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In This Issue

Look You! The Stars Shine Still

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It may sound foolish to look for gains in the midst of the gargantuan crisis released by COVID19 the world over. But the fact is flashes of lightning appear only in the dark sky. Apart from the race to find vaccines, there is pressing insistence to find solutions to all round financial distress, to kick start the economy, to provide psychological counselling to the stressed and the strained, to protect the seniors while enhancing herd immunity, to keep the young engaged and restricted to home, to lift the lockdown without provoking a second wave ...The invisible miniature of a virus has kept the entire macrocosm at bay.

The need to put everything in place in the next couple of months demands incredible urgency. The universities and colleges have a two months window to plan the road ahead for higher education. Almost every day there are guidelines from UGC with regard to the conduct of final year examinations and academic calendar, starting of classes with strict adherence to COVID specifications in respect of maintaining a distance of at least 2 metres (6 feet) between two people and observance of foolproof hygienic standards in the institution.

The recent forecast from all leading agencies that include World Health Organization (WHO), Indian Council of Medical Research (ICMR) and Director All India Institute Of Medical Sciences (AIIMS) warns of the disease peaking around from end June to end July. If so, can the universities inform the students about possible July dates for exams (even if they are only for the final years)? It will be hazardous for students who are presently in outstations to travel during these peak months. Where will they stay as hostels are currently vacated? Even for the local students, the fear of Corona will be an unmitigated stress factor and how can the universities expect the students to give their best? Further how can colleges and universities redesign their rooms in accordance with physical distancing and what will be the distance between the invigilator and the examinee when the latter asks for additional sheets, statistical tables et? Before leaving the answer sheets on the desks, the invigilators check and tally the attached sheets with the students and sign them. Is this exercise possible now? This is done because later the student should not ask for revaluation and that instead of two additional sheets, only one had been tagged. It is easier said than done as the framers of guidelines may not have ground level experience of conducting an examination. Let the third year students be assessed on their last two years performance and on their internal assessments. All those who wish to improve can take the semester examination next summer.

In the last few years after the Other Backward Class (OBC) reservation came into force, the colleges have been grappling with the problem of accommodating students more than its capacity. While the ideal number a decade back was 30 students in a class, today the numbers have grown between 50 and 60. But the size of the classroom

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has remained the same with students now packed in a small room like sardines. The post Covid scenario changes and has to accommodate 20 or a little less than 20 to a room, if we factor in the distance between the teacher and the front benches. Are the colleges expected to reduce their intake? What about reservations that are made for 49.5%? Are there going to be three groups to a class who will have their classes by shift? Is the teacher expected to repeat the lecture thrice over to three different groups? Or is it going to be like odd- even where students with odd number registrations come one day the even numbers the second day? Does this mean recruiting more hands at a time when higher education is facing a fiscal crisis?

The quick fix solution offered by the Ministry is to go for online teaching without factoring in the problems of net connectivity, lack of computers among the less privileged students and above all the undermining of personality development which is the key to educating the young students to be the future citizens of humanity.

What can be done? Desperate times call for desperate measures. The world has raised a toast to India for having observed total lockdown for the last five weeks without any draconian order from the government. People of India drew their own *Lakshman Rekha* in front of their homes and have disproved the oft repeated censure that Indians are indisciplined. Our Hon'ble Prime Minister has been lauded for his charismatic appeal to the Indian citizens. He will be saluted even more if he takes a bold decision to make the 2020-21 academic year a gap year. No heavens will fall if this is done.

The window that COVID has provided the teachers and the students is just two semesters. This year it has been clearly stated as a year of no seminars, no extra academic activities, no sports and games that play an essential role in the development of the students' personality. So the only reason why students will go to colleges is for academic study in a restricted atmosphere. This is the time that can be used for providing online training to students to develop into responsible citizens. Both through a dedicated channel on TV and on a dedicated educational platform like SWAYAM, all students have to be initiated into serving fellow citizens in a number of ways. This will include training in disaster management during an epidemic or floods or earthquakes or fire outbreak etc, learnig to take online classes for the poor and underprivileged students especially belonging to rural and tribal areas, caring for the senior citizens as paramedics, as caregivers, as members of an ambulance crew trained in a number of life saving skills and cardiac care, laboratory technicians to do basic testing as is done today for COVID, basically trained workers to assist in different professions. Admission to next academic year will be based on the grades that they will receive after completing the training with two online examinations at the end of each semester.

As for the lecturers, this is the most valuable time to be given training in online education. What is increasingly advocated is blended learning. We have teachers with long experience of classroom teaching, but teaching without an audience calls for imaginative pedagogy. The teacher has to use his/ her experience in the classroom to identify areas that are difficult for students to comprehend. Online learning is to be complementary to classroom teaching. I give an example. If I have to teach Environmental science, the limited hours in a class can help me to complete the prescribed syllabus and enable the students to pass the examination. The constant complaint that a majority of the graduates do not have any wholesome knowledge of the subject to meet the job requirements in industry or any organization is because of the present day treatment of disciplines as stand-alone disciplines. It is here that online learning helps. The teacher makes a group of fellow teachers from other disciplines such as Botany, Biology, Economics, Sociology and asks each one of them to write on topics that relate environment to their respective disciplines. The students are given the links which they can access after college hours to get an integrated knowledge of the subject they want to major in. A teacher of post War literature should provide links to History (about world War), Philosophy(introducing new philosophical concepts that influenced writers of this period), Political Science (political theories closely intertwined with literary theories) etc. A new integrated approach to knowledge is what blended learning will offer to the students. Teachers have to be given training in blended teaching and this one year can be mandated as training to write research based articles, production of online material, use of audio video technology complementary to classroom teaching and above all mentoring students to grow into responsible citizens.

Let India show the world that our inventive approach to higher education is the greatest gain out of the crisis that has gripped the world. Let us take inspiration from John Webster: *Look you, the Stars shine still.*   ∎

Crisis of Quality Teaching in Performing Arts

Mandavi Singh* and **Kaustubh Ranjan

Quality education continues to be a focal point for the education system not only in India but around the world. The Draft of National Education Policy 2019 calls quality education as the best investment for society. India is the land of *Gurukul,* where quality education has been imparted under *Guru Shisya Parampara* since time immemorial. The teachings of the *Gururkul* were multidimensional and it contributed directly to character building and society's development.Performing art has been a field that has preserved the ancient teacher – disciple tradition but in higher education the learning of classical art forms like music, dance and theatre face crisis of quality teaching. Scholars like Padma Shri Dr. Kiran Seth, Founder SPIC MACAY believes music to be a mandatory subject in our schools and expects authorities to include performing arts at all educational levels. National Education Policy 2019 also sees classical music and dance to be conducive for personality development.

Traditional art forms have always been part of Indian culture many of which have been included in present education system like classical music, instruments, dance forms, theatre, etc. Preforming arts is often seen as part of extracurricular activities in educational institutes and their inclusion into mainstream teaching has been quite rare. In recent years we have witnessed an increase in the number of specialized educational institutions imparting knowledge and promoting research in traditional performing arts. Since a decade or two the stream of performing arts has been well received among the young generation as medium of learning. A lot has lately been done for the promotion and propagation of these arts forms. But the crisis of quality teaching in traditional art forms in the education system still remains a great challenge. The distinct nature of performing arts stresses on a dissimilar methods of learning as compared to other subjects being studied in arts, science or commerce streams. The opportunities as well as challenges in the field of performing arts are very different from that of mainstream subjects. It's high time that we stop treating the domain of performing arts at par with other subjects. University Grants Commission, UGC in its gazette notification no. 27 dated July 5, 2014 on Specification of Degrees, clubbed the courses of performing arts under the nomenclature of B.P.A – Bachelor of Performing Arts and M.P.A- Master of Performing Arts. These have been termed as professional courses of Four Year duration. It's a welcome step that should be implemented by all the academic institutions dealing in the domain of performing arts. UGC must encourage these courses in its educational platforms like SWAYAM, SWAYAMPRABHA etc.

