

## From the Editor's Desk



“ELECTION” can't be the only referendum for evaluation of 'Honesty' as it covers several dimensions in various forms”. CORRUPTION need to be judged from the good administration of justice and national governance, which requires a closely knitted selfless society of good humans. – Dr. Chandran Peechulli

'Expectations' borne out of necessity, turns mindsets into imaginations, leading to innovations of success. – Capt. Arun Chandran

The advent of computers and modern communication has brought in “UBIQUITY” the state of being everywhere at once (or seeming to be everywhere at once) – Mrs. Divya Arun

“We must use ‘TIME’ creatively and forever realise that the ‘TIME’ is always hope to do great things”. – Martin Luther King

An ounce of practice is worth more than tonnes of preaching. – Mahatma Gandhi

*Passed-out Marine Students from DGS approved Maritime Academies/Institutions are desperate for placement on board ships, since left half baked on passing out from the mushroomed maritime academies/institutions wherein the listed faculty are of namesake, while they sail on deep seas and oceans, while such institutions are substituted with substandard staff, cutting-down cost by greasing the palms of the national maritime regulating authorities. Incidents of Prathiba Cauvery and Warna are cases, in the public eye through media, similar to Flags of Convenience.*

It is to emphasise that eLearning should work for seafarers at work, considering the valued earned-leave ashore of the active seafarers on returning back to their families (near and dear ones). Hence, it is our earnest desire to consider wherever feasible to involve e-Learning. Introduction of eLearning for seafarers, were advocated ever since my involvement into the media, twelve years back, in 2001, more effectively on my return from UK after my higher studies. On eLearning effectiveness. To Be Clear...Before covering the material evidence about eLearning, we should be clear that eLearning can never be a total replacement for all maritime training issues. When we talk about training and competencies in the maritime world, we need to consider two vital components: Knowledge and Skills. other aspects being attitude, experience, zeal and energy etc. We can all agree that knowledge and skill are the two basic components required for maritime competency, aside from the notable example of simulation training, eLearning is primarily focused on knowledge acquisition. Knowledge forms the basis for all skills and competencies. Notings from STCW Manila Amendments, Chapter II, Section B-II/1, Paragraph 14: “Scope of knowledge is implicit in the concept of competence.... This includes relevant knowledge, theory, principles and cognitive skills which, to varying degrees, underpin all levels of competence. It also encompasses proficiency in what to do, how and when to do it, and why it should be done. Properly applied, will help to ensure that a candidate can: work competently in different ships and across a range of circumstances; anticipate, prepare for and deal with contingencies; and adapt to new and changing requirements.” So knowledge is critical and therefore worthy of our focus. Although knowledge is a requirement for competency, it is not sufficient. Hands-on training, experience, attitude, time, etc are all required to complete the picture. So while eLearning (as we will see) can improve knowledge acquisition in many ways, it cannot ever remove the need for hands-on training and experience. The time and experience with SWOT analysis has proved effective, considering the precious time of the seafarers ashore, supposedly to be with their near and dear ones which they are missing, working out on the deep seas. The best evidence, is a report published in 2010 by the U.S. Department of Education (US DOE).The report “Evaluation of Evidence-Based Practices in Online Learning, A Meta-Analysis and Review of Online Learning Studies”. In the case of the US DOE study, the meta-analysis was formed after looking at roughly 1,000 studies, and then filtering them down to 45 studies which were sufficiently rigorous and covered the desired questions directly. These 45 studies were then carefully reviewed to distil the information for this one report. As far as I am aware, there is no better answer anywhere to the question “does eLearning work”. The Answer The US DOE meta-analysis came to several conclusions,since there are many useful nuances to the conclusions, all of which will provide a greater understanding of eLearning effectiveness. Let's look at some of the most notable conclusions: Conclusion No. 1: Online learning outperforms face-to-face learning: “Students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction with loopholes. Learning outcomes for students who engaged in online learning exceeded those of students receiving face-to-face instruction.” The size of the difference in effectiveness between on-line and face-to-face instruction was quite small, but it does exist with the “win” going to on-line learning. However, with the effect being so small, I have always considered the learning effectiveness between on-line and face-to-face to be roughly equivalent. Conclusion No. 2: Blended learning is best: “Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.”

