

# **Dissertation Title**

## **Role of Thesis Eligibility Assessment at National Board of Examinations**

**A Dissertation Proposal for  
Post Graduate Diploma in Health and Hospital Management**

**by**

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**2011-2013**

## Certificate of Internship Completion

Date:.....11/4/13..

### TO WHOM IT MAY CONCERN

This is to certify that **Dr. Farha Khan (PT)** has successfully completed her 3 months internship in our organization from January 01, 2013 to April 01, 2013. During this intern she has worked on **Role of Thesis Eligibility Assessment at National Board of Examination** under the guidance of me and my team at National Board of Examinations.

We wish him/her good luck for his/her future assignments



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Designation

## Certificate from Dissertation Advisory Committee

This is to certify that **Dr. Farha Khan (PT)**, a graduate student of the **Post- Graduate Diploma in Health and Hospital Management**, has worked under our guidance and supervision. She is submitting this dissertation titled **"Role of Thesis Eligibility Assessment at National Board of Examination"** in partial fulfillment of the requirements for the award of the **Post- Graduate Diploma in Health and Hospital Management**.

This dissertation has the requisite standard and to the best of our knowledge no part of it has been reproduced from any other dissertation, monograph, report or book.

  
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Date

  
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## Certificate of Approval

The following dissertation titled "**ROLE OF THESIS ELIGIBILITY ASSESSMENT AT NATIONAL BOARD OF EXAMINATIONS**" is hereby approved as a certified study in management carried out and presented in a manner satisfactory to warrant its acceptance as a prerequisite for the award of **Post- Graduate Diploma in Health and Hospital Management** for which it has been submitted. It is understood that by this approval the undersigned do not necessarily endorse or approve any statement made, opinion expressed or conclusion drawn therein but approve the dissertation only for the purpose it is submitted.

Dissertation Examination Committee for evaluation of dissertation

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Signature

*18/5/13*

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## FEEDBACK FORM

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Dissertation Organization: National Board of Examinations under Ministry of Health & Family Welfare

Area of Dissertation: Department of Thesis & Research

Attendance: Complete

Objectives achieved: Completion of tasks with sincerity  
Timely Completion of Projects Assigned  
Timely Submission of Reports and Documents

Deliverables: "Role of thesis Eligibility Assessment at National Board of Examinations"

Strengths: Good Managerial Skills  
Good Communication Skills  
Time Management  
Professionalism  
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Signature of the Officer-in-Charge/ Organization Mentor (Dissertation)

Date: 30/04/2013  
Place: New Delhi

## **ABSTRACT**

National Board of Examinations is an organization established by the Ministry of Health, Government of India in the field of Post Graduate Medical Education and Assessment.

The National Board of Examinations was established in 1975 with the prime objective of improving the quality of the Medical Education by elevating the level and establishing standards of post graduate examinations in modern medicine on an all India basis.

NBE conducts examinations in 64 disciplines and subspecialties of modern medicine and has accredited 485 institutions/ hospitals in public and private sector all over the country for the purpose of training of candidates in various specialties in these disciplines

Thesis submission and its acceptance is a mandatory towards fulfillment of partial criteria for award of DNB (Diplomat of National Board) degree certificate. It is essential for all DNB candidates to submit their thesis within the prescribed time limit.

The submission of thesis requires certain criteria to be fulfilled which make the thesis eligible for assessment by the respective (specialty) assessor.

For the eligibility assessment of thesis an eligibility proforma has been designed which marks the presence of basic requirements/criteria fulfilled by the thesis submitted by the candidate to the board.

The criteria enlisted in the thesis eligibility proforma, fulfillment of which proves the thesis eligible for further assessment include:

- Registration
- Hard Bound Thesis
- Printed Cover Page
- Thesis submission fee
- Thesis Submission form
- Candidate Declaration, duly signed by candidate, thesis guide and Head of Institution
- Thesis CD
- Thesis Summary

Therefore, thesis and research section deals with submission of thesis by DNB candidates, thesis eligibility assessment, thesis assessment by assessor & communication of outcome of thesis assessment to the candidates.

A descriptive study has been conducted to study the role of thesis eligibility assessment on the thesis received from year 2013 onwards.

This report is related to the importance of thesis eligibility assessment, the kind of deficiencies usually seen in thesis submitted to the board and recommendations provided to the board for prevention of frequent deficiencies in thesis of candidate which would not only save candidate's time but also of the board.

During first 2 months of assessment, 43% thesis were found deficient. In the second 2 months 28% were found deficient.

Absence of candidate declaration accounts for 30% of the deficiencies found in thesis submitted to board which is seen as an important requirement as it states the originality of the thesis work done by board, followed by signature of head of institution, which accounts for 28% of the deficiency.

Therefore, it is highly recommended that a handbook consisting of thesis writing guidelines should be distributed to candidates during counseling/admission, which not only includes thesis writing guidelines but also an explanation on basic criteria which determine thesis eligibility for assessment.

This handbook should also be distributed to NBE accredited institute so that the thesis guide is aware of the guidelines and other requirements of thesis.

