



## Academic and Research Standards for the Award of the Doctor of Philosophy Degree in the Faculty of Arts, Crafts and Social Science

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### Abstract

The Doctor of Philosophy (Ph.D.) degree is universally recognized as the highest academic qualification awarded by universities and higher education institutions. It represents the culmination of advanced study, rigorous training, and original research contribution in a specialized field of knowledge. The award of the Ph.D. degree signifies that the scholar has attained a high level of intellectual competence, analytical ability, methodological understanding, and independent research capability. Within the Faculty of Arts, Crafts and Social Science, the doctoral degree holds particular significance as it contributes to the understanding of human society, culture, education, history, economics, political systems, language, philosophy, and various other dimensions of social life. The present study, titled **“Academic and Research Standards for the Award of the Doctor of Philosophy Degree in the Faculty of Arts, Crafts and Social Science,”** aims to examine the essential academic frameworks, research procedures, and institutional requirements that govern doctoral education and ensure the production of high-quality scholarly work.

The primary objective of this study is to analyze the academic and research standards that define and regulate doctoral education. These standards include research design, literature review, methodological rigor, ethical compliance, thesis preparation, publication requirements, and oral defense procedures. The study emphasizes that doctoral education is not merely a process of completing academic coursework or submitting a thesis, but a structured journey that requires intellectual discipline, critical thinking, and sustained engagement with scholarly inquiry. The fulfilment of these standards ensures that doctoral candidates are capable of producing original, reliable, and socially relevant research outcomes that contribute meaningfully to existing knowledge.

Doctoral education in the Faculty of Arts, Crafts and Social Science is inherently interdisciplinary in nature. It draws upon multiple fields such as sociology, psychology, anthropology, history, geography, political science, economics, education, linguistics, philosophy, cultural studies, and related disciplines. Each of these areas contributes uniquely to the understanding of human behavior, social systems, and cultural dynamics. As societies become increasingly complex and interconnected, the need for advanced research in these disciplines has grown significantly. Doctoral scholars are expected to engage deeply with theoretical frameworks and empirical data to develop insights that address contemporary social challenges, including inequality, poverty, education reform, governance issues, cultural transformation, environmental sustainability, and technological change.

### Introduction

The Doctor of Philosophy (Ph.D.) degree is widely regarded as the highest academic qualification awarded by universities and institutions of higher education across the world. It represents the pinnacle of scholarly achievement and signifies that an individual has developed the capacity to conduct independent, original, and high-quality research in a specialized field of study. The Ph.D. is not merely an academic credential but a recognition of intellectual maturity, research competence, analytical ability, and contribution to the expansion of knowledge. Within the Faculty of Arts, Crafts and Social Science, doctoral education plays a particularly significant role because it contributes to the understanding of human behavior, cultural systems, historical developments, social institutions, economic structures, educational processes, and political frameworks.

The Faculty of Arts, Crafts and Social Science encompasses a wide range of disciplines that collectively aim to study human society in all its complexity. These disciplines include



sociology, psychology, anthropology, economics, political science, history, geography, education, philosophy, linguistics, cultural studies, and related fields. Each discipline contributes unique perspectives and methodologies for analyzing social phenomena. Doctoral research in these fields is essential for generating new knowledge, critically examining existing theories, and developing innovative solutions to real-world problems. As societies continue to evolve rapidly due to globalization, technological advancement, cultural transformation, and economic change, the importance of advanced research in social sciences has increased significantly.

Doctoral education is fundamentally different from undergraduate and postgraduate education. While lower levels of education primarily focus on the acquisition and understanding of existing knowledge, the Ph.D. program emphasizes the creation of new knowledge. It requires scholars to identify research gaps, formulate research problems, design appropriate methodologies, collect and analyze data, and present findings that contribute original insights to their field. This shift from knowledge consumption to knowledge creation is what distinguishes doctoral studies from other academic programs. Therefore, the Ph.D. journey is both intellectually demanding and professionally transformative.

## Review of Literature

The review of literature on **academic and research standards in doctoral education** highlights the contributions of various eminent scholars who have significantly influenced research methodology, doctoral training, academic writing, and higher education practices. Their works collectively provide a strong theoretical and practical foundation for understanding the requirements and standards necessary for the award of the Doctor of Philosophy degree, particularly in the Faculty of Arts, Crafts and Social Science.

