)	04	-	04	04	03	-	02	05	24	18.75%
	According to the interest area of student	-	02	04	04	05	03	06	03	73	57.03%
	According to the Lottery Method	-	-	-	-	-	-	-	-	06	4.69
	Department itself decides without involving the student	03	06	-	-	-	05	-	-	16	12.5
	According to the Alphabetical order	-	-	-	-	-	-	-	-	08	6.25
	According to the interest area of guide	01	-	-	-	-	-	-	-	01	0.78
	Total	08	08	08	08	08	08	08	08	128	100%

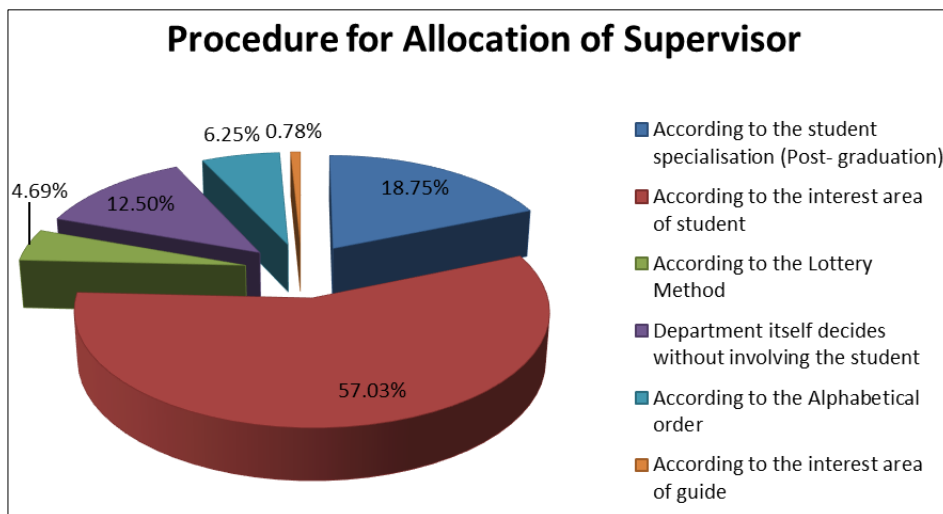


Fig 1: Percentage of Research Scholars Responses Regarding Allocation of Supervisor

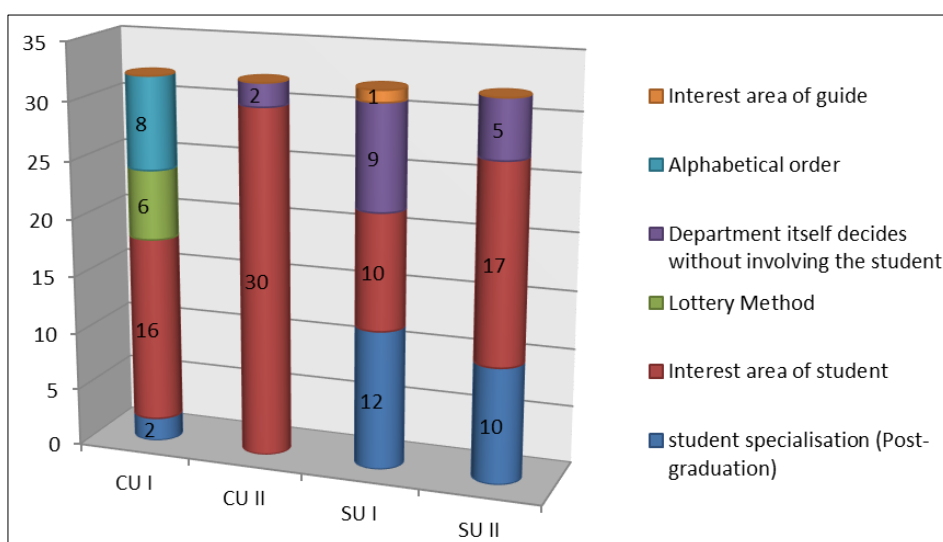


Fig 2: Inter Departmental Variations in Different Universities for Allocation of Supervisor (Research Scholars Responses)

Table 2: (Part A) Responses of Supervisors for Item No. 03

University→ Streams → Parameters↓ Departments→	CU I				CU II			
	Art/Social Science		Science		Art/Social Science		Science	
	D1	D2	D3	D4	D1	D2	D3	D4
According to the student specialization (Post- graduation)	-	02	-	01	-	-	-	-
According to the interest area of student	-	01	03	03	04	03	02	03
According to the Lottery Method	02	-	-	-	-	-	-	-
Department itself decides without involving the student	-	-	-	-	-	-	01	01
According to the Alphabetical Order	02	01	01	-	-	01	01	-
According to the interest area of guide	-	-	-	-	-	-	-	-
Total	04	04	04	04	04	04	04	04