Thesis writing guidelines and basic criteria required to fulfill eligibility of thesis should be uploaded on the Board website so that the candidate can refer the website for clarification.

The limitations found in this study were, this form of eligibility assessment process started only this year (2013) therefore data & comparison of findings couldn't be made.

## Acknowledgement

I would like to take this opportunity to thank Prof. **Dr.Bipin Batra**, Executive Director, NBE, for his constant support, guidance and prestigious encouragement. I would also like to thank **Dr.Anurag Agarwal**, Additional Director, NBE, for his untiring support & effort. I would also like to thank **Dr.Vinay Gupta**, Assistant Director, NBE, & **Mr.Khatri**, Deputy Director, NBE, for giving me this opportunity to work in this prestigious organization. I am highly thankful for their constant support and encouragement.

I would also like to thank my colleagues and senior and other staff member for their involvement and help in the study.

I would like to thank **Prof. Kirti Udayai**, IIHMR, New Delhi, my guide, for her constant support and guidance without which this study should not have been possible.



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## **PART I: INTERNSHIP REPORT**

## **Organization Profile<sup>1</sup>**

National Board of Examinations is an organization established by the Ministry of Health, Government of India in the field of Post Graduate Medical Education and Assessment.

The National Board of Examinations was established in 1975 with the prime objective of improving the quality of the Medical Education by elevating the level and establishing standards of post graduate examinations in modern medicine on an all India basis.

NBE conducts examinations in 64 disciplines and subspecialties of modern medicine and has accredited 485 institutions/ hospitals in public and private sector all over the country for the purpose of training of candidates in various specialties in these disciplines.

The examinations conducted by NBE provide a common national benchmark for certification of training and post graduate skills. NBE's focus on quality and standards is reminiscent of excellence in education and assessment.

Government of India, after taking into account the expertise, experience and standing of NBE in the conduct of medical examinations entrusted the conduct of Screening Test for Foreign Medical Graduates; Government has also notified National Board of Examinations for conducting the National Eligibility cum Entrance test for Post Graduate courses (NEET-PG) for gaining entry to MD/MS/PG Diploma courses under various universities/ institutions in the country. NBE has pioneered use of innovative tools for assessment in the country.

NBE grants accreditation for DNB courses to hospitals in various Broad and Super specialties and has laid down norms for recognition of hospitals/ institutions for residency based training.

National Board of Examinations in its continuous endeavor to undertake capacity building and strengthen the Post Graduate Medical Education in the country conducts Continuing Professional Development Workshops for the benefit of post graduate trainees, faculty and specialists/ consultants.

NBE maintains an interface with more than 150,000 medical graduates and over 2500 faculty members annually.

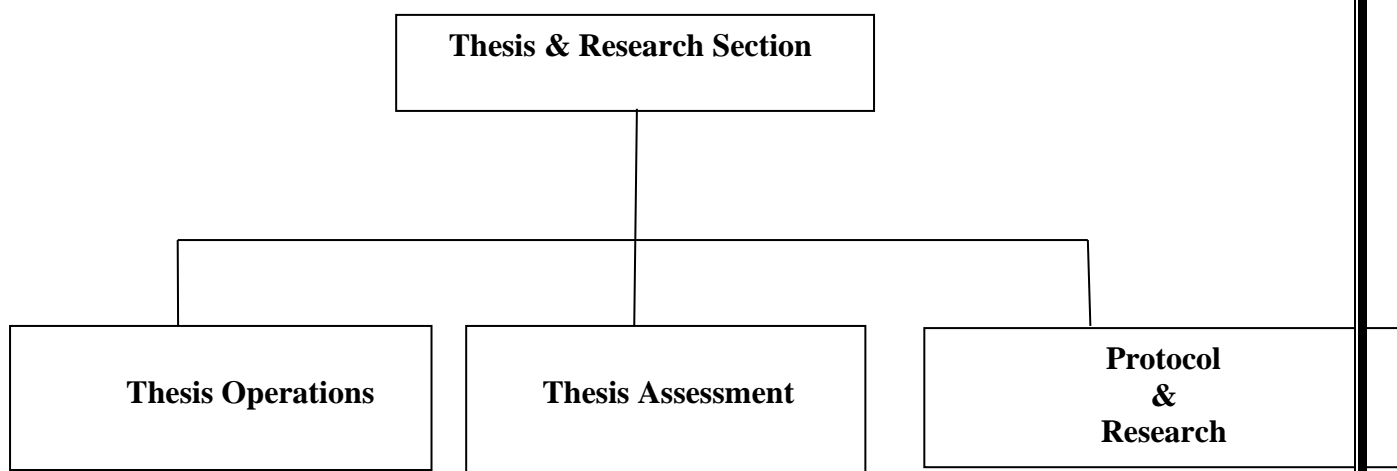
### **Thesis & Research Section**

Thesis submission and its acceptance is a mandatory towards fulfillment of partial criteria for award of DNB (Diplomat of National Board) degree certificate. It is essential for all DNB candidates to submit their thesis within the prescribed time limit.

