



“CRISP”- Bringing Technological Change In Teaching Pedagogy- A Case Study

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The scenario of rapid changing technology is forcing higher education to adopt new methods of teaching pedagogy. The days are gone when one of the professor used his/her notes since he joined the organization and continued to teach from it even after 15 years without change. Now in the world of *glocalization*¹ (**globalization + localization**) information is available freely and today the topics taught in higher education are not in covert form. This force where IT is at its peak and information is churned out and presented in graphics, animation and with power point presentation, still we are struggling to present our research, project or thesis in any accepted form of presentation, countrywide. Now the days are gone that we don't have any such presentation style of RTP (Research/ Thesis/Project)². CRISP model is the one mode/model which is now very well accepted / adopted voluntarily by Central Universities of various states like HP, UK, UP and other national reputed institution / universities.

Keywords : CRISP | Technology | Research

Introduction:

The research work by the investigators are done at the best and its productivity may be very useful for the CAGS (Corporate, Academia, Government & Society), still its presentation differs on different platforms and thus is a great challenge to understand the output. Since five years the work/research has been continued on this module/ model of CRISP and now it has been evolved as the best uniform model for RTP presentation. CRISP can be easily followed by investigators/ researchers as well as corporates officers and government officers to represent their work. Here the attempt is to discuss the know-how about development of CRISP Module/model for RTP (research/thesis/project) presentation with its importance and implementation as uniform template for presenting RTP.

Crisp Minutiae

After observation and demonstration on various platforms of national repute, CRISP has been improved

with certain changes in 2019 and is explained further in this article. Let's begin the voyage of CRISP.

“CRISP” MODEL for Presentation of Thesis / Research / Project

The “CRISP” model is an INNOVATIVE Template for making comprehensive presentation in a structured manner of the work undertaken during their Thesis / Research / Project in Social Science.

“CRISP” is an acronym for 5 important aspects that need to be emphasised while making these presentations in Social Science.

C=Concrete Issues R=Research Methodology I=Insight Generation S=Summary P=Publications



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Fig. 1.1 Source: Research Front of CSI Communication Vol 42, issue 7, October 2018, Pg. 12 (ISSN: 0970-647X)

Holistic approach of RTP presentation mode/model is named as **CRISP** (i.e. five acronyms viz. **C**oncrete Issues, **R**esearch Methodology, **I**nsight Generation, **S**ummary and **P**ublications). It is now poured in form of power point presentation style to represent the investigators point of view regarding his/her RTP.

The CRISP does not say that the research or thesis or project (RTP) has to be written in this format. It assumes that the investigator has already finished or accomplished his/her work and is ready to present. Thus, CRISP comes into the picture that how an investigator will present his/her RTP. After seeing this CRISP one may say that it is a ready recunner for doing the research works also, but the CRISP is only presentation style for RTP. It is very tranquil to follow and based on acronyms which can be easily memorised.

CRISP is divided into 5 parts i.e. A, B, C, D and E as shown in Fig 1.2.

“CRISP”

- “CRISP” is acronym of FIVE (5) important elements of Research / Thesis / Project (RTP) presentation:
 - C = Concrete Issues [A]
 - R = Research Methodology [B]
 - I = Insight Generation [C]
 - S = Summary [D]
 - P = Publications [E]

Fig 1.2: Source: Excerpts from CRISP.

Further “**C**” i.e. Concrete issues of part “**A**” discusses the main items of RTP as demonstrated in Fig 1.3. It ornate the main theme of research in abbreviation form elaborating it as I GAIN SOUL. The investigator has to put his/her work under these heads and develop the slide of presentation accordingly like “**I**” contains introduction, “**G**” covers the Gaps. “**A**” as additional inputs is further elaborated in Fig 1.4. Next which “**I**” of GAIN shares

importance which is given in Fig 1.5. then “**N**” is need for research, “**S**” as scope of research, “**O**” as objective of Research, “**U**” as uniqueness and “**L**” as limitation of the research conducted by investigator.

A. Concrete Issues

I { 1. Introduction

GAIN { 2. Gaps
3. Additional Inputs
4. Importance
5. Need

SOUL { 6. Scope
7. Objectives
8. Uniqueness
9. Limitations

Fig 1.3: Source: Excerpts from CRISP.

A.2. Additional Inputs (GAIN)

- Any extra effort taken by Researcher to complete the research [MOTTO]:
 - Model if any, than (PGI)
 - Persuasion
 - Generation
 - Improvisation
 - Opinions Persuaded or Defined
 - Target Audience
 - Technological Usage
 - Optimization

Fig 1.4: Source: Excerpts from CRISP.

The Additional Inputs consist of MOTTO. Where “**M**” is Model which extends as PGI i.e. Persuasion, Generation or Improvisation. If investigator has used any model in his/her RTP, s/he will put it under the heads of MOTTO as shown is Fig 1.4. The fig 1.5 explains the importance of the research done by investigator / researcher for Corporate / Academia / Government or Society.