For quality teaching in Performing Arts, it is important to design a well-planned curriculum that gives due weightage to both practical and theory portions. Proper distribution of credits and framing of course structure is an initial step required for quality teaching and organized academic activity in the area of Performing Arts. It is important that all educational institutions imparting knowledge in this field must stick to uniform guidelines given by UGC regarding duration of course, allocation of credits, subjects to be taught and pattern to be followed. It is significant to realize that sheer focus on practical and performative aspect shall not fulfill the objective of the academic programme being offered by universities and colleges. The students are also required to meet the demands of the present scenario like computer skills, language skills, awareness programmes, etc. Ustad Amjad Ali Khan in his book *Master on Masters* says: It seems that today an artist is incomplete if he or she is not well versed in technology, particularly sound technology and its intricacies. An artist has to be able to do everything these days, from handling laptop on stage to playing a *Raga* created in fifteenth century! … It is time to realize that we must learn to balance technology with tradition (Khan, 2017).

Institutional teaching must comprise of other activities that will enhance students' learning of performing arts. Inclusion of courses based on environmental studies, human rights, literature and research shall allow them to keep a wider viewpoint towards the art they wish to specialize into. A lot has changed in teaching and learning method of performing arts which is duly emphasized by Pt. Birju Maharaj in an interview given to Arshiya Sethi for Doordarshan

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Archives on *Kathak Teaching- Pt. Birju Maharaj*. While responding to a question on difference in the training of Kathak now and before, he responds, "now people don't have time. They cannot devote entire life to learn an art form". The importance of guru and devotion to learn the art can't be denied but the contemporary scenario calls for an organized learning where students are to be given quality teaching in limited time. It is often argued that the university and colleges teaching these art forms cannot produce significant number of artists but it is equally important to understand that producing artists is not the only objective of institutional teaching. There are other available options for students to explore like the area of research, teaching, criticism, academic writing, choreography, musicology, scientific experiments etc. Research and teaching are two fields which are vital for proper transmission of these classical art forms to the next generation. Research shall always be important to keep the relevance of these art forms in contemporary scenario and it shall also enrich the respective art forms by adding new dimensions to it through new researches and conclusions. It becomes pertinent to understand that not only the practical and performance aspect of the art form is decisive but for its promotion and propagation we need to give equal emphasis to theoretical understanding as well. Teaching must be seen as only medium available for continuous transferring of the classical art to the next generation. Equal emphasis on both theory and practical portions in teaching and research is imperative to transfer the skills to the next generation and keep their interest in these art forms. The entire globe has always looked up to India for its treasured classical art and research and teaching shall help us keep this admiration intact. Many practitioners of these art forms have been critical to institutional teaching and contemporary changes but we must welcome the necessary changes keeping roots, originality and spirit of the art intact. Required changes shall prove to be helpful for popularization of these art forms on worldly platforms.

At the same time it is also essential for the regulating authorities to realize and understand the special needs of performing arts in the academic sphere. The subjects of performing arts have distinct requirements as per their nature e.g. classical music and dance or theatre requires special stage floors, costumes, soundproof classrooms, instruments,sound system and other requirements. Regulatory bodies must recognize the infrastructural and academic needs of the field of performing arts. The student-teacher ratio in these subjects can't be determined at par with mainstream subject as these fields call for more attention and training on each learner as compared to other streams. Lack of attention on students in performing arts may lead to the reduction in the quality of output in practical training and understanding of the subject. The examination pattern of these subjects is also different it involves both theory and practical examination, practical section includes their stage as well as viva and interestingly unlike mainstream subjects practical portion carries more weightage of marks. It is also to be brought to the notice that teaching of performing arts apart from professors also requires supporting artists, accompanists, technicians for regulars practice and classes but such supporting teaching positions are still not recognized by governing bodies. These accompanists are integral to the regular functioning of classes in the field of performing arts be it classical music, dance or theatre, they all require accompanists, who will play instruments or sing and classes without them is impossible. They are crucialfor quality teaching in classical art. Above factors must be of paramount importance for monitoring bodies while planning an institution of such nature or allocating educational grants to them. It would be great if there is a representation and inclusion of subject experts from these fields as well when guidelines or education policies are being framed.

We must realize that collecting these facts on papers and files won't be enough to provide quality teaching but implementation of required framework should also be made sure. Most of the universities or colleges with single department of performing arts are not doing justice to the subject on the contrary they are hampering the interest of the learners. Monitoring authorities must ensure at least minimal infrastructural needs before offering such subjects in academic institution. Teaching at initial level plays an influential role in developing students' interest in these fields. Kiran Seth, Professor, Department of Mechanical Engineering at IIT Delhi and Founder SPIC MACAY said during his Convocation address at Indira Kala Sangit Vishwavidyalaya, Khairagarh said, "It'simportant for the students, teachers and the university to understand the objective of performing arts. There are many who praise the art of music but very few understand its soul. We must start music education from class I then only we would be able to make a difference. Music is not a different thing; it is something that should be there in everyone's life. Music education is necessary but our efforts in its inclusion and promotion are not sufficient. Music plays an important role in student's

concentration and growth. We must establish a relation of creativity between mathematics and music. Music deserves a high regard in everyone's life and only the realization of the above will let us include music as a value in our lives."

Our intention towards these fields should be clear and to improve quality teaching, we must see performing arts as a potential field for learning and research. The subject experts of these fields must also understand the importance of teaching and research. Recruitment in these subjects must not exclusively be determined by knowledge of the subject or being a great performer but both the aspects should be assessed, as that shall only provide students with a rich orientation towards the distinguished field of classical art. Fraternity from various institutions must also come together for framing of a unified syllabus and distribution of credit/ marks.A guideline regarding distribution and allocation of credits and marks is important so that it bears a universal acceptance.It is also crucial to find out areas that should be treated as foundational knowledge and must be included by all the institutions offering degrees in performing arts. There should be clarity regarding course content, areas and subjects according to difficulty levels in the courses offered diploma, graduation, postgraduation and other degrees .

Teachers' training program, faculty development programme or refresher courses in these fields are rare but we must understand the significance of such training programmes for these fields. Teachers' orientation in these areas is vital as it shall train them in understanding these fields from the viewpoint of teaching and research. Human Resource Development Centers (HRDCs) must increase the number and frequency of programmes for teachers in these fields so that the maximum faculty members can be benefitted. There can also be special HRDCs for these subjects in Universities specializing in this field like Indira Kala Sangit Vishwavidyalaya, Vishwa Bharti, Rabindra Bharti, Pandit Lakhmi Chand State University of Performing and Visual Arts, Utkal University of Culture etc. Developing a framework for research methodology in performing arts is an interesting area for research and publication. Doctoral or post-doctoral research in these fields are completely different from other subject of arts or other academic streams hence a methodology for research that includes coursework, writing thesis, fieldwork, literature review etc. must be developed and followed by academic institutions. Many classical artists have also emphasized on value of learning in these subjects. They have written their experiences, autobiographies, biographies and other books for learners and lovers of performing arts, like,*Zakir Hussain: A Life in Music* by Nasreen Munni and Zakir Hussain, *Master on Masters* by Amjad Ali Khan, *The Sixth String of Vilayat Khan* by Namita Devidayal, *My Music, My Life* by Ravi Shankar, *Anga Kavya by* Pt. Birju Maharaj. These texts can also be prescribed in the syllabus for learning and research as these are first hand experiences of stalwarts of these fields and shall definitely provide students and research scholars with new and productive insights.

Deliberating on higher education and performing arts in the contemporary scenario brings us to the obvious subject of Draft of National Education Policy 2019 which discusses the new plans and policies for education in India. The policy "envisions an India centred education system" which is undoubtedly a welcome step but the policy at the sametime does not promote 'stand alone institution', a system on which the field of performing arts heavily relies in the present. Policy examines performing arts, particularly music as an integral part of education system beginning from schooling. It talks about India's 'cultural diversity and states: Culturally, India has been, and continues to be, a cradle of great diversity in all walks of life, with its myriad languages and dialects, with as many as seven classical dance forms and two classical music forms, many well-developed traditions of folk arts and music, pottery, sculptures and bronzes, exquisite architecture, incredible cuisines, fabulous textiles of all kinds, and so much more. These rich legacies to world heritage must not only be nurtured and preserved for posterity, but also enhanced and put to new uses through our education system. For instance, they can be integrated into a Liberal Arts education to help develop the creativity and originality of students, and to encourage them to innovate (26, Draft National Education Policy).