In case the DNB candidate fails to submit his/her thesis within cut-off date, the result of theory examination is not declared & kept withheld. Furthermore, the Provisional Pass Certificate of the candidate is not issued under any circumstance if the thesis has not been accepted.

Therefore, thesis and research section deals with submission of thesis by DNB candidates, thesis eligibility assessment, thesis assessment by assessor & communication of outcome of thesis assessment to the candidates.

Figure Departmental Structure



### **Thesis Operations**

**Thesis operations mainly deal with:**

- Submission of thesis by candidates to the National Board
- Eligibility assessment of thesis
- Forward the eligible thesis to assessment team for assessment of the thesis by respective assessor (on-site & off-site assessment)

- Communication of outcome of thesis eligibility assessment to candidates
- Communication of outcome of assessment to candidates
- Solving queries of candidate related to thesis status via mail
- Data storage at various levels

#### **Thesis Assessment:**

- Eligible thesis is forwarded to respective assessor (on-site & off-site assessment)
- The outcome of thesis assessment is communicated to candidates
- The outcome could be in 2 forms- Accepted or Rejected
- In case of 'Accepted', the result is communicated to candidate in the form of 'Acceptance Letter'
- In case of 'Rejected', the outcome is communicated to candidate & the modifications suggested by assessor are also communicated so that the candidate can rectify mistakes and resubmit the thesis to the board for assessment
- The rectified thesis is forwarded to the same assessor for assessment
- The outcome is then communicated to the candidate

#### **Protocols & Research:**

- This is an addition to functioning of thesis department at National Board
- The data of protocols (Research Proposal) submitted by the candidate are maintained in the department
- The eligibility assessment of protocols is done in the department
- The deficient protocols are communicated to candidate
- The eligible protocols are dispatched for assessment (on-site & off-site)

#### **Managerial Task Allotted:**

- Thesis Eligibility Assessment
- Design the thesis eligibility proforma
- Design thesis remuneration form
- Attending to queries of candidates via mail (Thesis section, 30 mails/day on an average)
- Design framework for thesis department webpage

## **PART II: DISSERTATION**

### **Role of Thesis Eligibility Assessment at National Board of Examinations**



## **Chapter 1: Introduction**

Thesis as per Oxford dictionary means a statement or theory that is put forward as a premise to be maintained or proved, a long essay or dissertation involving personal research, written by a candidate for a university degree.

Writing a thesis is an essential requirement for the postgraduate medical degree in India. It aims at development of a spirit of enquiry, and exposes the candidate to the techniques of research. In the long term, medical research improves the students' independent analytical problem-solving skills, and ability to critically interpret scientific literature.<sup>2</sup>

Research forms an integral part of the education programme of all candidates registered for Diplomate of NB degrees of the Board. The basic aim of requiring the candidates to write a thesis/dissertation is to familiarize him/her with research methodology. The members of the faculty guiding the thesis/dissertation work for the candidate ensures that the subject matter selected for the thesis/dissertation is feasible, economical and original.

Thesis submission and its acceptance is a mandatory towards fulfillment of partial criteria for award of DNB degree certificate. It is essential for all DNB candidates to submit their thesis within the prescribed time limit.

In case the candidate fails to submit his/her thesis within the cut off date, the result of the theory examination of the candidate is not declared and kept withheld. Further that the Provisional Pass Certificate of a candidate is not issued under any circumstances if the thesis has not been accepted.

The concerned Heads of Accredited Hospitals/Institutes and DNB Program coordinators and Thesis Supervisors have to ensure that the thesis is submitted by the candidates within the prescribed cutoff date. The compliance of the above guidelines is monitored by NBE and non compliance has an adverse impact on the renewal of accreditation.

DNB candidates are required to submit their thesis to the Board 6 months prior to the final examination.

The submission of thesis requires certain criteria to be fulfilled which make the thesis eligible for assessment by the respective (specialty) assessor.

For the eligibility assessment of thesis an eligibility proforma has been designed which marks the presence of basic requirements/criteria fulfilled by the thesis submitted by the candidate to the board.

During this assessment a number of thesis are found deficient and hence returned to the candidate indicating the deficiency found in the thesis. This deficiency is then corrected by the candidate and the thesis is resubmitted to the board.

The thesis goes through eligibility assessment process once again and it is checked for the rectification of the deficiency communicated earlier to the candidate.