Blended learning is the technique of combining learning modes - in this case on-line learning and face-to-face learning. The conclusion above indicates that when you use a combination of on-line and face-to-face training, the learning outcomes are better than for either face-to-face or eLearning alone. This makes intuitive sense because each mode of learning has strengths the other one cannot offer. Therefore combining them yields results that either alone cannot offer. The conclusion here is clear, if your goal is to provide the very best training possible, you should use a combined approach involving both face-to-face training and on-line learning. Conclusion No. 3: Interaction with peers and/or instructors improves learning outcomes: “Effect sizes [i.e. the improvement in learning outcomes] were larger for studies in which the online instruction was collaborative or instructor-directed than in those studies where online learners worked independently.” This is a very important conclusion which cannot be stressed enough. One of the major advantages to on-line learning is its ability to connect people to one another. It facilitates informal learning by connecting trainees - allowing them to learn from one another in a way that face-to-face training can't. In addition, despite perceptions to the contrary, on-line learning can be facilitated by an instructor and, as the conclusion above shows, learning outcomes are improved when this is the case. Therefore, while it is indeed possible and effective for trainees to learn on-line independently, the best outcomes are achieved when we use technology to connect people to further facilitate the learning process. Conclusion No. 4: Blending and connecting are the most important considerations: “Most of the variations in the way in which different studies implemented online learning did not affect student learning outcomes significantly... Of those variables, the two mentioned above (i.e., the use of a blended rather than a purely online approach and instructor-directed or collaborative rather than independent, self-directed instruction) were the only statistically significant influences on effectiveness.” There are many different ways in which we can facilitate on-line learning. One of the variables we hear about the most is the media type - the choice between text, images, videos, audio, etc. The US DOE study looked at how delivery and media affected the learning outcomes. What they found was that aside from the decision to employ eLearning, the only two variables which created a significant improvement in learning outcomes were blending (combining face-to-face with eLearning) and connecting trainees to an instructor and other trainees - both of which were mentioned above. Interestingly, however, it was found that substituting one media type for another (for example, video for text) made no significant difference in outcomes. So while there are clearly situations where one media type is preferable over another, this conclusion tells us that aside from these special situations, it is safe to choose media based on what is economical to create and maintain. Conclusion No. 5: eLearning works, regardless of the subject matter: “The effectiveness of online learning approaches appears quite broad across different content and learner types.” eLearning has been around long enough and studied long enough that we can safely conclude that it is effective for all kinds of knowledge acquisition. There is nothing special about maritime knowledge or maritime learners that makes the field immune to the benefits of eLearning. That is not to say that there are no hurdles to overcome in maritime eLearning - there are. For example, the availability of internet on-board, and the sophistication of vessel based training both have slowed the adoption of eLearning in the industry. However, those obstacles are being (and have been) largely overcome by maritime-specific learning management systems (LMSs) and the industry is following suit by adopting eLearning methods. This study makes it clear that the benefits of eLearning are not domain-specific. Conclusion: In the late 1990s, when eLearning was new to the world, there was a tremendous amount of activity around the question of whether eLearning produced good learning outcomes. The maritime industry has been slow to the “eLearning party” and there are some advantages to being the last one in. One of those advantages is the fact that the question of effectiveness has been answered. It works. Although it has taken roughly 15 years to come to that conclusion, the evidence is now overwhelming.

**REGRET to inform ‘Valued Readers’ that we are going off from prints, to remain on-line only, from the New Year 2013.**

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## What to Do in Case of Death of a Person Onboard Ship?

Death on board ships as a result of any kind of adversity is an extreme form of emergency situation. In case of such unfortunate event, the crew and master of the ship must take all the necessary steps that are mentioned in WHO's International medical guide for ships or according to the procedures given by the radio medical personnel.