Indian classical music and dance have been placed highly in the education policy where it talks about the system of 'Liberal Arts' through which these subjects can be made available for study to the students of other disciplines as well. Like a student of physics, engineering or medical, music student can also take up these subjects and come up with new conclusions through inter disciplinary research. Performing Arts can contribute positively in building the personality of an individual and this is recognized by the proposed education policy 2019 which mentions: Music,

in particular, has been shown to build in children emotional well-being and the ability to focus, be creative, and collaborate. Wide-scale research also clearly demonstrates that children who practice music score substantially higher reading and math scores; schools that have music programmes also have significantly higher graduation rates; and people who learned music as children had far lower rates of substance abuse as adolescents and adults. A survey of Nobel Prize winners in all fields revealed them to be six times more likely to be practicing musicians or have a musical hobby than general adults.

Such words are quite promising for the scholars of performing arts and it also assures that performing arts will be placed extremely well in Indian education system. We are also hopeful that the policy will definitely consider the factors discussed above while planning its course in the field of classical art forms. We must realize that nothing can be more India centred than our art forms, literature, classical music, dance, theater etc. and promoting and giving a quality education in these fields is like being aware of our roots and working for its enrichment. There is no point of preserving them if we don't promote them or nurture them. At the same the teaching fraternity and scholars working in these fields must meet the essential requirements of teaching and research. It is unquestionably a special field but we must meet certain common grounds that are necessary for quality teaching that includes publication, training programmes, using of smart aids etc. We must not always look for exceptions in teaching and learning of performing arts, which shall only let this field prosper in education system. Different needs and requirements calls for a little attention for this field in our existing educational plans.

It's also a great opportunity to appeal to the governing bodies and accrediting institution to device mechanisms as per the field of instructions. Present mechanism gives a little space to the exclusive nature of the institution of performing arts because of which they are either accredited very low or do not meet the requirements and hence are not qualified to be part of the process. Factors or Criterions on which the assessment is made are at times not applicable for these institutions. A well formulated accrediting mechanism will definitely let these institutions be assessed on the right grounds and also motivate them to do well and deliver quality teaching and research in the field of classical art.

These subjects have been given space only as hobbies and interests but a full time learning in the field remain less encouraged. Like sports these fields also don't receive much encouragement from the parents and guardian if their children wish to pursue the field further. These subjects must not be seen as source of entertainment restricted to few artists and their disciples. We all praise the origin and presentation of these art forms but offer very limited opportunity to interested learners to practice these art forms. The existing educational framework for performing arts might be good but it's not enough to provide ample space for the classical art. Radical changes are required to be initiated from all ends that include, ministry, governing bodies, universities and colleges, artists, existing fraternity of teachers and scholars. We must give sufficient weightage to these subjects in our education system and its relevance and usage must be promoted in wider context. It is high time that we realize the worth and value of this field that deals with India's culture and tradition. Scholars from other nations have been exploring the Indian classical art for various purposes that include research in science, health, therapy and various other aspects. But in India they have not been investigated on manifolds, the field requires more study to look for various opportunities apart from what we see on the stage. These are some of the factors that are responsible for crisis in quality teaching of performing arts. We must delve deep into the subject and look for possibilities apart from the main stage, the associated fields should also be probed that shall be beneficial for the art, artists and scholars of India. Quality research and teaching can enhance the global relevance and prospects for the subject. The crisis will largely be resolved if attended in an appropriate manner and the classical field known for art and its artists shall also be known for erudite researches and quality teaching at the level of higher education.

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Doctoral Thesis Writing in Social Sciences: Essentials to Enhance its Usefulness

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Doctoral thesis is the end product of a research, that is carried out by a researcher on any relevant researchable problem or topic. It is a written document that describes research findings of any investigation or an inquiry done on any research study. It is a detailed presentation of the research work under the subheads background to research problem, statement of research problem, research questions, research assumptions, research objectives, research methods, research findings, conclusions, policy recommendations and select reference resources used to conduct the said research.

Writing down a doctoral thesis in a very simple, clear, polite and an easily understandable manner is altogether a specialized skill which needs a lot of intellectual abilities. A good doctoral thesis writing needs good vocabulary, basics of language and spelling, logical flow of ideas/thoughts/information. Proper linkage between sentences and paragraphs, simple sentences rather complex sentences and others. An effective doctoral thesis writing should necessarily aim to inspire and motivate readers, create an interest among readers and more importantly, make sure that a layman can understand quickly and easily the content/gist of a doctoral thesis. At the same time, in order to achieve the basic aim of doctoral thesis, the writer of doctoral thesis should also posses qualities like an urge for thinking and rethinking, learning and writing, revising and rewriting, concentration, patience, hard working and more importantly, not compromising on quality. The doctoral research scholars need to focus on the following requisites to make thesis more meaningful and useful.

Content of the thesis needs to be kept optimal to make it effective for the reader...

In India, the size and volume of doctoral thesis in social sciences by and large, runs into several

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pages and many a time it is very strong in terms of quantity and very weak in terms of quality. It is difficult to carry bulky and heavy theses from one place to another place. Printing on one side of the page and use of high quality papers like executive bond paper would further adds to the thickness of the thesis. Once a thesis is submitted to the concerned university and a doctoral degree has been awarded to a research scholar, the thesis is shelved in the library of the concerned university. These theses are very rarely used for practical application or referred to as a source of knowledge except by Ph D research scholars who are forced to refer to these thesis as a review of literature for his or her ongoing doctoral research work. Therefore, there is a genuine need to rethink about the size and content of Ph.D thesis. The size of the thesis in social science disciplines ideally needs to be brought down to 100 to 125 Pages and these 100 to 125 pages should precisely speak about the 300 to 600 pages doctoral research work.

Introduction Chapter needs to be contextualized, updated and to the point...

The introductory chapter of a doctoral thesis by and large, runs into 40 to 50 and even more pages which contain about the history and background to the chosen research problem, covering meaning, definitions, objectives and other related background information, necessarily needs to be reduced and it can be brought ideally to a maximum of 10 to 15 pages. Gone are the days where this type of detailed background information was relevant because during those days, sources of information were limited and information was in scarcity. Today, this type of background information is no longer relevant to the readers as better and minute to minute updated literature/information is available at the fingertips of readers through their mobile. Hence, the introductory chapter can be trimmed down to 10 to 15 pages. Research scholars need to explain the background and relevance of the chosen research problem in a nutshell, providing a clear idea and the specific purpose about the select research problem to the readers.

The Introductory Chapter must have a summary with an extension of theoretical and conceptual notes...

Introductory chapter should contain summary at the end more or less describing the background literature, historical development in the chosen research problem, global scenario, national scenario, state level developments and the ion of developments in the concerned location of the study. Further, this should highlight different stages of information growth, different terms and concepts relating to the select research problem. Thus, most relevant content of the chapter relating to the problem be summarized at the end of the introductory chapter. The size of both the chapter along with the summary should not be more than 10 to 15 pages.

In Literature Review, points need to be relevant to the topic of the thesis...

The very objective of literature review is to examine, evaluate and understand the previous research works in the chosen research problem. The review of literature enables the research scholar to understand the significant research gaps and research process which in turn helps the scholars to revise and redefine their research objectives and research methodology in the light of an identified research gaps and research process. It also helps research scholars to avoid duplication of research work in their chosen research study. Presently, whatever previous research studies namely research papers, doctoral thesis, books, project reports and any other documented report in the chosen research problem, are reviewed by research scholars and the same are included in this chapter. If the research scholar reviews 50 previous studies, all 50 studies are to be written in brief, each one running at least a half a page or even a full page covering the title, research objectives, hypothesis, research methods, research findings and key suggestions and the same are included in this chapter. This chapter also more or less runs into 40 to 50 or even more pages. The summary of each article/thesis running a half/full page is not necessary to be included in this chapter which would unnecessarily increase the size of the thesis for no reason. By not including the summary of each review will certainly not affect in any way the utility of doctoral thesis. What is more important to be included in this chapter is the total no of reviews that are made by the research scholars and the identified relevant research gaps from the total literature review that is carried out by the research scholar. Therefore, it is felt necessary to reduce this chapter to 8 to 10 pages covering only identified research gaps.

