Inspiring a Culture of Appreciation of High-Performing Faculty Members and Research Scholars

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Abstract

The government of India has established 23 Indian Institutes of Technology, 30 National Institutes of Technology, and a large number of Central Universities and offered academic, administrative, and financial autonomy to all these institutes of national importance. Even though institutes are performing extremely well, from time to time many suicide research scholars are reported. Further, there is discrimination against the faculty members. The objectives of this study are to assess workplace discrimination in higher education institutes. Two parts of research have been undertaken. 82 middle-level faculty members have been chosen and a questionnaire consisting of ten questions was administered and the feedback was received. Using the Likert's four-point scale the feedback was analyzed. Four types of relationships between the faculty members and the heads of departments were identified, viz, maximum appreciation, tolerable relationships, mild friction, substantial friction, and total friction with the heads of the department The growth of the institute depends on excellent relationships with the chairperson, building trust, sharing the resources, and sharing the project gains. In the second part of the research, 41 research scholars were included. A questionnaire consisting of 20 items was included for their feedback that consisted of five points of the Likert scale. 5 types of relationships were identified based on the feedback, viz, smooth relationships, acceptable relationships, tolerable relationships, mild friction, and total friction. The supervisors/guides need to be trained in maintaining excellent relationships with the research scholars so that there will not be any suicide due to friction between the guide and the research scholars. The institutes have to establish a psychiatric unit to assist both the faculty members and the research scholars and discrimination has to be eliminated in all academic institutions

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1. Introduction

After 1950, the Government of India established many autonomous engineering institutes so that the Board of Governors could make fast and high-level independent decisions for developing new graduate, postgraduate, and doctoral programs. These institutes can also offer diverse global faculty development programs under various ministries and International Development Agencies (IDAs) and undertake sponsored research and executive development projects for companies with the approval of the Board of Governors. Academic autonomy is followed by administrative and financial autonomy. There is much support to all autonomous institutions through grants-in-aid from the Ministry of Education. Further, all autonomous institutes are to be encouraged to make radical decisions. Since 2020, the Ministry of Education has approved the establishment of overseas campuses by these autonomous institutes. All India Council for Technical Education (AICTE) also approves radical and innovative postgraduate and doctoral programs. Further, these institutes are expected to innovate in planning advanced postgraduate programs to meet global challenges. In this autonomous administration, all heads of institutions have to recruit outstanding faculty members using delegation and improved resources. AICTE started approving a far-reaching vision of developing interdisciplinary programs in cutting-edge technologies and offering industry-ready graduates and researchers. Most of these heads of institutions have to invest in the needed expertise in developing world-class programs to offer solutions to various government departments, large-scale companies, Micro small medium enterprises (MSMEs,) and multinational companies (MNCs) and establish multidisciplinary research programs by getting grants from various national councils and commissions. A few dynamic heads of the institutes started using their discretions and created a set of world-class research teams scaffolded them with many financial advantages and moved to radical growth. They discouraged discriminating against the outstanding faculty members by advising the experts to select the best faculty members, sanctioning better pay through advanced increments in the prescribed pay scale, granting leave to prosecute many advanced courses, and permitting them to join international programs under bilateral agreements routing applications through the heads of institutions. They also selected many senior faculty members as emeritus professors for one to three years. They focused on their advanced knowledge and interest in challenging projects. These methods not only encouraged the growth of the outstanding faculty members but also the growth of the institute, creating human and knowledge capital. Many research guides encouraged their research scholars due to a better understanding of research problems, following the advances in new technologies, and incorporating the suggestions offered by global experts. Most of the doctoral committees suggested reviewing the progress continuously. Some scholars took more interest in the research project to look for new methods. All these development processes are to be implemented to encourage the researchers and faculty members. Conflicts between the supervisors and the research scholars are to be resolved amicably and quickly. This research centers around identifying needed soft solutions for improving performance and eliminating conflicts and discrimination between faculty members and research scholars

