

ANNAMALAI UNIVERSITY
DEPT OF COMMERCE

CREATIVE RESEARCH &
KNOWLEDGE MANGEMENT

Welcome Participants

By

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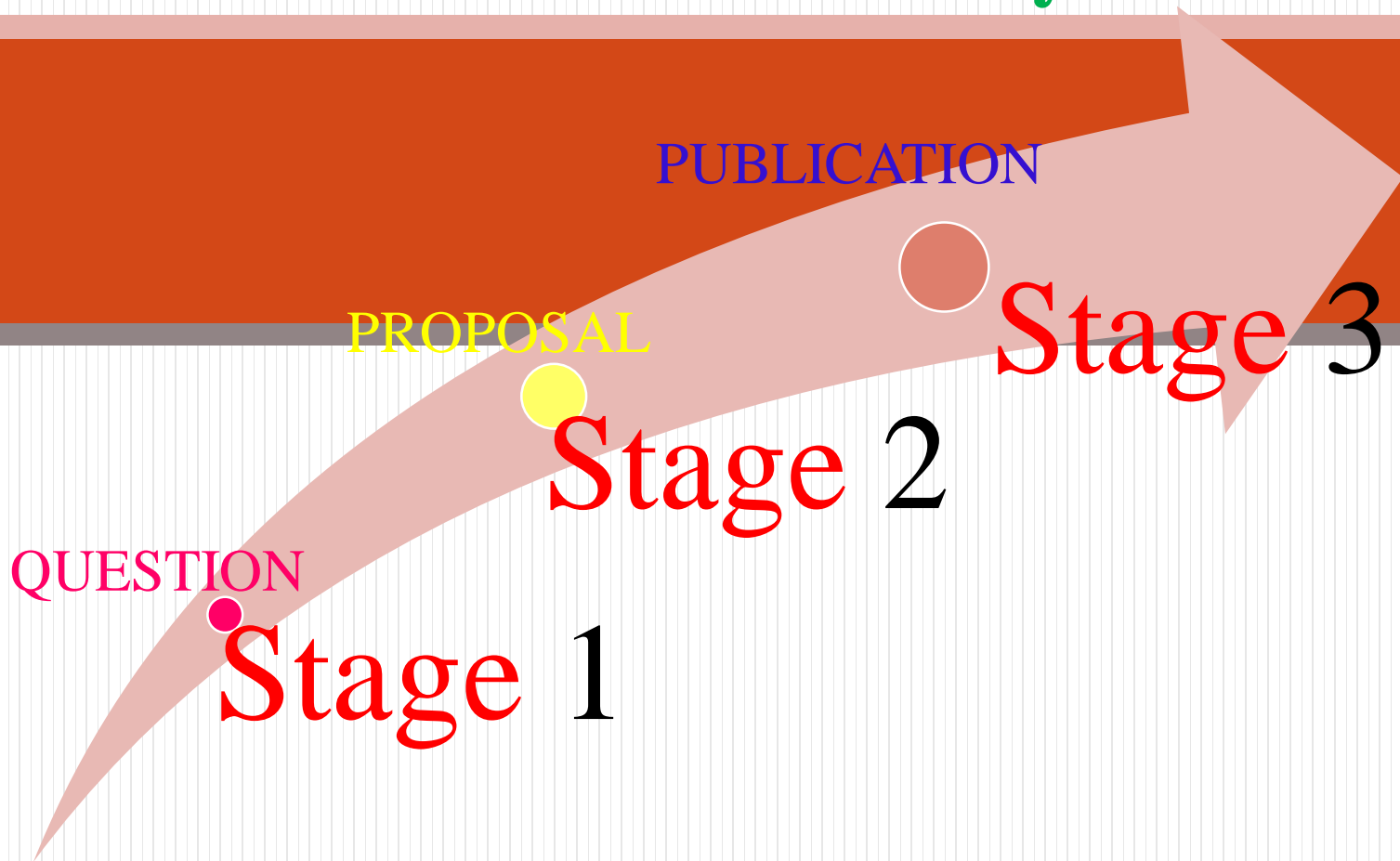
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What is Creativity in Research ???



Research Pathway



First Stage – Research Design

How to identify a **research idea**

```
graph TD; A[How to identify a research idea] --> B[Define a research question]; B --> C[How to identify whether it has been studied already using the literature]; C --> D[Refine a research question];
```

Define a **research question**

How to identify whether it has been studied already using the **literature**

Refine a research **question**

Designing a Study

Ask a FINER Question

Critically Review What is Known

Write a Hypothesis/Aims:

Choose a Study Design:

Write a proposal

Why Do we Need to Write a Research Proposal?

- A research proposal is intended to convince others that you have:
 - A worthwhile research project
 - The capability and the work-plan to complete it

When Do You Need a Research Proposal?

- For Seeking Funds
- To Get Ethical Committee Approval

What we are Trying to do When we Write a Grant Proposal?

- We are trying to get funding for an idea:
 - Develop clear language to sell that idea.
 - Include the significance of the idea in that language.
 - Be realistic in the academic pitch.

Benefits of Writing Proposal

- Allows Problems To Be Defined And Managed Before Start
- Provides Guidance While The Research in Process
- Provides Documentary Evidence of Planned Analysis

Characteristics of the Proposal

■ Feasibility

1. Adequate number of subjects
2. Adequate technical expertise
3. Affordable time and money
4. Manageable scope

■ Interesting

1. Something to be passionate about
2. Something a sort of Expertise Displayed
3. Something that makes a difference in an Organization or a Society



Research Sequence

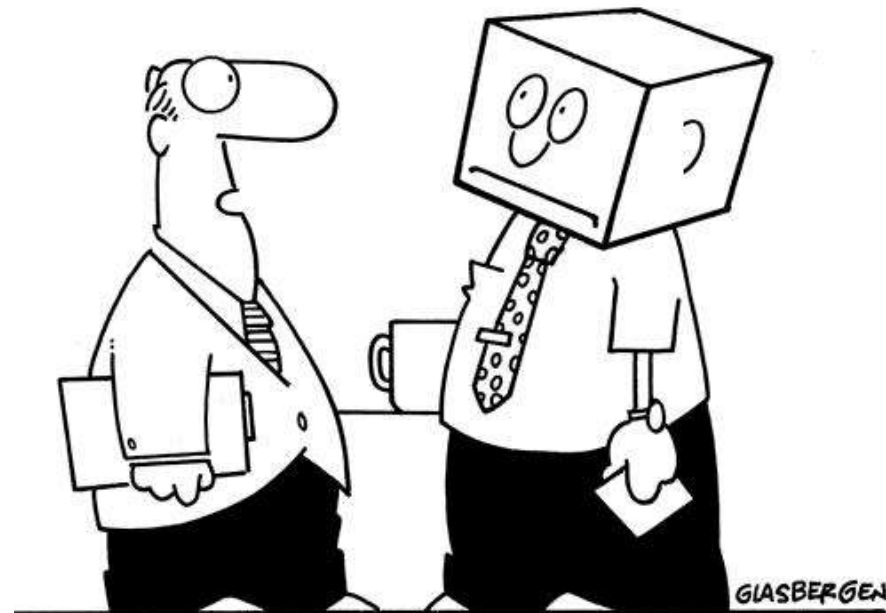
- Topic selection
- Research planning
- Literature survey
- Formulating the problem
- Creating new solutions
- Verification of analytical results
- Communication of results
- Commercialization of research outcomes



What It Takes?

- Creativity
- Open mind
- Curiosity
- Patience
- Persistence
- Positive Attitude
- Discipline and focus

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“Thinking outside of the box is difficult for some people. Keep trying.”

Nature of Creativity

- The ability of making something new
- Originality
- Utility
- No correlation with intelligence
- Nature and nurture both important
- Creative personality



How Do Extraordinary Creative Ideas Occur?

- Sudden spontaneous visions
- Dreams
- Cross-pollination from different fields



Stories of Extraordinary Inventors

Sudden Vision Discoveries

- Tesla's idea of the rotating magnetic field came to him instantly while he was walking in a park.
- He drew a picture of the rotating magnetic field in the ground of the park.



Stories of Extraordinary Inventors

Sudden Vision Discoveries

- The great mathematician Gauss proved in an instant a theorem on which he had worked unsuccessfully for four years. "As a sudden flash of light, the enigma was solved. . . ."
- Similar accounts given by extraordinary creative people such as Mozart, Tchaikovsky, Poincare, Coleridge etc.



Stories of Extraordinary Inventors

Dream Discoveries

- Frederick Kekule fell asleep and dreamed of the benzene molecule as a snake biting its tail.
- Otto Loewi had a dream that led to his discovery of the chemical transmission of nerve impulses.



Stories of Extraordinary Inventors

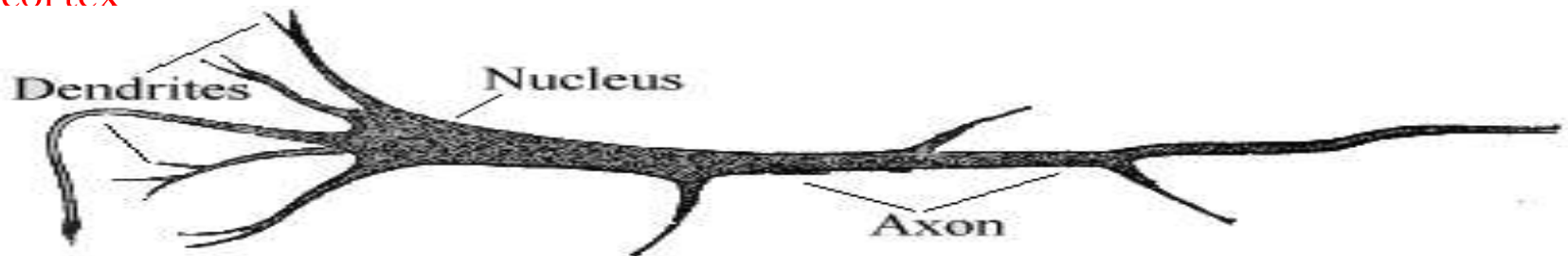
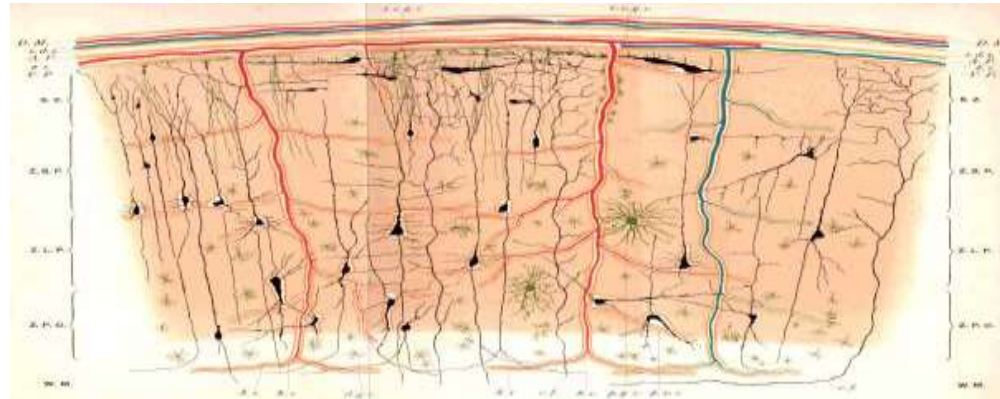
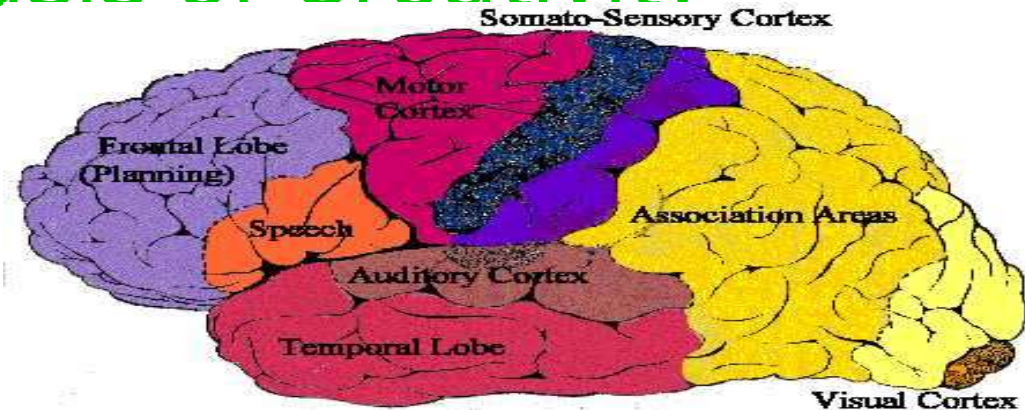
Cross-pollination

- Trellis codes by G. Ungerboeck – modem designer
- Turbo codes by C. Berrou – electronics expert
- Viterbi's algorithm – dynamic programming from computer science
- Frequency hopping by Hedy Lamarr - famous actress



A Neural Basis of Creativity

- A human brain is a self-organizing system
- Brain centers specialized for individual functions
- The cortex contains neurons
- Communications between centers occurs via neural links
- Creative activities occur in the associative cortex
- Creative people have rich neural links in the associative cortex



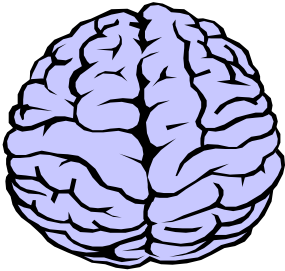
Large Pyramidal Cell

CREATIVETHINKING, generating tools to produce a quantity of varied possibilities

- quantity of possibilities
- defer judgment
- look for combinations

CRITICALTHINKING, focusing tools to analyze, prioritize, evaluate to select options

- Goal and purpose driven
- constructive
- criteria
- evaluate options based on goal



Left Brain

The Brain, the Brain!

