

Editorial

What Makes a Research Writing Creative?

Nobody does research without any objective. They do research for the needs of society and people neither for money nor for academic gain. Of course, there are some who conduct research just to increase institutional fame and reputation. In all cases, the thoughts and plans of the research do not suddenly arise in the mind of a researcher. They have to do a lot of studies and have a thorough understanding of the current and recent research and their topics. So first of all, they possess a clear insight, philosophical position and belief. Then the researchers observe deeply their surroundings, society, country and nation and even the outside world through their eyes; then only various thoughts arise in their mind. Simply put even a small thought does not suddenly occur in a person's head. Therefore, one has to create an idea through a method and process. So the same kind of thinking may not come into others' mind. Qualifications and background make a difference in thinking from person to person. Hence doing research is a conscious cognitive creation which utilizes multiple resources, systems, methods, along with the involvement of stakeholders. Here is the foundation of the concept of creative research.

Creative research is not monotonous but dynamic and comprehensive. This research is not only artistic. Today's world is badly in need of research-based creative writing. This editorial is written at the moment when the whole world is engulfed by a pandemic where human life is under threat. All academic, political, economic plans are miserably aborted and are viewed with suspicion. Everyone struggles to make sense of human achievement and pride of substantial technological progress. While the virus attacks irrespective of race, class or colour, hard not to note how powerful and wealthy groups of people are influenced by its effects. Facing extreme class inequalities all over the world, reflecting on life's uncertainty, the scientists started to seek the answer of what kind of plan never fails? No plan whatsoever. Because life is not plannable, yet we want to live with what we have in front of us, no matter how small it is. For example, those who conduct study, highlight the possible conditions for the future through research. Therefore, researchers should conduct a study on any real and life-oriented subject. Then society benefits from his/her studies.

Now, the objective of this editorial is to let the meaning of creative writing and creative research go beyond its century-long narrow definition. Creative research should be more comprehensive than it is imagined. Creative Research has long been considered as non-academic writing and not suitable for the research works. Then time had come when creative research meant the research for the arts and humanities (Kara, 2015). But one of the connotations of creative research has been ignored since the beginning, which includes the original ideas to create something innovative. Is not it true that the research must create something – the solution to a particular problem or specified ignorance. The research report is always given in a written form. Thus research is dynamic and creative writing. Creative research makes senses of a particular problem nobody has drawn the attention before that research.

Holistic Education for Creative Research

Holistic education is the foundation of creative research writing. We need to rethink the role of education in creating questioning assumptions, strengthening equality by dissipating social inequities, and making us the people they are. Needless to say, this cannot be understood without analyzing the essence of education and how it is conceived to achieve its own objectives. The analysis will then encourage us to focus on producing more beneficial educational content and participating in socially transformative pedagogy – inclusive pedagogy. We must renew emphasis to certain ethical universals and reconsider the relationship between the state, education and people/citizens. In short, this global crisis has paved the way of writing creative research has allowed us to reflect on our life environments and the role of education therein. This appeal to reform the education is not new or fresh but have been featured as key points of debate and reflection in many studies and educational policy documents. It may not be entirely incorrect to suggest that an inner epidemic has been simmering in the form of a ‘learning crisis’ in most of the developing countries for quite some time and yet we continue to do the exact opposite of what has been proposed by the educational scientists. We discern the education needs to be developed when an inappropriate curriculum is followed, a pedagogy that rejects the capacity and potentials of both teachers and students is implemented, and our children are challenged to learn how to escape failure. We cannot disregard the researchers’ role and contribution in all these, because it conveniently provides an education designed to replicate our society’s current disparities. COVID-19 offers us an opportunity to pause, reflect and even rethink what happens within our schools and universities in the name of education.