2. Literature Survey

Nishitha Pandey (2013)[1] reported that seventy-seven students died by suicide in higher education institutions (HEI) in India between 2019 and 2023 and the largest chunk of deaths came from Indian Institutes of Technology (IIT) based on the information communicated by the education ministry in Rajya Sabha. Further, 33979 students dropped out of higher education institutes. Sachin Kumar a 31-year-old Ph.D. scholar from West Bengal of Mechanical Engineering, IIT Madras, died by suicide on November 28, 2023[2]. Based on his suicide note, IIT constituted an inquiry committee that established that his death was due to harassment by his guide, and the guide was suspended by the Institute authorities. In another case, a Ph.D. student at Rajasthan Central University died by suicide. A Dalit Ph.D. scholar died in the Indian Institute of Science, Bangalore. Park, Kim, Salazer, and Eagan (2022)[3] have found that students who interacted more frequently with faculty also were more frequently exposed to racial discrimination from faculty because of race/ethnicity, which negatively affected their Grade Point Average (GPA). According to them, Black STEM students of the USA with higher interaction were likely to experience racial discrimination from professors, and student-faculty interactions only had a significant positive college effect on the Grade Point Average (GPA) for White students.

According to Daniel Ortiz [4] workplace harassment is unwelcome conduct that creates an intimidating, hostile, or offensive work environment. This may include verbal or physical abuse, sexual harassment, or discrimination based on race, gender, religion, age, or disability from heads of the institute, heads of department, or research supervisors and guides. Such a behavior disrupts the work environment and can lead to severe consequences for the victims. Harassment incidents are mostly underreported. Camara Jones (2016)[5] stated that the Research in Medical Education (RIME) Program Planning Committee is committed to advancing scholarship and promoting dialogue about the critical issues of racism and bias in health professional education (HPE). This committee strongly believes that dismantling racism is critical to the future of HPE. Dramatic racial and ethnic health disparities persist in the United States, people of color remain deeply underrepresented in medical school and academic health systems as faculty, learning experiences across the medical education continuum are fraught with bias, and current approaches to teaching perpetuate stereotypes and insufficiently challenge structural inequalities. Neeraja B Peterson (2004) [6] focused on the faculty's self-reported experience with racial and ethnic discrimination in medicine. According to Neeraja, many minority faculty report experiencing racial/ethnic bias in academics and have lower career satisfaction than other faculty. Despite this, minority faculty who reported experiencing racial/ethnic discrimination achieved academic productivity similar to that of other faculty. Dr. Kishore [7] stated that 30 suicides by medical students were reported in India between 2016 March and 2019 March due to depression.

Many toxic heads of autonomous institutes usually discriminate against high-performing faculty members (HPFM) due to their fear that HPFMs may replace them or file writ petitions through affidavits in the High Courts to expose their corrupt practices, faulty decisions, and discriminations (Thanikachalam, 2021)[8][9]. They normally refuse to nominate the HPFMs for international conferences, reduce their pay scales, transfer them without any reason, will not include them in the legitimate pension scheme, obstruct their selection to higher academic cadres, will not share the project gains, not forwarding the curriculum vitae (CV) to external recruitment organizations, and not approving them to take leave at their

credit for undergoing any advanced courses in an international university. These affect the health of the HPFMs through high blood pressure, type II diabetes, and loose concentration in multidisciplinary research projects. Many may resign and join other national institutions or overseas universities. Ultimately the institute loses its reputation and may not implement outstanding interdisciplinary postgraduate and doctoral programs or plan consultancy projects under International Development Agencies (IDAs). In this 21st century, we need high-performing faculty members with achievement motivation to develop graduates with needed attributes. Hence, we have to find solutions to stop discrimination against high-performing faculty members and research scholars. Even though this discrimination is prevalent throughout the world, only a few advanced countries alone focused on and enacted suitable laws to stop discrimination.