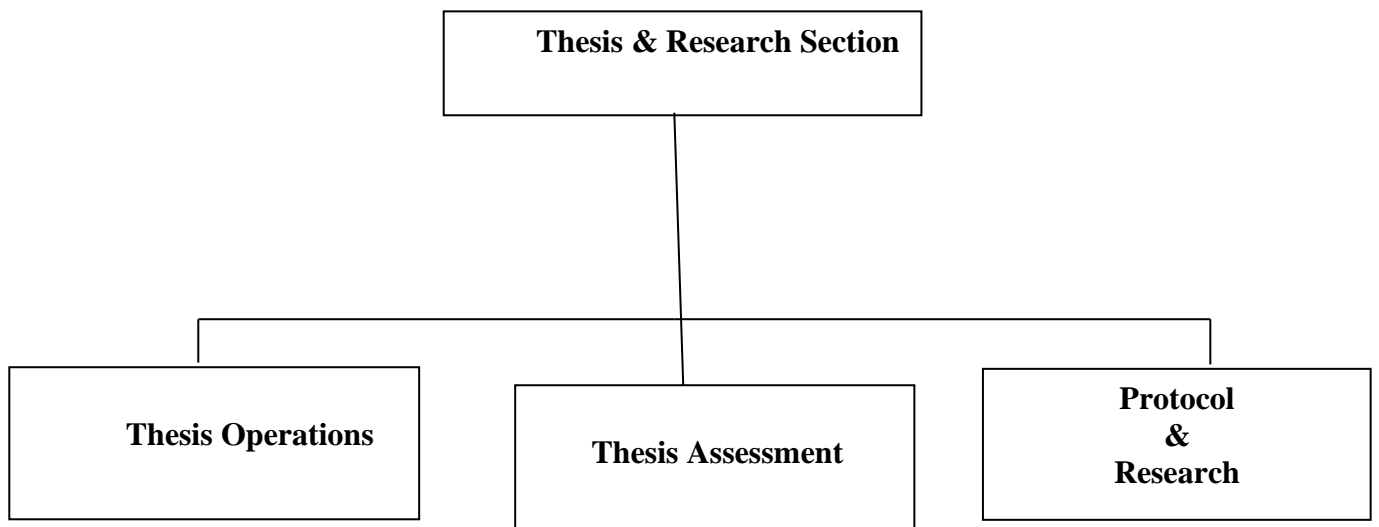
The thesis is then stated **eligible** and forwarded for assessment to the respective assessor.

The criteria enlisted in the thesis eligibility proforma, fulfillment of which proves the thesis eligible for further assessment include:

- Registration
- Hard Bound Thesis
- Printed Cover Page
- Thesis submission fee
- Thesis Submission form
- Candidate Declaration, duly signed by candidate, thesis guide and Head of Institution
- Thesis CD
- Thesis Summary

Before the submission of thesis by the candidate, it is necessary that the thesis work is approved by the Institutional Ethical Committee and the Scientific Committee before the candidate goes about with his/her research work. This requirement is usually fulfilled at the stage of Thesis Protocol Submission.

Figure 1.1. NBE Thesis & Research Departmental Structure



## **Chapter 2: Problem Statement**

Thesis submission and its acceptance is a mandatory towards fulfillment of partial criteria for award of DNB degree certificate. Thesis eligibility assessment at National Board assesses the thesis at the initial stage before forwarding the thesis to specialty assessor. As per the thesis eligibility assessment conducted, most of the theses (30%) were found to be deficient in terms of non submission of candidate declaration, whereas in about 28% of the thesis assessed, signature of Head of Institution were not present. The other deficiencies were absence of signature of thesis guide, absence of signature of candidate in declaration, non submission of thesis summary, non submission of thesis CDs, hard bound thesis & other miscellaneous ones.

Above deficient thesis at the first level of assessment itself takes about a month to be notified to the candidate & the rectified thesis from the candidate takes another month to reach NBE. After the submission of rectified thesis, it undergoes another cycle of eligibility assessment all over again for any deficiency. If any deficiency is found again, the thesis is sent back to the candidate for rectification. This leads to delay in the entire process of thesis assessment & declaration of its result.

### **Rationale of Study**

Thesis submission is a requirement for partial fulfillment for the award of DNB degree by National Board of Examinations. Thesis submitted at National Board now undergoes certain steps before being categorized as eligible for assessment by assessor.

The thesis submitted previously by DNB candidates were incomplete with respect to the basic criteria established in thesis eligibility assessment & were forwarded for further assessment by specialty assessor. There has been no study done previously at NBE which identifies these deficiencies also there has been no study done to study the entire thesis assessment process at NBE.

Therefore, this is first attempt done by NBE to assess the eligibility of thesis which will not only help in understanding the common deficiencies found in thesis submitted to the board by

the candidate and also establishing measures in order to prevent these deficiencies from occurring in the future.

## **Chapter 3: Review of Literature**

### **Related Research Papers**

#### **Teaching research methodology to postgraduates: Is dissertation the only method?**

**B. GITANJALI, R. RAVEENDRAN<sup>3</sup>**

### **Introduction**

The importance of understanding the fundamentals of research methodology perhaps prompted planners of the medical curriculum to include the dissertation or thesis as a part of the postgraduate curriculum. With an increase in the number of postgraduate seats and a diminishing staff-student ratio, many faculty members are guiding two or more postgraduates a year. This, along with a lack of commitment among students, poor evaluation of dissertations by examiners, inadequate knowledge of guides regarding research methodology and lack of infrastructure for research has led to rapidly declining standards of dissertations. We feel that methods other than dissertation can be used to teach research methodology to postgraduates without compromising on the principles and standards of research.<sup>4</sup>

### **The System**

The Medical Council of India (MCI) requires medical postgraduates to submit a dissertation or thesis as part fulfillment of the postgraduate course.' This dissertation is then submitted to the university which forwards it to the examiners who are asked to approve or reject it. The university does not send any guidelines for evaluating the dissertation. However, an objective evaluation system- is mandatory for proper assessment. If the dissertation is rejected outright the student is not allowed to sit for the examination and is asked to carry out the modifications suggested by the examiners. However, our experience has been that this almost never happens. Hence, there is a sense of complacency among the students and their guides as the dissertation does not affect the outcome of the final examination. This undermines the importance of the dissertation.