Research Methodology Chapter needs to be made specific and focused...

Research Methodology chapter by and large, describes in detail the variables and attributes like economic scenario, climatic condition, cropping pattern, demographic profile, industrial profile, educational institutions, financial institutions and many such similar information. These informations are not required in the methodology chapter and these things hardly matter for the reader as they are more interested in knowing what innovative methods that the research scholar has employed to accomplish meaningfully his/her research objectives. This kind of information would certainly shorten the interest of the readers/users. Most of the time, the information like this is explained in the introductory chapter. Therefore, this methodology chapter precisely focuses only on sampling design (sampling unit, sample size and sampling methods); data source, data collection instrument, respondents contact method, data analytical tools, etc. Unnecessary and irrelevant information needs to be avoided. While explaining analytical tools to be used, research scholars need to indicate only the tools/models/equations that are used to analyze collected data of his/her research study. It is not necessary to provide a historical background and the stages of development of a particular model/equation. This chapter also needs to be brought down to smaller size restricting only to the required information.

Lengthy and confusing titles need to the avoided...

Many times, the title of a doctoral thesis runs in many sentences. It is also seen that the title occupies almost a half of the front page of the thesis. Very often, the simplicity, clarity and understandability of the title are ignored. Readers many times find it very difficult to understand the inherent message of the research title. Therefore, a good title of a doctoral thesis must possess the following essentials: title should be precise, clear, specific, catchy, easily understandable and reader friendly. The title should be 'as precise as possible' and should convey 'as much as possible' to the readers. More importantly, it should indicate location of the study and it should take readers as quickly as possible to the content of a doctoral thesis. Appropriateness of the title is very important, because a good title provides first impression, spells out key ideas, focuses on researchers' investigation and makes readers stay with

the thesis. Hence, a researcher has to take utmost care and caution while framing a title for his or her doctoral thesis.

Objectives need to the scientific and realistic...

Setting appropriate, relevant and researchable objectives for the research study is another important task of a research investigator. Many times, several objectives ranging from 5 to 15 are set and if these are critically and wisely screened in terms of their feasibility and viability, they can be very well brought down to 3 to 4 researchable objectives. Proper care needs to be exercised while setting objectives for the study. Objectives in number are not important but the quality and practicality of objectives is more important. The real objectives should lead to some meaningful research. For the research topic "Quality and Adequacy of Nursing services in select government and private hospitals', the objectives like 'to know the origin and development of nursing profession across the globe' is considered to be the irrelevant and objective. The origin and growth of the nursing profession across the globe perhaps will be included in the introductory chapter as a background to research problems. Setting good researchable objectives would certainly enhance interest among readers/users of a doctoral thesis.

Analysis and Interpretation and Discussion chapter needs to be strengthened...

Analysis and interpretation and discussion is the most significant core chapter of a doctoral thesis. This chapter is regarded to be the heart of the doctoral thesis as results of collected data/information through research are presented in this chapter. An intended research objective relating to chosen research problem should be accomplished in this chapter. The success and strength of a doctoral thesis depends upon this chapter. If this chapter is weak and poor, then it gets reflected on the entire thesis. A researcher presents all the computed/calculated results/values of collected primary and secondary data with the help of tables, diagrams, graphs and pictures. Analysis refers to splitting/dividing/classifying collected data and establishing the relationship between and among different data variables/groups. That is what in other words is called as results/statistical values that are all presented in tables. On the other hand, interpretation/discussion explains results/computed values with appropriate arguments and comments. It also explains the meaning and significance of data/results with logical and sensible reasons for the behavior of results

in a particular manner. It also discusses the logic or reason behind behaving a particular variable/value in a particular manner.

In this chapter many times the Researcher gives more stress/emphasis only for analysis. In the sense, the collected data is adequately analyzed and tables, graphs, diagrams and pictures are sufficiently used and are presented but equal importance is not given to the discussion/interpretation of calculated/computed results/values and these values are not critically examined and argued with logical reasoning. As a result, readers/users do not clearly understand the findings/results of a doctoral thesis.

Sometimes this chapter is found to be full of statistical/technical values that are computed with the help of econometrics/mathematical/statistical models/equations which are hardly understood by a common man. This complexity of technology obviously restricts the accessibility of a large number of readers to doctoral research work. Then, questions arise about the usefulness of research work. The use of econometric and mathematical models/equations to analyze data/information is well appreciated. But, it is necessary to screen and choose relevant and useful results from the total data analyzed and the same may be shown in this chapter with the help of tables and diagrams. So that these relevant and meaningful values are well explained and thereby utility of research findings to the readers would be reasonably enhanced. Sometimes, extensive use of tables, graphs, pictures and diagrams which otherwise are not required, would digress from the objective and undermine the relevance of findings. Hence it is necessary to use only relevant tables and figures to represent research results.

Findings and Conclusions to be drawn only from interpreted results...

Effective presentation of Findings, Conclusions and Suggestions chapter is very important. This chapter summarizes in a nutshell main abstracts of results of an investigation/research. In this chapter it is expected to present the final outcome of research but many Researchers give irrelevant information like background to research problems, importance of research topic, objectives and similar information in this chapter. As a result, readers need to screen the chapter for findings. Therefore, it is necessary to avoid the inclusion of such irrelevant information as this chapter is exclusively meant for findings and suggestions only. If specific outcomes of research in

the form of conclusions are presented in this chapter, Readers can understand findings of research without wasting their valuable time in searching for specific findings and if this is followed, it would create an interest and curiosity in readers and the thesis will become reader friendly.

Suggestions/Policy Recommendations should be made keeping in mind constraints in real life...

First and foremost, whatever policy recommendations are made should be purely based on the research scholars' research findings. Suggestions if any should not be general in nature. Preferably, suggestions should be on the basis of research scholars' own experiences as a research scholar. The suggestions which are not based on the research findings should be avoided as they will seem baseless. Suggestions should not be counted in numerical numbers and they should be valued more in terms of their application and utility towards addressing/solving a particular problem. Five to eight suggestions of practical significance to the concerned research problem may be considered enough than giving n number of suggestions running into 20 to 25 or even more just for increasing quantity and number. General suggestions that are made in some other context by other research scholars pertaining to their research studies need not be cited unless they are very relevant. Research scholars are considered to be the experts to give policy suggestions as they have carried out the research and they only know the inherent things of their research better than anybody else.

Policy suggestions should not be mere statements e.g. company should initiate necessary steps to control the increasing attrition; Government should take immediate measures to improve the profitability of state run transport corporations; RBI should take steps to control rising NPA of banks so as to safeguard the interest of the deposit holders and so on. These kinds of suggestions do not have any policy implications and such statements are well known to everyone and can be made without research. Thus, suggestions made should be constructive and useful. The strength of a research scholar lies in giving suggestions which do have policy implications. Instead of making a mere statement, a research scholar needs to provide a roadmap, a blueprint, step to be taken, list of measures or a developed model as an effective solution to address the said problems namely improving metrics of labour attrition, declining profitability and increasing non-performing assets. These suggestions would certainly encourage readers to make use of the research work.

Research problems to be focused on actual issues and not hypothetical situations...

Statement of research problem is a statement that precisely describes the issues/ problems and formulates questions that a researcher intends to investigate/ conduct a research. It also explains how a research scholar gets interested in his or her chosen research problem, tells why there is a need for the study, how does the researcher think this study is useful, how does researcher choose a particular research problem and so on. The relevant literature that supports his/her present research study also to be included in this statement of research problems. Smooth transition and flow in research problems, research titles, research objectives and others need to the ensured.