Table 2: (Part B) Responses of Supervisors for Item No. 03

University→ Streams → Parameters↓ Departments→	SU I				SU II				Part A+ Part B	
	Art/Social Science		Science		Art/Social Science		Science		Total	%
	D1	D2	D3	D4	D1	D2	D3	D4		
According to the student specialization (Post- graduation)	-	02	-	01	-	-	-	-	13	20.31%
According to the interest area of student	-	01	03	03	04	03	02	03	32	50%
According to the Lottery Method	02	-	-	-	-	-	-	-	02	3.12 %
Department itself decides without involving the student	-	-	-	-	-	-	01	01	07	10.94%%
According to the Alphabetical Order	02	01	01	-	-	01	01	-	10	15.62%
According to the interest area of guide	-	-	-	-	-	-	-	-	0	0
Total	04	04	04	04	04	04	04	04	64	100%

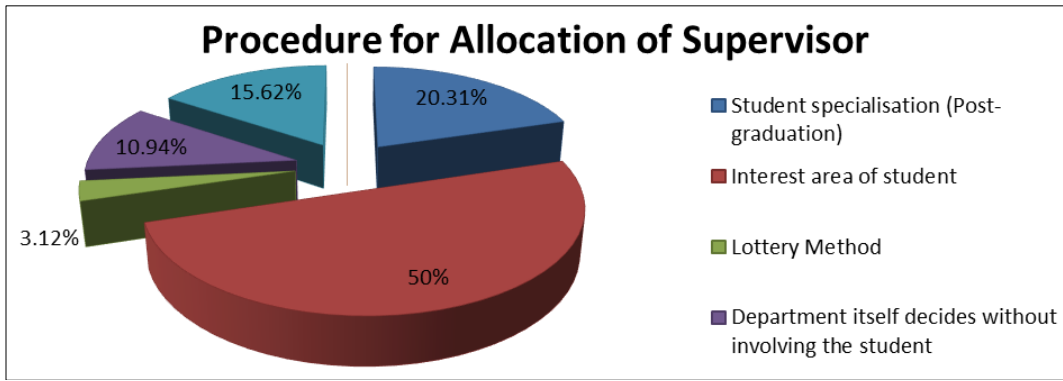


Fig 3: Percentages of Supervisors Responses Regarding Allocation of Supervisor

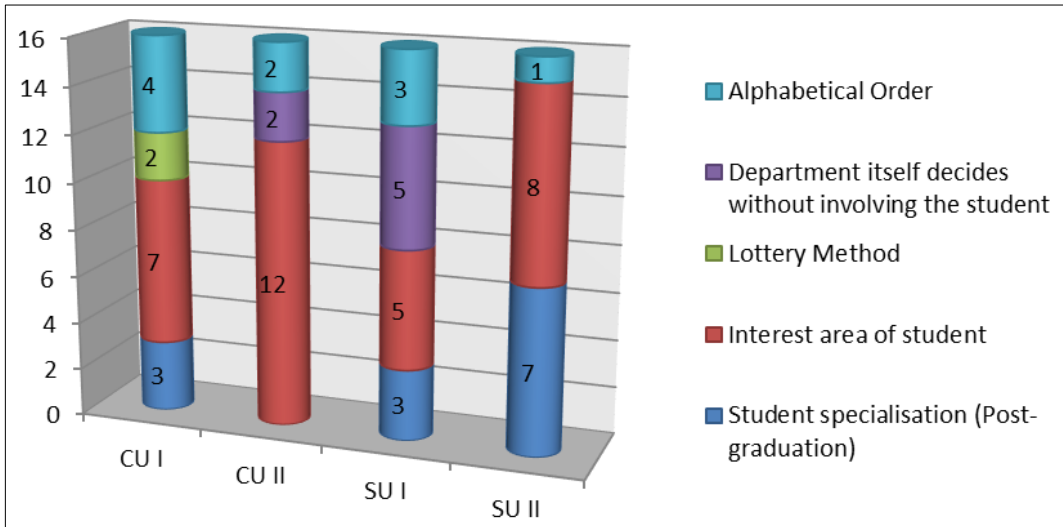


Fig 4: Inter Departmental Variations in Different Universities for Allocation of Supervisor (Supervisor’s Responses)

**Item 2 for Research Scholars and Item 4 for Supervisors –When was the Allocation of supervisor done?**

Table 3: (Part A) Responses of Research Scholars for Item No. 2

Universities	Parameters↓ Departments→	CU I				CU II			
		Art/Social Science		Science		Art/Social Science		Science	
		D1	D2	D3	D4	D1	D2	D3	D4
	During the time of counseling/admission	-	-	-	-	-	-	-	-
	During course work	08	08	08	08	-	-	-	08
	After completion of course work	-	-	-	-	08	08	08	-
	Total	08	08	08	08	08	08	08	08

Table 3: (Part B) Responses of Research Scholars for Item No. 2

Universities	Parameters↓ Departments→	SU I				SU II				Part A + Part B	
		Art/Social Science	Science	Art/Social Science	Science	Art/Social Science	Science	Art/Social Science	Science	Total	%age
		D1	D2	D3	D4	D1	D2	D3	D4		
	During the time of counseling/admission	-	08	-	08	08	08	05	04	41	32.03
	During course work	-	-	-	-	-	-	03	04	47	36.72
	After completion of course work	08	-	08	-	-	-	-	-	40	31.25
	Total	08	08	08	08	08	08	08	08	128	100%