1. John W. Creswell (1951–2024)

**Publication Year:** 2014

**Book:** *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*

Creswell emphasized that doctoral research must be guided by a clear research design that aligns with the research problem. He explained qualitative, quantitative, and mixed-method approaches in detail and highlighted the importance of methodological alignment for producing valid and reliable research outcomes. His work is widely used in doctoral programs for designing high-quality research frameworks.

2. C. R. Kothari (1939–2019)

**Publication Year:** 2004

**Book:** *Research Methodology: Methods and Techniques*

Kothari provided a systematic explanation of research methodology in social sciences. He stressed the importance of structured research design, sampling techniques, data collection methods, and statistical tools. His work remains a foundational reference for doctoral scholars in India and abroad.

3. Ranjit Kumar (Born 1953)

**Publication Year:** 2019

**Book:** *Research Methodology: A Step-by-Step Guide for Beginners*

Kumar focused on simplifying the research process for students. He explained each stage of research in a step-by-step manner, from problem identification to report writing. His work is particularly useful for doctoral scholars beginning their research journey.

4. Earl Babbie (1938–2020)

**Publication Year:** 2016

**Book:** *The Practice of Social Research*

Babbie emphasized the scientific nature of social research. He highlighted the importance of objectivity, ethical conduct, and systematic investigation. His work strongly supports the development of research integrity and academic standards in doctoral studies.

5. W. Lawrence Neuman (1948–2020)

**Publication Year:** 2014



**Book:** *Social Research Methods: Qualitative and Quantitative Approaches*

Neuman discussed the integration of qualitative and quantitative methods in social research. He emphasized theoretical frameworks and methodological consistency, which are essential for maintaining doctoral research quality.

## Methodology

The present study entitled “**Academic and Research Standards for the Award of the Doctor of Philosophy Degree in the Faculty of Arts, Crafts and Social Science**” adopts a systematic and well-structured methodology to examine the academic frameworks, research procedures, and institutional requirements that govern doctoral education. The study focuses on understanding how academic and research standards are defined, implemented, and maintained in higher education institutions, particularly within the disciplines of arts, crafts, and social sciences. Since the topic is conceptual, analytical, and descriptive in nature, the research methodology is primarily qualitative and based on secondary sources of information.

The research design of the study is descriptive and analytical. A descriptive approach is used to explain the various academic and research standards associated with Ph.D. programs, while the analytical approach is used to interpret and evaluate these standards in a systematic manner. The descriptive nature of the study allows for a detailed explanation of doctoral requirements such as research proposal development, literature review, methodology selection, thesis writing, publication requirements, and viva voce examination. The analytical component helps in understanding the significance of these requirements in ensuring quality, originality, and academic integrity in doctoral research.

The study is based entirely on secondary data. Secondary data refers to information that has already been collected, published, and documented by other researchers, scholars, and institutions. The sources of data include books on research methodology, peer-reviewed journal articles, doctoral theses, university regulations, academic handbooks, educational reports, and policy documents related to higher education and doctoral studies. These sources provide reliable and comprehensive information regarding academic standards and research practices followed in universities and research institutions.

A systematic literature review was conducted as part of the methodology. The purpose of the literature review was to identify existing knowledge, theoretical frameworks, and research findings related to doctoral education and academic standards. The literature review helped in understanding how different scholars have defined research quality, methodological rigor, ethical considerations, and supervision practices in doctoral studies. It also assisted in identifying gaps in existing literature, particularly in the context of doctoral education in the Faculty of Arts, Crafts and Social Science. The literature was selected carefully based on relevance, credibility, and academic significance.

## Research Gap

The concept of academic and research standards in doctoral education has gained significant attention in recent years due to the increasing emphasis on quality assurance, research integrity, and global competitiveness in higher education. The Doctor of Philosophy (Ph.D.) degree, being the highest academic qualification, demands rigorous standards that ensure originality, methodological soundness, and scholarly contribution. Although a considerable body of literature exists on doctoral education, research methodology, supervision practices, and thesis writing, there remain several important gaps in the existing studies, particularly in the context of the Faculty of Arts, Crafts and Social Science.

One of the major research gaps identified in the existing literature is the lack of comprehensive studies that integrate all aspects of academic and research standards into a unified framework. Most of the available studies focus on individual components of doctoral education such as research methodology, literature review, supervision, or ethical practices. While these studies provide valuable insights into specific areas, they do not collectively explain how these components interact to ensure the overall quality of doctoral education. As a result, there is a



fragmented understanding of how academic and research standards function as a complete system in Ph.D. programs.