Corpus Collosum

Right Brain

Analytical and orderly

**uses logic
detail oriented
facts rule
words and language
math and science
knows object name
reality based
forms strategies
practical
safe**

Creativity and unpredictability

**uses feeling
"big picture" oriented
imagination rules
symbols and images
philosophy & religion
knows object function
fantasy based
presents possibilities
impetuous
risk taking**

Creative and Critical Thinking: A Warm Up Activity

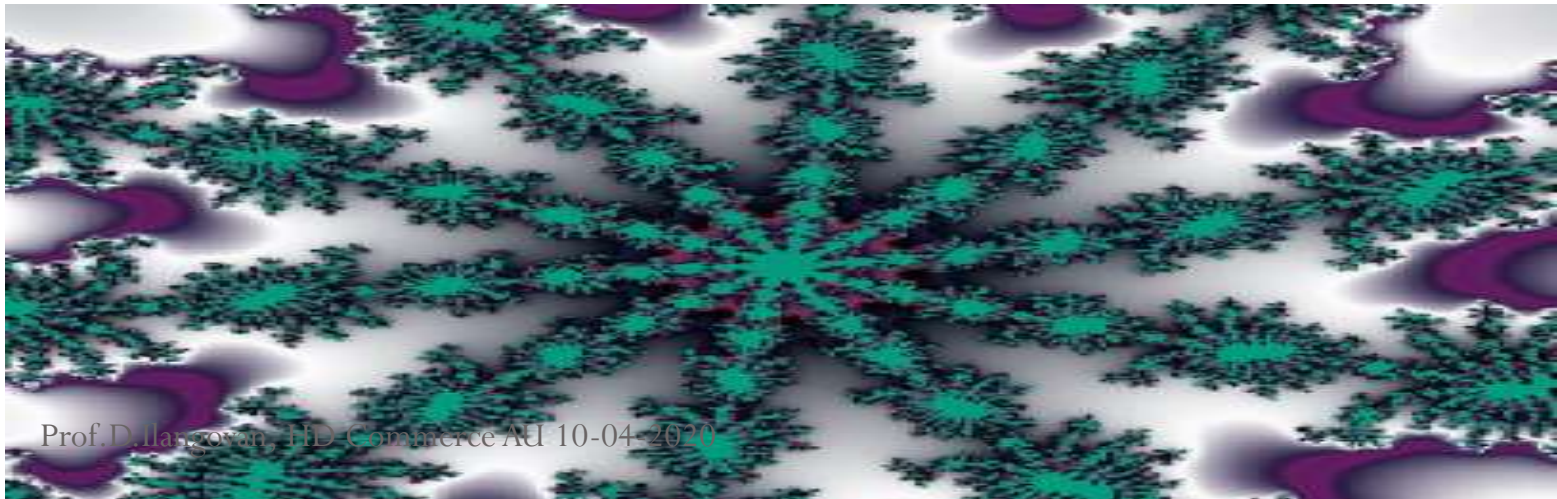
<p>Brainstorming about THINKING</p>	<p>Prioritize by selecting three things that your group thinks is most important to WORKING EFFECTIVELY in the 21st century. Create a priority ladder, stairway, or visual of your choice.</p>
<p>Write a simile about the THINKING using five ideas to show the connections.</p> <p>_____ is like _____</p> <p>Because</p> <ol style="list-style-type: none">1.2.3.4.5.	<p>Illustrate your simile.</p>

Creating New Solutions

- Ordinary creativity consists of conscious activities, represented as linear processes



- Extraordinary creativity involves unconscious mental processes consisting in interactions between various regions in the associative cortex bypassing consciousness



Nurturing Creativity

- Exploring in depth a new area
- Think creatively on a regular basis
- Know when to work more deeply or to move on
- Daily meditation
- Practicing observation and describing
- Practicing imagination



Six Thinking Hats®



Rhodes Scholar M.D., Ph.D.,
(Philosophy, Medicine, & Psychology),

World's leading authority in the field of
thinking

Author of over 60 books in 35 languages

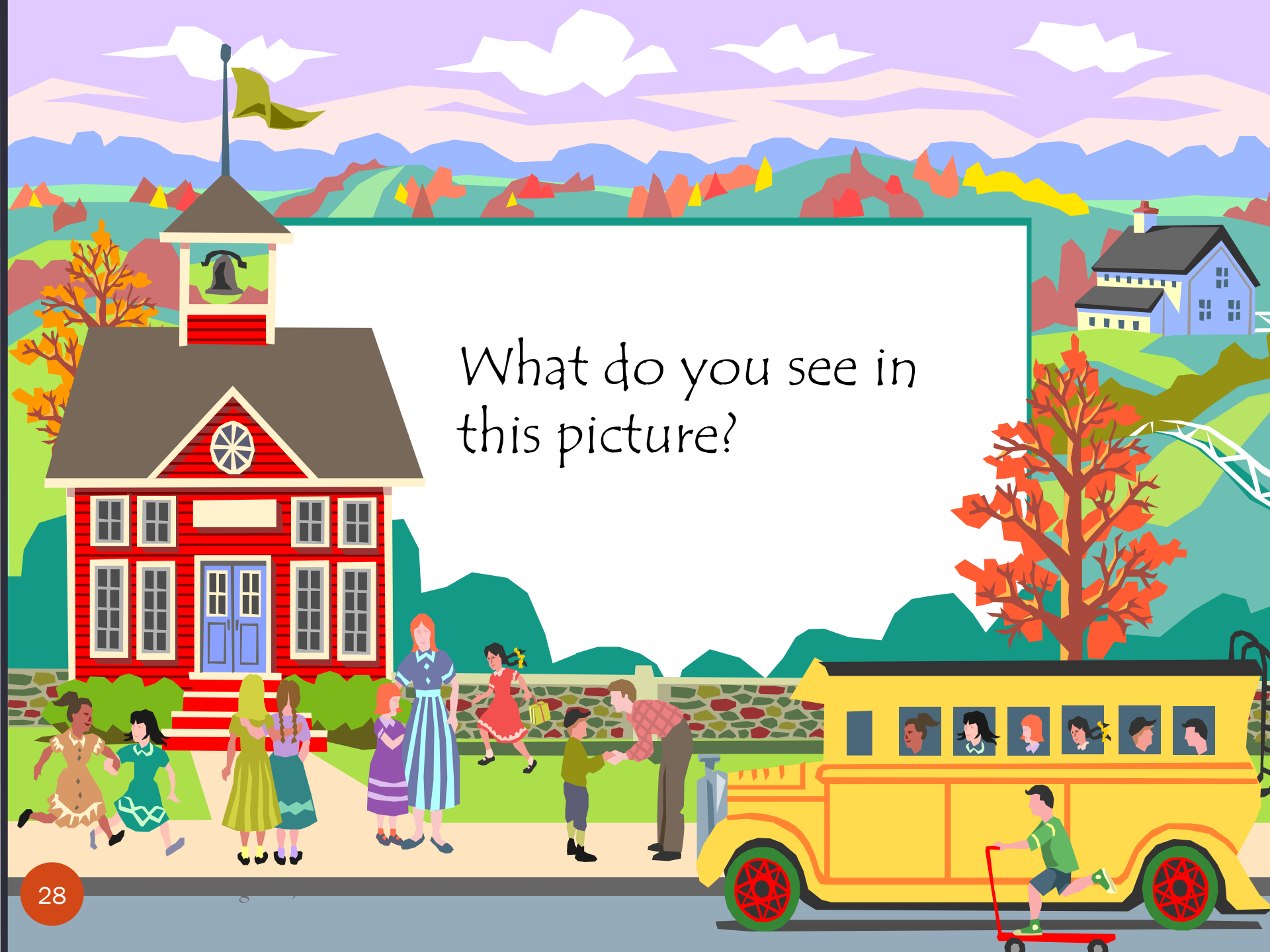
Six Hats®

Began as a Tool for the Corporate World




DuPont, Prudential Life Insurance, IBM, British Airways, Siemens, and 100 international corporations use Six Hats to:

1. Promote focused meetings and communication
2. Improve team work
3. Increase productivity and profits



What do you see in
this picture?



What do you see in
this picture?

White hat



facts

data

Information

Who, what, when, where?

What do you want to know?

Knowledge Oriented

Red hat



feelings

emotions

intuition

Evaluation Oriented

Black hat



caution

words of wisdom

risks

Analysis Oriented

Yellow hat



benefits

optimism

value

the good in it

Analysis Oriented

Green hat



creativity

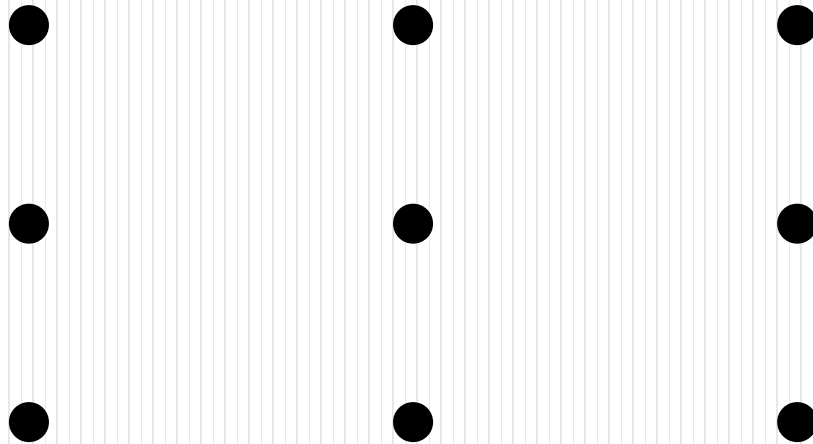
new ideas

alternatives

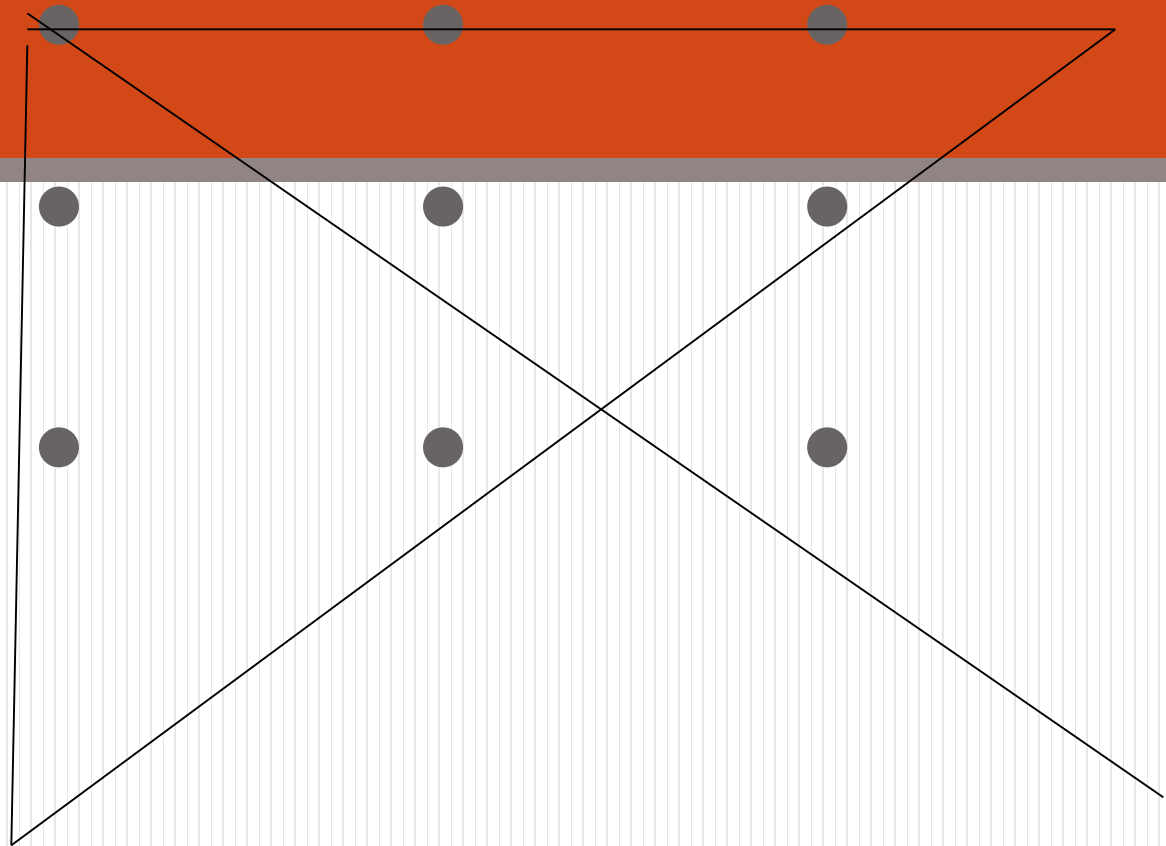
possibilities

Synthesis Oriented

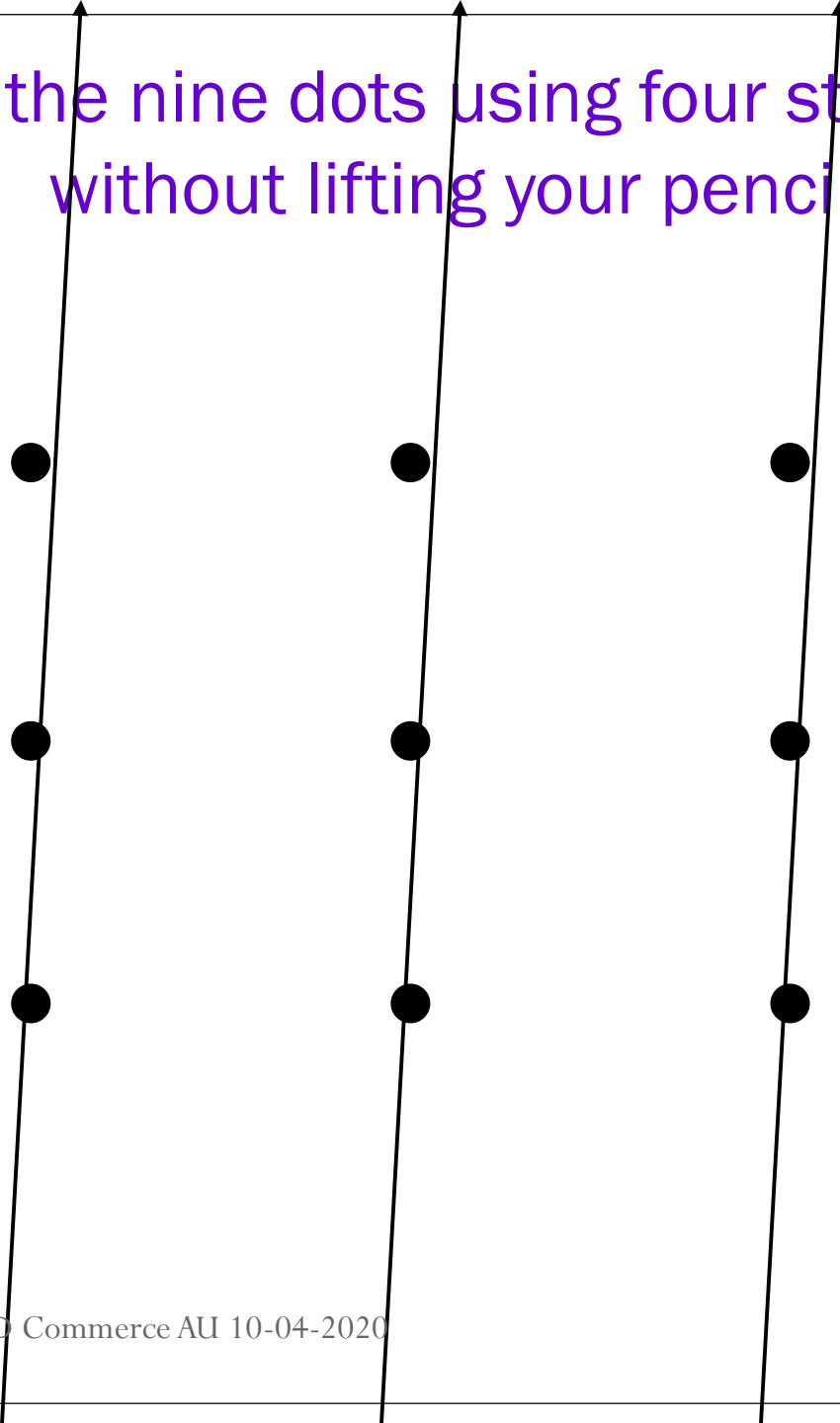
Connect the nine dots using four straight lines
without lifting your pencil.