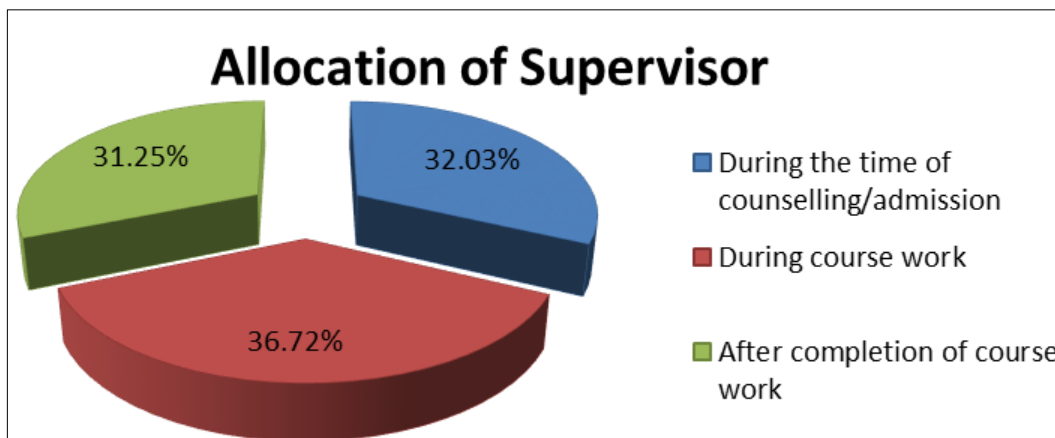


Fig 5: Percentages of Research Scholars Responses Regarding Allocation of Supervisor (for Item 2)

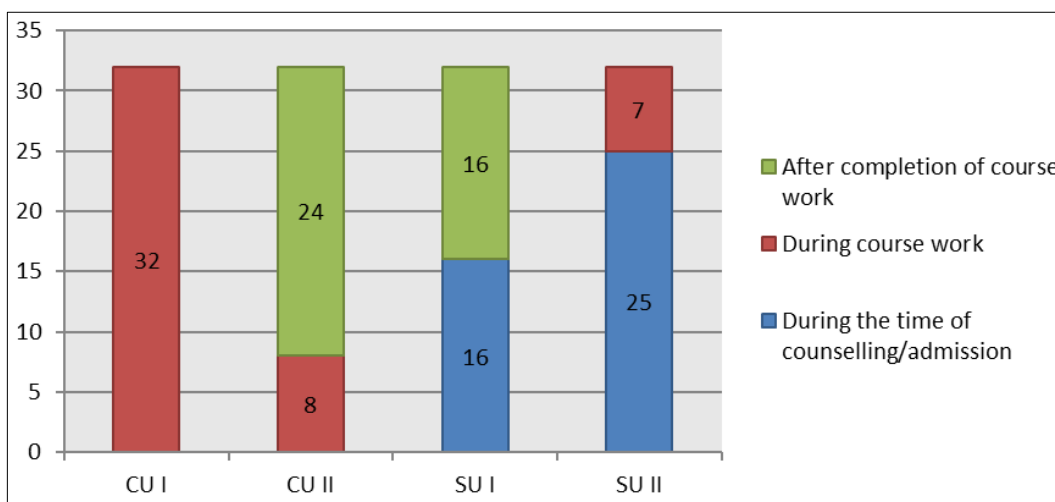


Fig 6: Inter Departmental Variations in Different Universities for Allocation of Supervisor (Research Scholars Responses for Item 2)

Table 4: (Part A) Responses of Supervisors for Item No. 04

Universities	Parameters↓	Departments→	CU I				CU II				
			Art/Social Science		Science		Art/Social Science		Science		
			D1	D2	D3	D4	D1	D2	D3	D4	
		During the time of counseling/admission	-	-	-	-	-	-	-	-	-
		During course work	04	04	04	04	-	-	-	-	04
		After completion of course work	-	-	-	-	04	04	04	-	-
		Total	04	04	04	04	04	04	04	04	04

Table 4: (Part B) Responses of Supervisors for Item No. 04

Universities	Parameters↓	Departments→	SU I				SU II				Total	%age
			Art/Social Science		Science		Art/Social Science		Science			
			D1	D2	D3	D4	D1	D2	D3	D4		
		During the time of counseling/admission	-	04	-	04	04	04	03	03	22	34.37%
		During course work	-	-	-	-	-	-	01	01	22	34.37%
		After completion of course work	04	-	04	-	-	-	-	-	20	31.26%
		Total	04	04	04	04	04	04	04	04	64	100%