Smita Nanda (2019) researched the caste-based oppression in India in an environment seemingly hostile to its presence: a nation that has long been labeled the 'world's largest democracy', a progressive and protective constitution, a system of laws designed to describe and punish acts of discrimination based on caste; broad-based programs of affirmative action that include constitutionally mandated reservations or quotas for Dalits, a plethora of caste-conscious measures designed to ensure the economic upliftment of Dalits and others; and an aggressive economic liberalization campaign to fuel India's economic growth. She argued that human rights actors must be scrutinized for paying insufficient attention to dismantling of caste-based hierarchical mindset. She concluded that the human rights movement can galvanize a project of social transformation so long as it does not restrict itself to the constraints of the legal and moral regime in which this struggle now lives. The Seattle City Council (2013) passed a first-of-its-kind ordinance prohibiting discrimination based on caste in employment, housing, and public accommodation. Under the ordinance, Seattle businesses are prohibited from discriminating based on caste concerning hiring, tenure, promotion, workplace conditions, or wages. The ordinance also bans discrimination based on caste in places of public accommodation or housing. Advocates for the prohibition of caste discrimination have been urging the Equal Employment Opportunity Commission (EEOC) and courts to add caste discrimination as a protected characteristic under federal law. The California Department of Fair Employment and Housing (DFEH) sued the employer when the case was brought by a California tech employee alleging his employer paid him less and marginalized him because of his caste. Ancestry and race discrimination violates California's Fair Employment and Housing Act (CFEH Act). The Seattle ordinance provides an explicit cause of action for such cases.

2.1. Impacts of Workplace Discrimination on Organizational Performance

According to 99 Papers.Com discrimination leads to disparities and reinforces them, which can negatively influence an organization's performance by decreasing commitment, increasing turnover, and lowering faculty morale. Briyan Gentry (2023)[10] stated that according to a study by the University of South Carolina sociologist managers who discriminate may cause all of their employees to become less productive at work. Simpson and Nicholas Heiserman found that everyone with a discriminatory manager put less effort than those who believed the manager had no preference. Simpson stated that effort dropped most among those who were discriminated against, likely due to psychological stress imposed by biased treatment. Matthew Kearney, et al. (2021)[11] studied health outcomes associated with work- or school-based discrimination and concluded a continuum of negative outcomes on employee health and well-being associated with perceived discrimination and chronic exclusion in the workplace. They suggested that organizations should promote

inclusion as a component of workplace wellness interventions. After Wall Street firms repeatedly had to pay millions of dollars to settle discrimination lawsuits, companies started to increase diversity.

2.2. Laws of the United States of America

Laws enforced by the Equal Employment Opportunity Commission (EEOC) make it illegal to discriminate based on specific criteria identified as EEO-protected categories of discrimination. These are as follows: Race, Color, Sex-Based Discrimination (including sexual harassment, sexual orientation, and gender identity), Religion, National Origin, Age (40 or older), Disability (physical or mental), Pregnancy, Genetic Information, and Reprisal/Retaliation.

Alternative options of redress if the issue does not fall under Title VII or Title V Criteria: DOI Office of Collaborative Action and Dispute Resolution (CADR)/CORE PLUS, Employee Assistance Program, Merit Systems Protection Board (MSPB), Federal Labor Relations Authority (FLRA), Office of Special Counsel (OSC), DOI Office of the Inspector General (OIG), and Departmental Ethics Office. The Civil Rights Act of 1964 is the landmark legislation prohibiting discrimination in several areas including housing, employment, and education. The sections of the Act relating to education are Title IV, which authorizes the Attorney General to address certain protection violations based on race, color, national origin, sex, and religion in public schools, and institutions of higher education; Title VI, prohibiting discrimination by recipients of federal funds based on race, color, and national origin; Title IX, permitting the United States to intervene in pending suits alleging discrimination. Additionally, the Equal Education Opportunities Act of 1974 prohibits among other conduct, deliberate segregation based on race, color, and national origin.

2.3. Encouraging and Appreciating Better Performance[12]

Appreciation in higher education institutes improves faculty engagement in interdisciplinary research. Boosts research, consultancy, publication, and high return on investments. Strengthens institute culture. Helps to retain outstanding faculty members. Impacts recognition. The heads of departments have to listen to the problems faced by the faculty members and resolve the problems like shortage of tools and equipment. They should encourage the faculty to focus on the research and appreciate the outcomes.

2.4. Types of Faculty Recognition [3][13][14][15][16][8][17]

- Provide resources for undertaking research work
- Sanction funds for paper presentations in various national and international conferences
- Recognize the best performance in offering cutting-edge and high-quality courses
- Share the project gains with the faculty members as per the norms and standards
- Encourage to get internships at global universities
- Sanction sabbatical leave to undergo advanced courses in a foreign university
- Provide leave at credit to pursue advanced courses under global universities
- Encourage to prepare outstanding technical and financial proposals for bidding on global projects under international

development agencies

3. Statement of The Problem

Identify the ways of appreciating the high-performing faculty members and research scholars in higher education, the impact on them, and the radical gain of knowledge capital in India. Further, it is focused on implementable solutions to create high-performing faculty members and research scholars.