Connect the nine dots using four straight lines without lifting your pencil.



Connect the nine dots using four straight lines without lifting your pencil.



15 9 5 21 14 22 2
37 27 42
21 33 40 8 28 30 38
19 34
35 7 23 17 34 20 12 4
1 18
31 13 47 36 10 26
3 25 39 11 24 16
29 5 6 16 32

Blue hat



thinking
about thinking

process

another viewpoint

Summarizing

metacognition

organizing

concluding

Comprehension Oriented

So creativity is the key for successful Research in any Discipline of your Choice

However the Researcher is
Required to organize his/her
Creative Thinking through Better
Knowledge Management, which
forms the Bed-rock of any

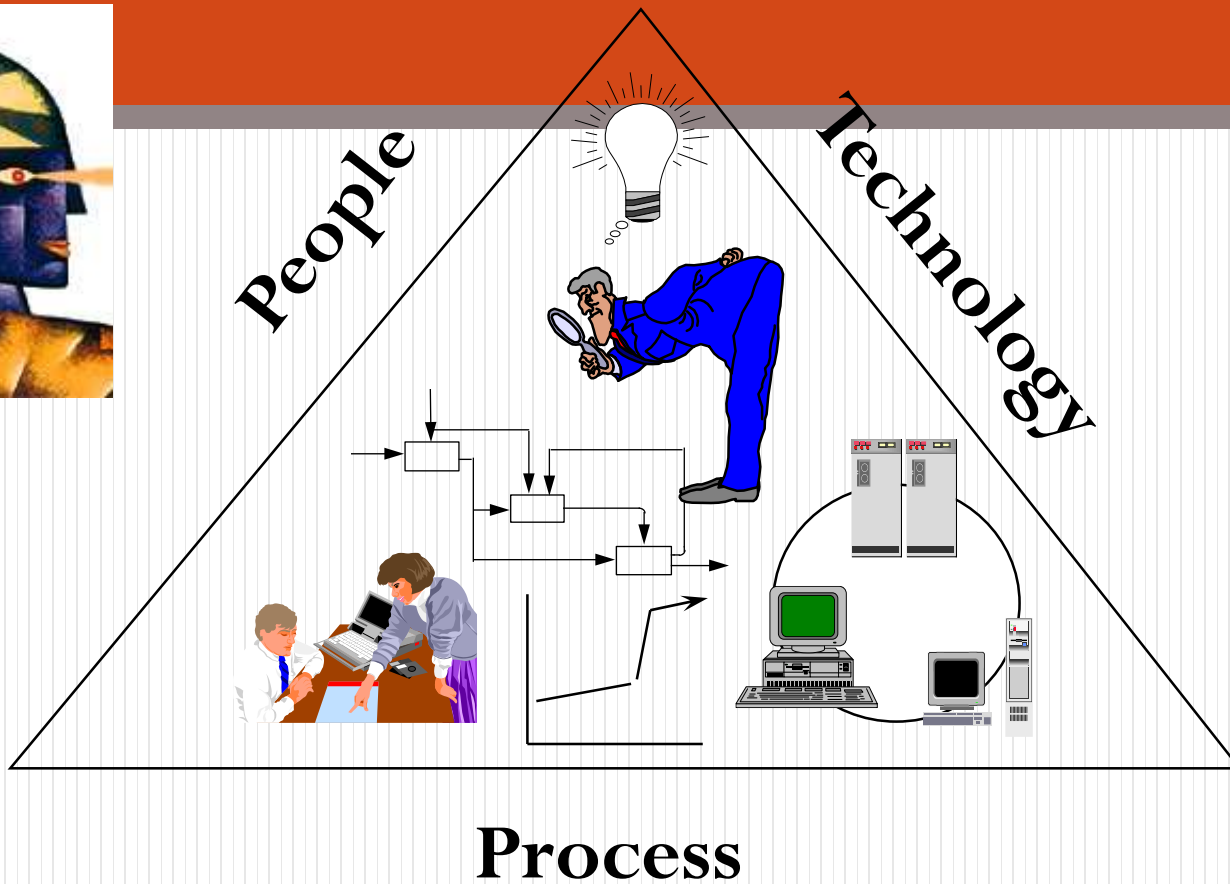
Research Activity



KNOWLEDGE MANAGMENT

KNOWLEDGE MANAGEMENT

THREE DIMENSIONS



Knowledge Management (KM)

*"I wish we knew
what we know..."*

- a CEO -

Definition of KM

Knowledge Management is the broad process of locating, organizing, transferring, and using the information and expertise within an organization.

The overall knowledge management process is supported by four key enablers: leadership, culture, technology, and measurement.

-- American Productivity & Quality Center

Knowledge Hierarchy

Wisdom

Knowledge

Information

Data

Information

- Information has meaning, relevance and purpose.
- Information is organized with purpose and it can potentially shape the receiver.
- Data becomes information when it's creator adds meaning. We transform data into information by adding value in various ways:
 - Contextualized: we know for what purpose the data was gathered
 - Categorized: we know the units of analysis or key components of the data
 - Calculated: the data may have been analyzed mathematically or statically
 - Corrected: errors have been removed from the data
 - Condensed: the data may have been summarized in a more concise form

Knowledge

- Knowledge guides us in the process of analyzing data and utilizing information.
- Knowledge derives from information as information derives from data. This transformation happens through the following processes:
 - Comparison: how does information about the situation compare to other situations we have known?
 - Consequences: what implications does the information have for decisions and actions?
 - Connections: how does this bit of knowledge relate to others?
 - Conversation: what do other people think about this information?

Wisdom Is...

- Unselfish
- Enlightening
- Insightful
- Uncommon common sense
- Creative interpretation of patterns or phenomenon
- Applying knowledge and information for the goodness of the world

Moving Up the Knowledge Hierarchy

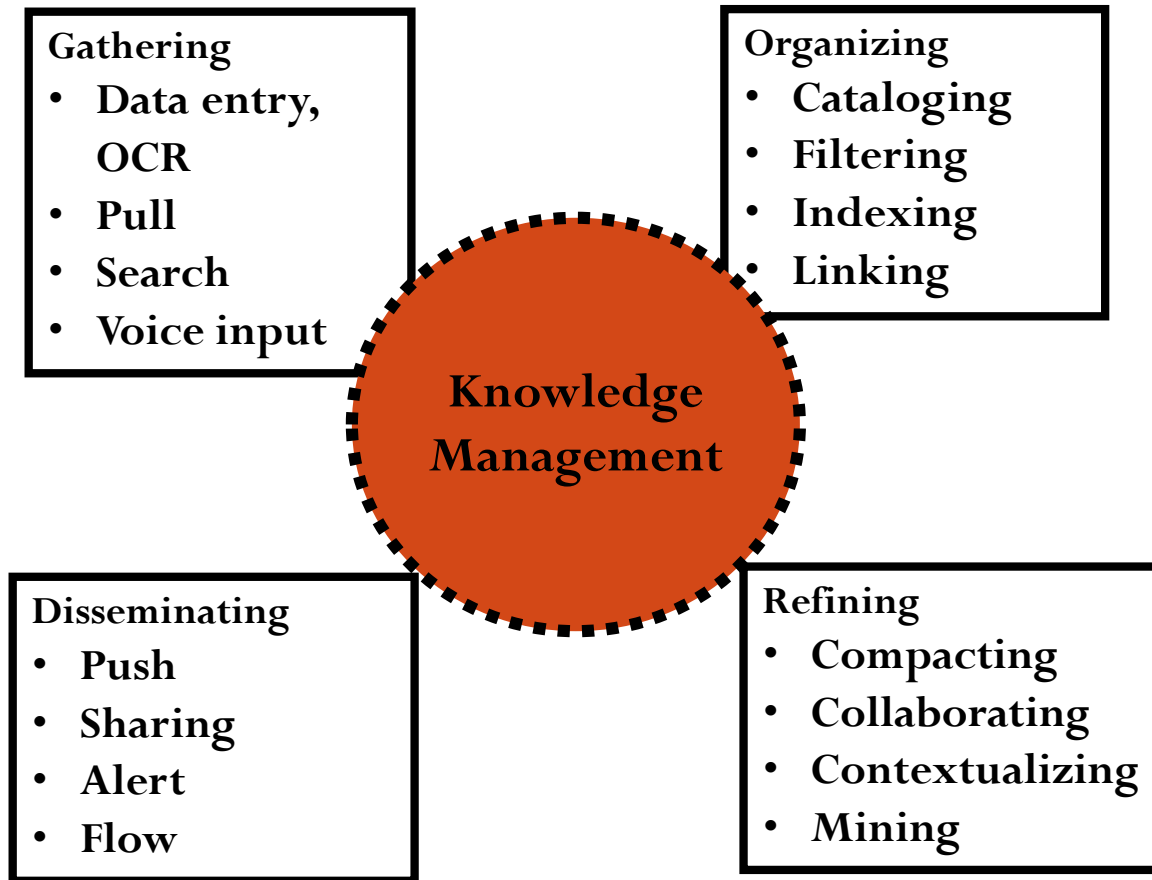
- Where is the knowledge we have lost in information?
- Where is the wisdom we have lost in knowledge?
- Where is the life we have lost in living?

T.S. Eliot, Choruses from "The Rocks," 1934

Two Ways of Knowledge Transfer

Information	Tradition
Transfers articulated information	Transfers unarticulated and articulated abilities
Independent of the individual	Dependent and independent
Static	Dynamic
Quick	Slow
Codified	Uncodified
Easy mass distribution	Difficult mass distribution

Knowledge Management Cosmology



Source: Adapted from Jeff Angus and Jeetu Patel, Knowledge-Management Cosmology, Information Week, March 16, 1998, p. 59.
Prof.D.Ilangovan, HD Commerce AU 10-04-2020, 17th Oct., 2013

Theory of Organizational Knowledge Creation

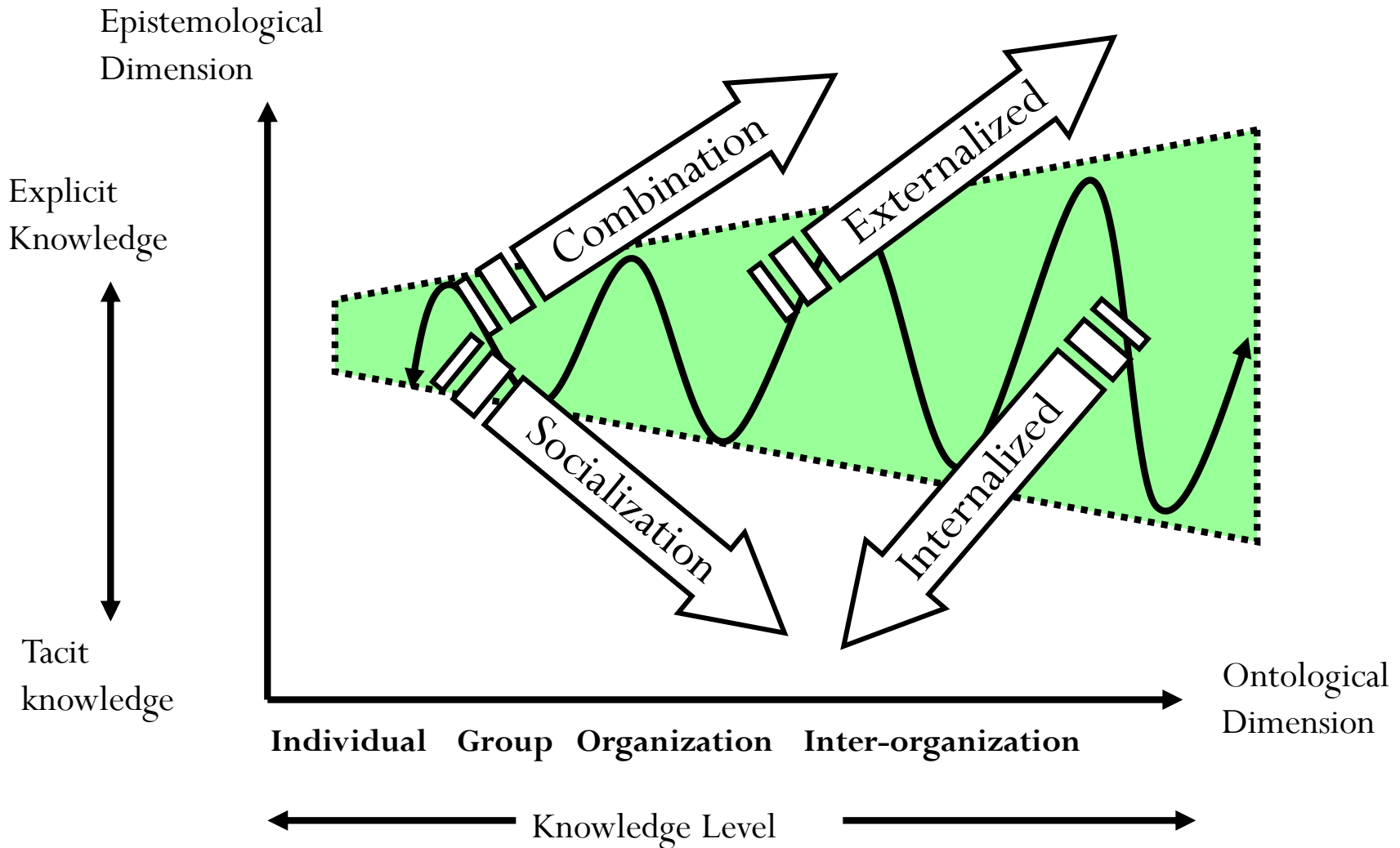
- **Tacit knowledge is personal, context-specific, and therefore hard to formalize and communicate.**
- **Explicit or codified knowledge is transmittable in formal, systematic language.**