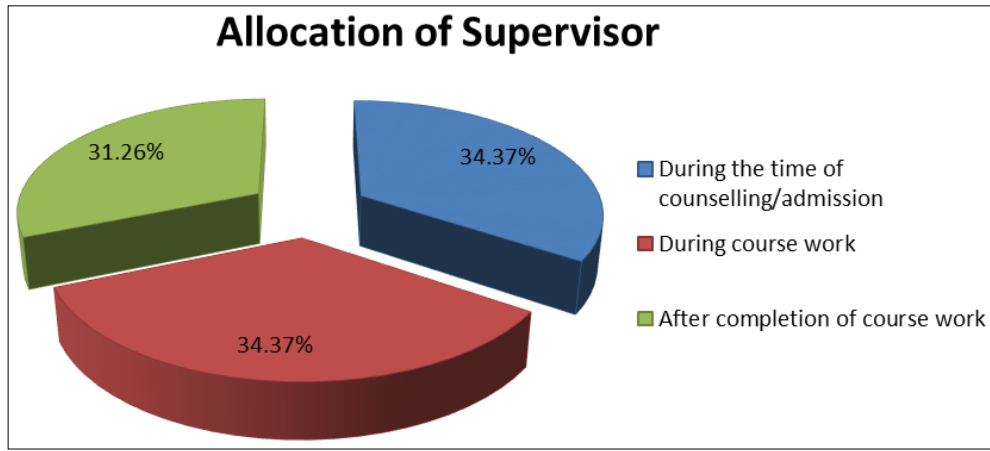


Fig 7: Percentages of Supervisors Responses Regarding Allocation of Supervisor (for item 04)

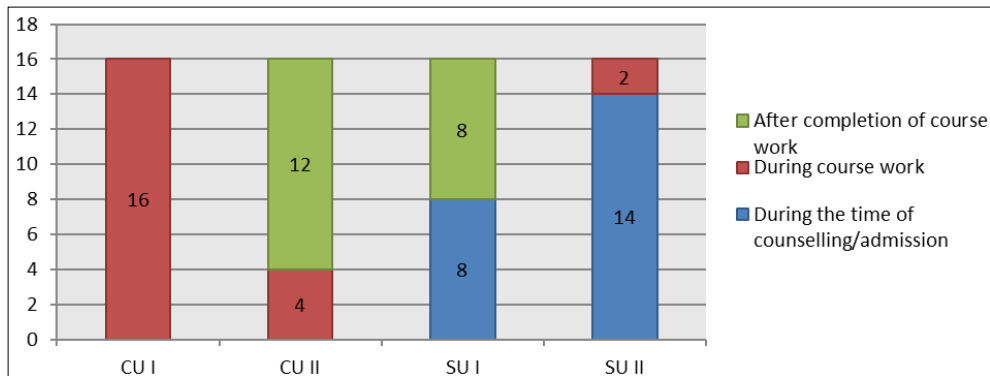


Fig 8: Inter Departmental Variations in Different Universities for Allocation of Supervisor (Supervisors Responses for Item 4)

Item 5 -Do you get the research scholar as per your area of specialization /Interest?

Table 5: Responses of Supervisors for Item No. 5

University →	CU I				CU II				SU I				SU II			
	Art/Social		Science		Art/Social		Science		Art/Social		Science		Art/Social		Science	
Departments →	D1	D2	D3	D4	D1	D2	D3	D4	D1	D2	D3	D4	D1	D2	D3	D4
Number of Respondents →	(04)	(04)	(04)	(04)	(04)	(04)	(04)	(04)	(04)	(04)	(04)	(04)	(04)	(04)	(04)	(04)
Yes	02	02	02	03	02	02	03	02	02	02	01	02	02	01	03	03
No	02	02	02	01	02	02	01	02	02	02	03	02	02	03	01	01
Total (64)	34 respondents or 53.12 % of total – Yes 30 respondents or 46.88 % of total - No															

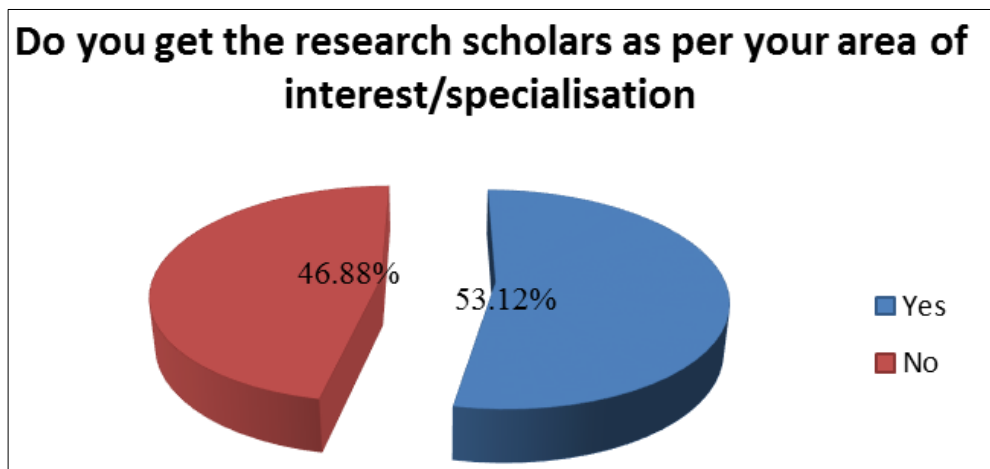


Fig 9: Percentage of Supervisors Responses Regarding Allocation of Supervisor (for item 5)

### **Allocation of Supervisor in UGC Regulation 2009<sup>[3]</sup> and in University Ordinances**

Information on the allocation of supervisor was also collected from other sources such as University Grants Commission (2009) Regulation and Research ordinances of the respective Universities.