3.1. Types of Discrimination[18][19][20]

1. Not sanctioning due leave to undergo a training course in a foreign university even though the faculty member has been selected based on merit.
2. Not sanctioning advance increments based on the highest qualification and experience
3. Not offering promotion based on outstanding performance and many years of service.
4. Not nominating for a bilateral program based on the best qualifications and experiences
5. Denying approval to undertake any foreign consultancy projects under an International Development Agency (IDA)
6. Denying the due share on the project gains
7. Not approving the well-planned interdisciplinary postgraduate programs
8. Not approving to present research papers at an international conference when you received needed travel grants
9. Not appreciating the faculty who receives awards for the best textbooks
10. Compelled to offload the won consultancy projects under an IDA

4. Research Objectives

1. Identify the discriminations against high-performing faculty members by a chief executive officer/ senior faculty members and toxic leaders.
2. Identify the continuous discrimination of doctoral students in higher education institutes.
3. Suggest remedial measures to control discrimination by toxic leaders.

4.1. Research Methodology

The research methodology is based on the social science approach suggested by Dr. Guba of Indiana University and Lincoln. Y.S. (1994) [21].

Getting feedback from 82 faculty members and 67 research scholars face to face situation on the prevalence of discrimination in engineering institutions and analyzing them for discrimination.

4.2. Population

Senior faculty members in the Assistant Professor cadre who have completed their Ph.D. in part-time or full-time in various higher education institutes in and around Chennai Metropolitan City. Research scholars who are working for their Ph.D. degrees in various higher education institutes in Tamil Nadu State.

4.3. Sample

57 Male and 25 female faculty members who completed their Ph.D. in engineering, applied science, management, applied mathematics, and computer science and engineering participated in this research. All of them have tenured posts and an average experience of 8 years. 41 Research scholars [(23) male and 18 female research scholars)] participated in this research. All of the research scholars completed 2 years of research work, passed the prescribed coursework, and completed the research proposal. All of them are under research based assistantships.The doctoral committee has also approved their research proposal. Full-time research scholars were receiving full stipends and contingency funds.

4.4. Analysis of Feedback from the Faculty Members (Refer to Annexure)

Table A1 gives the feedback from the Faculty Members that is presented in the Annexure.

Remarks: None of the items received over 61%. Most of the issues received around 40% score. The institutes need strategic planning, supportive leadership with integrity, focused equity, and ethics. Many institutes have not invested in needed faculty development.

4.4.1. Tolerable Relationships

Appreciation for the awards received for a published textbook

Mild Friction in the Relationships

1. Getting advanced increments based on the qualifications and experiences
2. Permission granted to use the leave at credit to undergo a training program in a foreign university.

Substantial Friction: in the Relationship

1. Promotion based on the best performance and the length of service
2. Nomination to foreign universities based on the best performance and application through the proper channel
3. Offering due shares in the project gains as per the norms
4. Approval to implement an interdisciplinary postgraduate program
5. Approval to participate in an international conference when the faculty was selected and offered a travel grant

Total Friction in the Relationship

1. Permission to undertake a foreign consultancy project under an IDA when the project has been approved

2. Compelling to give up a project under an IDA

Remedial Measures to Resolve the Problems that Cause Substantial Frictions

Table 1. *Causes of friction and suggested remedial measures*

Sl. No.	Causes	Suggested Remedial Measures
1	Promotions are not based on best performance and length of service	The university should develop a policy based on excellence.
2	Nominations to foreign universities are not based on best performances even though applications are routed through the proper channel	Detailed policy guidelines are there for nominating a faculty member in a foreign university.
3	Not distributing due shares of project gains as per the norms	Flawless policy and accounting procedures should be there for sharing the project gains among the institution and other project personnel.
4	Not approving to implement an interdisciplinary-postgraduate programs	The university should have an in-depth analysis of the needs of interdisciplinary postgraduate programs and their possible impact on human and knowledge capital. University should discuss the annual plans, funding agencies, and problem areas for implementation.
5	Not approving to participate in an international conference when the faculty was selected and offered a travel grant	Again, the university can't make limited decisions on nominating qualified faculty members in an international conference.