## **The Problems**

According to the Oxford dictionary, a dissertation is 'a spoken or written discourse upon or treatment of a subject in which it is discussed at length? Whereas a thesis is 'a proposition lay down or stated especially as a theme to be discussed and proved or to be maintained against attack'." However, the general perception is that the main difference between the two is that original work need not be done in a dissertation but is mandatory for a thesis.<sup>5</sup>

From their experience of evaluating dissertations as well as discussions with faculty members and postgraduate students, we have found that most postgraduate dissertations submitted for the MD, MS and M. Sc degrees do not make even a tentative attempt at being original. The aims, objectives, methodology and even the discussion are usually duplicated from previously published work. This duplication of studies, albeit with a change of animal species, place, sex or time-frame can certainly not be called research. The argument given is that dissertations aim to teach research methodology and, therefore, need not be original. The very term research implies the search for new knowledge. Thus, producing repetitive dissertations is neither good research nor a good instructional method for teaching research. So what exactly are they attempting to teach our postgraduates? Do they want to train them to do research or do they want to teach them the principles of research, or both? Duplicating studies is unethical because it is a waste of time, resources and also causes undue harm to patients and animals. The problem of these so-called 'research' projects or dissertations does not stop with the completion of the study. After completing a dissertation the postgraduate and guide both believe that the work should be published or presented at conferences. This leads to a large volume of publications of extremely poor scientific standard and also makes the student believe that all scientific work, no matter what the standard, should be published. The eligibility for the post of a guide in many universities is four to five years of experience after post graduation.

## **Reasons for declining standards of dissertations**

### *Guide-related*

- Poor knowledge of research methodology
- Not interested in research - 'Patients first, teaching next and research last or no research' attitude
- Heavy workload and hence cannot supervise postgraduates
- Expects 'positive' results

### *Student-related*

- Failure to comprehend the importance of research and how it can contribute to better patient care
- Incompatibility with guide
- Insincere - fabricating data, copying from another dissertation or book
- Forced to work in an area which does not interest him! her

### *University-related*

- Guideships conferred (eligible to guide 5 years after passing MD or MS)
- Does not give guidelines for evaluating dissertations

Take the case of a postgraduate who spends three years as a resident spending all his time in patient care and teaching. If he/she gets appointed as an assistant professor, he/she is eligible to be a guide one year after joining. The only training received in research methodology will be his/her own dissertation! If he/she now trains a postgraduate in research methodology through the means of a dissertation the quality of research will suffer. This has led to a vicious cycle. Some universities do not insist on a dissertation but postgraduates are asked to 'write up' twenty 'interesting cases'-an exercise which does not teach any aspect of research other than writing case reports and, therefore, is in our opinion a futile exercise. The problem is further compounded by the fact that these twenty cases are usually copied from seniors.

Ideally, the student should be given the task of identifying the topic and the guide. If sufficient guidance is given to the postgraduate in choosing a research topic he/she may come up with good ideas. However, matching the students to the guides' area of expertise is more difficult and at times impossible. There is also an administrative problem when almost all postgraduates choose to work only on 'hot topics' such as AIDS, molecular biology, etc.

### THE IMPROVEMENTS

It is right for a postgraduate student to learn the principles of research methodology and also get training in conducting research. We suggest alternatives which can replace or supplement the current system effectively and yet not compromise on scientific values. The methods suggested below are not mutually exclusive but complement each other when used together.



## **Teaching-Learning Methods**

### *Workshop on the Principles and Practice of Research*

A workshop of 12-14 days duration for a group of 20-25 students can be conducted with the sole aim of sensitizing postgraduates to research methodology. The duration can be modified to suit an individual institution. The workshop should be planned in such a manner that at the end the participants can:

1. Select and define a research problem
2. Conduct a literature search
3. Formulate a hypothesis and list the objectives of a study
4. Select an appropriate study design
5. Be aware of the ethics of conducting animal and human studies
6. Understand statistical principles of sample size determination, methods of eliminating bias, analysis of data and hypothesis testing
7. Write a protocol
8. Write a scientific paper and present it.