Tacit Knowledge (Subjective)	Explicit Knowledge (Objective)
Knowledge of experience (body)	Knowledge of rationality (mind)
Simultaneous knowledge (here and now)	Sequential knowledge (there and then)
Analog knowledge (practice)	Digital knowledge (theory)

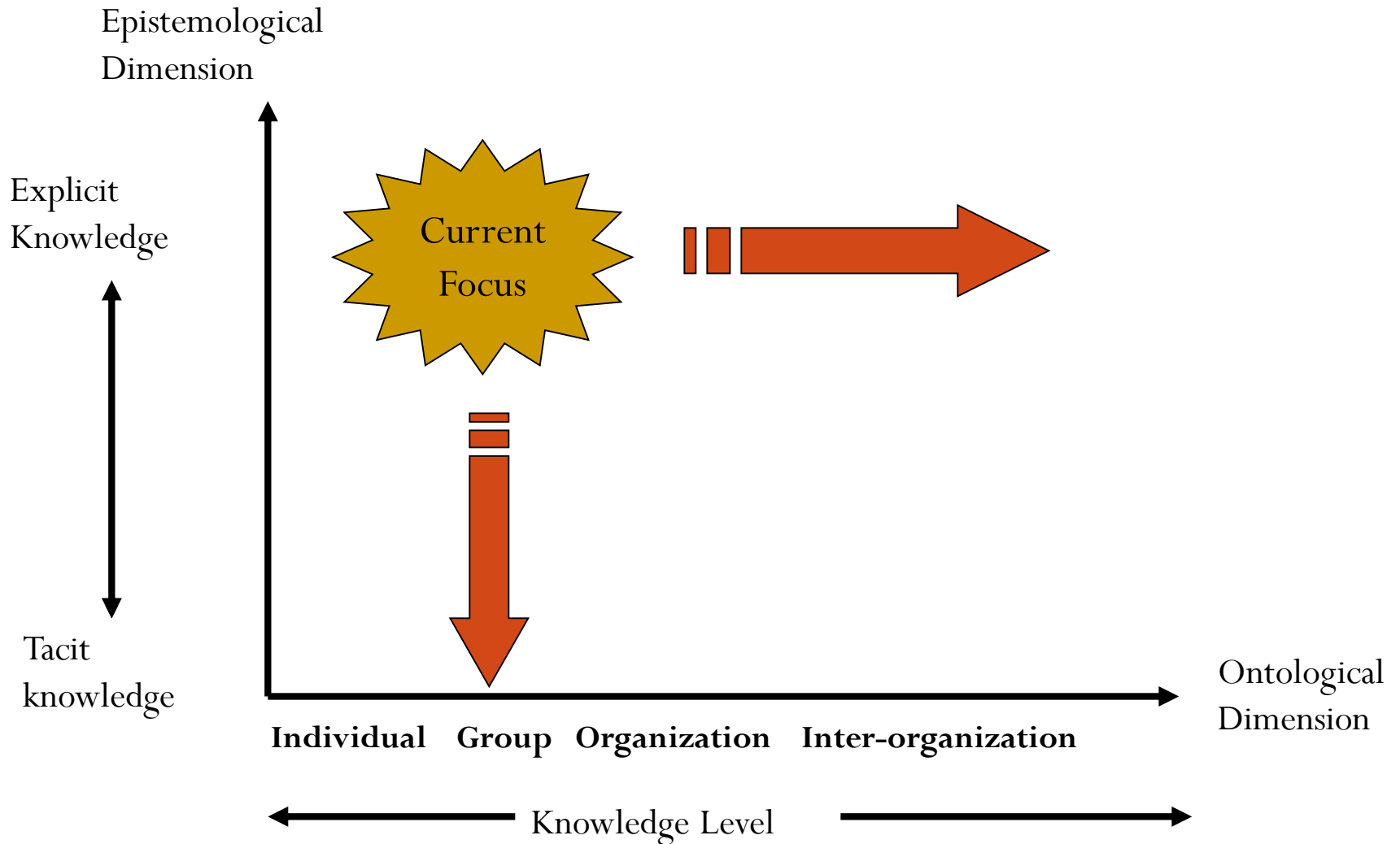
Knowledge Network

- Close the gap with the customer. Stay in touch with each other. Bring all of the company's brainpower to bear in serving each customer.
 - How do we stay connected?
 - How do we share knowledge?
 - How do we function anytime, anywhere - no matter what?
- "When you ask one person a question, you have the power of 1,200 employees behind you."
- "Our knowledge network is the pillar of our culture. And it's there to help you (the customer)."

Two Dimensions of Knowledge Creation



Two Dimensions of Knowledge Creation



Japanese-Style vs. Western-Style Organizational Knowledge Creation

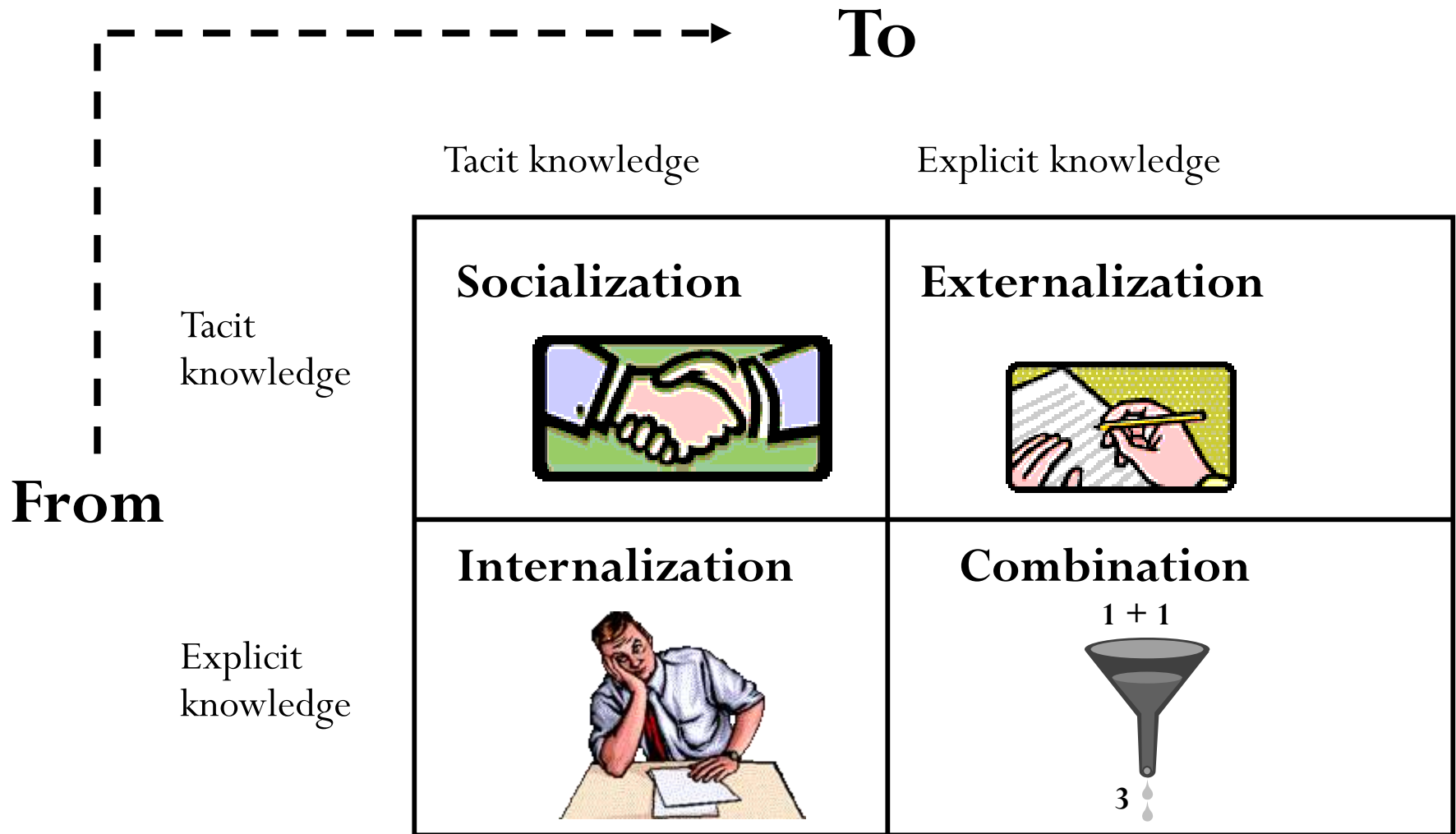
Japanese Organization

Western Organization

- Group-based
- Tacit knowledge-oriented
- Strong on socialization and internalization
- Emphasis on experience
- Danger of group thinking & over-adaptation to past successes
- Ambiguous organizational intention
- Group autonomy
- Creative chaos through overlapping tasks
- Less fluctuation from top management
- Less redundancy of information
- Requisite variety through cross-functional teams

- Individual-based
- Explicit knowledge-oriented
- Strong on externalization and combination
- Emphasis on analysis
- Danger of paralysis by analysis
- Clear organizational intention
- Individual autonomy
- Creative chaos through individual differences
- Less fluctuation from top management
- Less redundancy of information
- Requisite variety through individual differences

Four Modes of Knowledge Conversion

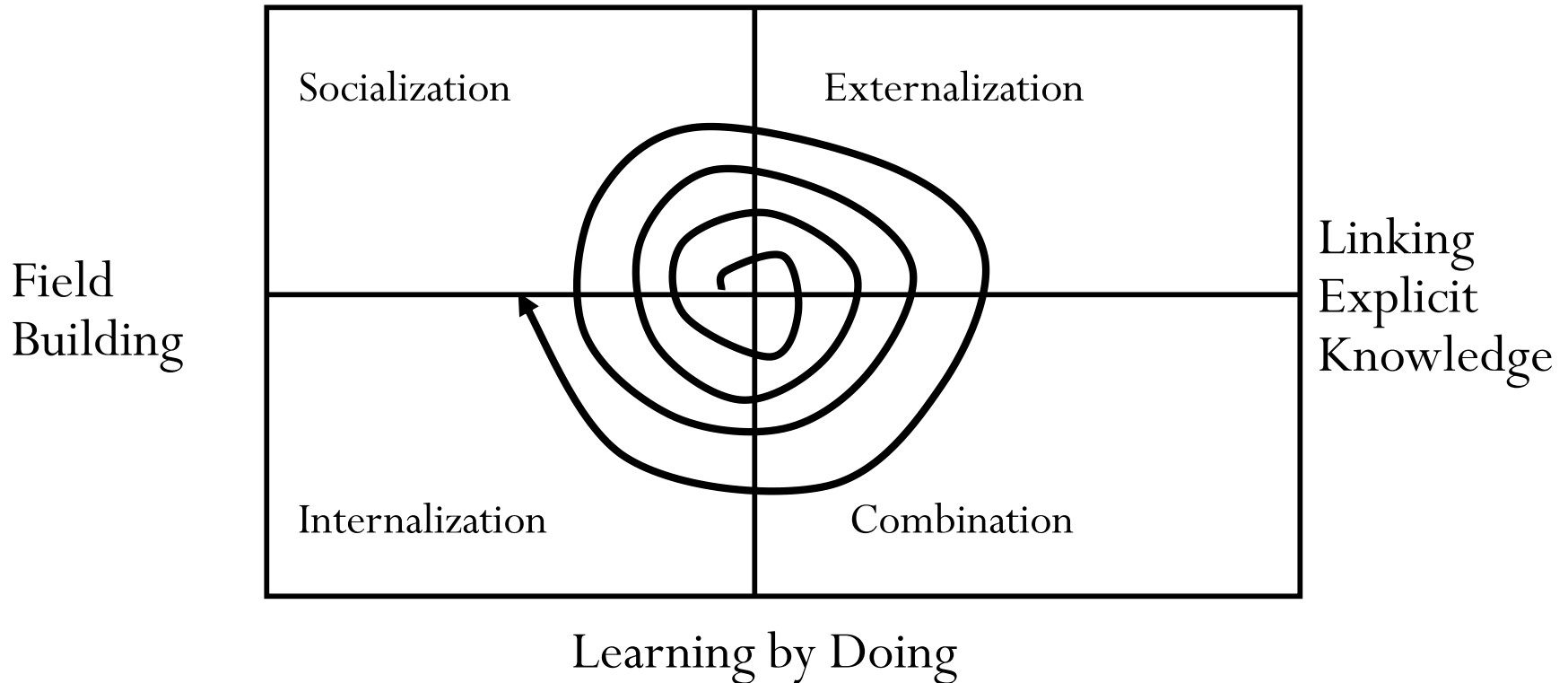


Four Modes of Knowledge Conversion

- **Socialization:**
 - A process of sharing experiences
 - Apprenticeship through observation, imitation, and practice
- **Externalization:**
 - A process of articulating tacit knowledge into explicit concepts
 - A quintessential knowledge-creation process involving the creation of metaphors, concepts, analogies, hypothesis, or models
 - Created through dialogue or collective reflection
- **Internalization:**
 - A process of embodying explicit knowledge into tacit knowledge
 - Learning by doing
 - Shared mental models or technical know-how
 - Documents help individual internalize what they experience
- **Combination:**
 - A process of systemizing concepts into a knowledge system
 - Reconfiguration of existing information and knowledge

Knowledge Spiral

Dialogue
(Collective Reflection)



Contents of Knowledge Created in Four Modes To

Tacit knowledge

Explicit knowledge

Tacit
knowledge

**(Socialization)
Sympathized
Knowledge**

**(Externalization)
Conceptual
Knowledge**

From

Explicit
knowledge

**(Internalization)
Operational
Knowledge**

**(Combination)
Systemic
Knowledge**

		Tacit knowledge	Explicit knowledge
Tacit knowledge	(Socialization) Sympathized Knowledge		(Externalization) Conceptual Knowledge
From			
Explicit knowledge	(Internalization) Operational Knowledge	(Combination) Systemic Knowledge	

- Sympathized knowledge: Shared mental models and technical skills.
- Conceptual knowledge: Analogies & metaphors of products or processes.
- Systemic knowledge: Prototypes or new technologies.
- Operational knowledge: Project management, production process, new product usage, and policy implementation.