Possible Impacts due to deviations and not following vigorous steps in the above five issues:

- Best faculty members will be frustrated
- Return on investments will be reduced
- The growth of the university will be retarded
- The reputation of the university will be diminished
- Ultimately these impacts on the regional competition

4.5. Feedback From Research Scholars

Table A2. (Refer to Annexure)

4.5.1. Smooth Relationships

1. Constitution of Doctoral Committee
2. Prescription of Coursework
3. Design of Research Work
4. Conduct of Qualifying Examinations
5. Funds allocated for fabricating the Experimental Setup

4.5.2. Acceptable Relationships

1. Checking the Draft Research Papers Before Publication
2. Conduct of Public Viva-Voce

4.5.3. Tolerable Relationships

1. Correcting the thesis based on the comments of the examiners
2. Guidance for Literature Survey
3. Excellence in Mentoring
4. Assistance Provided for Presenting the Outcome at the Public viva-voce
5. Planning the Research Work Based on the Objectives

4.5.4. Mild Friction in Relationships

1. Appreciation of Guide at Every Stage
2. The Guide was helpful at all stages
3. Guidance Offered During Experimental Research Work
4. Preparation of Synopsis as per the Norms
5. Preparation of Thesis as per the Norms
6. Timely Completion of Research Work
7. Guide never discriminated

4.5.5. Total Friction: NIL

Interpretation of the feedback of the research scholars: Smooth relationships are due to well planning the research theme, providing due counseling on the work to be accomplished, and funds allotted for the fabrication of the research setup. Acceptable relationships are due to careful editing of the research papers and planning the public viva voce.

4.6. Impact of Discriminations Against High-Performing Faculty Members

1. Losing interest in undertaking high-quality research and consultancy projects
2. Losing interest in planning interdisciplinary postgraduate programs
3. Losing interest in presenting research papers at international conferences
4. Losing interest in planning diverse global faculty development programs
5. Losing good health and becoming diabetic
6. Not having control over blood pressure
7. Becoming too tired to physically perform
8. Loss in interpersonal relationships
9. Losing achievement motivation
10. Higher turnover of well-performing faculty members
11. Losing credibility for quality improvement
12. Too many gaps in academic performance

4.6.1. Suicide Prevention of Research Scholars in Indian Higher Education[1][2]

Try to identify the researchers at risk who are not in a position to complete their planned research fabrication, conduct research, analyze the results, interpret the outcome, and publish their major papers. Try to counsel, coach, and mentor them. Suggest motivational enhancement components to promote self-efficacy in suicide prevention. Consult the supervisor and arrange additional courses needed to improve the cognitive skills. If required redesign the objectives of research. Appreciate the efforts taken. Provide short-term leave to reduce stress. Provide stipends and contingencies regularly.

4.6.2. Process of Building Trust and Appreciation[3][14][15][16]

Appreciate the faculty members for their successful completion of outstanding consultancy projects under an international development agency, research publications in international journals, winning global awards for their contributions to knowledge capital and textbooks, design and drawing manuals, executive development projects, establishing an interdisciplinary research center, and implementing interdisciplinary and multidisciplinary postgraduate and doctoral programs. Also, scaffold new faculty members in these activities. Truly share the project gains earned by completing consultancy projects with them.

Eliminate all discriminations which will affect the growth of the human resources. Develop in-house faculty development programs around successful projects, innovative courses, and continuing education projects. Develop new industry-specific graduate and postgraduate programs based on emerging technologies. Build industrial collaborations for undertaking sponsored research and development programs.

Conduct faculty development programs on Counselling, Coaching, and Mentoring. Facilitate interpersonal relationships in the department. Train the faculty in mentoring the research scholars. Discuss the impact of discrimination at laboratories and workshops. Provide funds for contingencies for research projects as per the norms. Provide hostel facilities for the part-time research scholars when they come to the institute for coursework, synopsis preparation, thesis preparation, and participation in the public viva voce.