A.3. Importance (GAIN)

- Importance of research should be in context to CAGS:
 - C = Corporate
 - A = Academia
 - G = Government
 - S = Society

Fig 1.5: Source: Excerpts from CRISP.

Then let us discuss part “**B**” of CRISP i.e. “**R**” which caters Research Methodology adopted by investigator/

researcher conducted by him while doing his/her research (refer Fig 1.6)

B. Research Methodology

- Research Framework
- Research Design
- Hypothesis Framing (if any)
- Sample Design
 - Sampling Frame
 - Sample Area
 - Sample Size
- Data Collection & Validation
- Statistical Tools and Technique
- **Research Ethics** & Values (if applicable)
- **Acknowledgement**
- Other required relevant designs/ tools & techniques

Fig 1.6: Source: Excerpts from CRISP.

All the heads taken under “**R**” of CRIPS is well known to the person doing research/thesis/ project (RTP). S/he has just to put all the key points under these heads as shown in Fig 1.6.

C. Insight Generation *cont....*

➢ **Achieved or Not**

➢ Successful	Need more elaboration
➢ Gaps covered	Not Covered
➢ Need Satisfied	Not Satisfied
➢ Objectives Achieved	Not Achieved
➢ Hypothesis Accepted	Rejected

Fig 1.7: Source: Excerpts from CRISP.

The part “**C**” and “**I**” of CRISP (refer Fig 1.7) discuss the insight of the investigator undertaken while doing the research. S/he can check and keep all the details in points to represent his/her RTP under this format.

Part “**D**” and “**S**” of CRISP (refer Fig 1.8) elaborates the summary of RTP done by investigator / researcher.

D. Summary

- Findings
- Gist
- Suggestions
- Recommendations
- Conclusions
- Appendixes'

Fig 1.8: Source: Excerpts from CRISP.

And the last part “E” i.e. “P” of CRISP deals with the publication (if any) done by investigator/researcher while accomplishing his/her research. (Refer Fig 1.9). Investigator can put his/her work under the heads and explain the audience for the same.

them. It also facilitates to understand the work done by investigator across the discipline and organizations, especially in government organization where the bureaucrats have very less time to look for whole project / research given by investigator. The investigator / researcher can present his/her research or project within 15 to 50 minutes by adopting this CRISP mode/model of presentation. The corporates can easily demonstrate their *provinces (products +/- services)* by adopting this CRISP.

(Research Methodology) Courses/ lecture series in different Central Universities, NITs, NIFTEM etc. it has been appreciated and accepted for implementation. After observation and demonstration on various platforms of national repute, CRISP has been improved with certain changes and is explained in this article and its holds the latest version in 2019.

As an author and creator of this CRISP, I have been wilfully demonstrating it all over INDIA on various platforms and intellectuals who attended it are appreciating and adopting it.

E. Publications

- Researcher’s Publications
 - Research Papers
 - Chapters in books
 - Books
 - Articles etc.
- Researcher’s Manuscript
 - Unpublished Work



Fig 1.9: Source: Excerpts from CRISP.

Conclusion

CRISP is now gaining popularity and is accepted by national repute institution for presenting the Thesis / Research or Projects conducted under

When talked about presentation of research/thesis/project (RTP) in higher education Post Doct/PhD/PG. there was no such uniform mode/model which can be taken for considering the investigators interpretation across the disciplines. Now the popularity of CRISP is doing its job to fulfil this gap. Wherever this CRISP has been presented especially in FDPs (Faculty Development Programs) or RM

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Annexure I

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Reviewers Comment

Reviewer Comment 1: This paper properly analysis the Research Methodology of the choice of which methodology to use will depend on your research questions, the formulation of which is consequently informed by your research perspective.

Reviewer Comment 2: To Develop a good research, just like developing a good research question (researchable; neither too broad nor too narrow), is an important research skill.

Reviewer Comment 3: The Psychological researchers want to learn and understand human behaviour that how human body behaves in different scenario. It can be about how people think, how they feel, how they behave, or some combination of these issues. Research, and the understanding that follows, trickles down from the scientists and alters society.

Editorial Excerpt

Initially at the time of submission, this paper had 2% of plagiarism which is super accepted percentage for the Publication. The Paper is Related to "CRISP"- Bringing Technological Change In Teaching Pedagogy- A Case Study", The genomes of various organisms encode a series of messages and instructions within their DNA sequences. Genome editing involves changing those sequences, thereby changing the messages. This can be done by inserting a cut or break in the DNA and tricking a cell's natural DNA repair mechanisms into introducing the changes one wants. Hence the article is earmarked and finalized to be published under category of "Case Study (CS)" category.



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