## **Workshop**

### *Advantages*

- Various aspects of research methodology can be covered in a short time
- Encourages students to be critical
- Mock exercises - if properly planned will be useful since they can cover various aspects and also reflect real-life situations

### *Disadvantages*

- Unless an enthusiastic core faculty is available it is not possible to conduct a workshop
- Requires meticulous planning
- Postgraduates may not be 'spared' from the respective departments for that length of time

The focus should be on hands-on experience and this can be done by using mock exercises. If the batch is further divided into smaller groups of 5-6 each, different problems can be allocated to them covering a wide range of study designs. Our department has tried a similar

method (prior to starting the dissertation) with a fair amount of success. A well-planned workshop goes a long way in stimulating interest in the proper conduct of research. The Christian Medical College, Vellore conducts a workshop on similar lines in clinical epidemiology for postgraduates before they decide on their topic for dissertation.

#### *Journal Clubs and Paper Clinics*

Most departments (but not all) conduct journal clubs. Often the discussion is focused only on the content and not on the design and statistics. Well-conducted journal clubs can teach residents a lot about research methodology and presentation of data, both written as well as oral. Asking residents how they will re-design a study which has just been discussed is just one way of getting them to think further. Such an exercise would also reinforce the principles learned during the workshop.

It is good practice to discuss all papers being sent for publication from a department. The emphasis must be on research methodology, statistical analysis and presentation. This encourages constructive criticism and will prove to students that scientific dialogue is essential for improving quality of research. The spin-off will be better quality papers. Inviting faculty from other disciplines during such presentations may also be advantageous.

#### *Regular Lectures and Structured Interactive Sessions*

Lectures and structured interactive sessions on various aspects of research such as study design, statistical methods, scientific misconduct, ethics and presentation will serve to maintain interest. It may not always be possible to find persons within every department who are knowledgeable on all aspects of research. If faculty from other departments are invited it is best to explain the requirements and confirm that they will be able to deliver what is relevant to the research needs of the department.

#### *Advantages*

- One faculty member will supervise only one project every 4-5 years
- Closer supervision of one project will be feasible
- Encourages team work
- Many aspects of a single problem can be studied simultaneously
- More ambitious projects can be studied, i.e. those requiring a large sample size
- Examiners will have to go through only one project report

### *Disadvantages*

- Low achievers may not do any work and expect the more dynamic postgraduates to do their share of work
- The individual number of publications will decrease since many faculty members mainly depend on dissertations for their publications
- Chance of the group project becoming no one's baby

### *Group research project*

Instead of having individual dissertations, a single research project could be allocated to a group of postgraduate students. This will decrease the burden on the guide and also allow more ambitious projects to be attempted since different aspects of a problem can be studied at the same time. Values such as cooperation, team work and group responsibility can be inculcated by this method. A guide will have only one project every three to four years unless the department is very poorly staffed. Once the project is completed it can be written up and submitted for publication and evaluation as a single project report. Dissertations are the main source of publications for many faculty members. Though the number of publications may decrease, the standards would probably be higher.

### *Evaluation*

At present, there is no objective evaluation of research methodology and we feel a drastic change is needed. Unless the student understands that knowledge of research methodology will make a difference in passing or failing the examination it will not have any impact on his/her attitude. This can be tested by three methods:

(i) a theory paper at the end of the course, (ii) a continuous assessment by the guide supervising the group project, and (iii) an oral examination.

### *Theory paper*

This should contain three sections and be of three hours duration:

- (i) a section of 30 marks comprising short structured questions purely on the theoretical aspects of research and statistical methods,
- (ii) a second section of 30 marks for critique of a given protocol/manuscript, and (iii) a final section of 40 marks which will require the candidate to design a study for a given problem. The paper should be set by the examiners of the concerned specialty.

### *Continuous evaluation of the project*

The guide should evaluate the student throughout the course. Monthly meetings of the group and presentation of the work done can be regularly assessed. The guide can also set goals for individual students and evaluate their performance. A scoring system can be devised and used to grade students. These projects should be monitored by the faculty of the department from time to time.

### *Oral examination*

Students can be asked to make a five-minute presentation on either a part of the data or any aspect of the project and the examiners can ask questions. This will also test presentation skills-a vital skill in any medical specialty. A checklist can be used to evaluate this.

### **Conclusion**

To bring about any improvement in the standard of research the criteria for guide ship must be more strict. A guide must be appointed by the university based on a certain number of publications (not presentations) in journals of repute. A written examination on research methodology should be made mandatory for a faculty member to become a guide. With the current policy of time-bound promotion there is an urgent need to set standards. We believe that the dissertation is being misused by an overworked, unimaginative, unknowledgeable faculty to publish 'something'. The suggestions given by us here are being followed in a few departments. We hope that the vicious cycle of ignorance leading to bad research will be broken by sensitizing students to good research methodology through innovative teaching-learning techniques.