#### **University Grants Commission (2009) Regulation<sup>[3]</sup>**

The allocation of supervisor for a selected student shall be decided by the Department in a formal manner depending on the number of student per faculty member, the available specialization among the faculty supervisors, and the research interest of the students as indicated during interview by the student. The allotment/allocation of the supervisor shall not be left to the individual student or the teacher.

#### **Central University One (CU I)**

Supervisor shall mean a member of the academic staff of the university/affiliated institutes/college and approved by the Vice-chancellor on the recommendation of Department of the university/research centre to guide/supervise the research/academic work of the student/candidate. Every admitted student shall be assigned a Research Supervisors by the department, subject to the approval of the Dean. Supervisor can be any full time faculty member of the university/affiliated college with a Ph.D. degree. No person will be normally allowed to guide his close relations. If somebody wants to do so, prior permission of the Council will be necessary. If such permission is granted, the supervisor will not act as one of the examiners, when the thesis is submitted. The Dean may appoint more than one supervisor(s) not exceeding a total of three to supervise the student/candidate. Appointment of any other supervisors would not be made after the lapse of 18 calendar months from the date of initial registration of the student/candidate. However, if appointed, he will be designed as co-supervisor.

#### **Central University Two (CU II)**

Supervisor to guide a student admitted to the Ph.D. Programme (hereafter referred to as research scholar) shall be allocated on the successful completion of the course work by the research scholar. Provided that, if a situation so warrants, the Board of Studies may also recommend the allocation of co-supervisor(s) in any particular case either from within or outside the University.

The supervisor shall be allotted by the Board of Studies of the Department/Centre concerned. The member of the Board of Studies who are not eligible to act as supervisor to guide the Ph.D. research scholars shall be excluded from the meeting of the Board of Studies to be held for allotment of supervisors to research scholars.

While allotting the supervisors, the Board of Studies shall take into consideration the area of interest of the research scholars as indicated during interview and specialization among the faculty supervisors.

The allotment of supervisors should not be left to the individual teachers or research scholars and shall be done by the Board of Studies in a formal manner taking into account of the criteria.

#### **State University One (SU I)**

The DRC will allocate the supervisor, with the mutual consent

of the candidate and the guide, for an eligible candidate depending on the number of student per faculty member, the available specialization among the faculty supervisors and the research interest of the student as indicated during interview by the student.

#### **State University Two (SU II)**

The allocation of supervisor for a selected student shall be decided by the DRC in a formal manner depending on the number of students for supervisor, the available specialization among the supervisors and the research interest of the student as indicated during the interview. The allotment/allocation of supervisors shall not be left to the individual student or supervisor.

#### **Procedure for Allocation of Supervisor**

In this study, 57.03% research scholars and 50% supervisors reported that the allotment of supervisor is done according to UGC regulation means it is based on interest area of research scholars. But remaining 42.97% research scholars and 50% supervisors reported that the interest area of research scholars ignored. These research scholars are little dissatisfied and they are compromising just to complete their Ph.D. The procedure for allotment of supervisor is different in different Universities. University wise, Department wise and Session wise variations are noticed during this study. Different methods opted for allocation of supervisor is –

- According to the interest area of student
- According to the student specialisation (post- graduation)
- According to the Lottery Method
- Department itself decides without involving the students
- According to the alphabetical order
- According to the interest area of guide

#### **According to the Interest Area of Student**

As per UGC guidelines and university ordinances interest area of research scholar needs to be considered during allocation of supervisor. But only 57.03 research scholars and 50% supervisors reported that the universities allot supervisor according to interest area of research scholars. This thing certainly improves efficiency and quality of research but remaining percentage of research scholars were dissatisfied because they did not get opportunity to work on their area of interest. If research scholar is not interested to study a given topic, it will increase stress and negatively affect the quality of research and adjustment to the supervisor too.

Even in the different departments of same University different batches of research scholars reported about the different methods for allocation of supervisor. These methods are not given by the UGC guidelines and not by the University Ordinances. This to be condemned and one uniform unbiased policy to be adopted. Other methods opted by the different departments of Universities are discussed in following paragraphs:

#### **According to the Student Specialization (Post - Graduation)**

18.75% research scholars and 20.31% supervisors reported that some of the departments allot supervisor according to the student specialization (post- graduation). Allocation of supervisor according to student specialization (post-graduation) is acceptable as their field of specialization is

indicating indirectly about their interest to some extent. But sometimes students don't get their choice subject for specialization and that is why it's better to access their current interest. Interview with the research scholars revealed that Ph.D. related to post graduation subject gives smoother course compared to totally unrelated topic.

#### **According to the Lottery Method**

4.69% research scholars and 3.12% supervisors informed that some of the departments allot supervisor according to the lottery method. Departments opted this method to avoid disputes associated with allocation of supervisor and to prove themselves unbiased but researcher found this method is a mockery of established norms where neither research scholar's area of interest nor supervisor's specialization was given any importance. Finally, research scholars and supervisors have to opt what they get. This method should not be used because it is totally luck dependent unfair method that decreases the dignity of research process.