The master of the ship would inform the company about the deceased person along with other necessary details that are required in the form of evidence.

Important details required as evidence are:

- Date, time, and position of the vessel when the death occurred
- Location of the death if it occurred because of an accident
- Record of the working hours of the deceased
- Details of the condition of the body
- Complete eye witness statement that is taken immediately after the incident



- Type of medical treatment given to the person before death
- Details of the person who gave medical treatment
- Details on indication of intoxication, if found
- Details of tools, wires, equipment etc. which was the cause of death
- Timed photographs of the place where deceased was found
- Details of telemedicine assistance, if available and provided
- Any other information asked by the company

The company is responsible to inform the next-of-kin of the deceased person. Also, it is to note that in case the incident occurs when the ship is at port or anchor, the procedures according to the laws of that particular country needs to be followed.

If at port, the master should inform the local agents, medical personnel, and concerned persons of the P & I club. The local agent would guide the master regarding the procedures to be followed as required by the authorities of that particular country.

If the accident has taken place at the sea, the procedures and guidelines as provided by the company are followed. The company might ask to preserve the body in an emptied refer compartment. Also, the agent of the next port of call must be informed beforehand so that the necessary information is

provided to the local authorities, the consulate of the ship's flag state, and the correspondence of P & I club.

As per the rules, all the belongings of the deceased person should be packed and handed over to the agent to be sent to the company, which would eventually forward it to the next-of-kin along with a copy of inventory list of belongings.

All the details are to be noted in the official log book for later reference.

Kindly note that this is just a general overview of the practice that is followed in such situations, the full procedures/guidelines to be followed in case of death on board ships would vary according to the company policies and laws of country in which the death occurred.

**SCI takes delivery of Suezmax crude carrier:** With Hyundai Samho Heavy Industries Co. Ltd refusing delivery of the crude oil tanker to the JV, Irano Hind Shipping Company, SCI the JV partner agreed to purchase it from Hyundai

The Shipping Corporation of India Ltd. (SCI) took delivery of a Suezmax crude oil tanker, named as m.t. "Desh Shobha" this morning. It was purchased from Hyundai Samho Heavy Industries Co. Ltd (HSHI), S. Korea on resale basis. The order for the vessel was placed on HSHI by the joint venture company Irano Hind Shipping Company (IHSC) which is now in the process of being wound up. SCI holds 49 percent in this defunct JV, formed in 1974, and the Islamic Republic of Iran Shipping Lines (IRISL) 51 percent.

Tehran has been under intense UN watch due to its alleged nuclear weapons program. Following the US and Israeli pressure, the UN Security council slapped economic blockade on Tehran, including oil sales, in 2010. Accordingly, the Indian government took the decision to cease operations and wind up the JV. It is understood that because of the sanctions Hyundai had refused delivery of the vessel to IHSC. Hence SCI had to purchase the vessel.

m.t. "Desh Shobha" has a gross tonnage of 81,334 tonnes and deadweight of 1,58,034 tonnes at scantling draft. The vessel has been classed with LR and IRS and has been built to comply with latest international regulations.

The shipping markets are prevailing at low levels at present and as a result the shipbuilding industry has been going through a recessionary phase. This has presented opportunities for acquiring vessels at attractive prices. SCI has used this available opportunity to acquire the vessel from HSHI.

India as a nation is dependent on import of crude oil and having tankers under Indian flag provides vital energy security to the country. As is known, uninterrupted transport and supply of oil, a major source of primary energy, is vital to a country's growth. In times of international crisis, it is all the more important to maintain a secured supply line. In view of this, addition of crude oil tankers to national fleet will ensure uninterrupted transport of essential cargoes such as crude oil and petroleum products in the process ensuring national and energy security. Energy transportation has also been the core business segment for SCI and induction of this vessel in SCI's fleet will strengthen its position in the energy transportation sector.

In view of this strategic acquisition, SCI's crude oil tanker fleet