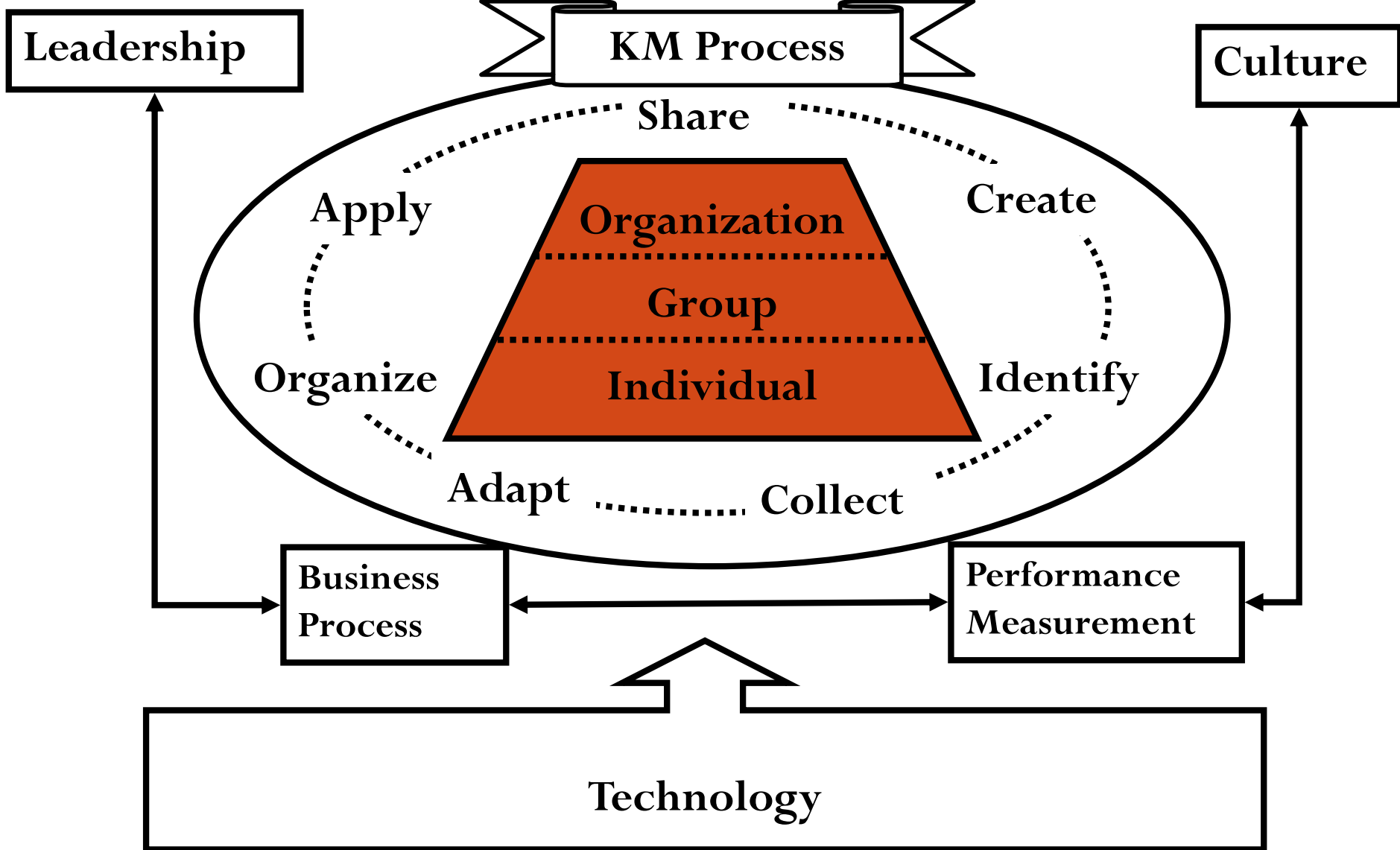
Knowledge Management Principles

- KM is expensive (but so is stupidity!)
- Effective management of knowledge requires hybrid solutions of people and technology.
- KM is highly political.
- KM requires knowledge managers.
- KM benefits more from map than models, more from markets than from hierarchies.
- Sharing and using knowledge are often unnatural acts.
- KM means improving knowledge work processes.
- Knowledge access is only the beginning.
- KM never never ends.
- KM requires a knowledge contract.

Knowledge Management Principles

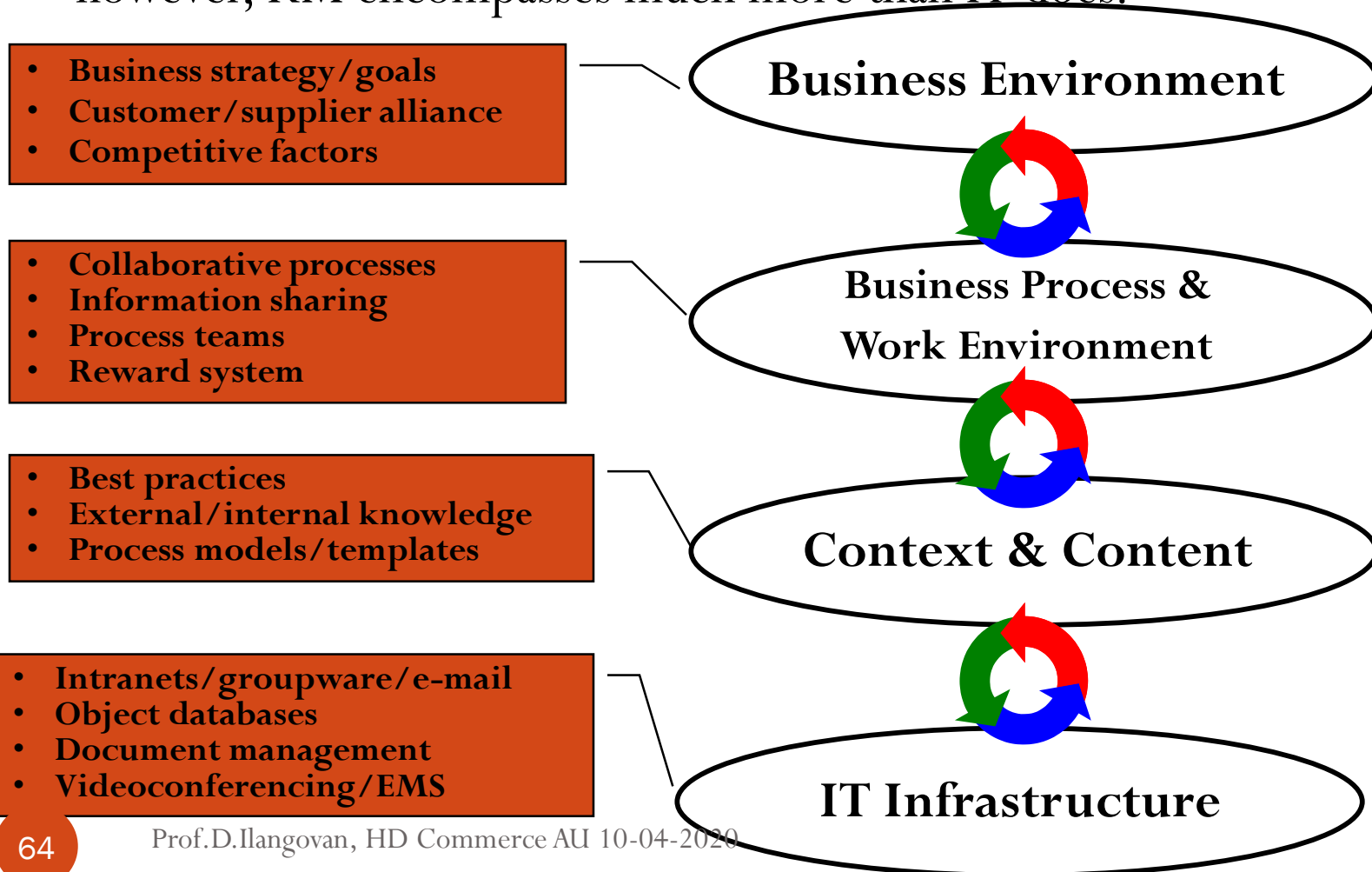
- The more you share, the more you gain.
- The knowledge acquisition process should be part of the work process.
- Integration of knowledge from multiple disciplines has the highest probability of creating new knowledge and value-added.
- Knowledge valuation should be conducted from customers' perspective.
- KM focus should be on core knowledge critical to sustaining company's competitive edge.

Organizational Knowledge Management Model



Knowledge Management Context

- IT infrastructure is a critical component of knowledge management (KM); however, KM encompasses much more than IT does.



Knowledge Assets

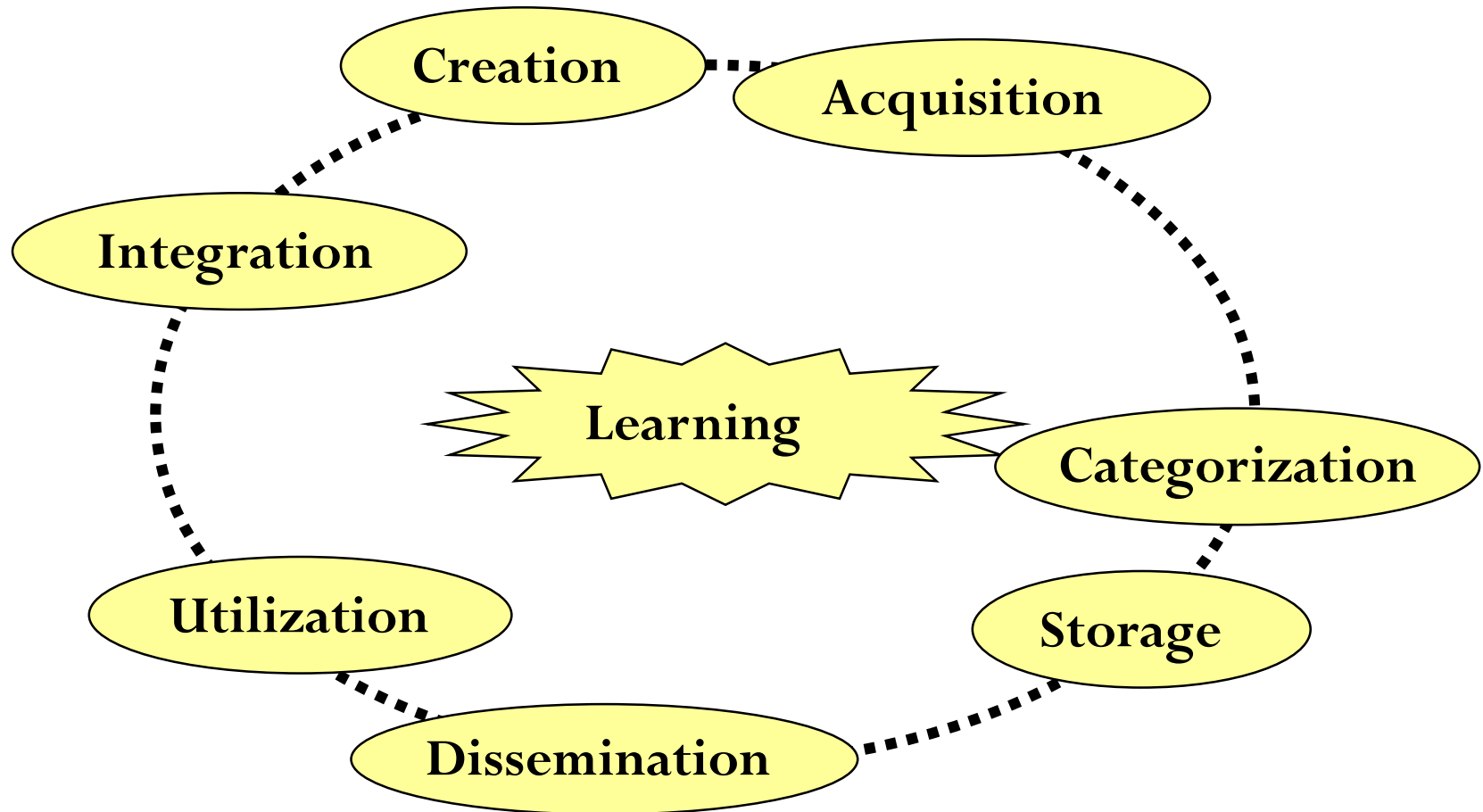
Codified Knowledge Assets (Legally Owned)

**Tip of the
iceberg**

Patents
Copyrights
Trademarks
Documents

- Working Solutions
- Web of Relationships
- Communities of Practice
- Experience
- Expertise and Theoretical Knowledge
- Database

Knowledge Management Cycle



Knowledge Categorization

- Knowledge of products/services
- Knowledge of processes/procedures
- Knowledge of production technology
- Knowledge of customers and markets
- Knowledge of your competitors
- Knowledge of your own people
- Meta-knowledge

KM Enabling Technologies

- Groupware
- Data warehouse and data mining
- Expert systems and knowledge based systems
- Intranet
- Electronic Performance Support Systems
- CBT, WBT
- Problem/Solution Database (Case-Based Reasoning Systems)

KM Inventory

1. Do you know what knowledge you have now? Who has it? How to get it?
2. Are you systematically transferring knowledge inside your own organization? How? Who?
3. Are you systematically acquiring outside knowledge? How? From whom? Is it being used?
4. Are you creating new knowledge? How? Where? Who? Is it being captured? Shared?
5. Are you leveraging knowledge: As a product? In your products?