#### **Department Itself Decides Without Involving the Students**

12.5% research scholars and 10.94% supervisors reported that sometimes department itself decides the procedure for allocation of supervisor without involving the research scholars and here none of the research scholar knows what method or criteria used by the department for allocation of supervisor. It is never disclosed to them. In this case research scholars and supervisors accept the decision of authority. Few research scholar reported that they do not have courage to raise voice against this procedure because they are worried about after effects of this retaliation.

#### **According to the Alphabetical Order**

In this method if research scholars name comes early in alphabetic order then he/she will get better opportunity and option to select supervisor and other research scholars even if his/her area of interest matches cannot select same supervisor again and last person in the alphabetic order has to opt what is left from others. There are no choices for him/her. 6.25% research scholars and 15.62% supervisors reported that some departments allot supervisor according to the alphabetical order. One of the research scholar reported during the interview that he/she did not had any option and now he/she is compromising his/her area of interest, way of working and under stress just want to complete his/her Ph.D. This method is totally illogical and irrelevant for allocation of supervisor because neither the research scholar nor the supervisor area of interest taken into the account and ultimately the output of research suffers.

#### **According to the Interest Area of Guide**

One of the research scholar reported that the supervisor selected her for Ph.D. under her/his guidance and here she/he has to compromise her/his research interest because she/he has to select thesis topic according to supervisor's choice. She/he has told during the interview that she/he is mere completing her/his Ph.D. and after completing Ph.D. she/he will do real research.

Some important highlights from UGC regulation 2009 regarding allocation of supervisor are

- To be decided by the department in a formal manner
- Number of students per faculty member

- Specialization of faculty member
- Research interest of the scholar as indicated by the them during interview
- Not to be decided by the individual student or teacher

In Central University One (CU I) ordinance only available information about allocation of supervisor is that "after admission students shall be assigned a research supervisor by the department." Exact procedure for allocation of supervisor is not mentioned in the ordinance and that is why different departments of this university use different procedure as per their ease for allocation of supervisor.

In Central University Two (CU II) ordinance allocation of supervisor is done by a board of studies of the department or centre concerned. Central University Two (CU II) ordinance follows UGC regulation 2009 for allocation of supervisors. Following points are given attention before allocation of supervisors:

- The area of interest of the research scholars as indicated during interview
- Specialization among the faculty supervisors
- Allocation should not be done by individual teachers or research scholars

This discussion clearly shows that there is significant difference for allocation of supervisor in the ordinance of two Central Universities [Central University One (CU I) from Chhattisgarh and Central University Two (CU II) from Madhya Pradesh].

In State University One (SU I) and State University Two (SU II) ordinances allocation of supervisor done as per UGC norm by DRC committee. In State University One following points are given attention before allocation of supervisors:

- The mutual consent of the candidate and the guide
- Number of student per faculty member
- The available specialization among the faculty supervisors
- Research interest of the student as indicated during interview by the student.

In State University two following points are given attention before allocation of supervisors:

- The number of students for supervisor
- The available specialization among the supervisors
- Research interest of the student as indicated during the interview
- The allotment/allocation of supervisors shall not be left to the individual student or supervisor.

The result of this study shows that University ordinances (Except Central University One – CU I) have given importance to UGC regulation but actual truth is different and many aberrations have noticed from established norm. The major reasons behind this aberration are:

- Student-faculty ratio is very less in different Universities
- Even number of eligible supervisors is very less in Universities
- Inexperienced student sometimes fails to indicate his/her area of interest
- Mismatch between interest area of Research Scholar and Supervisor
- Many Universities do not conduct a formal interview in proper manner
- Without following any norm sometimes supervisors themselves select student

To get a compatible research scholar-supervisor combination it is important to give equal importance to research scholar area

of interest and supervisor's specialization. Compatibility between research scholar-supervisor duo in terms of interest area and way of working is most important parameter. It also very important for a research scholar to understand that supervisor has to complete multiple responsibilities in the department and he/she would not be able 24x7. Researcher feel a mutual consent to work together will lead to a quality research work. Different department of Universities follow their own rule for the allocation of supervisor. These rules depend on the situation and condition of course programme of particular departments. Therefore, it is important to have one consensus protocol/procedure for allocation of supervisor. Even the number of eligible faculty members to be raised to attain appropriate research scholar-supervisor ratio. It is difficult for a new inexperienced student to express himself/herself appropriately. Ideally allotment of supervisor should be done early, so they will have more time and idea to get adjusted with the new atmosphere and supervisor.