Many times, the problems, titles, objectives and methods do not match with one another. There would be a lack of proper linkage among these different components. This kind of mismatch is illustrated with the help of the following example:

Research Problem

"Impact of Faculty Development Programs on Beneficiaries in Management Institutions"

Research Title

"A study on Design and Development of FDP in Select Management Institutions in Bangalore City"

Research Objectives

- To study the different FDP conducted by the management institutions
- To know the approach of management institutions towards FDP programs
- To examine previous research studies in the area of FDP programs

Research Method

Choosing the faculty members we have not undergone any FDP programs as a sampling unit for the study.

Findings

Conduct of FDP programs periodically assumes to be more important in updating knowledge and skill of faculty members and these management institutions have conducted several FDP programs.

Suggestions

It is suggested that management institutions need to conduct a similar FDP for the administrative staff members.

In the above example, it is evident that the identified research problem is different from the title of the problem. The formulated title is one and the set research objectives are deviated from the title. The set research objectives are one and the research findings are different from the objectives. This kind of delink/mismatch should not happen in research. If this happens, the end product of research becomes meaningless and of no use. The effort of a research scholar goes in vain. Therefore, a research scholar needs to take care that the research problem should be reflected/seen in the research title and the research title should be reflected in research objectives and the accomplishment of research objectives should be seen in research findings.

Revise and Rewrite to improve the Quality of Doctoral Thesis

A doctoral thesis is ineffective unless there is a consistent and continual effort of a research scholar. The content of each paragraph and a chapter needs to be iterated several times. In the first stage, ideas/facts and other relevant material resources are to be gathered and the same be noted. In the second stage, the collected information needs to be organized into comprehensible sentences and at the third stage, each individual sentence is to be connected and brought to make sense in a paragraph. All the individual paragraphs are to be logically and sequentially to be brought in the form of a chapter. Each chapter is prepared as a draft copy and thereafter, with new ideas and thoughts that emerge in the process a draft copy be revised and updated. This process with a total involvement of a writer would certainly enrich and enhance value addition to a doctoral thesis.

Findings of the Research Study be Presented in Present Tense Preferably

A doctoral thesis is generally written in the past tense on the assumption that writing a thesis begins after having completed all the research work. However, in order to retain the relevance of research output in the near future, it is better to write a thesis in the present form so that readers will carry a better impression about the findings of a doctoral thesis.

Structure of Doctoral Thesis: An Ideal Model
(100 to 125 pages)

Doctoral thesis is divided into two parts:

Part 1: Preliminaries

- Title page
- Declaration (research scholar)
- Certificate (research supervisor)
- Acknowledgement
- Content of Chapters
- List of Tables and figures

Part 2: Body of Doctoral Thesis   No of pages
Chapter 1: Introduction   (1 to 15 P)

1.1 Background to Research Problem

1.2 Socio-Economic Significance of Research Problem

1.3 Statement of Problem/Need for the Study

1.4 Objectives of the Study

1.5 Hypothesis of the Study

1.6 Limitations of the Study

Chapter 2: Literature Review   (16 to 25 P)

2.1   Previous Research Studies in the Chosen Research Problem

2.2   Critical Research Gaps

Chapter 3: Research Methodology   (26 to 40 P)

3.1Location of the Study (specific)

3.2 Sampling Design

3.2.1 Sampling Unit

3.2.2 Sample Size

3.2.3 Sampling Method

3.3 Data Source

3.4 Data Collection Instrument

3.5 Respondents Contact Method

3.6 Data Analytical tools

3.7 Implications of the Study

3.8 Any other Important Method

Chapter 4: Analysis and Discussion (41 TO 100 P)

1   Collected Data is analyzed.

2   To be presented with the help of Tables, Diagrams, Graphs.

3   To be Discussed/Explained with Logical Arguments and Comments

Chapter 5: Summary of Findings, Conclusions and Suggestions   (101 to 122 P)
5.1 Summary of Findings

5.2 Concrete Conclusions

5.3 Policy Suggestions/Recommendations

References: (123 to 125 P)

Important Explanatory Notes

1. Genuine need of the hour today is to make doctoral thesis simple, handy and of easy access to a wide audience.

2. Five chapters are ideally enough to present the entire doctoral research work and it is not necessary to make a number of chapters particularly analysis and discussion of research work. With so many chapters, the purpose of simplifying a doctoral thesis will be defeated. Therefore, it would be better to present logically and meticulously the whole research work in the given five chapters.

3. The inclusion of crucial pieces viz. chosen research problem, set research objective, research methods that are used to accomplish objectives, significant findings and relevant policy recommendation, indeed are more than sufficient to meet the expectation of users

4. While writing a doctoral thesis quantity can be compromised but quality should not be compromised for quantity.

5. Every doctoral research scholar may be provided a portal/an account on the concerned university website and a link for the same would be made available to all the users/readers. All the additional information/all the supportive data namely data sheets, calculations, supportive descriptive statistics, questionnaire/schedule, additional references, papers published out of the doctoral research work and other important supportive information may be made available in the form of a soft copy on a research scholar's portal/account for ready reference.

6. Now, it is time to rethink online submission of doctoral thesis as a part of reduced carbon footprint and increased green cover. Even for evaluation of doctoral thesis, a soft copy of the thesis may be sent to examiners. As a result, the physical administrative pressure on the part of the concerned university, library and the postal department may be reduced to some extent and paperless administration can also be assured.

Conclusion

It is concluded that a doctoral thesis is the valuable source of research based knowledge and the stakeholders namely research scholars, teachers, students, industrialists, and academicians and others, play a vital role as a bridge between research-based knowledge and society. The suggested modifications to doctoral thesis writing would certainly enhance the quality, accessibility and utility of a doctoral thesis and there by research output can be used for the betterment and well-being of the society.

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An Ideal Graduate Should Adopt 'T' Approach

K K Aggarwal, Chairman, National Board of Accreditation, New Delhi delivered the Convocation Address at the 19th Convocation of Visvesvaraya Technological University, Belagavi on March 03, 2006. He said, *"Creativity, which has the potential to move from the classroom to the board-room – is the edge we need in the competitive world. Our duty as an Executive will be to create the conditions that allow creativity to flourish – whether in arts, sciences, commerce or industry. Creativity is as valuable in retail, education, health, government and business as in culture. The cultural sector should become the national dynamo of the creative impulse that can serve all these areas."* **Excerpts.**

It is indeed a great pleasure to be amongst you all on this auspicious occasion of 19th Convocation of the prestigious Visvesvaraya Technological University. Your Convocation has been earlier addressed by very eminent personalities and that makes me all the more humbled to be here today and share some of my thoughts with you.

This prestigious and the largest technological University in the Country has more than 200 engineering/architecture colleges affiliated at present, imparting technical education to more than 4.5 lakh students through 37 graduate and 94 post graduate programs. More than 900 departments in various engineering colleges have been recognized as Research Centres and more than 5000 Research Scholars are pursuing Doctoral and M Sc (Engg.) by research programs at these centres. Every year, the University confers Undergraduate Degree to over 60,000 students and Post Graduate Degree to over 25,000 students and also awards Degrees of Ph D / M Sc (Engg) by research to over 500 scholars. In order to promote Research Culture, the University has instituted a "Research Grants Scheme" and "Research Fellowship Scheme" to harness and nurture the research talents available in its Affiliated Institutions and has also instituted the "Research and Project Grants Scheme" to encourage Innovative Projects carried out by faculty and students. The University has understandably higher goals for itself in near future. My best wishes !!

It was indeed heartening to listen to Vice Chancellor's Annual Report. I find the number of research publications, awards received by the faculty and students of the university have been constantly on the rise indicative of improvement in the quality of technical education. The University is immensely contributing to the pool of Technical Manpower in the country quantitatively as well as qualitatively. In consonance with my thought process for establishing and managing an affiliating University, I am happy to learn that University fully involves affiliated institutions in academics and research. I believe, this is just necessary as long as we have the system of affiliation prevalent in the country. I shall, of course urge the University as well as colleges to prepare themselves for more and more autonomy in the years to come in line with the thought process indicated in the Draft New Education Policy.