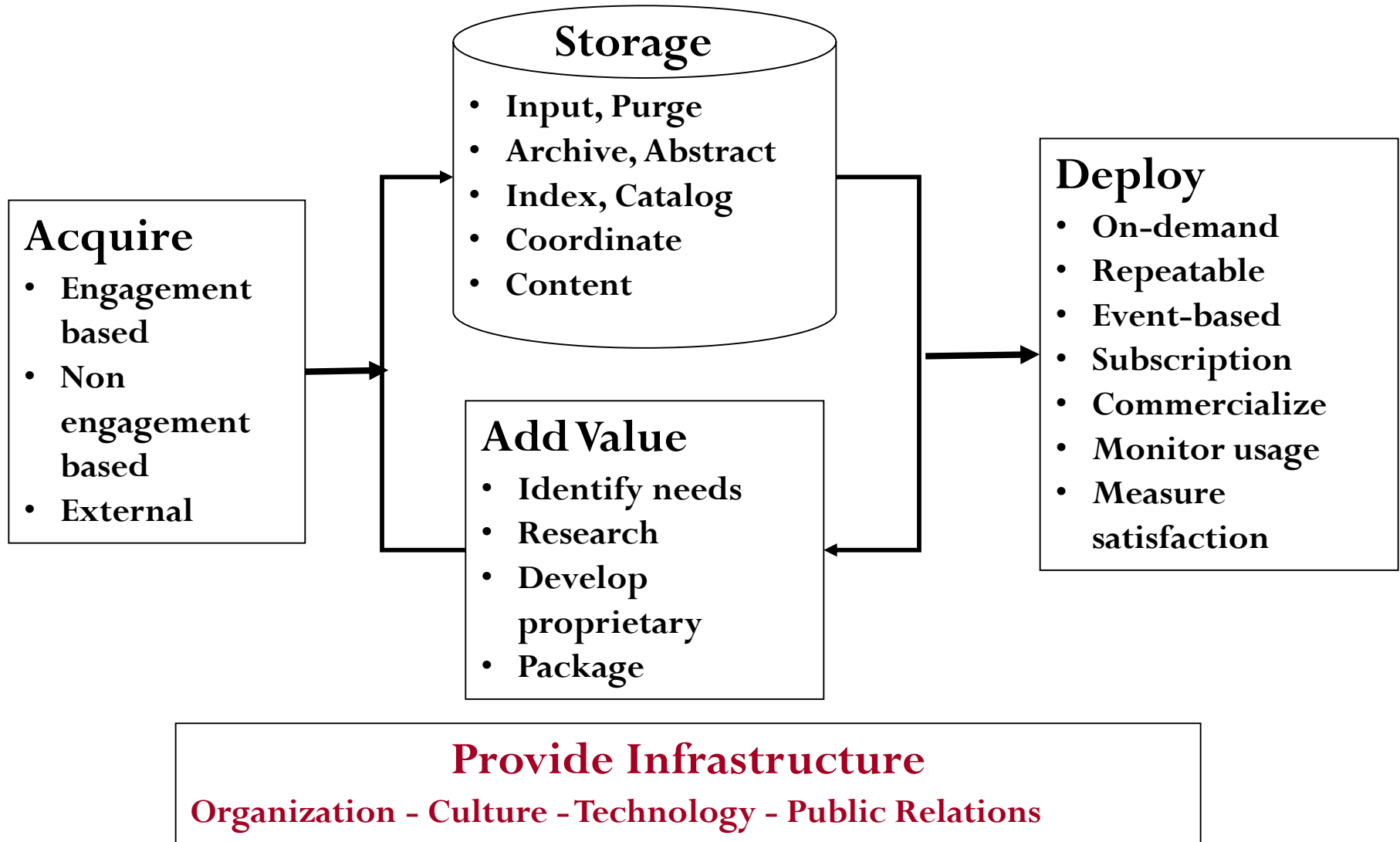
KM Inventory

6. Are you measuring your knowledge assets? Your return on knowledge? Are you investing in it? Where does the investment appear in your financials?
7. Are you using technology to acquire, disseminate, and transfer knowledge? To everyone? Everywhere? Anytime?
8. Are you encouraging...or discouraging...knowledge sharing? Are people sharing? If not, why not?
9. Do senior managers understand and support management of knowledge as a business strategy?
10. Are you looking at metaphors from the "new science" to help improve knowledge management?

Friction and Possible Solutions

- Lack of trust
 - Build relationships and trust through face-to-face meetings
- Different cultures, vocabularies, frames of reference
 - Create common ground through education, discussion, publications, teaming, job rotation
- Lack of time and meeting places:narrow idea of productive work
 - Establish times and places for knowledge transfers:fairs,talk rooms,conference reports
- Status and rewards go to knowledge owners
 - Evaluate performance and provide incentives based on sharing
- Lack of absorptive capacity in recipients
 - Educate employees for flexibility; provide time for learning; hire for openness to ideas
- Belief that knowledge is prerogative of particular groups not “invented here” syndrome
 - Encourage nonhierarchical approach to knowledge; quality of ideas more important than status of source
- Intolerance for mistakes or need for help
 - Accept and reward creative errors and collaboration; no loss of status from not knowing everything

Ernst & Young's Framework for KM



Reference Books

- *The Knowledge-Creating Company : How Japanese Companies Create the Dynamics of Innovation* by Ikujiro Nonaka, Hirotaka Takeuchi, Takeuchi Nonaka, Published by Oxford Univ Pr (Trade), May 1, 1995
- *Working Knowledge : How Organizations Manage What They Know*, by Thomas H. Davenport, Laurence Prusak, Published by McGraw-Hill, December 1, 1997
- *If Only we Knew What We Know: The Transfer of Internal Knowledge and Best Practice*, Carla O'dell and C. Jackson Grayson, Jr., Free Press, 1998.
- *Wellsprings of Knowledge : Building and Sustaining the Sources of Innovation*, by Dorothy Leonard-Barton, Published by Harvard Business School Press, October 1, 1995
- *Knowledge Management Tools (Resources for the Knowledge-Based Economy)* by Rudy L. Ruggles (Editor), Published by Butterworth-Heinemann, December 1, 1996
- *Intellectual Capital : The New Wealth of Organizations*, by Thomas A. Stewart, Published by Doubleday, March 1997



THANK YOU ALL

ANNAMALAI UNIVERSITY
DEPARTMENT OF COMMERCE
“QUALITIES OF A GOOD SCHOLAR”



WELCOME PARTICIPANTS

BY

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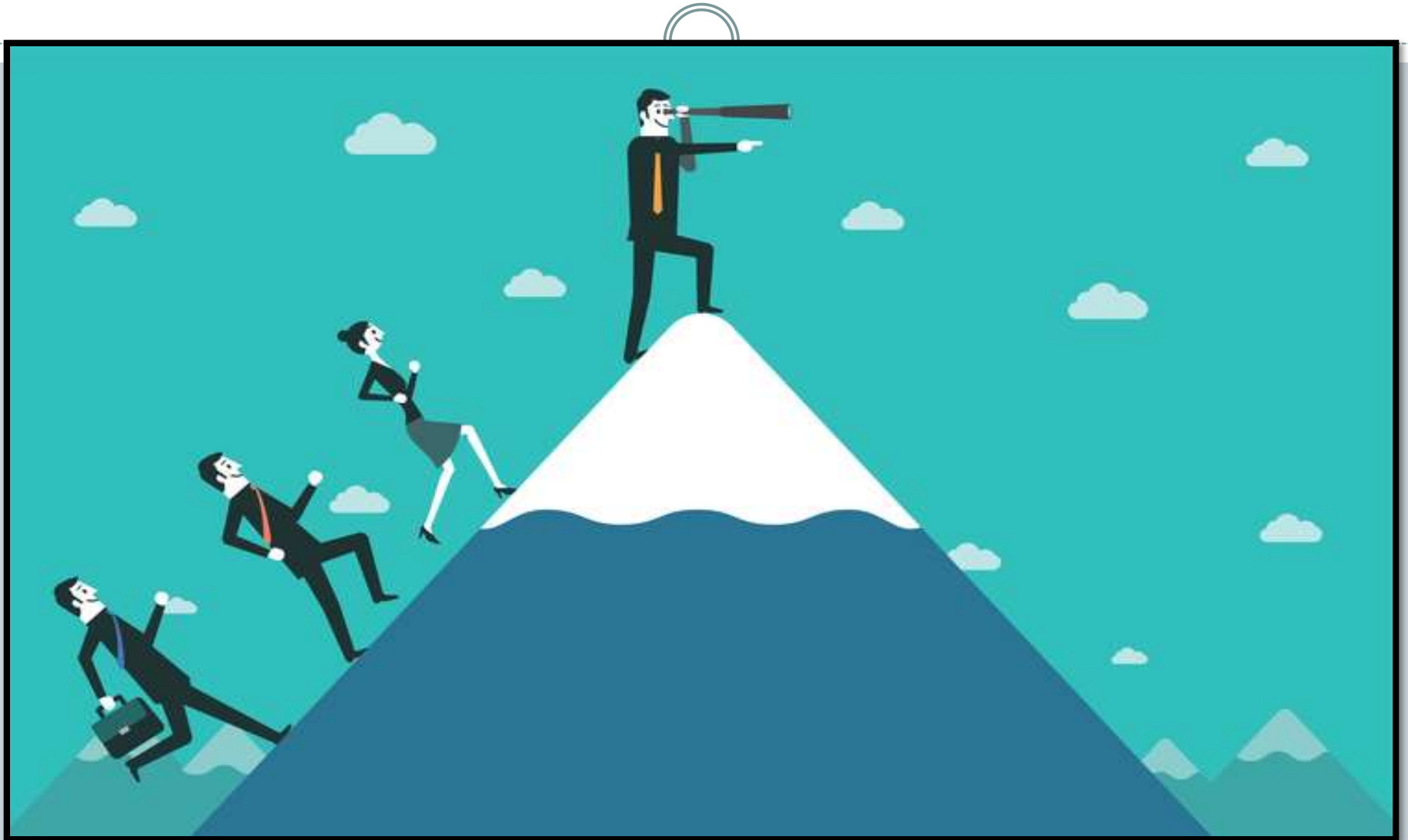
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ANNAMALAINAGAR – 608 002

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MOB: 09443738926

VISION LEADS TO MISSION



YOUR MISSION IS YOUR CAREER



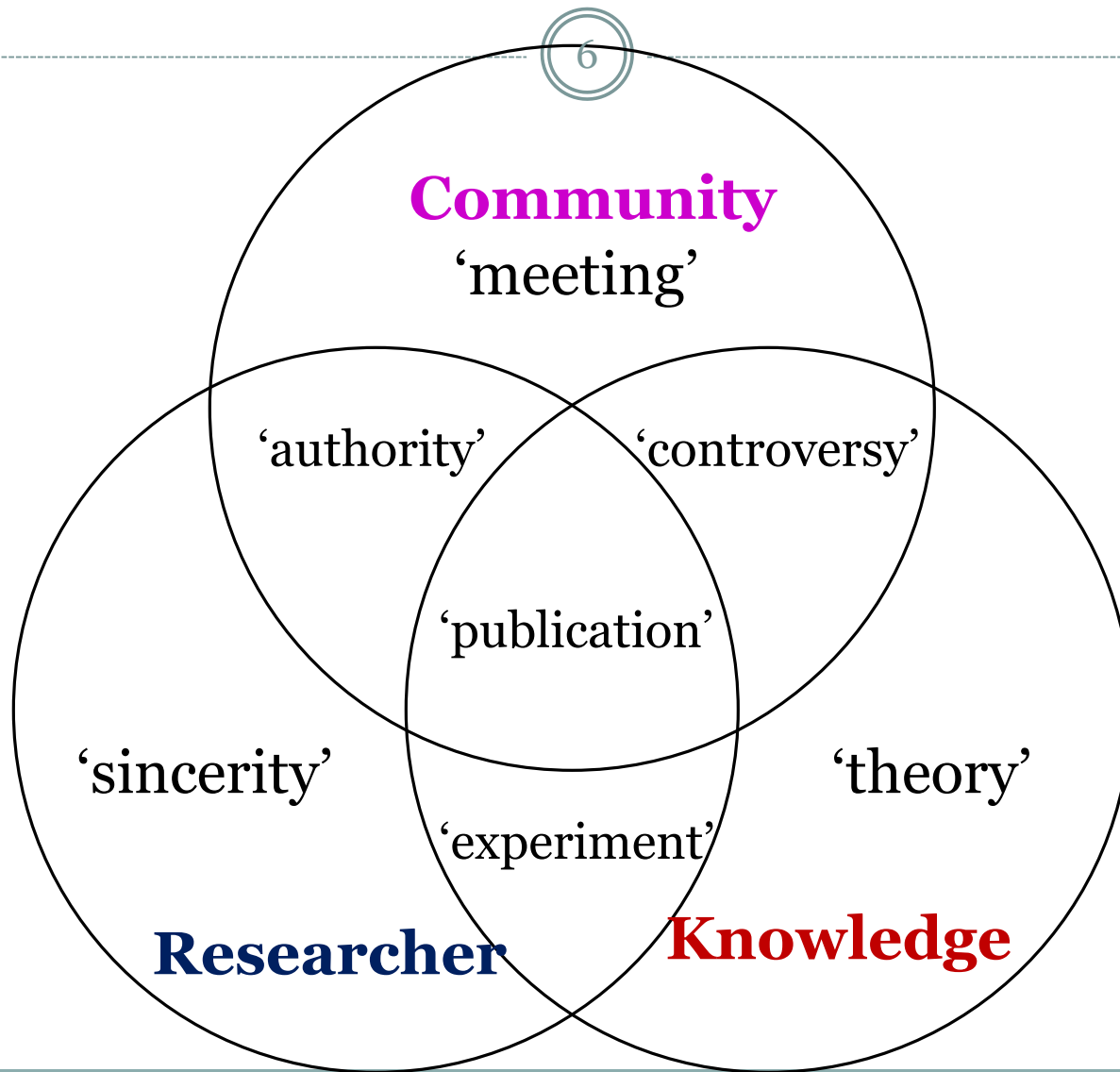
**IT MUST BE ABOUT ONE DIRECTION.
TOO MANY, NOT DESIRABLE AT ALL**



YOU NEED TO INTEGRATE MANY ASPECTS



Three Dimensions Of Academic Research





Dream Job
Next Exit



BECAUSE YOU WILL BE A PROFESSOR

WHAT STUDENTS WISH THEIR PROFESSOR WOULD BE LIKE:

WE'RE GOING TO GET A PAPER ACCEPTED IN NATURE AND THIS IS HOW WE'RE GOING TO DO IT.

WOW!

WHAT PROFESSORS WISH THEIR STUDENTS WOULD BE LIKE:

BY THE WAY, I WROTE A PAPER WITH YOU AS CO-AUTHOR AND IT GOT INTO NATURE.

WOW!

JORGE CHAM © 2017

GOALS

SPECIFIC

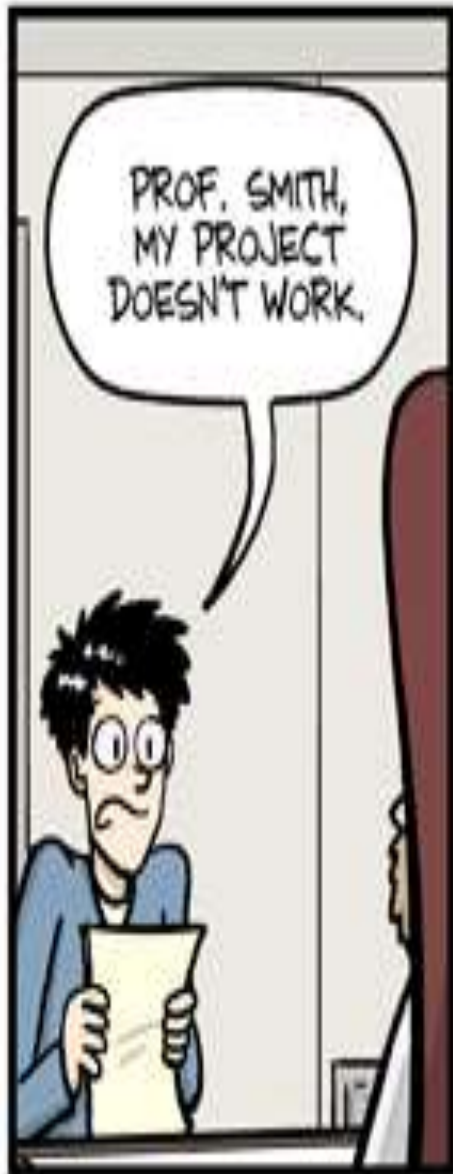
MEASURABLE

ACHIEVABLE

RELEVANT

TIME-BOUND





PROF. SMITH,
MY PROJECT
DOESN'T WORK.