For example, the current fascination with digital learning also aggravates the teacher's common view of selling technology, so much so that it is thought to substitute a teacher. Technology has been making inroads in the lives of school teachers: tablets to record school-related data, gadgets to record biometric attendance, and CCTV cameras to monitor their movement. In the one hand, technology is seen as addressing all problems related to children's non-learning and teachers' non-accountability, and in the other hand, teachers' 'passion' is portrayed as the motto for them to excel in the proposed new education policy. Therefore, the message conveyed by the state is that if teachers are inspired and enthusiastic about their jobs, they need not worry about institutional limitations or educational system inadequacies. Having a state status makes things like fair pay, appropriate working conditions, and even good teacher training redundant.

I want to illustrate two interrelated issues. Training alone does not bring about social change by underestimating the emancipatory power of education. For meaningful education to take place, there must be facilitative processes such as a curriculum with which students can connect, an inclusive pedagogy, an assessment that supports student learning, etc. Equally important are factors beyond the teacher's control, such as teacher-pupil ratio, service conditions and adequate infrastructure. Education is one of the enablers that remove social inequalities. For this education must be integrated and holistic. The time demands to modernize the teaching-learning, curriculum, teachers' training, social vision of education, educational ICT. One thing must keep in mind that neither technology nor teachers operate autonomously but work in a certain environment, where many global factors determine their effectiveness. Much as a teacher requires guidance and encouragement, technology needs to be used with even more exceptional care, attention and reflection. In this pandemic of COVID-19 if the technology is utilized to impart research skills among the instructors, and professors, more creative research would be possible to happen.

Learning research and particularly creative research is the right of citizens. Developing countries should take steps to fix with cost-effective approaches because the vulnerable parts of society deserve it. They need alternative approaches, more consideration, and individualized assistance. For example, it is also a matter of creative research on how to include the unprivileged in the learning process of creative research writing.

We must welcome individuals' research endeavours in which they place their creating research ideas and solutions. Four articles have been published in this issue. The first paper is about the statesmanship of Nizam Al-Mulk Tusi and His Political Thought written by Md. Rafiqul Islam. The

principal aim of the study is to articulate the major political ideas and theories developed by Nizam al- Mulk Tusi based on his Magnas Opus entitled Siyasat Namah. It was composed upon the request of Seljuq King Sultan Malik Shah was read thoroughly and met with the approval and leading to Malik Shah declaring that it would be the guide to constitution and Law of his state -empire in all affairs. The second paper highlights the Culture as the Reflection of a Society. This paper written by Md. Zahidul Islam includes the sociolinguistics phenomenon. This paper revisits traditional definitions of culture and society to establish a sound criticism of existing coherence-based approaches. It is finally argued that the prevalent diagnosis of multi collectivity should be expanded to a desideratum of radical multi collectivity, the goal of providing increasing individual access to ever more collectives, leading to an increase in both social stability and developmental dynamics. The third paper entitled “Madrasah Education Under Muslim Rulers In India: A Study Of Mughal Emperor” has been authored by Syed Mahbulul Alam Al-Hasani. His aim of the paper is to discover some of the contribution of Muslim rulers to grow Madrasah in ancient India. His paper also has brought into light the important involvement of the Muslim rulers from the early 7th century up to the great Mughal Empire of Delhi. Muslim rulers were seen as great sponsor for Islamic learning and education. In the medieval period, Islamic learning and education were practiced and imparted in the Madrasah. Muslims rulers patronized education wholeheartedly. Indian Muslim rulers were enough cordial to establish Madrasah for knowledge and education. Current paper suggested that Madrasah education in India was flourished under the patron of Mughal rules with a great enthusiastic. The last paper is written To assess the knowledge of obesity among freshly admitted undergraduate students of North South University Bangladesh. More specifically, this study aims at describing socio-demographic and economic characteristics of the students and assessing the level of knowledge on obesity-related factors among the freshly admitted undergraduate students of NSU. And finally, this paper identified the level of knowledge regarding the clinical factors of obesity among the freshly admitted undergraduate students of NSU.

Reference

Kara, H. (2015). *Creative Research Methods in the Social Sciences A Practical Guide* (1st ed.). Policy Press.

Tareq M Zayed
Editor, Journal of Creative Writing
CEO, DISC International.
Email: tmzayed159@gmail.com