## **Chapter 4: Objective**

### **General Objective**

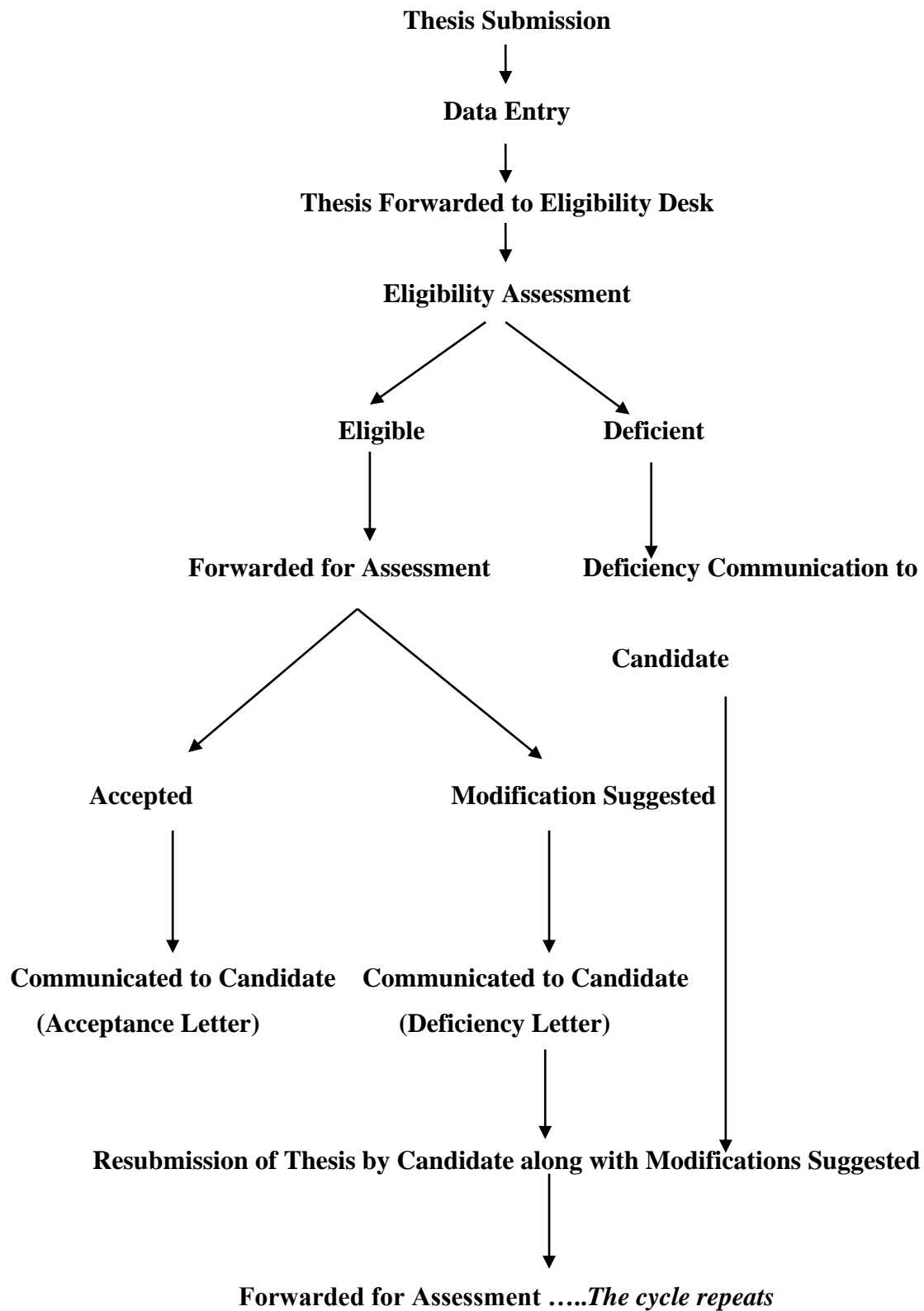
To analyze the role of thesis eligibility assessment at National Board of Examination, Delhi

### **Specific Objective**

- To analyze the thesis eligibility assessment process in the thesis department at NBE
- To identify the main deficiencies found during thesis eligibility assessment
- To provide recommendations to the board for prevention of deficiencies in thesis

## Chapter 5: Process Workflow of Thesis department

Figure 5.1 Process Workflow



## **Chapter 6: Methodology**

Study Design: Descriptive Study

Data Collection Technique:

- Data for the duration 28/12/12 to 27/4/13 on thesis was collected from thesis department of NBE.
- Also, thesis eligibility Performa of NBE was also obtained from NBE.

Study Duration: 28/12/2012 to 27/4/2013

Tool: Thesis Eligibility Performa of NBE was used to assess the eligibility of thesis.

Analysis: Was done using MS-Excel

## Chapter 7: Study Findings

**Table 7.1: Thesis Eligibility Assessment from 28/12/12 to 28/2/13:**

<b>Total Thesis Assessed</b>	<b>709</b>
<b>Eligible Thesis</b>	<b>404</b>
<b>Deficient Thesis</b>	<b>305</b>

Out of the total number of thesis assessed (709) between 28/12/12 to 28/2/13 43% of the thesis were found to be deficient.

**Table 7.2: Thesis Eligibility Assessment from 28/2/13 to 27/4/13:**

<b>Total Thesis Assessed</b>	<b>638</b>
<b>Eligible Thesis</b>	<b>456</b>
<b>Deficient Thesis</b>	<b>182</b>

Out of the total number of thesis assessed (638) between 28/2/13 to 27/4/13 28.5% of the thesis of the thesis were found to be deficient.