I SEE, HOW
MANY TIMES HAVE
YOU FAILED?



TWICE.

HMMMM.



IS THAT ENOUGH?

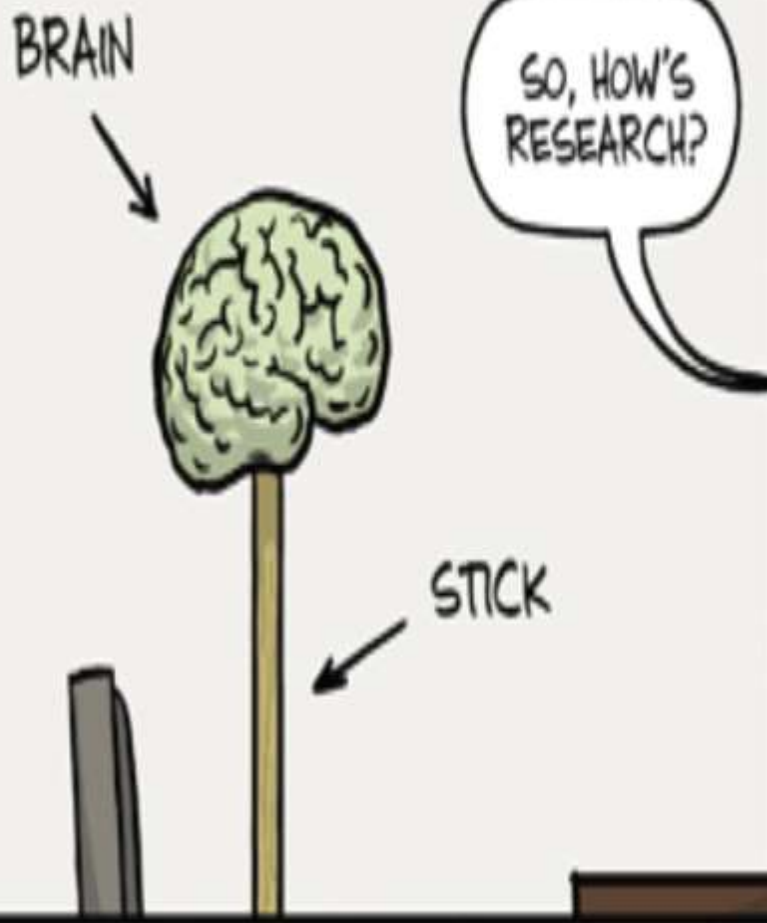
FAIL EIGHT
MORE TIMES
AND CALL ME IN
THE MORNING.

JORGE CHAM © 2015

HOW YOU SEE YOURSELF:



HOW MOST PROFESSORS SEE YOU:



JORGE CHAM © 2009

List of Professor-Approved Holidays

When it's ok to not work:

- Christmas (morning)
- The Apocalypse (but you're still going to check e-mail, right?)
- Your Professor's Birthday

JORGE CHAM © 2009



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ACADEMIA

PRO

YOU CAN WORK WHENEVER
YOU WANT! EVERY DAY
IS A SATURDAY!



CON

YOU WORK ON SATURDAYS.



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Ethical Issues – A SWOT Analysis

14

- Justification for the research
- Access to participants/Privacy
- Informed consent
- Potential harm



Risk assessment

15

Research is by nature uncertain.

- The researcher may not be fully aware of the possible hazards involved in the proposed research.
- For example in the early stages of the development of new drugs their long term effects may not be known.
- In these circumstances the participant may not be fully informed of potential risks.



Whistle-blowing

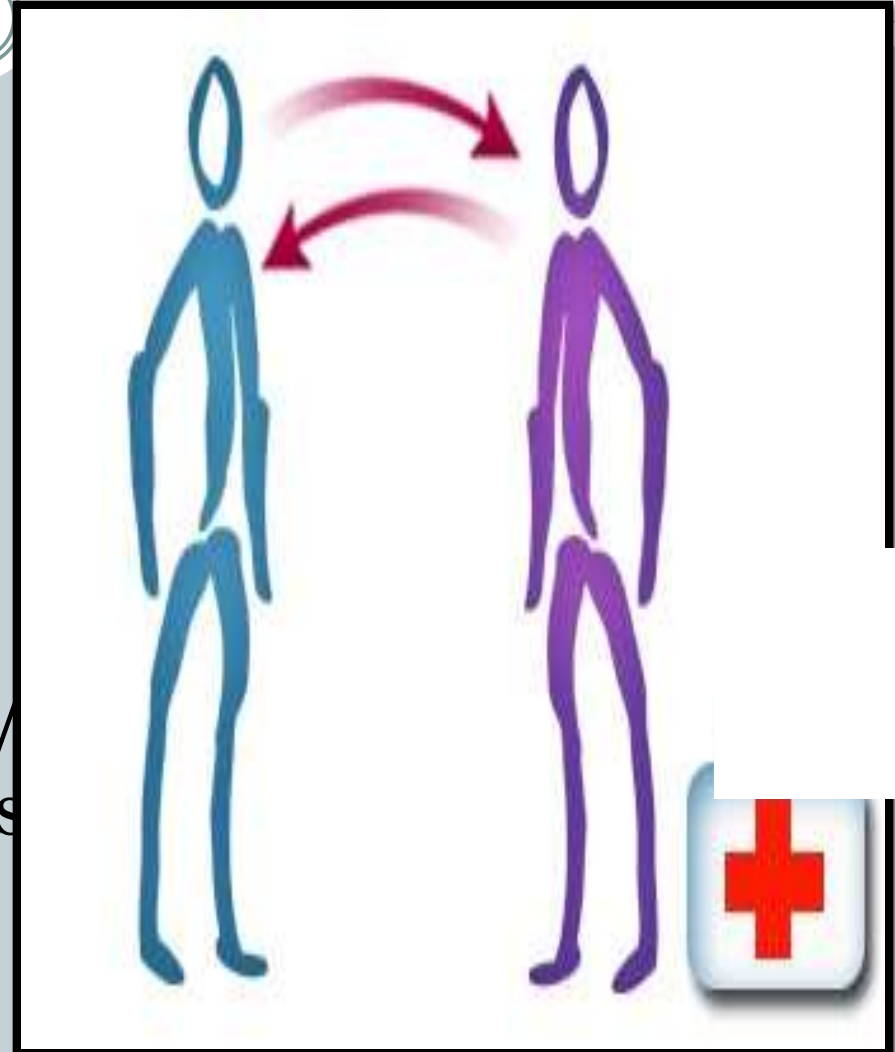
- Researchers are in a privileged position
- They may come across information about wrong-doing or danger to the public
- The reporting of this information may go against any confidentiality agreement
- The reporting of such information is likely to damage their career
- The Public Disclosure Act 1998 protects certain classes of workers from the consequences of whistle-blowing



Research is social activity

17

- Research is not just a method and a system of organised knowledge
- It is a social activity carried out by groups of competing/co-operating/communicating scientists



Ethical relationships with colleagues

18

- **Effective and ethical relationships with colleagues will aid a student to make more rapid progress on their project**

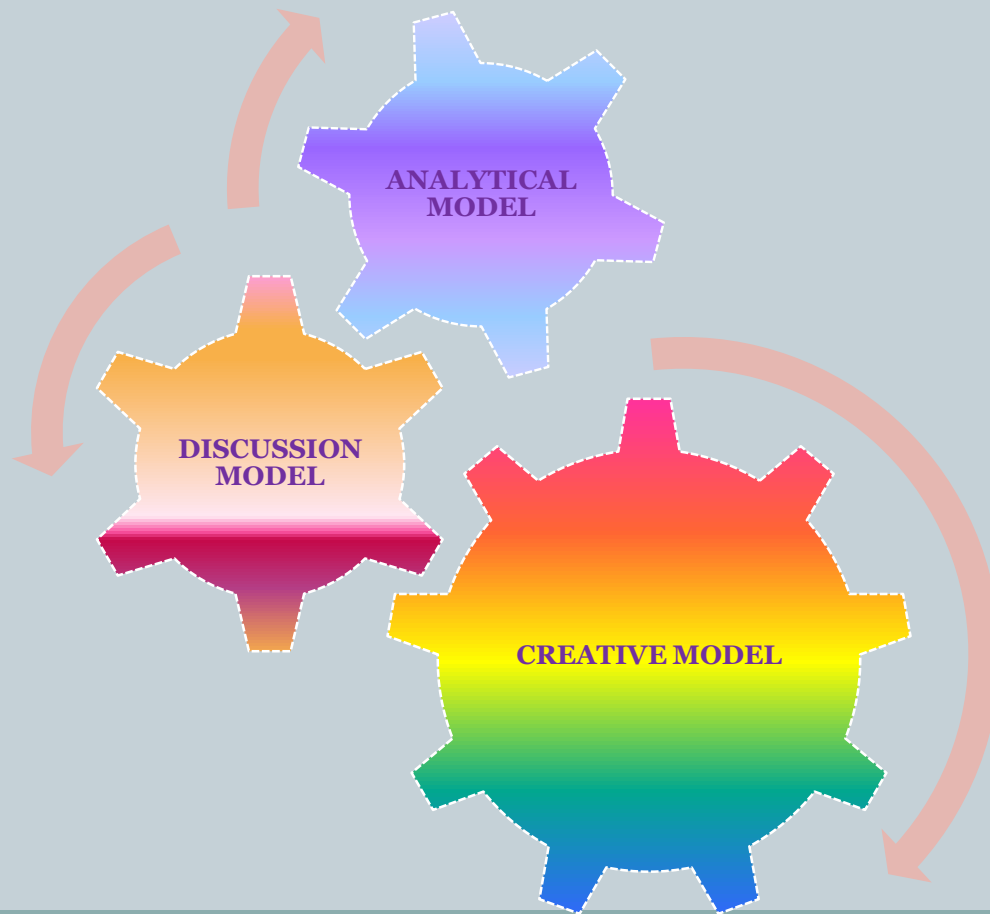


3 Qualities Of Successful Ph.D. Students:



- 1. PERSEVERANCE,**
- 2. TENACITY AND**
- 3. COGENCY**

RESEARCH ²⁰MODELLING



THE REAL CHALLENGE !!!

21




ORIGINALITY



RELIABILITY

THE LIMITATIONS

22



**THE
SCHOLAR
DOMAIN**



**THE
MARKET
DOMAIN**

THE STRENGTH OF THE CHAIN

23



THE PYRAMID OF ²⁴ RESEARCH LIFE

**Total
Integrity**

**Academic
Sincerity**

Absolute Honesty

THE CAUSES OF FAILURE

25

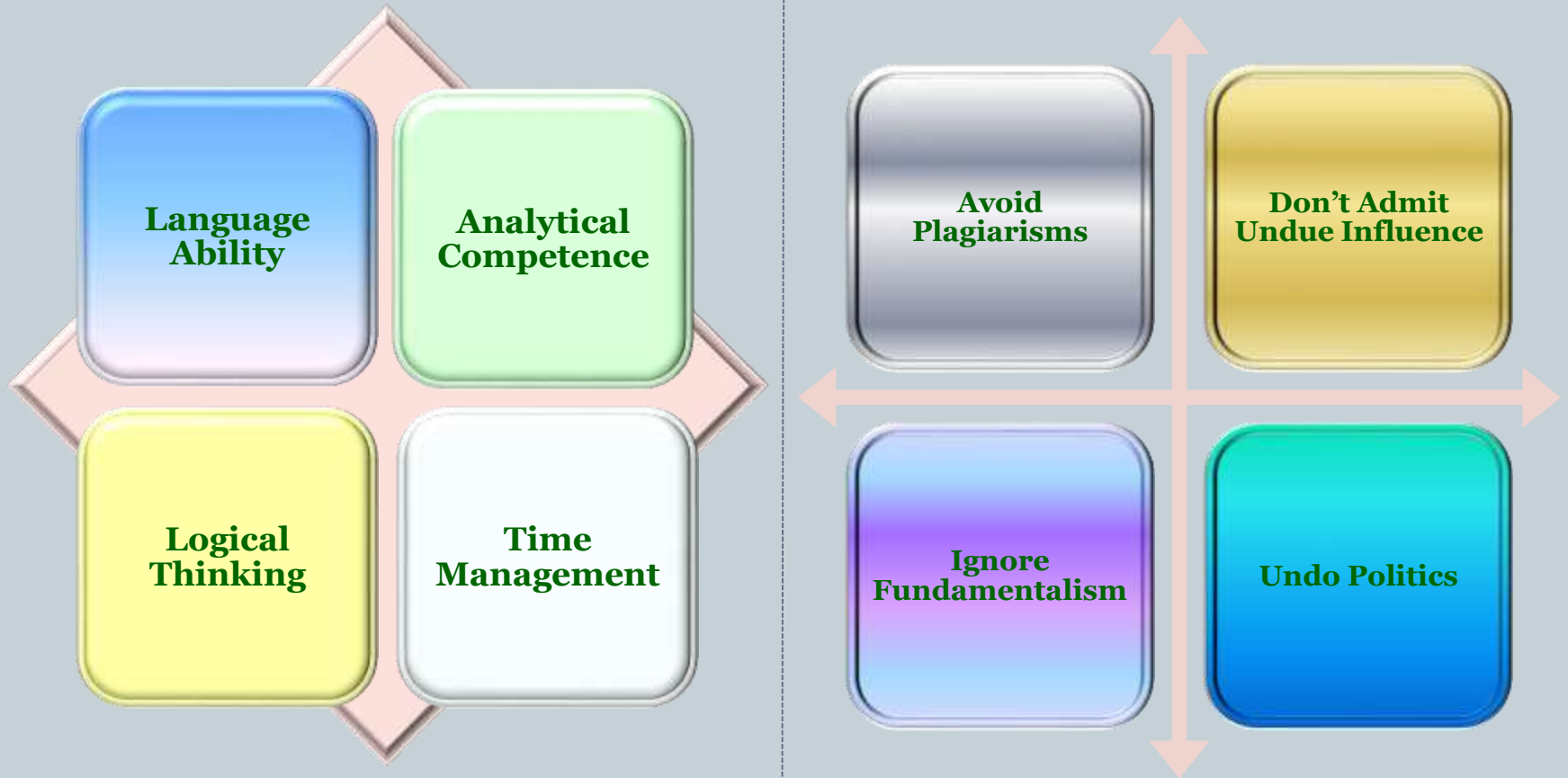
LACK OF INITIATIVE

**IGNORING THE
OPPORTUNITY**

**ACADEMIC
INABILITY**

Some Do-s & Don't-s

26



What do you have to Consider for success?