### Time Frame for Allocation of Supervisor

Based on the research scholar's and supervisor's responses and their opinion in an open ended item, researcher found three parameters regarding time frame for allocation of supervisor. These parameters are:

- During the course work
- During the time of counselling
- After completion of course work

It is evident from the discussion that in different universities no exact time frame is available for allocation of supervisor. 36.72% research scholars and 34.37% supervisors reported that the allotment of supervisor is done during the course work, 32.03% research scholars and 34.37% supervisors reported that the allotment of supervisor is done during the time of counseling and remaining 31.25% research scholars and 31.26% supervisors reported that the allotment of supervisor is done after completion of course work. Even inter departmental variation exists in different Universities. Only Central University Two (CU II) has mentioned that allocation process to be done after completion of course work. No other University has given any idea in this regard in their ordinances. UGC regulation 2009 tells on the basis of what, all criteria the allocation of supervisor is to be done but does not mention when this is to be done. Ideally time of allocation does not significantly affect the ultimately outcome of a research work. If supervisor and research scholar dyad is appropriate, compatible, logical combination with considering their interest then the final result will be a good quality research work irrespective of the time of allotment. If the combination of research scholar-supervisor is inappropriate, then it will lead to a struggle and stress for research scholar as well as for supervisor. Interview with the research scholars and their opinion on questionnaire revealed three types of parameters in which during course work allocation is most appropriate for them.

The parameters obtained from research scholars and supervisors are:

### During Course Work

Interview with the research scholars and their opinion on questionnaire revealed that this is the best time for allocation of supervisor as the research scholar and supervisor have enough time to get acquainted with each other's way of

working. It is appropriate time, where adjustment, replacement or changes if at all required is possible.

### During the Time of Counseling

Interview with the research scholars and their opinion on questionnaire revealed that it is early to allocate supervisor to a new student who is unable to express his/her view or showing interest in one particular area. Even at this time they are unable to judge compatibility with supervisor. Ideally this is too early allotment, may not give an appropriate combination of research scholar and supervisor, so it is better to avoid this early allocation.

### After Completion of Course Work

This period is bit late for allocation of supervisor because reversibility is less possible at this time. At this time research scholar had already spent six months in course work. This is too late allotment.

### Supervisor's area of Interest/Specialization

Data revealed that only in 50% cases supervisor's area of interest/specialization has been given importance and accordingly research scholars allotted to them. Remaining 50% reported that they did not get research scholars as per their area of interest/specialization. Interview with the research scholars revealed that the first 50% cases where supervisor specialization has been given importance is a group of more satisfied people than the remaining 50% where specialization has not been given any importance.

In a study by Pathania and Pathak (2014) <sup>[11]</sup>, it was stated that "Research scholar has to present research proposal in front of the Board of experts. Now, how can the Board of experts expect a new, inexperienced student in this line to present a perfect proposal, when the fact is that, even with the help and guidance of highly knowledgeable, experienced supervisors to assist, proposals have been rejected vehemently." This statement indicating that immediate allotment is wrong for inexperienced student and matches with the finding of this study.

In a study entitled "A model for the supervisor-doctoral student relationship" by Mainhard, Rijst, Tartwijk and Wubbels, (2009) <sup>[5]</sup> stated that the supervisor-doctoral student interpersonal relationship is important for the success of Ph.D. This finding matches with the finding of this study.

Ives and Rowley (2005) <sup>[4]</sup> studied about the allocation of supervisors to students and continuity of supervision in relation to student's progress and satisfaction with supervision. The study revealed that the students' who felt involved in supervisor selection, whose topics were matched with their supervisor's expertise and who developed good interpersonal working relationships with supervisors were more likely to make good progress and be satisfied. This finding matches with the finding of this study.

Agrawal and Agrawal (2013) <sup>[1]</sup> in their article "Concerns of Quality Research in Higher Education" mentioned that UGC regulation 2009 has given direction for selection of research oriented students. In this process, most of the time students are not able to get the supervisor of their own choice and vice-versa. A quality research can be produced when there is a combination of research oriented supervisor and dedicated research scholar.

It is not possible to opt UGC Regulation 2009 <sup>[3]</sup> completely

for allocation of supervisor because of some practical difficulty. This fact is evident from the finding that all State and Central Universities concerned with this study selected criteria as per their convenience and ease. Like any other human being Supervisor's interest may vary with time and it is particularly not possible for him/her to focus only on his/her area of specialization always. This is also in accordance with the findings of Palshikar (2010) <sup>[10]</sup>. He stated in his article that "the new UGC policy 2009 <sup>[3]</sup> regarding allocation of supervisor wrongly delinks the research work of the guide and her/his decision to guide those associated with that research. The rules, in fact, say that allocation of candidates (to guide) shall not be left to the individual guides/candidates. This means allocation will be made on the basis of formal criteria of a guide's declared area of specialization and the candidates stated area of research. Anyone with a cursory understanding of the process of research will know that agreeing to supervise a researcher and agreeing on a topic for research are necessarily complex processes resulting from serious intellectual negotiations. It is ridiculous to say that a supervisor specializes in some field/thought and so any candidate wishing to do research in the broad area of that field/thought can be assigned to that supervisor. Even in some Universities aspiring candidates simply take a look at the CV of the supervisors and come already with proposal that would fit in the research areas of more than one supervisor."