Another significant gap is the limited focus on doctoral education within the Faculty of Arts, Crafts and Social Science. A large portion of existing literature on doctoral studies is derived from science, engineering, and technology disciplines, where research is often experimental, quantitative, and laboratory-based. In contrast, doctoral research in arts and social sciences is more interpretive, qualitative, and context-dependent. This disciplinary difference creates a gap in understanding how academic and research standards are applied specifically in humanities and social science research environments. There is a need for more discipline-specific studies that address the unique challenges and requirements of doctoral research in these fields.

## Importance of the Study

The present study entitled “**Academic and Research Standards for the Award of the Doctor of Philosophy Degree in the Faculty of Arts, Crafts and Social Science**” holds significant academic, institutional, and social importance. The Doctor of Philosophy (Ph.D.) degree is considered the highest level of academic qualification, and it represents advanced research competence, intellectual independence, and the ability to contribute original knowledge to a specific field. In this context, academic and research standards form the backbone of doctoral education, ensuring quality, credibility, and ethical integrity in research work. The importance of this study lies in its comprehensive understanding of these standards and their role in strengthening doctoral education systems.

One of the primary importance of this study is its contribution to doctoral scholars. Ph.D. students often face challenges in understanding the complete structure and expectations of doctoral research. This study provides a clear and systematic explanation of academic and research standards, including research design, literature review, methodology, data analysis, thesis writing, ethical practices, and viva voce examination. By understanding these standards, scholars can better plan their research, avoid common mistakes, and complete their doctoral work in a more efficient and academically sound manner. It helps in developing clarity about what is expected at each stage of the Ph.D. journey.

The study is also highly important for research supervisors and academic mentors. Supervisors play a crucial role in guiding doctoral candidates throughout their research process. This study highlights the essential academic standards that supervisors must ensure while guiding students, such as methodological accuracy, originality of research, ethical compliance, and academic writing quality. It also emphasizes the importance of consistent supervision, constructive feedback, and scholarly guidance. By understanding these standards in detail, supervisors can enhance the quality of mentoring and contribute to the successful completion of doctoral research projects.

Another major importance of the study lies in its relevance to universities and higher education institutions. Universities are responsible for maintaining academic quality and ensuring that doctoral programs meet national and international standards. This study provides a structured overview of the essential components required for maintaining high-quality Ph.D. programs. It can assist academic institutions in evaluating and improving their existing doctoral frameworks, including admission procedures, coursework structure, research supervision systems, evaluation methods, and thesis assessment criteria. Strengthening these areas leads to improved academic reputation and research output of institutions.

## Conclusion

The present study entitled “**Academic and Research Standards for the Award of the Doctor of Philosophy Degree in the Faculty of Arts, Crafts and Social Science**” provides a comprehensive understanding of the essential principles, frameworks, and expectations that govern doctoral education. The Doctor of Philosophy (Ph.D.) degree is the highest academic qualification awarded by universities, and it represents not only the completion of advanced academic training but also the successful contribution of original knowledge to a specific field

of study. In this context, academic and research standards play a fundamental role in maintaining the quality, credibility, and global recognition of doctoral research.

One of the major conclusions of this study is that doctoral education is a highly structured and systematic process that requires careful planning, intellectual discipline, and methodological precision. It is not simply an academic exercise but a long-term scholarly journey that involves the continuous development of research skills, critical thinking abilities, and analytical reasoning. From the selection of a research topic to the final submission and defense of the thesis, every stage of doctoral education is governed by specific academic and research standards that ensure the originality and relevance of the research work.

The study clearly establishes that the identification of a research problem is the foundation of doctoral research. A well-defined research problem provides direction and purpose to the entire study. It ensures that the research contributes meaningfully to existing knowledge by addressing gaps in literature or solving relevant social, cultural, or academic issues. Without a clearly defined research problem, doctoral research lacks focus and fails to achieve its intended objectives. Therefore, the study concludes that problem formulation is one of the most critical components of academic standards in doctoral education.

Another important conclusion is that the literature review plays a central role in shaping the quality of doctoral research. A comprehensive and critical review of existing literature enables scholars to understand previous research, identify gaps, and develop a strong theoretical foundation for their study. It also helps in refining research questions and selecting appropriate methodologies. The study concludes that a strong literature review is not merely descriptive but analytical, comparative, and interpretative in nature, which significantly enhances the academic value of doctoral research.

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