Dear Graduates, I would now like to share some of my views and experiences with you as you are stepping forward in the outside world having been nurtured in the academic environment so far. Please remember that graduation is only the beginning and the process of learning goes all your life. Please remember the famous teaching of Dr A P J Abdul Kalam, "Learning gives creativity, creativity leads to thinking, thinking provides knowledge, knowledge makes you great".

I would also like to mention Albert Einstein who said, "The value of Education is not the learning of many facts but the training of the mind to think". The real aim of education is enlightenment which should automatically imply humility and modesty. This humility and modesty should be part of your professional ethics. The world does not appreciate an arrogant Engineer. I must remind you, this university has given you the foundation of your technical knowledge and on this foundation you have to build further knowledge by observation, studies and through experience. For an Engineer, education is a lifelong pursuit. Wherever you go and whatever you see, there is always something to enrich your technical knowledge.

I strongly feel, the destiny and future of our country lies in the hands of Engineers and Technocrats. The graduating students should, therefore, remember, they have a responsibility to shape the destiny of the nation. You can do this only if you imbibe, cultivate and practice high ethics, values and principles in your profession. There are three major components to this value culture. They are integrity, professional competence and commitment to serve the society.

Your first duty is to become good citizens of this great Country and I emphasize the same by just one illustration. As nationals of the world's largest democracy, we would like recognition for the size of our market of 1.3 billion. We would like all to invest in India and we would like us to be a major international tourist destination and most sought after software power. We would like to be counted as a global nuclear power as also global political power.

And yet, we see no inconsistency of these aspirations *vis-a-vis* keeping the country carpeted with garbage and filth, both moral and physical. What is more, we see no irony in our posturing before the world as representatives of a morally superior culture. We see nothing seriously wrong in the fact that it has taken seventy years after independence for the great Indian Railways to wake up and initiate measures to replace the open holes with closed bio-toilets in our railway compartments. In fact, at a national level, we did not even recognize the total absence of hygiene in our public life. Clean toilets were also the concern of a renowned management thinker, Frederick Herzberg, of the Herzberg's Hygiene Factor fame. In India, our current Prime Minister, Shri Narendra Modi is perhaps the only major political leader after Gandhi to urge the Country towards cleanliness. Is it too much to expect from all of you to contribute your bit in this national Mission and as an Engineer, your efforts have a built in multiplicative factor?

My next suggestion to young graduates is to *make creativity as a habit for your progress in life in this fastest changing world*. There is a need to understand and appreciate that Creativity is an important part of being. It is integral to being a biologist, lawyer, historian, scientist or an engineer. The toughest problems facing our society - how to provide all our citizens with adequate and affordable food, housing

and medical care, efficient and economical public transportation, clean and safe energy – are not likely to be solved by the conventional means. It they could be they would have been solved by now.

It is well documented that classes that emphasize rote memorization and do not take an interdisciplinary approach can stifle creativity. There is no use denying the fact that our present-day education system has been mostly emphasizing 'Conformance' in a big way, as compared to 'Creativity'. Some trends for change are visible in the global scenario when we find that acronym STEM (Science, Technology, Engineering & Mathematics) is being replaced by STEAM (Science, Technology, Engineering, Arts & Mathematics). This inter-alia implies that for creativity, an interdisciplinary approach is a must.

It is quite desirable that you must be able to confront novelty, to improvise. You must not be afraid of change, but rather, must be able to be comfortable with change and novelty, and if possible, even to be able to enjoy novelty and change. Unless we can make new and original adaptations to our environment as rapidly as our science can change the environment, our culture will perish. It is the duty for all of us to ensure that this is not allowed to happen.

Assessments of educational approaches in education that integrate the humanities and arts with STEM have consistently shown positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem solving abilities, teamwork, communication skills, deeper learning and mastery of curricula across fields, increases in social and moral awareness, besides general engagement and enjoyment of learning. As an example, a survey of Nobel Prize winning scientists revealed that they are three times more likely than the average scientist to have an artistic hobby. Research is also improved and enhanced through a liberal education approach .

The creativity which has the potential to move – from the classroom to the board-room – is the edge we need in the competitive world. Our duty as an Executive will be to create the conditions that allow creativity to flourish – whether in arts, sciences, commerce or industry. Creativity is as valuable in

retail, education, health, government and business as in culture. The cultural sector should become the national dynamo of the creative impulse that can serve all these areas.

We must also adopt a mindset where it is just all right to make mistakes. A great author on Quality, Edward D Bono said, "T*he need to be right all the time is biggest bar there is to new ideas. It is better to have enough ideas for some of them to be wrong than to be always right by having no ideas at all."*

As far as intelligence goes, Indians are perhaps second to none in the world. This view, though subjective, is hard to dispute. All of you have witnessed a kid barely in his teens in the neighborhood vegetable shop doing rapid-fire mental math, so that before you had put half a kilo of vegetable –'A' and three-fourth kilo of 'B' and two and a half kilo of 'C', he would be ready with the amount you have to pay. Or, how a waiter in a *dhaba* could take orders orally from half a dozen customers simultaneously, with each one ordering three/four dishes, and rarely make a mistake while serving the orders from the memory. Or, how two school boys in your State Capital Bengaluru could launch a handmade rocket, or how a Class –IX dropout, tractor mechanic, again from Bengaluru could fashion a crude helicopter with a budget of just Rs 3 lakhs.

On the other hand, elsewhere in the world, I have seen sales assistants swiping ten lemons ten times through the auto-coder instead of multiplying the price of one by ten. During my last trip to USA, I found a dry-cleaner refusing to accept my wife's shawl for dry cleaning because the price list available did not include a shawl. I could not imagine an Indian Shop Assistant not using his head to price a non-standard product under similar conditions. In India, nearly every situation is encountered as a first-time situation and people respond to them as such—so for sheer survival one has to be extremely intelligent. And all of you certainly are!

However, now that kind of intelligence alone is not sufficient for you, and I shall advise all the graduates to be open to interdisciplinary and multidisciplinary thinking. Educationist and developmental psychologist Howard Gardner persuasively negates the theory of a single IQ that underlines most standardized tests, worldwide and has pioneered the influential theory of multiple intelligences. He listed seven fundamental intelligences – linguistic, logical-mathematical, musical, body-kinesthetic, spatial, interpersonal, and intrapersonal – to which he added three more later; naturalist, spiritual and existential. These intelligences are variously rooted in the different disciplines, domains of knowledge, activities, and profession.

The importance of curricular range and diversity in one's college education cannot be exaggerated, even if depth forms the crux. *The ideal graduate is a T- shaped individual*, who combines depth along with breadth or range. The vertical line of the **T** stands for depth in one's direction of specialization. The horizontal bar stands for breadth of knowledge in a number of fields and domains. Such a graduate is much more likely to harness multiple intelligences and also demonstrate having so called 'Common Sense'. Gardner defines that 'Common Sense' is really a right mix of spatial, bodily kinesthetic, and interpersonal skills. Common sense, too is a form of Pattern recognition in the spatial, bodily, and emotional dimensions. No wonder, Common Sense is not that common !

I shall also like to briefly talk about the most common buzzword of the day, AI (Artificial Intelligence). AI and automation are now the Vulcans in our midst, hardly sci-fi, and growing very real with every passing day. As they are making their presence felt in most aspects of our life, and doing several tasks a trillion times more quickly and with clinical efficiency, we are now forced to assess our position in relation to these "machines with a mind".

Amidst the uncertainty, every study on the subject agrees that jobs will not be reduced, but new skill-sets will be required. It may surprise you that one of these skill-sets has to do with developing our human side, more precisely our emotional intelligence. Becoming more human seems like your ticket to finding your value and an impregnable fortress in the world of vulcans.

A global study by Capgemini Research Institute says emotional intelligence will become a "must have" skill in the next few years. Globally, the

demand for emotional intelligence (EI) skills will see a six fold increase, in response to the growth of artificial intelligence and automation. Indian Executives also believe that the demand for EI skills in India will increase 8.3 times in the next three to five years. Getting yourself trained in EI skills will be a worthwhile investment for you for assured Return on Investments.