4.6.3. Identify Faculty Members Who Suffer from Various Psychological Disorders[15][16]

Many midlevel faculty members suffer from mental depression, anxiety, fear of losing credibility, and negative professional outcomes. They have to compete to get promotions, research funding, and professional awards. Many face fear of "publish or perish". Some suffer from bipolar disorders. The institute has to arrange early diagnosis and treatment. They are involved in many conflicts with their research scholars. The research scholars plan their research but may face many problems in completing experimental research and publication of research papers. All these undiagnosed problems go beyond the solutions and cause many disasters. Many middle-level faculty members suffer from bipolar disorder which causes intense mood swings. It's also called manic depression. It is also a chronic disorder that causes intense shifts in mood, energy levels, and behavior. Right treatment and guidance are required to overcome depression.

4.6.4. Identify at-risk students

Get feedback from the research scholars about their performances, difficulties faced, desired assistance from the research supervisor, and observations from peer groups. These will reveal at-risk students. Provide psychological counseling. Provide mentoring and encourage them to continue the research work. Appreciate their work and if needed provide suggestions to improve their performance.

5. Discussion

All the faculty members want to reach excellence in their field of research, wish to get due recognition and plan to publish their best articles in many international conferences or journals. Encourage them. If they are criticized for some shortcomings, they lose their balance. They need rewards for excellence in their achievement.

A similar approach has to be followed in resolving the problems of research scholars. There will not be any suicide. Every human being looks for an encouraging academic environment. They need mentors who can suggest to solve the problems. The negative attitude will destroy the planned development. We need saints in education. All types of discrimination have to be stopped. Emotional intelligence has to be improved in the academic workplace [22].

6. Conclusion

Starting a large number of national institutes with all types of autonomy may not yield planned outcomes and human and knowledge capital. These institutes have to be well managed with an adequate appreciation for the accomplishment of the performance of the faculty members and budding research scholars. Both faculty members and research scholars face a lot of problems and bottlenecks in their academic workplace.

Major discriminations against the faculty members center around denying leave at credit to undertake research studies, not permitting them to bid for global projects, constraining their selection for higher grades, not sharing the project gains in an externally funded project, stopping them in participating in an international conference, and not nominating them when they are selected for a global training program. Many research scholars were discriminated against from completing the research work, not providing the contingencies, and not publishing their research works.

The following are remedial works: Newly recruited and middle-level faculty members need counseling, coaching, and mentoring to improve their academic performances. The shortage of resources is to be addressed. The interpersonal relationships are to be improved. Workplace discrimination impacts the growth of knowledge and human capital. There should be sufficient legal methods to resolve the discrimination. The culture of recognition needs to be improved.

Research scholars need continuous encouragement at every stage of research work. Low interpersonal relationships are to be changed. Extreme steps taken by the most sensitive research scholars shall bring down the reputation of the institution. It is better to assess at-risk students and they need to be counseled and mentored. All types of psychological

disorders are to be diagnosed and resolved. It is essential to maintain a good appreciation for the high performance of the faculty members and the research scholars.

6.1. Limitation of This Study

This study centers around 82 young and middle-level faculty members and 41 research scholars. All data were obtained from autonomous institutes in the southern region of India. The culture, norms, and standards of performance vary from region to region. These are the limitations of this research work.

6.2. Suggestion For Further Study

It is suggested to design this study in various regions of higher education with a larger sample of faculty members and research scholars. Such an approach will yield more balanced outcomes.

Annexure

Questions to the Faculty Members: The faculty members were guided to give feedback on the discriminations using the Likert's four-point scale. [Always: 4 points, frequently: 3 points, sometimes: 2 points, rarely: 1 point]

1. Whether you have been granted leave at credit to undergo a training course at a foreign university?
2. You have been offered advance increments based on your qualifications and experiences?
3. Whether you have been offered a promotion based on your best performance?
4. Whether you have been nominated for a foreign fellowship under a bilateral agreement?
5. Whether your proposal to undertake any consultancy project under an International Development Agency (IDA) has been approved?
6. You have been offered your due share in the project gain as per the norms.
7. Whether your proposal to offer any interdisciplinary postgraduate program has been approved?
8. Whether you have been approved to participate in any international conference when you have been selected by an IDA with a travel grant?
9. Whether the CEO appreciate when you were offered a reward for your best textbook?
10. You have been compelled to give up any project won under an IDA?