### Conclusion

There is no uniformity in the procedure for allocating a supervisor to a scholar. Different department of Universities follow their own rule for the allocation of supervisor. These rules depend on the situation and condition of course programme of particular departments. Different Universities follow different pattern for allocation of supervisor. It is very necessary that UGC and Universities make some fundamental changes in procedure of allocating a supervisor to scholar. Allocation of supervisor is one of the important procedures in Ph.D.'s because the supervisor guides the scholars regarding all aspects of the Ph.D. study. It is important to remember that supervisor is a guide, not an instructor. They will help the scholar to think things through for himself/herself. They may also challenge the scholars at times, questioning their ideas and thinking. It is important to have one consensus protocol/procedure for allocation of supervisor. It is also very important that the research scholar understand supervisor's way of working and that he or she understands scholar's way of working. This type of allocation can be considered as a good allocation. It is possible only when there is an equal importance to research scholar area of interest and supervisor's specialization.

### Suggestions

- Most of the supervisors are very busy people, who will have a range of duties and responsibilities other than supervising a research scholar. One cannot expect a supervisor to be available 24x7. Different supervisors have different styles of supervision and it can take time to adapt to a particular supervisor's style and way of working, and to develop a working relationship that is acceptable to both. It is very important that the research scholar understand supervisor's way of working and that he or she understands scholar's way of working. This type of allocation can be

considered as a good allocation. It is possible only when there is an equal importance to research scholar area of interest and supervisor's specialization.

- It is important to have one consensus protocol/procedure for allocation of supervisor. Even number of eligible faculty members to be raised to attain appropriate research scholar-supervisor ratio.
- It is difficult for a new inexperienced student to express himself/herself appropriately. Ideally allotment of supervisor should be done early (during course work), so they will have more time and idea to get adjusted with the new atmosphere and supervisor.
- It is very essential that UGC makes stepwise uniform directives for allocation of supervisor in which UGC clarifies everything related to allocation of supervisor such as exact procedure for allocation, time frame for allocation. Terms and conditions for allocation need to be reframed and exact guidelines are needed in University ordinances. So, that the student will be better prepared.
- Conduct National level test to select the research guides. Only teachers with good academic track record and public reputation need be permitted to guide (Vijaykumar, 2003) <sup>[13]</sup>.

### References

1. Agrawal R, Agrawal R. Concerns for Quality Research in Higher Education. University News. 2013; 51(38):07-09.
2. Dahiya LN. Quality of doctoral research in India: Some monitoring and controlling issues. University News. 2001; 39(45):12-17.
3. University Grants Commission (UGC) GR. Minimum standards & procedure for the awards of M.Phil./Ph.D. Degree regulation. New Delhi: The Gazette of India. 2009; 3(4):4049-4056. Retrieved on January 31, 2014 from: <http://www.ugc.ac.in/oldpdf/regulations/mphilphdclarification.f>
4. Ives G, Rowley G. Supervisor selection or allocation and continuity of supervision: Ph.D. students' progress and outcomes. Studies in Higher Education, Retrieved on, from (Retrieved confirm - Taylor and Francis). 2005; 30(5):535-555.
5. Mainhard T, Rijst RV, Tartwijk JV, Wubbles T. A model for the supervisor-doctoral student relationship. Higher Education. 2009; 58(3-2):359-372. Retrieved on April 21, 2016 from: <http://link.springer.com/article/10.1007/s10734-009-9199-8>
6. Manual for Universities. Guidelines for assessment and accreditation. NAAC Retrieved On March 12, 2014 from <http://www.dbrau.ac.in/naac/>
7. Ordinance No. 45 for Doctor of Philosophy. Pandit Ravishankar Shukla University, Raipur. Retrieved on April 13, 2014 from [http://www.prsu.ac.in/Admin\\_1/Upload\\_Data/Data/1875.pdf](http://www.prsu.ac.in/Admin_1/Upload_Data/Data/1875.pdf)
8. Ordinance No. 18 for Doctor of Philosophy. Guidelines for Ph.D. Devi Ahilya University, Indore. Retrieved on January 11, 2014 from [http://www.dauniv.ac.in/rules/DAVV Ordinance%2018.pdf](http://www.dauniv.ac.in/rules/DAVV%20Ordinance%2018.pdf)
9. Ordinance. for Admission, Examination and Evaluation for the award of Doctor of Philosophy. Guidelines for Ph.D. Dr. Harisingh Gour University, Sagar. 21(A).
10. Palshikar S. Quality in Higher Education: Complex Issues, Superficial Solutions. Economic and Political Weekly.

- 2010; 45(20):29-32. Retrieved from <http://www.jstor.org/stable/27807021>
11. Pathania KS, Pathak A. Reforms in Ph.D. research work: The new dimensions in higher education. University News. 2014; 52(08):7-11.
  12. Regulation for the Admission, Evaluation and Award of Degree of Doctor of Philosophy. Guru Ghasidas Vishwavidyalaya, Bilaspur. Retrieved on October 1, 2013 from [http://www.ggu.ac.in/download/ Ordinance/Ph.D. % 20ordinance01.10.13.pdf](http://www.ggu.ac.in/download/Ordinance/Ph.D.%20ordinance01.10.13.pdf)
  13. Vijaykumar B. Regeneration of Quality Research in Higher Education: Ways Ahead. University News. 2003; 41(41):03-07.
  14. [www.ugc.ac.in](http://www.ugc.ac.in)