I have talked so much about the need of multidisciplinary and interdisciplinary skills. I wonder if I am inspired by your location, so aptly named " *Jnana Sangama*". Please always remember this campus and you will tread on the needed path. And finally, my dear graduates, let me quote :

"Your life is no accident.

There is a call on you to produce work that wows, live days that inspire and impact a world that longs for more love, mastery and magic.

To play small is disrespectful to your genius.

To be distracted is to diminish your gifts.

To be limited is to betray your glory.

This day is a fine day to begin anew.

The past has served you well.

The future is yours to produce.

This moment is where you begin.

Excuses are but liars.

Fears are just thieves.

Doubts are tiny demons.

Listen not to their sounds of terror.

You are a giant of creativity.

And a virtuoso of productivity.

A hero of audacity.

A titan of prosperity.

And so, turn your trials into triumphs.

Your pain into power.

Your fears into freedom.

Your heartbreak into healing.

Your insecurities into bravery"..

I also believe that the names associated with the universities are meant to be great source of inspiration & motivation. Your University has been named after the greatest Engineer, this Country had. However, what I want to remind you is that he never limited himself to being Civil engineer alone, although his contribution in the field of modern Irrigation Systems are unique and exemplary for all of us. He rose himself much above Krishna Raja Sagar Dam and became a statesman par excellence. If you read his accomplishments, you will find the great multi disciplinarian in his thought process. If I have to enumerate, I shall say the attributes, which made him what he was, were sincerity, Time Management and Dedication to the cause at hand. It will be just appropriate to conclude with the words of Sir M Visvesvaraya " *Work hard, work harder, work with efficiency, work with cooperative spirit, work with team spirit to make your country great, self supporting and strong"*.

I, being a part of this great occasion wish you a grand success in your personal and professional life. I congratulate all the graduates once again and convey my very best wishes to you all.

Jai Hind.

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CAMPUS NEWS

National Workshop on Advanced Research Methodology

A three-day ICSSR-SRC, Hyderabad Sponsored National Workshop on Advanced Research Methodology & Statistical Analysis (SPSS & AMOS) for Social Science was organized by the Department of Economics, GTN Arts College (Autonomous), Dindigul recently. The core objective of the Workshop was to equip the research scholars with set of skills and potentiality to undertake the research effectively in the disciplines of social science and to convert research into publishable material of high quality in the form of articles, journals and books. This Workshop was designed to offer the practical guidance and direct the researchers through all the stages of research from identifying a research problem to the submission of a dissertation, report writing and research article. The course intended to deal with a variety of quantitative and qualitative research methods used in social science researches. It was also aimed at giving exposure to data analysis with the help of software packages.

The Workshop had a national representation of around 70 participants. Dr .P. Ravichandran, Associate Professor, Dean of Academic Affairs, G.T.N. Arts College and Workshop Director in his welcome addresses highlighted the crucial role played by research in promoting academic excellence in higher education institutions. He also spoke about the importance of keeping abreast with the latest development in the methodology of research analysis and publishing articles in peer-reviewed journal.

The Presidential address was delivered by Dr. P. Balagurusamy, Principal, G T N Arts College (Autonomous), Dindigul. In his address, he emphasized the need to contribute quality research for betterment of the higher education.   Dr. M.Soundarapandian, Professor and Dean, School of Management Studies, GRI, Gandhigram delivered the keynote address where he suggested the young researchers to involve themselves in conducting research on various social issues and come out with valuable suggestions for policy makers. He spoke on the importance of education and how education is understood from different perspectives by scholars from different disciplines. He demonstrated the participants how to remove the gap between content and pedagogy by integration, collaboration and linkage with the society and research by conducting research from a long term career perspective. During the Inaugural Session a DVD consisting of all the workshop materials was released by the chief guests and received by workshop co-directors Dr. S. Sujatha, Head of Tamil & Prof. S. Kannan, Head of Economics.

The topic 'Introduction to Social Science Research, Concept Mapping & Formulation of Research Problem' was addressed by Dr. P Ravichandran, Associate Professor, Dean of Academic Affairs, G.T.N. Arts College. In his opening remarks, he explained about social science research, scientific method applied to social sciences, includes a variety of research approaches, tools and techniques for collecting and analyzing qualitative or quantitative data. These methods include laboratory experiments, field surveys, case research, ethnographic research, action research, and so forth. He also explained Concept Mapping and Formulation of Research Problem through the definition of Dey (1993) on Concept as 'a general idea which stands for a class of objects'.

Topic 'Frequency Distribution t-Test, z-Test, ANOVA, Correlation, Regression and Cluster Analysis' was addressed by Dr. V. Krishnamoorthy, Professor, School of Management Studies, Kongu Engineering College, Perundurai, Erode. He informed that one can use the one-sample t test to compare the mean of any variable measured on subjects to a constant. As long as one has a value on the variable for each subject, one can use the one-sample t test to compare the mean of that variable to a constant.

Topic on 'Primary & Secondary Data Collection, Coding of Question and Pre Testing & Pilot Testing' was addressed by Dr. G. Sathis Kumar, Associate Professor, Department of Economics & Public Policy, School of Management, Presidency University, Bangalore. He explained about the Primary data and Secondary data in easy words and said that one purpose's Primary Data is another purpose's Secondary Data. He said that a pilot survey is a strategy used to test the questionnaire using a smaller sample compared to the planned sample size. In this phase of conducting a survey, the questionnaire is administered to a percentage of the total sample

population, or in more informal cases just to a convenience sample. An important factor was to ensure that the questionnaire items accurately addressed the research questions. The pilot also tested whether the questionnaire was comprehensible and appropriate, and that the questions were well defined, clearly understood and presented in a consistent manner. The International Development Research Centre Canada site mentions this difference as: A Pre-Test usually refers to a small-scale trial of particular research components. A Pilot Test is the process of carrying out a preliminary study, going through the entire research procedure with a small sample.

The theme 'Reliability Checking, Hands on Training (SPSS) and Checking Plagiarism' was handled by Dr.K.Ramasamy, Librarian, M.V. Muthiah Govt Arts College for Women, Dindigul. The term reliability in psychological research refers to the consistency of a research study or measuring test. If a test is reliable it should show a high positive correlation. There are two types of reliability – internal and external reliability. Internal reliability assesses the consistency of results across items within a test. Split-half method measures the extent to which all parts of test contribute equally to what is being measured. External reliability refers to the extent to which a measure varies from one use to another. Test re-test measures the stability of a test over time. Inter-rater to the degree to which different raters give consistent estimates of the same behavior. He also explained the types of Plagiarisms as Complete Plagiarism, Source-based Plagiarism, Direct Plagiarism, Self or Auto Plagiarism, Paraphrasing plagiarism, Inaccurate Authorship, Mosaic Plagiarism and Accidental Plagiarism.

Dr. C Paramasivan, Assistant Professor of Commerce, Periyar E.V.R College (Autonomous), Tiruchirappalli gave an overview about Literature review/Problem Identification: Sources and Criteria. He focused on how to review literature and find which is a critical part and gap in the research process. He also spoke on Sampling process of research and the steps to be undertaken while pursuing research. Conceptual facts related to sampling techniques and its classification into probability and non-probability sampling were clarified. Biases associated with determining sample design were explained and discussed in detail. In continuation to that activity session was carried out to understand the concept of sampling by the participants. He elaborated the technical aspect of writing citations and referencing that every researcher needs to know.