Table A1. *Analysis of Feedback from the Faculty Members*

Factor	Always (4)	Frequently (3)	Sometimes (2)	Rarely (1)	Average Score in %
1. Permission granted to use the leave at credit to undergo training in a foreign university	11x4= 44	13x3= 39	27x2= 54	31x1= 31	168/(4x82) = 0.5122 = 51.22%
2. Granting advanced increments based on the qualifications and years of experience	14x4= 56	17x3= 51	24x2= 48	27x1= 27	[180/(4x82)] x 100 = 54.88%
3. Promotion based on the best performance and length of experience	9x4=36	15x3=45	20x2=40	38x1=38	[159/(4x82)] x 100 = 48.48%
4. Nomination to foreign universities based on the best performance and applying through the institute	8x4=32	14x3=42	23x2=46	37x1=37	47.87%
5. Permitted to undertake foreign consultancy projects under an IDA when the project has been approved	4x4=16	9x3=27	18x2=36	51x1=51	39.63%
6. Offering the due shares in the project gains as per the norms	7x4=14	18x3=51	26x2=52	31x1=31	45.12%
7. Approval to implement an interdisciplinary postgraduate program	5x4=20	9x3=27	21x2=42	47x1=47	44.45%
8. Approval to participate in an international conference when a faculty was selected and granted travel funds by an IDA	8x4=32	9x3=27	11x2=22	54x1=54	41.16%
9. Appreciation for receiving an award for a book published	15x4=60	21x3=63	28x2=56	18x1=18	60.06%
10. Compelling to give up a project under an IDA	3x4=12	8x3=24	13x2=26	58x1=58	36.59%

Classification of Relationships

Above 80%	Above 70% but below 79%	Above 60% but below 69%	Above 50% but below 59%	Below 49%	Below 40%
Smooth Relationship	Acceptable Relationships	Tolerable Relationships	Mild Friction	Substantial Friction	TOTAL FRICTION

The Highest Score: Appreciation for Receiving an award for a book published 60.06%

Scores above 50%:

Permission granted to use the leave at credit to undergo training under a foreign university= 51.22%;

Granting advanced increments based on the qualification and experiences=54.88%

The Lowest Score: Compelling to give up a project under an IDA= 36.59%

Rank order:

TOLERABLE RELATIONSHIP

1. Appreciation for receiving an award for a book published: 60.06%

MILD FRICTION

2. Getting advanced increments based on qualification and experience=54.88%

3. Permission granted to use the leave at credit to undergo training under a foreign university=51.22%

SUBSTANTIAL FRICTION

4. Promotion based on the best performance and the length of service=48.48%

5. Nomination to foreign universities based on the best performances and applying proper channel= 47.87%

6. Offering due shares in the project gains as per the norms= 45.12%

7. Approval to implement an interdisciplinary postgraduate program= 44.45%

8. Approval to participate in an international conference when a faculty was selected and offered a travel grant by an IDA= 41.16%

TOTAL FRICTION

9. Permitted to undertake foreign consultancy projects under an IDA when the project has been approved= 39.63%

10. Compelling to give up a project under an IDA= 35.59%

Questions to the Research Scholars: The scholars were guided to offer their experiences using the Likert's four-point scale. [Excellent: 5 points; Very good: 4 points: Good: 3 points; Fair: 2 points, Poor: 1 point]