ESSENTIAL QUALITIES REQUIRED FOR SUCCESS

1. **Intelligence**
2. **Independence / Confidence**
3. **Commitment**
4. **Literacy / Numeracy**
5. **Time management / organisational skills**
6. **Curiosity / ability to learn**
7. **Enthusiasm and passion**
8. **Ability to think**
9. **Hard working/ diligence**
10. **Motivation**

WHAT AILS / SPOILS YOUR SUCCESS?

1. **Lack of commitment and focus**
2. **Doesn't take advice / communicate with a supervisor**
3. **Poor writing and language skills / inadequate numeracy skill**
4. **Lack of independence**
5. **Poor time management and organisational skills**
6. **Laziness and procrastination**
7. **Lack of or wrong motivation**
8. **Lack of intelligence / academic ability**
9. **Lack of curiosity and ability to learn**
10. **Lack of enthusiasm and passion**

THANK YOU ALL



ANNAMALAI UNIVERSITY
DEPARTMENT OF COMMERCE

REVIEW OF RESEARCH
REPORT-AN INSIGHT

Welcome Participants

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TIPS FOR PERSONAL REVIEW

HOW CAN YOU
REVIEW YOUR OWN
THESIS OR REPORT
OR DISSERTATION ?



IT IS NOT IN THE STARS, BUT IN YOU !

ALWAYS AIM HIGH

Check List for General Format

Is the thesis or paper divided clearly into preliminaries, main text, and reference materials?

1) Are the preliminaries

- ❖ in the correct sequence?
- ❖ in the correct format?
- ❖ numbered in small roman numerals?

2) Does the title page indicate the

- ❖ title of the paper?
- ❖ name of the author?
- ❖ name of the course, department, and Faculty (where necessary)?
- ❖ name of the institution to which the paper is being submitted?
- ❖ date of submission?
- ❖ degree for which thesis is submitted?

3) Does the table of contents contain

- ❖ an analytical overview of the paper?
- ❖ acknowledgements?
- ❖ List of Tables?
- ❖ List of Figures?
- ❖ bibliography?
- ❖ appendixes?

MARKETING OF HORTICULTURAL COMMODITIES IN THE STATE OF JAMMU AND KASHMIR STATE – A STUDY WITH REFERENCE TO APPLE, SAFFRON, WALNUT AND ALMOND

THESIS SUBMITTED TO THE ANNAMALAI UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN COMMERCE

By
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(Roll No. 1205060013)

Under the Supervision of
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DEPARTMENT OF COMMERCE



ANNAMALAINAGAR – 608 002

October, 2015

Dr.D.Ilangovan Prof & Head Commerce Annamalai
University Tamil Nadu

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENT.....	ii
LIST OF TABLES.....	vi
LIST OF FIGURES.....	viii
Chapters	
I. INTRODUCTION.....	1
II. A SOCIO-LINGUISTIC APPROACH	9
A Model of Language Utility.....	10
Code Elaboration.....	15
III. RESEARCH FINDINGS ON SOME AREAS.....	45
Linguistic Proficiency.....	50
Verbal and non-verbal Ability.....	53
IV. EXPERIMENTAL DESIGN.....	60
The Sample.....	61
Hypotheses.....	65
V. CONCLUSION	
Some Implication for English Teaching.....	76
Suggestions for Further Research.....	79
BIBLIOGRAPHY.....	122
APPENDIXES.....	123
Appendix A: Tests of Language Ability.....	134
Appendix B: Instructions for Administration.....	136

5) Is the main text

- ❖ carefully organized with subheadings matching the headings in the table of contents?
- ❖ properly sequenced with chapter headings matching those in the table of contents?
- ❖ structured with a carefully designed introduction and conclusion?

6) Is the reference material

- ❖ clearly subdivided into appropriate major divisions?
- ❖ subdivided (where necessary) in the bibliography?
- ❖ given in title (where necessary)?

7) Have the requirements of the institution been checked regarding

- ❖ number of copies?
- ❖ binding?
- ❖ colour of cover?
- ❖ lettering on cover?

Check List for Headings and Subheadings

- 1) Are headings and subheadings used consistently throughout the assignment or thesis?
- 2) Are chapter numbers
 - ❖ centred on the page?
 - ❖ two inches from the top of the page?
 - ❖ capitalized?
 - ❖ numbered with roman numerals?
- 3) Are chapter titles
 - ❖ centred on the page?
 - ❖ one double space below the chapter number?
 - ❖ three single spaces above the next heading or first line of text?
 - ❖ capitalized?
- 4) Are centred headings (if used)
 - ❖ centred on the page?
 - ❖ separated from the last line of the chapter title or from the text above by three single spaces?
 - ❖ three single spaces above the following line of text?
 - ❖ in lower case except for the first letter of key words?
 - ❖ at least two to a chapter?



Two inches from the top of page

CHAPTER V



Double space

TITLE OF CHAPTER V



Triple space

In this chapter we came to a conclusion on.....

CHAPTER DIVISIONS AND SUBDIVISION

Three Divisions

Central Heading

Side Heading

Paragraph heading.

Four Divisions

Central Heading

Side Heading

Paragraph heading.

Paragraph heading.

Five Divisions

Centred Heading

Side Heading

Side Heading

Paragraph heading.

Paragraph heading.

The use of underlining and upper and lower case lettering indicates the hierarchy of heading

5) Are side headings

- ❖ flush with left-hand margin?
- ❖ underlined?
- ❖ in lower case except for the first letter to key words?
- ❖ separated from the text above by three single spaces?
- ❖ one double space above the following line of text?

6) Are paragraph headings

- ❖ indented as for normal paragraphs?
- ❖ underlined?
- ❖ ended with a period?
- ❖ in lower case except for first letter of first word?
- ❖ separated from the text above by three single spaces?

Check List for Quotations

1) Have extracts copied verbatim been checked for accuracy in

- ❖ spelling?
- ❖ punctuation?
- ❖ capitalization?
- ❖ word order?

2) Have quotations been assessed for

- ❖ relevance?
- ❖ forceful expression?
- ❖ validating an argument?
- ❖ providing a basis for discussion or critical analysis?

- 3) Where an extract was modified, is this shown by
 - ❖ interpolation and the use of square brackets?
 - ❖ ellipsis?
- 4) Are quotations
 - ❖ single-spaced for long quotations?
 - ❖ double-spaced for short quotations included in the text?
- 5) Are all quotations appropriately introduced?
- 6) Is each quotation accurately referenced?

Check List of Footnotes

1) Does the footnote

- ❖ validate a point?
- ❖ amplify a point?
- ❖ acknowledge indebtedness for an idea?
- ❖ enable an interested person to pursue the subject to greater depth?
- ❖ provide a valuable cross-reference?
- ❖ acknowledge a direct or indirect quotation?

2) Is the footnote complete with the

- ❖ name of the author?
- ❖ title of the source?
- ❖ page references?
- ❖ date of publication?
- ❖ publisher and place of publications, if desired?

3) Is the placement consistent at the

- ❖ foot of each page?
- ❖ end of each chapter?
- ❖ end of the paper?

4) Is repetitious and bulky footnoting avoided by the use of conventions such as

- ❖ *ibid.*?
- ❖ *op. cit.*?
- ❖ *loc. cit.*?

5) Is the numbering of footnotes

- ❖ in Arabic numerals (except for mathematical texts or tables)?
- ❖ in superscripts?
- ❖ without punctuation?

- 6) Is the reference system adopted in footnotes consistent?
- 7) In citing the author, does the first name or initial precede the surname?
- 8) Is each footnote concluded with a period?
- 9) Are footnotes separated from the main body of the text?
- 10) Are footnotes single-spaced, but separated from other foot-notes by a double space?

Example

Among certain of the tribes of North-West America,¹ a surplus in wealth and leisure time, combined with skill in craftsmanship, fostered the development of pot aching where symbolic forms of wealth and values were distributed and manipulated to obtain prestige. Prestige resulted from publicity disposing of wealth, not in accumulating it.²



ONE DOUBLE
SPACE BELOW
THE LAST LINE
OF THE TEXT.

¹ G. Lienhardt. 1966. Social Anthropology. London: Oxford University Press, p. 89

² ibid., p. 99.

Cont.....d

Ibid. (ibidem) If reference is made to a different page of a source supplied immediately above it is possible to use the term *ibid.*

Example

ibid., p. 123.

Loc. Cit. (loco citato) If the reference is made to the same page as a preceding but not immediately preceding reference, the last name of the author and the phrase *loc. cit.* are used.

Example

Hudson, loc. cit.

Op. cit. (opere citato) If the reference is made to the same work as a preceding but not immediately preceding reference, *op. cit.* precedes page reference but follows author's name.

Example

Poole, op. cit., p. 236.

Check List for Tables

- 1) Is the table warranted?
- 2) Have the data been checked?
- 3) Does the table follow its mention in the text?
- 4) Should the table be included in the text or appendix?
- 5) Are tables numbered consecutively?
- 6) Are sufficient details given to interpret the table?
- 7) Is the table caption sufficiently detailed?
- 8) Does the wording of the caption correspond to that given in the List of Tables?
- 9) Has a consistent format been used for all tables?
- 10) Is the wording for the stub boxhead and field boxhead contained in the table caption?

TABLE 1

Area in Square Miles of the States and Mainland Territories of Australia

States and Mainland Territories	Area (sq. mi.)
(1)	(2)
Western Australia	967, 000
Queensland	667, 000
Northern Territory	520, 387
South Australia	234, 389
New South Wales	309, 746
Victoria	34, 876
Tasmania	37, 897
Australia Capital Territory	987
Total	2, 978, 909

Words should be left-aligned

Numbers should be right-aligned

Check List for Figures

- 1) Does the Figure contribute to the presentation?
- 2) Has the accuracy been checked?
- 3) Does the Figure follow its mention in the text?
- 4) Are Figures numbered consecutively?
- 5) Is the Figure self-explanatory?
- 6) Is the Figure caption sufficiently detailed?
- 7) Does the wording of the caption correspond to that given in the List of Figures?
- 8) Are vertical and horizontal axes of graphs labelled?
- 9) Is the zero position on the vertical axis shown?

Check List of Referencing

- 1) Is the heading
 - ❖ centred in capitals?
 - ❖ at the top of the first page?
 - ❖ without punctuation?
 - ❖ without underlining?
- 2) Has each page of the references been numbered?
- 3) Has every work cited been included in the bibliography?
- 4) Have the rules for alphabetical and chronological ordering of references been consistently followed?
- 5) Have institutional requirements for referencing format been met?

6) Does each book reference include



- ❖ author(s)?
- ❖ date of publication?
- ❖ title of book (from title page)?
- ❖ place of publication?
- ❖ publisher?

Young Pauline V. (1966), Scientific Social Surveys and Research, New Delhi, PHI Learning Private Limited.

7) Does each journal reference include

- ❖ author(s)?
- ❖ date of publication?
- ❖ title of paper?
- ❖ title of journal?
- ❖ volume number?
- ❖ inclusive page numbers



Rais M, Acharya S, (2013), "Food Processing Industry in India: S&T Capability, Skills and Employment Opportunities," Food Processing & Technology, Delhi, Vol. 4, Issue 9, pp.1-13.

8) Have the rules for spacing, capitalization and underlining been consistently followed?

9) Is the bibliography correctly placed?

Check List for Appendixes

- 1) Is the body of the thesis unnecessarily cluttered?
- 2) What material, if any, in the text of the thesis should be in an appendix?
- 3) Is the argument weakened by appending material which should be included in the text?
- 4) Is the appendix warranted?
- 5) Is the appendix referred to in the text?
- 6) Is reference to the appendix made at the earliest point in the thesis where the material appended is relevant to the discussion?
- 7) Is subsequent reference to the appendix desirable?
- 8) Have the raw data of the study been appended?
- 9) Have copies of data-gathering instruments, covering and follow-up letters been appended?

- 10) Are technical notes and explanations of experimental procedures appended?
- 11) Has the accuracy of the appendix been checked?
- 12) Are sufficient details given to interpret the appendix?
- 13) Can the appendix be easily read?
- 14) Does each appendix start a new page?
- 15) Are appendixes lettered consecutively?
- 16) Does the title of the appendix correspond to that listed in the Table of Contents?
- 17) Is the title of the appendix correctly positioned without punctuation?
- 18) Is the appendix correctly placed?
- 19) Has each page in the appendix been given a number?

Check List for Evaluating Analytical/Literary Research Studies (Self Evaluating Marks)

		Unacceptable	Poor	Medicere	Good	Excellent
A. Objectives						
1.	Statement of purposes of study.	1	2	3	4	5
2.	Contribution of study to existing knowledge.	1	2	3	4	5
3.	Description of background to study.	1	2	3	4	5
4.	Evaluation of previous studies in the field.	1	2	3	4	5

B. Procedures

5.	Statement of underlying assumptions.	1	2	3	4	5
6.	Statement of limitations of study.	1	2	3	4	5
7.	Definition of important terms.	1	2	3	4	5
8.	Description of methods for locating source material.	1	2	3	4	5
9.	Selection of source material.	1	2	3	4	5
10.	Quality of source material.	1	2	3	4	5
11.	Documentation of source material.	1	2	3	4	5
12.	Establishment of reliability of evidence.	1	2	3	4	5

C. Analysis

13.	Analysis of facts.	1	2	3	4	5
14.	Critical evaluation of material.	1	2	3	4	5
15.	Logic of argument.	1	2	3	4	5
16.	Clarity of interpretation.	1	2	3	4	5

D. Conclusions

17.	Statement of findings.	1	2	3	4	5
18.	Substantiation of conclusions.	1	2	3	4	5
19.	Logical organization of report.	1	2	3	4	5
20.	Quality of writing.	1	2	3	4	5

Meaning and Examples of Abbreviations Commonly Used in Assignments and Theses

Abbreviation	Meaning and Example
anon.	“anonymous” (used when the author is not known)
Art.	“Article” (e.g., Article 4)
aug.	“augmented”; enlarged
Bk.	“Book” (e.g., Book 2)
[]	“brackets” (used around word(s) inserted within quotes)
bull.	“bulletin”
c.	“copyright” (used in referencing when the date of publication is not given or not known)

c. or ca.	“circa”. about or approximately (used to refer to date(s))
cf.	“confer”; compare (e.g., cf. Table 2 on page 20)
chap(s).	“chapter(s)” (e.g., in chap. I)
col(s).	“column(s)” (e.g., see cols. 1-3)
Ed(s).	“editos(s) or edited” (e.g., Walker, W.G., Ed.); “edition” (e.g., 3 rd ed.)
e.g.	“”example gratia”; for example
enl.	“enlarged”
et al.	“et alii”; and others (used to refer to co-authors when there are three or more – e.g., Miller et al.)
et alibi	“and elsewhere”



Success will be the End Result



THANK YOU ALL