He explained how to write the format that must be followed in citing book, a journal, article, websites, case studies, reports, international and national documents and periodicals, single author to many others through APA style. In addition to that confusion of when and where to use Greek abbreviations like Ibid, Id, and Supra, Infra etc are discussed among participants. This conceptual work was followed by the activity provided by the speaker. A simple exercise was given for the participants and active participation helped all the participants to have the clarification of using citation and referencing. The speaker elaborated distinctive feature of qualitative research designs, important operational steps of doing a qualitative data collection methods in brief. He covered basic differences between the quantitative and qualitative two approaches on various Summary of Presentation methodological parameters. He stressed the empirical and non-empirical are the two ways through which knowledge can be pursued. This session provides insight to participants about how last century's quantification has become immensely prevalent in the social sciences, explanations for this growing use of quantitative measures, key characteristics of quantitative research, the growing dissatisfaction with Quantification, and Criticism of the quantitative research. It makes the researchers to think about research process and the significant need in the present research condition. The speaker provides the concept interestingly by having three parts in his lecture with Introduction of knowledge about poststructuralist concepts, poststructuralist thinkers and philosophies, deconstruction, logo centrism, discourse and structuralism.

Dr. S. Pushparaj, Associate Professor and Head, Department of Econometrics, School of Economics, Madurai Kamaraj University, Madurai delivered his lecture on Discriminate Analysis, Factor Analysis & AMOS SEM models, Multi-dimensional Scaling & GLM Univariate Analysis, explained how often the factor analysis is used in data reduction to indentify key variance observed in much large number of manifest variables. He explained the concept of data and model with live global examples and explained about parsimonious theory which discusses the concept of data and model. The theory indicates that the complex problem has some simple solution and vice versa. He stressed the understandability of the problem is more important for good model. He explained multidimensional scaling and made a point that finding dissimilarities from the similarity is multidimensional scaling. On the other hand he taught basic concepts

of Regression and Structural Equation Modeling. He extended his session by explaining the equations of SEM and taught how to interpret the equation of multiple regression using SPSS and explained how to find out relationship between constructs and items in measurement model and finding the relation between construct and structural modal. He insisted that the structural model can be build only if measurement model is reliable and valid. He brought out the differences between types of research, different scales along with its divisions and subdivisions which included Nominal, Ordinal, Interval and Ratio Scales. Thereafter he gave broader overview of Comparative and Non-comparative scales. Finally, he concluded his lecture by explaining the relationship between reliability and validity. He explained the complexities of testing the validity and reliability and cautioned the participants of the possible errors involved while collecting and validating the data simultaneously dealing with the other hurdles of doctoral research. He also gave an introduction to AMOS and explained the basic tools. He also gave on hands on experience in AMOS and elaborated about observed variables, unobserved variables, error term factor variance and factor loading.

Valedictory session began with a brief outline of the sessions of the workshop. This was followed by a brief feedback session from the participants of the workshop. All participants expressed their satisfaction about the workshop and overall coordination of the faculties of the department as well as the whole program. The Certificates were presented to the participants by the dignitaries. The Workshop was concluded with a vote of thanks proposed by Dr. S.Sujatha, workshop Co-Director. The program was concluded with happy note from everyone. Workshop Co-Director Dr.S.Sujatha, Assistant Professor and Head, Department of Tamil and S.Kannan, Associate Professor and Head, Department of Economics, GTN Arts College, Dindigul made the arrangements of this workshop.

National Seminar on Indian Education System

One-day National Seminar on 'Indian Education System: Capacity Building and Employability' was organized by S.D. College of Education, Barnala in association with Council for Teacher Education, recently. Dr. Tapan Kumar Sahu, Principal, S.D. College of Education delivered the Welcome address. The General Secretary of S.D. College Institutions, Mr. J N Sharma also addressed the delegates and shared his views on the theme of the Seminar.

Keynote Address was delivered by Dr. Sanjay Kaushik, Director, Honorary Director ICSSR- North Western Regional Centre (NWRC), Chandigarh who is also active as Dean, College Development Council, Panjab University, Chandigarh. According to him, there is a huge gap between 'what is thought' and 'what is practical' in schools and colleges and due to this problem our youth is lagging behind in employability. Guest Speaker, Dr. Pushpinder Singh Gill, Professor of School Management Studies and Dean, External Campuses, Punjabi University, Patiala expressed his views on Indian education and capacity building, about problem of un-employability. Ms. Aisha Chandel, English Language Trainer and Assessor for international students, migrants, refugees and asylum seekers in Australia discussed various problems faced by Indian students abroad. She also elaborated the importance of learning English to get better placements abroad.

Dr. Pargat Singh Garcha, Secretary, CTEF (Pb. & Chd. Chapter) and Assistant Professor at GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana highlighted the different changing patterns in education and emphasized that today biggest competitor of teacher is not teacher but technology. He explained 5 *mantras* to be a good teacher which are Communication, Creativity, Computer-literacy, Critical Thinking and Collaboration. Around 120 delegates, research scholars, faculty from different parts of Punjab and neighbouring states presented their papers in the seminar. In valedictory session Ms. Navneet Kaur presented seminar report. Vote of Thanks was proposed by Ms. Barinder Kaur.

National Webinar on Nationalism

A three-day Multi Disciplinary National Webinar on 'Nationalism' is being organised by Institute for Social Development & Research, Gari Hotwar, Ranchi, (Jharkhand), during June 27-29, 2020. Nationalism is an ideology and movement that promotes the interests of a particular nation (as in a group of people) especially with the aim of gaining and maintaining the nation's sovereignty (self-governance) over its homeland. Nationalism holds that each nation should govern itself, free from outside interference (self-determination), that a nation is a natural and ideal basis for a polity, and that the nation is the only rightful source of political power (popular sovereignty). It further aims to build and maintain a single national identity—based on shared social characteristics such as culture, language, religion, politics, and belief in a shared singular history—and to promote national

unity or solidarity. Nationalism, therefore, seeks to preserve and foster a nation's traditional culture, and cultural revivals have been associated with nationalist movements. It also encourages pride in national achievements, and is closely linked to patriotism. Nationalism is often combined with other ideologies, such as conservatism (national conservatism) or socialism (socialist nationalism). For example, this development may be the result of internal structural issues or the result of resentment by an existing group or groups towards other communities, especially foreign powers that are controlling them.

The Webinar is a platform to discuss various aspects of nationalism aimed at developing an appropriate understanding and insight regarding Nationalism. The topics to be deliberated in the Webinar are:

1. Problems and Prospects of Nationalism
2. Cultural Nationalism
3. Globalization and Nationalism
4. Internal Security and Nationalism
5. Educational Campuses and Teachings of Nationalism
6. Foreign Policy and Nationalism
7. Economy and Nationalism
8. Film and Nationalism
9. Civil Religion and Nationalism
10. Ethnic Nationalism
11. Revolutionary Nationalism
12. Language Nationalism
13. Separatism and Nationalism
14. Post-Colonial Nationalism
15. Religious Nationalism
16. Any subtheme related to central theme.

For further details contact the Organising Secretary,   Dr. Uday Narayan Singh,, Institute for Social Development and Research (ISDR), At- Gari Hotwar, P.o.- Hotwar, Ranchi - 835217,

Jharkhand, Mobile: 9006688743, 8987663300, 9504330794. Email   isdr.ranchi@yahoo.com, isdr. ranchi@gmail.com For updated, log on to : isdr. co.in, isdr.in.

AICTE Vishwakarma Awards 2020

All India Council for Technical Education (AICTE), Ministry of Human Resource Development, Government of India is holding AICTE Utkrisht Sansthan Vishwakarma Awards - 2020 for the students of AICTE approved institutions. AICTE has been organizing Utkrisht Sansthan Vishwakarma Awards (USVA), also known as the annual Vishwakarma Awards since the year 2017. The awards have been instituted for promoting innovative spirit and scientific temperament for holistic development of society through the stakeholders of its approved institutes. The Awards are aimed at motivating young individuals, inspiring leaders and institutions/ organizations to raise their performance in their specific domains leading to significant contribution towards the growth and development of the Nation as a whole.

This year, the theme of the award ceremony is 'India Fights Corona'. The major parameters to be considered for the award are Counseling, Post-COVID-19 rehabilitation, awareness programmes, and the innovative ways to conduct online classes etc. One student can participate in the competition from each Institute who will be shortlisted by the expert team of AICTE. Awards will be given across different categories to the qualifying candidates. Last date for sending application is   30th May, 2020. For further details browse AICTE   Website https://www.aicte-india.org .   ∎