1. The research work was well-designed to meet the objectives of the research

2. The Doctoral Committee was constituted as per the University Rules

3. Coursework was carefully prescribed by the doctoral committee

4. Examinations were conducted as per the University Regulations and checked by the doctoral committee

5. Guidelines were offered to design the research work and scrutinized by the doctoral committee

6. Guidelines were given to conduct a literature survey by the guide

7. Sufficient funds were available to fabricate the test setup

8. Guidelines were given to conduct research work

9. Draft papers were checked and edited by the guide

10. The research work was completed well in time.

11. The synopsis was prepared as per the norms

12. The thesis was prepared as per the norms of the university

13. The guide was very helpful at all stages

14. He displayed good coaching throughout the project

15. He assisted me in correcting the thesis based on the comments of the external examiner

16. His mentoring was excellent

17. He appreciated my work at every stage

18. He guided me to present the thesis, and findings, and answer the questions raised by the examiners.

19. He conducted the public viva as per the norms

20. There is no discrimination against me.

Table A2. *Analysis of Feedback from the Research Scholars*

Issue	Excellent (5)	Very good (4)	Good (3)	Fair (2)	Poor (1)	Average Score (%)
1. Planning the Research work based on the Objectives	7	8	8	15	3	60.48
2. Constitution of Doctoral Committee	32	3	2	1	3	89.27
3. Prescription of coursework	31	4	1	3	2	88.78
4. Conduct of Examinations	29	5	3	1	3	87.32
5. Design of Research work	19	7	6	11	17	87.80
6. Guidance for Literature Survey	12	10	6	4	9	65.85
7. Funds for Fabrication of Experimental Setup	18	7	5	4	25	80.98
8. Guidelines Offered for Experimental Research Work	11	4	8	5	13	57.56
9. Checking the draft research papers	9	12	14	9	8	78.54
10. Timely Completion of Research Work	7	5	9	9	11	56.10
11. Preparation of Synopsis as per the norms	9	7	5	9	11	57.07
12. Preparation of the Thesis as per the Norms of the University	5	11	8	7	10	57.07
13. The guide was helpful at all stages	11	8	7	6	9	60.98
14. Guide mentored at all Stages	9	7	6	8	11	57.56
15. Correcting the Thesis based on the Comments of the Examiners	16	7	5	4	9	68.29
16. Mentoring was excellent	13	8	7	8	5	64.39
17. Appreciation by the guide at every stage	9	4	11	9	8	58.54
18. Assistance provided by the guide to present the thesis in a public viva voce	14	5	4	6	12	61.46
19. Conduct of Public Viva-voce is as per the norms	21	6	4	6	4	76.59
20. Guide never discriminated	4	7	9	10	11	50.73

Table A3. Rank Order of the Feedback and Classification of Relationships

Above 80%	Above 70%, but below 80%	Above 60%, but below 70%	Above 50%, but below 60%	Below 49%
Smooth Relationship (SR)	Acceptable Relationship (AR)	Tolerable Relationship (TR)	Mild Friction (MF)	Total friction (TF)

SMOOTH RELATIONSHIP

1. Constitution of Doctoral Committee: 89.27%

2. Prescription of Coursework: 88.78%

3. Design of Research work: 87.80%

4. Conduct of Qualifying Examinations: 87.32%

5. Funds for Faricating the Experimental Setup: 80.98%

ACCEPTABLE RELATIONSHIP

6. Checking the draft Research Papers: 78.54%
7. Conduct of Public Viva-Voce: 76.59%

TOLERABLE RELATIONSHIP

8. Correcting the thesis based on the comments of the examiners: 68.29%
9. Guidance for literature survey: 65.85%
10. Mentoring was excellent: 64.39%
11. Assistance Provided for presenting the outcome at the public Viva-Voce: 61.46%
12. Planning the Research Work Based on the Objectives: 60.48%

MILD FRICTION

13. Appreciation of Guide at Every Stage: 58.54%
14. The Guide was helpful at all stages: 57.56%
15. Guidance Offered During Experimental Research Work: 57.56%
16. Guide Mentored at All Stages: 57.56%
17. Preparation of Synopsis as per the Norms: 57.07%
18. Preparation of Thesis as per the Norms: 57.07%
19. Timely Completion of Research Work: 56.10%
20. Guide Never DiscriminatedL 50.73%

TOTAL FRICTION: NIL

Inference

Smooth Relationship is the starting point. The research scholars are very much interested in undertaking good research projects which will lead them to a high professional cadre. The preliminary works do create a very effective academic program. Mild friction is due to not achieving the predetermined progress. The research scholars have to put up more energy and focus on overcoming the bottlenecks. They reach tolerable relationships. By the time they complete all the work, they reach acceptable relationships. When they are not able to complete complex tasks, sometimes the relationships are broken down. This should be avoided. They need counseling, coaching, and mentoring.

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