**Table 7.3: Deficiencies found in Thesis during Eligibility Assessment:**

<b>Thesis Submission Form (Incomplete/Non Submission)</b>	<b>4%</b>
<b>Late Fee</b>	<b>15%</b>
<b>Candidate Declaration (Non Submission)</b>	<b>30%</b>
<b>Signature of Candidate (Not present on Declaration)</b>	<b>13%</b>
<b>Signature of Head of Institution (Not present on Declaration/ Thesis)</b>	<b>28%</b>
<b>Thesis CD (Non Submission)</b>	<b>3%</b>

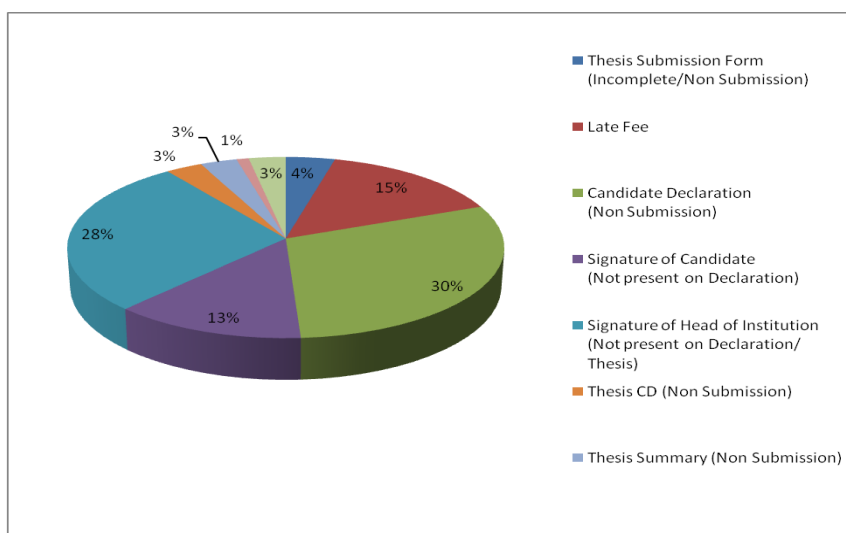


<b>Thesis Summary (Non Submission)</b>	<b>3%</b>
<b>(Not)Hard Bound Thesis</b>	<b>1%</b>
<b>Miscellaneous</b>	<b>3%</b>

The above table shows that most of the thesis (30% & 28%) were found to be deficient in terms of absence of candidate declaration & signature of head of institution respectively. 15% of the thesis were deficient as the candidate had not submitted thesis as per the submission date. 13% of the thesis were declared ineligible as they did not have signature of the candidate on declaration. 4% of the thesis assessed had incomplete thesis submission form.

## Chapter 8: Discussion

Figure 8.1: Deficiencies found in Thesis during Eligibility Assessment



As per the findings of thesis eligibility assessment, Candidate declaration which states the originality of the bonafide thesis work done by candidate is most commonly found missing in the hard bound thesis followed by Signature of Head of Institution, Signature of Candidate missing on Declaration.

Miscellaneous deficiencies included no thesis cover page, difference in thesis topic (thesis topic is different from the one mentioned in thesis submission form).

The dispatch for rectification of these deficiencies takes about 28-30 days from NBE. The candidate in turn takes another 30 days to send the rectified thesis back to NBE. These rectified thesis in turn go for thesis eligibility assessment for any deficiencies.

If there are no deficiencies found in the rectified thesis then these are forwarded to the respective specialty thesis assessor for assessment.

Even if a single deficiency occurs in any of the thesis during first level of eligibility assessment then the entire process of thesis evaluation gets delayed by duration of 50-60 days.

During the transfer of thesis from NBE to candidate or vice versa the chances of loss of thesis during transport are also there which in turn delays the entire process.

## **Chapter 9: Conclusion and Recommendation**

As per the thesis eligibility assessment carried out for a period of 4 months it has been seen that a good number (305 out of 709 & 182 out of 638) of thesis are found deficient in basic criteria, unable to fulfill the eligibility for further assessment. The candidate and the institute aren't aware of these criteria, are partially aware henceforth the deficiencies are found.

The following recommendations have been provided:

- A handbook consisting of thesis writing guidelines should be distributed to candidates during counseling/admission, which not only includes thesis writing guidelines but also an explanation on basic criteria which determine thesis eligibility for assessment.
- This handbook should also be distributed to NBE accredited institute so that the thesis guide is aware of the guidelines and other requirements of thesis.
- The basic criteria required to fulfill eligibility of thesis for further assessment should be uploaded on the Board website so that the candidate can refer the website for clarification.

## **Chapter 10: Limitations**

The major limitation of the study was that the data of previous years for thesis eligibility assessment was not included in the study as thesis eligibility assessment process started only this year (2013) therefore data & comparison of findings couldn't be made.

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